

Understanding Followership to Build Leadership

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Abstract

Creating and developing leaders seems to be an obvious necessity in the workforce; and based on the amount of literature in bookstores and workshops conducted in my workplace alone, it is apparent that effective leadership is paramount for success. Being an effective follower does not seem to be quite as understood or discussed. After research and practical observation, it became clear that the key to developing good leaders was to ensure future leaders were good followers. In my experience, I have been told on multiple occasions that a great deal of respect from enlisted personnel goes out to officers who were prior enlisted, because they have an understanding of both sides of the leader-follower relationship. The purpose of this project was to develop a curriculum to be included as a course in the Leadership At All Levels (LAAL) program within Marine Corps Systems Command. In that training, specific guidance and education was provided on the meaning and importance of followership in helping leaders achieve success, and how effective followership can also breed future leaders. A part of that curriculum included a brief section on improving leadership communication to a group of followers, taking into account the amount of diversity among the workforce. Quite often, diversity is thought to be limited to race or ethnicity, but the training provided a brief insight to a variety of other areas that leaders need to take into account when communicating. Additionally, leaders need to consider the various methods of delivery available in the 21st century. In order to validate effectiveness, the curriculum was evaluated by a panel of six experts within the Command, to include the Command training lead, an outside training consultant, and four current leaders.

Keywords: leadership, followership, diversity, communication, delivery

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Chapter 1: Introduction

Leadership in the 21st century brings with it a vast array of challenges. While we are faced with the prevalence of social media, the shift from Baby Boomers to Millennials, the increase of diversity among workers, and advances in technology, leadership challenges can change with the times. Top challenges include: creating a shared purpose, measuring ROI of soft skill development, identifying and communicating what success looks like, building trust, and perspective management (Boss, 2016). Other challenges may be determining situational leaders, followers with more knowledge or subject matter expertise than the leader, and the increase in virtual teams (Westcott, 2014). But the idea of leadership and doing it effectively presents timeless challenges, and it is up to the leader to determine which style is the right style for the person and the moment. The same style may not work for the same person every time (Westcott, 2014). A common theme for leadership is trust. The issue of trust focuses on the leader-follower relationship. Globalization and the aforementioned increase in virtual teams has reduced the amount of in-person interaction, which may have an impact on trust and create an increased challenge in building it (Boss, 2016). Communication is just as important in the trust relationship. Perspective management is also key; perspective impacts our attitude, which can impact how we work and interact with others. In 2017, I walked out of a meeting led by the Director of our office, and I was amazed at the feedback I overheard and was directly told. I sat in the same meeting, yet heard two completely different perspectives on the exact same message, which both differed from my own. Was it the fault of the leader for his delivery? Or the perspective of the follower for their receipt? Or a combination of the two? On whom is the onus placed for the assurance the message is received in the way that it is intended?

Statement of the Problem

One can walk into a local bookstore and quickly realize the focus in today's society on developing strong leaders. What I found through researching various leadership topics is that one area with less focus or study is the idea of developing strong followers. Without effective followership, effective leadership seems to be more challenging. Whether at the highest level of national government or the lowest level of elementary school student council, everyone has to answer to someone. Kellerman stated in her Leadership Perspectives webinar that leadership study has been "dreadfully negligent" in discussing and researching the follower; there are "a billion" books on leadership and virtually nothing on followership (ILAOfficial, 2012). Chaleff (2009a) points out that there are hundreds of books under the leadership category in the Library of Congress, but only a handful of articles and books with no specific category for followership. This has translated to the training sphere within the Department of Defense. There are numerous opportunities for advanced education on leadership, but none that focuses on followership at Marine Corps Systems Command. However, the lack of education does not signify a lack of importance on the concept. As Hurwitz and Hurwitz (2015) describe, not focusing on followership is like teaching an entire ballroom routine to only the male (lead) in a separate room and expecting the partner to be able to follow along seamlessly. It can happen and it may happen, especially when dealing with individual leader development, but for effective leadership, the leader should frame the follower just as a dance floor lead should frame his partner.

Department of Defense (DoD) Instruction 1430.16 lays out the framework to Grow Civilian Leaders. It develops procedures for educating, training and developing civilian leaders that are not yet at the executive level. DoD (2009) policy states that it will have "a

diverse cadre of highly capable, high-performing, and results-oriented civilian leaders,” which will be developed to lead effectively in increasingly complex environments, and that there will be planned, programmed and budgeted civilian leader development programs. The framework laid out by the DoD as described in the journal of the American Society of Military Comptrollers, *Armed Forces Comptroller*, is clear – the idea is to lead change, lead people, be results driven, have a high business acumen, build coalitions, and engage in an enterprise-wide perspective (Rude, 2012).

Purpose of the Project

The purpose of this project was to develop a training program to educate the workforce of Marine Corps Systems Command (MCSC) on the importance of followership, what it means to be a good follower, strategies for improving followership, the differences between good and poor followership, and how effective followership can improve leadership. This training will then be presented to the Command Training lead to be considered for inclusion in the Leadership At All Levels program as a course option.

Project Objectives

The objectives of this project are as follows:

1. Create one-day training program on Followership; and
2. Have a panel of experts assess the training for effectiveness and inform a formal proposal for inclusion in the Leadership At All Levels program.

Definition of Terms

Collaboration – When interdependence between individuals or groups is so great that without a shared purpose, the intended goals could not be achieved (Shreiman, 2014).

Cooperation – When two or more people share information and resources in pursuit of individual goals (Shreiman, 2014).

Courageous Followership – Model of following that provides support for leaders with constructive truth spoken to power (Chaleff, 2009a).

Followership – Discipline of competencies and response-abilities (Maroosis, 2008).

Leader Development – Development that focuses on the individual, human capital (Huang, 2015).

Leadership – The art of motivating a group of people to act towards achieving a common goal (Ward, 2017).

Leadership Development – Development that focuses on relational leadership, social capital (Huang, 2015).

Social Impact Theory – The basic rules for explaining the likelihood a person will respond to social influence, based on three key variables: strength, immediacy, and numbers (Straker, 2016).

Teamwork – When individuals work together to share a common goal (Shreiman, 2014).

Review of Literature

“You can be appointed to a position of leadership, but no one above can bestow the title of ‘leader’ upon you; it can only be earned from those being led.” - Donald Alexander

Followers are what make leaders. Without a follower, there is no one to lead.

Determining who to follow and how can be challenging. We follow those with character, those who help us grow by respecting us, bringing out the best in us and overcoming our own

weaknesses, and those who have their own strengths and weaknesses, making them relatable and “real” (Treiger, 2014).

According to Slater (2011), followers are essential to successful leadership. If effective followership skills are not learned and put into practice, leaders are destined to fail and the mission will be ultimately negatively impacted. In order to gauge success of followership, one must ask the following six questions:

1. Do I know and understand what my leader expects of me?
2. Have I earned my leader’s trust by displaying loyalty?
3. Do I present solutions or courses of action when I present challenges?
4. Do I provide relevant and timely information to my leader before he makes decisions?
5. Do I champion my leader’s decisions throughout my organization as if they were my own?
6. If I disagree with a decision, do I champion in public and critique respectfully in private?

Additionally, there are numerous characteristics considered to be inherent for a good follower. McCallum (2013) identifies the following:

- Judgement – Knowing the difference between how to carry out a directive with which you do not agree versus a directive that is outright wrong. “Good judgement comes from experience; experience comes from bad judgement.”
- Work ethic – Good followers are good workers, and the onus to be a good worker is on the follower. A bad worker cannot be a good follower.

- Competence – Followers must be competent in the requested task in order to follow properly. If a failure results from a lack of competence, the leader is to blame for not providing adequate resources for success.
- Honesty – A follower owes it to the leader to be honest, with respect. A good leader is open to criticism and suggestion.
- Courage – Followers need courage to be honest and be able to confront a leader about agenda and/or the leader himself. Winston Churchill said courage is the “foremost of the virtues, for upon it, all others depend.”
- Discretion – Knowing when to and when not to talk, and not speaking negatively. Good followers cannot be indiscreet, indiscretion is careless.
- Loyalty – Good followers understand loyalty, which is not the same as a lapdog. It is an allegiance to the goals of the organization.
- Ego management – Good followers keep their egos in check, are team players, have good interpersonal skills.

Another area of relevance to the idea of Followership is the 360-Degree Leader, introduced by John Maxwell (2005). In his book, he discusses leading from three different directions: across, up and down. It is within the idea of “leading up” that followership most closely follows. He discusses nine different principles for leading up, and they align closely with the concept of effective followership presented in this project. Lead-Up Principle #2 discusses lifting the load, which in turn helps your leader succeed. This is done in four ways: doing your own job well, providing solutions to problems or challenges, standing up and for your leader when appropriate, and asking a leader how to help (Maxwell, 2005). Principle #8 involves being a team member who is competent, responsible, and reliable. Delivering

results creates an individual that a leader will turn to when a deadline needs to be met and demonstrates the ability to get things done (Maxwell, 2005). Lifting the load and being productive are ways to help leaders be more effective, and in turn helps the follower learn to be a better leader.

The Skills Approach presented by Northouse (2015) outlines the foundation for an effective follower. Although the idea is to develop leaders, Katz' Three Skills Model encompasses all the concepts I am presenting to be a successful follower and, in turn, create successful leaders. Technical skill is having the knowledge to complete tasks and do the job that is being asked. Human skill is having the ability to relate to others, above, below, and alongside. Conceptual skill is being able to think and analyze, articulate ideas. This is the foundation for understanding all the areas of followership. The skills are different from traits in that traits are innate, creating "natural born leaders," where a skills approach is behavioral (Northouse, 2015).

In the *Armed Forces Comptroller*, Rude (2012) stated that leading change means leading creativity and innovation, having awareness of your surroundings, using strategic thinking, having a vision, being flexible and resilient. Leading people deals with conflict management, using diversity to your advantage, developing others, and building strong teams. Being results-driven focuses on accountability, being decisive, promoting entrepreneurship, providing customer service, problem solving, and having technical credibility. Developing a high business acumen deals more with the idea of what it means to have management perspective versus leadership in financial management, human capital management, technology management, and computer literacy. Building coalitions is important and deals with political savvy, influence, and negotiation, as well as partnering. Incorporating an

enterprise-wide perspective is a big picture vision for the DoD that involves a joint perspective and national security (Rude, 2012). Within that framework are Leadership Tiers: lead self, lead teams/projects, lead people, lead organizations/programs, and lead institution.

