Leadership Theory and Application

Unit 2

Chapter 4

Leadership Strategies

Lesson 1

Celebrating Differences— Culture and Individual Diversity

Key Terms

culture
discrimination
ethnic
inclusionary
impartial
minority
stereotypes
synergy

What You Will Learn to Do

● Employ strategies for neutralizing the impact of personal prejudices and stereotypes on your relationships with others

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

● Identify how people display prejudice toward others

● Identify reasons for discrimination and stereotyping

● Describe ways a leader can guide diverse groups to work together as a team

● Define key words contained in this lesson

Chapter 4

Introduction

Captain Kirk, Lieutenant Uhura, Lieutenant Sulu, Ensign Chekhov, Mr. Spock, Worf, Data, and Geordi La Forge—what a cast of characters! The crew members were international, interplanetary, half-human and half-vulcan, and humanoid and blind with a visor for seeing. Yes, *Star Trek* and *Star Trek: The Next Generation* raised some issues about diversity.

Synergy is when you and your team members cooperate together and create better results than they could get working alone. Each individual is unique and you must value that uniqueness, just like Captain Kirk and his crew did. Real synergy is celebrating differences, teamwork, open-mindedness, and finding new and better ways of doing things.

On July 26, 1948, President Harry S. Truman signed Executive Order 9981. This order called for the integration of the armed forces and an end to discrimination against soldiers because of race, color, or creed. Although the Army completed its desegregation in the 1950s, the assignment of whites and members of **minority** groups to the same units did not ensure total equality, racial harmony, or a fully integrated Army. The Army, similar to society at large, began to address the questions and challenges of the race issue seriously in the 1960s. Today, every Army element is expected to have an active race relations and equal opportunity program. Laws and regulations provide guidelines to ensure the execution of these programs.

Employees of private organizations as well as members of the military come from all walks of life, different geographical areas, and numerous racial and **ethnic** backgrounds. They bring with them their own challenges and prejudices. The leader's challenge is to direct members of these diverse groups in a way that will cause them to work together as a team. It is not an easy task, but is one that can be accomplished through informed, fair, and impartial leadership and educational awareness.

Values and Attitudes

Values and attitudes are important to the daily functioning of our lives. They help to form the basis of how you see yourself and those around you as individuals, how you see others, and how you interpret the world in general. As a leader, you will often be involved with individuals who have different values and attitudes from your own — you have probably already experienced many of these differences. Some may have been due to religious or cultural backgrounds; others may have stemmed from racial or ethic backgrounds.

In your role as a leader, you will also be a counselor and a helper. To communicate well with others, it is necessary for you to understand the dynamics involved with the value and attitude differences that occur within each human being and that can come between people.

Key Note Term

synergy – a joint action or force.

Key Note Term

minority – a racial, religious, ethnic, and so on group different from the dominant group.

Key Note Term

ethnic – of, pertaining to, or characteristic of the basic groups of people with a common history, language, culture, and so on.

- **Values affect daily interaction of individuals. A clear understanding of one's own value system will help in understanding others.**

  There are cultural differences and similarities in assigning levels of importance to values. In a study that evaluated the levels of importance in five cultures, of 29 values, none of them were shared by all five cultures as *primary values* (values that are most important to an individual and worth dying for, such as one's country, patriotism, freedom, religion, and so on) or *secondary values* (values that are important but not worth dying for, such as money). Other values evaluated by the study were respect for youth, human dignity, hierarchy, authoritarianism, education, and frankness.

- **As a member of society, you are involved daily with attitudes and behavior and must understand how one affects the other. As you can see in the following, there is a continuous chain relationship between them:**

  My attitudes affect my behavior.

  My behavior affects your attitudes.

  Your attitudes affect your behavior.

  Your behavior affects my attitudes.

Attitudes can have positive or negative implications. Although they can help make sense out of life experiences, individuals cannot change them easily. Furthermore, you may not always be aware of the extensive influences that your attitudes have on other people, jobs, and situations, or how they can affect a person's learning, personality, prejudices, and productivity.

Self-image/Self-concept

As a leader, you will constantly be dealing with people. It will make your job a lot easier if you know and have an idea of who you are and how you relate to others. You need to know how you are perceived by others.

The most important single factor affecting people's communication with others is their self-concept —how they see themselves and their situations. Although situations may change from moment-to-moment or place-to-place, people's beliefs about themselves are always determining factors in their communicative behavior. People have literally thousands of concepts about themselves: who they are, what they stand for, where they live, what they do and do not do, what they value, and what they believe.

Self-concept is the picture you have of yourself as seen through your own thoughts, development, perceptions, and feelings.

- *Development* **is the way you feel about yourself, which has a direct relationship to your upbringing; it includes values and attitudes.**

- *Perception* **refers to the interpretation and the amount of "emotional charge" attributed to past events and present situations.**

- *Feelings* **refer to the positive or negative, good or bad, indifference or intensity, of emotions or interpretation of oneself.**

Contrary to what you would like, you cannot buy self-concept/personality attributes from a store. Your personality is a combination of heredity and life experiences. To gain a better understanding of self-concept, where it comes from, and how it develops, look at the main ingredients—heritage and needs fulfillment/emotional development.

Heritage

As soon as you came into this world, society classified you in terms of the following:

- **Gender**, such as male, female
- **Race**, such as White, Black, Hispanic, Asian
- **Nationality**, such as American, German, Irish, Swedish
- **Religion**, such as Catholic, Jewish, Muslim
- **Family status**, such as lower, middle, upper class
- **Legal status**, such as legitimate, illegitimate
- **Environment**, such as from country, suburbs, inner city
- **Physical status**, such as a cute or ugly baby
- **Parentage**, such as married, single, divorced

Needs Fulfillment/Emotional Development

Your personal, psychological, emotional, and physical needs define your self-concept. As you grow older, you define your own needs (what is important to you). How you feel about yourself has a direct relationship on others around you. Examine Table 4.1.1. If you do not have a positive self-image, how will you project yourself, especially if you are a leader?

Remember, how you view yourself impacts not only how you view others, but how they view you. Some differences exist because each person places different importance on different needs. People would like to be better than they are. You can change if you want. The most important thing to consider is that no one else can make you change. You have the right to fight to remove inappropriate or incorrect perceptions, prejudices, and discriminatory attitudes and behavior.

Prejudice and Discrimination

You live in America—the most democratic (and free) country in the world! Why, then, is there still prejudice and discrimination in this land of opportunity?

You might ask yourself, "Am I prejudiced?" It has often been said that everyone is prejudiced to a certain degree. Everyone operates on pre-judgments and makes discriminating distinctions every day. For example, if you had good luck with one

Table 4.1.1: Positive vs. Negative Self-image

Positive Self-image	Negative Self-image
Love of self/others	Hate of self and others
Be excited about reaching out for the adventure of life	Hide from life and its miseries
Experience serenity, joy, hope, and trust	Experience anxiety, despair, distrust, and anger
Develop your intelligence	Be blind to your potential
Decisive, assertive	Indecisive, defensive, aggressive
Enjoy your physical abilities	Deny or exaggerate physical abilities
Create	Destroy
Be tolerant, accepting	Bigoted, prejudiced
Self-actualize	Suicidal/homicidal
Open	Closed
Trusting	Hidden agendas
Assertive	Defensive

type of car, you can be expected to be prejudiced in favor of that model; when voting, many people discriminate between Republican, Democrat, or another party's candidates.

These examples illustrate the frequency in everyday life that people make decisions based on their prejudices or discriminatory practices. Instead, it is the negative forms of prejudice and discrimination that can have adverse impacts on leadership and unit cohesion.

Prejudice

Prejudice is defined as a feeling — favorable or unfavorable — toward a person, object, or group that may or may not be based on actual experience(s). It is generally agreed that a racial prejudice is a negative attitude toward a racial or ethnic group that is maintained through **stereotypes**.

Key Note Term

stereotypes – an uncritical or formalized conception, notion, or attitude.

In looking at the norms, values, beliefs, and attitudes developed through socialization, you may have said to yourself that each of those concepts may impact positively or negatively on how you view the world around you. Indeed, these concepts are the sources of bias or prejudice that unquestionably can distort how you make "sense" of reality.

If you agree with the idea that norms, values, beliefs, and attitudes do exist within each of us (and that they do influence our ability to perceive, and that influence can also be called prejudice), it would seem then that all humans are capable of being prejudiced.

Another factor that is closely related, if not interwoven, with the norms, values, beliefs, and attitudes is one's culture. A **culture** is the total of the learned behaviors of a group of people that are generally considered to be the tradition of that people and are transmitted from generation to generation. These learned behaviors include language, nonverbal norms — body language and facial expressions, and color consciousness.

Many people confuse color with culture. You can share aspects of a culture, but not color. Color is genetic; culture is learned. In many cultures, skin color differences take on a measure of importance, status, or value. The color of one's skin in certain cultures may dictate how that individual is treated within that culture. Color has a tremendous impact on perceptions in the United States because most Americans respond to color by making assumptions and treating people based on skin color.

Not convinced? Here is a question to ask yourself. *Do you behave differently around people who are of a different color?* You may not want to behave differently, but you may recognize that you do from time to time. It largely depends on the environment that you are in. If you are in control, or think you are, your behavior is pretty constant. After you become the minority, so to speak, you may become suspicious, feel threatened, distrust may set in, and your behavior may change.

The following highlights some of the explanations for prejudice:

- **A dominant group avoids the feelings of sympathy for "dominated people" through over-exaggerations of negative qualities. A dominant group is the one in control of the major positions in a society and that sets the standards for the whole society.**

- **The belief that one's own family and society are unique and correct. You might feel that your group is the natural one and judge others based on this standard.**

> ## Key Note Term
>
> **culture** – civilization.

> ## Note:
>
> Every human group seems to do this, serving as a positive reinforcement within each society.

- **Prejudice is a natural outgrowth of the "we-they" contrast. After an opponent is present, prejudice can be expected. Loosely scattered members of a group then come together to face a common opponent.**

- **The transfer of internal personal problems to external objects. People who have a distorted need to feel superior to others use scapegoats in this way.**

- **A particularly negative experience with a member of a particular racial or ethnic group in the past might bring up memories that can cloud your judgment in the present. You may also tend to judge the whole society by your own experiences. If you have not been a victim of prejudice, you may not see it in others.**

- **The "earned reputation" approach means that members of society shift the justification for prejudice to a target group — "if only they would mend their ways, prejudice would go away."**

Unfortunately, people with negative attitudes generally tend to express themselves with action, and they act out their prejudices in various way. The most common ways are:

- **Openly talking about their prejudices with like-minded friends and expressing their dislikes freely.**

- **Avoiding members of the disliked group, even at the cost of considerable inconvenience.**

- **Actively making detrimental distinctions about a group, to the extent of excluding all members of that group from certain types of employment, educational opportunities, politics, and so on.**

- **Committing acts of violence, especially when under conditions of heightened emotions.**

Now that you have explored prejudice and learned explanations for its existence, turn your attention to discrimination.

Discrimination

Discrimination is defined as the actions or practices carried out by members of dominant groups, or their representatives, that have a differential and harmful impact on members of subordinate groups. The actions may be open or hidden, direct or indirect, intentional or unintentional. The actors in these events may be individuals, groups, or organizations.

It is crucial to understand that there is a direct link between discrimination and power. Without power, discrimination is passive and ineffective. With power, discrimination maintains the dominance of one group over another. The term *power* in this context means the expenditure of energy to get things done. The groups in power are those that can effectively discriminate: they can pass laws, make rules, and decide who belongs in and who remains on the outside.

Key Note Term

discrimination – to show preference for or prejudice against.

Causes for discrimination include:

- **Group Size.** This may be the simplest explanation for discriminatory behavior among dominant group members. They fear they will be overwhelmed by the sheer number of the subordinated "masses." Racial groups that continually increase in size have always been the targets for some form of control. On the other hand, the smaller the ethnic minority group, the less threatening it is.
- **Social Distance.** The attempt by a dominate group to keep a distance between it and a subordinate group by limiting access and intimacy. For example, you cannot join a specific club unless you earn $250,000 a year.
- **Competition.** It always serves the dominant group's best interests to limit competition with a subordinate group, from competing for scarce economic resources to other forms such as athletic competition.
- **Status Consciousness.** Minority groups occupy a generally low status in American society. For example, status-conscious whites avoid lower-status people due to their prejudicial perceptions.

Stereotyping

Stereotyping is related to just about all of the factors discussed above. A stereotype, whether favorable or unfavorable, is an exaggerated belief associated with a category. Its function is to justify (or rationalize) our conduct in relation to that category. People naturally seek to understand or make sense of their environment. Because you cannot possibly analyze or respond to all of the information that you receive, you may tend to narrow your focus on subsets of that information. You will usually select the subset that you believe to be most important. People then categorize (stereotype) this information to serve a useful function, depending on their group (religious, racial, ethnic, cultural, and so on) affiliation.

- Categorization simplifies your environment. It enables you to generate expectations and guides your behavior toward a person or an object based on those expectations.
- When you categorize a person as a member of a group, you may assume that he or she has a variety of characteristics that you believe members of that category have. You then look at persons as a group based on a variety of factors (such as age, religion, gender, race,) and whether they are part of the in-group (most like you) or the out-group (most different from you). The people that you tend to categorize (stereotype) most are the out-group.
- Stereotypes are fixed, rigid ideas associated with a category. They are not identical with the category, but are overgeneralizations or oversimplifications about a category.
- Because stereotypes can be either favorable or unfavorable, they can lead to love-prejudice or hate-prejudice relationships.
- Stereotypes are the rationalizers that allow you to justify behavior to categorically accept or reject a group and to selectively maintain your perception and thinking about a group.
- There may be examples of behavior by members of a group that support the belief offered in an expressed stereotype of a given group. For example, one can find a few people in groups who are dishonest, but those examples do not warrant that all within the group are dishonest.

There are also a number of sources that not only develop, but support and sustain stereotypes. In fact, there is very little chance of anyone not being exposed to at least one of these sources of stereotypes.

