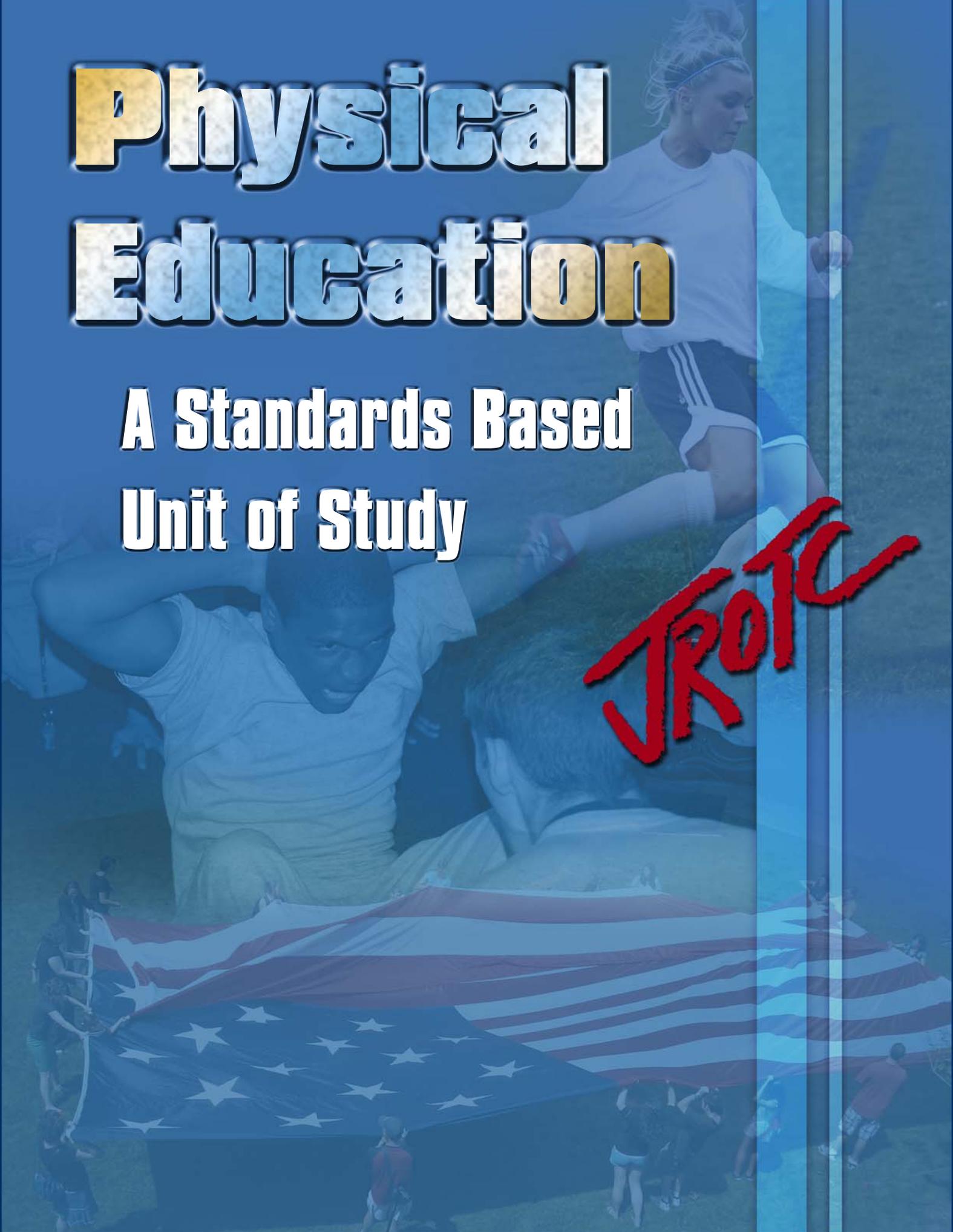


Physical Education

A Standards Based
Unit of Study

TROTC





Courtesy of Army JROTC

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U4C1L1

Choosing the Right Exercise Program for You

Key Words:

Aerobic

Anaerobic

Calisthenics

Cardio-
respiratory

Isometric

Isotonic

Obesity

Tone

What You Will Learn to Do

Develop a personal exercise program

Linked Core Abilities

- Take responsibility for your actions and choices

Skills and Knowledge You Will Gain Along the Way

- Identify the benefits of regular exercise
- Compare the benefits of aerobic, anaerobic, isometric, and isotonic exercise
- Determine the essential components of a good exercise program
- Describe how media and technology can impact health

Introduction

What you eat and how much you exercise can directly affect how you look and feel. When it comes to your appearance, diet and exercise help you maintain proper weight, toned muscles, and healthy hair and skin. A good diet and regular exercise can also lower your risk of heart disease, high blood pressure and other health problems, including depression. In order to stay healthy, feel good and look good, it is important to follow a balanced diet and exercise regularly. This chapter discusses guidelines for achieving a healthy lifestyle – one that will help keep you fit and feeling great – now and throughout your life!

Tone refers to the elastic tension of living muscles.

Every type of exercise has important health benefits. That's why adolescents should engage in a variety of aerobic and muscle- and bone-strengthening activities for at least 60 minutes daily. So, each week, participate in a variety of age-appropriate physical activities that you enjoy!

Guidelines of Fitness

It isn't as difficult as it may seem to get the exercise your body needs. It just takes a little determination and self-discipline. Choose activities that appeal to you, like skating or playing basketball, and enjoy them on a regular basis! Not only are there a variety of physical activities to choose from, the benefits of those activities include improved heart and lung function, muscle development and heightened self-image. In this lesson, you'll explore the benefits of exercise, what steps to include in an exercise program, and the various areas of fitness.

Benefits of Exercise

When you exercise, you do your mind and body good! Regular physical exercise in a variety of forms – from biking, hiking and swimming to lifting weights and doing crunches – helps develop a strong muscular and cardiovascular system. By working your heart, lungs and muscles on a regular basis, your body works and fights disease more efficiently. Regular exercise also contributes to improved self-esteem and a general sense of well-being. Exercise helps people feel better physically and mentally!

BENEFITS OF EXERCISE

- Improves heart and lung function
- Increases muscle strength, flexibility, and endurance
- Improves reaction times
- Helps the body fight disease
- Builds self-esteem and self-confidence
- Reduces depression
- Increases the ability to relax and sleep

Types of Exercise

The four types of exercise covered in this lesson are **aerobic**, **anaerobic**, **isometric**,

and **isotonic**. Each of these types of exercise has different benefits. Review the following descriptions and decide which type of exercise, or combination of exercises, is best for you.

Aerobic exercise works the heart, lungs, and blood vessels. As you exercise aerobically, your heart beats faster and you breathe in more air, so your blood can supply more oxygen to your hard-working muscles. This type of physical exercise improves blood and oxygen flow to vital organs, as well as lung capacity – the ability to take in and use more air. Aerobic exercises should be constant, uninterrupted, and raise your heart rate for a sustained length of time (at least 20 minutes). Jogging, brisk walking, rollerblading, dancing, bicycling and swimming can all give you an aerobic workout that delivers great physical and mental results!

Anaerobic exercise, on the other hand, works the muscles intensely in fast bursts of movement and does not require as much oxygen as aerobic exercise. Instead of endurance, anaerobic exercise requires bursts of power and energy, and the ability to maneuver quickly. For example, a sprinter working his or her leg muscles, in a quick burst of energy to cross the finish line, is performing an anaerobic exercise. Many sports, from tennis to football, require anaerobic work to move from one point to another as quickly as possible.

Other forms of exercise concentrate specifically on firming and toning muscles and building muscle strength. Working against resistance builds muscle strength. You work against resistance when you try to open a tight lid on a jar, or push a heavy piece of furniture across a room. **Isometric** exercise builds muscle strength by using resistance without joint movement, while **isotonic** exercise uses resistance with joint movement. For example, when you try to pull your locked hands apart, you perform an isometric exercise. You contract your muscles, but do not move any joints. Most weight training, on the other hand, is isotonic. When you contract your muscles and bend your elbows to perform bicep curls, you are performing an isotonic exercise.

Each type of exercise may work on one or more areas of the body to strengthen, tone, and develop your muscles, heart, and lungs. Some exercises can be classified as more than one type. Try to develop a balanced exercise program. If you jog, do push-ups as well for upper body strength. If you lift weights, add an aerobic exercise for your heart and lungs. No matter which type of exercise you decide to participate in, you will find it very beneficial. Remember, people who engage in regular exercise are less likely to become obese. **Obesity** is when excess body fat has accumulated to the extent that it may have a negative effect on health, leading to reduced life expectancy and/or increased health problems.

Activity Level Guidelines for Children and Adolescents

Children and adolescents should engage in 60 minutes (1 hour) or more of physical activity daily.

Aerobic: Most of the 60 or more minutes a day should be either moderate or vigorous aerobic physical activity. People should include vigorous physical activity at least three days a week.

Muscle strengthening: As part of their 60 or more minutes of daily physical activity, children and adolescents should include muscle-strengthening physical activity at least three days a week.

Bone strengthening: As part of their 60 or more minutes of daily physical activity, children and adolescents should include bone-strengthening physical activity at least three days a week.

It is important to encourage young people to participate in physical activities that are age appropriate, enjoyable, and offer variety.

Courtesy of Army JROTC

Examples of Moderate- and Vigorous-Intensity Aerobic Physical Activities and Muscle- and Bone-Strengthening Activities for Children and Adolescents

		Age Group Children	Age Group Adults
Type of Physical Activity	Moderate-intensity aerobic	<ul style="list-style-type: none"> Active recreation, such as hiking, skateboarding, rollerblading Bicycle riding Brisk walking 	<ul style="list-style-type: none"> Active recreation, such as canoeing, hiking, skateboarding, rollerblading Brisk walking Bicycle riding (stationary or road bike) Housework and yard work, such as sweeping or pushing a lawn mower Games that require catching and throwing, such as baseball and softball
	Vigorous-intensity aerobic	<ul style="list-style-type: none"> Active games involving running and chasing, such as tag Bicycle riding Jumping rope Martial arts, such as karate Running Sports such as soccer, ice or field hockey, basketball, swimming, tennis Cross-country skiing 	<ul style="list-style-type: none"> Active games involving running and chasing, such as flag football Bicycle riding Jumping rope Martial arts, such as karate Running Sports such as soccer, ice or field hockey, basketball, swimming, tennis Vigorous dancing Cross-country skiing
	Muscle strengthening	<ul style="list-style-type: none"> Games such as tug-of-war Modified push-ups (with knees on the floor) Resistance exercises using body weight or resistance bands Rope or tree climbing Sit-ups (curl-ups or crunches) Swinging on playground equipment/bars 	<ul style="list-style-type: none"> Games such as tug-of-war Push-ups and pull-ups Resistance exercises with exercise bands, weight machines, hand-held weights Climbing wall Sit-ups (curl-ups or crunches)
	Bone strengthening	<ul style="list-style-type: none"> Games such as hopscotch Hopping, skipping, jumping Jumping rope Running Sports such as gymnastics, basketball, volleyball, tennis 	<ul style="list-style-type: none"> Hopping, skipping, jumping Jumping rope Running Sports such as gymnastics, basketball, volleyball, tennis

Note: Some activities, such as bicycling, can be moderate or vigorous intensity, depending upon level of effort. Chart by www.hhs.gov. Courtesy of Army JROTC

Choosing the Right Exercise Program

The type of exercise program you choose should include three components: warm-up, conditioning, and cool-down.

Warm-up

The warm-up period allows for a slow increase in heart rate and sends extra blood through muscles to warm them up. Your warm-up could include slow walking, mild stretching, or **calisthenics**, which are light exercises designed to promote general fitness. Warm-up for 5 to 7 minutes.

Condition

The conditioning period brings you into **cardio-respiratory** endurance and/or muscle strengthening activities. This is where most of your exercising occurs. These exercises should push your body to its normal limit, and when you are feeling strong, a little beyond. As exercising becomes easier, your normal limit should change. Walk or jog a little farther; do a few more sit-ups or push-ups. When weight training to gain bulk, increase to heavier weights; to build strength without bulk, keep weights lighter and increase repetitions. Be sure to give your muscles a day off between muscle strengthening workouts to rest. Or, work your upper body one day and your lower body the next. The conditioning period generally lasts 20 minutes.

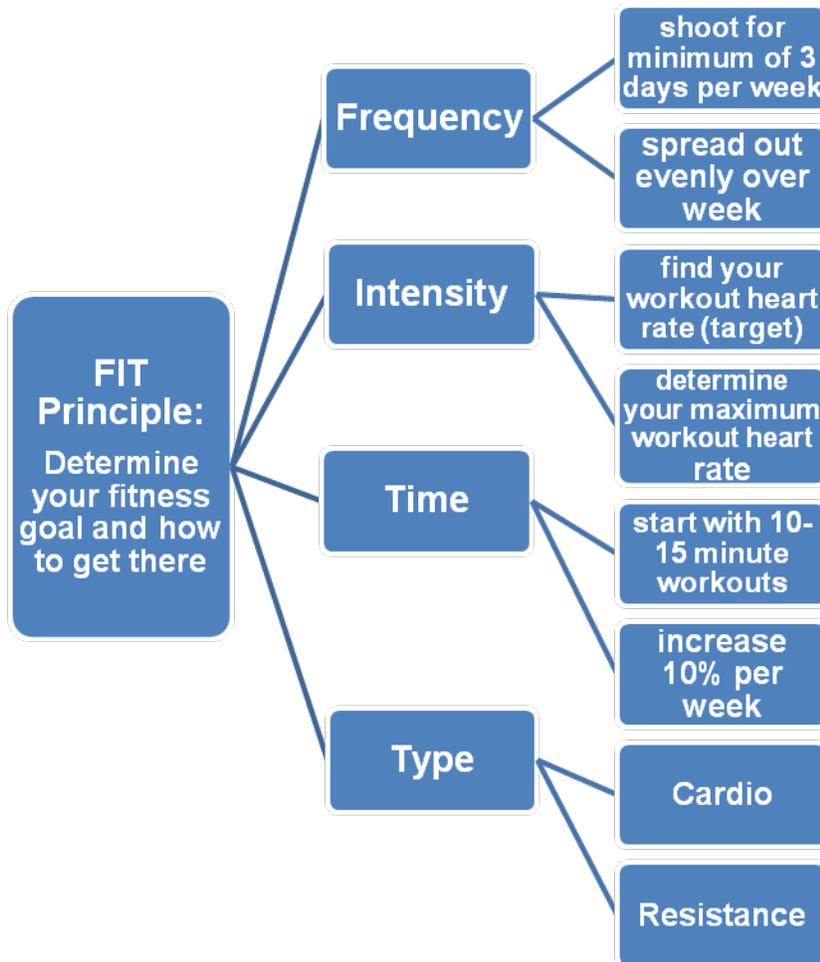
Cool-down

Below is a sample of a weekly physical fitness training schedule. Notice how it includes the warm-up and conditioning periods, as well as a cool-down period. The cool-down period allows your heart rate to slow down, relaxes muscles, and cools the body. Slow walking, simple calisthenics and mild stretching are good ways to cool down. Stretching during cool-down can prevent muscle cramps and soreness, as well. A quality cool-down should last 4 to 6 minutes.

	Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
Warm-up 5-7 mins	Stretch	Calisthenics	Walk	Calisthenics	Stretch	Calisthenics	OFF
Condition 20-60 mins	Run	Lift Weights	Bike	Push-ups Sit-ups	Swim	Lift Weights	OFF
Cool-down 4-6 mins	Walk	Stretch	Stretch	Stretch	Walk	Stretch	OFF

The FITT Model

There are certain factors that should be present in every physical training session for it to be successful. These factors are frequency, intensity, time, and type, which are also referred to as FITT. The diagram displays how to utilize FITT factors with each component of fitness.



Courtesy of Army JROTC

Sticking With An Exercise Program

Even though many people know how important exercise is to a healthy lifestyle, they sometimes have trouble sticking with an exercise program. Follow these tips and you will find it easier to keep your resolution to become or remain physically fit.

- Think of fitness as part of your daily routine, just like brushing your teeth, going to class, or eating dinner.
- Set realistic and specific goals for yourself. If you have never jogged before, do not expect to jog three miles your first time out. You may become discouraged. Plan to jog one mile and stick with it, even if you have to walk part of the way. You will find that you progress quickly, building your self-confidence.

- Exercise at least three times a week. If you exercise less than this, you probably will not see much progress, giving you an easy excuse to give up.
- Keep track of your progress in a journal. It is motivating to look back at where you started and see how far you have come.
- If you are a routine person who likes for things to remain the same, keep the same exercise routine from week to week. If you get bored easily and like change, develop several exercise routines that you can alternate from week to week.
- Exercise with a friend or group. You will get support from others and feel more committed to stick with it.
- Choose a place to exercise that is convenient for you. If the place you plan to exercise is far from home or school, you may not get there as often as you should.
- Wear comfortable clothing and shoes to make your exercise experience as pleasant as possible.
- Stay positive and have fun. Remember that you are doing something good for yourself. Be serious and consistent with your exercise routine, but enjoy it as well. If you choose an exercise program that you just cannot learn to enjoy, try something else. There is an exercise program for everyone!

Media's Impact on Your Health

Today, American youth spend almost 6 hours a day with various types of media, including watching television, listening to the radio and surfing the Internet on computers. It's true that the potentially negative consequences of media consumption receive a lot of attention. Yet media's unique power and reach can also be used to educate and enrich the lives of youth.

Media consumption habits were historically dominated by television usage. Now, usage of computers, video games, cell phones and other connected devices are used as much or more than televisions! Today's youth are completely immersed in media communication from a very young age.

As the technological era continues through time, daily life has become more reliant on technologies used to communicate. Meanwhile, the time that a typical person spends interacting face-to-face with other people has greatly decreased. Person-to-person interaction has become less face-to-face, and more face-to-screen.

Although this change is happening, it is not all bad. With the use of various computer products, the time used planning arrangements, meetings and parties could be minimized, allowing more time for participating in things such as playing sports and exercising. However, that is often not the case. According to the U.S. Centers for Disease Control and Prevention, over the last decade, students spend more time playing video games than viewing television or participating in sports or exercises.



Conclusion

Regular exercise is important to maintaining your health. It can make you feel and look better and help your body fight disease. Different exercise programs have different benefits, like aerobic dancing for a strong heart and weight lifting for strong muscles. No matter what exercise program you choose, remember that the most important thing is to stay active. So much in life today makes things easy for us — elevators, escalators, cars, and appliances — that it's easy to get out of shape. In addition to an exercise program, take the stairs, walk or bike to the store, or go biking or bowling with friends instead of watching television. It can be fun, and it's all to your benefit!



Lesson Check-up

1. How much aerobic exercise does a person need each day?
2. What are the three components of any exercise program?
3. Explain the difference between aerobic and anaerobic exercise?
4. What are the benefits of a regular exercise program?



Courtesy of Army JROTC

U2C3L1

Development

Key Words:

Assess

Conceptual Skills

Executing

Interpersonal Skills

Technical Skills

What You Will Learn to Do

Create a plan of action to develop leadership skills through the Leadership Development Program

Linked Core Abilities

- Build your capacity for lifelong learning
- Take responsibility for your actions and choices

Skills and Knowledge You Will Gain Along the Way

- Describe the components of the Leadership Development Program
- Describe the seven values of leadership
- Describe the 15 dimensions of leadership
- Define the key words contained in this lesson

Introduction

This lesson introduces and explains the Cadet Command's Leadership Development Program as it applies to JROTC and to you. The focus of this program is to **assess** your leadership ability and potential. The effort you put into the program will directly benefit you. It will also help instructors and others involved in your growth, and development, better predict your success and potential to become a cadet leader.

Having an assessment and development process is a fundamental component of teaching and learning. The study of leadership is no different. Such a process lets those who teach and study leadership know when, and to what degree, they have been successful.

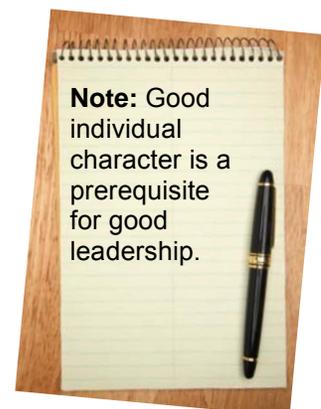
Leadership Opportunities

The instructor staff will plan for a variety of leadership opportunities to meet the quantity and variety of objectives you encounter in JROTC. Over time, these different assignments will provide a wide variety of long- and short-term opportunities. Some typical opportunities include the following:

- Senior position in the cadet chain of command, other than what you currently hold, for a designated period of time
- Leader during a ceremony, inspection, etc.
- Trainer or coach during a Leadership Lab class
- Assistant instructor for a First Aid or Map Reading Class
- Team leader for a color guard performance
- Team leader for a drill event
- Community service project leader
- Class trainer or instructor for a specific task or presentation

Why Seek Leadership Opportunities?

There are many reasons why you might want to seek out leadership opportunities. You can build your confidence and develop your skill at guiding and influencing others to accomplish specific tasks. You can also work on your overall ability to accomplish missions while caring for people and expanding your capabilities for the future.



Leadership Development Program

The Leadership Development Program is based on the principle that cadets be "trained to standards." Cadet standards are expressed in terms of both the seven values and the 15 dimensions of leadership. The Leadership Development Program is a continuous process of training, evaluating, counseling, retraining, and re-evaluating. Evaluation is a fundamental part of training; it lets both you and your instructors know when, and to what degree, they have been successful.

Components of the Leadership Development Program include the following:

- Training
- Evaluating
- Counseling
- Retraining
- Re-evaluating

You will be counseled, developed, and your progress assessed throughout the remainder of your cadet experiences in JROTC. You will be involved in instruction to provide you with progressive experiences that will challenge you mentally and physically. As you progress, and the expectation of your performance increases, the instructor staff will assess and counsel your growth and development.

Leadership Assessment Process

The focus of the Leadership Development Program is to assess your leadership ability and potential. Its aim is to develop you to the maximum extent possible. Your instructors will carefully assess you each time they place you in a leadership position. When you are not leading, you will be assessed as a follower. The leadership assessment process provides a formal method of evaluation by offering leadership opportunities, assessing leadership performance, and providing effective feedback.

Leadership opportunities provide practical applications in the exercise of leading and caring. It is under these conditions that your growth and development are maximized. Instructors document and measure your growth and development against established standards, not in terms of cadet against peer. You also receive timely feedback and have the opportunity to write self-assessments.

Assessing Leadership Performance

The goal of leadership assessment is to develop competent and confident leaders. It should be a positive and useful experience. To do an assessment, the instructors make judgments about how well you act, and cause others to act, in terms of the seven leadership values and the 15 leadership dimensions.

Therefore, they will make judgments regarding

- Your values
- The attributes and skills you reflect in your actions and behavior

Providing Effective Assessments

One key to your growth in technical and leadership skills and abilities is in offering positive assessments. Each time instructors assess your performance, they address notable strengths and weaknesses as well as specific means for making improvement. Common means of providing feedback may include written test scores, performance results, counseling sessions, and coaching.

To promote development of an individual, instructors counsel and coach you on how to improve your values, attributes, skills, and/or actions. A fundamental belief is that a person can learn and develop all of these qualities.

The goal, then, is to develop better cadet leaders now so they will continue to use their leadership skills and abilities throughout their lives. Instructors can influence this goal by the success of their leadership assessment and development efforts.

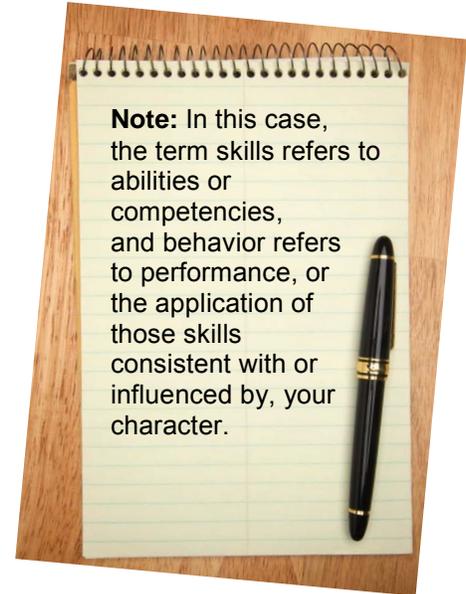
Leadership Assessment Criteria: Values and Dimensions

In the Leadership Development Program, the foundation for assessment of your leadership potential and development are the seven leadership values and the 15 leadership dimensions. With these values and dimensions, there are performance indicators and standards that help the instructors define your minimum acceptable performance. Essentially, these indicators guide their judgment process and aid in the overall consistency in making assessments about your growth and development.

The Seven Leadership Values

There are seven leadership values. Understanding these values is only the first step. As a leader, you must not only understand them, you must believe in them, model them in your own actions, and teach others to accept and live by them. They are listed in order to form the acronym LDRSHIP.

- Loyalty:
Bear true faith and allegiance to the *U.S. Constitution*, your unit, and friends
- Duty:
Fulfill your obligations



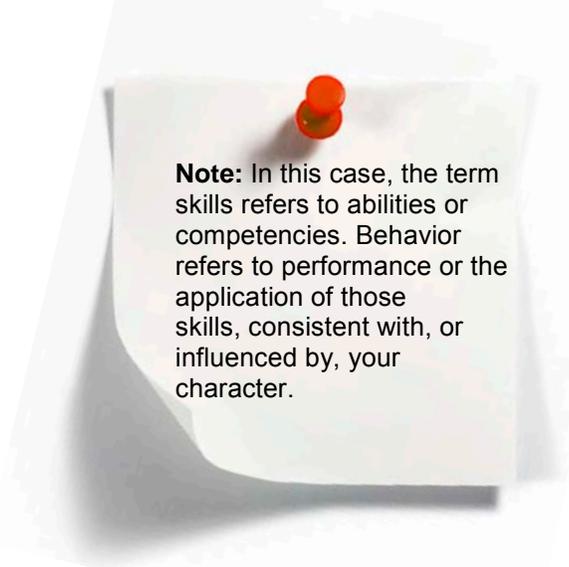
- **Respect:**
Promote dignity, consideration, fairness, and equal opportunity; treat people as they should be treated
- **Selfless service:**
Place the welfare of the nation, your community, unit, and subordinates before your own
- **Honor:**
Adhere to the code of values
- **Integrity:**
Exhibit high personal moral standards
- **Personal courage:**
Face physical and moral adversity

The 15 Leadership Dimensions

The aspects of character and competence of leaders and their actions to achieve excellence are the basis for 15 leadership dimensions. Do you recall the BE, KNOW, DO attributes? Character describes what leaders must BE; competence refers to what they must KNOW; and actions are what leaders must DO. Along these same lines, the 15 dimensions are broken down into the three categories of attributes (BE), skills (KNOW), and actions (DO).

Attributes (What Leaders Must BE)

Values tell us part of what the leader must BE; the other side of what a leader must BE are the leader attributes. Leader attributes influence leader actions; leader actions in turn always influence the unit. Attributes are a person's fundamental qualities and characteristics. They are more or less permanent, yet you can develop them over time through correct and habitual practices. The attributes are as follows:



Note: In this case, the term skills refers to abilities or competencies. Behavior refers to performance or the application of those skills, consistent with, or influenced by, your character.

- **Mental:**
Possess will, initiative, discipline, self-judgment, self-confidence, intelligence, and cultural awareness
- **Physical:**
Maintain appropriate level of physical fitness and professional bearing
- **Emotional:**
Display self-control, balance, and stability; be calm under pressure

Skills (What Leaders Must KNOW)

Skill development is a part of self-development and is a prerequisite to action. Values and leader attributes form the foundation of character, which in turn serves as the basis of knowing (competence) and doing (leadership). The self-discipline that leads to teamwork is rooted in character. Teamwork depends on the actions of competent leaders of proven character who know their profession and act to improve their units. The best leaders constantly strive to improve. Their self-discipline focuses on learning more about their profession and continually getting the team to improve performance. They build competence in themselves and in their subordinates. Leaders develop competence by developing at least three types of skills.

- **Conceptual skills** (skills with ideas):
Demonstrate sound judgment, problem-solving, critical/creative thinking and moral reasoning
- **Interpersonal skills** (people skills):
Coach, teach, counsel, motivate and develop subordinate leaders
- **Technical skills** (job skills):
Possess the necessary expertise to accomplish all tasks

Actions (What Leaders Must DO)

Leaders act. They bring together what they know, who they are and what they believe in to provide purpose, direction, and motivation. Leaders work to influence people, operate to accomplish the mission, and act to improve their unit.

Developing the right values, attributes, and skills is the only preparation to lead.

Leadership does not begin until you act. Leaders who live up to values, display attributes, are competent, and who act at all times as they would have their subordinates act, will succeed. Leaders who talk a good game but cannot back their words, always fail in the long run.

Leader actions fall into the three categories—influencing, operating, and improving. Influencing is the method of reaching goals while operating and improving. It consists of the following dimensions:

- **Communicating:**
Display good oral, written, and listening skills
- **Decision making:**
Employ sound judgment and logical reasoning; use resources wisely
- **Motivating:**
Inspire, motivate, and guide others toward mission accomplishment

Operating is what you do to accomplish the mission in the short term—to get the job done on time and to standard. It consists of the following dimensions:

- Planning and preparing:
Develop detailed executable plans that are feasible, acceptable, and executable
- **Executing:**
Meet mission standards, take care of subordinates, and efficiently manage resources (time, people, and material)
- Assessing:
Efficiently and effectively evaluate plans in terms of their purpose and mission to facilitate consistent improvement

Improving is ensuring the long-term improvement in the organization and its members. It consists of the following dimensions:

- Developing:
Invest adequate time and effort to develop individual subordinates as leaders; this includes mentoring
- Building:
Spend time to improve individuals, teams, groups, and the unit; this includes fostering an ethical climate
- Learning:
Seek self-improvement/growth; envision and adapt to change

Because people act based on their values, attributes, and skills, supervisors can effectively make assessment of those character qualities. Ultimately, however, whether an individual improves in leadership ability (and self-confidence) is up to that person.

Conclusion

The Leadership Development Program can help you learn more about your own leadership strengths, weaknesses, and potential; predict your success as a cadet leader; and evaluate how well you can handle certain leadership situations and responsibilities. Your ability to further develop these skills and your leadership potential is up to you. Your growth does not end with this lesson. You must continue to self-develop these skills by applying them to all types of situations—in school, at work, and throughout your life.

Knowing yourself and making self-assessments are important elements of being a leader. Because the instructors will evaluate you on the seven leadership values and the 15 dimensions, do a self-assessment to determine what you believe are your strongest and weakest values and dimensions. Identify at least one strategy you can apply to improve your weak values and dimensions.



Lesson Check-up

1. Describe the components of the Leadership Development Program.
2. Explain what supports leadership character and competence.
3. How do the 15 Leadership Dimensions support the Be, Know and Do leader attributes?
4. Describe your strongest leadership attributes.
5. How will you strengthen your three weakest leadership attributes?



Courtesy of Army JROTC

U4C1L2

Cadet Challenge

Key Words:

Cadet Challenge

Curl-ups

Flexed-Arm hang

Presidential Physical
Fitness Award (PPFA)

Pull-ups

Shuttle Run

V-sit reach

What You Will Learn to Do

Meet the physical fitness standards for the Cadet Challenge

Linked Core Abilities

- Take responsibility for your actions and choices

Skills and Knowledge You Will Gain Along the Way

- Compare the Cadet Challenge to the Presidential Physical Fitness Award
- Distinguish between the Presidential Physical Fitness Award and the National Physical Fitness Award
- Identify the six Cadet Challenge exercises
- Describe the proper techniques for the Cadet Challenge exercises

Introduction

This is it! Lace up your sneakers and warm up for what may be the toughest part of this unit—participating in exercises designed for the Presidential Physical Fitness Award (PPFA) program. Get ready to tackle exercises that test your physical ability. Each one requires endurance, speed, strength and flexibility.

How can Cadet Challenge, JROTC's Physical Fitness Test, benefit you? Cadet Challenge not only develops your understanding and appreciation for physical fitness, it demonstrates how an exercise program can improve one's health, appearance and self-confidence. Finally, through striving to achieve a goal and in recognizing and recording your own progress, you gain confidence.

The Challenge

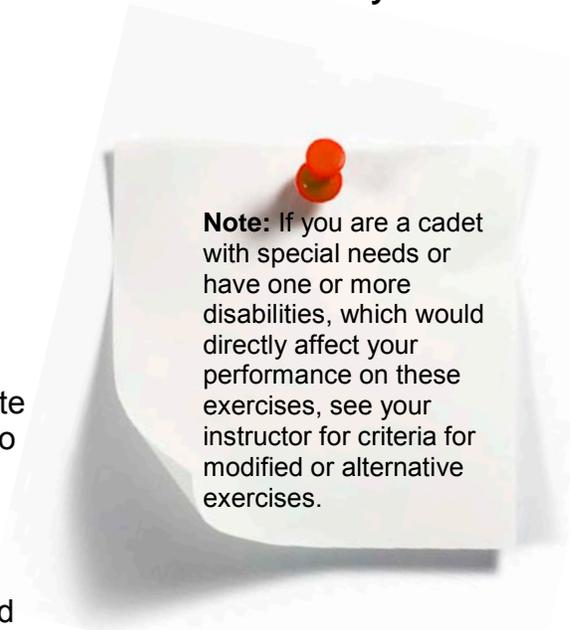
Cadet Challenge consists of five exercises taken from the **Presidential Physical Fitness Award program (PPFA)**. They are:

1. Curl-ups
2. Pull-ups or flexed arm hang
3. Right angle push-ups
4. V-sit reach, or sit and reach
5. One-mile run/walk or shuttle run

Cadet Challenge requires each cadet to participate in the physical fitness test, which is conducted two times each school year. Cadets who score 85 percent or better on each event may receive a Physical Fitness ribbon.

Descriptions on how to execute each are provided later in this chapter. Along with each exercise description, is a box showing standards based on your age and gender. The Presidential Physical Fitness Test is part of the President's Challenge program that encourages all Americans to make being active part of their everyday lives. To qualify for the PPFA, you must achieve a standard of 85 percent or higher on all five items of the test. In each standards box, the 85th percentile is listed in two columns under the heading "PPFA (85%)." Scoring at this level qualifies you to receive the PPFA, which consists of a round, blue emblem embroidered with an eagle.

If you achieve a standard of 84 percent or below, but above 50 percent, you qualify for the National Physical Fitness Award (NPFA). Fifty percentile standards are listed in each box in the two columns under the heading "NPFA (50%)." Cadets who score in the 50th to 84th percentile are eligible to receive the NPFA, which consists of a round red emblem embroidered with an eagle.



Those cadets who achieve Cadet Command's standards in Cadet Challenge are eligible to receive the JROTC Athletic Ribbon. Cadets who attempt all five exercises, but score below the 50th percentile on one or more of them, are eligible to receive a white round emblem embroidered with an eagle.

Curl-ups

Conduct **curl-ups** on a flat, clean surface, preferably with a mat. Start in a lying position on your back with your knees bent so your feet are flat on the floor about 12 inches from your buttocks. You should have your arms crossed with your hands placed on opposite shoulders, and your elbows held close to the chest throughout the exercise. Have a partner hold your feet at the instep. At the command, "ready, go," raise the trunks of your body, curling up to touch the elbows to the thighs, and then lower your back so your shoulder blades touch the floor/mat.



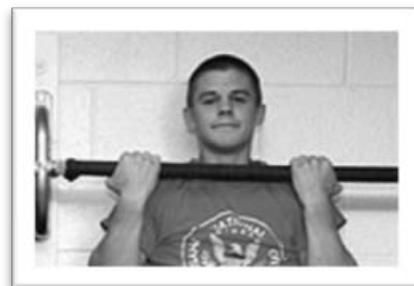
Courtesy of Army JROTC

This constitutes one repetition of a curl-up. During each repetition, bouncing off the floor/mat is not allowed and the fingers must touch the shoulders at all times. Complete as many curl-ups as possible in 60 seconds.

Partial curl-ups can be used as an alternative to curl-ups. Lie on a cushioned, clean surface with knees flexed and feet about 12 inches from buttocks. Do not hold or anchor the feet. Arms are extended forward with fingers resting on the legs and pointing toward the knees. Your partner should be behind your head with hands cupped under your head. Curl up slowly, sliding the fingers up the legs until the fingertips touch the knees, then curl back down until the head touches your partner's hands. The curl-ups are done to a metronome (or audio tape, clapping, drums) with one complete curl-up every three seconds. Continue until you can do no more in rhythm (have not done the last three in rhythm) or have reached the target number for the test.

Pull-ups

Pull-ups are conducted using a horizontal bar approximately 1.5 inches in diameter. A doorway bar or a piece of pipe can serve the purpose. The bar should be high enough so you can hang with your arms fully extended and your feet free of the floor/ground. Assume the hanging position on the bar using either an overhand grasp (palms facing away from body) or underhand grip (palms facing toward body). Begin the exercise by first raising your body until your chin is over the bar without touching it. To complete one repetition, the body must be lowered to the full-hang starting position. During each repetition,



Courtesy of Army JROTC

the body must not swing, legs must not kick or bend, and the pull must not be jerky. Scoring is done on the number of pull-ups you can correctly execute. There is no time limit on this event.

The **flexed-arm hang** should be used when a cadet cannot execute one pull-up. (This event is only for the National Physical Fitness Award). Using a horizontal bar as in the pull-ups, climb a ladder until your chin is above the bar. Begin the exercise by grasping the bar with your hands, shoulder width apart, using either an overhand grasp (palms facing away from body) or underhand grip (palms facing toward body). At the command "ready, go," step off the ladder. Simultaneously, an assistant instructor will remove the ladder and prevent any forward swinging of the legs. The cadet's chin should be level above the bar. Kicking and other body movements are not permitted while you are on the bar. The stopwatch starts on the command "go" and stops when your chin rests on the bar, the chin tilts backward to keep it above the bar, or the chin falls below the level of the bar. Scores are recorded to the nearest second.

