The Leadership Improvement Modules of the Precommissioning Leadership Assessment Program

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The Leadership Assessment Program provides evaluation of officer training on 12 dimensions of leadership. A series of leadership training modules corresponding directly to the leadership dimensions of the Leadership Assessment Program were developed using the behavior modeling approach to training. Principles of behavior modeling incorporated into each lesson included (1) modeling of behaviors to be learned, (2) behavioral rehearsal, (3) performance feedback, and (4) transfer of training. Modeling is accomplished by depicting Second Lieutenants interacting in realistic leadership situations and

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rehearsal is effected by having the student interact, through workbook exercises, in unfolding scenarios presented in the audiovisual slides. A narrator provides feedback on correct responses to the exercise problems. Transfer of training is provided for by directing the student to further developmental activities in which the student can participate in his/her duty environment. The modules were developed in Training Extension Course (TEC) lesson format, each being a self-instructional audiovisual unit of artwork, slides and accompanying narration.

Research Report 1425

The Leadership Improvement Modules of the Precommissioning Leadership Assessment Program

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THE LEADERSHIP IMPROVEMENT MODULES OF THE PRECOMMISSIONING
LEADERSHIP ASSESSMENT PROGRAM

FOREWORD

The Leadership Assessment Program (LAP) is the performance-based compo-
nent of a selection/training system for the Army's precommissioning programs.
It consists of a series of Army duty position simulations designed to assess
the potential of program candidates and cadets on twelve leadership dimen-
sions. This report describes the development of a set of leadership training
modules in Training Extension Course (TEC) format which corresponds directly
to the LAP leadership dimensions. These modules will provide training for
cadets to strengthen weaknesses in leadership uncovered during the assessment
process.

This project is part of a continuing effort by the Army Research Insti-
tute to construct accurate selection and development instruments for offi-
cers. The report will be of specific interest to the leadership of the
United States Military Academy, the U.S. Army Reserve Officer Training Corps,
and the Army's Branch Immaterial Officer Candidate Course. In addition, it
will be of general interest to any Department of Defense Agency involved in
leadership training.

EDGAR M. JOHNSON
Technical Director

THE LEADERSHIP IMPROVEMENT MODULES OF THE PRECOMMISSIONING
LEADERSHIP ASSESSMENT PROGRAM

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THE LEADERSHIP IMPROVEMENT MODULES OF THE PRECOMMISSIONING LEADERSHIP ASSESSMENT PROGRAM

EXECUTIVE SUMMARY

Requirement:

To develop a set of audiovisual training lessons in Training Extension Course (TEC) format which correspond directly to leadership dimensions assessed by the Leadership Assessment Program (LAP) and which will provide training for cadets in Army precommissioning programs to strengthen weaknesses in leadership exhibited during the assessment process.

Procedure:

The Leadership Assessment Program provides evaluation of officer trainees on 12 dimensions of leadership. A series of leadership training lessons were developed to provide instruction on each of the LAP dimensions. The lessons, called the Leadership Improvement Modules, were designed to incorporate the principles of behavior modeling as a training approach. Those principles were designed into each of ten modules. They include (1) modeling of the behaviors to be learned, (2) behavioral rehearsal, (3) performance feedback, and (4) transfer of training. Each was prepared as a self-instructional audio-visual unit featuring a sequence of artwork slides accompanied by a synchronized audio track. Modeling of behaviors to be learned was accomplished by depicting Second Lieutenants interacting effectively in realistic leadership situations. Behavioral rehearsal was achieved by requiring the student to assume a role in an unfolding leadership scenario and, while making use of an accompanying workbook, to select from a menu of possible choices an appropriate response at each critical juncture in the leadership interaction portrayed. At each choice point in the lessons, the narrator provides the appropriate feedback on the quality of the student's choices. Further developmental activities in which the student can participate in his or her duty environment are suggested, to facilitate transfer of training.

Findings:

The LAP assesses twelve dimensions of leadership. These dimensions are sensitivity, influence, delegation, initiative, written communication, oral communication, oral presentation, administrative control, planning and organizing, problem analysis, judgment, and decisiveness. For these twelve dimensions, ten Leadership Improvement Modules were developed, one for each of the first nine dimensions listed above, and a single module entitled <u>Decision Making</u>, based jointly on the last three dimensions. Each of the modules has an accompanying workbook to supplement the lesson.

Utilization of Findings:

When distributed throughout the ROTC system as adjuncts to the LAP, the modules will be available for use in self-study programs specifically tailored to the leadership training needs of individual cadets. When distributed worldwide through TEC channels, they will be available to all Army personnel for individual leadership training.

This report will be of direct interest to the leadership of the Reserve Officers' Training Corps who will utilize the Leadership Improvement Modules. It also will be of interest to decision-makers at the U.S. Military Academy and the U.S. Army Branch Immaterial Officer Candidate Course for reviews of the LAP modules for possible inclusion in their leadership training curricula. In addition, it will be of interest to any Department of Defense agency involved in leadership training.

THE LEADERSHIP IMPROVEMENT MODULES OF THE PRECOMMISSIONING
LEADERSHIP ASSESSMENT PROGRAM

CONTENTS

THE LEADERSHIP IMPROVEMENT MODULES OF THE PRECOMMISSIONING
LEADERSHIP ASSESSMENT PROGRAM

INTRODUCTION

The Precommissioning Leadership Assessment Program (LAP) is a perform-ance-based system of selection/training designed for candidates to, or cadets in, Army precommissioning programs. It consists of a series of Army job simulations in which participants assume the role of Second Lieutenants and are evaluated while interacting in commonly occurring leadership situa-tions. The LAP assesses the potential of the participants as future officers in decision making, supervision, communication, and other dimen-sions of leadership in the military (Rogers, Lilley, Wellins, Fischl, & Burke, 1982).

The LAP provides assessment on twelve specific leadership dimensions. Remedial training is required on each dimension for cadets who might have displayed weaknesses on it. These dimensions are so-called "soft skills," that is, interpersonal and managerial skills. They have been found to be extremely difficult to measure and train both in the military and in busi-ness and industry. Hence, a critical first step for the development of the Leadership Improvement Modules was the selection of a training technique of proven value for such elusive skills. A second step, no less critical, was to adapt the selected technique to the particular requirements of Army pre-commissioning training environments, limited as they are by constraints on training time, cadre, and other important resources.

This report describes the development of a set of audiovisual leader-ship training modules to meet those constraints. The first part of the report presents the LAP leadership dimensions and a brief description of how they were identified. The second part reviews the principles of behavioral modeling upon which the remedial modules were based and describes their prior application in training for supervisors in business and industry. The third part describes how these principles were incorporated into the mod-ules. A fourth part of the report provides a brief description of all the modules in the set and, for elucidation, more detailed descriptions of two particular modules. The final part presents a discussion of the accommoda-tions that were made to existing resource constraints in order to provide leadership training in an affordable mode.

DESIGN FEATURES OF THE LEADERSHIP IMPROVEMENT MODULES

LAP Leadership Dimensions

The dimensions assessed in the LAP which are to be trained with the Leadership Improvement Modules were determined through a comprehensive job analysis (see Rogers et al., 1982, for a full description). Army Second Lieutenants and Captains who supervised these lieutenants were interviewed

extensively to identify critical behaviors in Second Lieutenant duty performance and the leadership dimensions that underlie them. Twelve critical dimensions were identified by that job analysis, and they are defined below.

Leadership Assessment Program: Definitions of Dimensions to be Assessed

Oral Communication Skill: Effective expression in individual or group situations (includes gestures and nonverbal communication).

Written Communication Skill: Clear expression of ideas in writing and in good grammatical form.

Oral Presentation Skill: Effective expression when presenting ideas or tasks to an individual or to a group when given time for preparation (includes gestures and nonverbal communication).

Influence: Utilization of appropriate interpersonal styles and methods in guiding individuals (subordinates, peers, superiors) or groups toward task accomplishment.

Initiative: Active attempts to influence events to achieve goals; self-starting rather than passive acceptance. Taking action to achieve goals beyond those called for; originating action.

Sensitivity: Actions that indicate a consideration for the feeling and needs of others.

Planning and Organizing: Establishing a course of action for self and/or others to accomplish a specific goal; planning proper assignments of personnel and appropriate allocation of resources.

Delegation: Utilizing subordinates effectively. Allocating decision making and other responsibilities to the appropriate subordinates.

Administrative Control: Establishing procedures to monitor and/or regulate processes, tasks, or activities of subordinates, and job activities and responsibilities. Taking action to monitor the results of delegated assignments or projects.

Problem Analysis: Identifying problems, securing relevant information, relating data from different sources and identifying possible causes of problems.

Judgment: Developing alternative courses of action and making decisions which are based on logical assumptions and which reflect factual information.

Decisiveness: Readiness to make decisions, render judgments, take action, or commit oneself.

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Selection of a Training Approach

Until recently the state of the art in soft-skill management training and development was nontheoretical, nonempirical, and not verifiably effective (Campbell, 1971; Byham, 1977; Moses, 1978).[1] There is, however, a recent development in management training that has found widespread application in industry due to a growing body of applied research indicating its effectiveness in the acquisition of management skills (Moses, 1978).

The new approach is most often called behavior modeling, although essentially the same process is referred to by many other names ranging from "applied learning" (Goldstein & Sorcher, 1974a) to "interaction modeling" (Byham & Robinson, 1976). By whatever name, these programs in current use feature four key components: (1) modeling of the behaviors to be learned, (2) rehearsal of those behaviors in role-playing situations, (3) constructive feedback on the effectiveness of the rehearsals, and (4) transfer of skills from the training sessions to the job setting (Goldstein & Sorcher, 1974b).

Because the LAP dimensions to be trained are soft-skills dimensions, similar to and in some cases identical with dimensions that have been trained successfully in industry with behavior modeling, and because behavior modeling stands apart with few peers in the literature as an effective technique for soft-skills training, the modeling approach was selected for use in the Leadership Improvement Modules. Further, since behavior modeling has been validated in field settings, it was judged to have the best potential for transfer to subsequent performance of Lieutenants in the field.

Principles of Behavior Modeling

Simply described, behavior modeling is learning by watching and doing. The learner acquires specific behaviors by observing another person, a "model," demonstrate them and then by reproducing those behaviors in a guided practice session. Modeling as a training method is based on the principles of social learning as originally developed by Miller and Dollard (1941) and as elaborated more recently by Bandura (1969, 1977). Social Learning Theory (Bandura, 1977) holds that much learning in humans occurs through observation and imitation of the behavior of others, with the key mechanisms in the process being the modeling and social reinforcement of those observed behaviors.

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[1] Campbell (1971) described the field in the following terms: "By and large, the training and development literature is voluminous, nonempirical, nontheoretical, poorly written and dull (p. 565)." Later in the same article, he goes on to say "Even though the study of training and development problems has produced a certain amount of knowledge and there are grounds for a bit of optimism, one cannot come away from this literature without feeling disheartened. The yield of information is depressingly small, and if current trends are extrapolated, there are few reasons for expecting any significant increase in the rate of return" (p. 593).

The classic research in support of this theory is the work of Bandura and others on aggressive behavior in children (e.g., Bandura, 1965, 1973; Bandura, Ross, & Ross, 1961) in which children who had previously observed adults displaying aggressive behavior were found more likely to display it themselves than children who had not observed an aggressive model. Related research established that film-mediated human models can be almost as effective as live human models in social learning and that even observation of cartoon characters acting aggressively can elicit aggressiveness in children (Bandura, Ross, & Ross, 1963).

Collateral research has shown that modeling other social behaviors can be effective as well. For example, research by Rutherford and Mussen (1968) and Rosenhan (1970) pointed out the importance of identification with a model as an influence on altruism.

