Learning Objectives

• Describe the 11 principles of leadership

• Describe the BE, KNOW, and DO attributes of a leader

• Identify how a Cadet can demonstrate leadership character and competence
Eleven Principles of Leadership
The 11 principles of leadership have long been the foundation of military leadership doctrine. They have stood the test of time and have guided the conduct and action of successful leaders of both past and present.

#1 – Know Yourself and Seek Self-Improvement
To know yourself, you must understand who you are. Where do your interests lie? Do you have a special talent? What are your weaknesses? Do you have a least favorite subject? What are some of your faults? Answering these questions is part of self-evaluation. Through the process of self-evaluation, leaders determine their capabilities and limitations.

#2 – Be Technically Proficient
Your team members expect you to be proficient at your job. That’s why leaders must demonstrate to their teammates that they are qualified to lead. Technical competence requires a leader to be able to perform all tasks associated with the job, or assignment. Additionally, leaders must be able to train team members to do their jobs.

#3 – Seek and Take Responsibility for Your Actions
Leading always involves responsibility. With the knowledge you gain from an honest self-evaluation and with a sound technical foundation required to do your job, you must take the initiative to accomplish your mission. You also want people on your team who can handle responsibility and who will help you perform the mission. By seeking responsibility, you develop professionally and increase your leadership ability. Accepting responsibility for all that a unit does or fails to do is part of a leader’s job.

#4 – Make Sound and Timely Decisions
Leaders must be able to reason under the most critical conditions and decide quickly what action to take. If they delay or avoid making a decision, their indecisiveness may create hesitancy, loss of confidence, and confusion within the unit, and it may cause the project to fail. Since leaders are frequently faced with unexpected circumstances, it is important to be flexible — leaders must be able to react promptly to each situation. Then, when circumstances dictate a change in plans, prompt reaction builds confidence in them.

#5 – Set the Example
A leader must be a good example. This is a heavy responsibility, but you, as a leader, have no choice. No aspect of leadership is more powerful. If you expect honor, integrity, courage, loyalty, respect, selfless service, and duty from your followers, you must also demonstrate these attributes. Since your followers will imitate your behavior, you must set high, but attainable standards, be willing to do what you require of your followers, and share their hardships. Your personal example affects people more than any amount of instruction or form of discipline. You are their role model!

#6 – Know Your Personnel and Look Out for Their Welfare
Leaders must know and understand the members of their unit. It is not enough just to know a team member’s name. As a leader, you need to understand them as individuals — their interests, values, and attitudes. In short, you must know why they act the way they do. Commit time and effort to listen to and learn about them. Try to observe, become personally acquainted with, and recognize them as individuals with different backgrounds and personalities. To be successful in this principle, you must have a knowledge of individual and group behavior — without this knowledge, you cannot understand the “why” of your followers’ actions.
#7 – Keep Your Followers Informed
It is only natural that followers look for logic in the orders of a leader. They expect their leaders to keep them informed and, whenever possible, explain the reasons behind each requirement. People do their best when they know why they are doing something. Keeping followers informed not only helps them to execute orders, it encourages initiative, improves teamwork, and enhances morale. Although it is natural for people to fear the unknown, keeping them informed also reduces fear and rumors.

#8 – Develop a Sense of Responsibility in Your Followers
The members of your team will feel a sense of pride and responsibility when they successfully accomplish a new task you have given them. When you delegate responsibility to followers, you are indicating that you trust them. This trust that you place in them will make them want even more responsibility. As a leader, you are a teacher and responsible for developing your followers. Help them meet their potential by giving them challenges and opportunities that you feel they can handle. Give them more responsibility when they show that they are ready. Encourage them to take the initiative and work toward completing a task.

