

Leadership Theory and Application

Unit 2

Chapter 1

Being a Leader

Lesson 1

Leadership Defined



Key Terms

leadership
behavior
purpose
direction
motivation

What You Will Learn to Do

- Identify your leadership strengths and opportunities for improvement

Linked Core Abilities

- Communicate using verbal, non-verbal, visual, and written techniques
- Take responsibility for your actions and choices
- Treat self and others with respect

Skills and Knowledge You Will Gain Along the Way

- Describe leader behaviors that create the desire to follow
- Explore leader behaviors related to purpose, direction, and motivation
- Identify ways to develop leadership behaviors
- Define key words contained in this lesson

Chapter 1

Introduction

Key Note Terms

leadership – the ability to influence, lead, or guide others to accomplish a mission in the manner desired.

purpose – something set up as an object or end to be attained.

direction – an explicit instruction.

motivation – provides a need or a purpose which causes a person to want to do something.

behavior – the manner of conducting oneself.

One definition of **leadership** is the ability to influence others to accomplish a mission in the manner desired by providing purpose, direction, and motivation.

Purpose is the reason for doing what has been requested. **Direction** gives the knowledge to do what has been requested. **Motivation** gives others the will to do what has been requested.

The interaction between purpose, direction, and motivation create a variety of situations that require specific leader and follower **behaviors** to accomplish the mission; therefore, the BE, KNOW, DO Leadership Framework can be applied to both leader and follower. The role of the leader and follower in a specific situation is seen in Figure 1.1.1.

Peter Drucker, a highly regarded researcher of management and organizations, defines a leader as someone who has followers, gets followers to do the ‘right thing,’ sets examples, takes responsibility, asks what needs to be done, is tolerant of diversity, and is a “doer.”

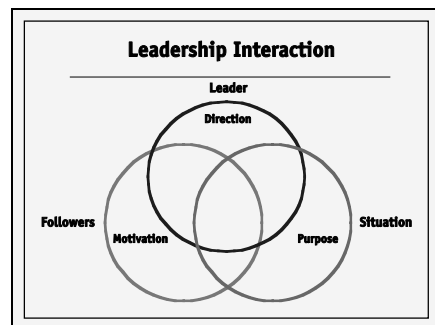
Within organizations, people are assigned to positions of authority and responsibility. They have others reporting to them of which they are responsible. This is called the chain of command and is an important part of organizational structure. In team sports, the coach is the leader and gives direction to team members. A similar structure exists in scouts, churches, schools, and government.

Drucker’s definition of leadership, however, is not confined to a leader assigned to a position within a chain of command. If you have no followers, there is no one to lead and therefore no leader exists. If you have followers, assigned or otherwise, that you are influencing to accomplish something, Drucker would identify you as a leader.

As a high school student do you think of yourself as a leader? Do you influence others? Your friends? Your brother or sister? Do you influence members of a team in your school? Your church? Scouts? JROTC? Sure you do!

You may not have the chain of command positional authority, but you lead by setting the example for your brothers and sisters. You persuade your friends to do something they had not thought possible. You even lead yourself. In fact, that is where leadership begins – WITHIN YOU!

Figure 1.1.1: Leadership interaction.



Being a leader is an awesome responsibility. Are you leading others to do the right thing? Take a look at a few case studies. After you have read all three cases, make a list of the leader behaviors in each and identify if they were used effectively, ineffectively, or not at all; then, add any leader behaviors you think would be important to you. Finally, ask yourself, which leader behaviors do I possess right now? And, which behaviors do I need to improve to become a good leader?

Case Studies

Which leader behaviors do you possess right now? Which behaviors do you need to improve to become a good leader? Think about these two questions as you read the following case studies. They will give you the opportunity to see how three very different people effectively used some leadership behaviors, failed to use others effectively, or did not apply some of them at all. Read each case study carefully.

Case #1

Jon is normally an average student; however, when he takes charge of a group to complete a project, his work and the finished effort of the group are always outstanding.

When asked about his group's results, his teammates proudly answered, "Jon makes it easy for us to complete our tasks. He helps us and makes suggestions when we need help, but he lets us do the work. If we have a problem, he always listens to our ideas on how to fix it.

"Because he is always excited about what he is doing, we get excited, too. He seems to know all he can about a task before we get started on it. While we are doing the task, he respects our views about how to complete it. He effectively uses the talents of everyone on the team, and he makes smart decisions. He is always there for us if we need him and, somehow, he still finds the time to do his share of the project. Because of his effective work habits, he instills good work habits in us also.

"He accepts responsibility for the outcome of our tasks, whether good or bad. None of us wants a project to be done poorly, but he does not blame others for any mistakes that he or the team may have made. After finishing one task, we are always glad to begin the next project under his direction."

Would you like to be a member of Jon's team? What are his desirable characteristics? What are his undesirable characteristics?

Case #2

Maria knows exactly what her position is all about. She gets excited whenever an instructor assigns her a project because she knows that she can get it done. Sometimes, she even suggests projects to her instructor. Based on her ideas, the instructor usually assigns them to her and her team.

Maria is highly motivated and has very structured work habits. She likes to map out a project in which everything is her decision. She then tells her team members

how to do each step of their tasks according to her direction. She watches everything that her team members do, and if they appear to be doing a task differently from her plan, she criticizes them.

Maria got upset once when a teammate was caught cheating. At first, she was afraid to talk to that person about the incident, and she did not know what to say to her peers who had also heard about it. Finally, after asking herself how she would like to be treated if she were the one involved, she called a team meeting.

At the meeting, Maria informed everyone that all team members make mistakes, not only as a team but also as individuals. She hoped that if they ever had any problems, they would turn to her and/or to another team member for help. They agreed.

Would you like to be a member of Maria's team? What are her desirable characteristics? What are her undesirable characteristics?

Case #3

Brian is an easy-going person. He wants to complete projects with plenty of time left so that he and his friends on the team can relax. After he assigns tasks to each of his team members, he lets them figure out the best way to complete the tasks—without giving them any help, direction, or supervision. Plus, he rarely makes any decisions.

Then, when the time comes to complete the project, he still turns it in even though parts of it are not finished. When the final grade comes back, his group makes the lowest mark in the class, prompting an instructor to ask, "Why wasn't your project done?"

Brian passes the blame on to his team members by saying, "They didn't complete their parts like they should have. I don't believe that I should have to be responsible for or to receive a bad grade because of their sloppy efforts."

When the other team members find out their grades, they approach Brian, "Why didn't you tell us everything that we were supposed to do? We could have worked harder and did it better if we had just known."

Would you like to be a member of Brian's team? What are his desirable characteristics? What are his undesirable characteristics?

Reflection Questions

These three case studies illustrate the positive and negative application of leader behaviors. Do you possess any of them? What do you appreciate most about your leader behaviors? Can you identify which behaviors you need to work on to become an effective leader? Would you like to change or add any of them? Can you identify any positive behaviors in other people that you would like to adopt? In the next case study, see if you can pick up ways to add new leadership behaviors to your character.

Case #4

Jason North had an opportunity one day to visit his father at work. He noticed that his dad's employees worked very hard for him. However, Peter, a mechanic who had worked on the assembly line for many years, seemed to resist all friendliness or help from the others. He also avoided speaking to Mr. North most of the time.

That afternoon, while the other employees and Jason were present, Mr. North approached Peter. He asked him, "What do you think of us purchasing the MXR-78 to help increase the production of the assembly line?"

Peter answered, "Why are you asking me? I really don't know much about it."

Mr. North responded, "You have a lot of experience here and I would like you to find out if the MXR-78 would make the line run more efficiently. So, will you do this for me?" With urging from the others, Peter accepted.

Later that evening, Jason asked his dad, "Why did you ask Peter to do that job?" Mr. North replied, "Peter is a reliable and experienced employee. He just needed some individual recognition. So, I gave him that assignment to make him feel more a part of this team."

Note

Although the previous story is just one example that pertains to only several leadership behaviors, Jason can definitely learn from his father's approach in dealing with Peter. A positive role model like Mr. North can be a powerful influence in one's desire to adopt another person's positive leadership behaviors.

Making The Change

After you identify behaviors that you want to have, then what? Think of ways to fit the behavior into your personality and into the way you want to lead. Use that skill whenever it is appropriate — practice will make it a part of your style.

On the other hand, changing a negative behavior into a positive one is not easy. It may be similar to breaking an old habit. Use the following steps to change a negative behavior:

- 1. Realize the need for change.**
- 2. Have a positive attitude toward the change.**
- 3. Follow through.**

Change is never easy, so keep trying. Just like other tasks, change requires dedication and perseverance.

Conclusion

Now is the time to begin identifying the leadership behaviors that you would like to possess. By adding new behaviors and/or changing negative ones, you can have a major influence on the development of your leadership potential. If you can perform a task a certain way and can see it through to completion, this positive behavior can become a lifetime habit.

Lesson Review

1. What did you learn about how you influence others?
2. How effective do you think you are in influencing others?
3. Are there some leadership characteristics you would like to adopt? Why?
4. Define the term “motivation.”

Lesson 2

Leadership Reshuffled



Key Terms

approach

What You Will Learn to Do

- Compare leadership styles

Linked Core Abilities

- Take responsibility for your actions and choices
- Treat self and others with respect

Skills and Knowledge You Will Gain Along the Way

- Describe how leadership has evolved
- Compare different approaches to leadership
- Discuss what leadership styles work best in different situations
- Define key words contained in this lesson

Chapter 1

Introduction

History shows that there has been a great interest in determining what makes a good leader. In fact, studies can be traced back as far as the end of the nineteenth century during the industrial revolution. As a result, leadership studies have been categorized into three general eras:

- **Traits – 1800s to 1940s**
- **Behaviors – 1940s to 1970s**
- **Contingency – 1960s to present**

Traits Approach

During the late nineteenth century and early twentieth century, it was believed that leaders were born. It was a man's heritage that provided this innate ability to lead. One was born with special characteristics or traits to enable him to lead others effectively.

To prove this philosophy, spanning some 40 years, researchers studied existing political, industrial, and religious leaders. They expected to find that these leaders would possess certain characteristics that would distinguish them from their followers.

The researchers were unable to provide evidence to support their belief that leaders are born. Their findings identified a number of traits that were common to those in leadership positions. Traits such as intelligence, dependability, sociability, aggressiveness, originality, popularity, and humor. However, they also found different situations required the use of different traits. Others concluded there was no evidence to support that just having those traits would help one become a leader, much less an effective leader.

These inconsistent findings led others to continue the search for predictions and understanding of how effective leaders lead. There was an accepted belief that a combination of traits was one element of the equation. Personality alone, however, was not proven to be the only or even the dominant factor in leading others.

Behavior Approach

At the advent of World War II, researchers began to expand their search for the source of leader effectiveness. They began to look at and categorize the “behaviors” of effective leaders. They felt this was a more positive research **approach** because behaviors can be observed much more objectively, they can be measured more precisely, and they can be taught.

Key Note Term

approach – to draw closer to.

A researcher by the name of Kurt Lewin (1938) provided the foundation for the behavior approach of leadership. He identified a continuum of leadership behaviors that included the:

- **Democratic style of consulting with their followers and allowing them to participate in decision-making**
- **Autocratic style of making the decisions alone**
- **Laissez-faire style of providing no direction at all**

Note

Kurt Lewin, born in Germany in 1890, was considered by some to be the most charismatic psychologist of his time. His formal training in psychology began in 1910 in Berlin and led to a Ph.D. in the experimental study of associative learning. To learn more about Lewin, go to <http://www.utexas.edu/coc/journalism/SOURCE/j363/lewin.html>.

Although very different behaviors were identified, there was no evidence as to which style was most effective and which style to use in what situation. Additionally, each style created different reactions from different followers; therefore, the researchers could not clearly articulate the BEST way to lead effectively.

