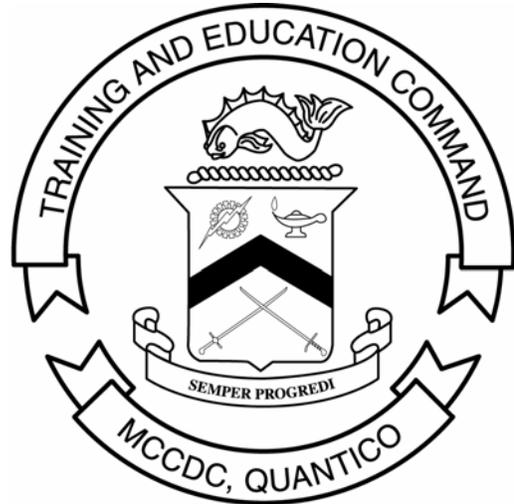


MARINE CORPS INSTITUTE



INFANTRY SQUAD LEADER: COMBAT LEADERSHIP

MARINE BARRACKS
WASHINGTON, DC



UNITED STATES MARINE CORPS

MARINE CORPS INSTITUTE
912 CHARLES POOR STREET SE
WASHINGTON NAVY YARD DC 20391-5680

IN REPLY REFER TO:

1550

Ser 0380A

12 April 04

From: Director

To: Marine Corps Institute Student

Subj: INFANTRY SQUAD LEADER: COMBAT LEADERSHIP
(MCI 0380A)

1. Purpose. The subject course provides instruction for all Marine NCO's on the conditions of combat and how they can begin to prepare their Marines for combat.
2. Scope. This course begins by addressing the face of combat (those conditions that the Marine will face in battle). It then discusses some key factors to successful leadership in combat conditions. Finally, it covers how you as an infantry squad leader can begin to train and educate your Marines for success in combat.
3. Applicability. This course is intended for instructional purposes only. It is designed for the infantry squad leader, but is applicable for use by Marines in the ranks Cpl-Sgt in all MOSs.
4. Recommendations. Comments and recommendations on the contents of the course are invited and will aid in subsequent course revisions. Please complete the course evaluation questionnaire at the end of the final examination. Return the questionnaire and the examination booklet to your proctor.

T.M. FRANUS
By direction

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Student Information

Number and Title MCI 0380A
INFANTRY SQUAD LEADER: COMBAT LEADERSHIP

Study Hours 6

Course Materials Text

Review Agency Commanding Officer, TBS
ATTN: Operations Officer
24164 Belleau Ave
MCCDC
Quantico, VA

Reserve Retirement Credits (RRC) 2

ACE Not applicable to civilian training/education

Assistance For administrative assistance, have your training officer or NCO log on to the MCI home page at www.mci.usmc.mil. Marines CONUS may call toll free 1-800-MCI-USMC. Marines worldwide may call commercial (202) 685-7596 or DSN 325-7596.

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Study Guide

Congratulations Congratulations on your enrollment in a distance education course from the Distance Learning and Technologies Department (DLTD) of the Marine Corps Institute (MCI). Since 1920, the Marine Corps Institute has been helping tens of thousands of hard-charging Marines, like you, improve their technical job performance skills through distance learning. By enrolling in this course, you have shown a desire to improve the skills you have and master new skills to enhance your job performance. The distance learning course you have chosen, MCI 0380A, *Infantry Squad Leader: Combat Leadership*, provides instruction for all Marine NCOs on the conditions of combat and how they can begin to prepare their Marines for combat.

- Your Personal Characteristics**
- **YOU ARE PROPERLY MOTIVATED.** You have made a positive decision to get training on your own. Self-motivation is perhaps the most important force in learning or achieving anything. Doing whatever is necessary to learn is motivation. You have it!
 - **YOU SEEK TO IMPROVE YOURSELF.** You are enrolled to improve those skills you already possess, and to learn new skills. When you improve yourself, you improve the Corps!
 - **YOU HAVE THE INITIATIVE TO ACT.** By acting on your own, you have shown you are a self-starter, willing to reach out for opportunities to learn and grow.
 - **YOU ACCEPT CHALLENGES.** You have self-confidence and believe in your ability to acquire knowledge and skills. You have the self-confidence to set goals and the ability to achieve them, enabling you to meet every challenge.
 - **YOU ARE ABLE TO SET AND ACCOMPLISH PRACTICAL GOALS.** You are willing to commit time, effort, and the resources necessary to set and accomplish your goals. These professional traits will help you successfully complete this distance learning course.
-

Continued on next page

Study Guide, Continued

Beginning Your Course Before you actually begin this course of study, read the student information page. If you find any course materials missing, notify your training officer or training NCO. If you have all the required materials, you are ready to begin.

To begin your course of study, familiarize yourself with the structure of the course text. One way to do this is to read the table of contents. Notice the table of contents covers specific areas of study and the order in which they are presented. You will find the text divided into several study units. Each study unit is comprised of two or more lessons and lesson exercises.

Leafing Through the Text Leaf through the text and look at the course. Read a few lesson exercise questions to get an idea of the type of material in the course. If the course has additional study aids, such as a handbook or plotting board, familiarize yourself with them.

The First Study Unit Turn to the first page of study unit 1. On this page, you will find an introduction to the study unit and generally the first study unit lesson. Study unit lessons contain learning objectives, lesson text, and exercises.

Reading the Learning Objectives Learning objectives describe in concise terms what the successful learner, you, will be able to do as a result of mastering the content of the lesson text. Read the objectives for each lesson and then read the lesson text. As you read the lesson text, make notes on the points you feel are important.

Completing the Exercises To determine your mastery of the learning objectives and text, complete the exercises developed for you. Exercises are located at the end of each lesson, and at the end of each study unit. Without referring to the text, complete the exercise questions and then check your responses against those provided.

Continued on next page

Study Guide, Continued

Continuing to March

Continue on to the next lesson, repeating the above process until you have completed all lessons in the study unit. Follow the same procedures for each study unit in the course.

Preparing for the Final Exam

To prepare for your final exam, you must review what you learned in the course. The following suggestions will help make the review interesting and challenging.

- **CHALLENGE YOURSELF.** Try to recall the entire learning sequence without referring to the text. Can you do it? Now look back at the text to see if you have left anything out. This review should be interesting. Undoubtedly, you'll find you were not able to recall everything. But with a little effort, you'll be able to recall a great deal of the information.
- **USE UNUSED MINUTES.** Use your spare moments to review. Read your notes or a part of a study unit, rework exercise items, review again; you can do many of these things during the unused minutes of every day.
- **APPLY WHAT YOU HAVE LEARNED.** It is always best to use the skill or knowledge you've learned as soon as possible. If it isn't possible to actually use the skill or knowledge, at least try to imagine a situation in which you would apply this learning. For example make up and solve your own problems. Or, better still, make up and solve problems that use most of the elements of a study unit.
- **USE THE "SHAKEDOWN CRUISE" TECHNIQUE.** Ask another Marine to lend a hand by asking you questions about the course. Choose a particular study unit and let your buddy "fire away." This technique can be interesting and challenging for both of you!
- **MAKE REVIEWS FUN AND BENEFICIAL.** Reviews are good habits that enhance learning. They don't have to be long and tedious. In fact, some learners find short reviews conducted more often prove more beneficial.

Continued on next page

Study Guide, Continued

Tackling the Final Exam

When you have completed your study of the course material and are confident with the results attained on your study unit exercises, take the sealed envelope marked “**FINAL EXAM**” to your unit training NCO or training officer. Your training NCO or officer will administer the final examination and return the examination and the answer sheet to MCI for grading. Before taking your final examination, read the directions on the DP-37 answer sheet carefully.

Completing Your Course

The sooner you complete your course, the sooner you can better yourself by applying what you’ve learned! **HOWEVER**--you do have 2 years from the date of enrollment to complete this course.

Graduating!

As a graduate of this distance education course and as a dedicated Marine, your job performance skills will improve, benefiting you, your unit, and the Marine Corps.

Semper Fidelis!

STUDY UNIT 1

THE FACE OF COMBAT

Overview

Content This study unit is designed to give the infantry squad leader, or equivalent, an overview of what leadership in combat is like. Realize that no written word can ever do justice to the actual horrors that you may one day face in combat. In keeping with the increased emphasis on war fighting, we hope to get your Marines thinking about the challenges they may face if called upon to fight in combat.

Scope This study unit deals with the important challenges of combat: the characteristics of combat, the fear of combat, and the stresses of combat.

In This Study Unit This study unit contains the following lessons:

Topic	See Page
Characteristics of Combat	1-3
Fear of Combat	1-11
Stresses of Combat	1-25

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LESSON 1

CHARACTERISTICS OF COMBAT

Introduction

Scope Every Marine is a warrior, a potential combat leader. You may be in combat tomorrow. Regardless of how well your unit is trained, you must harden yourself for your first action. You do not need to experience combat in order to understand the essential requirements for leading your Marines in combat. However, it is your fundamental responsibility to physically and mentally prepare yourself and your Marines for battle.

Content This lesson has graphic accounts of a German soldier who experienced the brutal reality of war on the Russian Front during World War II. Read this in preparation for your study of combat leadership.

Learning Objectives Upon completion of this lesson, you should be able to

- Identify four elements of combat experienced by Guy Sajer.
- Identify the common elements of combat.

In This Lesson This lesson contains the following topics:

Topic	See Page
Introduction	1-3
The Forgotten Soldier	1-4
Common Elements of Combat	1-7
Lesson 1 Exercise	1-8

The Forgotten Soldier, by Guy Sajer, p. 393-397

...we had just withstood two or three major assaults. From the screams of anguish to our left, we concluded that a great many of our men had been killed. We had emptied five magazines, and were warming our fingers on the hot metal of the machinegun. Our sixth and last magazine had been attached, and we were anxiously waiting for fresh supplies. The night was continuously lit by the explosions of thousands of Russian shells, which made movement extremely difficult. Our trenches, which in any case were not deep enough, extended only to certain positions. The others had to be reached by leaps and bounds, alternating with plunges to the ground, and writhing on our stomachs across dozen of yards of snow mixed with chunks of frozen earth.

From time to time, we could see four figures moving toward us, jumping from crater to crater, carrying shells for our 50-mm mortar, and magazines for the spandau. They were still about forty yards away, when their shadowy mass was surrounded by a flash of white light. We never heard any cries. A few minutes later, I was sent out to crawl to the point of impact. The sergeant ordered me to bring back at least two magazines. I had just arrived at my destination when I heard the Russian assault cry, followed by a shower of grenades and mortar shells. The ground shook beneath me in a manner which defied all predictions. I felt like a pea inside a ferociously beaten drum. I was lying flat on the ground among the bodies of comrades killed only a few minutes before, unable to see any of the supplies I'd been sent to fetch. Then I heard the sound of a

tank. The darkness all around me was broken by streaks of light and large pink and yellow explosions. In a momentary beam from some headlight, I could see a small sign marked S.157. I opened my mouth wide, as prescribed, because I could hardly breathe, and lay where I was, frantically groping for something to hang on to in the diabolical setting, where horizontal and vertical alternated to the rhythm of the lights which slashed the darkness. I thought that I could recognize through the uproar the crackle of the weapon I had operated with Wiener and had left only a moment before, and felt that my sanity might be close to collapse. I could see no escape from my situation, and lay glued to the ground with my head down, like a trussed animal, waiting for the butcher's axe.

A hundred yards to my left, the Pak, with its barrel marked for eleven kills, was fleeing into the striped darkness with its ammunition and gun crew. I heard the terrifying roar of a tank rising above the general tumult, and a headlight wavered and leaped through the undulating darkness. It had obviously driven through our defenses and was now passing within twenty yards of where I lay. I saw it suddenly burst into flame, and despite the intense cold a wave of hot air almost asphyxiated me. Half unconscious, I could hear the trample of running feet all around me, and, despite the noise of guns and explosions, cries which sounded more like curses than anything else, and were certainly neither French nor German.

Continued on next page

The Forgotten Soldier, by Guy Sajer, p. 393-397, Continued

I thought I could distinguish three or four pairs of boots thumping past me. Everything happened so quickly at that moment that I am no longer sure of what in fact I did see. I could still hear the sound of a machine gun, and then there were hundreds of shouting voices. The tank exploded a second time, showering steel fragments all around me. Some of our soldiers must still have been firing.

Then there was a period of relative calm, which lasted for about three-quarters of an hour. Exhausted by nervous tension, I managed to pull myself out of my torpor enough to take a few steps toward the position I had left twenty minutes earlier. But nothing remained of it except smoke and motionless bodies.

Furthermore, the entire sector, as far as I could see, was veiled in smoke. I turned back again heading for our rear lines, and, too late to stop myself, tripped over a corpse. I realized that I had no weapon, and grabbed the dead man's gun, which was lying beside him. Then I began to run.

I heard four or five shots. The whistling flight of the balls made me think of hell. I knew that I might faint at any moment, and between two spasms of nausea fell into a hole where three fellows in roughly the same state as myself were staring fixedly at the dark, somber east. Literally crumpled into the bottom of the hole, I attempted to order my thoughts. My retina still bore the imprint of a thousand darting, luminous points, which prolonged my sense of vertigo...

...In a rush, I decided to leave the hole that had received me a few moments before. Doubled over, I ran like a madman to another defensive position, where a group of soldiers were clustered around a motionless figure who was being bandaged. A fellow I didn't recognize hailed me by name: 'Where've you come from, Sajer?'

My head was still pounding to the rhythm of the bombardment. I stared at him. 'I don't know...I don't know anymore...Everyone back there is dead...I ran away, through all the Russians.'

Behind us, we could hear the roar of an engine. A tractor was pulling a heavy anti-tank gun into position. Then we heard the burst of the exhaust a moment before each shell exploded. Our overwhelming weariness was now affecting us like a drug. Russian shells were coming over in profusion. For a moment, we watched the storm closing in. Then, with a cry of despair and a prayer for mercy, we dived to the bottom of our hole, trembling as the earth shook and the intensity of our fear grew. The shocks, whose center seemed closer each time, were of an extraordinary violence. Torrents of snow and frozen earth poured down on us. A white flash, accompanied by an extraordinary displacement of air, and an intensity of noise which deafened us, lifted the edge of the trench. None of us immediately grasped what had happened. We were thrown in a heap against the far wall of the hole, wounded and intact together. Then, with a roar, the earth poured in and covered us.