#9 – Ensure Each Task is Understood, Supervised and Accomplished
Your followers must understand what you expect from them. They need to know what you want done, what the standard is, and when you want it done. If you have a specific way you want a task accomplished, they need to know what it is. Supervising lets you know if your followers understood your orders, and it shows your interest in them and in the accomplishment of the task. However, you should not over supervise (which can cause resentment) or under-supervise (which can cause frustration). When followers are learning new tasks, tell them what you want done; show them how you want it done; then let them try it. Watch their performance and be available to answer questions. Accept performance that meets your standards; reward performance that exceeds your standards; and correct performance that does not meet your standards. Determine the cause of the poor performance and take appropriate action. By holding subordinates accountable for their performance, they realize they are responsible for accomplishing tasks as individuals and as teams.

#10 – Build a Team
Leaders must have well-trained team members if they are to accomplish any project or mission. A leader must develop a team spirit that motivates members to work confidently. Since task accomplishment is based on teamwork, it is evident that the better the teamwork, the better the team will perform the task. In addition, members of a group will perform better if they have a sense of belonging and team spirit. Team spirit is a two-way street — the group as a whole gives its members a feeling of accomplishment, security, and recognition. Additionally, each team member gives his or her best effort back to the team. Teamwork starts in the smallest unit and carries through to the largest organization. All team members must understand that their contribution to the unit is important and recognized. Your teammates need confidence in your abilities to lead them and in their abilities to perform as members of the team. Your group becomes a team only when the members can trust and respect you, and each other, as trained professionals. Then they can see how their contributions are critical to the team’s goals.

#11 – Employ Your Team in Accordance with its Capabilities
Your group has capabilities and limitations. Know them. Your team members will get satisfaction from performing tasks that are reasonable and challenging, but they will become dissatisfied if you give them tasks that are too easy or difficult to accomplish. So, use sound judgment when employing the team. Each time the team fails, it causes members to lose confidence in their abilities and in your competence as a leader. Over time, failures can lower morale, esprit de corps, discipline and proficiency.
BE

Who they are

KNOW

What they know

DO

What to do

BE

• BE a person of strong and honorable character
• BE an example of individual values and committed to professional moral standards
• BE able to resolve complex problems

CHAPTER 1: BEING A LEADER

Gather Phase
BE KNOW

- KNOW the factors of leadership and how they affect each other
- KNOW yourself
- KNOW human nature

- KNOW your job
- KNOW your unit
Leadership Theory and Application

LESSON 4:
PRINCIPLES AND LEADERSHIP

BE
KNOW
DO

- DO provide purpose
- DO provide direction
- DO provide motivation
What You Will Learn to Do
Draft a plan for using the 11 principles of leadership to improve your leadership abilities

Linked Core Abilities
- Communicate using verbal, non-verbal, visual, and written techniques
- Take responsibility for your actions and choices
- Apply critical thinking techniques

Skills and Knowledge You Will Gain Along the Way
- Describe the 11 principles of leadership
- Describe the BE, KNOW and DO attributes of a leader
- Identify how a Cadet can demonstrate leadership, character and competence
- Define key words: attributes, censure, convictions, diversified, doctrine, philosophy, recrimination, self-evaluation

Key Words:
- Attributes
- Censure
- Convictions
- Diversified
- Doctrine
- Philosophy
- Recrimination
- Self-evaluation

U2C1L4
Principles and Leadership

Courtesy of Army JROTC
Introduction

When we think of a leader, we think of someone who is in charge or someone with authority. To be an effective leader, one must possess certain traits, abide by certain principles, and have an appropriate style. In this lesson, we will introduce the 11 principles of leadership. Being an effective leader requires more than possessing certain traits, you must also follow these principles, which are basic tools of a successful leader. Use them to evaluate yourself, then develop a plan to improve your ability to lead.

Leadership is the process of influencing others to accomplish a mission. The leadership skills that you use to accomplish a mission are the same whether you are in a classroom, your neighborhood, church, home, or JROTC. To be a good leader, you must provide teammates with purpose, direction, and motivation. Purpose helps them to understand why they are performing a project; direction shows what they must do; and motivation gives them the desire or initiative to do everything they are capable of doing to accomplish their mission.

