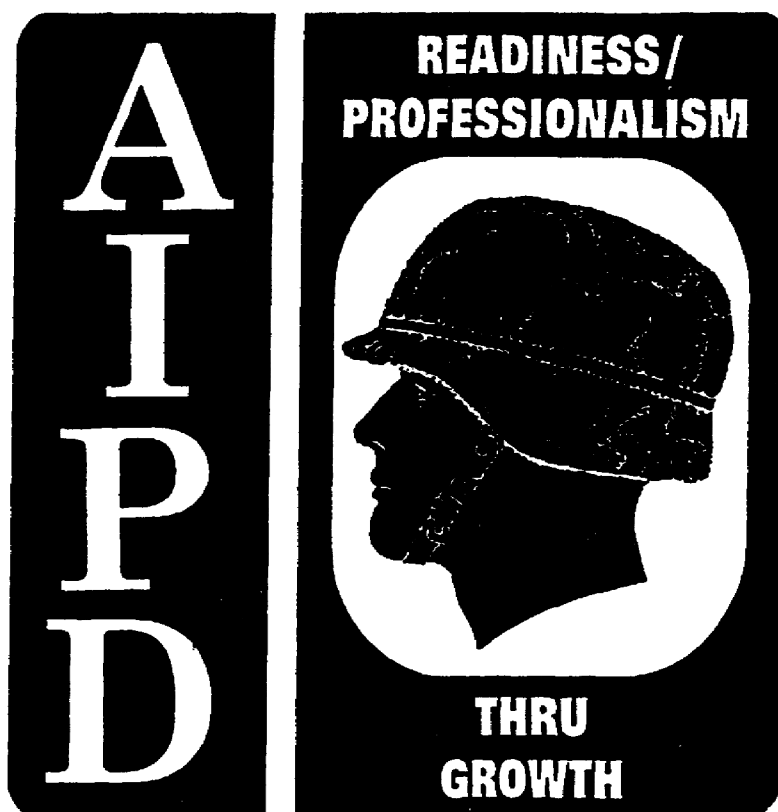


**SUBCOURSE
PD2201**

**EDITION
B**

**NONCOMMISSIONED OFFICER (NCO)
PRIMARY LEADERSHIP SUBJECTS**

**READING COMPREHENSION, STUDY METHODS,
AND MANAGEMENT**



**THE ARMY INSTITUTE FOR PROFESSIONAL DEVELOPMENT
ARMY CORRESPONDENCE COURSE PROGRAM**

**READING COMPREHENSION, STUDY METHODS,
AND MANAGEMENT SKILLS**

Subcourse Number PD2201

Edition B

United States Army Training Support Center
Fort Eustis, Virginia 23604
Edition date: January 1997

Credit hours: 4

Subcourse Overview

Description

This subcourse contains a review of the basic reading comprehension, study, and time management skills that you must have as a primary noncommissioned officer to function effectively.

Prerequisites

There are no prerequisites for this subcourse.

Gender disclaimer

Unless otherwise stated, the masculine gender of singular pronouns is used to refer to both men and women.

Terminal learning objective

The terminal learning objective (TLO) for this module is:

Action	Develop effective reading, study, and management skills
Condition	Given the materials in this subcourse.
Standards	Use reading, study, and time management skills to: <ul style="list-style-type: none"> • Increase reading rate and comprehension. • Develop good study habits. • Determine requirements and goals, prioritize, plan, schedule, and manage effectively. Additionally, score 70% or higher on the written exam.

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Subcourse Overview, Continued

In this subcourse This subcourse contains the following lessons:

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2	Tim Management	2-1
3	Primary NCO Management Skills	3-1

READING COMPREHENSION, STUDY METHODS, AND MANAGEMENT SKILLS

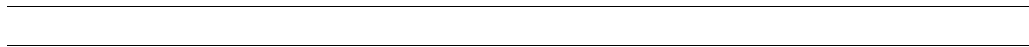
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Lesson 1

Reading Comprehension and Effective Study Methods



Overview

Introduction

During the past 200 years, the flow of information has grown from a trickle to a flood. A deluge of written material has accompanied scientific and cultural advances. Today's professional soldier must continue to learn to read more effectively. Improving your reading comprehension will:

- Enhance your writing ability.
 - Expand your vocabulary.
 - Build the foundation for intelligent decision making.
 - Increase your ability to successfully train and be trained.
-

Lesson description

In this lesson, you will learn to read more effectively.

Continued on next page

Overview, Continued

Enabling learning objective

The enabling learning objective (ELO) for this lesson is:

Action	Use effective reading and study skills.
Condition	Given material contained in this lesson.
Standards	Use effective reading and study skills, to include: <ul style="list-style-type: none"> • Increasing reading comprehension. • Increasing reading rate. • Using reading adaptability. • Developing good study habits. Using the PQ4R Study Method and main idea study method.

References

This lesson contains material from:

- Read to Lead.
- TRADOC Reg 25-34, Alternate Format for Preparing and Publishing TRADOC Administrative Publications.
- *Learning to Learn at a Distance* (U.S. Coast Guard Reserve Training Center).
- Command NCO Academy, Volume 2, *Communications Skills* (Extension Course Institute, Air University).

In this lesson

This lesson contains the following topics:

Topic	See Page
Section I: Improving Reading Skills	1-3
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For more information

If you need additional help in increasing your reading comprehension, go to the nearest Army Learning Center. You will find the Read to Lead program there. It consists of a test that identifies your reading weaknesses, and specific lessons to help you improve your reading skills.

Section I

Improving Reading Skills

Overview

Introduction

Improving reading skills is a must for today's professional soldier. If you have never tried to improve your reading skills, you will be surprised how much you can increase your reading speed and still understand what you are reading. To improve your reading skills, you need to be aware of these three important areas of reading improvement:

- Increasing reading comprehension.
- Increasing reading rate.
- Understanding adaptability.
-



-
-

In this section

This section contains the following topics:

Topic	See Page
Increasing Reading Comprehension	1-4
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Increasing Reading Comprehension

**Definition:
Comprehension**

Comprehension is the ability to understand what you see or hear.

**Importance of
increasing
comprehension**

Increasing reading comprehension is the most important factor in improving reading skills. Most people limit their reading potential because they are careful not to read any faster than they can understand. However, the truth is, most people can understand much faster than they read.

**Increasing
reading
comprehension**

To increase your reading comprehension:

- Increase your vocabulary.
 - Scan the material.
-

**How to
increase
vocabulary**

Unknown vocabulary dramatically reduces the reader's ability to understand. Expanding your vocabulary is a must for anyone who wants to increase reading comprehension. One way to increase your vocabulary is to use a dictionary to look up new terms and reference old terms for new meaning. However, the best way is to read more and learn from context.

**Learning from
context**

When learning the meaning of words from context, look for clues such as:

- Boldfaced, italicized, or marked words.
 - Punctuation (sets of dashes, commas, or parentheses).
 - Words or phrases that an acronym or brevity code represents in the first place the letters appear.
-

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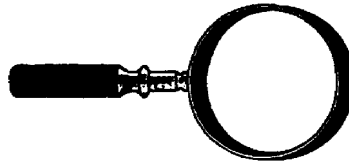
Increasing Reading Comprehension, Continued

**Example of
learning from
context**

This example shows how writers use context clues to give the meaning of words in their material.

"Many dealers and philatelists - stamp collectors - visited the postmark exhibit at the convention last month." (Extracted from Read to Lead)

The words "stamp collectors" are set off by dashes and gives the meaning to the word "philatelists".



Continued on next page

Increasing Reading Comprehension, Continued

How to scan written material

Scanning is a technique that will help you identify the purpose of the written material, what the material includes, and technical terms with which you must become familiar.

This table identifies what to scan and the purpose for it.

What to scan	Purpose
Table of Contents	<ul style="list-style-type: none"> • Helps you find what you are looking for. <p>Identifies areas of the subject you may not have thought about.</p>
Appendix	<ul style="list-style-type: none"> • Contains technical data, such as charts and diagrams. <p>Provides a quick reference for forms or tables.</p>
References or Bibliography	<ul style="list-style-type: none"> • Provides a list of materials used in preparing what you are reading. <p>Useful for further study of the material.</p>
Glossary	<ul style="list-style-type: none"> • Contains an alphabetical listing of important technical terms and their definitions. <p>Sometimes includes a list of brevity codes and acronyms.</p>
Index	<p>Contains an alphabetical listing of subjects with all the page numbers where you will find the subject.</p>
Chapter/Section Headings	<p>Identifies the material covered.</p>

Increasing Reading Rate

Introduction

The second most important factor in improving reading skills is to increase your reading rate. This is extremely vital for people who work in administrative and leadership positions that require a great deal of reading. It is obvious that a person who can read faster can get through far more paperwork than a person who reads at a slow rate.

Increasing reading rate

To increase your reading rate you must:

- Increase your span of recognition.
 - Eliminate bad reading habits.
 - Constantly strive to overcome vocabulary difficulties.
-

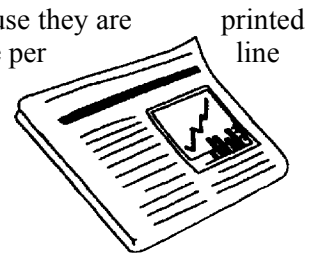
Definition: Span of recognition

The span of recognition is the amount of material an individual can read at a single fixation. A fast reader can take in three or four words per fixation, while a slow reader may stop on every word.

Increase span of recognition

If you increase your span of recognition, you will make fewer fixations per line and read faster. This will require a lot of hard work and daily practice on your part.

A good place to start is to practice with a newspaper, because they are in narrow columns. Find out how many fixations you have per and then practice bringing them down. If you practice this daily, you will see an increase in your span of recognition.



Continued on next page

Increasing Reading Rate, Continued

Eliminate bad reading habits

Slow reading is a result of bad reading habits. Many problems that we experience at the adult level are holdovers from our early efforts as a child.

This table identifies four common problems that are deterrents to rapid reading.

Problem	Symptom	Result	Cure
Lip Reading	<ul style="list-style-type: none"> • No sound. • Lips mimic word formation. 	Limits speed to oral reading speed.	<ul style="list-style-type: none"> • Make conscious effort to eliminate. <p>Press finger over lips.</p>
Subvocalization	Vocal cords activated to mimic word formation.	Limits speed to near-oral reading speed.	<ul style="list-style-type: none"> • Make conscious effort to eliminate. <p>Place thumb and finger to side of throat.</p>
Auditory Reading	"Hearing" words while reading.	Retards reading speed.	<ul style="list-style-type: none"> • Make conscious effort to repress "voice." <p>Practice speed reading without vocalizing.</p>
Regressive Reading	<ul style="list-style-type: none"> • Reading words already read. • Mind wandering. • Reading too slowly. 	<ul style="list-style-type: none"> • Retards reading speed. • Seldom improves comprehension. 	<ul style="list-style-type: none"> • Increase vocabulary. • Concentrate intently. <p>Keep interested in subject.</p>

Overcoming good vocabulary difficulties

It is important that you continue to work at building a good vocabulary. A vocabulary not only increases your reading comprehension, but also will increase your reading rate.