The Ohio State Leadership Studies, held at Ohio State University starting in 1945 and continuing through the 1960's, continued the search for leader behaviors. Almost 2,000 behaviors were identified and subsequently reduced to a more manageable number; however, two primary leadership behaviors stood out among the many: relationship and structure.

Relationship behaviors dealt with the concern for people and included behaviors such as treating team members as equals, being friendly and approachable, making work pleasant, listening to other's ideas, and looking out for the personal well-being of others.

Structure behaviors dealt with the concern for task and included such behaviors as setting and communicating expectations, establishing work schedules, sharing work procedures, and making work assignments.

There was some evidence coming forth that people-oriented leaders were linked with follower satisfaction levels and that effective leadership required both task and relationship behaviors. However, a few questions remained. Does effective leadership come from just the traits and behaviors of the leader? How are traits and behaviors influenced by the type of task and the type of work group?

Contingency Approach

Even though there was the desire to include situational factors in leadership effectiveness studies, this inclusion did not happen until the 1960s. This approach assumes that the effectiveness of the leader's personality, style and behavior is contingent upon the requirements of the situation and further supports the belief that:

- **There is no one best way to lead.**
- **The situational factors will determine the most effective style and behaviors.**
- **You can teach leadership behaviors.**
- **The leader does have an impact on group or organization effectiveness.**
- **Leadership effectiveness is affected by the interaction between situational factors and personal characteristics.**

Modern approaches to leadership effectiveness have a somewhat integrated view of Traits, Behavioral, and Contingency Approaches. Historically, researchers have studied leader behaviors by observing executives in a variety of organizations. If the definition of leadership is agreed as “the ability to influence, lead, or guide others to accomplish a mission in the manner desired by providing purpose, direction and motivation,” should the behaviors of anyone who influences others be examined? Are ALL humans leaders in families, schools, communities, and life?

As a result of these historical perspectives, several approaches to “leadership style” have been identified. Those most common are the Trait Approach, the Situational Approach, the Follower Approach and the Contingency model.”

- **The Trait Approach maintains that a person either does or does not possess the specific traits that are considered to be the essentials of leadership.**
- **The Situational Approach assumes that certain situations call for specific types of leadership behaviors and that leaders will be those who best fit the requirements of the situation.**
- **The Follower Approach holds that the needs of group members determine who will lead. Leadership, then, is a coincidence between the needs of the group and the abilities a person happens to have.**
- **The Contingency Approach maintains that personal styles and situational characteristics combine to determine leadership. A proper match between styles and situations is essential.**

What does all this mean to you? To answer that, return to the definition leadership:

Leadership is the ability (or process) to influence, lead, or guide others so as to accomplish a mission in the manner desired by providing purpose, direction, and motivation.

There have been studies over a number of years directed at gaining more understanding about effective leadership. The desire to assist people in the behaviors that effectively influence, lead, and guide others remains a highly regarded search. The more you understand the behaviors that create the desire to follow, the more you will be able to determine the leadership behaviors that will work best for you. And even more important, the ones that do not.

Have you ever wondered how some leaders influence, excite, stimulate, and energize others? When you were influenced, excited, stimulated, or energized by someone else to do something you thought impossible, did you reflect on those times so you could copy the behaviors you liked? Think of those teachers you remember most. What was it they did that made you remember them?

Conclusion

As researchers continue to study the characteristics of leaders, and as the world continues to change through technology and human growth, one common key ingredient to leading others successfully is the ability to successfully lead oneself. Leading from the inside out is the foundation to building successful relationships in your family, church, community, and school. Your relationships with others are the foundation of trust—and trust is the foundation to empowerment and alignment of the mission you are leading others to accomplish.

Lesson Review

1. What are the three general eras into which leadership studies have been categorized?
2. Compare and contrast the traits, behavior, and contingency approaches to leadership.
3. Give a definition of leadership.
4. Which two behaviors stood out from the rest in the Ohio State Leadership Study?

Chapter 1

Lesson 3

Leadership From The Inside Out



Key Terms

beliefs
bribery
coercion
dilemma
ethics
favoritism
norms
prejudices
selfless service
tenets
tunnel vision
unethical
values

What You Will Learn to Do

- Develop a personal code of ethics, comparing the values it represents with the Army Values

Linked Core Abilities

- Communicate using verbal, non-verbal, visual, and written techniques
- Take responsibility for your actions and choices
- Apply critical thinking techniques

Skills And Knowledge You Will Gain Along The Way

- Describe the values that leaders possess
- Assess how attitudes affect a person's actions

- Explore how life experiences affect a person's values
- Describe how the similarities and differences in people's values can impact how they interact with others
- Relate your values to the seven Army Values
- Define key words contained in this lesson

Introduction

Values are the driving force behind an action. When a leader gives his or her unit a particular mission, it is usually based on what that leader believes to be right. The leader's decisions and actions as well as the followers' actions must be motivated by their inherent values — strong feelings of right vs. wrong, ethical vs. unethical, or important for the majority vs. important just for personal gain.

America needs leaders who possess character and competence. They must be willing and able to live up to a defined set of values, possess the required attributes, and develop the required skills.

Defining Values

Values are ideas about the worth or importance of things, concepts, and people. They come from your **beliefs** or attitudes, and they influence your behavior because you use them to decide between alternatives. You may, for example, place value on such things as truth, money, friendship, justice, or selflessness.

Your values can influence your priorities. Because they are the basis for beliefs and attitudes, you may become emotional regarding certain issues. These values begin early in life and develop throughout your adulthood. You develop, process, evaluate, and prioritize beliefs or values in an order of importance that helps guide your daily existence in society. Strong values are what you put first, what you will defend most, and what you want to give up least.

There are seven individual values that all leaders and followers possess: *loyalty, duty, respect, selfless service, honor, integrity, and personal courage*. By listing these values in this order, note that they spell out the acronym: LDRSHIP — pronounced *leadership*. When used correctly, these values are the basis for building trust in relationships. They should be at the core of your character. The more you develop these values in yourself, the more successful you will be in life.

LOYALTY — to bear true faith and allegiance to the U.S. Constitution . . . your peers

DUTY — to fulfill your obligations

RESPECT — to treat people as they should be treated

SELFLESS SERVICE — to put the welfare of the nation . . . before your own

Key Note Term

values – a principle, standard, or quality considered worthwhile or desirable in a person or group; an ideal.

beliefs – a personal truth; mental acceptance or conviction of particular truths of someone or something.

HONOR — to live up to *all* values

INTEGRITY — to do what is right, legally and morally

PERSONAL COURAGE — to face fear, danger, or adversity

Sometimes values will conflict. Suppose your value of *loyalty* conflicts with your value of *integrity*. For example, if your supervisor wants you to write up a report on an incident in a manner that does not reflect the truth, you still have the moral responsibility to prepare it honestly. Whatever you decide in this example, the quality that you value most will guide your actions.

Loyalty

Loyalty establishes the correct ordering of your obligations and commitments, starting with the *U.S. Constitution*; then organizations such as your Army JROTC program, your high school, your employer; then your family and friends; and finally yourself. Being unswerving in your allegiance to the *Constitution* and faithful to the laws of our government will prevent you from misplacing your loyalties.

To exhibit the value of loyalty, you must:

- **Respect the *U.S. Constitution* and its laws**
- **Demonstrate devotion to the organization(s) for which you are a member**
- **Show faithfulness to your family, friends, and peers**

Duty

Duty is the sum total of all laws, rules, and so on, that make up your organizational, civic, and moral obligations. Your values originate with duty because society and organizations or institutions such as your JROTC program, your high school, and so on, expect you to fulfill your obligations. Often, society or these organizations expect individuals to exceed their duty, especially in ethical matters. For example, the Army's highest award, the Medal of Honor, imparts the notion of an individual acting "above and beyond the call of duty."

To exhibit the value of duty, you must:

- **Carry out the requirements of your job**
- **Meet professional standards**
- **Fulfill your legal, civic, and moral obligations**

Respect

Respect denotes the regard and recognition of the absolute dignity that every human being possesses. Specifically, it is indicative of your compassion, fairness, and consideration of others, which includes a sensitivity to and regard for their feelings and needs. Moreover, it is an awareness of the effect of your own behavior on them.

To exhibit this value, you must:

- **Recognize the dignity of all**
- **Demonstrate consideration for others**
- **Create a climate of fairness**

Selfless Service

Selfless service, or service before self, signifies a proper ordering of your priorities. For example, the welfare of the nation (or your community) and the organization or institution to which you are a member come before you, the individual. Although the focus is on service to your community or to the nation, this value also suggests that you properly take care of and support the needs of your family and yourself.

To exhibit the value of selfless service, you must:

- **Focus your priorities on service to your community or to the nation**
- **Place the needs of the organization above personal gain**

Honor

Honor represents the set of all values (courage, duty, integrity, loyalty, respect, and selfless service) that make up the public code for the Army JROTC, or for any organization.

Honor and moral identity stand together because individuals identify with group values and norms. Significantly, the value of honor provides the motive for action. Honor demands adherence to a public moral code, not the protection of an individual's reputation. To exhibit the value of honor, you must:

- **Adhere to and identify with a public code of professional values**
- **Employ honor as your motive for action**

Integrity

Integrity, coming from the Latin root of "*integritas*" — which is also the same root for the word integer — refers to a notion of completeness, wholeness, and uniqueness. From this foundation, the meaning of integrity encompasses the sum total of a person's set of values — *it is that person's private moral code*. A breach of any of these values will damage the integrity of that individual. To exhibit the value of integrity, you must:

- **Possess a high standard of moral values and principles**
- **Show good moral judgment**
- **Demonstrate consistent moral behavior**

Key Note Term

selfless service – a willingness to put the welfare of others first; to sacrifice, if need be, even to the point of giving up one's own life, in service to the Nation.

The following story provides an example of a person who did what was morally right.

The commanding officer and staff of doctors and nurses of a Mobile Army Surgical Hospital (MASH) worked on the wounded Americans who poured in from the latest fire fight. The medics also brought in a Vietnamese soldier with a live, unexploded grenade embedded in his flesh. Ordnance experts informed the commander that the slightest movement of the firing pin could set off the device, killing everyone in the area.

Acting quickly, the commander directed the hospital staff to use available materials and equipment to build a sandbag barricade around the operating table; then, performing the operation alone, he delicately removed the grenade. He wrapped it carefully in a flak jacket and handed it to the demolition team. The operation was successful, and the patient lived. His integrity and commitment to save the life of another human being made this commander an excellent doctor, leader, and role model.

Personal Courage

Personal courage comes in two forms. *Physical courage* is overcoming fears of bodily harm and doing your duty. *Moral courage* is overcoming fears of other than bodily harm while doing what needs to be done. Personal courage involves the ability to perform critical self-assessment, to confront new ideas, and to change. To exhibit this value, you must:

- **Conquer fear in physical and moral contexts**
- **Take responsibility for decisions and actions**
- **Demonstrate a capacity to learn and grow**

Key Note Term

tenets – a principle, belief, or doctrine generally held to be true.

Personal courage is rooted in believing in yourself, your fellow teammates, your unit, and your devotion to the mission of the organization. Throughout history, courageous people have accomplished the seemingly impossible and followed the basic **tenets** of a *Code of Conduct* (a set of guidelines that in the U.S. Armed Forces specifies how service members are to conduct themselves in combat and in the event they are taken prisoner by the enemy).

Moral courage is standing up for your values, moral principles, and convictions. You show moral courage when you do something based on one of your values or moral principles, knowing that the action may not be in your best interest. It takes special courage to support unpopular decisions and to make it difficult for others to do the wrong thing.

Others may encourage you to choose the course of action that is less ethical, the easiest, or the most convenient; however, do not ease the way for others to do wrong. Stand up for your beliefs and for what you know is right. Do not compromise your individual values or moral principles. In the end, by following your principles, you will be earning the respect and trust of the team.