Right Angle Push-ups

Lie face down on the mat in push-up position with hands under shoulders, fingers straight and legs straight. Your legs should be parallel and slightly apart, with the toes supporting the feet. Straighten the arms, keeping the back and knees straight, then lower the body until there is a 90-degree angle at the elbows, with the upper arms parallel to the floor. A partner holds your hand at the point of the 90-degree angle so that you go down only until your shoulder touches the partner's hand, then back up. The push-ups are done to a metronome (or audio tape, clapping, drums) with one complete push-up every three seconds, and are continued until you can do no more in rhythm (have not done the last three in rhythm) or you have reached the target number for the PPFA.

V-sit Reach



Courtesy of Army JROTC

The **V-sit reach** is conducted on a flat, clean floor. Use a yardstick and adhesive tape to make a baseline that is two feet long. Make a measuring line perpendicular to the midpoint of the baseline extending two feet out from either side of the baseline. Place one-inch and half-inch marks along the measuring line with "0" where the baseline and measuring line intersect. Remove your shoes and sit on the floor with the soles of your feet placed immediately behind the baseline. The measuring line should be between

your heels, which are eight to 12 inches apart. Clasp your thumbs so that your hands are together, palms down, and place them on the floor between your legs. While your legs are held flat on the floor by a partner (or partners), perform the exercise while keeping the soles of your feet perpendicular to the floor (feet flexed). Slowly reach forward along the measuring line as far as possible, keeping the fingers in contact with

the floor. You receive three practice tries for the v-sit reach. On the fourth extension, hold your farthest reach for three seconds. Scores are recorded where fingertips touch the floor to the nearest half-inch. Scores beyond the baseline are recorded as plus scores, whereas those behind the baseline are recorded as minus scores.

Sit and Reach

The sit and reach exercise is done in a specially constructed box with a measuring scale marked in centimeters, with 23 centimeters at the level of the feet. Remove your shoes and sit on floor with knees fully extended, feet shoulder-width apart, and soles of the feet held flat against the end of the box. With hands on top of each other, palms down, and legs held flat, reach along the measuring line as far as possible.

After three practice reaches, the fourth reach is held while the distance is recorded. Participants are most flexible after a warm-up run. Best results may occur immediately after performing the endurance run. Legs must remain straight, soles of feet against the box and fingertips of both hands should reach evenly along measuring line. Scores are recorded to the nearest centimeter.

One-mile Run/Walk

This event is conducted on a flat area that has a known measured distance of one mile with a designated start and finish line. You will be given a lightweight numbered device to carry or wear in any manner that will not slow you down while running.



Shuttle Run



Courtesy of Army JROTC

The **shuttle run** is conducted on an area that has two parallel lines 30 feet apart. The width of a regulation volleyball court can serve as a suitable area. Start from the standing position. At the command “ready, go,” run to the opposite line, pick up one block, run back to the starting line, and place the block behind the line. Run back, and pick up the second block, and carry it across the line. Two runs are allowed for this event, with the better of the runs recorded. Scores are recorded to the nearest tenth of a second.

Basic Rules of Exercise

As you prepare for the Cadet Challenge, remember to follow these basic rules:

- To produce positive results, exercise at least three times a week.
- Begin your exercise program by warming up for five to seven minutes.
- Spend at least 20 minutes on conditioning then cool down for four to six minutes.
- With the exception of the v-sit reach, complete the exercises in the challenge during the conditioning period.
- Make the V-sit reach part of your warm-up or cool-down.

Remember to follow an exercise program that includes aerobic exercise for the one-mile run/walk, anaerobic exercise for the shuttle run, muscle strengthening for the pull-ups and curl-ups, and stretching for the v-sit reach. If you give it your all and perform to the best of your abilities, you will:

- Have a stronger body
- Feel good about yourself
- Appreciate health and fitness

Improving Your Scores

The exercises in Cadet Challenge test your endurance and physical strength. Initially, it does not matter what you score on these events except to establish a base score from which to build. From there, however, it is important that you establish a routine exercise program, so that your score will improve, and along with it, your health. Work toward achieving the 85th percentile standard. If you have participated in the PPFA program in another physical education program, and met the 85th percentile for your age and gender, try to achieve it again this time. If you did not meet that standard, here's a chance to improve.

More than Healthy Rewards

The President's Challenge not only helps you get fit and stay healthy, it rewards participants who meet or exceed program requirements. Cadets that successfully complete all events are eligible for the President's Physical Fitness Award as well as the National Physical Fitness Award.

The President's Physical Fitness Award recognizes students who achieve an outstanding level of physical fitness. Students who score at or above the 85th percentile on all events are eligible for this award. Awards can be requested by accessing the President's Challenge Web site at <http://www.presidentschallenge.org>.

Other awards include the National Physical Fitness Award. This award recognizes students who demonstrate a basic, yet challenging level of physical fitness. Students who score above the 50th percentile on all five Cadet Challenge events are eligible for this award.

The JROTC Physical Fitness Ribbon (N-2-2) is presented to cadets who receive the 85th percentile rating, or better, in each of the five events of the Cadet Challenge program. The JROTC Athletics Ribbon (N-2-3) is presented to cadets who receive the 50th percentile rating or better in each of the five events of the Cadet Challenge program. The top five male and five female cadets in each unit receive individual medals.

Building Health Skills

As you go through this, or any exercise program, it's important to protect your body and build some health skills. These skills include knowing how to warm up, cool down and stretch.

Warming Up, Cooling Down and Stretching

Imagine you are about to go on a five-mile bicycle ride or play your favorite sport.

You know these are strenuous activities that put stress on your bones, muscles and tendons. So, how should you prepare your body for these activities? After the activity, what should you do to minimize the effects of the stress on your body?

Before a workout, use slow movements to warm up the muscles you will use.



When the muscles are warmed up, stretch them. Stretching cold muscles is not effective and can cause injury. After your workout, cool down by slowly moving the muscles you used. Then stretch these muscles as you did before the workout.

Although no single stretching routine is appropriate for every activity, the stretching exercises that follow provide a base from which to build. It is important not to rush when you perform these movements. A pulled muscle can hold you up much longer than the few minutes of warming up/stretching and cooling down/stretching needed with each workout.

When you perform stretching exercises, do not bounce. Bouncing can tear muscle fibers and scar tissue can form.

Before your workout, walk, jog slowly, or perform the activity that you are about to participate in at a reduced pace. This warms up your muscles, preparing them for the more intense activity of the workout itself. Similarly, right after the workout, continue moving your muscles at a reduced pace for five to 10 minutes, as you did in the warm-up. This cool-down period helps ease the body back into normal levels of muscular activity.

Conclusion

The Cadet Challenge is an introduction to exercising for a specific goal. You will see your scores improve as you continue to practice. Making healthy changes in your lifestyle and working hard to reach this goal will make you a stronger, healthier individual, both mentally and physically. By participating in the Cadet Challenge, you will also gain the satisfaction of a job well done!



Lesson Check-up

1. Contrast the requirements of the PPFA and the NPFA.
2. How do you benefit from participating in the Cadet Challenge?



Courtesy of Army JROTC

U2C1L1

Leadership Defined

Key Words:

Behaviors

Direction

Leadership

Motivation

Purpose

What You Will Learn to Do

Identify your leadership strengths and opportunities for improvement

Linked Core Abilities

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

Skills and Knowledge You Will Gain Along the Way

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

Introduction

Learning good leadership skills and becoming a successful leader are not easy tasks. With this basic introduction of leadership, you can begin to appreciate the responsibilities successful leaders have to themselves, their subordinates, supervisors and organization.

Defining Leadership

Leadership is the ability to influence, lead, or guide others in order to accomplish a mission. Effective leadership results from a leader's ability to provide purpose, direction and motivation.

Purpose gives subordinates the reason to act in order to achieve a desired outcome. Leaders should provide clear purpose for their followers and do that in a variety of ways. Leaders can use direct means of conveying purpose through requests or orders for what to do. Vision is another way leaders can provide purpose. Vision refers to an organizational purpose that may be broader, or have less immediate consequences than other purpose statements. Higher-level leaders carefully consider how to communicate their vision.

Providing clear **direction** involves communicating how to accomplish a mission: prioritizing tasks, assigning responsibility for completion, and ensuring subordinates understand the standard. Although subordinates want and need direction, they expect challenging tasks, quality training and adequate resources. They should be given appropriate freedom of action. Providing clear direction allows followers the freedom to modify plans and orders to adapt to changing circumstances. Directing while adapting to change is a continuous process.

For example, a battalion motor sergeant always takes the time and has the patience to explain to the mechanics what is required of them. The sergeant does this by calling them together for a few minutes to talk about workload and time constraints. Although many soldiers tire of hearing from the sergeant about how well they are doing and that they are essential to mission accomplishment, they know it is true and appreciate the comments. Every time the motor sergeant passes information during a meeting, he sends a clear signal: people are cared for and valued. The payoff ultimately comes when the unit is alerted for a combat deployment. As events unfold at breakneck speed, the motor sergeant will not have time to explain, acknowledge performance, or motivate them. Soldiers will do their jobs because their leader has earned their trust.

Motivation supplies the will to do what is necessary to accomplish a mission. Motivation comes from within, but is affected by others' actions and words. A leader's role in motivation is to understand the needs and desires of others, to align and elevate individual drives into team goals, and to influence others and accomplish those larger aims. Some people have high levels of internal motivation to get a job done, while

others need more reassurance and feedback. Motivation spurs initiative when something needs to be accomplished.

Soldiers and Army civilians become members of the Army team for the challenge. That is why it is important to keep them motivated with demanding assignments and missions. As a leader, learn as much as possible about others' capabilities and limitations, and then give over as much responsibility as can be handled.

Now, let's review key terms related to leadership and how they might apply to you.

- **Leadership** is the ability (or process) to influence, lead, or guide in order to accomplish a mission in the manner desired. Leadership is a process providing purpose, direction and motivation.
- **Purpose** gives others a reason for why they should do something.
- **Direction** gives others the knowledge to complete the task.
- **Motivation** gives others the will to do what they are capable of doing.

Organizationally speaking, there are positions to which leaders are assigned. They usually have others reporting to them. This structure is similar in team sports, Scouts, church, schools, and government. It is a "chain of command" that is respected and followed. We will discuss the growth of leadership and management further in Lesson 2.

Leadership Behaviors

However, for now, let's look at leadership **behaviors** and you — a high school student. Do you think of yourself as a leader?

Let's return to one's ability to influence others. Influence is defined as the power to control or affect others by authority, persuasion, or example.

Do you influence your parents, brothers or sisters? Do you influence members of a team in your school? Do you influence others in your church, Scouts, or JROTC? Sure you do! You lead others every day in so many ways. And most often, it is NOT because you have the authority. You lead by your behavior and by setting the example for your brothers and sisters. You persuade your friends to do something they had not thought possible. You even lead yourself. In fact, that is where leadership begins — WITHIN YOU!

Case Studies

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

Case Study 1

Maria knows exactly what her position is all about. She gets excited whenever an instructor assigns her a project because she knows that she can get it done. Sometimes, she even suggests projects to her instructor. Based on her ideas, the instructor usually assigns them to her and her team. Maria is highly motivated and has very structured work habits. She likes to map out a project in which everything is her decision. She then tells her team members how to do each step of their tasks according to her direction. She watches everything that her team members do, and if they appear to be doing a task differently from her plan, she criticizes them.

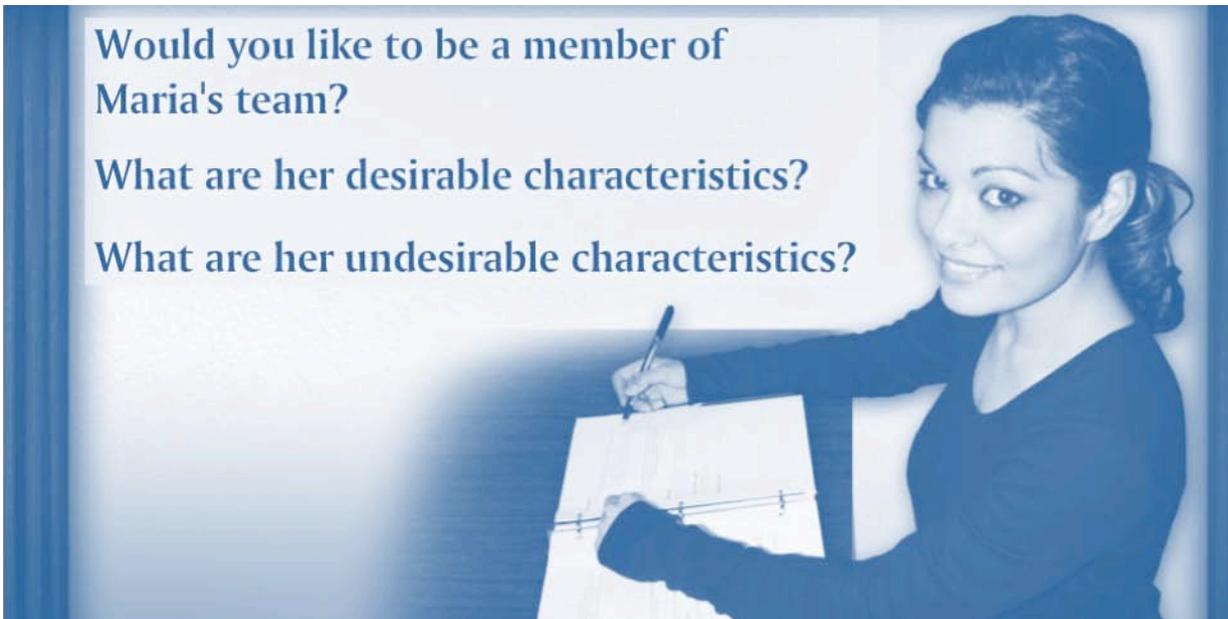
Maria got upset once when a teammate was caught cheating. At first, she was afraid to talk to that person about the incident, and she did not know what to say to her peers who had also heard about it. Finally, after asking herself how she would like to be treated if she were the one involved, she called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

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

Would you like to be a member of Maria's team?

What are her desirable characteristics?

What are her undesirable characteristics?



Courtesy of Army JROTC

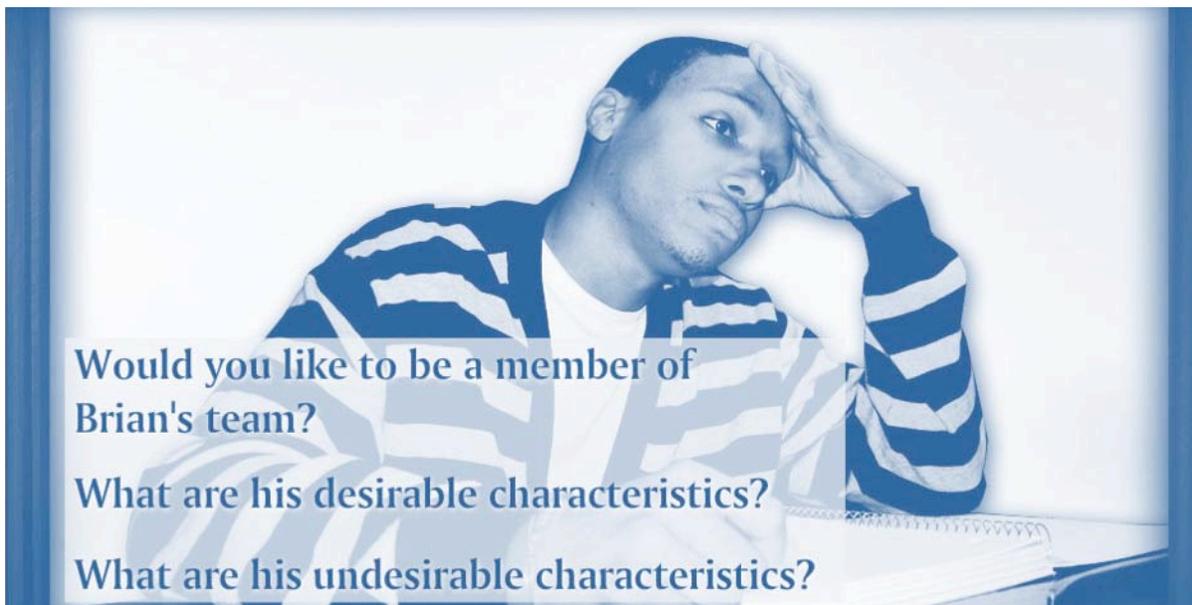
Case Study 2

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

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

Brian passes the blame on his team members by saying, “They didn’t complete their parts like they should have. I don’t believe that I should have to receive a bad grade because of their sloppy efforts.”

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



Courtesy of Army JROTC

Making the Change

What is the next step after identifying behaviors you wish to have? Think of ways to fit the behavior into your personality and the way you want to lead. Use that skill whenever it is appropriate — practice will make it a part of your style.

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

- Realize the need for change
- Have a positive attitude toward the change
- Follow through

Change is never easy, so keep trying. Just like other tasks, change requires dedication and perseverance. If you can perform a task a certain way and can see it through to completion, this positive behavior can become a lifetime habit.

Conclusion

Now is the time to begin identifying the leadership behaviors that you would like to possess. By adding new behaviors and/or changing negative ones, you can have a major influence on the development of your leadership potential.



Lesson Check-up

1. Explain how purpose, direction and motivation impact leadership.
2. Identify how a “follower” is impacted by purpose, direction and motivation.
3. Distinguish between the role of “followers” and “leaders” in accomplishing a mission.



Courtesy of Army JROTC

U2C1L2

Leadership Reshuffled

Key Words:

Approach

What You Will Learn to Do

Compare Leadership Styles

Linked Core Abilities

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

Skills and Knowledge You Will Gain Along the Way

- Describe how leadership has evolved
- Compare different approaches to leadership
- Discuss what leadership styles work best in different situations

Introduction

For a long time, there has been a great interest in determining what makes a good leader. In fact, we can trace studies back as far as the end of the 19th century, during the industrial revolution. As a result, leadership studies have been categorized into three general eras:

1. Traits – 1800s to 1940s
2. Behaviors – 1940s to 1970s
3. Contingency – 1960s to present

Traits Approach

During the late 19th century and early 20th century, people believed that men and women who were true leaders were born as true leaders. In other words, it was a person's heritage that provided this innate ability to lead. People thought leaders were born with special characteristics or traits to enable them to lead others effectively.

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

After in-depth research, they were unable to deliver evidence to support the idea that true leaders were born that way because of their heritage. But, research findings did identify a number of traits common to all leaders, including intelligence, dependability, socialibility, aggressiveness, originality, popularity and humor. At the same time, the researchers discovered that different situations required leaders to use these traits differently. Meanwhile, during the same time period others concluded evidence was not sufficient enough to support the idea that having certain traits would help a person become a leader, or an effective leader.

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

Behavior Approach

At the advent of World War II, researchers broadened their search for the source of leader effectiveness. They began to analyze the “behaviors” of effective leaders. They felt this was a more positive research **approach**, because behaviors could be observed, measured, and taught more effectively.

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

- Democratic leadership style, which consists of leaders consulting with followers who are allowed to participate in decision-making
- Autocratic leadership style, which involves leaders making decisions alone
- Laissez-faire leadership style, which refers to leaders not providing any direction to followers whatsoever.

Although very different behaviors were identified, there was no evidence to indicate which style was most effective, or about which style should/should not be used in a given situation. Additionally, each style created different reactions from different followers. Therefore, the researchers could not clearly articulate the BEST way to lead effectively.

In the 1950s the Ohio State University Leadership Studies continued the search for leader behaviors. Almost 2,000 behaviors were identified and subsequently reduced to a more manageable number. However, two primary leadership behaviors stood out among the many: relationship and structure.

- Relationship behaviors deal with concern for people and include behaviors such as, treating team members as equals, being friendly and approachable, making work pleasant, listening to other's ideas, and looking out for the personal well-being of others.
- Structure behaviors deal with concern for tasks and include such behaviors as, setting and communicating expectations, establishing work schedules, sharing work procedures, and making work assignments.

It turned out that evidence did appear to support the idea that people-oriented leaders were linked with higher follower satisfaction levels, and that effective leadership required both task and relationship behaviors. However, a few questions remained ...

Does effective leadership result only from the leader's traits and behaviors?

How are traits and behaviors influenced by the type of task and the type of work group?

Contingency Approach

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

- There exists no single best way to lead
- Situational factors determine the most effective style and behaviors
- Leadership behaviors can be taught and learned
- Leaders do impact group or organization effectiveness
- Leadership effectiveness is impacted by the interaction between situational factors and personal characteristics

Modern approaches to leadership effectiveness have a somewhat integrated view of Traits, Behavioral, and Contingency Approaches. Historically, researchers have studied leader behaviors by observing executives in a variety of organizations. However, if we agree with the definition of leadership as “the ability to influence, lead, or guide others so as to accomplish a mission in the manner desired by providing purpose, direction and motivation,” then should we not be looking at the behaviors of anyone who influences others? Are we not ALL leaders in our families, schools, communities, and life?



As a result of these historical perspectives, several approaches to “leadership style” have been identified. Those most common are the “trait approach,” the “situational approach,” the “follower approach” and the “contingency model.”

1. The trait approach maintains that a person either does or does not possess the specific traits that are considered to be the essentials of leadership.
2. The situational approach assumes that certain situations call for specific types of leadership behaviors and that leaders will be those who best fit the requirements of the situation.
3. The follower approach holds that the needs of group members determine who will lead. Leadership, then, is a coincidence between the needs of the group and a person’s abilities.
4. The contingency model maintains that personal styles and situational characteristics combine to determine leadership. A proper match between styles and situations is essential.

What does all this mean to you? To answer this question, let us return to the definition of leadership.

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

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

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

Conclusion

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



Lesson Check-up

1. Differentiate between the traits, behavior and contingency approaches to leadership.
2. Are humans born with the ability to lead or is this a developed trait?



U2C1L3

Leadership From the Inside Out

Key Words:

Beliefs

Bribery

Coercion

Dilemma

Ethics

Favoritism

Norms

Prejudices

Selfless Service

Tenets

Tunnel Vision

Unethical

Values

What You Will Learn to Do

Develop a personal code of ethics and compare the values it represents with Army values

Linked Core Abilities

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

Skills and Knowledge You Will Gain Along the Way

- Describe the values that leaders possess
- Assess how attitudes affect a person's actions
- Explore how life experiences affect a person's values
Describe how the similarities and differences in people's values can impact how they interact with others
- Relate your values to the Seven Army Values

Introduction

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

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

Defining Values

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

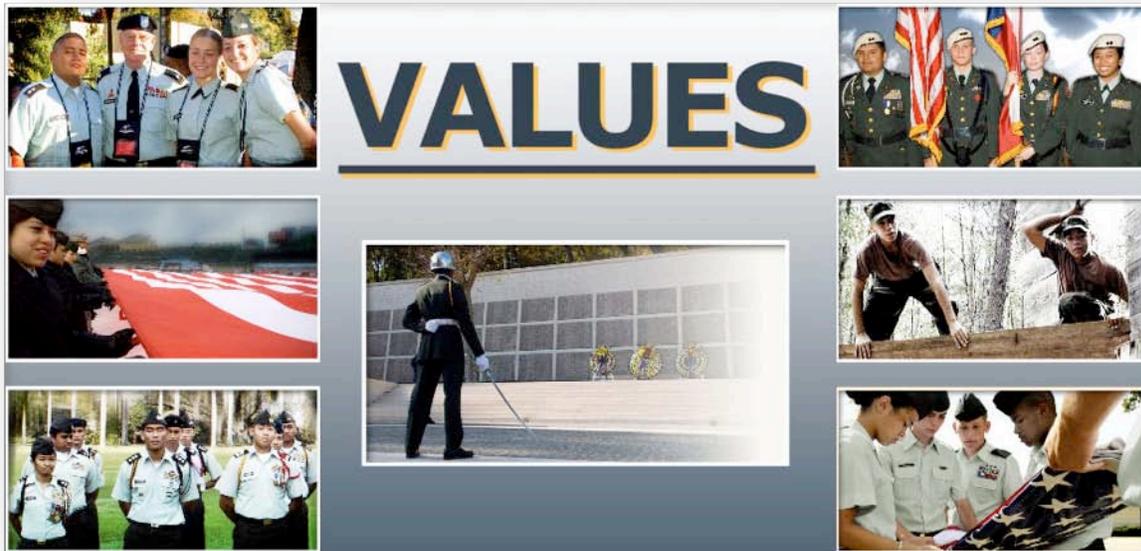
Your values can influence your priorities. Because they are the basis for beliefs and attitudes, you may become emotional regarding certain issues. These values begin early in life and develop throughout your adulthood. You develop, process, evaluate, and prioritize beliefs or values in an order of importance.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

There are Seven Army Values that all leaders and followers possess: loyalty, duty, respect, selfless service, honor, integrity, and personal courage. Note that the first letter of each of these values spells the acronym LDRSHIP. When used correctly, these values are the basis for building trust in relationships. They should be at the core of your character. The more you develop these values, the more successful you will be in life.

The Seven Army Values:

- Loyalty refers to a person's willingness to bear true faith and allegiance to the U.S. Constitution and their peers
- Duty refers to one's willingness to fulfill obligations
- Respect refers to a person's willingness to treat people as they should be treated
- **Selfless service** refers to a person's willingness to put the welfare of the nation before his/her own
- Honor is one's ability and willingness to live up to all values
- Integrity is a person's ability and willingness to do what is legally and morally right
- Personal courage is one's willingness to face fear, danger, or adversity

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



Courtesy of Army JROTC

Loyalty – The First of The Seven Army Values

Loyalty establishes the correct ordering of your obligations and commitments, starting with the U.S. Constitution; followed by organizations such as your Army JROTC program, high school, and employer; then your family and friends; and finally, yourself. If you are committed in your allegiance to the Constitution, and faithful to the laws of our government, you will not misplace your loyalties.

To exhibit the value of loyalty, you must:

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

Duty – The Second of The Seven Army Values

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

To exhibit the value of duty, you must:

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

Respect – The Third of The Seven Army Values

Respect refers to one's regard for the dignity possessed by every human being. Specifically, respect is indicative of your compassion, fairness and consideration of others, which includes sensitivity to, and regard for, others' feelings and needs. Moreover, it is an awareness of the impact of your own behavior on others.

To exhibit this value, you must:

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

The following story captures all aspects of respect:

Colonel Chamberlain's Story

When Colonel Chamberlain assumed command of the 20th Maine Regiment, it badly needed replacements. Illness and fighting had drained the combat power of the regiment to a dangerously low level.

However, one month before the Battle of Gettysburg, 120 mutineers (soldiers who had taken part in a mutiny) from the 2nd Maine Regiment were brought to Chamberlain's unit by guards with fixed bayonets. General Meade, the Corps Commander, ordered them to be attached to the 20th Maine Regiment as replacements and ordered Chamberlain to shoot them if they did not do their duty.

Chamberlain decided to find out why they were mutineers. When they enlisted at the outbreak of the war, the 2nd Maine Regiment had been formed to serve for three months. During those three months, the Maine Legislature authorized raising 10 regiments to serve for two years; it included the 2nd Maine as one of those 10 regiments.

Somehow, a foul-up occurred in the enlistment papers for the soldiers of the 2nd Maine. Two-thirds of the members signed up for two years; the other one-third signed up for three years. After two years passed, the men who enlisted for two years had completed their obligation and departed for home. The other one-third (the 120 mutineers) was ordered to remain on duty. Believing that the order was a grossly unjust, they refused duty.

Colonel Chamberlain's Story *(continued)*

Once Chamberlain discovered this, he also discovered that the 120 mutineers would face death because they so strongly believed they were unfairly treated. He then realized how they could help him. He desperately needed their help and knew that executing them was not the correct course of action. He figured that if these strong-willed soldiers would not be pushed around, it was likely that the enemy would not push them around either. He asked for and received permission from General Meade to handle them in his own way.

Chamberlain returned to his unit and met with the angry soldiers, who were still under guard. Upon learning that they had not eaten in three days, he made sure that they were fed. Then, he broke their group spirit by splitting them up and assigning them to different companies.

He told them that he would treat them as soldiers with all the rights of soldiers. He also assured them that he would look into their case and do what he could to help them. In the meantime, he indicated that he would appreciate it if they would do duty with the 20th Maine Regiment. All but six men went along with Chamberlain's suggestion. The six who refused were held for courts-martial.

Chamberlain's actions and honesty turned away the anger of these soldiers and showed how the right word, spoken quietly and firmly at the right time, can persuade subordinates to perform. By treating these rebellious soldiers with fairness and respect, he rekindled their motivation to fight. Without their help, the 20th Maine Regiment would probably have been defeated in their battle at Little Round Top, which might have resulted in a Union loss at the Battle of Gettysburg, or perhaps the loss of the war. As you can see by this example, respect builds trust and is essential being an effective leader.

Selfless Service – The Fourth of The Seven Army Values

Selfless service, or service before self, signifies a proper ordering of one's priorities. For example, the welfare of your nation, community, and the organizations or institutions for which you are a member, must come before you – the individual. While the focus is on service to your community or nation, this value also suggests that you take care of and support the needs of your family and yourself.

To exhibit the value of selfless service, you must:

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

Honor – The Fifth of The Seven Army Values

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

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

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

Integrity – The Sixth of The Seven Army Values

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

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

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

MASH Story

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

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

Personal Courage – The Seventh of The Seven Army Values

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

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

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

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

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

Moral courage is as important as physical courage. If you believe you are right after serious and thoughtful judgment, hold your position. You owe it to yourself, your team, and your organization.

Through loyalty to the Seven Army Values you too can execute good leadership!

Norms

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

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

- On the other hand, students may share an informal norm in which they agree to lend each other important class notes when they are absent from school. This norm comes from a shared value about the importance of helping out a fellow classmate.

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

Importance of Beliefs, Values and Norms

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

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

Character

Character is a person's inner strength. It is not only a major factor that determines how a person behaves, character is the link between values and behaviors. For example, a person of character does what he or she believes is right, regardless of the dangers or circumstances involved. A person's behavior shows his or her character. The three interacting parts that make up a person's character and competence are values, attributes, and skills. Each one of these parts must interact for a person to have complete and well-balanced character.

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

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

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

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

Character Building

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

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

Ethics

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

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

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

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

Pressures to be Unethical

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

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

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

1. Setting Impossible Goals

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

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

Steve's Story

Steve was excited about starting his job at Hamburger Alley. Working a few hours after school and on weekends would give him some extra cash. Although he had never worked at a fast food restaurant, he felt semi-qualified. After all, he and his friends had eaten at Hamburger Alley many times, but besides that, he had used his parents' grill on several occasions.

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

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

The following story illustrates these points.

Steve's Story *(continued)*

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

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

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

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

2. Placing Self-Interest Ahead of Ethical Norms

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

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

The student in this case decided to leave the answer as C, knowing that it was incorrect. Some people would argue that such an action is stupid. Rather, it shows that

the person values honesty and has the integrity and character to act on that value in the face of temptation. Remember, the habit of being ethical on little things tends to carry over to the big things.

Self-interest seems less obvious as a motive when a leader does unethical things for “the team.” But, usually such things are done because they will make the leader look better. For example, a leader of one group — while putting together a report — decided to steal information from another group in order to pass the project. In this example, that leader helped the team look better by having a well-documented report, but only because he or she expected to gain personally from it.

3. Doing What You Think Other People Want You To Do

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

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

Bill's Story

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

Shortly after starting, one of the team leaders and several other members of the squad came up to the squad leader. The team leader said, "Bill, we don't think we should have gotten this project. We're getting more than our share of the hard jobs. Besides, it's too dangerous out here. Someone could easily get hurt picking up broken glass or falling on a loose board and landing on a rusty nail. I pitch in tomorrow's game and I don't want to hurt my arm doing this stuff. We feel that you didn't stick up for us when the platoon leader gave you this project. We think you care more about a promotion than you do about us."

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

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

4. Using Your Position to Threaten or Harass Subordinates

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

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

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

Maintaining Your Ethics

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

Developing an Ethical Climate

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

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

Understanding Your Self-image

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

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

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

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

- **Focus on the Positive**

One way to improve your self-image is to identify all of the positive qualities you possess. A certain amount of emphasizing the positive is necessary to boost your own self-image. What do you like MOST about yourself? How can you do MORE of what you like most?

- **Self-disclosure**

Self-disclosure is talking to others about yourself. As you talk to others, you will realize that your problems and shortcomings are no different from theirs. What do they like MOST about you? How can you do MORE of what they like most about you?

- **Reflection**

Think back over the choices you made and the things you did during the day. What were these behaviors saying about you? Were they displaying the values you want to incorporate into your life? Did you practice the mental, physical, and emotional attributes you want to possess? Did they change your self-image? Would you do things differently if you had another chance?

Conclusion

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



Lesson Check-up

1. Explain the Seven Army Values all leaders possess.
2. Describe the kinds of pressures that might lead to unethical behavior.
3. What role does self-image play in maintaining your ethics?



Courtesy of Army JROTC

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Principles and Leadership

Key Words:

Attributes

Censure

Convictions

Diversified

Doctrine

Philosophy

Recrimination

Self-evaluation

What You Will Learn to Do

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

Linked Core Abilities

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

Skills and Knowledge You Will Gain Along the Way

- Describe the 11 principles of leadership
- Describe the BE, KNOW and DO attributes of a leader
- Identify how a cadet can demonstrate leadership, character and competence
- Define key words: attributes, censure, convictions, diversified, doctrine, philosophy, recrimination, self-evaluation

Introduction

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

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

Eleven Principles of Leadership

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

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

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

#1 – Know Yourself and Seek Self-Improvement

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

By knowing themselves, leaders can take advantage of their strengths and work to overcome their weaknesses. Seeking self-improvement means continually

strengthening your **attributes**. This desire to improve increases your competence and adds to the confidence your followers have in your ability to train and lead them.

Some techniques for applying this principle are as follows:

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



Courtesy of Army JROTC

Read the story on the next page and see how Patty identified and overcame her weaknesses, thereby strengthening her attributes as a leader.

#2 – Be Technically Proficient

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

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

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

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

Patty's Story

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

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

Courtesy of Army JROTC

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

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

Fortunately, it did not take her long to find out why these mistakes were occurring. A friend of hers videotaped the band practice one day so that Patty could see some of her weaknesses. Plus, some of the band members told her they had a hard time understanding what she wanted them to do because she did not explain it well.

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

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

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

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

#3 – Seek and Take Responsibility for Your Actions

Leading always involves responsibility. With the knowledge you gain from an honest self-evaluation and with a sound technical foundation required to do your job, you must take the initiative to accomplish your mission. You also want people on your team who can handle responsibility and who will help you perform the mission.

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

Use these techniques to assist you in applying this principle:

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

#4 – Make Sound and Timely Decisions

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

The following techniques will help you apply this principle:

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

#5 – Set the Example

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

Some techniques for applying this principle are listed below. Also, try to identify how Sylvia set an example for her team in the story following these techniques.

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

Bob's Story

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

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

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

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

#6 – Know Your Personnel and Look Out for Their Welfare

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

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

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

- See and be seen; be available; be friendly and approachable

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



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

John’s Story

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

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

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

#7 – Keep Your Followers Informed

We live in a society where mass media constantly keeps us informed of what goes on around us. We are taught in school to look for the logic in things, to think for ourselves, and to question things that do not make sense to us. So, it is only natural that followers

look for logic in the orders of a leader. They expect their leaders to keep them informed and, whenever possible, explain the reasons behind each requirement.

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

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

#8 – Develop a Sense of Responsibility in Your Followers

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

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

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

#9 – Ensure Each Task is Understood, Supervised and Accomplished

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

Supervising lets you know if your followers understood your orders, and it shows your interest in them and in the accomplishment of the task. However, you should not over-

supervise (which can cause resentment) or under-supervise (which can cause frustration).

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

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

When supervising, use these techniques:

- Ensure the need for an order exists.
- Use the chain of command.
- Develop the ability to think and communicate clearly, and issue clear, concise, and positive orders.
- Encourage followers to seek immediate clarification of any misunderstanding as to the task you want them to accomplish, and question them to determine if there is any doubt or misunderstanding.
- Correct errors in such a way as to encourage your followers and avoid public criticism.
- Exercise care and thought in the supervision of your orders.

#10 – Build a Team

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

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

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

Techniques to apply this principle are as follows:

- All training must be meaningful and clear to all team members.
- Develop mutual trust and understanding.
- Develop subordinate leaders and ensure they know and understand their personnel.
- Clearly explain member responsibilities and their importance to team effectiveness.

#11 – Employ Your Team in Accordance with its Capabilities

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

Here are some techniques for ensuring orders are appropriate for the team:

- Analyze the tasks assigned by your supervisor. If you do not have adequate means to carry out the task, inform your supervisor and request the support you need to complete the task. Remember, however, to consider your team's full capability before requesting assistance.
- Stay informed as to the effectiveness of your team.
- Ensure that the tasks you assign to subordinates are reasonable.
- Assign tasks fairly among the members of the group.
- Make decisions based on sound leadership principles.

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

The BE, KNOW, DO Attributes

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

At this early stage in your leadership development, we will introduce the BE, KNOW, DO attributes and show how they interrelate with other leadership techniques.

Complete mastery of your leadership skills doesn't come naturally. Instead, people acquire leadership skills through study and practice. The key is to understand how the various leadership fundamentals can work best for you.

With this in mind, use the BE, KNOW, DO attributes to the degree with which you feel most comfortable when developing a leadership style that best suits your beliefs, character and abilities.

What a Leader Must **BE**

You must be a person of strong character, committed to professional moral standards. You must set the correct example of individual values and be able to resolve complex problems. You must understand that you are transmitting your beliefs and values to your followers by the behavior you display. Through your personal conduct and behavior, you let followers know what behaviors you will accept from them.

In addition to the leadership traits shown by an asterisk in the following chart, other BE traits are:

- Bearing
- Dependability
- Endurance
- Enthusiasm

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

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

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

What a Leader Must **KNOW**

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

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

- Judgment
- Knowledge
- Tact
- Unselfishness (Selflessness)

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

- Know yourself and seek self-improvement.
- Be technically proficient.
- Know your personnel and look out for their welfare

The chart below shows you what a leader must **KNOW** to be successful.