Eleven Principles of Leadership

The 11 principles of leadership have long been the foundation of military leadership doctrine. They have stood the test of time and have guided the conduct and action of successful leaders of both past and present.

The U.S. Army tested their validity in 1970 when the Army War College and the Continental Army Command Leadership Board did a study on leadership effectiveness. The results dramatically demonstrated that these guidelines are appropriate today and for the future by leaders and followers at every level. The findings of these studies also indicated that most leadership mistakes resulted simply from the failure to apply these principles properly.

A knowledge of these principles, and of basic human nature, will help you to be an effective leader in any situation. While you study them over the next several pages, keep in mind your strengths and weaknesses. Think about how you can best apply these principles to improve your leadership ability.

#1 – Know Yourself and Seek Self-Improvement

To know yourself, you must understand who you are. Where do your interests lie? Do you have a special talent? What are your weaknesses? Do you have a least favorite subject? What are some of your faults? Answering these questions is part of self-evaluation. Through the process of self-evaluation, leaders determine their capabilities and limitations.

By knowing themselves, leaders can take advantage of their strengths and work to overcome their weaknesses. Seeking self-improvement means continually
strengthening your attributes. This desire to improve increases your competence and adds to the confidence your followers have in your ability to train and lead them.

Some techniques for applying this principle are as follows:

- Analyze yourself objectively to determine your weak and strong qualities. Strive to overcome the weak ones and further strengthen those in which you are strong.
- Ask for honest opinions from your team members and instructors as to how you can improve your leadership ability.
- Profit by studying the causes for the success or failure of other leaders, past and present.
- Develop a genuine interest in people; acquire the “human touch.”
- Master the art of effective writing and speaking.
- Develop a philosophy of life and work.
- Have a definite goal and plan to attain it.

Read the story on the next page and see how Patty identified and overcame her weaknesses, thereby strengthening her attributes as a leader.

#2 – Be Technically Proficient

Your team members expect you to be proficient at your job. That’s why leaders must demonstrate to their teammates that they are qualified to lead. Technical competence requires a leader to be able to perform all tasks associated with the job, or assignment. Additionally, leaders must be able to train team members to do their jobs.

Use the following techniques to enhance your application of this principle:

- Seek a well-rounded education. Supplement school with independent reading, research, and study.
- Seek out and foster associations with capable leaders or mentors. Observe and study their actions.
- Broaden your knowledge in other areas whenever possible; keep abreast of current events.
- Seek opportunities to apply knowledge through the exercise of authority. You acquire good leadership only through practice.
- Familiarize yourself with the capabilities and limitations of all elements of your authority.
- Always prepare yourself for the job of a leader at the next higher level.
- Learn and apply sound leadership and management techniques.

By seeking Army JROTC education and training and taking advantage of the leadership opportunities it has to offer, you have already started developing your technical proficiency.
Patty’s Story

Patty was a drum major for the school marching band. She had just inherited the position from Tom, a graduating senior. Tom, who was very well liked and respected, led the band to their first state championship last year.

“What type of drum major will I be?” she thought to herself. “I cannot compete or compare myself with Tom. It’s true that he was good, but I have certain strengths of my own,” she reassured herself.

She then began to review her good qualities. She was very enthusiastic, which always seemed to motivate people. She was a good musician who understood the principles of conducting. And, she had a good ear for rhythm, enabling her to detect when the band’s tempo was off.

After Patty’s first week as drum major, she realized that, although she was good, there was definite room for improvement. She would make changes that the band would not pick up on right away, and the percussion section always seemed to be a beat behind her.

Fortunately, it did not take her long to find out why these mistakes were occurring. A friend of hers videotaped the band practice one day so that Patty could see some of her weaknesses. Plus, some of the band members told her they had a hard time understanding what she wanted them to do because she did not explain it well.