Readers with a poor vocabulary must constantly regress to guess at meanings, and unfamiliar words cause them to take long fixations on the text.

Understanding Adaptability

Introduction

Comprehension is the most important factor in reading, but the real key to reading effectiveness is adaptability.

Definition: Adaptability

Adaptability is being flexible in your reading skills to accommodate the type of material you are reading. You must not allow yourself to read all types of material in the same manner. To be an adaptable reader, you must:

- Adapt your speed to the reading material.
- Discriminate in what and how you read.

Adapting speed

You should not read all material at the same reading rate. The importance and difficulty of the material should determine your reading rate. Unfortunately some people will read the comics and important material at the same rate. It is the sign of an immature reader to read everything at the same speed. Always check to be sure you are adapting your reading speed to the material and purpose for reading.



Discriminating types of reading material

Discrimination goes hand in hand with adaptability. It is knowing what is worth reading and how to read it for best results. In some instances, your job, school assignments, importance of documents, etc., dictate what you read. However, when the choice is yours, choose carefully so you do not waste time.

This table identifies how to discriminate between types of material.

If you are reading...	Then...
school materials or job documents,	slow your reading rate and read with critical attention to detail.
general information,	increase your reading rate and save time for more important activities.
a certain writing style or description you enjoy,	slow your reading rate and think about it - savor it.

NOT USED

Lesson 1, Section I, Practice Exercise

Instructions

The following items test your knowledge of the material covered in this section. Circle the letter of the correct response for each item. When you complete the exercise, check your answers with the answer key and feedback sheet that follows. If you respond to any item incorrectly, study the material and try the items again.

Item 1

What is the most important factor in improving reading skills?

- A. Understanding adaptability.
 - B. Increasing the reading rate.
 - C. Increasing reading comprehension.
 - D. Discriminating what to read.
-

Item 2

Using a dictionary is the best way to increase your vocabulary.

- A. True.
 - B. False.
-

Item 3

When scanning your material, what provides a list of materials used in preparing what you are reading?

- A. Appendix.
 - B. Glossary.
 - C. Index.
 - D. Bibliography.
-

Item 4

Mind wandering is a symptom of regressive reading.

- A. True.
 - B. False.
-

Item 5

What must you do to be an adaptable reader?

- A. Read all material at the same rate.
 - B. Adapt reading speed and discriminate in what and how you read.
 - C. Emphasize reading comprehension and read all material at the same rate.
 - D. Discriminate what you read and consistently read at a faster pace.
-
-

Lesson 1, Section I, Practice Exercise Answer Key and Feedback

Item 1 C. The most important factor in improving reading skills is increasing reading comprehension. (Page 1-4)

Item 2 B. False. One way to increase your vocabulary is to use a dictionary to look up new terms and reference old terms for new meaning. However, the best way is to read more and learn from context. (Page 1-4)

Item 3 D. The bibliography provides a list of materials used in preparing what you are reading. (Page 1-6)

Item 4 A. True. Mind wandering is a symptom of regressive reading. Three symptoms of regressive reading are reading words already reading, mind wandering, and reading too slowly. (Page 1-8)

Item 5 B. To be an adaptable reader you must adapt reading speed and discriminate in what and how you read. (Page 1-9)

Section II

Effective Study Methods

Overview

Introduction

Effective study involves developing an understanding of the main ideas and their relationships. To accomplish this, you must develop good study habits and apply a good study method.

In this section

This section contains the following topics:

Topic	See Page
Developing Good Study Habits	1-14
Using the PQ4R Study Method	1-16
Using the Main Idea Study Method	1-17
Lesson 1, Section II, Practice Exercise	1-19
Lesson 1, Section II, Practice Exercise Answer Key and Feedback	1-20

Developing Good Study Habits

Purpose

Good study habits provide the structure and discipline that allow you to concentrate on the task at hand and learn the material that will get you through school and get you promoted.

Importance



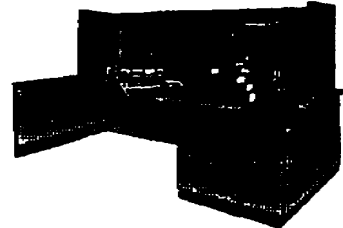
It is essential that you be motivated and organized, and use effective and efficient study methods. But, it is equally important that you use good study habits. Students often sacrifice study time to meet other demands on their time, such as their job and family. Good study habits will increase the efficient use of study time.

Where to study

To study effectively, you must find a place where you can concentrate on the learning material, eliminating as much interference as possible. Research has shown that you cannot study successfully in areas with such distractions as noise or visual activities.

In addition to eliminating distractions, your study area must have:

- Good lighting.
- Adequate ventilation.
- Adequate room temperature.



When to study

It is hard to plan and budget the time to study. Effective learning requires you to plan a proper balance between work, study, and recreational activities. You must allow yourself enough time to study the material, and you must mentally prepare to study. Plan your study time for periods when you are fully alert and will be able to learn best from the material.

Continued on next page

Developing Good Study Habits, Continued

Good study habits model

This table shows a model for good study habits.

Action	Description
Set realistic goals.	<ul style="list-style-type: none"> Know your deadlines and your job and family requirements. <p>Estimate the time you need to meet your deadlines.</p>
Try to do a little each day.	<ul style="list-style-type: none"> Avoid having to cram. <p>Make it easier to plan your review sessions.</p>
Plan your time.	<ul style="list-style-type: none"> Use days, rather than hours, to prepare. <p>Take short breaks during long study periods.</p>
Avoid distractions in your environment (noise, poor lighting poor ventilation).	<ul style="list-style-type: none"> Concentrate better. <p>Stay on schedule.</p>
Take notes.	<ul style="list-style-type: none"> Identify information on which you may be tested or that you may need on the job. <p>Record the most important points of the instruction, in your own handwriting, for reference and to reinforce the PQ4R method (discussed on the following page).</p>
Ask yourself questions about the material.	<ul style="list-style-type: none"> Force yourself to say or write the idea in your own words. Make sure you understand the main points. <p>Reinforce your learning through repetitive questioning and responding.</p>
Plan a final study session.	<ul style="list-style-type: none"> Review all material. <p>Maximize understanding, retention, comprehension, and recall of information.</p>

Using the PQ4R Study Method

Purpose

The PQ4R study method improves a student's ability to learn and remember material presented in textbooks and other material.

Acronym defined

This study method takes its name from the first letters of its six elements.

- P = Preview
- Q = Question
- R = Read
- R = Reflect
- R = Recite
- R = Review

PQ4R study method

The PQ4R study method is an organized way to study, learn, and remember. It is similar to the drills and practices used to learn and accomplish your other duty tasks.

This table lists the steps in using the method.

Step	Part	Function
1	Preview	Skim the material and read the labels to identify the general idea, major topic, or major theme.
2	Question	Develop a list of questions that come to mind during the preview phase.
3	Read	<ul style="list-style-type: none"> • Read the material and answer the questions. • Develop new questions and answer them.
4	Reflect	<ul style="list-style-type: none"> • Think about what you have read. • Think of supporting examples. • Connect the material to your experience.
5	Recite	Put the key points in your own words.
6	Review	<ul style="list-style-type: none"> • Review your questions and answers. • Review the general idea, major topic, or major theme.

Using the Main Idea Study Method

Purpose

This method helps you to find and understand the essential message or main idea in the material you are reading.

Importance



Finding the essential message or main idea is vital for you to locate the information you need and for you to understand what you have read.

How to find the main idea

Each paragraph contains information that is organized around one central thought. This main idea is usually located in a topic sentence. The topic sentence, therefore, tells you what the paragraph is about.

Example of main idea

The main idea in the paragraph below is that maps need to be secured. Read the paragraph and see how every sentence relates to the main thought.

All maps, classified or unclassified, require special handling. If a map falls into unauthorized hands, it could easily endanger a military operation by furnishing an indication of our plans or areas of interest to the enemy. Even more important would be a map upon which the movements or positions of our troops had been marked. It is possible, even though markings on a map may have been erased, to determine some of the information that previously has been marked upon it. Maps must not fall into unauthorized hands.

Continued on next page

Using the Main Idea Study Method, Continued

Example of a main idea, continued

Each sentence in the passage supports the main idea that "maps need to be secured."

- Examples:
1. First sentence emphasizes that maps "require special handling" or security.
 2. Second sentence identifies the dangers of not keeping a map secure.
 3. Third and fourth sentences use examples of marked maps and tell why they must be kept secure at all times, even after the markings have been "erased."
 4. The last sentence reinforces the main idea that maps must not fall into unauthorized hands.
-

Using main idea study method

Once you have identified the main idea of one paragraph, you can begin to build relationships with the main ideas of other paragraphs. Establishing these relationships is critical to effectively understanding and learning the material you are studying.

Lesson 1, Section II, Practice Exercise

Instructions

The following items test your knowledge of the material covered in this section. Circle the letter of the correct response for each item. When you complete the exercise, check your answers with the answer key and feedback sheet that follows. If you respond to any item incorrectly, study the material and try the items again.

Item 1

Which of the following should you do to facilitate effective learning?

- A. Set realistic goals.
 - B. Identify requirements.
 - C. Balance work, study, and recreation.
 - D. Plan a final study session.
-

Item 2

The purpose of the PQ4R study method is to find and understand the main idea.

- A. True.
 - B. False.
-

Item 3

In the PQ4R study method, "Develop new questions and answer them," is the function of which of the following?

- A. Read.
 - B. Reflect.
 - C. Question.
 - D. Review.
-

Item 4

What is step 4 in the PQ4R study method?

- A. Recite.
 - B. Read.
 - C. Review.
 - D. Reflect.
-

Item 5

The topic sentence usually contains the main idea of a paragraph.

- A. True.
 - B. False.
-
-

Lesson 1, Section II, Practice Exercise Answer Key and Feedback

Item 1

C. For effective learning you should balance work, study, and recreation.
(Page 1-14)

Item 2

B. False. The PQ4R study method improves a student's ability to learn and remember material presented in textbooks and other material. (Page 1-16)

Item 3

A. The function of the Read step in the PQ4R study method is: Read the material and answer the questions. Develop new questions and answer them. (Page 1-16)

Item 4

D. Step 4 of the PQ4R study method is Reflect. (Page 1-16)

Item 5

A. True. The main idea of a paragraph is usually located in a topic sentence. The topic sentence, therefore, tells you what the paragraph is about. (Page 1-17)

Lesson I Summary

Background

Throughout your military career, you will need to read material to perform your job effectively and to compete for promotion. As information and new equipment proliferate, it is vital that you improve your reading skills to keep up. This lesson has been designed to help you improve your reading comprehension.

Improving reading skills

To improve reading skills:

- Increase reading comprehension.
 - Increase reading rate.
 - Understand adaptability.
-

Effective study methods

To practice effective study methods:

- Develop good study habits.
 - Use the PQ4R study method.
 - Use the main idea study method.
-
-

NOT USED

Lesson 2

Time Management



Overview

Introduction

Time is a resource, just like people, equipment, and money. The time required to plan and initiate work varies with the size of the requirement. You must schedule time to prepare and perform tasks in a particular order.