AS A LEADER, YOU MUST:	EXAMPLES
KNOW the four factors of leadership and how they affect each other.	The Leader The Follower The Situation The Communication
KNOW yourself.	Personality and performance Strengths and weaknesses Knowledge, skills, and attitudes
KNOW human nature.	Potential for good and bad behavior How depression and sadness contribute to fear and panic, and how fear affects performance
KNOW your job.	Plan and communicate effectively Supervise and counsel Display competence Develop subordinates Make good, sound, and timely decisions Use available resources
KNOW your unit.	Know how to develop individual and team skills, cohesion and discipline.

What a Leader Must **DO**

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

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

Examples of leadership traits that a leader must DO are:

- Decisiveness
- Justice

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

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

The table below shows you what a leader must DO to be successful.

AS A LEADER, YOU MUST:	EXAMPLES
DO (PROVIDE) purpose.	Explain the “why” of missions Clearly communicate your intent
DO (PROVIDE) direction.	Plan Maintain standards Set goals Make decisions and solve problems Supervise, evaluate and counsel Build (train and develop) teams
DO (PROVIDE) motivation.	Take care of followers Be fair and consistent in your standards Develop cohesive teams Make training meaningful Reward performance that exceeds standards Correct performance that does not meet standards

Conclusion

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



Lesson Check-up

1. Why is it important for a leader to self-evaluate?
2. Why is it important to know your team's individual capabilities, strengths and weaknesses?
3. Choose one technique you can use to develop sound decision-making. Explain how that technique helps?
4. What are the 11 Leadership Principles?
5. Compare and contrast the BE, DO, KNOW attributes.



Courtesy of Army JROTC

U2C2L1

Steps From the Past

Key Words:

Discipline

Drill

Maneuver

Precision

Unison

What You Will Learn to Do

Explain the importance of drill in military discipline

Linked Core Abilities

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

Skills and Knowledge You Will Gain Along the Way

- Summarize the origin of drill dating back to the Continental Army of the United States
- Identify five purposes of drill in times of war and peace
- Compare the qualities of discipline instilled in the Continental Army to what military drill develops today

Introduction

This lesson introduces you to the importance of **drill** and ceremonies, their history and purpose. Drill involves specific movements that move a military unit from one place to another, or from one formation to another. Drill has been used all over the world to help prepare military units for crisis situations. Each person involved in a military drill is expected to learn and execute these movements precisely, and simultaneously, they are expected to understand how to change or adapt their movements to the movements of the group.

The **precision** and timing of drill promotes skill, teamwork and **discipline**. In later lessons, you will see how you can polish your image and personal appearance with the right look, prepare yourself for inspections, understand the roles of leaders and followers in drill, and practice individual drill movements.

The History of Drills

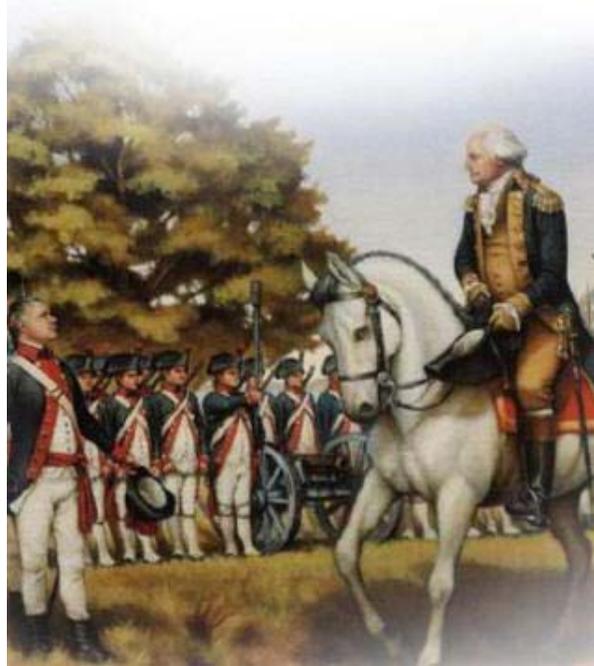
In 1775, when this country was striving for independence and existence, the nation's leaders were confronted with the problem of not only establishing a government, but also organizing an army that was already engaged in war. From the "shot heard around the world" on April 19, 1775, until Valley Forge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

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



Courtesy of Army JROTC

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



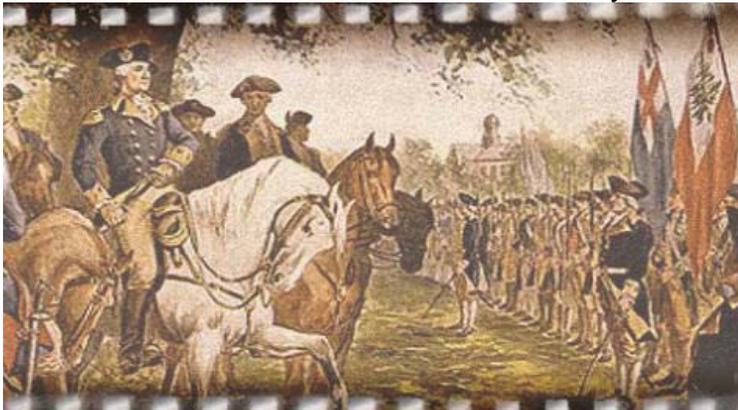
Courtesy of Army JROTC

Discipline became a part of military life for the 120 individuals as they learned and perfected von Steuben’s military drills. They learned to respond to commands without hesitation. This new discipline instilled a sense of alertness, urgency, and attention to detail in the men. Confidence in themselves, and in their weapons, grew as each man perfected the drill movements. As they mastered the art of drill, they began to work as a team – developing a sense of pride in their unit.

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

Later, General Washington dispersed the members of the model company, who were well versed in drill, throughout the U.S. Army to teach the discipline. From this drill instruction, they improved the overall effectiveness and efficiency of the Army.

To ensure that the uniformity and overall effectiveness of drill continued, von Steuben wrote the first field manual for the U.S. Army in 1779: *The Regulations for the Order and*



Courtesy of Army JROTC

Discipline of the Troops of the United States (commonly referred to as the Blue Book).

The Army did not change the drill procedures initiated at Valley Forge for 85 years, until the American Civil War. In fact, many of those original drill terms and procedures still remain in effect today.

Purpose and Objectives of Drill

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

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

- Self-confidence
- Personal pride
- Esprit de corps
- Teamwork
- Attention to detail
- Unit pride



Courtesy of Army JROTC



Courtesy of Army JROTC

Conclusion

Through hard work and discipline, you can learn and develop the leadership skills and abilities necessary to become an effective leader in drill, and in many other situations. Drill teaches more than just discipline, it improves team unity, attention to detail and self-confidence! An individual with pride and discipline will respond on command to produce the finest drill maneuvers in all of JROTC.



Lesson Check-up

1. Why is drill important during times of war?
Peace?
2. How can your participation in JROTC drill impact you?



Courtesy of Army JROTC

U2C2L2

Roles of Leaders & Followers in Drill

Key Words:

Cadence

Column

Command of Execution

Inflection

Interval

Preparatory Command

Rhythmic

Selfless

Snap

Supplementary Command

Tone

What You Will Learn to Do

Demonstrate effectual command voice in drill

Linked Core Abilities

- Take responsibility for your actions and choices

Skills and Knowledge You Will Gain Along the Way

- Describe the responsibilities of a follower and leader in drill
- Identify the types of drill commands
- Describe the elements of a proper command voice

Introduction

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

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

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

Responsibilities of a Follower

The role you play, and your responsibilities as a follower in drill, are of great importance to the unit. Through your obedience to unit leaders, appearance, and willingness to contribute to the unit's mission, you display the team spirit of a follower. In doing so, you contribute to the unit's success.

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

Responsibilities of a Leader

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



Courtesy of Army JROTC

Commands and the Command Voice

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

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

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

Commands

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

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

“forward, march,” “forward” is the preparatory command and “march” is the command of execution. (Note: The command “ready, aim, fire” is an example of a two-part command that contains two preparatory commands).

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

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

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

Basic Command Rules

- Give all commands from the position of attention.
- While at the halt, face the unit when giving commands.
- For marching commands, move simultaneously with the unit to maintain correct position.
- When marching, give commands in the direction of the troops.
- Subordinate leaders normally give supplementary commands over their right shoulder. However, you will learn several exceptions to this rule in later drill instruction.
- If a company is in formation, platoon leaders give supplementary commands following all preparatory commands of the commander. For example, when the preparatory command is “company,” platoon leaders immediately come to attention and command “platoon.” The company commander then commands “attention.” Squad leaders do not participate in these commands. Also, if the company commander gives the preparatory command “parade,” platoon leaders repeat it, but the squad leaders do not. The company commander then gives the command of execution “rest.”

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

Directives

In contrast to commands, directives are oral orders given by commanders to direct or cause subordinate leaders or a lead element to take action. Commanders give directives rather than commands when it is more appropriate for subordinate elements to execute a movement or to perform a task as independent elements of the same formation.

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

Command Voice

Everyone in the unit should understand a command that’s properly delivered. Correct commands have three important elements: **tone**, **cadence**, and **snap**, and they demand a willing, accurate, and immediate response by everyone in the unit.



Courtesy of Army JROTC

Voice Control

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

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

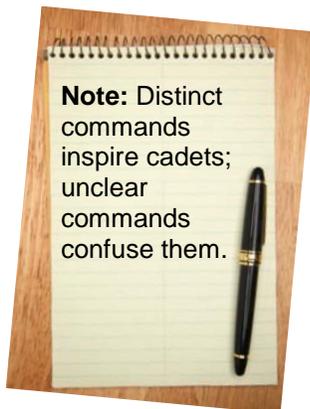
It is necessary for the voice to have carrying power, but excessive exertion is unnecessary and harmful. A typical result of trying too hard is the almost unconscious tightening of the neck muscles to force sound out. This produces strain, hoarseness, sore throat, and worst of all, indistinct and jumbled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

Distinctiveness

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

Inflection

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



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

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

The Proper Cadence of Command Voice

When giving commands, cadence is the uniform and **rhythmic** flow of words. Intervals between the words make the preparatory command understandable and signal when to expect the command of execution. These intervals also allow time for subordinate leaders to give any supplementary commands — as illustrated by the platoon leader in the preceding illustration.

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

The Snap of Command Voice and Movement

After the leader gives a command, there is a brief time between the end of the command of execution and the time when subordinates actually execute the move. The inflection of the command voice at the end of the command of execution should draw an

immediate, sharp, and precise movement (or snap) to this command. If done properly, everyone in the unit moves at the same time — creating an impressive, well-drilled and uniform appearance. Remember, effective leaders depend on the command voice to show confidence in their ability to command.



Courtesy of Army JROTC

Conclusion

Proper execution of commands and command voice takes practice. However, when leaders know their responsibilities and properly prepare for drill – including practicing commands and command voice – their confidence and leadership grows.



Lesson Check-up

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



Courtesy of Army JROTC

U2C2L3

Using Your Leadership Skills/Taking Charge

Key Words:

Command of Execution

Command Voice

Preparation

Procedure

What You Will Learn to Do

Analyze personal strengths and weaknesses as a drill leader

Linked Core Abilities

- Take responsibility for your actions and choices

Skills and Knowledge You Will Gain Along the Way

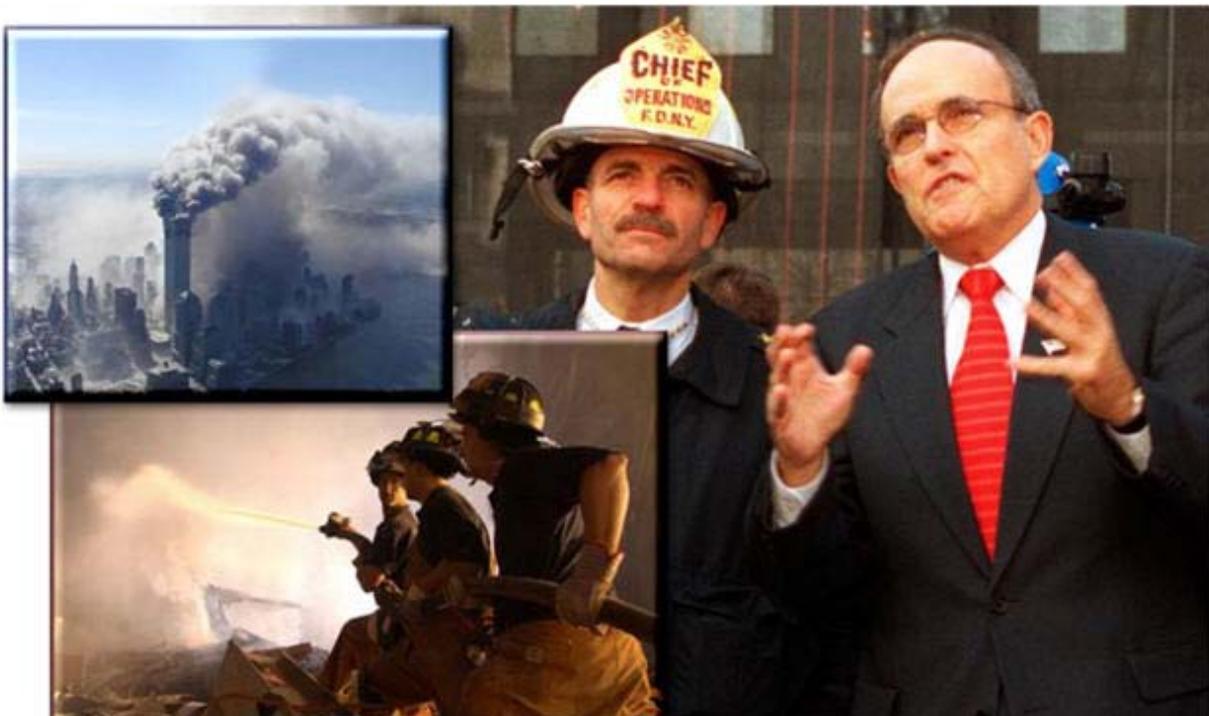
- Describe the preparation a drill leader takes before a drill
- Sequence the procedure a drill leader takes to teach a drill
- Identify five characteristics of a capable drill leader

Introduction

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

Learning to Lead

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



Courtesy of Army JROTC

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

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

Mark's Story

Mark usually arrives late to his JROTC class. As he joins the formation, he always greets several of his buddies. He hardly ever has a straight gigline or a pressed uniform, his hair is usually uncombed, and his shoes unpolished. Day after day, he goes through the process of trying to call his squad to attention. They barely listen to him, continuing to talk and laugh.

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

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

The senior cadet replies, "I don't think they see you as a leader. You give them the wrong commands; don't execute correct timing or cadence; and your appearance, well, needs work. Learn the drills and look like a leader. You can't inspire respect if you don't have any for yourself. By the way, when was the last time you polished those shoes?"

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

The mistakes Mark made as a drill leader include having a poor appearance, not knowing the drills or using the proper command voice, and not being able to discipline his friends. Instead of immediately taking the initiative of a leader, or setting the proper examples, he waited until the squad got out of control. Then, he had to make changes. Being a consistent leader may appear difficult, but it will make your job easier. How does **procedure** and **preparation** play a role in Mark's situation?

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

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

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



Courtesy of Army JROTC



Conclusion

When leaders know their responsibilities and prepare for drill, they discover that being a drill leader is easier. Remember, followers respect and obey leaders if they see them as competent. As we summarize a list of responsibilities followed by good drill leaders, keep in mind the leadership traits and fundamentals listed below:

- Be consistent.
- Be sincere. Show respect and care about the well-being of your subordinates.
- Have energy, patience and spirit.
- Have military neatness and bearing.
- Follow regulations precisely, as an example for others.
- Be knowledgeable of drill procedures and commands (**command of execution**).
- Provide feedback or on-the-spot corrections when mistakes are noted.
- Be fair and use judgment when applying discipline.

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



Lesson Check-up

1. Explain how leaders can command respect and obedience from their subordinates.
2. Describe how appearance and attitude impact leadership.
3. What are the characteristics of a command voice? When should one be used in the JROTC program?



Courtesy of Army JROTC

U2C2L4

Stationary Movements

Key Words:

At Ease

Attention

Facing

Parade Rest

Rest

Saluting

What You Will Learn to Do

Demonstrate correct stationary movements on command

Linked Core Abilities

- Communicate using verbal, nonverbal and written techniques

Skills and Knowledge You Will Gain Along the Way

- Describe the position of attention
- Describe how to respond to positions of rest commands
- Describe how to respond to facing commands
- Describe the correct way to salute in a variety of situations

Introduction

The individual positions and stationary movements are the basic skills required in drill. You will learn these positions and the correct execution of them before proceeding to other drill movements, such as facing and marching and squad drill.

These basic skills are necessary to master because they are building blocks for other movements used during Leadership Lab. Additionally, they are important for you in developing discipline and self-confidence, and for your unit in ensuring uniformity of movement and improving its overall effectiveness and efficiency.

Stationary Movements

Stationary movements include attention and rest positions, facing, and saluting. These movements, along with marching techniques, make up the squad and platoon movements. In drill, you start most of your movements from the position of attention. However, you will discover that in some instances, you execute certain rest movements from other rest positions.

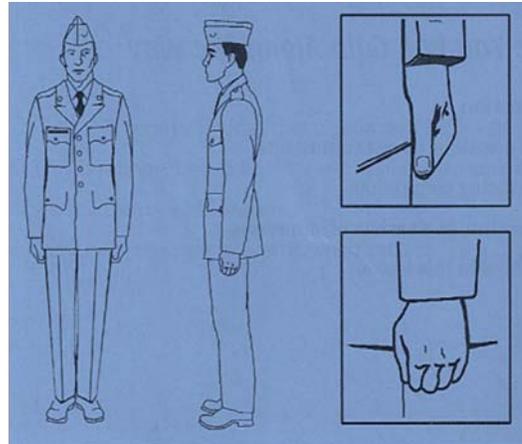
Preparatory commands and commands of execution for stationary movements	
1) FALL – IN	7) Right – FACE
2) Atten – TION!	8) Left – FACE
3) Parade – REST	9) About – FACE
4) Stand At – EASE	10) Present – ARMS
5) AT EASE	11) FALL – OUT
6) REST	120 DISMISSED!

Position of Attention

You assume the position of **attention** on the command “fall in” or “squad (platoon, etc.), attention.”

To assume the position of attention, bring your heels together sharply on line, with your toes pointing out equally in a 45 degree angle. Rest the weight of your body evenly on the heels and balls of both your feet. Keep your legs straight without locking your knees. Hold your body straight with the level of your hips, chest lifted and arched, and shoulders square. Keep your head and face straight to the front, with your chin drawn in so that your head and neck are on a vertical line.

Let your arms hang straight without being stiff. Curl your fingers so that the tips of your thumbs are alongside and touching the first joint of your forefingers. Keep your thumbs straight along the seams of your trouser leg, with the first joint of your fingers touching your trousers. While you are in this position, stand still and remain silent unless otherwise directed.



Position of attention. Courtesy of Army JROTC

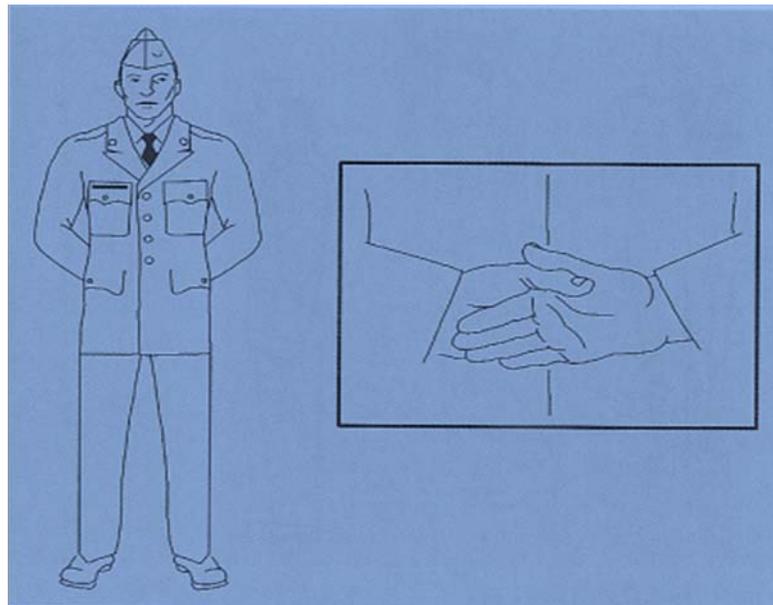
Positions of Rest

Parade Rest

A drill leader can only give the command for this rest position from the position of attention. The command for it is “**parade, rest.**”

On the command of execution “rest,” move your left foot about 10 inches to the left of the right foot. Keep your legs straight without locking your knees, and rest the weight of your body equally on the heels and balls of both feet.

At the same time, center your hands at the small of your back on your belt. Keep the fingers of both hands extended and joined, interlocking your thumbs so that the palm of your right hand is outward. Keep your head erect as you would in the position of attention. Remember to remain silent and do not move unless otherwise directed.



Position of parade rest. Courtesy of Army JROTC

From the position of parade rest, you may execute “stand at ease,” “at ease,” and “rest.”

Stand at Ease

The command for this movement is “stand at ease.” On the command of execution “ease,” execute parade rest, but turn your head and eyes directly toward the leader of the formation. You may execute “at ease” or “rest” from this position.

At Ease

The command for this movement is “**at ease.**” On this command, you may move; however, you must remain standing and silent with your right foot in place. You may execute “rest” from this position.

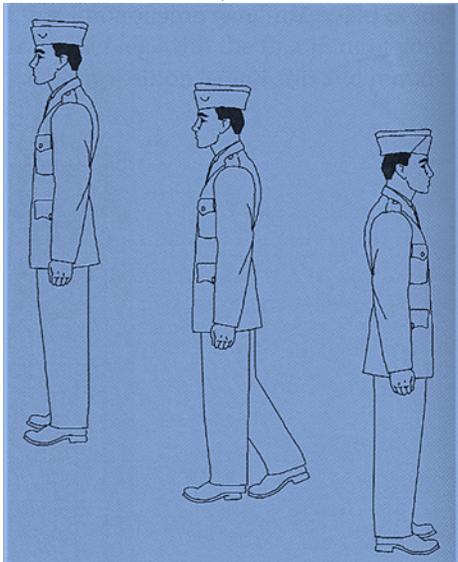
Rest

The command for this movement is “**rest.**” On this command, you may move and talk unless otherwise directed. However, you must remain standing with your right foot in place. You may execute “at ease” from this position.

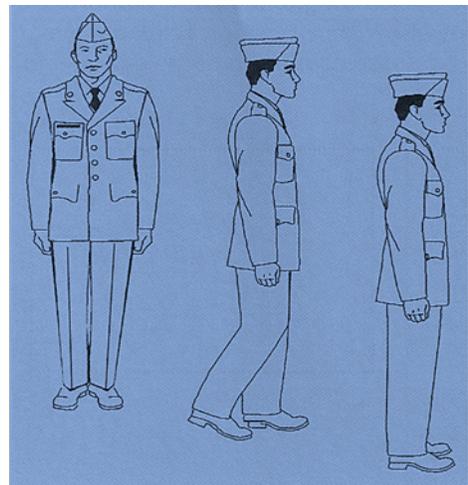
Facing

Facing, left or right, is a two-count movement. The command is “left (right), face.” On the command of execution “face,” slightly raise your right heel and left toe and turn 90 degrees to the left on your left heel, assisted by a slight pressure on the ball of the right foot. Keep your left leg straight without stiffness and allow your right leg to bend naturally. On the second count, place your right foot beside the left foot, resuming the position of “attention.” Your arms remain at your sides, as in the position of attention, throughout this movement.

Facing to the rear is also a two-count movement. The command is “about, face.” On the command of execution “face,” move the toe of your right foot to a



Command: about, face
Courtesy of Army JROTC



Command: left face.
Courtesy of Army JROTC

point touching the marching surface about half the length of your foot behind you. Rest most of your body weight on the heel of your left foot, and allow your right knee to bend naturally. On the second count, turn to the right 180 degrees on the left heel and ball of your right foot, resuming the position of attention. Again, your arms remain at your sides throughout this movement.

The Hand Salute

The **hand salute** is a one-count movement. The command is “present, arms.”

When a drill leader commands “order, arms,” you may release the salute. “Order, arms” is a one-count movement. On the command of execution “arms,” return your hand sharply to your side, resuming the position of attention. You execute the hand salute while marching alone; however, if you are a member of a unit, the leader salutes for the entire unit. If you are alone and at a double time, you must first come to quick time before you can execute the salute.



Courtesy of Army JROTC

When reporting or showing courtesy to an individual, turn your head and eyes toward the person and salute at the same time. Subordinates initiate the salute at the appropriate time and terminate it upon acknowledgment.

Conclusion

In this lesson, we have learned the basics to completing stationary movements in drill. The stationary movements include the positions of attention, rest, facing, and the hand salute.



Lesson Check-up

1. What is the difference between parade rest and standing at ease?
2. Distinguish among the four stationary movements.



Courtesy of Army JROTC

U2C2L5

Steps and Marching

Key Words:

Double Time

Halt

Quick Time

Rest

Steps

What You Will Learn to Do

Demonstrate correct marching technique on command

Linked Core Abilities

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

Skills and Knowledge You Will Gain Along the Way

- Describe how to execute marching movements from various commands
- Describe how to respond to halt command

Introduction

This lesson builds on the instruction regarding stationary movements. It describes the different **steps** used during drill.

The two basic steps used in marching are the 30-inch step and the 15-inch step. Use combinations of these steps, facing movements, and rests, to march alone or in groups.

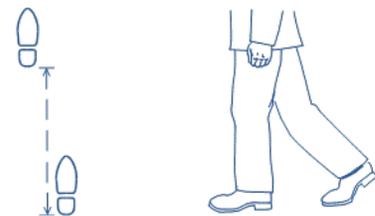
Marching Tips

The following basic marching information pertains to all marching movements, including the 30- and 15-inch steps.

- ✓ All marching movements executed from the “halt” are initiated from the “position of attention.”
- ✓ Except for “route step march” and “at ease march,” all marching movements are executed while marching at “attention.” Marching at “attention” is the combination of the “position of attention” and the procedures for the prescribed step executed simultaneously.
- ✓ When executed from the “halt,” all steps except “right step” begin with the left foot.
- ✓ For short-distance marching movements, the commander may designate the number of steps forward, backward, or sideward by giving the appropriate command: “One step to the right (left), march” or “Two steps backward (forward), march”. On the command of execution “march,” step off with the appropriate foot, and halt automatically after completing the number of steps designated. Unless otherwise specified, when directed to execute steps forward, the steps will be 30-inch steps.
- ✓ All marching movements are executed in the cadence of “**quick time**” (120 steps per minute), except the 30-inch step, which may be executed in the cadence of 180 steps per minute on the command “**double time**, march.”
- ✓ A step is the prescribed distance from one heel to the other heel of a marching soldier.
- ✓ All 15-inch steps are executed for a short distance only.

The 30-inch Step

Historically, marching has been an essential infantry skill to efficiently move troops on the battlefield. As an important part of drill and ceremony, marching remains pertinent today as an effective means of instilling order and discipline among the ranks. The 30-inch step is the standard stride for marching. The standard pace of march is 120-steps per minute, otherwise called “quick time.”



Courtesy of Army JROTC

Quick Time

The command to march forward from the **halt** is “forward, march.” This command automatically instructs you to use the 30-inch step. On the preparatory command “forward,” shift the weight of your body to your right foot, without noticeable movement. Then, on the command of execution “march,” step forward 30 inches with the left foot and continue marching with 30-inch steps. Keep your eyes and head forward.

Swing your arms in a natural motion, without exaggeration, approximately nine inches to the front and six inches to the rear of the trouser seams. Keep your elbows straight, thumbs forward, and fingers curled in the same position as at attention so that the fingers just clear the trousers.

The Halt

The command to halt marching is “squad (platoon, etc.), halt.” Your leader gives the preparatory command “squad (platoon, etc.),” as either foot strikes the marching surface, as long as the drill leader gives the command of execution “halt” the next time that foot strikes the marching surface.

The halt requires two counts. After your leader commands “halt,” move the additional step (required after the command of execution) to bring the trailing foot alongside the lead foot. Then, assume the position of attention. This ends the movement.

Rest Movements in Marching

Rest movements allow troops to conserve energy and revive while maintaining the momentum of the march.

At Ease, March

The drill leader gives the command “at ease, march” as either foot strikes the marching surface. On the command of execution “march,” you are no longer required to retain cadence; however, you must still remain silent and maintain the approximate interval and distance. You can only resume “quick time, march” or “route step, march” from this rest movement.

Route Step, March

You execute “route step, march” in exactly the same manner as you do “at ease, march,” except that you may drink and/or talk. From this rest movement, you can only resume marching at attention on the command “quick time, march.”

Double Time

At the command “double time, march,” march in the cadence of 180 counts or steps per minute with a 30-inch step. You can respond to this command from the halt or while marching at quick time with a 30-inch step.

When at the halt, and your leader gives the preparatory command “double time,” shift the weight of your body to the right foot without noticeable movement. On the command of execution “march,” raise your forearms to a horizontal position, with fingers and thumbs closed, palm down, and knuckles out. At the same time, step out with your left foot. March with 30-inch steps at the cadence of double time. Swing your arms to the front and rear, keeping your forearms horizontal.

When marching with a 30-inch step in the cadence of quick time (120 counts or steps per minute), a drill leader can give the command “double time, march,” when either foot strikes the marching surface. Then, on the command of execution “march,” take one more 30-inch step at quick time and step off with your trailing foot, double timing as previously described.

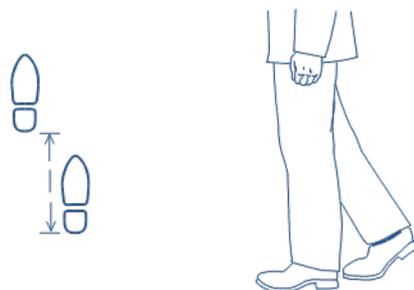
To resume marching with a 30-inch step at the quick time cadence, your leader gives the command “quick time, march.” The leader gives this command as either foot strikes the marching surface. On the command of execution “march,” take two more 30-inch steps at double time, lower your arms to your sides, and resume marching with a 30-inch step at the quick time cadence.

The 15-inch Step (Half Step)

The 15-inch step was designed to slow a formation’s advance to facilitate battlefield as parade field positions. The 15-inch step facilitates corrective maneuvers to keep a formation together in the advent of uneven terrain or a turn. Historically, tight formations were the primary means for concentrating force. Today, a tight formation is another demonstration of effective leadership and discipline.

Forward Step

To march with a 15-inch step from the halt, the command is “half step, march.” On the preparatory command “half step,” shift the weight of your body to your right foot without noticeable movement. Then, on the command of execution “march,” step forward 15 inches with your left foot and continue marching with 15-inch steps. Your arms should swing as they do when you march with a 30-inch step.



Courtesy of Army JROTC

To change from a 30-inch step to a 15-inch step while marching, the command is “half step, march.” Your leader may give this command as either foot strikes the marching surface. Then, on the command of execution “march,” take one more 30-inch step and

begin marching with a 15-inch step. Your arms should swing as they do when you march with a 30-inch step.

To direct you to resume marching with a 30-inch step, the leader commands, “forward, march” as either foot strikes the marching surface. Then, on the command of execution “march,” take one more 15-inch step and begin marching with a 30-inch step.

To halt while marching at the half step, use the same procedures described in the 30-inch step. This step again has two counts.

It is important to note that while marching forward using the half step, the basic commands that your leader can give are “mark time, march,” “forward, march,” and “halt.”

Right/Left Step

To march to the right or left with a 15-inch step, the command is “right (left) step, march.” You perform the command only while at the halt. On the preparatory command “right (left) step,” shift the weight of your body, without noticeable movement, onto the left (right) foot.

To execute right-step march, on the command of execution “march,” bend your right knee slightly and raise your right foot only high enough to allow freedom of movement. Place your right foot 15 inches to the right of your left foot, and then move your left foot (keeping the left leg straight) alongside your right foot as in the position of attention. Continue this movement, keeping your arms as they are in the position of attention. Reverse this procedure to perform left-step march.

To halt when executing right- or left-step march, your leader commands “squad (platoon, etc.), halt.” This movement has two counts. The leader gives the preparatory command when both heels are together. On the command of execution “halt,” take one more step with your lead foot, then place the trailing foot alongside it, resuming the position of attention.

Backward Step

To direct you to march backward with a 15-inch step, your leader gives the command “backward, march.” You perform the command only while you are at the halt. On the preparatory command “backward,” shift the weight of your body, without noticeable movement, onto your right foot. Then, on the command of execution “march,” take a 15-inch step backward with your left foot and continue marching backward with 15-inch steps. Let your arms swing naturally. To halt from backward march is a two count movement. This halt is basically the same as from the 30-inch step.

Changing Step in Marching

Your drill leader may command “change step, march” when the right foot strikes the marching surface. On the command of execution “march,” take one more step with the

left foot, then in one count, place the right toe near the heel of the left foot and step off with the left foot. Let your arms swing naturally.

If you are marching in a formation and you notice that you are not leading with the correct foot, you should change step on your own automatically.

Marching in Place

The command for marching in place is “mark time, march.” Your leader gives this command as either foot strikes the marching surface, from a 30-inch or 15-inch forward marching step. On the command of execution “march,” take one more step, bring the trailing foot alongside the lead foot, and begin to march in place.

To begin marching in a 30-inch step from marching in place, your leader commands “forward, march.” On the command of execution “march,” take one more step in place then step off with a 30-inch step. Follow these same procedures if your leader commands “half step, march” except step off with a 15-inch step.

The following chart shows helpful drill tips:

Drill Tips

- When at a halt, start all marching movements from the position of attention.
- Except for “route step, march” and “at ease, march,” execute all marching movements while “marching at attention.” Marching at attention is the combination of the position of attention and the procedures for the prescribed step executed simultaneously.
- When executed from the halt, all steps except “close interval, march,” “right step, march,” and “about, face,” begin with your left foot.
- Unless otherwise specified, use 30-inch steps for marching forward.
- Execute all marching movements in the quick time cadence except for the command “double time, march.”

Marching is a five step process:

- (1) preparatory command step,
- (2) intermediate or thinking step,
- (3) command of execution step,
- (4) additional step after the command of execution, and
- (5) execution of movement.

Execute all 15-inch step movements for a short distance only.

Conclusion

In this lesson we learned the basic steps and marching. We discussed the 30-inch step, the 15-inch step, changing step in marching, and marching in place.



Lesson Check-up

1. Determine when a 15-inch and 30-inch step march are appropriate.
2. What is the advantage of rest moves while marching?
3. What is the correct command sequence for calling a formation to halt situation.



Courtesy of Army JROTC

U2C2L6

Squad Drill

Key Words:

Column

Close interval

Double interval

File

Flank

Formations

Line

Normal interval

Pivot

Rank

What You Will Learn to Do

Demonstrate correct response to squad drill commands

Linked Core Abilities

- Communicate using verbal, non-verbal, visual, and written techniques
- Do your share as a good citizen in your school, community, country and the world

Skills and Knowledge You Will Gain Along the Way

- Describe how to respond to commands when forming and marching the squad
- Identify the different types of squad formations and their related drill commands
- Identify the locations of key squad personnel in squad formation

Introduction

This lesson introduces you to the basics of practicing squad drill. It covers squad formations and teaches you how to march the squad, with tips for conducting a proper drill.

To execute squad drill, you must first know how a squad forms and what your responsibilities are when it forms, such as knowing how to fall in, line up, and align yourself. Once you have mastered these techniques, learning how to march in uniformity with others is important in being part of a sharp drill squad. The following drill tips will help you better understand some general information about squad drill.

Drill Tips

- Perform individual drill movements as described in the last lesson while executing drill as a squad member.
- The squad has two prescribed **formations**: **line** (or **rank**) and column (or **file**); however, your squad leader may form the squad in a column of twos from a column formation.
- When a squad forms in a line, its members are numbered from right to left; when in a column, from front to rear.
- When the squad drills as a separate unit and is in a line formation, the squad leader takes a position three steps in front of, and centered on, the squad.
- When it drills as a separate unit and is in a column or column of twos, the squad leader's position is three steps to the left, and centered on, the squad.
- When the squad drills as part of a larger formation, the squad leader occupies the number one (base) position of the squad.

Squad Formations

There are two prescribed **formations** – line and column. The squad may be formed into a column of twos from a column formation. When the squad is in line, squad members are numbered from right to left. When in column, the squad members form front to rear. The squad normally marches in column, but it may march in line for short distances.

Falling In

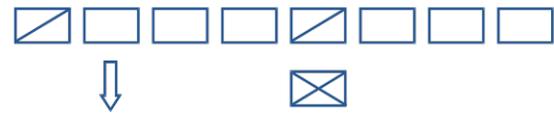
In squad drill, falling in is the process of forming up in a line formation. However, it may re-form in a column formation when each member can identify his or her exact position.

When the squad leader comes to the position of attention and commands “fall in,” the squad normally forms at **normal interval**.

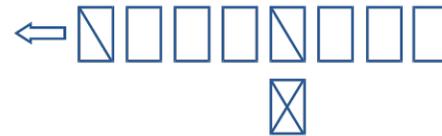
On the command of “fall in,” the following actions occur simultaneously by all members of the squad:

1. Double time to your position in the formation.
2. If you are the cadet on the right **flank**, position yourself so that when the squad forms, it is centered and three steps in front of the leader.
3. If you are the cadet on the right flank, come to attention and raise your left arm sideways to shoulder level, keeping it in line with your body. Keep your elbow locked, fingers and thumb extended and together, and palm facing down.

