

LEADERSHIP

REGION VII BASIC LEADERSHIP SCHOOL
SAN JUAN HIGH SCHOOL
CITRUS HEIGHTS, CALIFORNIA
18, 19, 20 NOVEMBER 1960

TRAITS OF LEADERSHIP

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2ND. LT. CCC

THERE IS NOTHING MORE DIFFICULT TO TAKE IN HAND, MORE PERILOUS TO CONDUCT, OR MORE UNCERTAIN IN ITS SUCCESS, THAN TO TAKE THE LEAD.....

————— MACHIAVELLI, The Prince (A. D. 1513)

- I. The leader and discipline
 - A. The results of a lack of discipline is disorder and confusion.
 - B. Always maintain self-discipline, its important.
 - C. A leader must have good habits.

- II. Leaders are made, not born!!!!!!(Always)
 - A. Leadership, a definition.
 - B. Types and qualities of leaders.
 - C. A good leader should find his weaknesses and correct them.
 - D. Self-evaluation is very important.
 - E. He also carries out orders cheerfully.
 - F. He must always carry out his orders, and he must obey them.

- III. Traits of leadership
 - A. Alertness
 1. Vigilance and promptness.
 2. Capitalize on a good situation.
 3. Always grab good situations.
 - B. Bearing
 1. Look the part of a cadet.
 2. Avoid profanity and ~~over~~ excessive bad habits. Remember a leader sets the example for the rest of the men.
 3. A good leader keeps physically fit.
 4. He always sets high standards.
 5. He should have physical courage as well as moral courage.
 - C. Courage
 1. This point should be stressed again and again. A leader should have physical courage as well as moral courage.
 2. He should have the courage to stand up for what he thinks is right.
 3. He should admit his mistakes.
 4. This is very important!! He should his emotions.
 5. He should set the example. (This is very important because if he sets a bad example the men are liable to follow in his footsteps.
 - D. Dependability
 1. He has the capacity to do the work with or without supervision.
 2. He must be punctual, honest, and exact.
 3. He makes the job done (makes sure it is done correctly)
 - a. Remember!! It takes as much energy to do the job poorly as it does to do the job the right way-----.
 - b. Men's lives may at sometime depend upon doing a job well.
 - E. Enthusiasm
 1. Positive zeal of interest.
 2. The desire to do the job well.
 - F. Forcefulness

2. A good leader must be forcefull but not lide this: Get it done or else.
 3. He must have subordination of his will but he should not surrender it.
- G. Humility
1. Freedom from arrogance and unjustifiable pride.
 2. Don't be a glory hound.
 3. Always admit a mistake.
- H. Humor
1. Accept and appreciate the amusing things of life
but don't roll over on the f~~h~~oor laughing at everything.
 2. Little things mean the most to your men.
- I. Dedication
1. Mission is first duty.
 2. The welfare of your men is sicond.
- J. Initiative
1. Do things without being told.
 2. Assume responsibility.
 3. Think ahead.
 4. Never put off a task until tomorrow -----it may be to late.
- K. Justice
1. Give a square deal.
 2. Build morale and discipline.
 3. Be impartial and impersonal.
 4. Commend or pumish when the situation merits.
 - a. Punish in privacy.
 - b. Commend in public.
- L. Loyalty
1. Support your fellow cadets.
 2. Devotion to those above and below you and to the mission.
 3. Do not offend others unnecessarily in public.
 4. A leader must possess in great great quantitys loyalty.
- M. Tack
1. Saying right thing at right time.
 2. Don'T ask someone to do something you would not do.
 3. Be considerate to the other fellows rights.
- N. Unselfishness
1. Men come before you.
 2. No leader can succeed if his position is supported solely by the authority of regulations.

REGION IV
ANNUAL BASIC LEADERSHIP SCHOOL
SAN JUAN H.S.
18, 19, and November 1960

OUTLINE FOR
PRINCIPLES AND PRINCIPLES OF
LEADERSHIP

- A. INTRODUCTION
1. WHY ARE WE HERE?
- B. V.I.P. PRINCIPLES
1. WE MUST HAVE FAITH IN OUR DEMOCRATIC FORM OF GOVERNMENT, BUT NOT BLIND FAITH
 2. KNOW AND PRACTICE THE TEN COMMANDMENTS
 3. KNOW THE FOUR IMPORTANT INDICATORS OF LEADERSHIP
 - a. DISCIPLINE
 - b. MORALE
 - c. ESPRIT DE CORPS
 - d. EFFICIENCY
- C. RECOGNITION OF THE DIFFERENCES OF THE TYPES OF
..... AUTHORITARIAN VS. PERSUASIVE.....
- I. PRINCIPLES
1. KNOW YOUR JOB
 2. KNOW YOURSELF AND SEEK SELF IMPROVEMENT
 3. KNOW YOUR MEN AND LOOK OUT FOR THEIR WELFARE
 4. KEEP YOUR MEN INFORMED
 5. SET THE EXAMPLE
 6. INSURE THAT THE TASK IS UNDERSTOOD, SUPERVISED AND ACCOMPLISHED
 7. TRAIN YOUR MEN AS A TEAM
 8. MAKE SOUND AND TIMELY DECISIONS
 9. SEEK RESPONSIBILITY AND DEVELOP A SENSE OF RESPONSIBILITY AMONG YOUR SUBORDINATES
 10. EMPLOY YOUR COMMAND IN ACCORDANCE WITH ITS CAPABILITIES
 11. TAKE RESPONSIBILITY FOR YOUR ACTIONS

Region IV

Annual Basic Leadership School

San Juan High School

18, 19, and 20 November 1960

INSTRUCTOR: MAJOR LESLIE E. LAHR

SUBJECT: LEADERSHIP ASPECTS OF RIFLE MARKSMANSHIP

I. Leadership

A. Defined:

1. The art of influencing the behavior of others
2. The ability to let other people have YOUR way

B. Types of Leadership

1. Force
2. By persuasion

C. What makes a leader

1. Birth
2. Self development
 - a. "And in the average man is curled
The hero stuff that rules the world." Sam Walter Foss
3. Who do you think of as a leader?
 - a. Why?

4. Leader, defined:

- a. Webster: One who leads, the first instrument in an orchestra

5. Characteristics of a leader

D. Factors in achieving leadership status

1. The need to communicate your desires to others
2. Problems
 - a. Do you know your subject?
 - b. Are you making yourself understood?

E. The Four Mental Levels

1. The Closed Mind

- a. Opposed to everything
- b. Does not want any change
- c. Why?
 - (1) Usually afraid of failure
 - (2) Sometimes ignorant of better methods
- d. How to open a closed mind
 - (1) Appraise and evaluate your position
 - (a) How many people believe in you?
 - (b) How many people have confidence in you?
 - (c) How many people have an open mind to you?
 - (d) How many peoples' minds are closed to you?
 - (2) Determine your status
 - (a) Are you wrong?
 - (b) Are you partly right?
 - (c) Is the other fellow wrong?
 - (d) Are you right all the way?
 - (e) Try to see the other fellow's view point
 - (f) Arrive at some degree of understanding

2. The Open Mind

- a. Ready to listen
- b. The make or break stage
- c. Needs to be convinced

(cont.)