Furthermore, social modeling has been shown to occur in adult work settings. Research by Weiss (1977) demonstrated that behavior of subordinates in various organizations was positively correlated with subordinates' perceptions of their superiors' success and competence. Similarity in behavior between supervisors and subordinates in this study occurred independently of subordinates' perceptions of their superiors' reward power within the organization.

Applications of Behavior Modeling in Industry

Behavior modeling principles were first applied to industrial training in an interpersonal skills training program at General Electric Company (Sorcher, 1971). Melvin Sorcher and his associates developed a program to help reduce turnover among new employees recruited from the hard-core unemployed. The program was designed both for the employees and their supervisors. It presented little theory on human relations and made few overt attempts to change attitudes, but it was heavy on films of successful interactions and interpersonal relations among people at work. It also featured role playing structured around these same types of situations. The program was judged to be a notable success when turnover among that population of the hard-core unemployed was reduced to 28% in a trained group compared to 72% in an untrained group of workers (Goldstein & Sorcher, 1974a; Sorcher & Goldstein, 1972).

With the success of the initial training at General Electric, the program was expanded to include all first-level supervisors and was enhanced by offering training on other dimensions of management (Burnaska, 1976). Since then, spurred by the publication of a book on training by Goldstein and Sorcher (1973), use of the technique has spread beyond General Electric to 300 companies in business and industry including Ford Motor Company, American Telephone & Telegraph, Westinghouse, and Xerox Corporation (Imitating Models, 1978).

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Validation of Behavior Modeling Training Programs

The rapid spread of modeling programs throughout industry has been attributed to two major factors. The first of these was a widespread awareness among key decisionmakers in industry that traditional management training programs generally were not effective. The second factor was that the success of the early programs of modeling had been adequately documented by empirical research (Moses, 1978).

Four reports on evaluation of behavior modeling training were published in the third issue of Personnel Psychology in 1976. In the first of these research programs (Burnaska, 1976), 62 randomly selected mid-level managers at General Electric Company were given training in interpersonal skills through behavior modeling. A control group of 62 randomly selected managers from the same company were given no training. At one month and at five months after training, significant differences were found between the experimental group and the control group in tasks involving interpersonal skills.

The second study (Moses & Ritchie, 1976) tested the effectiveness of behavior modeling training against the criterion of ratings in a performance-based assessment center. Randomly selected supervisors at American Telephone and Telegraph Company trained with behavior modeling outperformed those in a nontraining control group in assessment exercises calling for the handling of various employee problems.

A third study (Byham, Adams, & Kiggens, 1976) contrasted subordinate employee perceptions of trained versus untrained supervisors from two accounting operations within the same organization. The results showed that, in a number of key supervisor-subordinate interactions, a larger percentage of subordinates of trained supervisors judged that their supervisors had handled the interactions correctly than did subordinates of untrained supervisors.

The final study from Personnel Psychology (Smith, 1976) reported that managers at International Business Machines receiving modeling training in communication skills, improved significantly relative to untrained managers and managers trained with more traditional methods in ratings of the quality of their written answers to customer comments. The duration of the training effect in that study seems to have been limited, however, for the research found no significant difference between the groups in the level of customer satisfaction as measured by surveys four and ten months after training.

All of the above studies were carried out in field settings, as opposed to laboratories, and thus each is necessarily flawed to some extent by uncontrolled variation that threatens validity and prevents firm conclusions being drawn (McGehee & Tullar, 1978). Other field research reporting positive effects of training supervisors with behavior modeling has been performed in a steel company (King & Arlinghaus, 1976), in an association of medical clinics (Debaan, Thornton, & Waldman, 1979), and in the Rhodesian National Railways (Petasis, 1977).

The best controlled and most conclusive research on the effectiveness of behavior modeling for management training was conducted by Latham and Saari (1979) at Weyerhauser Company. Forty supervisors were randomly assigned to either a behavior modeling interpersonal skills training program or to a control group that did not receive training and was not aware that an experiment was being conducted. The performance of the supervisors in the experimental group was significantly better than that of control group super- visors on a learning test administered six months after training, in behavioral simulations three months after training, and in job performance ratings given one year after training. Moreover, when the control group was subsequently given training, their performance improved significantly on all measures and did not differ from that of the original experimental supervi- sors. The solid evidence from this well-controlled experiment, added to the cumulative weight of the less conclusive studies reported earlier, indicates that training in management skills by behavior modeling can be effective in actual job settings as measured by organizational criteria.

Management Training through Behavior Modeling

In practice, behavior modeling is usually applied in industry in programs of training that incorporate other principles of the learning process. The discussion below will describe Robinson's (1982) five precepts of behavior modeling for management training.

Robinson's precepts of behavior have evolved over more than a decade of experience with behavior modeling training techniques. They are: (1) set behavioral objectives for the learning experience, (2) model the desired behaviors, (3) practice the behavior until it becomes a skill, (4) provide immediate feedback on the results of practice, (5) provide post-learning on-the-job reinforcement of the new skill. In brief, learning through behav- ior modeling requires observation by the student of a demonstration of effective behaviors, imitation of those behaviors by the student during supervised practice, and recognition by him/her of the effectiveness of the new behaviors during the training session and later on the job.

Behavioral Objectives. The first precept of behavior modeling is that concrete behavioral objectives for the learning experience must be expressed. These objectives must (1) be based on the needs of the student and (2) spec- ify behavior that is effective in the target situation. The first of these two criteria will insure that the student appreciates the benefits to be derived from learning the behavioral skills involved and the second insures that when the student displays the behavior in the work environment, he/she will be successful immediately in situations in which he/she has been ineffective in the past.

Modeling. The second precept is that effective behavior must be demon- strated. This is usually accomplished through a filmed or videotaped vignette of a job-related situation that involves the skill to be trained. The model must be viewed as both effective and credible to the student (i.e,

he/she must arrange a desired outcome in a realistic problem situation and the student must be able to identify with the model in terms of age, sex, occupation, status, etc.).

Skill Practice. The student must be given an opportunity to practice the behaviors demonstrated. The skill practice must be designed so as to result in a success experience for the student, i.e., one in which he/she achieves the desired outcome. Such practice produces both the skill and self-confidence.

Immediate Feedback. Feedback is necessary in order that students become aware immediately as to which of their behaviors has been effective and why. This permits repetition of the successful behaviors in the next relevant situation the student encounters. Feedback must also include identification of ineffective behavior and explanation of the reasons these behaviors are not to be repeated.

On-the-Job Reinforcement. Without application and reinforcement on the job, the newly developed skills will be lost. Transfer of fledgling skills to new situations cannot be assumed—there must be specific training designed to accomplish that end. Parallel training for the students' immediate supervisors in which the supervisors learn to reinforce the newly required skills on the job is a common strategy employed in industry.

Behavior Modeling in the Army Precommissioning Training Environment

The Leadership Improvement Modules were designed to embody all the precepts of the behavior modeling method of leadership/management training while accommodating to the particular constraints of the Army precommissioning training environment. Since most precommissioning cadets are enrolled in the 300 plus detachments of the Reserve Officers' Training Corps (ROTC), conditions prevailing therein set the design limits for the module series.

The following conditions were placed upon the modules:

- Since ROTC cadets attend classes of 50-minute duration, only that amount of time is available for completion of each lesson. (Free periods between classes may be used for practice.)

- Due to an extremely full workload of normal duties, ROTC instructor cadre could not be utilized to conduct the modeling classes. Therefore, it was necessary that the lessons be pre-packaged, self-instructional, audiovisual modules.

- In order to keep costs within bounds, the actual mode of delivery was constrained by the type of audiovisual equipment already available to each detachment in the system.

• Consequently, the lessons must then be tailored to fit the specifications of the audiovisual presentation mode available in the detachments.

The necessity of making use of audiovisual technology already in the inventory of all ROTC detachments forced the selection of the Beseler Cue-See (manufactured by Charles Beseler, Inc.; 8 Fernwood Road; Florham Park, New Jersey 07932) as the delivery vehicle. This system presents training lessons as a sequence of visual slides synchronized with an audio track. Further, in order to extend the reach of the lessons throughout the Army, it was decided that they should be produced as Army Training Extension Course (TEC) Lessons. The technical specifications of that program require that slides be produced as artwork rather than still photographs in order to simplify the logistics and minimize the expense of making the inevitable revisions to draft versions.

MODULE DEVELOPMENT

General Procedures for Development

Each module in the series resulted from a standard developmental proce-dure. In order that the scripts portray realistic Army leadership situations the first step in design was to convene a panel of officers, present them with a tentative outline of how the dimensions would be taught, and obtain suggestions from them regarding appropriate vignettes to illustrate the lesson content. These suggested vignettes were written into scripts and reviewed for accuracy and appropriateness of military content by a second panel of officers. Approved scripts were then set to art and narrated.

Each of these preliminary modules was then given a field tryout at an ROTC detachment. A total of five detachments participated in this phase of development. Each module was shown to a group of approximately six cadets, with each cadet actually working through the lesson in its entirety. The cadets were closely observed during the lesson for perplexed stares, quizzi-cal glances, and/or spontaneous comments about the materials, any of which might indicate that the lesson contained errors of fact, appropriateness, or instructional method. The cadets so sampled included both sexes and members of all major ethnic groups.

Following the lesson, each cadet was queried on his or her reactions to the material and encouraged to contribute opinions about the quality and usefulness of the lesson and any of its parts. The responses were used, where appropriate, to modify the modules. The modules were then prepared in final form.

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Contents of the Leadership Improvement Modules

There are ten modules in the Leadership Improvement Modules series. Their full titles and TEC Lesson Numbers are listed below.

1. Sensitivity: A Leader's Key to Respect   #911-853-0001-F
2. Influence: The Art of Task Accomplishment   #911-853-0002-F
3. Delegation: The Effective Utilization of   #911-853-0003-F
       Subordinates
4. Initiative: The Art of Originating Action   #911-853-0004-F
5. Written Communication: The Art of Expressing   #911-853-0005-F
       Ideas Clearly in Writing
6. Oral Communication: The Art of Expressing   #911-853-0006-F
       Ideas Orally
7. Oral Presentation: The Ability to Make   #911-853-0007-F
       a Formal Oral Presentation When Given
       Time to Prepare
8. Administrative Control: Procedures for   #911-853-0008-F
       Supervising Task Accomplishment
9. Planning and Organizing: Establishing   #911-853-0009-F
       Courses of Action to Accomplish Goals
10. Decision Making: Improving the Quality   #911-853-0010-F
       of Decisions

Modules 1 through 9 correspond directly to the same dimensions assessed by the LAP itself. The tenth module, Decision Making, covers the three separate LAP dimensions of problem analysis, judgment, and decisiveness.

Although each module is different in its particulars, the lesson plan for each contains basically the same instructional elements in the same sequence of presentation. Each begins with an Army narrator providing a description of the dimension to be taught and a brief introduction to it. There follows a vignette of a realistic leadership situation in the Army involving superiors, peers, or subordinates in which a Second Lieutenant is called upon to resolve a leadership problem by displaying behavior on the dimension in question. Depending upon the particular module, the Second Lieutenant may either handle the problem well or handle it poorly; but, if poorly, the vignette is followed by another one showing the same situation handled well. The Army personnel portrayed in the scenarios include males and females of Caucasian, Black, and Hispanic ethnic groups.

At some point early in each module, a set of key behaviors (called critical steps) for effective performance on the subject dimension is presented. These key behaviors are the model behaviors that the student is to use when he/she encounters a situation that involves that dimension. For example, the critical steps presented for the lesson on Delegation are the following:

1. Indicate responsibility subordinate is to handle and explain why.

2. Describe responsibility by outlining specific tasks and performance standards.

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3. Ask for questions and suggestions.

