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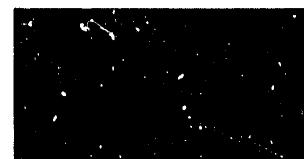
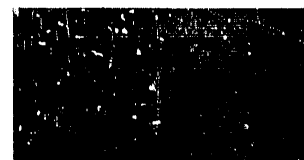
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PSYCHOLOGICAL AND PEDAGOGICAL FOUNDATIONS
OF A COMMANDER'S ACTIVITIES

By

M.I. D'YACHENKO, YE. F. OSIPENKOV
AND L. YE. MERZLYAK



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Annotation

[Text] The activities of a commander to improve the effectiveness and quality of work involving strengthening military discipline, refine military training, and to improve the moral-political and psychological training of subunit [podrazdeleniye] and unit [chast'] personnel are studied in the book. It examines the socio-psychological and individual mental factors in the commander's formation of the personality of a fighting man and a military collective and controlling their activities under the conditions of modern war and when organizing combat and political training in peacetime.

The work illuminates the special psychological and pedagogical features of a commander's activities and professional qualities and show the influence of training in a military school and of practical work in troop units on the formation of his personality.

The book is intended for commanders and political workers, teachers, and students in higher military-political schools and in the pedagogical faculties of military academies.

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Introduction

[Text] The Communist Party and Soviet Government place continual attention on strengthening the defensive capability of our country and improving the Armed Forces. "We can report to the Congress that we have done a great deal in this regard," CC General Secretary comrade L. I. Brezhnev noted in the Report to the 25th CPSU Congress. "Supplying the Armed Forces with modern armaments and military equipment has been improved, as has the quality of the combat training and the ideological tempering of the personnel." 1

Training of the command cadres, the backbone of the army, is of primary significance. Without leaders who are trained in the moral-political, military, technical, and psychological-pedagogical sense, it is impossible to create and strengthen a modern army.

V. I. Lenin attached enormous significance to the questions of training, indoctrination, selection, and assignment of cadres.

The founder and leader of the world's first government of workers and peasants placed unremitting attention on the political and military indoctrination of military cadres and the improvement of their organizing role in troop units. At his initiative problems of training commanders were discussed at meetings of the Party CC and the Council of Peoples' Commissars. Vladimir Il'ich Lenin actively participated in the preparation of the documents

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which formalized the system of selection, training, indoctrination, and assignment of cadres in the Red Army. Personally meeting with commanders, V. I. Lenin gave them advice and counsel on improving combat mastery and strengthening the political and moral state of the Red Army soldiers.

Great attention was devoted at that time to the class selection of students assembled primarily from working and laboring peasants, along with strengthening the party layer among them.

Fulfilling V. I. Lenin's behests, the CPSU and Soviet government continually demonstrate concern for the training of officer cadres. "The party," the CPSU Program points out, "will unswervingly concern itself with the training of command, political, and technical army and navy cadres absolutely devoted to the cause of communism and selected from among the best representatives of the Soviet people."²

Scientific and technical progress raised the demands for command cadres, for their political, business-like, psychological, and moral-combat qualities, assigned new tasks involving their training, indoctrination, and professional preparation. The Soviet commander combines high political consciousness with good professional training, the ability to proficiently solve problems in military affairs with the skill of employing modern command and control methods.

Being a creatively thinking specialist, the Soviet commander masters that method of thought and the scientific analysis provided by Marxism-Leninism. And, this is only proper. Based upon a foundation of Marxist-Leninist methodology and profound understanding of the laws of social development alone, a commander can correctly understand the objective laws of modern warfare and the special features of training personnel for active conduct of combat operations and the conditions for successful supervision of subordinates' activities in peacetime and in wartime.

In the CC CPSU Report to the 25th CPSU Congress, L. I. Brezhnev emphasized: "The modern supervisor must organically combine within himself a party attitude with profound competence, discipline with initiative and a creative approach to business. Also in every sector a leader must take into account the sociopolitical and indoctrinational aspects as well, be sensitive towards people, towards their needs and desires, to serve as an example in work and in everyday life."³

Requirements placed upon officers also stem from the general regulations of our party as applied to leadership cadres. The Soviet commander must primarily be absolutely devoted to the party and people, actively and consistently implement CPSU policy, serve the motherland in a model manner, and be its model of high discipline, execution, initiative, and independence. Communist moral substance, internal control, the readiness and ability to accurately carry out orders, honesty and truth, will and organizational capabilities, firmness in decisions and actions, the ability to organize and submit people to his will, to guide them to accomplishment of the assigned mission in any

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situation--without such qualities the activities of a military leader are meaningless both in peacetime and in wartime.

The motherland entrusts an officer with its most valuable and dearest possession--people who must be trained and indoctrinated and, in the event of war, led into battle. Forming in commanders the scientific methods of indoctrinating and training troops is a vital task. Considering growing requirements the party has embarked upon organization of the training and retraining of military cadres and is doing everything necessary to improve their theoretical level and the depth of their knowledge concerning modern achievements in the field of military science and technology, as well as the theory of leadership and command and control.

Soviet officers possess a high military-technical culture. In addition they must have a large reserve of general scientific, psychological, and pedagogical knowledge.

Thus, ideological conviction, high moral and psychological qualities, the demandingness upon themselves and their subordinates, military organizational capabilities, general culture, creative thinking, and tactical, pedagogical, and military-technical preparedness--are the requisite condition for a commander's successful activities.

A characteristic feature of today's Soviet Armed Forces officer corps is its youth. At the regimental level, young officers--the commanders of platoons, companies (batteries), and subunits at that organizational level--make up two-thirds of the total supervisory staff. Along with acquiring the experience of life and service know-how, they must continually improve their scientific knowledge, with military psychology and pedagogy occupying a large place here.

The significance of psychological and pedagogical knowledge increases in connection with the fact that, at the present time, the general educational level of first-term soldiers and sergeants has significantly increased. Working with people has become, on the one hand, easier and, on the other hand, more difficult as well. Easier because they more rapidly assimilate and more fully understand that which they are taught. But, more difficult because their range of thinking has expanded and their desires are multifaceted. An officer must be not only well trained in the political and military-technical sense but must also be a good psychologist and skillful pedagogue in order to correctly structure the training and indoctrination of his subordinates.

Military schools are continually refining the training of future officers. The quality of their moral-political, psychological and pedagogical training is improving. All of this work must be improved in the future as well. The main thing is to insure that the party possesses an even broader reserve of excellent theoretically-mature military cadres.

Marshal of the Soviet Union D. F. Ustinov, member of the CC CPSU Politburo and USSR Minister of Defense, stated in his speech at a scientific and

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practical conference of supervisory political workers from the army and navy: "In recent years significant work has been done in the Soviet Army and Navy to improve the selection, assignment, and indoctrination of cadres. The progression of young capable officers to basic command, political, and engineering-technical jobs is being actively accomplished. These officers possess high theoretical training, but do not always have the requisite practical experience."⁴

Life in troop units convincingly shows that certain difficulties are noted in the work of young officers, primarily in the sphere of indoctrination and leadership of subordinates. They are not always able to find the individual approach to subordinates and they sometimes lack the skill of influencing the consciousness and feelings of the soldiers.

Further refinement in commanders' work with collectives deserves special attention. "Labor collectives," Article 8 of the new USSR Constitution states, "develop socialist competition, facilitate dissemination of leading work methods and strengthening labor discipline, indoctrinate their members in the spirit of communist morality, and concern themselves with improving their political consciousness, culture, and professional qualification." This statute from the USSR Fundamental Law also is fully relevant for military collectives, which are called upon to increase the combat mastery of the troops and to direct the efforts of subunit and crew personnel towards skillful collective actions when operating combat and training equipment. The collectives develop amongst the troops bravery, decisiveness, spiritual stability, and the ability to maintain combat activeness and indefatigable will for victory under the most complex conditions. Thanks to the example of co-workers and the high standards of comrades, each soldier will learn to be principled, temper, will, character, and moral-political qualities, and more profoundly recognize his responsibility to the socialist homeland. All of these qualities in the soldiers are formed by the goal-oriented and consistent activities of commanders, political workers, party, and Komsomol organizations. The ideas of collectivism fill the work of officers with lofty meaning and are inspired by high social goals.

This book is addressed to the largest detachment of Soviet officers--subunit commanders directly involved in the indoctrination, education, moral-political, and psychological training of personnel. It is designed to provide them assistance in studying the foundations of military psychology and pedagogy and in practical work.

The authors express gratitude to Lt Gen I. A. Magonov, Col V. S. Vinnikov, Col P. M. Simchenkov, and Col M. P. Shmelev for valuable advice and recommendations to improve the book.

Chapter 1. The Special Features of a Commander's Activities

1. The Content of a Commander's Activities.

[Excerpts] At the present the CPSU firmly requires that Soviet supervisors "introduce modern methods of organizing production and labor in accordance

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with the requirements of scientific and technical progress."⁵ The party instructions fully apply also to the military organizer and leader-- the Soviet army commander.

Under contemporary conditions when the army is receiving the most complex combat equipment and armaments, commanders at all levels are faced with new tasks of insuring the combat capability and combat readiness of units and subunits. They must not only be able to skillfully assimilate armaments and combat equipment, new means and forms of conducting combat, but also possess mastery in indoctrination, education, command and control, and leadership.

Leadership of personnel and their political and military indoctrination require of a commander correct explanation of immediate and long-range goals of his work, a comprehensive evaluation of the situation in the subunit or unit, making decisions, and selecting ways to implement them. Evaluation of the situation and the decision stem from commanders' understanding of the tasks assigned by the party and the government to the Armed Forces, from analysis of the political and moral state, discipline, military training, and combat readiness of personnel.

Since combat equipment and armaments presuppose the coordinated activities of military collectives, command and control is a necessary prerequisite for success of troop activities. Fully applicable to military affairs are the characteristics provided by K. Marx to controlling social labor. "All direct social or joint labor accomplished at a relatively large scale," he pointed out, "requires to a greater or lesser degree control which establishes coordination between individual operations and accomplishes the overall functions arising from the movement of the entire production organism as opposed to the movement of its independent organs. The individual violinist controls himself, the orchestra requires a director."⁶ Problems of improving control were examined at the 24th and 25th CPSU Congresses as an integral part of all CPSU activities. Great attention was devoted here to questions of a leader's style, to the culture of control apparatus operations. It was noted at the 25th CPSU Congress that an important condition for the success of a party supervisor lies in the Leninist style of work. ". . . The Leninist style," it was stated at the Congress, "this is a creative style, a style that is the anathema of subjectivism, one permeated with the scientific approach to all social processes. It presupposes high demandingness upon oneself and others, it excludes self-satisfaction, and opposes any manifestations of bureaucritism and formalism."⁷

These party instructions apply fully to the leadership activities of all categories of commanders and staffs. USSR Minister of Defense Marshal of the Soviet Union D. F. Ustinov, speaking to the graduates of the military academies, stated: ". . . During independent practical work graduates must steadfastly assimilate the art of troop command and control. . . demonstrate thoughtful initiative, elevate their ideological-political and military-theoretical level, and make a substantial contribution to improving the quality of combat and political training, troop combat readiness and strengthening military discipline."⁸

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Skillful troop command and control is the legal responsibility of every officer. The Internal Service Field Manual of the USSR Armed Forces emphasizes that the commander is the "organizer and supervisor of the training and indoctrination of subordinates." Therefore, he is obligated "to continually refine the methods of unit and ship (subunit) command and control; steadfastly work to develop his organizational capabilities and to improve methodological skills; study and implement everything new and progressive which facilitates improving the effectiveness of training and indoctrination of subordinates. . ."⁹

The fundamental content of a commander's activities boil down to accomplishment of the following important functions;

- organizational;
- political-indoctrinational;
- military-pedagogical;
- military specialists;
- administrative-housekeeping;
- leadership in daily service.

Chapter 2. The Personality of a Subordinate and Its Formation by the Commander

[Excerpts] Indoctrination and training of troop from the point of view of military psychology and pedagogy are a complex and lengthy process requiring from military leaders high culture, enormous effort, varied knowledge and skills, great tact, self-control, benevolence, and the ability to control people's activities.

Here each chief is called upon to creatively construct the training process, assist subordinates to form high combat, political, and psychological qualities, and to support and encourage innovative efforts, manifestations, and activities of personnel.

"Speaking of indoctrinational work," L. I. Brezhnev noted at the 25th CPSU Congress, "one cannot avoid mentioning the enormous role played here by the Soviet Army. Youths join the military family, lacking experience from the school of life. But, they return from the army as people who have already gone through the school of self-control and discipline who have received technical and professional knowledge and political training."¹⁰

Such a high evaluation of the role Soviet Armed Forces play in ideological-political and military indoctrination of the upcoming generation is supported by the creative activities in this sphere by all links of officer cadres. Soviet commanders demonstrate a guiding sense in their service and indoctrinational practice and have the ability to distinguish the progressive from

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the obsolete, the creative from the trite. This expresses not only their high professional preparedness, but also an approach to facts, events, and phenomena from a position of Marxist-Leninist dialectics. In actuality all of a commander's service activities are a continual creative process in which he himself learns to seek out the new and to indoctrinate subordinates with the same desires. An officer's creativity is impossible without creativity on the part of the entire collective which he leads. It is subordinated to a single goal--elevating the moral-political and combat readiness of the troops.

Soviet commanders base themselves on the premise that each subordinate is a personality with its own internal world and multifaceted qualities which influence training, service, and mutual relations with others.

Study of all the properties and qualities of a soldier's personality acquired heightened significance in modern times. Professional selection and assignment of servicemen, formation of important qualities, distribution by specialties, solution of problems of compatibility and harmony in crews, sections, and so on all are insured to a significant degree due to the commanders' profound knowledge of their subordinates. A scientific approach to indoctrination and education of the troops considering the fundamentals of military psychology and pedagogy open up vistas in indoctrinational work to control the formation of personality and accomplishment of the individual approach.

The classics of Marxism-Leninism attached enormous significance to the study of the qualities, traits, and special features of people. In order "to operate with any chance of success," K. Marx wrote, "one must know the material on which the interaction is based."¹¹

Developing this, V. I. Lenin in the new historical situation pointed out: "To live in a /thick of things./ To know /moods./ To know/everything./ To understand the masses. To know the approach. To win /absolute/ trust."¹² An important pedagogical problem in troop units is the study and analysis during training and indoctrinational work of the age, psychological, demographic, and other special features of subordinates. Knowledge of subordinates and their profound study is the service responsibility of commanders and chiefs.

The study begins from the day the young man first arrives in the subunit and continues during his entire service in the army. It can be accomplished also during short-duration work with subordinates: during temporary duty, when accomplishing temporary missions, and so on. During comprehensive study of the troops officers can use such methods as discussion, observation, experiment, generalization of independent characteristics, analysis of the result of activities, analysis of biographical information, and others.

From the multiplicity of means at his command the commander selects those which give the best results in a particular situation. Studying subordinates commanders and political workers see the prospects of their work, its goal, how to elevate and develop the moral-psychological and combat qualities of every soldier as high as possible.

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The main thing forming the basis of a commander's study of subordinates is analysis of the special features of their activities and deeds. Analyzing the personal qualities of the soldiers, military leaders consider in their practice all information about subordinates: their education, general development, variety of training, service, and social activities.

Being broadly informed about each individual from the subunit entrusted to him, a commander can more profoundly understand the special features of the personality of each one and more accurately note and take measures to psychologically and pedagogically affect the military collective.

Along with overall traits servicemen possess individual features that differ one from the other. Therefore, one and the same method of indoctrination, education, and leadership which provides a positive effect when used for one subordinate may not provide the anticipated results when used with another (sometimes when used with the same subordinate but under different conditions). Consequently, a commander must take note of the special features and differences in subordinates any time he is in contact with them, in all lessons, during daily service, when employing encouragement and taking disciplinary action. The know-how of leading commanders shows that the registration of individual and other special features of subordinates permeates their entire training and indoctrinational work and is an important principle of all their activities. Commanders are especially attentive and tactful with young soldiers. Soviet officers are guided in their activities here by V. I. Lenin's instructions that young people "must be assisted in every way, looking upon their errors with as much patience as possible, attempting to correct them gradually and predominantly through the use of /persuasion/. . ."13

The commander is not always able to personally catch the many important details in the mood and conduct of subordinates. Therefore, in his pedagogical activities he uses the know-how of warrant officers [praporshchik] and sergeants and relies upon the Komsomol aktiv. Meanwhile, taking into account individual and age features of subordinates does not mean being indulgent and making allowances. A commander who allows leniency in relationship to the troops and frees them of the difficulties of military service voluntarily or involuntarily hinders them in overcoming their deficiencies.

Commanders must also attentively be concerned about all subordinates on a daily basis. The combination of high demandingness in accordance with regulations with deep respect for personal worth is the main element in the relationship between the military leader and subordinates. The officer who has the ability to give accurate and clear instructions, who can achieve their unconditional execution, and, when necessary, who listens to the subordinate and takes his opinion into account enjoys special respect.

Thus, the study and registry of the special features of each subordinate's personality plays a big role in the accomplishment of the great and complicated missions facing the commander.

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Appendix to Chapter

Program to Study a Soldier's Character

The study and registration of the age, psychological, demographic, and other special features of subordinates during combat and political training are an important service and pedagogical task of subunit commanders.

The study of the troops is a specific system of methods, procedures, and means.

It is advisable for the platoon (company) commander to follow the following sequence in studying a subordinate's personality.

General information about the soldier.

1. Rank, last name, first name, patronymic.
2. Year, month, and date of birth.
3. Place of birth and call up for military service.
4. Type of activities prior to coming into the army (student in a school, tekhnikum, VUZ, specialty, time and place of work. Participation in communist labor brigade. Worked and studied. Came from another military unit. Military VUZ, institution, reason for transfer and other information).
5. Education and general intellectual development (world outlook, level of reading aptitude, suitability for general-political, military-memoir, technical, and natural science themes, and so on). Speaking development (vocabulary, style, emotionality, ability to express himself in writing and orally).
6. Nationality.
7. Social-class origin (from the family of a servicemen, employee, worker, member of the intelligentsia, kolkhoz worker).
8. Party status (Komsomol member, CPSU member, CPSU candidate member, non-party, when accepted, and so on).
9. General physical development (health, childhood illnesses, how often subject to sickness, which sports is he good in, what results have been achieved).
10. Information on parents and close relatives (place of residence, type of activity, specialty, honorary ranks and special deeds performed for the motherland. Father, mother, brother and sisters).

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11. Family status (unmarried, married, number of children, wife's job, address).
12. Living conditions and upbringing in the family.
13. Brought up without parents (children's home, boarding house, relatives, guardians).

Personality trend and motives of a soldier's conduct.

1. Dominant goal-oriented nature, fundamental requirements, interests, views, inclinations, ideas, convictions, traits of personal positions. Motives for conduct when serving, during training, and during everyday life.

2. Attitude towards assimilating his military specialty, (responsible, indifferent, negligent). Manifestation of initiative and creativity, of independence. Successes in combat and political training. Fulfillment of socialist pledges. Attitude towards encouragement and reprimand by the commander.

3. Attitude towards service activities. How does he stand guard watch and perform internal service. Attitude towards different housekeeping work, how his initiative and creativity demonstrated. Attitude towards the preservation and conservation of armaments and equipment assigned to him. Organization and discipline in labor. What types of labor does he prefer.