3. Confidence
 - a. Will try if you say so
 - b. Probably the most critical stage
 4. Belief
 - a. The result of satisfactory experiences with you
 - b. Places a heavy responsibility on the person believed
- II. Leadership in Rifle Marksmanship
- A. Qualities of a good rifleman
 1. Knows his weapon
 2. Has confidence in his ability to use it effectively
 - a. In competition
 - b. In combat
 - (1) Korean conflict
 - (2) Tim Murphy at Stillwater, New York, two bullet, one General
 - (a) The Battle of Saratoga
 - B. Qualities of a Good Rifle Instructor
 1. Knows his subject
 2. Experience
 3. Knows how to teach
 - C. Learning the Subject
 1. Learn the names and function of all the parts of your weapon
 - a. Use the weapon as a training aid
 - b. Use books and manuals
 - c. Use charts
 - D. Experience
 1. Fire for qualification
 - a. Analyze your targets to determine cause of errors
 - (1) Improper sight alignment
 - (2) Jerking the trigger
 - (3) Bucking the shot
 2. Fire in competition
 - a. Against other Cadets
 - b. Against other teams
 - c. Against other clubs
 - E. Learning to Teach Rifle Marksmanship
 1. The Four Steps to Successful Teaching
 - a. Explain
 - (1) Describe carefully what you intend to do.
 - (a) Put the student at ease, relax
 - (b) Find out what he already knows
 - 1'. If information is incorrect, remember the steps toward winning confidence and belief
 - (c) Get the student interested
 - (d) Check out position, equipment and supplies
 - b. Demonstrate
 - (1) Tell, show, illustrate what is to be done
 - (2) Question carefully and completely
 - (3) Stress key points
 - (4) Instruct clearly and correctly
 - (5) Take up one point at a time
 - (6) Pace your teaching effort fast enough to maintain interest.
 - c. Try Out
 - (1) Test student by having him do
 - (2) Have student tell and show you
 - (3) Have student explain the key points

d. Follow Up

- (1) Check progress frequently
- (2) Know what progress is being made, maintain records
- (3) Encourage questions and refresher sessions

III. Recapitulation

A. Why should we train Riflemen?

1. National Defense
2. Self Defense
3. Recreation
4. Development of Leadership Capabilities

B. Analysis of Leadership Capabilities

1. An Expert Rifleman must:

- a. Be self-reliant
- b. Know himself
- c. Be self-disciplined
- d. Physically fit
- e. Have and develop initiative
- f. Have good judgment
- g. Be personally responsible for
 - (1) Safety
 - (2) Maintaining a high standard of sportsmanship

h. Be courageous

i. Know his weapon

j. Have confidence in his ability to use his weapon effectively

2. Riflery and its Relationship to Leadership

- a. Any achievement in riflery is the result of individual effort
- b. Any achievement in leadership is the result of individual effort
- c. The requirements of a good rifleman are those of a good leader
- d. The effectiveness of a riflery instructor is a demonstration of applied leadership

3. Other benefits

a. Civilian life

- (1) The self-control, knowledge of people and self-reliance gained in becoming an Expert Rifleman and an Expert Instructor are as effective in other pursuits as they are in sending a bullet through the center of the target.

IV. Responsibilities of Leadership

- A. Recognize the needs and rights of others
- B. A responsibility to do the honest, best thing
- C. Recognize that leadership draws criticism as well as credit
- D. Be honest with yourself, in your dealings with others and fearless in your position
- E. Unflinching and unfailing loyalty to your ideals, your superiors, your subordinates and your Country
- F. Recognize that you can't always win, but you may help open the way to eventual victory:

"Charge once more, and then be done,

Let the victors when they come, when the forts of folly fall

Find your body by the wall!"

V. References

- A. The Infantry School Publication "Rifle Marksmanship"
- B. Successful Human Relations - Wm. J. Reilly
- C. How to be a Successful Leader - Auren Uris
- D. Original material by the author

INTRODUCTION TO THE METHOD OF INSTRUCTIONAL LEADERSHIP

I. GREAT NEED FOR GOOD INSTRUCTION

- A. Ability
 - 1. All people are not equal in ability.
 - 2. This course by itself will not teach you to be a good leader.
- B. Good leaders must know how to instruct.

II. THIS COURSE IS DESIGNED TO PRODUCE GOOD CADET INSTRUCTORS

- A. A good cadet instructor s
 - 1. Should improve his instruction.
 - 2. Better learning results in better cadets.
 - 3. If the cadets haven't learned the subject the instructor has left something out.

III. FOUR STEPS IN PREPARING A LESSON PLAN.

A. Preparation

Preparation planning stage

- a. Make sure the instructor knows the material on all aspects of the planning.
- b. The result of observing all aspects of the material is how the material is to be gotten over to the cadets.
- c. Find out what facilities are available.
- d. Type of "getting over" to the cadets.
 - (1.) Lecture.
 - (2.) Conference.
 - (3.) Demonstration.
- e. If you need assistance get it before hand.
- f. Study your subject.
- g. Prepare a good lesson plan.
- h. THIS IS THE MOST IMPORTANT STEP.

B. Presentation

1. Presentation planning stage

- a. How to put the subject across to the cadets.
- b. How we learn.
 - (1.) Five senses used in learning.
 - (a.) Hearing
 - (b.) Seeing
 - (c.) Feeling
 - (d.) Touching
 - (e.) Smelling
- c. In learning skilled subjects use these helpful steps:
 - (1.) Instructor does and tells.
 - (2.) Instructor does and student tells.
 - (3.) Student does and instructor tells.
 - (4.) Student does and tells.

C. Application

1. Application planning stage

- a. Put into action what you have learned.
- b. Practice makes perfect.
- c. Doing or setting the example is the most effective way to teach.
- d. Performance of the instructor is very important.
- e. He should use supervised performance.
- f. He should use group performance.
- g. He should also use the coach and pupil method.

D. Examination

1. Examination planning stage.

- a. Purpose of examination? Performance learned by the cadets.
- b. Instructor should have a good standard of grading.
- c. Ways of evaluating and improving instruction.
 - (1.) Written test.
 - (2.) Oral test.
- d. Types of tests.
 - (1.) Aptitude test.
 - (2.) Achievement test.

E. Review

- 1. Review planning stage.
 - a. Instructor makes sure his students are trained.
 - b. He reteaches important points.
 - c. Strengthens weaknesses.
 - d. Impresses important points over and over again!!!
 - e. All important points are emphasized.
 - f. All principles are pointed out and stressed.
 - g. How the review is conducted.
 - (1.) Review other four steps.
 - (2.) Point out faults.
 - (3.) Self-evaluation.
 - (4.) Summarize all the facts.
 - H. Has students elaborate on important points.
 - i. Allows a chance for questions.
 - j. Always allows at least 10 minutes for questions.

