



JROTC Virtual Learning

**LET 1 & 2/JROTC Leadership
Defined**

April 20, 2020



Lesson: April 20, 2020

Objective/Learning Target:

Students will describe leader behaviors that make others want to follow; explore how leadership relates to purpose, direction, and motivation; and identify ways to develop leadership behaviors

Leadership Defined



Courtesy of Army JROTC

U2C1L1

Leadership

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!

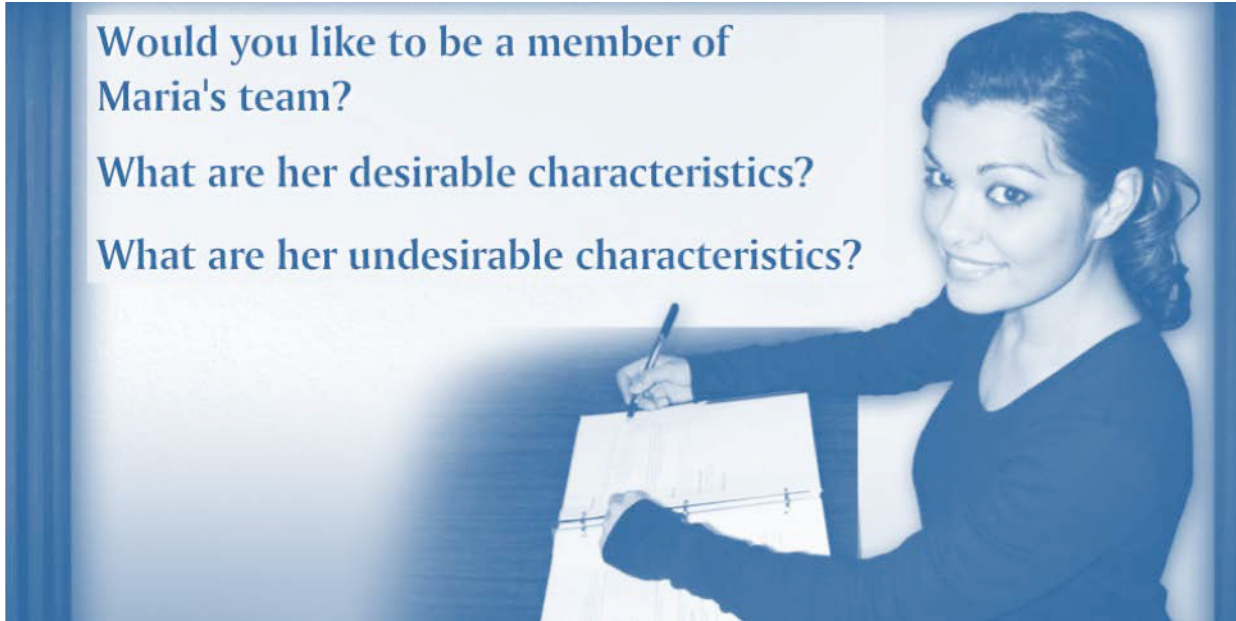
Case Studies

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.

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

What are her desirable characteristics?

What are her undesirable characteristics?



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.

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

Courtesy of Army JROTC

Case Study 2

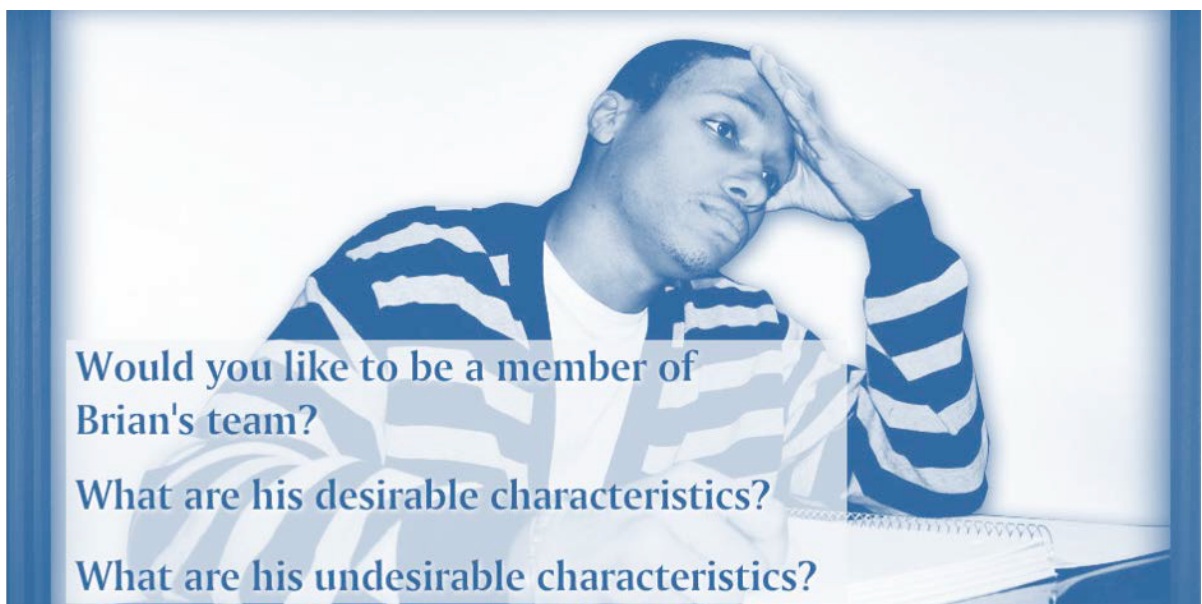
Brian is an easy-going person. He wants to complete projects with plenty of time left so that he and his friends on the team can relax. After he assigns tasks to each of his team members, he lets them figure out the best way to complete the tasks—without giving them any help, direction, or supervision.

