GUIDE TO COMMAND EFFECTIVENESS PROCESS IN THE SAF

CONTENTS

INTRODUCTION

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Command appointments in the SAF come with heavy responsibilities in areas such as Operations, Training, Resource and People Management. The challenges of Command are further compounded by an increasingly Volatile, Uncertain, Complex and Ambiguous (VUCA) operating environment. Hence, it is important for a Commander to build effective Command Teams to manage these responsibilities and challenges so as to lead effectively in peace and war.

This guide serves to help Commanders build effective Command Teams. It will address the key concepts and principles of Command, Command Effectiveness and the Command Effectiveness Process (CEP).

It is also a guide to implementing CEP at the different hierarchical levels of the SAF. Although it is written according to the Army's levels of Command, the equivalent levels in the RSN and RSAF can be determined using the conversion matrix in **Table 1** below.

TABLE 1: CONVERSION MATRIX FOR SAF UNITS

Army	Platoon	Company	Battalion	Brigade	Formation	Division
RSN	N.A	Team	Ship	Squadron / Flotilla	Command	
RSAF	Platoon / Fire Unit / Section	Flights/ Battery	Squadron	Group	Command	
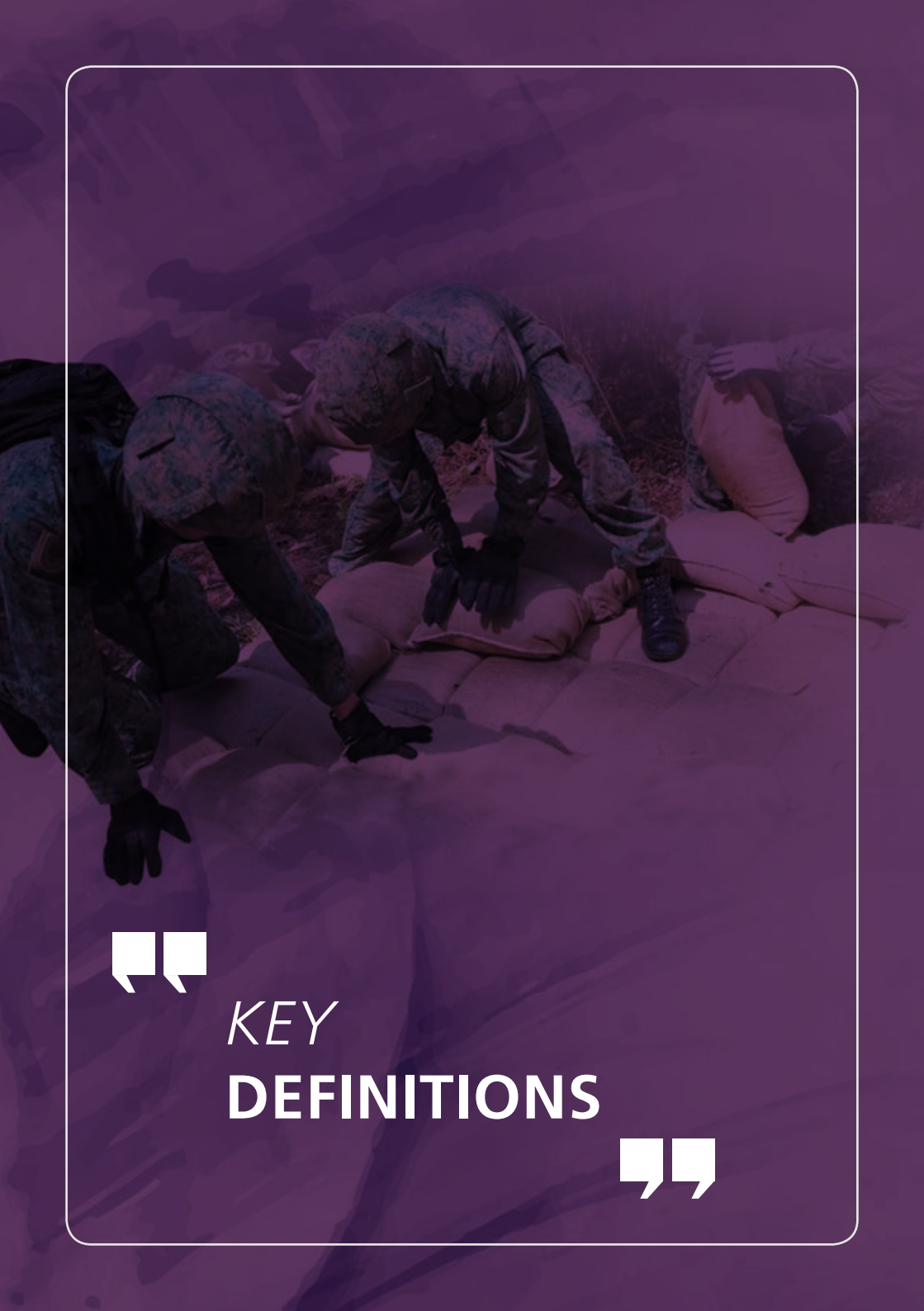
KEY
DEFINITIONS

KEY DEFINITIONS

Achieving clarity on Command and its related concepts is the first and probably the most important step to becoming an effective Commander. The following are the relevant definitions.

Command

Command is defined in the SAF as the **authority** vested in an individual of the armed forces, by virtue of rank or assignment, for the planning, organisation, direction, coordinating and control of military forces subordinated to him. Command also includes **responsibility** for health, welfare, morale and discipline of assigned personnel, and responsibility for the effective employment of organic resources .

Command also includes **accountability** for the outcomes of the unit/team. While a Commander may delegate authority, he/she cannot delegate responsibility. A Commander is expected to own the unit/team's decisions and actions. It is important to note that *a Commander is ultimately accountable for all that his unit does or fails to do.*

Leadership

is defined as a process of influencing people to accomplish the mission, inspire their commitment, and improve the organisation[2].

Management

is the process of planning, organising, staffing and controlling of resources (human resources, logistics and finance) in an organisation; so as to achieve order, stability, efficiency and consistency in the accomplishment of objectives; where systems and standards are already in place[3].

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[1] As defined in SAF Joint Reference Publication (JRP 1) dated Aug 09

[2] As defined in Leadership Doctrine Manual (LDM) dated Jan 17

[3] Adapted from LTC Chan, K-Y, Soh, S & Ramaya, R. (2011) Military Leadership in the 21st Century: Science and Practice. Singapore: Cengage Learning

CONCEPT OF **COMMAND EFFECTIVENESS**

CONCEPT OF COMMAND EFFECTIVENESS

The concept of Command Effectiveness is achieved through the convergence of **Command**, **Leadership** and **Management** (see **Diagram 1**). It is built on the subordinated concepts of Command and Control (C2), Human In Command and Organisation Excellence.