PREPARATION STAGE OF INSTRUCTION

- I. Phases in procedure.
 - A. Preparing the instructor.
 - B. Teaching others.
- II. Introduction.
 - A. It should grab the interest of the group.
 - B. It is also an estimate of the topic.
- III. Steps of preparation.
 - A. Estimate of situation.
 1. Mission-----Just what he is to accomplish.
 2. He takes any factors affecting orderly training into consideration.
 3. He analyzes the subject.
 - B. Select and organize material (subject).
 1. He takes into consideration the background of the student.
 2. He uses training aids ETC. if available in his training.
 - C. He should also take into consideration the equipment, facilities, and training aids he is to work with.
 - D. He should take into consideration the time available.
 - E. Also the help needed, if any, should be considered.
 - F. He should make full use of all training aids.
 - G. A lesson plan should be a written and carefully organized outline of all details connected with the presentation.
- IV. A lesson plan will;
 - A. Make wise selection of material and a complete coverage of the subject.
 - B. It aids in the proper order of presentation.
 - C. It's a time control.
 - D. It gives confidence to the instructor.
 - E. It is guide for the instructor.
 - F. It also records the state of training.
- V. Rehearsal.
 - A. It practiced in front of an audience of one or more.
 - B. It checks on the instructor's timing.
 - C. It also brings out the timing of the training aids.
- VI. Final check.
 - A. Instructor checks at the last minute on everything.
- VII. An instructor's nevers.
 - A. Never bluff to cover lack of knowledge.
 - B. Never use profanity or obscenity.
 - C. Never use sarcasm.
 - D. Never talk down to a class (snob).
 - E. Never lose patience with a class.
 - F. Never let students forget importance of subject material.
- VIII. Motivation.
 - A. It is being in the frame of mind to study or arouse interest.

PRESENTATION STAGE OF INSTRUCTION

- I. Instructional material available.
 - A. Any textbook written on teaching.
 - B. TM-21-50 1943 edition.
 - C. FM-21-5 Military training---Chapter 6, 1950 edition.
 - D. FM-21-6 Technique of military instruction---Chapters, 5,6,7,9, 1954 edition.
 - E. Instructors set presentation stage revised 1959---0403-NG.

- II. Presentation planning stage.
 - A. How to present material.
 1. Show enthusiasm !!! This is very important.
 2. Always have some type of introduction.
 3. Consideration on how much you are going to put on the material helps.
 4. There is no prescribed way or form for an introduction.
 5. Follow these helpful points and you should have a good introduction.
 - a. You should keep in mind that during the introduction what you are going to give in the main lecture or demonstration.
 - b. Motivation plays a big part in the introduction.

- III. Four parts a presentation should have.
 - A. Introduction.
 - B. Body.
 - C. Explanation.
 - D. Summary.

- IV. Methods of presentation.
 - A. Lecture.
 - B. Conference.
 - C. Demonstration.

- V. The ideal way to present a subject to a large group is the lecture.

- VI. The best way to get your point across to the group is the conference method-----only if the time is available since this method is very time consuming.

- VII. Explanation.
 - A. It explains the subject in detail.
 - B. It's tries to develop an understanding of the subject.

- VIII. Body.
 - A. The body applies the main learning of the subject.

- IX. Summary
 - A. Brief review
 - B. There is an old saying "There is learning through repetition."
 - C. Always present a summary at the end of every lesson.

EXAMINATION STAGE

- I. The examination stage is a test to find out what you as an instructor have taught the cadets.
 - A. All commanders and instructors use tests to evaluate training.
 - B. The examination is a test of student knowledge, ability, and skill.
 - C. This stage aids in improving instruction.
 - D. It provides an incentive for learning, a goal to help you along.
 - E. It provides a basis for assigning grades.
 - F. It provides a basis for determining when to give help to the individual cadet.
 - G. It provides a selection of guidance and help for trainees.

II. Types of tests

- A. There are two types of tests.
 1. Aptitude test.
 - a. What you are capable of learning.
 - b. It is given at the beginning of a course.
 2. Achievement test.
 - a. What you have learned during the course of period of instruction.
 - b. It is given at the end of the course.
 - c. There are two types of achievement tests.
 - (1.) Oral test.
 - (2.) Written test.
 - (3.) Performance test.
 - (a.) A performance test is the most used in the military.
 - (b.) It gives the trainees a chance to do the job.
 - (c.) It assesses the trainees ability to do the job.
 - (d.) It checks the performance step by step.
 - (e.) It reveals the students shortcomings and checks on safety procedures.
 - (f.) The disadvantages of this type of test are: It takes a lot of time.
 - (g.) It takes more trained instructors.
 - (h.) Also it is difficult to administer in some situations.

III. Characteristics of a good test.

- A. It should be valid (that is it relates to the subject.)
- B. It should be reliable (that is it is accurate and consistent.)
- C. It should have an objective (that is it gets all the feelings out of the test.)
- D. It is discriminatory (that is it finds out how much the student knows in relationship to the other students.)
- E. It is comprehensive (that is it measures how much the student knows or understands about the subject.)
- F. It should be easy to give and easy to score.

IV. Preparing a test (making the examination in accordance with the points above.)

- A. Draw up test outline. (set the purposes for testing the cadets.)
- B. List the main points to be covered.
- C. Consider how it takes to give the test.
- D. Write the questions themselves down.
- E. Get all the items together.
- F. Board the test. (that is test the test.)
- G. Prepare the test materials.
- H. Analyze or review the test. Make you check all aspects.

SUPERVISION IN LEADERSHIP

- I. Unit as a whole.
 - A. A great deal depends on inspections.
 1. Don't hurry through an inspection.
- II. Supervision of training.
 - A. Usually done by the senior N.C.O. and Officers of the unit.
- III. Administration.
 - A. Usually it done by an Officer.
 - B. He is responsible for everything done in his unit.
 - C. Every man should know something about administration (even if you are a private.)
- IV. Staff Officers.
 - A. S-1 He is the Adjutant.
 - B. S-2 He is the Intelligence Officer.
 - C. S-3 He is the Operations Officer.
 - D. S-4 He is the Supply Officer. He is the most important one of the staff.
- V. Supervision.
 - A. Supervision must be a daily observation.
 - B. Daily conduct of the cadets must be reasonable but not excellent.
 - C. A good leader supervises himself. This is very important.
- VI. Individual counseling.
 - A. The squad leader must counsel with the individual cadet if the cadet seems to have any problems. If he cannot solve these problems he must take them up the chain of command.
 - B. Always use tact. Don't embarrass the cadet in front of the unit unless you want the cadet to dislike you.
- VII. Know your business.
 - A. Not only should you know your business you should also know something about every man in your unit.
 - B. If a supervisor is late and the class has already begun he should walk in on the class? NEVER!!!!!!!!!!!! because if the man teaching the men knows his business he will call the class to attention. This disrupts the men sometimes to where they will get nothing out of the class.
 - C. The most important of supervision is to follow up what you have said.

CLASSROOM DISCIPLINE

Basic Leadership School, San Juan High School, Nov. 18, 19, 20, 1960
Instructor: 1st Lt J.W. Oates, Cmdt, Roseville UHS

I METHODS OF AVOIDING DISCIPLINE PROBLEMS IN THE CLASSROOM

- A. Classroom procedure should be established either previous to or at the beginning of the class.

Example: "Stand when answering or asking questions."

1. Let the men know what benefit they will receive from this class at the first of the class.

- B. You must secure the immediate ATTENTION of the group.