4. Successes in combat and political training, what disciplines is he most of all attracted to and why. Determine in detail interest towards reading, what does he read, fiction, popular science, natural science, military-memoir, or predominantly trivial literature, and so on.

5. What does he dream about and what does he intend to do after service in the army (study, work, or both).

6. What does he do on leave (free time), where does he go, who does he meet, where and how does he relax.

Mutual relations with other servicemen.

1. Position in the collective (does he use his authority, how is this authority determined, manifestation of altruism and egoism. Degree of conformity).

2. Relationship to comrades in the collective (does he value the opinion of the collective, is he indifferent to comrades. Who does he pal around with and what is this friendship based on, and so on).

3. Mutual relations with young commanders.

4. Mutual relations with officers (commanders, political workers, senior chiefs).

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5. Is he satisfied with his position in the collective and what position would he like to occupy.
6. Does he value the honor and traditions of his subunit and unit.
7. Mutual relations and contact with comrades and friends outside the unit.
8. With whom does he maintain contact and how often does he write to parents, relatives, and friends.
9. Manifestation of military comradeship and mutual assistance.

Special features in the manifestation of character and temperament.

1. Clearly-expressed traits of character (in regards to those around him, comrades, training, labor, service, specialty, and to himself. Perseverance and ability to work. Force and trend in character).
2. Volitional traits of character (goal-oriented nature, self-possession, courage, steadfastness, valor, decisiveness, initiative, independence, and so on).
3. Discipline and execution (the ability to subordinate himself and to subordinate others, to carry out orders and give them. Relationship to the demandingness of young commanders and officers, carrying out the training and service regime in the unit: does he adhere to the regime, does he violate the regime intentionally or through negligence, is he able to carry out the agenda in the time allotted).
4. Enthusiasm for types of sports with military applications. Achievements during training periods.
5. Training work. Adherence to the agenda, organization, the ability to independently work, to control himself, ability to mobilize himself for training, for taking tests).
6. Expression of temperament (ability to work, mobility, sociability).
7. Predominant mood (happy, sad. Stability of mood. What causes a change in mood).
8. Negative character traits (mistrust, narcissism, conceit, extraordinary sensitivity in injury, noncritical attitude towards himself and comrades, maximalism, unstable evaluations, stubbornness, imitation of standards disseminated to a circle of comrades).
9. Relationship to moral and material stimuli.

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Capabilities and progress.

1. Mental and physical capabilities. Progress in combat and political training (predominant evaluations, identical or not identical progress in various disciplines).
2. Capabilities in the study of a particular military specialty (special features of attention and interest in equipment, armaments, memory, thought, expression. Quick and good memory).
3. Level of creative thought and nature of the development of the types of memory (studies mechanically or thoughtfully, does he master the drills of preliminary memorization, how fast and good is his memory, ease in presentation, individual special features of memory).
4. Relationship to lessons and military training (does he assimilate the military specialty with interest or without interest, attitude toward evaluations).

Social activeness.

1. Relationship to social life, work, and activities of his subunit (does he value it, does he have initiative, is he indifferent, does he relate negatively, does he do nothing and try in every way to avoid it).
2. Participation in life of the collective (does he have a regular task: secretary, bureau member, agitator, member of the editorial collegium or Lenin Room council, innovator, and so on. Does he carry out specific tasking. Does he not do anything and does he have no social tasks).
3. Interest in the life of the country and international events (he continually reads newspapers, periodically does so, does not read at all. Listens to the radio and watches television, and so on).
4. Participation in mass-cultural and mass-sports work (likes to organize and himself continually participates. Passably participates. Organizes the leisure and everyday life in the subunit, and so on).
5. Participation in preparation and dissemination of political information, lectures, talks in his subunit.
6. Motives for activities in social work (strives to put his ideals into practice, to increase his political level. Concerns himself more about defending his own rights or those of his comrades. Does he work just for the visibility. Does he frankly strive to better the work of the party and Komsomol organization. Desire to continually be out in public with other people).

General psychological-pedagogical conclusions.

1. Basic strong points and deficiencies in the soldier's personality. Reasons (internal and external) for shortcomings (indoctrinational conditions

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in the army and prior to the army, illness, absence which determine capabilities and skills in work).

2. Determination of the vital psychological-pedagogical tasks facing commanders, ways for further indoctrinational and training work with the soldier.

The program for the study of personality allows a commander to make conclusions and notes on the trend, character, abilities, temperament, views on life, inclinations, and interests of every subordinate.

It is important to keep in mind that the program is not a sham. It is an example and can serve only as the initial reference point for creative study of subordinates.

As the program is put into practical use, it is not mandatory for the commander to find answers to all points in every section. It is sometimes sufficient just to answer several of them in order to come to the correct conclusion as to the entire section. This will depend on the commander's know-how in working with subordinates and his skill in using psychological and pedagogical skills in service practice.

Chapter 3. The Commander's Role in Formation of the Military Collective

[Excerpts] The officer's profession requires the ability to subordinate people to your will and to mobilize them to accomplish difficult missions, deeply analyze the military situation, foreseeing the progress of events, to make responsible decisions under any conditions and under compressed suspenses, demonstrate initiative, and to embark on a reasonable risk. This requires a firm knowledge of the principles and methods of political and military indoctrination, the foundations of Soviet military pedagogy and psychology, and skillful implementation of them in practice. The study by a commander or political worker of the psychology of a collective subordinate to him is a complex task and its successful solution depends upon reliability in personnel command and control, the force of the indoctrinational effect on the soldiers, and the moral state of the subunit.

In order to solve the problems of leadership, indoctrination, and training it is important for a commander to understand not only the psychology of a soldier's personality but also the psychology of the collective--the situations, moods, opinions, interests, and the mutual relationships inherent in individual groups of subordinates and the subunit as a whole.

". . . Development of the individual," K. Marx and F. Engels wrote, "is stipulated by the development of all other individuals with whom he is in direct or indirect contact. . ."14

Military service is a collective matter. Young people joining the service are sent to subunits in which they will occupy a particular position and will fulfill specific responsibilities. Facing them are tasks whose accomplishment requires coordination and careful joint work. Although the troops

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possess special individual features and differ from one another, their combination however for joint activities gives rise to general mental phenomena: the emotional atmosphere in the subunit, common interests, feelings, traditions, habits, sympathy, antipathy, authority, and so on.

The mutual influence of the troops on each other occurs in a military subunit as a result of direct contact. There is mutual demandingness, following the example, exchange of experience, information, opinions, moods. Imitation, psychological contamination, suggestion come into play in a collective. The desire arises in each soldier for self-confirmation, to occupy an authoritative place in the life of the subunit (leadership), evaluations of the conduct of comrades and self-evaluations are formed, and relationships are established with commanders and activists.

The collective usually exerts a mobilizing influence on personality and elevates its capabilities. Even simple contact in the process of labor, as K. Marx noted, "elicits competition and a unique impetus of vital energy. . . which increases individual productivity of each person. . ."15

The commander must take into account that the unique psychological atmosphere which arises and exists in his subunit and the moral climate exert great influence on the efficiency of overall activities, the level of harmony, of discipline, the effect on work and personality of each soldier.

A good psychological mood in the subunit, boldness, conviction, mutual understanding, respect for each other, benevolence, mutual demandingness, comradeship, friendship all are necessary prerequisites and the conditions for harmony and coordination in the overall activities of the troops. And, on the other hand, friction, conflicts, unhealthy opinions, a suppressed mood, and psychological division sharply reduce the results of activities and the indoctrinational capabilities of any collective.

Creation of collectives possessing the high level of readiness for combat, discipline, training, and cohesion is an important task in the training-indoctrinational and organizational work of a commander.

Appendix to Chapter 3

Program For the Study of the Military Collective

- I. General Information on the Collective and the History of Its Formation
 1. Name of the subunit.
 2. Type of subunit (group): battalion, company, platoon, section, party group, sports team, hobby group.
 3. Distribution of personnel by year of call up for military service.
 4. Number of persons in the collective:

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- a) by age (18, 19, 20, 21, 22, and older);
 - b) by party status (CPSU members and candidate members, Komsomol members, non-party);
 - c) by nationality (Russian, Ukrainian, Belorussian, and other nationalities);
 - d) by type of work prior to call up into the army (school students, university students, workers, and others).
5. Social and class origin (from a family of workers, kolkhoz workers, employees, intelligentsia, servicemen).
 6. Information on parents and family (having a mother and father, having only a mother, only a father, no parents, bachelor, married, with children).
 7. Other brief information on the collective from the moment of its founding until the present.

II. Preparedness of the Collective

Sequence	Types of Activities	5	4	3	2
1	Military Training				
2	Political Training				
3	Social Work				
4	Troop Unit Service and Conformance with Regulations				
5	Mass Sports Work				
6	Mass Cultural Work				

Group know-how, level of knowledge, skills, and abilities in a particular type of joint collective activity are determined.

Evaluation of preparedness is graded on a four-point system and must reflect the level of subunit preparedness in the given sphere of joint activities.

III. Motivation of the Collective

The goals, requirements, interests, and ideals of the collective. Subjects, objects, relationships which are more valuable for the collective. The collective's understanding of the significance of its activities for the society and the Armed Forces. The level of collective efforts to achieve high results in training, service, discipline, and combat readiness. Unity and coordination in the overall and individual motivation of the troops of a given collective. Evaluating the group psychological qualities is done on a four-point system.

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Sequence	The Collective's Moral and Psychological Atmosphere	5	4	3	2
1	Subunit activeness, its creative goal-oriented nature				
2	At what level are found the positive spiritual requests and interests of the troops				
3	How does the collective rate its efforts and affairs from the point of view of the moral code of a builder of communism				
4	Manifestation of honesty, comradeship, friendliness, benevolence, joint experiences				
5	The stability of the collective's faith in its capabilities				
6	The level of social activeness. Consideration of the interest of the larger collective				
7	The respect of the members of the collectives who are doing everything for the sake of overall success				
8	The desire of the collective's troops for mutual contact and the exchange of information				
9	The collective desire to interact and to cooperate with the collectives from other subunits				
10	The presence of hopes on the part of the troops to labor and rest collectively				
11	The role of the party and Komsomol aktiv in the life of the collective				
12	The business-like qualities of the collective's aktiv				
13	Respect of commanders, support for their requirements providing them assistance				
14	Is the authority of the activists selected by the society being put to use				

IV. Organizational unity of the collective

1	Honesty in fulfilling the requirements of regulations and in mutual relations
2	The capability of the collective to independently and creatively accomplish various training and service missions
3	How does the collective correct errors in the actions and efforts of individual soldiers
4	How does the collective conduct itself in complex and difficult situations
5	How does the collective surmount the consequences of failure in the achievement of the overall goal

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Sequence	The Collective's Moral and Psychological Atmosphere	5	4	3	2
6	How does the collective coordinate general and individual interests				
7	The number of microgroups, their motivation and mutual interaction				
8	Traditions of the collective				
9	Militancy of the party and Komsomol aktiv				

V. The intellectual unity of the collective

1	Ways the collective solves various problems and accomplishes missions. Rapidity in developing the overall line of attack				
2	Mutual understanding when accomplishing collective missions. Presence of a common language in the collective				
3	Can the collective achieve a unity of understanding and find a unanimous solution when discussing the conduct of specific individuals				
4	How correctly does the collective evaluate changes in training, service, and daily situations. Is new conduct rapidly elaborated				
5	Does the collective have a united and precise opinion of its capabilities, achievements, and shortcomings				
6	How does the collective evaluate its place among other collectives				
7	How are critical comments from comrades, the aktiv, and commanders evaluated and accepted				

VI. The emotional unity of the collective

1	Presence of a good, elevated, bold overall tone in the collective				
2	The presence of benevolence in the mutual relations among the servicemen, of a mutual cohesion among each other, sympathy				
3	Is there a desire for collective emotional experiences, for daily phenomena				
4	How are the successes and failures of the troops in training, service, and personal life looked upon				

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Sequence	The Collective's Moral and Psychological Atmosphere	5	4	3	2
5	Does a general mobilizing mood exist in difficult service situations				
6	Is there a mutual position and benevolence in relationships between microgroups				
7	Dissemination of sympathy and friendship between troops				

VII. Volitional unity of the collective

1	Is the collective in a position to mobilize all forces, to surmount difficulties and carry things through from start to finish				
2	The ability of the collective to independently establish collective goals and cohesively achieve them				
3	Rapidity and awareness by the collective when making a decision, firmness in decision accomplishment				
4	The capability of the collective to subjugate the manifestations of its own feelings when the interests of the matter so require				
5	The possibility for the collective to work at length and under stress to accomplish the assigned mission				
6	Timeliness in the identification and use of reserves by the collective to overcome difficulties				

Generalization of the results and conclusions about the collective being studied

For an overall characteristic of the collective the commander rates each index (motivation, organizational, intellectual, emotional, and volitional unity of the collective) in the table below and computes the total and the average score for its developmental level.

Overall numerical results characterizing the collective

Characteristics of the Collective	Evaluation of the collective qualities in points (from a four-point system)
Motivation	
Organizational unity	
Intellectual unity	
Emotional unity	
Volitional unity	

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General conclusions

Considering the overall data (Section I), preparedness of the collective by activity type (Section II), and the average score for each subsequent section in the table, the commander provides a brief qualitative evaluation of the subunit of troops as a collective and its sociopsychological stability.

For example, the collective possesses good preparedness in combat and military training (a score of 4), average social activeness (3), and a well-established mass cultural and sports program (4). Service activities and fulfilling requirements of regulations, discipline, organization, and cohesion--3. The collective's motivation is evaluated as average (average score from the table 3.6). Organizational (3.5), intellectual (3.7), and volitional (2.9) unity of the subunit--average, and emotional--good (3.8).

The subunit is characterized as having a high level of development as a military collective (average 3.54). Its basic indicators (combat and political training) are evaluated as good.

Having determined the basic shortcomings inherent in the collective and the mutual relationships in it, the commander notes the way to make it cohesive, the way to form the positive qualities and traits of the soldiers, how to vitalize work to overcome the negative moments in the life and activities of the subunit.

The pedagogical requirements for studying the troops and troop collectives can be reduced to the following.

1. Study of the personality of soldiers and military collectives must lead to an increase in the quality of their education, indoctrination, moral-political, and psychological training.
2. Study of the troops and military collectives must be accomplished in parallel with and mutually related to the indoctrinational effect on them and supervising their activities.
3. An integrated approach to the indoctrination of subordinates must be done in a planned manner, systematically and in a goal-oriented way during combat and political training, during service, when accomplishing various preventive maintenance and administrative duties, during days and hours of rest, and within and outside the subunit.
4. Both the specific traits of personality (positive and negative) as well as personality as a whole should be studied, as should the collective as a unified, combat, harmonious, goal-oriented, and developing organism.

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Chapter 4. The Commander's Surety of High Military Discipline

[Excerpts] Adherence to specific forms and rules of discipline is responsible for accomplishment of missions in various spheres of social life and activity. Depending upon the special features of the regulated relationships, missions, and functions of collectives and groups of people, various forms of discipline exist: labor, sports, training, party, military, and so on.

Especially precise and strict discipline is required in the army. This is due to the special features of military organization and by the nature of the combat training and combat missions accomplished, by the varied conditions in which the activities of personnel take place, and by the necessity for the study and practical employment of armaments and combat equipment.

Discipline and organization are the vital levers without which the ideological desires of the party and its decisions cannot be implemented. "In order to be victorious. . . requires iron military discipline. The individual who does not understand this understands nothing of the conditions for maintaining worker's power. . ."16 affirmed V. I. Lenin. Vladimir Il'ich profoundly substantiated the necessity for strict discipline, cohesion, and organization of party ranks, basing their significance on the very essence of the Communist Party as the vanguard of the working class which leads it to the great goal.¹⁷ As he put it, "the strictest discipline is necessary in the army"¹⁸ especially.

Party discipline is inseparable from state, labor, and military discipline. The party program and regulations, as well as its decisions, oblige communists to be ardent supporters of adherence to socialist legality and morality, to set an example of communist attitude towards labor, to preserve and multiply public social property. Within the Soviet Armed Forces, party and state discipline organically combine irreproachable adherence to the requirements of the military oath and military regulations, of the orders and instructions of commanders and chiefs, and the example in fulfillment of all military obligations. The Instructions to CPSU Organizations in the Soviet Army and Navy state that their main task is implementation of the requirements of the CPSU program whereby "the Soviet Armed Forces will be a precise and cohesive organism, have a high degree of organization and discipline, accomplish the missions assigned by the party, government, and people in a model fashion, and be prepared at any moment to give a decisive rebuff to imperialist aggressors." Consequently, party, state, and military discipline in spite of its varied aspects and manifestations has a unified ideological foundation, a unified goal--to facilitate in every way possible the cause of the organizational development of communism in our country and the guarantee of its strong defensive capability.

Firm military discipline is a vital condition of high combat readiness and the combat capability of the army. Only on its basis can the requisite organization of the troops, their combat mastery, continual readiness to accomplish the assigned missions, and high controlability be insured.

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Under the modern conditions of the organizational development of the Soviet Armed Forces, the significance of Soviet military discipline has grown significantly. Discipline to a high degree is now necessary. This is stipulated by the complexity of military affairs, by the appearance of new combat equipment and weapons and by mechanization and automation of military affairs. Maintenance and employment of various weapon systems, complex instruments, vehicles, and mechanisms require an exceptionally high troop labor discipline, responsibility, proficiency, constant attention, and self-discipline.

Strengthening discipline and organization in subunits and units is necessary for effective personnel command and control, everyday service, indoctrination and education of the troops, and the cohesion of military collectives. Military discipline greatly determines the proper functioning of all military command and control systems, their individual organs and responsible persons, and guarantees precision and coordination in the activities of all servicemen. Its maintenance at a high level is one of the principles of Soviet military organizational development.

Soviet military discipline is required under all of the conditions of servicemen's activities in peacetime as well as in wartime. Meanwhile, in wartime its significance, special obligation, and categorical nature of requirements grow a great deal. In addition, the party learns to look upon discipline not only as the strict and accurate adherence to established norms, rules, and order, but also as the ability and capability of each individual under any conditions to find the best variation of his conduct which would be most useful to society as a whole. Discipline encompasses both the mutual relations of subordinates with chiefs, seniors with juniors, as well as the relationships between chief and seniors and subordinates and juniors, plus the contacts and ties between servicemen without subordination or seniority.

Military discipline plays a great indoctrinational role. Obliging servicemen to accomplish specific requirements, regulating their activity, it influences not only the external conduct of the troops, but also their thought, sense, will, facilitates thereby the development of the necessary qualities and habits for specific, goal-oriented, socially useful conduct.

An important circumstance is that military discipline assumes subordination to the will of the commander who is expressing the will of the state, as well as to the requirements of military regulations and of the oath. Therefore, one of its most fundamental requirements is strict adherence to the rule of subordination established within the Armed Forces. The obligation to subordinate oneself and subordination are the foundation of mutual relationships within a military organization.

The growing significance of military discipline requires that all officers clearly represent its independence from the qualities of personality, of the collective, of the supervisor, as well as a knowledge of the missions, ways and means, and forms and methods for its consolidation. An explanation of the special features and traits of Soviet military discipline is required for specific solution of these problems.