Norms

To live together in harmony, people must agree on certain beliefs and values that lead to group **norms** or rules of conduct. Norms can be formal; they can also be informal or unwritten rules or standards of conduct that govern behavior of group members.

Formal norms are generally policies or regulations, such as traffic signals, laws, or safety codes. They dictate actions that are required or forbidden. For example, your school could have a formal norm that allows you to make up tests after you have been sick.

On the other hand, students may have an informal norm between them where they agree to lend each other notes so that they can copy the class work they missed when absent. This norm comes from a shared value about the importance of helping out a fellow classmate.

An informal norm can also run against a group's goal. For example, students who want to be accepted by their peers may feel pressure to follow destructive informal norms, such as using drugs or cutting classes.

Key Note Term

norms – a principle of right action binding upon members of a group and serving to guide, control, or regulate proper and acceptable behavior; a pattern or trait taken to be typical in the behavior of a social group.

Importance Of Beliefs, Values, And Norms

Beliefs, values, and norms guide the actions of individuals and groups. They are like a traffic control system—signals giving direction, meaning, and purpose to our lives. They are powerful. Past experiences involving such things as family, school, church, work, and social relationships shape your individual values, beliefs, and attitudes. Understand the importance of nurturing and shaping these qualities in your followers because they are fundamental motivating factors.

Mutual respect between you and your team members motivates them to follow your orders. Make it a general rule to think through situations and choose the course of action that will gain you the long-term respect of your followers, seniors, and peers. By earning their respect, you will be exerting your influence on their beliefs, values, and norms.

Character

Character is a person's inner strength; it is not only a major factor that determines how a person behaves, it is also the link (or interaction) between values and behaviors. For example, a person of character does what he or she believes is right, regardless of the dangers or circumstances involved, whereas a person's behavior shows his or her character. The three interacting parts that make up a

person's character and competence are values, attributes, and skills. Each one of these parts must interact to have a complete and well-balanced character.

There is no simple formula for success in the situations that you may face, either as a leader or in life. The key is to remain flexible and attempt to gather as many facts as the circumstances will allow before you must make a decision. When dealing with others, every situation has two sides; listen to both. The way you handle challenges depends on how you interact with the factors of leadership (followers, the leader, the situation, and communications).

Character can be strong or weak. People with strong character recognize what they want and have the drive, energy, self-discipline, willpower, and courage to get it; people with weak character do not know what is needed and they lack purpose, willpower, self-discipline, and courage.

Furthermore, people who can admit when they are wrong are exhibiting strong character, but people who place blame on someone or something else are indicating a weak character, which their followers will readily recognize.

People want to be led by leaders who provide strength, inspiration, and guidance and will help them to become winners. How much they are willing to trust a leader depends on their assessment of that leader's courage, competence, and commitment.

Character Building

You build strong and honorable character over time by hard work, study, and challenging experiences. You must also understand yourself — your strengths and weaknesses. Be open to feedback and advice from others; however, you must take the responsibility for continually building and strengthening your character. Others can help, but they cannot do it for you. To build strong and honorable character, you should:

- **Assess the present strength of your values and character**
- **Determine what values you want to promote**
- **Seek out tasks and situations that support developing such character**
- **Select a role model who demonstrates the values and character you want to develop**

Key Note Term

ethics – rules, principles, or standards that guide individuals or groups to do the moral or right thing in accordance with accepted principles of right and wrong.

Ethics

Ethics are principles or standards that guide professionals to do the moral or right thing — that is, what ought to be done. Because leaders are decision makers, they must make choices based on values and beliefs; however, sometimes it takes more than beliefs and values to come to a wise decision. A leader must also employ those principles or standards that guide them to do the moral and right thing. It is your responsibility as a leader to do the right thing.

Sometimes leaders are put in situations where two or more values conflict, otherwise known as a **dilemma**. You may have to choose between two or more undesirable alternatives. Perhaps you are faced with a “simple” dilemma, such as when you choose between going hungry or eating something you really dislike.

An ethical dilemma, on the other hand, is more complicated because an individual must decide between two or more values that are at odds. When you find yourself in an ethical dilemma, you must search for the morally right thing to do. The right thing to do is the moral action that best serves the ideals of your organization or group. The “highest moral good” is what professional ethics are all about.

If you make the right decisions when faced with an ethical problem, you will continually build your character and leadership. If you fall into the trap of taking the easy way once or twice, however, you will tend to justify your actions and then begin to erode your character. Your followers will sense this over a period of time and gradually lose respect for you. You will then be forced to use **coercion** to motivate them and will eventually lose the necessary foundation for positive, inspired leadership.

Pressures to be Unethical

Anyone can be ethical when there are no pressures to be **unethical**. At times, however, there are certain things such as personal ambition, convenience, greed, and **prejudices** that get in the way of ethical behavior. After all, leaders have human desires and motivations.

Sometimes there is pressure to bend or break the rules a little to get a promotion, gain popularity, or make it easier on a subordinate. That old saying “the end justifies the means” could provide every leader with an easy excuse for doing something questionable. Leaders must be aware of these temptations and guard against them by maintaining a professional code of ethics.

A principle, a belief, or a value is but a concept until it is tested under pressure. The following are a few examples of some temptations that can get you into trouble.

Setting Impossible Goals

There are times when leaders demand too much from the team or from individuals. Perhaps they have no idea of what the task entails, or maybe they want to make themselves look good. Whatever their reasoning, they are behaving unethically toward the group.

Leaders must realize that doing a good job takes time, ability, and careful attention to detail. When you lead, ensure that you do not practice **tunnel vision** by getting so absorbed in the end result that you neglect to consider what your team is capable of doing. Being too ambitious or setting impossible goals can result in negative effects. If you ask too much of your team members, they could lose respect and confidence in you as their leader and experience a loss of morale. The following story illustrates these points.

Steve was excited about starting his job at Hamburger Alley. Working a few hours after school and on weekends would give him some extra cash. Although he had never worked at a fast food restaurant, he felt semi-qualified. After all, he

Key Note Term

dilemma – an argument presenting two or more equally conclusive alternatives against an opponent.

coercion – the act, process, or power of forcing someone to act or think in a given manner, such as by using force or threats as a form of control.

unethical – not doing the moral or right thing (normally a result of pressures or temptations from self-interest, peers, subordinates, or seniors; to violate established rules or standards of conduct).

prejudice – an adverse opinion or leaning formed without just grounds or before sufficient knowledge.

tunnel vision – extreme narrowness of viewpoint.

and his friends had eaten at Hamburger Alley many times, but besides that, he had used his parents' grill on several occasions.

Steve's excitement began to fade after his second day on the job. This was because of Joe, the young assistant manager. Joe was so caught up with impressing the manager that he expected too much from his kitchen crew.

Before he had hired Steve, Joe employed a grill operator who had five years of experience. His name was Larry. With all the experience Larry had, he was very quick. He could handle the dinner crowd all by himself, grilling several hamburgers and steaks in a matter of minutes.

When Joe hired Steve, he expected the same performance. Although Steve needed to be trained, Joe assumed that he could catch on and be up to speed in a few days. That is what he expected because he did not want to hire another employee to help with the dinner crowd. If he could keep costs down by having a small kitchen crew, he could look good in the eyes of his boss.

Steve's disappointment grew, and he began to lose respect for Joe. Steve finally did receive some training on the grill, but it would take time for him to improve his speed. Joe just could not seem to realize this fact. "Larry can handle the dinner crowd. Why can't you? You've been here for three weeks already." Steve tried to explain to Joe that, as with anything, he would improve with practice. But despite Steve's explanations, Joe did not realize what being a grill operator involved.

One day, after Steve called in sick and Joe could not find a replacement, Joe was forced to substitute as grill operator. That was all it took. By performing the job himself, Joe developed an understanding of the job. He immediately realized that he was asking too much of his rookie employee.

When Steve returned to work, Joe had a talk with him. "You're a good employee, Steve. I'm sorry I didn't really understand your point of view. I do, in fact, need someone with experience for that dinner crowd. But because you have potential," Joe explained, "I'm going to keep you on so you can work a lighter shift and gain experience."

Placing Self-Interest Ahead of Ethical Norms

Self-interest is probably the most common cause of unethical acts. When leaders do things to improve their personal situation or to avoid criticism or punishment, they often lose sight of accomplishing the mission and of what is really important. Instead, they may be doing extra favors intentionally to please their supervisors so that they "look good." As a result, team members lose trust, respect, and confidence in them. Plus, team morale and spirit also drop because followers feel that their leader puts his or her own recognition ahead of their well-being.

In your quest to "look good," have you noticed that temptation is often close at hand? For example, you are wrestling with a tricky multiple-choice question that you feel will make the difference between receiving an A or B on a test. After deliberating between responses B and C, you decide to circle C. When you are almost finished with the test, you happen to hear some students in the hall discussing the answers. You learn that B was the correct answer for that question. What do you do? You did not intentionally cheat. You just happened to overhear the correct answer.

The student in this case decided to leave the answer as C, knowing that it was incorrect. Some people would argue that such an action is stupid. Rather, it shows that the person values honesty and has the integrity and character to act on that value in the face of temptation. Remember—the habit of being ethical on little things tends to carry over to the big things.

Doing What You Think Other People Want You to Do

All human beings have the need to be accepted. That is why you have to guard against the pressures that other people can put on you to behave unethically. Such temptations can come from many sources — your peers, your followers, or your supervisor.

If you encounter pressure from team members or from a supervisor, do not give into it. It is a violation of professional ethics because it involves misrepresenting the truth. Leaders must be honest with themselves as well as with others. Remember—as a leader, you are setting an example for your team. Doing what you think other people want you to do contributes to an unethical climate. It also destroys the real respect for the people in charge and ruins their power as a leader. Keep in mind there is a difference between being popular and being respected.

A platoon leader gave Bill's squad the project to clean up an old shed behind the JROTC classroom. On the Saturday morning the squad arrived to do the work, the weather was rainy and miserable. Bill did not want the project any more than his teammates did, but he knew it was an important and necessary project.

Shortly after starting, one of the team leaders and several other members of the squad came up to the squad leader. The team leader said, "Bill, we don't think we should have gotten this project. We're getting more than our share of the hard jobs. Besides, it's too dangerous out here. Someone could easily get hurt picking up broken glass or falling on a loose board and landing on a rusty nail.

"I pitch in tomorrow's game and I don't want to hurt my arm doing this stuff. We feel that you didn't stick up for us when the platoon leader gave you this project. We think you care more about a promotion than you do about us."

The team leader continued, "I'll tell you what you could do to let us know how wrong we are and that you really do care about us. We could move a few things around and pick up some of the glass, then we could fake a few injuries — you know, a few cuts and some torn clothes. You can then call the project off and tell the platoon leader that it just wasn't safe out here. You could even recommend that this is a project for the school maintenance staff. That way, we can all go home and get out of this rain. No one will ever know the difference. So, what do you say, Bill?"

As you read this, the answer seems so obvious. But, when it occurs in reality, the temptation to give in to this kind of peer pressure can be great.

Using Your Position to Threaten or Harass Subordinates

Respect is a two-way street. How can you respect your team if you do not treat them with respect? It is impossible. You should not motivate your followers through fear or threats. A leadership environment that is full of fear and criticism is not healthy. Remember—you are supposed to lead by example and foster the development of subordinate leaders so eventually they can assume more responsibilities.

Key Note Term

favoritism – the showing of special favor.

bribery – the act of giving or offering to, or accepting money, property, or a favor from someone in a position of trust to persuade or influence that person to act dishonestly.

Leading with **favoritism** (“why can’t your people get as much accomplished as Tom does?”) is just as damaging as using criticism that is not constructive. They both chip away at the confidence and morale of team members.