1. Secure and maintain the attention by making subject interesting.

a) To make the subject interesting use the following methods:

- (1) Be enthusiastic
- (2) Talk and look right at the men
- (3) Use illustrations which are interesting to the group
- ✓(4) Know your subject
- (5) Demonstrate leadership in balance of humor and control.
- (6) Use voice quality and volume effectively
- (7) Be alert - look alert

2. Avoid these which tend to break down class discipline:

- a) Use of sarcasm or ridicule in discussion
- b) Anger (uncontrolled)
- c) Overly severe punishment for not paying attention
- d) Monotone voice
- e) Lack of knowledge of subject
- f) Nervousness (obvious)
- g) Never use a bluff to cover lack of knowledge

3. Methods of getting and keeping the groups attention:

- a) Questioning technique - (If a man is not paying attention use this)
- b) Encourage men to know the right answer and not be apathetic
- c) Sit your men upright in their seats and keep them there (not slumped)
- d) Stretch breaks inserted in long lectures help keep men alert
- e) Maintain military bearing and business-like manner
- f) Use interesting training aids (if available)

II SUMMARY

Basic rules for avoiding discipline problems in the classroom:

1. Set up standards (and follow them to the letter)
2. Gain attention and keep it.
3. Maintain interest throughout class
4. Use proper questioning techniques
5. Exercise leadership
6. Handle each problem at the moment, don't put it off until it worsens.

CLASSROOM DISCIPLINE

- I. If you want discipline in a classroom you must establish it prior to the class.
- II. Prepare for class problems ahead of time. Like if you don't have enough seats.
- III. The biggest point in class discipline is that you are there to teach.
- IV. If you shout at the cadets you'll end up shouting all the time.

DRILL INSTRUCTION

- I. Orderly movement of troops requires a precision drill (in the military.)
 - A. Drill teaches physical co-ordination.
 - B. Drill teaches self discipline and steadiness in ranks.
 - C. Drill teaches precision and teamwork.

- II. Qualititys of a good drill leader
 - A. Good command voice.
 - B. Distincly spoken words.
 - C. A complete knowledge of the FM-22-5.
 - D. He must know standard commands.
 - E. He must know how to give commands correctly.
 - F. He must watch his posture and neatness of his clothing.
 - G. He must have snap in his commands.
 - H. He must have complete control of his unit.
 - I. Prior planning helps.

- III. Teaching drill
 - A. Plan sbhedule. Have it not too slow for the fast ones but not to fast for the slow ones.
 - B. Spend extra time with the slow ones.
 - C. Start the training with the NUMBERS!!!!!!!!!!!!!!!!!!!!!!!!!!!!
 - D. B e correct,know the manual.
 - E. Encouzage the men to practice at home.
 - F. Recognize achievements, Especially 1st year men!!!! This raises the morale.
 - G. Take the slow ones off to side and teach them seperate if they do not get the movement.
 - H. Empasize steadiness in rands.

- IV. Important techniques to practice
 - A. Precision.
 - B. Orderly movement of troops.
 - C. Physical co-ordination.
 - D. Gave the individual cadet a chance to lead and how to execute the movements.
 - E. Always have a good command voice. Watch the tone and dictinness.
 - F. Always remember your bearing!!!!!!!! THIS IS VERY IMPORTANT. Alwa ys be neat.

ADMINISTRATIVE LEADERSHIP

- I. Administrative leadership is the art and science of managing administration and administrative personnel.
- II. Importance
 - A. Paper work must always function properly and work out at all times.
 - B. Work is done by the 1st Sergeant supervising the clerk.
- III. Battalion personnel.
 - A. S-1 Personnel.
 - B. S-2 Intelligence and public relations.
 - C. S-3 Training and logistics.
 - D. S-4 Supply.
- IV. The Battalion commander is responsible for all jobs done or not done.
- V. To whom and to where your work can be conducted is an important factor.
- VI. You have to be an expert leader for administrative work.
 - A. Strive for perfection.
 - B. Three and Four men should be near perfection.
 - C. Practice all methods perfectly.
 - D. Always look for better methods.
- VII. Chain of Command.
 - A. Cadet.
 - B. Squad Leader.
 - C. Platoon Sergeant.
 - D. Platoon Leader.
 - E. Company Commander.
 - F. Battalion Commander.
 - G. Commandant.
 - H. Principal.
 - I. District Superintendent.
 - J. School Board.
 - K. Regional Superintendent.
 - L. Adjutant General.
 - M. Governor.

LECTURE OUTLINE
MILITARY LEADERSHIP AND DISCIPLINE

I. LEADERSHIP "You must want to lead."

A. The ten (10) Principles of Military Leadership:

1. Know yourself and seek self improvement.
2. Know your job.
3. See that the task is understood, supervised and accomplished.
4. Know your men and take care of them.
5. Keep your men informed.
6. Set the example yourself.
7. Accept responsibility.
8. Develop teamwork.
9. Make sound and timely decisions.
10. Employ your command accordance with its capabilities.

B. The Essential Traits of a Leader:

1. Honesty.
2. Knowledge.
3. Courage (physical and moral).
4. Decisiveness.
5. Dependability.
6. Initiative.
7. Tact.
8. Justice.
9. Enthusiasm.
10. Bearing.
11. Endurance.
12. Unselfishness.
13. Loyalty.
14. Judgement.

II. DISCIPLINE "Discipline is an integral part of Leadership"

- A. When a Leader of men has a job responsibility he must, as an individual see to it that it is carried out. (Supervision)
- B. A leader should give only those commands which are necessary.
- C. If a command is given clearly, with understanding on the part of his men it is likely it will be carried out properly.
- D. If your men respect you the "Discipline " will be well established. (Know what you are talking about)
- E. If you take an interest in you mens problems and try to help them it will help your discipline considerably.
- F. Unpleasantness with your men must be a part of leading--but make sure there has been no mistake. A justifiable reprimand is acceptable but if no basis exists then antagonism develops. "A helping hand is better than a foot in the face." They will react better to confidence in you as a leader rather than fear of the consequences of disobedience.
- G. If your men think of you as Decisive, Thoughtful, Just, and Impartial as a Leader the "Discipline" required in the Military will be established with very little effort.
- H. Your men must wish to follow you as you lead, or you have no "Discipline"and are not a "Leader".

