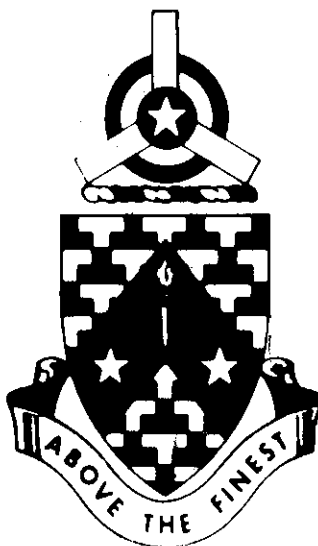


PROGRAMED TEXT

LEADERSHIP PART IV



DECEMBER 1967

**UNITED STATES ARMY
PRIMARY HELICOPTER SCHOOL
FORT WOLTERS, TEXAS**

PROGRAMED TEXT

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

Leadership IV

POI SCOPE: This program teaches the students the various aspects of motivations.

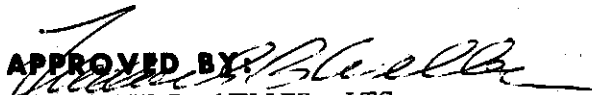
INSTRUCTOR REFERENCES:

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

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Leadership IV

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PREFACE

Capability is not the only important ingredient in performance. Motivation is an essential second ingredient, both for individuals and for units. Good performance is, in fact, the product of both. Neither is sufficient without the other.

Take a man with a lot of ability, but with no motivation to use it. This man generally will not do good work. Similarly, a man with a lot of motivation, but with no knowledge or ability, will also do poor work. The outcome is the same in each case although the cause is different. Both of these ingredients are important, but motivation is particularly important. It is essential, not only in the accomplishment of assigned tasks, but also in learning the required skills. It is critical; therefore, that the leader (a) be concerned with how well motivated his men are and (b) act toward them in a way calculated to produce high motivation.

This text will be concerned with motivation of your men and the methods we have to induce good motivation.

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

Upon completion of this program you will be able to:

1. Identify the relationship of motivation to the performance of the individual.
2. Identify the three general categories of individuals you must motivate.
3. Outline some considerations to be taken in each category.
4. Outline the systems of reward and punishments that a leader has available to him.
5. Identify the relationship between rewards and punishments and the performance of the individual.

FRAME 1

Motivation is the force that drives a man toward a certain goal.

Perhaps the most familiar illustration of motivation is that of the old man using a fishing pole to hold a carrot in front of his donkey as he rides his cart down the road. In this story, the donkey is always going at a good clip, in contrast to how donkeys usually go. The secret? Well, the donkey has a goal; the carrot. Because the carrot always seems to go as fast as the donkey, this goal is not achieved until they reach their destination. The force is the old man and the goal is the carrot.

This illustration applies also to your men. Each individual has a goal that he would like to achieve. As in the case of the donkey, his reward was based on his performance. We can apply this same principle by saying that motivation of your men to a degree of superior performance is best accomplished by showing them that attainment of their goals is based on their own performance.

Within your unit, you have noticed an NCO who has literally submerged himself in his work, who does good work and a lot of it. You ask yourself, "What is driving that man? Why is he working so hard?" When you know what is driving that man, you know, in a sense, what 2 him.

Fill in the above blank with the best answer listed below.

1. Propels
2. Motivates
3. Guides

TURN TO PAGE 4 FOR FRAME 2

Answer: True

FRAME 5

Place a C in front of those considerations used in motivating career-minded, a NC for non-career and a D for Draftee.

1. D Increased freedom D
2. C Promotion C
3. C Job security C
4. D Belief that his leaders will go to bat for him if he unwittingly violates regulations. D
- C 5. ~~NC~~ Job importance within his unit. C
6. NC Patience with their errors NC
- NC 7. ~~A~~ Protection from harassment NC

FRAME 6 PAGE 5

Answer: 2. Motivates

FRAME 2

There are three general categories of individuals who must be motivated under your leadership: the career-minded, the non-career and the draftees. Each category will require certain considerations.

