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LEADERSHIP DEVELOPMENT IN THE CIVILIAN WORK FORCE

BY

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USAWC MILITARY STUDIES PROGRAM

LEADERSHIP DEVELOPMENT IN THE CIVILIAN WORK FORCE

INDIVIDUAL STUDY

by

Mr. Peter K. Dolezal
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US Army War College
Carlisle Barracks, Pennsylvania 17013
17 May 1984

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ABSTRACT

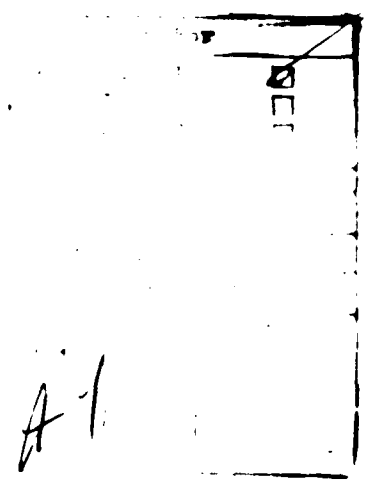
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TABLE OF CONTENTS

	Page
ABSTRACT	ii
INTRODUCTION	1
DEFINING LEADERSHIP	3
MILITARY LEADERSHIP DEVELOPMENT	5
The ROTC Program	6
The US Military Academy Program	8
The Officer Basic Course Program	9
The Officer Advanced Course Program	10
The Senior Officer Programs	14
LEADERSHIP DEVELOPMENT IN PRIVATE INDUSTRY	16
CIVILIAN LEADERSHIP DEVELOPMENT STRATEGY	19
STUDY CONCLUSIONS	24
STUDY RECOMMENDATIONS	25



A-1



INTRODUCTION

There has been a growing concern within the Department of the Army regarding the quality of leadership among its civilian work force. This concern has been amplified by the results of attitude surveys taken among the civilian work force. The survey results indicate that military supervisors of civilian employees were rated higher by the work force than their counterpart civilian supervisors. The conclusion made from the survey results was that military supervisors are better prepared to be leaders than the civilians in supervisory positions.

A core curriculum on leadership is a central part of the professional military development program. A systematic approach to leadership development exists within the military from pre-commissioning through the senior service college. In addition, major private corporations have formal development programs targeted for preparing future managers with the requisite leadership skills to succeed in the job. Although the corporations may use different approaches to accomplish leadership development, each corporation has a lucid and systematic program for developing its leaders.

In contrast, the Department of the Army does not have a systematic civilian leadership development program. There is no prescribed curriculum for Department of the Army civilians which must be followed as part of a formal program for improving leadership skills. Further, the Merit Promotion Program makes no connection between qualifications for positions of leadership and the completion of any formal training course(s) in leadership or related subjects. Most leadership training

takes place after assignment to a supervisory position rather than as a preparatory step toward assumption of these responsibilities.

This study has been undertaken to examine the status of leadership development in the civilian work force and to make recommendations to improve the leadership development program. The specific objectives are threefold: (1). examine leadership development in the military and private sector, (2). compare these two with current programs and resources for Department of the Army civilians, and (3) recommend a strategy for institutionalizing leadership development as a part of career planning for Department of the Army civilians.

DEFINING LEADERSHIP

As stated in FM 22-100, Military Leadership, military leadership is "a process by which a soldier influences others to accomplish a mission."¹ The FM further states how he accomplishes this process, i.e., "by applying his leadership attributes (beliefs, values, ethics, character, knowledge, and skills)."² In order to draw a conclusion to the validity of comparing military and civilian leadership, we must examine the general definition of leadership. While there is no one definition of leadership that is universally accepted, all definitions which were examined seemed to touch on the same theme. Each definition expressed the idea of an exercise of influence by one individual over another individual or group of individuals for the purpose of accomplishing a specific task or objective. One definition stated, "leadership is the accomplishment of a goal through the direction of human assistants."³ Another author defined leadership as "the dynamic process of exercising power to influence employees to behave in a manner consistent with the prescriptions of the formal organization."⁴ A final definition, which placed emphasis on a slightly different angle, stated that "leadership involves the personal effect of the leader as an instrument of change on the thinking and behavior of other people."⁵ These definitions are representative of the many that were read in the course of this study.

Running as a thread throughout this study were two basic issues. One was the question of similarity between military and civilian leadership and the other was the struggle of manager versus leader. In order to concentrate on the conclusions and recommendations contained in this

study, an attempt must be made to reduce the distraction caused by these two issues. Although there may be some distinct differences between these elements, the bottom line is more of a semantical argument rather than a substantive one. In all the research that was conducted and the 15-20 interviews with top executives, it was evident that terminology was virtually interchangeable. In other words, one man's leader was another man's manager.

Many will differ with this dismissal of difference and observe that leadership and management are mutually exclusive, or at least conflicting philosophies. This is particularly true today as the Department of the Army wrestles with the conclusion that "a military managerial mind is emerging, which is harmful to the image of the heroic leader and successful warrior."⁶ A popular view today is to think of leadership in terms of charisma and mystical power while management is viewed with suspicion as a cold and calculating system dealing with inanimate objects rather than people. What has developed is a heated debate demanding more leadership and less management for the Army today and in the future. In actuality, what we probably need is more of both since they appear to be inexorably intertwined. There are proper roles throughout the Department of the Army, both in the civilian and military context, for leaders and for managers. Rather than debate the issue of leader versus manager, we should recognize the importance of possessing leadership skills, assure that a strategy exists to provide skills training and development, and establish a system for supporting the practice of sound leadership and management skills.

MILITARY LEADERSHIP DEVELOPMENT

In the military, leadership training and education is a natural and readily acceptable part of the professional education program. Military leadership can be categorized broadly into two distinct applications. These categories are small group leadership, usually associated with combat units, and executive-level leadership, or that which is necessary for larger organizations. For the most part, professional military education programs deal exclusively with the skills for small group leadership. While the latter is certainly critical, it pertains to a relatively small number of senior officers who operate at the highest echelons of the Department of Defense. For purposes of this study, leadership development will be examined in a context which most closely approximates that found in the vast majority of civilian work force requirements. The challenges of small group leadership are many. Preparation to respond to these challenges forms the cornerstone of our ability to accomplish the Army's mission efficiently and effectively. Even more basic is a sensitivity for and recognition of the fact that continual exposure to leadership subjects by whatever means is absolutely necessary.

