



JROTC Virtual Learning

**LET 1 / JROTC**

**Roles of Leaders and followers in Drills**

April 30, 2020



Lesson: April 30, 2020

**Objective/Learning Target:**

Students will describe the responsibilities of a follower and leader in drill, identify the types of drills commands, Describe the elements of a proper command voice.

# Unit 2

## Leadership Theory and Application

LESSON 2:  
ROLES OF LEADERS AND FOLLOWERS IN DRILL



### Reflection:

- How do the roles of leaders and followers affect your daily life?
- Can you identify examples of the different types of commands that you hear every day?

# Student Learning Plan

## Unit 2: Leadership Theory and Application Leadership Reshuffled [U2C1 L2]



### What you will accomplish in this lesson:

Compare leadership styles



### Why this lesson is important:

For a long time, there has been great interest in determining what makes a good leader. Researchers have examined the origins and evolution of leadership for years. This lesson explains the theories and approaches to leadership as they have changed over time, and identifies historical events that have shaped them. This lesson also explores how leadership styles are applied to different kinds of situations.



### What you will learn in this lesson:

- Describe how leadership has evolved
- Compare different approaches to leadership
- Define key word: approach



### You will have successfully met this lesson's purpose:

- by comparing two leadership styles and two leadership approaches in a graphic organizer or Thinking Map®
- by writing a short summary when you compare two of three approaches: traits, behavior, or contingency
- when you compare two leadership styles
- when your summary contains an explanation of the leadership style and approach that works for you and why



### 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.

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### INQUIRE PHASE: What do you already know?



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1. THINK ABOUT what you know about leadership styles. 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'll successfully meet the lesson's purpose.*
  2. THINK ABOUT what leadership styles are most effective. REVIEW the statements presented as employer perceptions. DETERMINE whether you 'agree' or 'disagree' with the statements.
  3. CONTRIBUTE your reason for *agreeing, disagreeing* or remaining *undecided* with the statement in a class Tree Map. DISCUSS the various responses.
  4. REFLECT on the various perceptions of leadership. ANSWER the reflection questions presented by your instructor.

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

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- \_\_\_\_\_ 1. VIEW a presentation or CONDUCT research on leadership styles.
- \_\_\_\_\_ 2. READ the Leadership Reshuffled section of your student text. DESCRIBE the approach and associated leadership style. DESCRIBE historical events that occurred during the evolution of the approach; and EXPLAIN your opinion as to the usefulness of the approach in leadership situations.
- \_\_\_\_\_ 3. REFLECT on the various approaches and styles presented. ANSWER the reflection questions presented by your instructor.

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

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- \_\_\_\_\_ 1. BUILD a tower with members of an assigned team.
- \_\_\_\_\_ 2. THINK ABOUT the leadership approach and style of the team leader.
- \_\_\_\_\_ 3. CREATE a Bubble Map describing the qualities and effectiveness of the leader. PRESENT your Bubble Map to the class. DISCUSS the different approaches and observations.
- \_\_\_\_\_ 4. REFLECT on your own approach to leadership. ANSWER the reflection questions presented by your instructor.



### Assessment Activities:

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- \_\_\_\_\_ 1. OBTAIN the Leadership Reshuffled Performance Assessment Task. COMPARE two leadership styles and two leadership approaches in a graphic organizer or Thinking Map® of your choice. WRITE a short summary explaining the style and approach that you prefer and why.
- \_\_\_\_\_ 2. COMPLETE the Leadership Reshuffled 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:

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



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.

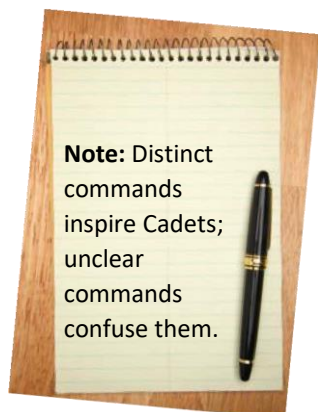
It is necessary for the voice to have carrying power, but excessive exertion is unnecessary and harmful. A typical result of trying too hard is the almost unconscious tightening of the neck muscles to force sound out. This produces strain, hoarseness, sore throat, and worst of all, indistinct and jumbled 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.

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## 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.

# Performance Assessment Task

## Unit 2: Leadership Theory and Application

### Leadership Reshuffled [U2C1 L2]

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

#### Compare leadership styles



#### Directions

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For this performance assessment task you will compare two leadership styles and two approaches using a graphic organizer or Thinking Map® of your choice. You will also write a short summary explaining the leadership style and approach you prefer and why. For this assessment you will:

1. Select two leadership styles that interest you and show how they are similar and different in a graphic organizer or Thinking Map® of your choice.
2. Then, compare two leadership approaches that interest you and show how they are similar and different in a graphic organizer or Thinking Map® of your choice.
3. Write a short summary explaining the leadership style and approach you prefer to use and why.
4. Use the attached scoring guide criteria for what you need to do to complete this task.
5. 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.

***Leadership Reshuffled  
Performance Assessment Task  
Scoring Guide***

<b><i>Criteria</i></b>	<b><i>Ratings</i></b>
You compare two of three approaches: traits, behavior, or contingency	met    not met
You compare two leadership styles	met    not met
Your comparisons are shown in a graphic organizer or Thinking Map®	met    not met
Your written summary contains an explanation of the leadership style and approach that works for you and why	met    not met
Your written summary uses proper grammar, punctuation, and spelling	met    not met

**Comments:**

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Evaluator's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_