The first category is the career-minded individuals. In actuality, these individuals are motivated from the start and value the good things the Army has to offer. If they are helped in their initial adjustment to the Army and not turned against the Army by needless harassment during their initial stages of training, they will work willingly for promotion, advancement and other forms of recognition that the Army is able to give.

The following are some important considerations in motivating your career-minded individuals:

1. Promotion (This includes monetary gain)

~~2~~ 2. Job security

3. Job satisfaction

4. Job importance within his unit.

5. Social approval

6. Guidance without harassment

Your NCOs in particular, along with a small percent of 18 to 20 year-olds, are career-motivated. They wish to stay in the Army and do well in terms of promotions, increased responsibility and job security. In addition, a man needs to feel that his job is important and that he is of some personal worth to the unit. Most men will like someone who likes them. Thus, if the man feels that his unit likes him, he will tend to like his unit and exert a greater effort in the improvement of advancement of the unit.

True or False

Your career-minded men are motivated from the start. Therefore, you do not have to take any action in motivating these individuals.

TURN TO FRAME 3 PAGE 6

Answer: 1. D 2. C 3. C 4. D 5. C 6. NC 7. NC

FRAME 6

A commander must have some way of rewarding his men for satisfactory completion of their tasks, or on the other hand, he must have some means of punishment for work that is unsatisfactory. Each plays a major role in the motivation of the man.

Some rewards that are available are:

1. Passes or time off
2. Promotions
3. Freedom from harassment
4. A word of praise

Some punishments that are available are:

1. Reprimands
2. Extra details, extra duties
3. Article 15
4. Courts-martial

Rewards, along with punishments, are used by parents to socialize their children. As you know, rewards are not enough. Punishments must also be available to enforce behavior standards. We also have a system of laws for those who commit offenses against society. We are a part of the society, but we have our own penal system under the Uniform Code of Military Justice to enforce the behavior standards within the military.

You have just returned from a field training exercise when your company commander informs you that he will hold a complete "spit and polish" inspection of all equipment at 0800 the next morning. It is now 1430 and, to be ready for the inspection, your men will have to work most of the night. How would you get the men to do an outstanding job on the inspection?

- a. Threaten them with restrictions if they fail to pass the inspection.
- b. Offer a 72-hour pass to every man and a bus to take them to town if the unit, as a whole, passes the inspection.
- c. Offer a special reward for successfully passing the inspection.

Answer: False

FRAME 3

The second category is the non-career individuals. Men who are not career-motivated contrast sharply with those who are. The career-minded goals are well identified and you can provide them; the non-career goals are not so readily defined. These men know they have no choice but to serve out their commitment of military duty. If they do not satisfactorily complete a task, they know that punishment will be imposed. To motivate these individuals, you should give them something to work for. What can you do to make their good work rewarding?

The following are some considerations in motivating these individuals:

1. Have patience with their errors, as long as they are really trying.
2. Provide protection from harassment, as long as they do well without it.
3. Administer treatment that recognizes their dignity as fellow humans, as long as they show they deserve it.
4. Give support in time of trouble, as long as you know they were trying to stay out of trouble and will continue to try in the future.

When you motivate a man, you give him something to work for. He must have implanted in his mind that he can succeed in accomplishing a task and that you will have patience, provide protection and give him support in time of trouble. His work then becomes valuable to him and he will do it in an outstanding manner.

True or False

Non-career individuals have goals which are not readily defined. To motivate these individuals you must give them something to work for and these make their good work rewarding.

Answer: c Offer a special reward for successfully passing the inspection.

FRAME 7

A balanced system of rewards and punishment in a unit is one that uses more positive (rewards) than negative (punishment) incentives.

There must be a set of negative incentives to serve as a background for the use of positive incentives. These are necessary because most men cannot be threatened with expulsion from the unit if they fail to do their work. Consequently, it must be possible to threaten them with loss of personal freedom for failure to work. However, with this as a background, positive incentives can be brought heavily into play. The negative incentives emphasize to the man that he has no choice but to stay in the situation. This being the case, he can make things either easy or hard for himself. The positive incentives serve as ways to make his life easier and to make his military duty more profitable for himself. Viewed in this light, they can be powerful motivators of good performance.