DIAGRAM 1: CONCEPT OF COMMAND EFFECTIVENESS
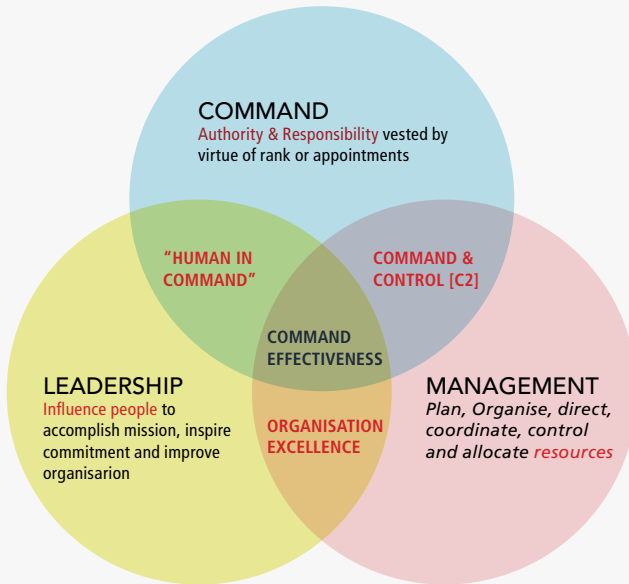
Command and Control (Command-Management)

Command and Control is a result of the convergence of Command and Management. The SAF defines Command and Control as the process through which a Commander exercises his/her authority over assigned forces and provides direction for the accomplishment of a mission. This involves the arrangement of personnel, equipment, communications, facilities and procedures employed by commander for planning, organising, directing, coordinating and controlling of forces and operations to accomplish the mission.

Human in Command (Command-Leadership)

Human in Command is a result of the convergence of Command and Leadership. It is the process of managing the human dimension in Command. It recognises that the SAF is made up of ordinary men and women, with varying strengths and weaknesses. During their careers, they may be exposed to extreme situations such as war, death, destruction, and diseases. These may induce feelings of anger, fear, fatigue, and despair in them. Despite this, they will be expected to perform and achieve mission success . This gives rise to Pigeau and McCann's (2000) "person-versus-self conflict" which results in self-doubt, poor discipline, low morale, and a weak ethos. When faced with such situations, besides empathising with their subordinates, the Commander must ensure that such feelings do not spread and impact the operations.[5]

Organisational Excellence (Management-Leadership)

Organisational Excellence is a result of the convergence of Management and Leadership. It is the process of managing and utilising assigned resources prudently and efficiently. It is also about continuously improving and strengthening the unit to meet the challenges of the future.

Command Effectiveness (Command-Leadership-Management)

Command Effectiveness is achieved through the convergence of Command and Control, Human in Command and Organisational Excellence. This is akin to the analogy of a person using his Hand, Heart and Head to complete a task. The Hand represents Command and Control as it involves giving of directions. The Heart represents Human in Command as it involves empathy for people. The Head represents Organisational Excellence as it involves strategising and planning to achieve the mission. Command Effectiveness will enable a Commander to judiciously exercise his authority to build effective Command Teams that efficiently utilise all assigned resources to achieve mission success (see **Diagram 2**).

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4   Adapted from Pigeau, R. & McCann, C (2000) The Human in Command: A Brief Introduction. In McCann, C. & Pigeau, R (eds.) The Human in Command: Exploring the Modern Military Experience. New York: Springer Science+Business Media
5   Pigeau, R. & McCann, C (2000) The Human in Command: A Brief Introduction. In McCann, C. & Pigeau, R (eds.) The Human in Command: Exploring the Modern Military Experience. New York: Springer Science+Business Media

DIAGRAM 2: OUTCOME OF COMMAND EFFECTIVENESS

COMMAND EFFECTIVENESS

Command
Authority of Commander

Leardership
Effective Command Teams

Management
Efficient use of Resources

Mission Success

PRINCIPLES OF
COMMAND EFFECTIVENESS

PRINCIPLES OF COMMAND EFFECTIVENESS

A Commander can achieve Command Effectiveness by adhering to the following **6 principles** that are supported by the 6 SAF Leadership Development (LD) practices.

Principle 1: Assuming Command with Clarity

The appointment as a new Commander will be perceived by some as a period of change and uncertainty. The Commander will take over a unit with history, expectations, habits, values, rules and procedures. Hence, it is important that the Commander prepare for command by *clarifying his/her personal vision, values and command philosophy*, to ensure of a smooth transition of command. This is supported by the LD practice of **Reflection and Journaling R&J).**

Principle 2: Building Command Team Cohesion & Commitment

Cohesion and commitment are two very important organisational outcomes that are related to the men's *willingness to fight.* The cohesion and commitment of the unit must start within the Command Team and subsequently allow this to filter to the ground. It is hence of utmost importance that the commander cultivate a positive learning climate and the opportunity for positive experiences to develop at the individual, team and unit levels, in order to build and enhance cohesion and commitment in their subordinates. This is supported by the LD practice of *Team Building and Team Learning (TBTL).*

Principle 3: Coaching, Role Modelling & Junior Leadership Development

Coaching is a command responsibility. It is a practice that is focused on the development of subordinates to help them *learn from their experiences.* These lessons learnt can then be translated into effective new actions for their present and future roles, *improve performance and build the commitment of their subordinates.* The Commander

should cultivate a coaching culture in the unit to further develop themselves and their subordinates. This is supported by the LD practice of *Coaching.*

Principle 4: Developing Unit

There is also a need to develop the entire unit/team for command effectiveness. Through reviews and open discussion of the unit's current status and progress, the Commander will be able to identify outstanding issues, strengths to harness and weaknesses to address. With these and past lessons learnt, the Command Team can then set goals and make decisions that would close the gap between the unit's vision and its current reality. Hence, it is the Commander's responsibility to cultivate *the culture of constant reviews, feedback and goal-setting,* thereby allowing their subordinates to develop as a unit. This is supported by the LD practice of **Facilitation.**

Principle 5: Emergency & Crisis Management

The Commander must also *be aware of the implications of critical incidents on unit morale, on the larger organisation and on the mental health of individuals.* He should understand the overall crisis management system, its goals and how the processes and tools assist him/her to identify individuals or groups that require further assistance. The Commander should also know what he/she can expect from the respective professional agencies. This is supported by the LD practice of **Storytelling.**

Principle 6: Feedback, Monitoring & Evaluation

The Commander must also cultivate an open and conducive feedback culture whereby individuals are willing to *give and receive feedback.* It is critical that the unit is able to move beyond the systematic interventions and reviews set in the system and take ownership to engage in *self-correction* as errors occur. Beyond individual feedback, the Commander can utilize tools and instruments such as A-Team, Organisation Climate Survey (OCS) and Psychological Readiness Questionnaire (PRQ) as a feedback on the unit's health status. This is supported by the LD practice of *Feedback.*

COMMAND
**EFFECTIVENESS
PROCESS**
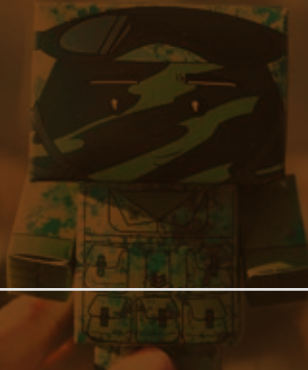
OVERVIEW OF COMMAND EFFECTIVENESS PROCESS

The Command Effectiveness Process (CEP) is designed to (1) help the Commander prepare for command, (2) seek alignment between the Higher HQ and the unit's mission, (3) provide clarity on the way ahead and (4) build a cohesive Command Team. The design of the CEP is guided by the following 5 Principles.