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Chapter 5. Formation of Soldiers' Combat Mastery by the Commander

[Excerpts] The Soviet Armed Forces have been supplied with new complex combat equipment: missiles, varied armored equipment, computers, and so on. Success in assimilation of this equipment, its accident-free operation and effective combat employment greatly depend on the way things are set up in subunits and units to form combat mastery. Also, possession of combat mastery is a fundamental condition for increasing the moral-combat qualities of the troops and their combat and psychological tempering. The commander must consider that new combat equipment requires not only profound specialization but also a certain amount of standardization as far as the mastery of the troops is concerned. Each crew member has his own responsibilities, but each must be prepared to replace his comrade in combat and to successfully operate within the collective. From this stems the necessity for all officers to continually refine methodological mastery, to study and more skillfully implement in troop unit practice everything new and progressive in education of servicemen, and discover effective ways for further increasing combat capabilities and the combat readiness of subunits and units.

The significance of combat mastery grows even more as the combat equipment and weapons develop and become more complicated. Under contemporary conditions it is necessary "to achieve that level of troop training in which each soldier masters to perfection modern weapons and combat equipment," noted Marshal of the Soviet Union D. F. Ustinov, USSR Minister of Defense, at a scientific and practical conference of supervisory army and navy political workers. "But, this too," comrade D. F. Ustinov continued, "in and of itself still does not determine high combat readiness. Our superiority always was and remains the superiority in ideology and consciousness of people and their high socialist patriotism. We must more steadfastly indoctrinate each individual with a conscious attitude toward overcoming the realistic complexities of combat training, having in mind the immutable truth--the more difficult in training, the easier in combat. More attention must be placed on a further strengthening of combat discipline and the maintenance of firm adherence to established order in subunits, units, and aboard ship."¹⁹

Chapter 6. The Moral-Political and Psychological Training of Personnel

[Excerpts] The experimental changes which have occurred in the means and character of the armed struggle placed new demands on the soldier's personality and on the military collective, as well as on the missions and methods of their training. At the present time the mission of moral-political and psychological training of personnel is evolving for the successful struggle against a strong technically well-equipped enemy possessing nuclear missiles and other means of mass destruction.

Military leaders always strive to comprehensively prepare their troops for combat operations. When accomplishing moral-political and psychological training they considered, first, the special features of the influence of the combat situation on the psyche and conduct of the troops and, second, the conditions for successful accomplishment of combat missions and the very manifestations of moral and physical qualities during combat.

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"Combat readiness is that amalgamation of the troops' technical equipment, their military training, their moral-political, psychological, and physical tempering, organization, and the readiness of each Soviet fighting man to perform a feat in the name of fulfilling their military duty to the motherland,"²⁰ underscores Marshal of the Soviet Union D. F. Ustinov, USSR Minister of Defense.

Solution of all the problems of moral-political and psychological training for Soviet troops is based upon the methodological positions taken in the classics of Marxism-Leninism concerning the role of the moral factor in the armed struggle. V. I. Lenin briefly expressed these positions: "In any war victory in the final analysis is dependent upon the spiritual state of those masses whose blood is being shed in the field of battle."²¹

Moral-political and psychological training in the Soviet Armed Forces is based upon Marxist-Leninist teachings on war and the army, on the positions of Soviet military science and doctrine, on the conclusions of general and military psychology concerning personality, concerning the collective and activities, and on the principles of indoctrination and education formed by Soviet general and military pedagogy.

During Lessons on Firing Training

1. Accomplishment of exercises on firing under varied and complicated conditions. Creation of interference so as to make lessons similar to the conditions in a combat situation. Night firing in any weather, on new terrain, with a change in the target situation, and so on.
 2. Firing guns, tanks, mortars, and machine guns in the intervals between combat formations and from beyond the flanks, and an offensive beyond shell bursts.
- When accomplishing field firing exercises target presentation occurs in varied combinations so that personnel independently solve firing problems, demonstrating activeness and agility in destruction of targets depending upon their importance.
4. In order to exclude sham in the organization and the conduct of firing each gunner must change his firing position, sequence of target display, location and direction of target movement, and ways of illuminating targets and the terrain.
 5. During the lessons it is advisable to set up external interference for trainees; drills are often conducted in individual protective equipment, in conditions of poor visibility and weather, various obstacles and barriers are set up in the trainees path, their movements in time are restricted, and so on.
 6. When firing it is important using a variety of methods to gradually increase the trainees' speed of movement (speed of the vehicles), decrease the time that the targets are displayed, simultaneously display several

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targets at different ranges, change camouflage methods, display targets at the moment "the enemy" employs fire power and when various barriers and obstacles must be surmounted.²²

7. A drill in firing from a small-arms and other weapon against moving mock-ups of aircraft and enemy landing forces.

During Technical Training Lessons

1. When preparing equipment for lessons the troops are taught to accomplish the norms on technical preparation of trucks, combat vehicles, BMP or tanks for accomplishment of the combat mission.

2. Demonstration of independence by subordinates when studying equipment. For example, the commander, having explained a particular instrument or aggregate, requests that the troops themselves find the operating principles of the equipment, having provided the requisite time for an answer to be formulated and diagrams studied.

3. To solve problems involving training on correcting malfunctions, one method used is compilation of an operational map which will make it possible to insure a high level of activity by the troops under the complex conditions of combat training activities and determine the level of development of mental qualities at the given stage of training.

4. During the initial driving training period overcoming psychological stress when behind the wheel is of great difficulty. Proven in practice is the corresponding routine for removing the stress: the driver takes his hand off the steering wheel on field roads at low speed and in low gear. This convinces him that the vehicle will continue in a straight line even without his touching the wheel. In the future it becomes the norm for the driver to make various manipulations of the steering wheel, without taking his attention from the road.

5. To gain qualities needed to successfully drive combat vehicles under complex terrain and situation conditions, as well as for skillful surmounting of various obstacles and barriers is achieved through selection of routes requiring great stress in vehicle driving and accomplishment of exercises on driving after undergoing great physical loads.

6. Creation of an intensity in physical and mental stresses during driving lessons in the complex situation of modern combat is facilitated by: firing blanks from automatic weapons and machine guns, firing signal rockets, detonation of dummy charges, laying smoke along driving routes and creation of fires along the route; "contamination" of the atmosphere outside the combat vehicle using training contaminated materials simulators, and setting up along the route obstacles such as choke points that vary in character and size.²³

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7. In order to overcome the fear of water on the part of personnel when combat vehicles are driven through water barriers lessons must be held on such subjects as scuba diver training, swimming, jumping into the water, as well as introducing different types of interference as practical combat vehicle driver training is in progress under water and via deep fords.

During Physical Training Lessons

1. Conduct lessons on applied sports contests (forced marches and multiple event contests).
2. Set up fire corridors as well as sectors containing ruined buildings and rubble used by the enemy, introduce sudden noise and visual effects, dummy charges, smoke pots, bright flashes of light, sirens, and broadcasts of taped combat noises.
3. Drill the servicemen in overcoming obstacles after significant physical labor and nervous stress (cross country, forced march, physical training en route, and training classes on attack and self-defense).
4. Use drills in cross country ski trips on broken and hilly terrain at great distances (from 20 to 30 km and more), including individual sectors containing loose and packed snow, in a thaw, in gas masks, and protective clothing.
5. Practice mountain climbing and boxing which develop a contempt for danger, bravery, care, quick thinking and reasonableness, reasoned risk, and the will to win.

During Lessons on Protection Against Weapons of Mass Destruction Employed by the Probable Enemy

1. Using simulation of the external features of a nuclear blast and its consequences--fires, damaged combat equipment, destroyed defensive structures, roads, bridges--create training conditions closely approximating a combat situation.
2. During operations in small groups isolated from the unit place the troops in a situation where communications have been lost and other such consequences of an enemy employment of a nuclear weapon.
3. When checking individual protective equipment practice staying in an area with a known concentration of enemy training contaminant simulators.
4. When studying radiation reconnaissance instruments place the radioactive substance near weapons and food.
5. Practice in the employment of means and routines to defend against weapons against mass destruction, aviation, tanks, and other modern combat resources at special and integrated lessons and exercises. Use of training simulators

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for enemy contaminants and use of individual protective equipment when extinguishing fires and flammable substances.

6. Systematic drills with extended or interrupted wearing of individual and collective protective equipment. Under such circumstances the troops form the ability to confidently accomplish combat missions under conditions of sharply reduced information obtained via normal communications channels.
7. Overcoming sectors of terrain "contaminated" by simulated enemy contaminants while wearing individual protective equipment.
8. At exercises conducted when the enemy employs incendiary weapons, train personnel to operate without a reduction in combat activeness and offensive tempos, rapid elimination of the consequences of the employment of incendiary equipment and reestablishment of the combat capability of the subunits and units.

During Tactical Training Lessons

1. Conducting field lessons and exercises on unfamiliar terrain, each time in a new, complex situation.
2. Muster at a different time of day and night using the forced march and accomplishment of combat missions.
3. Accomplishment of varied tactical missions at reduced strength. All trainee activities here are developed from missions and norms, both at full as well as at reduced strength.
4. Wide employment of simulators which the commander uses to influence the trainee through the corresponding inputs which affect the formation of the correct representation about a real combat situation and creates conditions favorable for developing psychological qualities in them.
5. Systematic build up of mental and physical loads at lessons in the field.
6. Running in tanks on a complex tactical background. These measures make it possible to refine combat mastery: decisiveness, courage, emotional and volitional stability, and other psychological qualities.
7. Employment of combat hand grenades at field lessons and during exercises: throwing combat grenades creates for the trainee a state of mind very similar to that which arises in actual combat.
8. Organization and conduct of lessons with simultaneous accomplishment of missions on tactical, firing, and technical training, on protection against weapons of mass destruction employed by the probable enemy, topography, communications, and physical training.

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9. Overcoming water barriers afloat (with equipment and with weapons) under the conditions of a tactical situation with employment of smoke screens and simulations which make the lessons approximate combat operations.

10. It is important when training soldiers to not only simulate the external picture of combat, but also to create a complex situation which vitalizes activities.

This is achieved by reasonable employment of varied inputs for training and observation, memory, thought, and expression.

11. A variety of tactical lessons based on input contents, terrain conditions, weather, the nature of physical conditions, duration, and links with other training subjects.

12. Conduct of exercises with field firing where the troops, under realistic terrain and time conditions, gain practical experience in working out all activities as in actual combat: they completely equip a position, fire using combat cartridges, shells, and rockets. At certain exercises life-like dummies suddenly appear in the trenches.

On the whole research conducted and generalization of know-how from a number of exercises makes it possible to confirm that the following are conditions for successful accomplishment of moral-political and psychological training tasks during military labor:

--conscious attitude of the troops towards the missions and drills being accomplished;

--gradually intensified difficulties;

--insuring success in practical activities;

--modification of the missions and situations typical for the given specialty in combat;

--encouragement of the troops.

Moral-political and psychological training tasks are effectively accomplished when the personnel during tactical, firing, physical, and special training are required to overcome difficulties and obstacles similar to those which might be encountered in actual combat (succeeding on the basis of possible stress motives, fatigue, fear, doubt, and so on). Otherwise there will be coaching and useless external activeness on the part of people without their internal efforts for themselves, without the desire to increase their preparedness for combat, which decreases the influence of labor on personality. Activization of the soldiers' high motives and comprehensive explanation for them of the goals, conditions, and tasks of the military labor increase its indoctrinational force.

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It is especially important to develop in the soldiers a conscious attitude toward combat activities, an understanding of the goals and reasons for a possible war, of our superiority over the enemy. Conviction that they are right, the clarity of the war's goals, trust in their combat equipment and weapons gives birth to heroism in the Soviet troops. Refinement of combat readiness is an uninterrupted process. Such are the dialectics of the development of military affairs. Therefore, all command cadres strive in their service activities to elicit in the troops the desire to look upon even the best results as the foundation for achievement of even higher indicators.

Practice in troop units and research show that preliminary formation of soldiers' psychological readiness for actions in a complex situation accelerate the transformation of the defensive reactions and stress which initially involuntarily arise into controlled activeness and facilitate the elaboration of conscious self-controlled activities. Running in of tanks, overcoming water barriers by tanks along the river bottom, combat firing over the head of our troops, throwing grenades, and operations on conditionally contaminated terrain serve as examples.

Each component of the Armed Forces has its own ways and means of introducing controlled elements of risk and danger into troop activities. They stem from the special features of how the equipment is built and how it is operated.

A reasonable question arises: how many times must a person be placed in a dangerous situation before he receives the requisite psychological tempering? Studies have shown that two-three repetitions of dangerous situations significantly reduce negative reactions on the part of a majority of soldiers. In two units this was observed in 96 percent of the personnel. Additional drills were only necessary for a few individuals. Presence in a dangerous situation given an unfavorable outcome and insufficient readiness strains and undermines a person's state. In this instance longer duration use of varied measures is required before he becomes adapted to the complex situation and develops the ability to control himself.

In every case where troops are placed in complex conditions (running in of tanks, throwing combat grenades, and so on), serious preparatory work, explanation of the sequence of events, demonstration, running drills, and instilling confidence in success are necessary.

In one unit lectures and talks were given on the battle against tanks during the Great Patriotic War prior to the tanks being run in over the personnel. At the range the soldiers' attention was directed to the vulnerable parts of a tank painted in white and the area for destruction using guns and machine guns were marked with a painted strip. After engines were started the troops listened to its operation from different distances at full and partial rpm. Each soldier was given a chance to crawl under the tank that had its engine running. Several soldiers had to repeat this twice. Then the successful activities of a preprepared subunit were demonstrated and, only after all of this preparatory work, was the exercise with the tanks running in over

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the personnel conducted. Observations of specialist training show prolonged execution of monotonous tasks and an extremely large amount of variety negatively impact on the quality of their training. In the former instance they lacked flexibility and creativity in a new situation, while in the latter they lacked firm consistency and precision in their actions. The combination of variety and repetition of complex combat training tasks and the conditions under which they are accomplished effectively develops stable psychological structures, i.e. generalized methods of activity and readiness.

Naturally, exercises and field firing which require adherence to the established sequence of combat operations, accomplishment of time norms, and simultaneous creative manifestation of readiness for complex activities provide the most favorable possibilities for this.

In this connection it should be stated that the problem of making the training situation approximate combat activities is solved in a different way by Soviet military psychology than is the case for bourgeois military psychology. Foreign psychologists steadfastly recommend naturalistic reproduction of the consequences of a nuclear explosion, even if the people in so doing receive serious injury.

Mutilated armaments, dummies, "bloody" objects, and the like are tossed onto the training field. Personnel are often placed under conditions of deprivation, for instance, long periods without food and water. Such a naturalistic approach to training cannot provide positive results.

Soviet military psychology demonstrates the capability of successful formation of combat qualities in the troops through construction of psychological models of combat, without resorting to representation of the horrors of nuclear missile war.

The fourth trend is comprehensive vitalization of self-education and the desire on the part of the troops to become skillful, steadfast, courageous, and prepared at any moment to enter the struggle against the aggressor and achieve victory over him, and to develop within himself the qualities required to do so. The work done by the troops to improve their combat training and readiness for active combat operations supplements other trends in moral-political and psychological training, and it increases the results obtained. In this instance self-education requires a knowledge of the essence and special features of moral-political and psychological qualities and the means and methods of developing them. Therefore, exercising tact, we must assist the troops in recognizing the pluses and minuses of their activities, to point out what needs to be done and how it should be done so as to overcome shortcomings and to develop and strengthen readiness for war. It is important here to form in the fighting man the military-patriotic idea which he follows in life. The ideal can be the norm of conduct--courage, bravery, adaptability--or specific character--a political leader, an outstanding military leader, commander, political workers, or otlichnik in combat and political training.

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"Each person has his own hero and tries in every way to be just like him," said a student at the Tambov Military School. "My hero is M. V. Frunze. I copy him in every way. This is an outstanding individual. He was also a talented military leader. I very much like his modesty, kindness, and responsiveness to the common people. I am developing such qualities in myself: bravery, courage, honesty, discipline. This will assist me in serving and accomplishing my responsibilities."

It is also useful to focus military collectives on socialist pledges and the personal efforts of the soldiers to develop discipline, courage, principles, and decisiveness to support public opinion.

Playing a positive role as the soldiers work on self-development is their profound understanding of the CPSU and Minister of Defense requirements made on Soviet soldiers and the requirements that thus result for specific tasks of personal activities in subunits and units.

The development by the troops of a desire to make themselves ready for war is stimulated by an awareness of the know-how accumulated by participants in the Great Patriotic War.

These then are the vital trends in the moral-political and psychological training of Soviet soldiers.

Employing varied training and educational means, organizing military labor in a goal-oriented manner, it is possible to develop in the soldiers high moral-political qualities, character stability, and establishment of immediate, conscious, and active combat operations, as well as the psychological readiness to effectively manifest in combat all of his capabilities, qualities, knowledge, skills, and abilities.

Appendix to Chapter 6

The Program for Moral-Political and Psychological Training of Personnel

Moral-political and psychological training is directed towards formation of personality and of the collective considering the requirements placed upon them by modern combat, new weapons, and combat equipment.

Accomplishment of moral-political and psychological training requires goal-oriented use of varied measures to influence the motives of the soldiers' conduct, their mental processes and states, their ideology, and the moral character and psychology of the collective. The result and goal of this training is the general tuning of the personality and of the collective toward the conduct of selfless and skillful combat operations and high moral-political, combat, and psychological qualities.

The moral-political and psychological training program for personnel

1. Formation of the motivation and the motives for troop conduct in accordance with the requirements of the conditions of war and combat: military-political convictions and views, military-patriotic ideals and positions, hate towards the imperialist

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positions, hate towards the imperialist aggressors, and so on. Application of high social motives in troop activities including stability and viability (the sense of the military duty, of collectivism, and so on). Development of the force and conviction of character, its moral, intellectual, emotional, and volitional traits--discipline, courage, valor, decisiveness, independence, vigilance, honesty, veracity, initiative, observation, and others. Development in the soldiers of the capability to successfully operate, experiencing stress, negative emotions, feelings, fatigue. Intensification and maintenance in the soldiers of a continual moral-psychological readiness for active and selfless combat operations. Training personnel for the moral-psychological turning point connected with the conversion from a peaceful situation to combat operations. Developing in the soldiers and sailors the belief in the combat might of the Soviet Armed Forces and the armies of the Warsaw Pact, trust in the power of his weapons and the capabilities for successful accomplishment of combat missions when the probable enemy employs nuclear weapons.

2. Formation in the soldiers of emotional-volitional stability, self-control, and to be mentally prepared to accomplish a combat mission. Refinement in servicemen of the conscious mental processes considering the influence the flow of modern combat has on them. Development in the soldiers of the qualities, sensations, perceptions, attention, notions, imagination, memory, thought, and speech necessary for successful employment of combat equipment and weapons and accomplishment of combat missions:

a) in the field of sensations--insuring the preservation of the high sensitivity of sense organs under combat conditions, their rapid adaptation for work given a sharp change in the direct conditions for the soldier's accomplishment of his responsibilities--the unfavorable effects of loud noises, low or high temperature, and so on;

b) in the field of perceptions--development of accuracy and rapidity in the perception by the soldiers of spatial, time, and other characteristics of combat, the correctness of what the eye sees, the readings of instruments, the development of observation;

c) in the field of attention--increasing stability, transfer, and distribution of attention in a complex situation, its preservation and concentration on the necessary objects in combat. Development of voluntary attention and attentiveness as traits of soldiers' personality;

d) in the field of notions and imagination--accumulation by the soldiers of various types of models which reflect the special features of combat where modern weapons are employed. Development by the soldiers (considering the specialty) of reconstructed and creative imagination, of the capability to foresee the results of one's activities;

e) in the field of memory--development of a memory readiness, the rapidity and accuracy in reproduction and employment of knowledge when undergoing stress, fatigue, and negative feelings;

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f) in the field of thought and speech--development of the capability for correct explanation of combat missions, planning, and their creative accomplishment. Refinement of a goal-oriented nature, rapidity, flexibility, and accuracy in thought. Development in the soldiers of the elements of tactical thought. Formation of an accurate representation and comprehension of the commander's instructions in a complex situation. Assimilation of military language, correct speech formation in a report, in information and data transmitted by a chief.

