



# JROTC Virtual Learning

LET 2 Elements of Leadership

April 27, 2020

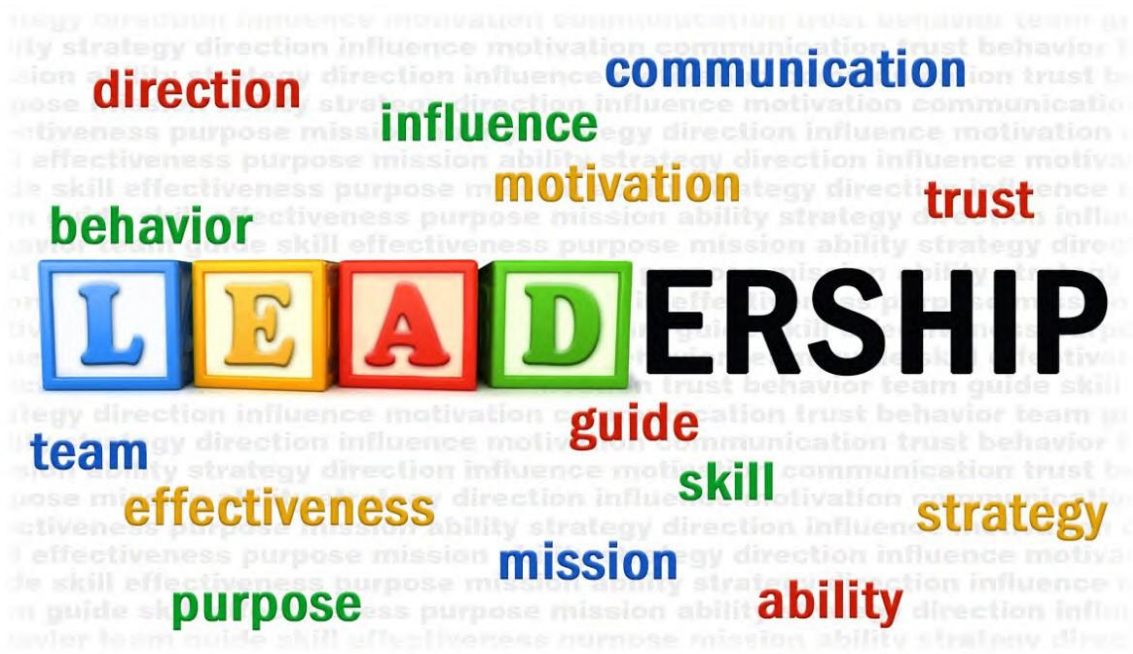


# JROTC Virtual Learning

## LET 2 Leadership Lesson 1

April 27, 2020

# Elements of Leadership



## Key words

- autocratic
- competencies
- contingency
- democratic
- direction
- innate
- laissez-faire
- leadership
- motivation
- purpose

## What You Will Learn to Do

Identify the elements of leadership

## Linked Core Abilities

- Apply critical thinking techniques
- Build your capacity for life-long learning
- Communicate using verbal, non-verbal, visual, and written techniques
- Take responsibility for your actions and choices
- Treat self and others with respect

## Learning Objectives

- **Identify** leadership opportunities in JROTC
- **Explain** how perspectives on leadership have changed over time
- **Define** leadership
- **Describe** the Army Leadership Model

# Essential Question

What elements of leadership do you possess?



## Learning Objectives (cont'd)

- **Define** key words: autocratic, competencies, contingency, democratic, direction, innate, laissez-faire, leadership, motivation, purpose

### Introduction

**Leadership** has many challenges and rewards. With this basic introduction of leadership, you can begin to appreciate the many aspects of leadership. This lesson introduces some of the leadership opportunities in JROTC, as well as the responsibilities, attributes, and abilities of leaders.

### Leadership Opportunities

There are many reasons 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.

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.



Figure 1.1.1

## Key words

### leadership:

The process of influencing people by providing purpose, direction, and motivation to accomplish the mission and improve the organization

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

## Leadership Development Program

The Leadership Development Program is based on the principle that Cadets be "trained to standards." 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, you have been successful.

Components of the Leadership Development Program include the following:

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



Figure 1.1.2

As a Cadet, you will be counselled, developed, and your progress assessed throughout the remainder of your 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.

## Defining Leadership

You probably know leadership when you see it. 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

## Key words

### **purpose:**

The reason for why something is done

### **direction:**

Instructions or knowledge to complete a task

### **motivation:**

The act of inspiring others to accomplish something

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.

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. As a leader, learn as much as possible about others' capabilities and limitations, then give over as much responsibility as can be handled.

