

# PROGRAMMED TEXT

LEADERSHIP PART III



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UNITED STATES ARMY  
PRIMARY HELICOPTER SCHOOL  
FORT WOLTERS, TEXAS

# PROGRAMED TEXT

**PROGRAM TEXT****FILE NO:****PROGRAM TITLE**

Leadership III

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**POI SCOPE:** This program teaches the student what goals and standards to set as a leader.

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**INSTRUCTOR REFERENCES:**

FM 22-100 DA PAM 600-2 HUMRRO (Ft Benning Div) Leadership Packet (Modified)

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## TABLE OF CONTENTS

PROGRAMED TEXT  
FILE NO:

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Leadership III

CONTENTS	PAGE NUMBER
1. PREFACE _____	iii
2. PERFORMANCE OBJECTIVES _____	1
3. PROGRAM _____	2
a. _____	
b. _____	
c. _____	
d. _____	
e. _____	
4. SELF EVALUATION EXERCISE _____	8
5. ANSWERS TO SELF EVALUATION EXERCISE _____	11
6. ITEMS TO BE ISSUED WITH PROGRAM _____	
7. _____	
8. _____	
9. _____	
10. _____	

## PREFACE

This block of instruction will assist the student in three areas. First of all, we will discuss the importance of goals and standards and how the leader established them within his unit.

The second point of discussion in this lesson deals with the leader's ability to have his personnel meet and maintain the goals and standards that he has set. Here different techniques and ideas are presented to aid the leader in this area.

The last portion of the lesson explains the two principle causes of failure, lack of ability or lack of motivation. Here the student is shown the difference between the two types, how they can be recognized and possible solutions for correction in each area.

Start with frame 1 and work each frame in succession. Each frame will usually ask you a question. The correct answer is printed on the top of the next frame. If you were incorrect, turn back and restudy the information before continuing on to the next frame. When you have finished the text, complete the self evaluation exercise. Now begin by studying the performance objectives on page 1.

## PERFORMANCE OBJECTIVES

The student without the aid of references, will be able to:

1. Specify why goals and standards are established.
2. Describe how a leader insures that his goals and standards are met.
3. Determine how to differentiate between ability and motivational failures.

A leader must set goals and standards for his men so they know what is expected of them. If they don't know what is expected of them, their effectiveness will decrease. Most people are afraid to do a task if they don't know what they are striving for. They feel uneasy doing the job.

Four good steps to use in setting goals and standards are:

1. State clearly and accurately what is expected.
2. State how it is to be done.
3. State how well it is to be done.
4. State why it is to be done as ordered.

As an aviator you will have to set goals and standards for your crew. If you do, they will feel better in executing their duties and do a better job.

Which of the following statements are true?

- a. Goals and standards are necessary to accomplish the mission.
- b. Goals and standards give your men confidence in doing their job.
- c. As a leader you do not have to set goals and standards if you take over an experienced group of men.
- d. The goals and standards of two leaders of similar units will be the same.
- e. A well disciplined soldier does not have to be told why he is required to do things a certain way.

TURN TO FRAME 2 PAGE 4

Answer: a. Determine if it is a motivation or an ability failure.

b. A man's past performance history

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FRAME 4

There may be occasions when a leader, after checking all the possible sources, will still be unable to determine if the failure is motivational or a lack of ability. On this occasion a leader should assume it is an ability failure. If this assumption is correct, the extra training will increase the person's ability. If his assumption is wrong, he will be minimizing the bad effects of a wrong decision. Extra training given to a motivation failure will not hurt the individual. If he is just not trying maybe the time he loses during the extra training will help to motivate him.

If we assume motivation failure when it is really an ability failure, the extra duty (not training) we may give will cause him to feel he is being punished for not trying when he really has been all along. This will cause him to lose the motivation he had in the first place.

As an aircraft commander you should assume that your crew chief's inability to perform proper maintenance is caused by a lack of ability if you can't find any other reason.

*True*  
Answer the following as either true or false.

a. Extra duty is given to an individual when a leader assumes a failure is caused by a lack of motivation.

*T* b. A leader should assume the failure is caused by lack of ability if he can't decide.

*T* c. An ability failure is usually cured by extra training.

TURN TO FRAME 5 ON PAGE 5

Answer: a and b are true. c is false because a leader must set goals and standards so the men know what he wants. He will usually make gradual changes when he assumes command. d is false because one leader will have different expectancies than another even though they have similar units. e is false because a soldier should be informed when orders are given.

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## FRAME 2

Once a leader has established his goals and standards he must check on the work to see that it is done as he desires. He does this through what we call the "quality control function of a leader." Through this function he checks the work as it is being performed and when it is completed. This provides a feedback to the men and lets them know if their performance meets his standards.

This check should be done early because if the work is being done correctly it will remove any uncertainty they may have. If it is being done incorrectly, corrections can be made while the problem is still fresh in their mind. In short, it provides an opportunity for a critique on both good and bad performances.

A crew chief has several responsibilities in maintaining his aircraft. He keeps records, performs certain maintenance functions and sees to the general cleanliness of the aircraft. As he performs this function you must check his work. This is especially true when you first start working together. By checking, you will get him to do the job correctly and will also help him to think along the same lines you do. If for some reason you cannot be around when a job is done in the future, you will then know it is being done properly without you.