Principle 1: Commanders' Ownership and Self-preparation

Commanders are the owners of the process. They are responsible for the process and must have direct influence in achieving the outcome of the process. Hence, it is important to cater space for Commanders to reflect and clarify their personal vision, values, command philosophy and command action plan. This process will include interviews and conversations with the various stakeholders such as Higher HQ, the incumbent Commander and the Command Team. This is achieved through CEP Phase I.

Principle 2: Peer Learning and Individual Development

Commanding is both complex and arduous. Commanders would require both professional knowledge and leadership competency to effectively and efficiently manage and lead their units. As such, it is important that Commanders prepare themselves prior to taking command. Learning from peers and other Commanders through sharing and conversations are critical in preparing for command. This is achieved through CEP Phase II.

Principle 3: Command Team Building and Learning

Command Team building and learning, together with performing, is needed for command team effectiveness in accomplishing the unit's mission. Command Team building and learning should be led by the Commanders throughout their command. Commanders could focus on building cohesive and high performing team through role clarity, relationship building and team learning. This is achieved through CEP Phase III.

Principle 4: Feedback and Review

To achieve Command Team effectiveness in accomplishing the unit's mission, periodic feedback on the team's cohesiveness and performance should be provided for the team to review their action plans. Commanders should dedicate time for formal or informal reviews with the Command Teams to identify issues, areas that the team has done well or areas that need improving. Commanders could cultivate unit culture of goal-setting, receiving feedback and conducting review constantly in developing cohesive and high performing Command Teams This is achieved through CEP Phase IV.

The Concept and Principles of Command Effectiveness are also operationalised through this 4-phased Command Effectiveness Process (CEP) (see **Diagram 3**).

DIAGRAM 3: DESIGN OF COMMAND EFFECTIVENESS PROCESS

Phase I Self Learning	*Phase II* Peer Learning and CAP Finalisation	*Phase III* Command Team Building	*Phase IV* Command Team Review
		Command Tour	
		Concept of Command Effectiveness *Command-Leadership-Management*	

Principle 1: Assuming Command with Clarity
Practice: Reflection & Journaling

Principle 2: Building Team Cohesion and Commitment
Practice: Team Building and Team Learning

Principle 3: Coaching, Role Modelling & Junior Leadership Development
Practice: Coaching

Principle 4: Development Unit
Practice: Facilitation

Principle 5: Emergency & Crisis Management
Practice: Storytelling

Principle 6: Feedback, Monitoring & Evaluation
Practice: Feedback

CEP Phases

The four phases of CEP is applicable to all level of commands but it will be contextualised to various levels and supporting structures.

Phase I: Individual Learning

This is the phase before the Commander takes command of the unit/team. The Commander should start by talking to his/her subordinates, the incumbent appointment holder and his/her immediate superior on (1) the unit's current status and challenges, (2) superiors' expectations and command guidance (see **Diagram 4**). With these insights, the Commander should reflect and derive his/her own personal vision, values and command philosophy for the unit/team. The outcome of this phase is the clarity of his/her Command Philosophy and a draft Command Action Plan (CAP). The LD practice used in this phase is Reflection and Journaling (R&J.

DIAGRAM 4: INTERACTIONS IN CEP PHASE I
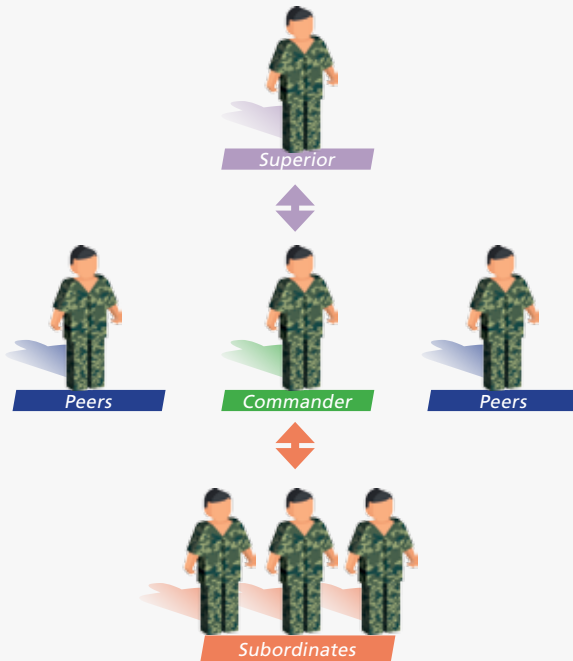
Phase II: Peer Learning and CAP Finalisation

In this phase, the Commander should **refine his/her draft CAP** by discussing it with peers from the same and/or adjacent units (see **Diagram 5**). Through this process, the Commander may discover better solutions to the challenges. As the Commander incorporate new ideas and make changes, he/she must also ensure that the CAP is still aligned to the Higher HQ's intent and/or unit's mission.

Finally, the Commander should find an opportunity to **share his/her Command Philosophy and CAP with the superior** for 2 reasons. First, as he will be hearing it for the first time, he/she can tell if the Commander is on the right track. Second, he/she can provide the necessary support for the Commander to achieve what he/she intends to do. The LD practice used in this phase is Reflection and Journaling (R&J.

