Commanders
Day 5
Training Objective

• **Task**: To understand how a commander establishes and implements a system of consequences.

• **Condition**: Given a 50-minute block of classroom instruction and the Blue Book, the TAC Handbook, the “Citadel Training Manual” (CTM), and the “How to Train at The Citadel” manual (HTT).

• **Standard**: Develop a vision statement and commander’s intent for consequences in their unit using Schofield’s Definition of Discipline as an inspiration. The vision statement must include an expression of the desired end state of what a disciplined unit would look like and what would be required of all unit members to collectively achieve that ideal. The intent statement must include how the commander expects and empowers subordinate leaders and individuals to use principles, rewards, incentives, punishments, training, self-regulation, and “challenge and support” to achieve the desired end state.
Agenda

• Vision
• Discipline
• Homework
Description and Purpose of a Vision

• An image of a future state
• A process the organization uses to guide future development
• Created as a result of collaborative effort
• Provides a sense of ultimate purpose, direction, and motivation for all members and activities within the organization
  • *Strategic Leadership Primer*, 19-20
Uses

• Provides a means of analyzing and understanding the pressures and contingencies of the external environment

• Helps the organization identify what in the environment is important, what requires action, and what action should be

• Reinforces or establishes the basic values of the organization or effort and the leader
  • *Strategic Leadership Primer*, 20
Relevance

- A vision is the first step in the development of strategies and plans for change, without which there is no clear direction or end.
- Once the desired vision has been articulated, then the ways and means to achieve it are identified.
  - *Strategic Leadership Primer, 20-21*
Culture and Change

• Leaders implement the vision to:

  • Shape the organizational culture: Create, revise, or reaffirm organizational purpose, direction, energy, identity, and values

  • Create change: Move the organization toward a more effective future state

  • Positively influence: Shape the environment of the organization

    • Strategic Leadership Primer, 24-25
Resonance

• “It’s the prominent and pervasive message that you want to convey, the frequently recurring melody that you want people to remember; and when it’s repeated it reminds the audience of the entire work.”

• Kouzes and Posner, The Leadership Challenge, 105-106
Compelling

• “You have to paint a compelling picture of the future, one that enables constituents to experience viscerally what it would be like to actually live and work in an exciting and uplifting future.”

• “For a vision to be shared, it needs to be seen in the mind’s eye.”
  • Kouzes and Posner, The Leadership Challenge, 139-140, 144
Idealistic

- “Visions are about ideals... They’re about the strong desire to achieve something great. They’re ambitious. They’re expressions of optimism.”
- Kouzes and Posner, *The Leadership Challenge*, 130
“When you communicate your vision of the future to your constituents, you need to talk about how they’re going to make a difference in the world, how they’re going to have a positive impact on people and events. You need to show them their long-term interests can be realized by enlisting in a common vision. You need to speak to the higher meaning and purpose of work. You need to describe a compelling image of what the future could be like when people join together in a common cause.”

Ownership

• “The key task for leaders is inspiring a shared vision, not selling their own idiosyncratic view of the world. What this requires is finding common ground among those people who have to implement the vision. Your constituents want to feel part of the process.”

• Kouzes and Posner, *The Leadership Challenge*, 116
Focus

• “The most important role of vision in organizational life is to give focus to human energy. To enable everyone concerned with an enterprise to see more clearly what’s ahead of him or her, you must have and convey an exciting, enabling vision of the future.”
  • Kouzes and Posner, *The Leadership Challenge*, 125
Schofield’s Definition of Discipline

• “The discipline which makes the soldiers of a free country reliable in battle is not to be gained by harsh or tyrannical treatment. On the contrary, such treatment is far more likely to destroy than to make an army. It is possible to impart instructions and to give commands in such a manner and in such a tone of voice as to inspire in the soldier no feeling but and intense desire to obey, while the opposite manner and tone of voice cannot fail to excite strong resentment and a desire to disobey. The one mode or other of dealing with subordinates springs from a corresponding spirit in the breast of the commander. He who feels the respect which is due others cannot fail to inspire in them regard for himself; while he who feels, and hence manifests, disrespect toward other, especially his inferiors, cannot fail to inspire hatred against himself.”

• John Schofield, Commander of the Army of the Ohio, Secretary of War, Commanding General of the Army
CTM, Consequences, PRIDE

- PRIDE = Progressive; Relevant; Immediate; Directed at behavior; Evenhanded

- Evenhanded
  - Consequences should be as fair, consistent, and predictable as possible.
  - Facilitated if expectations are clearly stated
  - Uses the organization’s core values as the basis of decision-making about consequences.
    - These values do not change with the situation or individual involved.
    - In fact, by their very definition, principles cannot be true principles if we are willing to bend them to help our friends.
CTM, Consequences, PRIDE

• Administering evenhanded consequences does not mean that in every case the same *prima facie* behavior automatically generates the same consequences.
  • Leaders consider individual and situational factors such as matters of extenuation and mitigation when administering consequences.
• Leaders administer evenhanded consequences by applying an “organized decentralization” that establishes certain guidelines, values, and authorities and then allows the leader the room to operate within the left and right limits of those parameters.
• What does this “organized decentralization” look like in the TAC and commander relationship regarding discipline?
Homework

• Write a vision statement and commander’s intent for consequences in your unit

• Email a copy to me, your CSM or 1SG, your XO, and your TAC.