Among the different qualities and attributes that are part of this framework, the Leadership At All Levels program at Marine Corps Systems Command provides education and training for many of the different subject topics. What is lacking and not discussed specifically in leading teams and people is the idea of followership. One cannot lead without having people that follow (Westcott, 2014). The importance of understanding the role of the follower and of each individual person as a follower is crucial to the success of a leader.

To be successful as a leader, you have to be successful as a follower. Guidelines and standard operating procedures of a workplace are often spelled out, just as the Department of Defense has directives and the Marine Corps has orders. However, there are unwritten laws of business that are not learned in an employee manual, and being able to follow is a part of that. According to King and Skakoon (2007), there is a laundry list of rules that people should follow to succeed. When it comes to work, an employee (or follower) needs to demonstrate the ability to complete tasks, no matter how menial they seem, and communicate with efficiency without fear or shyness (King & Skakoon, 2007).

A variety of theories have been developed to explain the dynamic of the follower and the impact it has on the leader. Fielder's Contingency Theory, Situational Leadership Theory, and Path-Goal Theory all clearly define the role of the follower, but view the follower as a non-actors and features of the leader's context (Oc & Bashshur, 2013). Johnson (2009) lists a range of theories that are aligned with their degree of emphasis on followership, from the most leader-centric to the most follower-centric. The Contingency Model falls left of center

and incorporates Situational Leadership Theory and Path-Goal Theory. This touches on the effectiveness of a leader and it being dependent on the situation, of which the followers are included. Having a good relationship with followers is a favorable condition, along with having significant power and directing structured tasks. Path-goal theory suggests that motivation from the followers comes from a desirable objective upon completion of the task. The leader would need to determine his or her style based on the followers. Situational Leadership Theory addresses the ability of the followers to follow and their willingness to do what is asked, which will impact how the leader leads (Johnson, 2009).

Oc and Bashshur (2013) discuss implicit leadership theories, most specifically Meindl's social constructionist approach to leadership. Leadership is effective when there is a reciprocal relationship between leader and follower; leadership outcomes should not be operationalized as the self-perceptions of the leaders, but of the followers. This follower-centered approach argues that follower perceptions, preferences, or attitudes can shape or restrain leadership processes. With that in mind, the Leadership At All Levels program can be legitimized by stressing the importance of the follower for leadership development and effectiveness, and also the importance of followers recognizing their role. Quite often, leadership training focuses on the individual leader's self-awareness and is incorrectly classified as leadership development instead of leader development. True leadership development is about social interaction and focuses on the environment, in a real-world application setting (Williams, 2016). Followership training forces the conversation to be about the social interaction by drawing attention to the relationships between leaders and followers, and not necessarily the skill of the individual leader. As stated by the great philosopher Aristotle, "He who cannot be a good follower cannot be a good leader."

Social Impact Theory proposes another aspect of followership in that followers can be influenced to follow by the actions and motivations of other followers. Social impact theory states that the level of social influence one can receive is a function of the strength (status or expertise), immediacy (physical or psychological distance) and number of people doing the influencing (Karau, 2013). A study done on consumer influence through social media satisfied the immediacy aspect of social impact theory by determining that people who provide their opinion on a particular product or service through social media can influence greater because multiple individuals can provide their review at one time and social media is far-reaching (Mir & Zaheer, 2012). The same can be said for following a leader. Because social media use has increased, as well as the digital age of email and video conferencing, the impact of influence among co-workers and co-followers is far reaching. Leaders need to be mindful of the immediacy of communication and understand that information can travel much quicker. Followers need to be mindful of their influences. Another interesting point is that social impact can also depend on the “underlying purpose of compliance” (Mir & Zaheer, 2012, p. 6), which also speaks to individual follower motivation. In order to be aware of our influences, we need to be aware of social impact.

The motivation to follow seems obvious. Everyone has a boss or a leader or a supervisor. Everyone has to answer to someone. Where people differ is in the rationale. According to Straker (2016), there are five levels of rationale that one can ascribe to. As a leader, it is important to know to what level your followers are following. The first level is Fear of Retribution. This is the idea that a follower does what he or she is told in order to avoid punishment or consequence: “If I do not follow, I may lose my job.” The second is Blind Hope: “We must do something. I hope this works!” In this situation, a follower is looking

for a solution and is willing to settle for the lesser of two evils, if those are the only options. Faith in the Leader is the middle of the road rationale. Even if the idea or solution does not seem feasible, a follower believes in the person leading enough to buy into the path that is being directed: “What a great person. If anyone knows the answer, they do!” While the potential for disappointment is not as great as in Blind Hope, it still exists but will likely be tied to situational explanations rather than failures of the leader. The opposite idea is the Intellectual Agreement. In this rationale, the follower buys into the idea regardless of the individual leader. Here, the follower might say: “What a good idea. That makes real sense.” This rationale often follows those individuals who need to know “why” things happen. Lastly, we see Buying the Vision: “What a brilliant idea. I don’t care who thought of it.” The big picture future is appealing to the follower and pulls them in that direction. It is critical that the vision is sustained over a long period in order to keep the faith of the followers (Straker, 2016).

Chapter 2: Project Overview

In this chapter, I introduce the target population of the project and the audience who would participate in the training curriculum. I also provide a listing of instructional methods that are used in the project and the benefits of each. Lastly, the section on data collection provides a summary of the results of the expert panel evaluation of the curriculum.

Targeted Population and Participating Audience

The members of Marine Corps Systems Command consist of over 2,000 employees, ranging from entry-level employees and interns through General Officer and Senior Executive Service (SES). As reflected in the Command Organization Chart (Appendix A), there are a myriad of levels of leadership, which indicates a strong available audience for leadership training and education. The targeted population for the Follower training is all employees who have a desire to learn, but specifically those who are enrolled in the Leadership At All Levels (LAAL) program sponsored by the Command. The participants would be those individuals within the program who opted to take this course. There would be a minimum of one offering, depending on the level of interest determined by the number of registrations, and the actual date would be coordinated with the Training Leader, based on the schedule of other courses. The handbook for the program describes the same framework and also provides a list of already-provided course subjects (Appendix B). The first iteration of LAAL took place in 2017 and graduated 77 employees (T. McWilliams, personal communication, January 8, 2018). In the event that the next program offering sees more than the standard 26-30 students interested in this subject by registering online and being added to a waitlist, the director can determine if additional offerings are feasible.

Instructional Methods

This project involves a variety of methods. First is experiential learning, where participants will engage in hands-on activities with their classmates to gain a better understanding of followership in a practical sense. Interactive presentation will be used as the main instructional tool to provide different views on followership and how it can improve leadership of both the follower and the leader. Reflection and discussion will be done in the form of a large group setting to enhance the interactive presentation, but also small group discussions in the area of the Courageous Follower self-assessments (Chaleff, 2009b).

The second objective used purposive sampling to select the panel of six experts based on their leadership experience and knowledge (Ary, Jacobs, Sorensen, & Walker, 2014). The individuals were contacted via email, requesting participation. Attached to the email were the Followership Lesson Plan (Appendix C) and the Followership Presentation Slides (Appendix D). The panel of experts were asked to review the attachments and provide their feedback and inputs by using the hyperlink included in the body of the email, which connected them to the Curriculum Critique/Survey (Appendix E). Although there was a short window with which they could respond in order to meet the deadline required for the project, each respondent completed the survey within the five-day window.

Data Collection

Collecting data consisted of gathering thoughts and opinions of human subjects. As a result, prior to collecting data, I submitted a package to the Institutional Review Board (IRB) for approval. Included in the package were: the curriculum and presentation slides, the curriculum survey, the script used to request participation, and a consent form. Because

there were human subjects involved in the course critique, an IRB review was necessary.

Unfortunately, because the submission occurred at the end of the semester and prior to the winter break, as well as being understaffed, the approval took longer than normal. The IRB came back with suggestions for changes and updates to the submission package, which were all made and returned within 24 hours.

The data collection of this project consisted of the feedback provided by a panel of experts consisting of six (6) individuals in supervisory positions with an in-depth familiarity of leadership education who were well-suited to evaluate and critique the course. The panel was provided the curriculum (Appendix C) and in-class presentation slides (Appendix D) for evaluation. Upon completion of reading the material, each of the individuals completed a questionnaire (Appendix E), where they provided feedback on the perceived effectiveness of the instruction.

Chapter 3: Summary of Outcomes, Discussion and Recommendations

At the onset of the project, the intent was to create the lesson plan for a half-day training class on the concept of followership. What developed was a full-day instructional curriculum on not only the concept of followership but how it relates to leadership. I started with an outline to determine what my main points would be. Having experience in building briefs and using lessons learned from previously attending training workshops, I built a PowerPoint presentation to be used for the in-class instruction. To accompany the slides, I put together a Word document with the lesson plan, providing enough detail so the plan could be provided to any teacher to conduct the course. I also incorporated notes to each PowerPoint slide in order to facilitate the discussion and presentation in class. I included activities, which will require supplies, in order to keep the course engaging. On paper, the course length is scheduled for seven hours, to include a 1-hour lunch break and regular 10-minute breaks to keep the participants' attention fresh.

I then requested assistance from a group of leaders within Marine Corps Systems Command to review the Lesson Plan and Project Slides in order to provide feedback in the form of an electronic survey. A panel of six experts was asked and all responded by completing the survey and providing additional feedback for the course, both on the content and the presentation. There were demographic questions to determine the respondent's level of leadership experience as well as employment history with the Command. The evaluation questions were based on a 5-point Likert scale: strongly agree, agree, neutral, disagree, strongly disagree. The response of "Not Applicable" was not included in the final evaluation metrics. Table 1 displays the responses to the questions, shown as a percentage out of six.

There was also an opportunity at the end of the survey for open-ended comments and those are listed after Table 1.

Survey Responses

How long have you been employed at Marine Corps Systems Command?

- The responses ranged from 3 to 23 years, with an average of 14 and a median of 15.5. With the exception of the one outlier, all respondents have been with MCSC for at least 10 years and would have witnessed the transition of multiple Commanding Officers and various leadership structures.

Do you currently serve in a supervisory role?

- All respondents are supervisors. Leadership training is a requirement for supervisors at MCSC and this contributes to their expertise in evaluating the curriculum.

How long have you been a supervisor?

