

## Performance Objective 7: Leadership

### Enabling Objectives:

1. Define the terms leadership, management and command.
  2. List the three styles of leadership.
  3. Participate in the *FISH* Philosophy.
  4. Describe the process of communication.
  5. Supervise a Young Marine activity.
  6. Solve a problem.
  7. Perform the duties of a Young Marine Platoon Sergeant.
  8. Understand the duties of a Young Marine Parade Sergeant.
  9. Perform the duties of a Young Marine Platoon Leader.
  10. Perform the duties of a Young Marine Instructor.
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### Review

- 1) Duties of a Young Marine Assistant Squad Leader.
  - a) The Young Marine Assistant Squad Leader assists the Squad Leader with his/her duties.
  - b) Carries out all duties as assigned by the Squad Leader.
  - c) Performs the duties of Squad Leader in their absence.
  - d) Young Marine Corporals can hold the billet of Young Marine Assistant Squad Leaders.
- 2) Duties of a Young Marine Squad Leader.
  - a) The Young Marine Squad Leader is responsible to the Platoon Sergeant for their squad.
  - b) Carries out all duties as assigned by the Platoon Sergeant.
  - c) The first squad leader assumes the duties of the Platoon Guide in their absence.
  - d) Some responsibilities a Squad Leader has are:
    - i) Care and Safety of the members of their squad.
    - ii) Responsibility for their squad members being kept up to date on unit, platoon, or squad information.
    - iii) Ensuring their squad members look their best by adhering to the Young Marine Uniform Regulations.
    - iv) Ensuring the squad members are where they are supposed to be at all times.

- v) Recommends to the Platoon Sergeant members of their squad that are ready for promotion or awards.
  - e) Young Marine Corporals and Sergeants can hold the billet of Young Marine Squad Leaders.
- 3) Qualities of a Leader. When you lead, give yourself objectives to measure your standards against. Describe yourself using these words:
- a) Honest - you need to be honest and fair to gain trust;
  - b) Responsible - do the right thing for the team;
  - c) Confident - in yourself, your team and your leader(s);
  - d) Enthusiastic - it will inspire your team;
  - e) Dependable - be there when you are needed;
  - f) Patient - take time for your Young Marines, answer their questions and ensure they understand;
  - g) Decisive - make a safe and reasonable decision, based on the input of your team, and then carry it out. Expect the unexpected. Remember, to make responsible decisions by doing the right thing even when no one is watching.
  - h) Determined - finish the job.
  - i) Loyal - to your team, yourself, and your leader(s); and,
  - j) Courageous - try something new, stick to your convictions, admit mistakes then correct them, and overcome challenges by always expecting the unexpected.
- 4) Shared Approach. Leaders must demonstrate the will to accept the same risks and inconveniences that they ask of their subordinates. They show this by sharing in the workload, eating the same food, carrying the same load, completing the same tasks, sleeping in similar shelters, etc. Leaders can further this shared approach through simple acts like eating only after ensuring all team members have something to eat, checking team members are safe and secure before going to sleep, and being the last person standing in the rain when there is not enough room under the tarp.
- 5) Morale. In the Young Marines morale appears as:
- a) Common purpose - members make decisions that benefit the teams;
  - b) Leadership - leaders are trusted and experienced;
  - c) Discipline - the team works well together, and events occur as planned;

- d) Self-respect - individuals respect themselves and others;
  - e) Pride - individuals present themselves well and feel a strong bond to the team goals;
  - f) Comradeship - members enjoy participating in the activities of the team;
  - g) Mutual confidence - members trust their peers;
  - h) Young Marines' well-being - leaders take care of their team members; and,
  - i) Comfort and welfare - the environment is one where members can easily learn and grow.
- 6) Esprit de Corps. Some easy ways to build team spirit are:
- a) Ensure everyone knows each other, and always introduce new members to the team;
  - b) Build trust by delegating small responsibilities to team members;
  - c) Praise good performance, and correct errors fairly and immediately;
  - d) Watch for, and fix, small problems before they become big;
  - e) Take care of your subordinates;
  - f) Share your experience;
  - g) Do activities together and consciously include every member; and,
  - h) Find some common bonds - things that members may have in common - and create new common experiences (new challenges, team songs, stories, saying, etc.)
- 7) The 11 Principles of Leadership. Leadership is a process of focusing and motivating, of looking forward and reflecting, and of making decisions. Because leadership is an art form rather than a science, there are no true rules - simply principles to guide a leader.
- a) Take responsibility for your actions and the actions of your Young Marines.
  - b) Know yourself and seek self improvement.
  - c) Set the example.
  - d) Develop your subordinates.
  - e) Ensure that a job is understood, then supervise it and carry it through to completion.