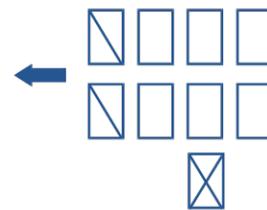
4. Cadets to the immediate left of the right-flank cadet come to attention, turn their heads and eyes to the right, and raise their left arms in the same manner as the right-flank cadet — except the cadet on the left flank does not raise the left arm. Cadets align themselves by stepping forward or backward until they are in line with the right-flank cadet. Cadets then obtain exact interval by taking short steps left or right, ensuring their fingertips touch the shoulder of the person to their right. As soon as each cadet is at normal interval, lower your arms to your sides, sharply turn your heads to the front, and assume the position of attention.
5. The right-flank cadet then sharply returns to the position of attention.



SQUAD LINE (RANK)



SQUAD COLUMN (FILE)



COLUMN OF TWOS

Courtesy of Army JROTC

NOTES:

- An arrow indicates the direction the squad is facing and/or moving.
- A boxed “X” is the *squad leader*; boxed slashes are *team leaders*.
- Squad sizes may vary with each unit.

Note:

The right-flank cadet raises their arm and looks straight to the front unless the squad is to align on an element to its right. If they align on an element to the right, they turn their head and eyes to the right and align themselves with that element.

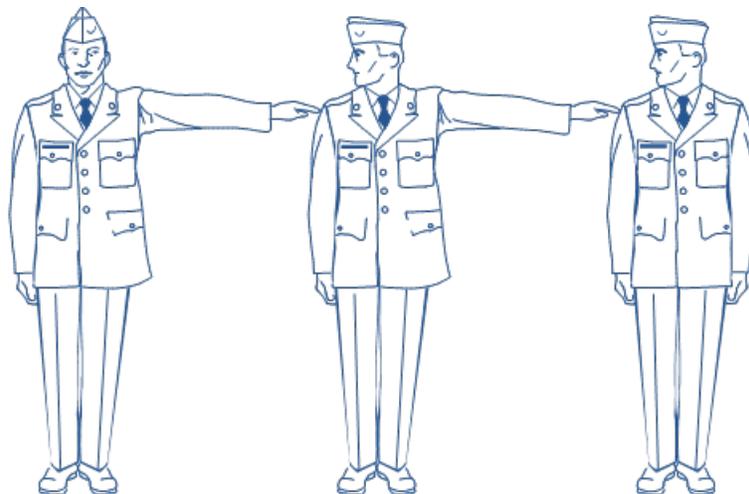
Intervals

When the squad 'falls in' for formation, it may be commanded to assume different spacing intervals between troops. Interval types include normal, close, and double.

Normal Interval

When the leader commands "dress right, dress" and "ready, front," the right-flank cadet stands fast. On the command of execution "dress," all cadets except the right-flank cadet turn their heads and eyes to the right and align themselves on the cadet to their right.

Cadets, except the left-flank cadet, extend their left arms out to the side at shoulder level with elbows locked, fingers together, and palms down. They position themselves with short steps so that the fingertips touch the shoulder of the cadet to their right. On the command of execution "front," each cadet sharply returns to the position of attention.



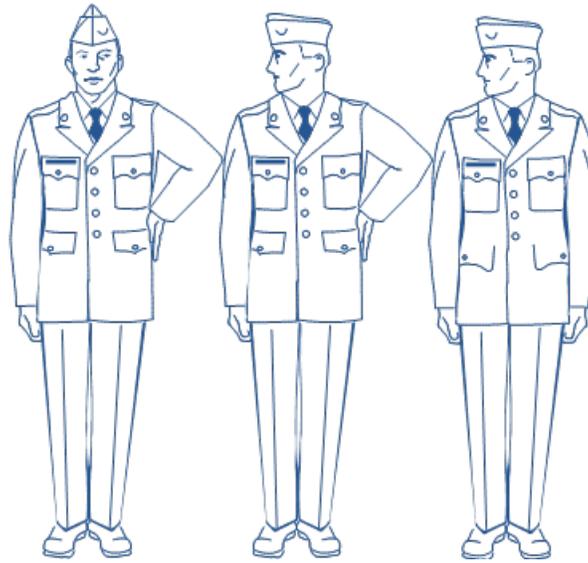
Aligning in normal interval. Courtesy of the Army JROTC.

If the squad leader wants to check the alignment, that leader moves to the right of the right-flank cadet and looks down the line of cadets to see that they are aligned. If the cadets are out of alignment, the leader speaks to them, giving direction as to how they can properly align themselves.

Close Interval

To have a squad form at **close interval**, the command is “at close interval, fall in.” To obtain close interval, place the heel of your left hand on your left hip even with your waist, your fingers and thumb together and extended downward. Keep your elbow in line with your body, touching the right arm of the cadet to your left.

To align the squad at close interval, the leader commands “at close interval, dress right, dress” and “ready, front.” The procedure is the same for aligning at normal interval, except align yourself closely, as directed above.



Aligning in close interval. Courtesy of the Army JROTC.

Double Interval

To have a squad form at a **double interval**, the leader commands “at double interval, dress right, dress” and “ready, front.” To obtain double interval, the right-flank cadet raises his or her left arm out to shoulder level. All other cadets raise both arms out to their sides at shoulder level so that their fingertips touch the fingertips of the cadets next to them. The left-flank cadet only raises the right arm to shoulder level.

Counting Off

Your squad may count off in line or column formation. The command is “count off.” When in a line formation, the squad counts from right to left. On the command of execution “off,” all cadets except the right-flank cadet turn their heads and eyes to the right. The right-flank cadet counts “one,” the next cadet to the left turns his or her head and eyes to the front and counts “two.” Each remaining cadet follows in the same manner, counting with the next higher number.

When in a column formation, execute counting off from front to rear. Then, on the command of execution “off,” the cadet at the head of the column turns his or her head and eyes to the right, counts “one” over the right shoulder, and sharply returns to the position of attention. Each remaining cadet in the column counts off in the same manner, using the next higher number each time. The last cadet in the column does not turn his or her head and eyes to the right.

Changing Intervals

To ensure that each squad member understands the number of steps to take, the squad leader should command “count, off” prior to changing intervals. Additionally, squad members do not raise their arms to measure distance (as they did to fall in) when changing intervals.

To change from normal interval to close interval, the command is “close interval, march.” On the command of execution “march,” the right-flank cadet stands fast. All cadets to that cadet’s left execute “right step, march,” take one step less than the number of their position in line, and halt. For example, the fourth cadet in line would take three steps then halt.

To change from close interval to normal interval, the leader gives the command “normal interval, march.” The right-flank cadet stands fast on the command of execution “march.” All cadets to the left of the right-flank cadet execute “left step, march,” take one step less than their position in line, and halt.

To change from normal to double interval, the command is “double interval, march.” On the command of execution “march,” the right-flank cadet stands fast. The cadets to the left of that cadet face to the left as in marching, take one 30-inch step less than the number of their position in line, halt, and execute a right face.

To change from double to normal interval, the command is “normal interval, march.” On the command of execution “march,” the right-flank cadet stands fast. The remaining cadets face to the right as in marching, take one 30-inch step less than the number of their position in line, halt, and execute a left face.

Rest and Dismissal

Rest movements are the same for a squad as they are for individuals. Your squad leader may command “fall out” if a more relaxed position than rest is appropriate. If the squad leader commands “fall out,” you may move out of the formation, but you must stay in the immediate area.

Your drill leader dismisses the squad from the position of attention. The command is “dismissed.” Upon hearing that command, all members of the squad may then leave the area.

Marching the Squad

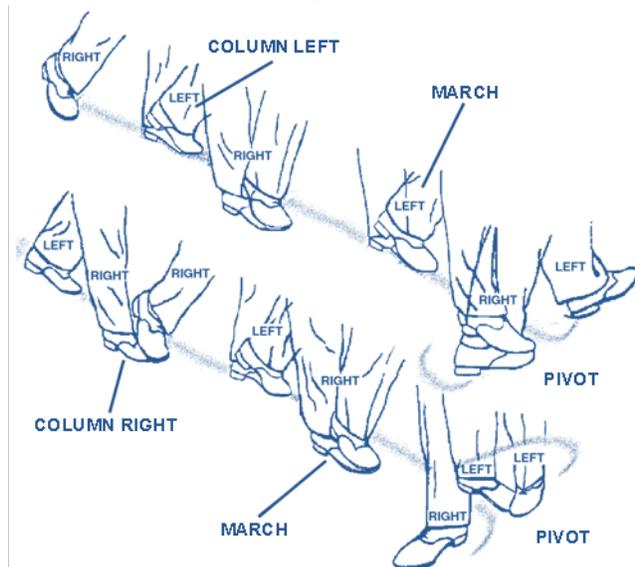
To march the squad, use the following procedures:

- For short distances only, the squad may be marched forward while in a line formation.
- When marching long distances, the squad is marched in column.
- To form a column formation from a line formation, the command is “right, face.”
- When a column formation is originated from a line formation at close interval, the squad may be marched for short distances at the half step with less than correct distance.
- To obtain correct distance while marching with less than correct distance, the command is “extend, march.” On the command of execution, “march,” the number one man takes one more 15-inch step and then steps off with a 30-inch step. Each squad member begins marching with a 30-inch step at the approximate point where the number one man stepped off, or as soon as correct distance has been obtained.

Changing Direction

From the halt, the command to start the squad in motion, and simultaneously change the direction of march 90 or 45 degrees, is “column right (left), march” or “column half right (half left), march.” On the command of execution “march,” the lead cadet faces in the commanded direction and steps off as in marching. All other cadets march forward and **pivot** on the ball of their lead foot in the commanded direction and step off with their trailing foot. As you approach the pivot point, shorten or lengthen your steps as necessary to pivot at the approximate point of the lead cadet.

To change the direction of march 90 or 45 degrees when marching, the squad leader gives the preparatory command “column right (left)” or “column half right (half left)” as the foot in the desired direction strikes the marching surface. The squad leader then gives the command “march” the next time that foot strikes the marching surface. On “march,” the lead cadet takes one additional step, pivots in the commanded direction as the pivot foot strikes the surface, and continues to march in the new direction. Other cadets continue to march forward and execute the pivot as described above.



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To march in the opposite direction, the command is “rear, march.” The squad leader gives the preparatory command as the right foot strikes the marching surface and

commands “march” the next time the right foot strikes the surface. On “march,” all cadets take one more step with their left foot, pivot on the balls of both feet, turn 180 degrees to the right, and step off in the new direction. Do not swing your arms when you make the pivot.

To avoid an obstacle in the line of march, the squad leader commands, “incline around.” The lead cadet inclines around the obstacle and resumes the original direction. All other cadets follow the lead cadet.

Marching to the Flank

When your squad marches to the flank, it does so only for short distances, and always in a column formation. The command is “right (left) flank, march.” Your squad leader gives the preparatory command “right (left) flank” when the foot in the desired direction strikes the marching surface, Then he/she gives the command of execution “march” when that foot strikes the marching surface the next time.

Then, on the command “march,” all cadets take one more step, pivot 90 degrees in the indicated direction on the ball of the lead foot, and step off in the new direction with the trailing foot. As your squad begins marching in the new direction, they should glance out of the corner of their right eye and dress to the right.

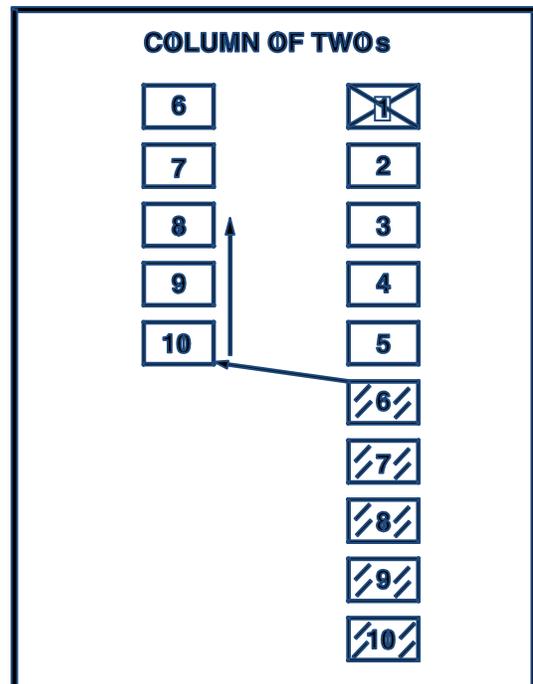
Forming a Column of Twos and Re-forming

When marching in a squad, you march in a **column** (one long line) most of the time. A variation of this formation is the column of twos. The column of twos is always formed from a file formation when the squad is at the halt. The command is “column of twos to the right (left), march.” On the preparatory command by the squad leader, the lead team leader commands “stand fast.”

The trailing team leader commands “column half right (half left), march.” On the command of execution “march,” the trailing team leader executes a column half right (half left) and inclines to the right (left) around the lead column. The cadets in the trailing team follow their leader.

When the trailing team leader reaches a point even with the lead team leader, he or she commands “mark time, march.” As the cadets behind the trailing team leader align themselves with the cadets in the lead column, they continue to march in place. When they are in position, the trailing team leader commands, “team, halt.”

Re-forming a single file from a column of twos is only done from the halt. The command is “file



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from the left (right), march.” On the preparatory command by the squad leader, the lead team leader commands, “forward” and the trailing team leader commands “stand fast.”

On the command of execution “march,” the lead team begins marching forward. When the second cadet from the rear of the lead team is abreast of the trailing team leader, that team leader commands, “column half left (half right).”

Then, when the last cadet of the lead team is abreast (of the trailing team leader) and the last cadet’s right foot strikes the marching surface, the trailing team leader commands “march.” The trailing team leader then inclines right (left) to follow the lead team at the appropriate distance.

Conclusion

In this lesson, we have learned the basics to begin practicing squad drill. It takes concentration and diligence to master the squad drill techniques. Properly executed, a smooth squad march reflects on the professionalism of your JROTC team.



Lesson Check-up

1. What is the difference between “falling out” and being “dismissed?”
2. What is the difference between a flanking movement and a column movement?



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U2C5L1

Platoon Drill

Key Words:

Cover

Flank

Formations

Interval

Line

Pivot

What You Will Learn to Do

Execute platoon drills

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 for forming and marching the platoon
- Compare platoon drills and squad drills
- Match drill commands to platoon formations

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.

The following drill tips will help you better understand some general information about platoon drill.

Drill Tips

- Execute individual drill movements as previously described while performing as a squad member during platoon drill.
- For the most part, platoon drill 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 also 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, its squads are numbered 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 drills as 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.
 - ✓ 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.

Platoon Formations

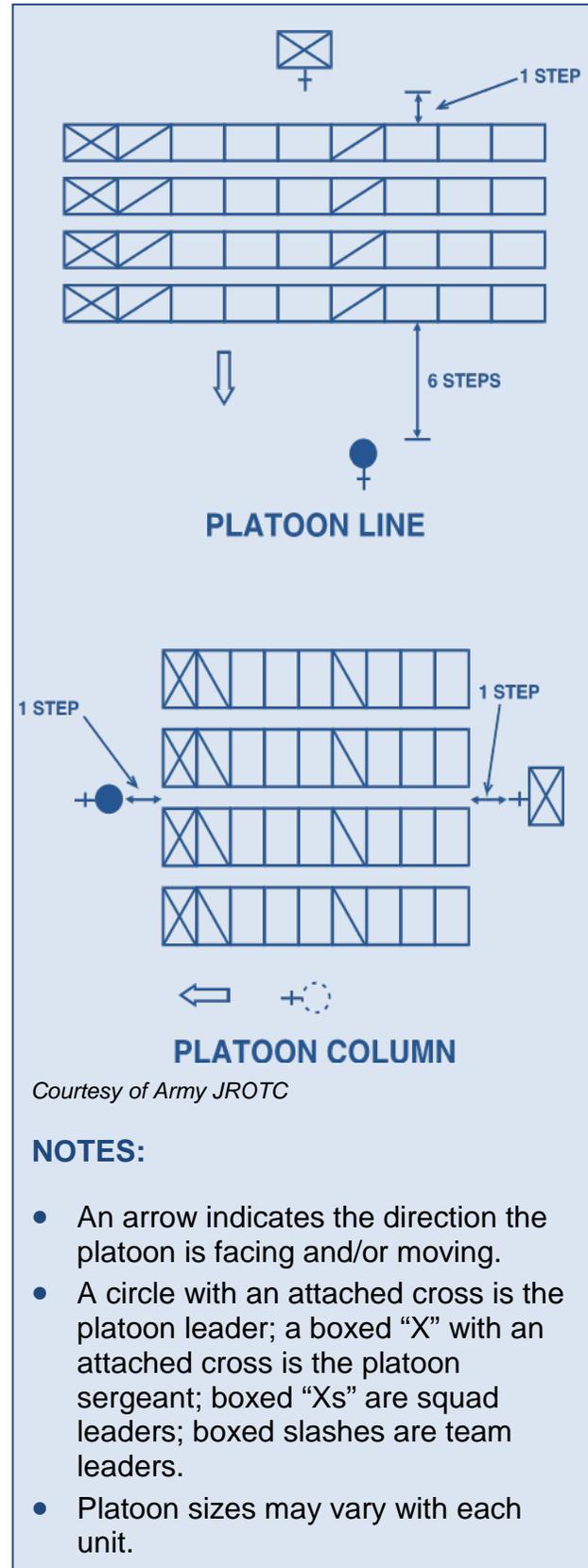
The platoon has two prescribed formations — line and column. However, the platoon may be formed into a file or a column of twos from a column formation. When in a **line** formation, the elements (squads) of a platoon are numbered from front to rear; in a column formation, from left to right.

For the most part, platoon drill merely provides the procedures for executing drill movements in conjunction with other squads formed in the same formation. Individual drill movements and the manual of arms are executed as previously described while performing as a squad member during the conduct of platoon drill.

When the platoon drills as a separate unit or as part of a larger unit in a line formation, without officers present, the post for the platoon sergeant is three steps in front of, and centered on, the platoon. When in column formation, the post for the platoon sergeant is three steps to the left flank of, and centered on, the platoon.

The post for the platoon sergeant with the platoon leader present is one step to the rear and centered on the platoon in line or column formation.

When assuming his post in column from a line formation with the platoon leader present, the platoon sergeant faces to the left in marching (on the command of execution “face” and marches in the most direct route to his post. He then halts and faces to the right. When assuming his post in line from a column formation, he faces to the right in marching (on the command of execution “face”) and marches in the most direct route to his post, halts entered on the platoon, and faces to the left.



When control of the formation is being exchanged between the platoon sergeant and the platoon leader, the platoon sergeant will always travel around the right flank (squad leader) of the formation when marching from post to post. The platoon leader will always travel around the left flank of the formation when marching post to post.

On the command “open ranks, march;” “backward, march;” “right (left) step, march;” “forward, march,” and on commands that cause the platoon to change **interval** in line, he moves at the same time (with the appropriate step) so as to maintain proper position.

The leader of the first squad serves as the base when the platoon is a line formation. The leader of the fourth squad serves as the base when the platoon is in a column formation.

If for some reason the platoon is authorized a guidon or phase banner (in training units for example), the bearer’s post is one step in front of and two 15-inch steps to the right of and facing the person forming the platoon. When the formation is faced to the right for a marching movement, he executes in the same manner except that his post is three steps in front of, and centered on, the squad leaders. If the platoon leader is present and at his post, the bearer’s post is one step to the rear, and two 15-inch steps to the left of the platoon leader.

When the platoon drills as a separate unit, in a line formation, the post for the platoon leader is six steps in front of, and centered on, the platoon; when in a column formation, the platoon leader is six steps to the left flank and centered on the platoon. When marching as part of a larger formation, his post is one step in front of, and centered on, the squad leaders.

Forming the Platoon

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.

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.

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 _____, etc.” 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. Once the individual has cleared the formation, he begins to double-time and halts two steps in front of, and centered on, the platoon sergeant.

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. He/she give 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. He/she gives the command of execution “march” the next time the left foot strikes the marching surface. Then, 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 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 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, etc. 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 Directions

90- or 45-degree Turns

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.

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.

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.

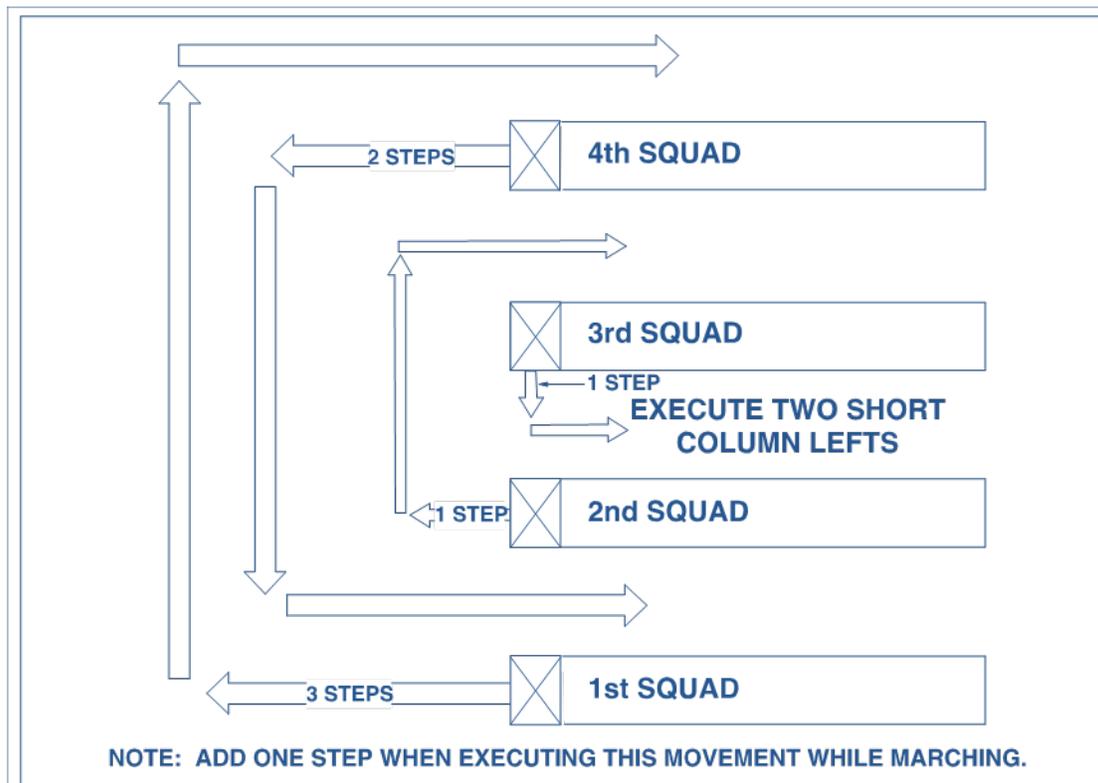
Marching to the Rear or Inclining

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 commands “counter column, march.” (Use the illustration below to guide your way through this procedure.) 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.



Courtesy of Army JROTC

- 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.”

Then, 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).” Then, 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 above, 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).” This is done 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."

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 Lab requires dedication in learning the steps and drills, the proper use of commands and command voice, as well as thorough preparation on the part of the drill leader.



Lesson Check-up

1. What drills do platoons execute?
2. When marching in line, which squad leader serves as the guide?
3. When marching in a column, which squad leader serves as a guide?



Courtesy of Army JROTC

U2C5L2

Taking Charge – Knowing Your Responsibilities as a Leader

Key Words:

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, squad leader, platoon sergeant and platoon leader

Introduction

This lesson will help you to develop leadership style by describing the basic responsibilities of team leaders, squad leaders, the platoon sergeant, and the 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 adjust to your new assignment. Since first impressions are usually lasting ones, these steps will help you 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 steps leaders use to ensure a smooth and successful beginning. They are:

- **Observe/assess**
- **Plan**
- **Implement**
- Follow-up/evaluate

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 effectively function together. The solution is to develop and maintain teamwork, which is a product of one's duties, responsibilities, and authority, as well as one's relationships with peers, supervisors, and followers.

To achieve effective teamwork, leaders need a complete understanding of their duties and responsibilities.

Described below are the responsibilities for team leaders, squad leaders, the platoon sergeant, and the platoon leader. At some point during your JROTC experience, instructors will assign you to one or more of these positions. While specific duties in your cadet battalion (as outlined in the Cadet Handbook) may be different from the

responsibilities and duties outlined here, these illustrate a guideline of expectations from your immediate chain of command.

George and Michelle's Story

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. He had been an excellent squad leader, and he missed the direct contact with the other cadets.

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?

George and Michelle's Story *(continued)*

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.

Responsibilities as 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 as 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 find solutions to other matters (when possible). They also should 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 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 team leaders and squad members at all times, ensuring they know what is required of them.

Responsibilities of a Platoon Sergeant

- The platoon sergeant sets the example at all times.
- Form the platoon when prescribed by the platoon leader and 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 in order 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 and be able to supervise and conduct platoon drill. Additionally, 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. If you cannot solve a problem, seek the advice and/or assistance of the company commander, company executive officer, or first sergeant.

Conclusion

In order 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 things 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.

Keep in mind, 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.



Lesson Check-up

1. Describe the responsibilities of a platoon sergeant.
2. How can you entice your squad to be their best?



Courtesy of Army JROTC

U2C5L3

Company Formations and Movement

Key Words:

Arc

Base

Double Time

Guide

Mark Time

Mass Formation

Post

What You Will Learn to Do

Execute company drills

Linked Core Abilities

- Communicate using verbal, nonverbal, visual and written techniques
- Take responsibility for your actions and choices

Skills and Knowledge You Will Gain Along the Way

- Describe the correct responses to commands when forming and marching the company
- Identify the different types of company formations and related specific drill commands
- Identify the locations of the key platoon and company personnel in company formations

Introduction

This lesson covers company drill formations and movements “without arms.” Your knowledge and recall of squad and platoon drill from previous lessons will be vitally important in understanding this information. Pay special attention to the differences between platoon and company drill and to the roles of key personnel in company drill.

Company Drill

Company drill provides the procedures for executing platoon drill in conjunction with other platoons in the same formation. For drill purposes, a company consists of a company headquarters and two or more platoons.

Drill Tips

- The company has four prescribed formations: company in line with platoons in line, company in column with platoons in column, company in column with platoons in line (used primarily for ceremonies), and a company mass formation. However, the company may form into a column of twos in the same manner as the platoon.
- The company normally forms in a line formation; however, it may re-form in column when all personnel can identify their exact position in the formation.
- The company forms basically the same as the platoon. On the command “fall-in,” platoons form in line, centered on, and facing the person forming the unit, with five-step intervals between platoons.
- When in a line or a **mass formation**, the right platoon serves as the **base**; when in a column formation, the lead platoon serves as the base.
- The first sergeant assumes the position of the company commander if there are no officers present.
- Members of a company break ranks in the same manner as in platoon drill except that the individuals called from the formation form on the company commander rather than on the platoon leader.
- The company marches, rests, and executes eyes right in the same manner as the platoon.

Forming the Company

The company has four prescribed formations:

- Company in line with platoons in line
- Company in column with platoons in column
- Company in column with platoons in line (used primarily for ceremonies)
- Company mass formation

The company may be formed into a column of twos in the same manner as the platoon.

The company normally forms in a line formation; however, it may re-form in column when each man can identify his exact position (equipment grounded) in the formation.

The company forms basically the same as the platoon. On the command “fall in; (at close interval), fall in,” the platoons form in line, centered on and facing the person forming the unit, with five-step intervals between platoons.

The company may be formed by the first sergeant and platoon sergeants or by the company commander and platoon leaders. When possible, the platoons assemble near the formation site before the arrival of the first sergeant or company commander. If

the company is formed by the noncommissioned officers, the platoon leaders normally observe the procedures from a position to the rear of their platoons.

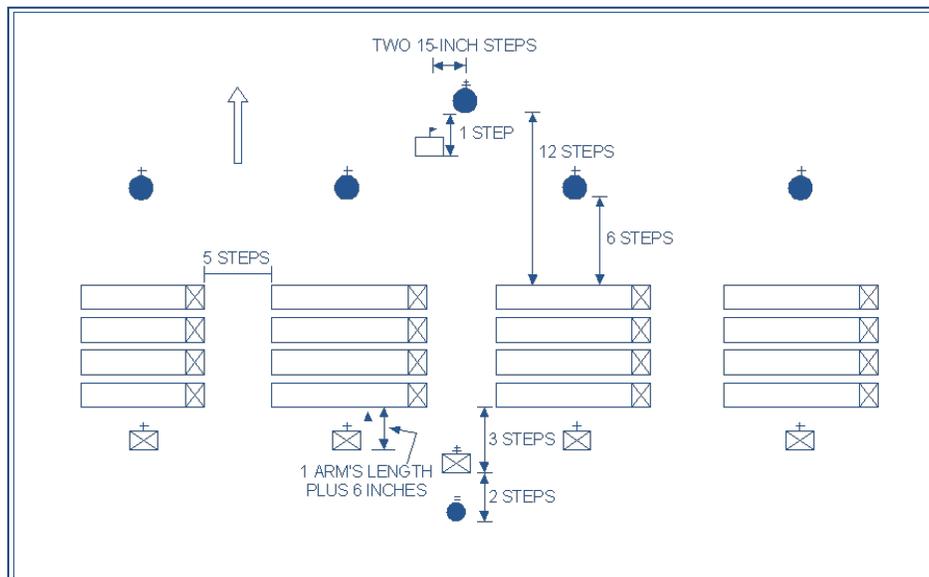
When the company is formed by the noncommissioned officers, the following procedures apply.

- The first sergeant **posts** himself nine steps in front of (center) and facing the line where the front rank of each platoon is to form. He then commands “fall in; (at close interval), fall in.”



NOTE: To have the company assemble in a company mass formation, the command is “mass formation, fall in.” Before giving the commands, the person forming the unit announces the interval and the number of personnel in the front, and designates the base man. In this situation, the first sergeant and platoon sergeants travel around the right flank of the formation when moving from post to post. The commander and platoon leaders travel around the left flank of the formation when moving from post to post.

- On the command of execution, the platoons form in the same manner prescribed in platoon drill. Each platoon sergeant faces his platoon while the platoons are forming, and directs his platoon to adjust (if necessary) and align on the platoon to its right, at the correct interval. Once the platoon is formed, the platoon sergeants face about.
- When all of the platoon sergeants are facing to the front, the first sergeant commands (if appropriate) “inspection, arms; ready, port, arms; order (sling), arms.” He then directs (if appropriate) “receive the report.” The platoon sergeants face about and command “report.” Having received the report, the platoon sergeants face about. When all platoon sergeants are facing to the front, the first sergeant commands “report.” The platoon sergeants turn their head and eyes toward the first sergeant. The first sergeant turns his head and eyes toward the reporting platoon sergeant and returns each salute individually. Having received the report from the platoon sergeants, the first sergeant faces about and awaits the arrival of the company commander, if the commander is scheduled to receive the company.
- When the company commander has halted at his post, the first sergeant salutes and reports, “Sir, all present,” or “Sir, all accounted for,” or “Sir, (so many) men absent.” The company commander returns the Salute and commands “post.” The first sergeant faces about and marches to his post three steps to the rear and at the center of the company, halts, and faces about. The guidon bearer steps forward three steps. The platoon sergeants face to the right in marching and assume their posts to the rear of their platoons (if the platoon leader is not present, they step forward three steps). The platoon leaders march around the left flank of their platoons and assume their posts by inclining facing to the front. The company executive officer assumes his post two steps to the rear of the first sergeant.



Company in line formation with platoons in line. Courtesy of the Army JROTC.

When the company is formed by the company commander, the procedures are the same as forming with the noncommissioned officers except that the platoon leaders form their platoons and the first sergeant, platoon sergeants, and guidon bearer fall in at their posts. The command “post” is not necessary. If a platoon sergeant is to fill the post of platoon leader, he takes a position six steps in front of and centered on the platoon.

Changing Interval

The company changes interval in the same manner as prescribed for the platoon. When the company commander wants the company to obtain close interval in a line formation while maintaining a five-step interval, the company commander directs “close on the base platoon at close interval.” The platoon leaders face about and command “count, off.” After the platoons have counted off, the platoon leaders command “close interval, march.” The second, third, and fourth platoon leaders command “right, face” and in succession, command “half step, march.” They halt at the five-step interval and face the platoon to the left.

If the company commander gives “close on the third platoon at close interval,” the platoon leaders on the right of the designated platoon have their platoons obtain close interval, face their platoons to the left, march (at the half step) forward until they obtain the five-step interval, halt, and face their platoons to the right.

When the company commander wants the company to obtain normal interval from close interval in a line formation while maintaining a five-step interval, the company commander directs “extend on the base platoon at normal interval.” The platoon leaders face about and march (at the half step) their platoons to a position that ensures the five-step interval between platoons after they have obtained normal interval.

After halting and facing the platoons to the left, the platoon leaders command “count, off.” The platoon leaders then command “normal interval, march.” If necessary, the platoon leader verifies the interval as described in Opening and Closing Ranks.

Aligning the Company

To align the company in a line formation, the company commander directs “have your platoons dress right.” On the directive, all platoon leaders face about. The right flank platoon leader commands “dress right, dress” and aligns the platoon as described in platoon drill.

After the right flank platoon leader has verified the alignment of the first rank, the platoon leader to the left commands “dress right, dress.” That left platoon leader then faces to the half right in marching, moves to a position on line with and one step to the left of the left flank cadet of the first rank, and faces left down the line. After aligning the first rank, that platoon leader centers himself or herself on the first rank, faces to the right in marching, takes two short steps, halts, executes left face, and aligns the second rank.

The platoon leader aligns the last two ranks in the same manner as the second. After aligning the last rank, the platoon leader faces to the left in marching, returns to a

position at the center of the platoon, halts perpendicular to the formation, faces to the right, commands “ready, front,” and faces about. All platoon leaders to the left of the second platoon take the same actions as the second platoon leader.

To align the company in column, the company commander directs “have your platoons cover.” On this directive, the first platoon leader faces about and commands “cover.” The other platoon leaders command “stand fast.” The first platoon covers as in platoon drill. The other platoons then execute the movement in succession as soon as the platoon to their front has completed the movement.

Opening and Closing Ranks

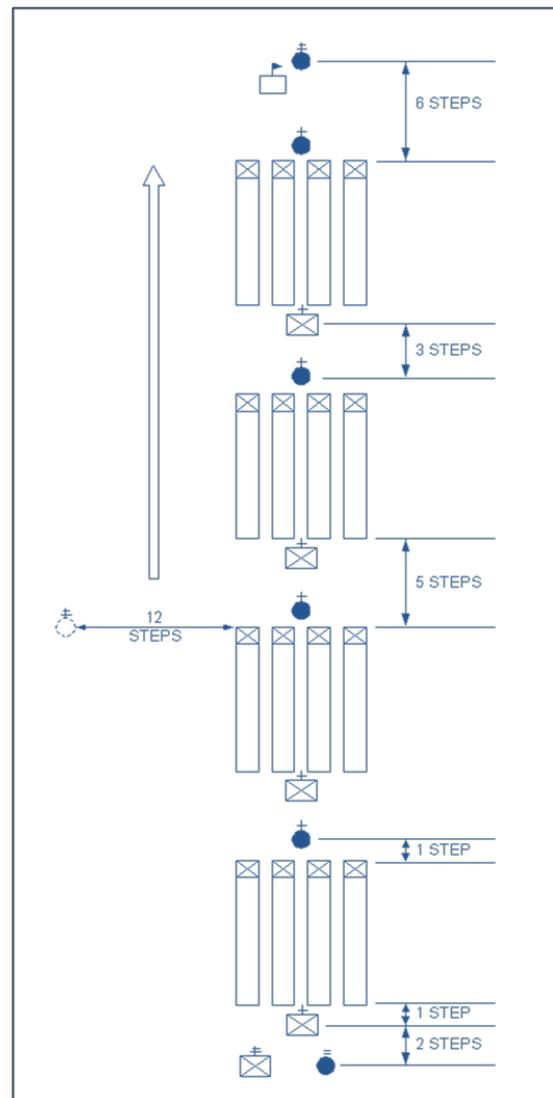
To open ranks, the company commander directs “have your platoons open ranks and dress right.” On the directive, all platoon leaders face about. The right flank platoon leader commands “open ranks, march.” When the platoon has completed the movement, the right flank platoon leader then commands “dress right, dress” and aligns the platoon the same as in platoon drill. After the right flank platoon leader aligns the first rank, the platoon leader to the left commands “open ranks, march” and “dress right, dress.” All platoon leaders to the left of the second platoon take the same actions as the second platoon leader.

To close ranks, the commander directs “have your platoons close ranks.” On the directive, all platoon leaders face about and in sequence from right to left command “close ranks, march.” The platoons execute the movement the same as in platoon drill. After the platoons have completed the movement, the platoon leaders face about.

Changing the Direction of March of a Column

The company changes the direction of march basically the same as the squad and platoon. The commands are “column right (left), march” or “column half right (half left), march.” The base element during a column movement is the lead platoon and the squad on the flank, in the direction of the turn.

When at the halt, the lead platoon leader repeats the company commander’s preparatory command. Succeeding platoon leaders give the



Company in column with platoons in column.
Courtesy of the Army JRTC.

supplementary command “forward.” On the command of execution “march,” the lead platoon executes the movement as described in platoon drill; succeeding platoons execute the movement on their platoon leader’s command at approximately the same location.

While marching, units execute the movement as described from the halt except that the succeeding platoon leaders give the supplementary command “continue to march” rather than “forward.”

The company executes rear march and inclines in the same manner as the platoon.

When executing counter column march from the halt, the lead platoon leader repeats the preparatory command. Succeeding platoon leaders give the supplementary command “forward.” On the command of execution “march,” the lead platoon executes the movement as described in platoon drill, and marches through the other platoons. Succeeding platoons execute the movement on the platoon leader’s command at approximately the same location.

When units execute the movement while marching, the leader gives the command of execution as the left foot strikes the marching surface. Platoons execute the movement basically the same as from the halt except that the succeeding platoon leaders give the supplementary command “continue to march” rather than “forward.” The guidon bearer faces to the left in marching from the halt or executes a column left in marching, marches by the most direct route outside of the formation, and moves to a position in front of the lead platoon as it clears the rear of the company.

Correcting the Distance Between Platoons

To obtain correct distance when the company is marching in column or is in a column at the halt, the company commander directs “close on leading platoon.”

