

Lesson 2

Roles of Leaders and Followers in Drill



Key Terms

cadence
column
command of execution
inflection
interval
preparatory command
rhythmic
selfless
snap
supplementary command
tone

What You Will Learn to Do

- Demonstrate effectual command voice in drill

Linked Core Abilities

- Take responsibility for your actions and choices

Skills and Knowledge You Will Gain Along the Way

- Describe the responsibilities of a follower and leader in drill
- Identify the types of drill commands
- Describe the elements of a proper command voice
- Define the key words contained in this lesson

Chapter 2

Introduction

This lesson introduces you to the roles of leaders and followers in drill. It discusses the different types of commands and the importance of command voice. It also prepares you for the practical application of drill by explaining the responsibilities of a small unit (team or squad) drill leader.

One of the fundamental purposes of *Leadership Lab* is to reinforce and let you practice the leadership style and skills that you are trying to develop. In *Leadership Lab*, you will have the opportunity to demonstrate the traits of leadership, concepts of teamwork, pride in your unit, and the chain of command.

The remainder of this unit is an explanation and practical application of drill which is designed to strengthen your character, knowledge, and skills as an Army JROTC cadet. Drill and the application of basic leadership techniques will help you to develop in these areas.

Responsibilities of a Follower

The role you play and your responsibilities as a follower in drill are of great importance to the unit. By your obedience to unit leaders, your appearance, and your willingness to contribute to the unit's mission, you are showing the team spirit of a follower, helping to make the unit what it is and contributing to its success.

As a follower, you share the same responsibilities of your leaders to uphold the basic values of loyalty to your unit, personal responsibility, and **selfless** service. It is your duty to complete your job to the best of your ability and to put the needs and goals of the unit before your own.

Key Note Term

selfless – having no concern for self; unselfish

Responsibilities of a Leader

In your role as leader, your responsibilities include setting a good example, knowing your job, and being concerned about the welfare of your followers. You must also show your obedience to your leaders and, at the same time, demonstrate the initiative of a follower. Finally, you must show ability and willingness to contribute to the success of your unit's missions.

You must show your leaders and followers that you uphold the same basic values of unit loyalty, personal responsibility, and selfless service. If you rise to the challenge of these responsibilities, you can make your followers feel confident in you, in themselves, and in the unit.

Commands and the Command Voice

The responsibilities of a leader include the proper use of command voice. When leaders give commands properly and with a good command voice, they help ensure that subordinates carry out their orders immediately and correctly.

How often have you heard a command given that demands immediate action? Your mom or dad may have given you that command about something as simple as mowing the lawn or cleaning up your room. Their authority came through loud and clear; the voice said, “Do what I say, NOW!”

The same thing happens in *Leadership Lab* except the commands come from drill leaders. If you are a leader, learn to give commands so that your followers clearly understand you and respond with immediate action.

Commands

A drill command is an oral order of a commander or leader. The precision with which personnel execute a movement is affected by the manner in which the commander or leader gives the command. Most drills have two parts: the **preparatory command** and the **command of execution**. Neither part is a command by itself.

The preparatory command states the movement that the leader wants subordinates to perform and it mentally prepares them for its execution. The command of execution signals when subordinates are to execute the movement. For example, in the command “forward, march,” “forward” is the preparatory command and “march” is the command of execution.

Note

The command “ready, aim, fire” is an example of a two-part command that contains two preparatory commands.

After leaders give a preparatory command, they may command “as you were” to revoke that command. However, after they give the command of execution, any revocation is improper, and personnel should execute the movement in the best possible manner.

Some commands require the use of a **supplementary command** to reinforce other commands and to ensure proper understanding and execution of a movement. Supplementary commands, given by subordinate leaders, may be a preparatory command, a part of a preparatory command, or a two-part command. These commands extend to the lowest subordinate leader who has control over another element of the command within the same formation. The leader giving the initial preparatory command must allow sufficient time for subordinate leaders to give the supplementary commands before giving the command of execution.

Use the following basic rules to help you when giving commands. These rules and accompanying examples may seem difficult to understand, but they show the complexity of commands in drill.

- Give all commands from the position of attention.
- While at the halt, face the unit when giving commands.
- For marching commands, move simultaneously with the unit to maintain correct position.
- When marching, give commands in the direction of the troops.

Key Note Terms

preparatory command – the part of a drill command that states the movement to be carried out and mentally prepares personnel for its execution

command of execution – the part of a drill command that tells when the movement is to be executed (carried out)

Key Note Term

supplementary command – an oral order given by a subordinate leader that reinforces and complements a higher order to ensure proper understanding and execution of a movement

Subordinate leaders normally give supplementary commands over their right shoulder; however, you will learn several exceptions to this rule in later drill instruction.

- **If a company is in formation, platoon leaders give supplementary commands following all preparatory commands of the commander.** For example, when the preparatory command is “company,” platoon leaders immediately come to attention and command “platoon.” The company commander then commands “attention.” Squad leaders do not participate in these commands. Also, if the company commander gives the preparatory command “parade,” platoon leaders repeat it, but the squad leaders do not. The company commander then gives the command of execution “rest.”
- **To change the direction of a unit when marching, leaders give the preparatory command and the command of execution for each movement so they begin and end on the same foot in the direction of the turn.** For example, give the preparatory command “column right” and the command of execution “march” as the right foot strikes the ground. The **interval** between the preparatory command and command of execution is normally one count or one step.
- **When a command requires the execution of a movement different from the other elements within the same formation, or at a different time, subordinate leaders give their supplementary commands at the time set by the procedures covering the movement.** For example, your platoon is in a **column** formation. After the platoon leader commands “column of twos from the left,” the first and second squad leaders command “forward” and the third and fourth squad leaders command “stand fast.” On the command of execution “march,” the first and second squads execute the movement. At the appropriate time, the third squad leader commands, “column half left, march” for both the third and the fourth squads.
- **The only commands that use unit designations such as company or platoon are “attention” and “halt.”**
- **Combined commands, such as “fall in,” “fall out,” “rest,” and “at ease” combine preparatory and execution commands and do not require a supplementary command.** Leaders give these commands with **inflection** and at a uniformly high pitch and loudness comparable to that of a normal command of execution.