3. Refinement of military mastery considering the requirements of combat: development in the troops of knowledge, skills, and the ability to effectively employ combat equipment and weapons in a complex situation, in overcoming sectors of contaminated terrain and protection against weapons of mass destruction; imparting the combat skills of flexibility, stability, and endurance. Training for skillful operations under the varied situations of modern combat (offensive, defensive, meeting engagement, withdrawal).

The Moral-Political and Psychological Training Program for the Command Element

1. Formation of the motivation of an officer's personality and high motives of his conduct considering the requirements of combat activities. Development of organizational, pedagogical, propaganda, and technical capabilities. Indoctrination of moral, emotional, and volitional character traits: self-possession, courage, decisiveness, independence, initiative, depth and flexibility of thought, and so on. Arming commanders with knowledge concerning mental states and the conduct of subordinates in wartime conditions, on the reasons for stress, frustration, fatigue, fear, and panic, and ways to overcome and avert them. Development of commanders' preparedness to conduct the moral-political and psychological training of subordinates, for accomplishment of specific combat missions under the conditions of contemporary warfare, as well as reestablish of their combat capability after battle, in the event of loss and failure. Indoctrination of a moral-psychological readiness to lead the subunit or unit under wartime conditions.

2. Refinement of the sensations, perceptions, attention, memory, and imagination of a commander considering the requirements for his activities in combat; insuring the dynamism of mental processes, the reliability of their functioning given a heavy informational load and a different type of experiences.

3. Refinement of a commander's thought qualities: precision, accuracy, flexibility, and rapidity of thought operations, criticism, independence, depth of thought, ability and the skills to correctly and rapidly explain the mission, evaluate the situation, and make decisions. Development of creative tactical thought and the elements of operational-strategic thought in commanders.

4. Formation in commanders of the moral-psychological readiness to supervise the activities of subordinates as they employ their combat equipment and weapons in varied theaters of military operations, when conducting

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various types of modern combat. Arming commanders with the knowledge of psychology of the probable enemy and the ability to supervise combat operations taking this psychology into account.

5. Development of a command voice, accuracy and emotional-volitional saturation of the verbal order, the ability to use the personal example and word for a positive effect on the mental states and combat activities of subordinates in various combat situations.

Subunit and Unit Moral-political and Psychological Training Program

1. Strengthening the ideological, political, and moral-psychological foundations of high combat spirit, discipline, cohesion, and mobility of a subunit and unit through goal-oriented accomplishment of all component parts of the communist indoctrination of Soviet troops; improvement and maintenance of a healthy moral-psychological atmosphere in the unit and subunit, of a social activeness on the part of personnel, trust in victory, emotional enthusiasm, the general desire to achieve high results in training and service, readiness for friendly, harmonious activities under wartime conditions. Formation of a high political-moral state of the personnel through development of firm moral-political and combat qualities and influence on the sociopsychological phenomena and processes occurring in a subunit and unit. Exclusion from the life of a unit and subunit of conflicts, incidents, and violations of military discipline. Rallying military collectives on the basis of the requirements laid down in military regulations. Development of a healthy social opinion, positive moods, and combat traditions. Development of the capability for the subunit and unit to successfully accomplish complex tactical missions. Formation of the skills of collective actions.

2. Formation of mutual relations and mutual interaction between the troops of the subunit and unit in accordance with the requirements of war and combat. Strengthening readiness for mutual aid, mutual assistance, for selfless actions for the sake of accomplishing the combat mission.

Assignment of soldiers by specialties considering their capabilities. Insuring mutual interchangeability and accomplishment of the combat missions at less than full strength. Increasing class ratings. Concern about the psychological cohesion of the troops who make up crews and other subunits.

3. Development in the subunit and unit personnel of unity in the manifestations of social and situational motives of conduct, will, thought, and feelings when accomplishing training and service missions. Development of unity of will between commanders and subordinates. Increasing the authority of commanders and political workers. Refinement in the style of leadership of the activities of subunit and unit personnel.

This is the basic content of the moral-political and psychological training program for Soviet soldiers.

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Due to the unique nature of the combat operations and of the equipment in the inventory, as well as in training and service conditions, there are several special features in the content of the moral-political and psychological training of personnel and missile subunits, in PVO [Air Defense Forces] and VVS [Air Force], airborne units, for submariners and sailors aboard surface vessels, tankers, and so on. Therefore, it is advisable to develop the trends and specific tasks of moral-political and psychological troop training for the various branches of troops and components of the Soviet Armed Forces, and within them--the troops with the more important specialties.

The more specifically commanders and political workers understand and take into account specific requirements of combat for the activities and manifestations of the psyche of the troops of a particular component of the Armed Forces and branch of troops, the more accurately the tasks and means of moral-political and psychological troop training will be determined.

The moral-political and psychological training programs compiled have been approved within a number of formations [soyedineniye] and units. Feedback from commanders shows that programs aim and orient them to more complete use of lesson content and the various forms of work for moral-political and psychological training. The programs facilitate planning and more specific determination of the task and the means for general and direct moral-political and psychological training, accomplishment of the tuning and mobilization of people for proper accomplishment of the tasks assigned, and organizing the activities of specialists taking into account the requirements of modern warfare.

Commanders noted that proposed programs guide them toward the study of the special features of the qualities and the degrees of preparedness of the troops for combat, towards the surmounting of deficiencies in their activities. Programs assisted commanders to explain and assign specific moral-political and psychological training tasks to subunits and to individual subordinates, as well as assisting in vitalizing the self-indoctrination of the troops in moral and psychological qualities required in modern combat.

Chapter 7. The Commander-- Leader and Organizer of the Combat Activities of Subordinates

[Excerpts] Regardless of the type of war, combat missions in a complex situation cannot be accomplished without the goal-oriented activities of personnel. One must not forget here that man was and remains the main factor in achieving victory, regardless of how new the equipment in the inventory. Specific goals in war are achieved by these very direct, active combat operations and the practical employment of weapons and combat equipment. V. I. Lenin stated that, in war, "the one who comes out on top is the one with the best equipment, organization, discipline, and best vehicles"24

Combat activities are a type of military activities under the conditions of combat and war. As opposed to other forms of activity it is goal-oriented towards accomplishment of a combat mission. If a soldier at the front is not participating in combat against the enemy and is not employing combat

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equipment and weapons, then his labor (for example, work in a hospital, in a repair shop, and so on), even though it has great social and military significance, in the narrow sense of the word is not combat activity.

Combat activity is the system of combat operations carried out against the enemy with the aid of weapons and combat equipment. Its special features are more clearly manifested in a situation which results from a bilateral planned armed struggle (the presence of opposition on the part of the enemy). In other words, combat activity is a process of achieving the goals of the armed struggle by using primarily weapons and combat equipment against the enemy. It can take the form of individual and collective (group) actions, as well as the actions of the commander leading the personnel.

Individual and collective activities in combat have their special features, the knowledge and consideration of which play an important role in a commander's work. The following are vital elements:

--exceptional social significance;

--variety of goals and results of the activities (destruction of enemy personnel, destruction of his fortifications, equipment, seizure of territories, and so on);

--practical employment of such resources as weapons and combat equipment;

--the special nature of the target--an enemy putting up active opposition, his combat equipment and weapons and so on;

--the extreme nature of the conditions under which the servicemen's activities take place (danger, surprise, the occurrence of overloads and tasks which exceed individual and group capabilities, and so on);

--extreme intensity of psyche functioning, unusually high stress of moral, physical, and intellectual forces;

--requirement to combine a high level of conscious troop self-control and simultaneous influence on their conduct from the commander's side.

Several unfavorable changes in the activities of a particular serviceman can occur under the difficult situations of modern combat:

first, reduction and fluctuation in the effectiveness and reliability of actions accomplished;

second, disruption of the relationship between fundamental and secondary actions, manifestations of errors and poorly controlled conduct, predominance of sham over creativity;

third, loss of mental stability, occurrence of various negative emotions and changes, even to include gross disorders of the psyche;

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fourth, a let down in combat activeness, violation of consistency of action, manifestation of refusals, and gaps in work.

It is understandable that the question of moral-political and psychological conditions for overcoming and preventing these changes in the process of a commander's supervision of the combat activities of his subordinates is acquiring such an important role. Therefore, Soviet military cadres are comprehensively studying the nature and special features of modern warfare, the change in methods and forms of conducting combat operations in connection with the appearance of new weapons, ways and trends in improving formation and unit combat readiness, refining troop command and control, achieving a truly scientific control of all links in the army organism.

Chapter 8. Organizing Lessons on the Combat and Political Training of Soviet Troops

[Excerpts] The combat mastery of a soldier is forged during daily combat and political training lessons. Commanders employ the principles and methods of troop indoctrination and education, organize the activities of their subordinates, and form moral-political, combat, and psychological qualities in them.

There are no trivialities here, everything here is important. The prerequisite for the success of these lessons is to permeate them with a spirit of socialist competition, and achieve on the part of each soldier a conscious attitude towards assimilation of his military specialty, combat equipment, and weapons. The effectiveness of a commander's training and indoctrinational work depends upon specific determination of its goals, explanation of contemporary requirements made on personality, on the collective, and on the moral-political, psychological, and combat qualities of the fighting men. Each includes military-political and special knowledge, stable motives, skills in action, and the ability to control oneself. The vital qualities of a fighting man (courage, independence, and others) contain the understanding of their essence, conviction, habits, and know-how in moral and volitional conduct.

Therefore, the following are required for goal-oriented formation in the fighting men of the moral-political, combat, and psychological qualities during combat and political training lessons: explain their essence and significance, elicit and strengthen positive motives in their manifestation; accumulate in the fighting men know-how in the manifestation of the qualities as complex combat training missions are accomplished; vitalize the desire on the part of the personnel to develop the requisite qualities within themselves. The combat and political training lesson system in its general form consists of continual cycles repeating each time at a higher level which include evaluation of the situation, explanation of the missions, planning, organization of the execution of plans and decisions, and analysis of the results achieved. Its practical accomplishment occurs on the basis of a combination of various means of influence on the personality of the fighting man and the military collective (conviction, stress, demonstration, demandingness, and so on) with the aid of organization of their activities and creating conditions for more intensive manifestation of their high combat and moral qualities.

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Here even a clear recognition of the higher goal of military activity, its ideological content, and great social significance can be a reliable internal foundation for courageous, steadfast, brave, innovative, and vigilant conduct on the part of the fighting man both in peacetime and in wartime.

1. Combat Training Lessons.

The education and indoctrination of the troops is accomplished simultaneously during the combat training process and knowledge, skills and abilities, and moral-political, combat, and psychological qualities are formed.

For example, execution, organization, attentiveness, and other qualities are developed along with skills in operating as part of a subunit and rapid and precise accomplishment of drill routines during the process of drill training.

Physical training is aimed at indoctrination of volitional, physically developed, and tempered fighting men capable of overcoming great physical and mental loads during decisive and intense operations in combat. Agility, strength, speed and accurate reactions, bravery, and self-possession are developed during the physical training process.

The goal of firing training is to teach each soldier, sergeant, and warrant officer to skillfully assimilate his weapon under various conditions and to independently find and skillfully and rapidly destroy a target by fire. This type of training develops the ability to control yourself and your own actions and forms steadfastness and bravery, independence and confidence in one's own strengths and in one's weapon.

The study of the probable enemy's weapons of mass destruction and incendiaries develops decisiveness, bravery, self-possession, initiative, and self-help and creates correct representations of the special features of conducting combat operations and confidence in the ability to accomplish combat missions, as well as the effectiveness of measures to defend against the enemy's weapons of mass destruction and incendiaries.

During tactical training lessons skills obtained are refined and new knowledge, skills, and abilities are acquired in firing, drill, physical, special and other types of combat training. Operating during lessons in the field under conditions close to actual combat, the fighting man will learn to accurately fire, conduct combat in a complex rapidly-changing situation, and to coordinate with comrades as weapons are employed and overall combat training missions are accomplished. Also tactical training more effectively facilitates indoctrinating the troops with activeness and initiative, agility, stability, bravery, the will to win, observation, military cleverness and guile, a sense of military comradeship and friendship, and discipline.

Combat training exerts an effective influence on formation of moral-political, combat, and psychological qualities of fighting men given the conditions of goal-oriented organization of their practical activities considering the

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requirements under contemporary conditions for combat readiness, vigilance, training, and discipline on the part of personnel.

The moral and psychological prerequisites for rapid introduction into the combat situation are created during this goal-oriented, thoughtful, creative, intense, and conscientious military labor and the know-how required for successful collective employment of weapons and selfless combat operations is accumulated. Under conditions approximating combat to the maximum, the functional capabilities of the soldiers' psyche are established, their moral-political and psychological readiness for combat is consolidated, emotional and volitional stability is developed, and the skills of collective combat work are formed. Well-organized and skillfully-conducted field, flying, and naval training allow servicemen to experience mental states and feelings close to those which arise in a combat situation. Here the troops will learn to think without committing mistakes, to imagine, to recall, to operate equipment, to control themselves, to control their weapons, to interact in a complex situation, to become practically convinced of the capabilities of accomplishing missions under the realistic conditions of modern war.

Accomplishment of combat training tasks exerts a greater influence on the accumulation of the mental, emotional, and volitional know-how of the troops required for success in combat the better the preparations for their accomplishment are conducted, especially combat training planning.

Planning. Combat training in units and subunits is planned on the basis of the orders and directives of the USSR Minister of Defense, the directions of the commander in chief of the ground forces, the programs and regulations of the Armed Forces, manuals, and firing and training courses. Planning insures evenness and high quality training of units and subunits and their readiness to effectively operate when accomplishing various combat missions.

Combat training planning is a complex and creative process requiring of commanders and staffs at all levels profound analysis of the nature of modern combat, the use of the foundations of military pedagogy and psychology, as well as careful consideration of the level of training and combat cohesion of subordinate subunits and units, the availability and condition of equipment and armaments, training facilities, vehicle resources, ammunition, and the fuel and other supplies required to support combat training.

The following should be considered as the basic principles of planning under contemporary conditions:

- maintaining high combat readiness in troop units;
- a communist goal-oriented nature, unity of education, indoctrination, moral-political, and psychological training;
- educating the troops in those areas required in wartime in a situation that approximates the actual combat activities to the maximum;

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--insuring the high field training of the troops and subordination of all training subjects to tactical training as the foundation of this effort;

--consideration of the special features of a theater of military operations and the level of training of officers, staffs, and troop units;

--adherence to methodological consistency in training through building up knowledge and skills working from the simple to the complex;

--coordination in the training of officers, staffs, units and subunits, all branches of troops, and special troops in accordance with missions, subjects, and periods of training;

--conducting commander and especially demonstration and methodological lessons with officers and sergeants prior to working out the same drills with the personnel and with subunits and units;

--unity of the training methodology for personnel, subunits, and units.

Prior to beginning to compile a combat and political training plan or lesson schedules, commanders must critically analyze accomplishment of training tasks in the past. Determine if earlier established goals have been fully achieved, make a principled evaluation of shortcomings and deficiencies, and determine positive aspects of the training organization and methodology. A principled nature and the political maturity of commanders, political workers, and staff officers must manifest themselves in objective, critical evaluations of their own activities and of the work of subordinates. A person who has a developed sense of responsibility will correctly evaluate goals achieved in the training of specific specialists and of the subunits overall and, in the event of necessity, will take energetic measures to eliminate shortcomings.

It is necessary when compiling training plans and lesson schedules to be strictly guided by the principle of systematism and consistency in training-- it is impossible to move to the next subject unless you have worked out the training problems from previous themes with the troops as required. In order to improve combat training quality planning documents should be compiled so that each supervisor has time to study the equipment and develop a plan for the lessons or exercise, and the soldiers be allowed to productively use the hours of self preparation.

Beginning his planning, the commander diligently studies the unit calendar plan for the month, notes the days where garrison and guard service duty and administrative tasks are scheduled for the subunits, and familiarizes himself with the training facility schedule. He then computes the training time for the month and by weeks for each company (battery, independent platoon) and determines the theme of the lessons based on tactical and firing training, vehicle driving, and other educational subjects. Here working out of themes from all training subjects is closely tied in with lessons (exercises) on tactical (special tactical) training.

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The battalion combat training plan must be ready 3-4 days prior to the beginning of the following month. An extract from the battalion combat and political training plan for the week is provided to the company. Combat training in the company is planned on the basis of these documents.

The company commander plans the company combat training. The lesson schedule compiled by day and hour for a week for each platoon is the fundamental document in the company reflecting the entire training process. When planning the company commander must demonstrate creativity taking into account requirements for field training, the training level of the personnel, and the local conditions under which the training is to be conducted. The company commander has been given the right to determine the number of hours to work out training problems within the time limits allocated to the theme, without changing the number of lessons called for in the program.

Planning combat training in the company, the company commander must:

1. Consider the results of company combat training for each training subject for the past week.
2. Study the battalion combat training plan (weekly extract) and determine the training missions for the upcoming week.
3. Define in coordination with the battalion commander's instructions the sequence for working out the themes and the number of hours for each of them.
4. Determine the norms subject to being worked out.
5. Substantiate the training problems for commander, instructor-methodological, and demonstration lessons with sergeants and compile a schedule.

In addition the company commander considers the days that the platoons or the company as a whole has guard duty, bath and housekeeping days, days on the gunnery range, firing range, small-arms range, and training fields, and days when lessons are held with platoon commanders and sergeants.

When compiling the schedule, the company commander is guided by the following basic principles:

- insuring high combat readiness of company personnel and of field training;
- consistent training of subordinates working from the simple to the complex;
- the interrelationships between training subjects;
- consideration of the poorly-assimilated problems and their inclusion in the lesson schedule for the following week;
- conduct of individual training and indoctrinational work.

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Triteness cannot occur in a company commander's activities when compiling the schedule. The sequence of his work on this question can vary. This depends upon the company commander's know-how, on his knowledge of his subordinates and the level of their training.

However, as practice shows, the following are included in the work sequence for a majority of company commanders:

--compilation of an extract from the battalion combat training plan (theme number, number of hours for the theme, and so on);

-- wrap up of the results of company combat training by each training subject for the past week;

--preparation of an extract from schedules (days the company pulls guard service, commanders' lessons, use of training fields, gunnery ranges, training areas, and sports buildings (halls));

--study of the content of the themes in the combat training program;

--compilation of a list of hours by training subjects per day of the week;

--selection of literature and textbooks.

The schedule must be compiled no later than Friday and posted in the subunits so that the personnel are aware of the schedule for the following week.