Likewise, you should refrain from using **bribery** (“if you help me write this report, I’ll promote you to my assistant”). This temptation is extremely destructive. Team members may feel like they can never truly please their leader, so why try. It shows a lack of judgment, moral principle, and integrity on the part of the person in charge. Obviously, a team will not have much respect or confidence in this leader.

Maintaining Your Ethics

In your heart, you usually know the right thing to do. The real question is whether you have the character to live by sound professional values when under pressure. If you have the right beliefs and values, the thing to do in most situations will be clear and you will do it. Just think through the problem, sort out the facts, and weigh the alternatives.

Developing an Ethical Climate

To develop and maintain the correct ethical climate, leaders should reach out to their organizations, know the details of their job, trust their people, and take risks on their behalf. Recognizing that actions speak more powerfully than words, leaders encourage openness and even criticism, they listen and support followers who show initiative, and they forgive honest mistakes made in the process of learning. Leaders have three ethical responsibilities that promote a healthy environment:

- **Be a good role model.**
- **Develop followers ethically.**
- **Lead in such a way that you avoid putting your teammates into ethical dilemmas.**

Understanding Your Self-Image

Leading from the inside out means to set examples and model the behavior that you want others to do. By knowing what is important to you so you can make sure your actions are supporting the things you value most. You need to lead yourself before you can lead others.

Self-image is how you see yourself. It is what you think about your characteristics, your physical body, your morals and values, your needs and goals, and your dreams. Having a good self-image is being satisfied with and accepting what you see in yourself.

When you become a leader, you need to constantly be aware of how you see yourself. Be honest with yourself and try not to have illusions about what you are or what you would like to be. If you believe that you cannot do a task, or if you are not consistent with the values that you think you have, you may begin to have doubts about yourself. Leaders who openly display doubt, hesitation, or uncertainty in their own abilities will likely cause their followers to also have doubt in them and in their leadership.

If what you see is not what you want to be, you can make changes. You can become the person you want to be. The change will require you to practice those mental, physical, and emotional attributes discussed earlier in this lesson. You will need to determine what is important to you and what you value most. If you begin to think positively about yourself, others will see your confidence and will want to follow you. The following are some points to remember as you begin to develop your self-image.

- **Focus on the Positive:** One way to improve your self-image is to identify all of the positive qualities that you possess. A certain amount of emphasizing the positive is necessary to boost your own self-image. What do you like MOST about yourself? How can you do MORE of what you like most?
- **Self-disclosure:** Self-disclosure is talking to others about yourself. As you talk to others, you will realize that your problems and shortcomings are no different from theirs. What do they like MOST about you? How can you do MORE of what they like most about you?
- **Reflection:** Think back over the choices you made and the things you did during the day. What were these behaviors saying about you? Were they displaying the values that you want to incorporate into your life? Did you practice the mental, physical, and emotional attributes you want to possess? Did they change your self-image? Would you do things differently if you had another chance to?

Conclusion

As a leader, you are responsible for making decisions, but do not decide on a course of action without thinking over the consequences — the choice you make should be based on your values. Apply these values to every leadership situation to build the trust and confidence of your followers. Finally, beware of temptations and pressures that can affect a leadership situation. Remember—anyone can make a decision, but effective leaders base their decisions on the highest moral good. Let your personal and professional codes of ethics guide you to do what is morally right.

Lesson Review

1. List the seven values that all leaders and followers possess.
2. Why is it important to treat all people with respect?
3. Choose one of the three ethical responsibilities in this lesson and explain it.
4. Define the term “tunnel vision.”

Chapter 1

Lesson 4

Principles and Leadership



Key Terms

attributes
censure
convictions
diversified
doctrine
philosophy
recrimination
self-evaluation

What You Will Learn to Do

- Draft a plan for using the 11 principles of leadership to improve your leadership abilities

Linked Core Abilities

- Communicate using verbal, non-verbal, visual, and written techniques
- Take responsibility for your actions and choices
- Apply critical thinking techniques

Skills and Knowledge You Will Gain Along the Way

- Describe 11 principles of leadership
- Describe the BE, KNOW, and DO attributes of a leader
- Identify how a cadet can demonstrate leadership character and competence
- Define key words contained in this lesson

Introduction

When you think of a leader, you think of someone who is in charge or someone with authority. To be an effective leader, one must possess certain traits, abide by certain principles, and have an appropriate style. This lesson introduces the 11 principles of leadership. Being an effective leader requires more than possessing certain traits; you must also follow these principles, which are basic tools of a successful leader. Use them to evaluate yourself and then to develop a plan to improve your ability to lead.

Leadership is the process of influencing others to accomplish a mission. The leadership skills that you use to accomplish a mission are the same whether you are in a classroom, your neighborhood, church, home, or JROTC. To be a good leader, you must provide teammates with purpose, direction, and motivation. Purpose helps them to understand why they are performing a project; direction shows what they must do; and motivation gives them the desire or initiative to do everything they are capable of doing to accomplish their mission.

Origins of Principles

The 11 principles of leadership have long been the foundation of military leadership **doctrine**. They have stood the test of time and have guided the conduct and action of successful leaders of both past and present.

The U.S. Army tested their validity in 1970 when the Army War College and the Continental Army Command Leadership Board did a study on leadership effectiveness. The results dramatically demonstrated that these guidelines are appropriate today and for the future by leaders and followers at every level. The findings of these studies also indicated that most leadership mistakes resulted simply from the failure to apply these principles properly.

Knowledge of these principles—and of basic human nature—will help you to be an effective leader in any situation. While you study them over the next several pages, keep in mind your strengths and weaknesses. Think about how you can best apply these principles to improve your leadership ability.

The Principles of Leadership

To know yourself, you must understand who you are. Where do your interests lie? Do you have a special talent? What are your weaknesses? Do you have a least favorite subject? What are some of your faults? Answering these questions is part of **self-evaluation**. Through the process of self-evaluation, leaders determine their capabilities and limitations.

Key Note Term

doctrine – a principle (or creed of principles) relating to a specific belief, subject, theory, or branch of knowledge; the fundamental policy or standard for a principle or set of principles on a specific subject, theory, or branch of knowledge; something that is taught.

Key Note Term

self-evaluation – to, with, for, or toward oneself or itself.

Note

Know yourself and seek self-improvement.

Key Note Term

attributes – a quality or characteristic (such as a belief, value, ethic, character trait, knowledge, or skill) that belongs to a person or thing; a distinctive personal feature.

Key Note Term

philosophy – discipline comprising as its core logic, aesthetics, ethics, metaphysics, and epistemology.

By knowing themselves, leaders can take advantage of their strengths and work to overcome their weaknesses. Seeking self-improvement means continually strengthening your **attributes**. This desire to improve increases your competence and adds to the confidence your followers have in your ability to train and lead them.

Some techniques for applying this principle are as follows:

- **Analyze yourself objectively to determine your weak and strong qualities. Strive to overcome the weak ones and further strengthen those in which you are strong.**
- **Ask for honest opinions from your team members and instructors as to how you can improve your leadership ability.**
- **Profit by studying the causes for the success or failure of other leaders, past and present.**
- **Develop a genuine interest in people; acquire the “human touch.”**
- **Master the art of effective writing and speaking.**
- **Develop a **philosophy** of life and work.**
- **Have a definite goal and plan to attain it.**

Read the following story and see how Patty identified and then overcame her weaknesses, thereby strengthening her attributes as a leader.

Patty was a drum major for the school marching band. She had just inherited the position from Tom, a graduating senior. Tom, who was very well liked and respected, led the band to their first state championship last year.

“What type of drum major will I be?” she thought to herself. “I cannot compete or compare myself with Tom. It’s true that he was good, but I have certain strengths of my own,” she reassured herself.

She then began to review her good qualities. She was very enthusiastic, which always seemed to motivate people. She was a good musician who understood the principles of conducting. And, she had a good ear for rhythm, enabling her to detect when the band’s tempo was off.

After Patty’s first week as drum major, she realized that although she was good, there was definite room for improvement. She would make changes that the band would not pick up on right away, and the percussion section always seemed to be a beat behind her.

Fortunately, it did not take her long to find out why these mistakes were occurring. A friend of hers videotaped the band practice one day so that Patty could see some of her weaknesses. Plus, some of the band members told her

they had a hard time understanding what she wanted them to do because she did not explain it well.

Although Patty knew the sound, tempo, and rhythm that she wanted to hear, she needed to explain it better to the band members so that they knew exactly what she expected. Additionally, she realized that she needed to point out their mistakes and to give them an example of how she wanted them to play the new songs.

The percussion section's problem was that they had a hard time seeing her. They were at the very back of the field and she was at the front. To correct this problem, she decided to stand on a platform.

After Patty discovered her weaknesses, she tried to improve them. She thanked the band members for their suggestions and, letting her excitement show, she told them she wanted it to be another great year — maybe another state championship year.

Patty immediately knew her strengths, but she did not actually become aware of her weaknesses until she was in a leadership position. This is not uncommon. The important thing is that once she knew what qualities she needed to change, she made an effort to do so.

Be Technically Proficient

Your team members expect you to be proficient at your job; therefore, leaders must demonstrate to their teammates that they are qualified to lead. Technical competence requires a leader to be able to perform all tasks associated with the job or assignment as well as to train team members to do their jobs.

Use the following techniques to enhance your application of this principle:

- **Seek a well-rounded education. Supplement school with independent reading, research, and study.**
- **Seek out and foster associations with capable leaders or mentors. Observe and study their actions.**
- **Broaden your knowledge in other areas whenever possible; keep abreast of current events.**
- **Seek opportunities to apply knowledge through the exercise of authority. You acquire good leadership only through practice.**
- **Familiarize yourself with the capabilities and limitations of all elements of your authority.**
- **Always prepare yourself for the job of a leader at the next higher level.**
- **Learn and apply sound leadership and management techniques.**

By seeking Army JROTC education and training and taking advantage of the leadership opportunities it has to offer, you have already started developing your technical proficiency.

Seek and Take Responsibility for Your Actions

Leading always involves responsibility. With the knowledge you gained from an honest self-evaluation and with a sound technical foundation required to do your job, you

must take the initiative to accomplish your mission. You also want people on your team who can handle responsibility and who will help you to perform the mission.

By seeking responsibility, you develop professionally and increase your leadership ability. Accepting responsibility for all that a unit does or fails to do is part of a leader's job.

Use these techniques to assist you in applying this principle:

Key Note Term

diversified – to produce variety.

- Seek **diversified** leadership positions that will give you experience in accepting responsibility.
- Take every opportunity that offers increased responsibility.
- Perform every act, large or small, to the best of your ability.
- Accept just criticism.
- Admit mistakes when you make them and take corrective action; avoid evading responsibility by placing the blame on someone else; ensure that any mistakes by team members are not due to an error on your part.
- Adhere to what you think is right; have the courage of your **convictions**.
- Possess the competence necessary to make sound and timely decisions.
- In the absence of orders or guidance, seize the initiative and take the necessary action based on personal judgment, training, and experience.

Key Note Term

convictions – a strong persuasion or belief.

Make Sound and Timely Decisions

Leaders must be able to reason under the most critical conditions and decide quickly what action to take. If they delay or avoid making a decision, their indecisiveness may create hesitancy, loss of confidence, and confusion within the unit, and it may cause the project to fail. Because leaders are frequently faced with unexpected circumstances, it is important to be flexible — leaders must be able to react promptly to each situation; then, when circumstances dictate a change in plans, prompt reaction builds confidence in them.

The following techniques will help you apply this principle:

- Develop (through constant practice) a logical and orderly thought process.
- Consider the effects of your decisions.
- Ensure that team members are familiar with your policies and plans.
- When you have time, plan for every possible unforeseen event that may arise.
- Encourage team members to participate in the planning process; consider their advice and suggestions before making decisions.
- Give team members sufficient time to make necessary plans.