When at the halt and on the directive “close on leading platoon,” the platoon leader of the lead platoon commands (over the right shoulder) “stand fast.” The succeeding platoon leaders command (over the right shoulder) “forward, march,” “**mark time**, march,” and “platoon, halt” when they obtain correct distance.

While marching, and on the directive “close on leading platoon,” the platoon leader of the lead platoon commands (over the right shoulder) “half step, march.” The succeeding platoon leaders command (over the right shoulder) “continue to march” and “half step, march” as soon as they obtain the correct distance. The company commander commands “forward, march (halt)” as soon as all platoons have obtained the correct distance and are marching at the half step.

Forming a Column of Twos and Re-forming

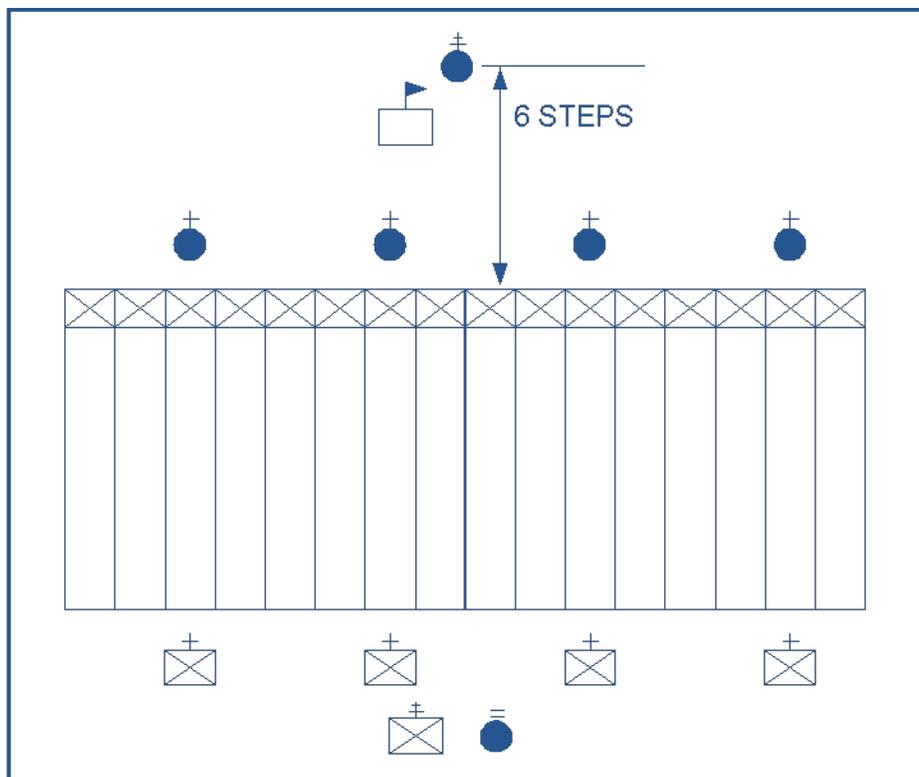
The company forms a column of twos basically the same as the platoon. The company commander must allow sufficient time for the platoon leaders and the squad leaders of the lead platoon to give supplementary commands before giving the command of execution.

The command for this movement is “column of twos from the right (left), march.” The lead platoon leader repeats the preparatory command. Other platoon leaders give the supplementary command “stand fast.” On the company commander’s command of execution “march,” the lead platoon executes the movement as in platoon drill. Other platoons execute the movement on their leader’s command. Succeeding platoon leaders give their commands in order to follow with the prescribed five-step distance between platoons.

Re-forming into a column of fours is executed only at the halt. The command for this movement is “column of fours to the left (right), march.” On the company commander’s command of execution, all platoons execute the movement simultaneously as described in platoon drill. As soon as the platoons are re-formed, the platoon leaders march the platoons forward and obtain the five-step distance between platoons.

Forming a Company Mass

The company may form in mass from a company in column (platoons in column) when halted or while marching. The company must be at close interval (“close interval, march”) before the commander can give “company mass left, march.”



Company in a mass formation. Courtesy of the Army JROTC.

On the preparatory command “company mass left,” given at the halt, the lead platoon leader commands “stand fast.” The platoon leaders of the succeeding platoons command “column half left.” On the command of execution “march,” the lead platoon

stands fast. The other platoons execute the column half left and then execute a column half right on the command of the platoon leaders to a point (line) that ensures the platoons will be at close interval alongside the platoon to their right when halted.

As the platoons come abreast of the base platoon, the platoon leaders command “mark time, march.” While the platoon marks time, the members adjust their positions to ensure alignment on the cadet to their right. The platoon leaders allow their platoons to mark time for about eight counts and then command “platoon, halt.” On the command of execution “march,” the company commander and guidon bearer face to the right (left) in marching and reposition themselves centered on the company.

Aligning a Company Mass

As soon as the company commander forms the company in mass, he or she gives the command “at close interval, dress right, dress.”

On the command of execution “dress:” (1) the platoon leader of the right platoon marches by the most direct route to the right flank and verifies the alignment of as many ranks as necessary to ensure proper alignment, in the same manner as aligning the platoon; when finished, the right platoon leader returns to a position one step in front of, and centered on, the third squad, halts and faces to the right; and (2) the platoon leaders and platoon sergeants position themselves in line with the third squad of their platoon by executing one 15-inch step to the right.

When the right platoon leader has returned to that position, the company commander commands “ready, front.”

Changing the Direction of March of a Mass Formation

The company changes the direction of march in mass basically the same as a platoon column movement. When executed from the halt, the commander faces in the desired direction of march, looks toward the formation, and commands “right (left) turn, march.”

On the command of execution “march,” the platoon leaders face to the half right (left) in marching and continue to march in an **arc** until parallel to the new direction of march. Then they begin marching with the half step, dressing on the right (left) flank platoon leader until the leader commands “forward, march.” The right (left) **guide** (the base squad leader in the direction of turn) faces to the right (left) in marching and immediately takes up the half step.

All other squad leaders (front rank) face to the half right (left) in marching and continue to march in an arc until they come on line with the guide. At this time, they begin marching with the half step and dress (glancing out of the corner of the eye) in the direction of the turn until the leader commands “forward, march.” On that command, the dress is automatically to the right. All other members march forward and execute the movement in the same manner as their squad leaders.

When executed while marching, the movement is in the same manner as from the halt except that the company commander faces about (marching backward) to give the

command “right (left) turn, march.” The commander then faces about and completes the turning movement. After the company has completed the turn, the company commander faces about, commands “forward, march,” and again faces about.

Forming a Column From a Company Mass

To form a company in column from a company mass at the halt, the command is “column of platoons, right platoon, column right (column half right), march.” The right platoon leader gives the supplementary command of “forward (column right or column half right),” and the other platoon leaders command “stand fast.” On the command of execution “march,” the right platoon marches in the direction indicated. All other platoons follow (in sequence) in column, executing column half right and column half left on the commands of the platoon leaders.

To execute the movement when marching, the company commander commands “column of platoons, right platoon, **double time**, march.” On the preparatory command, the right platoon leader gives the supplementary command “double time,” and the other platoon leaders give the supplementary command “continue to march.” On the command of execution “march,” the right platoon marches in double time. Other platoon leaders (in sequence) command “column half right, double time, march” and “column half left, march” to bring the succeeding platoons in columns with the lead platoon.

The platoon leader and the platoon sergeant reposition themselves after the supplementary command, but before the command of execution.

Forming a Company in a Column with Platoons in a Line and Re-Forming

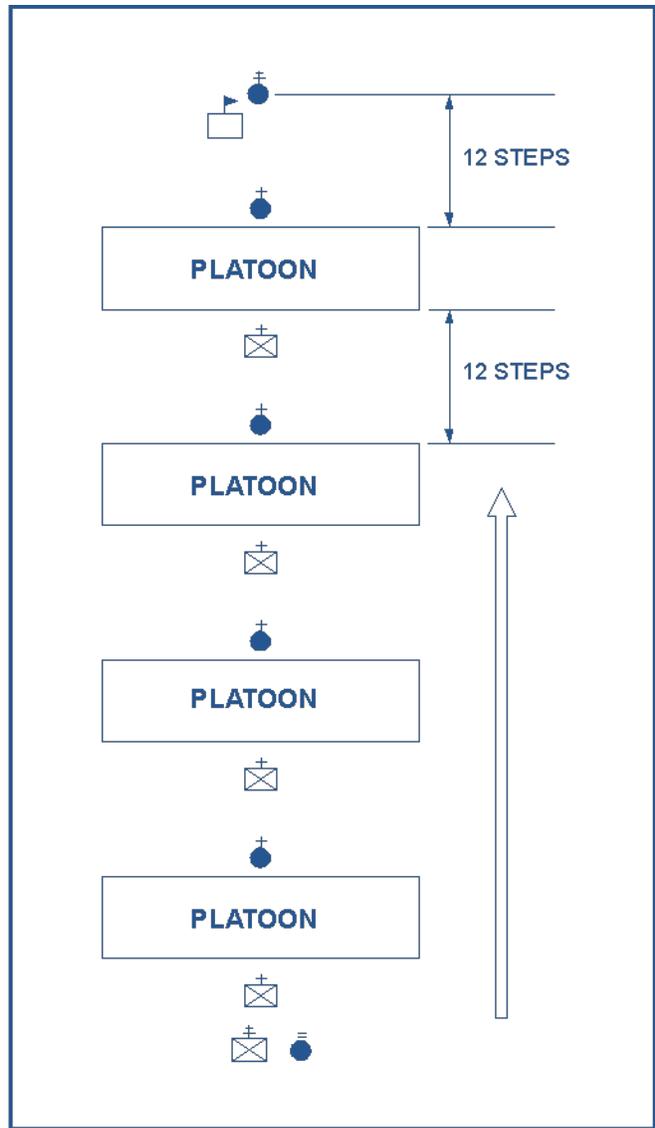
To form a company in column with platoons in line from a column formation at the halt, the command is “column of platoons in line, march.” The platoon leader of the lead platoon commands “column right.” All other platoon leaders command “forward.” On the command of execution “march,” the lead platoon stands fast, and the second platoon executes a column right, marches 12 steps past the right file of the first platoon, and executes a column left. As they come in line with the base platoon, the platoon leader commands “mark time, march.” After the platoon has marched in place for eight counts, the platoon leader commands “platoon, halt.”

The succeeding platoons execute a column right at approximately the same location as the platoon to their front, execute a column left and then half in the same manner as the second platoon. When the platoons have halted in position, the company commander commands “left, face.” On that command, the platoon leaders and platoon sergeants face in marching and assume their posts.

When executed while marching, the movements are basically the same as from the halt except that the commander gives the command of execution as the right foot strikes the marching surface. The lead platoon leader commands “mark time.” On the preparatory command, the second platoon leader commands “column right,” and the succeeding platoon leaders command “continue to march.”

On the command of execution “march,” the lead platoon executes mark time and marches in place (approximately eight counts) until the platoon leader commands “platoon, halt.” The other platoons execute the movement in the same manner as from the halt.

To re-form in column with platoons in column, the company commander commands “right, face; column of platoons, left platoon, march.” On the command “right, face,” the platoon leaders and platoon sergeants face in marching and resume their posts in column. On the preparatory command “column of platoons, left platoon,” the left platoon leader commands “forward, (column left [half left]).” All other platoon leaders command “column half left.”



*Company in column with platoons in line.
Courtesy of the Army JROTC.*

On the command of execution “march,” the left platoon executes the movement. The other platoon leaders give the appropriate commands for following the lead platoon at the correct distance. If necessary, the platoons following the second platoon automatically adjust the length of their step to ensure correct distance from the platoon to their front.

Dismissing the Company

Dismiss the company only at attention. Either the first sergeant or the company commander may dismiss the company.

When the first sergeant dismisses the company, the company commander commands “first sergeant.” The first sergeant marches by the most direct route to a position three

steps from, and directly in front of, the company commander. After the first sergeant halts, the company commander commands “take charge of the company” and they exchange salutes.

Upon termination of the salutes, the platoon leaders and executive officer leave the formation. The platoon sergeants face to the right in marching and take their posts (platoon leader’s position) six steps in front of, and centered on, the platoon by marching around the right flank of the platoon, inclining, and halting already facing to the front. The first sergeant steps forward three steps and faces about.

When all platoon sergeants are at their posts, the first sergeant commands “take charge of your platoons.” The platoon sergeants salute. The first sergeant returns all salutes with one salute. After they exchange salutes, the first sergeant and guidon bearer leave the formation. The platoon sergeants then dismiss their platoons as in platoon drill.

When the company commander dismisses the company, he or she commands “take charge of your platoons.” The platoon leaders salute. The company commander returns all salutes with one salute. After they exchange salutes, the company commander, guidon bearer, first sergeant, and executive officer leave the formation. Each platoon leader faces about and commands “platoon sergeant.”

The platoon sergeants face to the right in marching, incline around the squad leader(s), halt three steps in front of, and centered on, the platoon leader, and face to the right. Each platoon leader then directs “take charge of the platoon.” They exchange salutes and the platoon leaders leave the formation. The platoon sergeants step forward three steps, face about, and dismiss the platoons as in platoon drill.

“The fundamentals of drill are established daily ... If these maneuvers are all accurately observed and practiced every day, the army will remain virtually undefeatable and always awe inspiring...”

Frederick the Great, 1789

Conclusion

Company drill is yet another link in the chain of drill movements of Leadership Lab. A weak link can break a chain, so make certain that you have reviewed this information well. It is important that you are familiar with all of the positions and formations of company drill before you can move on to leadership responsibilities at the company and battalion levels, as well as battalion drill level.



Lesson Check-up

1. Describe the four types of company formation.
2. Distinguish between forming a column of twos and forming a mass company mass.
3. What is the standard formation when commanded to “fall in?”



Courtesy of Army JROTC.

U2C5L4

Forming, Inspecting and Dismissing the Battalion

Key Words:

En route

Facilitate

Respective

What You Will Learn to Do

Execute Battalion Drills

Linked Core Abilities

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

Skills and Knowledge You Will Gain Along the Way

- Identify the different types of battalion formations and related specific drill commands
- Describe the correct responses to battalion drill commands
- Describe the correct responses to inspection commands
- Identify the locations of the key platoon, company

Introduction

This lesson covers battalion drill formations “without arms” and inspections. Your knowledge and recall of company drill from previous lessons will be vitally important in understanding this lesson. Pay special attention to the differences between the roles of key personnel – at the platoon, company, and battalion levels – in battalion drill.

This lesson teaches you the formations and inspection procedures for battalion drill. Battalion drill provides the procedures for executing company drill in conjunction with other companies in the same formation. For drill purposes, a battalion consists of a headquarters section, or the battalion staff, Colors, and two or more companies.

Drill Tips

- The battalion has two basic formations: a line and a column. There are several ways the battalion commander or staff can arrange the separate elements within either formation.
- The right flank unit serves as base when in a line formation, whereas the lead element is the base when in column.
- To **facilitate** the forming of a larger unit, the commander normally alerts the subordinate units of the desired formation, time, place, route, uniform, and the sequence in which the units will form.
- Unless the S-3 has previously marked the position of the right guides at the formation site, the right guards report to the site and receive instructions prior to the arrival of the cadets.
- The commissioned staff forms in one rank at normal interval and centered on the commander. The commander-of-troops normally arranges the staff members in numerical order (S-1, S-2, S-3, S-4, etc.) from right to left as he or she faces the battalion.
- When enlisted staff personnel form as part of the officer staff, they form two steps to the rear of their **respective** staff officer.
- The command sergeant major forms one step to the rear of the commissioned staff, and centered on the commander, or one step to the rear, and centered on the Colors when in a battalion mass formation.

Formations

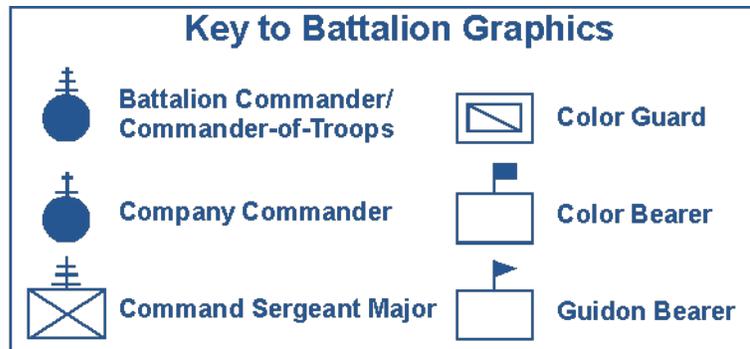
The battalion has two basic formations: a line and a column.

Separate elements may be arranged in several variations within either formation. The battalion may be formed in line with the companies, in line

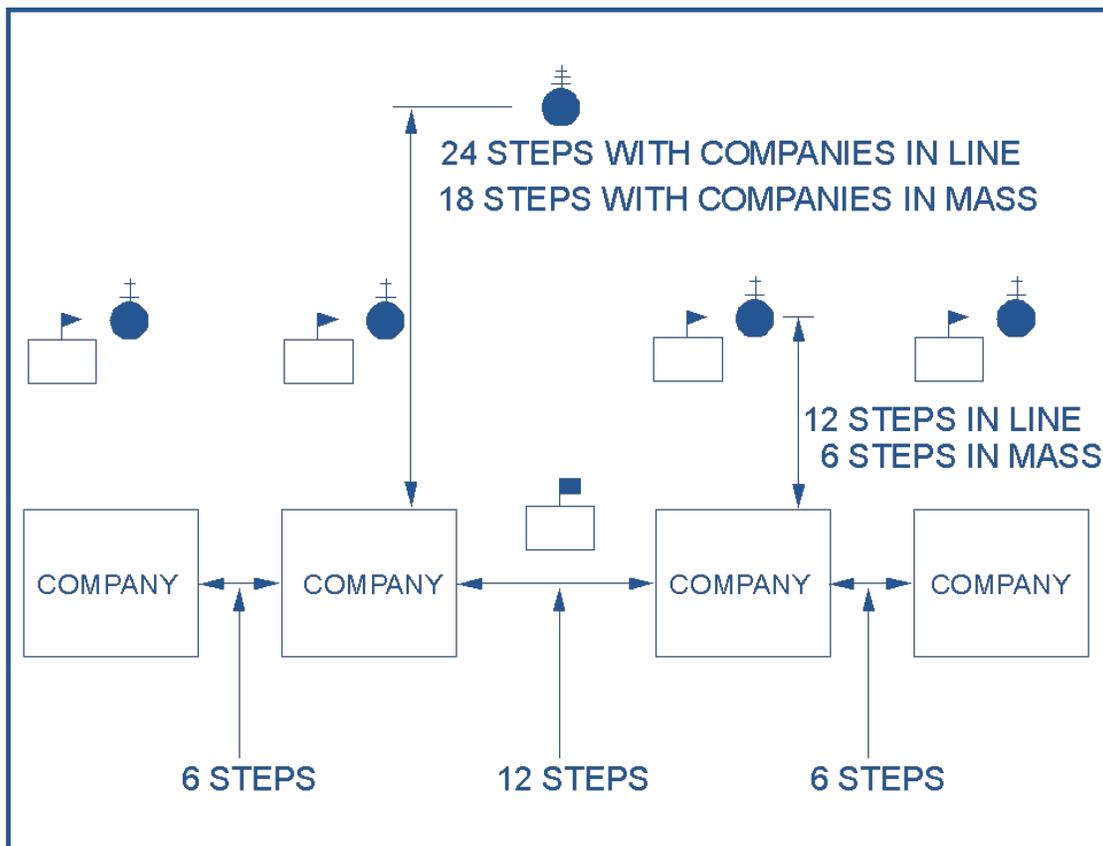
with platoon in line, or battalion in line with companies in column with platoons in line.

From those formations, the battalion may be positioned in a battalion in column with companies in column, companies in mass, or companies in column with platoons in line.

The battalion may be formed in line with companies and platoons in line, or battalion in line with companies in column with platoons in line.

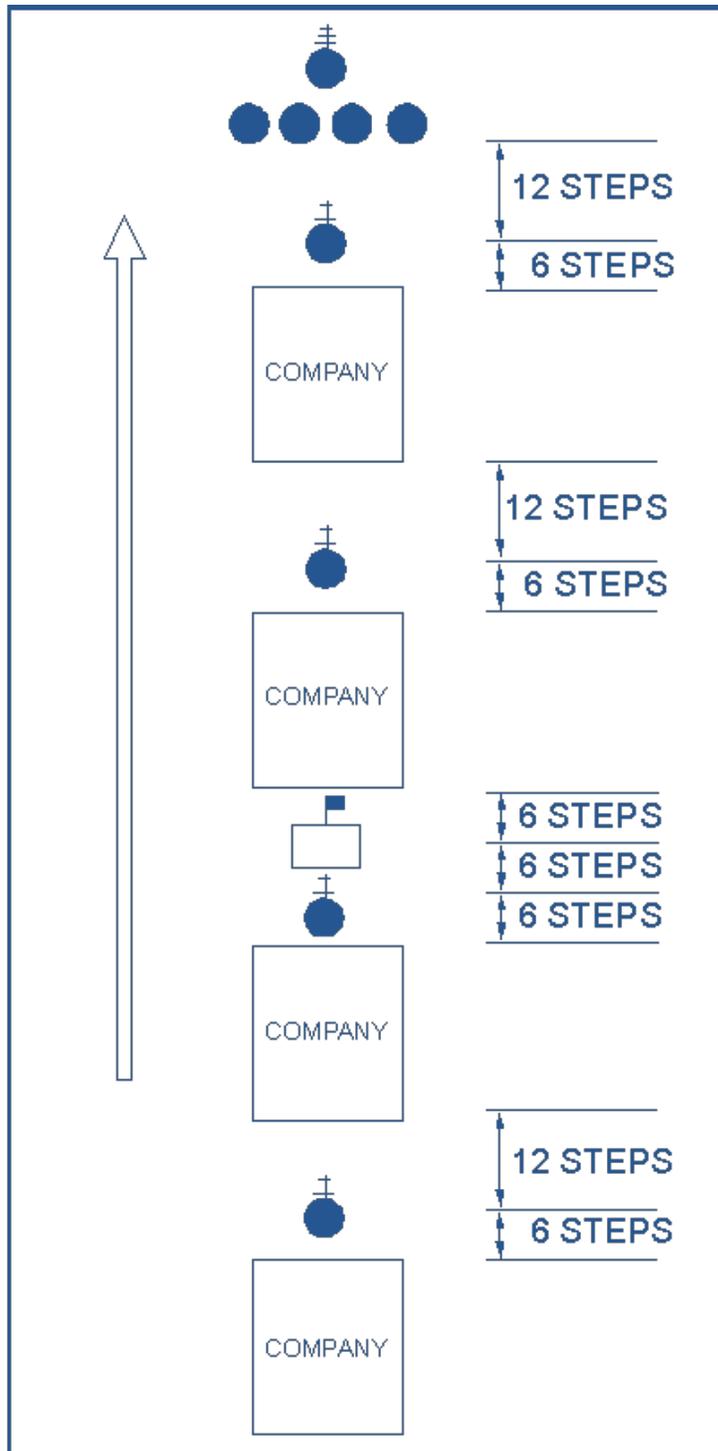


Courtesy of Army JROTC.



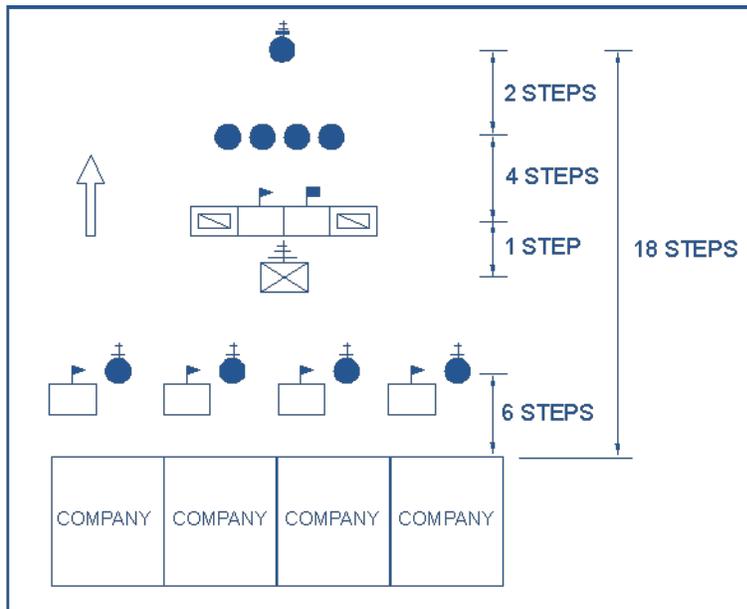
Battalion in column with companies in column or mass. Courtesy of Army JROTC.

From either of those formations, we can position the battalion as follows: in a battalion in column with companies in column, or companies in mass, or companies in column with platoons in line.



Battalion in line with companies in line or mass. Courtesy of Army JROTC.

When the battalion participates as a separate element of a larger formation, or space is limited, the battalion can form in a mass formation.



Battalion in mass formation. Courtesy of the Army JROTC.

Forming and Dismissing the Battalion

To facilitate the forming of a larger unit, the commander normally alerts the component units as to the desired formation, time, place, route, uniform, and the sequence in which the units will form. Unless the right guide's position at the formation site has been previously marked, the guides report to the site and receive instructions before the arrival of the troops.

The commissioned staff forms in one rank, at normal interval and centered on the commander. Staff members are normally arranged in their numerical order from right to left. When enlisted staff personnel form as part of the officer staff, they form two steps to the rear of their respective staff officer. The command sergeant major forms one step to the rear and centered on the Colors.

Forming the Battalion

The adjutant is responsible for the formation of troops. He takes a position at the right flank of the line on which the units are to form and faces down the line. He remains facing down the line until all units are formed and then marches to his post midway between the line of troops and the proposed position of the commander. As the battalion commander and his staff approach, the adjutant commands (directs) the units to attention, faces the commander, salutes, and reports, "Sir, the battalion is formed."

The battalion commander returns the salute and commands “post.” The adjutant marches forward, passes to the commander’s right, and takes his post as the right flank staff officer. The battalion commander then commands actions as desired.

Normally, the Colors are positioned at the center of the battalion when formed in line or column, and four steps to the rear of the staff when formed in mass.



Courtesy of Army JROTC

Dismissing the Battalion

To dismiss the battalion, the battalion commander directs “take charge of your units.” The company commanders and battalion commander exchange salutes. The battalion commander returns all salutes with one salute, and then dismisses the staff. In a battalion mass formation, the platoon leaders form as the first rank of cadets. The right flank platoon leader serves as the guide.



Courtesy of Army JROTC

Inspecting the Battalion

When inspecting the battalion, the adjutant forms the battalion in line with companies in line and platoons in line.

The adjutant forms the cadets, reports, and takes a position with the staff as previously described. After the adjutant joins the staff, the battalion commander directs “prepare for inspection.” Unit commanders face about and give the same directive. The platoon leaders prepare their platoons for inspection in the same manner as in company drill.

When all platoons in each company have completed open ranks and dress right, the company commanders face the battalion commander. When all company commanders are again facing the battalion commander, the battalion commander commands “at ease.”

Because of the time involved in inspecting a battalion, the battalion commander normally directs the staff to inspect the companies, while he or she inspects the Colors and makes a general inspection of the battalion.

As the battalion commander (or the designated staff officer) approaches a company, the company commander faces about, salutes, and reports “Sir, ___ company is prepared for inspection.” The inspecting officer then proceeds to the first platoon to be inspected. The company commander takes a position to the left of the inspecting officer.



Courtesy of Army JROTC

Conducting the Inspection

Conducting an in-ranks inspection of units in battalion drill involves the same procedures as in company drill. However, since we did not cover those procedures previously, the following information applies.

Forming for Inspection

The formation for inspecting personnel and equipment in ranks is company in line with platoons in line. With the company in a line formation, the company commander directs "prepare for inspection." Platoon leaders then face about, open ranks, and align the company. When all platoon leaders are facing the front, the company commander commands "at ease."

The company commander may direct the first sergeant and executive officer to accompany him or her during the inspection. If they do so, they take a position at normal interval (close interval if the company is at close interval) to the left of the company commander.

Inspecting the Cadets

During the inspection, the guidon bearer, officers, and noncommissioned officers who are not in ranks assume the position of attention as the inspecting officer approaches their positions. They resume the at ease position after being inspected (if armed, they do not execute inspection arms).

The company commander begins the inspection by stepping forward and inspecting the guidon bearer. The company commander then faces to the half left in marching and proceeds to the right of the line. While approaching the right flank platoon, the platoon leader commands, over the right shoulder, "platoon, attention." After the company commander halts directly in front of the platoon leader, the platoon leader salutes and reports, "Sir, the platoon is prepared for inspection." The company commander returns the salute and inspects the platoon leader.

The company commander then directs the platoon leader to lead him or her through the inspection, faces to the half left in marching, and halts directly in front of the squad leader of the first squad. As the company commander faces to the half left in marching, the platoon leader faces to the right in marching, inclines, and halts directly in front of the second cadet in the first squad and on line with and at normal interval (close interval) to the right of the company commander. The other platoon leaders execute the same actions as the company commander approaches their platoons.

As soon as the platoon leader and company commander have halted in front of the first two cadets, the platoon leader commands "second, third, and fourth squads, at ease." When moving from cadet to cadet during the inspection, the company commander and platoon leader (as well as the executive officer and first sergeant) simultaneously face to the right in marching, take two short steps (one step if the company is at close interval), halt, and face to the left.

After the company commander has inspected the last cadet in the front rank, the platoon leader hesitates momentarily and allows the company commander to walk in front while inspecting the front rank from the rear. As the company commander inspects the rear of each rank, the platoon leader commands the next squad to attention. Then, as they begin to inspect the next rank, the platoon leader commands the last rank inspected to stand at ease.

Normally, when inspecting the rear of each rank, the company commander conducts a walking inspection. As the commander inspects the rear of the last cadet in each rank, he or she turns and halts directly in front of the squad leader of the next rank. The platoon leader turns and halts directly in front of the second cadet. The executive officer and first sergeant march past (behind) the company commander and assume their positions to the left.

Inspection with Arms

As the company commander halts directly in front of, and facing, the individual being inspected, the individual executes inspection arms. If the company commander wants to inspect the individual's weapon, he or she will inspect it first, then the individual's uniform and appearance. As soon as the company commander grasps the weapon, the individual releases it and resumes the position of attention. When the company commander finishes inspecting the weapon, he or she returns it in the same manner as receiving it.

In the event the company commander does not inspect the weapon, the cadet remains at inspection arms until the company commander moves to, and is facing, the next cadet. Then, the previously inspected cadet executes ready, port arms, and order arms.

Completing the Company/Platoon Inspections

When the company commander finishes inspecting the platoon sergeant, the platoon leader commands the platoon to attention and overtakes the company commander **enroute** to the platoon. The platoon leader halts facing to the front (six steps in front and centered on the platoon) and exchanges salutes with the company commander. The company commander (executive officer and first sergeant) faces to the right in marching and moves to the next platoon.



Note: In the event a platoon has already been inspected, or it is still waiting to be inspected, and the battalion commander arrives, invite him or her to inspect the platoon.

As soon as the company commander clears the first platoon, the platoon leader faces about, commands "close ranks, march" and "at ease," then faces about and executes at ease. After the company commander completes the inspection of the last platoon, he or she returns to the post at the center of the company and commands the company to attention.

Completing the Battalion Inspection

When the battalion commander and staff officers have completed their inspections and are en route back to their posts, the company commanders bring their units to attention, close ranks, and at ease. When the battalion commander and staff reach the front of the formation, the inspection is complete.

Conclusion

Now that you have reviewed battalion formations and inspections, you can see how each echelon continues to build upon previously learned skills. These new skills will enable you to perform drill in larger units. Study and practice will make your drill performance outstanding.



Lesson Check-up

1. What is the correct procedure for forming the battalion for inspection?
2. What is the correct procedure for inspecting arms in ranks?
3. Distinguish among the purpose for forming, inspecting and dismissing a battalion.



Courtesy of Army JROTC

U2C6L1

Power Bases and Influence

Key Words:

Coercive Power

Defensive

Developmental

Expert Power

Legitimate Power

Referent Power

Relinquishing

Reward Power

What You Will Learn to Do

Outline a plan to build strong relationships with team members

Linked Core Abilities

- Take responsibility for your actions and choices
- Apply critical thinking techniques

Skills and Knowledge You Will Gain Along the Way

- Research the different types of power and influence
- Determine the appropriate application of power and influence
- Evaluate how individual and system power can be used to increase performance

Introduction

Leaders can often experience tremendous confusion as they exercise power and influence. If they provide too little influence, their followers may drift aimlessly. If they exert too much power, their followers may shut down. In this lesson you will learn about the bases of power available to leaders, and how to use them effectively. You will also learn about four different approaches to influencing.

Power is the capacity in which you can influence someone else to behave. The amount of power you hold over a person depends on the level of dependency that person has on you. The greater the dependency a person has on you, the greater the power you hold. Remember, you only have power if you have something that the other person wants. For example, your parents have power over you because you still live at home and are highly dependent on them for financial support. Once you graduate and get a job, the level of dependence significantly decreases.

Leadership focuses on the *attainment* of a goal.

Power does not need to have a goal, *just dependence*.

Leadership most often refers to a *downward influence* and power does not.

Power is focused on *gaining compliance*.

Courtesy of Army JROTC

Sources of Power

A leader can experience confusion and frustration when trying to gauge how and when to exert power. Leaders used to draw their power from the fact that they were the "boss." The followers were dependent on the leader for distribution of rewards and punishments; however, it has been learned that leading from the position of boss with these controls can yield average performance. To energize followers, leaders must grasp a broader understanding of and relationship to power. Five power bases from which power is yielded include coercive, reward, legitimate, expert and referent.

Coercive power is defined as a power that is yielded by fear — fear that negative results might occur if one does not comply. Fear is generated from the belief that someone might inflict pain, restrict movement or withhold basic needs.



Courtesy of Army JROTC

Reward power is seen when people comply with the wishes of another because they may be given something of value in return.

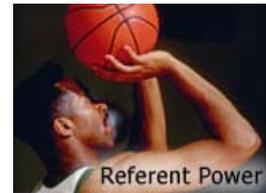
Legitimate power is given to the person in the position within the hierarchy. Positions of authority can use both coercive and reward power. Most often, because of the position they hold, when they speak, the followers listen and comply.



Courtesy of Army JROTC

Expert power comes from the result of specific expertise, knowledge or special skills. Those who exert expert power are seen as the expert in the field (such as technology, medicine, politics, and religion) and their advice is sought after and followed.

Referent power is based on admiration. This power is used often in the advertising world. Professional bicyclist Lance Armstrong is admired by the world and can influence what people buy through his endorsement of the product. The product is purchased in hopes to be seen more like him.



Courtesy of Army JROTC

Understanding Influence

Influence can be thought of as power in action. It is difficult to know how much influence to exert with followers and in teams. The challenge is to know when and how to exercise more or less influence on the follower or the team. Four types of influence available to the leader are: controlling, relinquishing, developing, and defensive.

Controlling is a one-way approach. It involves exerting pressure, using authority or attempting to persuade someone to doing something the way you feel it should be done.

It is best to use this approach when you have all or most of the facts, experience, or knowledge related to the problem at hand; there is an emergency situation or speed is important; the resistance to a course of action is low, and/or the need to develop collective commitment and understanding is low.

Even if you have all the facts, unless others recognize your expertise (expert power), they will resist the controlling approach. There are a few situations where any one person has all the facts or knowledge related to the problem. And finally, this method is less effective when there are expectations of employee involvement.

Relinquishing Approach

Relinquishing is also a one-way approach and it involves giving up influence and reducing one's contribution or role in the situation. The leader may accommodate or comply with the wishes of others. This one-way approach puts others in the influencing position.

It is best to use this approach when the team has most of the facts and experience related to the problem; the problem is highly personal and not work-related; and/or the team is highly motivated and can learn from the experience.

Be careful that you are not using the relinquishing approach to avoid "rocking the boat." Sometimes discussions are hard and people are not always happy. Don't use this approach to avoid dealing with the issue. If you have been controlling and feel the need for change, don't run all the way to this point to compensate from previous behavior.

Developmental Approach

The **developmental** approach is a two-way or mutual approach. It involves sharing opinions or facts. This approach is used most often when there is a need for consensus.

This approach is best used when the individuals involved do not have all the experience and knowledge about the situation; collective commitment is important; there is resistance or a difference of opinion; and/or new ideas are needed.

NOTE: The developmental approach takes more time and energy on the part of everyone. Some may feel this is a rather soft approach and may be uncomfortable with it. It is important that you have strong communication and listening skills.

Defensive Approach

The **defensive** approach occurs when the person withdraws from the situation. This withdrawal can be seen visibly by someone leaving the room, or invisibly, by tuning people out. The person in this behavior cannot be influenced or influence others.

This approach is best used when there is insufficient information to explore the issue any further, and/or there is a legal, moral, or ethical consideration that prevents discussion of the issue. But patience is important here. Don't continue to push and if withdrawal occurs, be willing to come back at another time to better understanding of the situation.

Different situations require you to select the appropriate approach; used appropriately, each approach can be effective. Effective two-way communications and a win/win attitude about conflict are key ingredients to the developmental approach and most often the benefits of the developmental approach outweighs the others. When in the developmental approach process there is a great amount of give-and-take of information, ideas, and opinions between the leader and the follower or the team. If disagreement exists, instead of saying you don't agree, explore the reasons behind the idea. You could ask, "Why do you think that is important? What would happen if we did that?" The assumption that one person is right or wrong is set aside and all ideas are considered. There is a desire to hear what is being said. Clearly this is not the type of influence you are most likely familiar with. You might be more used to the controlling (being told what to do) or the relinquishing (withdrawing from the discussion). You might also be used to how those two approaches feel to you; after you experience the developmental approach, either the leader or the follower, you will want to lead or follow that path again.