Although Patty knew the sound, tempo, and rhythm that she wanted to hear, she needed to explain it better to the band members so that they knew exactly what she expected. Additionally, she realized that she needed to point out their mistakes and to give them an example of how she wanted them to play the new songs.

The percussion section’s problem was that they had a hard time seeing her. They were at the very back of the field and she was at the front. To correct this problem, she decided to stand on a platform.

Once Patty discovered what her weaknesses were, she tried to improve them. She thanked the band members for their suggestions and, letting her excitement show, she told them she wanted it to be another great year — maybe another state championship year.

Patty immediately knew her strengths, but she did not actually become aware of her weaknesses until she was in a leadership position. This is not uncommon. The important thing is that once she knew what qualities she needed to change, she made an effort to do so.
#3 – Seek and Take Responsibility for Your Actions

Leading always involves responsibility. With the knowledge you gain from an honest self-evaluation and with a sound technical foundation required to do your job, you must take the initiative to accomplish your mission. You also want people on your team who can handle responsibility and who will help you perform the mission.

By seeking responsibility, you develop professionally and increase your leadership ability. Accepting responsibility for all that a unit does or fails to do is part of a leader’s job.

Use these techniques to assist you in applying this principle:

- Seek diversified leadership positions that will give you experience in accepting responsibility.
- Take every opportunity that offers increased responsibility.
- Perform every act, large or small, to the best of your ability.
- Accept just criticism.
- Admit mistakes when you make them and take corrective action; avoid evading responsibility by placing the blame on someone else; and ensure that any mistakes by team members are not due to an error on your part.
- Adhere to what you think is right, and have the courage of your convictions.
- Possess the competence necessary to make sound and timely decisions.
- In the absence of orders or guidance, seize the initiative and take the necessary action based on personal judgment, training, and experience.

#4 – Make Sound and Timely Decisions

Leaders must be able to reason under the most critical conditions and decide quickly what action to take. If they delay or avoid making a decision, their indecisiveness may create hesitancy, loss of confidence, and confusion within the unit, and it may cause the project to fail. Since leaders are frequently faced with unexpected circumstances, it is important to be flexible — leaders must be able to react promptly to each situation. Then, when circumstances dictate a change in plans, prompt reaction builds confidence in them.

The following techniques will help you apply this principle:

- Develop (through constant practice) a logical and orderly thought process.
- Consider the effects of your decisions.
- Ensure that team members are familiar with your policies and plans.
- When you have time, plan for every possible unforeseen event that may arise.
- Encourage team members to participate in the planning process; consider their advice and suggestions before making decisions.
- Give team members sufficient time to make necessary plans.
#5 – Set the Example

A leader must be a good example. This is a heavy responsibility, but you, as a leader, have no choice. No aspect of leadership is more powerful. If you expect honor, integrity, courage, loyalty, respect, selfless service, and duty from your followers, you must also demonstrate these attributes. Since your followers will imitate your behavior, you must set high, but attainable standards, be willing to do what you require of your followers, and share their hardships. Your personal example affects people more than any amount of instruction or form of discipline. You are their role model!

Some techniques for applying this principle are listed below. Also, try to identify how Sylvia set an example for her team in the story following these techniques.

- Be physically fit, well groomed, and correctly dressed.
- Master your emotions. The leader who is subject to uncontrolled bursts of anger or to periods of depression will be less effective as a leader.
- Maintain an optimistic outlook and a will to succeed. The more difficult the situation, the more you must display an attitude of calmness and confidence.
- Conduct yourself so that your personal habits are not open to censure, or expressions of harsh criticism.
- Exercise initiative and promote the spirit of initiative in your followers.
- Be loyal and support the policies of superiors.
- Avoid being partial to any follower.
- Be morally courageous. Establish principles and stand by them.
- Develop conviction within your followers that you are the best person for the position you hold.
- Delegate responsibility and authority and avoid over-supervision in order to develop leadership among your teammates.
- Strive for professional competence.
#6 – Know Your Personnel and Look Out for Their Welfare