In the course of this study, the core curriculum for leadership at various levels of professional military education were examined. These will be discussed in greater detail in the remainder of this section. Almost without exception, the subject matter covered at all levels of military training was duplicated in a course or courses available to Department of the Army civilians. The difference is that we have not collated these subjects under the heading of "leadership," but rather

continue to treat them as either general management or personnel management courses. This illustrates further the idea that part of our current problem may be one of semantics rather than substance. In the private sector, many of the same subjects which the military teaches in a leadership curriculum are located in a training manual under the section titled "management development." This is critical to the strategy which the Department of the Army designs for dealing with the issue of leadership development. Leadership development resources may be readily available at this moment. The problem appears to be a lack of strategy rather than a lack of available training opportunities. This will be more fully developed as we discuss the professional military training programs and compare them to known training courses for Department of the Army civilians.

The ROTC Program

The introduction to leadership begins at the collegiate level for US Army officers. Through the auspices of the US Army Training and Doctrine Command (TRADOC), the ROTC program at more than 300 colleges and universities offers a core curriculum on leadership. It is entitled "US Army ROTC Leadership Development: A Performance - Based Program." The course was developed by the Applied Behavioral Science Program, Department of Psychology at Virginia Polytechnic Institute and State University. The course was ultimately developed under contract to the US Army Research Institute for the Behavioral and Social Sciences.

The ROTC leadership development program is designed to provide a cadet with the opportunity to develop those skills which are important for platoon leadership. The objective is accomplished by providing cadets with a realistic preview of the platoon leader's job and providing

training and practice in leadership principles and skills. The course is designed to allow maximum flexibility to the instructor. The course materials can be covered in as little as fifteen classroom hours or as great as thirty classroom hours. The materials can be organized to spend the longest amount of time upon those skills which are most needed by the cadets in the detachment. If certain aspects of leadership have been covered in another course, then less emphasis can be placed on that material. The course is divided into approximate thirds. The first third provides a descriptive model of platoon leadership while the following two-thirds presents the principles of leadership and practical exercises in five major skill domains.

The section on the principles of leadership acquaints the cadets with major theories of leadership. These are taught through an examination of common problems and challenges encountered by platoon leaders. The theory or theories most relevant to the specific topic under discussion are examined as part of the course of study. The theories that are presented provide the best illustration of the leadership principles which are being discussed.

The skills and exercises section provides instruction and practice in five major skill areas. These include communication, human relations, organizational structures, power and influence, and management. Within each skill area exercises are coordinated with the written text to provide cadets the opportunity to develop these skills. The lesson on management skills is the most extensive and is divided into four sections: (1) problem analysis and decision making; (2) planning and organizing; (3) delegation and control; and (4) integration of management skills. Each of these four sections includes a discussion of relevant theories of leadership. Skill sections and exercises are

provided for each area. A copy of the ROTC course outline is attached at enclosure 1.

The US Military Academy Program

The United States Military Academy at West Point (USMA) has produced a leadership textbook, its third in fifteen years, for use in an academic course by students and faculty engaged in the study of leadership. The textbook was written to develop a conceptual framework which would capture the complexity of the leadership process in formal organizations all the way from the perspective of the individual members (in their roles as leaders, peers and followers), through the social and work groups to which organizational members belong and in which they work, through the level of the complex organization consisting of a number of formal and informal groups, all the way to the environment within which any formal organization attempts to achieve its goals and over which the organizational leader may have little or no control. The focus, throughout this text, was on the leader and those phenomena which affect the leader's attempts to influence organizational members to achieve goals prescribed by the organizational leader. The knowledge of leadership upon which the text rests was taken primarily from the disciplines which study human behavior at the levels of the individual, group, organization, and society: psychology, sociology, organizational behavior and anthropology. The theory research, concepts, and applications of these disciplines presented in this course work are appropriate for any general study of leadership. They are also consistent with the demands of leadership in military organizations including the deadly crucible of combat.

The USMA leadership development experience is divided into five basic sections/subsystems: individual subsystem, group subsystem, leadership subsystem, organizational subsystem, organizational suprasystem. Unlike the ROTC program, this program does not restrict itself to platoon leadership. Although it provides some parallel to the ROTC curriculum, it covers subjects in greater detail and for a larger context beyond the platoon. Subject areas include: motivation, stress, group process, decision making, communication, counseling, organizational influence and ethics. The materials in the text are generic in the sense that they are appropriate for any student of leadership. Where direct application to a situation likely to be faced in a military context is desired, a brief illustration or case study is written in the text within a special bordered area. The flow of the leadership material in the remainder of text is not interrupted. The principles of leadership are learned first and then their application to the military environment. A copy of the table of contents from the USMA textbook is at enclosure 2.

The Officer Basic Course Program

The initial leadership development which a US Army officer receives upon assignment to active duty is at an appropriate officer Basic Course. The Program of Instruction (POI) for the leadership core curriculum in these courses is 48 hours in length. The course is designed to provide the background and skills needed to successfully interact with individuals and groups and influence them to accomplish a task or mission. It includes current military leadership theory, military professional ethics, Army leadership doctrine and leadership styles. The

course uses FM 22-100 as a basic text. The role of the leader as a teacher and group dynamics are also stressed.

The subject of leadership is treated in five separate and distinct ways. The first enables the student to apply leadership techniques that provide direction to subordinates to accomplish the mission. It places emphasis on problem recognition and initiation of leader action, decision making and planning. The ethical considerations of decision making are also addressed. The second element enables the student to apply leadership techniques that assist in implementation of plans and decisions. Supervision and resource management are stressed. The third element allows the student to relate theories of motivation to practical experiences that occur in the military. Emphasis is on how the junior officer can employ these principles to enhance the motivational climate in the unit and on the leader's responsibility toward alcohol and drug abuse, equal opportunity and the concept of stress management. The final area is battlefield leadership which enables the student to gain an appreciation for the complexities of leadership on the battlefield with emphasis on actions designed to manage the stress caused by fear and maintain unit cohesion. Leadership, as a specific topic, constitutes approximately one-half of this core curriculum. The remainder of the curriculum is devoted to a study of communication, counseling, ethics, team building and two practical role-playing actions in counseling.