Definition: Time management

Time management is part of the planning process. It includes the necessary actions to complete a mission.

Time management systems

The Army uses various time management systems in its planning. Planning provides the detailed scheme or method for accomplishing missions and tasks, and ensures the most efficient use of personnel, money, and equipment within the available time.

The planning system you are most familiar with may be a training schedule. A training schedule details the who, what, when, and where for training essential soldier, leader, and small-group tasks.

Continued on next page

Overview, Continued

Lesson description

In this lesson, you will learn to schedule and manage your time to accomplish your work.

Enabling learning objective

The enabling learning objective (ELO) for this lesson is:

Action	Manage your time to accomplish your work.
Condition	Given the material contained in this lesson.
Standard	<p>Manage your time to accomplish your work to include:</p> <ul style="list-style-type: none"> • Setting goals. • Determining requirements. • Using goals and requirements. • Prioritizing. • Using forward and backward planning. <p>Using scheduling tools.</p>

References

This lesson contains material from:

- FM 22-100, *Military Leadership*, 31 July 1990.
- FM 25-101, *Battle Focused Training*, 30 September 1990.
- FM 101-5, *Staff Organization and Operations*, 25 May 1984.

In this lesson

This lesson contains the following topics:

Topic	See Page
Section I: Goals and Requirements	2-3
Section II: The Backward Planning Process	2-13
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Section I

Goals and Requirements

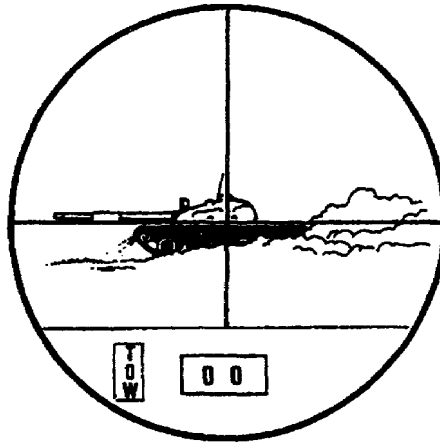
Overview

Introduction

The first thing you must do to manage your time effectively is identify your goals and requirements. If you know what you have to do, you can then plan or schedule how to accomplish it.

Definition: Goal

A goal is what you want to achieve. A goal directs your efforts. It is your aiming point.



Definition: Requirement

A requirement is something that is wanted or needed. A requirement also directs your efforts, since it is an action or task that you must complete.

Differences: Goals and requirements

While both goals and requirements direct your work, they are different. Normally, you set your own goals. A goal is something you want to achieve personally. Generally, someone else gives or sets a requirement for you. A requirement is something you have to do because your supervisor or a policy, regulation, or law requires it.

Example: An order you receive is a requirement.

Continued on next page

Overview, Continued

In this section This section contains the following topics:

Topic	See Page
Setting Goals	2-5
Determining Requirements	2-8
Using Goals and Requirements	2-10
Lesson 2, Section I, Practice Exercise	2-11
Lesson 2, Section I, Practice Exercise Answer Key and Feedback	2-12

Setting Goals

Introduction

Successful soldiers and leaders set goals for themselves. These are personal goals because each soldier decides on their own what they want to accomplish. Goals direct or focus their actions for getting something done. Goals help a soldier achieve more.

Types of goals

There are two types of goals: long-term and short-term. The difference between them is how long it takes to meet them. Short-term goals often help to achieve a long-term goal. They become the intermediate steps to meeting your long-term goal.

Examples:

- Your long-term goal is to graduate from PLDC.
 - Your short-term goals should be completing each of the steps that lead to graduating from PLDC, including studying these preresident materials and meeting the requirements for attending resident PLDC.
-

Guidelines

There are four key points to remember when setting goals. Goals should:

- Be realistic. Goals should be practical and genuine.
 - Be attainable. You should be able to accomplish or achieve your goals. This does not mean that goals must be easy to attain. It does mean that with hard work and dedication, you can succeed.
 - Lead to self-improvement.
 - Include a program or plan for their accomplishment. Goals become part of your planning for self-improvement.
-

Continued on next page

Setting Goals, Continued

How to set goals

Follow these steps to set goals for yourself

Step	Action
1	Identify a specific objective you want to achieve. Note: This is your long-term goal.
2	Divide this objective into smaller steps. Note: These are your short-term goals.
3	Set specific deadlines for completing each goal.
4	Write down your long-term and short-term goals.

**Example:
Setting goals**

Here is an example of goal setting:

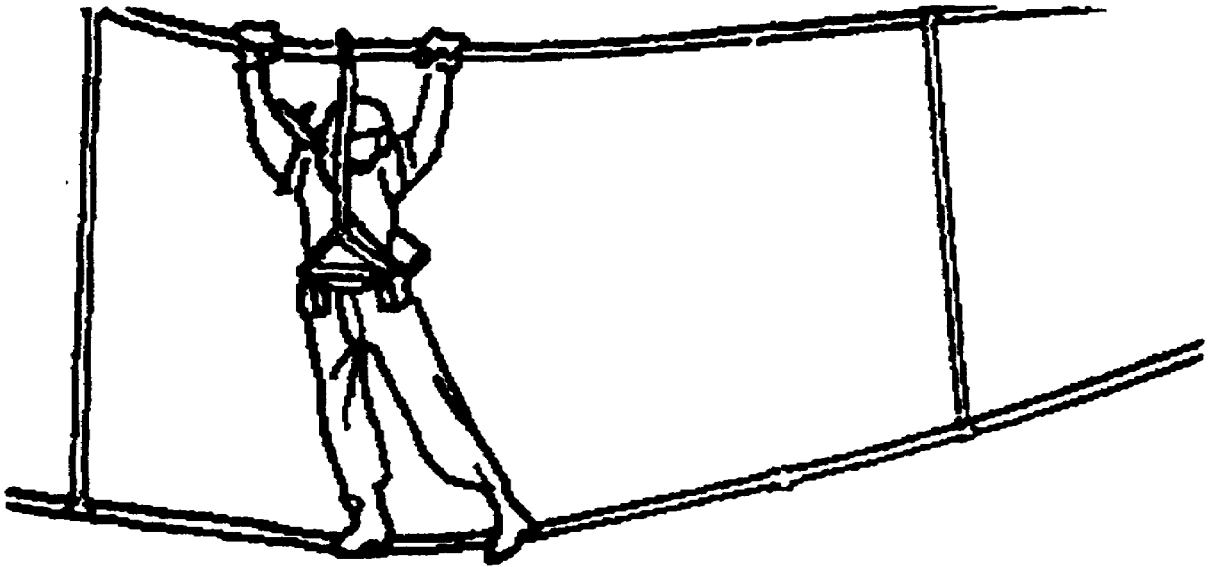
Step	Action
1	Identify your specific objective: To graduate from PLDC. This is your long term goal.
2	Divide the objective into smaller steps: Complete each of the NCO Primary Leadership Subject Subcourses: <ul style="list-style-type: none"> • Subcourse I: Reading Comprehension, Study Methods, and Time Management. • • Subcourse II: Math Skills • • Subcourse III: Writing Mechanics and Composition. • Completing each of these subcourses are your short-term goals.

Continued on next page

Setting Goals, Continued

Example:
Setting goals,
continued

Step	Action
3	Set specific deadlines for completing each short-term goal and your long-term goal. Complete: <ul style="list-style-type: none"> • Subcourse PD 2201 during the first two weeks. • • Subcourse PD 2202 during the third and fourth weeks. • • Subcourse PD 2203 during the fifth and sixth weeks.
4	Write down the long- and short-term goals and their deadlines. Place them where you can see them to remind you of what must be done each week to stay on schedule.



Determining Requirements

Introduction

Requirements may compete with the time available to accomplish your goals. The key is to balance your time between goals and requirements.

Types of requirements

There are two types of requirements:

- Recurring requirements.
 - Special requirements.
-

Definition: Recurring and special requirements

Recurring requirements are those routine, daily actions you must perform on your job (or at home). Special requirements are those actions you must perform to accomplish a one-of-a-kind task.

Example: You have a recurring requirement to perform operator maintenance on your assigned vehicle. Also, you may have a special requirement to prepare your uniform, equipment, and work site for an annual general inspection (AGI).

Guidelines

When determining or identifying requirements, remember that:

- Special requirements may arise unexpectedly.
- Requirements normally have a higher priority than your goals.
- Deadlines for completing requirements are normally established for you.
- You may have to research or ask what must be done to meet a special requirement.

Example: Prerequisites for attending a course are special requirements. You may have to find out what they are.

Continued on next page

Determining Requirements, Continued

Determining requirements

Follow these steps to determine your recurring and special requirements.

Step	Action
1	Identify what actions or tasks you must complete each day (recurring requirements).
2	Identify any special actions or tasks you must do that are not part of your normal workday schedule (special requirements).
3:	Determine the deadlines for completing each requirement.
4	Write down yow recurring and special requirements and identify when you must complete them.

Using Goals and Requirements

Background

In the overview, we stated that your goals and requirements guide your actions and work. If you know what you have to do and when you must complete it, you can schedule how to do it.

How to use

Use this table to determine how to use the goals and requirements you have identified.

If you want them to be...	Then...
painless	<ul style="list-style-type: none"> • balance personal and professional objectives. reward yourself for achieving your deadlines.
honest	do not establish goals you do not believe in or that are against your personal values.
current	frequently review your goals to ensure they still fit your current needs. Note: If they do not fit your current situation, change them.
helpful	make goals measurable so you will know when you have achieved them.
positive	give yourself frequent reinforcement or congratulations.
complete	decide how you are going to handle unexpected events that will delay or prevent their achievement.

For help

Support from family and friends is essential in setting goals. They must understand the importance of your goals. They can help you set goals, too.

Your supervisor and commander can also help you set your goals and determine your requirements. They are good sources for help in balancing your activities between attaining your goals and meeting your job requirements.

Lesson 2, Section I, Practice Exercise

Instructions

The following items test your knowledge of the material covered in this section. Circle the letter of the correct answer for each item. When you complete the exercise, check your answers with the answer key and feedback sheet that follows. If you respond to any item incorrectly, study the material and try the items again.

Item 1

You establish your own goals.

- A. True.
 - B. False.
-

Item 2

There are two types of goals: recurring and special.

- A. True.
 - B. False.
-

Item 3

Deadlines for completing your requirements normally are a higher priority than attaining your goals.

- A. True.
 - B. False.
-

Item 4

What is the last step in either setting goals or determining requirements?

- A. Identify what you want to achieve or complete.
 - B. Divide them into smaller steps.
 - C. Write them down and identify deadlines.
 - D. Set specific deadlines and identify ways to meet them.
-

Item 5

What should you do if you want goals to be helpful?