Making Sense of Power

As a leader in an organization you will often feel caught between the needs of your organization and the needs of your team for they are not always the same. The beginning of this lesson defined power as "the capacity to influence people," and you learned about where power comes from and different approaches to influencing others. You can broaden this definition and its application. An expanded definition of power can be "the capacity to influence the larger system to survive and adapt." It is important that you know how to use the power and influence you have in your organizational role as well as the role of team/unit leader. You will have information from different parts of the organization and can see the total picture more clearly than either the team or the organization. It is your responsibility to facilitate integration of both viewpoints.

Leaders can serve an integrating function by moving back and forth between working with their teams and working with other team leaders in the organization. When you are with your team you are working independently from other team leaders. You will use your influencing skills within your team. You will focus on what is working, what the team needs, and what difficulties the team is experiencing. When you are meeting with other team leaders, however, there is a sharing of what they have heard while working with their own teams.

The potential knowledge pool for team leaders is substantial. Team leaders create a forum for sharing information with each other and affecting the organization as a whole. Often this is known as gaining "critical mass."

Conclusion

In this lesson you learned about the bases of power available to leaders and how to use them effectively. You also learned about four different approaches to influencing people.



Lesson Check-up

1. Compare and contrast relinquishing and developing influence.
2. What is the difference between leadership and power?
3. What is the main downside to controlling influence?



Courtesy of Army JROTC

U2C6L2

Styles of Leadership

Key Words:

Delegating

Directing

Leadership Style

Participating

What You Will Learn to Do

Assess personal leadership style

Linked Core Abilities

Take responsibility for your actions and choices

Skills and Knowledge You Will Gain Along the Way

- Describe different styles of leadership
- Evaluate which leadership styles are best suited for different situations
- Determine ways to improve management skills

Introduction

In order to command respect and obedience as a leader, you must be prepared to lead. Since your actions and attitudes set the example for others to follow, you must also be ready for any situation. Therefore, how you lead — or your style of leadership — can mean the difference between success or failure of a mission. In this lesson, we will introduce you to three basic leadership styles: directing, participating and delegating. You will have the opportunity to develop a style that works for you as you progress in rank in Army JROTC.

Leadership Styles

Leadership styles are the pattern of behaviors that one uses to influence others. You can influence others in many different ways. Those patterns will be perceived by others as your **leadership style**.

Earlier we discussed autocratic and democratic styles of leadership and sources of leadership behavior. Autocratic leaders use positional power and direct authority to influence others, and democratic leaders use personal power and involve their followers in decision-making and problem solving processes. These two styles were described using a continuum with autocratic on one end, and democratic on the other. This implied your style was either one or the other.

When we discussed the historical perspective of leadership in Leadership Reshuffled, we learned that leadership styles do not have to be an either/or set of behaviors. Rather, we learned a leader's situation impacts his/her choice of behaviors.

Think of your classmates, who are leaders, such as the student body president, cadet battalion commander, and group project leaders. These individuals have certain responsibilities in order to accomplish their goals. The manner in which they carry out those responsibilities, and the way they interact with others, is their style of leadership. The three basic leadership styles are **directing**, **participating**, and **delegating**.

Directing

Leaders who use the directing leadership style tell team members what objective they want accomplished, how and where it will be accomplished, and when it must be accomplished. Then, they supervise their team closely to ensure members follow their directions precisely.

The directing leadership style is clearly appropriate when:

- A leader is faced with little time to complete a mission, and when he/she is the only person who knows what must be done and how to do it.
- A leader must lead people who lack experience at a certain task.

Normally, most followers don't resent such close supervision because you, the leader, provides needed information about exactly how to accomplish the mission.



Courtesy of Army JROTC

Sometimes people think that leaders use directing style when they yell, scream, threaten, or intimidate followers. But yelling is not part of the directing style. Rather, this is an example of an abusive, unprofessional way to treat people. Do not confuse emotion or anger with styles of leadership.

Participating Style

Leaders use the participating style when they consult with, obtain advice from, or ask the opinions of one or more followers before making a decision. While leaders may ask for such information and recommendations, ultimately the leaders are still the people who make and are responsible for final decisions.

The participating style works well for leaders of fairly competent followers who support their leaders' goals. By allowing team members to participate, leaders contribute to a powerful team-building process. If everyone has a part in developing the final plan, confidence and support increase.



Courtesy of Army JROTC

Remember, don't think that obtaining good advice from a teammate, or using another member's plan or idea, is a sign of weakness on your part. It is a sign of strength that your followers will respect. However, you are responsible for the quality of your plans and decisions. If you believe that your follower's idea is not a good one, you must reject it and do what you believe is right, regardless of pressure to do otherwise.



Courtesy of Army JROTC

Delegating Style

Among all leadership styles, the delegating style is most efficient, because it requires the least amount of your time and energy to interact, direct, and communicate with your

team members. Leaders use the delegating style when they delegate problem-solving and decision-making authority to a teammate or a group of followers.

The delegating style is appropriate when:

- Dealing with mature followers who support your goals and are competent and motivated to perform the delegated task
- Certain key team members are able to analyze a problem or situation, determine what needs to be done, and do it

Please remember, however, that you are still responsible for the results of their actions and decisions!

Flexibility of Style

Keep in mind that no one style is superior to another. This is because what works in one situation may not work in another. It's up to you to develop the flexibility to use all three styles – choosing the style that best meets the situation and team needs. Depending on the situation, you may want to use all three styles or different styles:

- With different followers or in different situations
- When you receive a new project or new personnel, or when your supervisor changes
- When and if your team's competence, motivation, or commitment changes

Situational Leadership Model

Ken Blanchard and his colleagues built upon existing research and continued discussions with successful leaders on how the follower affected leadership behaviors. They developed the Situational Leadership Model from their research. This model identifies four leadership styles, or sets of behaviors, and four developmental levels of followers. It also illustrates the relationship between leadership style and the developmental level of followers.

The leadership styles in this model are based on the leader providing either directive or supportive behaviors.

Directive behavior is defined as the level of structure, control and supervision provided by the leader to a follower.

Supportive behavior is defined as the level of praise, listening and facilitating provided by the leader to a follower.

Situational Leadership Model



Courtesy of Army JROTC

These styles also vary in three ways:

- By the amount of direction provided
- By the amount of encouragement and support provided
- By the amount of involvement the follower has in decision-making.

The four directive styles are known as:

- Style 1 Directing
- Style 2 Coaching
- Style 3 Supporting
- Style 4 Delegating

They are very similar to the three styles discussed earlier.

Style 1: Directing

Leaders who use Style 1 – directing – are more directive and less supportive. The follower will be told what, how, when, and where to do the task. There is little to no involvement from the follower in decision-making. Communication is one-way.

Style 2: Coaching

Leaders who use Style 2 – coaching – provide equal amounts of directive and supportive behaviors. Here the leader will provide lots of direction, but will ask the follower for ideas and suggestions. A two-way communication style exists. However, the leader is still in control of the decisions.

Style 3: Supporting

Leaders who use Style 3 – supporting – are highly supportive and less directive. While using this style, the leader allows the follower to take control of the day-to-day decisions. The leader’s job is to listen to team members and facilitate the problem-solving process. The decision-making process begins to shift from the leader to the follower.

Style 4: Delegating

Leaders who use Style 4 – delegating – use a low-level of supportive and directive behaviors. Here, the leader behaviors change to allowing the follower to make the decisions on how to solve an agreed upon situation or task.

The most effective leader matches his/her behaviors to the situation and the follower. The amount of decision making and involvement the leader allows the follower depends on the situation or the task (have they ever been in this situation before or done this task before), and the level of confidence and competence (how sure of and how skilled in performing the task), the follower possesses.



Courtesy of Army JROTC

Relationship Behavior

Use the vertical Relational Behavior bar to determine how much support your follower needs in order to accomplish a task.

The lower end of the bar indicates that your follower is “willing to do the job,” and if not, then move up the bar to the higher rating.

Determine the Relationship Behavior of your follower. Is he or she “willing to do the job?” If so, then the leadership style that you might consider using with this person is

Style 4 – delegating. It means he/she is ready to work with you, follow an agreed upon problem solving process and make decisions.

Task Behavior

This horizontal bar on the chart above shows the task behavior, which indicates the amount of guidance your follower requires.

The low side indicates that your follower is able to do the job. The high side indicates that your follower is unable to do the job.

Determine the Task Behavior of your follower. Is he or she “able” to do the job? If so, then consider Leadership Style 1 – directing where you will tell your follower exactly what to do.

Use this model to determine how to interact and lead a follower more effectively.

As you progress through the JROTC program, you will be asked to take a leadership role in the Leadership Lab where you can practice directing, coaching, supporting and delegating roles with new cadets. You will also be involved in community service projects that will allow you to practice the leadership styles. These assignments will be made based on your performance and developmental level. You will be very competent at drilling tasks, however, this may be the first time you will experience a leadership role. You will be energetic and motivated because you know how to drill. However, the task of leading others in drill is new to you and you will need direction from your instructor so you can build your competence and commitment through the process. As you become better skilled in matching leadership style to developmental level, your instructor will begin to coach, support, and finally, delegate the role of leadership to you.

When in a leadership position, you must assess your team’s capability to perform its mission, and then develop a plan that accomplishes it. You should use the style that your experience tells you is most appropriate after you have assessed the team’s level of competence, motivation, and commitment to accomplish its mission.

A good rule of thumb is to be flexible in your thinking. Approach each leadership situation as an opportunity to improve your leadership potential, ability and style.

Conclusion

As you have learned, leadership styles are the pattern of behaviors that one uses to influence others. You now know you can influence others in many different ways. Those patterns are perceived by others as your leadership style.



Lesson Check-up

1. Compare the strengths of the three leadership styles presented.
2. Which style best describes you as a leader. Why?
3. How does a follower's behavior impact leadership style?
4. Describe the role that the follower's relationship behavior and task behavior have on a leadership situation.



Courtesy of Army JROTC

U2C6L3

Management Skills

Key Words:

Management

Mandatory

Procrastinate

Resources

Visualize

What You Will Learn to Do

Assess personal management skills

Linked Core Abilities

- Take responsibility for your actions and choices
- Apply critical thinking techniques

Skills and Knowledge You Will Gain Along the Way

- Identify five management principles
- Compare management skills and leadership skills

Introduction

Good management is an essential tool of leaders in the performance of their duties and responsibilities. The skillful execution of basic management principles by leaders is seldom an accident. It is normally the result of clear purpose, earnest effort, and intelligent direction. In this lesson, we will define management, compare management leadership, and introduce the five basic management principles – planning, organizing, coordinating, directing, and controlling.

Good management is the sound use of the available means, or **resources**, to accomplish a task. It requires careful planning by a leader to employ those resources to achieve the desired results. Since it is rare for leaders to have everything they need or want, they must strive to succeed with what they have. As you will see, the principles of management apply broadly to many leadership situations.

Management Defined

Management is the process of planning, organizing, coordinating, directing, and controlling resources, including people, material, time, and money, to accomplish a mission. But remember, the presence of these resources does not guarantee success or mission accomplishment. How well a leader uses these resources is more important than the fact that the resources are available.

Of the resources available to a leader, people, or manpower, are most important. People are the most important resource because they can coordinate time, material and money. That's why people are considered the foundational resource. Leaders can control and/or influence people – the most vital resource – by applying appropriate leadership principles. We can divide the five management principles into two stages:

Stage 1: Preparation

During the preparation stage, a leader must plan, organize, and coordinate.

Stage 2: Execution

During the execution stage, a leader must direct and control. The execution stage cannot begin until after the leader has made plans, developed the necessary organization to accomplish those plans, and completed all required coordination.

Planning

Planning is the basis for problem-solving and decision-making processes. There are two processes to planning. Because leaders spend many hours planning the activities of their organization, they must consider the activities' objectives and how those objectives will be accomplished.

When planning, leaders must **visualize**, examine, consider, realize, and reflect on the factors involved in accomplishing the mission. Planning is not an easy process. To help, there are four basic steps involved in effective planning.



Four Steps to Planning

Step 1: Define the objective

Leaders determine the tasks and conditions necessary to complete the objective. Timing is very important and leaders must ensure that their team members can do all tasks within the specified time frame.

Step 2: Study the situation

Step 3: List and examine the leader's possible courses of action

Step 4: Select the course of action that will achieve the objective

While there are four steps to effective planning, there are also four factors that leaders must consider during the planning process in order to make and implement plans.

Four Factors of the Planning Process

Factor 1: Time

Leaders must consider time as they plan events, meet deadlines, and set goals. Then, they 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.

Factor 2: Effort

Leaders must exert effort to get things done. After all, leaders can't expect good results if they don't work to put their plans into action. Successful leaders are energetic, and work hard to accomplish goals. You should exercise similar effort.

Factor 3: Patience

A leader must have patience. No doubt it can be difficult to be patient when challenges arise. To solve a difficult situation, remember to reexamine the facts, coordinate or collaborate with people who may be helpful, and readjust the plan, if necessary. Most important, don't give up. Exercise patience and maturity while the designated people carry out the plan.

Factor 4: Objective Attitude

By displaying an objective attitude, you have the ability to see and consider the different sides of an issue or situation. To be objective, means you can be flexible, listen to opposing points of view, make compromises, or make changes when necessary. Your objective attitude will impact the time, effort, and patience you are willing to exert to ensure mission accomplishment.

Finally, leaders must plan or estimate the number of people (or man hours) needed to effectively accomplish an objective. Before selecting these people, or defining specific tasks (done under organizing), leaders must consider the requirements of the objective against the capabilities of their team members.

Organizing

Organizing is the process of creating the conditions necessary to effectively execute your plans. It involves systematically defining the tasks and arranging resources according to the achievement of your objective. There are five factors involved in organizing:

Five Factors of Organizing

Factor 1: Determine/fine-tune each task

Identify all the tasks and subtasks needed for the team to accomplish the objective. Be specific. Develop detailed lists of tasks and set measurable standards for each task/subtask.

Factor 2: Select personnel

Once you have a detailed list of tasks and subtasks, assign people to carry them out. You should base your assignments on what each task/subtask requires and the capabilities of your team members.

Factor 3: Develop a working structure

With a completed list of tasks, including the people assigned to do them, you are ready to organize the list sequentially. Determine which tasks must be performed by your team first, second, third and fourth ... Then, set priorities because you and your teammates cannot do everything at once.

Factor 4: Set priorities

Organize a to-do list in terms of priority for each task and subtask. This is important because some tasks are more important than others, and some must be completed before others can be started. You can establish priority tasks by using categories, such as priority A, priority B, priority C, for each to-do list task. Accomplish the A priorities first, then go on to the Bs and Cs ...

Remember to allow sufficient time for each team member to do their tasks well. Not doing so can result in half-completed, or “slipshod” work. Finally, develop a system for checking each other and ensuring team members accomplish tasks according to set standards and time limits.

Five Factors of Organizing *(continued)*

Commonly people spend too much time on unimportant tasks, which is a fault. Another fault is the tendency to **procrastinate**, or to put things off that need to be done. Do you ever put off studying for an exam until the last minute? That's procrastination. When you set priorities, know which tasks are **mandatory**, and which tasks are not.

Factor 5. Allocate resources

In the final step of the organizing process, ensure you have identified the required resources necessary to complete the objective. Set aside all available resources, and plan for obtaining resources that are not currently available.

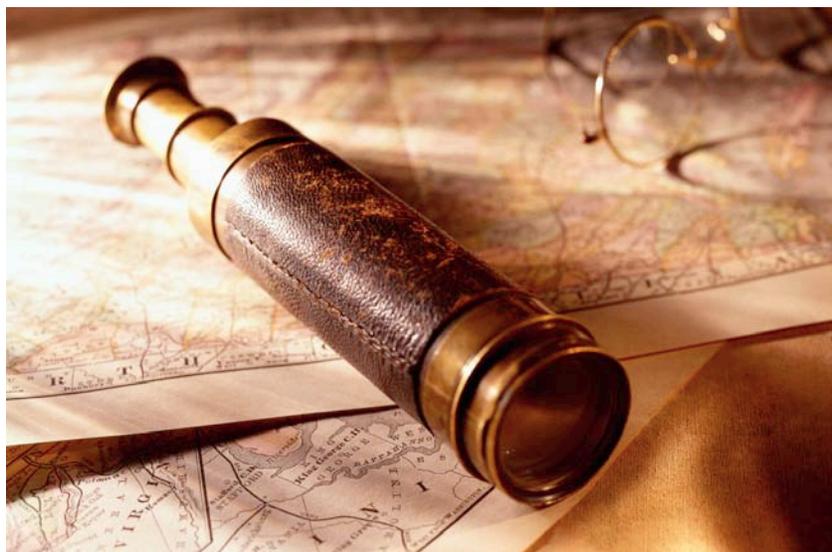
Coordinating

Coordination is the active process of keeping in constant contact with everyone involved to ensure the successful accomplishment of the objective. Coordination is an essential part of the planning process. Plans that are not properly coordinated cannot be properly directed, controlled or accomplished!

Through coordination, leaders secure the cooperation of people not under their direct control. A key to effective coordination is the use of friendly persuasion and mutual cooperation. A good rule of thumb to follow is to coordinate with everyone you think might be involved somehow, or at some point, in completing the objective.

Directing

Directing is the active process by which a leader issues instructions to achieve a predetermined objective. The leader uses two common methods of directing, either written or verbal direction. Be sure to include all the necessary details and information in your directions. When you are in an office environment, many supervisors may decide to direct through the written word by passing out memos. After you have communicated every person's expectations – either verbally or through written correspondence – you supervise them to ensure your rules and expectations are followed



and carried out. There are four basic types of directing used by leaders, including:

1. Demand:

A demand is a straightforward statement that tells people what must be done, who must do it, and when it must be done. For example, you might tell office employees that smoking is not permitted in the building.

2. Request:

A request is a milder, more tactful approach to reaching the objective. Moreover, the results are usually the same if you request, rather than demand, specific behavior. Using the above example, you might ask your employees to please smoke only in designated areas.

3. Suggest:

This direction type is used only when a suggestion is strong enough to get the job done. A suggestion relies on the manners and good taste of those to whom you make the suggestion. Here the leader suggests what should be done, but does not say, when, or how, or by whom. You may suggest to employees that smoking is harmful to their health and that they should consider stopping.

4. Volunteer:

Leaders rarely use this method except when they want to get someone to do something that they cannot require them to do. By volunteering, a person offers assistance. Using the example above, you may ask employees who spend a lot of time during the day taking “smoke breaks” to use a smoking alternative.

Controlling

Leaders control when they compare the tasks performed by team members to the tasks directed and planned for the team during the project. Remember, you have direct control over the managerial actions of your teammates.

Then, based on your team’s progress, your options may include proceeding with the way the plan is progressing, modifying the plan and continuing with it, or stopping the action and starting over again. As the leader, it is your responsibility to ensure that the objective is met within required standards and according to established deadlines. Controlling is continuous until you complete the task.

Management Versus Leadership

Leadership deals with the personal relationship of one person to another. It is the way a leader influences subordinates to accomplish the mission.

Management, then, is a set of activities or behaviors performed by those in senior positions to obtain,



direct, or allocate resources to accomplish goals and tasks. A good leader will think and plan in a rational manner in order to efficiently utilize the talents and skills of the individuals that make up the team.

How do leadership and management relate? You must realize that although they are separate processes, you will almost never use them separately. At lower levels, you lead through face-to-face dealings with your people. You are still a manager, but higher levels of authority in the chain of command control most of the physical resources.

For example, squad leaders devote most of their efforts toward managing materials and time. As leaders move up the chain of command, the size of their unit increases, but their direct influence on the actions of the unit lessens. For example, it is difficult for battalion commanders to personally influence all the men and women in their units. However, by working through staff and subordinate leaders, they can influence their units to accomplish the mission. They use leadership to deal with and influence subordinate leaders. In this way, battalion commanders will get things done through the actions of subordinate leaders.

As leaders get promotions, they control more resources. Instead of just leading a group, they may gain responsibility for the overall operation of the organization. For example, if you were the assistant manager at a fast food restaurant, you would be behind the counter with your kitchen crew making sure they were performing their jobs correctly, and in a responsible manner. If you were promoted to manager, you would not have as much face-to-face contact with the kitchen crew. Instead, you would be more concerned with putting together work schedules, hiring employees, and ordering food supplies and equipment. You would then check with your assistant manager to make sure the employees were doing their jobs.

Time Management

In the reality of life, time is one of your most valuable resources. As a leader, you must learn to use time wisely and to your best advantage.

We can all benefit from timesaving techniques that make us more efficient managers of time. The following list addresses various timesaving techniques. Keep these techniques in mind and try to incorporate as many of them as you can in your everyday life. By following these tips, you will become a more effective time manager and a better leader.

Time Saving Techniques

1. First and foremost, goal setting is the key to success. We covered the key points and importance of goal setting earlier. Try posting notes around your area to remind you of your goals.



2. Learn to set priorities. Once you set your goals, determine your priorities. Learn to do first things first.
3. Identify your attention span and schedule and perform work accordingly.
4. Thoroughly plan your work. In planning, learn to delegate authority. This will help you not waste time and effort.
5. Make use of your spare time.
6. Learn to say no to yourself and others.
7. Examine old habits that may prevent efficiency.
8. Do not strive for absolute perfection.
9. Learn to outline.
10. Use a desktop or pocket diary.
11. Use a file system.
12. Set time limits on meetings.

Also, as a leader, be aware of “time wasters.” Create an effective time management environment within your team! You and your team members should learn to avoid the following time management pitfalls:

Time Wasters		
Lack of organization	Lack of priorities	Lack of delegation
Unclear objectives	No plan available, and no, or little time spent planning	No coordination
No teamwork	Procrastination	Lack of self-discipline
Lack of feedback	Interruptions	

Conclusion

Becoming a leader means learning to manage your resources — people, money, material, and time — to their fullest extent. You must also continue to search for more effective ways of improving your management techniques. Whether you use the principles of management in your everyday life, or as a member of the JROTC program, use them to your best advantage.

People with authority have the responsibility of leading and managing. In order to succeed, they must exercise leadership when dealing with subordinates, while simultaneously, properly managing the resources of their organization.



Lesson Check-up

1. Describe how planning, organizing, coordinating, directing and controlling impact management.
2. Distinguish between management and leadership.
3. Describe how time management impacts overall management of others and self.



Courtesy of Army JROTC

U3C12L1

Preparing to Teach

Key Words:

Competency

Condition

Criteria

Learning Objective

Lesson Plans

Measurable

Observable

Performance
Standards

Prerequisite

Training Aids

What You Will Learn to Do

Prepare to teach others

Linked Core Abilities

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

Skills and Knowledge You Will Gain Along the Way

- Describe five critical elements you need to consider in preparing to teach
- Write effective learning outcomes
- Create at least six tips for planning a lesson

Introduction

Being an instructor, or an assistant instructor, will be a challenging experience for you. It is for anyone, even experienced teachers. Instructing may also be a little frightening.

In this lesson, you will be introduced to five critical elements that you need to consider while preparing to teach. The five critical elements are listed below:

- Motivation
- Know your material
- Learning outcomes
- Training aids
- Lesson plan

Motivation

In order to properly teach a class, you must be motivated. Motivation is a drive that comes from within yourself. When you get excited about doing something, you will discover that you have the necessary motivation to do that task well. However, the opposite is also true. If you do not get excited about the task, you will lack the necessary motivation and drive to perform the task successfully. In teaching, it isn't enough to just do an okay or a satisfactory job. The students in your class deserve the best instruction and instructors to guarantee a solid education. Therefore, when your instructors give you the opportunity to become a student instructor, consider it a challenging and exciting opportunity.

Learning Outcomes

As a student instructor, your primary responsibility is to help students achieve the learning outcomes for the lesson your instructor has assigned you to teach. The learning outcomes for a lesson describe what students should know and be able to do when they successfully complete the lesson.

Each JROTC lesson also includes performance standards that describe how students and the instructor will know when they are succeeding; learning activities that explain how students will achieve the learning outcomes; and assessment activities that describe how students will demonstrate their learning.

Each lesson will target a single **competency**, which is the major skill or attitude that students must master following a learning experience. Each competency will have a set of **learning objectives**. Similar to competencies, learning objectives are supporting

skills, knowledge, or attitudes that students will need to learn as they work toward achievement of the competency. Your learning objectives will set the stage for “what” you will plan to teach.

Example

Competency	Apply mediation techniques to resolve conflict
Learning Objectives	<ul style="list-style-type: none"> A. Differentiate between arbitration and mediation B. Describe the role of a mediator and the qualities required to fulfill that roll C. Establish ground rules for the mediation process D. Facilitate the steps in the mediation process E. Adapt active listening skills to the mediation process F. Define key words: arbitration, empathy, mediation, facilitate

All learning outcomes must be realistic, attainable, **observable** and **measurable**. Throughout the learning experience, you will demonstrate what you learn. This “practice” leads to the performance outlined in the competency statement. Each lesson then ends with a product or process assessment that relates to the competency, and is outlined in detail within the performance assessment task, bringing a learning experience full circle.

When learning outcomes are clearly stated upfront in the learning experience, students know what is expected of them and what it is they are working toward. At the end of a lesson there is an observable process or measurable product that shows whether or not the student achieved the stated competency in the initial competency statement.

Writing Competency and Learning Objective Statements

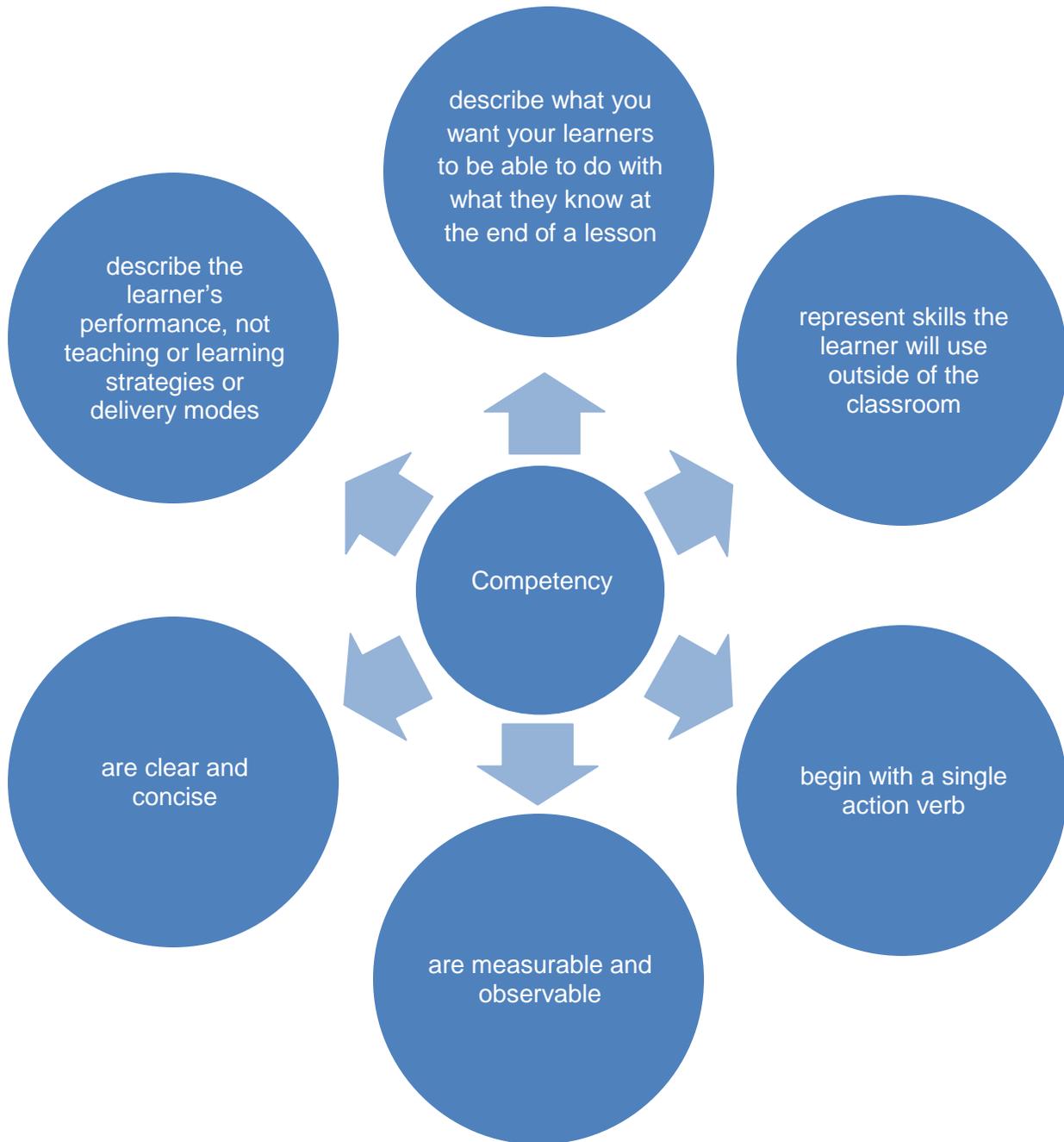
Both competencies and learning objectives begin with one measurable action verb. Action verbs require students to do something like: create a product, make a decision, solve a problem, or perform a task. Verbs such as “understand,” “learn,” and “know” are not action verbs, and therefore, should not be used in a competency or learning objective statement.

Sample Action Verb List

act	discuss	predict
answer	distinguish	prepare
apply	estimate	produce
arrange	explain	rate
build	give examples of	record
calculate	identify	report
change	illustrate	reply
choose	join	restate
classify	judge	revise
compare	justify	schedule
compete	list	select
compose	match	show
compute	measure	solve
contrast	modify	state
create	name	summarize
define	organize	use
demonstrate	outline	verify
describe	perform	write/rewrite

Competencies

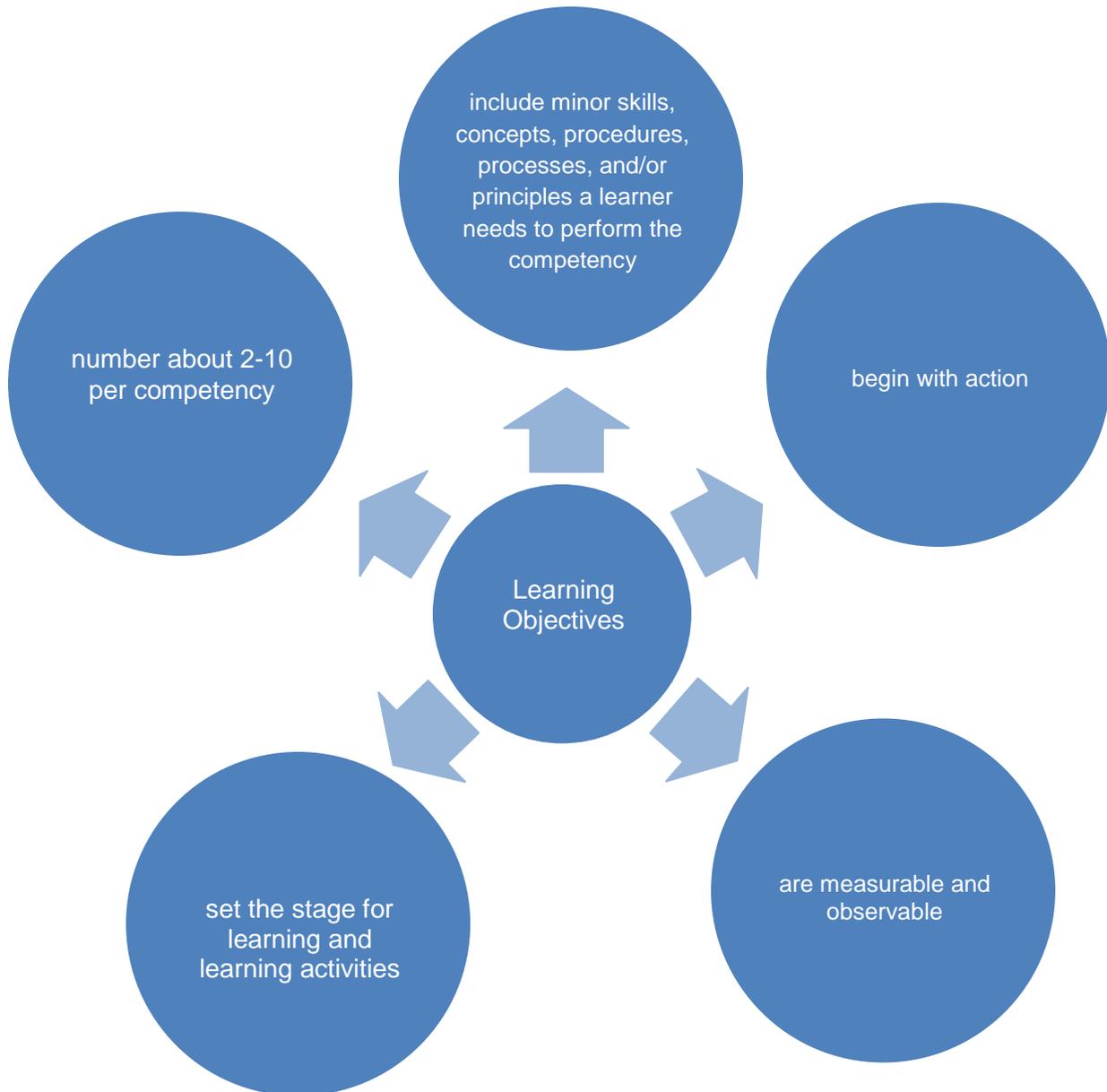
The illustration below outlines the **criteria** for a well-developed competency statement. Examine existing JROTC student learning plans and instructor lesson plans to see how the criteria are met.



Courtesy of WIDS

Learning Objectives

Learning objectives are written much like competencies, but keep in mind that they are “benchmark” statements and tell students what they will be learning about in the learning experience. They outline the concepts, principles, facts, processes, and procedures students need to learn in support of the competency.



Courtesy of WIDS

Note: Remember that the goal of a JROTC learning experience is not to “test” knowledge, but to “measure or observe” performances—skills needed for life and learning in the 21st century.

Performance Standards

Performance standards support the lesson competency and describe what a learner will do to demonstrate that he/she is competent and ready to move on to a new lesson or learning experience. It could be through a measurable product like a paper, portfolio, artifact, or through observable processes like presentations, speeches or debates.

Performance Standards consist of two parts:

- Conditions
- Criteria

Performance **conditions** describe clearly and completely the circumstances under which the competency is to be performed. If the competency statement is “prepare to teach others,” then the condition statement would point to an assessment of that particular competency.

Review the competency and performance condition in the sample learning plan below:

 What you will learn to do:
(Competency)

Prepare to teach

Linked Core Ability

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

 How will you know when you are succeeding:

You will show that you have learned the target knowledge and skills:

- by preparing a “Teaching Tips” list and writing learning outcomes (competencies and learning objectives) for a lesson of your choice

Courtesy of WIDS

Performance criteria illustrate how a task is measured and observed. In other words, it answers the question “how good is good enough?” Students don’t want to guess at what they are expected to demonstrate or do. Performance standard criteria help to set those quantitative or qualitative standards.

Quantitative standards use numbers to measure performance. By using quantitative measurements, you can evaluate how well students performed the task. Indicated below are five aspects of performance for which we can use quantitative standards.

1. **Accuracy**

If an evaluator measures performance with a measuring tool, the standard must state how close to perfection a person must perform the task; for example, “stretching across the baseline 4.5 inches.”

2. **Quantity**

If an evaluator measures performance in units of measure (such as the number of items, yards, pounds, dollars, miles, or rounds), the standard must indicate a quantity to the closest unit; for example, “to within 100 meters.”

3. **Time**

If time is an important factor in performing the task, the standard must state a specified time requirement; for example, “within 9 seconds after hearing the alarm.”

4. **Rate**

Rate is a quantity over a set period of time. For tasks where rates are important, the standard must specify the rate; for example, “20 units per day.”

5. **Completeness**

Under conditions or situations where the performance does not require a specific measurement, the standard must show a general degree of completeness.

Examples of this standard include, “with all steps performed;” “all pieces must be assembled in the correct relationship;” “all key personnel must be notified.”

Qualitative standards do not use numbers to measure performance unless there is some type of rating system. Otherwise, they require the evaluator to make a judgment. An example of a qualitative standard is “adjust the carburetor until the engine runs at its smoothest point.” If you must use a qualitative standard, avoid vague words such as “effective,” “acceptable,” “proper,” “correct,” and “average.”

Remember, develop standard statements that are realistic, attainable, observable, and measurable. Learning objectives guide the instructor and the class through each lesson. Properly written learning objectives emphasize what the instructor should teach and what the class members should learn.

Training Aids

Training aids are materials that help you teach. In fact, any item that enhances the quality of your instruction, and helps you display instructional material, is a training aid. Types of training aids include, computers, software materials, classroom white boards and electronic white boards, written materials, audience response systems, and visual resources, such as posters, videos, splash screens, etc.

In order to make a training aid effective, you must use it properly. That is, use it the way you would use a visual aid when giving a speech. Use a training aid as a part of your lesson; however, your entire lesson cannot rely on the use of training aids.

When you find a training aid that you like, use it while rehearsing your lesson. The following pointers will help you use training aids more effectively.

- ✓ A training aid should adequately support the material in your lesson
- ✓ Do not talk to your training aids. Keep eye contact with your class as much as possible
- ✓ Position your training aids so that all can see them, and if your training aids use sound, make them loud enough for everyone to hear.

Lesson Plans

Developing an effective **lesson plan** is an important part of teaching. Without a well-written lesson plan, it is almost impossible for you to teach in an organized manner. If you are organized, it is easier for you to teach the learning objectives, especially for those difficult tasks. Plan to develop a lesson plan.