The Officer Advanced Course Program

The Officer Advanced Course provides the next opportunity for programmed leadership training in the professional military development program. The instruction builds on the materiel presented in the basic

course. The course provides an opportunity for self-examination of personal preferences for leadership as well as lecture/discussion on general principles and theories of leadership. Response to Power Model and SAS/RI test instruments are used. The Hershey-Blanchard Situational Leadership Model is also utilized. In these exercises student's identify their preferred or actual style of leadership/followership. A contrast of individual leadership with organizational leadership is made. The subject of responsibility in special areas such as alcohol and drug abuse and equal opportunity are discussed as they were in the basic course. A case study on leadership is utilized which requires a systems approach to analyzing the actions of three identical platoons, each given the same mission to perform in identical conditions. The students determine which processes aided/hindered successful mission completion. A class on battlefield leadership is designed to identify factors that promote fear, panic, stress and psychological battlefield casualties, and to identify/apply preventive and corrective countermeasures. The capstone of this leadership core curriculum is a symposium on planning the assumption of command and planning actions to take when "taking charge."

The advanced course provides techniques for identifying important personal values and goals and determining their effect on ethical decisions. Students are exposed to and contrast theories of motivation: MacGregor, Maslow, Hershberg, and their own personal theories. They then learn to distinguish between internal and external motivation and when each is applicable. Students are taught to recognize and overcome

barriers to effective interpersonal communication, to ensure that communication modes complement rather than contradict each other, to solicit feedback and listen for content and feeling. Personal and performance counseling are also taught. In the area of decision making and planning, students are given the results of an assessment and must select an appropriate technique to formulate objectives, gather pertinent information, analyze and compare alternative methods, acquire and allocate resources (including time), and select the alternative(s) that accomplish the results desired. The total program of instruction for the leadership core in the advanced course covers 48 hours of classroom and/or exercise time.

The purpose of the Advanced Officer Course is to transfer skills.

The skills which are focused on are:

- influencing others
- motivating
- communicating effectively
- counseling
- solving problems
- making decisions
- teaching/coaching

This serves as the guiding philosophy for developing and maintaining leadership instruction at the various service schools. The specific goals in support of these desires are:

1. Make instruction experiential (performance oriented).
2. Skills transferred will be appropriate for use in the AirLand Battle.
3. Skills taught will challenge students' intellect, maintain their interest, and trigger in them a motivation for self-growth.

4. Skills taught to NCO, WO, Officers will be doctrinally linked (sequential, progressive, and mutually supportive).

5. Instruction will increase students' understanding about the unique relationship of leaders and followers.

6. Skills taught will enable students to act effectively in situations that challenge their personal and professional abilities.

Work also is being done on a block of instruction at the Field Artillery School, Fort Sill, Oklahoma on a transfer of certain management skills useful to a mid-level executive. These are:

Personal Skills

- time management
- stress management
- delegation

Organizational Skills

- systems view of an organization
- how to assume command
- conflict management
- meeting management
- planning
- Organizational Effectiveness (OE) resource

In summary, the Leadership Core Curriculum (LCC) is designed to provide an opportunity for US Army Officers to act like leaders, rather than study about leader actions. The academic level is geared toward a college graduate level. The basis for instruction is the small group process. Leader roles within the groups are rotated so that everyone can experience and exercise leadership roles. Instruction is based on

the adult learning process. The training packet is designed to make maximum use of simulations, games, practical exercises and role play. Students must apply or discover through the exercises the leadership or instructional objectives. Ethics instruction is integrated into the LCC for the purpose of reinforcing the ethical requirements for leaders and to show the ethical considerations in all aspects of leadership. Copies of the POI for both the Basic and Advanced courses are at enclosures 3 and 4.

The Senior Officer Programs

The next level of leadership development in the profession, military training program occurs at the US Army Command and General Staff College (USACGSC). A 47-hour Leadership Subcourse is integrated over the entire year and presented in a multimedia lecture, seminar, guest speaker, case study, and individual study format. The purpose of the Leadership Subcourse is:

1. To provide the student an opportunity to study and apply sound leadership techniques which address a sequential and progressive development of the traits, principles, and the Professional Army Ethics in a BE-KNOW-DO format.
2. To provide the student an opportunity to hear senior Army leader's views on leadership.
3. To provide the student with interpersonal skills required to establish a leadership climate in unit and staff organizations.
4. To provide the student with a leadership framework to develop excellence in staff operations in a high technology environment.

The course, presented over the entire academic year, consists of the following subjects or lessons.

- introduction to leadership
- time management
- understanding group functions
- staff operations in a high tech environment
- team building
- values
- communication
- stress management
- creative problem solving
- ethics
- professional development of subordinates
- various case studies and group exercises

The final step in the professional military development program for leadership is presented in the curriculum of the US Army War College. The first subject area covered when the school year commences is a block of instruction, reading, and small group exercises in command, management and leadership. This instruction provides the cornerstone and foundation for the entire year of academic study. There is particularly heavy emphasis on self-evaluation, physical condition, and stress management. The program makes use of the Contingency Leadership Model (Lead Self-Lead Other), Firo-B, a values exercise, and the Myers Briggs Type Indicator (MBTI) as methods for getting in touch with personal leadership characteristics and preferences. For Army officers who have never done this, it is a very revealing and worthwhile experience. Later in the academic year an elective course is offered entitled, Executive Skills: Assessment and Development. It consists of a minimum of 40 classroom hours utilizing in-basket exercises, negotiation role play, and subjects such as time management and delegating. The subject of

leadership is explored thoroughly throughout this advanced course. A self-paced program is being developed for AY85.

LEADERSHIP DEVELOPMENT IN PRIVATE INDUSTRY

As part of this study, an examination into the practices found in the private sector was undertaken. Visits were made to Texas Instruments in Dallas, Texas and to Caterpillar Tractor Company in Peoria, Illinois. Two diametrically opposed concepts to leadership development were evident from the on-site visits and interviews with senior level executives in both companies. At Texas Instruments, for example, leadership development was a function of progressively more challenging on the job experiences. Caterpillar Tractor stressed mobility, formal training programs, and diversity of job experience. The company "culture" at both corporations was distinctly different. The "culture" at Texas Instruments was decidedly "Texas" in its orientation. A very informal atmosphere marked by a short sleeved shirt environment was the rule at Texas Instruments. It was the first thing I noticed upon arrival for the initial interview with a vice-president who greeted me in shirt sleeves and no tie. Caterpillar Tractor, on the other hand, was a more traditional business headquarters with three-piece suits well in control.

The expressed view by all individuals that were interviewed at Texas Instruments was that management development occurs through on-the-job experience. The "sink or swim" approach to individual growth was quite evident. Some individuals expressed it during the interviews as a "survival of the fittest." The accepted approach at Texas Instruments

was to identify "comers" and give them opportunities to learn and perform on the job. For those identified as "comers" there was a series of management initiated moves with a 2-3 year stay at one job before moving on. At Texas Instruments a concerted effort was made to match these high potentials with good managers with the idea that talented managers generate talented subordinates. This constituted a system of mentors for developing high potential employees. Formal training, however, was the responsibility of the individual to pursue on his or her own. At Texas Instruments there was also an attempt made to identify potential replacements at each level of management and to create understudy positions where possible. The only corporate sponsored training that was evident was a rudimentary basic supervisory development course.