The very socialization process discussed earlier in this lesson is a powerful source in the development of stereotypes.

- **Hearing and/or telling ethnic, racist, or sexist jokes.**
- **Reading the literature of a culture or society, whether fact or fiction, has a powerful influence on our thinking and behaving processes.**
- **The coverage of news on radio and television, and movies all carry powerful messages that create and support stereotyping.**
- **A male-oriented society only serves to create and sustain stereotypes. Even the pronouns you use when you speak sometimes have effects that are profound.**

Racial Tension

Racial tension within an organization is often the result of poor leadership. The major reasons for racial tension include:

- **Insensitive leadership. Leaders must realize the effect that their actions and comments have on subordinates and on their attitudes, behaviors, and perceptions.**
- **Racial prejudice and discrimination.**
- **Unfair administration of rewards and punishment, promotions, and duties.**
- **Limited recognition and awareness of minorities.**

Up to this point, you have looked at some of the factors that impact on perceptions and attitudes, and their relation to prejudicial and discriminatory behavior. You saw that when you judge a person's worth based on a perception or an attitude, your effectiveness as a leader is degraded. You will not communicate as well and trust will not be nourished to its fullest potential within an organization.

Strategies for Creating Change

So, now that you have some awareness about factors and causes that impact negatively on race relations and equal opportunity, what can you do about it? How can you remove or change some of the negative attitudes, behaviors, perceptions, or stereotypes? This section offers some strategies for change that will require lots of work and some risk on your part.

Leaders Can Create Change

As a leader, you need to be aware of discrimination and prejudices before they can begin to impact on minority groups, and more important, on people's feelings within those groups. Failure to take these strategies for change to heart can severely hamper a unit's mission accomplishment, cohesion, and trust.

- **Overcome prejudices by learning the facts and applying sound reasoning processes.**
- **Be prepared to detect and evaluate warning signs of possible unrest that may stem from racial issues in units and take immediate action to eliminate the causes.**
- **Know all you can about your subordinates — their values, attitudes, how they came to be the way they are, and what they want to be. This means knowing more about subordinates than just their names. Do not base this knowledge on unfounded opinions about the race or ethnic origin of a subordinate, but on the facts about each individual.**
- **Promote mutual understanding through effective communication. Realize that there will always be difficulties in the communication process and deal with the filters, barriers, and breakdowns as they occur. Although the difficulties may be complicated, when minorities lose trust in their leaders, the situation is out of control. Make communication effective by fostering an understanding that reduces racial tensions.**
- **Give fair and impartial treatment to all.**

Lessening Prejudice, Adverse Perceptions, and Stereotyping

It has been suggested that if members of society can accomplish the following conditions, the causes and effects of prejudice will be lessened:

- **Make contacts with people on an equal status and under a spirit of cooperation.**
- **Share goals.**
- **Have people work on common problems.**
- **Create appropriate educational activities.**
- **Sanction contacts by law.**
- **Accept differences. Disagreement is okay, but rather than using statements such as "you are wrong" or "that's your opinion," do not deny others their experiences. Be willing to explore other's experiences as you explore your own thoughts, feelings, and experiences that brought you to your conclusion.**
- **Listen actively. Listen for understanding instead of agreement. Paraphrase back to the speaker the message you received. Listen with the same intensity to everyone.**
- **Provide feedback. Be behavior specific. Let others know what impact they have on you. Learn to separate intent and effect. Avoid using labels.**
- **Share behaviors/feelings. Honestly share with the group where you stand on subjects, and be willing to explore how you got there.**

- **Encourage feedback. Do not defend or rationalize your behavior; accept what others have to say. This is where active listening is imperative. Remember—agreement is not necessary.**

- **Use inclusionary language. Use terms such as "*we*" and "*us*;" do not use "*they*," "*he*," or "*she*." Plus, avoid using "*isms*."**

- **Avoid stereotypes. Learn to distinguish between characteristics based on factual evidence and characteristics based on overgeneralizations.**

Recognize that thinking in terms of categories is a normal human function, and be aware when you are doing it. Recognize also that people consciously and unconsciously hold stereotypes as a result of their social conditioning. Because people distinguish by recognizing their existence and by gathering factual information about different individuals, learn to look at people as individuals — not groups. Interacting with people who are different than you can help you to see people as they really are.

Creating Change from a Personal Level

There are three ways that you personally can create change. The most readily available tactic for change is *dialogue*. This tactic is particularly effective to change people who are on the fence, who need support for new thought, or who are seriously trying to make sense out of their deepest commitments. It is less effective for those whose minds are strongly made up in an opposite direction. Dialogue has available to it various methods for effectively presenting information — conversation, debates, and panel discussions are all common.

Another tactic designed to be stronger than dialogue is *confrontation*. This involves using the skills of effective feedback and active listening in a non-threatening way. For example, consider the following response to a statement "you" made to a group of people:

> When you made that statement, I perceived it as being racist and it made me feel uncomfortable because I sense a feeling of superiority on your part.

At this point, re-negotiation is in order. Confrontation involves no longer being silent. The silent majority of Americans — those who have never committed themselves either to overt racism or to active involvement in the cause of civil rights — will now have to stand up and be counted.

The final tactic is *education*, from which comes understanding. Educate other people. Do not close your ears when you hear bigoted remarks. Racism becomes more respectable when it goes unchallenged. Most people are simply ignorant of the facts.

The education necessary to change existing perceptions will never work if it consists mainly of the same people lecturing to others. It must involve active participation by all types of people at all levels. Advice from well-informed members of other groups also helps.

Everyone must work to perform — or at least process information — on three levels at once (if need be). These levels are:

- **Understand yourself and how you see the situation around you.**
- **Understand others because they will not be like you in many cases. Use intercultural communication.**
- **Understand your environment, where it is coming from, and the direction it is headed.**

Chapter 4

Conclusion

Although all minorities and other groups are interwoven throughout every fiber of our society; racist, prejudiced, and discriminatory attitudes and behaviors still exist. Unless you have a firm grip on some of the "whys" behind these challenges, you may be prone to repeat them. Society has a choice. It can die clinging to its bigotry, or it can breathe freely in an atmosphere free of racism, prejudice, and discrimination. The choice really is one of survival, and every one of us has a responsibility to ourselves — and to our children — to keep this society alive by changing it.

Lesson Review

Lesson Review

1. **What did Executive Order 9981 accomplish?**
2. **How can your self-concept influence the way you see others?**
3. **What would cause you to behave differently around individuals of another color, culture, or religion?**
4. **Define the term "stereotype".**

Lesson 2

Performance Indicators

Key Terms

communication
counseling
development
evaluation
flexibility
purpose
support

What You Will Learn to Do

- Outline a developmental counseling plan

Linked Core Abilities

- Communicate using verbal, non-verbal, visual, and written techniques
- Treat self and others with respect

Skills and Knowledge You Will Gain along the Way

- Describe performance indicators used to assess leadership skills
- Describe the qualities and skills of an effective counselor
- Identify assessment and counseling strategies
- Define key words contained in this lesson

Chapter 4

Introduction

This lesson also covers leadership and developmental skills, as well as mentoring. You learn mentoring and counseling skills, such as active listening, responding, and questioning. The two major types of developmental counseling—event-oriented and growth counselng—are also discussed

Performance Indicators

This section is organized around the leadership dimensions as shown in Figure 4.2.1.

Figure 4.2.1: Leadership dimensions.

Values

Values include loyalty, duty, respect, selfless service, honor, integrity, and personal courage. This section covers what to look for when determining these specific values.

Loyalty

Leaders who demonstrate loyalty:

● **Bear true faith and allegiance in the correct order to the Constitution, the Army, and the organization**

- **Observe higher headquarters' priorities**
- **Work within the system without manipulating it for personal gain**

Duty

Leaders who demonstrate devotion to duty:

- **Fulfill obligations — professional, legal, and moral**
- **Carry out mission requirements**
- **Meet professional standards**
- **Set the example**
- **Comply with policies and directives**
- **Continually pursue excellence**

Respect

Leaders who demonstrate respect:

- **Treat people as they should be treated**
- **Create a climate of fairness and equal opportunity**
- **Are discreet and tactful when correcting or questioning others**
- **Show concern for and make an effort to check on the safety and well being of others**
- **Are courteous**
- **Don't take advantage of positions of authority**

Selfless Service

Leaders who demonstrate selfless service:

- **Put the welfare of the nation, the Army, and subordinates before their own**
- **Sustain team morale**
- **Share subordinates' hardships**
- **Give credit for success to others and accept responsibility for failure themselves**

Honor

Leaders who demonstrate honor:

- **Live up to Army values**
- **Don't lie, cheat, steal, or tolerate those actions by others**

Integrity

Leaders who demonstrate integrity:

- **Do what is right legally and morally**
- **Possess high personal moral standards**
- **Are honest in word and deed**
- **Show consistently good moral judgment and behavior**
- **Put being right ahead of being popular**

Personal Courage

Leaders who demonstrate personal courage:

- **Show physical and moral bravery**
- **Take responsibility for decisions and actions**
- **Accept responsibility for mistakes and shortcomings**

Attributes

Attributes are positive qualities, traits, and characteristics. The attributes covered in this section include mental, physical, and emotional.

Mental Attributes

Leaders who demonstrate desirable mental attributes:

- **Possess and display will, self-discipline, initiative, judgment, self-confidence, intelligence, common sense, and cultural awareness**
- **Think and act quickly and logically, even when there are no clear instructions or the plan falls apart**
- **Analyze situations**
- **Combine complex ideas to generate feasible courses of action**
- **Balance resolve and flexibility**
- **Show a desire to succeed; do not quit in the face of adversity**
- **Do their fair share**
- **Balance competing demands**
- **Embrace and use the talents of all members to build team cohesion**

Physical Attributes

Leaders who demonstrate desirable physical attributes:

- **Maintain an appropriate level of physical fitness and military bearing**
- **Present a neat and professional appearance**
- **Meet established norms of personal hygiene, grooming, and cleanliness**
- **Maintain Army height and weight standards (not applicable to DA civilians)**
- **Render appropriate military and civilian courtesies**
- **Demonstrate nonverbal expressions and gestures appropriate to the situation**
- **Are personally energetic**
- **Cope with hardship**
- **Complete physically demanding endeavors**
- **Continue to function under adverse conditions**
- **Lead by example in performance, fitness, and appearance**

Emotional Attributes

Leaders who demonstrate appropriate emotional attributes:

- **Show self-confidence**
- **Remain calm during conditions of stress, chaos, and rapid change**
- **Exercise self-control, balance, and stability**
- **Maintain a positive attitude**
- **Demonstrate mature, responsible behavior that inspires trust and earns respect**

Skills

Specific skills should be examined when reviewing performance. These include interpersonal, conceptual, technical, and tactical skills. Obviously, not every skill is applicable to every individual.

Interpersonal Skills

Leaders who demonstrate interpersonal skills:

- **Coach, teach, counsel, motivate, and empower subordinates**
- **Readily interact with others**
- **Earn trust and respect**
- **Actively contribute to problem solving and decision-making**
- **Are sought out by peers for expertise and counsel**

Conceptual Skills

Leaders who demonstrate conceptual skills:

- **Reason critically and ethically**
- **Think creatively**
- **Anticipate requirements and contingencies**
- **Improvise within the commander's intent**
- **Use appropriate reference materials**
- **Pay attention to details**

Technical Skills

Leaders who demonstrate technical skills:

- **Possess or develop the expertise necessary to accomplish all assigned tasks and functions**
- **Know standards for task accomplishment**
- **Know the small unit tactics, techniques, and procedures that support the organization's mission**
- **Know the drills that support the organization's mission**
- **Prepare clear, concise operation orders**
- **Understand how to apply the factors of mission, enemy, terrain and weather, troops, time available, and civil considerations (METT-TC) to mission analysis**

METT-TC

You might be wondering what METT-TC stands for. This acronym means:
- M-Mission
- E-Enemy
- T-Time
- T-Terrain
- T-Troops
- C-Civilians

- **Master basic soldier skills**
- **Know how to use and maintain equipment**
- **Know how and what to inspect or check**
- **Use technology, especially information technology, to enhance communication**

Actions

When assessing action performance, looks for those qualities that include influencing, communication (both oral and written), decision making, motivating, operating, planning and preparing, executing, assessing, improving, developing, building, and learning. This section covers these specific actions.

Influencing

Leaders who influence:

- **Use appropriate methods to reach goals while operating and improving**
- **Motivate subordinates to accomplish tasks and missions**
- **Set the example by demonstrating enthusiasm for — and, if necessary, methods of — accomplishing assigned tasks**
- **Make themselves available to assist peers and subordinates**
- **Share information with subordinates**
- **Encourage subordinates and peers to express candid opinions**
- **Actively listen to feedback and act appropriately based on it**
- **Mediate peer conflicts and disagreements**
- **Tactfully confront and correct others when necessary**
- **Earn respect and obtain willing cooperation of peers, subordinates, and superiors**
- **Challenge others to match their example**
- **Take care of subordinates and their families, providing for their health, welfare, morale, and training**
- **Are persuasive in peer discussions and prudently rally peer pressure against peers when required**
- **Provide a team vision for the future**
- **Shape the organizational climate by setting, sustaining, and ensuring a values-based environment**

Communicating

Leaders who communicate effectively:

- **Display good oral, written, and listening skills**
- **Know how to persuade others**
- **Express thoughts and ideas clearly to individuals and groups**

Oral Communication

Leaders who effectively communicate orally:

- **Speak clearly and concisely**
- **Speak enthusiastically and maintain listeners' interest and involvement**
- **Make appropriate eye contact when speaking**
- **Use gestures that are appropriate but not distracting**
- **Convey ideas, feelings, sincerity, and conviction**
- **Express well-thought-out and well-organized ideas**
- **Use grammatically and doctrinally correct terms and phrases**
- **Use appropriate visual aids**
- **Act to determine, recognize and resolve misunderstandings**
- **Listen and watch attentively; make appropriate notes; convey the essence of what was said or done to others**
- **Respond appropriately to verbal and non-verbal feedback**
- **Keep conversations on track**

Written Communication

Leaders who effectively communicate in writing:

- **Are understood in a single rapid reading by the intended audience**
- **Use correct grammar, spelling, and punctuation**
- **Have legible handwriting**
- **Put the "bottom line up front"**
- **Use the active voice**
- **Use an appropriate format, a clear organization, and a reasonably simple style**
- **Use only essential acronyms and spell out those used**
- **Stay on topic**
- **Correctly use facts and data**

Note:

DA Pam 600-67 discusses techniques for writing effectively.

