

LESSON PLAN

Leadership Concepts

INTRODUCTION (5 MIN)

1. GAIN ATTENTION: It's Friday night and you have been assigned as the Company Barracks Duty NCO. It also happens to be a payday weekend -- just your luck! It is 1700 hours and you have just reported for duty. Shortly after assuming your post you observe two of your friends taking alcohol to their rooms. They are both of legal age. The duty orders state that one twelve pack of beer or one bottle of wine is permitted in each room. However, you observe that both of your friends are carrying well over the authorized amount. As the DNCO you confront them about the matter and their response to you is, "Come on man. It's payday weekend -- time to party!" They also make the comment that they knew you had duty and that you would let them get away with it. As you walk back to the duty hut you start asking yourself these questions: Should I let my friends slide? What if other Soldiers try to do the same thing while I'm on duty? What if the party gets out of hand and the M.P.'s show up? What decision would you make in this situation?
2. OVERVIEW: The purpose of this class is to introduce the student to such things as authority, responsibility and accountability; customs, courtesies and traditions; morale, esprit de corps, discipline, and motivation.
3. INTRODUCE LEARNING OBJECTIVES:

INSTRUCTOR NOTE: MAKE THE STUDENTS AWARE OF THE LEARNING OBJECTIVES.

a. TERMINAL LEARNING OBJECTIVE : Without the aid of the references, identify the Leadership fundamentals, per the references.

b. ENABLING LEARNING OBJECTIVE (CE): Without the aid of but per the references, identify the following:

- (1) The definition of the leadership concepts.
- (2) How to develop the leadership concepts in your subordinates.
- (3) How to improve morale, motivation, discipline, esprit de corps, and proficiency.

4. METHODS / MEDIA: This lesson will be taught by using the lecture method. Media will be developed locally.

5. EVALUATION: You will be evaluated utilizing a comprehensive evaluation.

TRANSITION: Now that you know what your learning objectives are, let's move right into some definitions.

BODY (40 MIN)

1. LEADERSHIP CONCEPTS - DEFINITIONS: (5 MIN)

a. Authority: This is the legitimate power of a leader to direct those subordinate to him to take action within the scope of his position. By extension, this power, or a part thereof, is delegated and used in the name of a commander. All leaders regardless of rank are responsible to exercise their authority to accomplish the mission. Equally important, however, is the idea that when a Soldier of any rank is given responsibility for a mission they must also be given the degree of authority necessary to carry it out.

b. Responsibility: This is the obligation to act or to do and which you must answer to for your seniors or juniors. It may include, but is not limited to, assigned tasks, equipment, personnel, money, morale, and leadership. Responsibility is an integral part of a leader's authority. The leader is responsible at all levels of command for what his Soldiers do or fail to do, as well as for the physical assets under his control. Ultimately, all Soldiers are morally and legally responsible for their individual actions. Individual responsibilities of leadership are not dependent on authority and all Soldiers are expected to exert proper influence upon their comrades by setting examples of obedience, courage, zeal, sobriety, neatness, and attention to duty.

c. Accountability: This is the reckoning, wherein the leader answers for his actions and accepts the consequences, good or bad. Accountability is the very cornerstone of leadership. If individuals in leadership positions, whether fire team leaders or battalion commanders, are not held accountable, our service would be weakened and eventually disintegrate. Accountability establishes reasons, motives and importance for actions in the eyes of seniors and subordinates alike. Accountability is the final act on the establishment of one's credibility. Plainly speaking, the accountable leader is saying, "The buck stops here!" Remember:

Accountability results in rewards for good performance as well as punishment for poor performance.

TRANSITION: Now that we have looked at these definitions, let's see how we can develop these concepts in our subordinates.

2. DEVELOPING LEADERSHIP CONCEPTS IN OUR SUBORDINATES: (5 MIN) These definitions will be used throughout the leadership instruction program. When given sufficient authority to allow them to carry out their duties, and when held accountable for the exercise of that authority, a Soldier develops responsibility. Responsibility can rarely grow when an individual is not held accountable for their actions or when the individual does not have the authority to do what should be done. Below are listed some methods that may be used by a leader to develop the leadership concepts of Authority, Responsibility, and Accountability, within their subordinates.