DIAGRAM 5: INTERACTIONS IN CEP PHASE II

Superior

Peers   Commander   Peers

Subordinates
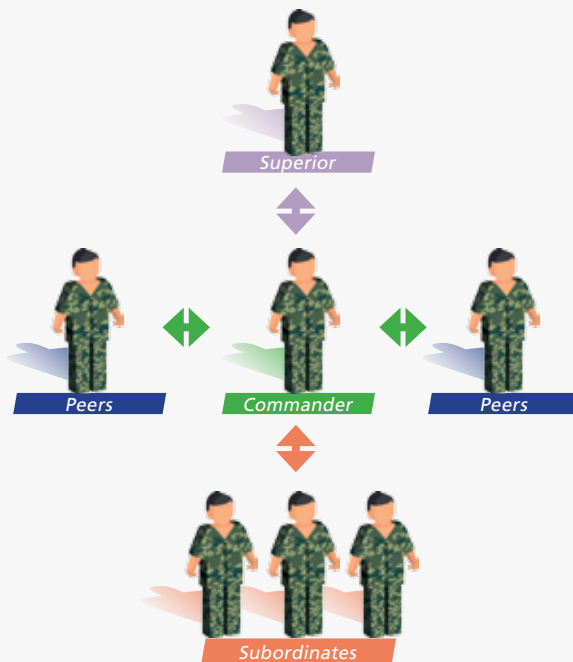
Phase III: Command Team Building

The Command Effectiveness concept (the convergence of Command-Leadership-Management) is operationalised from Phase III onwards. It should start with a **Command Team Building** (CTB) Session (see **Diagram 6)** through the following sequenced actions.

Team-Building and Team Learning Activities

The conduct of Team-Building and Team Learning activities such as Tetra and the 3Rs (Roles, Rules and Relationships) will strengthen inter-personal relationships which is the key-enabler for successful command. This forms a strong foundation to address subsequent **Human in Command** issues that may arise in future

The Tetra model provides a simple and intuitive way for understanding individuals' and team's behavioural preferences. It enables the team to respect diversity and work together.

The 3Rs is a framework to identify what Rules, Roles and Relationships are required to achieve the unit's Mission, Vision and Tasks. It is important that the 3Rs are collectively agreed upon to ensure the commitment of the Command Team.

Discussion on Mission, Vision and Task

The discussion on the unit's Mission, Vision and Tasks during the unit's CTB session will provide the Command Team with clarity on what is expected of the unit. With this, the Commander and his/her team can make better decisions for **Command and Control.**

Presentation of Command Philosophy and Command Action Plan.

In developing the Command Action Plan (CAP), a Commander would have considered the prudent management of resources and the need to strengthen the unit for future challenges. By sharing his/her Command Philosophy and CAP with the Command Team and subsequently the rest of the unit, the Commander will be playing his/her part to achieve **Organisational Excellence.**

After completing the CTB session, the Commander should continue to strengthen the team cohesion and guide the team towards achieving his/her CAP. All six LD practices, namely, R&J, Coaching, Facilitation, Feedback, Team Building and Team Learning (TBTL) and Storytelling will be used in this phase.

DIAGRAM 6: INTERACTIONS IN CEP PHASE III

Superior

Peers   Commander   Peers

Subordinates
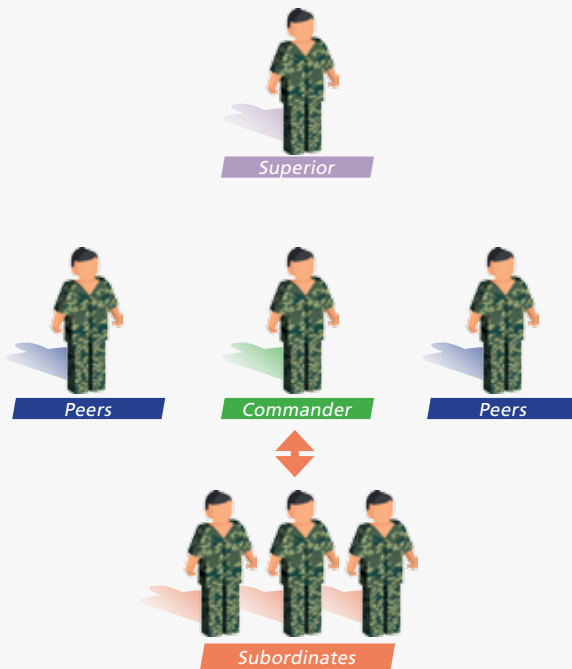
Phase IV: Command Team Review

The objectives for this phase are to (1) review the team dynamics and team cognition, (2) review the shared V3R, (3) review his/her Command Philosophy and CAP and (4) check on the progress of the Command Team (see **Diagram 7**). The Command Team Review (CTR) is essentially a During Action Review (DAR) that is conducted at least 6 to 9 months into the command. It is recommended that additional DARs be conducted periodically till the end of the Command Tour. This will ensure timely feedback for the Commander from the team.

All six LD practices, namely, R&J, Coaching, Facilitation, Feedback, TBTL and Storytelling will be used in this phase. There will be up to 4 tools used in this phase, namely, CAP, V3R, Tetra and the A-Team survey for Battalion level and above.

DIAGRAM 7: INTERACTIONS IN CEP PHASE IV
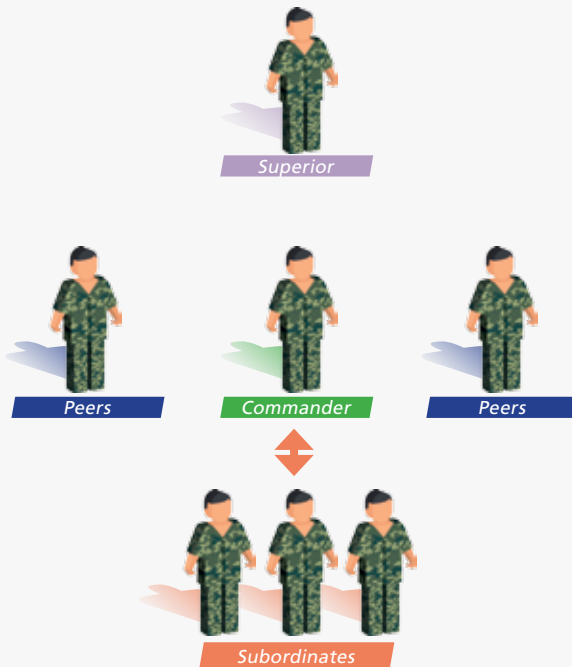
CEP AT PLATOON **(EQUIVALENT) LEVEL**

CEP AT PLATOON (EQUIVALENT) LEVEL

SAF Commanders typically begin their command journey as Platoon Commanders and equivalent. Commanders at this stage are either fresh graduates from their respective command schools or have just returned from their studies. As this will be the first experience in command, the following will guide the Commander through the process of assuming command and commanding the platoon.

Phase I: Individual Learning

In this phase, the Commander should talk to the **subordinates** to get a feel of the ground sentiments and any underlying issues that might affect his/her command.

Next, the Commander should talk to the **incumbent appointment holder** to find out the detailed work scope, challenges that he/she might potentially face and the support available to him/her.