Decision Making

Leaders who make effective, timely decisions:

- **Employ sound judgment and logical reasoning**
- **Gather and analyze relevant information about changing situations to recognize and define emerging problems**
- **Make logical assumptions in the absence of acts**
- **Uncover critical issues to use as a guide in both making decisions and taking advantage of opportunities**
- **Keep informed about developments and policy changes inside and outside the organization**
- **Recognize and generate innovative solutions**
- **Develop alternative courses of action and choose the best course of action based on analysis of their relative costs and benefits**
- **Anticipate needs for action**
- **Relate and compare information from different sources to identify possible cause-and-effect relationships**
- **Consider the impact and implications of decisions on others and on situations**
- **Involve others in decisions and keep them informed of consequences that affect them**
- **Take charge when in charge**
- **Define intent**
- **Consider contingencies and their consequences**
- **Remain decisive after discovering a mistake**
- **Act in the absence of guidance**
- **Improvise within commander's intent; handle a fluid environment**

Motivating

Leaders who effectively motivate:

- **Inspire, encourage, and guide others toward mission accomplishment**
- **Don't show discouragement when facing setbacks**
- **Attempt to satisfy subordinates' needs**
- **Give subordinates the reason for tasks**
- **Provide accurate, timely, and (where appropriate) positive feedback**
- **Actively listen for feedback from subordinates**
- **Use feedback to modify duties, tasks, requirements, and goals when appropriate**
- **Recognize individual and team accomplishments and reward them appropriately**

- **Recognize poor performance and address it appropriately**
- **Justly apply disciplinary measures**
- **Keep subordinates informed**
- **Clearly articulate expectations**
- **Consider duty positions, capabilities, and developmental needs when assigning tasks**
- **Provide early warning to subordinate leaders of tasks they will be responsible for**
- **Define requirements by issuing clear and concise orders or guidance**
- **Allocate as much time as possible for task completion**
- **Accept responsibility for organizational performance**
- **Credit subordinates for good performance**
- **Take responsibility for and correct poor performance**

Operating

Leaders who effectively operate:

- **Accomplish short-term missions**
- **Demonstrate tactical and technical competency appropriate to their rank and position**
- **Complete individual and unit tasks to standard, on time, and within the commander's intent**

Planning and Preparing

Leaders who effectively plan:

- **Develop feasible and acceptable plans for themselves and others that accomplish the mission while expending minimum resources and posturing the organization for future missions**
- **Use forward planning to ensure each course of action achieves the desired outcome**
- **Use reverse planning to ensure that all tasks can be executed in the time available and that tasks depending on other tasks are executed in the correct sequence**
- **Determine specified and implied tasks and restate the higher headquarters' mission in terms appropriate to the organization**
- **Incorporate adequate controls such as time phasing; ensure others understand when actions should begin or end**
- **Adhere to the "1/3 — 2/3 Rule"; give subordinates time to plan, 1/3 time for notice and 2/3 time to execution**
- **Allocate time to prepare and conduct rehearsals**
- **Ensure all courses of action accomplish the mission within the commander's intent**
- **Allocate available resources to competing demands by setting task priorities based on the relative importance of each task**

- **Address likely contingencies**
- **Remain flexible**
- **Consider SOPs, the factors of METT-TC, and the military aspects of terrain (OACOK)**

Another acronym

The acronym OACOK stands for:

- **O- Observation**
- **A- Avenues of approach**
- **C- Cover & concealment**
- **O- obstacles**
- **K- Key Terrain**

- **Coordinate plans with higher, lower, adjacent, and affected organizations**
- **Personally arrive on time and meet deadlines; require subordinates and their organizations to accomplish tasks on time**
- **Delegate all tasks except those that are required to do personally**
- **Schedule activities so the organization meets all commitments in critical performance areas**
- **Recognize and resolve scheduling conflicts**
- **Notify peers and subordinates as far in advance as possible when their support is required**
- **Use some form of a personal planning calendar to organize requirements**

Executing

Leaders who effectively execute:

- **Use technical and tactical skills to meet mission standards, take care of people, and accomplish the mission with available resources**
- **Perform individual and collective tasks to standard**
- **Execute plans, adjusting when necessary, to accomplish the mission**
- **Encourage initiative**
- **Keep higher and lower headquarters, superiors, and subordinates informed**
- **Keep track of people and equipment**
- **Make necessary on-the-spot corrections**
- **Adapt to and handle fluid environments**
- **Work through obstacles, difficulties, and hardships to accomplish the mission**
- **Keep track of task assignments and suspense's; adjust assignments, if necessary; follow up**

Assessing

Leaders who effectively assess:

- **Use assessment techniques and evaluation tools, especially After Action Reviews (AARs), to identify lessons learned and facilitate consistent improvement**
- **Establish and employ procedures for monitoring, coordinating, and regulating subordinates' actions and activities**
- **Conduct initial assessments when beginning a new task or assuming a new position**
- **Conduct In Progress Reviews (IPRs)**
- **Analyze activities to determine how desired end states are achieved or affected**
- **Seek sustainment in areas when the organization meets the standard**
- **Observe and assess actions in progress without over supervising**
- **Judge results based on standards**
- **Sort out important actual and potential problems**
- **Conduct and facilitate AARs; identify lessons**
- **Determine causes, effects, and contributing factors for problems**
- **Analyze activities to determine how desired end states can be achieved ethically**

Improving

Leaders who effectively improve the organization:

- **Sustain skills and actions that benefit themselves and each of their people for the future**
- **Sustain and renew the organization for the future by managing change and exploiting individual and institutional learning capabilities**
- **Create and sustain an environment where all leaders, subordinates, and organizations can reach their full potential**

Developing

Leaders who effectively develop:

- **Strive to improve themselves, subordinates, and the organization**
- **Mentor by investing adequate time and effort in counseling, coaching, and teaching their individual subordinates and subordinate leaders**
- **Set the example by displaying high standards of duty performance, personal appearance, military and professional bearing, and ethics**
- **Create a climate that expects good performance, recognizes superior performance, and doesn't accept poor performance**
- **Design tasks to provide practice in areas of subordinate leaders' weaknesses**
- **Clearly articulate tasks and expectations and set realistic standards**

- **Guide subordinate leaders in thinking through problems for themselves**
- **Anticipate mistakes and freely offer assistance without being overbearing**
- **Observe, assess, counsel, coach, and evaluate subordinate leaders**
- **Motivate subordinates to develop themselves**
- **Arrange training opportunities that help subordinates achieve insight, self-awareness, self-esteem, and effectiveness**
- **Balance the organization's tasks, goals, and objectives with subordinates' personal and professional needs**
- **Develop subordinate leaders who demonstrate respect for natural resources and the environment**
- **Act to expand and enhance subordinates' competence and self-confidence**
- **Encourage initiative**
- **Create and contribute to a positive organizational climate**
- **Build on successes**
- **Improve weaknesses**

Building

Leaders who effectively build:

- **Spend time and resources improving the organization**
- **Foster a healthy ethical climate**
- **Act to improve the organization's collective performance**
- **Comply with and support organizational goals**
- **Encourage people to work effectively with each other**
- **Promote teamwork and team achievement**
- **Are examples of team players**
- **Offer suggestions, but properly execute decisions of the chain of command and NCO (Non-Commission Officer) support channel — even unpopular ones — as if they were their own**
- **Accept and act on assigned tasks**
- **Volunteer in useful ways**
- **Remain positive when the situation becomes confused or changes**
- **Use the chain of command and NCO support channel to solve problems**
- **Support equal opportunity**
- **Prevent sexual harassment**
- **Participate in organizational activities and functions**
- **Participate in team tasks and missions without being requested to do so**
- **Establish an organizational climate that demonstrates respect for the environment and stewards natural resources**

Learning

Leaders who effectively learn:

- **Seek self-improvement in weak areas**
- **Encourage organizational growth**
- **Envision, adapt, and lead change**
- **Act to expand and enhance personal and organizational knowledge and capabilities**
- **Apply lessons learned**
- **Ask incisive questions**
- **Envision ways to improve**
- **Design ways to practice**
- **Endeavor to broaden their understanding**
- **Transform experience into knowledge and use it to improve future performance**
- **Make knowledge accessible to the entire organization**
- **Exhibit reasonable self-awareness**
- **Take time off to grow and recreate**
- **Embrace and manage change; adopt a future orientation**
- **Use experience to improve themselves and the organization**

Developmental Counseling

Key Note Term

development – to get gradually stronger and better; to make known in detail.

Leadership **development** is one of the most important responsibilities. Developing your leadership abilities should be one of your highest priorities.

Leadership development reviews are a means to focus leadership growth. Think of them as AARs with a focus of making leaders more effective. These important reviews are not necessarily limited to internal counseling sessions; leadership feedback mechanisms also apply in operational settings such as the CTCs.

Just as training includes AARs and training strategies to fix shortcomings, leadership development includes performance reviews. These reviews result in agreements between leader and subordinate on a development strategy or plan of action that builds on the subordinate's strengths and establishes goals to improve on weaknesses. Leaders conduct performance reviews and create plans of action during developmental counseling.

Key Note Term

counseling – an interchange of opinions, perceptions, and ideas

Leadership development reviews are a component of the broader concept of developmental counseling. **Developmental counseling** is subordinate-centered communication that produces a plan outlining actions that subordinates must take to achieve individual and organizational goals. During developmental counseling,

subordinates are not merely passive listeners; they're actively involved in the process. The Developmental Counseling Form (DA Form 4856-E, which is discussed at the end of this section) provides a useful framework to prepare for almost any type of counseling. Use it to help you mentally organize issues and isolate important, relevant items to cover during counseling sessions.

Developmental counseling is a shared effort. As a leader, you assist your subordinates in identifying strengths and weaknesses and creating plans of action. You then support them throughout the plan implementation and assessment; however, to achieve success, your subordinates must be forthright in their commitment to improve and candid in their own assessment and goal setting.

The Leader's Responsibilities

Organizational readiness and mission accomplishment depend on every member's ability to perform to established standards. Leaders must mentor their subordinates through teaching, coaching, and counseling. Leaders coach subordinates the same way sports coaches improve their teams: by identifying weaknesses, setting goals, developing and implementing plans of action, and providing oversight and motivation throughout the process. To be effective coaches, leaders must thoroughly understand the strengths, weaknesses, and professional goals of their subordinates.

People often perceive counseling as an adverse action. Effective leaders who counsel properly can change that perception. Leaders conduct counseling to help subordinates become better members of the team, maintain or improve performance, and prepare for the future. Just as no easy answers exist for exactly what to do in all leadership situations, no easy answers exist for exactly what to do in all counseling situations. To conduct effective counseling, however; you should develop a counseling style with the characteristics as follows:

- **Purpose: Clearly define the purpose of the counseling.**
- **Flexibility: Fit the counseling style to the character of each subordinate and to the relationship desired.**
- **Respect: View subordinates as unique, complex individuals, each with a distinct set of values, beliefs, and attitudes.**
- **Communication: Establish open, two-way communication with subordinates using spoken language, nonverbal actions, gestures, and body language. Effective counselors listen more than they speak.**
- **Support: Encourage subordinates through actions while guiding them through their problems.**

The Leader as a Counselor

Cadet leaders must demonstrate certain qualities to be effective counselors. These qualities include respect for subordinates, self-awareness and cultural awareness, empathy, and credibility.

Key Note Term

flexibility – adaptable to change

Respect for Subordinates

As a leader, you show respect for subordinates when you allow them to take responsibility for their own ideas and actions. Respecting subordinates helps create mutual respect in the leader-subordinate relationship. Mutual respect improves the chances of changing (or maintaining) behavior and achieving goals.

Self-awareness and Cultural Awareness

As a leader, you must be fully aware of your own values, needs, and biases prior to counseling subordinates. Self-aware leaders are less likely to project their biases onto subordinates. Also, aware leaders are more likely to act consistently with their own values and actions.

Cultural awareness is a mental attribute. As a leader, you need to be aware of the similarities and differences between individuals of different cultural backgrounds and how these factors may influence values, perspectives, and actions. Don't let unfamiliarity with cultural backgrounds hinder you in addressing cultural issues, especially if they generate concerns within the organization or hinder team-building. Cultural awareness enhances your ability to display empathy.

Empathy

Empathy is the action of being understanding of and sensitive to the feelings, thoughts, and experiences of another person to the point that you can almost feel or experience them yourself. Leaders with empathy can put themselves in their subordinate's shoes; they can see a situation from the other person's perspective.

By understanding the subordinate's position, you can help a subordinate develop a plan of action that fits the subordinate's personality and needs, one that works for the subordinate. If you don't fully comprehend a situation from your subordinate's point of view, you have less credibility and influence and your subordinate is less likely to commit to the agreed upon plan of action.

Credibility

Leaders achieve credibility by being honest and consistent in their statements and actions. To be credible, use a straightforward style with your subordinates. Behave in a manner that your subordinates respect and trust. You can earn credibility by repeatedly demonstrating your willingness to assist a subordinate and being consistent in what you say and do. If you lack credibility with your subordinates, you'll find it difficult to influence them.

Leader Counseling Skills

One challenging aspect of counseling is selecting the proper approach to a specific situation. To counsel effectively, the technique you use must fit the situation, your capabilities, and your subordinate's expectations. In some cases, you may only need to give information or listen. A subordinate's improvement may call for just a brief word of praise. Other situations may require structured counseling followed by definite actions.

All leaders should seek to develop and improve their own counseling abilities. You can improve your counseling techniques by studying human behavior, learning the kinds of problems that affect your subordinates, and developing your interpersonal skills. The techniques needed to provide effective counseling will vary from person to person and session to session; however, general skills that you'll need in almost every situation include active listening, responding, and questioning.