Set the Example

A leader must be a good example. This is a heavy responsibility, but you, as a leader, have no choice. No aspect of leadership is more powerful. If you expect honor, integrity, courage, loyalty, respect, selfless service, and duty from your followers, you must demonstrate them. Because your followers will imitate your behavior, you must set high, but attainable standards, be willing to do what you require of your followers, and share their hardships. Your personal example affects people more than any amount of instruction or form of discipline. You are their role model.

The following are some techniques for applying this principle.

- **Be physically fit, well groomed, and correctly dressed.**
- **Master your emotions. The leader who is subject to uncontrolled bursts of anger or to periods of depression will be less effective as a leader.**
- **Maintain an optimistic outlook and a will to succeed. The more difficult the situation, the more you must display an attitude of calmness and confidence.**
- **Conduct yourself so that your personal habits are not open to **censure**.**
- **Exercise initiative and promote the spirit of initiative in your followers.**
- **Be loyal; support the policies of superiors.**
- **Avoid being partial to any follower.**
- **Be morally courageous. Establish principles and stand by them.**
- **Develop conviction within your followers that you are the best person for the position you hold.**
- **Delegate responsibility and authority and avoid oversupervision to develop leadership among your teammates.**
- **Strive for professional competence.**

Try to identify how Sylvia used the previous techniques to set an example for her team in the following story.

Bob Peters was proud of his mother, Sylvia. Her sales company just promoted her to regional product manager from district supervisor. She was definitely good at what she did.

Because Bob was studying leadership in JROTC, he wanted to analyze the reasons for his mother's success. So, one day while he waited at her office after school, he had an opportunity to talk with members of her sales team.

Mike, who had worked for Sylvia for two years, said that she was really an inspiration to the team. "Selling a product can be tough, but Sylvia guides us in a way that makes the job easier. She sets realistic goals and gives us our own territories. But, the main reason that we respect her so much is because she does so much more than just plan and organize. She's right there beside us selling, too. And, if we run into a problem with a client, we know that we can go to her for advice.

Key Note Term

censure – an opinion or judgment that criticizes or condemns sternly.

“I guess that you could say your mom is a great salesperson who’s really committed to the success of the company. That shows in what she does and in the way she does it. She is a good role model for our sales team.”

Know Your Personnel and Look Out for Their Welfare

Leaders must know and understand the members of their unit. It is not enough just to know a team member’s name. As a leader, you need to understand them as individuals — their interests, values, and attitudes. In short, you must know why they act the way they do. Commit time and effort to listen to and learn about them. Try to observe, become personally acquainted with, and recognize them as individuals with different backgrounds and different personalities. To be successful in this principle, you must have knowledge of individual and group behavior — without this knowledge, you cannot understand the “why” of your follower’s actions.

The behavior of team members is often driven by their desire to satisfy certain physical and safety needs. Whether or not they put their best effort in the performance of their duty and achieving the unit’s goal depends on the satisfaction of those needs. By showing that you care, you can earn their trust and respect. If they trust you, they will willingly work to help you accomplish the mission.

Use the following techniques to improve your application of this principle:

- **See and be seen; be available; be friendly and approachable.**
- **Develop a knowledge and understanding of your followers.**
- **Concern yourself with what makes your teammates “tick.”**
- **Help your personnel out when they ask for or are in need of it.**
- **Administer discipline timely, fairly, and impartially; ensure fair and equitable distribution of awards.**
- **Encourage individual development.**
- **Share hardships to better understand your followers’ behaviors and reactions.**

Read the following story and identify the actions that John took to apply this principle.

Summer was approaching and John’s goal was to work and make money during the three-month break. He wanted to save his money for a CD player. His friends in the neighborhood also wanted to earn some money. One day, four of them got together and came up with an idea. They would offer a lawn maintenance and pool cleaning service to several neighborhoods for the summer. John was appointed manager of the business because he was the one who had the van to haul the equipment.

John thought about what was motivating his three friends to work. He also considered what they could each contribute to the business. Derek, whose father was recently laid off, needed to help his family. Derek had a lawn mower and could cut the grass. Jim didn’t really need the money, but wanted to have a productive summer. He had an electric hedge clipper and could trim bushes. Matt was working to save his money for college. With a pool at home, it was obvious

that he would be responsible for cleaning the pools. John also had a lawnmower and could help Derek.

All four boys worked at getting customers. As manager, John did the scheduling and supervised loading the equipment into his van. He was also responsible for bringing a first aid kit and a large jug of water.

Business was off to a great start. Before long, one month had passed and the boys were working hard and making money. John began to notice that every so often Jim would call the night before and say that he could not work the next day. John took it in stride for a while. Because John knew that Derek really needed the money, John asked him if he would also trim the bushes. Derek did not object. He was glad to have the opportunity to earn the extra money and did not mind taking over Jim's work when asked to do so.

After Jim missed three days in one week, John decided to speak to him. "I know that you're not in this for the money, but this is a business and we all depend on each other," John explained. Jim apologized, saying that he just wanted to have some time to enjoy the summer. The two of them talked until they came to an agreement. Jim would work four days a week, allowing Derek to substitute for him for one day. Jim was happy with his day off, Derek was happy to earn a little extra money, and John was pleased that he could help meet the needs of his friends and still keep the business going.

Keep Your Followers Informed

We live in a society where mass media constantly keeps us informed of what goes on around us. We are taught in school to look for the logic in things, to think for ourselves, and to question things which do not make sense to us. It is only natural that followers look for logic in the orders of a leader. They expect their leaders to keep them informed and, whenever possible, to explain the reasons behind each requirement.

People do their best when they know why they are doing something. Keeping followers informed not only helps them to execute orders, it encourages initiative, improves teamwork, and enhances morale. Although it is natural for people to fear the unknown, keeping them informed also reduces fear and rumors. Techniques to apply this principle are as follows:

- **Use the chain of command.**
- **When explaining why tasks must be done, inform team members of your intent.**
- **Be alert to detect the spread of rumors.**
- **Build morale by informing team members of their successes; be quick to recognize their accomplishments.**
- **Let team members know that you will accept honest errors without **recrimination**; be prompt and fair in backing them.**
- **Keep your team informed about current rules and regulations.**
- **Give advice and assistance freely when your followers request it.**

Key Note Term

recrimination – A retaliatory accusation.

Develop a Sense of Responsibility in Your Followers

The members of your team will feel a sense of pride and responsibility when they successfully accomplish a new task you have given them. When you delegate responsibility to followers, you are indicating that you trust them. This trust that you place in them will make them want even more responsibility.

As a leader, you are a teacher and are responsible for developing your followers. Help them meet their potential by giving challenges and opportunities that you feel they can handle. Give them more responsibility when they show that they are ready. Encourage them to take the initiative and work toward completing a task. Some techniques for applying this principle are:

- **When explaining why tasks must be done, tell your team members what to do, not how to do it — hold them responsible for results.**
- **Assign your team members to positions commensurate with their demonstrated or potential ability; give them frequent opportunities to perform duties at a higher level.**
- **Insist that your personnel live by the standard to accept responsibility willingly.**

Ensure Each Task is Understood, Supervised, and Accomplished

Your followers must understand what you expect from them. They need to know what you want done, what the standard is, and when you want it done. If you have a specific way you want a task accomplished, they need to know what it is.

Supervising lets you know if your followers understood your orders, and it shows your interest in them and in the accomplishment of the task; however, you should not oversupervise (which can cause resentment) or undersupervise (which can cause frustration).

When followers are learning new tasks, tell them what you want done, show them how you want it done, then let them try it. Watch their performance and be available to answer questions. Accept performance that meets your standards; reward performance that exceeds your standards; correct performance that does not meet your standards.

Determine the cause of the poor performance and take appropriate action. By holding subordinates accountable for their performance, they realize they are responsible for accomplishing tasks as individuals and as teams.

Apply this principle using these techniques:

- **Ensure the need for an order exists.**
- **Again, use the chain of command.**
- **Through study and practice, develop the ability to think and communicate clearly, and to issue clear, concise, and positive orders.**

- **Encourage followers to seek immediate clarification of any misunderstanding as to the task you want them to accomplish; question them to determine if there is any doubt or misunderstanding.**
- **Correct errors in such a way as to encourage your followers; avoid public criticism.**
- **Exercise care and thought in the supervision of your orders.**

Build a Team

Leaders must have well-trained team members if they are to accomplish any project or mission. A leader must develop a team spirit that motivates members to work confidently.

Because task accomplishment is based on teamwork, it is evident that the better the teamwork, the better the team will perform the task. In addition, members of a group will perform better if they have a sense of belonging and team spirit. Team spirit is a two-way street — the group as a whole gives its members a feeling of accomplishment, security, and recognition; then, each team member gives his or her best back to the team. Teamwork starts in the smallest unit and carries through to the largest organization. All team members must understand that their contribution to the unit is important and recognized.

Your teammates need confidence in your abilities to lead them and in their abilities to perform as members of the team. Your group becomes a team only when the members can trust and respect you and each other as trained professionals, and can see how their contributions to the team's goals are important.

Techniques to apply this principle are as follows:

- **Ensure that all training is meaningful and its purpose is clear to all members of the team.**
- **Develop mutual trust and understanding.**
- **Develop subordinate leaders; ensure they know and understand their personnel.**
- **Explain to all members their responsibilities and the importance of their role in the effectiveness of the team.**

Employ Your Team in Accordance with Its Capabilities

Your group has capabilities and limitations. Know them. Your team members will get satisfaction from performing tasks that are reasonable and challenging, but they will become dissatisfied if you give them tasks that are too easy or too difficult to accomplish. You must use sound judgment when employing the team because each time it fails, it causes the members to lose confidence in their abilities and in your competence as their leader. In time, this lowers morale, esprit de corps, discipline, and proficiency.

Here are some techniques for applying this principle:

- **Analyze all tasks that your supervisor assigns to you. If the means at your disposal are inadequate, inform your supervisor and request the necessary support. However, use the full capabilities of your team before requesting assistance.**
- **Keep yourself informed as to the effectiveness of your team.**
- **Ensure that the tasks you assign to subordinates are reasonable.**
- **Assign tasks fairly among the members of the group.**
- **Make decisions based on sound leadership principles.**

Use these 11 principles of leadership whenever you are put in charge of a group situation. They will help you to accomplish tasks and to care for your team. Think of them as a guide for leadership action.

The Be, Know, Do Attributes

For leadership to be effective, all leaders must learn, understand, and apply sound techniques. Among these techniques, leaders must have a thorough understanding of how to apply the *BE, KNOW, DO* attributes to real-life situations. Regardless of the circumstances of the situation, leaders must concentrate on what they *are* (their beliefs and character), what they *know* (human nature and their job), and what they *do* (provide purpose, direction, and motivation).

At this early stage in your leadership development, the intention is to introduce the *BE, KNOW, DO* attributes and show how they interrelate to other leadership techniques. This information will help to clarify these relationships.

Complete mastery of your leadership skills will not come naturally. Instead, you must acquire them through study and application. The key is to understand how the various leadership fundamentals can work best for you; therefore, use the *BE, KNOW, DO* attributes to the degree with which you feel most comfortable when developing a leadership style that best suits your beliefs, character, and abilities.

What a Leader Must Be

You must be a person of strong character committed to professional moral standards. You must set the correct example of individual values and be able to resolve complex problems. You must understand that you are transmitting your beliefs and values to your followers by the behavior you display. You inform them of the norms and behavior that you will accept from them by your personal conduct and behavior. Leadership traits are shown in Table 1.4.1.