4. Offer your help and agree on action.

5. Express confidence in subordinate.

The narrator explains why these behaviors are effective and encourages the student to use them during the exercises to follow. Then the student begins active participation by taking notes on the use of the critical steps by a role model Second Lieutenant in another vignette. The student is tested for recognition of the steps as they occur in the scenario unfolding on the Beseler. After the vignette is complete, passages featuring use of the steps by the role model are replayed so the student may check his/her notes and his/her understanding of them.

Having learned key behaviors for effective performance on the particular dimension and seen them used twice, the student then participates directly in a leadership vignette. During this vignette, at critical junctions in the scenario the student is confronted with a leadership situation and asked to choose the most effective behavior from alternatives listed in the workbook provided. In this exercise, referred to as Skill Practice, the scenario is stopped while the student makes his/her choice. With that done, he/she restarts the program. Then the narrator provides immediate feedback on the response by describing the correct or preferred response and the reasons supporting it, as well as the weaknesses of the next best response. The scenario continues until another choice point is reached.

After all the choices of the vignette have been made and discussed, the student is given a brief recap of the dimension and its importance in both the narration and in the concluding portions of the workbook. At that time, the student is also shown a list of supplementary readings and provided with suggestions for further training in the dimension that he/she can pursue independently.

TWO EXAMPLES—INFLUENCE AND WRITTEN COMMUNICATION

To provide more specific examples of the content of the Leadership Improvement Modules, two of these modules—Influence and Written Communication—will be described in detail. These two modules, the first teaching interpersonal skills and the second communication skills, will illustrate the differences incorporated into the lesson plans of the module series as a consequence of the different instructional content that different types of dimensions require.

Influence: The Art of Task Accomplishment

The lesson plan of the module Influence is prototypical of most modules in the set. Its objective is to teach the subtle and complex skills of interpersonal leadership and therefore must be modeled by one individual interacting socially with one or more others. Consequently, the Influence

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module is replete with vignettes of interpersonal interaction. (The full script and workbook for _Influence_ are included in this report as Appendices A and B.)

The module opens as do all lessons in the set: a narrator, an Army Captain, introduces the tape and asks the student to read the definition of the dimension and an introduction to it in his/her workbook. The tape stops at this point. When the student has finished reading, he/she restarts the tape.

The student now listens to the narrator distinguish personal authority, which resides in the individual, as a result of his knowledge, character, and leadership, from position authority, which resides in his rank. The narrator then discusses how personal authority underlies interpersonal influence and affirms that such influence can be developed by practicing its use following these key concepts:

    1. Defining your purpose or goal.

    2. Use of key interpersonal skills.

        a. Maintain and enhance self-esteem.
        b. Listen and respond with empathy.
        c. Solicit ideas.

Each concept is listed and explicated by the narrator with the aid of a sequence of slides illustrating each.

After the key concepts have been discussed, two vignettes are shown, one portraying a negative example of interpersonal influence and another portraying a positive one. Both scenarios are the same—interactions between a platoon leader and his NCO's. One follows a Lieutenant who fails to respect the judgment and experience of his Platoon Sergeant and thereby overlooks an important detail that threatens mission success. The other models a more effective interaction with the Sergeant by the Lieutenant.

Those contrasting examples teach the student to discriminate optimal ways to handle subordinates, and they set the stage for an introduction to the following Critical Steps for Influence:

    1. Describe what needs to be accomplished or changed.

    2. Indicate the importance of accomplishment or change.

    3. Discuss ideas.

    4. Agree on specific action to be taken by each individual and set a follow-up date.

    5. Express confidence.

After the critical steps (the model behaviors) have been explained and illustrated, another positive example is modeled. In this vignette, a platoon leader uses the critical steps to persuade a training officer to schedule an extra training session for his soldiers. At that point, the lesson becomes interactive, with the student being required to turn to his/her workbook and, as the scenario unfolds, to take notes on the use of the critical steps by the model Second Lieutenant. At the conclusion of the vignette, portions of it are replayed while the student checks his/her notes against the passages that the narrator identifies as having been manifestations of the critical steps.

The student at that point has seen two positive examples in which Lieutenants skilled at influencing others have modeled effective behaviors on that dimension. The critical phase of the lesson, the Skill Practice, follows. During this part of the lesson, the student actively participates in a leadership interaction requiring influence. The skill practice vignette involves a Second Lieutenant who is having performance problems with her staff duty section. The scene is set for the student by background information contained in the workbook. The student is then asked to choose from among alternative opening comments for beginning a performance counseling session with the NCO in charge of the section. The choice involves selecting an alternative for the first critical step: "Describe what needs to be accomplished or changed."

After the choice is made, the lesson continues with the role model Lieutenant shown voicing the preferred response and the narrator discussing the merits of the preferred response and the shortcomings of the next best response. The student is thereby given feedback on the appropriateness of his/her personal choice of responses. The lesson proceeds in this manner through all of the critical steps, giving the student practice at interacting with an NCO, using each of the key behaviors for influence that he/she has seen modeled in previous examples.

After the skill practice vignette, the lesson concludes with a recap of the material presented; the student is directed to read a summary in the workbook, and the narrator reviews the key components and critical steps for the dimension.

Written Communication: The Art of Expressing Ideas Clearly in Writing

To the extent that the nature of an interpersonal dimension such as influence differs from that of a communication dimension, the lesson plans for their respective training modules must differ also. For instance, with the interpersonal dimensions of influence and sensitivity, the primary focus is upon the person and the process by which he/she relates to others. With the communication dimensions of written communication, oral communication, and oral presentation, the focus is primarily on the product—the memorandum, the report, the briefing, etc. Accordingly, the models that are displayed for the student in the module Written Communication are the products of

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behavior—words, sentences, paragraphs, and an entire memorandum. Vignettes in this module are few and are primarily vehicles to display the products of the communication.

Written Communication opens in a manner different from the rest of the series. Immediately after the dimension is defined and explicated, the student is engaged by the narrator in a creative effort—writing a paragraph about an outstanding leadership quality of the most effective leader the student has ever known. The object of this exercise is to collect a sample of the student's pre-training written communication and to begin to engage him/her in active participation in the lesson.

The student is instructed to put the paragraph aside for later reference and then is introduced to the critical steps for effective written communication: Plan, Write, and Review. The narrator elaborates on the first step, Plan, listing these subtasks:

. Establish objectives.

. Determine reader's needs.

. Select resource materials.

. Make a preliminary outline.

. Organize the information.

A vignette is then begun in which a platoon leader writes a memorandum to his company commander recommending one of his squad leaders for an award. The platoon leader is shown as he completes his planning for the memorandum, including going through the subtask, Make a Preliminary Outline, for which the following format is recommended:

. Opening
. Purpose
. Motivator
. Overview
. Major Points
. Summary
. Close

With the Lieutenant having organized his memorandum, the vignette moves on to show him beginning the actual writing of the recommendation. At that time the scenario is interrupted while the student turns to the workbook and participates in a series of exercises designed to give practice in recognizing common errors or weaknesses in written communications. They are:

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- Passive voice
- Superfluous words
- Run-on or incomplete sentences
- Misplaced modifiers
- Inappropriate wording

After each exercise, the narrator identifies the correct approach to the problems posed and explains why it was correct.

After the student has been given this practice in constructing clear, concise sentences, the vignette of the platoon leader writing a recommendation resumes. Sections of the memorandum correspond to the outline for an effective written communication (Opening, Purpose, etc.). After the narrator explains how each section of the memorandum accomplishes the purpose of that outline step, the student reads the pertinent section.

After the critical step of writing is modeled, the third critical step is discussed. It is:

Review

- Organization
- Paragraphs
- Sentences

Following the presentation of the main features of the review process and a summarization of all the critical steps and subtasks within them, including the common errors of sentence structure, the student is requested to return to the paragraph he/she wrote at the beginning of the lesson. The student is asked to review it using the knowledge and skills he/she has developed in the preceding lesson. The object of this review is to show the student how his or her own writing may be made more effective by application of the skills the student has learned.

As with all other modules, the student is given a summary of the lesson by the narrator and told to read a summary section of the workbook and a section of recommended activities for further development on the dimension.

DISCUSSION

How the Precepts of Behavior Modeling Are Incorporated into the LAP Modules

Subject to the constraints enumerated in an earlier section, Robinson's five precepts of behavior modeling were incorporated into the LAP Leadership Improvement Modules in the following ways:

Behavioral Objectives. As discussed earlier, concrete behavioral objectives for behavior modeling training programs need to be set at the outset of the program. These objectives should (1) reflect the needs of the student and (2) specify particular behaviors that will be effective for him/her. The

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first of these joint criteria was met during the development of the LAP when a job analysis identified the 12 leadership dimensions that underlie successful performance as a Second Lieutenant. The ten leadership modules were designed specifically to teach those dimensions. The second of the joint criteria is met by the set of critical steps taught in each lesson.

Modeling. Demonstrations of the behaviors (critical steps) to be learned is the foundation of the LAP leadership lessons. Role models are shown in credible Army leadership scenarios, performing effectively and being rewarded with success and praise.

Skill Practice. Approximately half the lesson time of the modules is devoted to practice of the skills being taught. First the student is given practice in recognizing use of the key behaviors by a role model and then he/she is given the opportunity to select appropriate behaviors in a leadership scenario in which the student plays the central role.

Immediate Feedback. Feedback on the strengths and weaknesses of the most reasonable of the choices provided is given to the student by the narrator immediately after each choice is made.

On-the-Job Reinforcement. Providing for on-the-job reinforcement of the trained skills is beyond the scope of the LAP program. Provision has been made in the modules, however, to effect transfer of the new skills to the post-training environment. Generalizing and applying the new skills and awarenesses to new situations is facilitated by presenting two or more similar positive-example, leadership vignettes so that students begin to see how the key behaviors can be applied to similar problems in novel settings. Also, the student is directed to several activities on- and off-campus which offer further opportunities to develop and generalize the newly developed skills (see Appendix B, Personnel Development Activities section).

Limitations of LAP Leadership Training

The constraints imposed on the LAP leadership training lessons required departure from the methods of behavior modeling training as it has evolved in industry. First, a fifty-minute lesson on a leadership dimension is not, by itself, sufficient to change deep-seated dispositions to behave in particular ways in interpersonal situations. The goals of the LAP training program are then, of necessity, more modest. These more limited goals include: sensitizing the student to recognize the occurrence of leadership situations in which the dimension will be invoked, providing him/her with a set of behaviors to follow when encountering similar situations in the duty environment, and acquainting him/her with possibilities for further training and experience on the dimension in question.

Second, due to the delivery system chosen for the modules, interaction during practice sessions with a live trainer and role players was impossible. In order to compensate somewhat for this loss, the lessons were designed to be presented in an interactive mode in which the student makes choices and receives immediate feedback on the appropriateness of those choices.

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Third, the necessity of making use of the Beseler Cue-See which presents a sequence of visual slides paired with an audio track causes the loss of subtle features of facial expression, body posture, and movement that transmit important information in social interactions. In addition, producing the lessons as Army Training Extension Course (TEC) lessons, using artwork rather than photographic slides, brings a further loss of dynamics and subtlety.

The LAP Modules and Follow-On Training and Research.

The Leadership Improvement Modules were intended to provide only the beginnings of remedial training in LAP leadership dimensions. Self-study audiovisual lessons cannot be expected to carry the impact of live training sessions, with peers, under the guidance of specially-trained instructors.