Active Listening

During counseling, you must actively listen to your subordinate. When you're actively listening, you communicate verbally and non-verbally that you've received the subordinate's message. To fully understand a subordinate's message, you must listen to the words and observe the subordinate's manners. Elements of active listening you should use include:

- **Eye contact. Maintaining eye contact without staring helps show sincere interest. Occasional breaks of contact are normal and acceptable. Subordinates may perceive excessive breaks of eye contact, paper shuffling, and clock-watching as a lack of interest or concern. These are guidelines only. Based on cultural background, participants in a particular counseling session may have different ideas about what proper eye contact is.**

- **Body posture. Being relaxed and comfortable will help put the subordinate at ease. However, a too-relaxed position or slouching may be interpreted as a lack of interest.**

- **Head nods. Occasionally nodding your head shows you're paying attention and encourages the subordinate to continue.**

- **Facial expressions. Keep your facial expressions natural and relaxed. A blank look or fixed expression may disturb the subordinate. Smiling too much or frowning may discourage the subordinate from continuing.**

- **Verbal expressions. Refrain from talking too much and avoid interrupting. Let the subordinate do the talking while keeping the discussion on the counseling subject. Speaking only when necessary reinforces the importance of what the subordinate is saying and encourages the subordinate to continue. Silence can also do this, but be careful. Occasional silence may indicate to the subordinate that it's okay to continue talking, but a long silence can sometimes be distracting and make the subordinate feel uncomfortable.**

Active listening also means listening thoughtfully and deliberately to the way a subordinate says things. Stay alert for common themes. A subordinate's opening and closing statements as well as recurring references may indicate the subordinate's priorities. Inconsistencies and gaps may indicate a subordinate's avoidance of the real issue. This confusion and uncertainty may suggest additional questions.

While listening, pay attention to the subordinate's gestures. These actions complete the total message. By watching the subordinate's actions, you can "see" the feelings behind the words. Not all actions are proof of a subordinate's feelings, but they should be taken into consideration. Note differences between what the subordinate says and does. Nonverbal indicators of a subordinate's attitude include:

- **Boredom.** Drumming on the table, doodling, clicking a ball-point pen, or resting the head in the palm of the hand.
- **Self-confidence.** Standing tall, leaning back with hands behind the head, and maintaining steady eye contact.
- **Defensiveness.** Pushing deeply into a chair, glaring at the leader, and making sarcastic comments as well as crossing or folding arms in front of the chest.
- **Frustration.** Rubbing eyes, pulling on an ear, taking short breaths, wringing the hands, or frequently changing total body position.
- **Interest, friendliness, and openness.** Moving toward the leader while sitting.
- **Openness or anxiety.** Sitting on the edge of the chair with arms uncrossed and hands open.

Consider these indicators carefully. Although each indicator may show something about the subordinate, don't assume a particular behavior absolutely means something. Ask the subordinate about the indicator so you can better understand the behavior and allow the subordinate to take responsibility for it.

Responding

Responding skills follow up on active listening skills. A leader responds to communicate that the leader understands the subordinate. From time to time, check your understanding: clarify and confirm what has been said. Respond to subordinates both verbally and nonverbally. Verbal responses consist of summarizing, interpreting, and clarifying the subordinate's message. Nonverbal responses include eye contact and occasional gestures such as a head nod.

Questioning

Although questioning is a necessary skill, you must use it with caution. Too many questions can aggravate the power differential between a leader and a subordinate and place the subordinate in a passive mode. The subordinate may also react to excessive questioning as an intrusion of privacy and become defensive. During a leadership development review, ask questions to obtain information or to get the subordinate to think about a particular situation. Generally, the questions should be open-ended so as to evoke more than a yes or no answer. Well-posed questions may help to verify understanding, encourage further explanation, or help the subordinate move through the stages of the counseling session.

Counseling Errors

Effective leaders avoid common counseling mistakes. Dominating the counseling by talking too much, giving unnecessary or inappropriate "advice," not truly listening, and projecting personal likes, dislikes, biases, and prejudices all interfere with effective counseling. You should also avoid other common mistakes such as rash judgments, stereotypes, loss of emotional control, and inflexible methods of counseling and improper follow-up. To improve your counseling skills, refer to the following guidelines.

- **Determine the subordinate's role in the situation and what the subordinate has done to resolve the problem or improve performance.**
- **Draw conclusions based on more than the subordinate's statement.**
- **Try to understand what the subordinate says and feels; listen to what the subordinate says and how the subordinate says it.**
- **Show empathy when discussing the problem.**
- **When asking questions, be sure that you need the information.**
- **Keep the conversation open-ended; avoid interrupting.**
- **Give the subordinate your full attention.**
- **Be receptive to the subordinate's feelings without feeling responsible to save the subordinate from hurting.**
- **Encourage the subordinate to take the initiative and to say what the subordinate wants to say.**
- **Avoid interrogating.**
- **Keep your personal experiences out of the counseling session unless you believe your experiences will really help.**
- **Listen more; talk less.**
- **Remain objective.**
- **Avoid confirming a subordinate's prejudices.**
- **Help the subordinate help himself.**
- **Know what information to keep confidential and what to present to the chain of command.**

The Leader's Limitations

Leaders can't help everyone in every situation. Even professional counselors can't provide all the help that a person might need. You must recognize your limitations and, when the situation calls for it, refer a subordinate to a person or agency more qualified to help.

Types of Developmental Counseling

You can often categorize developmental counseling based on the topic of the session. The two major categories of counseling are event-oriented and performance/professional growth.

Event-oriented Counseling

Event-oriented counseling involves a specific event or situation. It may precede events, such as going to a promotion board or attending a school; or it may follow events, such as a noteworthy duty performance, a problem with performance or mission accomplishment, or a personal problem. Examples of event-oriented counseling include, but are not limited to:

- **Specific instances of superior or substandard performance.**
- **Reception and integration counseling.**
- **Crisis counseling.**
- **Referral counseling.**
- **Promotion counseling.**
- **Adverse separation counseling.**

Counseling for Specific Instances

Sometimes counseling is tied to specific instances of superior or substandard duty performance. You tell your subordinate whether or not the performance met the standard and what the subordinate did right or wrong. The key to successful counseling for specific performance is to conduct it as close to the event as possible.

Many leaders focus counseling for specific instances on poor performance and miss, or at least fail to acknowledge, excellent performance. You should counsel subordinates for specific examples of superior as well as substandard duty performance. To measure your own performance and counseling emphasis, you can note how often you document counseling for superior versus substandard performance.

You should counsel subordinates who don't meet the standard. If the subordinate's performance is unsatisfactory because of a lack of knowledge or ability, you and the subordinate should develop a plan to improve the subordinate's skills. Corrective training may be required at times to ensure the subordinate knows and achieves the standard. After the subordinate can achieve the standard, you should end the corrective training.

When counseling a subordinate for a specific performance, take the following actions:

Key Note Term

purpose – a desirable end or aim.

- **Tell the subordinate the purpose of the counseling, what was expected, and how the subordinate failed to meet the standard.**
- **Address the specific unacceptable behavior or action, not the person's character.**
- **Tell the subordinate the effect of the behavior, action, or performance on the rest of the organization.**
- **Actively listen to the subordinate's response.**
- **Remain unemotional.**
- **Teach the subordinate how to meet the standard.**
- **Be prepared to do some personal counseling because a failure to meet the standard may be related to or the result of an unresolved personal problem.**
- **Explain to the subordinate what will be**
- **Identify your responsibilities in implementing the plan of action; continue to assess and follow up on the subordinate's progress. Adjust plan of action as necessary.**

Reception and Integration Counseling

As the leader, you must counsel new team members. This reception and integration counseling serves two purposes: it identifies and helps fix any problems or concerns that new members may have, and it lets them know the standards and how they fit into the team. It clarifies job titles and sends the message that the chain of command cares. Reception and integration counseling should begin immediately upon arrival so new team members can quickly become integrated into the organization.

Crisis Counseling

You may conduct crisis counseling to get a subordinate through the initial shock after receiving negative news, such as notification of the death of a loved one. You may assist the subordinate by listening and, as appropriate, providing assistance. Assistance may include referring the subordinate to a **support** activity or coordinating external agency support. Crisis counseling focuses on the subordinate's immediate, short-term needs.

Referral Counseling

Referral counseling helps subordinates work through a personal situation and may or may not follow crisis counseling. Referral counseling may also act as preventative counseling before the situation becomes a problem.

Promotion Counseling

Leaders conduct promotion counseling for all who are eligible for advancement.

Adverse Separation Counseling

Adverse separation counseling may involve informing the cadet of the administrative actions available to the commander in the event substandard performance continues and of the consequences associated with those administrative actions.

Developmental counseling may not apply when an individual has engaged in more serious acts of misconduct. In those situations, you should refer the matter to the commander. When the leader's rehabilitative efforts fail, counseling with a view towards separation fills an administrative prerequisite to many administrative discharges and serves as a final warning to the soldier to improve performance or face discharge. In many situations, it may be beneficial to involve the chain of command as soon as you determine that adverse separation counseling might be required. A unit first sergeant or commander should be the person who informs the cadet of the notification requirements.

Performance and Professional Growth Counseling

Performance and Professional Growth counseling are two counseling types with which you should be familiar. This section discusses both of these.

Performance Counseling

During performance counseling, you conduct an **evaluation,** a review of a subordi-
nate's duty performance during a certain period. You and the subordinate jointly
establish performance objectives and standards for the next period. Rather than
dwelling on the past, you should focus the session on the subordinate's strengths,
areas needing improvement, and potential.

As a leader, you must ensure you've tied your expectations to performance objectives
and appropriate standards. You must establish standards that your subordinates can
work towards and must teach them how to achieve the standards if they are to
develop.

Professional Growth Counseling

Professional growth counseling includes planning for the accomplishment of
individual and professional goals. You conduct this counseling to assist subordi-
nates in achieving organizational and individual goals. During the counseling, you
and your subordinate conduct a review to identify and discuss the subordinate's
strengths and weaknesses and create a plan of action to build upon strengths and
overcome weaknesses. This counseling isn't normally event-driven.

As part of professional growth counseling, you may choose to discuss and develop
a "pathway to success" with the subordinate. This future-oriented counseling estab-
lishes short and long-term goals and objectives. Every person's needs are different,
and leaders must apply specific courses of action tailored to each individual.

A counseling session that focuses on resolving a problem may also address
improving performance. A session focused on performance may also include a
discussion on opportunities for advancement.

Nondirective

The nondirective approach is preferred for most counseling sessions. Leaders
use their experienced insight and judgment to assist subordinates in developing
solutions. You should partially structure this type of counseling by telling the
subordinate about the counseling process and explaining what you expect.

During the counseling session, listen rather than make decisions or give advice.
Clarify what's said. Cause the subordinate to bring out important points, so as to
better understand the situation. When appropriate, summarize the discussion.
Avoid providing solutions or rendering opinions; instead, maintain a focus on
individual and organizational goals and objectives. Ensure the subordinate's plan
of action supports those goals and objectives.

Table 4.2.1: Advantages of non-directive, directive, and combined counseling

Nondirective	Directive	Combined
Encourages maturity	Doesn't encourage subordinates to be part of the solution	Encourages maturity
More time-consuming	Quickest method	Moderately quick, but may take too much time for some situations
Encourages open communication	Tends to discourage subordinates from talking freely	Encourages open communication
Develops personal responsibility	Good for people who need clear, concise direction	
Requires greatest counselor skill	Solution is the counselor's, not the subordinate's	Allows counselors to actively use their experience
Tends to treat symptoms, not problems		

Directive

The directive approach works best to correct simple problems, make on-the-spot corrections, and correct aspects of duty performance. The leader using the directive style does most of the talking and tells the subordinate what to do and when to do it. In contrast to the nondirective approach, the leader directs a course of action for the subordinate.

Choose this approach when time is short, when you alone know what to do, or if a subordinate has limited problem-solving skills. It's also appropriate when a subordinate needs guidance, is immature, or is insecure.

Combined

In the combined approach, the leader uses techniques from both the directive and nondirective approaches, adjusting them to articulate what's best for the subordinate. The combined approach emphasizes the subordinate's planning and decision-making.

With your assistance, the subordinate develops their own plan of action. You should listen, suggest possible courses, and help analyze each possible solution to deter-mine its good and bad points. You should then help the subordinate fully understand all aspects of the situation and encourage the subordinate to decide which solution is best.

Counseling Techniques

As a leader, you may select from a variety of techniques when counseling subordinates. These counseling techniques, when appropriately used, cause subordinates to do things or improve upon their performance. You can use these methods during scheduled counseling sessions or while simply coaching a subordinate. Counseling techniques you can use during the nondirective or combined approaches include:

- **Suggesting alternatives. Discuss alternative actions that the subordinate may take, but both you and the subordinate decide which course of action is most appropriate.**
- **Recommending. Recommend one course of action, but leave the decision to accept the recommended action to the subordinate.**
- **Persuading. Persuade the subordinate that a given course of action is best, but leave the decision to the subordinate. Successful persuasion depends on the leader's credibility, the subordinate's willingness to listen, and their mutual trust.**
- **Advising. Advise the subordinate that a given course of action is best. This is the strongest form of influence not involving a command.**

Some techniques you can use during the directive approach to counseling include:

- **Corrective training. Teach and assist the subordinate in attaining and maintaining the standards. The subordinate completes corrective training when they attain the standard.**
- **Commanding. Order the subordinate to take a given course of action in clear, exact words. The subordinate understands that he has been given a command and will face the consequences for failing to carry it out.**

The Counseling Process

Effective leaders use the counseling process. It consists of four stages: identify the need for counseling, prepare for counseling, conduct counseling, and follow up.

Identify the Need for Counseling

Quite often organizational policies, such as counseling associated with an evaluation or counseling required by the command, focus a counseling session. You may, however, conduct developmental counseling whenever the need arises for focused, two-way communication aimed at subordinate development. Developing subordinates consists of observing the subordinate's performance, comparing it to the standard, and then providing feedback to the subordinate in the form of counseling.