- f) Know your Young Marines and look after their welfare.
- g) Every Young Marine should be kept informed..
- h) Set goals you can reach.
- i) Make sound and timely decisions.
- j) Know your job.
- k) Teamwork.

### **E.O. 1. Define the terms Leadership, Management, and Command.**

- 1) Leadership, Management, and Command. These terms are universally used, but definitions vary between the civilian and military worlds. In school, most courses are classified into two categories - arts and the sciences. The arts are based on a personal interpretation of facts and general principles. The sciences are based on laws and equations that are accurate time and time again. Leadership and Management can be placed in these two categories respectively.
- 2) Definitions.
  - a) Leadership - The art of influencing human behavior in order to accomplish a task in the manner desired by the leader.
  - b) Management - The science of employing human resources and material in the most economical and effective manner to accomplish a task.
  - c) Command - The lawful authority that a superior exerts over their subordinates by virtue of their rank or appointment.
- 3) Leadership.
  - a) The Young Marines is a task-oriented organization—i.e. they exist to carry out a duty that is broadly understood by each member. So, a leadership model that ties directly into accomplishing a task is suitable. The Young Marines organization is based on the United States Marine Corps model. There is no better task-oriented organization than the United States Marine Corps. History has proven that time and again.
  - b) Young Marine training and activities may not always have a definable task (i.e. the goals may be in the areas of creating good citizens, choosing a healthy drug-free lifestyle, offering life changing experiences, etc). Leadership in the Young Marines may be further referred to as the art of influencing individuals and teams to accomplish shared goals with a competency and motivation they would not have achieved on their own. Leadership includes aspects of motivating, coaching, counseling, communicating, acting, and critiquing.
- 4) Management. Even though managers and leaders are often separated in the civilian

world, the two are integral in the Young Marines. Previously, we discussed that people expect their leaders to be good organizers and planner. Management includes aspects of planning, preparation, scheduling, communicating, coordinating, and reviewing.

- 5) Command. Young Marines who lead other Young Marines do not have a legal basis for their position of command, simply an institutional or traditional one. A Young Marine leader can rely on several sources of substance for their command:
- a) Referent power - when you are identified with, or valued by group members, they are more likely to agree with you, support your opinions, and follow you:
  - b) Legitimate power - when a young person joins the Young Marines they implicitly accept the authority of command of Young Marine leaders. This is defined by your rank and position - an indication of the level of support given to you by your unit commander.
  - c) Expert power - the more skill, knowledge and experience you have will generate the respect of your subordinates and their acceptance of you as their leader;
  - d) Reward power - is based in your ability to, and your perceived predisposition to, praise and reward subordinates for positive behavior. Your subordinates will respect (and then learn to expect) appropriate rewards, and this expectation gives you strength to influence their behavior; and,
  - e) Coercive power - is based on your ability to withdraw rewards or opportunities, and in some cases enforce disciplinary action. A leader who relies heavily on this power will soon nullify its effect.