Table 1.4.1: BE Leadership Traits

As a Leader, You Must	Examples
<i>BE</i> a person of strong and honorable character	Compassion, Consistency, Determination, Flexibility, Initiative*, Role Modeling, Self-Discipline
<i>BE</i> an example of individual <i>values</i> and committed to professional moral standards	Honor, Integrity *, Courage *, Loyalty *, Respect, Selfless Service, Duty
<i>BE</i> able to resolve complex problems.	Interpret the situation, Analyze all factors/forces that apply, Choose the best course of action

In addition to the leadership traits shown by an asterisk in Table 1.4.1, other *BE* traits include:

- **Bearing**
- **Dependability**
- **Endurance**
- **Enthusiasm**

Several examples of the leadership principles that reflect “what a leader must *BE*” are:

- **Seeking responsibility and take responsibility for your actions.**
- **Setting the example.**

What a Leader Must Know

Leaders must learn before they can lead. You need to know (understand) standards, yourself, your job, and your unit to be an effective leader. Knowledge is far more important than memorization; it is understanding. Your subordinates expect you to be the most knowledgeable person in the unit. You, as a leader, owe it to your followers to meet these expectations.

Examples of leadership traits that a leader must *KNOW* are:

- **Judgment**
- **Knowledge**

- Tact
- Unselfishness (Selflessness)

Examples of leadership principles that reflect “what a leader must *KNOW*” are:

Know yourself and seek self-improvement.

Be technically proficient.

Know your personnel and look out for their welfare.

Table 1.4.2 shows you what a leader must *KNOW* to be successful.

Table 1.4.2: KNOW Leadership Traits	
As a Leader, You Must:	Examples
<i>KNOW</i> the four factors of leadership and how they affect each other.	The Leader, The Follower, The Situation, The Communication
<i>KNOW</i> yourself.	Personality and performance, Strengths and weaknesses, Knowledge, skills, and attitudes
<i>KNOW</i> human nature.	Potential for good and bad behavior, How depression and sadness contribute to fear and panic, and how fear affects performance
<i>KNOW</i> your job.	Plan and communicate effectively, Supervise and counsel, Display competence, Develop subordinates, Make good, sound, and timely decisions, Use available resources
<i>KNOW</i> your unit.	Know how to develop individual and team skills, cohesion, and discipline.

What A Leader Must Do

Action is the key. You can be all that a leader is supposed to be and know everything there is to know about being a leader, but unless you do those things that a leader must do, you are doomed to failure. Ultimately, it is what a leader does that is most important. A leader must provide:

- **Purpose.** You must explain the “why” in communicating your intent so that your followers clearly understand the desired outcome.
- **Direction.** You must listen to your superior, then support him or her by providing assistance in keeping the task on track and providing guidance and supervision to your team members.
- **Motivation.** Motivation is the cause of action, the required incentive; it is what gives you and your followers the will to accomplish the mission.

Examples of leadership traits that a leader must *DO* are:

- **Decisiveness**
- **Justice**

Examples of leadership principles that reflect “what a leader must *DO*” are:

- **Make sound and timely decisions.**
- **Keep your followers informed.**
- **Develop a sense of responsibility in your followers.**
- **Ensure each task is understood, supervised, and accomplished.**
- **Build a team.**
- **Employ your team in accordance with its capabilities.**

Table 1.4.3 shows what a leader must *DO* to be successful.

Table 1.4.3: DO Leadership Traits	
As a Leader, You Must:	Examples
<i>DO</i> (PROVIDE) purpose.	Explain the “why” of missions, Clearly communicate your intent
<i>DO</i> (PROVIDE) direction.	Plan, Maintain standards, Set goals, Make decisions and solve problems, Supervise, evaluate, and counsel, Build (train and develop) teams
<i>DO</i> (PROVIDE) motivation.	Take care of followers, Be fair and consistent in your standards, Develop cohesive teams, Make training meaningful, Reward performance that exceeds standards, Correct performance that does not meet standards

Conclusion

The education of a leader is continuous, building on past experiences and training. The traits and principles of leadership as well as the *BE, KNOW, DO* attributes provide a framework for the development and self-evaluation of a leader. Use them in conjunction with other leadership techniques to assess yourself and to develop a plan of action to add to your leadership skills and abilities.

Lesson Review

1. Why is it important for a leader to perform a self-evaluation?
2. Choose one technique you can use to develop sound decision-making, and explain it.
3. In what ways can you keep your followers informed?
4. Compare and contrast each element of the *BE, KNOW, DO* concept.

Lesson 5

Sexual Harassment/ Assault



Key Terms

date rape
perpetrator
sexism
sexual harassment
vulnerable

What You Will Learn to Do

- Take action to prevent and/or stop sexual harassment and assault

Linked Core Abilities

- Communicate using verbal, non-verbal, visual, and written techniques
- Take responsibility for your actions and choices
- Treat self and others with respect

Skills and Knowledge You Will Gain Along the Way

- Determine the potential consequences of sexual harassment/assault for the individuals involved
- Assess the role of individual point of view in determining what sexual harassment is
- Locate resources for assisting victims of sexual harassment or assault
- Define key words contained in this lesson

Chapter 1

Key Note Term

sexual harassment – The making of unwanted and offensive sexual advances or of sexually offensive remarks or acts.

Introduction

Peer **sexual harassment** is a problem for both girls and boys, and the effects from this experience can affect student's lives negatively well past their high school days. School performance can suffer as students can exhibit absenteeism, a decrease in the quality of schoolwork, skipped or dropped classes, lower grades, loss of friends, tardiness, and truancy. These symptoms can ruin chances for college admission or merit scholarships, and can lead to fewer career choices and lost opportunities for a bright future.

Physical symptoms of sexual harassment include sleep disturbance and appetite changes. Students feel angry, upset, and threatened by sexual harassment, all of which contributes to lowered self-esteem and confidence.

Effects of Sexual Harassment

Some types of sexual harassment that are happening in schools across the nation include:

- **Inappropriate comments, jokes, gestures, or looks**
- **Sexual pictures, photographs, illustrations, messages, or notes**
- **Sexual messages/graffiti about someone on bathroom walls, in locker rooms, and so on**
- **Sexual rumors about someone**
- **Calling students gay or lesbian**
- **Spying on students in dressing rooms or showers**
- **Flashing or “mooning” others**
- **Touching, grabbing, or pinching others in a sexual way**
- **Pulling at clothing in a sexual way**
- **Intentionally brushing against someone in an inappropriate way**
- **Pulling someone's clothing off or down**
- **Blocking someone's way or cornering him or her in a sexual way**
- **Forcing someone to kiss you**
- **Forcing someone to do something sexual, other than kissing**

Key Note Term

vulnerable – capable of being wounded or injured; susceptible to being hurt.

Many students have reported sexual harassment as the norm in their school. Aside from inappropriate language, rumors, and inappropriate touching, sexual assaults and rapes have also been reported on some school campuses and in school buildings. When this happens, everyone is a victim. Students begin to see school as an intimidating, hostile, and unsafe place. They feel **vulnerable** and may even alter their own behaviors in attempt to decrease that sense of vulnerability.

Most of the literature on sexual harassment indicates that over 90 percent of the time males are the **perpetrators** of sexual harassment against females. Recent studies, however, have documented a high level of sexual harassment is experienced by boys as well as girls.

Sexual harassment is a specific type of sex discrimination that has been defined by the courts over the past 30 years. Schools are required to maintain a grievance procedure that allows for prompt and equitable resolution of all sex discrimination, including sexual harassment. The procedures must clearly prohibit sexual harassment of students by faculty and staff. It must also prohibit harassment of students by students.

Hostile Hallways Statistics

One sexual harassment study, called Hostile Hallways, documented that the majority of sexual harassment that occurs in American high schools is between peers. Eighty-seven percent of the girls and 71 percent of the boys reported being sexually harassed by a current or former student at school. Adult school employees reportedly had targeted one in four girls and one in ten boys.

In this study, 66 percent of all boys and 52 percent of all girls surveyed admitted they had sexually harassed someone in the school setting. Of the 59 percent of students who said they had sexually harassed someone in the school setting, 94 percent claimed they themselves had been harassed.

Important descriptive information regarding sexual harassment became clear throughout the Hostile Hallways study. It identified who was being sexually harassed, when they were being harassed, and where. Students were asked why they engaged in sexual harassment and which of the following six reasons applied to their behavior:

- **It's just a part of school life/a lot of people do it/it's no big deal.**
- **I thought the person liked it.**
- **I wanted a date with the person.**
- **My friends encouraged/pushed me into doing it.**
- **I wanted something from that person.**
- **I wanted the person to think I had some sort of power over them.**

Peer sexual harassment in high schools has only recently been the focus of sexual harassment researchers and to date has resulted in limited documentation. However, it is important to understand that what is perfectly clear so far is that *all* students are affected by these behaviors.

Clearly, sexual harassment is wrong and YOU are responsible to help create and foster a positive school climate that does not tolerate behaviors associated with discrimination and sexual harassment.

You can refer back to the *BE, KNOW, DO* attributes model, profiled in the previous lesson. Sexual harassment behaviors are not part of who you want to *BE*. You

Key Note Term

perpetrator – one who carries out a crime or a deception.

KNOW what sexual harassment is and why it is harmful. When you see it happening to others, or when you experience it yourself, take action and *DO* something about it. Tell a teacher, a counselor, your parents, or a police officer immediately.

The best way you can help in creating a safe school environment is to believe in and act according to the lessons discussed in the Leading From The Inside Out lesson, and live to the values of Loyalty, Duty, Respect, Selfless service, Honor, Integrity, and Personal Courage, profiled in Chapter 1, Lesson 3.

Sexual Harassment and Assault

Your sexuality is a private matter for you to express when, where, and to whom you choose. Sexual abuse occurs when someone violates that privacy or tried to interfere with our take away your choices. It can range from an offensive sexual comment or display, to spousal abuse and rape. This section describes the different types of sexual abuse and presents strategies for coping and prevention.

Sexual Harassment

Sexual harassment covers a wide range of behavior. This has been divided into two types:

- **Quid pro quo harassment.** This refers to a request for some kind of sexual favor or activity in exchange for something else. It is a kind of bribe or threat, such as “If you don’t do X for me, I will fail you/fire you/make your life miserable.”
- **Hostile environment harassment.** This indicates any situation where sexually charged remarks, behavior, or displayed items cause discomfort. Harassment of this type ranges from lewd conversation or jokes to display of pornography.

Key Note Term

sexism – behavior or attitudes, especially against women, that promote gender-based stereotypes or that discriminate based on gender.

Both men and women can be victims of sexual harassment, although the more common situation involves a woman subjected to harassment by a man. Unfortunately, even as women continue to gain equality, **sexism** remains alive. Sexist attitudes can create an environment where men feel they have the right to use words, ideas, and attitudes that degrade women. Even though physical violence is not involved, the fear and mention of trauma that such harassment can cause are extremely hurtful.

How To Cope

Sexual harassment can be difficult to identify and monitor because what offends one person may seem acceptable to another. If you feel degraded by anything that goes on at school or work, address the person you believe is harassing you. If that makes you uncomfortable, speak to another authority. Try to avoid assumptions—perhaps the person simply has no idea that his or her behavior could be perceived as offensive. On the other hand, the person may have dishonorable intentions towards you. Either way, you are entitled to request that the person put an end to what has offended you.

Rape and Date Rape

Any sexual act by a person against another person's will is defined as rape. Rape is primarily a violent act, not a sexual one. It is an expression of power and control. Rape statistics include:

- **An estimated 868 rapes or attempted rapes are committed every day. This means 36 per hour, or one rape or attempted rape every 1.6 minutes.**
- **Nearly three-quarters of rape and sexual assault survivors know their attackers.**
- **It is estimated that 68 percent of rape survivors do not report the crime to the police. The most common reason given for not reporting is that the attack was a “personal matter.”**
- **More than half of rape or sexual assault incidents are reported to have occurred either within one mile of the victim's home or at the home.**

Rape is a problem on many campuses, especially acquaintance rape. This is also called **date rape**. Any sexual activity during a date that is against one partner's will constitutes date rape, including situations where one partner is too drunk or drugged to give consent. Most date rape victims do not report the incidents. Victims may believe that they can't prove it, that they might have asked for it, that she should be ashamed if drugs or alcohol were involved, or that their assailants may seek revenge if accused.

