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## PRINCIPLES AND QUALITIES OF LEADERSHIP

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### INTRODUCTION

1. Leadership in the army is principally about doing things. It is a business of applying your professional skill and knowledge and your ability to inspire people to get things done.
2. Leadership is a blend of persuasion, compulsion and example, a combination that makes men to do what their commanders want of them even when the task is not essentially to their liking. More can be achieved by persuasion, encouragement and example rather than by compulsion, although on occasions compulsion is necessary especially when men are tired and frightened. Soldiers will instinctively obey a forceful command from a strong commander with the necessary character, knowledge and experience.

### AIM

3. Is to equip students with the knowledge and skills required to understand the good principles of leadership and the qualities of a leader.

### Definition

- a. The leader. Is a person who directs and convinces his men to have a willing obedience, self confidence, respect and co-operation so as to accomplish the laid down task in the manner he wants?
  - b. Leadership. Is the art of influencing human behaviour in order to accomplish a mission in the manner desired by the leader?
  - c. Management. Is the science of employing men and materials in the economical and effective accomplishment of the mission?
  - d. Command. The lawful authority which a superior exerts on his followers by the virtue of his appointment and rank.
4. You should not confuse leadership and management. The latter is a civilian term which is primarily concerned with organizing resources rather than people. Officers must indeed be able to plan and organize resources effectively, but they are leaders of men. The leader is more of a manager because he must both manage and inspire.

### LEADERSHIP CLASSIFICATION

5. Leadership classifications are as follows;
  - a. Emerged leaders; these are mainly leaders who come up due to situations that rise and may require for ones headship e.g. Revolutionarists.
  - b. Elected leaders. These are mostly democratic leaders and they are mainly elected for the purpose of solving people's problems.
  - c. Inherited leaders. These are leaders who are mainly born leaders or inherit the leadership of that society or culture or group of people. Eg kings.
  - d. Appointed leaders. These are leaders who are given authority by others in powers e.g. RDCs, CAOs and in military all the leaders are appointed.

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## LEADERSHIP APPROACHES (STYLES)

6. There are three types of leadership approaches/styles. These types are as follows:
- The Boss: This is a type of leadership where one issues orders and directives to his subordinates without question in the accomplishment of the task in the manner desired by him.
  - The persuader: This is a type of leadership where the head has to convince his subordinates in order to accomplish a given task.
  - The educator; in this style the leader plays a role of teaching and explaining what to be done and how to do it.
7. No leader will fall entirely into anyone of the categories. There will be time when a leader will need to be a boss, on others occasions he will be a persuader, on many more occasions he will be the educator. An effective leader will choose his approach in accordance with his own personality. The characteristics and need of his followers, and the demands of the situation.

## PRINCIPLES OF GOOD LEADERSHIP

8. The following ten principles of leadership have been developed as the outcome of long intensive analysis of leadership behaviour throughout the history of military organization. These ten principles are as follows;
- Achieve professional competence. Having skills and knowledge.
  - Appreciate your own strengths and limitations and pursue self-improvement.
  - Seek and accept responsibility.
  - Lead by example. What you say should support what you do for your followers to cope.
  - Make sure that your followers know your meaning and intent then lead them to the accomplishment of mission.
  - Know your men and promote their welfare.
  - Make sound and timely decision.
  - Develop the leadership potential of your followers.
  - Train your men as a team and employ them up to their capabilities.
  - Keep your followers informed of the mission, the changing situation and the overall picture.

## THE QUALITIES OF A LEADER

9. Any discussion on leadership is bound to include the qualities that a leader must have to show. Some of these qualities will have differing degrees". Some must be alert, and most can be developed by thought and practice. Many great commanders have drawn up lists of the qualities which they consider essential in a leader. Few lists are the same but they must contain the five qualities which Field Marshal Viscount Slim lists as the most important namely; Courage, Willpower, Initiative, Knowledge and Integrity.

10. If it is a matter of listing the qualities of a leader, you may find there are so many qualities of a leader. But in this topic consideration is only on eight qualities of a leader which are as follows;

- Courage: Courage is a virtue, without courage there are no other virtues. Courage embraces both physical and moral danger and hardship so that your example of confidence affects your men. You must also have moral courage to take unpopular and difficult decisions often in the face of contrary advices and adversity (fulfilment of un pleasant order).
- Willpower: Must have the determination to see a task is carried through, not only against the enemy but often against the advices of experts, the weather and the terrain. In peace and war you must overcome the difficulties to achieve your aim.

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- c. Initiative: Must plan and act without prompting from above. In war you must always be one set up ahead of the enemy.
- d. Knowledge: Must know your job as knowledge gives you confidence which in turn make your subordinate confident in you.
- e. Integrity: Is a combination of religious virtues of honesty, reliability, unselfishness and loyalty, without which good leaders can never gain the respect and trust of their superiors, their colleagues and all those they expect to lead. You must always make the soldiers feel that you mean what you say.

In addition, it means being humble enough to own up to your own errors and omission and not blaming others; and to bring loyal to your superiors, your fellows and subordinates. You must inspire loyalty in your men though trust .You must subordinate your own finally to the men you will be privileged to lead, “Service not self” should be your motto.

- f. Self confidence: Self confidence comes from knowledge and experience. You must have self confidence to enable you to be decisive in action and calm in crisis. However, in being self confident don't be arrogant, conceited, abrasive or sarcastic.
- g. Ability to communicate: Always ensure that your men are fully informed as to what they are to do and why. You must be able to speak and write concisely and confidently.

11. There are many other qualities of a leader as it has been mentioned in Para 11 of this topic but if you possess the above qualities, you will be on the way of being a good leader.

## CONCLUSION

12. Leadership is not something that can be learnt in a classroom. It is learnt by practical experience, by trial and error and doing things better next time, the process is never ending. You will find that you will never stop learning about leadership as your career unfolds. So improvement will come only the hard way with practice and experience.

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## CHAPTER TWO

### THE FOLLOWER

#### GENERAL

1. The leader does not operate in a vacuum, he mingles continuously with his followers and he mingles most of all times at the junior leader's level. It is obvious therefore that the complex social interaction between the leader and the follower and the interactions among the followers are vital components of leadership setting.

2. Since every leader is also a follower you might expect that every leader would know how best to deal with his followers. You might expect that he could deal with his own followers as he wishes and expects his superior's deals with him the way he wishes also.

#### AIM

3. The aim is to equip students with knowledge and skills to enable them to be conversant with needs, goals and ambitions which govern the behaviour of followers.

4. Many researchers insist that leadership should be studied primarily from a followers approach and they make the following claims to justify a specific follower concept of leadership:

a. Leadership is conferred by the follower on the individual who can best provide for their needs and guide them towards group goals.

b. Personality traits in a leader are relatively unimportant as long as the followers have faith in him.

c. A group may contain more than one leader and leadership will change as new needs arise and someone else is seen more capable of providing for the new needs.

5. Whatever the merits of this 'follower' concept, it is certainly true that the followers will find their own leaders if their appointed leaders fail to provide the necessary inspiration, decision, guidance and control. Once this happens, the appointed leader will have trouble on regaining his position.

6. Let us consider the likely composition of a group of ten men. First, there will be one or two members recognizable by the group as potential leaders. Last there will be one or two men who are "passengers" going along for a ride with no intention of contributing anything more than a bare minimum performance towards the achievement of group goals. In the middle, will be six or eight men who are prepared to contribute their full effort towards the achievement of group goals. This large group is important and are the true followers.

7. Passenger followers are a burden to the group as they are always against the opinions of others. The conversion of a passenger to a true follower is one of the most difficult but most satisfying jobs. As a junior leader, you must take care of such groups however don't spend all of your time on one or two passengers at the expense of six or eight true followers.

#### THE ROLE OF A LEADER

8. A leader has three roles:

a. He is a serviceman and must fulfil all the requirements necessary to perform his service task.

b. He is a follower. Should be in position to receive orders and directives from your superiors to accomplish a given task.