Continued on next page

The Forgotten Soldier, by Guy Sajer, p. 393-397, Continued

In that moment, so close to death, I was seized by a rush of terror so powerful that I felt my mind was cracking. Trapped by the weight of earth, I began to howl like a madman. The memory of that moment terrifies me still. The sense that one has been buried alive is horrible beyond the powers of ordinary language. Dirt had run down my neck and into my mouth and eyes, and my whole body was gripped by a heavy and astonishingly inert substance, which only held me more tightly the harder I struggled. Under my thigh I felt a leg kicking with the desperation of a horse between the shafts of a heavy cart.

Something else was rubbing against my shoulder. With a sudden jerk, I pulled my head free of the dirt and off my helmet, whose strap was cutting into my windpipe, nearly strangling me. Some two feet from my face a horrible mask pouring blood was howling like a demon. My body was still entirely trapped. I knew I was either going to die or lose my reason.

My throat burst with screams of rage and despair. No nightmare could possibly reach such a pitch of horror...

...Once again I learned how hard it is to watch a comrade die: almost as hard as dying oneself.

During the night, the Russians made nine attempts to break through our lines, and failed. If they had preserved once, or maybe twice more, they would surely have been successful. I watched, three-quarters buried, for about twenty minutes, while a hurricane of fire broke over our rear, destroying what was left of the village, and killing something like 700 men in our regiment alone, which, at the beginning of the offensive had numbered 2,800 men. I scratched at the ground with my hands, and somehow managed to free myself. Two men were lying beside me in pools of blood. The dying man had been buried under more than a yard of earth, and could no longer hope for anything but the mercy of heaven. A fellow beside me, who had been wounded, was groaning with pain. He was buried almost as deeply as I had been. I dug him out as fast as I could, and helped him to crawl through the explosions toward the rear. On the way, I saw a gun lying on the ground and picked it up.

Common Elements of Combat

Reality of Combat

Challenges facing you in combat today are the same as those faced by Marines, Soldiers, and Sailors throughout the ages. As MCDP 1 relates, “the human dimension is central in combat, and combat will invariably inflame and be shaped by human emotions. Combat is an extreme trial of moral and physical strength and stamina. Any view of the nature of war would hardly be accurate or complete without consideration of the effects of danger, fear, exhaustion, and privation of the men who must do the fight.” These effects will vary for every Marine in your unit. What may break the will of one Marine, may only serve to strengthen the resolve of another.

Physically Demanding

Your Marines need to understand what combat will be like before they experience it, and then they will have an idea of what to expect. Listed below are common elements of combat.

Element	Cause by
Unnerving sight and sounds	Violence that you could never imagine
Confusion and lack of information	Changing enemy situation and breakdowns in communication
Discomfort and fatigue	Continuous operations in all types of weather
Fear, stress, and mental fatigue	Unknowns of combat and the enemy
Continuous operations	The nature of war
Feelings of isolation and homesickness	Thoughts and fear that combat produces
Casualties	Comrades wounded or killed

PFC Sledge’s Combat Experience

PFC E. B. Sledge describes his experiences on Peleliu in his book *With the Old Breed*:

“For us, combat was a series of changing events characterized by confusion, awesome violence, gripping fear, physical stress and fatigue, fierce hatred of the enemy and overwhelming grief over the loss of friends. We endured vile personal filth in a repulsive environment, saturated with the stench of death and decay.

In combat, I saw little, knew little, and understood still less about anything that occurred outside K 3/5. We had our hands full fighting and trying to survive moment to moment.”

Lesson 1 Exercise

Directions Complete items 1 and 2 by performing the action required. Check your responses against those listed at the end of this lesson.

Item 1 List the common elements of combat and describe their causes.

- (1) _____

- (2) _____

- (3) _____

- (4) _____

- (5) _____

- (6) _____

Continued on next page

Lesson 1 Exercise, Continued

Item 2

List four elements of combat experienced by Guy Sajer.

- (1) _____
 - (2) _____
 - (3) _____
 - (4) _____
-

Item 3

As a squad leader, how can Guy Sajer, *The Forgotten Soldier*, help your Marines deal with these elements?

Lesson 1 Exercise, Continued

Answers

The table below lists the answers to the exercise items. If you have questions about these items, refer to the reference page.

Item Number	Answer	Reference
1	(1) Unnerving sights and sounds caused by violence. (2) Confusion and lack of information due to changing enemy situation and breakdowns in communication. (3) Discomfort and fatigue due to continuous operations in all types of weather. (4) Fear, stress, and mental fatigue due to unknowns of combat and the enemy. (5) Continuous operations due to the nature of war. (6) Feelings of isolation and homesickness caused by thoughts and fear that combat produces. (7) Casualties because some of your comrades will be wounded or killed.	1-7
2	(1) Unnerving sights and sounds (2) Fear, stress and mental fatigue (3) Continuous operations (4) Casualties	1-7
3	Guy Sajer epitomizes a soldier who has experience virtually all the common elements of combat in only one battle. It is impossible to duplicate the emotions one will feel in combat. Your squad will learn a great deal from Sajer's experience by putting themselves in his shoes and attempting to imagine what they might do in this situation.	1-4 to 1-7

Lesson Summary

In this lesson, you have learned about the important challenges of combat. In the next lesson, you will learn more about the fear of combat.

LESSON 2

FEAR OF COMBAT

Introduction

Scope We all have experienced fear. In combat, fear can dominate the situation unless you and your Marines can control it. Extreme fear brings out your instinct for self-preservation. Survival is a very strong drive, which generally will be a priority concern to any Marine.

Content In this lesson, you will learn about specific sources of fear and how they affect our mental and physical reactions in combat.

Learning Objectives Upon completion of this lesson, you should be able to do the following:

- Identify each of the specific sources of fear in combat.
 - Given a scenario, determine the source of fear being demonstrated.
 - Identify the automatic body reactions to fear in combat.
 - Identify the psychological reactions to fear in combat.
 - Identify the extreme reaction to fear.
 - Identify the general conditions that stimulate fear in combat.
-

In This Lesson This lesson contains the following topics:

Topic	See Page
Introduction	1-11
Specific Sources of Fear	1-12
Effects of Fear	1-14
Conditions That Stimulate Fear	1-16
Lesson 2 Exercise	1-18

Specific Sources of Fear

Sources of Fear Peacetime training may not prepare your Marines for the reality that combat is often a matter of kill or be killed. Some of the specific sources of fear in combat are:

- Possibility of being killed, wounded, or captured
 - Fear of killing
 - Noise and sights of combat
 - Apprehensive that you might not “measure up” as a Marine under fire
 - Fatigue
-

Possibility of Being Killed, Wounded, or Captured This is a natural source of fear and always will be present in your Marines. It may lead your Marines to run away from battle or to do irrational things in battle. There is no sure way to knowing which Marine may be subject to such an extreme reaction to this fear until you get into combat.

Fear of Killing This fear is not uncommon. Our society is a peaceful one by nature. We are raised to respect the rights of all human beings and to have respect for life. To forget these facts is to ignore a reality of our culture.

Noise and Sights of Combat These elements have a traumatic shocking impact upon the senses. This causes confusion and a sense of chaos that can become particularly unnerving. No peacetime training can completely prepare you and your Marines for the carnage and emotional impact of combat. To ignore this aspect of combat is to create a lack of understanding that could prove totally debilitating to your Marines.

Continued on next page

Specific Sources of Fear, Continued

Apprehension That You Might Not “Measure Up” as a Marine

The apprehension that you might not “measure up” as a Marine under fire or let your buddies down may be common among your Marines. All of your Marines want to be successful. Their fears may play on this desire, and they may be deathly afraid of letting you or their fellow Marines down. This particular fear may serve as a positive factor by keeping your unit cohesive during battle. It could be detrimental if the fear overcomes the desire to succeed.

“When fire sweeps the field, nothing keeps a man from running except a sense of honor, the bound obligation to the people right around him, of fear of failure in their sight, which might eternally disgrace him.”

Men Against Fire
S.L.A. Marshall

Fatigue

Both mental and physical fatigue is a source of fear. As you become exhausted, your ability to reason may begin to deteriorate. As you become more and more tired, you may become indecisive and slow in carrying out orders. When confronted daily and constantly with the stress of combat coupled with fatigue, you and your Marines may feel helpless and unable to continue the fight.

“There is no doubt that troops, however well-led, can only take the stress of battle for so long-then they break. Any commander, at any level, who tries to overdraw the account is courting disaster...the mental and the physical constantly interact. Therefore, physical fatigue, hunger, disease, thirst, and above all, the stress of adverse climatic conditions, can reduce the physical state of the soldier to such an extent that his will to fight is broken.”

Determination in Battle
MajGen T.S. Hart

Effects of Fear

Affects on Squad

Fear is infectious; it can destroy the effectiveness of your squad. Recognize fear and deal with it promptly.

Automatic Body Reactions

Physically, your body reacts when threatened or when you anticipate danger. Listed below are automatic body reactions to fear:

- Trembling
 - Pounding heart
 - Irrational laughter
 - Sweating
 - Tunnel vision
 - Auditory exclusion
 - Fight or flight response
-

Psychological Reactions

Listed below are some psychological reactions to fear:

- Inability to make decisions
 - Obsession with minor details
 - Lack of confidence
 - Breakdown in discipline
-

Extreme Reactions

Extreme reactions to fear occur when the individual has confronted a situation where death appears to be imminent. During such instances, two basic forms of behavior have been observed:

- Aggression and rage
 - Freezing under fire
-

Continued on next page

Effects of Fear, Continued

Aggression and Rage

From *Combat Motivation* by Anthony Kellett is a statement from a German soldier on the Eastern Front during World War II describing how German soldiers reacted when overrun by Russian hordes. The quote below describes aggression and rage:

“We fought like rats, which do not hesitate to spring with all their teeth bared when they are cornered by a man infinitely larger than they are.”

Freezing Under Fire

From *Men Against Fire* by S.L.A. Marshall came the term “freezing under”, a writing about action on Omaha Beach in World War II. The quote below describes freezing under fire:

“They sat there numbly in the line of fire, their minds blanked out, their fingers too nerveless to hold a weapon.”

Conditions That Stimulate Fear

Overcome Own Fears Though you share the same risks and fear, you must be able to overcome your own fear, and provide the leadership necessary to achieve success in combat. The Marines you lead are your Marines. You have lived, trained, sweated, and grown into an effective fighting unit together. Before you face a violent brutal, and cunning enemy, you must understand the conditions that stimulate fear, inspire confidence, and courage in your Marines.

“In peace we learn how to lead companies, battalions, regiments, even divisions and armies. We learn in books and by maps how one fights and wins battles, but we are not instructed in the thoughts, the hopes, the fears that run riot in the mind of the front line soldier.”

Battle Leadership
Captain Von Schell

Three Conditions There are three conditions that stimulate fear:

- Unexpected
 - Unknown
 - Feelings of helplessness
-

Unexpected Enemy actions that appear as a surprise will have a powerful impact upon your Marines. Being surprised by the enemy has been described as causing the “will that controls fear to sag and crumble.” When your Marines begin to sense that they do not have control over their situation, they may begin to panic. At such moments, you must exert a strong influence upon them to maintain control over the unit’s actions.

Unknown Your Marines will worry about what they have not seen and what they do not know. You will have a tendency to think the enemy is much greater in strength or ability, but really is not. Do not be deceived as to enemy strength or capabilities through exaggerated impressions.

Continued on next page

Conditions That Stimulate Fear, Continued

Feelings of Helplessness

YOU must prevent this from taking hold. Act to direct and inspire the response against the enemy. Everyone has a job that must be accomplished. Ensure that everyone is doing what must be done. Action is a way to prevent this condition from taking hold. Keep your Marines busy.

Example

The following example shows how the reassuring presence of a leader is invaluable:

“He was firing from behind a log. His face was grey, his eyes were dull and without hope. He stopped firing and looked around. ‘It didn’t do any good,’ he said. His voice was flat, and he was speaking to no one in particular. ‘I got three of ‘em, but it don’t do any good, they just keep coming.’ Platoon Sergeant Casimir Polakowski, known as Ski, said, ‘What the hell are you beefing about? You get paid for it don’t you?’ The kid managed a grin. As Ski crawled on down the line, the boy, now a man was once more squeezing ‘em off.”

Guadalcanal Diary
Richard Tregaskis

Leadership Role

Additionally, the first shock of realizing that the enemy actually intends to kill you is a powerful factor that everyone will face. Until this threshold is crossed, and your Marines become accustomed to functioning under fire, you must act decisively to ignite the confidence and individual actions that will transform fear into an aggressive response.

Your presence as a leader has tremendous value in overcoming fear particularly at night, adverse weather, or during lulls in the action. During these times, imagination run wild and your Marines think they may be alone or isolated.

Lesson 2 Exercise

Directions Complete items 1 through 7 by performing the action required. Check your responses against those listed at the end of this lesson.

Item 1 Identify each of the specific sources of fear in combat.

- (1) _____

 - (2) _____

 - (3) _____

 - (4) _____

 - (5) _____

-

Continued on next page

Lesson 2 Exercise, Continued

Item 2

A pounding heart is one of the automatic body reactions to fear in combat. Identify the remaining automatic body reactions.

- (1) _____
 - (2) _____
 - (3) _____
 - (4) _____
 - (5) _____
 - (6) _____
-

Item 3

Obsession with minor details is one of the psychological reactions to fear in combat. Identify the remaining psychological reactions.

- (1) _____
 - (2) _____
 - (3) _____
-

Item 4

Identify the two forms of behavior observed from extreme reaction to fear.

- (1) _____
 - (2) _____
-

Item 5

Identify the general conditions that stimulate fear in combat.

- (1) _____
 - (2) _____
 - (3) _____
-

Continued on next page

Lesson 2 Exercise, Continued

Item 6

Your squad is being helo lifted into an LZ as part of a company blocking position. “A” company is driving an enemy platoon-sized force toward the positions that you are going to occupy. As you are getting out of the helos, PFC Minor refuses to get off, yelling, “I do not want to go!” What specific sources of fear may PFC Minor be demonstrating?

Item 7

Your platoon is set up in a defense for the evening. You have been there several hours and are well dug-in when, suddenly, enemy mortar rounds begin landing on your position. The shelling continues for about 10 minutes when PFC Dunn begins screaming, “I can not take this anymore!” Then begins trying to get out of the fighting position. What specific source of fear is PFC Dunn demonstrating in this scenario?