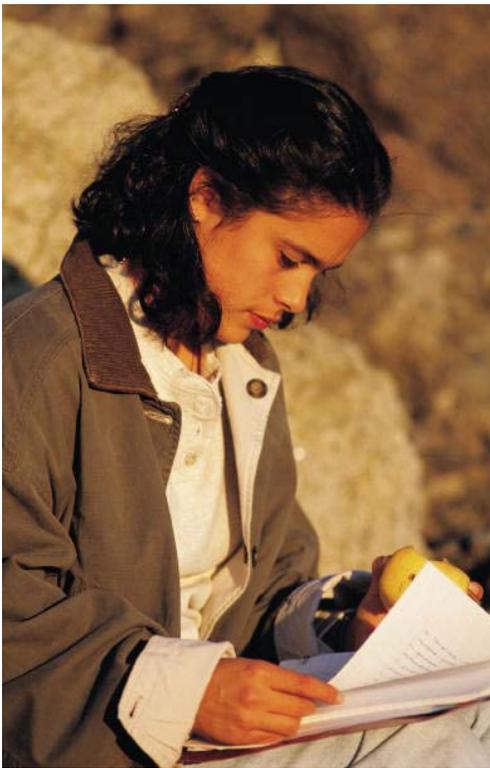
When teaching a class, structure your presentation by following the eight tips outlined below. Be sure you have a logical and orderly method of teaching your lesson. These eight tips will help you capture and maintain the attention of your class, build their respect in your ability as an instructor, and increase your self-confidence.

1. Practice your class presentation while paying attention to time. You may need that time to adequately discuss the main points or for questions and answers.
2. Use an opening that grabs attention.
3. Inform the students of the lesson's learning objectives and of your expectations.
4. Review material from previous lessons (**prerequisites**) that relate to the material you are teaching.
5. Inform or advise the students of any precautions, safety requirements, or special instructions regarding the lesson.
6. Present the material according to your **lesson plan**. Use your training aids effectively. Describe any assignments or practical exercises you plan to give and ensure the class knows how to accomplish them.
7. Use demonstrations and/or other forms of practical exercises, when appropriate, to reinforce your instruction. Give your class examples that will help them understand and complete their assignments or practical exercises.
8. Repeat any material discussed that your class did not fully understand, time permitting. Allow time for questions and answers. You may wish to make a list of **supplemental** material students can review to help them better understand the lesson. Then, conclude or review the main points of your material and the lesson learning objectives.

Know Your Material

It is essential to know your material well so that you can effectively teach it. To do that, you must research and rehearse your subject just like you would a speech. Knowing your material well will make you more confident and self-assured.

Remember to organize your thoughts, prepare and/or review your lesson plan, make changes as required, and rehearse your material. This will bring you added confidence. When rehearsing, practice in front of a mirror, friends, parents, video camera, or with a tape recorder. Always rehearse the material in the manner you plan to present it to the class. By implementing the above methods, or a combination of them, you'll successfully pace your material, ensure that you cover the right information, and that you sufficiently cover areas of special emphasis.



Keep in mind that classes last for only a certain length of time. It is your job to effectively cover the instruction within that period of time. If you know and rehearse your material, you feel comfortable teaching it to others. Additionally, relax while instructing! Doing so will put both you and your class at ease – making them feel more comfortable with you!

Conclusion

When conducting a class, or assisting someone else, proper preparation is essential to doing your best.

Learn the content, create observable and measurable objectives, identify the training aids you will use, develop a lesson plan, and motivate yourself! Your planning will pay off and students will be excited to learn from you!



Lesson Check-up

1. Why is the competency the most important component of a learning experience?
2. Explain the role of learning objectives in your teaching experience.
3. Describe how a performance standard relates to a competency.
4. Write an example of a well-developed competency statement.



Courtesy of Army JROTC

U3C12L2

Using and Developing Lesson Plans

Key Words:

Energizer

Facilitator

Focus

Gather

Inquire

Process

Reflection

What You Will Learn to Do

Develop a lesson plan

Linked Core Abilities

- Build your capacity for life-long learning
- Communicate using verbal, non-verbal, visual and written techniques

Skills and Knowledge You Will Gain Along the Way

- Explain the purpose of a lesson plan
- Describe the four-phases of a lesson plan
- Relate teaching and learning to the four-phase lesson plan model
- Relate learning activities to learning objectives
- Associate active learning principles to effective lesson plan development

Introduction

During your life, both in school and out, you may be called upon to instruct others about something on which you are an expert. It is important to know how to plan and execute a lesson.

Lesson plans are essential tools used for teaching. Instructors use a lesson plan like an outline to organize their thoughts and the information they plan to present to a class. This organization helps create a degree of standardization in how learning objectives are presented. Lesson plans are used by instructors around the world. Consequently, a standardized lesson plan shows instructors:

- What material they should teach
- To what extent they should teach the material
- In what sequence they should teach the material

As such, different instructors who use the same lesson plan will teach the same learning objectives to students, while conducting the class in similar ways.

Lesson Plans

JROTC lesson plans identify a target competency and learning objectives, and link them to the program's core abilities, program outcomes, and McRel Standards. JROTC lesson plans also provide detailed guidelines for facilitating the cadet learning activities. All lessons incorporate sound learning principles, such as multiple intelligences, thinking processes, reflection, Bloom's taxonomy, and authentic assessment. These are essential curriculum components of 21st century learning and assessment.

The JROTC lesson plans should be used in conjunction with student learning plans as tools for planning, guiding, and assessing cadet learning.

Learning Plans

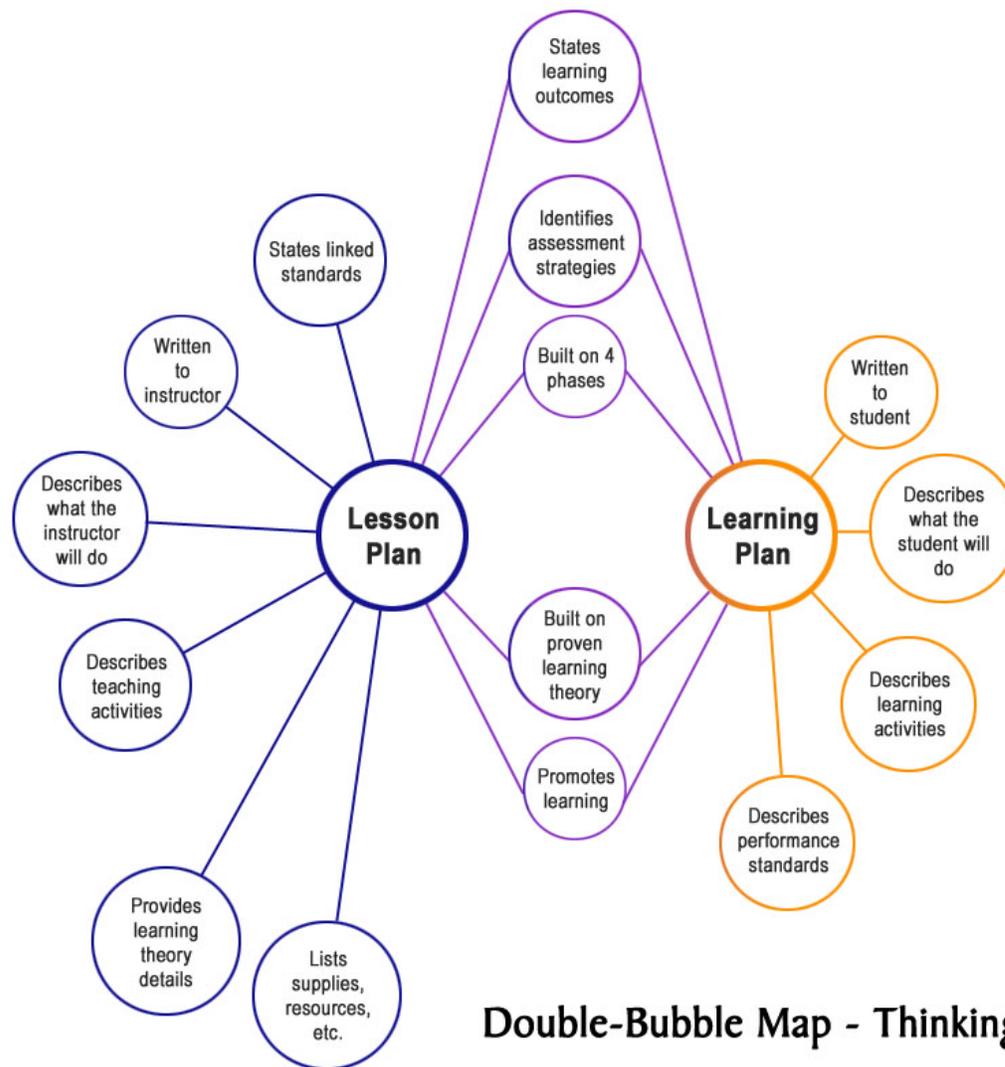
JROTC learning plans serve as a student guide for a single learning experience or lesson. Like a lesson plan, the learning plan targets a competency and outlines the learning objectives, which point to what students will learn. Learning plans also tell students upfront the performance standards necessary for meeting the competency successfully.

Finally, learning plans include learning and assessment activities, allowing students to take responsibility for their own learning.

To be used most effectively, cadets should have the learning plan for each lesson at the beginning of class. Engaging in a review of the learning plan at the start of each lesson, instructors or cadet leaders should:

- Highlight the target competency, performance standards, and learning objectives.
- Explain why this information is important. For example, criteria tell the learners how they will be evaluated on their performance of the competency.
- Show cadets how learning plans can help them keep track of the activities they need to complete
- Guide cadets to refer to, and use, the learning plan throughout the learning process.

Comparing Lesson Plans and Student Learning Plans

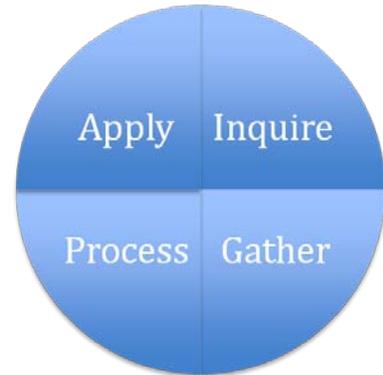


Courtesy of JROTC and WIDS

The Four-phase Lesson Plan

Learning occurs in chunks. In order for a student to become engaged in a lesson's purpose, and meet the targeted competency's requirements, the learning activities are divided into phases based on the principles that support "how learners learn." JROTC lesson plans consist of four phases of learning:

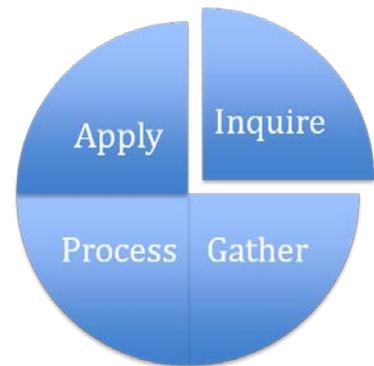
- Inquire
- Gather
- Process
- Apply



Inquire Phase

The purpose of the **Inquire** Phase is to determine the lesson's starting point. As an instructor, you must determine what students already know, or don't know, about the lesson content. Knowing the answers to the following questions will help both you, and your students, understand their current level of knowledge.

- What do students know?
- What don't they know?
- What do students misunderstand?
- What are their past experiences?
- What do students want to know?
- What is the purpose of the lesson?
- How motivated are the students to learn the content?
- What are some practical reasons for students to participate in the lesson?



During this phase, you may wish to use an icebreaker or **energizer** in your lesson, which serves as a motivating activity. These activities are often physically active games or other activities that increase group interaction, promote a sense of team, generate laughter and a sense of fun, and introduce the concept or lesson objectives.

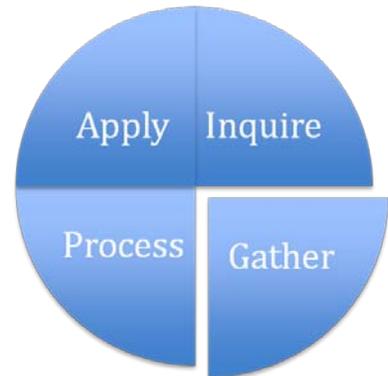
Based on the time you have and the complexity of the content within a lesson, it's not always feasible to offer an energizer or icebreaker.

Gather Phase

Once you determine the lesson's starting point, you are ready to help your students gather information about what they need to know about the subject matter. You want to be able to provide the students with the important facts and concepts so they may have a better understanding and/or improve their skills.

The purpose of the **Gather** Phase for students is to research and collect information from a variety of sources, to synthesize information, to evaluate existing information, to collect data, to evaluate ideas, or to observe new skills. Some important questions you can ask during this phase are:

- What new and essential information or new concepts did the students find?
- What are some new, critical skills?
- What connections or associations can be made?
- What can students do to make sense of the new information?
- What is the best way to gather the information?
- What new understandings can students construct?

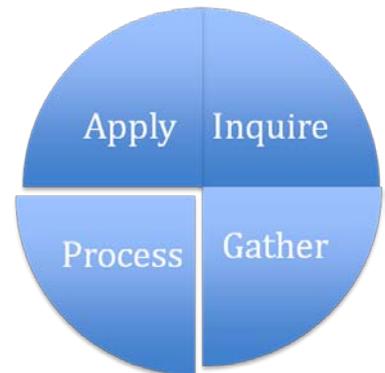


Process Phase

The third phase is called the **Process** Phase. The purpose of this phase is to use the new information, practice new skills, and engage in different activities. It's also a place to check for comprehension of that new content or material presented during the Gather Phase. Prior to practicing a new skill, allow time for some question and answer assessment. Built into JROTC lessons are a series of reinforcing questions. The responses to these questions not only provide students with feedback on how they are progressing through the learning experience, they provide instructors with feedback on how to proceed.

The following questions can help you and your students:

- How can students explore concepts through a variety of learning activities that support multiple intelligences?
- What ways can students make relationships among the data or concepts?
- What can students do to reinforce their understanding of the new concept?



- How can students practice and improve their ability to apply the new knowledge and skills?
- What feedback will help students improve their competence?
- What feedback will help the instructor continue teaching the rest of the lesson?

Apply Phase

The purpose of the Apply Phase is to help students make real-life applications of the new information or ideas. This phase will include the summative assessment or capstone assignment for the lesson; this is often a product that can support a cadet's building Cadet Portfolio. Students can also consider ways to integrate the lesson concepts or skills with other curriculum areas. They also plan ways to transfer their learning into personal use outside the classroom. Questions that can help both the instructor and students during this phase are:

- What else can be done with the information?
- What else is needed to make the information usable?
- How can students demonstrate their ability to apply their new knowledge and skills in ways that are different from those experienced in the lesson?
- How can students demonstrate their ability to apply their new competence in their lives?



The Three Components of Each Phase

There are three components that are common to each of the four phases in the lesson plan. They are Direct Student Focus, Learning Activity, and Reflection.

Direct Cadet Focus

As an instructor, you have a responsibility to help your students **focus** on specific elements of the learning activity. You will guide their thought processes and help them focus on key processes or content during the learning activity. You will eliminate or filter extraneous information so students can direct their attention to what is critical for their learning.

For example, if the students watch a video, you will identify specific elements of the video on which to focus; if you have the students read a chapter in a book, you should list the details you expect them to extract from their reading; if the students do research on the Web, you can help clarify the research topics or important information needed from the research; etc.

Learning Activities

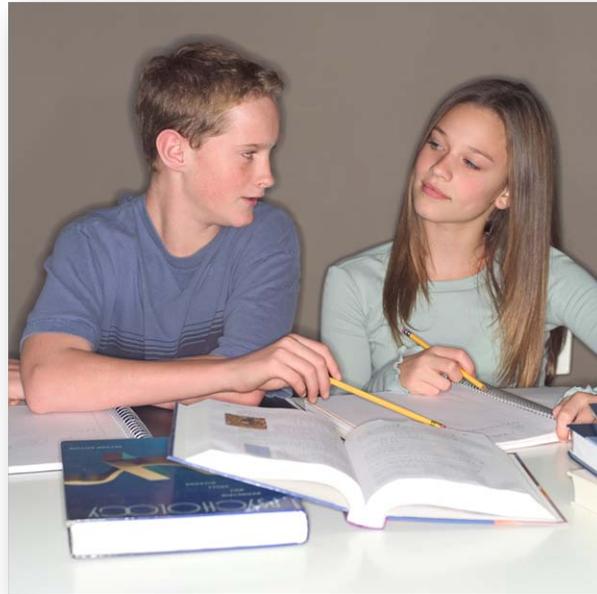
Learning activities may appear in many guises. As an instructor, you should plan activities that best present the information and allow students the opportunity to participate in the learning process.

If you are in the role of instructor, have students engage in active learning experiences that assess their current level of understanding of the lesson content, their level of interest in the lesson, and their goals for their own learning. Typical Inquire Phase activities include:

- Agree/disagree worksheets
- K-W-L charts
- Analogies or metaphors
- Pre-quizzes or pre-tests
- “Group” graph or “4-corners”
- Panel discussions
- Debates
- Homework reviews

Typical Gather Phase activities include:

- Graphic organizers
- Computer searches
- Jigsawing
- Interviewing experts
- Demonstrations
- Generating examples
- Socratic questioning
- Constructivist questions



Transference of information occurs during the learning activity. The student obtains information from you and fellow classmates and interacts with the new material. Practicing new skills helps the student evaluate the importance and usefulness of the information and understand how it connects to other things they know. Students also

have an opportunity to demonstrate their grasp of the lesson material. Typical Process Phase activities include:

- Games
- Laboratory experiments
- Role playing
- Peer teaching
- Rehearsal
- Simulations
- Reciprocal teaching
- Graphic organizer
- Interviews
- Student designed homework activities

As the **facilitator**, you disseminate information, direct student activities, observe performance, and answer student questions.

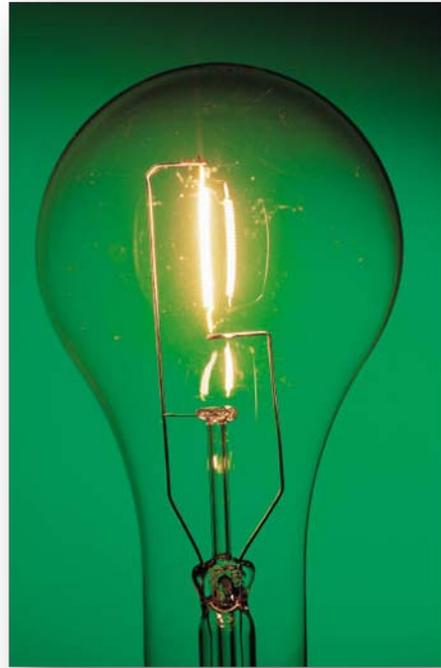
Have students engage in active learning experiences that help them transfer the new information or skills outside the classroom. Ask students to consider ways that the new information can be applied to their everyday lives and how it connects to what they are learning in other classrooms. They can research the effectiveness of the new information or skills and evaluate their usefulness. Appropriate Apply Phase activities include:

- Action research
- Portfolios
- Personal goals and objectives
- Creative connections
- Problem-based projects
- Demonstration of competence
- Peer and instructor review of products and performance
- Self-evaluation of learning and developed or expanded competence

Reflection

As the instructor, ask questions that help students think about, reflect on, or make sense of their learning experiences. Having students discuss or write down what they understand, helps them clarify their thinking and improve their understanding, as well as strengthen their memory connections. It is during this **reflection** process that students begin to understand the importance and purpose of the learning activity. Reflecting also helps the brain store the information into long-term memory.

The Four-phase Lesson Plan is based on a learning model in which lecture and reading is minimized and in which group discussion, learning by doing, and teaching others is emphasized. In each of the four phases, students reflect on what they learned, how they have it, and what they will do with it.



Conclusion

For instructors, lesson plans are the building blocks used to help organize thoughts and information. The Four-phase Lesson Plan was devised to facilitate the planning process. As you develop each phase of your lesson plan, remember to include the following components: direct student focus, learning activity, and reflection. If you are called upon to instruct others, your audience will benefit from this well-organized approach.

Lesson Check-up



1. If time you'd designated for the four-phases of the lesson plan got away from you, and you didn't have time to finish the Process and Apply Phases, what would you do?
2. Explain the relationship between student learning plans and lesson plans.
3. Explain the importance of reflection in the learning process.
4. Describe the purpose of each phase of learning.



Courtesy of Army JROTC

U3C12L3

Delivering Instruction

Key Words:

Brainstorming

Case Study

Coach-pupil
Exercises

Conference

Discussion

Facilitate

Gaming

Group Performance

Independent
Exercises

Lecture

Practical Exercises

Role-play

Team

What You Will Learn to Do

Use effective teaching methods to deliver instruction

Linked Core Abilities

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

Skills and Knowledge You Will Gain Along the Way

- Compare lesson objectives to learning objectives
- Distinguish among the seven teaching methods
- Identify the five types of practice exercises

Introduction

Occasionally, you may be required to present a portion of the course content. When this occurs, you need to know some of the finer points necessary to teach that content.

Recall that in *Preparing to Teach*, you learned how to prepare yourself to teach, develop learning objectives (consisting of tasks, conditions, and standards), and use training aids. In *Using and Developing Lesson Plans*, you learned to develop four-phase lesson plans (inquire, gather, process, apply). You may want to review all, or a portion of that material, before proceeding with this lesson.

In this lesson you will learn different teaching methods and when to use each method.

Types of Teaching Methods

The method of instruction is how you choose to conduct your class. Sometimes, the subject you are teaching dictates which method to use. There are many different types of instruction from which to choose.

Lecture

The **lecture** is an informative talk given to a class. During a lecture, the instructor does most of the talking. Usually, at the end of the lecture, there is time for questions and answers. Lecture delivery is a common teaching method and most learners are familiar with that style. It's often easy for an instructor to deliver a lecture because of their subject matter expertise. But, instructors who deliver lectures should be certain to consider the amount of time needed to deliver new content, as well as be certain to provide students time for discussion, group work and application of knowledge.



Courtesy of Army JROTC

Use lectures when the subject you are teaching is unfamiliar to your class, and when it is the best method for preparing students to practice the task. Generally, this method involves learning knowledge-based information. Knowledge-based information is that which you need to know or understand.

When preparing for a lecture, be sure to research your topic, organize your thoughts using the outline of the lesson plan, and rehearse. Remember to use your training aids while practicing. Ensure you are comfortable with your topic since you will be doing most of the talking.

The question and answer session at the end of the lecture gives your class the opportunity to ask for clarification or additional information, and it gives you the opportunity to reemphasize the lesson learning objectives.

Discussion/Conference

There are two names for this method of teaching. During a **conference**, the instructor involves the entire class in a **discussion** of the subject being taught by asking leading questions to get the class to think about and discuss the main points.

This method of instruction is often more interesting than a lecture. It's ideal for subjects such as, current events and topics that require practical exercises (such as First Aid and Map Reading). Discussion is also appropriate for teaching topics where a majority of the class is having difficulty learning.



Courtesy of Army JROTC

Experienced instructors recommend using a conference when conducting reviews because it enables them to ensure that the class is comfortable with the text material.

Demonstrations

A **demonstration** is a method of instruction that requires class participation. You will use this method to show the class how to do a task and to have them practice performing the task. This method holds the students' interest because they are actively involved in the learning process.

Advance planning and preparation are especially important for demonstrations to ensure that everything goes smoothly, and to avoid interruptions or problems that make the demonstration less realistic.



Courtesy of Army JROTC

Practical Exercises

The **practical exercise** is a type of instruction where a learner performs, under controlled conditions, the operation, skill, or procedure being taught. In a practical exercise, class members learn by doing. It is one of the most effective methods for teaching skills. Practical exercises are often used in conjunction with other methods, such as after a lecture or demonstration.



Courtesy of Army JROTC

Brainstorming

Brainstorming is a problem-solving technique in which instructors give participants a problem and ask them to discuss any ideas that come to mind. All ideas are gathered and recorded, without evaluation, before any are discussed. Preferably, the ideas are recorded someplace where all the participants can see them.



Courtesy of Army JROTC

In some situations, you may limit idea gathering to five-15 minutes. After gathering the ideas, participants discuss them and decide on the best solution or course of action. It is your job, as the instructor, to **facilitate** this process.

In order to conduct a successful brainstorming session, as an instructor, you should:

- State the objectives and ground rules of the session up front so group members know of the session and what is expected of them.
- Encourage input from all group members.
- Recognize nonverbal cues that tell you a student/group member may want to provide input and respond by encouraging that input.
- Keep the session moving and focused.
- Avoid judging any ideas offered by the group during the idea-gathering phase.
- Facilitate the group by constructively evaluating the various ideas, and by helping the group reach a consensus on a solution, idea, or course of action.

Case Study

A **case study** is an oral or written account of a real or realistic situation. Case studies provide sufficient detail to make it possible for learners to analyze the problems involved, and determine possible solutions. There may be many right answers.

Many case study exercises involve group discussions. In this case, follow the same rules as described for the discussion/conference. Be prepared to provide relevant and constructive feedback.



Courtesy of Army JROTC

Gaming

Gaming consists of activities where participants compete to try to achieve or exceed a certain standard in performing a skill relevant to the learning objectives of the lesson. The JROTC has included a graphic user interface (GUI) and digital gaming component into its JROTC curriculum. An example of this interactive gaming might be to allow students to respond to a simulated emergency, and apply their first aid skills to that emergency along with others in the class.



Courtesy of Army JROTC

Learner-Focused Delivery

Learner-focused delivery, or a learner-centered approach to instruction, is a process that begins with determining the needs of the student. It is when the learning objectives put the focus on the student and learning rather than the teacher and teaching methods. It is based upon the methodology known as instructional design using the ADDIE cycle.

ADDIE is an acronym that stands for:

Analysis

Establish the learner's current state of knowledge and skills in the subject area.

Design

Design detailed planning of the lesson with objectives based on learning outcomes.

Development

Develop learning materials according to the design and learning styles.

Implementation

Deliver the lesson as specified and then monitor and evaluate it.

Evaluation

Use gathered feedback to revise the lesson as needed.

Each student has different needs when it comes to learning. Each has different life experiences and a different knowledge base. Each student also has a unique way of learning, which is commonly referred to as their learning style. Some learn visually by observing or viewing information; others are auditory learners or learn by hearing or listening; and some learners are kinesthetic and gravitate towards a hands-on approach to learning.

When developing a lesson plan, an instructor should consider a learner-focused delivery in choosing the type of teaching method to use. For example, if most of the learners are auditory learners, the lecture method will be more effective. However, if some of the learners are kinesthetic learners, demonstrations with practical exercises will need to be added to the delivery plan.

Sometimes an instructor doesn't have the time or the resources to follow the ADDIE process. Instead, some instructors ensure effective learning by using a combination of different teaching methods. Keep in mind that how "you" learn will be your most instinctive approach to teaching. By combining several teaching methods to your delivery, you will reach more of your students' individual learning needs.

Practical Exercise Format

In the best practical exercises, the tasks that learners perform should be as close as possible to those they will be expected to perform on their assessment or evaluation. The most common types of practical exercises include:

Group Performance/Controlled Exercises

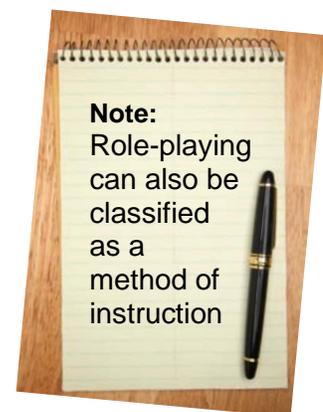
In **group performance**/controlled exercises, learners work together at a fixed rate. Everyone does the same thing at the same time. One caution with this practical exercise type, is that learners may imitate performance without actually understanding it.

Independent Exercises

Learners work alone at their own pace in **independent exercises**. As the instructor, you will circulate around the classroom and supervise, providing assistance and feedback as necessary.

Role-playing

In **role-playing** exercises, learners are given different roles to play in a situation. Then they apply concepts they've learned while acting out realistic behaviors. This type of exercise is especially useful for teaching interpersonal and interactive skills in a controlled, but realistic situation.



Coach-pupil Exercises

In **coach-pupil exercises**, learners work in pairs or small groups, alternately performing as instructor and student. Coach-pupil exercises are extremely useful when time is short, or when there are too few instructors.

Team Practical Exercises

In **team practical exercises**, learners work together as a team to perform the desired tasks. This method integrates basic skills into team skills.

Reviews and Rehearsals

Remember to rehearse before delivering instruction. Even if you have delivered the instruction many times, rehearsing helps you get into the proper mindset and iron out any past problems.

Reviews

If you have revised or adapted your materials, review them one last time to ensure you are comfortable with their content, format and flow. It is also a good idea to look over your references and training aids again.

Rehearse

To help you rehearse, ask family or friends to serve as an audience—playing the role of students. If possible, practice with all the equipment and training aids you will use in the classroom.

Conclusion

Teaching is more than just getting up in front of an audience and talking. You need to develop learning objectives and create a lesson plan identifying the best method for the presentation. Then, you must review and rehearse the material so you become comfortable delivering the instruction.

If you are asked to instruct others, creating a lesson plan, selecting the most appropriate lesson method, and rehearsing your presentation will increase your confidence and allow you to conduct a well-received lesson.



Lesson Check-up

1. Name the types of teaching methods and learning styles.
2. Why is it important to rehearse your lesson before delivering it to students?
3. What does ADDIE represent?



Courtesy of Army JROTC

U3C12L4

Using Variety in Your Lesson Plan

Key Words:

Cooperative Learning Strategy

Team-building Exercise

What You Will Learn to Do

Incorporate a variety of strategies into a lesson plan

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

- Assess the benefits of using cooperative learning strategies in the classroom.
- Identify cooperative learning strategies that encourage team building
- Determine cooperative learning strategies that require students to respond to questions posed in the lesson
- Research cooperative learning strategies that help learners gather, share and learn a great deal of material in a short amount of time
- Explain how incorporating a variety of learning styles and multiple intelligences benefit learners in a classroom

Introduction

In this lesson you will learn how to structure group exercises into cooperative learning experiences for the class.

Cooperative Learning Strategy

A **cooperative learning strategy** is one in which a team of students work with and depend upon each other to accomplish a common goal. Each team member is responsible for:

- Achieving an individual goal
- Instructing the other team members
- Receiving information from the other members
- Helping their teammates achieve their individual goals
- Reaching the group goal

The team members work both independently and as a group to gather, disseminate, discuss, and incorporate information into a single cohesive element.



Courtesy of Army JROTC

A cooperative learning strategy is best used when the learning goals, are important, the task is complex or conceptual, and when mastery and retention of the lesson are essential.

As you progress through this lesson, you will learn strategies for building teamwork. These might include strategies that help students respond to and discuss questions raised in the lesson; strategies that help students learn the material quickly; and strategies that benefit cooperative learning.

Team-building Strategies

Teams are groups of individuals who are associated through work or activities. Since you are going to form teams when using a cooperative learning strategy, it makes sense to try and have the best teams possible. Listed below are a few **team-building exercises** to help you build team spirit.

Team-building Exercises	
Team Cheer	The team creates a cheer for when they have completed a task and are celebrating.
Team Color	The team chooses a color to represent the personalities of the group members.
Team Excellence Symbol	The team decides on a physical symbol formed by the group that indicates they have finished an assigned task and have fulfilled the requirements of the task.
Team Food	The team selects food (candy, fruit, gum, etc.) that the whole group enjoys and can be used as part of their celebrations.
Team Logo	The team designs a logo that visually represents the team.
Team Name	The group decides on an appropriate name for the team.
Team Song	The team creates a song or selects a song that reflects the team's personality.

Courtesy of Army JROTC

Question Strategies

In a standard classroom, the teacher occasionally asks questions from, and calls on one or more students, to answer the question. When a student wants to ask a question, he or she will raise a hand and wait for teacher recognition before speaking.

Group dynamics make the standard question and answer format difficult to use. There are sometimes better ways to facilitate question, response and discussion in a group setting. See the list below for effective ideas.

Question Strategies	
Heads Together	Pairs of students get together to answer a question, solve a problem, review an assignment, react to a video, generate a discussion, etc.
Partner Interviews	Partners take turns interviewing each other to determine their level of understanding of a concept.
Round Robin	Each team member takes a turn adding information or sharing an idea; each class member shares an insight or new learning; each team member contributes to the creation of a writing project; etc.
Round Robin Brainstorm	Team members take turns adding to a group brainstorm.
Squared Shared Partner Interviews	Pairs join together to form a square and share what they gathered from their previous interviews.
Think-Pair-Share	Individually, students think about a question, pair with another student to discuss their thoughts, then share their thoughts with a larger group or with the class.
Team Brainstorm	Team members randomly and rapidly contribute many ideas.

Courtesy of Army JROTC

Gather, Share and Learn Strategies

Despite the good intention of teachers, events can occur that prohibit them from adhering to their lesson plan (special school assemblies, sickness, inclement weather, etc.). However, even when time is short because of interruptions, there are several strategies for helping groups gather, share, and learn their lesson material.

Gather, Share and Learn Exercises	
Carousel	Teams work together to respond to different problems by moving from station to station. Or, groups send their problem around to other groups so those groups can contribute to the solution by responding on a chart or piece of paper.
Conversation Circles	Two circles are formed with one circle inside the other. One student from each circle faces another student. In these pairs, students discuss questions posed by the teacher. Circles rotate two to four times in opposite directions so students discuss questions with new partners.
Jigsaw	Materials, like a chapter in a book, different Web sites, several articles, etc., are segmented and each team member is assigned a segment to study and/or review them. Team members return to share their segment with the rest of the group.
Jigsaw and Expert Groups	Each team member is assigned a segment of information. Each member studies the assigned section independently. Members then find others from different groups who studied the same material. Together they review what they learned and reinforce the learning, clarify any misunderstandings, and fill in gaps. They become experts. They return to their original group and share their expertise.
Team Graphic Organizer	Together, a team prepares a single graphic organizer of information.
Team Product or Project	Teams produce a product or engage in a project as a culminating activity.
Team Performance	Teams prepare a performance or presentation based on a synthesis of what they learned.

Courtesy of Army JROTC

Benefits of Cooperative Learning

There are real benefits for using a cooperative learning strategy in the classroom. One of the most important goals in education is to promote positive relationships and attitudes among the student body.

The group dynamics of cooperative learning requires a large amount of social interaction. Students share ideas and feelings. Team members get to know one another and develop a better understanding of other individuals. The students learn to trust, depend upon, and respect one another as they strive to achieve a common goal. Teammates are appreciated for what they can do and are not simply rejected for what they cannot do.

Cooperative learning groups tend to be more creative than individual students or non-cooperative learning groups because the group dynamics encourage and require all team members to actively participate. Therefore, more ideas are generated, ideas improve in their quality, and more originality is present in creative problem-solving activities.

Conclusion

Cooperative learning is based on the belief that all people are good at something, have the ability to help others, and can benefit from help from others. This cooperation among all students leads to an exciting and far-reaching way of including all students with different abilities.

By creating a classroom that is cooperative and inclusive, students are generally more accepting and successful within the general education environment. All students and all teachers have much to gain by forming the classroom and school environment so that it provides a lot of support for learning, connecting, and sharing.



Lesson Check-up

1. How is cooperative learning beneficial to the student?
2. Provide an example of how you would use a question strategy while delivering a lesson.



Courtesy of Army JROTC

U3C8L1

Orientation to Service Learning

Key Words:

Community Service

Debriefer

Facilitator

Learning Log

Orientation

Recorder

Reflection

Reporter

Service Learning

Timekeeper

What You Will Learn to Do

Identify the components of service learning

Linked Core Abilities

- Apply critical thinking techniques

Skills and Knowledge You Will Gain Along the Way

- Distinguish between service learning and community service
- Explain how service learning projects relate to cadet learning in the classroom
- Compare the types of service opportunities within your community
- Identify the benefits of serving others within a community
- Associate the roles and responsibilities of service learning teams

Introduction

You have probably noticed that people who seem to find the most satisfaction in life are those actively engaged in doing something to make the world a better place for everyone. They seem happy because they are making a difference. Have you ever helped a friend through a difficult time or done something kind like stopping to help change a flat tire or take food to a sick neighbor? Then you know why people who help others appear to be more genuinely content with their lives.

Unfortunately, although you know you will feel good, it is probably not easy for you to get started. You are not alone. Many people find it awkward to reach out. However, once you take those initial steps and begin making a difference, the difficulties disappear. Feelings of accomplishment and generosity of spirit make the effort and time you spent worthwhile.



So how do you get started in service? First, look around you. There are problems and people in need everywhere. You do not have to look very far to find hunger, illiteracy, pollution, illness, poverty, neglect, and loneliness. Decide on an urgent need or one that you find most compelling. What matters most is that you make a commitment to address the need in a positive way.

Once you have chosen a need, select a project that will help you accomplish your goal of making a difference. President John F. Kennedy reminded everyone to, “Ask not what your country can do for you; ask what you can do for your country.” Planning and carrying out the service learning project will help you selflessly “do” for your neighbor, your community, your state, your country, and the world.

“Ask not what your country can do for you; ask what you can do for your country.”
President John F. Kennedy

What is Service Learning?

Service learning is an active and experiential learning strategy where students have a direct impact on an identified need that interests and motivates them. It requires sequential lessons that are organized so orientation and training come before the meaningful service activity and structured reflection follows the activity.



Courtesy of Army JROTC

Structured Teamwork

Service learning requires active participation in structured teamwork much like sports. Working within small teams and solving problems together will help you become active participants. Each member is assigned a team role:

Facilitator: The facilitator leads team discussions to identify needs and prepare service learning activities.

Recorder: The recorder takes notes for the team and organizes information.

Reporter: The reporter represents the team voice and reports team findings.

Timekeeper: The timekeeper keeps track of time and plans the schedule.

Debriefier: The debriefer encourages team members and leads discussion after presentation.

Cadet teams should determine, plan, and execute service learning activities with the aid of their instructor.

Orientation and Training

Orientation and training activities are necessary to prepare you and other participants for the service experience. Integrating what you are learning in class with the service activity is a key goal of service learning. This step requires in-class lessons, followed by selecting a service project that relates to the curriculum and meets academic standards.

You should be familiar enough with the material to conduct the service project you have selected. Part of the planning process will require you to determine what you need to know before the activity and to train yourself accordingly.

If possible, speak with representatives or others involved with the service you have selected to see what to expect. Orient yourself with the service goals, those you will be helping, other organizations or people that you may need to contact, and so on. In other words, learn what you need to know before starting the service experience and plan for all potential circumstances.