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c. He is a leader. Should be in position to issue orders and directives to convince your subordinates in accomplishment of the assigned task.

## CRITICAL REQUIREMENTS OF THE FOLLOWER

9. The common accepted critical requirements of a follower are as follows:

- a. Performing successfully for long periods of physical stress.
- b. Performing successfully for long periods of emotional stress.
- c. Knowing the job. Having skills and knowledge.
- d. Correctly applying his knowledge.
- e. Telling the truth. Avoid false statements.
- f. Acting honestly. The act of not lying.
- g. Admitting mistakes. Accept that it is wrong and make a reform.
- h. Accepting constructive criticism. Accept open criticism when in wrong.
- j. Assuming responsibility. Seek and accept duties and tasks.
- k. Learning from experience. Past mistakes should not be repeated.
- l. Taking action on his own. Mission Command
- m. Complying with rules and orders even though he disagrees.
- n. Supporting superiors and associates even though he disagrees.
- o. Making effort to co-operate with orders and working as a member of a team.
- p. Maintaining a high standard of appearance and hygiene.
- q. Maintaining good personal habits and manners.

10. You will note that the above mentioned requirements are all applicable to leaders as well as followers. The leader has only six additional commonly accepted requirements:

- a. Ensuring the understanding of assigned tasks.
- b. Ensuring the supervision and completion of tasks.
- c. Expressing himself clearly and concisely orally.
- d. Expressing himself clearly and concisely in writing.
- e. Delegating tasks.
- f. Maintaining and increasing team performance by demanding consistently high standards regardless of conditions.

## CONCLUSION

11. The critical requirements in Para 9 of this topic are all applicable to the follower as well as the leader. Being a leader means being a follower as long as a leader will exist.

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## CHAPTER THREE

### THE SITUATION

#### GENERAL

1. "It all depends on the situation", is a very common expression. Although it doesn't sound very helpful, it is very true that a solution or accomplishment of any task/problems will depend upon the situation.
2. It is easier to command a person who is in a good mood and strong than a person who is tired and furious. An action which is favourable during sunshine will not be the same while it is raining.
3. No two situations are ever exactly the same and each must be faced as new and separate problem. Sometimes a sharp order of the Boss is far more effective than the most stirring appeal of the Educator. Therefore as a leader you must always be in position of overcome any emerging situation.

#### WHAT MAKES A SITUATION

4. The components will include;
  - a. The type of organization. The type of work one is doing e.g. the army, education etc.
  - b. The culture of the group. The norms and beliefs of a certain society.
  - c. Personalities. The individual characters.
  - d. The mission. What expect to achieve at the end (goals).
5. The types of organization, even within a service vary greatly. Cultural characteristic differ as a result of differing needs for skills and levels of intelligence. There are regional, social and economic variations. Environments and missions range from the unavoidable confusion of battle to the deliberate and often deadly routine of peace. There are factors that require a continuous estimate of the situation.

#### BOSS TYPE OF LEADERSHIP

6. In some situations you will be the boss, motivating your followers by applying sanctions and restrictions, rewards and punishments. The following situations often require such authoritative leadership.
  - a. When there is extreme danger.
  - b. When there is little time.
  - c. When large number of followers are involved.
  - d. When it is necessary to cultivate mental alertness and immediate obedience, e.g. specific phases of basic training such as foot arms drill.

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## PERSUADER TYPE OF LEADERSHIP

7. In some situations a leader will need to be a persuader, developing a warm relationship with the follower in order to inspire him to achieve the aim by promises, recognition and gratification of his needs. Appropriate occasions for the use of persuasion are;

- a. When there is rapid turnover of the personnel.
- b. The brief, single purpose situation where it is unlikely that leader and follower will meet again at the same time at the same terms.
- c. When dealing with the particular naïve or ambitious follower.
- d. Under hardship and personal difficulty.
- e. Interviewing and counselling.

## THE EDUCATOR TYPE OF LEADERSHIP

8. In many situations, the best leadership approach to adopt is that of the educator. Here motivation will be through the presentation and discussion of material to be learned. The leader will employ skilful question technique; encourage maximum response from his followers, requiring them to interact in problem – solving situations. He encourages them to accept responsibility and to assume the leadership role themselves at every opportunity.

Appropriate occasions for the use of this educator type of leadership are;

- a. When the group is reasonably small.
- b. When time is available for learning process.
- c. Problem solving.
- d. When the aims of the followers are not too different from the aims of the organization and the leaders.

## CONCLUSION

9. In summary, the leader/follower/situation concept can be stated briefly as follows:

- a. leadership is affected by three elements, the leader, the follower and the situation
- b. There is no recipe for making a leader, and no two leaders ever get results in the same way. Each leader, in analyzing the various components of a leadership problem, will be affected in a different way by his personality, the personalities of his followers and the components of the situation that confronts him. These variances make the use of the standardized solution quite impossible.
- c. Any reasonably intelligent person, no matter how in experienced, can study, practice, cultivate and apply the techniques of leadership. Each leader must arrive at his own solution for each problem based upon his analysis of three basic elements in the leadership environment the leader, the follower and the situation

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## CHAPTER FOUR

### SECURING INFORMATION, PLANNING AND ORGANIZING

#### GENERAL

1. Experience has shown that many tend to look for leadership towards their immediate source of information. Any job that you are to do both in peace or in war time, require certain basic information. Obtaining various kinds of information is one of your most important responsibilities. The success of each mission will depend on you having timely, accurate and complete information.

#### SOURCES OF INFORMATION

2. Information may be secured from various sources, all of which will be used at any one time. In its own special area, each source contains information valuable to you. The following are the sources of information.

a. Superiors. One of the best sources of information of all kinds' especially technical information is your superiors. They have had more experience as well as more specialized and intensive training. Being superior in rank they are closer than you to the major sources of information about regulations, future plans and the current situation.

b. Your men/followers. While you may first hesitate about seeking information from men, you need to note. Although they have had less service experience that you need they often possess skills, knowledge and information which you need. You can and you should use your men as an extension of your own eyes and ears to provide you with the information you cannot obtain first – hand because of the physical impossibility of being everywhere at once.

c. Other personnel. Particularly ground battle situation when, for example, your group may have to relief another unit or pass through another unit's lines, you will need all of the information these men can give you. In war both civilians and prisoners may be able to give you valuable and timely information if they are properly questioned on the spot.

d. Orders and regulations Eg joining instructions, ITI and poo.

e. Maps and ground. Maps and air photos provide necessary information about the ground over which your group is going to operate. The ground you use is an excellent source of information. Keep abreast of the current situation. Be alert of what is going on. Where things are located and how these things affect your ground.

#### A WORD OF CAUTION

3. Not all sources of information are equal in accuracy. For example it is doubtful if a new man, who has spent most of his time as a cook's helper, has no accurate knowledge about arms drill. On the other hand he will have accurate information about the preparation of porridge. You should only seek and accept information from qualified sources and verify that from questionable sources.

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## HOW TO SECURE INFORMATION

4. Information can be secured through;
  - a. Looking. Seeing by your own eyes will give you first hand information.
  - b. Listening. Through hearing by your own ears, you will get information and analyse the sounds of various WPNs and VEHS etc.
  - c. Smelling that by use of your nose one can difereciate between a smell of an armoury where guns are kept and a smell from kitchen where food is cooked.
  - d. Touching. By use of hands, one can difereciate between a wpn by touching it, with a stick.

## WHEN TO SECURE INFORMATION

5. Although obtaining information is a continuous process, there are a number of key times it is particularly important for you to acquire information yourself;
  - a. When you join a ship or unit.
  - b. When assigned a class to teach.
  - c. When changes are made.
  - d. When new activities are planned.
  - e. When occupying a new sector.
  - f. When co-ordinating with other units.
  - g. When being assigned a job.
6. You must use initiative to get the information you need. Ask questions until you are certain that you have understood all aspects of your assignment; this should include asking for materials such as manuals, maps, sketches when it is necessary.