Continued on next page

Lesson 2 Exercise, Continued

Answers

The table below lists the answers to the exercise items. If you have questions about these items, refer to the reference page.

Item Number	Answer	Reference
1	<ul style="list-style-type: none">(1) The possibility of being killed, wounded or captured is a natural source of fear that will always be present in your Marines.(2) The fear of killing is not uncommon due to our culture's respect for life.(3) The noise and sights of combat can have a traumatic, shocking effect upon one's senses due to the chaos and emotional impact of combat.(4) The apprehension that you might not measure up as a Marine under fire could lead to increase stress that may cause you to allow your fears to get the best of you.(5) Fatigue will cause your reasoning abilities to deteriorate to the point that you become indecisive and slow in carrying out orders.	1-12
2	<ul style="list-style-type: none">(1) Trembling(2) Irrational laughter(3) Sweating(4) Tunnel vision(5) Auditory exclusion(6) Fight or flight response	1-14
3	<ul style="list-style-type: none">(1) Inability to make decisions(2) Lack of confidence(3) Breakdown in discipline	1-14
4	<ul style="list-style-type: none">(1) Aggression and rage(2) Freezing under fire	1-14

Continued on next page

Lesson 2 Exercise, Continued

Answers, continued

Item Number	Answer	Reference
5	<p>(1) Unexpected actions of the enemy will have a powerful impact upon your Marines as they begin to sense that they do not have any control over their situation.</p> <p>(2) The unknown is a great source of fear to your Marines. The less they know about the enemy, the greater they will exaggerate the enemy's capabilities, and the more fearful they will become.</p> <p>(3) The feeling of helplessness may arise if your Marines feel that they do not control their own destiny, and that their actions will not affect the outcome of their situation.</p>	1-16
6	<p>The possibility of being killed, wounded, or captured may sometimes lead your Marines to do irrational things. The fear of killing, fatigue, or the noise and sights of combat probably do not yet affect PFC Minor, who is not yet in battle. The apprehension that PFC Minor might not measure up is a possible answer, but the scenario does not give you enough information to choose this source of fear.</p>	1-12
7	<p>Noise and sights of combat may lead your Marines to do irrational things. The possibility of being killed, wounded, or captured is a possible answer, but the unit was well dug-in. PFC Dunn was relatively safe in the confines of the position; thereby making an attempt to leave the hole is almost suicidal. The fears of killing, apprehension that PFC Dunn might not measure up, and fatigue are not possible answers in this scenario.</p>	1-12

Continued on next page

Lesson 2 Exercise, Continued

**Lesson
Summary**

In this lesson, you have learned about specific sources of fear and how they affect our mental and physical reactions in combat.

In the next lesson, you will learn more about the stresses of combat.

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LESSON 3

STRESSES OF COMBAT

Introduction

Scope Killing the enemy that is trying to kill you is only half the battle. To your Marines enduring discomfort, fatigue, and the other hazards and stresses of combat is what must be done so that they can succeed in combat.

Content This lesson will discuss the stresses of combat and provide you, a leader, with solutions to minimize their effect on your squad.

Learning Objective Upon completion of this lesson, you should be able to do the following:

- Identify the sources of stress in combat.
 - Identify the key indicators of fatigue.
 - Given a scenario, determine the source of stress that is affecting the Marine's character.
-

In This Lesson This lesson contains the following topics:

Topic	See Page
Introduction	1-25
Sources of Stress in Combat	1-26
Lesson 3 Exercise	1-29

Sources of Stress in Combat

Sources of Stress

The sources of stress in combat are

- Fatigue
 - Discomfort
 - Casualties
 - Boredom
-

Fatigue

As you become increasingly tired, you will lose the ability to make decisions rapidly. You will become more easily confused, disoriented, and ultimately, ineffective. You must understand the effects of fatigue on yourself and your Marines, and when to provide for rest, especially amidst the chaos of battle.

Indicators of Fatigue

Listed below are some key indicators of fatigue:

- Reckless disregard for the safety of self or fellow Marines
 - Excessive caution or unwillingness to expose oneself to risk
 - Failure to fire weapons
 - Lack of concern for the condition of weapons or other equipment
 - Lack of concern for personal cleanliness
-

Leadership Role

Develop a sleep plan for your unit to ensure that everyone, including yourself, get a minimum of four hours of sleep per day, situation permitting. Rest is a preventive treatment that keeps senseless casualties from occurring.

Discomfort

Marines adversely suffering from the effects of being wet, cold, hungry, thirsty, or weary will determine their ability to fight well. Marines tend to develop a high tolerance for enduring the extremes of weather without much support. However, there is a point where morale is affected and your unit's actual ability to fight becomes questionable.

Leadership Role

At the first opportunity, provide dry clothing, protection from the elements, food, and water.

Continued on next page

Sources of Stress in Combat, Continued

Example

The following excerpt from *Battle at Best* by S.L.A. Marshall, describes how taking care of your Marines pays its dividend in combat:

“At dark on 8 December, the snowfall ceased and the cold intensified. Down along the canyon road near the water gate, a brisk wind was piling the drifts as high as a man’s head. At the Battalion CP, which was partly sheltered by the canyon wall, the thermometer read thirty degrees below zero. Up on the wind swept crags where Able Company was clearing Chinese dead from the bunkers to make room for its own ranks, and at the same time preparing to evacuate its own casualties down the iced slopes of the mountain, it must have been a touch colder than that, though there was no reading of the temperature. All batteries had frozen. Weapons were stiffening. The camp long since had run out of water because of the freezing of canteens. To ease their thirst, the men ate snow and seemed to thrive on it. But of the many problems raised by the weather, the most severe one was getting an average good man to observe what the field manuals so easily describe as a ‘common sense precaution.’

For example, prior to marching from Chinhungni, Captain Barrow of Able made certain that each of his men carried two spare pairs of socks. But that safeguard did not of itself ensure his force, though the men, with feet sweated from the rigors of the day, were all at the point of becoming frostbite casualties by the hour of the bivouac.

Let Barrow tell it: “I learned that night that only leadership will save men under winter conditions. It’s easy to say that men should change socks; getting it done is another matter. Boot laces become iced over during prolonged engagements in snowdrifts. It’s a fight to get a boot off the foot. When a man removes his gloves to struggle with the laces, it seems to him that his hands are freezing. His impulse is all against it. So I found it necessary to do this by order, staying with the individuals until they had changed, then making them get up and move about to restore circulation.”

That process, simple in the telling, consumed hours. By the time Barrow was satisfied that his command was relatively snug, it was wearing on toward midnight. Right then, his perimeter was hit by a counterattack, an enemy force in platoon-strength-plus striking along the ridgeline from 1081 in approximately the same formation which Barrow had used during the afternoon. All that needs be told of this small action is summed up in Barrow’s brief radio report: “They hit us. We killed them all—all that we could see. We have counted eighteen fresh bodies just outside our lines.” (Note: Captain Barrow became our 27th Commandant.)”

Continued on next page

Sources of Stress in Combat, Continued

Casualties Seeing a fellow Marine “go down” has a traumatic impact upon you and your Marines. Combat is brutal and casualties are to be expected. The shock of seeing your buddies wounded or killed, and the possibility that it may happen to them adds to the fear and apprehension of the survivors. It increases your Marines reluctance to take risks and obey you. How individuals respond after their unit has taken casualties is a key indicator of the effectiveness of their training, self-discipline, and preparation for combat.

Care of Wounded Proper care for your wounded has a great effect upon morale. Assure your Marines that if they are hit, their fellow Marines will take care of them. There is an unwritten code among Marines that if wounded and unable to fend for yourself, another Marine will come to your aid.

During a Firefight Your Marines need to recognize that the quicker they take the objective, the quicker their fallen comrades get help. Stopping to take care of your fellow Marines during the assault will bog down the unit. During the assault, Marines cannot stop to aid a fallen comrade. The corpsman will take care of the casualties in the best possible manner, until you are able to send for help.

Leadership Role At the first opportunity, leaders and comrades should look for casualties. Every Marine must be accounted for. Dead and wounded are removed from the combat area as soon as possible.

Boredom In combat, the squad leader should fight inactivity and boredom with the same tenacity used against enemy troops. The boredom that inactivity produces can negatively impact your squad if they become complacent. When the time for combat comes, this inactivity may result in a less effective unit.

Leadership Role Keep your Marines occupied by delivering intelligence briefs, reviewing the rules of engagement, and rehearsing immediate action drills during lulls in the pace of operations. By doing so, you prevent disciplinary problems by turning your squad’s thoughts away from themselves to the work at hand.

Lesson 3 Exercise

Directions Complete items 1 through 4 by performing the action required. Check your responses against those listed at the end of this lesson.

Item 1 List the sources of stress in combat.

- (1) _____
 - (2) _____
 - (3) _____
 - (4) _____
-

Item 2 List the key indicators of fatigue in combat.

- (1) _____
 - (2) _____
 - (3) _____
 - (4) _____
 - (5) _____
-

Item 3 You and your squad have been lying in an ambush position for five hours. It began raining about two hours ago and the temperature has dropped. You are shivering uncontrollably and would love to bundle up in your poncho, but as squad leader you realize that you have to remain attentive. Identify the source of stress that is affecting the Marine's character and describe why.

Continued on next page

Lesson 3 Exercise, Continued

Item 4

PFC Allen is a member of 2d fire team, 3d squad. In an attack that your platoon conducted yesterday, the other three members of the fire team were either killed or wounded. Today PFC Allen is withdrawn and very quiet. Identify the source of stress that is affecting the Marine's character and describe why.

Continued on next page

Lesson 3 Exercise, Continued

Answers

The table below lists the answers to the exercise items. If you have questions about these items, refer to the reference page.

Item Number	Answer	Reference
1	(1) Fatigue (2) Discomfort (3) Casualties (4) Boredom	1-26
2	(1) Reckless disregard for the safety of self or fellow Marines. (2) Excessive caution or unwillingness to expose oneself to risk. (3) Failure to fire weapons. (4) Lack of concern for the condition of weapons, or other essential equipment. (5) Lack of concern for personal cleanliness.	1-26
3	Discomfort is affecting you because the cold and rain are taking your mind off your mission and making you vulnerable to enemy actions.	1-26
4	The source of stress affected by PFC Allen would be casualties, particularly the fellow Marines and comrades in the fire team that have either been wounded or killed.	1-28

Lesson Summary

In this lesson, you have learned about the stresses of combat and solutions to minimize their effect on your squad.

Study Unit 1 Summary

In this study unit, we tried to give you an idea of what war is like. No written word or story can accurately reflect what you will experience in battle.

Wrap Up

In the next study unit, you will learn how to be successful in combat.

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STUDY UNIT 2

SUCCESS IN COMBAT

Overview

Content The focus of this study unit is to teach you the important factors of leadership so you can perform better as a leader in both peacetime and in combat. The way that you respond to these leadership challenges is crucial to achieving combat success.

Scope A leader must know some of the factors of combat leadership. These factors are by no means isolated to combat. They are not vastly different than those leadership challenges that you face in peacetime.

In This Study Unit This study unit contains the following lessons:

Topic	See Page
Factors to Success	2-3
Morale and Motivation	2-9
Discipline, <i>Esprit de Corps</i> , and Proficiency	2-25

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LESSON 1

FACTORS TO SUCCESS

Introduction

Scope As an infantry squad leader, you control the lives of twelve Marines. They look to you for instruction and guidance. Your most casual remark will be remembered. Your clothing, vocabulary, and method of leadership will be imitated.

Content In this lesson, you will learn about factors that affect success in combat.

Learning Objectives Upon completion of this lesson, you should be able to

- Identify factors that affect success in combat over which you have little influence.
- Identify factors that affect success in combat over which you can influence.

In This Lesson This lesson contains the following topics:

Topic	See Page
Introduction	2-3
Factors That You Cannot Influence	2-4
Factors That You Can Influence	2-6
Lesson 1 Exercise	2-7

Factors That You Cannot Influence

Types of Factors

There are two fundamental types of factors that affect success in combat:

- Factors over which you have little or no influence that you must try to understand, endure, and explain to your Marines.
 - Factors that you can influence directly through your leadership.
-

Factors Difficult to Influence

The following are factors of combat success over which you have little or no influence:

- Political guidelines and rules of engagement
 - Availability and quality of replacements
 - Location, weather, and terrain
 - Public reaction and support
 - Type of conflict
 - Enemy action
 - Duration
-

Political Guidelines and Rules of Engagement

Political guidelines and rules of engagement are those directives passed by higher headquarters or government organizations designed to help control events in a sensitive, political world situation. Your responsibility is to

- Understand and enforce the proper application of these rules.
 - Ensure your Marines abide by them.
 - Pass through the chain of command information that might be useful in correcting deficiencies with rules of engagement procedures.
-

Availability and Quality of Replacements

Availability and quality of replacements are governed by the importance and priority of your unit's mission.

Location, Weather, and Terrain

Weather and terrain will vary and may be extreme depending on the theatre of operation.

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Factors That You Cannot Influence, Continued

Public Reaction and Support Public reaction and support is the popular support of the American people. This support guides our elected officials as they decide whether the use of armed force is appropriate to a situation. The recent use of force in Afghanistan generally had the support of the American public. Conversely, when American public support faltered for our involvement in Vietnam, our elected officials found that they had to end U.S. military involvement.

Type of Conflict Our elected officials determine the type of conflict. When we are committed to a conflict, we do not have control over where or what type of conflict it is. It may be a peacekeeping mission, hostage rescue, conventional operations in Asia, or cold weather operation in Norway--“any climate or place.”

Enemy Action Enemy action is something that you do not control because the enemy, reacting to whatever you do, has an independent will and will try to impose his or her will on you just as you attempt to do the same.

Duration The duration of a conflict will be as long as the enemy feels that there is a chance of winning or surviving, either politically at the strategic level or militarily at the tactical level. For defeat, you must reduce the enemy’s will to fight. This can happen very quickly or it can be drawn out. Ultimately, you have little control over the duration of a firefight, battle, or war.

Factors That You Can Influence

Factor you can Influence The factors of combat success that you are able to influence are

- Morale
 - Motivation
 - Discipline
 - *Espirit de corps*
 - Proficiency
-

Morale Morale is the mental and emotional condition (enthusiasm, confidence or loyalty) of an individual or group with regard to the functions or tasks at hand. The squad leader who taps into this valuable resource and keeps it in the forefront throughout the adverse conditions of combat will always prevail.