Thus, the company commander plans the combat training in the company based upon an extract from the battalion combat training plan within motorized rifle subunits. The lesson schedule is the basic planning document in the company.

/Preparation for conducting lessons./ Careful organization and preparation of lessons is a vital responsibility of commanders and it includes:

--personal training of officers;

--selection of the lesson area (terrain sector);

--development of the plan (lesson plan) for conducting the lessons;

--preparing the personnel and logistic support.

Commanders obtain initial data as to the methodology of conducting lessons, their content, and logistic support during instructor methodological and demonstration lessons which are conducted by the senior chief. However, commanders' personal preparation for conducting the lessons is a basic condition for successful achievement of training goals.

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Let's examine as an example the manner in which a commander prepares for lessons on tactical training. Preparing to organize them, he must:

- determine the theme, goal of the lesson, and content of the training problems stipulated in the schedule;
- pay attention to precision in setting up and ways of solving the indoctrinational missions during the lesson;
- study corresponding sections of Combat Regulations, instructions, methodological textbooks, as well as the organization, armaments, and tactics of the probable enemy;
- think through the volume and sequence in which the training problems are to be worked out;
- develop on the terrain the entire process of the lesson, having determined where and in what sequence to develop the training problems, and envision the possible variations in the operations of the designated "enemy" and neighbors;
- establish the signals for control "of the enemy" and means of designating the fire of small-arms weapons, artillery, and mortars;
- compute the time for developing the training problems, for the critique, and for moving the subunit to the lesson location and return;
- compile the plan (lesson plan);
- prepare himself for the lesson critique;
- prepare the personnel intended to play the role of the "enemy" for the forthcoming lesson;
- organize the self-preparation of the personnel;
- select corresponding examples from the Great Patriotic War experience and from troop exercises and determine when to input them into the lessons.

/Selection of the lesson area/ (terrain sector). Selection of a suitable area (sector) of terrain is an important problem when preparing for a lesson. The terrain area is selected and prepared depending upon content of the theme which the lesson is to cover.

A terrain area (sector) near the unit location is selected for a tactical drill lesson. The terrain area (sector) must insure the capability of making a maneuver, various reformations, and other operations and is selected so that the supervisor can always observe the trainees.

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To train on offensive operations, a terrain area, (sector) is selected which will permit sequential deployment of the subunits into combat formation during their movement to the depth for an attack from the march, a line hidden from "enemy" observation is selected for the transition to the attack, the subunits move to the attack in BTR and BMP, and a maneuver is also made for the purpose of approaching the "enemy" flank and rear area. When training for defensive operations, the terrain must be advantageous for hidden disposition of the subunit, especially fire resources, careful organization of the fire system, and observation of the advancing "enemy" combat formations.

Prior to the initiation of and during the lessons the selected terrain area (sector) must be equipped with foxholes, trenches, communications trenches, and various obstacles.

Determining the sequence for working out the training problems, the lesson director on the terrain must decide how and with what to designate the "enemy," where at that time the training subunit and the neighbors will be, and denote the volume of engineer operations required prior to and during the lesson.

The commander compiles the plan (lesson plan) for conducting the lessons after refining the sequence of working out each training problem on the terrain and the instructions from the senior chief.

/Development of the plan/ (lesson plan) for the lesson. The commander's personal work in preparation for the lesson includes compilation of a plan (lesson plan). The plan is the supervisor's working document which briefly reflects the content of the lesson and the sequence for studying the problems to be worked out. The plan is approved by the direct superior. The plan allows the supervisor to confidently conduct the lesson without leaving anything out and insuring the necessary sequence is followed throughout the entire lesson. The form that the plan takes can vary depending upon the nature of the theme and the problems being worked out. The plan must be precise and specific and it must clearly determine the goals and training problems. In addition, it must insure that the plan can be easily used under any conditions.

A correctly presented time delineation for working out each training problem is of great significance for successful achievement of the training goals of the lesson. Effective use of training time requires from the commander great skill in the organization and conduct of the lesson. Every minute must be strictly calculated and used. The amount of training time to work out a particular training question is determined by the degree of its importance and the level of training of the soldiers and commanders. In addition, one must take into account the necessity to repeat actions when conducting tactical drill exercises. It is natural that working out the most important and labor intensive training problems also requires a great amount of time.

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The plan is usually compiled on paper with a diagram of activities accompanying the text.

We present a variation of a plan previously used to conduct lessons with platoon personnel.

"Approved"
Commander, 1st MSR
[motorized rifle company]

(Rank, signature)

1977.

PLAN FOR A TACTICAL TRAINING LESSON
WITH THE 3rd MSV [motorized rifle
platoon], 1st MSR (Date)

Theme 7. Platoon in an offensive.
Lesson 1. Tactical Drill (daytime).
Training Goals:

1. Work out the coordinated actions with a platoon on the offensive.
2. Teach platoon commanders to control the section during mission accomplishment.
3. Refine the individual training of the soldiers on the offensive. Indoctrinate in them initiative, agility, bravery, psychological stability, and the capability to handle prolonged stress of will when accomplishing the mission.

Time: 3 hours

Place: Training field; area -- Tankovaya Hill.

Handbook and Textbooks: Field Manual of the Ground Forces (platoon, squad, tank), pp 10, 43-50, Appendix 4; Combat Training Norms for Motorized Rifle Troops No 2, 6; No 10, 11, 13, 16--Tactical Training, and No 6 and 10--Protection Against the Probable Enemy's Weapons of Mass Destruction.

Logistics: Organic armaments and accessories; BTR--3; flags--4 pair; targets (machine gun--4, waist figure silhouette--5, head and shoulders--4); signal shells--2; blank cartridges--60; explosive charges--5; special processing sets--organic.

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Training Problems and Alloted Time	Diagram of Platoon Actions	Leader's Actions
<p>1. Lesson organization-- 20 minutes.</p> <p>2. Movement to the line for transition to the attack. Deployment into combat formation and movement to the forward line. Surmounting obstacles--30 minutes.</p> <p>a) first element: dismounting, deployment into precombat formation.</p> <p>b) second element: deployment into combat formation and movement to the forward line.</p>		<p>1. Check personnel attendance, appearance, and logistic support. Move the platoon to the lesson area. While en route teach the platoon coordinated actions when repulsing air raids and when deploying into precombat and combat formation. In the lesson area announce the theme and goal of the lesson and use check questions to check the soldiers' knowledge of regulations:</p> <ul style="list-style-type: none"> --a soldier's responsibilities on the offensive; --the section offensive front and the intervals between soldiers. <p>2. Announce the training problem, briefly describe its content and sequence. Introduce the trainees to the tactical situation and begin to work out the training problem by elements.</p> <p>a) during the approach to the dismount point work out norms No 2 and 10 for tactical training. Bravery and readiness for selfless actions in combat work out norm No 2, agility--norm No 10.</p> <p>b) achieve precise actions when deploying into combat formation, work out norm No 11--for tactical training (agility). At the end of the period for working out this element accomplish norm No 7--on tactical training, which develops in the soldiers initiative, agility, and bravery.</p>

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Training Problems and Allotted Time	Diagram of Platoon Actions	Leader's Actions
<p>c) third element: surmounting obstacles.</p> <p>3. Attack. Destruction of the enemy on the defensive. Controlling platoon fire. Swift movement into the depth. Repulsion of a counterattack--40 minutes.</p> <p>a) first element: the attack. Destruction of the defending enemy at the target under attack.</p> <p>b) second element: control of platoon fire.</p> <p>c) third element: rapid movement into the depth. Repulsion of the counterattack.</p>	<p style="text-align: center;">47</p>	<p>c) using a drill to achieve precise and correct actions when surmounting barriers along the path made, in so doing accomplish norm No. 13-- on tactical training, which develops stress, bravery, and initiative. When working out this norm use explosive charges making conditions approximate a combat situation with the elements of danger and risk. Repeat the entire problem in a complex. Hold a partial critique.</p> <p>3. Announce the training problem and briefly explain the actions of the personnel. Drill on working out the problem by elements.</p> <p>a) achieve simultaneous throwing of grenades by the entire section, a loud "hurrah" in destruction of the enemy by fire pointblank and by bayonet and rifle butt.</p> <p>b) when working out this element stress precision in accomplishment of commands by the trainees, adherence to the established interval between soldiers when moving to the attack, the ability to fire on the move, and maintenance of fire coordination between soldiers and squads.</p> <p>c) monitor to see that the armored personnel carrier moves behind the combat formation at a distance of up to 500 meters from one shelter to another and that it fires on the move, work out the norm. Using a signal denote the enemy counterattack. Give the platoon the command to take an advantageous line and repulse the counterattack by</p>

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Training Problems of Allotted Time	Diagram of Platoon Actions	Leader's Actions
<p>4. Pursuit. Surmounting a contaminated terrain sector during the offensive-- 45 minutes.</p> <p>a) first element-- pursuit (mounting the BTR and pursuit of the retreating enemy).</p> <p>b) second element: surmounting a contaminated terrain sector during the offensive.</p> <p>5. Lesson critique-- 15 minutes.</p>	<p style="text-align: center;">48</p>	<p>fire while in place. Use a signal to stop the counter-attack and then give the signal for the platoon to attack. Hold a partial critique.</p> <p>4. Announce the training problem and briefly explain the actions of the personnel. Drill in working out the problem by elements.</p> <p>a) with the established signal demonstrate the enemy retreat, call up the BTR, mount, and pursue the retreating enemy. During the pursuit pay attention to readiness to fire through the firing ports.</p> <p>b) set up pointers to mark off the contaminated sector and to explain the sequence of actions when surmounting contaminated sectors. Work out norm No 6-- on protection against the probable enemy's weapons of mass destruction, which will facilitate indoctrination of mental stability, and the capability for prolonged stress of will. Upon leaving the contaminated sector the platoon as part of the company moves to second echelon (reserve) of the battalion and undergoes partial special processing. When working out the given problem accomplish norm No 10--protection against the probable enemy's weapons of mass destruction, which will facilitate indoctrination of initiative.</p> <p>Hold a partial critique.</p> <p>5. Point out the theme and the lesson goal and demonstrate how it was achieved: --note the characteristic positive and negative aspects of the soldiers' actions;</p>

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Training Problems of Allotted Time	Diagram of Platoon Actions	Leader's Actions
		--point out ways of eliminating shortcomings noted; --provide an example of skillful actions of a platoon during the Great Patriotic War; --announce the evaluation of each section; --assign a task for self-preparation for the next lesson.

Commander 3rd MSV

(Rank, signature)

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After compiling the lesson plan the leader presents it for approval.

/Preparation of personnel and logistics./ When preparing for a lesson a leader must envision supplying everything required for the lesson based upon the theme and training goals. Logistics items might include: training hand grenades and mines, training and blank cartridges, explosive charges, signal and illumination cartridges, training smoke and toxic smoke grenades, targets, mock-ups and pointers, resources for conducting partial special processing, radio-controlled targets, mock-ups of firing resources and combat equipment, simulated training contaminants, and signal flags. When conducting night lessons one also requires signal lights, lighted pointers, night vision devices, targets with muzzle flash simulators and other devices.

The logistics are determined in each case by the requirements of a particular lesson as well as by the assigned ceilings determined in the established manner. All of the logistics items must be prepared prior to the lesson.

Practice has established that a tactical lesson with a squad on an offensive combat theme on the average requires: targets to designate the enemy; head and shoulders--2, waist figure silhouette--2, and figure targets--2; grenades--1, explosive charges--2, and flags--2.

The simulation must be designed to insure a high quality and worthwhile lesson.

The leader holds a lesson (instructional session) with the personnel assigned to play the "enemy," at which he specifically points out where, when, and with what target to designate the "enemy," what signals to send

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up and targets to take down, when, where, and how to simulate fire, and so on. Communications can be accomplished using visual signals, radio, wire, and other methods.

Such a method of preparing personnel for a forthcoming tactical lesson greatly facilitates successful assimilation of the material for the forthcoming lesson and more thoughtful accomplishment of the drills and methods of action being worked out.

Senior commanders must provide comprehensive aid to subordinates, especially in those instances when young commanders who do not possess sufficient methodological know-how are preparing and conducting the lessons. During the lessons they are obliged to provide methodological counsel to the young commanders, and if necessary, to also provide assistance in compiling the lesson plan.

2. Political Training Lessons.

Political lessons are the fundamental form of ideological-political indoctrination of soldiers and sergeants. They are conducted from training plans compiled by the Main Political Directorate of the Soviet Army and Navy during the entire training year. The content and tasks in the political lessons are determined for each training year by the USSR Minister of Defense and by the chief of the Main Political Directorate of the Soviet Army and Navy.

During political lessons the troops acquire and expand their knowledge on the domestic and foreign policy of the Communist Party and the Soviet state, on the state and social structure of the Soviet Union, on the organization, function, and missions of the Armed Forces, and on the requirements of military regulations and of the oath. At these lessons troops more profoundly understand the character of the international situation, the special features of modern war, the significance of continual troop combat readiness, and recognize the personal responsibility to defend our motherland.

Conversion of knowledge into convictions is an important psychological-pedagogical condition of increasing the indoctrinational influence of political lessons on the troops. Conducting political lessons, commanders take into consideration that profound assimilation of political lessons develop in the troops political consciousness, a sense of duty, will and character, and mobilize them to model accomplishment of orders from chiefs, to excellent study of weapons and equipment, and the assimilation of them.

Through their entire content and very organization political lessons are designed to indoctrinate the troops with a conscious and zealous attitude toward accomplishing the requirements of the military oath and regulations, of the orders of commanders and chiefs, and of the principles of communist morality. The duty of commanders, political workers, and group leaders is to steadfastly struggle for a high methodological level of political lessons and for their viability.

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Lessons must orient the troops towards successful accomplishment of socialist pledges, improving combat readiness and discipline, and refining combat mastery, moral-political, combat, and psychological qualities. A desire to assimilate the Leninist theoretical heritage must be systematically developed in army and navy youth and they must be indoctrinated with the revolutionary, labor, and combat traditions of the party, Soviet people, and Armed Forces.

3. The Commander's Lesson Critique.

Under the general influence of combat and political training, political consciousness and a love for the motherland are developed in Soviet troops and the sense of military duty and collectivism is elevated and fortified. In addition, other qualities required for selfless and successful accomplishment of combat missions in modern combat are also developed.

Using all means, forms, principles, and methods of education and indoctrination, organizing the military labor of the troop collective in a goal-oriented manner, the commander impacts upon the mental states and the cognitive, emotional, and motivating processes of the personnel. Knowledge is converted into convictions and courage, bravery, vigilance, a sense of collectivism, and other qualities are developed in subordinates. One of the material conditions for success in this regard by an indoctrinator is the analysis of results and the critique of combat and political training. This is not only an evaluation of subordinates' actions, but is also a determination of the prospects for refinement and their mobilization towards new achievements. The lesson critique, the critique of results of daily service by day, week, and month elicit great interest and attention on the part of the troops. They react in a lively way to shortcomings and achievements in their training and service pointed out by an officer. It is fully understandable that a comprehensive analysis of the activities of subordinates, the subunit, and the unit by a commander, the assignment of follow-on tasks, and organization of the corresponding party-political work to accomplish them, mobilize and vitalize all personnel for achievement of new successes, the surmounting of difficulties that arise, and overcoming errors and shortcomings in combat and political training. There is no person who remains indifferent to how others evaluate him. This manifests itself especially sharply in military service. Diligence and collectivism are exceptionally highly valued here and irresponsibility and carelessness are decried. A revolutionary creative spirit and the ideas of the 25th CPSU Congress live today in the daily deeds of our party and all Soviet people. Being perceived by the million-man masses, they are more and more becoming the material force and mighty accelerator of all our development. In our time the words of V. I. Lenin spoken on the eve of Soviet power are replete with a special meaning: ". . . look into the very depths of the laboring people, into the innards of the masses, organizational creative work boils there, a reborn life hallowed by the revolution thrives there."²⁵

The Soviet people are well familiar with the fact that the more conscientious and intensive their labor, the more powerful the might of our motherland, the better and more beautiful the life of our people. In a united formation with all the people the Soviet troops stand their watch of peace and defense

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of Great October's conquests. At the initiative of the leading units in the Armed Forces components, they are actively participating in the All-Army Socialist Competition for successful assimilation of modern weapons and combat equipment. Struggling to accomplish the high socialist pledges made, the Soviet fighting men are refining combat mastery and strengthening discipline and organization. Commanders and staffs, political organs and party organizations are demonstrating concern to see that combat and political training meets modern requirements and that every minute of training time is used, that every mission is accomplished honorably and with high quality. Intense work seethes everywhere--during tactical exercises, at airfields and tank ranges, at missile sites, on sea cruises.

In accordance with the CC CPSU Decree "On the Sixtieth Anniversary of the Great October Socialist Revolution" and the instructions of the Minister of Defense and chief of the Main Political Directorate of the Soviet Army and Navy linked with it, active organizational and ideological work among personnel, workers, and employees directed towards preparation for the jubilee has been unfurled in military districts, groups of forces, in the fleets, in formations, units, and aboard ships, in military educational institutions, and in production collectives. The CC CPSU Decree is being studied throughout the entire political training and party education system. Assimilation of the ideological riches of this party document and accomplishment of its requirements will serve the cause of mobilizing all troops for successful accomplishment with maximum effectiveness and excellent quality of the missions of this training year and accomplishment of the socialist pledges made in the honor of October's Sixtieth Anniversary. It will make it possible to vitalize the struggle for the leading formation in the Armed Forces, for successful assimilation of modern weapons and combat equipment, and improving vigilance and the combat readiness of units and ships.

Combat and political training quality and effectiveness greatly depend upon the level of organizational work by commanders and staffs, by political organs and party organizations, on their high standards and principles, and the ability to use the mighty force of socialist competition.

It should be underscored that analysis and evaluation of a soldier's activities here cannot be restricted to that provided by perceptions and control only of the quality of training task accomplishment. Based upon a number of what would appear to be significant manifestations, an experienced commander will compile for himself a clear representation of the steadfastness of a subordinate in achieving an assigned goal, his agility, confidence in his own strengths, capability of demonstrating initiative and decisiveness, and on the capability of his successful accomplishment of a complex combat mission in modern combat.

A critique presupposes profound analysis of the life and training of the military collective and of each serviceman in particular based upon a number of trends. Considered here are:

--the level of assimilation, employment, and operation of combat equipment and armaments;

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- improvement in the political and cultural level, participation in mass-cultural, social, and sports work;
- state of military discipline, contact, appearance, and military bearing;
- adherence to the requirements of the moral-aesthetic plan;
- the cohesion of the military collective, comradely mutual assistance, accomplishment of patriotic initiatives, and so on;
- accomplishment of the daily agenda, correctness in standing guard and internal service;
- indoctrinational effect of competition;
- determination of the places for the platoons, companies;
- insuring publicity and comparability of competition results;
- moral incentive (both in the form of moral encouragement, as well as criticism);
- assignment of tasks involving competition organization at the subsequent stage.

The critique is a viable resource against any kind of sluggishness and self-satisfaction in work and prevents let downs in the work of commanders themselves.

The distinguishing principles and traits of a critique clearly manifest themselves at critiques of combat and political training lessons. For example, commanders underscore the positive aspects and reveal shortcomings in the activities both of the entire subunit as well as of individual soldiers. Revealing the causes of the deficiencies, they point out ways to eliminate them; they establish group and individual assignments and drills, they orient the people towards mutual assistance, and call upon the party and Komsomol organization to strengthen individual work.