- The responses ranged from 2 months to 23 years, with an average of 10 years and a median of 7 years. The value of ranging levels of supervisory experience benefit in that all have varying perspectives on leadership as well as followership. This allows for a different aspect of diversity in understanding leadership concepts.

How many employees do you lead?

- The responses ranged from 3 to 45 years, with an average of 13 and a median of 6.5. There should have been clarification in the question to determine the number of people that are direct reports versus the number that are supervised. Within MCSC, there are multiple levels within a chain of command. A portfolio manager is responsible for all the employees within that department, but would only be the first line supervisor of the managers. There is a likelihood the responses would be different and would therefore change the outcome of perception when it comes to being directly responsible for the followership of particular employees.

Did you participate in the Leadership At All Levels program at MCSC?

- 5 out of 6 said yes. This is helpful so that the panel of experts can speak with firsthand knowledge of the program to provide an opinion on the value of the curriculum as it relates to the program.

If yes, would you take additional course of interest without being formally enrolled in the program?

- All 5 who responded yes in the previous question also responded yes to this question. This speaks to the value of the program itself as well as the course offerings within the program.

If no, would you be willing to participate in the program if particular courses were offered?

- The one respondent who had not participated in LAAL indicated there would not be interest, regardless of what courses were offered. There was no additional response as to why. An assumption could be made that this particular expert has received advanced leadership training and LAAL may not provide any additional value to him or her. However, without having asked “why” the response was no, there is no way to know the actual answer. For future surveys, this would be a valuable addition to the survey.

Table 1.

Summary of Followership Curriculum Survey Responses (n=6)

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I am familiar with the concept of Followership as it relates to effective Leadership.	33%	17%	50%		
I have received formal leadership training.	100%				
I am familiar with the LAAL program within Marine Corps Systems Command.	83%	17%			
I found all coursework in the LAAL program to be beneficial.	80%	20%			
I would be interested in going through the LAAL program if this topic of Followership was offered.	67%	16.5%			16.5%
The Followership Curriculum is clear and easy to understand.	83%	17%			
The Presentation Slides are engaging and interesting.	50%	50%			
The course material is an appropriate length.	83%	17%			
There was a sufficient amount of data contained within the lesson.	50%	33%	17%		
I have gained a better understanding of Followership after reading through this lesson plan.	83%	17%			

Note. LAAL is an acronym for the Leadership At All Levels program offered to the Marine Corps Systems Command.

The final section of the survey allowed for open-ended comments and suggestions. All but one provided feedback in this area. The panelist with the most experience who leads the

largest group of employees chose not to provide any additional comments. Based on the nature of the survey, there is no way to determine the cause, but one logical conclusion is that this particular individual may not have had enough time to be thorough in his responses or provide detailed comments. The other five responses provided helpful improvements and positive feedback.

An expert who has ten years of supervisory experience stated: “Overall, an excellent job! I would also recommend after each section to tie the concept into why understanding followership is important and how it helps to build leadership competencies.” Additionally, she provided a number of suggestions, which are listed below along with the actions taken to improve the curriculum:

- Include more debriefing questions from the dancing video. I didn't see any questions from the dancing video even though both the curriculum and ppt slides indicate questions at the end.
 - The video link was updated to the version that included the discussion questions.
- A lot of the notes within the powerpoint slides would be useful in the lesson plan. I think the lesson plan is lacking in some of the detail. For instance, Slide #8 - lesson plan should include the notes from the ppt
 - All the notes from the slides were incorporated into the lesson plans.
- Recommend adding a slide for the "block" activity and ensure there are debrief questions afterwards
 - A slide was added to the presentation to be used for the “block” activity.
- Slide 13 - Include further discussion on how social media and technology impacts leadership and followership; not only from a multi-generational viewpoint, but more emphasis on how important it is to build relationships between leaders and followers.
 - Added discussion questions on social media and technology but ultimately decided that topic would require another course of instruction.
- Slide 16 - 1st follower video will elicit a good discussion, but not sure if the quote supports the value of being a follower.
 - Quote was deleted.
- Slide 17 - Immediacy - change "group are" to "group is";
 - Correction made

- Slide 20 - I thought the assessment was self-scoring, so not sure why you would have to distribute the results? See notes section.
 - Assessment is self-scoring but the participants would not receive the scoring sheets with their assessments in order to maintain the integrity of the results.
- Slide 20 - What are the reflection questions? See notes section.
 - Questions were added.
- Curriculum pg.16 (slide 22) -States to distribute assessment results; however, results were distributed on slide 20
 - Noted.

Another expert was able to provide practical suggestions for the functionality of the course:

- There were some issues loading the files inserted into the PowerPoint file; the movie clips did not play and the links did not work. This might be due to the security restrictions imposed by our command, so this comment could be a non-issue for those using it on their private computer.
 - As a result, I tested the presentation on two different computers on two different networks to make necessary adjustments to the hyperlinks to ensure their functionality.

An expert with 22 years of supervisory experience felt that the followership concept is interesting and would be beneficial within Marine Corps Systems Command or any organization that is primarily built on Integrated Project Teams. He provided grammatical corrections and suggestions that were all incorporated into the final product.

A panelist with four years supervisory experience stated: “The course material is very good.... It should be even better with a dynamic and energetic presenter. Well done!” The final expert stated: “I have developed curriculum for nearly six years and this is well-conceived and presented. It is highly professional and easy to understand.”

Project Analysis

The first objective of this project was to create a one-day training program on Followership. Based on the feedback, the proposed curriculum is likely to be effective and

engaging. By reviewing the available classes for LAAL, this topic is something that is not touched upon but is sorely needed, based on the work environment at Marine Corps Systems Command. The consensus from the reviewers was that the topic is pertinent and interesting. However, some changes are needed in both style and content before an official submission can be made. As a result, this course may not be ready for the LAAL program until late 2018 or possibly the 2019 session

As a follow-up for the course in LAAL, a Leadership Forum will be conducted on followership. This will give the participants an additional option to satisfy that requirement of the LAAL certification. It is intended for some time to pass between taking the courses in LAAL and attending a forum. At that time, discussions will take place to gauge the effectiveness of the training and what transformations, if any, occurred in behavior or mindset as a result of the Followership education. The Forum is facilitated by an instructor or the Command Training director, who will begin by providing an overview of the main points of the topic. There will then be a list of talking points in order to spark conversation, but the bulk of the approximate 2-hour time block will be spent in open discussion. This will provide an opportunity for participants to give their own thoughts on the topic, openly relate it to their current work climate, and provide the facilitator with real-time feedback on the concept of followership based on the influence they may have on other followers, as outlined in Social Impact Theory.

The second objective was to have a panel of experts assess the curriculum and presentation slides to determine the effectiveness of the material and provide the MCSC Leadership At All Levels program with an additional course option. In its current state, there is a sufficient amount of material and interest in the topic.

Although the research suggests that there is far less data on followership than other more prominent leadership topics, there is still a sufficient amount of information that could be presented over two days, or possibly offering a second course. The feedback on the curriculum suggests this topic is of interest and, although it may be understood, there is still more to learn. Knowing that employees of Marine Corps Systems Command are required to maintain a certain number of Continuous Learning Points for employment and advancement, offering leadership courses can provide an intriguing option, not just within Leadership At All Levels. Civilian Marines are required to learn, and this topic is just as important as any other leadership topic, even if it is not widely taught. As articulated masterfully by Chaleff (2009a), “No serious student of leadership can any longer ignore its essential counterpart” (p. xiii). The climate of the command is such that leaders can change at any given time, depending on the Commander (who only serves a four-year term), the needs of the Marine Corps and the direction of the Department of Defense. As a result, giving employees the tools to succeed in any area can set them up for success in this Command and in all future endeavors. Followership seems like an obvious topic, but to be consciously aware of the benefits and strategies for improvement is not as simple. I believe this course content is important and relevant and will give employees one more weapon in their arsenal.

The least positive response was in regards to how engaging the presentation slides were perceived to be. If the course were being formally conducted, it would be beneficial to work with an individual who has expertise in graphics or has artistic prowess to improve the visual appeal of the slides, so the presentation appears more like a class instead of a typical annual training briefing.

Recommendations

All six (6) experts provided responses, and all feedback was similar in that Followership is a topic of interest. The respondents all had formal leadership training so it is safe to assume that they have been exposed to a variety of leadership topics and as a result, their recommendation that Followership be incorporated is a positive indication that this course should be offered. Additionally, all had been employed by the Command for 10 years or more, so they have awareness of what topics may require additional training in the realm of leadership. If this curriculum is accepted for use by the Leadership At All Levels program, I recommend working with the Command raining team and possibly a training consultant to improve the in-class presentation. Ideally, the course would be conducted to a test group, maybe selecting a few representatives within one department, and administering a trial run before presenting as a full-fledged class. Additionally, a second course on Followership could be formulated with input from other primary Followership experts. While it is apparent there is not an equal amount of information on followership as with other leadership topics, the concepts are important for an organization such as Marine Corps Systems Command, because of its collaborative nature and leadership hierarchy. For organizations that hire from within as much as this one, and where promoting leadership is held in such high esteem, understanding followership must be a priority. There is a great deal of information on social media that this project barely uncovered and needs to be researched further and presented as a leadership course. Using social media responsibly and appropriately has distinct and immediate advantages in the workforce. Understanding how it can be incorporated in a military structure will require a different set of protocols than a private organization, but still useful, nonetheless. Anyone teaching this course, or any course, to employees at a military command such as this, with seasoned professionals, many

of whom have prior military experience, requires a different approach. I found in other LAAL courses that positive reactions were given to instructors who understood the dynamic of our work environment and the challenges we face. I recommend that when conducting training or teaching a group of GS13 through GS15 professionals in this environment, as much research and background should be conducted about the organization in order to be relatable and relevant. This will help keep participants engaged. The last thing an instructor should aim for is yet another required training that employees feel obligated to attend just to put a check in the box.