Determine whether the following are true or false. If false, briefly explain why.

T a. Through the "quality control function" a leader can determine if his goals and standards are met.

F b. The only reason a leader checks the performance of his men is to see that they meet these goals and standards.

Answer: a. False The leader must first find the reason for this lack of motivation. If the leader is unsure if it is motivation or ability failure, then extra training probably will not hurt the individual.

b. True

c. True

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FRAME 5

Answer the following as true or false. If false, why?

*false*. a. In setting goals and standards, it is not necessary for a leader to state how well it is to be done, just how is sufficient.

*false*. b. By use of the quality control function, a leader can determine if a failure is a result of lack of ability or motivation.

*false*. c. A man's past performance history should not have any bearing on a leader's decision in determining the reason for a performance failure.

**CONTINUE TO THE SELF EVALUATION EXERCISE**

Answers: a True b False It helps him to determine if his goals and standards are met, but it also gives him a chance for a critique. This serves as a form of instruction and gets his men to think the same way he does so they will operate the same way he would if he isn't there.

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### FRAME 3

When a leader has a performance failure by his men he must determine what caused it. A performance failure cannot go unnoticed. The reason for failure can be classified as either a motivation or an ability failure. If it is determined to be an ability failure, the individual can be given extra training. If it is a motivation failure, he must either find some means to motivate the individual or find out what is bothering him and taking his mind off his job.

A leader has various means he can use to help him decide where the problem lies. The first thing he should do is check the man's past performance. If he always did well in the past the leader can figure it is not an ability failure and vice-versa. The leader can also check with the platoon's NCOs, make a personal observation, counsel the individual or find out through casual conversation.

If a crew chief does a bad job in maintaining his aircraft, a leader should first check to see how he has done in the past. He can also talk to the NCOs or talk to the crew chief himself. If he has always done good work in the past, the leader can assume the crew chief has lost his motivation for some reason.

- a. What is the first thing a leader should determine when he has a performance failure? *cause of it*
- b. What is the first thing he should check in determining if it is a motivation or an ability failure? *past record*

STOP RETURN TO PAGE 3

Answer: a. False A look at frame one will show you that the third step in setting goals and standards is "State how well it is to be done."

b. False The quality control function is used in checking goals and standards.

c. False His past performance history is the first thing that should be checked.

LEADERSHIP PART III  
SELF EVALUATION EXERCISE

1. Why should a leader set goals and standards?
  - a. To minimize some of the confusion in a new unit.
  - b. So the men know what is expected of them.
  - c. It enables a soldier to adjust to a new leader much faster.
  - d. It enables his men to be as efficient as the men of the other units.
2. How can a leader insure that his goals and standards are met?
  - a. By giving his NCO's more control of the men
  - b. By supervising the men himself
  - c. By evaluating work as it is being performed and upon completion
  - d. By establishing goals and standards that can be reached with a normal amount of effort.
3. In reacting to a man's performance failure, a leader should first
  - a. assume lack of ability and impose extra duty.
  - b. assume lack of motivation and apply positive incentives.
  - c. distinguish between motivation or ability failure and apply corrective action.
  - d. distinguish between duty or personality problems and apply positive incentives.
4. What will determine how high you can set your goals and standards?
  - a. The amount of freedom you give your men in performing their assigned tasks.
  - b. The amount of drive (spirit) you men have.
  - c. The proficiency your men have.
  - d. The amount of motivation and ability they have.
5. Which of the following is a step used in setting goals and standards?
  - a. Checking the goals and standards of other leaders to make sure yours are similar.
  - b. Applying the quality control function of a leader.
  - c. State why it is to be done as ordered.
  - d. Checking with the company commander to make sure he agrees with your expectations.

6. In imposing punishment for a performance failure, a leader should first

- determine what punishment is allowable for the offense.
- consult the company commander and obtain his approval.
- consider the man's past performance history.
- use a negative incentive of reduction to the next lowest grade for a performance failure.

7. As a new aircraft commander, WO KEY was assigned a specific aircraft and crew. His initial flight revealed that the aircraft was dirty and many of the engine areas were covered with grease and hydraulic fluid. The gunner and crew chief were both in need of a haircut and looked as if they had worn the same fatigues for a week at a time. The aircraft's log book, machine guns and overall maintenance were in a state of neglect. The new AC, instead of becoming angry and reprimanding the crew, presented the crew chief a list of basic requirements that he required in each area. He and his pilot inspected the maintenance and assisted the crew chief and gunner in meeting these requirements. The conditions of the aircraft began to improve. As a result the crew chief discovered that for the first time his helicopter was in contention for best ship in the company and he and his gunner exerted much extra effort and many hours in making their ship the best in the unit. The aircraft commander used which functional role to improve the appearance and maintenance of his aircraft?

- Motivating Performance
- NCO Use and Support
- Setting Goals and Standards
- Handling Disruptive Influences

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ANSWERS TO SELF EVALUATION EXERCISE

1. b
2. c
3. c
4. d
5. c
6. c
7. c

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