- * Be patient with subordinates. Tolerate honest mistakes so that initiative may be developed and valuable lessons learned.
- * Provide clear, well thought out directions to subordinates, conveying intentions and providing freedom of action (mission-type orders).
- * Do not over-supervise.
- * Let your subordinates know you are willing to help, but you will not do their job.
- * Hold Soldiers accountable for their actions at all times.
- * Establish and nurture a climate of trust and confidence.
- * Reward/recognize good works and efforts in such a way as to motivate others.
- * Always view success in terms of unit accomplishment. Encourage teamwork and identity with fire team, squad, platoon, etc.
- * Keep the integrity of your subordinate units when assigning tasks/missions, i.e. try not to split subordinate units up when assigning tasks.

- * Anticipate the needs of your men and ensure they have confidence in your ability to take care of them.

TRANSITION: The relationship between the Leadership Traits, Principles, and Concepts is part of the basis for effective leadership goals and standards of excellence. When properly applied they foster the elements of morale, motivation, discipline, and esprit de corps which are essential to teamwork.

3. THE APPLICATION OF LEADERSHIP: (30 MIN) Let's discuss the definitions, indicators, and ways to improve or develop these elements in order to create a climate of high morale, motivation, discipline, and esprit de corps.

a. Morale: Morale is the individual's state of mind. It depends upon his attitude toward everything that affects him. High morale gives the Soldier a feeling of confidence and well being that enables him to face hardship with courage, endurance, and determination. The leader can measure morale by close observation of his Soldiers in their daily activities, by inspections and by talking to them.

(1) Indicators:

- * Personal appearance.
- * Personal conduct.
- * Standards of military courtesy.
- * Personal hygiene.
- * Use of recreational facilities.
- * Interpersonal relations.
- * Condition of mess and quarters.
- * Response to orders and directives.
- * Arrests, military or civilian.
- * Sick call rate.
- * Unauthorized absences.

(2) Ways to Improve:

- * Care of equipment.
- * Motivation during training.
- * Requests for transfers.
- * Reenlistment rates.
- * Use of drugs and alcohol.
- * Know your Soldiers, their spirit and aspirations, and look out for their welfare.
- * Be enthusiastic and "gung-ho."
- * Teach the profession of arms and demand perfection.
- * Get your Soldiers into top physical condition.
- * Keep your Soldiers informed.
- * Develop a competitive spirit in all activities.
- * Teach a belief in the unit's mission.
- * Make your Soldiers feel they are essential to the unit.
- * Instill in your Soldiers confidence in themselves, their leaders, their training, and their equipment.
- * Develop a sense of responsibility among your Soldiers.
- * Carefully consider job assignments to put the proper person in the proper job insofar as you are able.

- * Ensure that tasks are understood, supervised and accomplished.
- * Demonstrate your concern for your troops physical, mental, moral, and spiritual welfare -- to include their dependents.
- * Make sure that awards and rewards are passed out as quickly as punishments.
- * Remove on all occasions those causes which make for misunderstanding or dissatisfaction.
- * Build a feeling of confidence which will ensure the free approach by subordinates for advice and assistance not only in military matters but for personal problems as well.

b. **Motivation:** Motivation is the answer to the question "why do Soldiers fight?" It also answers the "why" of everything Soldiers do to prepare for combat. Motivation is based on psychological factors such as needs, desires, impulses, inner drives, impelling forces, or commitments that influence the reactions and attitudes of people and what moves them to action. Simply put, motivation is commitment which is generally based on pride and unit integrity.

(1) **Indicators:** The indicators of a motivated unit are obvious; however, the indicators of an unmotivated unit are even more obvious.

(2) **Ways to Develop:**

- * Be motivated and enthusiastic
- * Provide the basic needs of your Soldiers such as food, shelter, water, comradeship, and self-respect.
- * Enhance a Soldier's motivation to perform well by letting him know that: he can succeed if he tries hard enough; that he will be recognized for good work; and that his performance is a key element in the success or failure of the unit.

c. **Discipline:** This is the individual or group attitude that ensures prompt obedience to orders and initiation of appropriate action in the absence of orders. It is an attitude that keeps Soldiers doing what they are supposed to do and as they are supposed to do it through strong inner conviction. Good discipline is constant and functions whether or not outside pressure or supervision is present. It is the result of good training and intelligent leadership. Napoleon and Puller stated that the most important element of military training was discipline. Without discipline, a unit becomes a mob.

(1) **Indicators:**

- * Attention to detail.
- * Devotion to duty.
- * Good relations between unit members.
- * Proper conduct on and off duty.
- * Proper senior-subordinate relationships.
- * Promptness in response to orders.
- * Adherence to standards of cleanliness, dress, and military courtesy.
- * Ability and willingness to perform effectively with little or no supervision.