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Appendices

Appendix A:

Marine Corps Systems Command Organizational Chart

Appendix B:

Marine Corps Systems Command Leadership At All Levels Catalog

Appendix C:

Followership Lesson Plan

Appendix D:

Followership Presentation Slides

Appendix E:

Curriculum Critique/Survey

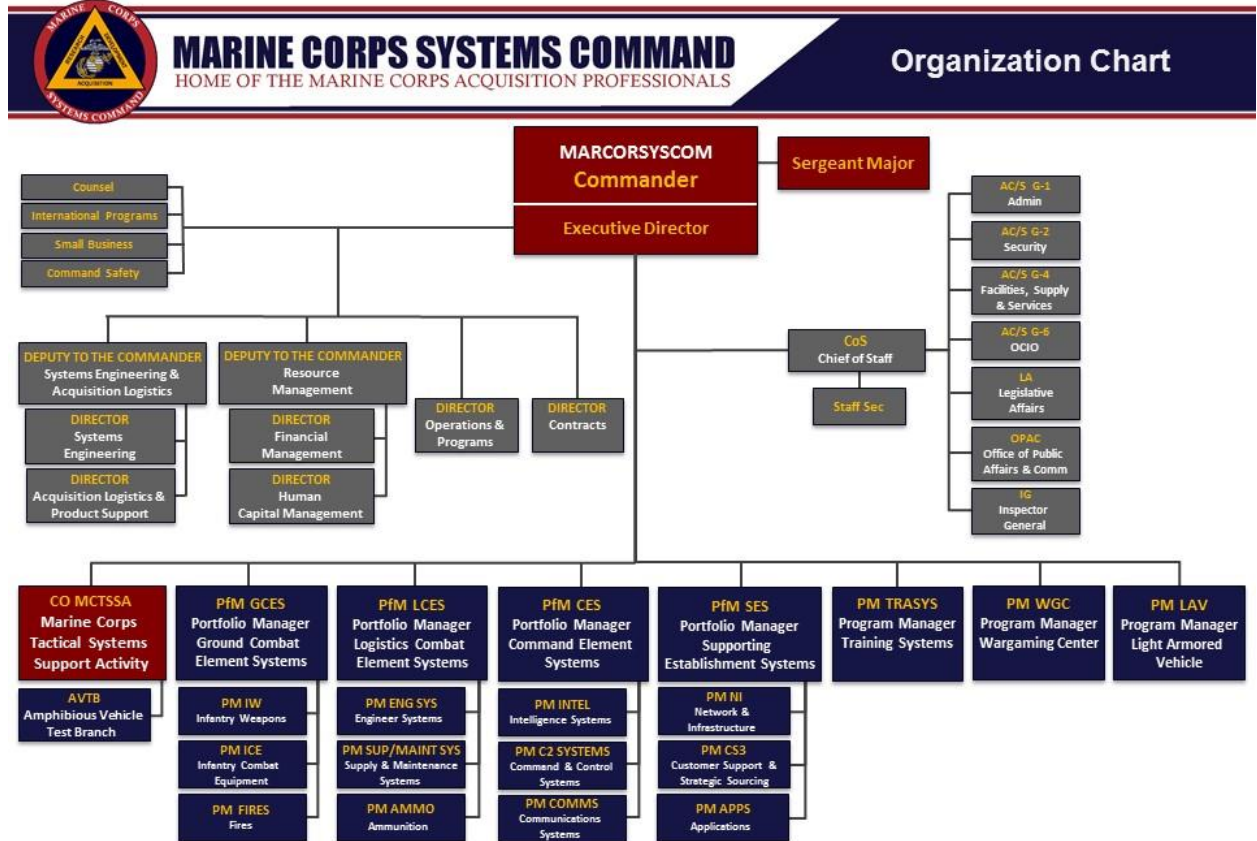
Appendix F:

End of Course Survey

Appendix G:

Journal of Leadership Education Manuscript

Appendix A: Marine Corps Systems Command Organizational Chart



Appendix B: Marine Corps Systems Command Leadership At All Levels Catalog



LEADERSHIP AT ALL LEVELS
HONESTY, INTEGRITY, FAIRNESS, RESPECT FOR OTHERS

ACHIEVE RESULTS

Vision
Mission
Performance

SHAPE THE CULTURE

Agility
Adaptability
Innovation

CULTIVATE RELATIONSHIPS

Communication
Collaboration
Cohesion

**LEADERS LEAVE
A LEGACY
WHAT WILL YOURS BE?**

2017 Program Catalog

Version 4 January 2017

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LEADERS LEAVE A LEGACY

What will yours be?

Section I: Leadership at all Levels Program Background

Mandate for Leadership

Developing civilian leadership competency is both a Department of Defense (DOD) and Office of Personnel Management (OPM) priority. The below list the references outlining civilian leadership training requirements:

- ♦ DOD Directive 1430.16p
- ♦ DOD Instruction 1400.25v410
- ♦ OPM Regulation 5 CFR 412.201
- ♦ MARCORSYSCOM 12410.1 Individual Development Plan
- ♦ OPM Statute 5 U.S.C. 4121

History

The Leadership at all Levels concept began in 2013 to meet the unique need at Marine Corps Systems Command to develop leaders and meet both the DoD and OPM requirements for civilian leadership training. Over the course of 2014, senior leaders met to determine the top leadership competencies for the command, along with the organization's core values. In 2015, mid-level leaders participated in the pilot program, which included a 360-degree assessment to determine strengths and areas of improvement for individuals in the workforce, and a tailored training program to address the leadership competency gaps identified in the leadership skills inventory.

Purpose and Goal

The purpose of the Leadership at all Levels (LAAL) program is to provide a framework for leadership development throughout the command that is relevant and sustainable to improve command performance, climate, and culture, and supports the requirements for civilian leadership training.

The goal of the Leadership at all Levels is to develop high-performing leaders who develop others, achieve results, and foster communication, collaboration, and cohesion throughout the command that results in high-performing teams and a high-performing organization.

Description

The Leadership at all Levels program is an 8-month, Command-wide leadership development program intended to cultivate high-performing leaders who can manage change, improve performance and morale, and develop highly effective people and teams. The program supports the DoD and OPM mandates for civilian leadership training and an Individual Development Plan, and is tailored to the unique aspects of Marine Corps Systems Command.

Section II: Leadership at all Levels Program Plan

Program Details – Each participant must complete:

1) Leadership Skills Assessment. The Leadership Skills Assessment focuses on identifying areas of improvement in 10 core leadership competencies. Supervisors and team leads will take an online 360-degree survey. Non-supervisors and team leads will take an individual leadership assessment. If a participant has taken a recent 360-degree survey from another program, they are exempt from taking this one.

2) Mastering Leadership Course I or II. (Required) This one-day course provides a common understanding of leadership and a holistic framework for leadership development. (See course descriptions for more information)

3) Choice of (1) Core Leadership Skills Course. These one-day core leadership skills courses help build a strong foundation for personal leadership development. Choices include:

- ♦ Leading with Character
- ♦ Leading with Emotional Intelligence
- ♦ Leading Innovation
- ♦ Effective Leadership Communication & Interpersonal Skills

4) Choice of (3) Leadership Skills Courses. These one-day leadership skills courses that address areas of improvement identified in the leadership skills assessments. Choices include:

- ♦ Developing High Performing People
- ♦ Mentoring for Leaders
- ♦ Motivating & Influencing Others
- ♦ Leading High Performing Teams
- ♦ Resolving Conflict
- ♦ Leading Diversity
- ♦ Leading Change
- ♦ Personal Responsibility & Holding Others Accountable
- ♦ Providing Strategic Direction
- ♦ Creating Healthy Organizational Culture
- ♦ Communicating Strategically
- ♦ Critical Thinking for Problem Solving

5) Choice of one (1) Leadership Forum. Leadership Forums are 2-hour guided discussions focusing on critical organizational issues intended to reinforce learning and cultivate a healthy organizational culture. (Hosted by MCSC leaders)

- ♦ Ethics & Values
- ♦ Agility & Adaptability
- ♦ Vision & Foresight
- ♦ Work-Life Balance

6) Choice of one (1) Developmental Activity.

- ♦ Mentor or mentoree
- ♦ Shadow a Leader / Job Rotation
- ♦ Peer-to-peer partnerships
- ♦ Teach Backs

7) Follow-up Leadership Skills Assessment. (Optional) Recommended six months after training.

Program Requirements

- The program runs for 8-months; however, if a participant cannot complete the program within 8 months, they can complete it with the next cohort the following year.
- The program must be completed within two years to get full credit.
- MCSC employees can participate in the program more than once, provided they have their supervisor's approval.
- To get credit for taking the Mastering Leadership course, participants must have also attended a leadership Forum and a at least started a developmental activity.
- You may substitute additional Core Leadership Courses for Leadership Competency Specific Courses if no Leadership Competency gaps are identified in the Leadership Skills Assessment.

Program Leadership Philosophy

The U. S. Marine Corps views every Marine as a leader. This also applies to Civilian Marines. Marine Corps Systems Command expects all workforce members to be competent leaders, and demonstrate proficiency in all 10 MCSC core leadership competencies, as well as demonstrating the USMC and MCSC core values.

How to Enroll in the Leadership at all Levels leadership program

**** REGISTER BY 13 JANUARY 2017 ****

- 1) Get your supervisor's for approval for participating in the Leadership at all Levels program.
- 2) Go to the Command Viper site at: <https://mcscviper.usmc.mil/Pages/VIPER.aspx>
- 3) Click on the Learning Center Icon under "Shortcuts" at the bottom of the page.
- 4) Click on the **View** link associated with the session "Leadership at all Levels leadership Program 2017," and click **Enroll**.
- 5) Enroll in *Mastering Leadership*. (listed in the Learning Center)
- 6) Enroll in your Core Leadership Course. (listed in the Learning Center)
- 7) Take your *Leadership Skills Assessment*. You will be sent an email between 9-13 January to take your *Leadership Skills Assessment*. Follow the instructions in the email. If you take the online assessment, your results will be emailed to you.
- 8) Review your *Leadership Skills Assessment* results and attend an optional *Leadership Skills Assessment Results Session* to better understand your results.
- 9) Complete your Individual Development Plan based on your *Leadership Skills Assessment* results and submit to your supervisor for approval.
- 10) Enroll in (3) three Leadership Competency Specific Courses by 17 February 2017.
- 11) Enroll in a Leadership Forum by 17 February 2017.
- 12) Enroll in a Development Activity.

Continuous Learning Points

- Participants in the acquisition workforce can receive eight (8) continuous learning points (CLPs) for each course taken for a total of forty (40) CLPs.
- Courses must be entered individually using the eDACM system.
- To add Continuous Learning Points via the eDACM website:
 - Log onto the eDACM web site at:
<https://www.atrrs.army.mil/channels/navyedacm/Public/DODConsentForm.htm>
 - From the drop down menu choose **Manage Career**, then **DoN Continuous Learning**.
 - Click on **Manage CL Points**.
 - Click on **Add Continuous Learning Point Request**.