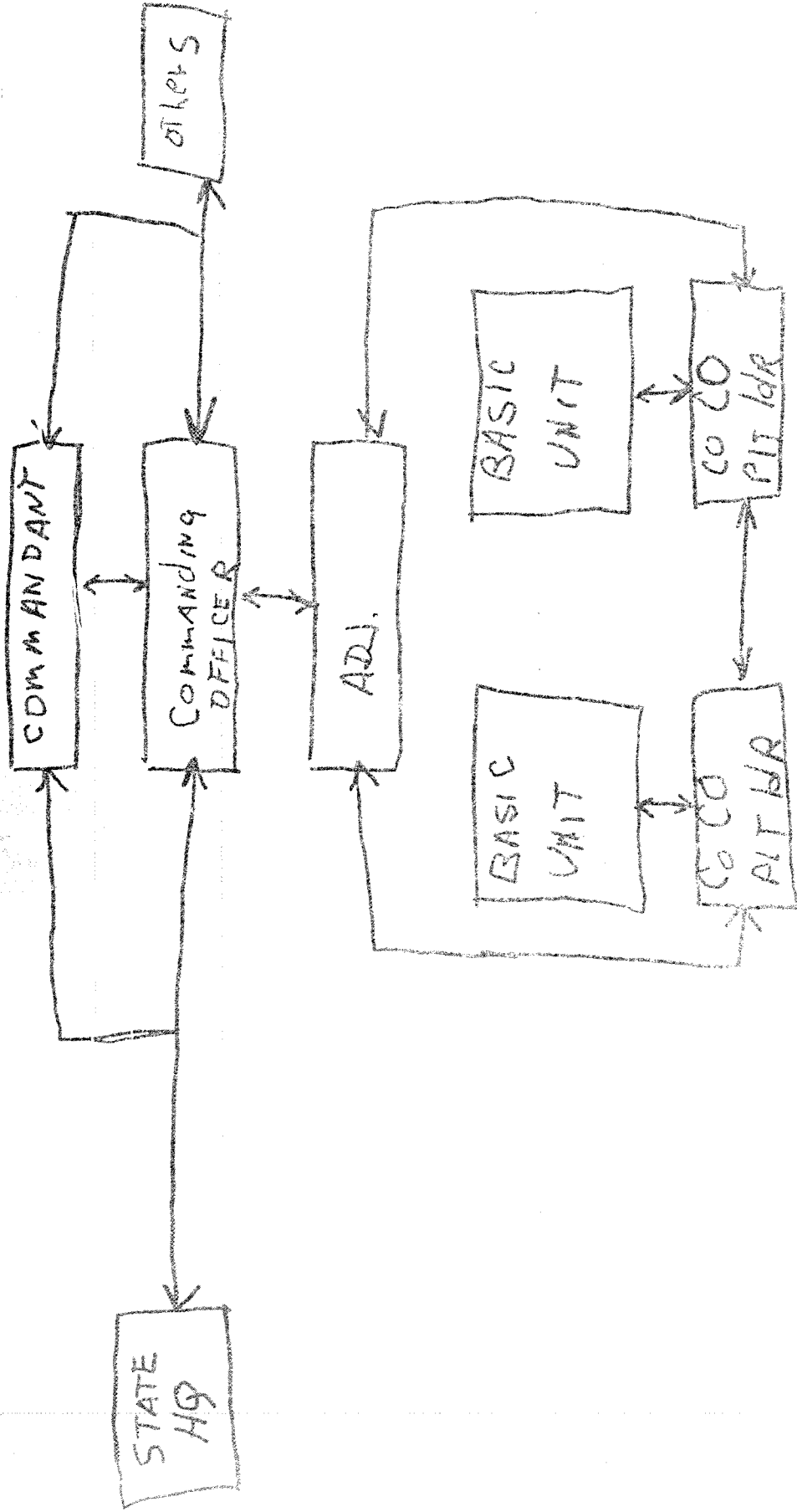
Leadership

I. Exactly what makes a leader:

II. Leadership is a quality which must be developed

A. a leader must:

1. take responsibility for his actions
2. know himself and seek self improvement
3. sets the example
4. seeks responsibility
5. insures that the job is understood
6. knows his men and looks out for their welfare
7. keeps his men informed
8. trains his men as a team.
9. makes sound and timely decisions
10. knows his job!



PROPER CHANNELS OF COMMUNICATIONS

REGION IV LEADERSHIP SCHOOL
 SAN JUAN HIGH SCHOOL
 CITRUS HEIGHTS, CALIFORNIA
 18-19-20 November 1960

SELF EVALUATION OF THE CADET LEADER

I. Introduction..... Refer to my lecture of last evening and in particular to the "I" PRINCIPLE which was written as "KNOW YOURSELF AND SEEK SELF IMPROVEMENT".

- A. Why? There are two important ideas at play here, namely:
1. You must want to improve and hence subject yourself to constructive criticism from fellow cadets, teachers and other responsible people.
 2. You must be willing to constructively criticize yourself.. This is the problem we will consider here.....

II. You must be willing to constructively criticize yourself...But how?

- A. Build up a check list of leadership traits from which you can evaluate yourself against what you think you should actually be.
1. A word of caution..... many of us have a tendency to either underate or overate ourselves. Experience and guidance from our commandant and counselor will help here.
 2. Remember no man is perfect... we can only strive to do our best or perform as close to our potential as is possible.
- B. Have the responsible cadets in your unit evaluate you over the same points that you evaluate yourself from.
1. Ask these cadets to add comments which may be pertinent to your improvement.
- C. Ask your commandant and other classroom teachers for an evaluation of the traits you have built up. Also, ask if these teachers agree with the traits you have chosen.

III. In any self evaluation you must always keep the V.I.P. PRINCIPLES in the foremost position.

IV. Here are some traits that you might consider in building your list with a little check system.

		.1.	.2.	.3.	.4.	.5.
1.	LOYALTY					
2.	CONSCIENTIOUSNESS					
3.	ALERTNESS					
4.	DEPENDENTLY					
5.	FORCEFULNESS					
6.	TACT					
7.	JUSTICE					
8.	ENTHUSIASM					
9.	SENSE OF HUMOR					
10.	HUMILITY					

REGION IV BASIC LEADERSHIP SCHOOL
SAN JUAN HIGH SCHOOL
CITRUS HEIGHTS, CALIF.
18, 19, AND 20 NOVEMBER 1960

SCHEDULE "A"

FRIDAY 18 NOVEMBER

1600 Registration and Assignment
1730 Officers Call
1745 Mess call (by platoons- 1,2,3,4,5,6)
1845 Introductions- Maj. Porter (cafeteria)
1850 Welcome- Mr. Relfe W. Leavitt
1900 Traits of Leadership- Maj. Malouf
2000 Principles of Leadership- Maj. Armstrong
2100 Leadership and Rifle Marksmanship- Maj Lahr
2230 Call to Quarters
2245 Taps

SATUDAY 19 NOVEMBER

0600 First Call
0610 Reveille- Physical Training
0630 Police Call
0700 Mess Call (by platoons 2,3,4,5,6,1,)
0755 Assembly
0800 Introduction to Instructor Training-Col Speed (cafeteria)
0900 Break
0910 Section Meeting (see schedule B for location of section meetings)
1010 Break
1020 Section Meeting
1120 Break
1130 Prepare for Mess
1140 Mess Call (by plts 3,4,5,6,1,2)
1225 Assembly
1230 Section Meeting
1330 Break
1340 Section Meeting
1440 Break
1450 Section Meeting
1550 Break
1600 Section Meeting
1700 Break
1720 Prepare for Mess
1730 Mess Call (by plts 4,5,6,1,2,3)
1900 Assembly
1910 Administrative Leadership- 2/Lt Simeroth
2010 Self Evaluation of the Cadet Leader- Maj. Armstrong
2110 Break
2145 Call to Quarters
2200 Taps

SCHEDULE "A" (CONT'D)

SUNDAY 20 NOVEMBER

0600 First Call
 0615 Reveille- Physical Training
 0630 Police Call- Turn in cots
 0700 Mess Call (Catholics eat first, then by plts 5,6,1,2,3,4)
 0740 Catholic Church Call
 0800 Protestant Church Call
 0910 Assembly
 0920 Command Voice- Maj. Temple
 1020 Break
 1030 Seminar Discussions- Problems of the Cadet Leader
 1130 Break
 1140 Prepare for Mess
 1200 Mess Call (by plts 6,1,2,3,4,5)
 1255 Assembly
 1300 Awards Ceremony
 1330 Depart for Home Stations

SCHEDULE "B"

Section meeting will include the following classes:

<u>NR</u>	<u>CLASS</u>	<u>INSTRUCTOR</u>	<u>ROOM</u>
#1	Preparation of Instruction	Lt Col Sullivan	F-1
#2	Presentation of Instruction	1st Lt long	F-3
#3	Examination and Evaluation Methods	1st Lt Keefe	F-4
#4	Supervision of Training	Brig Gen Thompson	F-5
#5	Class Discipline	1st Lt Oates	G-4
#6	Drill Instruction Methods	2/Lt Simeroth	G-1

Platoons will go to these section meeting as shown below:

<u>Time</u>	<u>1st Plt</u>	<u>2nd Plt</u>	<u>3rd Plt</u>	<u>4th Plt</u>	<u>5th Plt</u>	<u>6th Plt</u>
0900	#1	#2	#3	#4	#5	#6
1020	#2	#3	#4	#5	#6	#1
1230	#3	#4	#5	#6	#1	#2
1340	#4	#5	#6	#1	#2	#3
1450	#5	#6	#1	#2	#3	#4

CENTRAL VIRGINIA LEADERSHIP SCHOOL
SAN JUAN HIGH SCHOOL
CITIZEN RIGHTS CAMPUS
19-19-20 NOV 1960

C
Last Name
Initial
76
Score

COWAN Robert
Last Name First Name

Sgt. Roseville
Rank School

TRAITS OF LEADERSHIP

TRUE-FALSE If the answer is more true than false put a "T" to the left otherwise put an "F".

- F 1. A cadet must show all the leadership traits in order to be a good leader.
F 2. Leadership traits are only used in military life.
T 3. By self-analysis a cadet can tell in what traits he is deficient.
F 4. Because a cadet excels in one trait he should not have to worry about developing it any more.
F 5. When a cadet leaves Leadership School he will be a good leader.
F 6. Leadership is dependent upon personal traits and cannot be developed.
F 7. Courage need only be physical.
F 8. Force is the ability to impose one's will upon another.
F 9. Humility is arrogance and unjustifiable pride.
T 10. Enthusiasm is the positive zeal or interest in the tasks at hand.

MULTIPLE CHOICE Place the letter of the most correct answer on the line to the left.

- C 11. A cadet who deals with subordinates in an appropriate manner without giving offense is (a) forceful (b) humorous (c) tactful.
b 12. In order to master problems at any level of command adequately one must show (a) sympathy (b) intelligence (c) tact.
A 13. To impose one's will upon another is to use (a) force (b) alertness (c) judgement.
b 14. To be impartial in bestowing favors and punishment is to show (a) enthusiasm (b) justice (c) tact.
b 15. One's wanting to do, or interest in, a task is known as (a) bearing (b) enthusiasm (c) loyalty.

- b 16. Vigilance, promptness and wideawakeness is (a) zeal
 (b) alertness (c) enthusiasm.
~~b~~ 17. The willingness to act in the absence of orders and
 to offer well-considered recommendations for the
 improvement of the command is (a) loyalty (b) enthusiasm
 (c) initiative.
C 18. The capacity to do one's duty with or without supervision
 is (a) courage (b) zeal (c) dependability.

MATCHING Match the word with the definition at the right, place
 the letter in the space provided.

- | | | | |
|------------------|---------------|----|--|
| <u>d</u> 19. | Humor | a. | promptness, wideawakeness |
| <u>b</u> 20. | Loyalty | b. | freedom from unjustified
pride |
| <u>e</u> 21. | Unselfishness | c. | proper dress, action and
appearance |
| c 22. | Bearing | d. | to appreciate amusing things |
| <u>A</u> 23. | Alertness | e. | to avoid helping yourself
at the expense of others. |
| <u>g</u> 24. | Humility | f. | to drive or force to
complete the job |
| <u>h</u> 25. | Dedication | g. | to show allegiance or
respect to |
| | | h. | to share the feeling of
others |

Score _____

Name COWAN, Robert

Region IV
Arnold Basic Leadership School
San Juan H. S.
18, 19, and 20 November 1960

Rank Sgt.

Home School Roseville

T

- ~~80~~ 80
- () (✓) 1. No American ever practiced authoritarian leadership.
 - (✓) () 2. Good Esprit de Corps is a simple summation of the morale of a group.
 - () (✓) 3. It is a simple matter to evaluate the job of leadership that you are doing.
 - () (✓) 4. It is impossible for a man to be both an authoritarian and persuasive type of leader.
 - (✓) () 5. The best way to build efficiency in your unit is thru effective training and administration.
 - () (✓) 6. The Russians have poor esprit de corps.
 - (✓) (✓) 7. There are no differences between the way the Russians practice the V.I.P. and I principles and the way we practice them.
 - () (✓) 8. Setting the example is done while you are in the leader's position. You are free to act as you please when not in a leader's position.
 - (✓) () 9. No one really knows their job.
 - (✓) () 10. If called upon to make a decision you should carefully consider all the facts concerning the decision and then publish in writing your decision whenever practicable.

Region IV

Annual Basic Leadership School

San Juan High School

18, 19, and 20 November 1960

Score 75

Name Rank COWAN, Robert

Rank Sgt

Home School Roseville

Leadership Aspects of Riflemanship

1. T. F. Leadership is best defined as requiring others to behave in a manner acceptable only to the leader.
- ✓ 2. The most effective type of leadership is by example.
- ✓ 3. T. F. Leaders are born, not made.
4. T. F. As long as a leader has authority, it is not necessary that he be well informed.
5. T. F. One of the greatest problems in achieving leadership is to make people understand what is expected of them.
6. T. F. Shooting in target competition is useless in training a soldier for combat.
7. C Which of the following is ^{not} characteristic of a person with a closed mind: (a) Tolerance (b) Opposition to change (c) Willingness to listen (d) Fear
8. T. F. A person with an open mind does not need to be convinced.
9. T. F. A belief relationship with a person relieves you of any further responsibility.
10. T. F. Knowledge of the mental level of a student is of no use to a rifle instructor.

✓ 11. List the three qualities necessary for a good rifle instructor:

- ✓ 1. know your job
2. have patience
3. _____

12. T. F. Experience gained in becoming an Expert Rifleman would be of no use to a man in civilian life.

13. d Of the following reasons why we should train riflemen, which is the most important? (a) National Defense (b) Self-defense (c) Recreation (d) Development of Leadership Capabilities

(cont.)

14. T. F. The qualities that go to make up an Expert Rifleman are similar to the qualities required of a good leader.

15. The four steps to Effective Teaching are:

1. _____
2. _____
3. _____
4. _____

16. T. F. In modern national defense there is no place for the rifleman.

17. T. F. Shots grouping in at seven o'clock on the target are caused by jerking the trigger.

18. T. F. Shots scattered at one o'clock on the target are caused by bucking the shots.

19. T. F. Unless a person is a born shot, it is useless for him to shoot in competition.

20. T. F. The attitude of the instructor is an important factor in teaching.

85
Score
Roseville
School

REGION IV
BASIC LEADERSHIP SCHOOL
CALIFORNIA CADET CORPS
SAN JUAN HIGH SCHOOL
18-20 NOV 1960

Cowan, Robert
(Print last name first)
Sgt
(Rank or Grade)

METHODS OF INSTRUCTION
(Test)

If statement is true, mark with letter T, and if statement is false mark with letter F.