## TYPESOF INFORMATION NEEDED

7. This information may include:
  - a. Technical information.
  - b. Read and understand orders.
  - c. Know your superiors and your equals.
  - d. Know your men. The following is a list of things you should know:
    - (1) Name.
    - (2) Age including birthday.
    - (3) Home town.
    - (4) Marital status, number, sex and age of children.
    - (5) Education.
    - (6) Hobbies.
    - (7) Civilian and service job experience.
    - (8) Peculiarities which may affect his work.
    - (9) Length of service and re-engagement date.
    - (10) Length of time in the ship or unit.
    - (11) Rank and date of last promotion.
    - (12) Trade or specialty and group.
    - (13) Personal characteristics.
    - (14) Quality of work he normally does.
    - (15) Social relationship with other members of the group.
    - (16) Date of last leave and next pass leave.
  - e. Know the standing operation procedure (SOP)
  - f. Keep up-to date.

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- (1) Current state of own ship or unit.
- (2) Current state of friendly ship or unit attached to or unit in support of own ship or unit.
- (3) The ground of tactical importance.
- (4) Current state of enemy force.
- (5) Understanding the immediate mission.

## PLANNING AND ORGANISING INFORMATION

8. Once you have the required information, the next step in fulfilling the mission is for you to plan and organize it in detail. Every mission can be done better if you first plan and organize. Planning and organizing is nothing other than an orderly sequence of reasoning logically to the best solution to a problem. This orderly sequence of reasoning is known as “appreciation”. It is done by considering the problem in the following sequence:
  - a. The aim which is to be attained.
  - b. The factors which affect the attainment of the aim.
  - c. The courses open to our own side and the enemy.
9. Planning assists to:
  - a. Anticipate what resources you will need to carry out the mission.
  - b. Anticipate what problem you are likely to encounter and aids you to work out in advance the best method for dealing with these problems.

**NOTE:** The success of any task depends on the quality or prior planning and organizing.

## HOW TO PLAN

10. Planning is a mental process of considering and weighing various ideas. At junior leaders’ level, the basic steps involved in planning are as follows:
  - a. Consider the order for the mission.
  - b. Examine the conditions under which the mission will be accomplished.
  - c. Survey the available resources.
  - d. Think over the alternative procedure for carrying out the mission.
  - e. Reach a decision.
  - f. Put the decision into effect.

## WHEN TO PLAN AND FOR WHAT

11. You plan:
  - a. When you are directed to do so.
  - b. When you are directed to teach a class/lesson.
  - c. And more frequently you will have to use your initiative. Your plan depends upon how adequately unit SOP, superior’s orders or instructions are the requirements of a good plan.
12. You may have to plan for two types of mission:
  - a. Special Assigned tasks from your superiors.
  - b. Routine Daily work in the unit.

## CONCLUSION

13. Good planning alone will neither win the battle nor get routine tasks done it requires vigorous and enthusiastic execution, even more than a good plan to produce victory.

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## CHAPTER FIVE

### GIVING INFORMATION, ORDERS AND INSTRUCTIONS

#### GENERAL

1. One of the critical responsibilities as a junior leader is to give information to others, particularly to your men and to your superiors. The word information includes:
  - a. Technical information. This is information about special skills.
  - b. Current information. Just as you need timely, accurate and complete information to do your task properly, so do your superior and your men. giving this current information is known as “Briefing”.
  - c. Orders; -The first step in accomplishing a mission is getting information; the second step is planning and organizing. Giving orders is the third step. When you give orders you are putting your plan into effect and much of your orders will come directly from your plan.

#### ORGANIZING THE INFORMATION

2. Regardless of how you are going to give your information (by face to face, by talking) radio or telephone, written message, visual aids or a demonstration) the material must be presented in a logical and systematic way. In general you should follow the following principles;
  - a. Cover one topic at a time.
  - b. Cover topics in the proper order.
  - c. Make sure that the information is understood. You should ensure that your men understand by;
    - (1) Encouraging questions.
    - (2) Asking the specific questions.
    - (3) Requiring men to practice.

#### WAY OF GIVING INFORMATION

3. There are several ways of giving information. These are:
  - a. Face to face talking. This is the most common and easiest way in giving information. When using this method of communication whether you are teaching, giving information or issuing orders remember these considerations;
    - (1) Make yourself heard. You should be loud enough to heard by every body
    - (2) Speak clearly be audible enough precise to the point.
    - (3) Use understandable language. Words and language should be understood by everybody.
  - b. Radio and Telephone. The same rules mentioned under Para 3a are used.

In addition it is necessary to:

- (1) Be brief Be precise, short etc.
- (2) Follow correct procedures, Follow the logical sequence.
- (3) Use codes don't use plain words, names of places etc for security purposes.

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- c. Hand signals. In tactical situations you will frequently have to rely on hand signals for the passage of information. Make sure these signals are distinct and visible, if not to all your men, at least to an assistant who can transmit them to the remainder.
- d. Written message. The accepted format for written message will be found in service manuals (especially when dealing with staff duties and military writing). A well written message must be clear, complete, and concise and answers all questions like “what”, “where” and “when”.
- e. Visual Aids. A visual aid is any physical object which can help to “put across” what one person is trying to communicate to another. Instructional visual aids are known as training aids and include charts, diagrams, cinema etc.
- f. Demonstrate. A demonstration is a very effective way of getting information across to others. To be effective, a demonstration must be visible. Must be explained and must be correct in every detail.

## MANNER OF GIVING INFORMATION AND ORDERS

4. The manner in which you give orders or information is often as important as what you say. If your manner is hesitant, fumbling and clearly shows a lack of confidence your men are inclined to respond in the similar manner. They may lose confidence in you, in themselves and in the importance of what they are supposed to do. Follow the following rules when giving orders and information:
  - a. Use positive words. Hope full words that give confidence to your troops.
  - b. Use positive tone. Clear, concise, audible language that will give confidence to your men.
  - c. Use positive gestures. The gestures used should be in line with the topic of discussion and emphasise important issues.
5. When giving information instruction or orders to your men you should also encourage them and motivate them to do a good job. While your positive, confident manner will help, there are other things you can do to increase the chances that your men will both remember and act upon your instructions to the best of their ability.
  - a. Emphasize the importance of the information.
  - b. Indicate confidence in them.
  - c. Encourage them.
  - d. Appeal to the competitive spirit.
  - e. Promise inspection.
  - f. Promise rewards or threaten corrective action.

## WHOM TO INFORM

6. In addition to occasional need to inform men from outside your own group you have a continuing responsibility to keep your immediate superior informed as well as all members of your own group. Remember, that within your own group certain people will warrant attention because they have deficiencies of special responsibilities.
  - a. Men with deficiencies. Certain of your men are likely to have information deficiencies such as:
    - (1) The new entry/recruit.
    - (2) The man who has recently transferred from another service or branch.
    - (3) The man who has missed training because of sickness.
    - (4) The man who is a slow learner.

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(5) The man who has the wrong attitude towards the service.

- b. Men with special responsibilities. Men with special responsibilities and their alertness, require instruction so that they can perform properly. They must also be given the opportunity to do the job practically.
7. Your immediate superiors look to you for important information. Although they will generally have more technical knowledge, they will know less about your own group and the situation it faces. Among the kinds of information you should give your superiors are:
  - a. Current situation within your group.
  - b. Current situation of the enemy.

## WHEN TO INFORM

8. While you must make it a general policy to keep your men informed there are certain key times when it is particularly important that you do so:
  - a. When a man first joins or rejoins your group.
  - b. When changes have taken place.
  - c. When something new is coming up for which men have to prepare.
  - d. When assigning a job or mission to your group as a whole or to one or more men.
9. Key times to give information to a superior include:
  - a. When he first joins or rejoins the unit.
  - b. When he has issued orders that cannot be considered due to lack of men, time or material.
  - c. When there has been a change in your group's ability to carry on.
  - d. When you have information you feel your superiors need, but, do not have.
  - e. When your superiors are clearly basing their plans on incomplete or inaccurate information.