## **E.O. 2. List the Three Styles of Leadership.**

- 1) Leadership Styles. A leadership style is the approach that a leader adopts in the interest of getting the job done. Style is portrayed as a range of approaches based on how much authority a leader exercises and how free team members are to contribute to the situation. No one uses one style all the time—leaders should change their approach depending on the people involved and the situation. The factors involved in the situation usually are associated with:
- a) The elements of perceived risk, actual danger, or emergency;
  - b) Time considerations - due to schedule, identified risk, or other conditions (e.g. amount of daylight left, approaching storm, availability of a resource, etc.);
  - c) How confident and competent you are in the skills and knowledge required by the task or challenge you are facing;
  - d) The competency, experience, morale and other factors associated with the team and/or members of the team;
  - e) The opportunity for effective communication from the leader to the team, and vice versa;

- f) The complexity of a task; and,
  - g) The size and scope of the task (e.g. the number of people, number of sub-tasks, number of levels of command, etc.).
- 2) The Authoritative Style. The authoritative style of leadership comes from a need to impose order on a situation where the team or individuals would be unable (or are unwilling) to impose the order on themselves. The fundamental rule with this approach is to use only as much direction as is required by the situation. The situations where you could employ this style are:
- a) Situations of danger or emergencies;
  - b) When you require a high level of productivity from an experience team or individual;
  - c) Where the task is important, time is limited, and the team will be placed at risk if they are not successful;
  - d) Passing on important orders or instructions;
  - e) Significant feedback from the team is not required; or,
  - f) When you are not trying to teach members of the team.

Authoritative leadership is for situations where simplicity, speed, and uniform action are required (e.g. in extreme danger, when time is an over-riding factor, or when large numbers are involved) and where the consequences of poor decisions are severe. This style does not infer that communication is cut off from the team to the leader. In fact, the leader must work even harder to assess and understand the attitudes and ideas of the team members. As with any leadership style, the team must be ready and willing to accept authoritative leadership—and they must trust that the leader is adopting this style for the best interest of the team.

- 3) The Participative Style. The participative approach is a process of personal interaction between a leader and team members. This style has two key elements;
- a) The Persuasive element—by setting an example, the persuasive leader encourages and inspires Young Marines to participate in the assigned task; and,
  - b) The Developmental element—this leader instructs, guides, coaches and assists team members in an effort to develop their skills and experience.

In this style the leader may still direct activity, but often with significant feedback from the team as well as an emphasis placed on personal initiative by the members. This approach is most common when working with a new team, or a team that is in a learning situation (especially complex skill or knowledge). A leader may also adopt the participative style when a team seems unlikely to meet its goals and the situation is

not yet serious enough for the authoritative approach.

The participative approach also enables leaders to demonstrate and instruct behaviors and attitudes. This style is the best opportunity for a leader to get to know their team and it requires a significant amount of two-way communication. It is also helpful in building, or rebuilding trust within a team.

- 4) The Free-Rein Style. The free-rein approach calls for the leader to temporarily withdraw influence, giving the Young Marines the opportunity to work on their own. This approach is most common with experienced teams carrying out routine activities (e.g. setting up a bivouac site, cooking lunch, organizing for parade, etc.).
  - a) The free-rein style greatly benefits self-motivated team members looking for new responsibilities and challenges. Whether tasks are assigned by the leader, or shared by team members, this approach allows an opportunity for the leader to assess the development of leadership skills of team members.
  - b) Leaders who adopt this approach do not abdicate their responsibilities for safety or guiding the team towards shared goals.
- 5) Conscientious Leadership. Conscientious leadership is the willingness to put yourself in another's shoes, to be compassionate, and to accept another's well being as a priority of your own. You can demonstrate this by;
  - a) Seeing things from a team member's point of view;
  - b) Sharing your own experiences and being open and accessible;
  - c) Listening;
  - d) Coaching, motivating and helping;
  - e) Keeping promises and following through with plans;
  - f) Forgiving errors and not prejudicing;
  - g) Not surprising people with bad news - give fair and clear warnings, and make plans for improvement;
  - h) Correcting mistakes with appropriate action; and,
  - i) Acknowledging contributions towards team morale and success - especially for those whose contributions may be few.
- 6) Ethical Leadership. Ethics is about right and wrong, and doing the right thing. Any action or lack of action that affects human beings involves ethics. The United States Constitution is a good example of the ethical structure of the United States form of democracy.

- a) The ethical principles of freedom, equality, justice and humanity are what make our society function. As a leader in the Young Marines, you have a responsibility to act within these ethical guidelines.
- b) Remember, you are not required to follow an order you know is unlawful, and you have a responsibility to speak out or act when you see unethical behavior.