The extent to which these modules help improve leadership behavior of cadets can be established by research under operational conditions. Evaluative research was beyond the scope of this project. But even without research, it is certain that more powerful training will be needed for extensive, enduring changes on such important and refractory dimensions as sensitivity, influence, initiative, and judgment. The development of follow-on lessons should be undertaken as soon as funding permits.

SUMMARY AND CONCLUSIONS

This report describes the development of the Leadership Improvement Modules, a set of leadership training lessons in Training Extension Course (TEC) format. The modules were developed to be an adjunct to the Leadership Assessment Program (LAP), a performance based assessment process in which candidates to, or cadets in, Army precommissioning training programs are evaluated on twelve specific dimensions of leadership. The Leadership Improvement Modules correspond directly to the LAP leadership dimensions and are intended to provide remedial training to cadets who are assessed as needing improvement in any of the LAP dimensions.

The modules were designed to incorporate principles of behavior modeling which include: (1) the modeling of behaviors to be learned, (2) behavioral rehearsal, (3) performance feedback, and (4) transfer of training to duty performance in the field. The method was chosen because field research in business and industry has indicated that the technique can be effective in changing supervisor behavior and organizational outcomes in job settings.

The modules will be produced as Army TEC Lessons of 45 to 50 minutes duration, suitable for self-instructional use with the Beseler Cue-See audiovisual player. They will be distributed throughout the ROTC system as adjuncts to the LAP. They will be used in self-study programs specifically tailored by ROTC cadre to remediate leadership weaknesses uncovered in cadets by the LAP assessment process. When distributed Army-wide through the TEC system, they will be available to all Army personnel for soldier-initiated individual leadership training.

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SCRIPT FOR THE MODULE

"INFLUENCE"

INFLUENCE MODULE

Visual	Audio

	Visual	Audio
1	FOCUS	
		X
2	**Leadership Improvement Module** This module was developed for the U. S. Army as part of the Leadership Assessment Program (LAP). It is designed to help cadets/officer candidates develop skills in dimensions that were assessed as "needing improvement." If you have not been assessed through the LAP, it is recommended you be assessed before proceeding with this module.	MUSIC.
		X
3	Narrator holding workbook with lesson number across the bottom.	MUSIC.
		X
4	Close-up of workbook with title.	This module covers the dimension, Influence. This module will strengthen your ability to influence the actions and decisions of subordinates, peers, and superiors.
		X

5	Narrator holding workbook.	Before proceeding, read the first two pages of the workbook that is provided with this module.

X

6	Now read pages 1-2 of the workbook.	When you have finished reading, push the "proceed" button and the tape will continue.

XX

7	Two Sources of Authority ● Position Authority ● Personal Authority	Now that you understand what we mean by the word "Influence," let's discuss two sources of authority.

X

8	Position Authority (picture of presidential seal)	The first source is position authority. This symbol, the presidential seal, indicates power. The President of the United (picture of presidential seal) States is an influential figure throughout the world. In the military, the President is the Commander-in-Chief. Most military personnel are influenced by decisions and directives that come from the President's office. A person such as the President can influence subordinates by exercising authority that is clearly defined by the position.

X

9	POSITION AUTHORITY GRANTED **NOT** LEARNED	This use of influence through position author-ity is granted, not learned. X
10	Position Authority or Personal Authority	In this module we will not spend much time looking at position authority. It is important, however, for you to know when to use the authority of your position. Let's look at a situation in which an officer uses position authority to influence others. X
11	Wide shot of firing range. Several soldiers lying on ground, weapons aimed at targets . . . 100 yards off.	BACKGROUND SOUND-RAPID FIRING. X
12	Tower in background - firing range in foreground - instructions coming from Tower.	Tower: Cease Fire. Clear your weapons. X
13	Soldier in the middle of the firing line rising from prone position.	BACKGROUND SOUND - WEAPONS STILL BEING CLEARED. X

| 14 | Lieutenant in foreground and shot of solider standing in background. | **Lieutenant:** Get down, Private Jorgenson!

X |
|----|----|----|
| 15 | Lieutenant standing over offending soldier. | **Lieutenant:** You don't stand up on this range until you're told to do so from the tower.

X |
| 16 | Wide shot of firing range. Several soldiers lying on ground, weapons aimed at targets . . . 100 yards off.
(Repeat) | **Narrator:** On a firing range, discipline and obedience are absolutely essential; the lives of all the soldiers on that range are at stake. Anyone violating a rule can endanger the lives of many, including him/herself.

X |
| 17 | Soldier in the middle of the firing line rising from prone position.
(Repeat) | When the soldier stood up before the order to stand was given, he was running the risk of being injured or even killed while someone cleared their weapon. In ordering the soldier to get down and not move until instructed, the officer in this example was taking appropriate action in a potentially dangerous situation.

X |

18	Combat situation. (Cartoon)	Use of position authority to influence others is appropriate when there is no time for explanations, or when you don't want subordinates to think for themselves. X
19	Personal Authority	There are times, however, when you do not have position authority over the other person, or when independent action and personal commitment are important to the completion of a task. At these times, personal authority is a more appropriate source of influence. X
20	• Influence can be developed	Your ability to influence and your authority as an individual can be developed. You already have position authority. Your ability to influence others depends on how you exercise position authority and your personal authority. The effectiveness of your approach depends on how well you develop the following skills: X
21	1. Same as #25 with "Defining your Purpose or Goal" highlighted in gold.	1. Defining your purpose or goal. X

| 22 | 1. Defining your Purpose or Goal.
2. Use of Key Interpersonal Skills: (gold) | 2. Use of Key Inter-
personal skills:

X |

| 23 | 1. Defining your Purpose or Goal.
2. Use of Key Interpersonal Skills: (gold)
   • Maintain or enhance self-esteem.
      (white) | • Maintain or enhance
self-esteem.

X |

| 24 | 1. Defining your Purpose or Goal.
2. Use of Key Interpersonal Skills: (gold)
   • Maintain or enhance self-esteem.
   • Listen and respond with empathy.
      (white) | • Listen and respond
with empathy.

X |

| 25 | 1. Defining your Purpose or Goal.
2. Use of Key Interpersonal Skills: (gold)
   • Maintain or enhance self-esteem.
   • Listen and respond with empathy.
   • Solicit ideas. (white) | • Solicit ideas. |

Building these skills can help you be influential in most situations.

Let's look at each of these skills more closely.

X

| 26 | 1. Defining your Purpose or Goal. |

Until you are sure about what you're trying to get others to accomplish, you will not be able to guide them. You must be able to state your goal in verifiable or measurable terms.   X

27

| How Quickly. . .?
How Many . . .?
How Long . . .?
Minimum Requirements . . .? |

How quickly does the task need to be done? How many people are needed? How long will it take? What are the minimum requirements or standards of performance for this task? You need to know what you want others to do before you can get them to do it. Having a clear idea of the minimum requirements will also help you negotiate and compromise, when necessary, to get the support of others.

X

28

| Confidence Gains Support |

When you are clear about what others need to accomplish, you will be seen as confident. It will then be easier for you to gain the support of others.

X

29

| 2. Use of Key Interpersonal Skills:

• Maintain or enhance self-esteem.
• Listen and respond with empathy.
• Solicit ideas. |

Skillful use of these key interpersonal skills will help you develop influence.

X

30

| Maintain or enhance self-esteem |

Self-esteem is belief or pride in oneself, self-respect, and self-image.

X

31	NCO (E-7) talking to sergeant (E-6) (white males). Platoon sergeant saying, "Sergeant Myers, I really appreciate what you did." Soldier thinking, "Man, that's nice to hear."	This squad leader's self-esteem was enhanced by the platoon sergeant.

X

32	Officer berating soldier (white males) saying, "this report is terrible! Can't you write?"	However, a person who is embarrassed or put down by another suffers a lowering of self-esteem. When a person's self-esteem is lowered by a credible person, such as an immediate superior, he or she becomes defensive. Any subsequent discussions will probably be unproductive.

X

33	Officer (white) praising soldier (black) saying, "Good job, sergeant".	A superior can enhance the self-esteem of subordinates by treating them with respect and consideration. A subordinate will more likely be open and cooperative, and any discussion will be more productive.

X

34	Listen and respond with empathy.	Everyone needs to be heard. Listening with empathy is the skill of understanding what a person is saying and identifying his/her feelings at the time.

X

35

> White male with overflowing desk, saying,
> "Seems I can't get anything done lately."
> White female officer, nearby responds,
> "I know, it can be frustrating when
> you work so hard and don't seem to
> get anywhere."

Responding with empathy
is the skill of showing
the other person that you
actually do understand
his/her feelings at the
time. In this scene, the
officer shows she under-
stands the soldier's
frustration at being un-
able to keep up with the
workload. She listens to
the complaints and is
understanding of his
feelings.

X

36

> Same setting as above with only person
> at the overflowing desk, thinking,
> "It's nice to know that she knows what
> I'm going through."

This will open channels
of communication and help
create an atmosphere of
mutual problem-solving.
When you take the time to
listen and respond with
empathy, you show the
others that they are
important and that you
value their viewpoint.

X

37

> Solicit Ideas

People want to be in-
volved in decisions
which affect them. They
feel more important when
they are asked to help
solve problems. They are
more committed to actions
when they have helped
make the decisions. You
can have a direct impact
on . . .

X

28

38

```
    SOLICIT IDEAS
Subordinate Commitment
            Ask for Help
Solve Problems
            Uncover Facts
Make Better Decisions
```

subordinates' commit-
ment by asking for their
help. By doing so, you
ensure productive discus-
sions and progress toward
solving problems. You
will uncover facts which
were overlooked, and you
will be able to make
better decisions. By
involving subordinates,
you gain respect and
cooperation, while still
keeping control. Let's
look at two examples of a
situation in which the
skill - solicit ideas -
can be used.

X

39

```
Wide shot of outdoor scene with lieu-
tenant (black male) kneeling and pointing
to chart on ground. Four NCOs (three
white males, one black male) kneeling
beside him, listening to his instructions.
```

A second lieutenant is
briefing his squad
leaders on a field prob-
lem. This lieutenant's
platoon is about to go out
on a night patrol. The
patrol is to start in
three hours. Prepara-
tions must be made before
the patrol begins. In
previous patrols, this
particular platoon has
performed poorly. The
lieutenant is attempting
to provide a thorough
briefing to eliminate
further mistakes.

X

40	Same scene - medium wide.

Lt. Parker: (black male)

Ok . . . that's the situation. Now we've got to do this thing right. This is what has to be done over the next three hours. Each of you will take your squads on a reconnaissance. Check your weapons. And make sure these soldiers have proper equipment and clothing . . .

(dialogue fades at this point)

X

41	Close up over soldiers shoulder of Parker talking.

Lt. Parker:
Now . . . I don't want any screw-ups like last time. Okay!! That covers everything. Move out!

X

42	Single shot of black NCO asking a question.

Sgt. Wilson: (black male)
Sir, can I ask a question?

X

43	Repeat #41.

Lt. Parker:
No, you can't ask me a question! There's no time for discussion here! We have only three hours - move out!

X

44	Two shot over shoulder from the lieutenant to the sergeant. Shows NCO standing up, getting ready to move out. Thinking, "Ok, lieutenant, if that's the way you want it, we won't feed the men then!"	Sgt. Wilson: (Mumbling) OK, lieutenant, if that's the way you want it, we won't feed the men then!
		X
45	Now the same situation, handled differently. . .	Narrator: Now the same situation, handled differently. . .
		X
46	Repeat #40.	Lt. Parker: Ok . . . that's everything I can think of. Anything I forgot or any questions?
		X
47	Repeat #42.	Sgt. Wilson: Sir, it sounds pretty thorough to me, and I think we can do this one right. Just one thing, I don't believe you set aside any time for us to feed the men.
		X

48	Over the shoulder of the sergeant on the lieutenant (laughing).	**Lt. Parker:** Good point. (Laughing) In trying to be thorough, I forgot a basic need - food. That <u>would</u> cause us trouble once we got out on patrol. OK. With all we have to do, any ideas on how we can work in the meal . . . and when?