Prepare for Counseling

Successful counseling requires preparation. To prepare for counseling, do the following:

- **Select a suitable place.**
- **Schedule the time.**
- **Notify the subordinate well in advance.**
- **Organize information.**
- **Outline the counseling session components.**
- **Plan your counseling strategy.**
- **Establish the right atmosphere.**

Select a Suitable Place

Schedule counseling in an environment that minimizes interruptions and is free from distracting sights and sounds.

Schedule the Time

When possible, counsel a subordinate during the duty day. Counseling after duty hours may be rushed or perceived as unfavorable. The length of time required for counseling depends on the complexity of the issue. Generally, a counseling session should last less than an hour. If you need more time, schedule a second session. Additionally, select a time free from competition with other activities and consider what has been planned after the counseling session. Important events can distract a subordinate from concentrating on the counseling.

Notify the Subordinate Well in Advance

For a counseling session to be a subordinate-centered, two-person effort, the subordinate must have time to prepare for it. The subordinate should know why, where, and when the counseling will take place. Counseling following a specific event should happen as close to the event as possible; however, for performance or professional development counseling, subordinates may need a week or more to prepare or review specific products, such as support forms or counseling records.

Organize Information

Solid preparation is essential to effective counseling. Review all pertinent information. This includes the purpose of the counseling, facts and observations about the subordinate, identification of possible problems, main points of discussion, and the development of a plan of action. Focus on specific and objective behaviors that the sub-ordinate must maintain or improve as well as a plan of action with clear, obtainable goals.

Outline the Components of the Counseling Session

Using the information obtained, determine what to discuss during the counseling session. Note what prompted the counseling, what you aim to achieve, and what your role as a counselor is. Identify possible comments or questions to help you keep the counseling session subordinate-centered and help the subordinate progress through its stages. Although you never know what a subordinate will say or do during counseling, a written outline helps organize the session and enhances the chance of positive results.

Plan Counseling Strategy

As many approaches to counseling exist as there are leaders. The directive, nondirective, and combined approaches to counseling were addressed earlier. Use a strategy that suits your subordinates and the situation.

Establish the Right Atmosphere

The right atmosphere promotes two-way communication between a leader and subordinate. To establish a relaxed atmosphere, you may offer the subordinate a seat or a something to drink. You may want to sit in a chair facing the subordinate since a desk can act as a barrier.

Some situations make an informal atmosphere inappropriate. For example, during counseling to correct substandard performance, you may direct the subordinate to remain standing while you remain seated behind a desk. This formal atmosphere, normally used to give specific guidance, reinforces the leader's rank, position in the chain of command, and authority.

Conduct the Counseling Session

Be flexible when conducting a counseling session. Often counseling for a specific incident occurs spontaneously as leaders encounter subordinates in their daily activities. Good leaders take advantage of naturally occurring events to provide subordinates with feedback.

Even when you haven't prepared for formal counseling, you should address the four basic components of a counseling session. Their purpose is to guide effective counseling rather than mandate a series of rigid steps. Counseling sessions consist of:

- **Opening the session.**
- **Developing the plan of action.**
- **Recording and closing the session.**

Ideally, a counseling session results in a subordinate's commitment to a plan of action. Assessment of the plan of action becomes the starting point for follow-up counseling.

Open the Session

In the session opening, state the purpose of the session and establish a subordinate-centered setting. Establish the preferred setting early in the session by inviting the subordinate to speak. The best way to open a counseling session is to clearly state its purpose. For example, an appropriate purpose statement might be: "The purpose of this counseling is to discuss your duty performance over the past month and to create a plan to enhance performance and attain performance goals." If applicable, start the counseling session by reviewing the status of the previous plan of action.

You and the subordinate should attempt to develop a mutual understanding of the issues. You can best develop this by letting the subordinate do most of the talking. Use active listening; respond, and question without dominating the conversation. Aim to help the subordinate better understand the subject of the counseling, for example, duty performance, a problem situation and its impact, or potential areas for growth.

Both you and the subordinate should provide examples or cite specific observations to reduce the perception that either is unnecessarily biased or judgmental; however, when the issue is substandard performance, you should provide the standard. The conversation, which should be two-way, then addresses what the subordinate needs to do to meet the standard. It's important that you define the issue as substandard performance and don't allow the subordinate to define the issue as an unreasonable standard, unless you consider the standard negotiable or are willing to alter the conditions under which the subordinate is being counseled.

Develop a Plan of Action

A plan of action identifies a method for achieving a desired result. It specifies what the subordinate must do to reach the goals set during dimensions that were discussed earlier: it should show the subordinate how to modify or maintain his behavior. It should avoid vague intentions such as "Next month I want you to improve your land navigation skills." The plan must use concrete and direct terms. For example, you might say: "Next week you'll attend the map reading class with cadets from North Central High School's drill team. After the class, Cadet 1st Lieutenant Dixon will coach you through the land navigation course. He will help you develop your skill with the compass. I will observe you going through the course with Cadet 1st Lieutenant Dixon, and then I will talk to you again and determine where and if you still feel the plan of action sets the stage for successful development."

Record and Close the Session

Although requirements to record counseling sessions vary, a leader always benefits by documenting the main points of a counseling session. Documentation serves as a reference to the agreed upon plan of action and the subordinate's accomplishments, improvements, personal preferences, or problems. A complete record of counseling aids in making recommendations for professional development, schools, promotions, and evaluation reports.

To close the session, summarize its key points and ask if the subordinate understands the plan of action. Invite the subordinate to review the plan of action and what's expected of you, the leader. With the subordinate, establish any follow-up measures necessary to support the successful implementation of the plan of action. These may include providing the subordinate with resources and time, periodically assessing the plan, and following through on referrals. Schedule any future meetings, at least tentatively, before dismissing the subordinate.

Follow Up

The counseling process doesn't end with the counseling session. It continues through implementation of the plan of action and evaluation of results. After counseling, you must support subordinates as they implement their plans of action. Support may include teaching, coaching, or providing time and resources. You must observe and assess this process and possibly modify the plan to meet its goals. Appropriate measures after counseling include follow-up counseling, making referrals, informing the chain of command, and taking corrective measures.

Assess the Plan of Action

The purpose of counseling is to develop subordinates who are better able to achieve personal, professional, and organizational goals. During the assessment, review the plan of action with the subordinate to determine if the desired results were achieved. You and the subordinate should determine the date for this assessment during the initial counseling session. The assessment of the plan of action provides useful information for future follow-up counseling sessions.

Conclusion

This lesson covered performance indicators as well as developmental counseling. Developmental counseling is subordinate-centered communication that outlines actions necessary for subordinates to achieve individual and organizational goals and objectives. It can be either event-oriented, or focused on personal and professional development.

Lesson Review

1. **What are the values upon which you base your performance review?**
2. **Choose two "planning and preparing" actions on which performance reviews are based and discuss them.**
3. **What are the different skills needed in oral and written communication?**
4. **What are the characteristics upon which you should develop your counseling style?**

Chapter 4   Lesson Review

Lesson 3

Negotiating

Key Terms

negotiation
principled negotiation

What You Will Learn to Do

- Negotiate a win/win solution for a given situation

Linked Core Abilities

- Communicate using verbal, non-verbal, visual, and written techniques
- Treat self and others with respect
- Apply critical thinking techniques

Skills and Knowledge You Will Gain along the Way

- Explain how trust and betrayal affects relationships
- Discuss the effects of competition and collaboration in relationships
- Explore the effects of win-lose, win-win, and lose-lose strategies in negotiations
- Define key words contained in this lesson

Chapter 4

Introduction

Negotiation is a way of life; you are involved in it every day—when you negotiate with your parents on how late you can stay out, with your teachers for a make up test, with your boss for a raise, or with your friends when deciding which movie to go to. Earlier in your JROTC classes, communication and working out conflict were discussed. They are important elements to the negotiating process. This lesson covers an effective way to negotiate to a win/win solution.

Key Note Term

negotiation – an attempt to reach a win/win agreement.

Fair Negotiations

Most often as two people begin to discuss their differences they begin with their position. What they believe in and what they want from the discussion. After you have determined what your position is, you go about arguing for it — even demand it. It is from that point you begin to compromise and barter away at your demands and walk away unsatisfied, angry, and feeling like a loser. On the other side, if you yelled loud enough and long enough and you were able to beat down your opponent, you might walk away with all your demands and feeling successful in the process. However, you notice your relationship with this person has degenerated and you feel sad about having lost a friend or classmate.

When you negotiate, you want to be fair. The criteria for fair negotiations include producing a wise agreement, being efficient, and improving or at least not damaging the relationship.

If you argue over positions that you have not taken the time to explore other alternatives for, the decision you come up with may not be the best available solution. When you argue over positions you are not being efficient because you are not listening to each other and most likely repeating your position over and over. You are not moving forward to solutions. When you argue over positions, the relationship can be damaged. Anger sets in and words are said and often not forgotten. You might win this battle, but you also might lose the war.

Principled negotiation is neither soft (giving in) or hard (controlling). It is based on the criteria for fair negotiations and focused on a win/win for all parties. If a win/win is not possible at the time of negotiations, you can agree to have a win/win or no deal, set aside the negotiations and return at a time that the parties can search for the third alternative.

Key Note Term

principled negotia-tion – negotiations based on the criteria for fair negotiations and focused on a win/win outcome.

When using soft negotiations the participants are friends, seeking agreement, making concessions, trusting others, changing positions easily, accepting giving things up to reach an agreement, and yielding to pressure. When using hard negotiations the participants are adversaries, maintain the goal of victory, demand concessions from others, distrust others, try to win a contest of will and apply pressure.

Principled centered negotiations are neither soft nor hard. They are the third alter-native to negotiations and are focused on win/win situations.

Principled centered negotiations have four basic points:

- **People** — **separate the people from the problem.**
- **Interests** — **focus on interests, not positions.**
- **Options** — **generate as many as you can.**
- **Criteria** — **results are based on an agreed upon set of objectives or standards.**

Some ways to keep focused on win/win principled center negotiations are:

- **Have clear goals, understood and agreed upon. Use the goals to test whether issues are relevant or not.**
- **Be on the lookout for win/lose. It can develop subtly. If you feel under attack, or feel yourself lining up support, you are likely in a win/lose contest.**
- **Listen empathetically to others. Stop yourself from working on counter arguments while another person is speaking. Take the risk of being persuaded. Try the other person's reasoning on for size.**
- **Avoid absolute statements that leave no room for modification. "I think this is the way . . ." is better than "This is THE ONLY way . . ."**
- **If you are planning for others, provide some means for their involvement. The doers should feel that they can have influence on decisions that affect them.**
- **Try to make decisions by consensus rather than by victory of the majority.**
- **Test to see that trade-offs and compromises are truly accepted by all.**
- **Draw a continuum line and have members place themselves on it regarding the issue. It often occurs that the different "sides" are not far apart.**
- **Be alert to selling or winning strategies in others and avoid using them yourself. "Any intelligent person can see the advantages . . ." would be a danger signal.**

When the parties involved in the negotiation first identify the outcome, discuss interests, begin to generate possibilities to reach the outcome, and ensure the interests of each party are met, then the relationships will either be maintained or increased, there will be a wise agreement and the parties would have used their time efficiently.

What would you do?

You and your friends are planning for the weekend. There has been discussion around going to the movies, renting a movie and watching it at someone's home with popcorn and soda, going ice-skating or attending the football team's practice game. You and your friends have been discussing these options all week. It is now Friday and time to decide what you will do. You really want to go to the practice game because your younger brother is on the team and you want to support him. Your best friend wants to watch a movie at someone's home because he does not have enough money to go out to a movie or ice skate. There is a long awaited movie on at the theater that your other friend has been waiting to see. Although everyone likes to ice skate, none of your friends are pushing hard for that.

How would you negotiate a win/win situation with your friends?

Conclusion

This lesson showed that negotiation is a way of life. You are involved in it every day. As discussed in previous JROTC classes, communication and working out conflict are important elements to the negotiating process. The key concepts to put into practice from this lesson are the effective ways to negotiate to a win/win solution.

Lesson Review

1. What are the four basic points for principled, centered negotiations?
2. What are the criteria for fair negotiations?
3. Discuss how you have participated in a negotiation with family or friends. What was the outcome?
4. What are the differences between hard and soft negotiations?

Lesson 4

Decision Making and Problem Solving

Key Terms

cohesive
contingencies
improving
influencing
intuitions
non-judgments
objectively
operating

What You Will Learn to Do

● Solve a problem using the seven-step problem-solving process

Linked Core Abilities

● Communicate using verbal, non-verbal, visual, and written techniques
● Apply critical thinking techniques

Skills and Knowledge You Will Gain along the Way

● Describe the seven-step problem-solving process
● Describe the decision-making process
● Describe behaviors that contribute to or block efforts to solve a group problem
● Define key words contained in this lesson

Introduction—Putting Your Leadership Skills in Perspective

As indicated throughout your previous JROTC lessons, leadership is the process of **influencing** others by providing purpose, direction, and motivation while **operating** to accomplish the mission and **improving** the organization. Purpose gives subordinates a reason why they should do different things, sometimes under stressful circumstances. Direction shows what must be done. Through motivation, leaders give subordinates the will to do everything they are capable of doing to accomplish a mission.

Leadership Framework

Recall the fundamentals of *BE, KNOW,* and *DO.* As you can clearly see in Figure 4.4.1, they are deeply embedded throughout the leadership framework. The top of this framework shows the four categories of things that leaders must *BE, KNOW,* and *DO.* They are values, attributes, skills, and actions. The bottom lists the dimensions of leadership, grouped under these four categories. The dimensions consist of the seven values and 15 subcategories under attributes, skills, and actions.

Leadership starts at the top, with the character of the leader—with your character. To lead others, you must first ensure your own house is in order.