As stated earlier, the environment at Caterpillar Tractor was much different and tends to follow more traditional values about management development. Caterpillar Tractor has a corporate strategy for management succession. High potentials are identified by the senior vice-presidents. These individuals are considered capable or ready now to move up two or more steps on the corporate ladder. A career development worksheet, similar to the Army's Individual Development Plan (IDP) is used to plot a program tailored to each individual's needs and potential. The corporate officers at Caterpillar spend a great deal of time on career planning and development. A special staff officer, reporting directly to the President, meets monthly with the top seven corporate officers to discuss career planning. A very positive attitude toward management development and career planning emanates from the very top of the organization. The corporate "culture" at Caterpillar Tractor is pro management development.

The foundation of the management development program at Caterpillar Tractor is called "New Supervisor Selection and Training" (NSST). The program objective, accomplished in five phases, is to provide qualified personnel for first level shop supervisory assignments. A synopsis of the program is attached at enclosure 5. It should be noted that Caterpillar Tractor is a production oriented corporation and that its top leadership comes from the production (plant) side of the business. For college graduates, who become general office supervisors, a three-phased developmental program is available. These phases are: Orientation into Caterpillar Tractor, office supervisors seminar, and any number of management development courses available in a Caterpillar Tractor Course catalog. Besides formal classroom instruction, the company utilizes lateral reassignments for developmental purposes and stresses diversification in its management staff. The lateral reassignments are across functional lines, e.g., marketing into sales.

The formal training courses available to Caterpillar Tractor employees covered the spectrum from Basic Communication to nine-week programs at MIT or Carnegie-Mellon University. It was like reviewing a catalog of government-sponsored training for Federal employees. Similar to the Federal sector, Caterpillar was undergoing some budget shortfalls, and as a result the training and development program was reduced in scope. While there was evidence of a positive top down approach to management development, self-development was being stressed recently over company sponsored training. Even lateral reassignments were lacking as a means of individual development.

CIVILIAN LEADERSHIP DEVELOPMENT STRATEGY

In order to become an effective leader an individual must accomplish three basic things: (1) development of a conceptual knowledge about the leadership process, (2) training and experience in order to acquire leadership skills, and (3) personal commitment to the values of the organization. Learning about leadership requires self-discipline, concentration, practice and patience--as well as a matter of ultimate concern. As the Caterpillar Tractor Company has done, the Department of the Army must develop and demonstrate from the top down a positive and proactive approach to leadership development among the civilian work force. The attitudes of managers and supervisors at all levels must be changed. If junior leaders are going to grow, a positive environment must be established from the top down. The Army's Corporate "culture" must be one of delegation and risk taking. If not, then those who follow will learn by the example of their superiors and leadership development will have an empty meaning.

The proposed strategy for the Department of the Army is threefold: orientation, development, and refinement. The Orientation Phase is basically designed for interns at the GS-5 thru 9 grade levels. The Development Phase is generally structured to meet the needs of GS-11 thru 13. The Refinement Phase is for GS-13 and above. The Senior Executive Service is a special category is not dealt with in this proposal.

The basic problem, as determined by this study, is that while the formal training courses are readily available, there is no programmed schedule of courses which are universally known or used as supportive of

leadership development. This became evident as the POI's for professional military development on leadership were reviewed and compared to off the shelf training courses available to Department of the Army Civilians. Leadership development has been going on for some time, but nobody has recognized it as such and there has been no systematic approach taken to assure people know about these courses and are scheduled to attend them.

Based on the content of the military professional development program on leadership, courses appropriate for Department of the Army civilians at each phase of their development are as follows:

Orientation Phase, GS-5 Thru 9

Office of Personnel Management (OPM)

- Managerial Decision Making
- Supervision and Group Performance
- Communicating and Counseling
- Management of Time
- Creative Problem Solving
- Understanding and Managing Human Behavior
- Communicating and Counseling For Non-Supervisory Personnel
- Managing Job Stress

Department of the Army (DA)

- Basic Supervision
- Management Skills Improvement Course
- Leadership Course

Local College Seminars/Courses

- Communication
- Counseling

- Team Building
- Ethics/Values
- Motivation
- Leadership (Individual and Organizational)
- Group Dynamics
- Stress Management

Development Phase, GS-11 Thru 13

Army Management Engineering Training Activity (AMETA)

- Management of Managers
- Management Development Seminar
- Dynamics of Employee Behavior

Office of Personnel Management (OPM)

- Advanced Management Seminar
- Conference Leadership
- Executive Coaching
- Management and Group Performance
- Management of Time
- Managerial Decision Making
- Middle Management Institute
- Leadership and Supervisory Institute
- Basic Management Techniques
- Personal Skills Development Seminar For Management Team Members
- Seminar For Organizational Leadership
- Advanced Understanding and Managing Human Behavior
- Advanced Creative Problem Solving
- Interaction Management
- Developing Subordinates

Department of the Army

- Personnel Management For Executives
- Education for Public Management
- Armed Forces Staff College

Refinement Phase, GS-14 and above

Army Management Engineering Training Activity (AMETA)

- Management Course For Commanders
- Advanced Management Course
- Management of Managers
- Dynamics of Employee Behavior
- Emerging Trends in Management Technology
- Executive Round-Table

Office of Personnel Management (OPM)

- Advanced Management Seminar
- Executive Leadership Seminar
- Managerial Decision Making
- Seminar in Executive and Management Effectiveness
- Improving Executive Effectiveness: Health and Fitness Strategies

OPM Executive Seminar Center Programs

- Management Development Seminar
- Executive Development Seminar

Department of the Army Centrally Funded Schools

- Alfred P. Sloan Fellows Program
- Education For Public Management
- Army War College
- Industrial College of the Armed Forces
- National War College

A Leadership Development Program for Department of the Army civilians which parallels the professional military development program is quite feasible. This study points out that the means for developing leadership among civilians are in place; the missing link is a comprehensible strategy for making it happen. There is no dearth of available training courses, seminars, and conferences designed to improve an individual's leadership skills and abilities. There is, however, a plethora of Department of the Army civilians, in leadership positions, who believe they are either good leaders already or else believe they will not benefit from further exposure to the concepts of leadership in a training mode. This is why a strategy is so essential for success in improving the condition of civilian leadership throughout the Army.