<div align="center">X</div>

49	Personal Authority	**Narrator:** This situation called for the use of personal authority, which was gained through the proper use of the skill, solicit ideas.

<div align="center">X</div>

50	Two shot over shoulder from Lt. to Sgt. with NCO thinking "OK, if that's the way you want it, we won't feed the men then!" Repeat #44.	In the first example, the lieutenant used position authority and failed to consider his NCOs' ideas. The effective leader is the one who calls on the experience of his NCOs.

<div align="center">X</div>

51	Over shoulder of Sgt. on the Lt. laughing. Repeat #48.	In the second situation, the lieutenant was open to ideas or questions and, as a result, was able to use the experience of the NCOs.

<div align="center">X</div>

52	**Critical Steps for Influence:** 1. Describe what needs to be accomplished or changed. 2. Indicate the importance of accomplishment or change. 3. Discuss ideas. 4. Agree on specific action to be taken by each of you and set a follow-up date. 5. Express confidence.

Let's look now at a set of steps that can be used when attempting to influence the decisions or actions of others. These steps will help you get others to accomplish specific tasks, or change performance or behavior. They can be used with subordinates, peers, or superiors.

X

The Critical Steps for Influence are:

53	Critical steps with "Describe what needs to be accomplished or changed" highlighted in white.

1. Describe what needs to be accomplished or changed.

X

54	Critical steps with "Indicate the importance of accomplishment or change" highlighted in white.

2. Indicate the importance of accomplishment or change.

X

55	Critical steps with "Discuss ideas" highlighted in white.

3. Discuss ideas.

X

56	Critical steps with "Agree on specific action to be taken by each of you and set a follow-up date" highlighted in white.

4. Agree on specific action to be taken by each of you and set a follow-up date.

X

57 Critical steps with "Express confidence" highlighted in white.	5. Express confidence.
	X
58 Critical Step 1: Describe what needs to be accomplished or changed.	Describe what needs to be accomplished or changed.
	X
59 Specific Terms Set Deadlines State Standard	It is important that you describe the task in specific terms. The clearer you are, the easier it will be for others to perform the task. If specific deadlines are involved, set dates and times. State standards of performance required in measurable or verifiable terms.
	X
60 Critical Step 2: Indicate the importance of accomplishment or change.	Indicate the importance of accomplishment or change. A person will be more willing to change behavior or perform a task when they understand why.
	X
61 Explain benefits and negatives	Clearly explain the benefits and the negatives of the work to be performed. Explain what the person will gain by doing what you've asked.
	X

34

| 62 | Critical Step 3: Discuss ideas. |

Discuss ideas. When problem-solving, talk about the causes of the problem. Until you are clear about what is causing the problem, it is difficult to come up with solutions. It is also important to ask for the other person's ideas.

X

| 63 | Female officer asking for ideas. |

Don't force your ideas on people. A person will be more committed to solving a problem if you use his or her idea. If you can't use the idea as it is, try to use a modified version.

X

| 64 | Critical Step 4: Agree on specific action to be taken by each of you and set a follow-up date. |

Agree on specific action to be taken by each of you and set a follow-up date. You will do this after you've discussed all the causes, ideas, and possible solutions. Unless you are clear about what action will be taken and by whom, you can't begin to solve the problem. Agree on deadlines, and set a follow-up date so that everyone involved can check progress. By setting a follow-up date, you are telling the other person this job is really important.

X

65	Critical Step 5: Express confidence.	Express confidence. Once you have agreed on specific actions, show the other person you believe in them. This is true when dealing with peers, subor- dinates, or superiors. You can do this simply by saying, "I'm sure that what we've agreed to here will help us solve the problem," or, "I know your plan will help get the job done."

X

66	Shot of Lt. Hayson entering office.	You are now going to listen in on a conver- sation between a newly- commissioned second lieutenant, Tom Hayson,

X

67	Close-up of Lt. Reagle	and a first lieutenant training officer, Bill Reagle.

X

68	Critical Steps for Influence (Graphic with all Steps.)	You will see Lt. Hayson use these steps in trying to influence Lt. Reagle.

X

69	Close-up of workbook open to page 3.

Before listening to this situation, open your workbook to page 3. You will notice that the steps we have just reviewed are listed on pages 3 and 4. Jot down some notes on these pages whenever you hear the lieutenant using the Critical Steps.

X

70	Close-up of handwritten notes.

If possible, record specific dialogue. The lieutenant will be following these steps in sequence and it should be possible for you to record some dialogue under each of the steps. After the situation is completed, we will review each of the steps and match the lieutenant's words with the appropriate Critical Step.

X

71	Close-up of "Sample" phrases.

It is not important that you get all of the dialogue. Writing only a phrase will remind you of what was actually said and will be useful. Now, some background about the situation.

X

72	Map of U.S. with southern area highlighted.	It is Monday morning on an army post somewhere in the Southern United States. Lieutenant Hayson's platoon is scheduled for record firing on Thursday morning. Last Friday, his platoon's final practice session was cancelled due to extreme heat conditions on the firing range.

X

73	Close-up of Lt. Reagle. Repeat #67.	Lieutenant Reagle is responsible for scheduling all training on the post, including the use of the firing range.

X

74	Close-up of Lt. Hayson	Lt. Hayson is going to ask Lt. Reagle to rearrange the schedule for the firing range to permit his platoon another round of practice.

Lt. Hayson needs another practice session because five men have failed previous tests and he feels they need one more practice to boost their confidence.

X

75	Lt. Hayson standing at Lt. Reagle's office door. Over the shoulder at Lt. Hayson. Repeat #66.	Lt. Hayson: Lt. Reagle, I have a problem . . . can I talk to you for a minute about it?

X

76	Lt. Reagle at cluttered desk.	**Lt. Reagle:** Everybody has problems What's yours? **Lt. Hayson:** I know you're busy, but this is really important. X
77	Shot of Lt. Reagle over shoulder of Lt. Hayson	**Lt. Reagle:** Busy: You don't know the half of it. **Lt. Hayson:** What do you mean? **Lt. Reagle:** If people would stop thinking that I have nothing better to do than arrange special training sessions, I wouldn't be so busy. X
78	Two shot with Reagel frowning.	**Lt. Hayson:** Are you talking about the firing range schedule? **Lt. Reagle:** Hell, that's only part of it. My biggest headache is when soldiers flunk tests and then they want me to design special training exercises. Damn it . . . some people just aren't cut out to be soldiers! X

79	Two-shot overshoulder of Lt. Hayson's face.	**Lt. Hayson:** I can appreciate that you're under a lot of pressure. **Lt. Reagle:** Yeah, right. I guess we all are. So . . . what's your problem? X
80	Medium close-up of Lt. Hayson in chair.	**Lt. Hayson:** I know this isn't a good time for you. I wouldn't even bother you if I weren't desperate. The problem is that last Friday my platoon was scheduled for practice at 1100 hours and we were cancelled out because of the heat. X
81	Close-up of Lt. Reagle.	**Lt. Reagle:** That's right. It was 105 degrees by the time you got out on the range. Whatdya' expect me to do . . . stand by and watch your men drop like flies? X
82	Close-up of Lt. Hayson.	**Lt. Hayson:** I agree with why it was cancelled. It was hot as hell out there. My problem now is that my men need another prac-tice before Thursday's record firing. X

83	Repeat #78.

Lt. Reagle:
You and everyone else
. . . sorry, we're booked
up solid!

Lt. Hayson:
Look, this is very impor-
tant. Five of my men
failed their last test.
Since then, they've
really improved. But I
feel I have to get them
at least one more prac-
tice before Thursday to
build their confidence.
Isn't there anything you
can do for me?

X

84	Close up of Reagle.

Lt. Reagle:

Look, I said we're booked
up solid . . . there's
nothing I can do about it.

Lt. Hayson:
Isn't there anyone
scheduled who isn't
preparing for testing
this week?

X

85	Repeat #79.

Lt. Reagle:
Everyone's in the same
boat, trying to get in
last practices. It looks
like you'll have to wing
it, pal.

Lt. Hayson:
I really need your help
on this one. You've
worked scheduling
miracles before . . .
and, well, I guess I was
just hoping that you
could do it again.

Lt. Reagle:
Not this week. There's
no way I can move a whole
platoon. They're all
scheduled for practice
this week.

X

86	Close-up of Lt. Hayson.

Lt. Hayson:

I have to do something.
I have at least five men
that need that extra
practice . . . you know
them, . . . the ones you
set up that special
training for last month.
Sims, Kowoski, O'Hare,
Elliott and Brown . . .
remember?

X

87	Repeat #79.

Lt. Reagle:
Those guys, huh?

Lt. Hayson:
Yeah, you said how much
they'd improved after
that special training . .
. I'd hate to see them
fail again . . .

Lt. Reagle:
Hey . . . believe me, I
don't want to see that
happen either . . .
especially after all the
effort I put into that
special training . . .
and theirs too. (pause--)

X

88	Bulletin Board

But, you realize I can't
fit your whole platoon
in. No way. But,
tomorrow, at 0800 I have
seven or eight positions
open. You can use that
if you want. It's the
best I can do.

X

89	Repeat #79.

Lt. Hayson:
That's great. That's all
we really need. I can
send the five who really
need the practice and two
more that are borderline.

Lt. Reagle:
Yeah, okay, I'll mark you
down.

X

90	Repeat #77.

Lt. Hayson:
I'll have them there.
Sgt. Peters will be
leading them.

Lt. Reagle:
All right. They'll be
shooting with Roberts'
platoon. I'll notify him.

X

91	Over Reagles shoulder of calendar.

Lt. Hayson:
Okay, I'll get back to
you by 1400 today with
the other two names.

Lt. Reagle:
Okay.

X

| 92 | Over shoulder on Hayson standing at door. |

Lt. Hayson:
Thanks for your help.
One extra practice is
just what these guys need
to pass record firing.

Narrator:
Lieutenant Hayson skill-
fully handled that situa-
tion by using influence.
Let's review the steps
and your notes to see how
well this lieutenant
followed each Critical
Step.

X

| 93 | Critical Step 1: Describe what needs to be accomplished.
Instruction: In your workbook, note the dialogue that shows this step was followed. |

Describe what needs to
be accomplished or
changed. Note the
dialogue that shows this
step was followed. Once
you have done this, push
the "proceed" button to
start the tape.

XX

| 94 | Medium close-up of Lt. Hayson.
(Repeat) |

Lt. Hayson:
I agree with why it was
cancelled. It was hot
as hell out there. My
problem now is that my
men need another prac-
tice before Thursday's
record firing.

X

95	Workbook with "sample" phrases.

Lieutenant Hayson was very specific in describing what needed to be accomplished when he said, "My problem now is that my men need another practice before Thursday's record firing." This was a very clear statement of his goal.

X

96	Listen and respond with empathy.

An important element in this discussion was Lieutenant Hayson's use of the skill, listen and respond with empathy. Throughout the first part of this discussion, Lieutenant Hayson listened with empathy and he responded effectively, using phrases like:

X

97	Over the shoulder on Lt. Hayson. (Repeat #79)

Lt. Hayson:
I know you're busy, but this is really important. (Pause) I can appreciate that you're under a lot of pressure. (Pause) I know this isn't a good time for you. I wouldn't even bother you if I weren't desperate.

Narrator:
Lt. Hayson first listened carefully to Lt. Reagle's problem before trying to talk about the problem. The scheduling officer was then willing to listen to Lt. Hayson's problem. Now let's look at the next Critical Step.