The leadership framework is a tool that will allow you to think about leadership as a whole. The dimensions each contain components that are all interrelated — none stands alone. This framework will help you to put your job, your followers, and your unit into perspective. Think about it in this manner:

Key Note Term

influencing – to exercise or have physical or moral influence on.

operating – to work, function; to conduct or manage.

improving – to make better.

Figure 4.4.1: Values and subcatagories.

> ### Be, Know, Do
>
> **BE** a leader of character. Embrace the values and demonstrate the leader attributes.
> Study and practice so that you will have the skills to **KNOW** your job. Then act — **DO**
> what is right to achieve excellence.

Approaches to Decision-Making and Problem-Solving

A leader is expected to get the job done. To do so, he or she must learn to plan, analyze situations, identify and solve problems (or potential problems), make decisions, and set realistic and attainable goals for the unit. These are the thinking or creative requirements of leadership and they set direction. These actions provide vision, purpose, and goal definition. They are your eyes to the future, and they are crucial to developing a disciplined, **cohesive**, and effective organization.

Decision-making and problem-solving are basic ingredients of leadership. More than anything else, the ability to make sound, timely decisions separates a leader from a non-leader. It is the responsibility of leaders to make high-quality decisions that are accepted and executed in a timely fashion.

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, this indecisiveness may create hesitancy, loss of confidence, and confusion within the unit, and may cause the task 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.

Within business and the military today, leaders at all levels use some form of a decision-making, problem-solving process. There are at least several different approaches (or models) for decision-making and problem-solving. This lesson presents three such approaches: The most common is the seven-step problem-solving, decision-making process; next is a more complex problem-solving model; and finally is a simplified decision-making process.

Seven-step Problem-solving, Decision-making Process

Having a logical thought process helps ensure that you will not neglect key factors that could influence the problem, and ultimately your decision. In fact, you should always apply a clear, logical thought process to all leadership situations that you encounter. The seven-step process is an excellent tool that can guide you in solving problems and making those sound and timely decisions. The seven steps are:

1. **Identify (recognize/define) the problem.**

2. **Gather information (facts/assumptions).**

3. **Develop courses of action (solutions).**

4. **Analyze and compare courses of action (alternatives/solutions).**

5. **Make a decision; select the best course of action (solution).**

6. **Make a plan.**

7. **Implement the plan (assess the results).**

Identify the Problem

Being able to accurately identify the nature of a problem is a crucial undertaking. All leadership problems, whether they involve a work-related situation or a counseling session, are exploratory in nature — that is, leaders do not always identify the right cause of a problem or develop the best plan. In fact, two of the most common errors of leaders are identifying the wrong problem and identifying the wrong causes of a problem. Plus, the tendency for leaders to make mental errors increases as their levels of stress increase. Everyone makes mistakes. If leaders are given false information, it may lead them to incorrect problem identification and to incorrect assumptions about the causes of a problem. If leaders then fail to determine the true source of a problem, they may develop an inadequate plan.

Learn to identify the real problems. Consider all angles. Learn to seek only accurate information that leads to the real causes of a problem. To ensure that information is accurate, question its validity. In other words, leaders must take what accurate information they have, use their best judgment, and make educated assumptions about the causes of a problem. They then must consider the courses of action that will be most likely to succeed.

Gather Information

In this step, leaders must gather all available information that pertains to or can influence the situation (identified problem) from sources such as higher, lateral, and subordinate levels of command as well as from applicable outside agencies. Although some of the information may not bear on the problem at hand, it must be available for leaders to consider when developing and analyzing courses of action.

The amount of available time in a leadership situation can be a limiting factor on how much time a leader spends performing the various steps of the problem-solving, decision-making process. If time is extremely limited, this is the only step that leaders may omit so they can quickly think through the remaining steps.

Develop Courses of Action

With the problem identified and available information gathered, you are now ready to develop possible courses of action. Keep an open mind throughout this step and be prepared to anticipate change. "Sixty percent (of good problem-solving) is the ability to anticipate; 40 percent . . . is the ability to improvise, to reject a preconceived idea . . . , and to rule by action instead of acting by rules." *(S.L.A. Marshall)*

Think of as many "what-ifs" as you can and prepare for them **—** do not be surprised. The laws of probability are strongly in favor of surprise. Develop courses of actions to counteract events that might hinder accomplishment of your mission. Conducting "brainstorming" sessions is a good technique to use when there is difficulty in developing courses of action. Brainstorming is a creative technique that encourages several people to suggest as many solutions to a problem as possible. Generally, you want to have at least two or three possible courses of action **—** more if the situation dictates and time permits.

Analyze and Compare Courses of Action

The next step is to determine which course of action will best solve the problem. Therefore, leaders should develop as many advantages and disadvantages for each course of action as possible. Then, they must **objectively** and logically analyze the advantages and disadvantages of each one against the advantages and disadvantages of the others.

Up to this point in the problem-solving, decision-making process, leaders should have involved subordinates to research the problem, gather information, and develop and analyze the various courses of action. *Subordinates are more likely to support a plan or decision if they took part in its development*. This technique will pay off in terms of increased interest, higher morale, and better efficiency by team members.

Make a Decision

After you have carefully analyzed the possible courses of action using all available information, consider your **intuitions** and emotions. The decision-making process is not a purely objective, mathematical formula. The human mind does not work that way, especially under stress. Instead, the mind is both rational and intuitive, and since the decision-making process is a thought process, it is also both rational and intuitive. Your intuition is that aspect of your mind that tells you what "feels" right or wrong. Your intuition flows from your instincts and experience.

However, never make the mistake of making decisions guided totally by emotions or intuitions and immediately doing what "feels" right. *This is a prescription for disaster*. Follow the problem-solving process as rationally and objectively as possible. Gather information; then develop, analyze, and compare courses of action. Consider your intuition or hunches, emotions, and values. Try to identify a "best" course of action that is logical and likely to succeed and that also "feels" right in terms of your intuition, values, and character. Finally, make your decision, make a plan, and take action.

Make a Plan

Make a plan that includes who would do what, when, where, how, and why. Be as specific as time permits, but do not leave out vital information that could prevent mission accomplishment. Plus, ensure that you specify the what, when, where, how and why for all personnel or elements under your authority. Finally, include **contingencies** in your plan that address possible unexpected situations or actions. Develop these contingencies based on the assumptions made when you identified the problem and gathered available information.

As you did when developing the courses of action, be prepared to anticipate change. The ability to make appropriate changes in decisions and plans requires a certain flexibility of mind — a crucial trait of a good problem-solver, decision-maker, and planner.

Implement the Plan

After the decision and plan are made, it is time to act. In this final step, you must put the plan into action and then evaluate it to ensure that the desired results are being achieved. Evaluation is often a neglected step in the decision-making process.

Note:

President Harry S. Truman kept a plaque on his desk with the inscription "The buck stops here." Truman was one of America's most honest and ethical presidents. He never flinched from accepting responsibility for his decisions, however unpopular or controversial.

Approaches to the Planning Process

Planning is the cornerstone of all other functions — what goes on in planning affects what is done in the remaining functions. There is an old saying that has proven itself time and time again: "*If you fail to plan, you plan to fail; plan your work, then work your plan.*"

Planning is also the basis for the problem-solving, decision-making process. Leaders spend many hours planning the activities of their organization. In doing so, they must consider the missions and objectives of their unit and how they are going to best accomplish them.

Every activity in which you take part during the day requires some degree of planning and at least one person to do that planning. Naturally, depending upon the activity, some aspects of it may require more planning (and more people) than other aspects. Therefore, performing detailed, careful planning should be like a habit — it should be automatic and continuous throughout the activity. Just like in the problem-solving, decision-making process, there are specific steps that you should follow when planning. Likewise, there is more than one planning process. This lesson presents two of the more common approaches to planning: the four-step planning process and the (seven-step) planning wheel.

Four-step Planning Process

When planning, leaders must visualize, consider, and examine all the factors involved in accomplishing a mission. Planning is not an easy process and it requires a lot of work. The first approach to planning consists of four basic steps that can help leaders to focus on the essential information when planning an activity. These four steps are:

1. **Define the objective.**
2. **Study the current situation.**
3. **List and examine possible courses of action.**
4. **Select the course of action that will best help to achieve the objective.**

Simply stated, there are two primary purposes of planning: selecting an objective and deciding on how to accomplish it. In the four-step planning process, step one addresses the first purpose; the remaining steps show how you can use planning to reach your objective.

Define the Objective

In this step, leaders begin to define or break down their primary objective by determining the various *tasks*, *conditions*, and *standards* that are necessary to complete it.

Defining the objective sounds easy; everybody knows what they want to do. If you are in business, you might say, "I want to make a profit." That is a good objective, but there is more to it than that. How much profit do you want to make? When do you want to make it?

There is more to setting an objective than just saying what you want (or would like) to do or what a supervisor wants you to do. Be specific. Ensure that subordinates have a clear understanding of the objective so that everyone will be working to accomplish the same thing.

Defining the objective so that it indicates what action is required is the first part of clearly identifying the *task*. Everyone involved must know exactly what they must do to accomplish the objective. Additionally, use words that describe the action that must be done, such as to "sell" so many items, "fill out" so many forms, or "build" a bridge.

Next, identify any *conditions* that describe the circumstances under which you must perform the objective. For example, say you are a member of a junior band and the group wants to meet 95 percent of the requirements (*standard*) necessary to become senior-band members (*task*). The circumstances or conditions are those factors that you must plan for to ensure task accomplishment (such as obtaining sheet music, having the correct mix of instruments, rehearsing, and so on for our example).

Finally, state the objective in a way that makes it measurable. If an objective does not have a measurable *standard*, how will you know when you have accomplished it? Think back to the objective of "making a profit." When have you achieved this objective? Is it when you make $1? . . . $50? . . . $100? By stating your objective in measurable terms, you will know when you have reached it.

Defining the objective is a critical step. Without a well-defined objective, it would be difficult to complete the remaining steps of the planning process. After you are satisfied with the objective, proceed to the next step.

Study the Current Situation

You are now ready to study the situation that can affect or influence your ability to accomplish the objective. Stop and look at what you have to work with: How much *time* do you have? How many *people* will help you? What kind of *supplies* do you have? What other *resources* are available to help you?

Next, identify any barriers or obstacles that may stand between you and your goal. Some of these barriers may be a lack of time, people, supplies, and/or other resources.

As you can see, studying the current situation involves a systematic process of defining tasks and arranging resources with respect to mission accomplishment. You should consider five factors when performing this step: effective use of time; identification of subtasks, people, and resources; and setting priorities.

Time

Time is an important factor. You must consider time when you plan events, meet deadlines, and set goals; then you must make plans and execute tasks according to an established time schedule. Effective leaders will schedule their time and the activities of their team to meet these events, deadlines, and goals. You must also ensure that your team members can do all of the tasks within the specified time frame.

Tasks

Identify all the tasks and sub-tasks that your team must do to accomplish the objective. Be specific. Develop detailed lists to record them and, just as you did in defining the objective, set measurable standards for each task and subtask.

People

After you have a detailed list of tasks/subtasks, determine if you have enough people to do the job. Tentatively match someone to each task/subtask. Base your selection on what each task/subtask requires versus the capabilities of your team members and on how many people (man hours) you will need to accomplish the objective.

Set Priorities

You will always have some tasks that are more important than others or you must start them before others because of how difficult they are. In these situations, plan a to-do list in terms of priority for every task and subtask you have identified. Determine which ones your team must do first, second, and so on until you have included everything necessary to carry out the plan. Establish priorities in categories such as priority A, priority B, priority C, and so on, for each item on the to-do list. Do the A priorities first, then the Bs, the Cs, and so on.

Resources

Identify all resources that are necessary to complete the objective. Determine what is and what is not available; then, before you begin work, set aside what is on hand for later use and make arrangements to obtain the items that you do not have, but

need. While completing the task, periodically check the status of your resources and follow up on the availability of those items that you are still trying to obtain.

Examining and Selecting the Best Courses of Action

You must now list all of the different ways you can think of to accomplish the objective and to decide on the best course of action. Depending upon the objective, these two planning steps could be very simple or very difficult tasks.

Conclusion

Successful leaders are energetic. They exert a great deal of effort to communicate effectively, solve problems, make decisions, set goals, plan, execute plans, and supervise/evaluate. These are a leader's directional (or thinking) and implementing skills. As a leader, you cannot expect positive results from your subordinates unless you work equally hard at solving problems, making plans, and putting plans and decisions into action. Successful leaders also work hard at accomplishing their missions and objectives while maintaining only the highest possible standards of performance.

In your professional and leadership development, you should strive to exercise the same degree of effort and excellence.

Chapter 4

Lesson Review

1. List the seven steps to the problem-solving/decision-making process.
2. Choose one of the seven steps and explain it.
3. List and explain the four-step planning process.
4. Explain behaviors that can disrupt your ability to solve a problem.

Lesson Review

Leading Others

Chapter 5

Lesson 1

Platoon Drill

Key Terms

cover
flank
formations
interval
line
pivot

What You Will Learn to Do

● **How to command a platoon**

Linked Core Abilities

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

Skills and Knowledge You Will Gain along the Way

● **Describe the correct response to the commands when forming and marching the platoon**

● **Compare platoon drills and squad drills**

● **Match drill commands to platoon formations**

● **Define key words contained in this chapter**

Introduction

By now you should be familiar with stationary movements, basic steps, marching techniques, and squad drill. The introduction of platoon drill is designed to give you a better understanding of the discipline and coordination that is required of a large group to perform well in drill. Platoons execute certain drills in the same way that squads do. These drills include: Inclining Around, Resting, Changing intervals in lines, Dismissing, Marching to the Flanks, Counting Off, and Marching in the Opposite Direction. This lesson describes the platoon movements that are unique to each formation.

Drill Tips

Execute individual drill movements as previously described while performing as a squad member during the conduct of platoon drill.

For the most part, platoon drill merely provides the procedures for executing movements in conjunction with other squads formed in the same formation.

The platoon has two prescribed **formations**: **line** and column; however, your platoon leader may form the platoon in a column of twos from a column.

When a platoon forms in a line, its squads are numbered from front to rear; in a column, from left to right.