Motivation Motivation is a byproduct of morale. If your Marines are enthusiastic about being part of the squad and have confidence in their squad leader, then they will have the incentive to drive on through adversity.

Discipline Discipline is defined in the dictionary as “to bring under control.” In combat we speak of discipline, in troops we speak of the Marines ability to disregard the natural tendencies of self-preservation, and at times, put them in harms way if necessary.

Espirit de Corps *Espirit de corps* is the unit’s spirit. It describes how devoted and loyal they are to the team.

Proficiency Proficient is being knowledgeable and skillful in your craft. Imagine a unit being so confident in their ability to perform that it affects all of the aforementioned factors. Now you have a unit ready to fight.

Lesson 1 Exercise

Directions Complete items 1 through 4 by performing the action required. Check your responses against those listed at the end of this lesson.

Item 1 List four of the seven factors that affect success in combat over which you have little or no influence.

- (1) _____
 - (2) _____
 - (3) _____
 - (4) _____
-

Item 2 Identify five factors that affect success in combat over which you have influence.

- (1) _____
 - (2) _____
 - (3) _____
 - (4) _____
-

Item 3 You have influenced the majority of your squad to enroll in a college program. They have been taking courses together and are near completion of their program. They are in the middle of the semester when your squad is notified that they will have to report to Kuwait within seven days for possible action in Iraq. You have no idea how long your squad will be in Kuwait. What is your responsibility as a squad leader?

Lesson 1 Exercise, Continued

Answers

The table below lists the answers to the exercise items. If you have questions about the items, refer to the reference page.

Item Number	Answer	Reference
1	(1) Political guidelines and rules of engagement (2) Availability and quality of replacements (3) Location, weather, and terrain (4) Public reaction and support (5) Type of conflict (6) Enemy action (7) Duration	2-4
2	(1) Morale (2) Motivation (3) Discipline (4) <i>Espirit de corps</i> (5) Proficiency	2-6
3	You have motivated your squad to participate in self-improvement. Now you must motivate them to the current task at hand. You must also enforce the rules and ensure your Marines abide by them.	2-6

LESSON 2

MORALE AND MOTIVATION

Introduction

Scope Morale and motivation is the cornerstone of discipline, *Esprit de corps*, and proficiency. If you instill high morale and motivation in your Marines, this can lead to success of combat.

Content In this lesson, you will learn specific factors that will help you build morale and motivate your squad.

Learning Objective Upon completion of this lesson, you should be able to

- Identify the morale indicators that relate to individual or unit morale.
- Given a scenario, determine the morale indicators that are/are not present.
- Identify the motivation factors that enable Marines to persevere in combat.
- Given a scenario, determine the motivation factors that are/are not present.

In This Lesson This lesson contains the following topics:

Topic	See Page
Introduction	2-9
Characteristics of Morale	2-10
Specific Indicators of Morale	2-12
Characteristics of Motivation	2-15
Factors That Influence Motivation	2-16
Lesson 2 Exercise	2-19

Characteristics of Morale

*“Morale makes up three quarters of the game;
the relative balance of manpower makes up only the remaining quarter.”*

Napoleon Bonaparte, 1804 A.D.

Characteristics Morale is the confident, resolute, willing, often self-sacrificing, and courageous attitude of a Marine to accomplish the tasks expected by the squad. Morale is based upon

- Pride in the achievements and aims of the squad
- Faith in you as squad leader
- A sense of participation in the squad’s work
- Devotion and loyalty to the other members of the squad
- Confidence in the ultimate success of the squad

“Whichever army goes into battle stronger in soul, their enemies generally cannot withstand them.”

The Greek Warrior, Xenophon
more than two thousand years ago.

Fluctuation in Morale Morale tends to fluctuate even among the best Marines. It must be your constant concern, because it is the foundation of discipline. You must recognize the extreme importance morale has to the combat effectiveness of your squad.

Continued on next page

Characteristics of Morale, Continued

Example

Major General Sir William Slim quoted by John Masters in *The Road Pass Mandalaya* provides an example of how morale can be affected in combat:

“We have already trained our men to the highest possible level of skill with their weapons and in their use of minor tactics. But in the end every important battle develops to a point where there is no real control by senior commanders. Every soldier feels himself to be alone. Discipline may have got him to the place where he is, and discipline may hold him there—for a time. Cooperation with other men in the same situation can help him to move forward. Self-preservation will make him defend himself to the death, if there is no other way. But what makes him go on, alone, determined to break the will of the enemy opposite him, is morale. Pride in himself as an independent thinking man, who knows why he’s there, and what he’s doing. Absolute confidence that the best has been done for him, and that his fate is now in his own hands. The dominant feeling on the battlefield is loneliness, gentlemen, and morale, only morale, individual morale as a foundation under training and discipline, will bring victory.”

Specific Indicators of Morale

Indicators Some specific indicators of morale are

- Response to shortages
 - Care of equipment and weapons
 - Rumors
 - Excessive quarreling
 - Personal hygiene
 - Standards of military courtesy
 - Personal conduct
 - Appearance
-

Response to Shortages

Always be alert when your unit experiences shortages of anything, particularly food, water, clothing, oil, ammunition, medical supplies, or even mail. When this occurs, note how your Marines react. Do they share what is available instinctively, or do some hoard what they have?

The squad with high morale and strong unit cohesion will divide what is available and become an even stronger outfit because of it. The unit that does not have this quality is not acting cohesively as a team and will disintegrate quickly.

Leadership Role

Attempt to correct shortages and ensure everyone gets equal portions.

Care of Equipment and Weapons

Failure to properly maintain equipment and weapons indicates that the Marine

- Does not care
- Is becoming excessively fatigued
- Has lost all discipline

On the other hand, if you fail to provide the means to keep your Marines' gear properly maintained, you can erode their morale.

Leadership Role

It may be necessary to implement a maintenance schedule to ensure that equipment is maintained in a combat environment. During this time, it may be easier to project when equipment may need to be replaced or repaired.

Continued on next page

Specific Indicators of Morale, Continued

Rumors Lack of information is common in combat. Rumors can plant the seeds of fear that will grow steadily and reduce your unit's morale. When rumors spread, this can indicate that your Marines have lost faith in their chain of command.

Leadership Role You must be a source of facts to your Marines. When you keep your Marines informed, you cultivate their trust and confidence.

Excessive Quarreling Cooperation, mutual trust, and confidence in one another's ability can be adversely affected when your Marines quarrel amongst themselves. Excessive quarreling is a sign that something is wrong that must be fixed.

Leadership Role Find the source of irritation before it affects unit efficiency. Direct your squad's energy toward the enemy, not each other.

Personal Hygiene If you allow the standards of personal hygiene to drop, it will quickly affect the morale and health of your entire squad. Poor hygiene is an indicator of poor discipline and will affect the entire unit's morale—no one wants to live in filth. Regardless of how miserable the circumstances may actually be, we must do what we can to make conditions habitable.

Leadership Role Always designate areas, cat holes, etc., and ensure that your Marines use and maintain them.

Standards of Military Courtesy Units that have pride and confidence in their leaders maintain high standards of military courtesy at all times. Changes show that poor discipline and lack of respect may indicate low morale.

Leadership Role Lead and they will follow. If you maintain a high level of professionalism and demand the same from your Marines, military courtesy will not suffer.

Continued on next page

Specific Indicators of Morale, Continued

**Personal
Conduct**

Moodiness, sullenness, quiet withdrawal, or any sudden unexplainable change in one of your Marine's behavior may indicate that something is wrong and there may be cause for concern.

**Leadership
Role**

Be alert for behavior that is out of character.

Appearance

If a Marine begins to look sloppy, a behavioral problem may be the cause. Likewise, if conditions prevent your Marines from washing, shaving, or obtaining clean uniforms for prolonged periods, morale can drop.

**Leadership
Role**

Become aware of the tendency of some Marines to take on a "salty" attitude and appearance. A tolerance for sloppy appearance in the field may lead to an equally sloppy attitude regarding attention to detail and basic field discipline. This may be the Marine that carelessly overlooks the trip-wire and gets your whole squad blown away.

Characteristics of Motivation

Psychological Factors

Motivation answers the question, “Why do Marines fight?” Motivation is based on psychological factors such as needs, desires, and impulses that cause a person to act. For a Marine, commitment and pride in the unit and the Corps is generally the basis for combat motivation.

Effects of Motivation

A motivated Marine will do what needs to be done and will know the right thing to do. With effective leadership and attentive concern for maintaining high morale, motivation will also be high. However, motivation is much more than just an indicator of morale. It is a key element that must be understood by everyone in your squad. In combat, motivation has special significance to Marines.

Example

S.E. Smith’s *U.S. Marine Corps in World War II* provides an illustration of motivation:

“In a foxhole in the center of the tenuous line he had done much to hold, PFC John Ahrens, an Able Company automatic rifleman, lay quietly, his eyes closed, breathing slowly. Ahrens was covered with blood.

He was dying. Next to him laid a dead Japanese sergeant, and flung across his legs, a dead Japanese officer. Ahrens had been hit in the chest twice by bullets, and blood welled slowly from three deep puncture wounds inflicted by bayonets. Around his foxhole sprawled 13 crumpled Japanese bodies. As Captain Lewis W. Walt gathered Ahrens into his arms to carry him to the Residency, the dying man, still clings to his BAR, said, ‘Captain, they tried to come over me last night, but I don’t think they made it.’ ‘They didn’t, Johnny,’ Walt replied softly. ‘They didn’t.’”

What will motivate your Marines to fight like PFC Ahrens? What causes them to have this measure of tenacity and the ability to continue to fight when others would give up?

Factors That Influence Motivation

Motivating Factors

Numerous historians, sociologists, and psychologist have studied behavior under fire in an effort to find why we fight as we do. In explaining what motivates a Marine to persevere in battle, many experts have concluded that the following facts are significant:

- Unit cohesion
 - Tradition
 - Commitment
 - Aggression
 - Patriotism
 - Rewards and Punishment
 - Social identity
-

Unit Cohesion

Cohesion is perhaps the most powerful motivational factor in combat. Common experiences and shared hardships stimulate and foster closeness among individuals in a unit. The result is a unit that is able to maintain tactical cohesion and achieve success in combat. If your Marines know their mission, it is their faith in you and their fellow Marines that will carry them over the top charging into the teeth of the enemy.

“Four brave men who do not know each other will not dare to attack a lion. Four less brave, but knowing each other well, sure of their reliability and consequently of mutual aid, will attack resolutely. There is the science of the organization of armies in a nutshell.”

Battle Studies
Col. Ardant du Picq

Continued on next page

Factors That Influence Motivation, Continued

Tradition

Marine values and attitudes are stressed from the first day in the Marine Corps and are constantly reinforced. We are told over and over again: “a Marine never quits;” “a Marine never surrenders;” “a Marine never retreats;” “Marines never leave their dead and wounded.” These values become ingrained into the very being of every Marine.

“The average Marine, if such a condition exists, is definitely not the lad represented on the recruiting poster. More likely he is a small, pimple-faced young man who, because it has been so skillfully pounded into him at boot camp, believes he can lick the world.”

The Last Parallel
Cpl Martin Russ, USMC

Commitment

Marines have fought and units have won because of commitment. More often than not, it is a commitment to a leader and to a small brotherhood where the important values are mutual respect, confidence, discipline, and perseverance; shared hardships, dangers, and victories. These values will lead a Marine to make almost any sacrifice for the Marines in the fire team or squad.

“Men take a kind of hard pride in belonging to a famous outfit even when doing so exposes them to exceptional danger. This is an essential element in the psychology of shock troops.”

Fear in Battle
John Dollard

Aggression

Compassion for the enemy and noncombatants is a characteristic that is not uncommon among Marines on the battlefield. However, you must recognize that an aggressive fighting style is our trademark. Seek to maintain this determination and initiative as long as necessary to accomplish the mission and overcome the enemy. Understand that you will bolster the confidence of your Marines by accomplishing the mission at the lowest possible cost in casualties.

Continued on next page

Factors That Influence Motivation, Continued

Patriotism

Every Marine must be convinced of the rightness of their country's cause. This is usually a significant factor in the decision to join the Marine Corps. Patriotism serves as a foundation for motivation. In combat, it is an important leadership responsibility to sustain the strength of this foundation. As casualties occur and the fight becomes difficult, your Marines will look to you for reassurance that the sacrifices borne are necessary to the well-being of the country.

Rewards and Punishment

The purpose of our system of rewards in combat is intended to reflect the recognition of Marines as warriors. This recognition of heroic efforts and sacrifices on behalf of your fellow Marines is an important leadership responsibility. When it comes to combat, there is no amount of pay, or any medal that can adequately reward any Marine for risking their life to achieve a particular objective. When Marines who have experienced combat are questioned, they tend to respond that their greatest "fear" was being perceived as less than adequate in the eyes of their fellow Marines. Their only "reward" was the respect, praise, and recognition, which came from within their unit.

Social Identity

Social factors affecting the Marines primary group (fire team, squad, or platoon) are significant aspects of achieving combat motivation. Marines often will identify with friends who are from their home state or from the same geographical area. This helps to build the unit's cohesion. When the social identify of several Marines stimulates and fosters closeness among the individuals in a unit, the result is a unit that is able to maintain motivation and achieve success in combat.

Lesson 2 Exercise

Directions

Complete items 1 through 6 by performing the action required. Check your responses against those listed at the end of this lesson.

Item 1

Describe how each of the indicators of morale reflects a unit's morale.

(1) Response to shortages _____

(2) Care of equipment and weapons _____

(3) Rumors _____

(4) Excessive quarreling _____

(5) Personal hygiene _____

(6) Standards of military courtesy _____

(7) Personal conduct _____

(8) Appearance _____

Continued on next page

Lesson 2 Exercise, Continued

Item 2

Your squad has been tasked with accompanying a small truck convoy to a company position about 10 kilometers from your present position. Guerilla activity has been high, and two similar convoys were ambushed in the past ten days. Just before you and your squad are about to depart, PFC Owens has an argument with the fire team leader because PFC Owens weapon was not clean that morning as instructed. PFC Owens claimed that the CLP or bore patches to clean the weapon were not available, while other members of the fire team cleaned their weapons. What are three indicators of moral that are deficient and explain why?