Leaders must know and understand the members of their unit. It is not enough just to know a team member’s name. As a leader, you need to understand them as individuals — their interests, values, and attitudes. In short, you must know why they act the way they do. Commit time and effort to listen to and learn about them. Try to observe, become personally acquainted with, and recognize them as individuals with different backgrounds and personalities. To be successful in this principle, you must have a knowledge of individual and group behavior — without this knowledge, you cannot understand the “why” of your followers’ actions.

The behavior of team members is often driven by their desire to satisfy certain physical and safety needs. Whether or not they put their best effort in the performance of their duty and achieving the unit’s goal depends on the satisfaction of those needs. By showing that you care, you can earn their trust and respect. If they trust you, they will willingly work to help you accomplish the mission.

Use the following techniques to improve your application of this principle:

- See and be seen; be available; be friendly and approachable

---

**Bob’s Story**

Bob Peters was proud of his mother, Sylvia. Her sales company just promoted her to regional product manager from district supervisor. She was definitely good at what she did.

Since Bob was studying leadership in JROTC, he wanted to analyze the reasons for his mother’s success. So, one day while he waited at her office after school, he had an opportunity to talk with members of her sales team.

Mike, who had worked for Sylvia for two years, said that she was really an inspiration to the team. “Selling a product can be tough, but Sylvia guides us in a way that makes the job easier. She sets realistic goals and gives us our own territories. But, the main reason that we respect her so much is because she does so much more than just plan and organize. She’s right there beside us selling, too. And, if we run into a problem with a client, we know that we can go to her for advice.

“I guess that you could say your mom is a great salesperson who’s really committed to the success of the company. That shows in what she does and in the way she does it. She is a good role model for our sales team.”
• Develop a knowledge and understanding of your followers
• Concern yourself with what makes your teammates “tick”
• Help your personnel out when they ask for, or are in need of it
• Administer discipline timely, fairly, and impartially; ensure fair and equitable distribution of awards
• Encourage individual development
• Share hardships to better understand your followers’ behaviors and reactions

Read the following story and identify the actions that John took to apply this principle.

**John’s Story**

Summer was approaching and John’s goal was to work and make money during the three-month break. He wanted to save his money for a CD player. His friends in the neighborhood also wanted to earn some money. One day, four of them got together and came up with an idea. They would offer a lawn maintenance and pool cleaning service to several neighborhoods for the summer. John was appointed manager of the business since he was the one who had the van to haul the equipment.

First, John thought about what was motivating his three friends to work. He also considered what they could each contribute to the business. Derek, whose father was recently laid off, needed to help his family. Derek had a lawn mower and could cut the grass. Jim didn’t really need the money, but wanted to have a productive summer. He had an electric hedge clipper and could trim bushes. Matt was working to save his money for college. With a pool at home, it was obvious that he would be responsible for cleaning the pools. John also had a lawnmower and could help Derek.

All four boys worked at getting customers. As manager, John did the scheduling and supervised loading the equipment into his van. He was also responsible for bringing a first aid kit and a large jug of water.

#7 – Keep Your Followers Informed

We live in a society where mass media constantly keeps us informed of what goes on around us. We are taught in school to look for the logic in things, to think for ourselves, and to question things that do not make sense to us. So, it is only natural that followers...
look for logic in the orders of a leader. They expect their leaders to keep them informed and, whenever possible, explain the reasons behind each requirement.