- A. Frequently reinforce or congratulate yourself on achievement.
 - B. Make them measurable so you know when they are achieved.
 - C. Reward yourself when you meet your deadline.
 - D. Balance personal and professional objectives and requirements.
-
-

Lesson 2, Section I, Practice Exercise Answer Key and Feedback

Item 1 A. True. You establish your own goals. Normally, you set your own goals. A goal is something you want to achieve personally. (Page 2-3)

Item 2 B. False. The two types of goals are long-term and short-term. Recurring and special refer to the two types of requirements. (Page 2-5)

Item 3 A. True. Deadlines for completing your requirements normally are a higher priority than attaining your goals. When determining or identifying requirements, remember that requirements normally have a higher priority than your goals. (Page 2-8)

Item 4 C. The last steps in setting goals or determining requirements is to write them down and identify deadlines. (Pages 2-7 and 2-9)

Item 5 B. If you want goals to be helpful, make them measurable so you know when they are achieved. (Page 2-10)

Section II

The Backward Planning Process

Overview

Introduction

In Section I, you learned how to set goals and determine requirements. This section continues the process of time management, and covers how you plan to accomplish the goals and requirements that you have identified.

Taking control



You must learn to take control of your own time. Planning the use of your time places you in control. Don't allow external influences to control your time. If you do, you will end up reacting or responding rather than anticipating and controlling.

You must learn to prioritize the demands on your time and then plan to make the best use of your time.

In this section

This section contains the following topics.

Topic	See Page
The Prioritizing Process	2-14
How to Prioritize	2-15
The Planning Process	2-17
How to Backward Plan	2-19
Lesson 2, Section II, Practice Exercise	2-21
I Lesson 2, Section II, Practice Exercise Answer Key and Feedback	2-22

The Prioritizing Process

Introduction

Each of your activities places demands on your time. The first step in planning is to rank or prioritize each of these demands. This process identifies "first things first" so that you can allocate your time appropriately.

Definition: Prioritizing

Prioritizing is listing projects or goals according to their importance. It ranks projects or goals with one another. The result is a ranking of projects and goals, listed in order of importance.

Example: You have five activities you must accomplish by the end of the day. Prioritizing them determines which one you will do first, second, third, etc.

Important considerations

You may have to rank your personal goals below job requirements. You may have little control over setting their priorities. Always assume that job requirements come first.

You do have control over your own personal time, however. You can set personal priorities for that time.

Deciding equal priorities

There may be cases when two or more requirements or goals seem to have equal importance. Use this table to help you decide their priority.

If the requirements or goals...	Then...
have different deadlines	rank the one with the nearer deadline ahead of the other(s).
have the same deadline	check with your commander, supervisor, family, or friends to see which one(s) must be done before the other(s).
are job-related	ask your commander or supervisor which one you should do first.
are <u>not</u> job-related	check with family or friends for their advice or opinion on which one is more important.

How to Prioritize

Before you begin

Before you prioritize your activities, you must first identify them. You did this by following the procedures in Section I. Now you must make a combined list of all of your goals and requirements. This list can cover what you have to do each day, each week, or for an entire month.

Procedure

Follow these steps to prioritize your goals and requirements:

Step	Action
1	Identify your job requirements for a certain period of time (day, week, or month).
2	Determine the deadline for completing each requirement you identified in Step 1.
3	Rank the requirements by <u>deadline</u> (the closer the deadline, the higher its priority).
4	Decide the rank of requirements that have equal priority. Note: See "Deciding equal priorities" on page 2-14 for information on how to do this.
5	Identify your personal goals for the same period.
6	Determine the importance of each goal.
7	Rank your goals by importance .
8	Decide the rank of goals that have equal priority.
9	Relist your requirements and goals in the order of their priority.

Not always perfect

Prioritization is not a perfect science. You must consider organization or unit policies concerning your job requirements. You must also ask your family and friends for their input concerning your personal goals. Your prioritization decisions are much better when you have information from these job and personal sources.

Continued on next page

How to Prioritize, Continued

Method for prioritizing illustrated

The following table is a method for prioritizing goals and requirements.

	Rqmt A	Goal B	Rqmt C	Goal D	Row Sum	Overall Rank
Rqmt A	Not Used	0	0	0	0	4th
Goal B	1	Not Used	0	1	2	2nd
Rqmt C	1	1	Not Used	1	3	1st
Goal D	1	0	0	Not Used	1	3rd

Description of the table method

The table method rates each requirement (Rqmt) and goal against every other requirement and goal. If a requirement or goal is determined to be more important than the one that is compared with, it receives a "1." If it is not, it gets a "0." The scores are totaled for each row. The higher the score, the higher the priority. If two or more goals or requirements appear to be equal in priority, see "Deciding equal priorities" on page 2-14.

How to use the table method

Using the table method as a reference, follow these steps to prioritize your requirements and goals.

Step	Action
1	List your requirements and goals across the top of a page, from left to right.
2	List the same requirements and goals down the left column from top to bottom.
3	Rate the requirement or goal in the first row against those in the columns to the right. <u>In the example above:</u> Rqmt A rated against Goal B (0 - less important than Goal B), Rqmt C (0 - less important than Rqmt C) and Goal D (0- less important than Goal D)
4	Continue rating each requirement or goal until you are done.
5	Add the scores for each row.
6	Determine the priority of each requirement or goal (the highest number is first, next highest number is second, etc.)

The Planning Process

Introduction

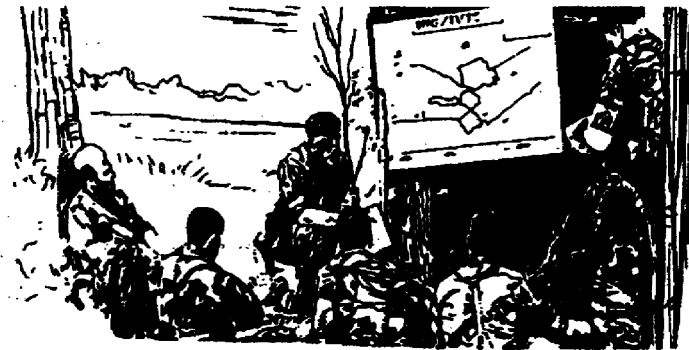
Planning is essential to success both on the battlefield and in your career as an NCO. Once you know what tasks you have to do and have prioritized them, your next step is to plan how you will get the job done.

Definition: Plan

A plan is a scheme for accomplishing an action or a mission. A plan may be written down, spoken, or just kept in mind.

Making a plan

To make a plan, you must thoroughly examine all factors and possibilities. Remember that planning is continuous. Existing plans may be modified to reflect new information or changes in the situation.



Characteristics of good planning

Good planning:

- Provides the basis for achieving your goals and requirements.
 - Considers all things that help or hurt chances for success.
 - Identifies what you must do, when you will do it, and how you will do it.
 - Is simple and easy to follow.
 - Is flexible enough to be changed if your situation changes.
 - Places you in control of your time.
-

Continued on next page

The Planning Process, Continued

Two planning methods

Planning helps you make the most efficient use of your time. There are two common methods used for planning.

- Forward planning.
- Backward planning.

Both provide the what, when, and how of accomplishing tasks.

Definition: Forward planning

As its name implies, forward planning looks forward to where you want to be in the future. It begins with where you are now in time. You determine what steps or actions are needed to complete your goals and requirements by a certain date. However, you must choose the correct starting point and then proceed to a logical conclusion.

Definition Backward planning

Backward planning begins with where you want to be in the future. It works backward from that point in time. You determine what steps or actions are needed, and how long it will take to do them. As you visualize moving from that future point to the present, you will begin to identify other things that you must do and when you must complete them. When you finish this, you will know the correct starting point.

How to Backward Plan

Background

Most military planning uses backward planning to identify when you must begin preparing for an operation.

Before you begin

The first step is to list your tasks and prioritize them. This prioritized list is the basis for developing your plan.

Example: backward planning

You must report for a field training exercise (FTX) at 0800 hours. Identify those actions you must take from the time you wake up, and how long it will take to accomplish them.

You then move backward from that time to the present:

- Begin the FTX at 0800 hours. Take 15 minutes to assemble and inspect your section at the training area, another 15 minutes to apply individual camouflage, and five minutes to walk to the training area. At this point, you would have to leave at 0720 hours to be ready by 0800.
- You need to pick up your personal weapon and gas mask from the arms room. Plan on about 45 minutes to sign out your weapon and mask (remember, everyone else in your unit will also be drawing their weapons and masks). Now you must leave by 0635 hours.
- You will need to eat breakfast (15 minutes), walk to and from mess hall (5 minutes each way), shave and shower (20 minutes), and dress (5 minutes). In order to be ready for the FTX at 0800 hours, you must get up no later than 0545.
- If required, you can continue the backward planning process to determine what needs to be done the night before in preparing your uniform and personal gear, and briefing your section on the FTX.

Continued on next page

How to Backward Plan, Continued

Procedure

Follow these steps to accomplish backward planning:

Step	Action
1	Select a goal or requirement and its deadline.
2	Identify the action required to meet the goal or requirement just before reaching the deadline and the time needed to complete it.
3	Calculate when you must start that action.
	<u>Result:</u> This then will become the deadline for completing a preceding action.
4	Repeat Steps 2 and 3 until you have identified the starting and ending times for all actions.
5	Stop the process when you have calculated the time to begin the first action required to accomplish the task.
	<u>Result:</u> This will be the start time of the last action you identify.

Lesson 2, Section II, Practice Exercise

Instructions

The following items test your knowledge of the material covered in this section. Circle the letter of the correct response for each item. When you complete the exercise, check your answers with the answer key and feedback sheet that follows. If you respond to any item incorrectly, study the material and try the items again.

Item 1

Which of the following best describes prioritizing?

- A. A perfect science for ranking priorities.
 - B. Ranking personal goals above work or job requirements.
 - C. Rating all projects, goals, and requirements equal.
 - D. Listing projects or goals in the order of their importance.
-

Item 2

How do you decide the priority of two job- or work-related requirements that appear to be equally important?

- A. Ask your commander or supervisor.
 - B. Check with family or friends.
 - C. Chose the one with the closer deadline.
 - D. Rate them all equal priority.
-

Item 3

Which of the following characterizes good planning?

- A. Uses only backward planning.
 - B. Is complex and difficult to follow.
 - C. Places you in control of your time.
 - D. Is a one-time process.
-

Item 4

What is the last step in backward planning?

- A. Determine actions required before reaching the deadline.
 - B. Determine when you must begin.
 - C. Determine where you want to be in the future.
 - D. Determine the priorities of what you want to do.
-

Item 5

What is the first step in forward planning?

- A. Determine the deadline.
 - B. Rate all priorities.
 - C. Determine where you want to be in the future.
 - D. Determine where you are in time.
-

Lesson 2, Section II, Practice Exercise Answer Key and Feedback

Item 1 D. Prioritizing is listing projects or goals in the order of their importance. It ranks projects or goals with one another. (Page 2-14)

Item 2 A. To determine the priority of two job or work-related requirements that appear equally important ask you commander. (Page 2-14)

Item 3 C. Good planning places you in control of your time. (Page 2-17)

Item 4 B. The last step in backward planning is to determine when you must begin. (Page 2-20)

Item 5 D. The first step in forward planning is to determine where you are in time. (Page 2-18)

Section III

Scheduling Tools

Overview

Introduction

Once you know how long it will take to accomplish the task, make a schedule. A schedule will help you make the best use of your time. It is the tool you use to implement your time management plan.