(2) **Ways to Improve:**

- * Be self-disciplined and consistent.
- * Strive for forceful and competent leadership throughout the entire organization.
- * Ensure principles of leadership are practiced by officers and noncommissioned officers.
- * Set the example.

- * Institute a fair and impartial system of reward and punishment.
- * Resort to punitive measures only when necessary to protect the rights of individuals, the government, and the standards of the Armed/Defense Force.
- * Develop mutual trust and confidence through tough stressful training. Challenge subordinates in accordance with their capabilities.
- * Encourage and foster the development of self-discipline.
- * Be alert to conditions conducive to breaches of discipline and eliminate them where possible.
- * Eliminate meaningless tasks and assignments.
- * Provide guidance and assistance but don't micro-manage your Soldiers.
- * Encourage innovation and support your subordinates.
- * Set high performance standards.

d. Esprit De Corps: One of the factors which constitute morale, is the loyalty to, pride in, and enthusiasm for the unit shown by its members. Whereas morale refers to the Soldier's attitude, esprit de corps is the unit spirit. It is the common spirit reflected by all members of a unit and provides group solidarity. It implies devotion and loyalty to the unit and all for which it stands, and a deep regard for the unit's history, traditions, and honor. Esprit de corps is the unit's personality and expresses the unit's will to fight and win in spite of seemingly insurmountable odds. Esprit de corps depends on the satisfaction the members get from belonging to a unit, their attitudes toward other members of the unit, and confidence in their leaders. True esprit de corps is based on the great military virtues such as unselfishness, self-discipline, duty, energy, honor, patriotism, and courage. Idleness is the curse of military life and kills esprit.

(1) Indicators:

- * Expressions from the Soldiers that show enthusiasm for and pride in the unit.
- * A good reputation among the units.
- * A strong competitive spirit.
- * Willing participation by members in the unit activities.
- * Pride in the history and traditions of the unit.

(2) Ways to Improve: Cultivation of esprit is more difficult in peace than in war since there is no "great mission" and it is hard to convince Soldiers to train diligently and prepare themselves for something not imminent. Some actions which help to establish and maintain esprit de corps are:

- * The leader must be the symbol of the fighting spirit he wants to develop.
- * Start new people off right by ensuring their welcome into and reception by the unit. Include an explanation of the unit's history, traditions and its present mission and activity.
- * Train your Soldiers as a team
- * Leaders must use ingenuity and initiative to train their own minds so they can provide their Soldiers useful and meaningful instruction
- * Leaders must bring their troops to the very finest physical condition and train them to perfection in the military skills.
- * Use competition wisely to develop a team concept; try to win in every competition. Always find some way to convince others your unit is the best.
- * Make your Soldiers feel they are invincible, that no power can defeat them, and the success of the Armed/Defense Force and country depends on them and the victory of their unit.

e. Proficiency: This is the technical, tactical, and physical ability of the individuals and the unit to

accomplish the mission.

(1) Indicators:

- * Personal appearance and physical conditioning of the troops.
- * Appearance and condition of equipment, quarters, and working spaces.
- * Unit reaction time under various situations and conditions.
- * Professional attitudes demonstrated by the unit and its members.
- * Troop leading ability of subordinate leaders.
- * Degree of skill when carrying out assigned tasks.
- * Promptness and accuracy in disseminating orders, instructions, and information throughout the unit.

(2) Ways to Improve:

- * Be technically and tactically proficient.
- * Thoroughly train individuals in their duties.
- * Emphasize teamwork and the chain of command.
- * Provide cross-training.
- * Ensure that training is realistic.
- * Provide unit members with frequent opportunities to perform the duties of the next higher rank or billet.
- * Set high standards of performance and insist that they be met.

TRANSITION: Now that we have finished this class, are there any questions?

OPPORTUNITY FOR QUESTIONS. (3 MIN)

1. QUESTIONS FROM THE CLASS.

2. QUESTIONS TO THE CLASS.

Q. What is the definition of authority?

A. The legitimate power of a leader to direct those subordinate to him to take action within the scope of his position.

Q. What is the definition of responsibility?

A. The obligation to act or to do.

SUMMARY (2 MIN)

During this class we discussed such things as authority, responsibility and accountability; customs, courtesies and traditions; morale, esprit de corps, discipline, and motivation.