## History of Leadership Models

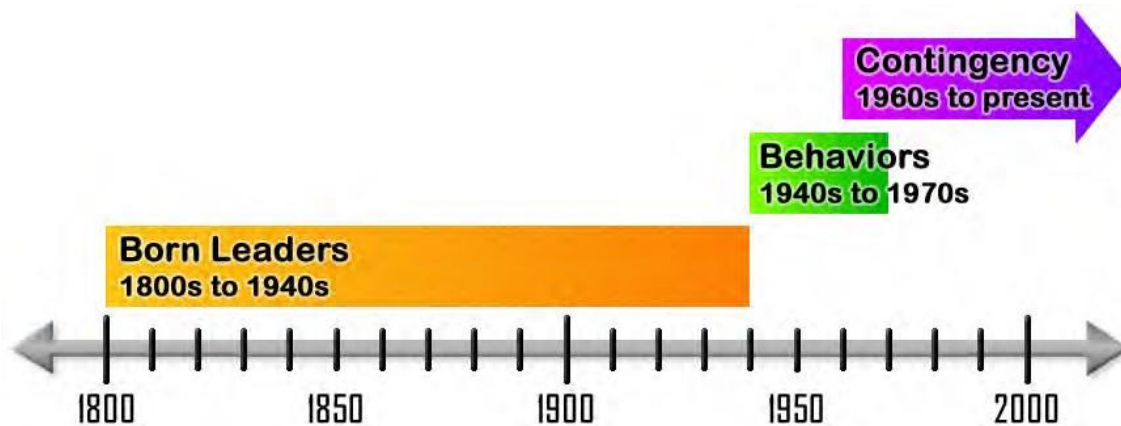


Figure 1.1.3

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 are categorized into three general eras:

1. *Born Leaders – 1800s to 1940s*  
The Born Leaders approach maintains that a person either does or does not possess the specific traits that are considered to be the essentials of leadership.
2. *Behaviors – 1940s to 1970s*  
This approach looked at the idea that leaders exhibit certain behaviors that make them effective leaders.

## Key words

### **contingency:**

Dependence on chance or on a condition being met

### **innate:**

Inborn; existed or having existed since birth

### **autocratic:**

A style of leadership where leaders make decisions alone

### **democratic:**

A style of leadership where leaders consult with followers who are allowed to participate in decision-making

### **laissez-faire:**

A style of leadership where leaders do not interfere or do not provide direction

Leadership studies eras continued:

### 3. Contingency – 1960s to present

The **contingency** model maintains that personal styles and situational characteristics combine to determine leadership. A proper match between styles and situations is essential.

## **BORN LEADERS 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, leaders were born with an **innate** ability to lead.

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, sociability, 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 that evidence did not support the idea that innate abilities ensured someone would be an effective leader.



Figure 1.1.4

## **BEHAVIOR APPROACH**

At the beginning 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:

- **Autocratic** leadership style, which involves leaders making decisions alone
- **Democratic** leadership style, which consists of leaders consulting with followers who are allowed to participate in decision-making
- **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. They identified thousands of behaviors and then reduced them to a more manageable number. However, two primary leadership behaviors stood out among the many: relationship and structure.

<b>RELATIONSHIP BEHAVIORS</b>	<b>STRUCTURE BEHAVIORS</b>
<p><b>Concern for people and includes behaviors such as:</b></p> <ul style="list-style-type: none"> <li>• <b>treating team members as equals</b></li> <li>• <b>being friendly and approachable</b></li> <li>• <b>making work pleasant</b></li> <li>• <b>listening to other's ideas</b></li> <li>• <b>looking out for the personal well-being of others</b></li> </ul>	<p><b>Concern for people and includes behaviors such as:</b></p> <ul style="list-style-type: none"> <li>• <b>setting and communicating expectations</b></li> <li>• <b>establishing work schedules</b></li> <li>• <b>sharing work procedures</b></li> <li>• <b>making work assignments</b></li> </ul>

Figure 1.1.5

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 relationship and task 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 Born Leaders, Behavioral, and Contingency Approaches. Historically, researchers 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?

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.