## **ORDERS**

“If the trumpet gives an uncertain sound, who shall prepare himself for battle” Saint Paul.

10. Giving orders is one of your most important jobs. Your orders are never simply a repeat of your superiors, because your orders apply to the individual men in your group. What to include in your orders depends on the job to be done. At a minimum it must answer the (5ws).

## WHO DOES WHAT, WHEN HOW AND WITH WHAT EQUIPMENT

11. Even when an order is not concerned with tactical operations, you will do well to follow the standard format for operational orders:
  - a. SITUATION.
  - b. MISSION.
  - c. EXECUTION.
  - d. ADMIN AND LOGISTICS.
  - e. COMMAND AND SIGNALS.

This will ensure that you forget nothing and that your orders follow a logical sequence.

12. Your order should also include:
  - a. Specific jobs assigned to specific men.
  - b. When to begin.
  - c. When to finish.

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- d. Where, including the best route.
  - e. How, if the job must be carried out in a specific way, your orders should clearly indicate that way.
  - f. Reporting when starting.
  - g. Reporting when finishing.
  - h. Any preparation required before hand.
13. There are a number of considerations to keep in mind when giving orders to your men.
- a. Allot jobs in line with skills.
  - b. Allow initiative. Whenever possible tell your men what to do, not how to do it.
  - c. Be fair: Keep a roster, do not ask for volunteers.
  - d. Avoid requiring work on off-duty time. When it is necessary you should convince the men of the value of work and the necessity for doing it outside normal hours. Naturally, any work so vital will also require your full time attendance.
  - e. Use your subordinate(s): Remember the chain of command. Check with your subordinate before assigning work to one of his men.
  - f. Manner. Give your orders in an organized, positive and professional manner.

## GIVING INSTRUCTIONS

14. It is not an accident that a large number of the great leaders of history were teachers. It is easier and quicker way to win acceptance as a leader than winning acceptance as a good instructor.
15. To win acceptance as a good instructor you must earn it by learning how to instruct. You should begin to study the service manual on the principles and methods of instruction as early as possible in your career. You should also use your initiative to find every available opportunity to practice the art of giving instruction.

## WHOM TO INSTRUCT AND WHEN

16. Frequently you will be told when to give instructions, briefing or orders by a senior. Your men will also ask you for information and instruction. In most cases you will have to use initiative and give whatever instructions, briefing or orders that are necessary to get the job done. Because your familiar with their strengths and their weakness.

The following are some of the opportunities you can use;

- a. When work has been done well:  
When one of your men has done a particular job on an assigned task, call it to the attention of others.
- b. When work has been done poorly. Stop the man and instruct him how to do it better. You can also use the opportunity to teach the others if you think they are likely to make the same mistake but you must be careful not to ridicule or to embarrass the first man in the process.
- c. During the evening. As long as it is not overdone, your men will appreciate your efforts in the evening to help them improve their performance.
- d. During "Group discussions." When your men are holding "Group discussion", on some military subject about which they have incorrect information, you can tactfully enter the discussion to give them the correct information.
- e. When men ask questions:

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When a man asks you a question on a military subject you can answer whether verbally or by demonstration which ever is more appropriate. If you feel other men can profit from answer, call them over to learn from it.

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## CHAPTER SIX

### SUPERVISION

#### GENERAL

1. However clearly you brief your men with specific instructions, you cannot assume that the assigned task will be properly carried out unless you follow with close supervision. Some men will forget what you told them to do; others will try to get away with doing as little as possible. Still others will become confused about what is expected to them, after the situation will change, and the orders you given to them originally will no longer be appropriate.
2. The purpose of supervision is to ensure that your men carry out your orders promptly and properly in the spirit of service policy. Your supervision shows the men that the job is important, it enables you to change your orders to meet changes in the situation, it permits you to encourage and activate the men if the going gets hard and it makes it possible for you to detect and correct errors in their work immediately.
3. Supervision is an important continuous function of leadership. It is not the same as inspecting, although is at times a necessary substitute of continuous supervision.

#### HOW TO SUPERVISE

4.
  - a. Observing your men as they work.
  - b. Giving orders in reaction to change in the situation.
  - c. Examining the completed work.
  - d. Reacting to the quality of your men's work.
5. In order to observe your men as they work, you should take up a position which gives you a good view of the general situation and from which you can see and communicate. If your men are scattered you should move from man to man or from group to group, but avoid giving the impression that you are spying on them. In battle situations you must be constantly on the alert to know the location, activities and signals of your superiors as well as the location and activities of friendly and hostile groups in your area.
6. In the course of observing your men's performance, it is frequently necessary to issue traditional orders or instructions as the demands of the situation change. The basic methods used to give orders when supervising is face-face talking, and hand signals. Whether in tactical situation or during peace time, while you are issuing orders to your men, issue your orders in a calm, cool and self-confident manner.
7. If your men have done a good job, praise them. If men have done mistakes, correct them without insulting the men, correcting should be done in the following manner and sequence;
  - a. Stop the man. In order to have him listen to your corrections and explanations.
    - b. Explain what is wrong and why it is wrong.
    - c. Show him how to do it better.
    - d. Have him re-do it. In order to check if he has known what to do.
    - e. Follow up.
8. Your supervising job does not necessarily end when your men have finished working. Often it is necessary to check or examine their completed work. During inspection, it is necessary to bear in mind the following considerations;
  - a. See what you inspect.
  - b. Use a check list.

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- c. Inspect personal belongings.
- d. Handle certain objects.

## WHEN TO SUPERVISE

9. Most of the time you will neither be ordered to supervise by your superiors nor requested to supervise by your men. In such cases you have to use your own initiative and make it a standard procedure to observe your men while they are working, issue what ever orders which are necessary to meet changes in the situation, and examine the men’s work when it is finished.
10. While you supervise as a matter of routine, there are two key times when it is particularly important to do so;
  - a. When your men are working on unfamiliar job they will welcome your supervision.
  - b. When your men are working on a job where failure would be costly, they will appreciate full supervision.

## WHOM TO SUPERVISE

11. Although you are responsible for supervising all your men, there are certain men who require special treatment; these men are as follows;
  - a. Men who have done poorly in the past warrant your close supervision and their finished work should be certainly examined.
  - b. Men whose past work record or whose knowledge about the job at hand is unknown.
  - c. When groups of your men are doing things of differing importance you should take charge of the group with the most important responsibility regardless of its size.
  - d. When your men are divided into two groups, working in different places, it will be best for you to take charge supervision of your assistant.

## WHAT TO SUPERVISE

12. It is your responsibility not only to issue the necessary orders but also to observe your men while they perform these activities, to issue whatever orders which are necessary to meet in the situation and then to inspect the finished product (if any) or to make sure that the work was completed properly.
13. While exercising this responsibility you should remember that it is not necessary to issue orders concerning matters that your group has a habit of doing on its own initiative. When your group is well trained, the fewer orders given the better.
14. Representatives of major activities under the direct supervision of the junior leader can be classified under the following headings:
  - a. Hygiene and sanitation
    - (1) Disposing of body wastes.
    - (2) Disposing of garbage and refuse.
  - b. Instruction
    - (1) Attendance and attentiveness during classes.
    - (2) Performance of foot and arms drills.
  - c. Maintenance

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- (1) Making beds, airing beddings etc.
- (2) Cleaning living quarters and group area.
- (3) Cleaning clothes, equipments, weapons and ammo.
- (4) Laying out kit.
- (5) Marking for identification, clothing, equipment and weapons.
- d. Physical condition
  - (1) Maintaining good physical condition.
  - (2) Taking proper care of the foot.
- e. Personal appearance
  - (1) Performing personal hygiene (bathing, shaving, hair cuts etc).
- f. Routine Activities
  - (1) Getting up and retiring on time.
  - (2) Being where required when required.
  - (3) Getting on parade on time.
  - (4) Maintaining food and water discipline when required.
  