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



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

What are his desirable characteristics?

What are his undesirable characteristics?

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

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

Student Learning Plan

Unit 2: Leadership Theory and Application

Leadership Defined [U2C1 L1]



What you will accomplish in this lesson:

Identify your leadership strengths and opportunities for improvement



Why this lesson is important:

Leaders are necessary to help motivate others and achieve common goals. So what behaviors make up a leader? Are you a leader? This lesson focuses on defining what leadership is and what types of behaviors leaders possess. Activities in this lesson allow you to examine your own leadership behavior strengths and weaknesses and begin making improvements. With this basic introduction of leadership, you can begin to appreciate the responsibilities that successful leaders have to themselves, to those they may be working with and working for.



What you will learn in this lesson:

Describe leader behaviors that make others want to follow
Explore how leadership relates to purpose, direction, and motivation
Identify ways to develop leadership behaviors
Define key words: behavior, direction, leadership, motivation, purpose



You will have successfully met this lesson's purpose:

by writing a summary about your own leadership behaviors
when your written summary recognizes leadership behaviors
when your written summary relates your behaviors to purpose, direction, and motivation
when your written summary recognizes personal leadership behavior strengths
when your written summary identifies a need for improvement on specific leadership behaviors



Learning Activities:

These learning activities are designed to help you learn the target skills and knowledge for this lesson. Your instructor may assign additional or alternative learning activities.



INQUIRE PHASE: What do you already know?

1. THINK ABOUT what you know about leadership? PREPARE for this lesson by discussing: *What you will accomplish in this lesson; What you will learn in this lesson; Why this lesson is important, and When you will have successfully met this lesson's purpose.*
2. WATCH the short video of President John F. Kennedy supporting the United States space program and future mission to the moon. Can you detect any leadership behaviors? SHARE with the class any leadership characteristics, attitudes or behaviors you observed in the video.
3. Now, in an assigned small group, THINK ABOUT someone who you consider to be a leader. Create a Bubble Map showing their characteristics, attitudes or behaviors. DISCUSS the similarities of your leader to those observed in President John F. Kennedy. Help DEVELOP a class definition of a leader based on the identified behaviors.

4. REFLECT on what you just saw and discussed. ANSWER the reflection questions presented by your instructor.



GATHER PHASE: So, what else do you need to know or learn?

1. COMPARE the class definition of leadership to the definition presented in the textbook or by your instructor. DISCUSS what Purpose, Direction, and Motivation have to do with leadership?
2. REVIEW all of the class Bubble Maps displayed around the room. DISCUSS whether the leadership behaviors support Purpose, Direction or Motivation.
3. REFLECT on new information presented to you about leadership. ANSWER the reflection questions provided by your instructor.



PROCESS PHASE: Now what can you do with this new information you've learned?

1. WORK with a partner or small group and answer the presented questions about undesirable and desirable qualities of the team player in the case study presented. COMPARE them to the Definition of Leadership. OUTLINE how the "leader" in the case study can improve as a leader of a team.
2. REFLECT on your own behaviors as a leader. ANSWER the reflection questions presented by your instructor.



Assessment Activities:

APPLY PHASE: What else can you do with what you've learned today?



1. THINK ABOUT the behaviors that you exhibit in a leadership situation and behaviors that you would like to improve for leadership situations. READ an assigned Case Study and SHARE how positive leadership behaviors were modeled. Be ready to WRITE about what you would like to develop in your own leadership.
2. COMPLETE the Leadership Defined Performance Assessment Task. SUBMIT your completed performance assessment task to your instructor for feedback and a grade.
3. REVIEW the key words of this lesson.
4. REFLECT on what you have learned in this lesson and how you might use it in the future.



Self-Paced Learning and Assessment Activities:

Independently complete the activities outlined below:

- **Inquire Phase:** Complete the Learning Activities 1 – 4 or as modified by your instructor.
- **Gather Phase:** Complete the Learning Activities 1 – 3 or as modified by your instructor.
- **Process Phase:** Complete the Learning Activities 1 – 2 or as modified by your instructor.
- **Apply Phase:** Complete the Learning Activities 1 – 4 or as modified by your instructor.

Performance Assessment Task

Unit 2: Leadership Theory and Application

Leadership Defined [U2C1 L1]

This performance assessment task gives you an opportunity to document your achievement of the lesson's competency:

Identify your leadership strengths and opportunities for improvement

Directions

For this performance assessment task, you will create a profile of your own leadership behaviors and recognize areas that you would like to improve. For this assessment you will:

1. Think about your present leadership behaviors such as:
 - Behaviors you believe are positive and good to have
 - Behaviors you believe are negative and need some improvement
 - Behaviors you would like to add to your leadership style
2. Read the Case Study #4 from the "Leadership Defined" section of the hardbound student textbook. Identify the behavior examples cited in the Case Study and compare them to your own.
3. Write a summary describing the leadership behaviors identified in Case Study #4 how the behaviors of the case study leader helped achieve a purpose, set a direction, and motivate others.
4. Describe how your leadership style is similar or different to the one presented in the Case Study.
5. Indicate the areas in your own leadership that you wish to improve upon and why.
6. Use the attached scoring guide criteria for what you need to do to complete this task.
7. Submit your completed performance assessment task and scoring guide to your instructor for evaluation and a grade.

RECOMMENDATION: It is recommended that you add this performance assessment task to your Cadet

Portfolio.