People do their best when they know why they are doing something. Keeping followers informed not only helps them to execute orders, it encourages initiative, improves teamwork, and enhances morale. Although it is natural for people to fear the unknown, keeping them informed also reduces fear and rumors. Techniques to apply this principle are as follows:

- Use the chain of command.
- When explaining why tasks must be done, inform team members of your intent.
- Be alert to detect the spread of rumors.
- Build morale by informing team members of their successes; be quick to recognize their accomplishments.
- Let team members know that you will accept honest errors without recrimination, or blame, and be prompt and fair in backing them.
- Keep your team informed about current rules and regulations.
- Give advice and assistance freely when your followers request it.

#8 – Develop a Sense of Responsibility in Your Followers

The members of your team will feel a sense of pride and responsibility when they successfully accomplish a new task you have given them. When you delegate responsibility to followers, you are indicating that you trust them. This trust that you place in them will make them want even more responsibility.

As a leader, you are a teacher and responsible for developing your followers. Help them meet their potential by giving them challenges and opportunities that you feel they can handle. Give them more responsibility when they show that they are ready. Encourage them to take the initiative and work toward completing a task. Some techniques for applying this principle are:

- When explaining why tasks must be done, tell your team members what to do, not how to do it. Hold them responsible for results.
- Assign your team members to positions that work with their demonstrated or potential ability, and give them frequent opportunities to perform duties at a higher level.
- Insist that your personnel live by the standard to accept responsibility willingly.

#9 – Ensure Each Task is Understood, Supervised and Accomplished

Your followers must understand what you expect from them. They need to know what you want done, what the standard is, and when you want it done. If you have a specific way you want a task accomplished, they need to know what it is.

Supervising lets you know if your followers understood your orders, and it shows your interest in them and in the accomplishment of the task. However, you should not over-
supervise (which can cause resentment) or under-supervise (which can cause frustration).

When followers are learning new tasks, tell them what you want done; show them how you want it done; then let them try it. Watch their performance and be available to answer questions. Accept performance that meets your standards; reward performance that exceeds your standards; and correct performance that does not meet your standards.

Determine the cause of the poor performance and take appropriate action. By holding subordinates accountable for their performance, they realize they are responsible for accomplishing tasks as individuals and as teams.

When supervising, use these techniques:

- Ensure the need for an order exists.
- Use the chain of command.
- Develop the ability to think and communicate clearly, and issue clear, concise, and positive orders.
- Encourage followers to seek immediate clarification of any misunderstanding as to the task you want them to accomplish, and question them to determine if there is any doubt or misunderstanding.
- Correct errors in such a way as to encourage your followers and avoid public criticism.
- Exercise care and thought in the supervision of your orders.

#10 – Build a Team

Leaders must have well-trained team members if they are to accomplish any project or mission. A leader must develop a team spirit that motivates members to work confidently.

Since task accomplishment is based on teamwork, it is evident that the better the teamwork, the better the team will perform the task. In addition, members of a group will perform better if they have a sense of belonging and team spirit. Team spirit is a two-way street — the group as a whole gives its members a feeling of accomplishment, security, and recognition. Additionally, each team member gives his or her best effort back to the team. Teamwork starts in the smallest unit and carries through to the largest organization. All team members must understand that their contribution to the unit is important and recognized.

Your teammates need confidence in your abilities to lead them and in their abilities to perform as members of the team. Your group becomes a team only when the members can trust and respect you, and each other, as trained professionals. Then they can see how their contributions are critical to the to the team’s goals.

Techniques to apply this principle are as follows:
• All training must be meaningful and clear to all team members.
• Develop mutual trust and understanding.
• Develop subordinate leaders and ensure they know and understand their personnel.
• Clearly explain member responsibilities and their importance to team effectiveness.

#11 – Employ Your Team in Accordance with its Capabilities

Your group has capabilities and limitations. Know them. Your team members will get satisfaction from performing tasks that are reasonable and challenging, but they will become dissatisfied if you give them tasks that are too easy or difficult to accomplish. So, use sound judgment when employing the team. Each time the team fails, it causes members to lose confidence in their abilities and in your competence as a leader. Over time, failures can lower morale, esprit de corps, discipline and proficiency.

