

LESSON PLAN

Leadership Roles

INTRODUCTION (5 MIN)

1. GAIN ATTENTION: General Bruce C. Clarke, USA (Ret) stated, "Rank is given you to enable you to better serve those above and below you. It is not given for you to practice your idiosyncrasies." In fact, the greater your rank, the greater is your responsibility and ability to influence events to accomplish your mission and enhance your Soldiers' welfare. This authority and responsibility is inherent in your role as a Soldier leader. We all know the rank structures, but do we fully understand their functional duties and how they all fit together as a part of the Soldier Team? Who does what to whom, when, where, how, and why? The proper answers to these questions will aid you in the future to mold your next unit into a cohesive and efficient fighting machine.
2. OVERVIEW: The purpose of this period of instruction is to define the leadership rank structure and the role that you as a Soldier are expected to fulfill within that structure. We will also discuss how to establish and maintain a proper working relationship between ranks.
3. INTRODUCE LEARNING OBJECTIVES:
 - a. TERMINAL LEARNING OBJECTIVE : Without the aid of the references, identify the Leadership fundamentals.
 - b. ENABLING LEARNING OBJECTIVE (CE): Without the aid of references, identify the following:
 - (1) The definition of role, institutional role, and organizational role.
 - (2) The interrelationships of the leadership rank structure.
 - (3) The tasks and duties of officers, NCOs, and peers.
 - (4) The professional working relationship between ranks.
4. METHODS / MEDIA: This lesson will be taught by using the lecture method. Media will be developed locally.
5. EVALUATION: Students will be evaluated by a written evaluation.

TRANSITION: Now that we know our learning objectives, let's move right into some definitions.

BODY (40 MIN)

1. GENERAL: (20 MIN)
 - a. Rank Structure: Soldiers exercise their duties, responsibilities and authority within the Armed/Defense Force organizational structure. Without organization, the Armed/Defense Force would be a shapeless, ineffective force unable to carry out its assigned mission. In other words, the success of the Armed/Defense Force depends upon each Soldier in the organization carrying out his duties and responsibilities to ensure mission accomplishment. This rank structure provides for the

following:

- * A set chain of command that provides the "who is in charge" structure required to get things done.
- * Individual authority that allows authority to be given to individuals at the organizational level which gets things going and gets things done.
- * Standardized organizational structure that provides a set or base organization that allows personnel to move from billet to billet within the Armed/Defense Force and still know "what's going on."
- * Lines of communication that establishes the "who needs to know" for the decision making process in the chain of command.
- * Decentralized execution that allows execution of orders at the lowest organizational level directly affected by the decision/action.

Definitions:

(1) Role: This is a socially expected behavior pattern that is usually determined by an individual's status in a particular society. It is the proper or customary function of a person; the part to be played by a person; what a person thinks he is supposed to do; or what others think he is supposed to do. The two major roles that a Soldier is expected to fulfill are institutional (his role as a Soldier professional) and organizational (how he functions in his role in his unit).

(2) Institutional Role: This is a role which is professional in nature.

EXAMPLES: A fighting man in the Armed/Defense Force.

A Soldier serving in his role as either an enlisted man or officer.

A Soldier serving in his specific rank.

A Soldier serving in his MOS.

A Soldier serving as a role model -- as an example for others combining all of the above.

These institutional roles center on the ideals and goals of expected behavior for Soldiers by the Soldier Corps as a professional institution. The leadership traits and principles are examples of institutional behavioral ideals and goals for Soldiers. Some of the institutional ideals and goals that we are expected to live by are:

- * Adherence to the Code of Conduct.
- * Service to country through mission accomplishment.
- * To be prepared to inflict death or injury to an enemy during war.
- * To comply with the basic customs, courtesies, and traditions of the Armed/Defense Force.
- * To be an example to their Soldiers in the performance of duty, in the sharing of hardship and danger; and above all in upholding the high standards of moral and ethical behavior.
- * To participate in the unit's and base's social life, such as Family Days, Armed/Defense Force Birthday Celebrations, Mess Nights, and other special events and functions.

(3) Organizational Role: These roles are often linked with or incorporated with institutional roles. These roles include additional expected behavior that goes with a specific unit, such as a

member of a disbursing branch, reconnaissance battalion, or an aviation maintenance section.
Organizational roles do the following:

- * Enable the individual to identify with the unit.
- * Set the organization apart and give it a special nature.
- * May require the individual to adopt special customs, a different manner of dress, and a general personality characteristic.