- Fill in the boxes with the requested information
- Check the **I Agree** box
- Click **Submit**.

MCSC Core Leadership Competencies*

The following 10 MCSC leadership competencies are those leadership competencies determined most important to the command. They are in alignment with the leadership competencies and executive core qualifications established by the Department of Defense and the Office of Personnel Management. (See Appendix 1 more information)

** The DoD and OPM describe leadership competencies as clusters of knowledge, skills (abilities), attitudes, attributes, and behaviors that relate to how well a person can function in a given area.*

- | | |
|----------------------------|-----------------------|
| ♦ Problem Solving | ♦ Accountability |
| ♦ Customer Focus | ♦ Team Building |
| ♦ Character | ♦ Conflict Management |
| ♦ Motivating & Influencing | ♦ Leading Diversity |
| ♦ Developing Others | ♦ Strategic Direction |

MCSC Core Values

The U. S. Marine Corps core values are honor, courage, and commitment. In line with this, MCSC specifies its core values as:

- | | |
|-------------|----------------------|
| ♦ Honesty | ♦ Fairness |
| ♦ Integrity | ♦ Respect for others |

Enterprise Level Behavior

Exercise behavior that considers the larger impact and benefit at the Integrated Product Team (Tier 2), Product Manager (Tier 1), Program Manager (Tier 0), and Command levels, supporting the overall mission. Perform team level behavior including:

1. Create an environment of teamwork, trust and cooperation.
2. Uphold high standards of integrity and ethical behavior.
3. Promote cross competency communication at all levels of the organization.
4. Act as a good steward of public assets.
5. Share existing Command resources (people, skills, time, money, and equipment) in a manner that works for the greater good of the command as a shared enterprise.
6. Foster an environment and behave in a manner that consists of ethical behavior, mutual respect, professional communications, accountability, and belonging.
7. Employ sound leadership principles: Be technically proficient in your skills, be self-aware and seek improvement; set the example; seek and take responsibility for your actions; make sound and timely decisions.

Section III: Individual Development Plan

The Individual Development Plan (IDP) is a tool to assist employees in their personal and professional development by specifying short-term and long-term professional goals and creating a plan with specific actions to achieve those goals. MARCORSYSCOM 12410.1 specifies that all MCSC military and civilian employees must create and maintain an IDP annually using MCSC's template on Viper. Supervisors will review all IDPs and either approve the IDP or recommend changes until the IDP is finally approved.

The IDP for the upcoming year must be completed by 30 January 2017. For detailed instructions for completing the IDP and begin the process login to the Command's SharePoint site *Viper* at <https://mcscviper.usmc.mil/sites/cs/wmdcrlc/SitePages/IDP%20Home.aspx>

Employee Name	Date of Plan	Series / Grade	Position Title
Org and Position	Competency	Supervisor's Name	
<p>Developmental Programs - I am in / or have completed the following Leadership programs (15):</p> <p>1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/> 5. <input type="checkbox"/> 6. <input type="checkbox"/> 7. <input type="checkbox"/> 8. <input type="checkbox"/> 9. <input type="checkbox"/> 10. <input type="checkbox"/> 11. <input type="checkbox"/> 12. <input type="checkbox"/> 13. <input type="checkbox"/> 14. <input type="checkbox"/> 15. <input type="checkbox"/></p>			
<p>Notes: Degree Held</p> <p>1. <input type="checkbox"/> Associate <input type="checkbox"/> Bachelor <input type="checkbox"/> Master <input type="checkbox"/> Doctorate</p> <p>2. <input type="checkbox"/> Degree(s) Name: _____ Date(s) Granted: _____ University Name: _____</p>			
<p>Section I - Goals</p> <p>(A) Performance - Acceptable in Workforce Improvement (DAWA) Goals</p> <p>DAWA Certification required for current position tier? <input type="checkbox"/> Yes, as an act of <input type="checkbox"/> No, if already achieved</p> <p>Current DAWA Level held: _____ Required DAWA Level: _____</p> <p>Continuous Learning (CL) Fields Currently Held: _____</p> <p>Advanced Learning (AL) Fields Currently Held: _____</p>			
<p>(B) Personal Development Goals</p> <p>Personal Development Goals: _____</p> <p>Example: Complete a Master's Degree in Business Administration so that I can apply for a more senior level Program Management position. Will accomplish this goal by:</p> <ul style="list-style-type: none"> Enrolling in Mary Washington University Adult Learners Program Completing all required courses to obtain the degree 			
<p>Section II - All Personnel</p> <p>Leadership Goals</p> <p>MARCORSYSCOM and PED-US leadership developed a list of 10 leadership competencies in which each employee should become proficient. These 10 competencies are built upon understanding the core values of Integrity, Trust, Ethics, and Values. The competencies will help shape and direct an employee's short and long term career goals while employed at MARCORSYSCOM and PED-US.</p> <p>The Leadership competencies are:</p> <ol style="list-style-type: none"> 1. Accountability 2. Communication 3. Customer 4. Motivation & Inspiration 5. Decision Making 6. Teamwork 7. Leadership 8. Learning 9. Innovation 10. Service Orientation <p>The definitions of the Leadership competencies and proficiency levels can be found here.</p> <p>Leadership Goals are at all levels and positions. They may relate to the Command, USMC, ODA, or OOD.</p> <p>Example: Develop a plan with DoD Directive 1500.62 Equal Employment Opportunity (EEO) Policy, and utilize the guidelines to manage my diverse workforce by taking an approved EEO course.</p>			
<p>Short Range Goals (1-2 Years)</p> <p>Short Range Goals may include activities such as job shadowing, joining the Command Mentor Program, classroom, online courses, etc.</p> <p>Example: Complete a Master's Degree in Business Administration so that I can apply for a more senior level Program Management position. Will accomplish this goal by:</p> <ul style="list-style-type: none"> Shadowing a Senior Leader to briefings Joining the Mentor Program 			
<p>Long Range Goals (3-5 Years)</p> <p>Long Range Goals may include activities such as degree completion programs, specific competency classroom courses, online courses, etc.</p> <p>Example: Complete a Master's Degree in Business Administration so that I can apply for a more senior level Program Management position. Will accomplish this goal by:</p> <ul style="list-style-type: none"> Enrolling in Mary Washington University Adult Learners Program Completing all required courses to obtain the degree 			

Section IV: 2017 Class Schedules

All Quantico Classes will be held in Building #2207 unless noted below.

Class hours are 0800-1630.

All classes are 1-day long.

Quantico Schedule

January	
9	Leadership at all Levels Kickoff (0900-1000 at the Gray Research Center Auditorium)
16	Leadership Skills Assessment begins
18	Mastering Leadership
19	Mastering Leadership
24	Mastering Leadership
26	Mastering Leadership
31	Mastering Leadership
February	
2	Mastering Leadership
3	Mastering Leadership
3	Leadership Skills Assessment Ends
9	Mastering Leadership
14	Leadership Skills Assessment Results Sessions at Quantico (Morning)
14	Leadership Skills Assessment Results Sessions at Tech Parkway (Afternoon)
16	Mastering Leadership
21	Mastering Leadership II
23	Leading with Character
28	Leading with Emotional Intelligence
March	
1	Leading Diversity
7	Critical Thinking for Problem Solving
9	Effective Leadership Communication & Interpersonal Skills
14	Developing High Performing People
15	Leading Innovation
16	Mentoring for Leaders
21	Motivating & Engaging Others
23	Building High Performing Teams
28	Resolving Conflict
30	Leading Change
30	Personal Responsibility & Holding Others Accountable
April	
5	Providing Strategic Direction
6	Creating Healthy Organizational Culture
25	Communicating Strategically

May	
9	Leading with Character
11	Leading with Emotional Intelligence
15	Critical Thinking for Problem Solving
17	Effective Leadership Communication & Interpersonal Skills
18	Developing High Performing People
19	Mentoring for Leaders
24	Leading Innovation
23	Motivating & Engaging Others
25	Building High Performing Teams
June	
6	Resolving Conflict
8	Leading Diversity
13	Leading Change
15	Personal Responsibility & Holding Others Accountable
20	Providing Strategic Direction
21	Creating Healthy Organizational Culture
27	Communicating Strategically
July	
11	TBD (Reserved for additional course offerings as needed)
13	TBD (Reserved for additional course offerings as needed)
18	TBD (Reserved for additional course offerings as needed)
20	TBD (Reserved for additional course offerings as needed)
25	TBD (Reserved for additional course offerings as needed)
27	TBD (Reserved for additional course offerings as needed)
August	
1	TBD (Reserved for additional course offerings as needed)
3	TBD (Reserved for additional course offerings as needed)
8	TBD (Reserved for additional course offerings as needed)
15	Leadership Forum 1: Ethics & Values (0900-1100) Bldg. #2207
17	Leadership Forum 1: Ethics & Values (1400-1600) 105 Tech Pkwy.
22	Leadership Forum 2: Agility & Adaptability (0900-1100) Bldg. #2207
24	Leadership Forum 2: Agility & Adaptability (1400-1600) 105 Tech Pkwy.
29	Leadership Forum 3: Vision & Foresight (0900-1100) Bldg #2207
September	
31	Leadership Forum 3: Vision & Foresight (1400-1600) 105 Tech Pkwy.
5	Leadership Forum 4: Work-Life Balance (0900-1100) Bldg. #2207
7	Leadership Forum 4: Work-Life Balance (1400-1600) 105 Tech Pkwy.
11	LAAL Program Participant Survey Begins
22	LAAL Program Participant Survey Ends
26	LAAL Program Participant Evaluation Discussion
27	LAAL Program Participant Evaluation Discussion
TBD	Graduation

MCTSSA Schedule

Training for MCTSSA personnel will be compressed into 1 week and will include the Mastering Leadership course and four (4) courses determined by the MCTSSA leadership based on the Leadership Skills Assessment results. The site will also conduct its own leadership forums at least 30 days after training. This training will accommodate a minimum of 15 participants and a maximum of 25.

Training Dates: **TBD**

PMTRASYS Schedule

Training for PMTRASYS personnel will be compressed into 1 week and will include the Mastering Leadership course and four (4) courses determined by the PMTRASYS leadership based on the Leadership Skills Assessment results. The site will also conduct its own leadership forums at least 30 days after training. This training will accommodate a minimum of 15 participants and a maximum of 25.