The indoctrinational influence of lesson critiques is significantly elevated if the commander analyzes and evaluates the demonstration of moral-combat and psychological qualities of the subordinates. In order to consolidate the successes of a soldier who excels during lessons and facilitate development of the personal qualities which manifested themselves as the training mission was accomplished, the commander recognizes that individual during the critique, establishes him as an example, thanks him or provides other encouragement.

Commanders at critiques often pose individual questions to subordinates in order to check and consolidate knowledge and develop their thinking. This activates the attention of the subordinates and increases their interest in the measures being employed. Answering questions, they generalize and refine their observations and learn to make conclusions and evaluate actions in the light of modern requirements.

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A critique of the actions and conduct of soldiers develops in them the ability to critically evaluate their own achievements and shortcomings in training, size up reasons for the errors made, increases the desire to improve mastery and to form high moral and psychological qualities.

A profound and detailed critique elevates the responsibility of the soldier to accomplish his service responsibilities and consolidates moral-combat and psychological qualities. Soldiers at such critiques are convinced that not a single error escapes the attention of the commander. Therefore, their conscious desire during every lesson to operate strictly in accordance with regulations and giving full effort grows.

It is also necessary upon completion of lessons to also hold a critique with the leaders that conducted it. Such a critique in its own way is commander's training. Its goal is to point out to subordinate chiefs all positive and negative aspects of their activities at the lesson and assist them in developing and multiplying the good elements in their pedagogical work. To achieve this a critique must be objective and comprehensive and assist each commander in correctly evaluating his actions.

The significance of a critique is elevated if a commander is guided by such principles as a goal-oriented approach, objectivity, perspective, achievement of an indoctrinational effect, and mobilization and organization of subordinates to accomplish new missions.

The activities of subordinates must be continually monitored and the subordinates carefully studied in order to have an objective critique. As practice shows, results achieved in studying and monitoring depend on many factors: the depth of the analysis of the activities, attention to the fine points, discovery of the coherence between conduct and the demands of regulations and instructions, and so on. In other words, viable monitoring is possible only given a scientific approach to its organization.

One Leninist requirement involving checking on execution is that information obtained during such a check must be accurate, trustworthy, without embellishment and without unfounded acrimony. V. I. Lenin pointed out the requirement to comprehensively find out if there were successes by enterprises or state organs in actual fact: "what are these successes exactly? Have they been proven? Are there any white lies, boasting, intelligent promises ('it is going fine,' 'a plan has been compiled,' 'forces have been put to work,' 'we now guarantee it,' 'undoubted success'. . .)?"²⁶

Characteristic of a commander's system for monitoring is the desire to study the profound processes occurring in the life of the troops, the degree to which they have assimilated combat equipment and weapons, the moral state of the subordinates as they carry out their service, especially the combat watch, during exercises, when accomplishing combat training missions, and so on.

In light of what has been said it is advisable to adhere to the following conditions for effectiveness in monitoring and studying subordinates during lessons:

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- continually observe the soldiers' conduct and actions;
- continually check on execution of assigned missions;
- call upon all direct chiefs, as well as the secretaries of party and Komsomol organizations, to monitor and to struggle for lesson quality;
- monitor and study;
- supervise the study and monitoring process not only to discover shortcomings, but also to find measures to correct them.

We present an example of a lesson critique conducted by an experienced commander.

/I. Personal preparation of those who conducted the lesson:/

- knowledge of the material;
- ability to control themselves in front of personnel;
- ability to use the lesson plan;
- command voice;
- knowledge of the commands;
- applicability of the demonstration;
- demandingness upon himself and subordinates. Ability to maintain a high degree of organization and discipline during the entire lesson.

/II. Indoctrinational nature of the lesson:/

- precision in determination of indoctrinational goals and training problems, level of organization of subordinates' activities.

/III. Lesson methodology:/

- lesson structure;
- logical link with the past exercise;
- sequence in working out training problems;
- accessibility and clarity of presentation;
- ability to vitalize a soldier;
- educational clarity;

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- questioning and testing methodology;
 - the link between theory and practice;
 - reinforcement of material covered (based on the training problems and overall);
 - individual approach during the lesson;
 - discipline at the lesson;
 - ability to quickly find and correct shortcomings;
 - use of soldiers in their second year of service;
 - correctness in announcing evaluations on the activities of individual troops and of the subunit.
- /IV. Logistic support for the lesson./
- /V. New methodological drills demonstrated by the lesson leader./
- /VI. Conclusions and evaluation./
- /VII. Ways to correct shortcomings noted and mobilization of personnel for new achievements./

Such a lesson critique sequence is not hackneyed. Thus, it is necessary during a critique of training processes on tactical training to pay attention to the fundamental requirements of regulations and orders relative to the given lesson, confirm certain decisions at tactical lessons and exercises through use of examples from the experience of the Great Patriotic War and from troop exercises and to point out the superiority of our science, technology, troop organization, and the methods and forms of combat operations.

It is important here to critique daily within sections and crews. Practice shows that the section (crew) commander usually briefly reports which lesson themes, missions, and norms were worked out during the day, what socialist pledges were applicable, and how they were accomplished. He then takes up the following points:

- assimilation, employment, operation, and maintenance of combat equipment and armaments;
- improvement of the political and cultural level;
- who competed with whom and who were the victors of the day;
- the state of troop discipline, conduct, appearance, and military bearing;
- adherence to moral and aesthetic norms of conduct;

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--analysis of the competition's indoctrinational effect;

--the section's assignment for self-preparation' to whom and on what must special attention be given, who among the leading soldiers provided practical assistance to what individuals and on what problems; encouragement of those who excelled.²⁷

For indoctrinational purposes it is useful to determine the conduct of the soldier who made errors and had shortcomings during lessons. The commander in this instance compares the actions of this soldier with the successful activities of another soldier during these lessons. For example, a machine gunner from one section was not sufficiently careful and lacked the requisite initiative when operating on the terrain. The officer did not miss this. The platoon commander during the lesson critique pointed out the energetic activities of a machine gunner from another section and used him as an example. The officer underscored here that the successful actions of the soldier on the terrain would permit him to be victorious in combat. Therefore, during lessons it is necessary to painstakingly and with initiative accomplish training missions. This conclusion by the chief stimulated in his subordinate the desire to measure up to the individual who excelled and show him a practical way to achieve success.

Schedules of competition progress in which daily evaluations are posted are used in a number of subunits. Sergeants report to the platoon commander on the accomplishment of individual pledges for the day and then all personnel muster. The evaluations posted in the schedule are announced to the troops. Thanks to this each soldier sees the results of his actions and the successes of others.

During the platoon critique the commander places special attention on assigning tasks involving organization of the competition for the next stage, especially on accomplishment of the norms for the combat training missions by soldiers, sergeants, sections, crews, and so on. During company critiques the matter usually concerns platoon socialist pledge accomplishment.

It should be noted that competition results for the week are usually summed up by company commanders at a meeting of all personnel. Competition results for the month, as a rule, are summed up at a general meeting of the personnel, accompanied by discussion and decision making. Company commanders, their political deputies, and party organization secretaries give reports.

Summing up the results of the competition, commanders, political workers, and party organizations determine those who require assistance from leaders capable of providing it. In many instances training otlichniks and the commanders from leading subunits themselves demonstrate their readiness to pass on their knowledge and know-how to anyone who requires it.

Summing up results provides an opportunity for creativity and initiative and makes it possible to develop on seedlings of the new and of the progressive on a greater scale while, at the same time, preventing undesirable phenomena.

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Well-organized summing up of socialist competition results plays an important role in insuring its publicity and the comparability of results, practical repetition of know-how, comradesly mutual assistance, and, in the final analysis, positively impacts upon the achievement of high results in combat and political training and higher combat readiness.

The right to sum up combat and political training lies with commanders, with party and Komsomol organizations actively participating therein. They have been called upon through joint efforts to demonstrate high demandingness for the qualitative aspect of all lessons, as well as to demonstrate a party principled nature in determining their results.

The commander reveals the reasons for success or failure of the subunit and of individual soldiers taking into account the objective state of affairs.

Analysis of the training process and accomplishment of combat training missions, the evaluation of the activities of subunits and individual subordinates will teach them to learn lessons from what they do, to more profoundly understand the significance of decisiveness, bravery, a goal-oriented approach, coordination, self-possession, and creativity.

Summing up serves not only as a means for correcting errors made and consistent implementation of intended measures, but introduces organization, a goal-oriented approach, and precision in the activities involving leadership of a subunit and unit; it facilitates the preservation in a commander's pedagogical practice of everything progressive, new, innovative, and creative. It also facilitates analyzing results of these activities and makes it possible to objectively evaluate and note ways for further refinement.

Thus, summing up combat and military training mobilizes personnel to achieve new, higher results and serves as an important link in a commander's activities as an indoctrinator and leader.

Chapter 9. Development and Formation of a Commander's Personality

1. The Basic Traits of a Commander's Personality.

[Text] A commander's activity places high demands on his personality. V. I. Lenin said: ". . . in order to control, it is necessary to be competent, it is necessary to completely and precisely know all conditions of production, it is necessary to know the technology of this production at its modern level, it is necessary to have a known scientific education."²⁸

This Leninist position was again confirmed at the 25th CPSU Congress. The Summary Report of the CC CPSU notes that the modern leader must organically combine in himself a party nature with profound competence, discipline with initiative and a creative approach to affairs. There is no doubt that our Armed Forces possess officer cadres dedicated to the party and the people and trained in a political, military, and technical sense. Unswerving development among the officer cadres of a Leninist style of work, without which

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formation in them of high moral-political and command qualities is impossible, becomes especially vital under the conditions of the stormy progress in military affairs and uninterrupted complexity of the missions of Soviet military organizational development.

The Leninist style in the work of officer cadres is characterized by such basic traits as communist conviction and party principles, a scientific approach, competence and proficiency, a high degree of responsibility for the assigned task, independence and initiative, a sense of the new and the ability to see the prospects for development, the correct selection of cadres and checking on execution, demandingness combined with sensitivity towards people, and a critical attitude toward the results of one's work. In his multifaceted activities a commander must combine the qualities of a qualified military specialist, leader, indoctrinator, and teacher.

A commander's activity calls for increased demands for motivation, character, abilities, and his other qualities, for mental processes and states, knowledge, skills, abilities. The effectiveness of a commander's activity is in direct proportion to the ideological and professional motivation of his personality, inclinations, interests, and a love for his cause. If the leading vital goals and motives of a commander's conduct are to be found in the course of military service and he possesses high readiness for it, then this positively impacts upon the entire process of his leadership.

Success in leading personnel, their indoctrination, and their training depend upon the mental, organizational, and pedagogical qualities and abilities of the commander.

Intellectual processes and qualities play in a commander's activity no less a role than do motivational, volitional, and emotional processes and qualities.

The qualities of the mind (depth, breadth, critical nature, and so on) and mental capabilities of a military leader aid him in more profoundly understanding assigned tasks, evaluating the progress and results of overall efforts, and selecting methods directed towards its refinement. A commander must project the development of the individual and of the collective, that is clearly perceive their future form and qualities which will guarantee success in individual and common military labor. Only on the basis of high mental development, especially imagination and thought, is it possible to coordinate and compare activities, know-how, and manifestation of qualities at the beginning and at the end of common labor and introduce corrections in a timely manner into its rhythm and sequence.

An officer's organizational qualities and abilities in the structural sense include: the ability to correctly evaluate the capabilities of people, to organize their harmonious joint work, correctly build mutual relations with them, manifest resourcefulness and rapidity in orienting oneself in life's situations, and demonstrate demandingness and stability, independent mentality, directness, sincerity, optimism, and conviction. They themselves are a unique synthesis of mental, motivational, emotional, volitional, and

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other traits of a leader's personality. Primarily reflected in them are the special practical features of leadership activities and their direct motivation towards rational use of the material resources of people. The military leader with their assistance more fully utilizes and mobilizes all capabilities in order to achieve goals and missions of overall labor.

The pedagogical qualities and capabilities of a commander which influence not only the level of unit and subunit readiness but also on his personal achievements in the sphere of indoctrinating people, manifest themselves in a somewhat different way.

They include in a complex interest and love for indoctrinational work, pedagogical imagination, thought, memory, pedagogical tact, the ability to pass on knowledge, and to form in people high moral, business-like, and psychological qualities. A leader's success depends on the ability to implement the principles of indoctrination and education and correctly employ their methods. The commander who possesses pedagogical qualities and capabilities more specifically determines goals and means of indoctrination, education, and leadership foresees the indoctrinational consequences of decisions made, more profoundly studies and considers the special features of the individual and collective psychology of his subordinates, more rapidly finds the correct approach to them, skillfully builds mutual relations with them, and influences their mood, opinion, and attitude toward duty.

Mental, organizational, and pedagogical qualities and abilities are found in combination and, in essence, are the general condition for a commander's effective activity.

Literature concerning a leader's personality proposes that it be divided into its general features (motivation, preparedness, and sociability), specific qualities (practical and psychological intellect, tact, social energy, critical nature), and the unique individual traits stipulated by temperament, age, and other causes.²⁹

Other authors underscore the role of a leader's ability to create favorable situations, take into consideration status, worth, norms, expectations, motivations for a person's conduct, and their mutual interaction;³⁰ The significance of unity of ideological-political, business-like, and organizational (administrative and leadership) qualities, as well as high culture and communicative traits--decisiveness, fairness, self-control, psychological tact, civil courage, and others.³¹

Generalizing know-how in command and control during the Great Patriotic War, Army Gen S. P. Ivanov writes that the typical traits of a leader which have proven themselves are: precise and clear assignment of missions considering the capabilities of each branch of troops and executive qualities; demonstration of initiative by a subordinate within the framework of the missions assigned to him; constant desire on the part of senior chiefs to vital direct intercourse with subordinate commanders; continual and viable

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monitoring of execution in combination with continual practical assistance to a subordinate; firm will and steadfastness of commanders at all levels in surmounting obstacles standing in the path of accomplishment of the assigned mission; knowledge of enemy strategy and tactics and of the capability of his combat equipment, and therefore, constant readiness to take effective measures to counteract the enemy and achieve his destruction.³²

Consequently, a military leader at the peak of his position then, when he possesses the requisite knowledge and qualities as an organizer and indoctrinator, uses authority and makes correct decisions.

During training and indoctrination work with students it is very important to have in mind the prerequisite for successful leadership of the indoctrination and education of subordinates referred to as /the readiness/ for commander's activities.

Readiness for a specific type of activity is the goal-oriented manifestation of personality which includes its convictions, views, attitudes, motives, feelings, volitional and intellectual qualities, know-how, knowledge, skills, abilities, motivations, and the mood for specific conduct.

Such readiness is achieved during ideological, moral-political, professional, and physical training, and is the result of comprehensive development of personality taking into account the requirements generated by the special features of the activity.

Study of the activity of various categories of commanders allows us to make the conclusion that their readiness to lead is expressed in the special military-professional development of all stable personality qualities (motivation, character, abilities, and so on), of mental processes, education, and states which have been actualized for specific moments in strict accordance with the requirements of the missions, place, conditions, and time.

General and military psychology discuss two forms of readiness for activity: general long-term readiness and temporary--a state of readiness (mood).

The former determines the potential capability of accomplishment of the given mission with the very best indicators. However, its accomplishment also depends on readiness at the given moment, i.e. on the state prior to beginning to accomplish the mission--the mood.

The latter reflects the special features and requirements of the forthcoming situation. As opposed to it long-term readiness is a stable system of important professional personality qualities (positive attitude towards the profession, organization, attentiveness, self-possession, and so on), its know-how, knowledge, skills, and the abilities required for successful activity in many situations.

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Positive traits of temporary readiness are: relative steadfastness, correspondence of the structure to the optimal conditions for goal achievement, and viability of the influence on the activity process.

The following are accepted as material qualities of long-term readiness: the correspondence of the structure to the content and conditions of professional activity, ease in the actualization and inclusion in mission accomplishment, elasticity, and the combination of steadfastness and dynamism.

Both forms, or types, of readiness are in combination. Temporary readiness is the functional cutting edge of long-term readiness created each time which elevates its viability. The origin of readiness as states depends upon long-term readiness. In turn, temporary readiness determines the situational productivity of thought, imagination, memory, skills, knowledge, and all activity. Long-term, stable, and situational, temporary, readiness facilitate successfully beginning practical implementation of the assigned goal, effectively demonstrating knowledge, know-how, and personal qualities, preserving self-control, and retuning one's activity given the appearance of unforeseen obstacles. Both forms of readiness improve attention, and memory and prevent the occurrence of stress in dangerous situations.

A passive attitude toward the mission, ineptitude, indifference, and the absence of a plan of action and the intent to completely use one's powers hinders the manifestation of both types of readiness. A lack of readiness leads to inadequate reactions, errors, discoordination between the requirements of the situation and the functioning of mental processes, and to a reduction in the capabilities of surmounting difficulty and successful mission accomplishment.

A readiness for a commander's activity, in our opinion, is simultaneously both a system of qualities as well as a state of mobilization of the personality for active and successful fulfillment of responsibilities linked to a commander's activity.

Long-term and situational readiness of a commander to lead personnel includes various components:

- cognitive (knowledge, creative thought, imagination, and so on);
- emotional (a feeling of responsibility to fulfill an officer's responsibilities, confidence of success in serving in troop units);
- motivational (the requirement to successfully fulfill one's functional responsibilities, interest in the officer's profession, the desire to achieve success and to show one's best side);
- volitional (the ability to control oneself, concentration on fulfilling responsibilities involving leadership the capability to divert one's attention from interfering stimuli, to overcome doubt, and fear).

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None of these can be called fundamental and all the others subordinated to it. They continually and mutually intertwine. However, depending upon the circumstances of the activity, level of personality development, specific situation, and mental state, one of the components of the structure of a commander's readiness to lead personnel can be the determinant of all of his activities. Readiness does not accomplish the transference of qualities and know-how and does not lead to a simple actualization of them under new conditions. Required each time is the thoughtful work of a commander, profound penetration into the mission or situation, and complete mobilization of all forces. Thus, the readiness of a commander for leadership increases the effectiveness and reliability of his activities.

An important task of the training and indoctrinational work in school is formation and maintenance of the readiness of students as future commanders. Students must profoundly and comprehensively study military affairs, acquire firm knowledge of the employment of weapons and combat equipment, steadfastly and stubbornly prepare themselves for successful leadership of subunits and units under the complex conditions of a combat situation.

In addition, a commander is a military intellectual possessing a military and general education, erudition, and culture. All these special features of his spiritual intellect are reflected in precise and logical thought, the orderly nature of emotional and volitional manifestations, concentration, punctuality, and kindness.

2. Formation of a Commander's Personality in a Military School.

The personality of the student and his readiness for leadership are formed in a military school by the influence of the entire training process, practice, the probation period, and as a result of surmounting various difficulties and contradictions.

During the training period the future commander assimilates the requisite knowledge, acquires the necessary skills and abilities, accumulates the know-how of leadership activities, and vitalizes the positive motives of his conduct. He forms an interest in the profession of an officer and stores up high professional, volitional, and intellectual qualities.

Many factors influence the formation of the future commander in the school: strict adherence to regulations, military rituals, mutual relations with comrades, the student collective, the personal example of the teachers and commanders, and the teaching of social, military, and general scientific discipline.