- (1) _____

- (2) _____

- (3) _____

-

Continued on next page

Lesson 2 Exercise, Continued

Item 3

Identify the seven significant factors of motivation that enable Marines to persevere in combat and their description.

- (1) _____

 - (2) _____

 - (3) _____

 - (4) _____

 - (5) _____

 - (6) _____

 - (7) _____

-

Item 4

A squad that is formed at the spur of the moment by Marines from different platoons and companies may suffer a lack of what factor of motivation and why?

Continued on next page

Lesson 2 Exercise, Continued

Item 5

The 5th Marines are renowned for their success in combat. They are the most decorated regiment in the Marine Corps. Which factor of motivation is evident by this fact?

Item 6

LCpl Parker's squad was to be the last unit lifted out of the LZ. As the squad started moving to the helicopters, PFC Landry was hit by enemy fire. Now under heavy enemy fire, LCpl Parker turned around, went back, picked up and carried PFC Landry to the helo. Which factor of motivation is LCpl Parker demonstrating and why?

Continued on next page

Lesson 2 Exercise, Continued

Answers

The table below lists the answers to the exercise items. If you have questions about these items, refer to the reference page.

Item Number	Answer	Reference
1	<ul style="list-style-type: none">(1) When Marines of your unit respond to shortages by hoarding and not sharing, it indicates they do not think of themselves as a team and are not cohesive.(2) When weapons and equipment are not well maintained, it indicates that your Marines are not disciplined, do not have respect for their gear, or is becoming excessively fatigued.(3) When your Marines believe in and spread rumors, it indicates they do not have faith in their chain or command and do not believe what their superiors are telling them.(4) When your Marines do not cooperate with and trust one another, it indicates there is a problem within the unit that is preventing them from acting as a team.(5) When your Marines do not maintain their personal hygiene, it indicates a lack of self-discipline that can affect the morale of the entire unit.(6) Behavior that is out of character for your Marines can indicate that something is wrong with them.(7) When the personal appearance of your Marines becomes sloppy, it indicates an unconcerned attitude that may carry over into field operations.	2-12 through 2-14
2	<ul style="list-style-type: none">(1) Response to shortages(2) Care of equipment and weapons(3) Excessive quarreling(4) Standards of military courtesy	2-12/13

Continued on next page

Lesson 2 Exercise, Continued

Answers, continued

Item Number	Answer	Reference
3	<p>(1) Unit cohesion is the closeness of individuals in a unit based on a set of common experiences and hardships.</p> <p>(2) Tradition is the values and attitudes that are ingrained in a unit that makes the Marines.</p> <p>(3) Commitment is the feeling of responsibility toward a leader and a unit where important values are mutual respect, confidence, discipline and perseverance; shared hardships, dangers, and victories.</p> <p>(4) Aggression is the determination and initiative that we must use to overcome the enemy and accomplish the mission.</p> <p>(5) Patriotism is a spiritual foundation to the nation and the reassurance that the sacrifices borne by your Marines are necessary to the nation's well being.</p> <p>(6) Rewards and punishment are the respect, praise, and recognition as warriors or lack thereof, which come from your fellow Marines.</p> <p>(7) Social identity is the cohesiveness that stems from social factors that help Marines identify with one another.</p>	2-16
4	Unit cohesion. The squad has not had the opportunity to share any experiences or hardships.	2-16
5	Tradition is evident in the 5th Marines because of its long and illustrious history is stressed in the values and attitudes of the entire regiment.	2-17
6	Commitment. LCpl Parker is demonstrating a will to make almost any sacrifice for the Marines in the fire team or squad.	2-17

LESSON 3

DISCIPLINE, *ESPRIT DE CORPS*, AND PROFICIENCY

Introduction

Scope Discipline, *esprit de corps*, and proficiency are significant factors that you as a leader can develop in your Marines. These along with morale and motivation will influence your success in combat.

Content In this lesson, you will learn about discipline, *esprit de corps* and proficiency, and how they relate to morale and motivation.

Learning Objectives Upon completion of this lesson, you should be able to

- Identify the types of discipline.
- Given a scenario, determine the type of discipline being demonstrated.
- Identify the indicators of unit *esprit de corps*.
- Given a scenario, determine the *esprit de corps* indicator being demonstrated.
- Identify the areas of proficiency in which Marines can train to prepare for combat.

In This Lesson This lesson contains the following topics:

Topic	See Page
Introducion	2-25
Characteristics of Discipline	2-26
Types of Discipline	2-27
Demonstration of Discipline	2-28
<i>Esprit de Corps</i>	2-29
Characteristics of Proficiency	2-31
Preparation for Combat	2-32
Lesson 3 Exercise	2-33

Characteristics of Discipline

Defined

Discipline is the willful obedience of orders.

Displayed in Situations

Discipline is exemplified by a situation where the individual has been taught to sacrifice their interests for the common good, and respond from a sense of duty which is more important than individual rights or wants.

Prompt Response to the Mission

When the moment comes for a leader to send a Marine into harm's way, there is not room for discussion. Discipline ensures prompt accomplishment of assigned missions and spawns initiative, which guides your Marines' actions in the absence of order.

Foundation for Discipline

Morale and motivation provide the foundation for discipline. More than being a simple mechanism for maintaining order, discipline is the essential condition within a unit that allows it to overcome the extreme fear and fatigue of combat.

Types of Discipline

Three Types There are three types of discipline:

- Self
 - Unit
 - Imposed
-

Self-Discipline Self-discipline is the most important quality to develop in your Marine. Self-discipline means that the individual has a sense of personal duty to their unit, fellow Marines, and nation. This type of discipline will hold your Marines steady against anything the enemy may throw at them, because they have a firm inner conviction that they will not let their fellow Marines down.

Unit Discipline Unit discipline is the behavior that results from the expectations of the Marines in your squad. It arises from a form of peer pressure where a Marine knows that for an individual to belong one must uphold the standard. This quality of discipline will hold the Marine steady while in the company of other fellow Marines.

Imposed Discipline Imposed discipline is behavior that is motivated primarily by your immediate supervision. “Do it because I said so!” It is a direct order to perform. This discipline influences your Marines to accomplish unpleasant or inconvenient tasks. Under extreme combat conditions you may be required to resort to imposed discipline. This was the only way Captain Barrow was able to force the necessary actions on the ridge in Korea that we referred to in study unit one. Imposed discipline lacks the permanence of unit discipline and the special strength of self-discipline.

Demonstration of Discipline

How Demonstrated

Your Marines demonstrate discipline through

- Initiative
 - Self-reliance
 - Self-control
 - Obedience
-

Initiative

Marine Corps leadership is based upon a concept of trust and confidence in each Marine's quality of self-discipline. The modern battlefield has become an extremely deadly place. As the destructive power of weapons has increased, it has become increasingly more difficult to maintain positive control. The responsibility of your Marines in such situations is clear—they must support their fellow Marines! As MCDP 1 states:

The Marine Corps' style of warfare requires intelligent leaders with a penchant for boldness and initiative down to the lowest level. It is each Marine's duty to take initiative as the situation demands.

Self-Reliance

During long periods of monotony and apparent lack of enemy contact, or long hours of darkness when imaginations run wild and fears begin to overwhelm you, discipline will steady your nerves and allow you and your Marines to deal with the frightening conditions of combat.

Self-Control

Discipline enables your Marines to maintain control of their emotions during times of extreme stress. When you see a fellow Marine suddenly killed and immediately recognize your own peril, your self-control enables you to continue to act.

Obedience

Obedience is when your Marine responds without question. When all of your Marines respond to your orders as a team, a sense of unit is created whereby everyone recognizes that their role is to contribute to something more important than any one individual. An unorganized mob of Marines is useless in a crisis. The strength to overcome the extreme crisis of combat is greatly affected by your squad's ability to respond as a team. A squad is capable of dealing with the chaos of combat only insofar as the individual Marines' actions are part of the total squad effort.

Esprit de Corps

Characteristics *Esprit de corps* is the unit spirit and character of the group, not the individual. It is the common spirit reflected by all members of the unit and provides group solidarity. It implies devotion, loyalty to the unit and all for which it stands, and a deep regard for the unit's history, traditions, and honor. *Esprit de corps* is the unit's personality and expresses the unit's will to fight and win in spite of seemingly insurmountable odds. *Esprit de corps* depends on the satisfaction the members get from belonging to a unit, their attitudes toward other members of the unit, and confidence in their leaders.

Indicators Listed below are indicators of *esprit de corps*:

- Expressions from the Marines that show enthusiasm for and pride in the unit
- Good unit reputation among other units
- Strong competitive spirit
- Willing participation by the members in unit activities
- Pride in the history and traditions of the unit

Ways to Improve *Esprit de Corps* Listed below are ways you can improve unit *esprit de corps*:

- Be the symbol of the fighting spirit you want to develop.
- Start new people off right by ensuring their welcome into and reception by the unit. Train your Marines as a team.
- Develop the feeling that the company as a team must succeed.
- Instruct them in history and traditions.
- Develop your Marines to the very finest physical condition and train them to perfection in military skills.
- Recognize and publish the achievements of the unit and members—reinforce all successes.
- Use appropriate and proper ceremonies, slogans, and symbols.
- Use competition wisely to develop a team concept; try to win in every competition.
- Employ your unit according to its capabilities.
- Use decorations and awards properly.
- Make your Marines feel that they are invincible, that no power can defeat them, and that the success of the Corps and country depends on them and the victory of their unit.

Continued on next page

Esprit de Corps, Continued

Example

A British military observer, while watching a Marine brigade move against a communist division in a last ditch effort to save our last toe-hold in Korea, the Pusan perimeter said:

“They are faced with impossible odds, and I have no valid reason to substantiate it, but I have a feeling they will halt the enemy. I realize my expression of hope is unsound, but these Marines have the swagger, confidence, and hardness that must have been in Stonewall Jackson’s Army of the Shenandoah. They remind me of the Coldstreams at Dunkerque. Upon this thin line of reasoning, I cling to hope of victory.”

This Kind of War

T. R. Fehrenbach

Characteristics of Proficiency

Defined Proficiency is defined as advanced in knowledge and skill. It is accomplished through training and development.

Purpose Proficiency develops confidence in self, equipment, and leaders. By training your squad to be proficient, you build and strengthen moral, motivation, discipline and *esprit de corps*. Our training should be geared toward combat, and be as realistic as possible, developing teamwork and physical stamina in the process.

Example In the book *Battle Leadership*, Captain Von Schell writes:

“In peace we should do everything possible to prepare the minds of our soldiers for the strain of battle. We must repeatedly warn them that war brings with it surprise and tremendously deep impressions. We must prepare them for the fact that each minute of battle brings with it a new assault on nerves. As soldiers of the future we should strive to realize that we will be faced in war by many new and difficult impressions; dangers that are thus foreseen are already half overcome.”

Preparation for Combat

Prepare for Combat

What you need to know to be considered proficient at your job will depend on your billet, rank, and MOS. Generally, there are four areas in which all Marines can train to prepare for combat. Listed below are those items:

- Friendly capabilities
 - Enemy capabilities
 - Face of combat
 - Mental and physical fitness
-

Friendly Capabilities

This is not limited to knowing yourself and your job. This includes knowing your Marines, equipment, and weapons. Know the techniques of combat (battle drills) and the tactics that are used by a unit of your size.

Enemy Capabilities

Know your enemy's capabilities, including their troops, weapons, equipment, tactics and techniques to the extent possible.

Face of Combat

The goal of this course is to help you understand the battlefield environment. Although it is not possible to realistically recreate the battlefield in training, you and your squad should learn as much as possible about the actual conditions of combat during training.

Mental and Physical Fitness

Combat is both physically and mentally demanding—it is the single biggest challenge that a person can face. Your training should allow for this. There is no “easy” time during combat, and there should be no “easy” time during training.

Lesson 3 Exercise

Directions Complete items 1 through 6 by performing the action required. Check your responses against those listed at the end of this lesson.

Item 1 What are the three types of discipline and their description?

- (1) _____
 - (2) _____
 - (3) _____
-

Item 2 Cpl Hoffman is your squad leader. As you and your squad are patrolling, you suddenly take fire from your front. A machinegun bunker is part of the enemy's positions. As your squad begins to gain fire superiority, Cpl Hoffman assigns you and another Marine to destroy the machinegun. When orders are followed by you and your buddy, what type of discipline are you demonstrating and why?

Item 3 You have just destroyed the machinegun position, but in the process, Cpl Hoffman was killed. If Cpl Langley takes over as the squad leader and continues the mission, how is this demonstrating discipline and why?

Continued on next page

Lesson 3 Exercise, Continued

Item 4

What are the five indicators of *esprit de corps*?

- (1) _____
 - (2) _____
 - (3) _____
 - (4) _____
 - (5) _____
-

Item 5

The observance every November of the Marine Corps' birthday is a tradition that involves the reading of General Lejeune's message, the cutting of a cake, and the honoring of the youngest and oldest that the Marine Corps possesses. What indicators of *esprit de corps* does this demonstrate?

- (1) _____
 - (2) _____
 - (3) _____
 - (4) _____
 - (5) _____
-

Item 6

Identify the four general areas of proficiency in which all Marines can train in order to prepare for combat.

- (1) _____
 - (2) _____
 - (3) _____
 - (4) _____
-

Continued on next page

Lesson 3 Exercise, Continued

Answers

The table below lists the answers to the exercise items. If you have questions about the items, refer to the reference page.

Item Number	Answer	Reference
1	(1) Self-discipline because the individual has a sense of personal duty to their unit, fellow Marines, and nation. (2) Unit discipline arises from a form of peer pressure where an individual does not want to let their fellow Marines down. (3) Imposed discipline is force used to ensure that your Marines carry out certain tasks.	2-27
2	Obedience because you are following through without question on what may prove to be fatal orders.	2-28
3	Initiative by taking over the duties of the fallen leader in the absence of orders.	2-28
4	(1) Expressions of unit pride and enthusiasm (2) Good unit reputation (3) Strong competitive spirit (4) Willingness to participate in unit activities (5) Pride in the history of the unit and observance of traditions	2-29

Continued on next page

Lesson 3 Exercise, Continued

Answers, continued

Item Number	Answer	Reference
5	<ol style="list-style-type: none">(1) Expression of unit pride and enthusiasm(2) Good unit reputation(3) Strong competitive spirit(4) Willingness to participate in unit activities(5) Pride in the history of the unit and observance of traditions	2-29
6	<ol style="list-style-type: none">(1) Friendly capabilities are those aspects of preparing for combat, which focus on knowing the responsibilities of your billet, rank, and MOS. As a leader, you must also be knowledgeable of any aspects of friendly capabilities that affect your unit, such as the billets and weapons of your Marines, and the techniques and tactics of a unit of your size.(2) To be prepared for combat, know your enemy's capabilities, including their troops, weapons, equipment, tactics and techniques.(3) Face of combat is that aspect of preparing for combat actual battlefield environment as closely as possible during training.(4) Mental and physical fitness are part of preparing for combat because combat is the most difficult challenge that a person can face, both physically and mentally.	2-32

Lesson Summary

In this lesson, you learned how you might influence and develop discipline, *esprit de corps*, and proficiency in your Marines.