EXAMPLE: Our rank in our billet, such as a sergeant section leader or a corporal fireteam leader.

c. Affects on Your Role: Your role is affected by the following:

- * Your understanding of what role you should play.
- * Your subordinates' expectations.
- * Your institutional and organizational roles.
- * Your acceptance of your responsibilities in your rank and position. What you think you're supposed to do.
- * Your subordinates' realization of your responsibility to mission accomplishment. What they think you should do.
- * Your subordinates' recognition that your ability to influence a given situation is limited.
- * The standards and ethics of the Armed/Defense Force and your unit. (Ideally these should be the same, but different leaders have different personalities. They may have different missions and may interpret orders differently, which could result in slightly different standards from one unit to another.)

d. Expectations:

(1) Subordinates' Expectations of Their Leaders:

- * Honest, just, and fair treatment.
- * Consideration due them as mature, professional Soldiers.
- * A climate of trust and confidence.
- * To accept their errors and use the errors as learning experiences.
- * Personal interest taken in them as individuals.
- * Loyalty.
- * Shielding from harassment from "higher-ups."
- * The best in leadership.
- * That their needs be anticipated and provided for.
- * All the comforts and privileges practicable.
- * To be kept oriented and told the "reason why."
- * A well-thought-out program of training, work, and recreation.
- * Clear-cut and positive decisions and orders which are not constantly changing.
- * Demands on them commensurate with their capabilities--not too small and not too great.
- * That their good work be recognized, and publicized when appropriate.

(2) Leaders' Expectations of Their Subordinates:

- * Fulfill their institutional and organizational roles as expected by their seniors.

- * Be responsible and use initiative.
- * Display loyal behavior to seniors as an example for their subordinates and peers by giving willing and obedient service to seniors' orders, whether they are in agreement or not.
- * If a conflict exists, have the moral courage to bring it to the senior's attention at the proper place and time, and in an appropriate manner.
- * Use their abilities for the good of the mission.
- * Take action even though complete information may not be available.

TRANSITION: Now that we are done with these general ideas, let's move into the interrelationships of the leadership rank structure.

2. **INTERRELATIONSHIPS OF THE LEADERSHIP RANK STRUCTURE:** (10 MIN) The key goal of this part of the lesson is to determine how the rank structure should be used to enable us to work together as a team to assure mission accomplishment and troop welfare. Our day-to-day contact with one another as professional Soldiers crosses both unit and organizational boundaries and includes direct and indirect contact during business, social, or other non-social activities. Individuals interrelate in their institutional role as members of the "Soldier Team" and the "Band of Brothers;" as Soldiers in general during their day-to-day inter-personal relationships. Primary in this role is the example you set and the actions you take.

a. **The Function and Interaction of Soldiers within Their Organizational Role:** The primary interrelationship is based on your organizational role. Here, operating within the authority of your position and rank, you work to accomplish your mission, and see to your Soldiers' welfare. Within this role you are a senior, a peer, and a subordinate. Your effectiveness in accomplishing these roles is the result of your ability to function as a link in the chain of command. As a subordinate you provide communication down to your subordinates on unit goals and objectives, disseminate information on policies, and interpret changes. As the senior you provide communication upward to seniors on your subordinates' requirements for resources to accomplish their mission, their goals, and their welfare.

b. **Impact for Individual Responsibility Failure:**

(1) When a Soldier fails in his duties and responsibilities in fulfilling his institutional role, the following happens:

- * He loses his credibility.
- * His overall prestige, respect, trust, and confidence and that of the Armed/Defense Force is damaged.
- * He sets a poor example for seniors, peers, and subordinates.
- * His failure may condone or reinforce the acceptance of lower standards of conduct, professionalism, discipline, morale, and esprit.

(2) When a Soldier fails in his duties and responsibilities in fulfilling his organizational role, the following happens:

- * He may be guilty of all those items previously listed under institutional role.
- * He may disrupt the normal functioning of the chain of command and communication flow. These problems may eventually cause seniors to feel the need to provide more supervision, to lose faith in their subordinates, or to make all the decisions

themselves.

To some degree all Soldiers are involved in planning, organizing, coordinating, directing, and controlling. The difference is based on their position in the organizational structure/chain of command. As we move from rank to rank and billet to billet one of the hardest things to understand is how we fit into the system, and what our actual duties and responsibilities are. For each of us to do our part, we must know or be told what our part is and what is expected of us. Therefore, one of the most important tasks a leader has to do is to ensure all his personnel understand their institutional and organizational roles. This "role clarification" and understanding allows each of us to do our part and enhance the team effort.

TRANSITION: Now that you have a basic understanding of the interrelationships within the Soldier Corps leadership rank structure let's now discuss the tasks and duties of officers and NCO's.