Consequently, the development of a student's personality is a complex, multifaceted, and dynamic process whose success is primarily insured by the organization and planning of activities, by active accomplishment of specific missions, by creation of conditions whereby the best qualities can be demonstrated, and by the influence of the collective. Without creative labor in the collective it is impossible to successfully form

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an individual. Labor in a military educational institution is training, service, assimilation of a system of scientific knowledge, accomplishment of various assignments, and participation in the life of the student collective.

The example of a leader, chief, and pedagogue exerts material influence on the formation of a student's personality. Student's are attentive to the conduct of their mentors and imitate them. Military school commanders and teachers must serve as a model for the students in the ideological sense, in adherence to the norms of communist morality, and in accomplishment of military regulations. If a commander incorrectly uses disciplinary rights, then this approach might be adopted by the students. Therefore, indoctrinating the future officers with command qualities and laying the foundation of positive character traits, the teacher himself must be a model military leader. The party highly values experienced military leadership cadres, trusts their creative capabilities, and nurtures and indoctrinates them carefully.

Soviet commanders and teachers in the main know their job well, possess educational methodology, actively participate in social life, and attentively and carefully relate to the students. Therefore, they deservedly use the great authority and respect of their students.

In this connection at the present time selection of officers to serve at a school involves special consideration not only of the level of their military and special training, but also their capability for pedagogical activities and their leadership qualities.

The logic of consistent comprehension of problems encountered requires detailed analysis of two trends in the formation of a future commander's personality: during the process of adhering to military order and when conducting lessons in various disciplines. The rules for strict adherence to regulations also exerts great influence on the students, but they do not immediately become their internal property and requirement determining conduct. Not all of them early in training yet profoundly understand the significance of conscientiousness, unswerving obedience to chiefs, and other aspects of military service. A full knowledge of their responsibilities, and understanding of the requirement to honorably and diligently study, and to serve come to many students during the process of the long and goal-oriented education and indoctrination in the school.

Encountering their first difficulties in a combat situation in the field and the high training and disciplinary requirements, some students lose confidence, give in to sporadic moods, and seek elimination as a way out.

When asked the basic reasons why some students do not wish to study at the school, more than 40 percent of the first-year students responded that the reasons were initial difficulties in military service and the rigidity of military discipline.

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Many first-year students achieve good and excellent results in training, are firmly convinced in the correctness of their choice of the officer's profession, and strive to comprehensively prepare themselves to carry out the complex responsibilities of a commander, in spite of difficulties.

The novelty of the conditions and the content of the activity, as well as the special way of life, require of the young student great stress in moral, mental, and physical forces and the development of new skills, habits, and qualities known through their reformation as personality. Here, for example, is what one student says about his service: "I am in my third year. I have become familiar with army ways. I am not encountering the difficulties which I met when taking my first steps. The way to success was not easy where military discipline was concerned, I had to work hard, and even had to change my character in order to accomplish the requirements of the command element and teachers."

There are instances where young students violate procedures established at the school. They still lack organization, self-control, conscientiousness, and the ability to subordinate their will to the will of the commander.

As experience shows, the gathering of the youths in the school and the first steps towards military service have special significance in successful formation of a future commander's personality.

"When I entered the school, I had many questions: how do the students live, who are the commanders and teachers, what equipment and armaments are now in the army inventory," one student says about his first impressions. "We were divided into subunits and began to become acquainted with the school. In the school museum I learned that V. I. Lenin is an honorary student and commander. I wanted to more rapidly begin to study in order to prove the correctness of my choice of a career. In the living quarters and classrooms we saw comfort, cleanliness, and order which favorably impressed us. They showed us the pool, the gym, and other facilities. I was seized by a sense of personal responsibility to the people and to the state for fulfillment of my duty, I sensed my own worth."

Such an impression about the first moments at school gave this student confidence and facilitated successful accomplishment of the training program.

Military rituals create a positive capable mood, they familiarize one with life, traditions, and everyday pace of the school. They elicit and support within the students a responsible attitude and interest towards military service, towards the chosen profession. This is achieved through familiarization with armaments and combat equipment, through popularization of the best examples of combat mastery on the part of senior students, by ceremonious meetings dedicated to the beginning of the training year, by the graduation ceremony for young officers on Red Square and at monuments of revolutionary and combat glory.

Of important significance are the mutual relationships between students, furnishing support to each other where required, the concern about a comrade.

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The atmosphere of true comradeship protects the students from egotism and conceit, against indifference and self-satisfaction. An objective social opinion stimulates their activity and mobilizes them to achieve high indicators in training and service.

The development of the personality of student X, who entered the school after service in troop units, was unique. The requirements of combined-arms regulations, accomplishment of service missions, standing watch and guard duty, and other responsibilities formed specific character traits in him. However, a new period in establishment of a future commander's character began for the youth at the student stage of life. More specific demands began to be made in school on the young man and they regimented his training and service in a new way. It is understandable that the student initially was confused, the confusion caused by inability to regulate his activities and direct his conduct in accordance with the specific principles and tasks of military-professional activities. Fearing difficulties, student X petitioned to leave the school.

The platoon commander carefully read the petition, talked with teachers and the student's comrades, and called the student in for a talk. All of student X's arguments boiled down to the following: "I do not want to be a burden," "I can't handle higher mathematics," "I can't stand theoretical mechanics," "I am unable to become a real commander." His supervisor, understanding the student's state and realizing his difficulties, nonetheless attempted to instill confidence in him.

"Look at yourself, comrade student," the officer said. "Our platoon is excellent. You mean that we are unable to help anyone? I have chatted with your teachers. They believe in you. . . ."

Student X remained in school. His comrades who were training otlichniki were often with him during self-preparation time. The teachers treated the student with great understanding. The platoon commander began to work closely with his subordinate during lessons and during the evening.

It goes without saying that the turning point has come and gone and time has passed. However, what a hopeful time for the student and for the platoon collective! Student X began to successfully study subsequently and was assigned a job as deputy platoon commander. He completed school with an excellent rating.

Friendly and conscientious accomplishment of training assignments by the student subunit and achievement of success during the educational process are of important significance in the development of a spirit of collectivism and formation of a healthy opinion in a collective. A. S. Makarenko said that the life of a collective must be replete with the joy of labor stress and yesterday's successes. When a student platoon achieves specific success, this is an achievement of the entire collective and an expression of the interest on the part of all to see that each student conscientiously fulfills his duty.

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A situation is created during the first days of service which facilitates the development of demandingness upon each other among the students. The first encouragement and critiques are usually accepted properly by the students and touch their senses, motives, and attitudes. Meanwhile, encouragement opens up a broader vista for development of initiative and cohesion of the student collective.

Thus, the following are required to form a student's personality as a future officer during the process of following the rules of military order:

--profound and clear understanding by all students of the significance and essence of the rules of military order and discipline;

--accurate, active, strict actions which correspond to regulations where accomplishment of all service and training responsibilities are concerned;

--the high daily demandingness of the commander and teacher on student conduct, monitoring them, and elimination of all inaccuracies, errors, and deficiencies in their actions;

--the personal example of the commander or teacher in accurate fulfillment of all rules of military order and discipline;

--the work of the student active and irreconcilable condemnation through the public opinion of the student collective of all violations of military order and discipline.

The teaching of social, military, and general scientific discipline plays a great role in the formation of a student's personality and his readiness to lead a subunit.

Analysis of the programs at many military schools shows that formation of a student's personality as a future subunit commander to a certain degree stems from the study of all subjects, especially military and social disciplines. Each subject reflects certain aspects of a commander's activity and its specific aspect. Thus, courses on party-political work, pedagogy, and psychology mainly look upon the role of the commander as an indoctrinator and teacher of his subordinates. The programs on tactical (special tactical), firing, and technical training and the study of Soviet Army regulations examine the functions of the military specialist, leader, and organizer. This position is natural and objective since in-depth study of the different aspects of a commander's activity in the final analysis reveals the entire complex of an officer's complex work.

In addition, there are capabilities when teaching any subject to form the qualities of a commander and his readiness to lead subordinates.

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Thus, lessons on social disciplines are structured taking into account the students working out a party approach to a solution of all service problems, the ability to scientifically evaluate life's phenomena, and the formation of pedagogical, propaganda, and organizational qualities. Questions concerning inculcating students with the methodological skills to conduct political lessons with soldiers and sergeants are posed and solved in the schools for this purpose. They are taught to organize days off with subordinates and to improve pedagogical mastery during their probation period.

It has become a rule in the schools that teachers of party-political work, military pedagogy, and psychology teach students to compile plans for mass political work and lesson plans for conducting political lessons, talks, and political briefings. Students from senior classes are called upon to give political briefings with the junior students and with the soldiers in support subunits. All students actively participate in creating visual agitation, training aids, setting up Lenin Rooms, and giving lectures and reports to the local population.

This approach to teaching social disciplines and conducting training and indoctrinational measures at the school significantly elevates the effectiveness of efforts to form a student's personality as a future commander.

A reasoned system of attracting students to carry on mass political work creates an additional stimulus towards profound assimilation of the content of Marxist-Leninist theory and the skills of its propaganda and facilitates formation of communist views and convictions.

For a commander's activity students must assimilate general scientific knowledge in mathematics, physics, and other disciplines which not only expand outlook and develop intellect but also make it possible to more profoundly study combat equipment and weapons. The applied nature of teaching these disciplines significantly increases students' interest in them and facilitates a growth in their professional mastery.

Students in school form such qualities as independence, courage, self-control, valor, and confidence. In combination they determine the personality of a future commander, his ability in extreme situations to curb the manifestation of negative mental states on the part of subordinates.

The student is in a position to effectively fulfill the functions of a military specialist after assimilation of the program of individual study which is conducted during the initial military service period and the first semester of training. Students at this stage study the responsibilities and actions of personnel and develop practical abilities and command skills. This task is also established for subsequent education. Its goal is to teach the students, future subunit commanders, to assimilate the personal weapons of the entire subunit in a model fashion; teach the students, future BTR, BMP, trucks, and tanks; to skillfully operate under conditions in which

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the enemy employs weapons of mass destruction, and so on. Teachers in the process of teaching weapons, drills, and firing rules indoctrinate the students with confidence in their own efforts and the desire to do the exercise as well as possible and develop the ability to control oneself when firing and when operating in a complex situation. Teachers work individually with trainees who become afraid.

For example, the firing training teacher, in order to form within student B confidence when firing his automatic weapon, gave a visual firing demonstration. The supervisor took the student under his personal control. He strived primarily to develop his confidence in handling the weapon.

In his presence the student executed the first drill in individual firing, doing so with an excellent evaluation. This made a great impression on the young man. In the process of multiple drills the commander was not only able to instill confidence in student B, but he also destroyed the psychological barrier of fear. After one month the tutor's ward accomplished drill No. 1 at night and received an excellent evaluation. He subsequently accomplished all exercises at the good and excellent level.

During his probationary period in troop units the student was called upon to give his subordinates an inspection. It should be noted that the results in this subunit fluctuated sharply. However, the inspection exceeded all expectations--the evaluation was excellent.

Individual talks with the personnel from the subunit showed that the confident firing of the subunit commander--student B--exerted an influence on an overwhelming majority of the soldiers and sergeants.

His confidence in success was reinforced by his high individual training in the subject. This undoubtedly impacted upon his ability to control his conduct and facilitated the entire subunit receiving high results.

Tactical training, during which a commander's demandingness, steadfastness in accomplishment of decisions made, will, and initiative are developed, exerts great influence on the formation of future commander's personality.

Creating a worthwhile situation during tactical lessons, teachers require that students playing the role of commander demand from subordinates accurate and rapid accomplishment of assigned instructions, demonstration of steadfastness and initiative, and a search for the best means of getting their decisions and instructions to subordinates.

Leadership is the activity of a commander directed towards achievement of the goals facing subordinates based upon full and comprehensive consideration of all conditions and resources available. Therefore, it is very valuable for every student to prepare himself well for independent accomplishment of the functions of leadership and to acquire the skills and ability to control the conduct of subordinates under various conditions of military activity.

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A majority of the officers graduating from our schools has good theoretical training. However, some graduates have not properly assimilated the methodology of conducting lessons, do not have the skills to command a subunit, and have not assimilated the forms and methods for educating soldiers and sergeants.

The talk with former student Sr Lt K is very noteworthy in this regard. "I was assigned as a platoon commander," he recalls. "I rapidly assimilated my functional responsibilities. It was a help that I had been deputy platoon commander in school. However, it took a long time to get the knack of conducting lessons. I had to work hard. I turned to senior comrades for assistance. Therefore, I would like to advise today's students to more effectively use their probationary period in the troop unit."

Actually, we have often had occasion during these probationary periods to observe students who know the theoretical material well, but who are unable to conduct a lesson in a methodologically-correct manner.

For example, here is a report concerning one probationer: "Methodologically he did the preliminary work correctly but used the new material timidly, without confidence, incoherently, the student does not sense the audience and has weak methodological skills." This is how an experienced commander characterized the work of a probationer.

A critique was conducted during the probationary period once and was attended by all probationary students and the regular platoon commanders. The officers related how to properly develop the problems on a given theme and shared know-how in preparing and conducting lessons.

Timely aid helped the probationer to more quickly gain confidence in himself. He began to correctly employ the theoretical knowledge gained at the school.

A skillfully conducted comprehensive critique has great indoctrinational value. It assists students in not only seeing their own lapses and errors, but also in finding ways to correct them. It develops in them a sense of responsibility, self-control, and aids in refining their mastery.

A critique is also training. Here it is necessary to show the probationer the positive and negative aspects of his actions and to assist him in correctly evaluating the lesson he presented.

Here is a characteristic example. Checking a lesson on firing training conducted by one student, the subunit commander conducted the critique as follows: "you know the material, you are able to organize the lesson, but you demonstrate insufficient demandingness." The critique ended on this note and, naturally, was of little help to the student.

The probationary period in a troop unit became the basic criterion for evaluation of the quality and methodological training of the students, their knowledge, skills, and abilities in training and educating subordinates.

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It also creates conditions more favorable for refinement and consolidation of the probationers' practical skills and formation of the student's personality--that of a future subunit commander.

During the probationary period the student practices accomplishment of all officer responsibilities--from political and indoctrinational to administrative and housekeeping. During this period the formation of the necessary skills and abilities is more intensively accomplished.

The indoctrinational goals of the probationary period are primarily achieved through its careful organization and inclusion of the students not only in executive, but also in organizational activities. It goes without saying that one must not let favorable capabilities for the formation of a commander's personality as a whole escape. Thus, it is useful during a probationary period to use the measures of political and indoctrinational work to develop an indoctrinator's skills: publishing wall newspapers and combat leaflets, political briefings, conducting a thematic evening, organization of amateur art concerts, and conducting talks with the soldiers in the unit.

The ways and means for using the teaching of various disciplines and the probationary period noted are intended to clearly show the students the conditions of their forthcoming activities, allow them to acquire commander's skills, and develop in themselves independence and the other qualities required of a subunit leader.

Successful development of a student's personality requires unity and coordination in the work of all indoctrinators and a daily review of the new tasks and long-range requirements placed on an officer's activities in troop units.

Unity and coordination in the work of leaders, indoctrinators, and society manifest themselves in correct understanding and employment of indoctrinational principles, means, and methods. This can be achieved with timely assignment and explanation of the tasks of forming the personality of an officer and of a collective, assimilation by all indoctrinators of the theory of education and indoctrination, the revelation and discussion of shortcomings in training and indoctrinational work, and the generalization and propaganda of leading pedagogical know-how.

It should be underscored in this connection that it is very important for an academy and school to have a program for the formation of a graduate's personality compiled on the basis of generalization of inputs from troop units and data from faculties and sections. Being in their own way an expounded specified goal of indoctrination, it will facilitate improving the quality of training commanders, political workers, and engineers.

Certain general prerequisites and conditions for forming the future commander's personality in a military school can be reduced to the following requirements.

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First, attention to the military-professional selection and military-professional motivation of the student.

Selection of students in a number of schools involves study of the moral-political qualities of the candidates, their theoretical and physical preparedness, individual psychological features, and health.

Selection usually begins with a military medical commission determining the health and overall physical development of the entrants.

Special attention during the selection is devoted to a study of the moral-political qualities and the level of military-professional motivation of the candidates, as well as a consciousness of military tradition and nature of professional motivation (level and stability of the desire to study at the school and to serve in the troop units which it supports). Such study methods include familiarization with the personnel folder, a talk with the candidate, observation, and research using special questionnaires and forms.

The range of methods of studying the individual psychological features of applicants is being expanded--interview, observation, self-evaluation, and the use of special tests (separating rings, adding figures with change-overs, a maze, compasses, numerical tables to check memory, the established objective laws, numerical relationships, and so on).

In the event data obtained using such methods are insufficient to make a conclusion concerning the professional suitability of an applicant, several schools use a simulator method of observation which in a short period of time makes it possible to reveal a candidate's professionally important qualities that are required for future activities.

Second, it is necessary to insure the active conscious activities of the students. Ideas and views introduced into their consciousness become conviction only as a result of comprehensive analysis of their content and a great deal of mental activity on the part of the students in order to assimilate them. Convictions are more effectively formed through inclusion of perceived knowledge in a system of already founded information, relationships, and ties. Only given such conditions can students determine their inner attitude to knowledge and creatively employ it in the process of activity.

Third, it is necessary at all lessons and during all measures taken to not only influence the intellect, but also the feelings, motives of conduct, and will of the students. Passion, emotional saturation, and the mode of speech of a commander or of a teacher, a brilliant impressive example and profound link to life all exert great influence on the emotional and volitional sphere of students.

Fourth, influencing the students, it is important to consider their views, convictions, requirements, interests, mental states, extant know-how, and individual special features.

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An individual approach and consideration of students' sociopsychological special features raises the effectiveness of all educational and indoctrinational work in the school.

Fifth, it is important in the formation of personality to insure unity of word and deed, theory and practice. The world outlook and convictions of students are formed not only under the influence of knowledge and mass political work, but also under the influence of the entire system of life and service in the school. And, if one thing is said in words to the students and something else is done in practice, then this negatively impacts upon the formation of their personality.

Sixth, the student collective, its structure, the authority of the aktiv, cohesion, and the desire to provide assistance to the command element and to teachers in their work to train highly-qualified officer cadres.

Thus, formation of a commander's personality in a military school requires not only arming the students with knowledge, skills, abilities, and the know-how of an officer's activity, but also broad mobilization of the conscious processes, motives of conduct, feelings, will, development, and world outlook.

3. Refining the Training of a Commander During Practical Work in a Unit.

Development and formation of an officer's personality and his readiness to lead is a complex and prolonged process. Education in a military educational institution although decisive is not the concluding stage in the establishment of a commander. His real ideological tempering occurs during work in troop units, in the process of activities involving education, indoctrination, and leadership of personnel.

Marshal of the Soviet Union D. F. Ustinov, USSR Minister of Defense, at a reception in the Kremlin in honor of military academy graduates emphasized "that conclusion of the academy is only one stage on the way to the heights of military mastery. A great distance lies between knowledge and abilities. At a new more difficult stage of service--independent practical work--graduates must steadfastly assimilate the art of troop command and control. . . ."33

Refining the training and qualities of a commander occurs thanks to the accumulation of service know-how, lessons during commander's and Marxist-Leninist training, and assistance from senior chiefs. Practical work and training in a unit guarantees the further ideological-political, professional, and methodological growth of every officer.