Meaningful Service

It is your responsibility to initiate and plan service activities to correspond to the lesson material. Although there should be at least 15 cadets per service experience, you can either work in committees on one project or small teams on separate projects. For example, you may want to divide the project components among three teams of five cadets each. Learning should be an active and social experience that is meaningful to you and those involved. Within your teams, choose a service activity that:



- Addresses a real and important need another group is not addressing
- Is interesting and challenging
- Connects you to others within the community or world
- Challenges you to develop new skills
- Requires little or no money
- Is achievable within the time available
- Has a positive effect on others

Structured Reflection

Reflection, or taking time to observe, analyze, and integrate actions with learning, is an important part of the learning process. A strong reflection helps you develop skills and extend learning from the service experience. You may use many types of reflection: **learning logs** and essays; team and class discussions; performances; graphic organizers; and public presentations. Using learning logs throughout the experience to record thoughts, feelings, knowledge and processes will help you organize what you have learned.

Within your teams, share what you have learned by discussing your answers to open-ended questions before, during, and after each service experience. Reflection questions should encourage observation, analysis, and integration.



Community Service versus Service Learning

Community service in many states is dispensed by a judge or court system as mandatory work for infractions of the law. Some students and members of the community view this type of service as punishment. What students learn is that they don't ever want to be forced to do "service" again. Today, many high schools include community service hours as a graduation requirement; though intentions are good, sometimes the emphasis is on quantity of hours, not the quality of the project.

Service learning, on the other hand, is a step up from community service; it brings academics to life and is driven by student involvement. You should identify essential needs in your school or community and then decide on your own projects. In addition, you should plan and carry out your own projects and take responsibility for your own learning. Reflecting on the experience will reveal the importance of your service work and the impact you are making on yourself and others.

Why Use Service Learning?

Service learning is rapidly growing in popularity around the country. Students who are able to learn about the world around them and work to improve it as part of their education reap many benefits. Such students

- Learn more
- Earn better grades
- Come to school more often
- Demonstrate better behavior



- Become more civic minded
- Gain a first-hand appreciation and understanding of people from other cultures, races, and generations
- See the connections between school and “real life”
- Feel better about themselves
- Learn skills they can use after leaving school

Service learning provides a safe environment where you can learn, make mistakes, have successes, and develop by actively participating in organized service experiences within your community. For example, such experiences might include the following:

- Meeting actual community needs by providing meaningful service
- Coordinating in partnership with the school and community
- Integrating these service opportunities into an academic curriculum, thereby enhancing what your school teaches, extending your learning beyond the classroom, and offering unique learning experiences
- Providing you with opportunities to use previously and newly acquired academic skills and knowledge in real-life situations in your own community
- Providing structured time for you to think, talk, and write about what you did and saw during your actual service activity
- Helping you to develop a sense of caring for others

Providing service can be a powerful tool in the development of attitudes and behavior. It can transform young adults from passive recipients into active providers, and in so doing, redefine the perception of their involvement in the community from a cause of problems to a source of solutions.

Important skills you will need to work successfully to accomplish each service learning activity are similar to those identified in your program outcomes and core abilities. There are several important skills and qualities identified such as applying critical thinking techniques and building effective relationships with peers, coworkers, and the community. Learning these skills ensure that students are prepared for the workforce.

The following are additional skills service learning can help you strengthen:

- Being an effective team member
- Providing resource and time management
- Engaging in frequent and effective communication

- Making decisions
- Organizing and being responsible
- Effectively managing personal problems such as poor writing skills, lack of research skills, or stereotyping



Conclusion

When combined with formal education, service becomes a method of learning or service learning. Learning is maximized by combining the three main service learning components: orientation and training, meaningful service, and structured reflection.

Service learning is the single learning strategy that can accomplish the most good for the greatest number of people. Studies suggest that service learning reinforces curriculum content and standards and benefits participants academically as well as personally and socially. By getting involved to help meet different needs, you have the potential to make a difference to someone specific or to the entire community.



Lesson Check-up

1. Describe the difference between a community service project and a service-learning project?
2. Can you see yourself in all roles of a “structured team?” Explain.
3. What benefits do you acquire by participating in service learning?
4. Why do you believe service learning is required of JROTC cadets every year they are in the program?
5. List five benefits from participation in service learning.



Courtesy of Army JROTC

U3C8L2

Plan and Train for Your Exploratory Project

Key Words:

Experiential Learning

Exploratory Project

Field Education

Problem-based Learning

Training

What You Will Learn to Do

Prepare for a service-learning project

Linked Core Abilities

- Build your capacity for life-long learning
- Do your share as a good citizen in your school, community, country, and the world

Skills and Knowledge You Will Gain Along the Way

- Identify the steps needed to conduct a service-learning experience
- Identify the essential components of a service-learning project
- Assess the role of teamwork in completing a service-learning project
- Develop a service-learning project plan

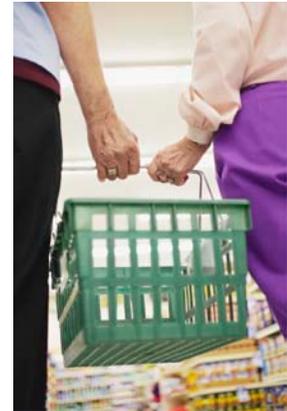
Introduction

There are several points to consider before undergoing service learning. Planning ahead will prepare you both mentally and physically to undertake the challenge. Before you select a service-learning project in class, your instructor should familiarize you with service learning by guiding you in an exploratory project within the community. This will help you select a service project and demonstrate the steps to conducting a proper service-learning experience.

Exploratory Project Purpose

The **exploratory project** is an introduction to a service-learning activity that utilizes **experiential learning** and **problem-based learning** principles. The purpose of a teacher-planned exploratory project is to provide students with a meaningful experience, expose them to how it feels to serve, and stimulate their thinking about possible service-learning activities.

One of the primary benefits of engaging in an exploratory project is to understand what service learning entails. Service learning is not community service, although many confuse the two. Until you participate in service learning, you will not have a real-life experience to justify the difference.



Exploratory projects help you capture a vision of how to make a difference in the world. After you get involved, you may begin to see the world through a different lens. In addition, as you work to address one need in the community, several other unmet needs will begin to surface. Your vision of the world may change when you begin to see critical needs where you never saw them before.



Suggested introductory projects could include going to a hospital or nursing home to visit residents, distributing food at a food bank, or volunteering at a local Red Cross or hospital program.

Before participating in service, familiarize yourself with the following steps to conduct a proper service-learning experience:

1. Complete a pre-assessment of skill level using the Personal Skills Map from the JROTC Success Profiler.
2. Determine a school, community, or national need you can fill relating to class curriculum.
3. Brainstorm and select a meaningful service project that meets proposed guidelines.
4. Start a learning log to record new knowledge, thoughts, and feelings throughout all phases.
5. Plan and organize details of the service activity and discuss expectations.
6. Participate in a meaningful service activity that meets the service-learning guidelines (Form 219-R).
7. Discuss and reflect on what you experienced (observation).
8. Discuss and reflect on what you gained from the experience (analysis).
9. Discuss and reflect on what you can do with the new information (integration).
10. Complete a project summary report and a final group evaluation form to judge teamwork and other activities.
11. Brief the experience with community members, administration, classmates, and so on.
12. Complete a post-assessment using the personal skills map and related analysis to determine a plan of action.

Choosing a Service Activity



Courtesy of Army JROTC

After participating in an exploratory project, you can select your own service activity – one that meets an important need, while integrating the curriculum.

It is very important that you participate in selecting a service activity that is meaningful to you and others. Brainstorm service ideas relative to the lesson curriculum and program at hand. Then as a class or team, select the service activity.

Service learning opportunities can use **field education** principles to incorporate scholastic programs with the curriculum. You can integrate programs such as the following:

- Lions-Quest Skills for Action®
- Groundhog Job Shadow Day®
- NEFE High School Financial Planning Program®
- You the People®
- Chief Justice®
- Cadet Ride®
- Quarterbacks of Life Student Mentoring Program®

In field education, you perform the service as a part of a training program designed primarily to enhance understanding of a field of study while providing substantial emphasis on the service.

Besides integrating curriculum and service, you will learn more about the different types, models, and terms of service in the next lesson, “Project Reflection and Integration.” Service-learning projects can vary from addressing a littering problem to raising funds for a specific cause.

Planning the Service



Courtesy of Army JROTC

After you have chosen an activity, you must plan the essential facets for project completion and prepare or **train** yourself for what is to come.

This is where service learning begins. Service learning efforts should start with clearly stated goals and the development of a plan of action that encourages cadet responsibility. You can achieve those goals through structured preparation and brainstorming such as discussion, writing, reading, observation, and the service itself. Keep the goals consistent with the level of the activity planned and ensure that the goals and plan of action draw on the skills and knowledge of your team. When corresponding goals to the curriculum, try to determine academic content standards you will address through the service.

Besides determining goals and standards, plans should be comprehensive to ensure adequate preparation for each step or task. Determine a description of the task(s) and answer the following questions:

- Who will be involved?
- What is involved and needs to be done?
- When will each step take place?

- Where will it all take place?
- Why will we do it?
- How will it work?

For example, you might decide to visit a local veterans hospital. You could discover the needs of the elderly patients that reside there by discussions with the hospital's administrative personnel or possibly by meeting with the residents themselves. You should also determine where the project fits into the curriculum. Together, you might decide that the patients need younger people help them write letters to family members, assist with their wellness and fitness, or plan and lead activities.

Service Learning Success Story

During lessons on planning and social responsibility, cadets in Gastonia, N.C., decided to plant a garden at a nursing home. Their preplanning resulted in a specially designed, waist-high "no stoop garden" so seniors could help maintain the plants and flowers. This is a good example of how the needs of the elderly were taken into consideration when the garden plan was developed.

If you are aware of children who have a hard time learning to read, you could plan a service activity at a local elementary school. Because teachers rarely have extra time on their hands to spend one-on-one with these children, certain schools may welcome JROTC cadets who could come and spend time reading or listening to the children read. You do not have to limit this service to reading; consider helping in mathematics or other subjects. Remember to maximize the use of your participating cadets' skills and knowledge. Contact your local Junior Achievement office at <http://www.ja.org>, for more service learning suggestions to help teach elementary students. You can also find service-learning project ideas by searching the Internet.

Do not forget to accomplish the administrative details during the preparation phase. Teams often overlook these requirements or assume that someone else will do them. You must obtain permission from school administrators to conduct the service-learning activity as a field trip and arrange for transportation, lunch, parental release/permission slips for participating cadets, and the necessary supplies and equipment to perform the activity. Invite administrators, counselors, community members, and so on to be on your advisory board so that they will become more involved with your project.

Training for the Service



Courtesy of Army JROTC

Before participating in the service activity, prepare yourself for different circumstances or outcomes. This may involve learning about the subject matter you will be expected to know to complete the tasks you have laid out, or discussing different outcomes and expectations within your teams. Try your best to be prepared for different situations you may encounter. Within teams, or as a class, brainstorm and discuss potential hazards you may encounter, and precautions you should take to make the task run smoothly.

Pretend you are taking a bus to a children's hospital with a group of cadets to tutor sick children who cannot be in school. You may need to train yourselves on particular academic subjects, research what grade levels will be represented, and locate the hospital. Also, make sure to pair up and plan a meeting time and place.

Executing the Service



Courtesy of Army JROTC

In this phase, there are a few rules to remember. Arrive on time and always be courteous. You are representing your school and you should act accordingly at all times. Also, ensure that you understand the task or goal at hand. If you are not sure, ask a person in authority, who should be able to point you in the right direction. If you are a team leader, make sure your team members feel completely comfortable with the tasks. Finally, when problems arise, such as someone getting hurt, make sure the person in charge is notified.

Being well organized and completely prepared for the service experience are fundamental to a successful execution phase. For example, if you are building a garden, such as the one mentioned earlier in this lesson:

- Ensure you have the correct tools and supplies to complete the service
- Know the name or names of the contacts for the particular service you are performing
- Identify alternate group leaders in case there are absences
- Assign cadets to work on projects according to their experience and abilities

- Be thoroughly prepared to complete the task, but be flexible to make changes because things may not go as you planned them
- Remember, you are there to render a service for your community.

Conclusion

The exploratory project will introduce you to service learning through active participation. From there, you can choose your own service activity. At that time, remember that good planning is the key to a successful service-learning venture. Training may be necessary to complete the task, and learning should be the focus as well as making a difference through service.

You should now be prepared to use the proposed steps and planning procedures to conduct a proper service-learning experience.



Lesson Check-up

1. How does problem-based learning relate to service learning?
2. Why is it important to participate in a service activity that means something to you?
3. How will an exploratory project help prepare you for your own involvement in service learning?
4. Explain the four components of a service-learning project.



Courtesy of Army JROTC

U3C8L3

Project Reflection & Integration

Key Words:

Advocacy Service
After-action Review
Analysis
Direct Service
Indirect Service
Integration
Observation
Placement
Project

What You Will Learn to Do

Evaluate the effectiveness of a service-learning project

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

- Relate the projected goals of a service-learning project to the project results
- Assess the role of structured reflection in extending learning
- Evaluate a service-learning experience using the four quadrant model

Introduction

Now that you have an idea of what service learning is all about, what comes next? After the exploratory project, you will be able to determine and conduct appropriate service-learning activities. Before choosing activities, you should know about the models, terms, and types of service available, and how to integrate service with what you are learning in class.

After you have completed a service activity, you should follow it up with a structured reflection, demonstration of learning, and evaluation of the service learning.

Short-term versus Long-term Service

You need to understand how to meet others' needs through either short-term or long-term service activities.

Short-term service projects include the following:

- Restoring a historical monument during history lessons
- Raising money at an event for charity during the financial planning lessons
- Visiting a nursing home while discussing wellness and fitness issues

Long-term service projects include the following:

- Adopting a local waterway while studying environmental issues
- Setting up an advocacy campaign to raise financial resources for shelters during the financial planning lessons
- Organizing an after-school tutoring program during lessons on teaching skills

Models of Service

Service can be performed anywhere to reinforce what you are learning in class! In many cases, you don't have to leave school grounds. The two models of service include projects and placements.

Project Model

Service-learning **projects** are initiated and planned by cadets with instructor guidance. Tutoring elementary children in subjects you are currently studying, or starting a recycling program based on information from your geography lessons, are examples of service projects.

Placement Model

Service learning **placements** are activities carried out beyond the classroom in a preexisting, structured situation. The placement organization typically assigns responsibilities to students individually. Examples include teaching lessons for Junior Achievement or volunteering for Special Olympics during fitness lessons.

Three Types of Service

The three types of service are **direct**, **indirect**, and **advocacy**. These service types are described in the following sections.

Direct Service

Direct service involves face-to-face contact with those being served in either project or placement models of service learning. Examples of direct service include working in a soup kitchen or working with disadvantaged children while you are studying about group communication.

Indirect Service

Indirect service requires hands-on involvement in a service activity without any face-to-face contact with those served. An example would be raising money for a veterans' hospital or e-mailing deployed soldiers during your military lessons.

Advocacy Service

Advocacy services do not require face-to-face contact with those served. Advocacy involves speaking out on behalf of an issue or cause. For example, starting a school-wide poster campaign to teach others about an issue, such as poverty or recycling.

Integrating Service Learning

Because the learning should equal the service in service learning, it is important to integrate classroom content with the chosen service. Service learning should reinforce curriculum content and standards for you to benefit academically, personally, and socially. Applying content standard material to real-life experiences will give you a better understanding of the curriculum.

When conducting a service-learning project, take time to pinpoint the standards you should address and ways to assess your learning. As a team or class, consider:

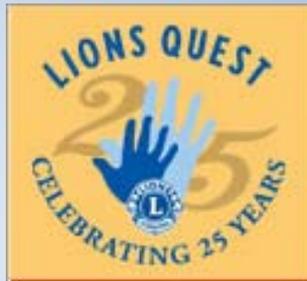
- What standards are we addressing?
- What should we know or be able to do?
- What assessments can illustrate our learning?

In addition to fulfilling an important need via your service project, you will learn the national standards in a more relevant and engaging manner.

Service Learning Examples

Field education integrates curriculum programs with service learning. This section presents examples of how you can integrate service learning with curriculum-related programs, including the following:

- Lions-Quest Skills for Action®
- You the People®/Chief Justice®
- Groundhog Job Shadow Day®
- Cadet Ride®
- Winning Colors®
- NEFE High School Financial Planning Program®



Courtesy of Army JROTC

Lions-Quest Skills for Action® (SFA) is a student-centered program based on combining learning with service. The program is divided into four parts and a Skills Bank. The program curriculum is an elective that advocates service, character, citizenship, and responsibility.

The Skills for Action curriculum helps guide you through the crucial steps of conducting service learning activities. Those steps include identifying needs, choosing and planning a project to address the need, carrying out the project, and reflecting on experiences and exploring what was learned throughout the project.



Courtesy of Army JROTC

There are a variety of ways to incorporate service learning with You the People (YTP) and Chief Justice®. After you are grounded in YTP citizenship skills and have formed groups, you can identify a service-learning activity to integrate with the skill-building curriculum.

For example, you could create, circulate, and publicize a petition that addresses a community issue, and create a videotape to document the issue for community officials.

Job Shadow

A World of Opportunity
in a Day of Work

Courtesy of Army JROTC

Groundhog Job Shadow Day® (GJSD) is a nationwide effort to introduce students to the skills and education needed to make it in today's job market through career exploration.

For example, you may decide to start a Job Shadow effort to link the schools to the community; then organize a career day or GJSD to make it possible for high school students in the community to explore different career opportunities.

For details about the program, go to <http://www.jobshadow.org>.

Cadet Ride®

The Cadet Ride® is an extension of American history that allows you to choose different historical characters to research. You can reenact them on site or in the classroom and then complete a related service-learning activity.

You first need to identify issues that still relate to the community today, such as homeless veterans or victims of terrorist attacks. Then, you discuss how to use what you have learned to improve the community/world issue. Finally, you complete a related service-learning activity, taking time to reflect on each phase of the experience.

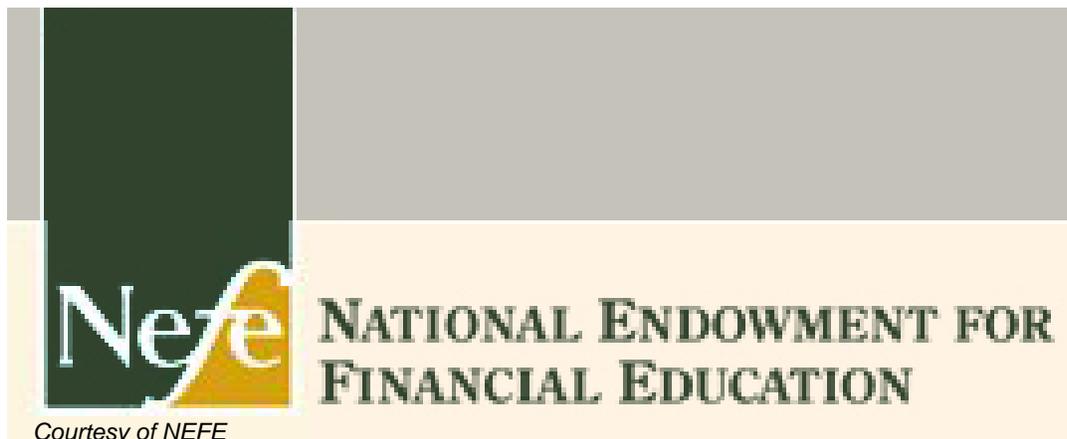
Project examples used with the Cadet Ride® include supporting war memorials or assisting in veterans' hospitals or shelters. Specifically, you could decide to educate others on the service of Lieutenant General Maude, who died in the line of duty at the Pentagon on September 11, 2001. In addition, you could plan a memorial for him and/or other victims to commemorate the acts of war that occurred at the World Trade Center, the Pentagon, and in Pennsylvania.

Winning Colors®

Courtesy of Winning Colors

Winning Colors® states that everyone is capable of developing decision making, thinking, feeling, and action behaviors. One example of a service-learning project would be to teach senior citizens or middle school students about Winning Colors® and its focus on discovering their personal needs. You could then help them develop a plan to achieve a successful balance.

Note: You can earn two hours of college credit with Winning Colors® and a service-learning project. Ask your JROTC instructor for more details. For more information about Winning Colors® go to <http://www.winningcolors.com>.



Courtesy of NEFE

The National Endowment for Financial Education (NEFE) High School Financial Planning Program® (HSFPP) is designed to teach practical money management skills, and introduce financial planning through course work. Numerous service-learning activities can be integrated into the NEFE HSFPP® curriculum. The JROTC curriculum includes six lessons regarding money management.

Note: You can earn two hours of college credit when you do the NEFE curriculum and a service-learning project. Ask your JROTC instructor for more details.

Suggested service learning activities related to the NEFE HSFPP® include the following:

- Teach elementary students Junior Achievement material in relation to HSFPP
- Provide a budget assistance program
- Host a Credit Awareness or Financial Fitness Fair
- Develop budgets and spreadsheets for local services
- Start an Investment Club in school
- Design, produce, and distribute informative posters
- Shop for homebound seniors' groceries

For more information, call NEFE at (303) 224-3510 or visit <http://www.nefe.org>.

Integration with Additional Unit Content

Besides using applicable curriculum programs in service learning, you may decide to integrate additional content and services. The key is to connect the service activity with the course curriculum.

For example, after studying harmful effects of tobacco and drugs, you could teach elementary school kids by putting together an antidrug advocacy program. You could create banners, skits, and instructional materials and then plan and coordinate the elementary program teaching.

After the Service

After the service, you will participate in an **after-action review** so you can reflect, demonstrate, and evaluate. This will be done in three phases, as described in the following sections.

1. Structured Reflection Phase

Remember, a strong reflection helps develop skills and extend your learning from the service experience. Besides keeping a running learning log of entries, you should hold team discussions to answer open-ended questions before, during, and after each service experience. Sharing what you learned with your teammates and listening to others will add to your learning experience.

Types of reflection questions to ask about the service learning experience include the following:

Observation

What? What did I do?

Analysis

So What? What did it mean to me?

Integration

Now What? What will I do because of what I accomplished or learned?

This phase provides you with a structured opportunity to think about what you just did for your community and to describe the feelings that stimulated your actions.

Experience indicates that reflection is the key to successful service learning programs.

After you actually perform the service, you should come together as a group to contemplate your service experiences in a project summary report, learning logs, essays, and class discussions. You should thoroughly describe what happened during the activity; record any differences your activity actually made; and try to place this experience in a larger context.

Specifically, do you believe you successfully accomplished your service-learning goals? If not, why? What can you do better the next time? Share your feelings and thoughts. Discuss experiences that made you happy, sad, or angry; events that surprised or frightened you; and other topics related to the activity.

2. Demonstration Phase

In the demonstration phase you share with others your mastery of skills, creative ideas, and the outcomes from this project. Then, you identify the next steps to take to benefit the community. The actual demonstration can take many different forms. For example, you might:

- Give a presentation to peers, faculty, or community members about the activity
- Write articles or letters to local newspapers regarding issues of public concern
- Extend the experience to develop future projects that could benefit the community

3. Evaluation Phase

A goal in JROTC is to couple high service with high integration of course content to maximize learning and skill development, as well as meet identified needs. When evaluating your service-learning activities, reflect on accomplishments and determine ways to improve.

High service meets a clear and important need and is organized and implemented by students. High integration with curriculum addresses classroom goals, incorporates classroom content, and improves course-related knowledge and skills. Use the following quadrants to rate your service-learning experience.

Quadrant 1

Example: After studying financial planning lessons from the National Endowment of Financial Education, cadets teach Junior Achievement lessons to elementary students and assist them in making posters to advocate financial responsibility.

Quadrant 2

Example: Cadets organize a drive for stuffed animals and blankets after learning about work skills and participating in Groundhog Job Shadow Day®.

Quadrant 3

Example: Teacher directs cadets to send e-mails to deployed service members after studying a historic event through a Cadet Ride®.

Quadrant 4

Example: Teacher assigns cadets to perform a color guard in the community after studying lessons in “You the People”.

Service-learning Authentic Assessments

Authentic assessments that evaluate the service activity and student learning are imperative to a successful service learning initiative. Choose assessment tools that measure and affirm learning, program goals, and impact on the need identified to determine potential improvements.

Service learning lends itself to performance-based assessment, allowing you to exhibit what you learned in a hands-on and meaningful context. Be sure to take advantage of college credits available through service learning and your curriculum.

Conclusion

The value of service learning and volunteering allows you to develop citizenship, social, personal and thinking skills. Moreover, these service-learning experiences teach service responsibilities while preparing you for future service commitments. Most important, service learning builds a spirit of cooperation among you, your peers, the school, and the community.



Lesson Check-up

1. Choose one appropriate service-learning, curriculum-related program and discuss it.
2. Explain the three types of service and provide an example of each.
3. What purpose does an after-action review provide?

A

Advocacy service: The act or process of supporting or providing a service towards a cause or proposal that does not require face-to-face contact.

Aerobic: Allowing sufficient amounts of oxygen to be delivered to the muscles.

After Action Review: Reflecting on what was learned after an act.

Anaerobic: Working in the absence of adequate amounts of oxygen being delivered to the muscles.

Analysis: The separation of a whole into its component parts for individual study; a study of something complex, its elements, and their relations.

Approach: To draw closer to.

Assess: To pass judgment or assign value.

At Ease: Command to relax the body while remaining silent in place and not assuming any particular position.

Arc: A shallow curve.

Attention: A military position in which a person stands erect, with arms at sides, heels together, and eyes straight ahead; position of readiness to execute other movements; a command to take that position.

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

B

Behavior: The manner of conducting oneself.

Base: Stationary platoon on which others align; right-most platoon in mass and line formation; front platoon in column formation.

Beliefs: A personal truth; mental acceptance or conviction of particular truths of someone or something; collection of personal, moral, ethical, and spiritual values.

Brainstorming: A teaching method that consists of group problem-solving techniques involving the spontaneous contribution of ideas from all members of the group.

Bribery: The act of giving or offering to, or accepting money, property, or a favor from someone in a position of trust to persuade or influence that person to act dishonestly.

C

Cadence: The uniform rhythm in which a movement is executed or the number of steps or counts per minute at which a movement is executed.

Cadet Challenge: A physical fitness challenge which consists of five exercises taken from the Presidential Physical Fitness Award program.

Calisthenics: Light gymnastic exercise designed to promote good health by developing strength and grace.

Case study: A teaching method that consists of an oral or written account of a real or realistic situation.

Cardio-respiratory: Of or relating to the heart and the respiratory system.

Censure: An opinion or judgment that criticizes or condemns sternly.

Close interval: Elbow's distance between troops in rank formation.

Coach-pupil exercises: A practical exercise format where learners work in pairs or small group, alternately performing as instructor and student.

Coercion: The act, process, or power of forcing someone to act or think in a given manner, such as by using force or threats as a form of control.

Coercive power: Power that is yielded by fear.

Column: A formation in which people or elements are arranged one behind the other; to form up in files, facing forward the width of the formation.

Command of Execution: The part of a drill command that tells when the movement is to be executed (carried out).

Command voice: A properly given command; should be understood by everyone in the unit.

Community service: Any form of service provided for the community or common good.

Competency: An observable and measurable major skill, attitude or knowledge statement that supports learning and assessment

Conceptual skills: Capacity for sound judgment, problem-solving, critical/creative thinking, and moral reasoning.

Conference: A teaching method where the instructor involves the entire class in a discussion of the subject being taught by asking leading questions to get the students to think about and discuss the main points.

Condition: Describe the situation in which performance will be assessed. Answer questions about the format, what equipment or supplies will be provided, what resources or references will be denied, and the setting.

Convictions: A strong persuasion or belief.

Cooperative learning: A teaching strategy in which teams of students work with and depend upon each other to accomplish a common goal.

Cover: The distance between cadets in a column, measured by the cadet raising the left arm to the front and making sure the shoulder of the cadet in front is at the length of the arm plus 4-6 inches.

Criteria: A standard on which a judgment or decision is based.

Curl-ups: One of the five events on the Cadet Challenge and Presidential Physical Fitness test that consists of a sit up movement from a lying position up to the point where your elbows touch your thighs.

D

Direction : An explicit instruction.

Debrief: One who encourages team members and leads discussion after presentation and team reflection.

Defensive: Withdrawing.

Delegating: A leadership style where the leader delegates problem-solving and decision-making authority to a teammate or to a group of followers.

Development: To get gradually stronger and better; to make known in detail.

Dilemma: An argument presenting two or more equally conclusive alternatives against an opponent.

Directing: A leadership style where the leader tells team members what to do and how to do it.

Direct service: Involves face-to-face contact with those being served in either project or placement models of service learning.

Discipline: Orderly, obedient, or restrained conduct; training that corrects, molds, or perfects the mental faculties or moral character.

Discussion: A teaching method where the instructor involves the entire class in a discussion of the subject by asking leading questions to get the students to think about and discuss the main points.

Diversified: To produce variety.

Double interval: Two arms' distance between troops in rank formation.

Double time: Fast marching pace at 180 steps per minute.

Drill: The execution of certain movements by which individuals and/or units are moved in a uniform manner from one formation to another or from one place to another; movements are executed in unison and with precision; executing a predefined set of movements.

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

E

Energizer: Someone or something that increased the capability of acting or being active.

En route: In motion towards a destination.

Ethics: Rules, principles, or standards that guide individuals or groups to do the moral or right thing in accordance with accepted principles of right or wrong.

Executing: To carry out or put into effect; to do what is required.

Experiential learning: Gaining practical knowledge, skills, or practice from direct observation of or participation in events or in a particular activity.

Expert power: Power resulting from specific expertise, knowledge, or special skills.

Exploratory project: A teacher-planned introductory project to service learning, intended to provide students with a meaningful experience, expose them to how it feels to serve, and to stimulate their thinking about possible service learning activities.

F

Facilitate: To encourage participation; to ease the accomplishment of a task.

Facilitator: One who facilitates; one who leads a discussion.

Facing: Pivoting movement executed while stationary to orient the body left, right, or opposite current position.

Favoritism: The showing of special favor.

Field education: Performing service and training to enhance understanding within a field of study.

File: To form up in a column.

Flank: The side of the formation, either left or right; the right or left side of any formation as seen by a person (or element) within that formation.

Flexed-arm hang: An alternative event for the pull-up in the Cadet Challenge and Presidential Physical Fitness Test.

Focus: A center of activity, attraction or attention; a point of concentration; directed attention.

Formation: Patterned arrangement of troops; the arrangement of people or elements of a unit in a prescribed manner; group of people aligned in a specific pattern.

G

Gaming: A teaching method that consists of activities where participants compete to try and achieve or exceed a certain standard in performing a skill relevant to the learning objectives of the lesson.

Gather: To bring together; to pick up or accumulate; to assemble; key phase of the 4-phase lessons plan where new information is presented or discovered by learners

Group performance: A controlled practical exercise where learners work together at a fixed rate.

Guide: Person in lead-off position whom column will follow.

H

Halt: Command to bring moving formation to standstill.

I

Independent exercises: A practical exercise format where learners work alone at their own pace.

Indirect service: Hands-on involvement in a service activity without any face-to-face contact with those served.

Inflection: The rise and fall in the pitch and the tone changes of the voice.

Implement: To give practical effect to and ensure of actual fulfillment by concrete measures.

Inquire: To ask about or search into; to put a question, seek for information by questioning; the first phase of the 4-phase lesson plan that allows a learner to think about what they already know about a new topic or competency and what new information they need to know or want to know.

Integration: The act or process or an instance of forming, coordinating, or blending into a functioning or unified whole.

Interval: The lateral space between personnel in a formation, measured from right to left with close, double, or normal spacing; a space between actions; the lateral space between personnel in a formation, measured from right to left with close, double, and normal spacing.

Isometric: Building muscle strength using resistance without joint movement.

Isotonic: Building muscle strength using resistance with joint movement.

Interpersonal skills: Ability to work with and positively relate to other people.

L

Leadership: The ability to influence, lead, or guide others so as to accomplish a mission in the manner desired.

Leadership style: Patterns of behavior that a leader uses to influence a team or group of followers.

Learning objectives: A supporting skill, knowledge or attitude that tells learners what they will learn throughout a learning experience.

Lecture: A teaching method designed to provide instruction on a task or topic.

Legitimate power: Power given to the person in the position within the hierarchy.

Lesson plans: An organized, well-written presentation of what an instructor wants to teach and the student should learn.

Line: To form up in ranks, facing forward the length of the formation; a formation in which people of elements are side by side, or abreast of each other.

M

Management: The act of managing; control or direction.

Mandatory: Something that absolutely must be done.

Maneuver: To perform a movement in military tactics (or in drill) normally to secure an advantage.

Mark time: To march in place using half-steps.

Mass formation: Formation with the company in line and the platoons in column.

Measurable: Ability to be tracked or measured.

Motivation: Provide a need or a purpose which causes a person to want to do something; something that incites or has a tendency to incite to determination or action.

N

Normal interval: Single arm's distance between troops in rank.

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

O

Obesity: Overweight to the point of injuring health; Body Mass Index (BMI) of over 30.

Observe: The act of recognizing and noting a fact or occurrence.

Observable: An action or process that can be observed and evaluated for accuracy or against a set of pre-defined standards; competencies and learning objectives are observable or measurable outcomes.

Observation: An act or instance of examining a custom, rule, or law; an act of recognizing and noting a fact or occurrence often involving measurement with instruments; a record or description so obtained.

Orientation: The act or process of orienting or of being oriented, for example, being oriented on the first day of college.

P

Parade rest: Command to place feet apart, knees unlocked, and clasp hands behind the back in a somewhat relaxed position.

Participating: A leadership style where the leader consults with, obtains advice from, or asks the opinions of one or more followers before making a decision.

Performance Standards: Include both criteria and conditions and provide tools for clarifying your performance expectations and set the stage for performance assessment tasks; performance standards have two components – *conditions* and *criteria*.

Philosophy: Discipline comprising as its core logic, aesthetics, ethics, metaphysics, and epistemology.

Pivot: To turn in position; to turn in place.

Placement: Service learning activities carried out beyond the classroom in a pre-existing, structured situation.

Plan: To formulate an action for the accomplishment or attainment of an explicit purpose.

Post: To take a position.

Practical exercises: A maneuver, operation, or drill carried out for training a discipline.

Precision: Being precise, accurate, or exact.

Project: A task or problem engaged in usually by a group of students to supplement and apply classroom studies. Service learning projects are initiated and planned by cadets with instructor guidance.

Prejudice: An adverse opinion or leaning formed without just grounds or before sufficient knowledge.

Preparation: The act or process of making something ready for use or service; getting ready for an occasion, test, or duty.

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

Prerequisite: A requirement or condition you must meet or achieve before being able to move on to your goal; required before moving to the next step, level, class, and so on.

Presidential Physical Fitness Award: An award earned by achieving a standard of 85 percent or higher on the Presidential Physical Fitness Test.

Problem-based learning: An instructional strategy that promotes active learning where problems form the focus and learning stimulus and problem-solving skills are utilized.

Procedure: A series of steps followed in a regular, definite order.

Process: A natural phenomenon marked by gradual changes that lead to a particular result; a series of actions or operations conducted to an end; the third component of the 4-phase lesson plan that allows students to put into practice new material or information acquired during the gather phase of the lesson.

Procrastinate: To put off or delay.

Pull-ups: One of the five events on the Cadet Challenge and Presidential Physical Fitness test that consists of pulling the body up from a dead weight hanging position on a bar to having the chin clear the bar.

Purpose: A desirable end or aim; something set up as an object or end to be attained; a desirable end or aim.

Q

Quick time: Standard marching pace at 120 steps per minute.

R

Rank: To form up line abreast.

Recorder: One who takes notes for the team and organizes information.

Recrimination: A retaliatory accusation.

Referent power: A type of power that is used to influence others.

Reflection: A thought, idea, or opinion formed or a remark made as a result of meditation; consideration for some subject matter, idea, or purpose.

Relinquishing: Giving up; submitting.

Reporter: One who represents the team voice and reports team findings.

Resources: A source of help or supply.

Respective: Related, belonging, or assigned.

Rest: Command to relax the body and talk while remaining in place and not assuming any particular position; relaxed form of march without a set cadence to conserve troops' energy

Reward power: When people comply with the wishes of others to get something in return.

Rhythmic: A regular or orderly repetition of sounds or movements; steady; recurring with measured regularity.

Role-playing: A practical exercise format where learners are given different roles to play in a situation, and apply the concepts being taught while acting out realistic behavior.

S

Salute: Act of raising right hand to eyebrow, fingers straight, hand slightly cupped and tilted forward, as a gesture of courtesy.

Self-evaluation: To, with, for, or toward oneself or itself.

Selfless: Having no concern for self; unselfish.

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

Service learning: An environment where one can learn and develop by actively participating in organized service experiences within one's community.

Shuttle Run: One of the five events on the Cadet Challenge and Presidential Physical Fitness test that consists of a 30-foot run.

Snap: An immediate, sharp, precise response to a drill command.

Steps: The prescribed distance from one heel to the other heel of a marching soldier.

Supplementary command: An oral order given by a subordinate leader that reinforces and complements a higher order to ensure proper understanding and execution of a movement.

T

Team practical exercises: A practical exercise format where learners work together as a team to perform the desired tasks; Strategies that can be employed to help foster team dynamics; examples include team color, name, and logo.

Technical skills: Understanding and ability needed to perform assigned tasks.

Tenets: A principle, belief, or doctrine generally held to be true.

Time management: The process of effectively using time to gain control of events, conditions, and actions.

Tone: A degree of tension or firmness, as of muscle; or sound of distinct pitch, loudness, vibration, quality, and/or duration; the particular or relative pitch of a word or phrase.

Training: To form by (or undergo) instruction, discipline, or drill; to teach so as to make fit, qualified, or proficient.

Training aids: Materials such as computers, handouts, chalkboards, and so on that enhance and support teaching.

Tunnel vision: Extreme narrowness of viewpoint.

U

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

Unison: In complete or perfect agreement; at the same time.

V

Visualize: To form a mental image.

V-sit reach: One of the five events on the Cadet Challenge and Presidential Physical Fitness test that consists of stretching a number of inches past an established baseline.