**E.O. 3. Participate in the *Fish* Philosophy.**

- 1) As a Senior Young Marine, you will be required to complete the *Fish* Philosophy during your attendance at either the National Senior Leadership School or a nationally approved equivalent Senior Leadership School.

**E.O. 4. Describe the Process of Communication.**

1) Effective Communication.

- i) Communication is a process of sharing information between two or more people. The information and the method of sharing can range from simple to complex. Effective communication occurs when:
- ii) The originator expresses what they intended; and,
- iii) The recipient of the information alters their actions or beliefs on the basis of what the originator meant.

- a) As we know, communication is far from being exact. A message sent by you is rarely received exactly the way that you meant it. There are several factors that affect human communication:

- i) What is meant by the originator;
- ii) What is understood by the recipient;
- iii) Barriers to communication;
- iv) The result of communication; and,
- v) Feedback.

- 2) Mind of the Originator. As a leader, you are required to communicate with your Young Marines. In most cases you and your Young Marines will communicate your ideas orally, although you will employ other methods consciously or unconsciously.

- a) Communication begins with you generating a concept in your head. This concept is based on past experience and learning, the influence of the current situation, and your ability to formulate new concepts. To communicate this concept to another person, you have to translate it into a combination of words, actions, and/or emotions.
- b) Spoken (and written) communication contains many aspects that affect the



presentation of your ideas. The actual content of your message that you wish to communicate can vary tremendously from a request for assistance to instructions on how to complete a task. The content can be expressed using language that is complex, very simple or highly technical. The last of the aspects of oral communication that can affect your message is your intent. Are you trying to convince someone? Are you trying to motivate a group or are you trying to promote understanding of a subject?

- c) Using your body to help express or clarify your intention, e.g. pointing and saying "Over there." If you are communicating a skill, have the team follow your actions as you progress through the skill. Favor your communication by putting it in context of what you feel is important to the recipient.
- 3) Mind of the Recipient. Once you have sent your message, it is up to the recipient to receive your message. The recipient decoded your transmission, relying on their ability to understand the language of the information, as well as their interpretation of other clues.
- a) There are several aspects that effect the efficiency of receiving your message. Is the recipient ready to listen? Is the recipient's mind open and is the recipient concentrating on what you are saying? Once the recipient has heard; your message, did the recipient perceive your meaning? Lastly, the recipient must be able to recall the information that you sent.
  - b) The recipient will take your information and process it like you did when you originally received it. They will understand your information in context of their past learning and experience, and will judge its value based on their own scale of importance.
- 4) Barriers to Communication. In between the originator and the recipient there may be barriers to communication:
- a) Emotional barriers - worry, fear and mistrust can take away from your message. A recipient with strong negative emotions about the originator will have difficulty processing any message sent;
  - b) Guidelines for effective communication:
    - i) Make sure your message is accurate, complete, up-to-date and contains correct information;
    - ii) Make sure the information is being communicated to the people that need it;
    - iii) Give the recipient enough time to process the message before you expect action;
    - iv) Finish one message before beginning another;
    - v) Be friendly and communicate in a personal manner;