**Definition:
Schedule**



A schedule is a timetable that lists the time and activity sequence for what you must do. Schedules allocate time for accomplishing recurring and one-time actions. Schedules are only as effective as the planning that goes into their preparation.

**Before you
begin**

Before you develop a schedule, find out how you spend your time. Make a log of what you do each day. Even the busiest people have regular "holes" in their daily or weekly schedules. Doing an honest personal time-study will identify your time holes.

In this section

This section contains the following topics:

Topic	See Page
Scheduling Considerations	2-24
Examples of Schedules	2-26
How to Develop a Schedule	2-27
Lesson 2, Section III, Practice Exercise	2-29
Lesson 2, Section III, Practice Exercise Answer Key and Feedback	2-30

Scheduling Considerations

Background

In the previous sections, you learned how to identify your personal goals and job requirements, how to prioritize these goals and requirements, and how to plan how long it takes to accomplish them. The final step in time management is to allocate time.

Types of schedules

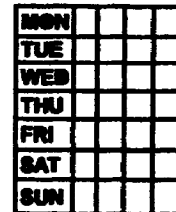
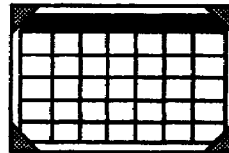
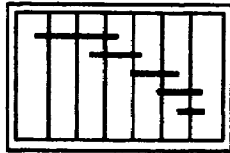
All schedules are based on calendars of some sort. Some of the more common types are:

- Graphs that show when projects begin and end, and other important events or milestones in between these two points.
- Wall or desk calendars where you write this information in for each day.
- Special weekly schedules that list what you must do each day and the time for doing it.
- Pocket notebooks, 3x5 cards, or small calculators that list times for actions, meetings, or appointments for each day.

You should develop the one that best meets your needs.

Illustration of schedules

Here are some illustrations of the above schedule types.



Continued on next page

Scheduling Considerations, Continued

Things to consider

Here is a list of things you should consider, no matter what type of schedule you use:

- Don't be too hard on yourself. Provide time for recreation during the day or week.
 - Establish a daily and weekly schedule that blocks out time only for specific
 - Schedule extra time during the day for unexpected tasks or tasks that could take longer to complete than planned.
 - Use a daily or weekly list of desired accomplishments or goals.
 - Protect your schedule from unwanted additions or deletions.
 - Avoid giving up your unscheduled time if you can.
-
-

Examples of Schedules

Introduction

You must develop a schedule that is best for you. The two examples on this page show a weekly schedule and one covering several months.

**Example 1:
Weekly**

This is a weekly study schedule. It designates the time required each day for studying and lists the pages to be studied.

	Sun	Mon	Tue	Wed	Thu	Fri	Sat
Time	1700-1800	1800-2000	1630-1830	1900-2000	1900-2030	1600-1700	1600-1800
Pages	1-22	23-45	46-68	69-85	Review	86-95	96-121

**Example 2:
Monthly**

This is a sample schedule for completing the NCO Primary Leadership Subjects in three months. It schedules lessons to be covered each week.

	1st Month	2nd Month	3rd Month
1st Week	Subcourse I, Lesson 1	Lesson 2	Lesson 2
2nd Week	Lesson 2	Lesson 3	Lesson 3
3rd Week	Review and Subcourse I Exam	Review and Subcourse II Exam	Lesson 4
4th Week	Subcourse II, Lesson I	Subcourse III, Lesson I	Review and Subcourse III Exam

**Important
points**

Follow your schedule. It's the best way to manage your time.

It's helpful to write your goals on 3x5 cards and review them daily. You can extract your daily goals from your overall schedule.

How to Develop a Schedule

Before you begin

Before you develop your schedule:

- Set your personal goals and determine your job requirements.
 - Prioritize your goals and requirements.
 - Develop a plan for when and how long it will take to accomplish your tasks.
-

Procedure

Follow these steps to develop a schedule:

Step	Action
1	Determine how you spend your time each day. Find your time holes.
2	Schedule your job requirements (day, week, or month).
3	Identify your personal goal that has the highest priority.
4	Schedule the time to attain that goal.
5	Repeat Steps 3 and 4 for accomplishing each of your other goals.
6	Schedule extra time to handle unexpected tasks.
7	Schedule recreation time.
8	Review the schedule daily to identify progress and new requirements.
9	Follow your schedule. Gain control of your time by following your schedule.

Get support

Get support from your commander, supervisor, family, and friends. They can assist you in accomplishing both your job requirements and your personal goals.

NOT USED

Lesson 2, Section III, Practice Exercise

Instructions

The following items test your knowledge of the material covered in this section. Circle the letter of the correct response for each item. When you complete the exercise, check your answers with the answer key and feedback sheet that follows. If you respond to any item incorrectly, study the material and try the items again.

Item 1

Which of the following best describes your schedule?

- A. Personal time-study that identifies open times.
 - B. The tool you use to implement your time management plan.
 - C. Allocates time only for job requirements.
 - D. Assigns periods of free time during the day.
-

Item 2

All schedules are based on which of the following?

- A. Personal goals.
 - B. Job requirements.
 - C. Calendars.
 - D. Pocket notebooks.
-

Item 3

Which of the following is a scheduling consideration?

- A. Providing time for recreation.
 - B. Providing no time for unexpected tasks.
 - C. Providing unscheduled time you can lose.
 - D. Providing room for unwanted additions.
-

Item 4

Which of the following is an important point concerning schedules?

- A. One type of schedule meets everyone's needs.
 - B. Weekly and monthly schedules meet everyone's needs.
 - C. Copy daily goals from cards to your schedule.
 - D. You must follow your schedule.
-

Item 5

What is the last step in developing schedules?

- A. Getting support from supervisor and family.
 - B. Gaining control of your time by following your schedule.
 - C. Reviewing the schedule daily for any changes.
 - D. Prioritizing your goals and requirements.
-

Lesson 2, Section III, Practice Exercise Answer Key and Feedback

Item 1 B. Your schedule is the tool you use to implement your time management plan. A schedule will help you make the best use of your time. (Page 2-23)

Item 2 C. All schedules are based on calendars of some sort. Some of the more common types are graphs, wall or desk calendars, weekly schedules, pocket notebooks, 3x5 cards, and small calculators that list times for actions, meetings, or appointments. (Page 2-24)

Item 3 A. Providing time for recreation is a scheduling consideration. (Page 2-25)

Item 4 D. You must follow your schedule. It's helpful to write your daily goals on 3x5 cards. You can extract your daily goals from your schedule. (Page 2-27)

Item 5 B. The last step in developing schedules is to gain control of your time by following your schedule. (Page 2-27)

Lesson 2 Summary

Background	Time management planning allocates time to accomplish all necessary tasks. It is based on prioritized goals and requirements and the time required to accomplish these actions. Schedules are tools you use to implement time management plans. To be effective, follow your schedule and control your time.
Setting goals	Set personal long-term and short-term goals to achieve what you want out of your life or career. Set short-term goals to achieve long-term ones. Goals should be measurable to be effective.
Job requirements	Normally, others set job requirements for you. They can be recurring or special and are usually related to your job. Requirements are normally higher in priority than your personal goals.
Planning your time	Planning the use of your time places you in control. It helps overcome conflicts between job and family.
Prioritizing goals and requirements	<p>Prioritizing goals and requirements places them in their order of importance. You establish priorities for your personal goals; your supervisor or commander establishes your work priorities.</p> <p>Prioritization is not a perfect science. You must consider organization or unit policies and input from your family and friends. You use prioritized goals and requirements in your planning.</p>
Backward planning	Military planning usually uses backward planning. It provides the starting time to begin an activity.

Continued on next page

Lesson 2 Summary, Continued

Developing a schedule

A schedule helps you make the best use of your available time. It is your tool for implementing your time management plan. Schedules should provide time for unexpected events and your recreation.

There is no one best schedule for everyone. Before you develop your schedule, find out how you spend your time.

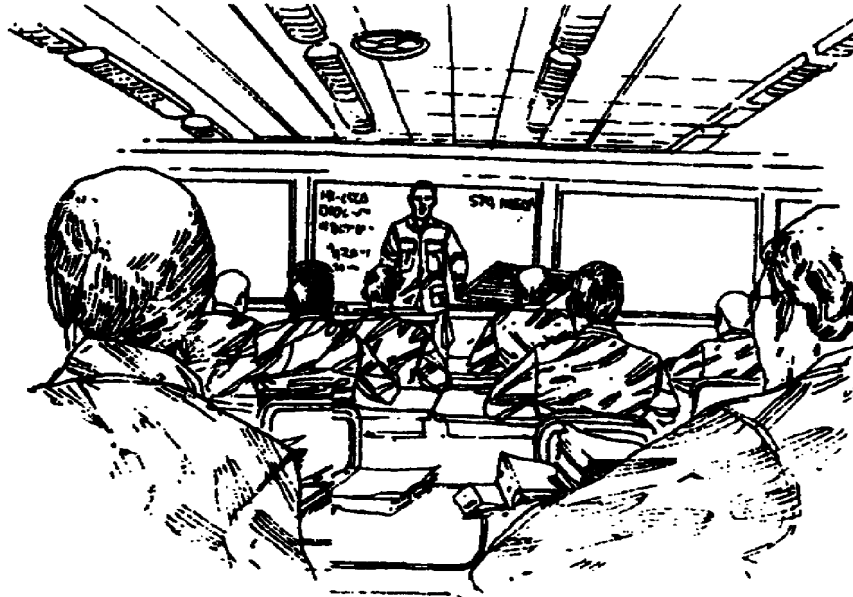
Procedures

This table provides a review of the steps you follow to manage your time. Refer to the listed page for more information on how to perform the step.

Step	Action	See Page
1	Identify how to achieve a long-term goal by: <ul style="list-style-type: none"> • Dividing the objective into smaller steps (short-term goals). • Writing down your long- and short-term goals. 	2-6 - 2-7
2	Determine your recurring and special requirements and their deadlines.	2-8
3	Review how you will use your goals and requirements.	2-10
4	Decide how you will handle goals and requirements with equal priorities.	2-14
5	Prioritize your goals and requirements.	2-15 - 2-16
6	Prepare a plan that tells you when and how long it will take to achieve your goals and requirements	2-18 - 2-20
7	Using backward planning, determine when you must begin work to complete the goal or requirement.	2-20
8	Develop a schedule that allocates time for accomplishing your requirements and attaining goals, and include time for your recreation.	2-27
9	Follow your schedule to gain control of your time.	2-27

Lesson 3

Primary NCO Management Skills



Overview

Introduction

Primary NCO management skills involve planning and controlling the use of time, personnel, equipment, training, and facilities to accomplish mission requirements.

Lesson description

The purpose of this lesson is to familiarize you with various management principles and concepts used in private industry, governmental agencies, and military organizations at various levels to improve work force efficiency and effectiveness. The material presented in this lesson was adapted from the selection of academic materials shown as references. This material is not all inclusive, it represents a small sample of what is available in US Army post libraries or through the Army Correspondence Course Program.