X

98	**Critical Step 2:** Indicate the importance of accomplishment or change. **Instruction:** In your workbook, note the dialogue that shows this step was followed.

Indicate the importance of accomplishment or change. Note the dialogue that specifically shows Lt. Hayson handled this step effectively. Push the "proceed" button to check your answer.

XX

99	Close-up of Lt. Hayson. (Repeat)

Lt. Hayson:
This is important. Five of my men failed their last test. Since then, they've really improved. But I feel I have to get them at least one more practice before Thursday to build their confidence. Isn't there anything you can do for me?

X

100	Over shoulder of Narrator writing sample phrases.

Narrator:
Lt. Hayson handled this step well by explaining that five of his men had failed their last test and needed one more practice to build confidence. This openness early in the discussion helped him reach a compromise with the scheduling officer.

X

| 101 | Critical Step 3: Discuss ideas.
Instruction: In your workbook, note
the dialogue that shows this step
was followed. | Discuss ideas. At first, Lt. Reagle resisted discussing solutions to Lieutenant Hayson's problem. But Lieutenant Hayson was effective in using the skill, solicit ideas.

X |

| 102 | Solicit Ideas | Let's see how Lt. Hayson used this skill. Circle one or two examples of dialogue in your notes that show how he was effective in getting Lt. Reagle to offer a solution. Push the "proceed" button to check your answer.

XX |

| 103 | Over the shoulder on Lt. Hayson.
(Repeat #79) | Lt. Hayson:
Isn't there anyone scheduled who isn't preparing for testing this week?

X |

| 104 | Close-up of Lt. Hayson.
(Repeat) | Lt. Hayson:
I really need your help on this one. You've worked scheduling miracles before . . . and, well, I guess I was just hoping that you could do it again.

X |

105	Two shot of Lt. Hayson and Lt. Reagle. (Repeat #78)	**Narrator:** Since the solution for this problem had to come from the scheduling officer, Lieutenant Hayson could not tell him what to do. He had to get Lt. Reagle to discuss the solutions.
		X
106	Maintain or enhance self-esteem	He did this by using the skill, maintain or enhance self-esteem - when he said . . .
		X
107	Two shot. (Repeat #79)	**Lt. Hayson:** You've worked scheduling miracles before . . .
		X
108	Over the shoulder of Narrator writing sample phrases.	**Narrator:** Lt. Hayson also influenced Lt. Reagle to accept some ownership of the problem. He did this by reminding him who the five people were and that Lt. Reagle had already spent some time working with them. This prompted Lt. Reagle to say:
		X

109	Bulletin Board shot of Reagel. (Repeat)

Bill:
You realize that I can't fit your whole platoon in. No way. But, tomorrow, at 0800 I have seven or eight positions open. You can use that if you want. It's the best I can do.

Narrator:
Now let's look at the next Critical Step.

X

110	Critical Step 4: Agree on specific actions to be taken by each of you and set a follow-up date. Instruction: In your workbook, note the dialogue that shows this step was followed.

Agree on specific action to be taken by each of you and set a follow-up date. Note the dialogue that shows the lieutenant handled this step effectively. Then push the "proceed" button to check your answer.

XX

111	Two shot. (Repeat #77)

Lt. Reagle:
All right. They'll be shooting with Roberts' platoon. I'll notify him.

X

112	Overshoulder of Hayson. (Repeat #79)

Lt. Hayson:
Okay, I'll get back to you by 1400 today with the other two names.

Lt. Reagle:
Okay.

X

113	Close-up of Narrator writing notes in workbook.

Narrator:
Lieutenant Hayson was very careful to specify what had to be done. He indicated that he would send the five men who needed practice, as well as two who were border-line. By agreeing to get back with the final two names by 1400, Lt. Hayson was setting a follow-up time. It is also impor-tant in this step that both parties agreed to take specific actions. Lt. Reagle did this when he said . . .

X

114	Over shoulder on Calendar.

Lt. Reagle:
Yeah, okay, I'll mark you down.

X

115	Critical Step 5: Express confidence. Instruction: In your workbook, note the dialogue that shows this step was followed.

Narrator:
The next Critical Step is: Express confidence. Circle the dialogue in your notes that shows this step was followed. Once you have done this, push the "proceed" button to start the tape.

XX

116	Close-up of Lt. Hayson. (Repeat)

Lt. Hayson:
Thanks for the help. One extra practice is just what these guys need to pass record firing.

X

		Narrator:
117	Close-up of Narrator writing notes in workbook.	Lt. Hayson was sincere when he thanked Lt. Reagle for his help. He was also very specific as to why he felt this solution would work when he said "one extra prac- tice is just what these guys need." It is impor- tant to express your confidence by explaining why you feel the solution will work.

<p align="center">X</p>

118	SKILL PRACTICE	Now is the time for you to practice following these Critical Steps in a situation which requires influence.

<p align="center">X</p>

119	Close-up of workbook open to Page 5, Background Information About the Skill Practice.	Turn to Page 5 of your workbook and read the Background Information About the Skill Prac- tice. After you read and understand the back- ground information, push the "proceed" button for further instructions.

<p align="center">XX</p>

120	Close-up of workbook open to Page 6.	Turn to Page 6 and decide how you would begin this conver- sation if you were the lieutenant. Circle your choice from the four given in the first box on Page 6, then push the "proceed" button to check your answer.

<p align="center">XX</p>

<table>
<tr><td>121</td><td>Small office, two visitors chairs. The sergeant (white female) is seated in one chair - the lieutenant (white male) in the other. Two shot.</td></tr>
</table>

Lt. Bialowas:
I know you're aware that we're having trouble with the pay computations. Our error rate is over three percent and it should be less than one percent.

X

<table>
<tr><td>122</td><td>Critical Step 1: Describe what needs to be accomplished or changed.</td></tr>
</table>

Narrator:
A is the best answer. This choice describes an error rate of three percent that must be reduced to one percent. The lieutenant also opens the discussion without accusing the sergeant of being in the wrong when she says, "I know you're aware that we're having a problem."

X

<table>
<tr><td>123</td><td>Response C. I'm glad to see you've gotten rid of that backlog. But I'm still very disappointed with our error rate.</td></tr>
</table>

C is the second best choice because it is a non-threatening approach. It is not the best answer because it mixes praise with criticism. This can make the praise seem insincere. Response C also fails to describe the problem - the percentage of errors - in specific terms.

Let's continue . . . first the correct response.

X

52

124	Small office, two visitors chairs. The sergeant is seated in one chair - the lieutenant in the other. Two shot. (Repeat #121)	**Lt. Bialowas:** I know you're aware that we're having trouble with the pay computations. Our error rate is over three percent and it should be less than one percent. X
125	Close-up on sergeant.	**Sgt. Scholl:** Yes, ma'am, and we're trying hard to correct that. It'll come around in time. We've just hit a bad spell. It happens sometimes. X
126	"What would you say?"	**Narrator:** What would you say? Circle your response under statement two in the workbook and then push the "proceed" button to check your answer. XX
127	Close-up of Lt. Bialowas.	**Lt. Bialowas:** It may be temporary, but when our error rate goes up that high, there are soldiers out there with bad checks. They owe us, we owe them. It means a lot of extra paperwork and a lot of wasted time and effort. X

128 | Critical Step 2: Indicate the importance of accomplishment or change.

Narrator:
Response D is the best choice. By referring to the problems of bad checks and extra paperwork, the lieutenant is very specific about why the error rate must be corrected. She also effectively avoids an argument when the sergeant claims the error rate is only a temporary problem. Instead, she says, "It may be temporary," while explaining that the problem is still too important to ignore.

X

129 | Response C. Apparently you don't understand. With us at over three percent in errors, that's 300 soldiers with bad checks.

Narrator:
C is the second best choice because it ties the error rate to the problem of 300 soldiers with bad checks. It is less effective than D because the phrase "apparently you don't understand" can threaten the sergeant's self-esteem.

Listen to the correct response again and then we'll continue. . .

X

| 130 | Close-up of Lt. Bialowas. | **Lt. Bialowas:**
It may be temporary, but when our error rate goes up that high, there are soldiers out there with bad checks. They owe us, we owe them. It means a lot of extra paperwork and a lot of wasted time and effort.

X |

| 131 | Close-up of sergeant over shoulder of Lt. | **Sgt. Scholl:**
I'm not saying it's not important. I'm just saying that we'll be able to handle it like we always did.

Narrator:
This would be an appropriate time to use one or more of the Key Interpersonal Skills in response to the sergeant's comment. These skills are:

X |

| 132 | **Key Interpersonal Skills**
· Maintain or enhance self-esteem.
· Listen and respond with empathy.
· Solicit ideas. | Maintain or enhance self-esteem.
Listen and respond with empathy.
Solicit ideas.

X |

| 133 | What would you say? | Circle your response under statement three. Then push the "proceed" button to check your answer.

XX |

134	Close-up of Lt. Bialowas.	**Lt. Bialowas:** You do have a good record. The way you've gotten rid of that backlog is quite impressive, but this error rate is a problem and I'd like your help in solving it.

Narrator:
In this case, responses B, C, and D were possible.

X

135	Repeat slide of Key Interpersonal Skills.	However, C is the best answer because it effectively uses the skill, maintain or enhance self-esteem. The lieutenant does this by praising the sergeant's past record of eliminating the back-log. The lieutenant also uses the skill, solicit ideas, when she says, "I'd like to have your help in solving it."

X

136	Response D. With all your years of experience you have to have some ideas. What do you think is the problem in your unit?	Although Response D effectively uses the skill, solicit ideas; the statement, "with all your years of experience" may have come across as insincere use of the skill, maintain or enhance self-esteem. It does not give a specific example of the sergeant's accomplishments or abilities.

X

| 137 | Response B. You're saying you're not worried and you think it will correct itself. |

B is an example of the skill, listen and respond with empathy. It is not the best choice because it focuses on the sergeant's willingness to ignore the problem when the lieutenant actually wants to focus on ways to solve it.

Now let's continue . . . first, the correct response.

X

| 138 | Close-up of Lt. Bialowas. (Repeat) |

Lt. Bialowas:
You do have a good record. The way you've gotten rid of that back-log is quite impressive, but this error rate is a problem and I'd like your help in solving it.

X

| 139 | Close-up of sergeant. |

Sgt. Scholl:
Well, okay, what do you want me to do?

X

| 140 | "What would you say?" |

Narrator:
What would you say? Circle your response under statement four and then push the proceed button to check your answer.

XX

141	Over shoulder on to Lt. Bialowas.	**Lt. Bialowas:** First, let's talk it over. Do you have any ideas about what's causing the high error rate in your unit? X
142	Critical Step 3: Discuss Ideas.	**Narrator:** B is the best response because it starts the discussion by questioning the causes. You cannot consider solutions until you understand what is causing the problem. X
143	Response A. What do you think we can do to get the error rate back to one percent?	Response A is not appropriate because it asks for solutions without identifying causes. C and D are not good responses because they offer ideas before giving the sergeant an opportunity to suggest ideas. Let's listen to the correct response again and continue with the situation . . . X
144	Over shoulder on to Lt. Bialowas.	**Lt. Bialowas:** First, let's talk it over. Do you have any ideas about what's causing the high error rate in your unit? X

145	Two-shot.

Sgt. Scholl:
Sure. Probably what's causing most of my problems - Private Harrison!

Lt. Bialowas:
Private Harrison? What's the problem there?

146	Over the shoulder on sergeant.

Sgt. Scholl:
The problem is that girl's got no head for figures. Beats me why she's even assigned to this section. She has more errors kicked back than anyone else in my unit.