- vi) Be a good listener, and draw feedback from recipients; and,
  - vii) Take responsibility to make sure your meaning and intent were understood.
- 5) Orders. An 'order' is a very formal format of communication. They are traditionally written or verbal. An order is the clearest, most direct communication of information related to the accomplishment of a task from a leader to a team or individual. There are four types of orders:
- a) Direct order - is specific, concise and definite. The recipient of a legal direct order is obliged to respond without hesitation or indecision. Direct orders are used when the leader has determined that there are no other viable options for action. Drill commands are an example of direct order;
  - b) Request - is a softened direct order where the leader is expressing their will; however there is some latitude for the recipient to use their initiative to accomplish the instruction, e.g. "Young Marine G, can you help YM/CPL R with that stove?"
  - c) Implied order - relies on the initiative, experience, confidence and knowledge of the recipient to accomplish the instruction. It is most commonly used with experienced team members when the leader gives the order, and a reasonable person understands that there are other orders implied but not spoken, e.g. "YM/SGT H, set the bivouac site on the edge of the clearing"—the implied orders are that all rules for minimum impact and bivouac site will be followed, and YM/SGT H understands that she is responsible to you to ensure that the task is carried out.
  - d) Call for Volunteers - is used to give team members an opportunity to feel integral to the success of the task, or to improve team members' sense of responsibility to be involved.
- 6) Giving and Receiving Orders.
- a) When you give orders:
    - i) Plan - the content of the order. Be clear, concise, to the point, and follow a chronological order, avoid unnecessary information and petty instructions;
    - ii) Deliver - the order clearly, in an orderly fashion, and directly to the member or team that requires the information. Ensure the recipient knows what your aim is, what level of quality and quantity is expected, and what the factors of the situation are;
    - iii) Confirm - the order was understood by requesting feedback and observing results; and,
    - iv) Evaluate - the effectiveness of your order giving style and content by observing results, listening to feedback and asking peers to critique your style. Adjust

your order-giving style to improve for the next time.

- b) To receive orders at a scheduled orders session, arrive early to read background information, examine marked maps, prepare yourself, receive handouts, etc. ;
  - i) Listen to the entire instruction;
  - ii) Write down details, and start a list of questions you want to ask at the end;
  - iii) Confirm the aim of the activity;
  - iv) Confirm the details of tasks or responsibilities assigned to you;
  - v) Confirm and write down tasks and responsibilities of people you will have to deal with during the activity;
  - vi) Confirm critical timings, emergency and supervisory plans;
  - vii) Confirm travel instruction;
  - viii) Confirm resource requirements;
  - ix) Confirm the method of communications;
  - x) Confirm the chain of command; and,
  - xi) Confirm that your watch is synchronized to the watch of the commander.

#### **E.O. 5. Supervise a Young Marine Activity.**

- 1) Supervision. Supervision is one of the most important responsibilities of a Young Marine leader. You may be responsible to oversee an area, an activity, a group or a specific individual. While supervision is required for the assessment of instruction for a skill, or efficient and effective management of personnel, or ensuring compliance with rules, its most important role is safety. Supervision is not only a leadership responsibility; it is also a legal responsibility. For clarity and precise instruction, supervision can be further modified:
  - a) General supervision - participants are undergoing planned activity, but may not be immediately in view;
  - b) Close supervision - participants are in view, and within range of voice signals;
  - c) Direct supervision - participants are within 3m; or,
  - d) Immediate supervision - participant(s) are within your arms length.

## 2) Supervision for Safety.

The supervisor's checklist:

- a) Plan ahead - admit that accidents can happen to you and set in place a plan for emergencies and a communicate plan for everyone involved.
- b) Search for dangerous conditions and situations - remember that danger is often a combination of conditions (e.g. fatigue, poor planning, ice and steep slopes). Judge an activity based on what the worst possible outcome could be if there was an accident. You can manage the risks of dangerous situations by:
  - i) Removing elements that contribute to the danger;
  - ii) Avoiding dangerous elements by re-routing, moving training areas, changing the goals or objectives of the activity, or canceling the activity; and,
  - iii) Rate the level of seriousness of the elements and accept that there is a level of risk that is acceptable - anything higher than that level requires removing the danger or altering your activity to avoid it.
    - (1) Monitor the situation - determine if your original judgment on danger was accurate, and to track new risk conditions;
    - (2) Minimize losses - make choices that will result in the lowest overall loss - e.g. if the choice is save a canoe and equipment trapped in a rapid versus risking a life to get it back, accept the loss of the canoe and equipment. In the event of an accident, act immediately to ensure everyone is safe and initiate first aid to the injured.
    - (3) Make appropriate adjustments - if new risks are identified, or an accident happens, go back to your original plan and make the right adjustments - do not continue as if nothing had happened.