Lastly, the Commander needs to talk to his/her **OC** to understand the expectations of him/her. The Commander should take this opportunity to deepen his/her understanding of the platoon's operational (if applicable) and administrative taskings. The Commander should also discuss his/her OC's expectations on training, men and equipment management. These will provide the Commander with a better understanding of the company's mission and how the Commander's role supports it.

By talking to these 3 groups, the Commander will have a clearer idea of his/her roles, responsibilities and anticipated challenges in the appointment. He/she should also use the insights from these conversations to clarify his Command Philosophy. He/she is not expected to develop a Command Action Plan (CAP) given their extent of influence and scope of responsibilities. Instead he/she will support the operationalisation of the Battalion Commander's CAP.

Phase II: Peer Learning

In this phase, the Commander should share his/her Command Philosophy with fellow Platoon Commanders from the same or adjacent units (if applicable). Through this process, the Commander may uncover new insights to Command. Opportunities for this should also be given during Units' Induction Programme.

Phase III: Command Team Building

The Commander should arrange for minimally a quarter-day **Command Team Building (CTB)[6] Session.** It is proposed that the session begins with a Vision & Mission Brief by either the OC or the Battalion Commander (if possible). Thereafter, the Platoon Commander should lead the team to discuss the following 4 areas:

Check-In & Getting to **know your team**

What do you hope to achieve during your NS (ICT for NSmen)?

What are your concerns or challenges as you start your training?

Agreeing on how to **work as a team**

*What are your **roles** in our Pl and how does it support our mission and vision?*

What other roles are required for our team?

Who should these **roles** be assigned to and why?

What **rules** should we have in our Platoon?

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[6] For Company and below levels, the Commander can refer to the Team Building and Team Learning (TBTL) Guidebook on how to facilitate a simple TBTL Session.

After completing the CTB session, the Commander should continue to strengthen the team's cohesion through formal and social activities.

Phase IV: Command Team Review

It is highly recommended that the Commander do a feedback session with the command team about 6 months after he/she takes Command. The questions to be answered are (1) what has gone well, (2) what has not gone so well and (3) what can be improved. The Commander should use the answers to these questions to refine his Command Philosophy. It is recommended that the Commander continue to repeat this review process on a mutually agreed frequency.

CEP AT COMPANY
(EQUIVALENT)
LEVEL

CEP AT COMPANY (EQUIVALENT) LEVEL

At this level of Command, OCs would have some experience from previous command tours. As such, they should have a clearer perspective of how they can take on this command role. OCs-to-be would also have been well qualified through their respective advance courses in terms of their professional knowledge. The following provides a guide on how the Commander can effectively take command.

Phase I: Individual Learning

In this phase, the Commander should talk to the subordinates to get a feel of the ground sentiments and any underlying issues that might affect his/her command.

Next, the Commander should talk to the incumbent appointment holder to find out the detailed work scope, challenges that he/she might potentially face and the support available to the Commander.

Lastly, the Commander needs to talk to his/her CO to understand the expectations of him/her. The Commander should take this opportunity to deepen his/her understanding of the platoon's operational (if applicable) and administrative taskings. The Commander should also discuss his/her OC's expectations on training, men and equipment management. These will provide the Commander with a better understanding of the company's mission and how the Commander's role supports it.

By talking to these 3 groups, the Commander will have a clearer idea of his/her roles, responsibilities and anticipated challenges in the appointment. He/she should also use the insights from these conversations to clarify his/her Command Philosophy. He/she is not expected to develop a Command Action Plan (CAP) given the extent of influence and scope of responsibilities. Instead he/she will support the operationalisation of the Battalion Commander's CAP.

Phase II: Peer Learning and CAP Finalisation

In this phase, the Commander should find opportunities to refine his/her Command Philosophy by discussing it with fellow Company Commanders from the same or adjacent units (if applicable). This can be done during the Service's advanced ROA Courses which are designed to help the Commander prepare for command. There are OC-CEP modules in courses such as Army Infantry Officers Course (AIOC), the Air Force Advanced Course (AFAC) and the Naval Advanced Officer Course (NAOC).

Through this process, the Commander may discover better solutions to the challenges. As the Commander incorporate new ideas and make changes, the Commander must also ensure that his/her CAP is still aligned to your CO's intent and unit's mission. Finally, the Commander should find an opportunity to share his/her updated CAP with the CO.

Phase III: Command Team Building

The Commander should arrange for minimally a quarter-day **Command Team Building (CTB)[7] Session.** It is proposed that the session begins with a Vision & Mission Brief by either him/her-self or the Battalion Commander (if possible). Thereafter, the Company Commander should lead the team to discuss the following 4 areas:

Check-In & Getting to **know your team**

What do you hope to achieve during your NS (ICT for NSmen)?

What are your concerns or challenges as you start your training?

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[7] For Company and below levels, the Commander can refer to the Team Building Team Learning (TBTL) Guidebook on how to facilitate a simple TBTL Session.

Agreeing on how to **work as a team**

> What are your **roles** in our Coy and how does it support our mission and vision?
>
> What other **roles** are required for our team?
>
> Who should these **roles** be assigned to and why?
>
> What **rules** should we have in our Coy?

Charting the **Way Ahead**

> What do we need to do to achieve the Higher HQ's Mission and Vision?
>
> What is the biggest challenge for us to overcome to ensure a positive experience in the SAF?

After completing the CTB session, the Commander should continue to strengthen the team's cohesion through formal and social activities. The Commander should also continue to guide the team towards achieving his/her CAP.

Phase IV: Command Team Review

It is highly recommended that the Commander do a feedback session with the command team about 6 months after taking over Command. The questions to be answered are (1) what has gone well, (2) what has not gone so well and (3) what can be improved. The Commander should then refine his/her Command Philosophy and shared V3Rs by using the answers to these questions. It is recommended that the Commander continue to repeat this review process on a mutually agreed frequency.

CEP AT BATTALION **(EQUIVALENT) LEVEL**

CEP AT BATTALION (EQUIVALENT) LEVEL

At this stage, the Commander would have prior experiences in Command at lower levels. However, it is important for the Commander to have direct influence on all of the unit's functions such as Manpower, Operations, Intelligence, Logistic and Training. The following is a guide on how the Commander can achieve command effectiveness.

Phase I: Individual Learning

In this phase, the Commander should talk to the **subordinates** to get a feel of the ground sentiments and any underlying issues that might affect his/her command.

Next, the Commander should talk to the **incumbent appointment holder** to find out the detailed work scope, challenges that he/she might potentially face and the support available to the Commander.

Lastly, the Commander need to talk to his/her **Brigade Commander** to understand his/her expectations of the Commander. The Commander should refer to **Annex A** for the list of areas to be discussed. This will provide the Commander with a better understanding of his/her Brigade's mission and how the Commander's role supports it.