Key Note Terms

interval – the lateral space between personnel in a formation, measured from right to left with close, double, or normal spacing

column – a formation in which people or elements are arranged one behind the other

Key Note Terms

inflection – the rise and fall in the pitch and the tone changes of the voice

tone – a sound of distinct pitch, loudness, vibration, quality, and/or duration; the particular or relative pitch of a word or phrase

cadence – the uniform rhythm in which a movement is executed, or the number of steps or counts per minute at which a movement is executed

snap – an immediate, sharp, precise response to a drill command

Directives

In contrast to commands, directives are oral orders given by commanders to direct or cause subordinate leaders or a lead element to take action. Commanders give directives rather than commands when it is more appropriate for subordinate elements to execute a movement or to perform a task as independent elements of the same formation.

Commanders give directives in sentence form, normally prefixed by the phrases “have your units” or “bring your units.” For example, “have your units open ranks and stack arms” or “bring your units to present arms.” “Take charge of your units” is the only directive on which a commander relinquishes a command and salutes are exchanged.

Command Voice

A properly given command should be understood by everyone in the unit. Correct commands have three important elements: **tone**, **cadence**, and **snap**, and they demand a willing, accurate, and immediate response by everyone in the unit.

The Proper Tone of Command Voice

The way you deliver commands has a direct bearing on how those commands are understood and carried out. One way to help your unit be the best is to learn to control the tone of your voice. This section shows you how, with a little practice, you can give the best commands possible.

Voice Control

Loudness is the key factor in tone control. The command must be loud enough so that subordinates can hear it and there is no doubt as to the action that the leader requires. To do this, you must project your voice without raising your hand to your mouth.

In most cases, the leader stands at the front and center of the unit. He or she then speaks while facing the unit so that his or her voice reaches everyone. The command voice should come from the diaphragm (the large muscle that separates the chest cavity from the abdominal cavity). The throat, mouth, and nose act as amplifiers to give fullness and to project the voice.

It is necessary for the voice to have carrying power, but excessive exertion is unnecessary and harmful. A typical result of trying too hard is the almost unconscious tightening of the neck muscles to force sound out. This produces strain, hoarseness, sore throat, and, worst of all, indistinct and jumbled sounds instead of clear commands. You can achieve good voice control through good posture, proper breathing, correct adjustment of throat and mouth muscles, and confidence. The best posture for giving commands is the position of attention.

Distinctiveness

Distinctiveness depends on the correct use of the tongue, lips, and teeth to form the separate sounds of a word or group of sounds into syllables. Distinct commands are effective; indistinct commands cause confusion. Leaders can pronounce all commands correctly without loss of effect if they speak their words correctly. To develop the ability to give clear, distinct commands, practice them slowly and carefully, prolonging the syllables; then gradually increase the rate of delivery to develop proper cadence but still pronounce each syllable distinctly.

Inflection

Inflection is the rise and fall in pitch and the tone changes of the voice. Pronounce each preparatory command with a rising inflection. As described on the preceding page, the most desirable pitch when beginning a preparatory command is near the level of the natural speaking voice.

A common fault with beginners is to start the preparatory command in a pitch so high that, after employing a rising inflection, it is impossible to give the command of execution with clarity or without strain. When giving the command of execution, use a sharper tone and a slightly higher pitch than the last syllable of the preparatory command. Remember, the best way to develop a command voice is to practice.

In combined commands such as “fall in” or “fall out,” give them without inflection and with the uniform high pitch and loudness of a normal command of execution.

Key Note Term

rhythmic – regular or orderly repetition of sounds or movements; steady; recurring with measured regularity

Note

Distinct commands inspire cadets; unclear commands confuse them.

The Proper Cadence of Command Voice

When giving commands, cadence is the uniform and **rhythmic** flow of words. Intervals between the words make the preparatory command understandable and signal when to expect the command of execution. These intervals also allow time for subordinate leaders to give any supplementary commands.

When supplementary commands are necessary, the commander or leader should allow one count between the preparatory command and the supplementary command. The leader should also leave a count between the supplementary command and the command of execution.

The Snap of Command Voice and Movement

After the leader gives a command, there is a brief time between the end of the command of execution and the time when subordinates actually execute the move. The inflection of the command voice at the end of the command of execution should draw an immediate, sharp, and precise movement (or snap) to this command. If done properly, everyone in the unit moves at the same time, creating an impressive, well-drilled, and uniform appearance. Remember, effective leaders depend on the command voice to show confidence in their ability to command.

Conclusion

Proper execution of commands and command voice takes practice. But when leaders know their responsibilities and prepare for drill, they will discover that being a drill leader is a lot easier.

You learn how to use your leadership skills and take charge in the following lesson. You will draw on what you've already learned about leadership as you work through the next lesson.

Lesson Review

1. Explain how selfless service benefits your unit.
2. Compare the preparatory command and the command of execution. Give two examples.
3. What is the difference between a directive and a command?
4. Compare and contrast tone, cadence, and snap.