Beyond the physical harm, rape has serious effects on mental health. Campus Advocates for Rape Education (C.A.R.E.), an organization at Wheaton College in Massachusetts, described the specific harms of date rape. “One's trust in friend, date, or acquaintance is also violated. As a result, a victim's fear, self-blame, guilt, and shame are magnified because the assailant is known.” Approximately 31 percent of all rape victims develop rape-related post-traumatic stress disorder.

Staying Safe

No matter how safe you feel in any situation, you can never be too sure. Take steps to prevent incidents, sexual or otherwise from occurring. These steps can include:

- **Avoid situations that present clear dangers.** Don't walk or exercise alone at night or in unsafe areas, and always travel with at least one other person. Don't work or study alone in a building. If someone looks suspicious to you, contact security or someone else who can help you.
- **Avoid the use of drugs or alcohol.** Anything that reduces or obliterates your judgment will make you more vulnerable to any kind of assault.
- **Watch your belongings.** Keep your keys with you at all times, but don't attach them to anything that could identify them as yours, such as ID, credit cards, and so on. Carry bags or backpacks close to your body. If someone tries to grab your purse or bag, let it go rather than risk injury.

Key Note Term

date rape – sexual assault perpetrated by the victim's escort during an arranged social encounter.

- **Avoid people who make you feel uneasy.** If there is a fellow student or coworker who puts you on your guard, avoid situations in which you need to spend time alone with them. Speak to an instructor or supervisor if you feel threatened.
- **Communicate.** Be clear about what you want from people with whom you associate either personally or professionally. Don't assume that others want what you want, or even know what you want. If you have a request, make it respectful and invite a response.

Conclusion

Sexual harassment is never appropriate in any setting, whether it's at school or in another setting. The sexual harassment of another person is demeaning, cruel, demoralizing, and humiliating as well as illegal. It shows a lack of respect for another human being, and should never be tolerated. If you or someone you know is experiencing sexual harassment, tell someone as soon as possible.

Lesson Review

1. Define the term "sexual harassment."
2. List four types of sexual harassment.
3. What are three symptoms that might be exhibited by someone experiencing sexual harassment?
4. If you or a friend were being sexually harassed, who would you talk to about it?

Leadership Skills

Chapter 2

Chapter 2

Lesson 1

Steps from the Past



Key Terms

discipline
drill
maneuver
precision
unison

What You Will Learn to Do

- Explain the importance of drill in military discipline

Linked Core Abilities

- Communicate using verbal, non-verbal, visual, and written techniques

Skills and Knowledge You Will Gain Along the Way

- Describe the origin of drill dating back to the Continental Army of the United States
- Identify five purposes of drill in times of war and peace
- Compare the qualities of discipline instilled in the Continental Army to what military drill develops today
- Define key words contained in this lesson

Introduction

This lesson introduces you to the importance of **drill** and ceremonies, their history and purpose. The **precision** and timing of drill promotes skill, teamwork, and **discipline**. In later lessons, you will understand the roles of leaders and followers in drill, and practice individual drill movements.

The History of Drills

In 1775, when this country was striving for independence and existence, the nation's leaders were confronted with the problem of not only establishing a government, but also organizing an army that was already engaged in war. From the “shot heard around the world” on 19 April 1775, until Valley Forge in 1778, revolutionary forces were little more than a group of civilians fighting Indian-style against well-trained, highly disciplined British forces.

For three years, General Washington's troops endured many hardships — lack of funds, rations, clothing, and equipment. Additionally, they suffered loss after loss to the superior British troops. These hardships and losses mostly stemmed from the lack of a military atmosphere in this country.

Recognizing the crisis, General Washington (through Benjamin Franklin, the American Ambassador to France) enlisted the aid of a Prussian officer, Baron Friedrich von Steuben. Upon his arrival at Valley Forge on 23 February 1778, Baron von Steuben, a former staff officer with Frederick the Great, met an army of several thousand half-starved, wretched men in rags. His first comment was, “No European army could be kept together in such a state.” To correct these conditions, he set to work immediately, writing drill movements and regulations at night and teaching a model company of 120 men during the day.

Discipline became a part of military life for these selected individuals, and they learned to respond to commands without hesitation. This new discipline instilled in these soldiers a sense of alertness, urgency, and attention to detail. Confidence in themselves and in their weapons grew as each man perfected the movements. As they mastered the art of drill, they began to work as a team, and they developed a sense of pride in their unit.

Observers were amazed to see how quickly and orderly von Steuben could form and **maneuver** the troops into different battle formations. Officers observed that organization, chain of command, and control were improved as each man had a specific place and task within the formation.

Later, General Washington dispersed the members of the model company throughout the Army to teach drill. From this drill instruction, they improved the overall effectiveness and efficiency of the Army.

To ensure this uniformity and overall effectiveness continued, von Steuben wrote the first field manual for the U.S. Army in 1779, “The Regulations for the

Key Note Terms

drill – the execution of certain movements by which individuals or units are moved in a uniform manner from one formation to another, or from one place to another. Movements are executed in unison and with precision.

precision – Being precise, accurate, or exact.

discipline – orderly, obedient, or restrained conduct.

Key Note Term

maneuver – to perform a movement in military tactics (or in drill) normally to secure an advantage.

Order and Discipline of the Troops of the United States” (commonly referred to as the “Blue Book”). The Army did not change the drill procedures initiated at Valley Forge for 85 years, until the American Civil War. In fact, many of those original drill terms and procedures still remain in effect today.

Purposes and Objectives of Drill

Key Note Term

unison – in complete or perfect agreement; at the same time.

Throughout history, armies have practiced drill. In times of war, leaders used drill to move troops and equipment quickly from one location to another in an orderly manner. Drills also show how many can move as one in a flawlessly-timed effort. These **unison** movements are still important on the battlefield where mistakes can cost lives. In peacetime, drill provides a means of enhancing morale, developing a spirit of cohesion, and presenting traditional and well-executed ceremonies.

When individuals react to commands rather than thought, the result is more than just a good-looking ceremony or parade — it is discipline. Drill has been and will continue to be the backbone of military discipline. In addition to discipline, military drill teaches and develops:

- **self-confidence**
- **personal pride**
- **esprit de corps**
- **teamwork**
- **attention to detail**
- **unit pride**

Conclusion

Through hard work and discipline, you can learn and develop the leadership skills and abilities necessary to become an effective leader in drill as well as in many other situations. An individual with pride and discipline will respond on command to produce the finest drill maneuvers in all of JROTC. Make your first step a good one and follow it through with others of which you can be equally proud of yourself and of your achievements.

Chapter 2

Lesson Review

Lesson Review

1. What was the name of the first field manual?
2. List three advantages to learning and participating in drills.
3. What are the purposes of drills?
4. Define the term “unison.”

Chapter 2

Lesson 2

Roles of Leaders and Followers in Drill



Key Terms

cadence
column
command of execution
inflection
interval
preparatory command
rhythmic
selfless
snap
supplementary command
tone

What You Will Learn to Do

- Demonstrate effectual command voice in drill

Linked Core Abilities

- Take responsibility for your actions and choices

Skills and Knowledge You Will Gain Along the Way

- Describe the responsibilities of a follower and leader in drill
- Identify the types of drill commands
- Describe the elements of a proper command voice
- Define key words contained in this lesson

Introduction

This lesson introduces you to the roles of leaders and followers in drill. It discusses the different types of commands and the importance of command voice. It also prepares you for the practical application of drill by explaining the responsibilities of a small unit (team or squad) drill leader.

One of the fundamental purposes of *Leadership Lab* is to reinforce and let you practice the leadership style and skills that you are trying to develop. In *Leadership Lab*, you will have the opportunity to demonstrate the traits of leadership, concepts of teamwork, pride in your unit, and the chain of command.

The remainder of this unit is an explanation and practical application of drill — designed to strengthen your character, knowledge, and skills as an Army JROTC cadet. Drill and the application of basic leadership techniques will help you to develop in these areas.

Responsibilities of a Follower

The role you play and your responsibilities as a follower in drill are of great importance to the unit. By your obedience to unit leaders, your appearance, and your willingness to contribute to the unit's mission, you are showing the team spirit of a follower, helping to make the unit what it is, and contributing to its success.

As a follower, you share the same responsibilities of your leaders to uphold the basic values of loyalty to your unit, personal responsibility, and **selfless** service. It is your duty to complete your job to the best of your ability and to put the needs and goals of the unit before your own.

Key Note Term

selfless – having no concern for self; unselfish

Responsibilities of a Leader

In your role of a leader, your responsibilities include setting a good example, knowing your job, and being concerned about the welfare of your followers. You must also show your obedience to your leaders and, at the same time, demonstrate the initiative of a follower. Finally, you must show ability and willingness to contribute to the success of your unit's missions.

You must show your leaders and followers that you uphold the same basic values of unit loyalty, personal responsibility, and selfless service. If you rise to the challenge of these responsibilities, you can make your followers feel confident in you, in themselves, and in the unit.

Commands and the Command Voice

The responsibilities of a leader include the proper use of command voice. When leaders give commands properly and with a good command voice, they help ensure that subordinates carry out their orders immediately and correctly.

How often have you heard a command given that demands immediate action? Your Mom or Dad may have given you that command about something as simple as mowing the lawn or cleaning up your room. Their authority came through loud and clear; the voice said, “Do what I say, NOW!”

The same thing happens in *Leadership Lab* except the commands come from drill leaders. If you are a leader, learn to give commands so that your followers clearly understand you and respond with immediate action.

Commands

A drill command is an oral order of a commander or leader. The precision with which personnel execute a movement is affected by the manner in which the commander or leader gives the command. Most drills have two parts: the **preparatory command** and the **command of execution**. Neither part is a command by itself.

The preparatory command states the movement that the leader wants subordinates to perform and it mentally prepares them for its execution. The command of execution signals when subordinates are to execute the movement. For example, in the command “*forward, march*,” “*forward*” is the preparatory command and “*march*” is the command of execution.

Note

The command “ready, aim, fire” is an example of a two-part command that contains two preparatory commands.

After leaders give a preparatory command, they may command “*as you were*” to revoke that command. However, after they give the command of execution, any revocation is improper, and personnel should execute the movement in the best possible manner.

Some commands require the use of a **supplementary command** to reinforce other commands and to ensure proper understanding and execution of a movement. Supplementary commands, given by subordinate leaders, may be a preparatory command, a part of a preparatory command, or a two-part command. These commands extend to the lowest subordinate leader who has control over another element of the command within the same formation. The leader giving the initial preparatory command must allow sufficient time for subordinate leaders to give the supplementary commands before giving the command of execution.

Key Note Terms

preparatory command – the part of a drill command that states the movement to be carried out and mentally prepares personnel for its execution.

command of execution – the part of a drill command that tells when the movement is to be executed (carried out).

Key Note Term

supplementary command – an oral order given by a subordinate leader that reinforces and complements a higher order to ensure proper understanding and execution of a movement.

Use the following basic rules to help you when giving commands. These rules and accompanying examples may seem difficult now to understand, but they show the complexity of commands in drill.

- Give all commands from the position of attention.
- While at the halt, face the unit when giving commands.
- For marching commands, move simultaneously with the unit to maintain correct position.
- When marching, give commands in the direction of the troops.

Subordinate leaders normally give supplementary commands over their right shoulder; however, you will learn several exceptions to this rule in later drill instruction.