By talking to these 3 groups, the Commander will have a clearer idea of the roles, responsibilities and anticipated challenges in his/her appointment. The Commander should reflect on these insights to refine his **Command Philosophy** and develop a draft **Command Action Plan** (CAP). These will guide the Commander on how he/she intends to command and what he/she intends to do.

Phase II: Peer Learning and CAP Finalisation

In this phase, the Commander should **refine his/her draft CAP** by discussing it with fellow Battalion Commanders from the same or adjacent Brigades (if applicable). The Commander can also do this during his/her Service's pre-command training programme (i.e. Army's BCC, RSAF's CEP Phase II or RSN's CPP). This programme will help the Commander refine his/her CAP based on the knowledge gained from SME lectures, experience sharing by Senior Commanders.

There will also be a CAP sharing sessions facilitated by SAF Executive Coaches (EC). Through this process, the Commander may discover better solutions to his/her challenges. As the Commander incorporates new ideas and make changes, he/she must also ensure that the CAP is still aligned to the Brigade Commander's intent and unit's mission. Finally, the Commander should find an opportunity to **share his/her Command Philosophy and updated CAP with the Brigade Commander.** A sample Battalion and above level CAP is attached as **Annex B.**

Phase III: Command Team Building

The Commander should arrange for an SAF EC facilitated two-day **Command Team Building (CTB) Workshop** (refer to **Annex C** for the programme). This workshop is to be conducted within 3 months of assuming command. As part of the workshop preparation, there will be a 2-hour planning session with the EC at least 1 month before the CTB workshop to help him/her design the programme.

The workshop should feature (1) discussions on the unit's Mission, Vision and Tasks, (2) Team Building and Team Learning activities such as Tetra and the V3Rs (Vision, Roles, Rules and Relationships) and (3) the sharing of Command Philosophy and CAP.

For NS Units on mono-intake cycle, the implementation of the CTB Workshops will be slightly different. There will be two CTB Workshops conducted for them. The first will be during the 1st ICT for the Concurrent Appointment Holder (CAH) CO. The second will be conducted during the 4th ICT for the NS CO (Refer to **Diagram 8** for NS CEP).

DIAGRAM 8: NS CEP PHASE III
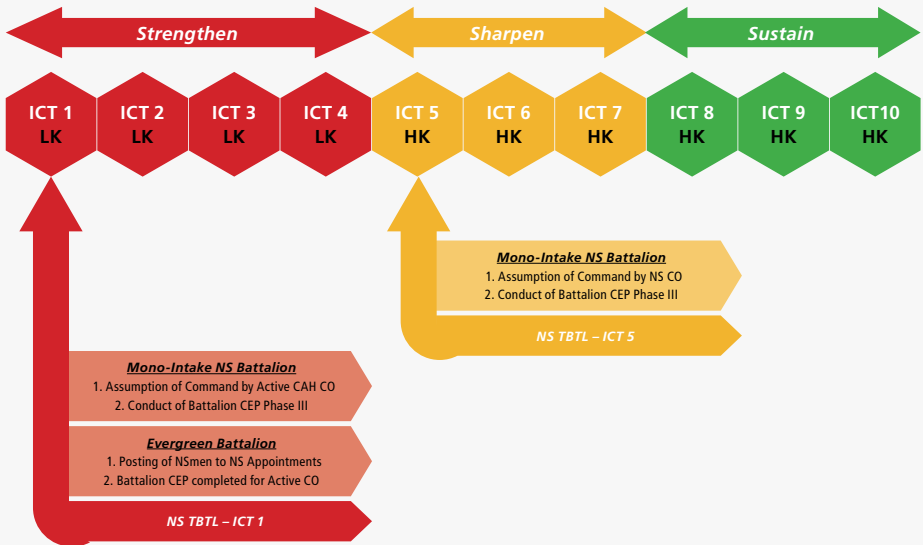
After completing the CTB session, the Commander should continue to strengthen the team cohesion through formal and social activities. The Commander should also continue to guide the team towards achieving the CAP.

Phase IV: Command Team Review

For this phase, the Commander should conduct an SAF EC facilitated one-day **Command Team Review (CTR) Workshop** with his/her command team (refer to **Annex D** for the programme). The objectives of the CTR are to (1) review the team dynamics and team cognition, (2) review the shared V3R, (3) review the Commander's Command Philosophy and CAP and (4) the effectiveness of the Command Team.

The CTR is to be conducted about 6 to 9 months after CTB Workshop. As part of the workshop preparation, there will be another 2-hour planning session with the EC at least 1 month before the CTR workshop to help the Commander design the programme.

The CTR Workshop should be preceded by an A-Team Diagnostic Survey for the team which will provide insights on team dynamics and team cognition. After the CTR workshop, the Commander should continue to engage the Command Team by self-facilitating periodic reviews.

It is not necessary for NS Battalions to conduct the CTRs.

CEP AT BRIGADE **(EQUIVALENT) LEVEL**

CEP AT BRIGADE (EQUIVALENT) LEVEL

At this stage, the Commander would be skilled in Command at various levels. The following provides a detailed guide on how the Commander can effectively take command.

Phase I: Individual Learning

In this phase, the Commander should talk to his/her **subordinates** to get a feel of the ground sentiments and any underlying issues that might affect his/her command.

Next, the Commander should talk to the **incumbent appointment holder** to find out the detailed work scope, challenges that he/she might potentially face and the support available to the Commander.

Lastly, the Commander needs to talk to the **Division Commander** to understand his/her expectations of the Commander. The Commander should refer to Annex A for the list of areas to be discussed. This will provide the Commander with a better understanding of the Division's mission and how the Commander's role supports it.

By talking to these 3 groups, the Commander will have a clearer idea of his/her roles, responsibilities and anticipated challenges in the appointment. The Commander should reflect on these insights and develop a draft **Command Action Plan** (CAP). The purpose of this CAP is to guide the Commander on how he intends to command and what he intends to do.

Phase II: Peer Learning and CAP Finalisation

In this phase, the Commander should **refine his/her draft CAP** by discussing it with fellow Brigade Commanders from the same or adjacent Divisions (if applicable). If the Commander is from the Army, he can also do this during the Brigade Level Commanders Course (BLCC). This course will help the Commander refine his/her CAP based on the knowledge gained from SME lectures, experience sharing by other Senior Commanders.

Through this process, the Commander may discover better solutions to the challenges. As he/she incorporates new ideas and make changes, he/she must also ensure that his/her CAP is still aligned to the Division Commander's intent and Division's mission. Finally, the Commander should find an opportunity to **share his/her updated CAP with the Division Commander.** A sample Battalion and above level CAP is attached as Annex B.