A commander's personality and training are refined in accordance with modern requirements at exercises, training and methodological meetings, commander's lessons, drills, and when accomplishing tactical missions. The planning and organization of officer training in a unit are accomplished taking into account their knowledge and know-how, prospects for development in combat equipment, and achievements in the field of tactics and educational methodology.

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Undoubtedly, know-how from the Great Patriotic War is taken into account, as this is our invaluable riches, an unending source for improving the combat maturity of officers.

Class qualification is the highest degree of professional mastery of a commander. The officer specialist (infantryman, tank, artillery man, communicator, chemical officer, and so on) must assimilate a complete complex of knowledge, abilities, and skills; he must know manuals, instructions, and handbooks; he must be a good methodologist, skillfully organize and control subunit combat; know the organization, armaments, and operational tactics of subunits and units of foreign armies; skillfully and rapidly organize the defense of subordinate subunits against enemy weapons of mass destruction; fire the organic weapon with a rating of good and excellent, drive combat vehicles in accordance with driver-mechanic norms as called for in general and supplemental requirements for officers by class; be able to accomplish the norms on combat equipment, and so on.

"I will never forget how I went on combat watch for the first time and made an error," says young officer M. "I tried, I did things as best I could, but due to inexperience I could not avoid making mistakes. The subunit commander considered this and did not punish me. Instead, he explained my error. A day later during commander's lessons, he discussed this instance with all the officers and held a supplemental drill with me."

Theoretical and practical training obtained in the school, regardless of how solid it is, does not free an officer from further refinement. It is the basis, the foundation for honing and accumulating knowledge, skills, and abilities and to further develop commander's qualities. Every officer has a period of adaptation. It is a case where, during the educational process in school, the student worries primarily about personal progress. The primary thing in troop units is to insure subunit results. Responsibility is realized and increased here--here there are people, equipment, valuables, educational organization, the combat watch, and so on. Therefore, great organizational and indoctrinational work are required, as is the ability to surround oneself with aides, to see the errors of subordinates, to concentrate on accomplishment of responsibilities to lead personnel. It is the mission of both the school and the graduate's first unit to accelerate the period of adaptation to troop unit service.

An important role in the commander's training system falls to field training, the essence of which, as is known, is tactical training. The main thing here is to unswervingly refine combat readiness of the collective entrusted to the commander. It is necessary to achieve that level of training for subordinates in which each soldier assimilates modern weapons and combat equipment to perfection. The foundation of a commander's tactically skilled and bold actions in combat is his profound knowledge of regulations and the ability to creatively employ them.

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It is necessary during commander's training to insure that officers encounter various types of surprises, learn to quickly evaluate the situation and make bold decisions, skillfully operate under combat conditions using initiative, demonstrate resourcefulness and decisiveness, and embark upon a justified risk.

During one tactical exercise a tank platoon was the first to make an assault crossing of a water barrier and reached the opposite bank. However, the "enemy" succeeded in stopping other advancing subunits. As a result, the platoon was left alone. The platoon commander did not panic under these complex conditions. He was able to rapidly and with tactical skill organize a defense and skillfully set up a system of fire. Combat lasted several hours. It was not easy for the tankers but they persisted and were able to hold a very important line.

The platoon commander during this episode demonstrated excellent knowledge of the nature of modern combat, the ability to rapidly orient himself in a complex situation, and to make the correct decision. Success did not immediately come to the officer and not everything went well for him after finishing the school. Thus, his direct chief highly rated the young commander's special training and at the same time expressed dissatisfaction with his practical training. As a result of the officer's conscientious attitude to his professional level and the desire on a daily basis to improve it, experience was accumulated in educating and indoctrinating subordinates and success followed soon thereafter.

Senior chiefs should pay special attention to individual officers who overevaluate their own professional preparedness, who do not demonstrate activeness during commander's training lessons, and who do not work toward self-improvement.

Along with commander's training, methodological training facilitates refining knowledge, skills, abilities, and all activity of a commander as he serves in a unit. Continual refinement of the methodological mastery of young officers and the search for new ways and means of organizing and conducting lessons is a task of primary importance. Its successful accomplishment primarily depends upon senior chiefs. Young commanders, especially platoon leaders, still do not possess sufficient methodological skills that have been proven in practice. And, at the same time, it is this very link of officers that are directly occupied with the problems of education and indoctrination of personnel, as well as with the combat cohesion of small subunits, which in a decisive manner impacts upon company (battery) and battalion training.

The platoon commander conducts lessons on political training, tactical lessons with the section (crew), tactical drill lessons by platoon, lessons on studying weapons and firing fundamentals, on technical, drill, physical, and engineering training, the weapons of mass destruction of the probable enemy, defense against them, and other subjects. Platoon commanders learn methodological mastery from company (battery) commanders who, along with conducting tactical lessons with platoons and tactical drill lessons with

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the company (battery), personally takes up the commander's training of sergeants. He compiles the company lesson schedule, putting together the foundations of a pedagogically goal-oriented sequence of company (battery) personnel training.

Approval by the senior chief of lesson schedules and plans for their conduct is an important link in raising the methodological mastery of commanders. For example, approving the company schedule for the week, the battalion commander must determine how his young subordinate officer at the company level proposes to organize a particular lesson and support it logistically. Having noted lack of confidence or the insufficient preparedness of a subordinate, the senior chief must explain the advisable methodological sequence in which to develop the program theme on a given educational subject and point out more effective methods of conducting lessons on individual themes. The battalion commander approves the company schedule only when he is convinced that the company commander has correctly determined the sequence for covering the program theme and the methodology for working out the training problems.

Some company (battery) and battalion commanders irresponsibly approve plans provided to them. They do not check to see if the officer supervisor knows the theory of the problems to be studied with subordinates and do not determine the degree to which the methodology and logistic support selected by the junior commanders facilitate the purposefulness of the lesson and achievement of the indoctrinational goals. Prior to approving such a plan it is necessary to check not only whether the officer knows what he will study with the personnel, but also what methods he intends to use to work particular training problems. Achieving understanding on the subordinate's part of the sequence for conducting lessons and the indoctrinational goals, the senior chief facilitates a growth in the commander's methodological mastery.

For example, a lesson on defense against the probable enemy's weapons of mass destruction was planned in a company schedule. When approving the schedule the battalion commander checked the knowledge on the part of the company officer of the material which he was to teach to the personnel and the methods he intended to use to work out the basic training problems. The company leader determined the goal of the forthcoming lesson, evaluated the conditions for conducting the lesson and the level of preparedness of the subunit, determined the resources for accomplishing the mission, called in the platoon commanders ahead of time, and instructed them by placing special attention on the correctness in accomplishing norms No. 5 and 6. In accordance with the agenda and the schedule, the company commander received a report of one platoon commander, checked the readiness of the company for the lesson, announced the theme, goal, and training problems, and the company then began the lesson. The lesson was conducted with an increased load and took into account the requirements of modern combat. The officers used varied forms and methods of formation and development in the soldiers of speed of perception, decisiveness, bravery, and initiative. Norm No. 4 was repeated during the lesson and norms No. 5 and 6 were studied. The planned theme was accomplished with an excellent evaluation. During the progress of the lesson the company commander monitored the work of the platoon commanders and corrected

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their actions. He held a critique after the lesson, analyzed the activities, and evaluated the results of the group and individual actions of the subordinates.

The direct opposite occurred in another unit. The schedule called for the theme of defense against weapons of mass destruction. The battalion commander approved the schedule formally. The company commander himself did not instruct the platoon commanders and relied on their know-how. Taking the company to the location, he ordered the lesson to begin. Of course, there is nothing that can be said about the quality or moreover the speed at which the norms were accomplished. In actuality the planned theme was not studied.

Consequently, approving any kind of training material, the senior chief must be convinced of the readiness of the supervisor, especially of a young officer, to conduct a lesson. In so doing it is possible to prevent errors and deficiencies in the training of personnel on the theme being developed. Therefore, it is necessary that the senior chief be attentive and demanding of subordinates, especially if the supervisor of the forthcoming lesson is a young officer.

Education and indoctrination of personnel in the spirit of the requirements of modern warfare depend not only on high political training and profound military knowledge on the part of officers, but also on their practical preparedness and methodological mastery. Monitoring of the exercises they conduct is an important way of providing methodological assistance to officers. This also applies to lessons conducted by experienced methodologists. A systematic exacting check and monitoring execution are basic principles of party supervision. These principles were concisely formulated by V. I. Lenin, the founder of our party: "/Check people and check actual execution/-- this, again this, only this now is the linchpin of our work, of our policy."34

The significance of checking on execution at the contemporary stage of communist organizational development continues to grow. In the Summary Report of the CC CPSU to the 25th CPSU Congress it underscores that "monitoring and checking on execution of decisions made is a vital part of the organizational work. This is a matter for every party, Soviet, and economic leader, of every party organ, of every primary party organization."35

The party requirement completely applies to life in troop units. Mutually visiting lessons, which provides officers the possibility of finding more effective methods of solving organizational problems involving the education and indoctrination of subordinates, plays an important role in accumulation of methodological know-how and refining a commander's activity as a whole.

Great attention should be given to methodological training and refinement of an officer's activity during commander's lessons, allocating at least one-half of the training time to platoon and company (battery) commanders. It is necessary to study in detail with them the sequence of organization and the methodology for conducting forthcoming lessons with personnel. It is important to widely implement instructional-methodological and demonstration

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lessons (exercises) and open lessons and methodological conferences. They can be organized and conducted with officers on the scale of commander's lesson groups or in joint collectives at the unit (subunit) level.

The examination and discussion of military training films on varied themes of combat training should be looked upon as a viable form of improving officers' methodological mastery. It goes without saying that any form, any new method of raising methodological mastery and the effectiveness of officers' activities overall only are justified given one condition--the supervisors' profound knowledge of tactics, weapons, regulations, and military psychology and pedagogy. Skillful employment and combination of all forms should be directed toward implementation of everything new and progressive occurring in units and subunits into troop education and indoctrination.

Here no planned commander's training will achieve its goals given the absence of an officer's desire to independently work to improve his political and tactical outlook and his methodological mastery.

Therefore, one of the most effective ways for a commander to refine his personality and activity is independent work with himself, self-education, and self-indoctrination.

"Without known /independent/ labor the truth will not be found in any serious question and he who fears labor himself rules out the possibility of finding the truth," V. I. Lenin noted.³⁶

Units in which officers are assigned individual tasks and where plans for independent work are compiled taking into account the content of commander's training are worthy of attention. Included in this plan are tasks involving assimilation of new equipment and weapons, the study of changes in the organization of foreign armies, watching training films, and so on.

Independent work teaches a high thought culture which is the determining factor for the achievement of high results in a commander's activity. It develops in officers such qualities as organization, discipline, activeness, initiative, and steadfastness in achievement of the assigned goal.

One must always remember this simple truth: whatever the level of officer training, such will be the quality of the education and indoctrination of the unit and subunit personnel.

Conclusion

[Text] The further development of the Armed Forces and the fundamental changes which have occurred in the means and conditions of armed struggle place new demands on a commander's activity. As never before they are required to masterfully assimilate all methods and forms for conducting contemporary war and combat, to organize and conduct lessons, exercises, and maneuvers at a high level, allocate duties to and indoctrinate people, and control their conduct.

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V. I. Lenin's instruction that it is necessary to undergo "the tests of knowledge of the foundations of the science of control"⁵⁷ is especially vital in our time. Victory in modern combat will accompany the commander who best organizes command and control and who is the most energetic in his activities and far-seeing in his concepts and decisions. The role of the commander and his responsibilities for decisions made are increasing immeasurably under the conditions of modern warfare with the employment of powerful responsive types of weapons.

The scientific and technical revolution, reduction in periods of service, the new appearance of subunits and units, the growing volume and tasks of troop command and control have complicated the commander's activity. Becoming all the more enmeshed in it are leadership, indoctrination, education, and moral-political, combat, and psychological training. Accounting for the human factor and the search for means to vitalize and improve the creative capabilities of personnel have begun to acquire an ever greater share. Therefore, under contemporary conditions, in order to correctly structure the education and indoctrination process, officers must be not only well trained in the political and military-technical sense, but must also assimilate firm knowledge in the field of military pedagogy and psychology.

This knowledge aids a commander in determining ways of forming the requisite moral-political, combat, and psychological qualities, create a high political-moral state in subunits and units, more effectively solve the problems of supervising the activities of subordinates under various service conditions, refine his methodological mastery, and demonstrate pedagogical tact.

Psychological-pedagogical knowledge, habits, and skills allow the leader to establish the optimal sequence and rhythm of work and to note, remove, and prevent in a timely manner the unfavorable states of people, more profoundly understand the reasons for errors made in critical situations, and prevent misdeeds.

The leader of a military collective on this basis successfully implements the principle of teaching troops that which is required in wartime and not permitting divergences between the demands of combat and the know-how acquired in peacetime.

Life in troop units shows that it is impossible to guarantee high combat readiness if one does not see its dependence on the mental qualities and on the moral and combat stability of personnel.

Maintenance of combat readiness and vigilance is even more closely linked with skillful influence on the mental state of the troops and taking into consideration the factors which caused them.

An ever greater role in the activities of a chief is being played by military sociopsychological knowledge which permits a commander to more profoundly study and form military collectives and to more clearly visualize the role of opinions, moods, traditions, and personal attitudes within the entire system of subunit and unit command and control.

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The success of an officer's activity is stipulated by many of his qualities, know-how, and the combination of high responsibility and consciousness with military-professional training, broad erudition, and culture.

The process of forming the Soviet commander's personality is initially completed at a military educational institution. One of the conditions for effective preparation of students for service in troop units is arming them with a system of psychological-pedagogical knowledge, skills, and abilities which they require for indoctrinational and training work with soldiers, sergeants, warrant officers, groups, and collectives. The future commanders acquire within the walls of the school professionally important knowledge, habits, and abilities and the personal qualities required for work with subordinates are formed within them.

It is considered in the schools that a commander's activity is primarily directed towards other people. Its goal is to provide them with knowledge and to form communist conviction, combat mastery, moral and psychological qualities, and high combat capability and combat readiness. This activity is also directed at the formation and consolidation of military collectives and their discipline, steadfastness, combat readiness, and selflessness.

Assimilation of the foundations of psychology and pedagogy in a military school and the further independent study of these disciplines facilitates refinement of commanders' activity in its fundamental trends and functions both during peacetime as well as in wartime.

A commander's activity does not permit triteness. It requires a creative approach, curiosity, valor, initiative, and a continual search for new methods. One cannot assume any prescriptions and advice that are suitable for all of life's events. Each principle and method of leadership, indoctrination, and education is always employed taking into consideration specific conditions and missions which are unique and previously completely unknown.

The art of being a commander primarily involves the ability to teach and consider in one's work the special features of specific conditions upon which various material, moral, aesthetic, psychological, and other factors relate. It is important to also keep in mind here the differences between subordinates as far as their qualities, capabilities, and everyday and service know-how are concerned and take into account the difficulties which they encounter during their service, as they assimilate combat equipment and weapons, and the level of development and cohesion of military collectives.

The special features of the conditions and the success of a commander's work depend upon the quality and the level of training of the officers, warrant officers, and sergeants subordinate to him, on the mutual relationships with them, and on their growth. V. I. Lenin always required that party leaders carefully select and indoctrinate cadres and "teach people and search for /skilled/ workers."³⁸ That is one trait of the Leninist style of leadership. Stemming from Leninist behests, the 25th CPSU Congress determined that the cadres policy is a powerful lever which can be used to

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affect the course of social development. A careful and concerned attitude towards cadres combined with demandingness upon them, promotion of young, talented, politically mature people and capable organizers, improving the level of training, and creation of a reserve within the leadership ranks-- these are the basic ways to further improve work with cadres and specifically as concerns the Soviet Armed Forces.

This book does not pretend to provide an exhaustive solution for all specific questions of leadership, indoctrination, and training encountered in an officer's activity. It is only an attempt to show how, using military psychology and pedagogy, a commander can achieve in a number of ways higher results in his work and an improvement in its quality.

FOOTNOTES

1. "Materialy XXV s"yezda KPSS" [Materials of the 25th CPSU Congress-- hereafter Materials]. Moscow, 1976, p 83.
2. "Programma Kommunisticheskoy partii Sovetskogo Soyuza" [Program of the Communist Party of the Soviet Union--hereafter Program]. Moscow, 1976, pp 111-112.
3. Materials, p 70.
4. KRASNAYA ZVEZDA, 1976, 8 July.
5. Materials, p 170.
6. Marx, K., Engels, F. Works. Vol 23, p 342 [hereafter Marx and Engels]
7. Materials, p 68.
8. KRASNAYA ZVEZDA, 1976, 1 July.
9. "Ustav vnutrenney sluzhby Vooruzhennykh Sil SSSR" [Internal Service Field Manual of the USSR Armed Forces]. Moscow, 1975, pp 26, 27.
10. Materials, pp 75-76.
11. Marx and Engels, Vol 16, p 195.
12. "Leninskiy sbornik XXXVI" [A Collection of Lenin, #36], p 389.
13. Lenin, V. I. "Poln. sobr. soch." [Complete Works--hereafter Lenin] Vol 30, p 226.
14. Marx and Engels, Vol 3, p 440.
15. Ibid, Vol 23, p 337.

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16. Lenin, Vol 40, p 220.
17. See "Praktika partiynoy raboty v armii i flote" [Party Work in Practice in the Army and Navy--hereafter Party Work]. Moscow, 1977, pp 111-126.
18. Lenin, Vol 36, p 240.
19. Party Work, pp 9-10.
20. KOMMUNIST, 1977, No 3, p 18.
21. Lenin, Vol 41, p 121.
22. See "Rekomendatsii po psikhologicheskoy podgotovke lichnogo sostava Sukhoputnykh voysk" [Recommendations on Psychological Training of Ground Forces Personnel--hereafter Recommendations]. Moscow, 1972, pp 61-62.
23. Ibid, pp 64-66.
24. Lenin, Vol 36, p 116.
25. Ibid, Vol 35, p 283.
26. Ibid, Vol 37, p 90.
27. See Oshurkov, L. N., Glushchets, V. S. "Sotsialisticheskoye sorevnovaniye v armii i na flote" [Socialist Competition in the Army and Navy]. Moscow, 1975.
28. Lenin, Vol 40, p 215.
29. See Umanskiy, L., Lutoshkin, A. "Psikhologiya raboty komsorga" [Psychology of a Komsomol Group Organizer]. Moscow, 1972, pp 34-56.
30. See "Rukovoditel' kollektiva" [Supervisor of a Collective] Moscow, 1974, p 50.
31. See Iovlev, A. M. "Deyatel'nost' KPSS po podgotovke voyennykh kadrov" [CPSU Activities in Training Military Cadres], pp 230-231.
32. See Ivanov, S. P. "O nauchnykh osnovakh upravleniya voyskami" [On the Scientific Foundations of Troop Command and Control], Moscow, 1975, pp 51-52.
33. KRASNAYA ZVEZDA, 1976, 1 July.
34. Lenin, Vol 45, p 16.
35. Materials, p 69.

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- 36. Lenin, Vol 23, p 68.
- 37. Ibid, Vol 45, p 394.
- 38. Ibid, Vol 44, p 367.

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