Continued on next page

Lesson 3 Exercise, Continued

Study Unit 2 Summary

In this study unit, you have encountered the key factors to successfully leading your Marines in combat. Being a leader in combat does not involve vastly different ideas than those with which you have already become familiar with in peacetime. What changes is the environment in which you must lead.

Wrap Up

In the next study unit, you will apply the factors you have already learned.

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STUDY UNIT 3

TRAINING FOR SUCCESS IN COMBAT

Overview

Content This study unit is designed to relate the challenges of building and maintaining a unit that is capable of excelling in combat. You will learn how to better train your Marines to control their reactions to combat and successfully face the challenges of combat.

Scope This study unit emphasis how training helps in building and maintaining morale and motivation, discipline and *esprit de corps*, and the environment for combat.

In This Study Unit This study unit contains the following lessons:

Topic	See Page
Building and Maintaining Morale and Motivation in Combat	3-3
Maintaining Discipline and Building <i>Esprit de Corps</i> in Combat	3-11
Building and Maintaining an Environment for Combat	3-19

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LESSON 1

BUILDING AND MAINTAINING MORALE AND MOTIVATION IN COMBAT

Introduction

Scope In the previous study units, we have covered morale and motivation, and discipline and esprit de corps to understand how we maintain each method. We saw how these ideas apply to both the individual as well as the unit. In this lesson, we will further explore building and maintaining morale and motivation.

Contents This lesson contains tips and techniques for building and maintaining morale and motivation in combat.

Learning Objectives Upon completion of this lesson, you should be able to do the following:

- Given a scenario, determine the method used to build morale and motivation.
- Given a scenario, determine the method used to maintain morale and motivation.

In This Lesson This lesson contains the following topics:

Topic	See Page
Introduction	3-3
Building Morale and Motivation	3-4
Maintaining Morale and Motivation	3-6
Lesson 1 Exercise	3-8

Building Morale and Motivation

Belief in the Mission

Belief in the mission is the source of morale and motivation. Developing this belief involves not only developing your squad's confidence that the job must and will be accomplished; it also involves a deeper understanding that their individual sacrifices and efforts are necessary and relevant.

Four Methods of Building Morale and Motivation

The following are four methods of building morale and motivation:

- Instill confidence
- Consider job assignments
- Provide adequate rest, food, and quarters
- Concern with the welfare of your Marines

These four serve as examples, but they are not the only methods that you can employ.

Instill Confidence

You must maintain a positive attitude while cultivating trust and confidence in your Marines. They must have confidence in their:

- Abilities
- Leaders
- Training
- Equipment

Leadership “from the front” is particularly effective. Your Marines will always respond when they see that you are willing to take the same risks and to demonstrate the proper standards.

Consider Job Assignments

Risks must be shared within a combat unit as much as possible. When making particular assignments remember to

- Alternate assignments and rotate dangerous duties.
 - Resist the urge to rely on any particular singular person or unit.
 - Assign missions to your Marines that are equal to their knowledge or capabilities i.e., a radio operator must be physically strong enough to handle the load.
-

Continued on next page

Building Morale and Motivation, Continued

Provide Adequate Rest, Food, and Quarters

Fatigue from lack of food and inadequate sleep will erode the morale and motivation of your squad quickly. This can lead to weariness, hunger, and poor judgment. Try to rotate security watches, position your Marines in teams of two or three, and share rations when necessary. Keep your Marines warm, dry, and well rested whenever possible.

Concern With the Welfare of Your Marines

Aside from providing food, rest and quarters, you must also be concerned with attention to duty. You must check to see that positions and weapons are properly located, equipment and weapons are maintained, and that you attend to the numerous other details that make a unit combat effective. This requires that you have discipline and develop a habit of training and critiquing so that “lessons learned” do not have to be relearned.

Maintaining Morale and Motivation

Five Methods of Maintaining Morale and Motivation

The following are just five of the many methods used to maintain motivation:

- Establish positive, optimistic, and realistic attitude
 - Know your Marines
 - Provide a break in the routine
 - Keep your Marines informed
 - Tend to administrative matters
-

Establish Positive, Optimistic, and Realistic Attitude

Your squad will look to you at the most critical times to see how you are reacting to events. It is important that you realize this and maintain your composure whatever the circumstances. Convey to your Marines that you are confident any job can be done. It is not necessary to hide reality from them.

Know Your Marines

Your Marines should feel comfortable turning to you for help. Always be willing to listen. Be aware of who gets mail, who does not, and what reaction it causes. You should know:

- Who is married
- Who has kids
- How many siblings they have
- What special circumstances they are under

You can never have too much information about your Marines, however, always respect the confidentiality of your Marines.

Provide a Break in the Routine

When possible, provide an opportunity for relaxation and recreation. At Con Thien in 1967 during a prolonged period under enemy artillery fire, one unit held a tobacco-spitting contest judging accuracy and range. Everyone participated and some humorous situations resulted. Any type of break (especially humorous) from the constant rigors of combat provides an outlet for frustration, prevents boredom, and stimulates competition and teamwork within your squad.

Continued on next page

Maintaining Morale and Motivation, Continued

Keep Your Marines Informed

Include subordinates in the decision-making process whenever possible. You never have all the answers, and some of your Marines may have some good ideas. Listening to your Marines does not require you to use their ideas, but it will improve their morale to know that you are willing to listening to them.

Tend to Administrative Matters

Combat does not eliminate the various administrative events that impact upon your Marines' allotments, pay, and other administrative matters that go awry. Ensure that your Marines are properly taken care of administratively, especially relative to pay. If administration is fouled up, the individual who is affected may suspect that other things are fouled up as well, and may begin to lose confidence.

Lesson 1 Exercise

Directions

Complete exercise items 1 through 4 by performing the action required. Check your responses against those listed at the end of this lesson.

Item 1

You are a squad leader and your company is pulling into defensive positions for the night. Your squad has not been assigned a part of the company frontage, but is tasked with conducting fire team-size security patrols. You will be sending a total of six patrols out, two each per fire team throughout the night. You decide that you will accompany each of your fire teams once. By doing so, how are you building your Marines morale and motivation?

Item 2

The platoon radio operator was wounded on your platoon's last operation, and the platoon sergeant wants a member of your squad to become the new one. However, the newest Marine in your squad is only 145 pounds and may have a tough time carrying the radio. You decide to assign a Marine who has been with your platoon longer, but is more physically capable. How are you building morale and motivation?

Item 3

You are leading your squad on a reconnaissance patrol. While moving you encounter an enemy unit of about platoon-reinforce size. You attempt to break contact, but the enemy is aggressive and continues to pursue your squad. Finally you decide to take up defensive positions on a small hill that seems defensible and has good cover. Your squad is barely in place when the enemy throws a full weight attack against your position. You call for supporting fires, which break up their attack. However, an enemy round disables your radio. You know from a previous transmission that your battalion is sending help but it will be about 45 minutes before it arrives. You realize that your squad is in a perilous position, so you calmly explain it to your Marines as best you can and let them know that help is on the way. How are you maintaining morale and motivation?

Continued on next page

Lesson 1 Exercise, Continued

Item 4

Your squad is about to go on an extended battalion-size mission for about 10 days. The day before you are going to leave, LCpl De Forrest received a letter from his wife that his allotment that goes to her every month has not reached the bank in two paydays. You realize this is something you do not want hanging over your Marines' head during a combat operation. You take LCpl De Forrest to your Company 1stSgt to solve the problem. How are you maintaining morale and motivation?

Lesson 1 Exercise, Continued

Answers

The table below lists the answers to the exercise items. If you have questions about these items, refer to the reference page.

Item Number	Answer	Reference
1	<u>Instill confidence.</u> You instill confidence in your Marines when you show that you are willing to assume the same risks they must take. <u>Concern with the welfare of your Marines.</u> You show your concern for their welfare by supervising properly by ensuring that the mission is being accomplished properly.	3-4 3-5
2	<u>Consider job assignments.</u> By assigning your Marines duties equal to their capabilities, you are proving to them that you are concerned with their welfare.	3-4
3	<u>Establish positive, optimistic, and realistic attitude.</u> You act as a steadying influence during a time of doubt.	3-6
4	<u>Tend to administrative matters.</u> By taking care of these matters, you show that you are concerned with their welfare.	3-7

LESSON 2

MAINTAINING DISCIPLINE AND BUILDING *ESPRIT DE CORPS* IN COMBAT

Introduction

Scope Discipline and *esprit de corps* are the cornerstones of the Marine Corps. It is essential that you as a leader are able to impart these characteristics to your Marines.

Content In this lesson, you will learn techniques for maintaining discipline and building *esprit de corps*.

Learning Objectives Upon completion of this lesson, you should be able to do the following:

- Given a scenario, determine the method used to maintain discipline.
- Given a scenario, determine the method used to build *esprit de corps*.

In This Lesson This lesson contains the following topics:

Topic	See Page
Introduction	3-11
Maintaining Discipline	3-12
Building <i>Esprit de Corps</i>	3-14
Lesson 2 Exercise	3-16

Maintaining Discipline

Introduction Marines leave a recruit depot with a high degree of discipline. They have been taught “instant and willing obedience to all orders.” It becomes your challenge to maintain that high degree of discipline while teaching them to become professional warriors.

Five Crucial Elements in Maintaining Discipline The following are five crucial elements for maintaining both self and unit discipline:

- Health
- Equipment and weapons
- Tactical
- Military courtesy and behavior
- Keep your Marines occupied

Health Check the physical condition of your Marines. Foot inspections, changes in clothing, hygiene enforcement, and overall personal cleanliness must be continuous. Proper care for cuts, blisters, minor wounds, rashes, or other conditions directly reflect a unit’s level of discipline. A unit’s health discipline or lack of, will affect its ability to fight.

Equipment and Weapons Continuous concern for proper maintenance is essential. Ensure adequate means exist to properly care for weapons and equipment, and that proper action is being taken. Priority of work should always provide for care of equipment and weapons first, then routine care of human needs.

Tactical Constantly be concerned with the tactical disposition of your squad. Ensure that your Marines do the small things that may sometimes be overlooked. Here are some examples:

- Wear helmets when and where they are required
- Secure flak jackets
- Carry weapons outboard and in condition one when moving tactically
- Maintain light and noise discipline
- Police trash after eating

Continued on next page

Maintaining Discipline, Continued

Military Courtesy and Behavior

Your Marines should not lose their military bearing and courtesies just because they are in the field. As their squad leader, you have certain expectations as to how they should deal with you. The same holds true for your platoon sergeant and platoon commander. Combat may not require “spit and polish,” but it does not remove you from the obligation that you have toward your seniors. Discipline is what separates your squad from a mob of armed civilians.

Keep Your Marines Occupied

Much of your time in combat is spent waiting to cross the Line of Departure, in the defense, or for the order. The unknown will hang heavily on your squad unless you are able to focus their attention elsewhere. Weapons cleaning, rehearsals, inspections, classes, sports, or improving positions may come in handy at this point. The busier your Marines are, the less opportunity they will have to become fearful.

Building *Esprit de Corps*

Five Methods of Building *Esprit de Corps*

The following are five methods of building *esprit de corps*:

- Engage your Marines in competition
 - Teach and maintain traditions
 - Maintain high unit standards
 - Demonstrate concern for your Marines
 - Foster “team” thinking
-

Engage Your Marines in Competition

Marines are competitors. Whatever the event or sport, they like to be challenged and they like to win. If you engage your Marines in competition against another unit, your Marines will band together to overcome the challenge, which will build *esprit de corps*.

Teach and Maintain Traditions

The traditions that the Marine Corps teaches you from the day you enter recruit training are extremely important to what the Marine Corps is today. Belleau Wood, Tarawa, Iwo Jima, and Chosin Reservoir are representative of numerous places where your Corps has triumphed over adversity. By constantly reemphasizing this history and tradition to your Marines, you impart to them the *esprit de corps* of millions of Marines who have served before them. As General John A. Lejeune said in 1921, “...the most vital thing is to make the men feel they are invincible, that no power can defeat them, and that the success of their country’s cause depends on the victory of their organization.”

Maintain High Unit Standards

High standards come from teaching your Marines, and then consistently correcting them. Negligence on minor details invariably leads to a breakdown of control and discipline. As LtGen A. S. Collins, Jr. (Retired) writes in the book *Common Sense Training*, “In time of war keeping standards up is even more important, because the result of indifference is reflected in the casualty figures.”

Continued on next page

Building Esprit de Corps, Continued

Demonstrate Concern for Your Marines

Marines in battle will expect few things of you. Listed below are some critical things that they will expect:

- A clear idea of what is expected from them
- Ammunition
- Water
- Food
- Medical care
- Mail

Always provide for their comfort before your own. When Marines realize that you have their interests in mind, their *esprit de corps* will soar.

Foster “Team” Thinking

As a leader, your squad consists of three fire teams, each with its own personality and capability. During platoon or squad physical training (PT), have your fire teams compete against one another. Then let the two losing fire teams do the winner’s afternoon cleanup that day. Whenever possible, have the team or squad function as a unit. As the members learn to rely on each other, they will become more of a team.

Lesson 2 Exercise

Directions Complete items 1 through 4 by performing the action required. Check your responses against those listed at the end of this lesson.

Item 1 Your squad has returned from a 5-hour security patrol through some heavily wooded terrain. Upon returning to your company's area, you instruct your fire team leader to conduct "tick checks" of their Marines. What method of maintaining discipline are you demonstrating?

Item 2 Your squad is in the defense and you are expecting an attack from a Russian mechanized unit. While waiting in the defense, you go from position to position quizzing your Marines on the different types of Russian armor and their particular vulnerabilities. You task your fire team leaders to do the same. What method of maintaining discipline are you demonstrating?