Continued on next page

Overview, Continued

Enabling learning objective

The enabling learning objective (ELO) for this lesson is:

Action	Apply managerial skills in leading small groups.
Condition	Given the material in this lesson.
Standard	<p>Apply managerial skills to include:</p> <ul style="list-style-type: none"> • Motivating subordinates. • Using power (authority). • Managing meetings. • Understanding group dynamics. <p>Additionally, score 70% or higher on the written exam.</p>

References

This lesson contains material adapted from the Army Institute for Professional Development - *Army Correspondence Course Program*:

- *Fundamentals, Procedures and Techniques of Personnel Management, Subcourse AG 0010, Edition A.*
- *Individual and Group Communication, Subcourse IS 1704, Edition 5.*
- *Organizational Behavior and Change, Subcourse IS 1262, Edition 8.*
- *Personnel Management, Subcourse IS 1202, Edition 9.*
- *The Role of the NCO in Leadership, Subcourse IS 7034, Edition B.*

Continued on next page

Overview, Continued

References, continued

Lesson material was also derived from the following sources:

- W. Jack Duncan, *Great Ideas in Management - Lessons from the Founders and Foundations of Managerial Practice*, San Francisco: Jossey-Bass Publishers, 1990.
- Lester R. Bittel and Jackson E. Ramsey, *Handbook for Professional Managers*, New York: McGraw-Hill Book Company, 1985.
- Harold Koontz, Cyril O'Donnell, and Heinz Wehrich, *Management - Seventh Edition*, New York: McGraw-Hill Book Company, 1980.
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Overview, Continued

In this lesson

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Army Leadership and Management in Tactical Units

Introduction

Leaders in successful Army units do two things well: they provide good leadership for their subordinates, and they manage their resources properly.

Leadership

The Army defines leadership as, "... *the process of influencing others to accomplish the mission by providing purpose, direction, and motivation.* "

- **Purpose** gives soldiers a reason why they should do difficult things under dangerous, stressful circumstances.
 - **Direction** gives soldiers an orientation of tasks to be accomplished based on the priorities set by leaders.
 - **Motivation** gives soldiers the will to do every thing they are capable of doing to accomplish a mission; it causes soldiers to use their initiative when they see the need for action.
-

Management

The American Heritage Dictionary defines management as, "The act, manner, or practice of managing, supervising, or controlling." In this context, the manager is, essentially, the person in charge of an enterprise or effort to get things done through the use of available resources, to include personnel. To manage is to:

- Direct or control the use of.
- Exert control over.
- To make submissive to one's authority, discipline, or persuasion.

Management textbooks visualize management as a profession, a function, a discipline, a task to be done; and look to managers as the professionals who practice this discipline, carry out the functions, and discharge the tasks.

Continued on next page

Army Leadership and Management in Tactical Units, Continued

The dilemma

The meaning of the two terms, *leading* and *managing*, are similar, but not synonymous. The dilemma is to understand how and when to place emphasis on each in the training process. How similar or how different are they? When are they separate and distinct, and where are they mutually supportive?

- *Leadership* is the process of getting things done in tactical units, and predominates at the squad, platoon and company levels. *Leaders* with formal authority and responsibility for outcomes order subordinates to perform individual and collective tasks, functions, and missions.
 - *Leadership* at the company level and below is where the meaning and relevance of the command "Follow Me" is most applicable. Leadership actions are those behaviors that provide the *purpose, direction, and motivation* needed for mission accomplishment.
 - At squad level the difference between "leading" and "managing" is *not* always apparent. Although squad leaders get things done through and with subordinates, it is at this level the Army concentrates on *leadership* development rather than *management* development.
 - *Management* is the knowledge and skills to build and operate efficient staff organizations. Management includes the following functions: planning, organizing, recruiting, selecting, acquiring, communicating, relating, directing, decision making, integrating, and allocating resources to accomplish tasks and goals.
 - At senior Army levels (division and above), there is a clear difference between management and leadership skills. Unlike junior leaders, senior leaders divide their attention between *managing* larger organizational concerns and personally *leading* people who take direct action in their behalf.
 - Leadership and command at senior levels is defined as "*the art of direct and indirect influence and the skill of creating the conditions for sustained organizational success to achieve the desired result.*"
-
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Using Management Skills to Improve Leadership Potential

Introduction

The management or "managing" skills used at squad leader level are typically oriented towards the successful operations at squad level. They impact the personnel, equipment, and missions of the squad.

Leadership competencies

This table shows the nine leadership competencies successful small-unit leaders at squad level employ while performing their duties. Bolded words are typical managing skills.

Competency	Discussion
Communications	The exchange of information and ideas from one person to another. You communicate to direct, influence, coordinate, encourage, supervise, train, teach, coach, and counsel.
Supervision	You must control, direct, evaluate, coordinate, and plan the efforts of your subordinates to ensure the task is accomplished
Teaching and counseling	You teach and counsel to improve individual and unit performance by overcoming problems, increase knowledge, and gain new perspectives and skills.
Soldier-team development	You work to create strong bonds between you and your soldiers so that your unit functions as a team.
Technical and tactical proficiency	You must understand your duties and how to perform them so that you can lead by example and teach your soldiers.
Decision making	You need skills and knowledge to make the right choices and solve problems.
Planning	Your planning efforts involve forecasting, setting goals and objectives, developing strategies, setting priorities, and delegating.
Use of available tools	You must be familiar with techniques, methods, and tools that will provide you and your soldiers the edge.
Professional ethics	This leadership competency relates to your responsibility to behave in a manner consistent with the professional Army ethic and to set the example for your subordinates.

Continued on next page

Using Management Skills to Improve Leadership Potential, Continued

Management techniques

The number of techniques, procedures, theories, and approaches to improving leadership efficiency, effectiveness, and productivity in organizations is substantial. They can be found in Army and management publications, and are the subject matter of numerous professional development courses. The following subjects are discussed in this lesson to provide you with an appreciation for the content and application of various approaches to improving leadership skills.

- Motivation theory.
 - Use of power (authority).
 - Meetings management.
 - Group dynamics.
-



Motivation Theory

Introduction

The Army definition of leadership covers the provisions of purpose, direction, and **motivation**. Leaders provide the "led" with the purpose of the mission, the directions on how it will be accomplished, and the motivation to expend the energy and spirit to get it done.

Definition: Motivation

The American Heritage Dictionary defines the word motivate as follows: *To provide with an incentive or motive; impel*. The word motivation is defined as: *The act or process of motivating. Something that motivates*. Not much information is in the dictionary about this critical element of leadership responsibility.

Motivation in organizations

President Eisenhower defined leadership as, *"the ability to get people to do what you want because they want to do it."* Although the statement defines leadership, it includes **the concept of motivation: the ways and means of getting people to do whatever is to be done**. Numerous management textbooks discuss the subject of motivation. It is one of those issues with an unknown beginning and will probably never satisfactorily terminate because new insights into what makes people perform are always being found. What is known can be helpful to persons in leadership positions when their main challenge is to get things done through the efforts of others.

Types of motivation

We all find it difficult to be motivated all the time in all that we do. For example, what makes a soldier get out of a comfortable bed to brave the problems and ordeals of a day of repairing vehicles he did not break? What makes an executive officer of a company apply herself to a task, work overtime to complete a particularly challenging project? In general, people are moved to act by three types of motives:

- **External motivation.** Many people do what they do because they're told to do it. A commanding officer of a company conducts a third practice for an upcoming parade because his battalion commander tells him to do so. A soldier conducts a police call because his platoon sergeant orders him to do so. A warrant officer goes to night school to get a college degree because his "Branch" tells him it's essential for his future. On the job, and employee "obeys the boss."
-

Continued on next page

Motivation Theory, Continued

Types of motivation, continued

- **Social pressure.** Many people are motivated by social or group pressures. For example, 90 out of 100 people work because our society expects them to. Similarly, many people get married when they do because society expects them to. Or, on the job, individuals seek advancement because it's expected by their employers or colleagues.
- **Self-motivation.** Sometimes, we find people who take action on their own. They do something because they want to do it. Many professional soldiers fall into this category. What self-motivation comes down to is subordinates' conviction that they desire the fruits of success, want them so badly that they are willing to strive for them with both heart and mind.

It is important to understand these three basic types of motivation. The most effective small-unit leaders are the ones who are most effective in motivating subordinates to act not because they are commanded to by a superior, not because they are pressured by the expectations of those around them, but because they are aware of the desirability of attaining the purpose of their efforts as defined by their superiors.

Why people work diligently

The following table provides a list of reasons for people's dedication at work. Chances are, you and your subordinates want the same things.

Motivators for Dedicated Workers
Recognition as persons and treatment as individuals, not "cogs in the wheel."
Fair treatment, a square deal.
Job security.
Suitable working conditions, reasonable schedule, comfortable facilities.
A chance to be heard.
Pride in their work, and a feeling that they are useful.
Knowledge in the meaning of the job, clear instructions.
The help of leadership, with guidance (as needed).
Challenge and a chance to prove ability.
The sense of belonging and acceptance by others in the organization.

Continued on next page

Motivation Theory, Continued

Demotivators Obviously, not every case of lack of motivation (demotivation) among your subordinates is your fault. But, without being aware of it, you, as a leader, can be contributing to a subordinate's apathy or lack of apparent motivation. Watch these areas:

Eight Common Demotivators	
Freezing them out.	Subordinates who don't have sufficient contact with you will begin to feel that you do not care about them.
Chewing them out.	Make sure criticism is reasonable and accomplished by constructive suggestions for improvement.
Letting them flounder.	Don't let subordinates struggle aimlessly with what you expect of them. When you don't communicate clear standards, they may decide "anything goes."
Ruling by whim.	When you don't enforce rules and standards consistently, you are depriving subordinates of the leadership they need.
Aiming too high.	When goals are set too high, soldiers give up, saying "Why should I knock myself out if I can't get there anyway."
Aiming too low.	If subordinates are not challenged, do not have a chance to use their full potential, they become bored.
Skimping on equipment.	Inferior tools or materials will "turn off" the soldier who is trying to do a good job.
Insufficient recognition.	Failure of a leader to register awareness of an individual, either on a day-to-day basis or in appreciation for notable performance, may lead to demoralization. The ritual "Good morning" and "Good night," may have little value in today's working relationships, but they're better than no recognition at all. Subordinates who feel their accomplishments go unnoticed, regardless of strong inner motivation, will lose steam.

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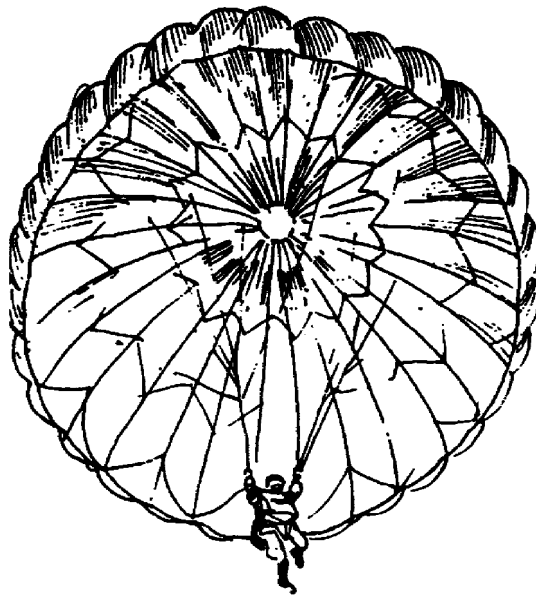
Motivation Theory, Continued

Key principle

These demotivating factors suggest a key principle: high levels of performance from subordinates are forthcoming not only as a result of positive motivation, but also in the absence of actions that demotivate.