## 3) Supervision for Assessing Skills.

- a) Supervising shows your team that you think their work is important, it will also allow you to immediately correct any errors or inconsistencies of their performance. Once a problem is detected, the leader should:
  - i) Stop the Young Marine;
  - ii) Explain what is wrong with the work;
  - iii) Demonstrate and explain the correct procedure;
  - iv) Have the Young Marine continue to work (leader inspects); then,
  - v) Follow up on the Young Marine at a later date by assigning that Young Marine a similar task so that improvement can be noted.

- b) As leader, it depends on your personal initiative to decide whom and when to supervise. Use direct supervision when:
  - i) Young Marines need assistance to achieve success;
  - ii) Failure is costly (safety, resources, Esprit de Corps);
  - iii) Young Marines have had significant difficulty with this work in the past; and,
  - iv) You are working with a new or inexperienced group.
- c) To properly oversee a Young Marine activity;
  - i) Find a good position to supervise from;
  - ii) Observe the activity carefully;
  - iii) Take notes on the task being performed;
  - iv) Interact only when necessary (usually safety error);
  - v) Check or visually inspect the completed work; then,
  - vi) Inform Young Marines of the results.

**E.O. 6. Solve a Problem.**

- 1) Problem-Solving. Every task that is assigned requires some degree of problem solving. The action for solving a problem will depend on the complexity of the task, safety, and the resources available - time, people, skills, equipment, etc. establishing a standardized procedure for routine activities—e.g. labeling all clothing and equipment with a permanent marker for easy identification.
  - a) For more complex tasks there are three methods to help the leader solve problems. You decide on the best method based on the time available. These methods are:
    - i) Trial and error;
    - ii) Straight analysis; and,
    - iii) Logical analysis (most common method).
- 2) Logical Analysis and the Military Estimate.
  - a) Logical Analysis—is the best process if there is sufficient time available for consideration of all the options. It helps reduce a complex thought process to a simple format. There are seven steps that the leader must follow in order to formulate a good plan of action:

- i) Confirm the task - by understanding both the task and the aim or intent of the person assigning the task, you then have the freedom to act within your personal initiative to lead your team to success—especially when factors or plans change.
  - ii) Identify the problem(s) - once the task is understood, the leader must consider the problems or challenges that may occur in the execution—this usually requires breaking the task down into its component parts (“do this, then this...”).
  - iii) Determine the ‘Critical Factor’ - there is usually one problem that all others will depend on. This is called CRITICAL FACTOR. Once identified, a plan to solve the problem can be formed around solving the critical factor.
  - iv) Develop alternate solutions - create as many possible solutions as time allows, drawing from the experience, knowledge and initiative of your team.
  - v) Compare alternatives - each solution must then be compared in order to decide upon the best solution. In order to decide, ask some of these questions:
    - (1) Which solution is the simplest?
    - (2) Which solution is the safest? What is the worst possible outcome? What are the dangerous elements?
    - (3) Which solution is the most flexible?
    - (4) Which solution uses available resources in an economical manner?
    - (5) Which will solve the critical factor and all other problems?
  - vi) Determine the best solution to implement in your plan of action. Implement the solution into the plan and get the task done. If the plan does not work like you wanted, you can always fall back on one of your alternative solutions.
- b) The Military Estimate. The military estimate is the process of logical analysis reduced to a simple format - Aim, Factors, Courses Open and Plan.

<b>AIM</b>	What is the team aim or goal—or what is the intent of your commander who assigned the task.
<b>FACTOR</b>	Safety, time, physical and mental condition of the team members, resources available, environment conditions (rain, darkness, temperature), etc.
<b>COURSES OPEN</b>	List and compare the options open to the team. Consider safety, your team, resources and flexibility.
<b>PLAN</b>	Select the safest and most reasonable plan.

3) Trial and Error and Straight Analysis.

- a) Trial and Error Analysis - is often applied in highly complex situations where a single solution does not seem obvious. Leaders are aware that error is a probability. By simplifying the situation, logical analysis can be applied to eventually solve the problem. This method should be utilized if there is a great deal of time available and the possible outcomes are not serious, e.g. a team has been tasked with loading a vehicle with equipment. They try several ways of loading, only to discover that the most important factor is not that everything fits but that all the heavy items are placed forward of the rear wheel.
- b) Straight Analysis—involves a compressed problem solving process because time is of the essence. The most important considerations will be met while secondary ones will be overlooked—e.g. a leader will rescue a Young Marine from a capsized canoe, before recovering any equipment.

