LTP Lesson Plan

LD 3-2: Being the Example – It’s Your Ship

I. Preparation Required:

- ***Announce requirement for all 3Cs to read It’s Your Ship excerpt NLT day prior to lesson; excerpt found on Commandant’s LTP webpage***
- Coordinate with unit faculty advisor, ADO, MECEP/STA21 for partner responsibilities in lesson
- Re-read It’s Your Ship excerpt & review lesson plan
- Review weekly leadership point to ponder
- Consider integrating a relevant current event or SCCC happening into lesson

II. Materials Required:

- Computer & projection capability
- Excerpt & Lesson plan
- Slides

III. Lesson Objectives:

- Objective 1: Using excerpt from It’s Your Ship, understand the role of “example” for a leader
- Objective 2: Discuss role of “example” in the context of a knob and a third classman
- Objective 3: Identify specific actions for a third classman to lead by example

FOR REFERENCE: LTP & leader development course objectives, respectively:

- In concert with the full Citadel Experience, advance readiness to serve as a principled leader in chosen post-graduation profession.
- For leader development, appreciate the importance of standards and leading by example and develop team-building, direction-setting, alignment, and delegation skills.

[NOTE 1: Instructor should consider starting session with brief discussion of leadership point to ponder at http://www.citadel.edu/root/commandant-ltp .]

[NOTE 2: Instructor should incorporate into the discussion a relevant current event or recent happening within the SCCC.]

IV: Introduction/Attention Step: [***THE BIG IDEA IN INTRO***: “Leading by Example” is on everyone’s short list of things a leader must do. You’ll hear variations like: “walk the talk”...“lead from the front”... “lookin’ good is a full time job”... The central concept, though, is being the example is HUGE for a leader. People do what you do, not what you say you do.]

LET ME ASK YOU THIS: What is the central tenet of your leadership? What must a leader do?

[after discussion...“it’s probably no surprise that “leading by example” is on about everyone’s list]
Welcome to a discussion – and I mean discussion – on what “being an example” or “leading by example” means, the extent of influence an “example” can have, and how we can apply these concepts in our daily activities. Some of you are saying “I know all this”...well, I ask you to suspend that thinking for the next 40 minutes or so. If we engage in this discussion, I’m certain we can walk away as better leaders. We’re going to use an excerpt from Michael Abrashoff’s book, It’s Your Ship. [Note: this book was recommended by cadets for this lesson]

Instructor Note: Recommend using “points to ponder” 1, 2 & 4 as the key discussion points of It’s Your Ship; use other PTPs as time allows.

V: Main Point 1: A leader’s example has tremendous influence on those junior to him or her as well as on peers.

- Captain Abrashoff states, “...your people follow your example. They look to you for signals, and you have enormous influence over them.”
- How important is personal example?
- Can a follower also exert influence by personal example?
- Does the principle apply equally inside & outside the gates? Am I credible when I am poor example in one environment and positive example in other circumstances?

VI. Main point 2: A big part of “leading by example” is giving our people good guidance and the training and resources they need to succeed.

- Abrashoff writes about a case where he gave an order that led to a junior sailor falling asleep during watch. Was Abrashoff “leading by example?”
  - In fact, he was “leading by example” but just not in a positive way.
- What do you think of the “three questions” the Captain uses to analyze a mission failure?
  - “Did I clearly articulate the goals?” [setting expectations]
  - “Did I give people enough time and resources...?” [setting reasonable timelines & committing support]
  - “Did I give them enough training?” [developing people]
- How can we apply this to our duties as a 3C?

VII: Main Point 3: Knowing your people is a key enabler for mission/team success. A leader’s interest in his/her people creates trust and helps him/her identify how to develop people. A leader who develops future leaders, of course, indirectly grows follow-on generations of leaders—simply by pointing the way through his/her example.

- How can a leader communicate that he or she cares about people?
- How powerful is it to know something personal about each person in your charge?
- How might this apply to you and the knobs? Knowing their first name? hometown? What motivated them to attend The Citadel?
VIII. **Summary/Take-Aways:**

- Being an example, leading by example is the price of admission of leadership.
- Think about the power of the perfect example to every knob in this company – **BE THE EXAMPLE...ALL THE TIME.**
- You are an example – 24/7.

IX. **Closure:** We’ll close with a quote from the Desert Fox, WWII German General Erwin Rommel. Much has been written about “being an example”, but no one said it better than Rommel:

> “Be an example to your men, in your duty and in private life. Never spare yourself, and let the troops see that you don't in your endurance of fatigue and privation. Always be tactful and well-mannered and teach your subordinates to do the same. Avoid excessive sharpness or harshness of voice, which usually indicates the man who has shortcomings of his own to hide.” – **General Erwin Rommel**

Attachments/Handouts/Supplement Reading (As Required)
Primary Course Objective: In concert with the full Citadel Experience, advance readiness to serve as a principled leader in chosen post-graduation profession.