- g. Special Activities
  - (1) Administering first aid to the wounded.
  - (2) Disarming, searching and guarding prisoners.
- h. Special preparation:
  - (1) Camouflage yourself and your equipment.
  - (2) Fitting and packing web equipment.
  - (3) Test firing and zeroing personal weapon.
- j. Supplies
  - (1) Replacing unserviceable clothing, equipment and weapons.
  - (2) Securing necessary clothing, equipment, weapons, ammunition, water and ratio.
- k. Tactical Activities-Defensive:
  - (1) Occupying defensive positions.
  - (2) Sighting and setting up weapons, clearing fields of fire and preparing range cards.
  - (3) Constructing slit trenches, weapon pits and bunkers.
  - (4) Stringing barbed wire, setting trip flares.
  - (5) Camouflage your position, maintaining cover, concealment and dispersion.
  - (6) Maintaining continuous observation for enemy activities.
  - (7) Maintaining noise and light discipline.
  - (8) Fire control.
- l. Tactical activities - Offensive
  - (1) Moving in assault formation.
  - (2) Maintaining cover, concealment and dispersion.
  - (3) Maintaining continuous observation for enemy activities.
  - (4) Fire and movement.
  - (5) Fire control.
  - (6) Re-organization.
- n. Troop movement
  - (1) Embarkation and de-embarkation from trucks, APC's landing craft and aircraft.
  - (2) March discipline.

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## CHAPTER SEVEN

### REACTING TO MEN'S PERFORMANCE

#### GENERAL

1. There is one more step that you must take in order to get a job properly done after you have given your men orders, observed and directed them while they work, inspected the finished product, and formed your opinion on the merits of their work. This step involves taking some kind of actions on the basis of the quality of the performance.
2. Your immediate purpose is to ensure that the job is done properly. Your long range, purpose is to teach and motivate your men to follow good procedures and to avoid poor ones. You can react to your men's performance by taking one of the following actions;
  - a. Correcting if the work was poorly done.
  - b. Rewarding if the work was very well done.
  - c. Criticizing the overall performance.

#### CORRECTIVE ACTION

3. The purpose of corrections are;
  - a. To ensure that the mission is accomplished.
  - b. To teach the man to do a better job in the future.
  - c. To motivate the man to do better job in the future.
4. Types of common corrections available for use by junior leaders in order of increasing severity are;
  - a. Require immediate correction of the mistake. The first action you should always take when a man fails to perform properly is to require him correct his mistakes immediately.
  - b. Criticize verbally. Since verbal criticism is designed to motivate the man to do better work in future, you should discuss poor work not the man.
  - c. Recommend extra training. You should recommend to your immediate superior extra trg classes if you consider that it will help one or more of your men to correct certain differences. If your superior authorize accept the extra training;
    - (1)Should be relevant to the mistake it is supposed to correct.
    - (2)Must be supervised.
  - d. Inform your superiors. Your superiors accept you to handle minor incidents. However serious failures should be brought promptly to attention of your superior since they need to know about exceptionary poor performance.
  - e. Lay a charge. The most drastic corrective action you can take is to lay a formal change, which action should be the last resort because it is in some degree and admission of failure in your command. Once it is done, responsibility for corrective action passes out of your hands to a superior having power of punishment.

#### WHEN TO TAKE CORRECTIVE ACTION

5. This involves using positive and calm tone of voice and confidence, helpful manner steps to follow in taking corrective actions are;
  - a. Require immediate correction of errors.
  - b. Consider further action.

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- (1) Determine the reason for failure.
- (2) Base on the reason for failure e.g. Verbal criticism.
- (3) Recommendations etc.
- c. Take further action if appropriate.
  - (1) Be sure the man realises that you are taking further action and why?
  - (2) Remember that the type of action that has maximum effect on one man, will be unsuitable to another.

## GUIDANCE

6. Here are few guide lines to your initiative in taking corrective action:
- a. The performance must be in fact be poor.
  - b. Never use corrective action to impress your superiors.
  - c. Be careful about requiring correction of work that has been approved by the superiors. When you feel it is necessary to disagree with a superior. Judgment about the work your men have done try to inform your superior about your opinion before taking any corrective action.

## WHEN TO CORRECT

7. You are responsible for taking corrective action towards all your men. Also have some limited responsibilities. All this regards towards all other men. The principles you should follow in deciding whom to correct are;
- a. Take action against the right man, never jump to conclusion as to who was responsible for the error, when it doubt, investigate.
  - b. Avoid mass corrective action. Take action only against those men who are directly responsible for the failure.
  - c. Use caution in taking action against men from another group. More several types of corrective actions should be left to the man's own superiors unless the man is committing an offence which requires your immediate action.
  - d. Be consistent. Few injustices are more disturbing to man's morale than a junior leader who takes corrective action today for the identical poor performance he failed to correct yesterday.

## REWARDS

8. When men have worked exceptionally well, their endeavours should be rewarded in order to encourage and motivate them to continue their good work. Men want to have their good work recognized and appreciated, and will work harder to this end. Some of the rewards frequently given in the service are as follows;
- a. Praise. Words that show approval of good work.
  - b. Inform your superiors. With the information you may recommend that your superiors should:
    - (1) Compliment the men.
    - (2) Authorise an additional pass or leave privilege.
    - (3) Give him a more responsible job within the group.
    - (4) Recommend him for training leading to promotion.

## PRINCIPLES TO BE FOLLOWED IN REWARDING

9. a. Indicate to the man the way he is being rewarded
- b. Suit the reward to the quality of the work
  - c. Fit the reward to the man. The reward should be proportionate to the work done.
  - d. Impress the man with the reward. Know your men well enough to give or to recommend the reward which will have the maximum effect.

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- e. Reward consistently. You should keep the spirit of fairness, not to reward to day and you ignore next time.

## WHOM TO REWARD

10. a. Reward to right man, when in doubt, investigate.  
b. Reward fairly and strictly on merit.  
c. Give mass reward. If the good work was a group operation and all the men contributed to its success then the whole team deserves recognition.
11. Be alert to the following kinds of performance which should be rewarded.  
a. Carrying out orders despite obstacles such as difficult conditions, limited resources, limited ability etc.  
b. Working hard or putting more extra time beyond normal duty hours on an assignment.  
c. Showing initiative by doing a needful job without being told.  
d. Displaying positive attitude by doing a difficult job without complain and by encouraging other men.

## CRITIQUING

12. Critiquing is a special kind of reaction to men's performance involving reconstructing and describing in detail the good and bad points of the group's performance on a job, in order for all to learn from that performance.
- a. How to critique. The basic method used to critique is very similar to those of giving information except that the men who did the job must participate fully in the critique. It is essential that these men report what actually happened on the job, their opinions as to what went well or poorly, and their ideas and suggestions for the improvement of future performance.
- b. When to critique. You may be ordered to critique by your superiors or your men may ask you to tell them what they did well and what they did poorly. More frequently, you will neither be ordered nor asked but you should show initiative and critique your men whenever it appears that the group would profit from a detailed description and reconstruction of the mission.

This permits the men to remember more easily the exact course of events.

- (1) Summarises the original order for the mission
- (2) Describe what actually happened
- (3) Point out mistakes
- (4) Point out things done correctly
- (5) Develop SOPs for future use

## CONCLUSION

13. Your reactions to your men's performance are important frequently, for the success or failure of group's performance.

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## CHAPTER EIGHT

### HANDLING OF PROBLEM AND COMPLAINTS

#### GENERAL

1. Handling the problems and complaints of your men is one of your major functions and a very important one for the morale of the group. Failure to resolve problems promptly and satisfactorily can result in men becoming dissatisfied with you, the group and the service as a whole. Such dissatisfaction will result in men acting as separate individuals and will destroy group unity when the problems are solved and the complaints answered satisfactorily, the men are relieved of their worries and concentrate more fully on being useful and productive members of the group.