4) Make a Simple Plan. A plan will answer these questions:

- a) What tasks must be done to achieve team goal or task?
- b) Who will do what job?
- c) When must the work start? If there is more than one phase, when will each phase start and finish?
- d) When must the whole job be finished?
- e) Where will the job be worked on? What routes or travel arrangements are there?
- f) How is each task to be done? What SOP's are to be used? What rules and regulations apply?
- g) What is the supervisory plan?
- h) What is the emergency plan and who is responsible for each part of it?
- i) What dress, equipment, and resources are required?
- j) How will the team communicate (radio, whistle, voice, hand signal, etc.)?
- k) Who is in charge?

5) The Problem Solving Climate. The ground rules for developing a problem solving climate are:

- a) Express regard, respect and consideration of the thoughts and opinions of each team member;
- b) Encourage team members to assist each other in the expression of opinion;
- c) Implement the sound ideas and suggestions advanced by team members;

- d) Promote the feeling that each person is an important member of the team; and,
  - e) Permit the expression of contrary opinions, knowing that failing to do so may lead to members becoming preoccupied, withdrawn, or resistant to decisions arrived at.
- 6) Judgment.
- a) Sound judgment is a leader's primary tool in safe and reasonable decision-making. Judgment is a cycle of three thought processes—inductive reflection, deductive reflection, evaluative reflection
    - i) Inductive reflection—is used to make general concepts from experience—e.g. participating in a weekend hike forms some concepts of hiking in your mind.
    - ii) Deductive reflection—is used to make specific predictions based on general concepts—e.g. having been on a hike before, you are able to make predictions about what the next hike will be like.
    - iii) Evaluative reflection—is used to analyze the accuracy of our predictions and then to define or refine our general concepts—e.g. the second hike was on a hilly route, so the new experience of hiking up and down hills is added to our overall understanding of hiking in general.
  - b) Inductive reflection forms the base of skill and knowledge. Deductive reflection allows us to use what we know to overcome challenges and evaluative reflection allows us to learn from success or failure. Sound judgment must be developed in this manner, through a continuing process of learning, applying, and learning. The key is that you can not develop sound judgment without challenging your self and then analyzing both your successes and your failures. Listen to other leaders and analyze their good judgment. Keep a logbook or journal to assist your learning process. Never stop learning or trying.

### **E.O. 7 Perform the duties of a Young Marine Platoon Sergeant.**

- 1) The Young Marine Platoon Sergeant is responsible for their platoon. They answer to their Platoon Leader on all matters pertaining to their platoon.

Additionally:

- a) The Platoon Sergeant must ensure members of their platoon follow all regulations and guidelines pertaining to the standards and conduct of the Young Marines.
- b) Holds inspections to ensure members are properly fitted with uniforms and equipment, as well as maintaining appropriate grooming standards.
- c) Periodically tests the knowledge of members of the platoon to ensure they are studying their guidebooks.
- d) Passes on to the Platoon Leader all requests and recommendations from them and their squad leaders concerning members of their platoon.



- e) Performs other duties as assigned by the platoon leader or unit commander.
- 2) Young Marine Staff Sergeants can be billeted as Young Marine Platoon Sergeants.

### **E.O. 8 Understand the duties of a Young Marine Parade Sergeant.**

- 1) The Young Marine Parade Sergeant is the Young Marine in Charge (YMIC) of the platoon when participating in parades and other ceremonies.
- 2) The Young Marine Parade Sergeant is expected to be highly proficient in platoon drill as the platoon will be performing in public.
- 3) Other duties of the Young Marine Parade Sergeant include:
  - a) Ensuring all members are in the appropriate uniform and their appearance is in accordance with the Young Marine regulations.
  - b) Ensuring that the platoon knows where the muster location is, where the parade ends, the route that will be marched, and the times of start and end of the parade.
  - c) Assumes the duty of training backups and replacements for their position. Backups should be Staff Sergeants, but replacements can be Sergeants. These replacements could then assume the duties of Young Marine Parade Sergeant upon promotion to Staff Sergeant.
- 4) Young Marine Staff Sergeants can be billeted as Young Marine Parade Sergeant.