## Army Leadership Model

### Key words

**competencies:**  
Skills, abilities

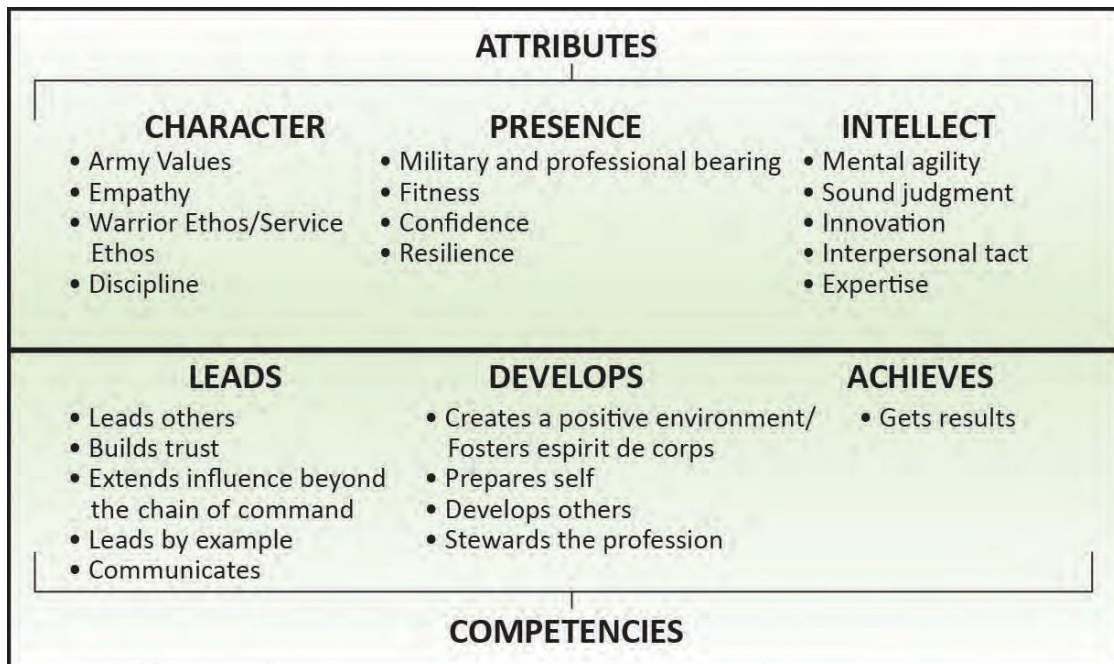
The Army Leadership Model focuses on what a leader is (attributes) and what a leader does (**competencies**). The leader’s attributes enable him or her to master leadership competencies or abilities. This model relies on the thinking of the contingency approach. The effectiveness of a leader depends on how his or her attributes and competencies are used in a situation.

The attributes of the leadership model describe how an individual behaves and learns within an environment. The leader attributes are:

- Character
- Presence
- Intellect

These attributes represent the values and identity of the leader (character) with how the leader is perceived by followers and others (presence), and with the mental and social faculties the leader applies in the act of leading (intellect).

Character, a person’s moral and ethical qualities, helps a leader determine what is right and gives a leader motivation to do what is appropriate, regardless of the circumstances or consequences.



Army Leadership Model

Figure 1.1.6

Actions, words, and the manner in which leaders carry themselves convey presence. Presence is not just a matter of showing up; it involves the example that the leader projects to inspire others to do their best and follow their lead.

A leader's intelligence draws from conceptual abilities and is applied to one's duties and responsibilities. Conceptual abilities enable effective problem-solving and sound judgment.

Leader competencies include the abilities to: lead, develop, and achieve.

Building competence follows a systematic and gradual approach, from mastering individual competencies to applying them in concert and tailoring them to the situation at hand. Leading people by giving them a complex task helps them develop the confidence and will to take on progressively more difficult challenges.

Leaders acquire the basic competencies at the direct leadership level. As the leader moves to organizational and strategic level positions, the competencies provide the basis for leading through change. Leaders continuously refine and extend the ability to perform these competencies proficiently and learn to apply them to increasingly complex situations.

## Conclusion

The more you understand the attributes and 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 importantly, the ones that do not. In the next lesson, you'll explore the Army Leadership Model in-depth.

## Lesson Check-up



- How have views about leadership changed over time?
- What leadership approach is used by the Army Leadership Model?
- What makes an effective leader?

# Performance Assessment Task

## Elements of Leadership

### Leadership lesson 1

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

#### Leadership

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#### Directions

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For this performance assessment task you will participate in Elements of Leadership. For this assessment you will:

1. Apply critical thinking techniques.
2. Build your capacity for life-long learning.
3. Communicate using verbal, non-verbal, visual, and written techniques.
4. Take responsibility for your actions and choices.
5. Treat self and others with respect.

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

## ***Elements of Leadership Performance Assessment Task Scoring Guide***

<b><i>Criteria</i></b>	<b><i>Ratings</i></b>
Identify leadership opportunities in JROTC	met    not met
Explain how perspectives on leadership have changed over time	met    not met
Define leadership	met    not met
Describe the Army Leadership Model	met    not met

***Comments:***

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

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