One of the major reasons for the lack of civilian leadership development, or at the very best its sporadic development, is the fact that there is no single individual that accepts responsibility for assuring that it happens. It is inconceivable, for example, that a commander would allow an officer to be charged with responsibilities of leadership without a concomitant assurance that the officer was adequately prepared to assume a leadership role. This does not happen with regularity in the case of Department of the Army civilians. Unimaginative bureaucrats cite chapter and verse from Federal regulations on various prohibitions on "training for advancement." What is even worse is the situation that typically exists when training stops after an individual assumes a position of leadership. We have got to assume responsibility for assuring that our leaders are adequately prepared. It is not enough to rely on an individual's self-interest as the catalyst for further developmental experiences. What is required is an aggressive and dedicated

team of commanders, top managers, and training and development specialists. The potential is here with the Performance Management System and the Individual Development Plan. These items must, however, become the meaningful living documents that they were intended to be. If not, leadership development will continue to receive lip service only and not the sincere and aggressive support from those who can influence it the most.

STUDY CONCLUSIONS

This study was not undertaken for the purpose of enumerating the various training opportunities for civilians in the area of leadership. Rather, it was undertaken for the purpose of examining professional military development programs on leadership to determine what, if anything, can be duplicated or made available to *Department of the Army* Civilians. I will, therefore, draw some conclusions from my study of leadership development for military officers and what we know can be made available for their civilian counterparts in order to make a recommendation for a *Department of the Army* strategy on leadership development in the civilian work force.

The basic conclusion of this study is rather simple and straight forward. The leadership training provided to an *Army* officer in the course of his or her career is based on current trends in leadership theory within academe and is virtually generic in nature. In other words, it can be taught on any college or university campus or to practically any group of people in business, government or industry. It possesses every quality of universality that one can achieve for such a subject. Only in special areas does the training tend to orient itself

more toward the exclusive domain of the military, i.e. the military profession, battlefield leadership, and command. The management theories and leadership styles discussed in the various courses studied are all taught at the graduate or undergraduate level.

The result of these studies into how the military develops its leaders, how Department of the Army develops its civilians, and how private industry approaches the problem is straight forward and relatively simple. The specific conclusions are:

1. The leadership subjects taught in the professional military development program are identical to those taught to college students, Government employees, and managers in private industry.

2. Successful corporations use vastly different approaches to developing managers and supervisors.

3. The perceived difference between military leadership requirements and those required of civilians can be reduced to one special situation: the battlefield.

4. Leadership development in the civilian work force can be improved by developing a strategy for education and development from entry level interns to the Senior Executive Service.

STUDY RECOMMENDATIONS

The following are recommendations for putting a leadership development strategy in place for Department of the Army civilians. Some of the recommendations can be implemented easily while others are more long range in nature. The study pointed out, however, that a great number of courses appropriate for leadership development are already in the system. What is apparent is that we have not viewed them as "leadership courses" per se. As stated earlier, we do not have a universal definition for

leadership. Even more difficult to find is any sort of consensus on how to develop leaders. We do know that traditional management functions consist of: planning, organizing, staffing, directing and controlling. Perhaps we could say that leadership is everything else. The point here is that leadership development can take place with current resources. The Department of the Army can duplicate the professional military development program within the existing infrastructure of the training and development program by adopting the following recommendations:

1. Create a positive attitude, from top management down, toward continuous self-development and learning among Department of the Army civilians in leadership skills and abilities.

2. Lead by example. Managers should be encouraged to serve as mentors for employees with known potential to become supervisors and managers. Performance appraisals of supervisors and managers should reflect their efforts to develop subordinates.

3. Leadership development is not one dimensional. Training courses are not the only way to address the problem. Developmental assignments, beyond the intern program, should be utilized. These can consist of relatively short-term assignments of 90-120 days, including TDY. This has been done successfully in the Ohio River Division, US Army Corps of Engineers.

4. A benchmark should be set of one training course or developmental assignment/effort conducive to leadership development every 12-18 months for all incumbent supervisors and managers. Self-improvement should be at the top of every manager's list of things to do.

5. Related to the training benchmark, an effort should be made to link leadership development activities to promotion evaluations. This

is an essential cornerstone in the professional military development program.

6. More training courses should be brought "on post." It is obvious that the dollars do not exist to increase the number of people attending training courses on a TDY basis. Training dollars can be maximized in their efficiency by bringing trainers and developers to the employees. This concept needs to be institutionalized.

7. Publish a Department of the Army handbook or pamphlet outlining a professional civilian development program on leadership which covers a career from the intern program through to the SES. A strategy can be found in the earlier part of this study. Make certain courses mandatory on a universal basis in all Department of the Army career programs.

8. The Leadership Course currently being developed for the Department of the Army should be made available to all employees participating in a supervisory development program.

9. Institutionalize the Army's Training philosophy, e.g., Corps commanders train Division commanders, Division commanders train Brigade commanders, Brigade commanders train Battalion commanders, etc.

10. Self-assessment tools should be an active component of any leadership development program, e.g., Lead Self-Lead Others, MBTI.

11. Keep it simple.

This study points out several important facts: military leadership and civilian leadership are similar; leadership training courses are available in the system today; there is no strategy for developing civilian leaders; successful corporations use different approaches to developing leaders; and, top management support is critical to improvement in this area. If the Department of the Army is going to make

meaningful improvement in the development of its civilian leaders, it must provide an established and systematic approach across all functional lines. This is a management program and until top management becomes concerned we will not experience any noticeable improvement. The study proposes only one approach to dealing with the problem. The important point to be made is that the appropriate developmental resources are in place. A civilian professional development program should not be delayed further.

BE ALL THAT YOU CAN BE!

ENDNOTES

1. Department of the Army, FM 22-100, Military Leadership, October 1983, p. 44.
2. Ibid.
3. W.C.H. Prentice, "Understanding Leadership," Harvard Business Review, September-October 1961, p. 43.
4. John W. Newstrom, William E. Reif, Robert M. Monczka, A Contingency Approach to Management Readings, (New York: McGraw-Hill Book Company, 1975), p. 315.
5. Abraham Zaleanik, "The Leadership Gap," Washington Quarterly, Winter 1983, p. 33.
6. William E. Turcotte, "Leadership vs. Management," Washington Quarterly, Winter 1983, p. 46.