#### HOW TO HANDLE PROBLEMS AND COMPLAINTS

2. Each problem or complain is different and will require special attention. There are certain general rules for dealing with all problems and complaints which will enable you to catch them while they are still small enough to be dealt with easily. These general rules are;

a. Be available. You should make it a point to be sure that your men understand. You should be available to discuss their problems and complaints. One way of handling group complaints is to hold a weekly meeting for the purpose of planning group activities for the following week. During this meeting time can be reserved for discussion of any group problems or complaints. This is also a good opportunity to tell your men that you are interested in hearing from them privately if they have matters to discuss which are not necessarily suitable for group discussion. It is unwise to hold regular meetings for the sole purposes of discussing problems and complaints because such meetings are negative in nature and it may completely demoralize your men.

b. Get the Facts. Despite your availability some will hesitate to come to you with their problems. Therefore you must be able to recognize for yourself that a problem exists and find out the facts of the matters without them being offered. Several symptoms should indicate that a problem exists;

(1) A good worker suddenly falls off in performance.

(2) There is fighting, excessive complaining, or hostile arguments between members of the group.

(3) Men are AWOL or too many men are sick on parade. When you see such signs of trouble you should proceed carefully in the following ways;

(a) Gather the facts.

(b) Consider the facts.

(c) Take action.

#### TYPES OF COMPLAINTS AND PROBLEMS

3. A wide variety of complaints will arise in any group. In general, they can be broadly classified into the following classes;

a. Apparent failures. At times men will believe that you failed them, even though you did the best to understand the circumstances. Since they do not know why you failed, they will resent the actions and hold you responsible. To avoid this, explain such actions to your men e.g. As

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Of “I now this isn’t enough information but it’s all have been able to obtain. As soon as I get more, I will pass it over to you”.

- b. Real failure. At times you will fail to behave as you should whether or not the men complain about this behaviour, you should make it clear to them that you are sorry for the failure and you will try to avoid it in future.
- 4. A wide variety of problems are likely to develop in any group. Below is a list of more common needs of men which if neglected will cause problems in the group:
  - a. Man needs a listener.
  - b. Man needs information.
  - c. Man needs advice.
  - d. Man needs encouragement.
  - e. Man needs time.
  - f. Man needs rest.
  - g. Man needs comfort.
  - h. man needs help.
  - j. Man needs harmony

You can do a great deal to build this team spirit by:

- (1) Discouraging isolation.
- (2) Discouraging cliques.
- (3) Encouraging group harmony.

## HANDLING PROBLEMATIC PERSONNEL:

- 5. There will occasionally be a man who causes trouble no matter how well you are doing your job. You must learn early in your career how best to deal with such people because once such a person is allowed to continue to succeed as a trouble maker, can ruin morale and destroy the feeling of group unity you have so carefully established.
- 6. As soon as you are aware that the problem exists, your first step is to determine exactly what the man does wrong. It is unlikely that any particular man will do everything wrong. One man may be late getting up in the morning; another man may not be present when fatigues are being detailed; a third man may argue when he is told to do something. Once you have pinned down exactly what the man does wrong you have a better idea of what further actions you should do.
- 7. There are many problems you can handle yourself; but it is also very important that even a simple problem if it continues inspite of all that you do, should be referred to your immediate superior. For serious problems, charges should be laid against the officer; this is the most drastic and the least preferred method.
- 8. In addition to the serious disciplinary problems that require charges there are certain other kinds of behaviour that should be referred to your immediate superior. These include;
  - a. Men who are continually depressed.
  - b. Men who isolate themselves and refuse to associate with the group.
  - c. Men who are unable to sleep at night or have frequent night mares.
  - d. men who use narcotics or who drink to excess.
  - e. Men who suddenly begin to behave in unusual manner.
- 9. After you have determined exactly what the man does wrong, the second step in handling personnel is to investigate the cause for misbehaviour. Don’t jump to conclusion. The real reason for misbehaviour is not always obvious. Your investigation should be done by talking to the man himself or talking to his friends. The third step in handling problem personnel is to try

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to eliminate the cause. Remember that there may be more than one reason operating in a given case. Do not expect instant improvement in the man's behaviour even if you are using the correct procedure. The following are some of

The more common reasons why men misbehave:

- a. lack of mental ability. Knowledge of judging between what is good and bad.
  - b. Lack of knowledge or training. Lacking the technical knowledge to differentiate between good and bad.
  - c. Lack of positive incentives. Requirements that you must have in order to accomplish a given task.
  - d. Personal problems. E.g. family, sickness etc that can affect your performance at work.
  - e. Failure to recognize Risks. Lacking knowledge of understanding the consequences.
  - f. Bad example. Negative examples portrayed by the superior him self e.g. over drinking, bad debts etc.
  - g. Lack of supervision. Failure to supervise your subordinates as they work.
  - h. Harassment. Acts of mistreatment inflicted to your subordinates.
  - j. Feeling of inferiority. Lacking personal superiority and self confidence.
  - k. Lack of opportunity. E.g. promotions, transfers, further training, good appointments leading to promotions.
10. After taking appropriate steps to the common misbehaviour mentioned above, and you still see no signs of improvement, you should refer the problem to your superior. Your superior may be able to deal with the man or he may see fit to refer to one more of the following service specialists or special organization like; medical officer, chaplain, personnel officer, Legal Branch etc.

## COUNSELLING TECHNIQUES

11. The first major responsibility of a leader is to accomplish the mission. His second major responsibility is to look out for the welfare of his men. You look after men's welfare by;
  - a. Handling problems and complaints.
  - b. Counselling to those who are problematic.
  - c. Representing your men.
12. The main reason for counselling is to help the man to solve his own problems. The main idea is that you help him make the decision; you do not decide for him.  
The second reason for counselling is to encourage or reassure the man with a problem.
13. Counselling is not easy to do. It takes years of experience and training. Your men will come to you first with their problems and complaints and both your men and your superiors expect you to help them. Your job is to give the man some first aid with his problem. If it is one you can't handle, refer him at once to your immediate superior.
14. The following are some general principles or rules you can use after you have taken the man a side.
  - a. listen.
  - b. Understand what he is trying to say.
  - c. Don't advice. It is much better to help a man solve his own problems; advice. Is at best a waste of time and at worst harmful.
  - d. summarize.
  - e. Give information.
  - f. Encourage alternate solution.
15. The result of counselling is that both the confused man and the hasty man will probably feel better because they have the problem off their chest and will be encouraged, the confused man

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will still be confused and the hasty man will still be hasty. These are the times you must take the problem to your immediate superior. This is called “Representing your men”.

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## CHAPTER NINE

### REPRESENTING YOUR MEN

#### GENERAL

1. How you represent your men to your equals and superiors by acting as a spokesman of your group has an important bearing on the morale of your men. It gives the group a feeling of unity. The feeling of co-operation growing out of such spirit of unit affects not only each man's attitude towards you but his relationship with the other members of the group.

#### PRINCIPLES OF REPRESENTING YOUR MEN

2. The principles of representing your men are identical with those of handling problems. The principles are:
  - a. Be available. Being on ground in order to be accessed by your men.
  - b. Get the facts. As you interact, you will be able to get information about what is happening.
  - c. Consider the facts.
    - (1) The seriousness of the problem.
    - (2) Clarity of the problem.
    - (3) Uniqueness of the problem.
    - (4) Is there a solution.
  - d. Bring to the attention of those concerned.

NB: A man who has a personal problem that he wishes to discuss with a superior and doesn't want to discuss with you, you should not try any further, but arrange with the superior. In such cases you do not represent the man but you give him permission to represent him self.