Item 3 It is 1991, and the Iraqis have invaded Kuwait. The 4th MEB has deployed to Saudi Arabia to help protect NATO's Northern flank and you are a squad leader in Fox Company, 2/2. Originally, your company was in a combat outpost that was outflanked and bypassed. Your company commander decides to lead the company out of the combat outpost and into a less accessible position from where the company can conduct raid-type operations against the enemy's rear areas. After several days of successful operations, supplies and ammunition are running low. At this time your squad's attitude begins to falter because of your unit's isolation and difficult position. You try to pick up their spirits by comparing their present situation to the 1st Marine Division's experience at the Chosin Reservoir during the Korean War. By doing so, what method of building *esprit de corps* are you demonstrating?

Continued on next page

Lesson 2 Exercise, Continued

Item 4

Your platoon sergeant has instructed you to provide a working party from your squad to help construct a command bunker. Instead of taking Marines from each of the different fire teams, you decide to send an entire fire team. What method of building esprit de corps are you demonstrating?

Lesson 2 Exercise, Continued

Answers

The table below lists the answers to the exercise items. If you have questions about these items, refer to the reference page.

Item Number	Answer	Reference
1	<u>Health</u> . You are showing your Marines that proper health care is important to combat effectiveness.	3-12
2	<u>Keep your Marines occupied</u> . By doing so, you keep their minds on the task at hand and off the fear of combat.	3-13
3	<u>Teach and maintain traditions</u> . You demonstrate to your Marines that they have a history of success that they should live up to.	3-14
4	<u>Foster “team” thinking</u> . By having one of your fire teams work together on a common yet somewhat difficult task, they come to depend upon one another.	3-15

LESSON 3

BUILDING AND MAINTAINING AN ENVIRONMENT FOR COMBAT

Introduction

Scope A major league baseball team would not think of beginning the regular season without first playing several preseason games under actual conditions. Can you expect your Marines to go into combat without providing them the same type of realistic training?

Content This lesson will discuss the need for and means of achieving realistic combat training.

Learning Objectives Upon completion of this lesson, you should be able to do the following:

- Given a scenario, distinguish between realism of actions and realism of conditions.
- Identify the types of information about enemy capabilities that can contribute to success in combat.
- Identify the types of information about friendly capabilities that can contribute to success in combat.
- Given a scenario, determine the type of fitness being demonstrated.

In This Lesson This lesson contains the following topics:

Topic	See Page
Introduction	3-19
Conditions of Combat	3-20
Knowledge on Both Sides	3-22
Fitness	3-24
Lesson 3 Exercise	3-25

Conditions of Combat

Realism of Actions

Introduce realism into all aspects of your training. Here are some examples of elements of a realistic training exercise:

- Resupply of chow, water, and ammo should all be done tactically
 - Movement to and from positions carried out as if the enemy were watching
 - Casualties, including the commander, should be assessed
 - Cover, concealment, and camouflage should be stressed continuously
 - Use multiple integrated laser engagement system (MILES) gear whenever possible to demonstrate the importance of fire and movement and defilade
-

Example

An example of realism of action is written in *Common Sense Training* by LtGen Arthur S. Coffins, Jr., USA (Retired):

“General Mahin...emphasized the importance of speed of execution as a unit moved into contact...Resupply of ammunition was often practiced but seldom seen as units hiked down a road at night. The only sounds breaking the stillness would be the crunch of boots on gravel, the swish of fatigues, or a grunt as a pack was shifted. Suddenly a supply point at each side of the road would loom out of the darkness. As each man passed, a bandoleer of ammunition would be swung over his shoulders as he ducked his head. At the same moment he would reach out to take the grenades handed to him and pass full stride down the dark road. I have never seen any training more realistic. No noise, nothing flashy – just professionals at work.”

Continued on next page

Conditions of Combat, Continued

Realism of Conditions

When you train for combat, the more nearly you can approximate the sights, sounds, and conditions of combat, the better prepared your Marines will be when they are in combat for real. Also remember that combat does not stop for rain, snow or dark. Your squad must be able to endure adverse weather conditions.

Live Fire

Live fire, in and of itself, is very productive. It familiarizes your men with their weapons, and teaches them to rely on, and trust, their fellow Marines. But what about the ability to identify the sounds of combat? The difference between the sound of incoming and outgoing mortars and artillery? How about the crack of overhead machinegun fire? Is it close enough to be effective fire, or is it passing well overhead?

Answers to these questions will prove valuable to our efforts in combat, for noise is one of the most frightening aspects of combat. Obtain enemy weapons and fire them, so that our Marines will be able to tell the difference between our weapons and theirs. Use artillery simulators and smoke pots to familiarize your men with the literal “fog” of war.

Example

An example of realism of condition is illustrated in *Marine! The Life of Chesty Puller* by Burke Davis.

“Bad news only increased the tempo of Puller’s training. He cornered Colonel Pedro Del Balle, the great gunner who commanded the 11th Marines: ‘Colonel, you’ll be starting artillery training next week. I want you to let me know when you’ll fire. I want to get my troops under it as often as I can...’ Every day afterward, when the men of 1/7 were in the field and the 11th Marines were firing, shells streamed overhead, until the whoosh of flying metal became as familiar as rifle fire. There were many bursts nearby, but no accidents. Puller’s was the only battalion with such training.”

Knowledge on Both Sides

Knowing Your Enemy Knowing your enemy will dispel any myths or misconceptions that may be attributed to them. As leaders, it is your responsibility to prevent the spread of rumors and to teach your Marines that the enemy is no different than themselves.

Capabilities of Enemy Knowledge of the enemy capabilities can contribute to success in combat by diminishing some of the unknowns about the enemy. Listed below are three elements of information about enemy capabilities we want to obtain:

- Weapons
- Vehicles
- Tactics

Example In *Stress in Battle*, British Army Review, Col Jeapes points out, “If you know that of an AK-47’s burst of fire only the first round or two will pass near you—the weapon kicks upward so badly that any more rounds in a burst will pass well overhead—you will be a little less worried by the noise.”

Knowing Friendly Capabilities Knowing the weakness of our own (friendly) capabilities is also important to successful combat leadership. Identifying gaps in training, capabilities, and experience can be crucial to formulating a workable plan. Knowledge of your Marines and the equipment they carry can be a deciding factor in combat.

Capabilities of Friendly The following are four elements of information about friendly capabilities that you as a leader should focus on:

- Weapons and equipment
- Tactics and techniques
- Physical fitness
- Mental fitness

Continued on next page

Knowledge on Both Sides, Continued

Weapons and Equipment

Do all of your Marines realize that our M16A2 is much more accurate firing on semi-automatic than on burst? Perhaps they do, but as a combat leader, ensure that your Marines know their weapons inside and out, and the proper procedures for operating their weapons. This knowledge will allow them to employ their weapons to maximum effectiveness. It will also build in them the confidence that, when called upon, their weapons will do the job that they are designed to do.

Tactics and Techniques

Techniques of combat are straightforward. They are things you do by practice through drill and reinforce with experience, such as:

- Shoot a rifle
- Call for fire
- Immediate action

Tactics are an art form. Tactics involves choosing from your “bag” of tricks. As a squad leader, you are a tactical leader on the battlefield and have to adjust your squad’s actions to:

- Terrain
 - Friendly capabilities
 - Enemies capabilities
-

Fitness

Types of Fitness

The two types of fitness that affect Marines in a combat environment are

- Physical
 - Mental
-

Physical Fitness

Combat is physically grueling. The demands made on your squad are going to be extreme and vary with the environment in which you are operating. Routine physical training in Camp Lejeune or Camp Pendleton is not going to prepare your Marines for the oppressive heat and humidity of Okinawa, or the extreme cold of a Norwegian winter. Demanding, but creative, combat-oriented physical training will serve as a better way of getting your squad into shape.

Mental Fitness

Map exercises, tactical exercises without troops (TEWT's), and professional reading, all help to prepare you and your Marines for decision-making in combat. These forms of training are not exclusive to officers and SNCOs. They are ways of practicing war-fighting intelligently, without having to bring your entire squad to the field.

Lesson 3 Exercise

Directions Complete items 1 through 7 by performing the action required. Check your responses against those listed at the end of this study unit.

Item 1 You are a squad leader and going to lead your squad on a patrol. You give the patrol order to your fire team leaders and have them begin preparations. After the preparations are completed and your squad exists friendly lines, you tell your first fire team leader that you have just been killed and he is now in charge. Does this training scenario reflect realism of actions or realism of condition?

Item 2 You are a squad leader and feel that your squad did not do very well in the platoon night training last week. You would like to get extra night training in for your squad. You ask the platoon sergeant and the platoon commander if you could train your squad in night patrolling techniques one night a week. Does this training scenario reflect realism of actions or realism of conditions?

Item 3 Which three elements of information about enemy capabilities the friendly want to know that can contribute to success in combat?

(1) _____

(2) _____

(3) _____

Item 4 How does knowing enemy capabilities contribute to successful combat leadership?

Continued on next page

Lesson 3 Exercise, Continued

Item 5

Which four element of information about friendly capabilities you as a leader should focus on that can contribute to success in combat?

(1) _____

(2) _____

(3) _____

Item 6

You are a squad leader and your company is in the field training for an upcoming deployment. While you and your squad are waiting for the next training evolution, you take them to a piece of terrain and ask them how they would defend it with a table of organization (T/O) squad as part of a platoon frontage. What type of fitness are you displaying?

Item 7

You make a suggestion to your platoon commander to conduct a mini-biathlon where your Marines, in full combat gear, run a three-mile course where they make stops at intervals throughout the course. These stops coincide with live-fire ranges where they have to fire ten rounds for score at a target with their rifles. They are timed on their runs, and rewarded with time subtracted from their runs for hits at the range. What type of fitness is this training displaying?

Lesson 3 Exercise, Continued

Answers

The table below lists the answers to the exercise items. If you have questions about these items, refer to the reference page.

Item Number	Answer	Reference
1	<u>Realism of actions</u> . You are presenting your squad with a situation which is entirely realistic and which causes them to react to a change in plan.	3-20
2	<u>Realism of conditions</u> . You are training your squad how to operate in difficult weather and time conditions.	3-21
3	(1) Weapons (2) Vehicles (3) Tactics	3-22
4	Knowing enemy strengths and weaknesses will contribute to successful combat leadership by diminishing some of the unknowns, and dispelling some of the myths and misconceptions about the enemy.	3-22
5	(1) Weapons and equipment (2) Tactics and techniques (3) Physical fitness (4) Mental fitness	3-22
6	<u>Mental fitness</u> . You are preparing your Marines mentally for combat by sharpening their mental skills.	3-24
7	<u>Physical fitness</u> . You are making realistic physical demands on your squad that are actions related to those performed in combat.	3-24

Summary

In this study unit, we looked at some practical steps that you can make to prepare yourself and your squad for combat. They are not the “end-all” of ideas—merely some techniques that have proven successful for Marine leaders in the past. Take these ideas, expand on them, and come up with your own. You will find no “book solutions” for leading Marines, especially when you are leading them in combat.

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INFANTRY SQUAD LEADER: COMBAT LEADERSHIP

REVIEW LESSON EXAMINATION

Review Lesson

Introduction The purpose of the review lesson examination is to prepare you for your final examination. We recommend that you try to complete your review lesson examination without referring to the text, but for those items (questions) you are unsure of, restudy the text. When you have finished your review lesson examination and are satisfied with your responses, check your responses against the answers provided at the end of this review lesson examination.

Directions Select the ONE answer that BEST completes the statement or answers the item. For multiple choice items, circle your response. For matching items, place the letter of your response in the space provided.

Item 1 Unnerving sights and sound, fear, stress and mental fatigue, and confusion and lack of information, are some of the common elements of combat. Select the additional common element of combat.

- a. Continuous operations
 - b. Trembling
 - c. Unrelenting enemy
 - d. Lack of discipline
-

Item 2 The possibility of being killed, wounded, or captured and the apprehension that you might not “measure up” as a Marine under fire are two of the specific sources of fear in combat. Select another specific source of fear.

- a. Sense of honor
 - b. Fear of killing
 - c. Fear of the unknown
 - d. Desire to accomplish the mission
-

Continued on next page

Review Lesson, Continued

Item 3

Identify the automatic body reactions to fear.

- a. Freezing under fire, lack of confidence, breakdown in discipline, and inability to make decisions
 - b. Trembling, pounding heart, irrational laughter, and sweating
 - c. Trembling, inability to make decisions, anger, and pounding heart
 - d. Blurred vision, stuttering, excessive sweating, and feelings of helplessness
-

Item 4

Identify the psychological reactions to fear.

- a. Obsession with minor details, inability to make decisions, freezing under fire, lack of confidence, and breakdown in discipline
 - b. Aggression and rage, freezing under fire, inability to communicate orders, and irrational laughter
 - c. Mental fatigue, communication breakdowns, sweating, and lack of confidence
 - d. Inability to communicate orders, uncontrolled shivering, mumbling, aggression, and rage
-

Item 5

2d Battalion/9th Marines is conducting a raid operation on a terrorist training camp in the desert of Africa. You are a squad leader in 2d Platoon of Golf Company and LCpl McCrary is one of your Marines. Your squad has been tasked with covertly taking out a one-man surveillance post about 300 meters from the camp, so you assign LCpl McCrary to “quick-kill” the observer with his bayonet. LCpl McCrary successfully catches the terrorist by surprise and wrestles him to the ground, but does not sink his bayonet. You have to rush out from cover and butt-stroke the terrorist because he is beginning to gain an advantage on LCpl McCrary. Which of the specific sources of fear is LCpl McCrary demonstrating?

- a. Noise and sights of combat
 - b. Apprehension that you might not “measure up”
 - c. Fatigue
 - d. Fear of killing
-

Continued on next page

Review Lesson, Continued

Item 6 Aggression and rage are extreme reactions to fear. Which is the other?

- a. Mental fatigue
 - b. Lack of confidence
 - c. Freezing under fire
 - d. Mumbling
-

Item 7 What are the three general conditions that stimulate fear in combat?