When the platoon drills *as a separate unit and is in a line formation*, the platoon leader takes a position six steps in front of and centered on the platoon. The platoon sergeant's position is centered on the platoon and one step to the rear of the last rank.

When it drills *as a separate unit and is in a column formation*, the platoon leader's position is six steps on the left **flank** and centered on the platoon. The platoon sergeant's position is one step behind and centered between the second and third squads.

When the platoon drill is part of a larger unit and is in a line formation, the platoon leader's position is six steps in front of and centered on the platoon. The platoon sergeant's position is one step to the rear and centered on the platoon.

When the platoon drill is part of a larger unit and is in a column formation, the platoon leader's position is one arm's length plus six inches in front of and centered between the second and third squad leaders. The platoon sergeant's position is one step behind and centered between the second and third squads.

The first squad leader serves as the base when the platoon is in a line formation; the fourth squad leader serves as the base when in a column.
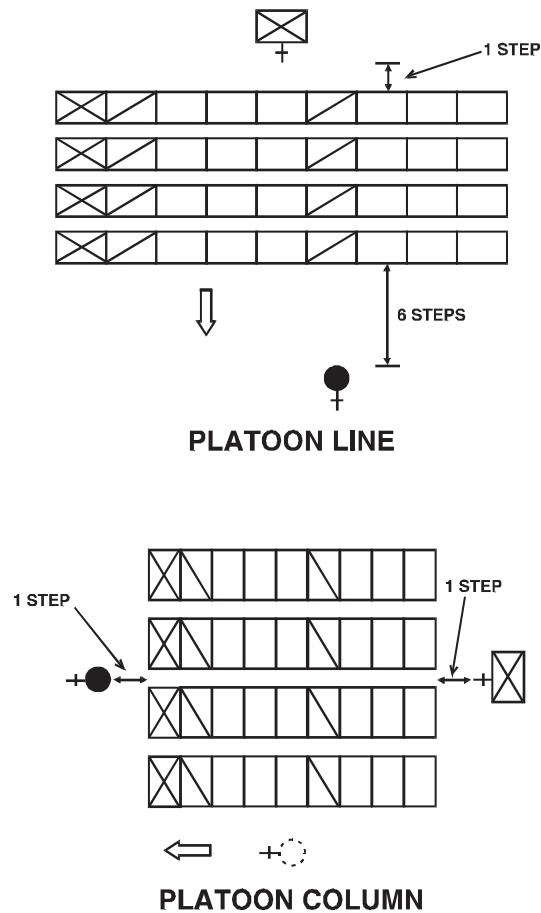
Key Note Term

formations – the arrangement of people or elements of a unit in a prescribed manner.

line – a formation in which people of elements are side by side, or abreast of each other.

flank – the right or left side of any formation as seen by a person (or element) within that formation.

Figure 5.1.1: Platoon formations.

Platoon Formations

Falling In

A platoon forms basically in the same way as a squad. The platoon sergeant assumes the position of attention and commands "*fall in.*" On that command, the first squad leader and the first squad (when formed) are three steps in front and centered on the platoon sergeant. The other squad leaders then **cover** on the first squad leader at the correct distance, which they obtain by estimation.

Members of the first squad fall in on their squad leader as they would in squad drill; however, members of the other squads fall in on their squad leader, assume the position of attention, and turn their heads and eyes to the right. They obtain correct

interval by taking short steps forward or backward, align themselves on the cadet to their right, sharply turn their heads and eyes to the front as in the position of attention, and obtain proper interval by taking short steps left or right to cover on the cadet in front of them. Members of these other squads do not raise their left arms unless the cadet to their immediate left has no one on which to cover.

When appropriate, the platoon leader may form the platoon. The procedures are the same as described above except that the first squad forms six steps in front of and centered on the platoon leader. The platoon sergeant forms at his or her position to the rear of the platoon. If the platoon leader is not present for the formation, the platoon sergeant steps forward three steps (making a total of six steps in front of the platoon) and assumes the duties of the platoon leader from that position.

Breaking Ranks

When the situation requires one or more individuals to leave a platoon formation or to obtain specific instructions from the platoon leader, the platoon leader directs "*Cadet Private _____, front and center*" or "*the following personnel front and center: Cadet Private _____, Cadet Private _____*, and so on." If you hear the leader call your name, come to the position of attention, reply "here, sir (ser-geant)," take one 15-inch step backward, halt, face to the right (left) in marching, and exit the formation by marching to the nearest flank. After you clear the formation, double time to and halt two steps in front and centered on the platoon leader.

Counting Off

The platoon counts off in the same manner as a squad while in a line or column formation, except that members of all squads in that formation count in unison.

Changing Intervals

The platoon changes interval in a line formation in the same manner as the squad.

To change interval when the platoon is in a column formation at the halt, the right file stands fast and serves as the base. All other cadets execute the movement as previously described. To obtain close interval from normal interval, the third squad takes one step right, the second squad takes two steps right, and the first squad takes three steps right. To obtain normal interval, the procedures are the same except that the squads take the same number of steps to the left.

To change interval when the platoon is marching in a column, the leader gives the preparatory command "*close interval*" when the right foot strikes the marching surface and the command of execution "*march*" the next time the right foot strikes the marching surface. On "*march*," the base squad (right file) takes one more 30-inch step and then executes a half step.

All other cadets take one more step, simultaneously execute a column half right, and march until they obtain close interval. They execute a column half left and assume the half step when abreast of the corresponding cadet of the base squad. On the command "*forward, march,*" all cadets resume marching with a 30-inch step. The platoon leader could also give the commands "*mark time, march*" and "*pla-toon, halt.*"

To resume marching at normal interval, the platoon leader gives the preparatory command "*normal interval*" as the left foot strikes the marching surface and the command of execution "*march*" the next time the left foot strikes the marching surface. On the command "*march,*" the platoon members obtain normal interval in the same manner prescribed for close interval except that they each execute column half left and then column half right.

To obtain double interval from normal interval, the procedures are the same as from close interval to normal interval. To obtain normal interval from double interval, the procedures are the same as obtaining close interval from normal interval.

Aligning the Platoon

This process is similar to aligning a squad. The command for alignment *is "dress right, dress.*" On the command of execution "*dress,*" the first squad leader stands fast and serves as the base. Other squad leaders estimate correct distance between their units and the squad in front of them. The cadets in the first squad obtain exact interval as they did in squad drill. All other squads execute as the first squad except that each cadet raises the left arm only for uniformity and covers on the cadet in front of them by glancing out of the corner of the left eye.

To obtain exact alignment, the platoon leader marches (on the command of execution "*dress*") by the most direct route to a position on line with the first squad, halts one step from the squad leader, and faces down that line. The platoon leader then verifies the alignment of the first squad and instructs cadets (calling them by name or number) to move forward or back as necessary to form an even line.

After aligning the first squad, the platoon leader faces to the left (right) in marching, takes two (or three) short steps to the second squad, halts, faces down that line, and aligns that squad in the same manner as the first squad. The platoon leader follows this same procedure for the remaining squads. When finished with the last squad, the platoon leader returns to the position centered on the platoon, halts perpendicular to the formation, faces to the left (right), and commands "*ready, front.*"

Covering and Recovering

To align the platoon in a column formation, the commands are "*cover*" and "*recover.*" On the command "*cover,*" the fourth squad leader stands fast and serves as the base. The squad leaders, with the exception of the left flank squad leader, raise their arms laterally and turn their heads and eyes to the right. The members of

the fourth squad raise their arms horizontally (as in squad drill) to the front and cover on the cadet to their front at the correct distance.

Cadets of the third, second, and first squads raise their left arms horizontally to the front (for uniformity only), cover on the person to their front, and, at the same time, glance out of the corner of their right eyes to align on the cadet to their right.

To resume the position of attention, the platoon leader gives the command "*recover*." On this command, cadets return sharply to the position of attention.

Opening and Closing Ranks

A platoon opens ranks from a line formation while at the halt. The command is "*open ranks, march*," and the platoon may execute it from any of the prescribed intervals.

On the command of execution "*march*," the front rank takes two steps forward, the second rank takes one step forward, the third rank stands fast, and the fourth rank takes two steps backward. If additional ranks are present, the fifth rank takes four steps backward, the sixth rank takes six steps backward, and so on. After taking the required number of steps, platoon members do not raise their arms to align themselves. If the platoon leader wants the exact interval or alignment, he or she commands "*at close interval* (*at double interval*), *dress right, dress*" and "*ready, front.*"

The command to close ranks is "*close ranks, march*." On the command of execution "*march*," the first rank takes four steps backward, the second rank takes two steps backward, the third rank stands fast, and the fourth rank takes one step forward. Also, on the command of execution "*march*," the platoon leader and platoon sergeant take the approximate number of steps to maintain their correct positions.

Resting and Dismissing the Platoon

The platoon rests in the same manner as prescribed for the squad.

The procedures for dismissing the platoon are basically the same as prescribed for the squad. The following differences exist:

When the platoon leader commands "*platoon sergeant*," the platoon sergeant faces to the right in marching and inclines around the squad leaders, halts three steps in front of and centered on the platoon, and faces to the right. The platoon leader then commands "*take charge of the platoon*," they exchange salutes, and the platoon leader is no longer a part of the formation. The platoon sergeant takes three steps forward, halts, faces about, and carries out the platoon leader's instructions.

The platoon sergeant may release the squads to the control of the squad leaders by commanding "*take charge of your squads*." The platoon sergeant and squad leaders exchange salutes and the platoon sergeant is no longer a part of the formation. Without leaving their positions, the squad leaders then command "*fall out*."

> ### *Marching the Platoon*
>
> The platoon marches in the same manner as prescribed for the squad.
>
> When marching in line, the first squad leader serves as the guide; when marching in column, the fourth squad leader is the guide.
>
> When marching in line, each member maintains alignment on the cadet to the right by glancing out of the corner of the right eye; when marching in column, each member of the first, second, and third squads maintains alignment on the cadet to the right.

Changing Direction

During a march, a platoon will need to change direction at some point. There are several ways to do this, including a 90 or 45-degree turn, marching to the rear or incline, or counter column, march. The following sections help describe how these are done.

90 or 45-Degree Turns

The platoon changes the direction of marching basically the same as the squad. During a column movement, the base element is the squad on the flank in the direction of the turn.

Key Note Term

pivot – the point at which a person turns while marching.

To change direction 90 degrees, the command is "*column right* (*left*), *march*." On the command of execution "*march*," the base squad executes the movement as in squad drill except that the squad leader takes one 30-inch step and then takes up the half step. The squad leader continues marching with the half step until the other squad leaders come abreast. The other squad leaders must maintain correct interval, execute a 45-degree **pivot**, and continue marching in an arc.

As these squad leaders come on line with the base squad leader, they take up the half step. When all squad leaders are even, they step off with a 30-inch step without command. All other platoon members march forward on the command of execution and execute the column movement at approximately the same location as their squad leaders and in the same manner.

To change direction 45 degrees, the command is "*column half right* (*half left*), *march*." On the command "*march*," the platoon executes the movement in the same manner as for a 90-degree turn except that everyone makes a 45-degree turn.

Marching to the Rear or Inclining

The platoon marches in the opposite direction ("*rear, march*") and inclines around an object ("*incline around*") in the same manner as the squad.

Counter Column, March

When space is limited and the platoon leader wants to march the platoon in the opposite direction with the squad leaders at the head of their squads, the platoon leader would command "*counter column, march*." Figure 5.1.2 shows your way through this procedure.
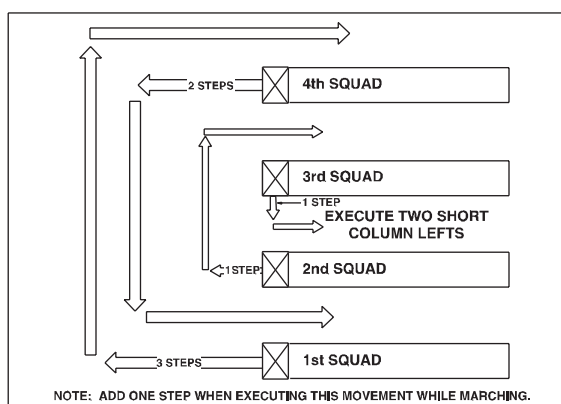
Figure 5.1.2: Counter column, march command.

On the command "*march*":

- **The first squad marches forward three steps, executes a column right, marches across the front of the platoon, and executes another column right just beyond the fourth squad.**
- **The second squad steps forward one step, executes a column right, marches forward, and executes another column right between the third and fourth squads.**
- **The third squad executes two short column lefts from the halt and marches between the remainder of the third squad and the second squad.**
- **The fourth squad marches forward two steps, executes a column left, marches across the front of the platoon, and executes another column left between the first and second squads.**
- **As the third squad leader marches past the last cadet in the third squad, the entire squad begins to march at half step. After marching past the last cadet in each file, all other squads incline to the right and left as necessary, obtain normal interval on the third squad, and begin to march with the half step. When all squads are even with one another, they begin marching with a 30-inch step without command.**

During the movement, the platoon leader marches alongside of the first squad, and the platoon sergeant marches one step to the rear and centered between the second and third squads.

When marching, the platoon leader gives the preparatory command "*counter column*" as the left foot strikes the marching surface. On the command of execution "*march*," the platoon executes the movement basically the same as from the halt, except that the squad takes one additional step to ensure that the pivot foot is in the correct place to execute the movement.

Marching to the Flank

The platoon marches to the flank in the same manner as the squad.

Forming a File and Re-forming

A platoon forms a single file from the left, right, or as designated, and only from the column formation and the halt. The command is "*file from the left* (right), *march*" (or *"file in sequence 3-2-4-1, march"*).

On the preparatory command, the squad leader of the designated (or lead) squad gives the supplementary command "*forward.*" The other squad leaders command "*stand fast.*"

On the command of execution "*march,*" the lead squad marches forward. The stationary squad leader next to the lead squad looks over the shoulder nearest the moving element. When the second from the last cadet in the lead squad is abreast, that stationary squad leader commands "*column half left* (*half right*)." When the last cadet in the lead squad is abreast and his or her right foot strikes the marching surface, the stationary squad leader commands "*march.*"

On the command of execution, the squad leader next to the lead squad executes the column half left (half right), inclines to the right without command, and follows the last cadet of the lead squad at the correct distance. The other squad members march forward and execute the same movements as their squad leader. The remaining squads form the file in the same manner, one after another.