Here are some techniques for ensuring orders are appropriate for the team:

• Analyze the tasks assigned by your supervisor. If you do not have adequate means to carry out the task, inform your supervisor and request the support you need to complete the task. Remember, however, to consider your team’s full capability before requesting assistance.
• Stay informed as to the effectiveness of your team.
• Ensure that the tasks you assign to subordinates are reasonable.
• Assign tasks fairly among the members of the group.
• Make decisions based on sound leadership principles.

Use these 11 principles of leadership whenever you are put in charge of a group situation. They will help you accomplish tasks and care for your team. Think of them as a guide for leadership action.

The BE, KNOW, DO Attributes

For leadership to be effective, all leaders must learn, understand, and apply sound techniques. Among these techniques, leaders must have a thorough understanding of how to apply the BE, KNOW, DO attributes to real-life situations. Regardless of the circumstances of the situation, leaders must concentrate on what they are (their beliefs and character), what they know (human nature and their job), and what they do (provide purpose, direction, and motivation).

At this early stage in your leadership development, we will introduce the BE, KNOW, DO attributes and show how they interrelate with other leadership techniques.

Complete mastery of your leadership skills doesn’t come naturally. Instead, people acquire leadership skills through study and practice. The key is to understand how the various leadership fundamentals can work best for you.
With this in mind, use the BE, KNOW, DO attributes to the degree with which you feel most comfortable when developing a leadership style that best suits your beliefs, character and abilities.

What a Leader Must **BE**

You must be a person of strong character, committed to professional moral standards. You must set the correct example of individual values and be able to resolve complex problems. You must understand that you are transmitting your beliefs and values to your followers by the behavior you display. Through your personal conduct and behavior, you let followers know what behaviors you will accept from them.

In addition to the leadership traits shown by an asterisk in the following chart, other BE traits are:

- Bearing
- Dependability
- Endurance
- Enthusiasm

<table>
<thead>
<tr>
<th><strong>AS A LEADER, YOU MUST:</strong></th>
<th><strong>EXAMPLES</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BE a person of strong and honorable character.</strong></td>
<td>Compassion</td>
</tr>
<tr>
<td></td>
<td>Flexibility</td>
</tr>
<tr>
<td></td>
<td>Self-Discipline</td>
</tr>
<tr>
<td><strong>BE an example of individual value and committed to professional moral standards.</strong></td>
<td>Honor</td>
</tr>
<tr>
<td></td>
<td>Loyalty *</td>
</tr>
<tr>
<td></td>
<td>Duty</td>
</tr>
<tr>
<td><strong>BE able to resolve complex problems.</strong></td>
<td>Interpret the situation</td>
</tr>
<tr>
<td></td>
<td>Analyze all factors/forces that apply</td>
</tr>
<tr>
<td></td>
<td>Choose the best course of action</td>
</tr>
</tbody>
</table>

Several examples of leadership principles that reflect “what a leader must BE” are:

- Seeking responsibility and take responsibility for your actions
- Setting the example
What a Leader Must **KNOW**

Leaders must learn before they can lead. You need to know (understand) standards, yourself, your job, and your unit to be an effective leader. Knowledge is far more important than memorization – it is understanding. Your subordinates expect you to be the most knowledgeable person in the unit. You, as a leader, owe it to your followers to meet these expectations.

Examples of leadership traits that a leader must KNOW are:

- Judgment
- Knowledge
- Tact
- Unselfishness (Selflessness)

Examples of leadership principles that reflect “what a leader must KNOW” are:

- Know yourself and seek self-improvement.
- Be technically proficient.
- Know your personnel and look out for their welfare

The chart below shows you what a leader must KNOW to be successful.