Phase III: Command Team Building

The Commander should arrange for a two-day **Command Team Building (CTB) Workshop** (refer to **Annex C** for the programme), facilitated by an SAF EC on the first day, followed by an Advanced Coaching and Facilitation (ACnF) / SAF Year Long (SY) Course trained Officer on the second day. This workshop is to be conducted within 3 months of assuming command. As part of the workshop preparation, there will be a 2-hour planning session with the EC at least 1 month before the CTB workshop to help the Commander design the programme.

The workshop should feature (1) discussions on the unit's Mission, Vision and Tasks, (2) Team-Building and Team Learning activities such as Tetra and the V3Rs (Vision, Roles, Rules and Relationships) and (3) the sharing of the CAP.

After completing the CTB session, the Commander should continue to strengthen the team cohesion through formal and social activities. The Commander should also continue to guide the team towards achieving his/her CAP.

Phase IV: Command Team Review

It is recommended that the Commander conduct an SAF EC facilitated one-day **Command Team Review (CTR) Workshop** with the command team (refer to **Annex D** for the programme). This should be conducted about 6 to 9 months after the CTB Workshop. As part of the workshop preparation, there will be a 2-hour planning session at least 1 month before the CTR workshop to help the Commander design the programme.

The CTR Workshop should be preceded by an A-Team Diagnostic Survey for the team which will provide insights on team dynamics and team cognition. After the CTR workshop, the Commander should continue to engage the Command Team by self-facilitating periodic reviews.

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At this stage, the Commander would be extremely skilled in Command at various levels. The following provides a detailed guide on how the Commander can effectively take command.

Phase I: Individual Learning

In this phase, the Commander should talk to his/her **subordinates** to get a feel of the ground sentiments and any underlying issues that might affect his/her command.

Next, the Commander to the **incumbent appointment holder** to find out the detailed work scope, challenges that he/she might potentially face and the support available to the Commander.

Lastly, the Commander should talk should talk to his/her **superior** to understand his expectations of the Commander. The Commander should refer to **Annex A** for the list of areas to be discussed.

By talking to these 3 groups, the Commander will have a clearer idea of his/her roles, responsibilities and anticipated challenges in the appointment. The Commander should reflect on these insights and develop a draft **Command Action Plan** (CAP). The purpose of this CAP is to guide the Commander on how he intends to command and what he intends to do.

Phase II: Peer Learning and CAP Finalisation

In this phase, the Commander should **refine his/her draft CAP** by discussing it with peers. Through this process, the Commander may discover better solutions to the challenges. A sample CAP for Battalion and above is attached as **Annex B.**

III: Command Team Building

The Commander can arrange for a two-day **Command Team Building (CTB) Workshop** (refer to Annex C for the programme), facilitated by an Advanced Coaching and Facilitation (ACnF) / SAF Year Long (SY) Course trained Officer or CLD. This workshop should be conducted within 3 months of assuming command. As part of the workshop preparation, there will be a 2-hour planning session with the facilitators at least 1 month before the CTB workshop to help the Commander design the programme.

The workshop should feature (1) discussions on the unit's Mission, Vision and Tasks, (2) Team-Building and Team Learning activities such as Tetra and the V3Rs (Vision, Roles, Rules and Relationships) and (3) the sharing of the CAP.

After completing your CTB session, the Commander should continue to strengthen the team cohesion through formal and social activities. The Commander should also continue to guide the team towards achieving his/her CAP.

Phase IV: Command Team Review

It is recommended that the Commander conduct a one-day **Command Team Review (CTR) Workshop** with the command team (refer to Annex D for the programme), facilitated by an ACnF / SY Course Trained Officer or CLD. This should be conducted about 6 to 9 months after the CTB Workshop. As part of the workshop preparation, there will be a 2-hour planning session at least 1 month before the CTR workshop to help the Commander design the programme.

The CTR Workshop should be preceded by an A-Team Diagnostic Survey for the team which will provide insights on team dynamics and team cognition. After the CTR workshop, the Commander should continue to engage the Command Team by self-facilitating periodic reviews.

ANNEX A

Points To Consider Prior To Assuming Command

The points in **Table 1** are meant to assist the Commander to understand Higher HQ's expectations and the current state of affairs in the unit. As these points are not exhaustive, Commanders are encouraged to include additional points that are relevant.

TABLE : 1 INTERVIEW GUIDE FOR COMMANDERS

S/N	Generic Category	Detailed Description
Self-Reflection		
1	Personal Command Vision	• What does it mean to train war-fighters (individual and teams)? • What does it mean to be operationally ready and responsive? • What is the role of the unit in capability development?
Interview with Immediate Superior		
2	Army/RSAF/RSN Emphasis	• Determine your Service and HHQ developmental emphasis for the current and next work-year • Priority tasking that are critical and needs special guidance
3	Command Guidance	• Seek guidance on unit projects, ROAs of your OCs/PSOs and other peculiar organisational culture (e.g. Safety and Values)
Interview with incumbent Commander		
4	Manpower Issues	• Unit's staffing & manpower REDCON (including NS echelon) • Current gaps and follow-up actions • Projected HR transitions within the next 6 months (especially key appointment holders) • What is the ROA plan for the regulars?

S/N	Generic Category	Detailed Description
Interview with incumbent Commander		
5	Intelligence & Security	• What are the unit's intelligence & security education system and its frequency? • What is the intelligence REDCON of the unit? • What is the level of security awareness in the unit, the recent cases security breaches and the findings of provost inspections?
6	Operations & Training	• What is the operational readiness of the unit? Understand the unit's real-time ops commitments and its training temp. • Appreciate the distractions that could derail the ops and training efforts.
7	Logistics	• What is the logistics (Ground and Tech) REDCON level in the unit? • What were the findings from the most recent inventory audit?
8	Safety	• What is the unit's safety plan? • What is the safety culture of the unit and the recent accident/incident?
9	Sub-unit Commanders	• What is the manning status of the sub-unit? • What are the operations and taskings at hand? • What are the issues that they are facing in their line of work? • What are the areas we can improve for the unit?
10	RSM / Coxswain / Command Chief	• What are the taskings at hand? • What are the issues that he / she is facing in their line of work? • What are the areas we can improve for the unit?
11	Overall workplan deliverables	• Determine progress thus far and plans for all outstanding issues.

ANNEX B

Command Philosophy and Action Plan Template

Command Philosophy

Command Philosophy refers to a Commander's personal beliefs and rules about how he/she would command his/her unit. Commanders must be clear about their leadership style, values, decision making process and desired command relationship (e.g. adherence to chain of command, command authority and professional relationships between commanders, sub-unit commanders and subordinates. It is a live document that should be continuously updated based on his/her lessons learnt while in Command.

Command Action Plan

The Command Action Plan (CAP) is a list of things that a Commander wants to achieve for his/her unit during his/her command tour. It is also a 'live document' that should cover all aspects of unit management and operations. The following Table 2 will guide the Commander to develop his/her CAP.