- If a company is in formation, platoon leaders give supplementary commands following all preparatory commands of the commander. For example, when the preparatory command is “*company*,” platoon leaders immediately come to attention and command “*platoon*.” The company commander then commands “*attention*.” Squad leaders do not participate in these commands. Also, if the company commander gives the preparatory command “*parade*,” platoon leaders repeat it, but the squad leaders do not. The company commander then gives the command of execution “*rest*.”
- To change the direction of a unit when marching, leaders give the preparatory command and the command of execution for each movement so they begin and end on the same foot in the direction of the turn. For example, give the preparatory command “*column right*” and the command of execution “*march*” as the right foot strikes the ground. The **interval** between the preparatory command and command of execution is normally one count or one step.
- When a command requires the execution of a movement different from the other elements within the same formation, or at a different time, subordinate leaders give their supplementary commands at the time set by the procedures covering the movement. For example, your platoon is in a **column** formation. After the platoon leader commands “*column of twos from the left*,” the first and second squad leaders command “*forward*” and the third and fourth squad leaders command “*stand fast*.” On the command of execution “*march*,” the first and second squads execute the movement. At the appropriate time, the third squad leader commands, “*column half left, march*” for both the third and the fourth squads.
- The only commands that use unit designations such as company or platoon are “*attention*” and “*halt*.”
- Combined commands, such as “*fall in*,” “*fall out*,” “*rest*,” and “*at ease*” combine preparatory and execution commands, and do not require a supplementary command. Leaders give these commands with **inflection** and at a uniformly high pitch and loudness comparable to that of a normal command of execution.

Directives

In contrast to commands, directives are oral orders given by commanders to direct or cause subordinate leaders or a lead element to take action. Commanders give directives rather than commands when it is more appropriate for subordinate

Key Note Terms

interval – the lateral space between personnel in a formation, measured from right to left with close, double, or normal spacing.

column – a formation in which people or elements are arranged one behind the other.

inflection – the rise and fall in the pitch and the tone changes of the voice.

elements to execute a movement or to perform a task as independent elements of the same formation.

Commanders give directives in sentence form, normally prefixed by the phrases: “*have your units*” or “*bring your units.*” For example, “*have your units open ranks and stack arms*” or “*bring your units to present arms.*” “*Take charge of your units*” is the only directive on which a commander relinquishes a command and salutes are exchanged.

Command Voice

A properly given command should be understood by everyone in the unit. Correct commands have three important elements: **tone**, **cadence**, and **snap**, and they demand a willing, accurate, and immediate response by everyone in the unit.

The Proper Tone of Command Voice

The way you deliver commands has a direct bearing on how those commands are understood and carried out. One way to help your unit be the best is to learn to control the tone of your voice. This section shows you how, with a little practice, you can give the best commands possible.

Voice Control Loudness is the key factor in tone control. The command must be loud enough so that subordinates can hear it and there is no doubt as to the action that the leader requires. To do this, you must project your voice without raising your hand to your mouth.

In most cases, the leader stands at the front and center of the unit. He or she then speaks while facing the unit so that his or her voice reaches everyone. The command voice should come from the diaphragm — the large muscle that separates the chest cavity from the abdominal cavity. The throat, mouth, and nose act as amplifiers to give fullness and to project the voice.

It is necessary for the voice to have carrying power, but excessive exertion is unnecessary and harmful. A typical result of trying too hard is the almost unconscious tightening of the neck muscles to force sound out. This produces strain, hoarseness, sore throat, and worst of all, indistinct and jumbled sounds instead of clear commands. You can achieve good voice control through good posture, proper breathing, correct adjustment of throat and mouth muscles, and confidence. The best posture for giving commands is the position of attention.

Distinctiveness Distinctiveness depends on the correct use of the tongue, lips, and teeth to form the separate sounds of a word or group of sounds into syllables. Distinct commands are effective; indistinct commands cause confusion. Leaders can pronounce all commands correctly without loss of effect if they speak their words correctly. To develop the ability to give clear, distinct commands, practice them slowly and carefully, prolonging the syllables; then, gradually increase the rate of delivery to develop proper cadence, but still pronounce each syllable distinctly.

Key Note Terms

tone – a sound of distinct pitch, loudness, vibration, quality, or duration; the particular or relative pitch of a word or phrase.

cadence – the uniform rhythm in which a movement is executed, or the number of steps or counts per minute at which a movement is executed.

snap – an immediate, sharp, precise response to a drill command.

Inflection Inflection is the rise and fall in pitch and the tone changes of the voice. Pronounce each preparatory command with a rising inflection. As shown on the preceding page, the most desirable pitch when beginning a preparatory command is near the level of the natural speaking voice.

A common fault with beginners is to start the preparatory command in a pitch so high that, after employing a rising inflection, it is impossible to give the command of execution with clarity or without strain. When giving the command of execution, use a sharper tone and a slightly higher pitch than the last syllable of the preparatory command. Remember, the best way to develop a command voice is to practice.

In combined commands such as “*fall in*” or “*fall out*,” give them without inflection and with the uniform high pitch and loudness of a normal command of execution.

Note

Distinct commands inspire cadets; unclear commands confuse them.

The Proper Cadence of Command Voice When giving commands, cadence is the uniform and **rhythmic** flow of words. Intervals between the words make the preparatory command understandable and signal when to expect the command of execution. These intervals also allow time for subordinate leaders to give any supplementary commands.

When supplementary commands are necessary, the commander or leader should allow one count between the preparatory command and the supplementary command. The leader should also leave a count between the supplementary command and the command of execution.

The Snap of Command Voice and Movement After the leader gives a command, there is a brief time between the end of the command of execution and the time when subordinates actually execute the move. The inflection of the command voice at the end of the command of execution should draw an immediate, sharp, and precise movement (or snap) to this command. If done properly, everyone in the unit moves at the same time — creating an impressive, well-drilled, and uniform appearance. Remember, effective leaders depend on the command voice to show confidence in their ability to command.

Key Note Term

rhythmic – a regular or orderly repetition of sounds or movements; steady; recurring with measured regularity

Conclusion

Proper execution of commands and command voice takes practice. But, when leaders know their responsibilities and prepare for drill, they will discover that being a drill leader is a lot easier.

Chapter 2

Lesson Review

Lesson Review

1. Explain how selfless service benefits your unit.
2. Compare the preparatory command and the command of execution. Give two examples.
3. What is the difference between a directive and a command?
4. Compare and contrast tone, cadence, and snap.

Lesson 3

Using Your Leadership Skills/Taking Charge



Key Terms

command of execution
command voice
preparation
procedure

What You Will Learn to Do

- Analyze personal strengths and weaknesses as a drill leader

Linked Core Objectives

- Take responsibility for your actions and choices

Skills and Knowledge You Will Gain Along the Way

- Describe the preparation of a drill leader before a drill
- Describe the procedure a drill leader takes to teach a drill
- Identify five characteristics of a capable drill leader
- Define key words contained in this lesson

Chapter 2

Introduction

This lesson introduces you to how leaders use their leadership skills to prepare themselves for taking charge during drills.

Learning to Lead

For leaders to command respect and obedience from their subordinates, they must be prepared to lead and ready for any situation. Their attitude and appearance must set a good example for others to follow.

Taking charge is not as easy as it sounds. It is not just having a neat and correct appearance, knowing drill commands, or using proper **command voice**; it is being a good follower, a good leader, and knowing how and when to use proven leadership techniques (such as the traits and principles of leadership).

Read the following story and see if you can personally identify with any of the mistakes that Mark made after he took charge of a squad as its new drill leader.

Mark usually arrives late to his JROTC class. As he joins the formation, he always greets several of his buddies. He hardly ever has a straight gigline or a pressed uniform, his hair is usually uncombed, and his shoes look like he never polishes them. Day after day, he goes through the process of trying to call his squad to attention. They barely listen to him, continuing to talk and laugh.

He finally gets their attention and begins drilling them. During the drill, he consistently gives a few wrong commands and makes several timing errors, but his squad members usually execute the drills correctly anyway. Seeing them get ahead of him frustrates Mark, but by that time, the class is over and he does nothing about it.

One day, Mark finally asks a senior cadet, “Why is my squad so hard to keep in line? I can’t get them to shape up. I don’t get angry, I ask them nicely, and I still can’t get any discipline or respect.”

The senior cadet replies, “If you really want an honest answer . . . I think they don’t see you as a leader. You give them the wrong commands; you don’t know correct timing or cadence; and your appearance . . . well, it needs a lot of work. Learn the drills and look like a leader. You can’t inspire respect if you don’t have any for yourself. By the way, when was the last time you polished those shoes?”

In the next few weeks, Mark’s leadership skills and appearance improve. Soon, the squad sees a difference — Mark is becoming a better leader. He knows the drills, looks the part of a leader, and does not tolerate any slacking off once the class period begins.

The mistakes that Mark made as a drill leader include having a poor appearance, not knowing the drills or using the proper command voice, and not being able to discipline his friends. Instead of immediately taking the initiative of a

Key Note Term

command voice – a properly given command should be understood by everyone in the unit.

leader or setting the proper examples, he waited until the squad got out of control. Then, he had to make changes. Being a consistent leader may appear to be difficult, but it will make your job easier. How does **procedure** and **preparation** play a role in Mark's situation?

Drill leaders are also instructors; therefore, they must know how to teach drill movements to their subordinates and to provide remediation. If you become a drill leader, one of the most commonly accepted ways to teach and remediate drill is from a position centered in front of your team. From this position, you can:

- **Explain and demonstrate each new drill movement before your team members practice it and then have them execute it. Remember to require snap in every movement. Ensure the movement is understood and done correctly by each subordinate before trying another movement. Drill periods are short, so make the most of available time.**
- **Observe team members carefully to ensure everyone executes the movement correctly.**
- **Make on-the-spot corrections as necessary. Be prepared to give individual instruction to those personnel who need it. This means knowing exactly what a subordinate did wrong and being able to demonstrate the correct way.**

Be prepared to use discipline, as necessary. Junior leaders often find this difficult because the people they discipline are their peers and friends. Do not give discipline for any other reason than to improve the unit. Leaders do not have to feel wrong about enforcing discipline; it should not be personal, but purely professional. Never discipline someone in front of others; instead, take that person someplace private to discuss and correct the behavior.

Note

You will receive more instruction on how to properly conduct a counseling session in other leadership levels.

Conclusion

When leaders know their responsibilities and prepare for drill, they discover that being a drill leader is easier and more rewarding than they expected. Followers respect and obey leaders more if the leaders are competent and confident. Keep in mind the leadership traits and other fundamentals presented in this lesson. The following list summarizes the responsibilities that good drill leaders should understand and implement:

- **Be consistent.**
- **Be sincere; show respect and care about the well-being of your subordinates.**

Key Note Terms

procedure – a series of steps followed in a regular, definite order.

preparation – the act or process of making something ready for use or service; getting ready for an occasion, test, or duty.

Key Note Term

command of execution – the part of a drill that tells when specific movement is executed (carried out).

- Have energy, patience, and spirit.
- Have military neatness and bearing.
- Follow regulations precisely, as an example for others to follow.
- Be knowledgeable of drill procedures and commands (such as **command of execution**).
- Provide feedback or on-the-spot corrections when mistakes are noted.
- Be fair and use judgment when applying discipline.

The above list is not all inclusive. The *Leadership* instruction in subsequent years will expand upon this list as your understanding of leadership and your leadership potential grow and develop. For now, however, remember that when leaders know and apply drill commands and leadership techniques properly, their confidence and motivation build confidence and motivation in their followers.

Chapter 2**Lesson Review****Lesson Review**

1. List three responsibilities that a good drill leader should understand.
2. Why is it important to have a good appearance and understand the drills?
3. What is a command voice?
4. Define the term “command of execution.”