While you are in a supervisory role, make a clear and rigid policy for yourself to check the quality of all completed jobs in your unit and of all work you feel it proper to check. Praise outstanding work whenever it is found. Merited praise is an extremely important and effective positive incentive. The praise or other recognition must be made in terms of the effort the man exerted in doing the task. For example, routine work done in a routine manner should be acknowledged by a simple praise such as "a good job" or "well done". For outstanding work, special recognition should be given such as a pass or extra time off. The use of positive incentives, such as special recognition for outstanding work, develops expectancies in the men that their good work is a source of desirable ends. This gives them something positive to work for. The system should be designed to give the men maximum experience of succeeding when they try and of being rewarded for their good performance when they do succeed.

What type of positive incentive would you give a man who had done a routine job in a routine manner?

- a. Weekend pass
- ☒ b. A simple praise, such as "a good job"
- c. Extra duty
- d. Extra training

CONTINUE TO SELF EVALUATION EXERCISE

Answer: True

FRAME 4

The third category is the draftee. They are, by definition, poorly motivated to do good work. You will need to identify some positive goals that can be made contingent on their good performance.

The following are some considerations in motivating draftees:

1. Increased freedom
2. Avoidance of harassment
3. Belief that his leaders will go to bat for him if he unwittingly violates regulations

A man who is judged valuable to his unit receives certain freedoms that the less valuable men do not get. If his leaders know that he will do good work in their absence, he will have increased freedom from close supervision. It is a mark of trust that he will value.

Many soldiers come into the Army expecting to find harassment a part of their daily lives. If they find that this is not necessarily true and that they can avoid this harassment by doing good work, they will be well motivated.

The Army's system of rules and regulations is complex. It is not easy for a man to spend two years in the Army without violating at least one rule. If he can feel that good performance makes him of sufficient value to the unit that his leaders will go to bat for him when this happens, he will then be motivated to do good work.

True or False

The draftee, by definition, is poorly motivated to do good work. You can motivate these individuals by letting them know that the attainment of their goals, such as passes, time off, etc. will be based on their performance.

STOP RETURN TO PAGE 3 FOR FRAME 5

Answer: b. A simple praise, such as "a good job".

LEADERSHIP PART IV
SELF EVALUATION EXERCISE

1. SP4 Smith has been assigned to your maintenance section for two months. Since he has been in your section he has not performed satisfactorily. He graduated in the upper 5% of his class in maintenance school and his last CO stated he had done an outstanding job for him. What is lacking?
 - a. Technical and tactical proficiency
 - b. Discipline
 - ☒ c. Motivation
 - d. Esprit de corps
2. Motivation of your men to a degree of superior performance is best accomplished by:
 - a. Reward all your men with overnight passes for routine performance.
 - b. Punishing secretly those whose performance is unsatisfactory.
 - ☒ c. Showing them attainment of their goals is based on their own performance.
 - d. Frequent pep talks.
3. A balanced system of rewards and punishments is one that uses
 - a. negative incentive only.
 - ☒ b. more positive than negative incentives.
 - c. more negative than positive incentives.
 - d. positive incentives only.
4. Before your men will do good work they must be motivated. The degree of this motivation will depend upon how effective you use the system of rewards and punishments. The amount of reward or punishments given an individual must be based on:
 - a. The ability of the individual
 - b. The amount of morale displayed by the group
 - c. The group's performance
 - ☒ d. The individual's performance

5. Of all the areas that a leader should consider in the accomplishment of a mission, motivating performance is more important than any other. Under motivation, a military leader has three general categories of individuals who must be motivated to do good work. What are these?
- a. Draftees, misfits and volunteers
 - b. Non-career, career and volunteers
 - c. Draftees, career and volunteers
 - ☒ d. Career, non-career and draftees
6. Of the three categories of individuals to be motivated, there is one which, in actuality, is motivated from the start. Name this category and give three considerations which will continue their motivation.

CATEGORY career

CONSIDERATIONS:

- a. prom.
- b. job sec.
- c. limit harassment

ANSWERS TO SELF EVALUATION EXERCISE

1. c

2. c

3. b

4. d

5. d

6. Career-minded

Promotion

Job security

Satisfaction with his job

Importance of his job to the unit

Social approval within the unit

Guidance without harassment

L2429 Army-Ft. Sill, Okla.