<table>
<thead>
<tr>
<th>AS A LEADER, YOU MUST:</th>
<th>EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>KNOW the four factors of leadership and how they affect each other.</strong></td>
<td>The Leader  The Follower  The Situation  The Communication</td>
</tr>
<tr>
<td><strong>KNOW yourself.</strong></td>
<td>Personality and performance  Strengths and weaknesses  Knowledge, skills, and attitudes</td>
</tr>
<tr>
<td><strong>KNOW human nature.</strong></td>
<td>Potential for good and bad behavior  How depression and sadness contribute to fear and panic, and how fear affects performance</td>
</tr>
<tr>
<td><strong>KNOW your job.</strong></td>
<td>Plan and communicate effectively  Supervise and counsel  Display competence  Develop subordinates  Make good, sound, and timely decisions  Use available resources</td>
</tr>
<tr>
<td><strong>KNOW your unit.</strong></td>
<td>Know how to develop individual and team skills, cohesion and discipline.</td>
</tr>
</tbody>
</table>
What a Leader Must **DO**

Action is the key. You can be all that a leader is supposed to be and know everything there is to know about being a leader, but unless you do those things that a leader must do, you are doomed to failure. Ultimately, it is what a leader does that is most important. A leader must provide:

- **Purpose.** You must explain the “why” in communicating your intent so that your followers clearly understand the desired outcome.
- **Direction.** You must listen to your superior, then support him or her by providing assistance in keeping the task on track and providing guidance and supervision to your team members.
- **Motivation.** Motivation is the cause of action, the required incentive; it is what gives you and your followers the will to accomplish the mission.

Examples of leadership traits that a leader must **DO** are:

- Decisiveness
- Justice

Examples of leadership principles that reflect “what a leader must **DO**” are:

- Make sound and timely decisions
- Keep your followers informed
- Develop a sense of responsibility in your followers
- Ensure each task is understood, supervised, and accomplished
- Build a team
- Employ your team in accordance with its capabilities

The table below shows you what a leader must **DO** to be successful.

<table>
<thead>
<tr>
<th>AS A LEADER, YOU MUST:</th>
<th>EXAMPLES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DO (PROVIDE) purpose.</strong></td>
<td>Explain the “why” of missions</td>
</tr>
<tr>
<td></td>
<td>Clearly communicate your intent</td>
</tr>
<tr>
<td></td>
<td>Plan</td>
</tr>
<tr>
<td></td>
<td>Maintain standards</td>
</tr>
<tr>
<td></td>
<td>Set goals</td>
</tr>
<tr>
<td></td>
<td>Make decisions and solve problems</td>
</tr>
<tr>
<td></td>
<td>Supervise, evaluate and counsel</td>
</tr>
<tr>
<td></td>
<td>Build (train and develop) teams</td>
</tr>
<tr>
<td><strong>DO (PROVIDE) direction.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>DO (PROVIDE) motivation.</strong></td>
<td>Take care of followers</td>
</tr>
<tr>
<td></td>
<td>Be fair and consistent in your standards</td>
</tr>
<tr>
<td></td>
<td>Develop cohesive teams</td>
</tr>
<tr>
<td></td>
<td>Make training meaningful</td>
</tr>
<tr>
<td></td>
<td>Reward performance that exceeds standards</td>
</tr>
<tr>
<td></td>
<td>Correct performance that does not meet standards</td>
</tr>
</tbody>
</table>
Conclusion

The education of a leader is continuous, and builds on past experiences and training. The traits and principles of leadership, as well as the BE, KNOW, DO attributes, provide a framework for the development and self-evaluation of a leader. Use them together with other leadership techniques to develop a plan of action for enhancing your leadership skills and abilities!

Lesson Check-up

1. Why is it important for a leader to self-evaluate?

2. Why is it important to know your team’s individual capabilities, strengths and weaknesses?

3. Choose one technique you can use to develop sound decision-making. Explain how that technique helps?

4. What are the 11 Leadership Principles?

5. Compare and contrast the BE, DO, KNOW attributes.