Training Dates: **TBD**

MCSC South

Training for MCSC South personnel will be compressed into 1 week and will include the Mastering Leadership course and four (4) courses determined by the MCSC South leadership based on the Leadership Skills Assessment results. The site will also conduct its own leadership forums at least 30 days after training. This training will accommodate a minimum of 15 participants and a maximum of 25.

Training Dates: **TBD**

Other MCSC Personnel

All MCSC civilians are eligible to participate in the Leadership at all Level program provided they have their supervisor's approval. Those employees not at located at Quantico, Camp Pendleton, or Orlando must be able to travel to Orlando or Orlando for training.

Section V: Course, Forum, and Activity Descriptions

The format for all classes includes mixed presentation with graduate seminars and dynamic activities using *Socratic Method*. All courses are designed to not only benefit the leader, but also give the leader knowledge and skills to teach others (train-the-trainer). All classes are 1-day long.

Mastering Leadership I *(Required for all people taking the program for the first time)*

In recognizing the diversity in leadership training and experience across the command, the purpose of the Mastering Leadership course is to: (1) provide a common understanding of leadership as a foundation for further leadership development; and (2) cultivate effective, long term, and ethical leadership throughout the command that improves performance and morale. This course offers new information and fresh perspectives to benefit every leader experience level, and is tailored to the unique aspects of the Command and focuses on personal leadership mastery. Note: To get credit for taking the Mastering Leadership course, participants must have also attended a leadership Forum and a developmental activity.

Leadership Competencies: All

Learning Center Title: *Mastering Leadership (LAAL)*

Required Reading: Wright, Bradley E., Donald P. Moynihan, and Sanjay K. Pandey, "Pulling the Levers: Transformational Leadership, Public Service Motivation, and Mission Valence," *Public Administration Review* 72.2 (2012): 206-215.

Mastering Leadership II *(Required for all people taking the program a second time)*

This course builds on the first course and places greater emphasis on the application of leadership and developing emerging leaders. This is a dedicated "train-the-trainer" course. Note: To get credit for taking the Mastering Leadership course, participants must have also attended a leadership Forum and a developmental activity.

Leadership Competencies: All

Learning Center Title: *Mastering Leadership II (LAAL)*

Required Reading: Day, David V., John W. Fleenor, Leanne E. Atwater, Rachel E. Sturm, and Rob A. McKee, "Advances in Leader and Leadership Development: A Review of 25 Years of Research and Theory," *The Leadership Quarterly*, 25, no. 1 (2014): 63-82.

Leading with Character

This course focuses on cultivating values-based leadership, and helping leaders develop moral judgement and expertise using both a modified Four Component Model of Moral Development (moral foundation, moral intention, moral judgment, and moral action) and the Kidder Model of Ethical Decision-making.

Leadership Competencies: All

Learning Center Title: *Leading with Character (LAAL)*

Leading with Emotional Intelligence

Emotional intelligence (EQ) helps leaders build strong relationships, succeed with work teams and achieve goals. EQ helps people be mindful of their emotions and corresponding behaviors, and can help reduce stress, connect to emotions, communicate nonverbally, deal with challenges, and defuse conflicts with confidence and self-assurance. This course describes EQ and its benefits, and provides both knowledge and skills to be emotionally intelligent in the workplace and in life. Note: This course requires an Emotional Intelligence Assessment.

Leadership Competencies: *All*

Learning Center Title: *Emotional Intelligence (LAAL)*

Critical Thinking for Problem Solving

This course focuses on helping leaders improve their Problem Solving leadership competency. It is designed to introduce participants to the principles of critical thinking and problem solving. In this course, participants examine the basic structure of a sound argument, discuss obstacles to critical thinking and fallacies of logic, explore how to expand perceptions and challenge assumptions, and assess their cognitive thinking style. They also identify and define problems, identify the root cause of the problem, formulate decision criteria, and determine and assess alternative solutions.

Leadership Competencies: *Problem Solving*

Learning Center Title: *Critical Thinking for Problem Solving(LAAL)*

Effective Leadership Communication & Interpersonal Skills

Leaders must be able to both communicate effectively and be assertive to provide direction and influence others. This course helps leaders develop stronger human connections and improve their communication skills in a variety of situations.

Leadership Competencies: *Oral & Written Communication, Interpersonal Skills*

Learning Center Title: *Effective Leadership Communication & Interpersonal Skills (LAAL)*

Leading High Performing Teams

This course is designed to help leaders foster communication, collaboration, and cohesion as they relate to developing high-performing, self-managing teams.

Leadership Competencies: *Team Building*

Learning Center Title: *Leading High Performing Teams (LAAL)*

Developing High Performing People

This course concentrates on developing high-exchange relationships with others directed at helping them achieve their full potential and become both a high-performing employee and an emerging leader. This includes examining four key elements of transformational leadership: individualized consideration, intellectual stimulation, inspirational motivation, and idealized influence.

Leadership Competencies: *Motivating Others, Developing Others*

Learning Center Title: *Developing High Performing People (LAAL)*

Mentoring for Leaders

This full-day course explores the skills necessary to help leaders embrace transformational leadership. Volunteer mentors will learn how to position themselves with a mix of coaching skills: diagnostic listening, strategic questioning, gap planning, wisdom sharing and giving productive feedback. This foundational training serves as a basis for effective mentoring.

Leadership Competencies: *Motivating Others, Developing Others*

Learning Center Title: *Mentoring for Leaders (LAAL)*

Motivating, Inspiring, & Engaging Others

Leadership is about influence. This comes through motivating, inspiring, and engaging others. This course investigates the elements of human motivation and outline motivation skills using the transformational leadership concept of *inspirational motivation*.

Leadership Competencies: *Motivating Others, Developing Others*

Learning Center Title: *Motivating, Inspiring, & Engaging Others (LAAL)*

Resolving Conflict

This full-day course focuses on helping leaders improve their conflict management leadership competency. This course also contributes to improving the leadership competencies of Managerial Courage, Fairness, and Team Building.

Leadership Competencies: *Conflict Management*

Learning Center Title: *Resolving Conflict (LAAL)*

Leading Diversity

This is designed to provide participants the opportunity to explore the various dimensions of diversity and identity that affect the workplace (ethnic, cultural, gender, and generational). Discusses the challenges of diversity in the workplace the strategies and skills to leverage diversity to strengthen teams and organizations rather than weaken them.

Leadership Competencies: *Leading Diversity*

Learning Center Title: *Leading Diversity(LAAL)*

Leading Change

Change is constant in the strategic environment and a reality for organizations seeking to retain its competitive advantage for long-term success. This course investigates the leader's role as a change agent, and provides instruction on leading people, teams, and organizations through the change process. Also discusses the role of creativity and innovation, and creating agile and adaptable teams and organizations.

Leadership Competencies: *Problem Solving, Team Building, Strategic Direction*

Learning Center Title: *Leading Change (LAAL)*

Personal Responsibility & Holding Others Accountable

Leaders must be both accountable to others and have the moral courage to hold others accountable. This course investigates both the role of character and personal responsibility in leadership and the leader's ability to cultivate personal responsibility in others, and when necessary hold them accountable for their actions or failures to act.

Leadership Competencies: *Accountability, Character, Developing Others, Team Building*

Learning Center Title: *Personal Responsibility & Holding Others Accountable (LAAL)*

Providing Strategic Direction

Strategic leadership is not just the roll of senior leaders. Every leader must be able to look into the future, view the organization and strategic environment holistically, create a vision of an ideal state, set goals, and develop a plan for getting there. This course examines the responsibilities of strategic leaders and the strategy process using strategic thinking and foresight to provide long-term direction.

Leadership Competencies: *Strategic Direction*

Learning Center Title: *Providing Strategic Direction (LAAL)*

Creating Healthy Organizational Culture

All levels of leadership play a role in creating a healthy organizational culture and climate. This course focuses on assessing organizational culture and developing specific actions for improving organizational culture.

Leadership Competencies: *Strategic Direction, Developing Others, Team Building, Character*

Learning Center Title: *Creating Healthy Organizational Culture (LAAL)*

Communicating Strategically

Leaders at all levels often have to communicate to different audiences at the same time. This course covers effective communication as it relates to group, organizational, and strategic communication and communicating a long-term vision and direction.

Leadership Competencies: *Strategic Direction, Oral & Written Communication, Interpersonal Skills*

Learning Center Title: *Communicating Strategically (LAAL)*

Leadership Forums

Leadership at all Levels participants are required to attend and participate in one of the following leadership forums:

- ♦ Ethics & Values
- ♦ Vision & Foresight
- ♦ Agility & Adaptability
- ♦ Work-Life Balance

These leadership forums are two hour guided discussions focusing on critical organizational issues. The objective is to reinforce learning, improve organizational culture and climate, and cultivate a culture of leadership. These forums will be offered at both Quantico and Stafford (105 Tech Parkway) locations.

Learning Center Titles:

- | | |
|--|--|
| Ethics & Values Leadership Forum (LAAL) | Agility & Adaptability Leadership Forum (LAAL) |
| Vision & Foresight Leadership Forum (LAAL) | Work-Life Balance Leadership Forum (LAAL) |

Developmental Activities

Leadership at all Levels participants are required to participate in one of the following developmental activities:

Mentor or mentoree. Participants can serve as a situational mentor or mentoree by enrolling in the Command formal Mentor Program or Situational Mentor Program by gaining their supervisor’s approval and enrolling by 17 February 2017. Mentoring POC is Ms. Katie Ruskin at 703-432-4089 or kathaleen.ruskin@usmc.mil. Ms. Ruskin will provide a list of mentors and mentorees to the Leadership at all Levels program administrator as confirmation of successful participation by 31 August 2017.

Shadow a Leader / Job Rotation. Participants can either *shadow a leader* or go on a *job rotation* by gaining their supervisor’s approval and support. Supervisors must facilitate *shadow a leader* and job rotation opportunities and provide proof of successful participation to the Leadership at all Levels program administrator by 31 August 2017.

Peer-to-peer partnerships. Participants can partner with another participant in the program to provide support, accountability, mentoring, coaching, or share information. Partners must also provide critical feedback on the classes they have taken and the program as a whole to their partner. Partners must meet at least four times during the program, and provide a one-page memo to the Leadership at all Levels program administrator by 31 August 2017 on how they 1) encouraged their partner; 2) what gained from their partner; and 3) a critical assessment of the program with recommendations on how to make a course or the program better.

Teach Backs. Participants can present what they have learned to their team / coworkers in a 45-60 minute period of instruction facilitated by their supervisor. Supervisors must provide proof of successful completion to the Leadership at all Levels program administrator by 31 August 2017.