### **E.O. 9 Perform the duties of a Young Marine Platoon Leader**

- 1) The Young Marine Platoon Leader is responsible to the unit commander for their platoon.
- 2) They serve as the official authority to the Platoon Sergeant for all matters pertaining to the platoon.
- 3) Platoon Leaders attend all meetings called by the unit commander and pass down to their respective Platoon Sergeants all information necessary for the smooth operation of their platoon.
- 4) Platoon Leaders perform inspections of their platoons on a normal basis to ensure compliance with uniform regulations.
- 5) Platoon Leaders pass on to the unit commander all recommendations for promotions and/or awards for those in their platoon.
- 6) At the request of the unit commander, Platoon Leaders train their replacements.
- 7) Young Marine Gunnery Sergeants can be billeted as Platoon Leaders.

## **E.O. 10 Perform the duties of a Young Marine Instructor**

- 1) A Young Marine Instructor is billeted as a Young Marine Recruit Instructor for a period of not less than 3 months, or as an instructor of specific subjects as listed below for a period of not less than 3 months. These subjects are:
  - a) Drug Resistance Training
  - b) Platoon Leader Training
  - c) Parade Sergeant Training
  - d) Physical Fitness and Health Fitness Training.
  
- 2) As a Young Marine Recruit Instructor, the Young Marine should be well versed in all aspects of recruit training. Additionally, they should understand and accept that only adults discipline Young Marines. Some areas Young Marine Recruit Instructors should know well and be able to teach are:
  - a) Individual drill movements
  - b) Young Marine uniform and appearance regulations.
  - c) Young Marine history.

## PERFORMANCE QUALIFICATION REVIEW

### Performance Objective 7: Leadership

E.O. No.	Enabling Objective Description and Performance Requirement	Authorized Evaluators Signature
<b>1</b>	<b>Define the terms leadership, management and command.</b>	
a	Can correctly give the definition for leadership	
b	Can correctly give the definition for management	
c	Can correctly give the definition for command	
<b>2</b>	<b>List the three styles of leadership.</b>	
a	Can correctly list the 3 styles of leadership	
b	Can give examples of each of the 3 styles of leadership	
<b>3</b>	<b>Describe the process of communication.</b>	
a	Can correctly explain the mind of the originator versus the mind of the recipient	
b	Can correctly name the 4 types of orders	
<b>4</b>	<b>Supervise a Young Marine activity.</b>	
a	Knows the 4 types of supervision	
b	Can describe the supervisors checklist	
<b>5</b>	<b>Solve a problem.</b>	
a	Knows the 4 terms that make up the military estimate	
b	Given a problem, the Young Marine successfully solves it Using the information contained in this chapter	
<b>6</b>	<b>Perform the duties of a Young Marine Platoon Sergeant</b>	
a	Understands the duties of a Young Marine Platoon Sergeant	
b	Knows the rank required to be a Young Marine Platoon Sergeant	
c	Performs the duties of a Young Marine Platoon Sergeant for a period of not less than 3 months	
<b>7</b>	<b>Understand the duties of a Young Marine Parade Sergeant</b>	
a	Understands the duties of a Young Marine Parade Sergeant	
b	Knows the rank required to be a Young Marine Parade Sergeant	
<b>8</b>	<b>Perform the duties of a Young Marine Platoon Leader</b>	
a	Understands the duties of a Young Marine Platoon Leader	
b	Knows the rank required to be a Young Marine Platoon Leader	
c	Performs the duties of a Young Marine Platoon Leader for a period of not less than 3 months	
<b>9</b>	<b>Perform the duties of a Young Marine Instructor</b>	
a	Understands the duties of a Young Marine Instructor	
b	Knows the rank required to be a Young Marine Instructor	
c	Performs the duties of a Young Marine Instructor for at least one Recruit Training cycle	