A platoon may also form a file and execute a column movement at the same time from a column formation. The execution is similar to that described previously, except the command is "*file from the left* (*right*), *column left* (*right*), *march.*" After the platoon leader's preparatory command, the lead squad leader commands "*column left* (*right*)" instead of "*forward.*" The other squad leaders also command "*column left* (*right*), *march*" at the appropriate time.

The platoon re-forms to the original column formation only from the halt. The command is "*column of fours to the right* (*left*), *march.*" On the preparatory command, the squad leader of the base squad commands "*stand fast.*" All other squad leaders command "*column half right* (*half left*)."

On the command of execution "*march,*" the base squad stands fast; all other squads execute the column half right (half left) at the same time. As each of the moving squad leaders reach a point that ensures correct interval on the element to their left (right), they automatically incline to the left (right) and command "*mark time, march*" and "*squad, halt*" so that their squad is abreast of the base squad when halted.

Forming/Re-forming a Column of Twos

A platoon forms a column of twos from the right or left when in a column of fours at the halt. The command is, "*column of twos from the left* (*right*), *march.*" The basic elements of the movement are similar to forming a column of twos in a squad formation.

On the preparatory command, the squad leaders of the two lead squads command "*for-ward*." The other two squad leaders command "*stand fast*." On the platoon leader's command "*march*," the two lead squads march forward. The squad leader who is next to the lead element gives the command to start both remaining squads in motion. Looking over the shoulder nearest the moving elements, the squad leader gives the preparatory command "*column half left* (*half right*)" when the second from the last cadet is next to him or her and gives the command "*march*" when the right foot of the last cadet strikes the marching surface.

On the platoon leader's command of execution, both squad leaders execute the column half left (half right), incline to the right (left) without command, and follow the last cadets of the lead squads at the correct distance. Other members of the remaining squads march forward and execute the same movements as their squad leaders.

The platoon may also form a column of twos and execute a column movement at the same time from a column formation. The command is "*column of twos from the left* (*right*), *column left* (*right*), *march*." The squad leaders of the lead squads command "*column left* (*right*)" instead of "*forward*." The squad leader of the next squad gives the command "*column left* (*right*);*" however, that leader then executes a column half left (half right). The remaining two squad leaders stand fast.

On the platoon leader's command "*march*," the lead squads execute the column left (right). The squad leader next to the lead squad gives the command to start the remaining squads in motion. Looking over the shoulder nearest the moving elements, the squad leader gives the preparatory command "*column left* (*right*)" when the second from the last cadet is next to him or her, and gives the command of execution "*march*" as the right foot of the last cadet strikes the marching surface (at the pivot for column left or the first time the last cadet's right foot strikes the marching surface after the pivot for column right). Although the command is "*column left* (*right*)," the outside squads execute a column half left (half right).

To re-form the original column formation, the platoon must be at the halt. The command is "*column of fours to the right* (*left*), *march*." On the preparatory command, the squad leaders of the lead squads command "*stand fast*." The trailing squad leaders command "*column half right* (*half left*)."

On the platoon leader's command "*march*," the lead squads stand fast. The trailing squad leaders execute slightly more than the column half right (half left) at the same time. As the trailing squad leaders reach a point that ensures correct interval on the element to their left (right), they incline to the left (right) without command. The squad leader nearest the stationary lead squads commands "*mark time, march*" and "*squads, halt*."

Chapter 5   Lesson Review

Conclusion

Your cadet battalion will spend many hours practicing the individual, squad, and platoon drill movements. Being able to execute them correctly will build confidence and teamwork as well as ensure that your unit looks as good as it can in ceremonies. To excel in *Leadership Application* requires dedication in learning the steps and drills, the proper use of commands and the command voice, and thorough preparation on the part of the drill leader.

Lesson Review

1. **What drills do platoons execute?**
2. **What does the platoon do when the sergeant commands "fall in"?**
3. **When marching in line, which squad leader serves as the guide? When marching in a column, which squad leader serves as a guide?**
4. **Define the term "pivot."**

Lesson 2

Taking Charge – Knowing Your Responsibilities as a Leader

Key Terms

implement
observe
plan

What You Will Learn to Do

- Perform the duties of a team leader, squad leader, platoon sergeant, or platoon leader

Linked Core Abilities

- Take responsibility for your actions and choices

Skills and Knowledge You Will Gain along the Way

- Describe the duties and responsibilities of the different leadership positions within a platoon

- Explain the four steps leaders should use when assuming a new leadership position

- Demonstrate the responsibilities of a team leader or other higher position in drill

- Define key words contained in this lesson

Introduction

This lesson helps you develop a style of leadership by describing the basic responsibilities of a team leader, squad leader, platoon sergeant, and platoon leader. By applying the traits, principles, factors, and values of leadership to your responsibilities as a role model, coach, and counselor, you will be able to obtain the best possible results from your team.

Learning How to Lead

Soon you will be taking charge of a unit and facing the difficult task of leading people. There are certain techniques and steps that will help you to adjust to your new assignment. Because first impressions are usually lasting ones, these steps will help you to make a better first impression. Regardless of the level of development of your followers, especially in drill, your actions and behavior must be consistent with appropriate leader behavior.

After all, your actions and behavior are the main factors that will determine the morale of your team members and the degree to which they are willing to work as a team to accomplish your goals. Taking charge of a group and turning them into a synchronized drill unit is no easy task. To guide you in assuming a new leadership position and in building a cohesive team, follow the four proven steps that leaders use to ensure a smooth and successful beginning. They are:

- **Observe/Assess**
- **Plan**
- **Implement**
- **Follow-up/Evaluate**

Taking Control

In the middle of the school year, George moved out of town. The Senior Army Instructor gave his platoon leader's position to Michelle, the platoon sergeant. Michelle felt confident that she could handle the position because she had done very well as platoon sergeant. Although she knew what was required of a platoon leader, she was nervous about taking George's place because everyone in the platoon liked him very much.

As platoon sergeant, Michelle had closely **observed** how George led the platoon. One of the reasons for his popularity was that he would personally correct a squad or an individual if a drill movement was not performed well. The platoon members considered George to be a very good coach because he made them feel special to receive his attention.

However, Michelle knew that George's relationship with the platoon often caused resentment with the squad leaders, who interpreted George's actions as indications that they were not doing — or could not do — their jobs. Therefore, the squad leaders did not

like his interference. They knew what they were responsible for and how to do it — if given the chance.

Michelle often had to smooth things out between George and the squad leaders. She would explain to the squad leaders that his actions were not meant as criticism while suggesting to George that he should let the squad leaders do their jobs and stop stepping on their toes.

From her observations, Michelle decided to make a **plan** to change the situation when she became platoon leader. After all, every leader has an individual style and she wanted more harmony within the platoon.

She would use her chain of command more than George had and would let the squad leaders correct any problems she saw in platoon drill. But, she also wanted the cadets to work as hard for her as they did for George. After some thinking, she came up with a great idea. Her father managed one of the local movie theaters and she worked for him on the weekends. What if she exchanged a few hours of work for discounted tickets and food?

After discussing her plan with the squad leaders, who enthusiastically approved it, Michelle told the platoon her idea on her first day of drill. "I realize that it's hard switching leaders in the middle of the year and that we're all going to miss George, but I'm going to do my best to take over where he left off. One area where I believe we can still improve is squad drill. So, I've decided to hold a contest to reward the squad that consistently performs the best each month. Each member of that squad will receive one discounted movie pass and reduced prices on food at the Park Six Cinema. Our SAI, the platoon sergeant, and I will be the judges. Now let's get down to practice."

After just one month, Michelle was pleased to see that her transition to platoon leader had been successful. She did not have as many problems with the squad leaders as George had, and the new platoon sergeant confirmed that they were happier with her style of not interfering. The JROTC instructors even thought the squads performed a little better as a result of the contest and her leadership.

Key Note Term

plan – to formulate an action for the accomplishment or attainment of an explicit purpose.

Knowing Your Responsibilities as a Leader

An effective organization is essential for mission accomplishment. A prerequisite for a unit to function with maximum efficiency is that individuals within the unit function together effectively. The solution is to develop and maintain teamwork. To achieve this, it is partially a product of one's duties, responsibility, and authority. The other element is one's relationships with peers, supervisors, and followers.

To achieve the goal of every team member working side by side effectively and efficiently, leaders must have a complete understanding of their duties and responsibilities.

The following sections outline the responsibilities for team leaders, squad leaders, the platoon sergeant, and the platoon leader. At some point during your JROTC experience, your instructors will assign you to one or more of these positions. Specific duties in your cadet battalion (as outlined in the Cadet Handbook) may be different from these; however, they present you with guidelines illustrating what you can expect from your immediate chain of command.

Responsibilities of Team Leaders

Team leaders are the first in the chain of command. There are generally two team leaders to a squad, referred to as Team Leader A and Team Leader B. Both team leaders are responsible for the formation, appearance, and training of their team members. Team Leader A must also be ready to assume control of the squad in the absence of the squad leader. They assist their squad leaders as directed and must:

- **Set the example at all times.**
- **Know the number, names, and personal information on all assigned personnel.**
- **Assist team members with matters related to JROTC activities (when possible) and refer them to the squad leader for assistance if they are unable to handle/resolve an issue.**
- **Be thoroughly familiar with individual and squad drill; inspect team members during formations and class assemblies to ensure they know what is required of them.**

Responsibilities of Squad Leaders

Squad leaders are responsible to their platoon leader and platoon sergeant for the appearance, conduct, training, and discipline of their squad. They ensure that each squad member learns and does what is expected, and maintains high standards of behavior. Squad leaders must:

- **Set the example at all times.**
- **Know the number, names, and personal information on all assigned personnel.**
- **Counsel/assist squad members with matters related to JROTC activities and help them to find solutions to other matters (when possible); refer them to the platoon sergeant or platoon leader for assistance if they are unable to handle/resolve an issue.**
- **Develop responsibility and leadership in team leaders and be the first person that they turn to for assistance and advice.**
- **Form the squad correctly. Make an accurate report by name of those persons present and absent during common hour activities, company platoon/formations, and other cadet battalion activities.**
- **Be thoroughly familiar with individual, squad, and platoon drill. When conducting drill, instruct/demonstrate the movement, allow time for individual performance, then supervise team leaders and squad members to ensure they perform properly.**
- **Inspect their team leaders and squad members at all times, ensuring they know what is required of them.**

Responsibilities of a Platoon Sergeant

The platoon sergeant functions as the platoon executive and administrator; therefore, the platoon sergeant must:

- **Set the example at all times.**

- **Form the platoon when prescribed by the platoon leader; submit absentee reports to the company first sergeant.**
- **Assist the platoon leader in supervising the squad leaders while maintaining a close relationship with them.**
- **Develop a spirit of teamwork within the platoon.**
- **Learn the names of everyone in the platoon and use their names when addressing them.**
- **Provide assistance/counseling to personnel in the platoon, especially when requested by the platoon leader or a squad leader.**
- **Assist the platoon leader in training the platoon.**
- **Be completely informed of all platoon matters to assume control of the platoon in the absence of the platoon leader.**

Responsibilities of a Platoon Leader

The platoon leader is a very desirable position in the cadet battalion. If you are a platoon leader, you have a platoon of cadets for whom you are directly responsible. Primarily, your job is one of leadership, training, and discipline. You also have the opportunity and privilege to be a role model, coach, and counselor. You must:

- **Keep the company commander apprised of the status of the platoon at all times.**
- **Establish and maintain command and control of the platoon at all times. Organize and maintain an effective chain of command.**
- **Provide assistance/counseling to personnel in the platoon, especially when requested by a squad leader or the platoon sergeant, and/or when necessary for performance or disciplinary reasons.**
- **Conduct an inspection of the platoon at formations.**
- **Use the chain of command to accomplish tasks; work mainly with the platoon sergeant and the squad leaders.**
- **Know all cadet regulations and ensure that all members of the platoon also know and follow them.**
- **Enforce the orders from superiors whether you agree with them or not; however, if you think an order is morally or ethically wrong, discuss it with your chain of command and, if necessary, your instructor staff. Do not complain or gripe in the presence of subordinates. Develop a spirit of teamwork so as to instill respect, obedience, and cooperation in the platoon.**
- **Know all phases of drill and ceremonies; be able to supervise and conduct platoon drill and, if you are the senior officer present in a formation, be able to conduct company drill.**
- **Set high standards of personal appearance and conduct for yourself. Remember, the platoon leader sets the example for the platoon to follow.**
- **Make an effort to resolve all leadership, training, and disciplinary problems at your level; however, if you cannot solve a problem, seek the advice and/or assistance of the company commander, company executive officer, or first sergeant.**

Conclusion

For a platoon to function effectively and efficiently, team members, team leaders, squad leaders, the platoon sergeant, and the platoon leader must:

- **Clearly understand their duties and responsibilities.**
- **Know exactly what is expected of them.**

Only when those actions occur to the extent that leaders and platoon members are comfortable can teamwork, productivity, and mission accomplishment take place. At that point, the energy of everyone in the platoon is now available for work.

Remember, however, that followers will always observe the actions and behavior of their leaders very closely; therefore, successful leaders must be able to put that energy to work to build cohesive teams, establish high levels of morale, and create a climate where followers are willing to accomplish missions. Plus, when taking charge of a unit, successful leaders must know how to make a lasting impression — they must observe, plan, **implement**, and follow up.

Key Note Term

implement – to give practical effect to and ensure of actual fulfillment by concrete measures.

Chapter 5

Lesson Review

Lesson Review

1. **Why is it important to understand your responsibilities as a leader?**
2. **List three responsibilities of a platoon sergeant.**
3. **What creative way can you think of to entice your squad to be their best?**
4. **Where can you find a list of specific duties?**