Section VI: General Information

Time & Location: All training will be conducted from 0830-1630 in Building #2207 at Hospital Point on Marine Corps Base in Quantico, VA, unless instructed otherwise.

Registration: All participants must register for the class at least 30 days before the class starts and withdraw at least 1 week before the class starts. To register for a class:

1. Log into the Vital Information Portal For Enterprise Resources (VIPER) at <https://mcscvipер.usmc.mil/Pages/VIPER.aspx#>.
2. Scroll over to Employee Resources and click on Learning Center (e).
3. Either select "view catalog" from the menu on the left or click on the word "catalog" within the second paragraph of the welcome message.
4. Start your course search by viewing the catalog and select "Enroll" at the bottom of the course description to complete your registration.
5. After registering, students will receive an email from the Learning Center either confirming their registration or notifying them that they are placed on a waiting list. *Contact Mitzi Coeburn for registration questions at 703-432-3495.*

Reasonable Accommodations: It is the responsibility of the individual's supervisor to arrange reasonable accommodations (e.g. interpreter for the hearing impaired) for the individual. Once accommodations have been made, please contact the LAAL staff who will notify the instructor.

Withdrawal, Substitution & Cancellation Policies- If you are unable to attend a LAAL course for which you are confirmed, please notify *Mitzi Coeburn* by email at mitzi.coeburn.ctr@usmc.mil at least one (1) week prior to the course start date.

Cancellation: If a LAAL course is cancelled for any reason, we will make every effort to notify all confirmed participants via email, and we will attempt to reschedule the course if the Master Training Schedule allows.

Inclement Weather: The LAAL Program's operating status during Inclement is the same as the MCSC Workforce location that is hosting the class. If your course is cancelled due to inclement weather, we will attempt to reschedule the course if the Master Training Schedule allows. If you are unable to attend due to weather, we will attempt to reschedule you in a later course offering. To check the operating status at the Marine Corps Base in Quantico, VA, go to the Marine Corps Base Quantico website at: <http://www.quantico.usmc.mil/>.

No Shows: Failure to show up for a class (except for an emergency) will result in not completing the program.

For information: Contact Mr. Timothy McWilliams at timothy.mcwilliams2@usmc.mil or 703-432-4279.

Appendix 1: MCSC to DOD / OPM Leadership Competency Comparison

Leadership competencies are clusters of knowledge, skills (abilities), attitudes, attributes, and behaviors that relate to how well a person can function in a given area.

MCSC	DoD	OPM
LEAD SELF Problem Solving* Emotional Intelligence Customer Focus* Character (Honesty, Integrity, and Fairness, etc.)* Technical Credibility Decisiveness Entrepreneurship LEAD PEOPLE Motivating Others* Developing Others* Accountability* LEAD TEAMS Team Building* Conflict Management* Leading Diversity* LEAD STRATEGICALLY Creativity & Innovation External Awareness Strategic Direction* Vision Flexibility Resilience Political Savvy Building Partnerships & Coalitions Joint Perspective National Security * MCSC Top 10 Leadership competencies	LEADING CHANGE Creativity and Innovation External Awareness Strategic Thinking Vision Flexibility Resilience LEADING PEOPLE Conflict Management Leveraging Diversity Developing Others Team Building RESULTS DRIVEN Accountability Decisiveness Entrepreneurship Customer Service Problem Solving Technical Credibility BUSINESS ACUMEN Financial Management Human Capital Management Technology Management Computer Literacy BUILDING COALITIONS Political Savvy Influencing and Negotiating Partnering ENTERPRISE-WIDE PERSPECTIVE Joint Perspective National Security	LEADING CHANGE Creativity and Innovation External Awareness Strategic Thinking Vision Flexibility Resilience LEADING PEOPLE Conflict Management Leveraging Diversity Developing Others Team Building RESULTS DRIVEN Accountability Decisiveness Entrepreneurship Customer Service Problem Solving Technical Credibility BUSINESS ACUMEN Financial Management Human Capital Management Technology Management BUILDING COALITIONS Political Savvy Influencing and Negotiating
FUNDAMENTAL COMPETENCIES Interpersonal Skills Written Communication Continual Learning Integrity and Honesty Oral Communication Public Service Motivation Computer Literacy	Interpersonal Skills Written Communication Continual Learning Integrity and Honesty Oral Communication Public Service Motivation Computer Literacy	Interpersonal Skills Written Communication Continual Learning Integrity and Honesty Oral Communication Public Service Motivation Computer Literacy

Appendix 2: MCSC Leadership Competencies Definitions

Leadership competencies are clusters of knowledge, skills (abilities), attitudes, attributes, and behaviors that relate to how well a person can function in a given area.

Competency	Definition
Problem Solving	Identifies and analyzes problems; weighs relevance and accuracy of information; seeks/generates and evaluates alternative perspectives/solutions; makes timely/effective recommendations, based on potential implications of finding or conclusions. Critically evaluates to identify the causes of problems, and chooses courses of action that balance the interests of the mission and stakeholders.
Customer Focus	Shows a commitment to serve the MCSC's end users and key customers. Aligns organizational objectives and practices with the interests of the Marine Corps. Is dedicated to meeting the expectations and requirements of internal SYSCOM customers and end users of MCSC products and services. Establishes and maintains effective relationships with both internal and external customers.
Developing Others	Develops the ability of others to perform and contribute to the organization by inspiring and providing a learning environment of ongoing feedback and opportunities to learn through formal and informal methods, enabling employees to address skill gaps and realize their highest potential.
Accountability	Proactively deals with performance problems and issues with direct reports. Addresses problems with direct reports in a firm, but fair, and timely manner. Consistently reviews performance expectations and communicates regularly about gaps between expectations and performance. Is willing to say hard things about performance and conduct issues and doesn't hold anything back that needs to be said.
Conflict Management	Encourages creative tension and differences of opinion. Anticipates and takes steps to prevent counter-productive confrontations. Manages and resolves conflicts and disagreements in a constructive manner.
Motivating Others	Establishes and maintains key relationships to understand what motivates them. Able to identify and tap into individuals intrinsic motivators. Balances use of rewards and recognition with inspiration and influence. Able to connect the work of others to the larger mission of the organization and inspire commitment to that mission.
Team Building	Inspires and fosters team commitment, spirit, pride, and trust. Facilitates cooperation and motivates team members to accomplish group goals and individual activities that contribute to group success.
Leading Diversity	Fosters an inclusive workplace where diversity and individual differences are valued and leverage to achieve the vision and mission of the organization. Seeks out diverse ideas, opinions, and insights, respecting the values and perceptions of others. Examines biases and seeks insights to avoid stereotypical responses and behavior.
Strategic Direction	Provides long-term direction, creates a high-performing organization, cultivates a healthy organizational culture, and effectively leads change. Leads with vision and foresight. Fosters agility, adaptability, innovation, and organizational learning.
Character	Demonstrates sound moral judgement, courage, and behavior as reflected in the qualities of honesty, integrity, fairness, and respect for others. Treats all stakeholders equitably. Communicates openly, shares information, and is transparent about actions and decisions. Doesn't have a hidden agenda or give preferential treatment. Demonstrates transparency in all work-related activities. Has a desire to do the right thing, to be a moral person, and make moral decisions.

LEADERS LEAVE A LEGACY

What will yours be?



“If your actions inspire others to dream more, learn more, do more and become more, you are a leader.”

John Quincy Adams

Appendix C: Followership Lesson Plan

Lesson Plan for
Understanding Followership to Build Leadership

Stacy Marshall
Final Project
Virginia Polytechnic Institute and State University

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Outcomes

In this training session, participants will be given information and guidance to improve followership in the workplace. This will satisfy a requirement to complete the Leadership At All Levels program and in conjunction with other leadership courses, the participant will gain knowledge and skills to improve their leadership as they advance their careers within Marine Corps Systems Command or elsewhere.

Learning Objectives

When participants have completed this course, they will be able to:

- Define followership as it relates to leadership
- Describe the impact of digital communication on followership
- Explain the difference between teamwork and collaboration
- Discuss social impact theory and diversity as it relates to followership
- Provide examples of ways to improve followership
- Evaluate the Courageous Follower self-assessment

Methodology

- **Experiential Learning:** Participants will engage in hands-on activities that will allow them to collaborate with each other and understand followership from a practical perspective.
- **Interactive Presentation:** Guided by the instructor, participants will explore different ways of thinking about followership and how it impacts leadership.
- **Reflection and Discussion:** Participants will discuss in a large group setting the various aspects of followership and strategies for improving upon this leadership quality. During the self-assessment, small group discussions will take place that lead to large group discussion.

Additional Readings on Followership

- Chaleff, Ira, "The Courageous Follower"
- Hurwitz, Marc and Hurwitz, Samantha, "Leadership is Half the Story: A Fresh Look at Followership, Leadership and Collaboration"
- Kellerman, Barbara, Followership: "How Followers are Creating Change and Changing Leaders"

Pre-Work for Training Session

Complete the Courageous Follower self-assessment survey on SurveyMonkey to rate the students' perception of their own followership. Survey will be distributed via email to students when they enroll in the class, and instruction will be given that results will be provided and discussed during the class.

LESSON	TOPIC	TIME
Introduction	Welcome Administrative Guidance	10 minutes
Lesson 1 Define Followership	Leadership vs. Followership Discussion Misunderstanding Followership Activity: List qualities of leadership	35 minutes
Lesson 2 Effective Followership	Discuss qualities of an effective follower, ask if there are any that are missing	35 minutes
BREAK		10 minutes
Lesson 3 Framing Followership	Video: Ballroom Dancing Discuss the idea of the leader needing to frame the follower, but the follower is the “eye catching” part of the pair and is equally important Block Activity	40 minutes
Lesson 4 Motivation to Follow	Discuss different reasons people choose to follow	20 minutes
BREAK		10 minutes

LESSON	TOPIC	TIME
Lesson 5 Digital Age and Social Media	Impact of digital communication and social media on followership	20 minutes
Lesson 6 Cooperation, Teamwork, Collaboration	Discuss the difference between cooperation, teamwork, and collaborating Discussion Question	30 minutes
LUNCH BREAK		60 minutes
Lesson 7 1st Follower Social Impact Theory and Diversity	Watch the video Lead discussion about observations of video Discuss how the 1 st follower is the 2 nd leader Explain social impact theory as it relates, social proof, and how diversity plays a part	45 minutes
BREAK		10 minutes
Lesson 8 Courageous Follower	Distribute self-assessment results and lead discussions	45 minutes
BREAK		10 minutes
Lesson 9 Improving Followership	Discuss ways of improving followership	30 minutes
Conclusion	Questions, follow-up	10 minutes

Improving Followership Part I (3.5 hours)**Instructor Notes**

Participants will choose their seat and put their name on the namecard. On the inside of the namecard, they will write one word that describes leadership.