#### MATTERS REQUIRING REPRESENTATION

3. Two kinds of problems arise which may require you to represent your men to superiors:
  - a. To obtain benefits for your men:
    - (1) Time off. Time to rest after work, pass leave, annual leave.
    - (2) Promotions.
    - (3) Supplies and services.
    - (4) Transfers.
    - (5) Courses.
  - b. To protect your men.
    - (1) Punishment
    - (2) Fatigues
    - (3) Demotions/ promotion.
    - (4) Time off. Giving work during time of resting.
    - (5) Harassment

#### COMMON FAILURES IN REPRESENTING YOUR MEN

4. The following is a list of failures in representing your men:
  - a. Refusing or neglecting to go to a superior to help men to get time off, transfer or course etc.
  - b. Denying a man permission to talk to a superior on private matters.
  - c. Failure to defend the men when the group is levied more than is fair share of fatigue.

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- d. Neglecting to defend the men when a superior punishes wrong men or give punishment that you consider to be excessive under the circumstances.
- e. Failure to defend the men when junior leaders from other units harass them.
- f. Hasty defence of the men without investigation and consideration of the fact.

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## CHAPTER TEN

### SETTING THE EXAMPLE

#### GENERAL

1. You are automatically an example of your men because of your appointment. The result of your good example is an effective group which functions smoothly and gets its task done. The result of bad example is an ineffective to the group.

#### HOW TO SET AN EXAMPLE

2. In order to set an example, whether good or bad, you must take some form of action. The action you take can either be deliberate or unconscious, your action whether conscious or unconscious because they have effect on setting example, are often more important than the actual occasion may suggest;

- a. Deliberate examples

- (1) You can deliberately take action designed to set an example for your group.
- (2) You can also deliberately set an example for the man without calling their attention to what you are doing.

- b. Unconscious examples

- (1) Since every thing you do on duty or off duty, serve as an example to your men, you must be particularly concerned with the unconscious example. Never be guilty of the attitude of "do as I say, not as I do!!".

- (2) If you are doing your best to be a good citizen, a good serviceman and a good leader, you need not to worry. If you are not doing your best in each of these fields, you are bound to set examples that are less than good.

#### EXAMPLES TO SET

3. A guide to setting a good example:

- a. Be loyal to superiors.

- (1) Never discuss the problems or activities of superiors with your men.
- (2) Identify with your superiors orders. Pass along each order without complaining and pass these orders as if they were your own.
- (3) If you feel it is your duty to express disagreement with what a superior has said or done, bring the matter to his attention in privacy.
- (4) Follow the chain of command. You should by-pass or go over the head of your immediate superior only as a last resort, and then after informing him that you intend to do so.

- b. Be loyal to your equals:

- (1) Share information needed by other junior leaders.
  - (2) Share work.
  - (3) Use the chain of command.
  - (4) Correct the juniors leaders as a last resort, and then privately.
- (5) Never discuss the problems of other junior leaders in front of your men.
- c. Use subordinates and be loyal to them:
- (1) Consult the assistants whenever time and situation permits.

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(2) Delegate assistant's definite leadership responsibilities keeping with their ability experience.

(3) Stand behind your assistants with your full support.

(4) Correct them privately.

(5) Never discuss their problems in front of your men.

d Be loyal to your men:

(1) Be impartial. Be fair at all times.

(2) Share dangers. Being part of the group during risky situations.

(3) Share hardships

(4) Share work.

(5) Share benefits. All benefits should be shared amongst the group.

(6) Be friendly, yet professional.

(7) Be courteous. Be polite and show respect for others.

e. Obey orders:

(1) Service courtesy. Military politeness eg proper response to orders, regulations, SOPs

etc.

(2) Personal appearance. General turn out.

(3) Personal equipments. Take proper care of them.

(4) Promptness. Working with in the required time.

(5) Tactical discipline. Offensive and Deffensive.

f. Work hard;

(1) Volunteer.

(2) Work after normal duty hours.

g. Avoid complaining; you should do your work cheerfully.

h. Show initiative;

(1) Initiative can be shown out only in carrying out assigned mission but also in doing what has to be done without being told.

(2) Service manuals are designed to guide the servicemen, not to control his every movement.

(3) If you assume responsibility in your superior's absence, inform him of what you have done at the earliest opportunity.

(4) Consider your men.

j. Be in good physical condition. Body and medically fit.

k. Be calm and courageous.

l. Maintain proper department (Realistic).

m. Honesty. Ever stand by the truth.

n. Civilians laws; you must conform to civilians laws as well as service rules of proper conduct.

o. Debts. Avoid getting debts from your subordinates.

p. Profanity (kujeshimu). Self respect.

r. Horseplay. Avoid making fun of others.

s. Sobriety (kuto tumiaulevi). Being in a normal state of mind on and off duty.

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## CHAPTER ELEVEN

### MOTIVATION

#### GENERAL

1. The aim of this topic is to assist the leader in identifying what motivates his men and to suggest ways or providing better motivation, in order to increase the effectiveness of human resources in accomplishment of the mission.

#### INTRODUCTION

2. Essential to the function of the leader is the motivation of followers. Motivation is an individual level of desire to perform his physical and mental needs. The leader should cultivate an awareness of this level of desire so that he can anticipate the response of his followers in terms of their specific needs. He should appreciate more that his own needs and personality will have influence on his followers.

3. One of the leaders' important tasks is to identify the motives of his men and motivate them constructively towards task performance.

4. Needs create tension which is modified by the environmental factors to cause specific wants. These wants in turn are interpreted in terms of in correctives to produce a response or action. It is generally accepted by Behavioural scientists that people have needs which cause them to do what they have. All people have certain needs or requirements for the maintenance of physical and mental health.

#### TYPES OF NEEDS

5. The basic physiological needs are:

- a. Food. With out it, working morale is affected.
- b. Water (pure water to drink, bathing, washing etc.
- c. Shelter. Where to rest after work (soldiers should have good accommodation).
- d. Waste disposal. Eg rubbish pits, latrines should be put in place.
- e. Activity, social activities to bring soldiers together.
- f. Sex. If denied, will affect the effectiveness and efficiency at work (should be given time to meet their spouses).

6. Other needs are:

- a. Rivalry. Competitive spirit for recognition.
- b. Self esteem. Great respect and admiration for ones works.
- c. Sense of purpose. Personal objectives, achievements etc.
- d. Self assertion. Feeling of self confidence.
- e. Belongings. Material possessions.
- f. Recognition. Act of being respected among others.

#### 7. CLASSIFICATION OF NEEDS

BASIC NEEDS	SAFETY NEEDS	SOCIALNEEDS	SELFESTEEM
Food	Security	Belongings	Self respect
Water	Protection	SocialActivity	Status
Shelter	From danger	Love	Recognition

8. It is worth while to remember that as a general rule, a satisfied need is not motivator. The leader's task s then is to identify which needs are operative and direct to his attention to these men when applying or administering reward or punishments. Monetary compensation is an important

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means of satisfying certain needs. Therefore providing more pay to a man who has dominant social needs would not give him as much satisfaction as providing him with social atmosphere in which he wishes to belong. Similarly a leader could be wasting effort by providing more social activity in the group if the dominant needs of his men are esteem or self realization. It would be more appropriate to provide his men with important and challenging task which might ultimately lead to such rewards as personal development or promotion or might provide the spirit de corps which evolves from accomplishing a difficult mission.

9. Some subordinate experience long term difficulty in adjusting to military life. The leader understands their needs and appreciates their problem if he is to lead effectively.

## WHAT FOLLOWERS WANT

10. Needs are conditioned by an environment to give rise to specific wants. Wants are what followers expect from their works since wants vary with the situation, some of the more common expectations of men are:

- a. Good leadership.
- b. Information
- c. Recognition of good performance
- d. Treatment with dignity
- e. Advancement opportunity.
- f. Freedom from over supervision
- g. Social activity
- h. Good working condition, including pay.
- j. Explanation for change
- k. Challenging work.
- l. Fair treatment
- m. High contribution opportunity.

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## PROCEDURE IN MOTIVATING MEN

11. If the leader does not provide what his men want, they channel their energies so as to fulfil their own needs. As suggested procedure in motivating men, follow the following:

- a. Be certain of all objectives.
- b. Realize their impact.
- c. Communicate the objectives.
- d. Pay attention to feed back.
- e. Integrate the interests of the men.
- f. Develop team work by coordinating all efforts.