- (F) 1. The five stages of instructions are carried out in sequence as follows: Presentation, Preparation, Examination, Application, and review and critiques.
- (T) 2. Lessons which appeal to the greatest number of senses are the MOST EFFECTIVE.
- (F) 3. The first stage of instruction is a good presentation of the subject.
- (T) 4. An instructor's first step in preparing a lesson is to make sure that he knows his subject.
- (F) 5. All subjects may be taught well by the lecture method of instruction.
- X (F) 6. In planning his lesson, an instructor must keep in mind that order or steps in presentation is MOST IMPORTANT.
- (T) 7. An essential part of the critique stage is a review of what has been covered in the lesson.
- (T) 8. Examination is an essential part of instruction because it assures the instructor that the student has learned the subject, and the instructor has taught.
- (T) 9. The "four step method" is a method of teaching skill subjects.
- (T) 10. Learning by DOING is the MOST EFFECTIVE form of learning.
- (T) 11. Past learning furnishes the student a base on which he may build new learning.
- X (F) 12. The instructor's ultimate task is to train men-not merely to teach them subject matter.
- X (T) 13. The preparation stage includes only what is to be taught and how the available time will be used by the instructor.
- (F) 14. The preparation stage is planned primarily to support the presentation stage of instruction.
15. List in proper order (sequence) the five stages of instruction (this question has a value of 5 points) (list on back).
- () 16. The approximate time spent on subject skills are (select the MOST NEARLY group and place the letter answer in space provided). / correct

Region IV, Basic Leadership School, San Juan High School, 18-20 NOV 60.

15. List in proper order(sequence)the five(5) steps or stages of instruction(this question has a vlaue of 5 points).

- a. preparation
- b. presentation
- c. application
- d. examination
- e. Review

(C) 16. The approximate time psent on subject skills are(select the MOST NEARLY correct group and place answer in space provided).

- a. DO 25 percent, SHOW 65 percent, and TELL 10 percent.
- b. DO 10 percent, SHOW 65 percent, and TELL 25 percent.
- c. TELL 10 percent, SHOW 25 percent, and DO 65 percent.

REGION IV
ANNUAL BASIC LEADERSHIP SCHOOL
SAN JUAN HIGH SCHOOL
18, 19, AND 20 NOVEMBER 1960

Score

95

Name COWAN, Robert
Rank Sgt
Home School Roseville

PREPARATION STAGE OF INSTRUCTION

True--False Test (Listed below are a number of statements: Some are True and some are False. If the statement is True place a T in the space provided; if statement is False; place an F in the proper place provided.)

1. T If the student failed to learn, the instructor failed to teach.
2. T Learning is essentially an active process.
3. T In learning the student may gain knowledge, abilities or other useful physical controls.
4. F Learning is not more efficient when the student is motivated.
5. T Interest is not essential if attention is to be secured and maintained.
6. T An instructor must know his objective.
7. T We learn more of the things we do, than of those we hear, read or see.
8. T Practice make perfect if the practice is correctly performed.
9. F To be successful the instructor need not understand the students and the way they learn.
10. F An instructor may bluff to cover lack of knowledge.
11. T An instructor may improve by observing other instructors.
12. T Careful planning is the first step in effective teaching.
13. T Careful and thorough preparation by instructors is essential to successful instruction.
14. F An instructor need not consider, in his estimate, training aids, Equipment and facilities.
15. T A rehearsal of each new lesson provides the final check on the instructors plan.
16. T An examination checks on the students mastery of materials taught.
17. T In the application stage this gives the student an opportunity to do and to apply the principles and procedures learned in the presentation.
18. F Students do not necessarily learn by doing.
19. T The review or critique is the final stage of instruction and always follows the application or the examination.
20. F Time available is not necessarily considered in making a lesson plan.

REGION IV BASIC LEADERSHIP SCHOOL
SAN JUAN HIGH SCHOOL
CITRUS HEIGHTS CALIFORNIA
18-19-20, NOVEMBER 1960

COWAN Robert
Last Name First Name
Sgt Roseville
Rank School

80
SCORE

INSTRUCTIONS: Mark (+) if the statement is true.
Mark (0) if the statement is false.

+1. Every period of instruction must start with an introduction.

02. Instruction has nothing to do with student motivation.

03. The lecture is the most suitable method of presentation for very large groups and you want to cover many ideas in a short time.

+4. The conference as a method of presentation increases student interest and stimulates thinking.

05. It takes less time to conduct a conference than it does a lecture because of student participation.

+6. You should use the lecture to show manipulative operations.

+7. Every lesson should include an introduction, explanation (or body), and a summary.

+8. Expression of ideas is a function of the total personality.

+9. Assuming proper mental attitude will help you to overcome any nervousness you may experience in instructing.

+10. The summary is a brief review of the complete presentation.

REGION IV
Annual Basic Leadership School
San Juan High School
14, 19, 20 November 60

Name Cowan, Robert
Rank Sgt.
Home School Roseville

Score 95

Test on the Examination Stage of Instruction

DIRECTIONS: Mark each of the following statements as TRUE or FALSE.

- T In military instruction, we usually use an achievement test as opposed to an aptitude test.
- T The best type of achievement test from a military standpoint is a performance test.
- XF An oral test could be an achievement test.
- T A written test could be an achievement test.
- T If a test is valid it measures what it is supposed to measure.
- T If a test is objective, it will be free of the instructor's personal opinion or bias.
- T If a test measures accurately, it is said to be reliable.
- T If a test is discriminatory, it will measure differences in achievement.
- T Comprehensive means "covers all the important points".
- T Ease of scoring is one of the characteristics of a good test.
- T Performance tests have some limitations.
- T An examination is a test or evaluation of student knowledge ability or skill.
- T An oral test was used during your instruction on this subject.
- T There are six characteristics of a good test.
- T One of the advantages of the performance test is that it creates interest.
- T Performance tests are not used in schools as much as they are used in the military.
- T Examinations are used for assigning marks.

T We test so we can improve instruction.

T It takes time to prepare a good test.

T Tests should be given to others before it is given to students so we can "test the test".

WOULD RECHECKING IMPROVE YOUR GRADE?

Roseville

COWAN, Robert Sgt.