X

147	Over the shoulder on Lt. Bialowas.

Lt. Bialowas:
Exactly how bad is her performance?

X

148	Two shot.

Sgt. Scholl:
Well, I don't know exactly. I just know that I get three times the audit kickbacks on her than anyone.

Lt. Bialowas:
Have you talked to her about this?

Sgt. Scholl:
Hell, yes. I'm always on her back. She just doesn't care.

X

149	Over the shoulder on lieutenant.	**Lt. Bialowas:** What do you think should be done? X
150	Over the shoulder on sergeant.	**Sgt. Scholl:** I'd like to ship her out. She's dead weight. But I've been told there's no one available to replace her right now. I guess I'm stuck with her. X
151	Close-up of lieutenant.	**Lt. Bialowas:** A transfer is out of the question right now. So it's your responsibility, and mine, to motivate Private Harrison to improve her performance. X
152	Close up of Sgt. Scholl.	**Sgt. Scholl:** Look, she's a total loss. **Lt. Bialowas:** But, as long as she's with this section, we have to work with her to improve. X

153	Two shot.

I know you're not happy with this error rate and neither am I. We can't transfer Private Harrison and we can't let this go on either . . . so we have to find a way to turn her performance around.

Sgt. Scholl:
You're right, but it will take a miracle.

Lt. Bialowas:
Have you discussed the specific error rate with her?

Sgt. Scholl:
Not really.

X

154	Over the shoulder on lieutenant.

Lt. Bialowas:
Well then, let's talk about how you'll approach her with it.

Narrator:
We'll save some time now by leaving this discussion for a few moments. The lieutenant and sergeant continue to discuss ideas for improving Private Harrison's performance. They decide on the following points.

X

155	Calculate Private Harrison's error rate. (Graphic)

First: The sergeant will calculate Private Harrison's error rate and get specific examples about her performance problem.

X

156	Performance improvement discussion. (White male and white female)

Then: The sergeant will discuss the performance problem with Private Harrison and reach agreement with her about specific actions she can take to improve her performance.

X

157	Senior clerk (black male) to monitor Private Harrison's work.

Third: The sergeant has also decided to arrange for a senior clerk to monitor Private Harrison's work for the next two weeks. The clerk will provide the sergeant with specific examples of the types of errors Private Harrison is making.

X

158	Close-up of workbook.

Now turn to the next item in your workbook and select the correct response under statement five for the Critical Step: Agree on specific action to be taken by each of you and set a follow-up date.

Then push the proceed button to check your answer.

XX

159	Over the shoulder on lieutenant.

Lt. Bialowas:
OK, first you'll calculate an error rate for Private Harrison. You expect to have that by tomorrow afternoon. Then you'll show her these figures and reach agreement with her about what she can do to improve.

Sgt. Scholl:
Right.

X

160	Two shot.

Lt. Bialowas:
And then you'll provide additional training by having a senior clerk monitor her computations for two weeks and give her examples of the errors she's making.

Sgt. Scholl:
Right, and the extra training won't hurt.

Lt. Bialowas:
I agree. I'd like to know how your meeting with Private Harrison goes. When do you think you can I can get back to talk about that?

X

161 | Critical Step 4: Agree on specific action to be taken by each of you and set a follow-up date.

Narrator:
Response D was the best answer because it provides the most thorough summary of the actions that were agreed upon. It is also the only choice that includes the lieutenant's request to set up a follow-up date.

X

162 | Response C. You admitted that you don't have the facts to talk to Private Harrison yet, so you're going to have to figure her specific error rate . . . you're going to let her know that we won't tolerate these errors any longer.

Although response C is a concise summary of the actions agreed upon, it does not contain a follow-up date. It does, however, contain phrases that can be threatening to the sergeant's self-esteem, such as, "you admitted that you don't have the facts," and "we won't tolerate these errors any longer." The tone of this response can be a putdown to the sergeant.

Now let's continue. We'll start with the lieutenant's last statement.

X

163 | Two shot.

Lt. Bialowas:
I agree. I'd like to know how your meeting with Private Harrison goes. When do you think you and I can get back to talk about that?

X

164	Close-up of sergeant.	**Sgt. Scholl:** I'll talk to her tomorrow afternoon, so maybe Friday morning, OK? X
165	Over shoulder on lieutenant.	**Lt. Bialowas:** Good. Let's make that 1000 hours, Friday. I'll be anxious to hear how it goes. **Sgt. Scholl:** Me too. And I hope it'll work! X
166	"What would you say?"	**Narrator:** What would you say? Circle your response to statement 6. Then push the "proceed" button to check your answer. XX
167	Close-up of Lt. Bialowas.	**Lt. Bialowas:** I think it will. Having the specific data and doing the things we discussed will make it clear to Private Harrison that she must improve and that you're willing to help her. X

| 168 | Critical Step 5: Express confidence. | Narrator: The best choice is E. The lieutenant expresses confidence by referring to the actions that will help the sergeant be specific in his discussion with Private Harrison. This confidence comes across as sincere because the lieutenant is specific about the things that would help the sergeant to succeed. |

X

| 169 | Response B. With what we talked about, how can we fail? | If you chose B, you selected the second best response. It is an expression of confidence. However, this response lacks the specifics as to why the lieutenant feels confident the sergeant will succeed. Therefore, it can come across as insincere. |

X

| 170 | Narrator with superimposed "How did you do?" | How did you do? If you didn't pick all of the right answers, don't be discouraged. This is your first try at following the Critical Steps for Influence. It's going to take some practice to perfect these skills. |

X

| 171 | Narrator holding workbook open to summary page. | Let's briefly review the concepts and key points for Influence by turning to page 10 of your workbook. Read the summary section, then push the "proceed" button and the tape will continue. |

XX

| 172 | Influence: Using appropriate interpersonal styles and methods in guiding individuals or groups toward task accomplishment. | Let's review Influence by first looking at the definition . . . Influence is: Using appropriate interpersonal styles and methods in guiding individuals or groups toward task accomplishment. |

X

| 173 | POSITION AUTHORITY PERSONAL AUTHORITY | In this module we studied two sources of influence: position authority and personal authority. First, let's review position authority. |

X

| 174 | POSITION AUTHORITY (picture of presidential seal) (Repeat) | Position authority is the status and power that goes with your position as an officer in an organization. You can use this type of influence with subordinates and in areas of responsibility as defined by your position description. Position authority is valid when you use it under the following conditions: |

X

175	Position Authority with "Subordinates follow orders" highlighted in white.	With subordinates: That is, when you're trying to influence people who report to you and who will follow your orders and commands.
		X
176	Position Authority with " Task requires little or not independent thinking or action action by subordinates" highlighted in white.	Position authority is valid when the task does not require independent thinking or action on the part of the people who must perform the task. In other words, the task is simple enough that they can perform it exactly as you direct them.
		X
177	Position Authority with "Task must be performed quickly" highlighted in white.	Position authority is valid when the task must be performed quickly with little or no discussion. This condition often occurs in combat or in emergencies.
		X
178	Position Authority with "Leader is technically competent" highlighted in white.	Position authority is valid when you have the technical competency and do not require the input or ideas from others to get the task accomplished.
		X

		The other source of
179	PERSONAL AUTHORITY NCO surrounded by Captains and lieutenants; in the foreground are two privates, one talking to the other. "When they want to know what really is going on here, they go to Sergeant Duffy."	influence is: personal authority. Personal authority means influencing others by drawing from the respect that you have gained through your interaction with others. This type of authority is earned and based on . . .

X

180	(Reputation Cartoon) (Repeat)	Your reputation . . .

X

181	(Technical Competency Cartoon) (Repeat)	technical competency . .

X

182	(Resources Cartoon) (Repeat)	and the resources you have to offer.

X

183	Key Interpersonal Skills • Maintain or enhance self-esteem • Listen and respond with empathy • Solicit ideas	You learned in this module that you can increase your personal authority by using three Key Interpersonal Skills when attempting to influence others. These skills are:

184	Repeat #183 with "Maintain or enhance self-esteem" highlighted in white.	Maintain or enhance self-esteem.
		X
185	Repeat #183 with "Listen and respond with empathy" highlighted in white.	Listen and respond with empathy
		X
186	Repeat #183 with "Solicit ideas" highlighted in white.	Solicit ideas
		X
187	INFLUENCE CAN BE DEVELOPED	This module focused on methods of building personal authority because this source of influence can be developed. Besides the Key Interpersonal Skills, you also learned five Critical Steps for Influence which can help you increase your personal authority.
		X
188	Medium of Narrator holding workbook.	If you practice using the Key Interpersonal Skills and Critical Steps when you attempt to influence others, you will increase your personal authority and your power as a leader.
		X

189	Final pages of the workbook.

The last pages of your workbook provide suggestions for activities, readings, and classes that will help you to develop the dimension, Influence. After looking them over,

X

190	Closeup of Critical Step cutout.

cut out the Critical Step card that is provided on the last page; it will be useful as you practice influence.

X

191	TRADOC Seal

MUSIC.

X

192	DA Seal

MUSIC.

X

193	Please push both REWIND BUTTONS.

You have completed the Leadership Improvement Module, Influence. Please push both rewind buttons.

WORKBOOK FOR THE MODULE
"INFLUENCE"

Influence:
The Art of
Task Accomplishment

Leadership Assessment Program

United States Army
Precommissioning Assessment System

INSTRUCTION: To complete this module, you will need a pencil, one copy
of this workbook, and the TEC Lesson titled "Influence" (Leadership
Improvement Module #2). To proceed with this program, insert the audio
and visual tapes, put "mode selector" on automatic, push the "play"
button, and await instructions from the narrator.

INFLUENCE: ART OF TASK. ACCOMPLISHMENT

> INFLUENCE: Utilizing appropriate interpersonal styles and methods in guiding individuals (subordinates, peers, superiors) or groups toward task accomplishment.

Knowing how and when to influence others can mean the difference between being a good or an ineffective leader. Influence can be described as the interpersonal style or method used to guide individuals (subordinates, peers, superiors) or groups toward task accomplishment. You are being influential when you can *get people to do what you want them to do.*

KNOW WHEN TO INFLUENCE

As an officer, *you will be expected to motivate, guide, or inspire* members of your unit to achieve assigned objectives. This will require skillful use of influence. You will also need to *be influential with peers and superiors* in order to get your ideas adopted.

ACHIEVE ASSIGNED OBJECTIVES

An effective leader knows when to command and when to persuade. When using your influence, you will need to adapt your approach to many different situations and individuals. At times, you will need to *use the power of your position* as an officer to order subordinates to accomplish specific tasks. At other times, you will need to *use your persuasive skills to motivate and guide* individuals to achieve objectives.

ADAPT YOUR APPROACH

As an influential person, you have *two sources of authority.* The first is position authority, which can be used only with individuals ranking below you. The scope of this influence is also limited by your specifically assigned responsibilities or job title.

TWO SOURCES OF AUTHORITY

The second source of authority is acquired, rather than granted. *Personal authority,* as it is called, is based on *how you interact with people,* the knowledge and skill you have gained with experience, and on how others view your

ACQUIRED PERSONAL AUTHORITY

accomplishments. *This type of authority is more versatile* than position authority because it is limited only by the way other people see you. This module will help you become more influential through the use of personal authority.

Skillful use of personal authority will enable you to influence others by guiding and inspiring, rather than by demanding and ordering. *Your influence will be based on respect* gained by respecting others' needs, abilities and feelings. Below are three key interpersonal skills that you, as an officer, will want to use to *show others that you respect them* as individuals:

- Maintain or enhance self-esteem.
- Listen and respond with empathy.
- Solicit ideas.