TABLE 2: GUIDE TO DEVELOPING THE CAP

S/N	CAP Subject	Description
1	Unit Mission and Tasks	The CAP must begin by taking alignment from SAF's mission, strategic goals and understanding what it means to your unit's mission and purpose. In this subject, you should review and articulate the unit's mission and tasks so as to align your unit to the desired outcome.
2	Unit Vision Statement & Values	The unit's vision statement should relate how the unit aims to deliver its expected mission and in the course of achieving the mission, align itself to its HHQ visions. Your personal command vision will help you to articulate your belief in the vision statement.

S/N	CAP Subject	Description
3	Key Success Factors	With clarity on your command philosophy, the unit's Mission, Tasks and Vision, you could start to identify and articulate the key factors and considerations that would be critical for the unit to achieve its mission and vision. Your Key Success Factors must be aligned to the SAF's overall emphases at the organisational levels. These could range from safety to operational readiness, REDCON factors and transformation efforts.
4	Detailed Strategy Mapping	These will be detailed plans for the unit for the next 2 work-years that would achieve the mission and purpose of the unit and steer the unit towards its vision. Plan should include the person/team in charge of each subject, goals, timeline/milestones, resources required.
4.1	Operations & Training Plan	1. Ops tasking, exercises, training, doctrine developments, tactics/SOP up-keeping 2. Operational Readiness
	Standards	1. Standardisation (sharing and institutionalisation of best practices) 2. Operational Standards (auditing processes to ensure the standards that were set, are met/maintained)
	Safety/Occupational Safety & Health (OSH)	1. Formulate unit safety plan (safety statement, safety activities, safety education, safety forums, safety culture etc.) 2. Determine crisis management (info management, processes etc.) 3. Safety lessons repository (capture & share lessons learnt in SIS)

S/N	CAP Subject	Description
4.2	Ops Intelligence	Monthly intel forums, combat intel training
	Security	Processes and procedural checks, unit training & documentation
	Defence Relations	Foreign military engagement plans, media plan
4.3	Human Resource	ROA, transition plan, ranking, induction programme, welfare, AFR, retention & succession issues
	People Development	1. ROA courses, posting plans etc. 2. Coaching and mentoring culture 3. Engagement plans (e.g. cohesion and social events etc.)
4.4	Logistics Readiness	Tech Log, Ground Log, unit finance, resource management and equipment maintenance
4.5	Core Values Inculcation & Internalisation	1. Understand SAF Core Values (CV) 2. Application of SAF CV for mission readiness/effectiveness 3. Building a repository of CV stories
4.6	Learning	Individual learning through self-reflection & journaling; Team-level learning through the Action Learning Process (ALP); Organisational-level learning through the use of the SAF Knowledge Management system
4.7	Organisational Excellence (OE)	PRIDE (WITS & USMS), Certification (SQC, ISO, EVO)
4.8	Requests	Resources that require the assistance of Group, Command or other units
4.9	Unit's Development	Capability/new weapon developments

2-day CTB Programme for Battalions

The Commander in discussion with the EC will need to set the 3Os (Outcome, Objectives and Output) for the Workshop. At the end of the workshop, the unit is required to prepare an End-of-Workshop Report which will capture the lessons learnt and areas for follow-up.

DAY 1 PROPOSED PROGRAMME

Note: Activities may change after discussion with Commander.

Time	Activity	Remarks
08:30-08:40 (10 min)	Opening address by Commander	Tone-setting and sharing purpose of the day's activities
08:40-12:00 (200 min)	Team Building and Team Learning Activities	Tetra and V3R
12:00-13:00 (60 min)	Lunch	
13:00-17:30 (270 min)	Discussion on Unit's Mission, Vision and Task	

DAY 2 PROPOSED PROGRAMME

Note: Activities may change after discussion with Commander.

Time	Activity	Remarks
08:30-09:00 (30 min)	Sharing of Command Philosophy and Command Action Plan by Commander	
09:00-12:00 (180 min)	Discussion on Command Action Plan and Strategies	
12:00-13:00 (60 min)	Lunch	
13:00-17:10 (280 min)	Discussion on Topics of Interest	
17:10-17:30 (20 min)	Closing by Commander	

2-day CTB Programme for Brigades and above

The Commander in discussion with the CTB facilitator(s) will need to identify the 3Os (Outcome, Objectives and Output). At the end of the workshop, the unit is required to prepare an End-of-Workshop Report which will capture the lessons learnt and areas for follow-up.

DAY 1 PROPOSED PROGRAMME

Note: Activities may change after discussion with Commander.

Time	Activity	Remarks
08:30-08:40 (10 min)	Opening address by Commander	Tone-setting and sharing purpose of the day's activities
08:40-12:00 (200 min)	Team Building and Team Learning Activities	Tetra and V3R
12:00-13:00 (60 min)	Lunch	
13:00-17:30 (270 min)	Discussion on Unit's Mission, Task, Vision and Key Focus Areas	Check on alignment with HHQ and CAP

DAY 2 PROPOSED PROGRAMME

Note: Activities may change after discussion with Commander.

Time	Activity	Remarks
08:30-12:00 (210 min)	Discussion on Strategies and Action Plans for Key Focus Areas	
12:00-13:00 (60 min)	Lunch	
13:30-15:30 (120 min)	Discussion on Strategies and Action Plans for Key Focus Areas (con't)	
15:30-17:00 (90 min)	Sharing of Command Philosophy and Command Action Plan by Commander	
17:10-17:30 (20 min)	Closing by Commander	

ANNEX D

CTR Workshop Template for Battalions and above

PROPOSED PROGRAMME

Note: Activities may change after discussion with Commander.

Time	Activity	Remarks
08:30-08:40 (10 min)	Opening address by Commander	Tone-setting and sharing purpose of the day's activities
08:40-12:00 (200 min)	Discussion on state of TBTL and review of V3R	Use of A-team
12:00-13:00 (60 min)	Lunch	
13:00-17:10 (280 min)	Review of Command Action Plan and Strategies	
17:10-17:30 (20 min)	Closing by Commander	

COMMAND OATH

" In the presence of (Appointment, Rank and Name of Witnessing Officer), Officers and Men of (Unit).

I (Rank, Name, Appointment), do hereby solemnly and sincerely pledge that:

I will always be loyal to the Republic of Singapore and the Singapore Armed Forces.

I will always discharge the duties of my command efficiently and objectively without fear or favour.

I will always have the interest and welfare of my officers and men at heart.

I will do my utmost to maintain a high standard of performance, discipline and administration in the (Unit/ Formation/Service).

I will do my utmost to uphold the integrity and honour of the SAF and the (Unit). "

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GUIDE TO COMMAND EFFECTIVENESS PROCESS IN THE SAF

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