US MILITARY ACADEMY TEXTBOOK

LEADERSHIP IN ORGANIZATIONS

Table of Contents

Preface

1. Organizational Leadership: Quo Vadis?
2. A Model of Organizational Leadership

Part I. The Individual Subsystem

3. Individual Processes and Development
4. Individual Needs, Expectations and Motivation
5. Individual Motivation Through Rewards and Punishment
6. Individual Motivation Through Work Design
7. Individual Stress and Adjustment

Part II. The Group Subsystem

8. Individuals In Groups
9. Socializing Individuals Into Groups
10. Process Within Groups
11. Process Between Groups

Part III. The Leadership Subsystem

12. Leadership As An Interpersonal Influence Process
13. Leadership and Organizational Outcomes
14. The Leader As A Decision Maker
15. The Leader As A Communicator
16. The Leader As A Counselor
17. The Leader As A Stress Manager

Part IV. The Organizational System

18. Leadership In Complex Organizations
19. The Leader and Organizational Adaptation

Part V. The Organizational Suprasystem

20. Organizational Leadership and the External Environment
21. Organizational Leadership and the Ethical Climate
22. Putting It All Together

DEPUTY CHIEF OF STAFF FOR
RESERVE OFFICERS' TRAINING CORPS
U.S. ARMY TRAINING AND DOCTRINE COMMAND

U.S. ARMY ROTC LEADERSHIP DEVELOPMENT: A PERFORMANCE-BASED
PROGRAM

INSTRUCTOR MANUAL

AUGUST 1982

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CONTENTS

	<u>page</u>
INTRODUCTION	1
Descriptive Model of Platoon Leadership	1
Principles of Leadership	2
Skills and Exercises	2
Course Design	3
Part I of Course	3
Part II of the Course	6
Time Requirements	8

PART I

	<u>page</u>
PART I OF THE COURSE	13
LESSON 1: INTRODUCTION AND REVIEW OF CHAIN-OF-COMMAND	15
Use of the Materials	15
Review of the Chain-of-Command	15
Assigning Grades and the Importance of a Glossary	16
Class Discussion	18
Class Assignments	18
LESSON 2: ENTERING A PLATOON	21
Class Discussion	21
Key Points	22
Class Assignments	23
LESSON 3: THE COMPANY ENVIRONMENT	25
Key Points	25
Class Discussion	26
Class Assignments	27
LESSON 4: TRAINING	29
Key Points	29
Class Discussion	30

Class Assignments	31
LESSON 5: COUNSELING	33
Key Points	34
Class Discussion	34
Class Assignments	35
LESSON 6: EQUIPMENT AND SUPPLIES	37
Key Points	37
Class Discussion	38
Class Assignments	38
LESSON 7: ADDITIONAL DUTIES	41
Key Points	41
Class Discussion	42
Class Assignments	43

PART II

	<u>page</u>
PART II OF THE COURSE	46
LESSON 8: COMMUNICATION SKILLS	49
Lecture 1: What is Communication?	49
Lecture 2: Communication is Basic to the Leadership Process	52
Communication Skills	53
Communication Exercises	54
Exercise 1	54
Materials for Exercise 1	54
Role Information: Lieutenant Jones	55
Role Information: Captain Wallis	56
Observation Form for Exercise 1	57
Questions for Lt. Jones	58
Questions for Capt. Wallis	59
Observer Discussion Questions for Exercise 1	60
Exercise 2	61
Materials for Exercise 2	61
Role Information: Lieutenant Jones	62
Role Information: Sergeant Rock	63
Observation Forms for Exercise 2	64
Questions for Lt. Jones	65
Questions for PSG Rock	66
Observer Discussion Questions for Exercise 2	67
Exercise 3	68
Task Phase 1	69
Materials for Task Phase 1	70

Task Phase II	75
Materials for Task Phase II	76
Task Phase III	81
Materials for Task Phase III	82
Exercise 3 Class Discussion Questions	87
Supplementary Communication Exercises	88
LESSON 9: HUMAN RELATIONS	91
Lecture 1: What are Human Relations Skills?	91
Lecture 2: Leadership Principles Related to Human Relations	91
A. Path-Goal Theory of Leadership	92
B. Social Exchange Theory	93
Human Relations Skills	94
Additional Readings	95
Exercises on Human Relations	95
Exercise 4: Performance and Personal Counseling	95
Materials for Exercise 4	96
Role Information: Lieutenant Jones	97
Role Information: Private Kahn	99
Observation Form for Exercise 4	100
Questions Lt Jones	101
Questions PFC Kahn	102
Class Discussion Questions for Exercise 4	103
Exercise 5: Cultural Biases and Stereotypes	104
Materials for Exercise 5	104
Role Information	105
Discussion Questions	110
Assessment of the Cadets	111
Additional Human Relations Exercises	113
LESSON 10: ORGANIZATIONAL STRUCTURES	115
Class Discussion of Organizational Structures	115
Organizational Structures Skill Area	116
Exercise 6	117
Materials for Exercise 6	117
Role Information	118
Exercise 7	119
Materials for Exercise 7	119
Organizational Chart	120
Persons and Positions in the Battalion	121
Colonel Smith	121
Captain Wallis	121
Lieutenant Jones	122
Sergeant Rock	122
Sergeant Peel	123
Sergeant Johnson	123
Sergeants Click and Spoon	124
Discussion Questions for Exercise 7	125

LESSON 11. POWER AND INFLUENCE	127
Lecture: The Importance of Power and Influence	127
Leadership Principles Related to Power and Influence	127
A. Bases of Power	127
B. Social Power and Leadership	129
Power and Influence Skills	130
Exercise 8	130
Materials for Exercise 8	131
Situation 1: Relevant Examples of Bases of Power (For Lt. Jones)	132
Observation Form for Situation 1	133
Situation 2: Relevant Examples of Bases of Power (For Lt. Jones)	134
Observation Forms for Situation 2	135
Class Discussion Questions	136
Exercise 9	137
Materials for Exercise 9	138
Role Information for Group Members	139
Group Ranking Sheet: First Ranking	141
Role Information for Disruptive Subordinate	142
Group Ranking Sheet: Second Ranking	144
Class Discussion Questions	145
LESSON 12: MANAGEMENT SKILLS	147
Definitions	147
Interrelationships	148
Part I: Problem Analysis and Decision-Making	151
Leadership Principles Related To Decision-Making	152
A. Vroom's Model of Decision-Making	152
B. Vertical Dyad Linkage Approach	153
Exercise 10: Decision Making	153
Materials for Exercise 10	154
Background Information	155
Information Source 1	157
Information Source 2	158
Information Source 3	159
Alternative Comparison Chart	162
Possible Answers to Questions	163
Discussion Questions for Exercise 10	165
Additional Exercises	165
Part II: Planning and Organizing	167
Leadership Principles Related to Planning and Organizing	168
Management by Objectives	168
Exercises	168
Part III: Delegation and Control	171
Leadership Principles Related to Delegation and Control	172
A. Four-Factor Theory	172
B. The Vertical Dyad Linkage Approach to Leadership	173
Exercises	173
Part IV: Integration of Management Skills	175