12. 11 1944	X
12. 12 1944	X
1. 1 1945	X
1. 2 1945	X
1. 3 1945	X
1. 4 1945	X
1. 5 1945	X
1. 6 1945	X
1. 7 1945	X
1. 8 1945	X
1. 9 1945	X
1. 10 1945	X
1. 11 1945	X
1. 12 1945	X
2. 1 1946	X
2. 2 1946	X
2. 3 1946	X
2. 4 1946	X
2. 5 1946	X
2. 6 1946	X
2. 7 1946	X
2. 8 1946	X
2. 9 1946	X
2. 10 1946	X
2. 11 1946	X
2. 12 1946	X
3. 1 1947	X
3. 2 1947	X
3. 3 1947	X
3. 4 1947	X
3. 5 1947	X
3. 6 1947	X
3. 7 1947	X
3. 8 1947	X
3. 9 1947	X
3. 10 1947	X
3. 11 1947	X
3. 12 1947	X
4. 1 1948	X
4. 2 1948	X
4. 3 1948	X
4. 4 1948	X
4. 5 1948	X
4. 6 1948	X
4. 7 1948	X
4. 8 1948	X
4. 9 1948	X
4. 10 1948	X
4. 11 1948	X
4. 12 1948	X
5. 1 1949	X
5. 2 1949	X
5. 3 1949	X
5. 4 1949	X
5. 5 1949	X
5. 6 1949	X
5. 7 1949	X
5. 8 1949	X
5. 9 1949	X
5. 10 1949	X
5. 11 1949	X
5. 12 1949	X
6. 1 1950	X
6. 2 1950	X
6. 3 1950	X
6. 4 1950	X
6. 5 1950	X
6. 6 1950	X
6. 7 1950	X
6. 8 1950	X
6. 9 1950	X
6. 10 1950	X
6. 11 1950	X
6. 12 1950	X
7. 1 1951	X
7. 2 1951	X
7. 3 1951	X
7. 4 1951	X
7. 5 1951	X
7. 6 1951	X
7. 7 1951	X
7. 8 1951	X
7. 9 1951	X
7. 10 1951	X
7. 11 1951	X
7. 12 1951	X
8. 1 1952	X
8. 2 1952	X
8. 3 1952	X
8. 4 1952	X
8. 5 1952	X
8. 6 1952	X
8. 7 1952	X
8. 8 1952	X
8. 9 1952	X
8. 10 1952	X
8. 11 1952	X
8. 12 1952	X
9. 1 1953	X
9. 2 1953	X
9. 3 1953	X
9. 4 1953	X
9. 5 1953	X
9. 6 1953	X
9. 7 1953	X
9. 8 1953	X
9. 9 1953	X
9. 10 1953	X
9. 11 1953	X
9. 12 1953	X
10. 1 1954	X
10. 2 1954	X
10. 3 1954	X
10. 4 1954	X
10. 5 1954	X
10. 6 1954	X
10. 7 1954	X
10. 8 1954	X
10. 9 1954	X
10. 10 1954	X
10. 11 1954	X
10. 12 1954	X
11. 1 1955	X
11. 2 1955	X
11. 3 1955	X
11. 4 1955	X
11. 5 1955	X
11. 6 1955	X
11. 7 1955	X
11. 8 1955	X
11. 9 1955	X
11. 10 1955	X
11. 11 1955	X
11. 12 1955	X
12. 1 1956	X
12. 2 1956	X
12. 3 1956	X
12. 4 1956	X
12. 5 1956	X
12. 6 1956	X
12. 7 1956	X
12. 8 1956	X
12. 9 1956	X
12. 10 1956	X
12. 11 1956	X
12. 12 1956	X

100

100

QUIZ CLASSROOM DISCIPLINE ANSWER SHEET:

Name: COWAN, Robert

School: Roseville

Grade: Sgt. per cent

1. F
2. F
3. T
4. F
5. T
6. T
7. F
8. T
9. F
10. F

Note: Each question is worth 10 points. Think each of your answers over carefully before putting it down.

TESTS OF KNOWLEDGE IN RELATION TO DRILL

95
COWAN

Robert

LAST NAME

FIRST NAME

Sgt

Roseville

RANK

SCHOOL

SCORE

CIRCLE T IF THE STATEMENT IS TRUE, F IF IT IS FALSE

- F 1. One purpose of drill is to move troops in an orderly manner.
- F 2. Drill can aid in developing physical coordination.
- F 3. Properly taught, drill helps develop self discipline.
- F 4. A loud command can always be understood.
- F 5. First year troops may become confused if a marching command is given on the wrong foot.
- F 6. A drill leader should always chew gum while drilling his troops in order to strengthen his jaw muscles.
- F 7. A drill leader should know FM 22-5 thoroughly.
- F 8. There are no important differences among first year cadets, since few of them know drill anyway.
- F 9. Individual instruction should be given to men with special problems.
- F 10. The appearance of a leader has very little effect on his men.
- F 11. The basic purpose of drill is to make sure they are tired enough to sleep at night.
- F 12. Snappy drill indicates high morale in a unit.
- F 13. A leader should never be afraid to get close to his troops.
- F 14. Court streets are used for drill in all units.
- F 15. A leader should always be in front of the unit for drills.
- F 16. The leader should always be at attention while giving commands.
- F 17. Physical development has a bearing on ability to drill.
- F 18. "By the numbers" is a good way to start a drill.
- F 19. Steadiness in marching is an indication of high morale.
- F 20. The account "Marching in America" says that only a few troops are at Order Arms.

REGIONS IV BASIC LEADERSHIP SCHOOL
SAN JUAN HIGH SCHOOL
CITRUS HEIGHTS, CALIFORNIA
18-20 NOVEMBER 1960

ADMINISTRATIVE LEADERSHIP

COWAN
LAST NAME

Robert
FIRST NAME

Sgt
RANK

Roseville
SCHOOL

90
SCORE

CIRCLE T IF THE STATEMENT IS TRUE, F IF IT IS FALSE

- T F 1. Leadership is the art and science of influencing human behavior.
- T F 2. Administrative pertains to the people in your unit.
- T F 3. Administrative leadership is the art and science of managing people.
- T F 4. It is not important that paper work be working smoothly.
- T F 5. In the company all administration originates from the Company CO.
- T F 6. The Exec O (Bn) makes all administrative decisions.
- T F 7. The Exec is the main assistant to the Bn Commanding.
- T F 8. There are four General staff members.
- T F 9. S-2 is the public relations officer.
- T F 10. S-5 is the supply officer.
- T F 11. You need not practice the principles of Leadership to have good administrative leadership.
- T F 12. Knowing the policies of the Bn CO is important.
- T F 13. If you don't like the policies of the CO you need not support them.
- T F 14. You should practice the policies of the Bn CO.
- T F 15. You should know the methods of administration in your Bn.
- T F 16. You should never vary from these methods even if a better process is found.
- T F 17. You never learn anything from another unit.
- T F 18. A table should be set up for the distribution of memos, orders, ect.
- T F 19. It is important that it be understood to whom and thru whom work will be conveyed.
- T F 20. Administrative leadership is useless in a unit of the COC.

REGION VII BASIC LEADERSHIP SCHOOL
FL CAMINO HIGH SCHOOL
Roseville SACRAMENTO, CALIFORNIA
21-22-23 November 1960

COWAN Robert 70
Last Name First Name Score
Sgt Roseville Leadership
Rank School Subject Title

Answer the following questions either True or False by circling the correct answer after each question or by circling one of the four possible answers to the question.

1. You should tell your men only what they are to do. True False
2. A Leader should possess which of the following-
(a) Thoughtfulness (b) Decisiveness (c) Impartialness (d) All of these
3. You should explain each task in detail and then see to it that it is accomplished. True False
4. Which of the following is a characteristic of a good leader?
(a) Bashfulness (b) Justness (c) Prejudice (d) Toughness
5. Your men should respect the power you have to punish them. True False
6. Before you reprimand your men you should-
(a) Stand them at attention (b) Make sure of their mistake
(c) Think about it for a day or so (d) None of these
7. The two basic missions of Leadership as taught to you are: To get the mission accomplished and make sure your men do a good job. True False
8. Which of the following are principles of Military Leadership?
 (a) Knowing your job (b) Developing teamwork (c) Knowing yourself
(d) None of these
9. Discipline and Leadership are two different subjects. True False
10. If you want your men to respect you as a leader you must-
(a) Win this respect (b) Demand this respect (c) Ask for it (d) Expect it

WHEN YOU FINISH GO BACK AND MAKE SURE YOU HAVE ANSWERED THESE QUESTIONS THE WAY THEY SHOULD BE.