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## CHAPTER TWELVE

### DISCIPLINE

“If you take out your car or bicycle, you can chose where you want to go,that is, your own destination. That is liberty. But you will keep to the left of the road; that is discipline. You will find that there is a connection between liberty and discipline” Field marshal Slim.

#### GENERAL

1. Field Marshal Earl Weavrl said “Discipline is teaching which makes a man to something which he would not, unless he had learned that it was the right, the proper and the expedient thing to do. At its best, it is instilled and maintained by pride in oneself, in one’s unit and in one’s profession; only at its worst by a fear of punishment”. Discipline is a vital component of high morale and it is required to some degree in all but not an anarchy community.

#### AIM OF DISCIPLINE

2. All military training is preparation for the final test which is war. If men are mortally afraid they panic and are incapable of carrying out their duties in war; they are useless and of no value. The aim of discipline in the army is the conquest of fear and to instil in men and groups instant and coordinated reason.

#### DISCIPLINE FACTORS

3.
  - a. Self control. Personal ability and initiative of taking up responsibilities.
  - b. Sense of duty. Knowing what is required of you at work.
  - c. Obedience of orders. Willingness to obey orders and regulations.
  - d. Self discipline. Doing what is required of you even when your superiors are not available, (consciousdiscipline).

#### TRAINING A DISCIPLINE TEAM

4. The team may vary in size and complexity as will take task. Whatever the task a disciplined team will stand a much greater chance of success. The following guidelines will assist in training a disciplined team:

a. Example. Above all you must be disciplined yourself. This will sow in your attention to your personal appearance, your military knowledge, your knowledge of your men and your allocation of time and effort to your profession. A disciplined leader will command the respect and confidence of his soldiers.

b. Explanation. A soldier will put more into his trainings be it at basic level or for a specific operation, if he is properly briefed and kept as well informed a good security will allow. He must clearly understand that orders may frequently be issued without explanation and that immediate obedience will be expected. A well briefed, well informed soldier will be most likely to react effectively in those situations.

c. Training discipline can be promoted in many ways:

(1) Drill. Drill gets soldiers working together instinctively obeying a single command. It speeds reaction and improves self control. It promotes a sense of unity and pride.

(2)Inspection.Inspection will improve efficiency, self respect and attention to detail. The contact between soldier and inspecting officers creates confidence and trust. Discipline improves as a result.

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(3) Testing condition. There is no substitute for hard tough training exercise during which soldiers are pushed to the limit of their endurance. If the highest standards are maintained under these conditions discipline will have been tested and self-confidence and morale improved.

(4) Firmness. Standards will not be maintained under difficult conditions unless the leadership is firm and fair. The leader must be prepared to correct and where appropriate punish offenders

(5) Familiarity. The leader must be prepared to risk facing temporary unpopularity by insisting on the maintenance of the highest standards. He will frequently have to give unpopular orders, he must be prepared to order his soldiers up to their death if need be. He will achieve this authority as long as he had maintained his position as a commander.

(6) Consistency. Soldiers like their commander to be consistent, they like to know where they stand and they like to be part of an efficient well organized unit. A leader who is consistent in his demands for high standards is much easier to work for than one who is strict one minute and lax the next.

(7) Endurance. The highest standards cannot be maintained by discipline alone. The soldier must be physically strained of active service in the field.

(8) Human discipline. In addition the soldier must be treated as a human being. Foul language and sarcasm must be avoided. Time must be found to deal with personal problems. While recognizing the importance of hard, testing and demanding training, never forget to treat the soldier as an individual.

## CONCLUSION

5. Democratic and social change has not altered the need for discipline. Let there be no doubt that without discipline not only will the Army not work but cannot exist.

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## CHAPTER THIRTEEN

### MORALE

The morale of a soldier is the greatest single factor in war, field Marshal Montgomery said.

#### GENERAL

1. Morale is a mental and moral QUALITY. It is a quality peculiar to human beings because it is essentially the product of mind with a conscience. It is that intangible quality which develops man's latent heroism. So that he will overcome his desire to take easy way out and surrender to fear. His morale is the quality which maintains human dignity in battle and at the same time develops man's heroism.
2. His morale is not contentment or satisfaction arising out of easy or comfortable living; it is essentially the ability to triumph over discomforts and dangers, and to carry on with the job. Morale is mental rather than physical quality. It is a determination to overcome obstacles and the instinct force driving forward against his own desire, against the instinct for mere survival. High morale is not toughness. Some very tough men are very disappointing in action. His morale is a quality which is and in itself and is latent in all men. It enables fear and fatigue to be overcome.

#### BASIC FACTORS OF MORALE

3. Field Marshal Slim describes the foundations of morale a spiritual, intellectual and material needs of man. Meeting these needs requires;
  - a. Good Leadership.
  - b. Good discipline.
  - c. Comradeship.

#### LEADERSHIP

4. Good morale is impossible without a good leader. For people to make decisions they look for a leader. At such moments, men are weak to stand and find their own selves un-equal to the task.

#### DISCIPLINE

5. One of the aims of disciplines conquest of fear, and the leader must create such a discipline body that all orders be obeyed instantly. This habit of obeying orders must be instilled in the men that they will carry on and fight even though the leader falls. Discipline welds men into a cohesive whole united by obedience to orders and it thus promotes comradeship.

#### COMRADESHIP

6. Any army is made of human beings so that however much a leader may inspire his men, however the discipline, the morale cannot be good if the warmth of comradeship is not added to it.

Men must laugh and joke together, must enjoy each others company and must get fun out of life even in times of danger. Comradeship is based on affection and trust between men, producing an atmosphere of mutual good will and a feeling of inter dependence. In a tank crew of an infantry section, men do not work well together merely because they are disciplined and well led, it is also that they are bound together by an affection which is never expressed in words, but shows itself in deeds.

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## SELF RESPECT

7. No man is said to possess high morale if the quality of self respect does not imply determination to maintain personal standards of behaviour. A man who respects himself will never allow himself to become untidy nor allow his quarters to become dirty. It is the job of NCO to maintain this aspect of discipline. It is the function of officer to encourage maintenance of personal standards, at the same time he must let his men understand that he appreciates and respects them as human beings. A man who feels that he is trusted will feel that he is efficient and will at once begin to respect himself. He will have confidence in his own ability to fight. Men who are trusted gain self confidence. It is the job of the officer to convince his men that he trusts them.

## CONTRIBUTORY FACTORS

8. There are certain contributory factors that assist morale but do not constitute essential conditions for it although one or more of them must normally be present.
- a. Success. High morale is possible in defeat, but not during the long period of defeat. On such occasions confidence in the leader will inevitably wear. Success will assist good morale by creating good confidence in the leader.
  - b. Regimental Tradition. The Regimental spirit can be powerful factor in the making of good morale. Regimental spirit is the soldier's pride in the tradition of his regiment and his determination to emulate them himself. The more the soldier feels himself to be identified with his unit the higher will be his morale.
  - c. Personnel happiness. A man should be happy in the sense that his personal likes should be in order. Nothing can weaken a man more than to discourage him to think more about home, and all that applies when he should be occupied by the enemy. He must look towards the enemy not look at home.
  - d. Administration. A man's day-to-day life must be well organized. Thus hard conditions imposed on him during training; do not rule out the desirability of good living quarters. In battle a soldier's morale will be much improved if the administration arrangements are good. The many matters embraced in the term "Welfare" are important because they help to maintain the soldiers self respect and to strengthen his confidence in the leader as one who cares.

## CONCLUSION

9. High morale is the quality that makes a man endure and show courage in times of fatigue and danger. The cultivation of morale depends upon the training of the leaders, the inculcation of discipline, the encouragement of comradeship and infusing of self respect. The leader should have a belief in the cause and they must pay attention to the contributory factors.