Using these skills will help you *gain the cooperation and support of others*. By using this approach, you show people that *you value their* ideas and experience, and do not consider yourself superior to them.

Skillful use of personal authority will also enable you to control conversations or meetings. You can do this by having a *clear goal in mind* and by being *prepared to guide others* toward that goal. When your goal or purpose is clearly defined, the following Critical Steps can help you control a conversation and influence people toward task accomplishment:

INFLUENCE GAINED THROUGH RESPECT

GAIN COOPERATION

HAVE CLEAR GOAL IN MIND

CRITICAL STEPS FOR INFLUENCE

1. **Describe what needs to be accomplished or changed.**
2. **Indicate the importance of accomplishment or change.**
3. **Discuss ideas.**
4. **Agree on specific action to be taken by each of you and set a follow-up date.**
5. **Express confidence.**

PUSH "PROCEED" BUTTON.

74

1. Describe what needs to be accomplished or changed.

2. Indicate the importance of accomplishment or change.

3. Discuss ideas.

4. Agree on specific action to be taken by each of you and set a follow-up date.

5. Express confidence.

INFLUENCE SKILL PRACTICE

BACKGROUND INFORMATION
ABOUT THE SKILL PRACTICE

Second Lieutenant Janet Bialowas is the head of the Payroll Computation department. She has four units reporting to her, each headed by a Sergeant First Class. The workload is divided equally among each unit, with each responsible for computing pay for soldiers within a particular section of the alphabet.

Lt. Bialowas has held her current position for the past two months. Commissioned eight months ago, her first assignment had been to head up the Accounts Payable section.

At the time of her assignment to the payroll department, the entire department was performing below standard. In less than a month, Lt. Bialowas increased productivity and reduced the work backlog, while meeting all deadlines. One major problem remains to be corrected: improving the department's error rate in pay calculation. Although the department is currently operating with a three percent error rate as determined by routine audits, the standard is to operate at less than a one percent rate.

Since no one unit within the department is performing better than any other, Lt. Bialowas decided to meet with each individual unit leader to plan specific actions to correct the error rate. She has decided to start with Sergeant First Class Lawrence Scholl, who has worked in the department for the past three years, and who is a 14-year service veteran.

Sgt. Scholl is aware of the problem with the error rate, but has shown little concern. He performs his job well, and is knowledgeable in all payroll procedures. A senior clerk and three payroll clerks report to Sgt. Scholl, whose own work is excellent. He is very accurate, easy-going, and a good leader. His staff seems to enjoy working for him.

The statements listed on the following pages are excerpts from the tape. This exercise will be more realistic and interesting if you do not read the correct statement for each step until after you've heard it on the tape.

Now circle the correct response on the next page for the first situation.

PUSH "PROCEED" BUTTON.

Statement 1: *The sergeant is now sitting in the Lieutenant's office. What would you say to begin this discussion?*

Critical Step 1: Describe what needs to be accomplished or changed.

Response:

A. I know you're aware that we're having trouble with the pay computations. Our error rate is over three percent and it should be less than one percent.

B. Now, about that error rate problem. You'd better do something about it.

C. I'm glad to see you've gotten rid of that backlog. But I'm still very disappointed with our error rate.

D. I'm really worried about the error rate problem we've been having. What have you done about correcting it?

Statement 2: *Yes ma'am, and we're trying hard to correct that. It'll come around in time. We've just hit a bad spell. It happens sometimes.*

Critical Step 2: Indicate the importance of accomplishment or change.

Response:

A. Look, I can't stand by and let people keep making all these errors.

B. If you and I expect to get ahead in this organization, we have to correct the problem.

C. Apparently you don't understand. With us at over three percent in errors, that's 300 soldiers with bad checks.

D. It may be temporary, but when our error rate goes up that high, there are soldiers out there with bad checks. They owe us, we owe them. It means a lot of extra paperwork and a lot of wasted time and effort.

Statement 3: *I'm not saying it's not important. I'm just saying that we'll be able to handle it like we always did.*

Key Interpersonal Skills:
- Maintain or enhance self-esteem.
- Listen and respond with empathy.
- Solicit ideas.

Response:

A. I don't think it's that easy.

B. You're saying you're not worried and you think it will correct itself.

C. You do have a good record. The way you've gotten rid of that backlog is quite impressive, but this error rate is a problem and I'd like your help in solving it.

D. With all your years of experience you have to have some ideas. What do you think is the problem in your unit.?

Statement 4: *Well, okay, what do you want me to do?*

Critical Step 3: Discuss ideas.

Response:

A. What do you think we can do to get the error rate back to one percent?

B. First, let's talk it over. Do you have any ideas about what's causing the high error rate in your unit?

C. I think we should find out the people in your unit who are making the most errors.

D. Why don't we check the figures first for specifics. Then we'll be working with facts.

Statement 5: *The narrator has just summarized the action that the Sergeant and Lieutenant discussed. Circle the response below which best handles Critical Step 4.*

Critical Step 4: Agree on specific action to be taken by each of you and set a follow-up date.

Response:

A. Now you've agreed to talk to Pvt. Harrison and then you'll get back to me with the results.

B. You're going to get with Pvt. Harrison and talk to her about correcting the error rate. Then you'll let me know how your meeting went.

C. You admitted that you don't have the facts to talk to Pvt. Harrison yet, so you're going to have to figure her specific error rate.....you're going to let her know that we won't tolerate these errors any longer.

D. OK, first you'll calculate an error rate for Pvt. Harrison. You expect to have that by tomorrow afternoon. Then you'll show her these figures and reach agreement with her about what she can do to improve. And then you'll provide additional training by having a senior clerk monitor her computations for two weeks and give her examples of the errors she's making....When do you think you and I can get back to talk about that?

Statement 6: *Me too. And I hope it'll work!*

Critical Step 5: Express confidence.

Response:

A. I know you can do it.

B. With what we talked about, how can we fail?

C. It's got to work. We can't continue with this high an error rate any longer.

D. It'll work. I know you won't let me down. You've never let me down in the past.

E. I think it will. Having the specific data and doing the things we discussed will make it clear to Pvt. Harrison that she must improve and that you're willing to help her.

SUMMARY

As an effective leader, you can get others to do what you want them to do by skillfully using influence. You are being influential when you *use appropriate interpersonal styles and methods* in guiding individuals (subordinates, peers, superiors) toward task accomplishment.

You can influence people who report to you through *the power of your position* by ordering, reprimanding, and directing them. This is a valid source of influence to use with subordinates.

You can also influence others by using personal authority, which is *based on the respect and trust* you have earned from them. You will be able to *use your reputation, technical competence, resources and interpersonal skill* to guide and inspire others.

It is very important for you *as a leader* to be able to influence the actions, decisions, and performance of subordinates, as well as peers and superiors. In fact, *your success as an officer depends* upon your ability to get others to accomplish assigned tasks and objectives.

In this module you learned that to earn respect, you have to show respect. You can do this by using these key interpersonal skills:

- Maintain or enhance self-esteem.

- Listen and respond with empathy.

- Solicit ideas.

You also learned that to be influential, you will need to maintain direction and control of discussions and meetings. To do this, you will find the following steps helpful when working with others to accomplish a task, or change performance or behavior.

| EFFECTIVE LEADER |
| POWER OF POSITION |
| RESPECT AND TRUST |
| KEY TO SUCCESS |
| INTERPERSONAL SKILLS |
| MAINTAIN CONTROL |

CRITICAL STEPS FOR INFLUENCE
1. **Describe what needs to be accomplished or changed.**
2. **Indicate the importance of accomplishment or change.**
3. **Discuss ideas.**
4. **Agree on specific action to be taken by each of you and set a follow-up date.**
5. **Express confidence.**

PUSH "PROCEED" BUTTON.

PERSONAL DEVELOPMENT ACTIVITIES

I. KNOWLEDGE ACQUISITION: To be effective, a leader must have personal influence, as well as the authority that comes with rank. Your ability to influence others and your authority as an individual can be developed. Through reading and study, you can build the skills needed to influence others. Here are some suggestions:

READING MATERIALS

1. **Goal Analysis**, Robert F. Mager, Fearon Publishers, 1972. A humorous, easy-to-read book on the importance of setting well-defined goals. You need to know what you want others to do before you can get them to do it. Do this by describing goals you hope to achieve and determining whether these goals deal with attitudes, appreciations, or understandings. The book helps you better understand your own intentions, so that you will be able to make better decisions and recognize progress and success.

2. **The Armed Forces Officer**, Armed Forces Information Service, Department of Defense. Revised 1975. This is a handbook given to every newly commissioned officer and available in all ROTC offices. There are 26 chapters dealing with all areas of leadership. A number of chapters concentrate on influence and authority. **The Armed Forces Officer** is must reading for all officers.

3. **The Effective Executive**, Peter F. Drucker, Harper & Row, 1966. A book describing the elements that make people effective leaders. Effective executives know how to: manage time; focus on results, rather than work; build on strengths, rather than on weaknesses; set priorities; and make effective decisions. There is a chapter discussing each of these elements.

4. **Military Leadership FM 22-100**, Headquarters, Department of the Army, June, 1973. A field manual designed to provide the military leader with a basic reference for the study of leadership behaviors. A condensation of materials developed through military and civilian efforts, this manual details the latest theories on good leadership as it applies to the military. The following chapters should be useful in the development of influence/authority: "The Question-Command, Management or Leadership," "Traits & Principles of Leadership," "Professionalism & Ethics," "Motivation," and "The Effective Leader."

5. **Leadership**, James MacGregor Burns, Harper & Row, 1978. The author, a Pulitzer Prize and National Book Award winner, has written a powerful book which explores the purpose and power of leadership and examines various leaders throughout history.

COLLEGE COURSES

Many undergraduate courses currently available will develop your skill and self-confidence in influencing others. These include technical courses in your area of expertise to make you as knowledgeable as possible in your field. Foreign language and foreign affairs courses are a real plus when you're overseas. Public speaking courses can help you develop group influence. Management and psychology courses help you learn how to manage and motivate people. Since course titles vary from campus to campus, consult your college catalog or your advisor for specific courses.

II. POSITIVE ROLE MODELS: Look for officers/instructors who are the kinds of people you want to work for. Observe how they treat others, how they approach a situation or a problem. Do they clearly have a goal in mind? How do they achieve that goal? These are the leaders you should use as positive role models.

III. SKILL PRACTICE: There are many activities, both on and off campus, which offer you the opportunity to develop your skill in influencing others. For example:

- Become an officer in your fraternity or sorority.
- Become a volunteer fire fighter.
- Run for a class or club office.
- Participate in sports — become a team captain, if possible.

Look for situations in which you can determine an outcome or achieve a goal by influencing others. When a chance occurs, consciously use the Critical Steps for Influence. If possible, have a friend provide feedback on how well you did. You'll find it becomes easier the more you practice. The following are typical situations to look for:

- You receive a poor grade on a major test. There is one item checked wrong that could be open to interpretation and would give you 10 more points if it is counted as correct. If you can influence the instructor using the Critical Steps, you will improve your grade.

- You decide to run for a position as an officer of an organization you belong to. At a general meeting, you try to convince the other members that you are indeed the best person for the job. Consciously use the Critical Steps to convince them.

- Your fraternity has been banned from participating in all activities because of an infraction of the rules by two of the members. You feel the action was too harsh and will cause reaction all over campus. You have an alternative to present to the faculty committee.

- You are an officer in a service organization. One of the members is not spending as many hours at her volunteer job as she is supposed to. Other members have complained that she is not pulling her share of the load; however, the job is voluntary. It's up to you to get her to work more hours. You will try the Critical Steps.

(This section can be cut out and laminated so that you can carry these steps with you.)

CRITICAL STEPS FOR INFLUENCE

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