- a. Unexpected, unknown, and feelings of helplessness
 - b. Freezing under fire, aggression, and rage
 - c. Trembling, pounding hear, and sweating
 - d. Enemy, situation, and your abilities
-

Item 8 Indicators of fatigue are reckless disregard for the safety of self or fellow Marines, excessive caution, lack of concern for personal cleanliness, and

- a. failure to properly account for your Marines.
 - b. improper wear of uniform.
 - c. failure to fire weapon.
 - d. loss of appetite.
-

Item 9 Your squad is part of a platoon-sized attack on an enemy observation post of squad size. Your squad has just gotten into an open area and has begun to take fire. Suddenly, PFC Brock is wounded by enemy fire and goes down. LCpl Slayton stops to attend to PFC Brock, but you yell to him to leave PFC Brock alone and not to bog down the assault. Who is the individual responsible for caring for PFC Brock during the assault?

- a. Platoon sergeant
 - b. Fire team leader
 - c. Company gunnery sergeant
 - d. Corpsman
-

Continued on next page

Review Lesson, Continued

**Item 10
Through
Item 21**

Matching: For items 10 through 20, match the factor affecting success in combat in column 1 with whether or not you have control over each factor in column 2.

Column 1

Column 2

Factor affecting success

Control or no control

- | | |
|---|---------------|
| 10. ___Morale | a. Control |
| 11. ___Availability and quality of replacements | b. No control |
| 12. ___Motivation | |
| 13. ___Location, weather, terrain | |
| 14. ___Discipline | |
| 15. ___Public reaction and support | |
| 16. ___Type of conflict | |
| 17. ___ <i>Espirit de Corps</i> | |
| 18. ___Enemy action | |
| 19. ___Duration | |
| 20. ___Proficiency | |
| 21. ___Political guidelines | |

Item 22

Five of the specific indicators of morale are response to shortages, personal hygiene, personal conduct, standards of military courtesy, appearance, and

- a. proficiency.
- b. confidence.
- c. rumors.
- d. courage.

Continued on next page

Review Lesson, Continued

Item 23

Your area squad leader for 1st platoon, Bravo Company, 1st Battalion/5th Marines. Your unit has been undergoing jungle training in a small Central American country for three weeks and your squad is enjoying the training, even though it is hard. Unfortunately, your friend who is a squad leader in 3d platoon is having problems. The Marines in his squad are giving him a hard time and not following his leadership. You know that he is a decent leader, but his Marines are still having discipline problems. What specific indicator of morale is occurring in this scenario?

- a. Excessive quarreling
 - b. Standards of military courtesy
 - c. Appearance
 - d. Response to shortages
-

Item 24

The closeness among individuals in a unit that is fostered by common experiences and shared hardships is an example of what factor of motivation?

- a. Unit cohesion
 - b. Patriotism
 - c. Social identity
 - d. Tradition
-

Item 25

Fighting long and hard as necessary to overcome the enemy is an example of what factor of motivation?

- a. Unit cohesion
 - b. Social identity
 - c. Tradition
 - d. Aggression
-

Continued on next page

Review Lesson, Continued

Item 26 Your battalion has been committed to a small Caribbean country that has been undergoing political turmoil. Your squad is conducting a routine search for weapons and guerillas through a local village. Suddenly, a frag grenade is tossed from a hut in the direction of your platoon commander. Everyone hits the deck except for LCpl Davis. LCpl Davis picks up the grenade, tosses it into the tree line, hits the deck, and saves the platoon commander's life in the process. What factor of motivation is LCpl Davis demonstrating by taking this action?

- a. Commitment
 - b. Social identity
 - c. Aggression
 - d. Rewards and punishments
-

Item 27 The values and attitudes that are stressed to Marines from their first day of service are an example of what factor of motivation?

- a. Unit cohesion
 - b. Tradition
 - c. Commitment
 - d. Aggression
-

Item 28 What is the factor of motivation that focuses on mutual respect, confidence, shared hardships, shared dangers, shared victories, discipline, and perseverance?

- a. Patriotism
 - b. Commitment
 - c. Rewards and punishment
 - d. Aggression
-

Continued on next page

Review Lesson, Continued

- Item 29** Recognizing a Marine's heroic efforts and sacrifices as a warrior is an example of what factor of motivation?
- a. Rewards and punishments
 - b. Unit cohesion
 - c. Commitment
 - d. Patriotism
-

- Item 30** The cohesion that Marines experience due to their common social background is an example of what factor of motivation?
- a. Patriotism
 - b. Commitment
 - c. Aggression
 - d. Social identity
-

- Item 31** When Marines get a feeling of being convinced of the rightness of their country's cause, it is an example of what factor of motivation?
- a. Social identity
 - b. Tradition
 - c. Commitment
 - d. Patriotism
-

Continued on next page

Review Lesson, Continued

Item 32 Your battalion is part of the 24th MEU and has been committed to a small Middle Eastern country on a peacekeeping mission. Your squad has been here three months, and finds themselves in anything but peace. You are constantly being attacked, and your platoon has suffered several casualties. This is complicated by the fact that you cannot figure out why you are here or what is your unit's mission. During these times of doubt, what factor of motivation, if present, will help you maintain your spirit?

- a. Social identity
 - b. Tradition
 - c. Commitment
 - d. Patriotism
-

Item 33 What type of discipline is based on an individual's sense of personal duty?

- a. Imposed discipline
 - b. Unit discipline
 - c. Self-discipline
 - d. Obedience
-

Item 34 What type of discipline lacks the permanence of unit discipline and the special strength of self-discipline?

- a. Unit discipline
 - b. Imposed discipline
 - c. Self-discipline
 - d. Obedience
-

Item 35 What type of discipline results from the expectations of the Marines in your squad?

- a. Unit discipline
 - b. Imposed discipline
 - c. Self-discipline
 - e. Obedience
-

Continued on next page

Review Lesson, Continued

Item 36

You were recently made a squad leader, and you and one of your fire teams are in a listening post-position. Suddenly, you hear some noise in your area. You do not think it was the enemy, but your imagination starts to get the best of you. Your heart is racing and you are sweating a lot, but you realize that your Marines are depending on you. Finally, you decide there is nothing to worry about and you inform your Marines. What kind of discipline are you demonstrating?

- a. Initiative
 - b. Self-reliance
 - c. Self-control
 - d. Obedience
-

Item 37

You are the squad leader for second squad, and your platoon is on a sweep of your company's area of operations. Earlier, a Marine in first squad tripped a mine, injuring oneself and another Marine. Later you encountered an abandoned enemy camp where a boobytrap killed a Marine in your squad. Finally, a sniper round fired from a village you were approaching and wounded your platoon sergeant. Your platoon had not seen any enemy that day, and you had received four casualties. When you entered the village, you knew your Marines were on a short fuse. Suddenly, you heard some screams. You entered the shack where they came from and found one of your Marines, PFC Tucker, being restrained by the fire team leader, LCpl Schnoor. LCpl Schnoor told you that PFC Tucker had found a shell casing from a rifle outside the shack and had begun to beat one of the civilians for information. Upon entering the hut, LCpl Schnoor heard what was going on and stopped PFC Tucker. What type of discipline is LCpl Schnoor demonstrating?

- a. Self-control
 - b. Self-reliance
 - c. Obedience
 - d. Initiative
-

Continued on next page

Review Lesson, Continued

Item 38

Indicators of *esprit de corps* are expressions from the Marines that show enthusiasm for and pride in the unit, pride in the history and traditions of the unit, good unit reputation among other unit's

- a. self-reliance.
 - b. willingness to participate in intramural athletics.
 - c. morale and motivation.
 - d. strong competitive spirit.
-

Item 39

Your platoon has been in continuous combat for three weeks. You encountered numerous casualties, but you held your positions and accomplished your mission of breaking up the enemy attack. You knew that your platoon and company were in the thick of the fighting and that the success of the battalion and regiment was due to your efforts. Now, as your unit is marching back off the line and a new replacement unit is marching by on their way to your old positions, your platoon spontaneously begins singing marching cadences. What indicator of *esprit de corps* is this demonstrating?

- a. Strong competitive spirit
 - b. Pride in the history and traditions of the unit
 - c. Good unit reputation among other units
 - d. Expressions from the Marines that show enthusiasm for and pride in the unit
-

Item 40

Several areas in which all Marines can train to prepare for combat are friendly capabilities, face of combat, mental and physical fitness, and

- a. enemy capabilities.
 - b. enemy order of battle.
 - c. understanding of war.
 - d. environment.
-

Continued on next page

Review Lesson, Continued

Item 41

Your squad is going on an ambush patrol this evening. You have been rehearsing all morning, but your Marines are tired because of the pace of operations in the past week. You ran ambushes before, but you are not fully satisfied with your squad's execution. Finally, you decide that rest is more important, and you stop rehearsing and let them get rest. What method are you using to build the morale and motivation of your squad?

- a. Instilling confidence
 - b. Concern with the welfare of your Marine
 - c. Establish positive, optimistic, and realistic attitude
 - d. Provide adequate rest, food, and quarters
-

Item 42

PFC Roberts is a young Marine who recently joined your unit. He has been with your squad for five weeks and usually gets a letter from his girlfriend once a week. Normally, he shares this letter with you and the squad. Today when he receives a letter from his girlfriend, he did not share it, and he has been quiet ever since. You realize that something is wrong and pulled PFC Roberts aside after chow to talk about what the letter said. What method are you using to build the moral and motivation of your squad?

- a. Establish positive, optimistic and realistic attitude
 - b. Concern with the welfare of your Marines
 - c. Know your Marines
 - d. Keep your Marines informed
-

Continued on next page

Review Lesson, Continued

Item 43

You are a squad leader in 1st Battalion 4th Marines, and have the reputation in your squad as a hard charger. Since your unit has been deployed in this Central American country, you have not seen any action. Yet, you are keeping your squad constantly on the alert. Whenever your squad patrols, you make sure that your Marines camouflage properly and that they reapply it as part of their continuing actions. When guarding the perimeter, you always have them improve their fighting positions by digging the holes deeper or replacing dead vegetation. What method are you using to maintain the moral and motivation of your squad?

- a. Tend to administrative matters
 - b. Keep your Marines informed
 - c. Concern with the welfare of your Marines
 - d. Consider job assignments
-

Item 44

Your squad has just returned from a 36-hour extended patrol. Your Marines are tired, dirty, and hungry for some hot chow. Before you let them shower and eat, you make sure that they clean their weapons and equipment. What method of maintaining discipline are you demonstrating?

- a. Keep your Marines occupied
 - b. Tactical
 - c. Equipment and weapons
 - d. Military courtesy and behavior
-

Continued on next page

Review Lesson, Continued

Item 45

Your platoon has just occupied positions on a piece of key terrain. You are in a rush to get positions emplaced because dusk is approaching. Your squad is responsible for the left side of the platoon's defenses and has been working on their positions for about 45 minutes. On inspecting your squad, you realize that you have overlooked a possible enemy avenue of approach. You know that you should cover it with at least a fighting position, but are hesitant to move any of your Marines after they have been working on their position for so long. Finally, you realize that you have to shift your positions and do so. What method of maintaining discipline are you demonstrating?

- a. Military courtesy and behavior
 - b. Tactical
 - c. Keep your Marines occupied
 - d. Equipment and weapons
-

Item 46

Cpl Cullen's squad prides itself on its tactical discipline, and works hard to train them this way. From keeping their camouflage fresh to moving stealthfully through the woods, they do all the small things that a tactically proficient squad should do. What method of building *esprit de corps* is used to train Cpl Cullen's squad?

- a. Maintain high unit standards
 - b. Foster "team" thinking
 - c. Engage your Marines in competition
 - d. Teach and maintain tradition
-

Item 47

You recently joined a new platoon, replacing a squad leader who was wounded. You joined the platoon while it was on a two-week R&R. You immediately realized that your squad was suffering from a lack of *esprit de corps*. The first thing you did after getting to know your Marines was to challenge another squad to a game of football. What method of building *esprit de corps* are you demonstrating?

- a. Maintain high unit standards
 - b. Foster "team" thinking
 - c. Engage your Marines in competition
 - d. Demonstrate concern for your Marines
-

Continued on next page

Review Lesson, Continued

- Item 48** When your squad conducts rehearsals for a patrol by practicing their immediate action drills, what type of training realism are they practicing?
- a. Action
 - b. Conditions
 - c. Tactics and techniques
 - d. Commander's intent and focus of effort
-

- Item 49** Knowledge of enemy capabilities contribute to successful combat leadership because you will
- a. know your capabilities better.
 - b. reduce any unfounded fear of the enemy.
 - c. practice your immediate actions better.
 - d. employ your supporting arms more effectively.
-

- Item 50** The three areas of knowing friendly capabilities that are important to successful combat leadership are weapons and equipment, physical fitness, and
- a. tactics and techniques.
 - b. mission, commander's intent and focus of effort.
 - c. enemy tactics and capabilities.
 - d. enemy strengths and weaknesses.
-

- Item 51** LCpl Baker asked you why your platoon took the route they did when the squad conducted the last attack of the day. You explained that the platoon commander had a choice between a lightly vegetated shorter route and a better concealed longer route to the objective. Because the situation was such that you wanted to completely surprise the enemy, the platoon commander took the longer of the two routes. What type of fitness are you practicing?
- a. Physical
 - b. Mental
 - c. Tactical
 - d. Preparedness
-

Review Lesson Solutions

Answers

The table below lists the answers to the review lesson examination items. If you have questions about these items, refer to the reference page.

Item Number	Answer	Reference
1	a	1-7
2	b	1-12
3	b	1-14
4	a	1-14
5	d	1-12
6	c	1-14
7	a	1-16
8	c	1-26
9	d	1-28
10	a	2-6
11	b	2-4
12	a	2-6
13	b	2-4
14	a	2-6
15	b	2-5
16	b	2-5
17	a	2-6
18	b	2-5
19	b	2-5
20	a	2-6
21	b	2-4
22	c	2-12
23	b	2-13
24	a	2-16
25	d	2-17
26	d	2-18
27	b	2-17
28	b	2-17
29	a	2-18
30	d	2-18
31	d	2-18
32	d	2-18

Continued on next page

Review Lesson Solutions, Continued

Answers,
continued

Item Number	Answer	Reference
33	c	2-27
34	b	2-27
35	a	2-27
36	b	2-28
37	a	2-28
38	d	2-29
39	d	2-29
40	a	2-32
41	d	3-5
42	c	3-6
43	c	3-5
44	c	3-12
45	b	3-12
46	a	3-14
47	c	3-14
48	a	3-20
49	b	3-22
50	a	3-22
51	a	3-24