Exercise 11: In-Basket Exercise 175
 Materials for Exercise 11 175
 Role Information 176
Class Discussion Questions of Exercise 11 187
Additional In-Basket Exercises 188

REFERENCES 189

INFANTRY OFFICER BASIC COURSE
(IOBC)
LEADERSHIP POT 48 HOURS
(PILOT PROGRAM)

PROBLEM # AND HOURS	TITLE AND SCOPE	REMARKS
CL9B20 4 hrs	<u>INTRODUCTION TO MILITARY LEADERSHIP.</u> Provides the Infantry Officer Basic Course student with the background and skills to successfully interact with individuals and groups and influence them to accomplish a task or mission. Introduces current military leadership theory, military professional ethics, Army leadership doctrine and leadership styles.	
CL9B21 4 hrs	<u>ARMY LEADERSHIP - THE FOUNDATION.</u> Provides the Infantry Officer Basic Course student with an understanding of ideal Army values from the perspective of their importance to the profession and their function in establishing standards for the military professional. Personal and National values are addressed to understand their relationship with ideal Army values and their impact on the officer's behavior. Also provides the student with a basic understanding necessary for establishing and developing proper and effective duty relationships with Noncommissioned Officers, Warrant Officers, superiors and peers on his first duty assignment.	
CL9B22 3 hrs	<u>ARMY LEADERSHIP - PROFESSIONALISM.</u> The role of the leader as a teacher is emphasized and group dynamics and processes are introduced.	
CL9B23 2 hrs	<u>COMMUNICATION - THE LEADER'S MEDIA.</u> Enables the Infantry Officer Basic Course student to describe the communications process and the process for analyzing communications situations. The concept of Followership and its impact on communicating with superiors and the communications techniques that establish good communications with subordinates are also discussed.	
CL9B24 3 hrs	<u>COUNSELING.</u> Provides the Infantry Officer Basic Course student with the framework necessary for development of basic counseling skills needed by a platoon leader to assist his subordinates in solving practical, on-the-job, day-to-day, soldier centered problems.	
CL9B25 3 hrs	<u>LEADERSHIP THAT DIRECTS.</u> Enables the Infantry Officer Basic Course student to apply leadership techniques that provide direction to subordinates to accomplish the mission. Emphasis is placed on problem recognition and initiation of leader action, decision making and planning. The ethical considerations of decision making are also discussed.	
CL9B26 3 hrs	<u>LEADERSHIP THAT IMPLEMENTS.</u> Enables the Infantry Officer Basic Course student to apply leadership techniques that assist in implementation of plans and decisions. Supervision and resource management are stressed. Actions taken when confronted by illegal, unethical or incompetent directives or situations and institutional pressures are explained through a case study.	
CL9B09 3 hrs	<u>COUNSELING LAB I.</u> Provides the Infantry Officer Basic Course student the opportunity to conduct and observe personal and performance counseling sessions using Interactive Videodisc or structured role-play. Sessions are conducted in small groups under the control of a faculty evaluator using peer and evaluator critique.	
CL9B27 3 hrs	<u>LEADERSHIP THAT MOTIVATES.</u> Enables the Infantry Officer Basic Course student to relate theories of motivation to practical experiences that occur in the military. Emphasis is on how the Lieutenant can employ these principles to enhance the motivational climate in the unit and on the leader's responsibility for role modeling proper behavior.	

5/3

PROBLEMS AND SOLUTIONS	TITLE AND SCOPE	REMARKS
CL9B28 4 hrs	<u>SPECIAL LEADERSHIP ISSUES.</u> Provides the Infantry Officer Basic Course student with an understanding of the leader's responsibility toward the Army Drug and Alcohol Prevention and Control Program and the Army Equal Opportunity program with emphasis on the issue of women in the Army. Additionally, the concept of Stress Management is introduced.	
CL9B29 2 hrs	<u>ETHICS IN WAR.</u> Provides the Infantry Officer Basic Course student with an understanding of the leader's responsibilities in regards to customary and written rules of war and the ethical issues of war.	
CL9B30 4 hrs	<u>SOLDIER TEAM DEVELOPMENT.</u> Provides the Infantry Officer Basic Course student a framework to apply in taking charge of a platoon. The importance of assessment is stressed as a tool for accurately identifying unit strengths and weaknesses.	
CL9B31 3 hrs	<u>BUILDING THE COHESIVE TEAM.</u> Enables the Infantry Officer Basic Course student to apply principles of developing subordinates and team building in a manner that enhances unit cohesion.	
CL9B11 3 hrs	<u>COUNSELING LAB II.</u> Provides the Infantry Officer Basic Course student the opportunity to conduct and observe personal and performance counseling sessions using structured role-play. Sessions are conducted in small groups under the control of a faculty evaluator using peer and evaluator critique.	
CL9B32 2 hrs	<u>EVALUATING THE COHESIVE TEAM.</u> Enables the Infantry Officer Basic Course student to analyze courses of action proposed to improve cohesion in a unit and prescribe follow up actions to reinforce improvements and strengthen weaknesses.	
CL9B33 2 hrs	<u>BATTLEFIELD LEADERSHIP.</u> Provides the Infantry Officer Basic Course student with an appreciation for the complexities of leadership on the battlefield. Emphasis is placed on actions designed to manage the stress caused by fear and maintain unit cohesion.	