3. TASKS AND DUTIES: (5 MIN)

a. Officers: Some of the tasks and duties normally associated with officers are:

- * General officers provide long rang goals and objectives, general guidance, and acquire the resources necessary to accomplish them.
- * Field grade officers develop the plans and policies to achieve the goals and objectives within the guidance, assign missions to units, and allocate the resources.
- * Company grade officers implement and execute the plans and their assigned mission to accomplish the goals and objectives utilizing the resources provided.
- * Officers exercise command.
- * Officers are accountable for mission accomplishment.
- * Officers are accountable for unit readiness and performance.
- * Officers set standards for unit performance.
- * Officers are responsible for collective unit training (including planning, providing resources, conducting, and evaluating).
- * Officers delegate authority.
- * Officers administer punishment under the UCMJ.
- * Officers are responsible for the development and training of officer, SNCO, and NCO subordinates.
- * Officers establish and maintain professional standards for the officer corps.
- * Officers are expected to support subordinates.
- * Officers are responsible for the promotion system for all Soldiers.

b. NCO's: NCO's are primarily concerned with their specific team and its individuals. They execute assigned tasks within a senior's guidance using available resources. The complementary relationship and mutual respect between the commissioned officer and the noncommissioned officer is based on traditional, functional, and legal reasons. Many tasks and duties are overlapping and must be shared to some degree. The leader's ability to clarify who is to do what, to whom, when, and how is an important part of his leadership role. Some specific duties normally performed by NCO's are to:

- * NCO's train subordinates in their MOS and basic military skills.
- * NCO's are accountable for the actions of their squad, section, or team.
- * NCO's enforce standards of military and physical appearance.
- * NCO's ensure supervision, control, and discipline of subordinates.

- * NCO's assist in personal and professional development of Soldiers.
- * NCO's provide communication link between the individual Soldier and the organization.
- * NCO's plan and conduct the routine and day-to-day unit operation within the policies established by the officers.
- * NCO's maintain appearance and condition of unit billeting spaces, facilities, and work areas.
- * NCO's maintain serviceability, accountability, and readiness of assigned arms and equipment.
- * NCO's maintain the established standards of professionalism and job performance for the Soldier, the NCO's, the SNCO's and the Armed/Defense Force.
- * NCO's support, follow, and implement policy established by the officers.

c. Peers: Some of the roles and responsibilities of peers are as follows:

- * Peers support and help each other.
- * Peers compete in spirit of enhancing esprit and mission accomplishment, and perfecting individual/unit performance but not to cut each other down.
- * Peers share victories, hardships, and lessons learned.
- * Peers exert a positive influence on their comrades by setting examples of obedience, courage, zeal, sobriety, neatness, and attention to duty.

TRANSITION: Now that we have finished talking about tasks and duties, let's look at how to get the Soldiers within the rank structure to work as a team. We'll do this by looking at some ways to establish and maintain a professional working relationship within the rank structure.

4. HOW TO ESTABLISH AND MAINTAIN PROFESSIONAL WORKING RELATIONSHIPS BETWEEN RANKS: (5 MIN) As we previously discussed, the basic rank structure establishes the working relationships as seniors, peers, and subordinates. Understanding this should be easy, but because of promotions, transfers, and frequent policy changes many Soldiers are not really sure what their roles are. Some things you should do are:

- * Understand your role so you can assist your subordinates and seniors.
- * Know the roles of seniors, peers, and subordinates.
- * Ensure your subordinates know and understand their roles and the roles of others around them.
- * Train subordinates to accomplish their role, and be prepared to perform the role of their immediate senior.
- * Provide subordinates feedback on how well they are accomplishing their role, and counsel them to improve their performance.
- * Delegate the necessary authority for subordinates to accomplish their role, and ensure they realize just what they are accountable for.
- * Give them the necessary resources and freedom of action to accomplish their tasks.
- * Give them the respect due their position and require others to do the same.
- * Insist they accomplish their duties and ensure they do the same with their subordinates.
- * Adhere to the standards of the Armed/Defense Force and require all others under you to do the same.
- * Maintain open communication lines and squelch rumors.
- * Ensure subordinates are capable of accomplishing assigned tasks.

TRANSITION: Now that we are done with the class, are there any questions?

OPPORTUNITY FOR QUESTIONS (3 MIN)

1. QUESTIONS FROM THE CLASS:

2. QUESTIONS TO THE CLASS:

Q. What are the interrelationships of the leadership rank structure?

A. As a subordinate you provide communication down to your subordinates on unit goals and objectives, disseminate information on policies, and interpret changes. As the senior you provide communication upward to seniors on your subordinates' requirements for resources to accomplish their mission, their goals, and their welfare.

Q. Whose task is it to set standards for unit performance?

A. Officers.

SUMMARY (2 MIN)

In this lesson we have covered the interrelationships of the leadership rank structure by discussing the function and interaction of Soldiers within their organizational roles as well as the impact of individual responsibility failures. During this period of instruction we also covered the establishment and maintenance of professional working relationships within our rank structure.