Motivation needs

Motivation theory identifies three needs which have special relevance for management: need for power, need for affiliation, and need for achievement. These needs must be recognized to make organized efforts work well.



Use of Power (Authority)

Introduction

An ongoing controversy among modern management theorists is the distinction between power and authority. The controversy concerns the source of a manager's authority. Is it the formal rights that flow down in an organization? Or is it the willingness of subordinates to accept the commands of the manager?

Definitions: Authority and Power

Authority is the power to command or influence thought, opinion, or behavior.

Power is the possession of control, authority, or influence over others.

Rights vs. ability

Traditionally, authority is considered to be a **right** that is inherent in the position held in an organization. It is impersonal and has nothing to do with the qualities or characteristics of the individual that holds the position. However, the incumbent in the position dominates subordinates and prescribes the appropriate path to efficiency.

The modern view of power, on the other hand, concerns an individual's **ability** to get things done by influencing others. It results directly from the personality of the individual wielding influence. The modern manager is viewed as using behavioral science skills to exert a positive influence over subordinates while refraining from drawing on the legitimate authority of the position.

Power = influence

While experts debate endlessly over definitions of power and how it differs from authority, most people in an organization know what it means to have power and can judge who has it. In most cases it resides with those who exert the greatest influence over the organization and the actions of others.

Five types of power

In a famous paper on the subject of social power, John R.P. French, Jr. and B.H. Raven (1959) categorized the influences exercised in an organization into five types of power. In some cases, however, the power may result from legitimate authority. Using the criteria for distinguishing between rights and abilities, discussed above, the following table lists the five types of power and identifies those that are based on authority.

Continued on next page

Use of Power (Authority), Continued

Five types of power, continued

Type of power	If...	Then...
Legitimate	one person has the right to rule over another because of their relative positions in the organization,	it is a definite source of positional authority
Reward	an individual distributes or withholds rewards, such as salaries or promotions, under the organization's authority	it is a source of positional authority.
	the leader informally accepts a person into the group	it is a type of power.
Coercive	officially controlling the amount and type of punishment administered for violating organizational rules and regulations,	it is a source of positional authority.
	the leader applies a social punishment, such as exclusion from the group,	it is a type of power.
Expert	influence is exerted by a person perceived to possess a unique and valuable skill, knowledge, or information,	it is more closely related to power than authority.
Referent	influence is based on one person's identification, or relationship with another person's position in the organizational hierarchy (i.e., political influence)	it is clearly a type of power.

Continued on next page

Use of Power (Authority), Continued

Implications of power	<p>To understand how power influences an organization, it is important to understand the implications of the types of power.</p> <ul style="list-style-type: none"> • Legitimate power: The leader has broad-sweeping formal powers granted by the organization. In the military, the source of authority is The Constitution of the United States which grants the Congress the power to raise a military force, and the Executive Branch the authority to control it through appropriate regulations and the Uniform Code of Military Justice (UCMJ). • Reward power: Includes the power to set salaries, establish promotion policies, and grant other benefits. • Coercive power: Includes the power to impose sanctions in the form of criticism, dismissal, unattractive assignments, and hold back rewards. • Expert power: Stems from the possession of specialized knowledge or skills perceived by others to be valuable to them in their organizational activities. Most often found at the middle-manger and line-manager levels where skills and knowledge concerning the organization's operations are most critical. • Referent power (also political skill): Includes access to privileged information; skill at persuasion, negotiation, and manipulation; a sense of how power flows within the organization; awareness of friendships and rivalries; knowledge of implicit and explicit rules of the organization which can be broken or ignored, and those which can be evoked to win an issue.
Need for power	<p>As discussed earlier under Motivational Theory, people need to affiliate with the group and have a sense of achievement. They also have a need for power. This need is reflected in an individual's concern for exercising influence and control over others. It leads many individuals to seek positions of leadership.</p>

Continued on next page

Use of Power (Authority), Continued

Leader traits

Those who seek positions of power or leadership often possess some combination of the following traits:

- Forceful.
- Outspoken.
- Hard-headed and demanding.
- Enjoy teaching and public speaking.

Leader styles

Leader styles reflect the way the leader uses the authority of the position.

Leader Style	Description
Autocratic	<ul style="list-style-type: none"> • Gives commands and expects compliance. • Dogmatic and directive. <p>Leads by the ability to withhold or give rewards and punishment.</p>
Democratic or participative	<ul style="list-style-type: none"> • Consults with subordinates on proposed actions and decisions. • Encourages subordinates participation in decision-making. <p>Ranges from one who doesn't take action without subordinates' concurrence to those who will make decisions, but consult with subordinates beforehand.</p>
Facilitator	<ul style="list-style-type: none"> • Doesn't use or rarely uses legitimate power. • Gives subordinates free rein. • Lets subordinates set their own goals and the means to achieve them. • Perceives the leader's role as facilitating operations and providing information. <p>Acts as the point-of-contact with the external environment.</p>

Continued on next page

Use of Power (Authority), Continued

Leader style and the situation

The style used by a leader may vary depending on the situation.

Examples:

A leader who normally uses the democratic or facilitator style may use the autocratic style when enforcing safety requirements or in an emergency situation.

Leadership approaches

The leadership approach used to get the job done may rely on the power of the position, or it may be a task-structured approach.

Approach	Description
Position power	The leader uses organizational authority represented by legitimate, coercive, and reward powers to get group members to comply with directives.
Task structure	<ul style="list-style-type: none"> • The leader spells out clear tasks and holds group members responsible for carrying them out. Clearly defined tasks enable the leader to exercise greater control of quality and hold group members more responsible for performance than when tasks are ill-defined or ambiguous.

Leader/member relations

In a small group situation, the relation between the leader and the group members is important in determining the leader's influence on the group.

- From the leader's perspective it is important because the position power and task structure are established and controlled by the parent organization.
- From the group members' perspective it is important since it reflects the extent to which they like, trust, and are willing to follow the leader.

Meetings Management

Introduction

A meeting, according to Webster's Dictionary, means "a coming together, a gathering of people, especially to discuss or decide matters." Every organization, the military included, spends a lot of time in meetings. Some of these are productive, some are not. Most could be more productive.

Why meetings?

Meetings are part of the business of communicating in military organizations. Despite the roars and whimpers about meetings being a "waste of time," many leaders believe them essential.

The determining factor for well-run meetings

The effectiveness of a group meeting depends on the leader's skill.

Meeting types

Leaders of effective meetings establish their goals, and inform their subordinates in advance. They narrowly focus the meeting on one objective. The following table lists a range of objectives for separate meetings:

If meeting type is...	then the objective is to...
Problem solving	Develop a solution to an interpersonal difficulty, work bottleneck, policy muss up, or anything else.
Policy-making	Formulate a standing operating procedure (SOP) or to analyze a problem that requires one.
After-action review	Review or evaluate an action, activity or situation.
Planning	Develop a road map for the future. Examples: taking an inventory, or developing a work schedule or annual training plan
Information	Disseminate information.
Decision Making	Develop, discuss, and choose among alternatives.
Team Building	Build morale and group cohesion. Use regularly scheduled work discussions to stimulate team spirit and commitment.
Training	Allow participants to stimulate and motivate each other. Group dynamics foster faster learning and more learning.
Shaping Attitudes	Develop common viewpoints to support future actions. Consensus building.

Continued on next page

Meetings Management, Continued

Define the meeting purpose

Many unit leaders meet with members of their organizations on a routine, regularly scheduled basis, for example, every Thursday at 1400 hours. Sometimes these regularly scheduled meetings are held with no real propose other than to satisfy the schedule. In such instances it is easy to spot the dissatisfaction among participants who must attend meetings without definite purpose or payoff.

Some types of counter-productive meetings

"Meetings waste my time," groans a squad sergeant as he sits down for a 30 minute meeting that will last two hours! If you are the leader calling the meeting, you can avoid some of the pitfalls of poor meetings if you avoid meetings like the following:

Meetings that Waste Time	
Mystery agenda	You are told to go to the battalion to attend a meeting but are not given the slightest hint of what is going to be discussed. You mill around for a while and find other NCOs in the same boat This results in everyone showing up unprepared.
Misidentified problem	The battalion commander tells the S-3 to host a meeting to "improve cooperation among training NCOs." There is a cooperation problem, but nobody knows what it is, and no one really wants to find out because it might put somebody on the spot. The problem may really be one of poor command discipline or carelessness about passing information to the training NCO through staff channels.
Avoiding accountability	A few soldiers are violating proper uniform wear policy, so the platoon sergeant calls all platoon members to a meeting to discuss the rules. This gives the platoon sergeant the illusion that he has done something about the problem without suffering the embarrassment of speaking to offenders directly. Actually, all it does is insult those who are not breaking the rules.
Wrong attenders	You are a platoon sergeant in an aviation maintenance company and a problem has risen in your area. You wanted to have a meeting with your people and your commander, but instead, your commander called a meeting for all platoon sergeants to work on the problem. Rather than have the people involved in the problem you have a preponderance of people who do not understand the issues but feel no reluctance to give free advice. You leave the meeting with a lot of cheap advice on matters that do not relate to the problem!
Passing the blame	A meeting is set up by the platoon sergeant to discuss the need to work better with the other platoons. The way it works out is everybody spends time blaming the other platoons for the problems. The meeting reinforces the "we are right, and they are wrong syndrome."
Snow job	The unit leader calls everybody together to tell them what a great job they did, that they are the greatest unit he has ever commanded or been in, when everybody knows of problems not being discussed.

Continued on next page

Meetings Management, Continued

Meeting evaluation You may want to evaluate the effectiveness of your meetings with the idea of improving them. The points in this table cover key aspects of meeting excellence.