Additional objectives are to:

1. For leader development, appreciate the importance of standards and leading by example and develop team-building, direction-setting, alignment, and delegation skills.
2. For honor training, instill the spirit of the honor code into your personal character.
3. For ethical reasoning, develop the quality of mind and spirit to face up to ethical challenges firmly and confidently, without flinching or retreating.
4. For substance abuse, avoid risky behavior on a personal level and learn to create an environment that reduces the risk of others making poor personal choices.
5. For human dignity, learn to respect yourself and others and where to find helping resources.
6. For sexual harassment/sexual assault, create safe and respectful climate and learn where to seek help, if necessary.
7. For Career Search, leverage all Citadel resources and line yourself up for a job before graduation.

Definitions

Principled leadership is influencing others to accomplish organizational goals while adhering to the organization’s core values.

The Citadel Experience provides every cadet the education, training, and experience to start their chosen post-graduation profession as a principled leader.

The Citadel Experience - rooted in the core values in Honor, Duty, & Respect – produces principled leaders by requiring cadets to learn and attain standards in all FOUR areas of instruction, known as the four pillars

With the Academic pillar, a cadet gains an appreciation for the importance of lifelong learning and study for a principled leader. A graduate is required to attain an accredited baccalaureate degree, as certified by the Provost.

With the Military pillar, a cadet gains an appreciation for the importance of personal discipline and team skills for a principled leader. A principled leader must be adept at leading oneself as well as working as part of and leading teams toward a goal. A graduate is required to demonstrate standards in personal appearance and discipline, team skills as a follower, and in the leadership skills of organization, planning, setting direction and expectations, delegation, and follow up, as certified by the Commandant.
For **Physical Effectiveness** pillar, a cadet learns to appreciate the role appearance, fitness, and endurance play in a principled leader’s life. A graduate is required to achieve standards on The Citadel fitness test and maintain school height and weight standards, as certified by the Commandant.

For the **Moral-Ethical** pillar, a cadet learns to appreciate the importance of values and ethics in the decision-making of a principled leader. A graduate is required to demonstrate proficiency in the concepts of ethical reasoning in the practice of daily duty as a cadet, as dual-certified by the Director of the Krause Center & the Commandant.

**Core Values & Quotes:**

**Honor:** First and foremost honor includes adherence to the Honor Code of The Citadel. A cadet “will not lie, cheat or steal, nor tolerate those who do”. The commitment to honor extends beyond the gates of The Citadel and is a life-long obligation to moral and ethical behavior. In addition, honor includes integrity; “doing the right thing when no one is watching”. Finally, honorable behavior includes exercising the moral courage to “do the right thing when everyone is watching”. The Honor Code is the foundation of our academic enterprise.

> “Honor is the capacity to control the instinctive selfishness that lurks in all of us. It is the tough case-hardened ability to put morality ahead of expediency, duty ahead of deviousness – and to do it instinctively and every time. Honor also means pride in excellence – of every kind; especially excellence of performance.”—**General Mark Clark**

**Duty:** First and foremost duty means to accept and accomplish the responsibilities assigned to me. At The Citadel, my primary duty is to perform academically and then to perform as a member of the Corps of Cadets and the campus community. I accept the consequences associated with my performance and actions. Once I have held myself accountable for my actions, then I will hold others accountable for their actions. Finally, duty means that others can depend on me to complete my assignments and to assist them with their assignments. Duty is also a call to serve others before self.

> “Duty is the sublimest word in the English language. You should do your duty in all things. You can never do more. You should never wish to do less.”—**General Robert E. Lee**

**Respect:** First and foremost respect means to treat other people with dignity and worth – the way you want others to treat you. Respect for others eliminates any form of prejudice, discrimination, or harassment (including but not limited to rank, position, age, race, color, gender, sexual orientation, national origin, religion, physical attributes, etc.). In addition, respect for others means to respect the positions of those in authority which include faculty, staff, administrators, active duty personnel and the leadership of the Corps of Cadets. Finally, respect includes a healthy respect for one’s self.
"The discipline which makes the soldier 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 them to make an army. It is possible to impart instructions and give commands in such a manner and in such a tone of voice to inspire in the soldier no feeling, but an 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 the other of dealing with subordinates springs from a corresponding spirit in the breast of the commander. He who feels the respect which is due to others cannot fail to inspire in them regard for himself while one who feels, and hence manifests disrespect towards others, especially his inferiors, cannot fail to inspire hatred against himself."  --MG John M. Schofield  (in an address to the corps of cadets 11Aug1879)