INFANTRY OFFICER ADVANCE COURSE
(IOAC)
POI HOURS 49 50

PROBLEM NO AND HOURS	TITLE AND SCOPE	TEACHING
CLSC01 1 hr	<u>ELEMENTS OF COMMAND</u> . Introduction to Program of Instruction, define/contrast <u>Command, Management, Decision Making and Leadership</u> . Contrast individual with organizational leadership.	
CLSC02 1 hr	<u>INTRODUCTION TO MILITARY PROFESSIONAL ETHICS</u> . Informs the student about the nature and goals of professional ethics instruction, outlines the course and its requirements, explains the relationship between ethics and leadership.	
CLSC06 1 hr	<u>CASE STUDY I</u> . Provide realistic contemporary ethical dilemmas for discussion. Demonstrates the complexity of ethical issues and the need for sound problem-solving strategy. Builds student interest and involvement and established the classroom environment necessary for subsequent discussions and deliberations.	
CLSC03 2 hrs	<u>THE SOLDIER SYSTEM</u> . Students identify their preferred or actual style of leadership/followership by means of Response to Power Model and SAS/RI test instruments. Situational Leadership (Hersey-Blanchard) is discussed in contrast to RPM.	
CLSC04 2 hrs	<u>VALUES: THE INDIVIDUAL AND THE PROFESSION</u> . Provides techniques for identifying important personal values and goals and determining their effect on ethical decisions. Analyzes how personal values interact with those of the profession of arms. Discusses the unique values of the profession and their impact on mission accomplishment, public trust and professional life. Addressed also are potential conflicts and the officers' oath.	
CLSC05 3 hrs	<u>MOTIVATION</u> . The students are exposed to and contrast theories of motivation: MacGregor, Maslow, Herzberg and their own theories. They then learn to distinguish between internal and external motivation; determine when internal and external motivation is applicable; recognize the relationship of reward-punishment to motivation; apply reward-punishment equitably; integrate individual needs and expectations with organizational requirements; help subordinates adapt to change.	
CLSC07 3 hrs	<u>INTERPERSONAL COMMUNICATIONS</u> . The students are taught to recognize and overcome barriers to effective interpersonal communication, to ensure that communications modes complement rather than contradict each other, to solicit feedback and listen for content and feeling. Students are taught the mechanics of preparing and conducting personal (includes career) and performance counseling and how to implement a unit counseling training program.	
CLSC09 2 hrs	<u>COMMAND POLICY</u> . Students are taught Army policy on delegation of authority, assigning responsibility, what general areas are NCO or officer responsibilities, how to assign tasks, how to recognize and correct organizational communications problems.	
CLSC10 2 hrs	<u>ETHICAL RESPONSIBILITY AND CASE STUDY II</u> . Distinguishes between legal and moral responsibility and discusses the officers' inherent obligations in each area. Addressed attitudes which influence the fulfillment of these obligations and provides an opportunity to deal with these issues through a case study. Provides examples of ethical conflicts for discussion and application of the ethical decision-making process.	

INFANTRY OFFICER ADVANCE COURSE
(IOAC)
POI HOURS 050

PROBLEM NO AND HOURS	TITLE AND SCOPE	REMARKS
CL5C11 4 hrs	<u>SPECIAL LEADERSHIP PROBLEMS.</u> DA Alcohol/Drug Abuse and Equal Opportunity Policy. Unit commander's responsibilities to implement both. Includes assignment and use of female soldiers IAW current policy.	
CL5C13 3 hrs	<u>THE EFFECTIVE COMMANDER.</u> Plans/actions to control commander, organizational and subordinate positions on time. Doctrine of completed staff action; principles of delegation, anticipation, cooperation and compliance as used to fill up time for self-imposed requirements.	
CL5C14 1 hr	<u>ROLE MODELING IN THE ETHICAL CLIMATE.</u> Points to the impact that this critical leadership concept has on the ethical climate in which the company grade officer operates. Discusses ethical role-modeling responsibilities and opportunities towards subordinates, peers and superiors.	
CL5C15 3 hrs	<u>NATURE OF A UNIT.</u> The first of three classes on organizational leadership. In this class students analyze a unit by identifying component parts and interactions and cataloging information about the unit in such a manner to identify strengths and weaknesses.	
CL5C16 1 hr	<u>INSTITUTIONAL PRESSURES.</u> Focuses attention on some of the regulations, policies and practices in the profession that have potentially negative ethical consequences. Provides opportunity for their in-depth evaluation and the creation of potential remedies.	
CL5C17 3 hrs	<u>LEADERSHIP CASE STUDY.</u> Second of three classes. The students use a systems approach to analyzing the actions of three identical platoons, each given the same mission to perform in identical conditions. Students determine which processes aided/hindered successful mission completion.	
CL5C19 4 hrs	<u>DECISION MAKING AND PLANNING.</u> Third class. The students are given results of an assessment and must select an appropriate technique to formulate objectives, gather pertinent information, analyze and compare alternative methods, acquire and allocate resources (including time), and select the alternative(s) that accomplish the results desired. Organizational leadership deals with techniques for issuing orders, overcoming resistance to change, and fundamentals of supervision (to include inspection). USAIC, OEC presents 30-40 minutes information briefing on OEC responsibilities.	
CL5C20 1 hr	<u>ETHICAL DECISION MAKING.</u> Offers a means for analysis and resolution of ethical problems in the profession. Values conflicts and the use of ordering principles are addressed.	
CL5C22 2 hrs	<u>LEGITIMATE DISSENT AND CASE STUDY III.</u> Addresses officer's responsibility to question illegal or inappropriate orders. Discusses techniques for responding to subordinates or superiors that are consistent with military order and discipline. Provides additional opportunity to exercise the decision-making process and apply moral techniques in contemporary situations. Applies instruction provided in lessons on Institutional Pressures, Role Modeling and Legitimate Dissent.	

INFANTRY OFFICER ADVANCE COURSE

(IOAC)

POI HOURS 050

PROBLEM NO AND HOURS	TITLE AND SCOPE	REMARKS
CLSC24 2 hrs	<u>TEACHING PROFESSIONAL ETHICS AND THE ETHICAL PROFESSIONAL.</u> Applying material from all earlier lessons, students develop the sentence outline of lesson plan which can be used in their next assignment. Previous learning is reinforced and internalized in this process of translating material into a real job performance content. Summarizes and draws together previously presented instruction. Evaluation of student exercise is provided and student feedback regarding the overall course is gathered.	
CLSC23 4 hrs	<u>BATTLEFIELD LEADERSHIP.</u> This class is designed to identify factors that promote fear, panic, stress and psychological battle casualties, and to identify/apply preventive and corrective countermeasures.	
CLSC28 2 hrs	<u>ETHICAL PROBLEMS IN COMBAT.</u> Introduces written and unwritten laws of war and the relationship between them. Presents an overview of the soldier's responsibilities in making moral judgments in war and provides an opportunity to apply the decision-making process in a combat situation. Discusses the leader's moral and legal responsibility for the functions of training, planning, executing and reporting in a combat environment.	
CLSC27 3 hrs	<u>LEADERSHIP SYMPOSIUM.</u> The students plan the assumption of command of a company. The class is student led, with small group discussions (50 men) in planning actions to be considered when "taking charge." A consolidated written paper is submitted when the class terminates.	
CLSC29 3 hrs	<u>PROBLEMS OF COMMAND</u> Review of inspections with realistic case studies and practical exercises.	