Meeting Evaluation Criteria			
How effective was the meeting? An effective meeting develops when every member pushes for the most proficient resolutions, when each member responsibly contributes to the achievement of group goals.	<ul style="list-style-type: none"> • Most effective possible. • Quite effective. • Moderately effective. • Moderately ineffective. • Quite ineffective. • Worst possible. 		
How clear were the meeting goals?	<ul style="list-style-type: none"> • Completely clear. • Almost completely clear. • Moderately clear. • Almost completely unclear. • Completely unclear. Everyone was making assumptions about everyone else's intentions and we didn't know whether we were working toward the same goal or not. 		
To what extent did we deal honestly with the meeting's purposes and avoid outside, extraneous issues?	<ul style="list-style-type: none"> • Completely on target. • Pretty much on target. • More on target than off target. • Somewhat extraneous and off target. • Quite extraneous and off target. • Completely extraneous and off target. 		
To what degree were my views considered for obtaining understanding between me and the rest of the group?	<ul style="list-style-type: none"> • They were completely considered. • Almost completely considered. • Considered quite a lot. • Considered and disregarded equally. • Largely disregarded. • Almost completely disregarded. 		
Was I leveling (straight) with the group? That is, did I say what I really thought or did I find it difficult to express ideas and feelings?	<ul style="list-style-type: none"> • Completely free to express any or all ideas. • Almost completely open. • Somewhat open. • Slightly more open than closed. • Somewhat closed. • Almost completely closed. • Completely under wraps, closed and hidden. 		
To what degree have my expectations been achieved in this meeting?	<ul style="list-style-type: none"> • Expectations have been completely achieved or satisfied. • Expectations only partially met. • Expectations completely neglected. 		
Group Atmosphere.	<table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Productive. • Rewarding. • Opinionated. • Ineffective. • Competitive. </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Avoided issues • Tackled problem • Contentious. • Tense. • Enjoyable. </td> </tr> </table>	<ul style="list-style-type: none"> • Productive. • Rewarding. • Opinionated. • Ineffective. • Competitive. 	<ul style="list-style-type: none"> • Avoided issues • Tackled problem • Contentious. • Tense. • Enjoyable.
<ul style="list-style-type: none"> • Productive. • Rewarding. • Opinionated. • Ineffective. • Competitive. 	<ul style="list-style-type: none"> • Avoided issues • Tackled problem • Contentious. • Tense. • Enjoyable. 		

Group Dynamics

Introduction

Almost all accomplishments in Army tasks and missions are accomplished through the efforts of small groups. We call them fire-teams, squads, sections, and other small-unit designations. Leaders who understand the dynamics of small groups, that is the interaction of group members in positive and negative ways, have the inside track in achieving high performance when it is important to do so.

Group

When two or more organization members interact, formally or informally, for a dynamics/culture purpose, their behavior or performance influences one another and others in the group. The process of their interaction, such as in a squad or fire-team, can be studied in terms of communications, interrelationships, cohesiveness, and effectiveness, and relationships with other fire-teams or squads.

- Group cohesiveness refers to the attractiveness of the group to its members.
 - Group effectiveness refers to the optimal relationships that contribute to the unit's productivity, efficiency, satisfaction, adaptiveness, and development.
 - Group culture is the unique customs, traditions, norms, values, and habits that are created in the course of the members' history together.
-

Cohesion

Groups differ in the degree to which the members value their individual membership and the membership of others in the group. This quality is known as group cohesiveness. Army units strive to build group cohesion. It is a powerful force in sustaining collective effort toward desired goals. A unit with good cohesion is much easier to lead towards unit goals as compared to a unit with poor cohesion. Cohesion represents the commitment of soldiers of all ranks to each other and strengthens their willingness to fight and sacrifice personal safety for mission success and the welfare of fellow soldiers.

Continued on next page

Group Dynamics, Continued

Building cohesion through group approaches

Recognizing that cohesion builds soldiers' confidence, morale, courage, and the will to fight, small-unit leaders can foster the development of cohesion through attentive leadership and use opportunities for the development of positive small-group dynamics. Some leadership approaches to build and sustain cohesion at squad platoon level include:

At platoon level:

- Avoid continual reassignment of subordinate leaders and soldiers to different duties and squads simply because one squad temporarily has fewer members than other squads.
- Avoid rotating more experienced people into "softer" jobs as a reward for good service. There are other ways to recognize and reward.
- Assign squads, not collections of individuals, to accomplish tasks.
- Put squads and their soldiers through rough and realistic training that requires them to do things they do not believe they can accomplish as individuals or as a unit. As they go through the training, they must help each other learn and develop.

At squad level:

- Resolve interpersonal conflicts to restore respect, confidence, and candid communications between soldiers.
 - Make garrison training as interesting and realistic as possible so that it does not become monotonous and destroy morale.
 - Keep squad members working as a team toward a common purpose that supports missions. This principle applies to all training, details, maintenance, and administration.
-
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Lesson 3, Practice Exercise

Instructions

The following items test your knowledge of the material covered in this lesson. Circle the letter of the correct response. When you complete the exercise, check your answers with the answer key and feedback sheet that follows. If you respond to any item incorrectly, study the material and try the item again.

Item 1

Which of the following is not included in the Army definition of leadership?

- A. Purpose.
 - B. Motivation.
 - C. Persuasion.
 - D. Direction.
-

Item 2

At what level does the Army concentrate on the leadership aspects of leader development rather than management skills?

- A. At the middle manager level.
 - B. At the squad level.
 - C. At the senior staff level.
 - D. At the brigade level.
-

Item 3

To which leadership competency do the terms forecasting, developing strategies, and setting priorities apply?

- A. Planning.
 - B. Communicating.
 - C. Supervision.
 - D. Decision making.
-

Item 4

Which of the following is a type of motivation?

- A. Job security.
 - B. Social pressure.
 - C. A square deal.
 - D. Suitable working conditions.
-

Continued on next page

Lesson 3, Practice Exercise, Continued

Item 5 Which of the following is not a need which has special relevance for management?

- A. Authority.
- B. Affiliation.
- C. Power.
- D. Achievement.

Item 6 Power is the possession of control to command or influence thought, opinion, or behavior.

- A. True.
- B. False.

Item 7 Which of the following types of power is actually a source of authority?

- A. Expert power.
- B. The informal acceptance of a person not a group.
- C. The withholding of a raise in salary.
- D. Legitimate power.

Item 8 What is the source of authority in the Armed Forces.

- A. The UCMJ.
- B. The US Constitution.
- C. The President of the United States.
- D. The House of Representatives.

Item 9 Which type of power includes knowledge of organizational rules which can be evoked to win an issue?

- A. Referent power.
- B. Coercive power.
- C. Expert power.
- D. Reward power.

Continued on next page

Lesson 3, Practice Exercise, Continued

Item 10

Why are leader/member relations important?

- A. Because people won't work for a person they don't like.
 - B. Because the parent organization establishes the power of a position.
 - C. Because they affect the leader's influence on the group.
 - D. Because clearly defined tasks enable the leader to exert control over the group.
-

Item 11

Which of the following are not common types of meetings?

- A. Team building.
 - B. Decision-making.
 - C. Policy-making.
 - D. None of the above.
-

Item 12

Which of the following are ways to determine how the members of a group interact?

- A. Communications and interrelationships.
 - B. Group cohesiveness and effectiveness.
 - C. The group's customs and traditions.
 - D. A and B.
-
-

Lesson 3, Practice Exercise Answer Key and Feedback

-
- Item 1** C. Persuasion is **not** included in the Army definition of leadership. (Page 3-5)
-
- Item 2** B. The Army concentrates on the leadership aspects of leader development rather than management skills at the squad level. (Page 3-6)
-
- Item 3** A. The terms *forecasting, developing strategies, and setting priorities* apply to the planning leadership competency. (Page 3-7)
-
- Item 4** B. Social pressure is a type of motivation. (Page 3-10)
-
- Item 5** A. Authority is **not** a need which has special relevance for management. (Page 3-12)
-
- Item 6** B. The statement that power is the possession of control to influence or command thought, opinion, or behavior is false. (Page 3-13)
-
- Item 7** D. Legitimate power is actually a source of authority. (Page 3-14)
-
- Item 8** B. The US Constitution is the source of authority in the Armed Forces. (3-15)
-
- Item 9** A. Referent power includes knowledge of organizational rules which can be evoked to win an issue. (Page 3-15)
-
- Item 10** C. Leader/member relations are important because they affect the leader's influence on the group. (Page 3-17)
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Continued on next page

Lesson 3, Practice Exercise Answer Key and Feedback, Continued

Item 11

D. Team building, decision-making, and policy-making are all common types of meetings. (Page 3-18)

Item 12

D. Communications, interrelationships, group cohesiveness, and effectiveness are ways to determine how the members of a group interact. (Page 3-18)

NOT USED

Lesson 3

Primary NCO Management Skills

Lesson 3 Summary

Lesson purpose This lesson Introduced you to various management principles and concepts used In Industry, government, and the military to improve work force efficiency and effectiveness.

Item	Key Point(s)	Page
Leadership	The process of influencing others to accomplish the mission by providing purpose, direction, and motivation.	3-5
Management	The act, manner, or practice of managing, supervising, or controlling.	3-5
The dilemma	The dilemma is where to place emphasis In the training process. How much emphasis should be placed on developing leadership versus management skills? <ul style="list-style-type: none"> • Most skills at higher levels are managing skills. • Most skills at lower levels are leadership skills. 	3-5
Leadership competencies	Review of the nine leadership competencies shows many managing skills are required.	3-6
Definition of motivation	The dictionary: <i>"To provide with an incentive or motive; impel."</i> <i>"The ability to get people to do what you want because they want to do it"</i> - President Eisenhower.	3-8
Types of motivation	<ul style="list-style-type: none"> • External. • Social pressure. • Self-motivation. <p>The most effective leaders are the ones who are most effective in motivating subordinates to act not because they are commanded to by a superior, not because they are pressured by expectations of those around them, but because they are aware of the desirability of attaining the purpose of their efforts as defined by their superiors.</p>	3-8, 3-9
Why people work diligently	You and your subordinates probably work diligently for reasons such as: recognition, fair treatment, pride, challenge.	3-9

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Lesson 3 Summary, Continued

Item	Key Point(s)	Page
Demotivators	Eight common demotivators can come into play when leaders are not attentive to the impact of their actions.	3-10
Definitions: authority and power	<ul style="list-style-type: none"> • Authority is the power to command or influence thought, opinion, or behavior. • Power is the possession of control, authority, or influence over others. 	3-13
Rights vs. ability	<ul style="list-style-type: none"> • Traditionally, authority is considered to be a right that is inherent in the position held in an organization. • Power concerns an individual's ability to get things done by influencing others. 	3-13
Five types of power	<ul style="list-style-type: none"> • Legitimate. • Reward. • Coercive • Expert. • Referent. 	3-14
Leader styles	<ul style="list-style-type: none"> • Autocratic. • Democratic or participative. • Facilitator. • Situational - uses style appropriate to the situation. 	3-16
Leader/member relations	The leader's influence on the group is a combination of position power and task structure; but is also affected by the trust and willingness of followers to support and comply.	3-17

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Lesson 3 Summary, Continued

Item	Key Point(s)	Page
Types of meetings	Meetings are essential in every organization. They are used for information sharing, policy-making, after-action reviews, training, and for a host of other important requirements. Run well they accomplish the mission.	3-18
Counter-productive meetings	Poorly run meetings waste time; and contribute to mission failure. The agenda can be a surprise to the attendees; the problems discussed can be different from the intended subject; the wrong people can be attending; meeting can be forums for "blaming" or "snow jobs."	3-19
Meeting evaluation (criteria)	<ul style="list-style-type: none"> • An effective meeting? • Clear goals? • Stick to the purpose? • Was I involved? • Honest talk? • Meet expectations? • Group involvement? 	3-20
Group dynamics	<ul style="list-style-type: none"> • Group cohesiveness. • Group effectiveness. • Group culture. 	3-21
Group cohesion	The degree to which the members value their individual membership and the membership of others in the group.	3-21
Building cohesion through group approaches	Small-unit leaders can foster the development of cohesion through attentive leadership and opportunities for the development of positive small-group dynamics.	3-22

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