**Slide 4****Content**

- **Welcome** participants to the course and go through the first slides, including admin things like location of bathrooms, lunch break, agenda, non-attribution discussions, etc.

- **Begin** the class with this discussion

Leadership vs. Followership**Leadership:**

- The "ART" of motivating a group of people to act towards achieving a common goal - leader, follower, context

Followership:

- The capacity, or willingness, to follow a leader

**Slide 5**

- **Discuss** briefly the definition of leadership. Have each student read aloud the word they wrote on their name card that describes leadership. Understand that leadership consists of the leader, the follower, and the context in which the leading exists, both in time and space.
- **Explain** the difference between Leadership and Followership, and the voluntary nature of followership.

Part I (continued)

Instructor Notes

Misunderstanding Followership

"It's easy to follow, but great people don't follow, they lead." ~Unknown

"The woman who follows the crowd will usually go no further than the crowd. The woman who walks alone is likely to find herself in places that no one has ever been before." ~Albert Einstein

"Following the crowd is just a way of saying 'I'm too lazy to follow my heart and have my own dreams' ~Unknown

1/12/2018

Slide 6

Content

- **Discuss** with students that followership does not mean following or being unoriginal. Tell students the importance of following. Not everyone is a leader but everyone is a follower.
- **Read** the quotes aloud and ask for any thoughts, then prepare the discussion with the next slide.

What is a Follower?

What makes someone a good follower?

1/12/2018

Slide 7

- **Discuss** Hopefully they will list characteristics that will be discussed on the next slide. If no answers are given, move to the next slide and describe an Effective Follower.

Part I (continued)

Instructor Notes



Slide 8

Content

- **Discuss** These are all traits of an effective follower.
- Go through each one and discuss:
 - Judgement – the ability to understand
 - Work ethic – integrity, work hard
 - Competence – more than intelligence but has to do with ability problem solve and comprehend
 - Honesty – being truthful
 - Courage – to speak up when something isn't right and share information
 - Discretion – being tactful, disagreeing without being disrespectful or insubordinate, praise in public, reprimand in private
 - Loyalty – getting your boss's back
 - Ego management – Pride can backfire
- Source: <http://iveybusinessjournal.com/publication/followership-the-other-side-of-leadership/>
- Source: <http://govleaders.org/followership.htm>
- **Relate** knowing how to follow will provide self-awareness when you lead and also encourage leaders to lead better.

Part I (continued)

Instructor Notes

Framing Followership

1/12/2018

Slide 9

Do you agree with the example of dancing as it relates to followership within this Command, given the new structure?

1/12/2018

Slide 10

Content

- **Ask** if anyone watches Dancing With The Stars – comment on the difference between when the celebrity is the male (lead) or female (follower) – seems that the male leads who are not as talented can be hidden by great female pros but less talented female celebrities aren't always.
- **Play** 7-minute video of ballroom dancing.
- **Discuss** questions at the end of the video.
- **Relate** Ballroom dancing is a partnership with a leader/follower. It is up to the man to lead and hold the frame in which the female is to follow. However, more often than not, the observer is drawn to the flair and flash of the woman, making the follower just as important as the leader. But they need to learn together – leadership cannot exist exclusively apart from the follower.

Part I (continued)

Instructor Notes

Framing Followership

- Leader needs to set frame
- Provide some specificity and guidelines
- “Give me an idea”
- As a follower, ask if it’s not clear, provide feedback if not getting results, think outside the box but inside the frame

“Leaders don’t force people to follow, they invite them on a journey.” –Unknown

12/2/2017

Slide 11

Content

- Ask the same question about followership and what people think followership means.
- Go through the same process as the Leadership slide.
- Source: Hurwitz, Marc and Hurwitz, Samantha, “Leadership is Half the Story: A Fresh Look at Followership, Leadership and Collaboration.”
- **Relate** that the leader needs to initiate the task or instruction but the follower needs to contribute, which in turn will teach the follower how to lead and what is required of a leader.

Block Activity

Who can build the tallest tower?

BLINDFOLDED!?!

1/24/2018

Slide 12

- **Activity:** Blocks are on each table grouping. One person is selected as the leader and the instruction is that everyone is blindfolded in the group except the leader. The goal is to build the tallest tower but the leader can only give instruction and cannot physically touch anything. The followers are blindfolded and are holding one brick each and only in one hand, and cannot use the other hand in any way. The idea is for the followers to ask questions, provide feedback, suggest alternatives. The leader can provide any kind of instruction. The idea is that they will explain their big picture goal and what the members’ roles are.
- **Relate** communication is key!

Part I (continued)

Instructor Notes

Reasons for Following

- Fear of Retribution
 - "If I do not follow I may lose my job!"
- Blind Hope
 - "We must do something...I hope this works!"
- Faith in the Leader
 - "What a great person...if anyone knows the answer, they do!"
- Intellectual Agreement
 - "What a good idea...that makes real sense!"
- Buying the Vision
 - "What a brilliant idea...I don't care who thought of it!"

Slide 13

Content

- **Describe** the listed reasons that people follow, from the lowest level to the most invested.
- **Lead** a discussion among the students on their personal experience with motivation to follow within their work environment. What is it about their current or a past situation that makes them want to follow? Ask the class if they have any ideas as to why they think people follow and write them down on the flip chart.
- Expect answers such as:
 - "Because I'm paid to."
 - "I don't want to lose my job."
 - "I trust my boss."
 - "I don't have a choice."
- Bullets will come up one at a time. As each one comes up, initiate discussion and point out the scale of motivation, from side to the other.
- **Relate** if a leader knows the reasons why people follow, it will hopefully help realize and understand the best path to enlist followership.

Part I (continued)

Instructor Notes

Digital Age and Social Media

- Digital age decreases physical presence
 - Followers are not always co-located with their leader
- Trust
 - Harder to build when not face to face
- Social media
 - Use of social media better or worse?
- Easier or harder to follow?
 - Greater reach, less personal

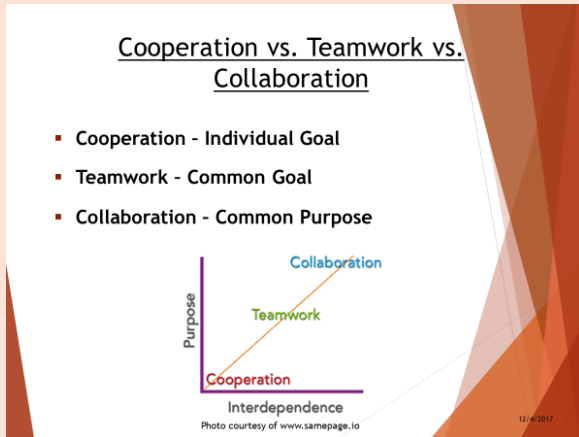
Slide 14

Content

- **Discuss:** Ask the class what are their thoughts on social media in leadership.
- People may be willing to speak up regarding the current political climate and the prevalence of social media.
- Ask who is on Facebook or Instagram or other social media, and if they follow the Command's page or even MCBQ.
- Do they find it useful or helpful?
- Do they prefer more communication via those channels?
- Is it generational, so as we see the Baby Boomers retire, will this become commonplace?
- Do you prefer to have face to face?
- Trust – regardless of how many times you deal with someone via telephone, email or social media, meeting with someone in person seems to always bear more fruit.
- Keys for social media usage: use the tools, don't just post and repost, use it to be authentic to build trust from followers, and understand what you are trying to gain from it.
- Source:
<http://www.pewinternet.org/2016/06/22/social-media-and-the-workplace/>
- Source:
<http://www.josieahlquist.com/2017/12/13/ceosocialmistakes/>

Part I (continued)

Instructor Notes



Slide 15

When is cooperation or teamwork better than collaboration, especially in the context of a program office? Or is collaboration always better?

Slide 16

Content

- **Explain** cooperation vs. teamwork vs. collaboration, which is somewhat in line with motivating factors to follow.
- **Cooperation** is an individual goal where the motivation is on the individual participants to accomplish something but may need to work with others to get their own agenda accomplished.
- **Teamwork** is when more than 1 person works together to achieve a common goal, often set out by a leader, as in group work.
- **Collaboration** is when the motivation is the same.
- **Discuss** and provide examples of instances of each. Compare to motivations to follow.

Improving Followership Part II

Instructor Notes

1st Follower

The first follower is the second leader.



Slide 17

Content

- **Play** the 2-minute video and have students comment on what they see. What is the significance of what happened?
- **Ask** the following **questions**:
 - In this way, is following seen as unoriginal or is it showing support?
 - What is the significance of the need for only one person to be on board with a leader. Does it matter WHO that first follower is?
 - Ask for feedback and observations.
 - Anticipate responses about how once one person joined in, everyone else followed.
 - Is following blindly foolish? Following no matter what the leader is doing?
 - Discuss how the first follower is the 2nd leader and this follower has the ability to lead so following can be leading.
 - Goes back to the motivation – are you following because you want to or because you feel like you have to or because you believe in what the leader is doing?
 - Source:
<https://youtu.be/fW8amMCVAJQ>
- **Relate** as a leader, is it important to get just one person on board, who may have influence? Like the movie *Dangerous Minds* when Callie told Ms. Johnson how to get the class to fall in line – “Get Emilio.”

Improving Followership Part II

Instructor Notes

Social Impact Theory

- **Social Impact Theory** - the likelihood that a person will respond to social influence will increase with strength, immediacy and number
 - Strength*: How important the influencing group of people are to you.
 - Immediacy*: How close the group is to you (in space and time) at the time of the influence attempt.
 - Number*: How many people there are in the group (the more in the group, the increase has less impact)
- **Social proof** - “everybody’s doing it”
- Understand differences and diversity, people do not follow the same just as they don’t lead the same

Slide 18

Content

- **Describe** social impact theory and how it relates to the video we just watched.
- **Ask** as with the previous discussion, does it matter WHO the first follower is? Are people holding on to biases? Does it have to do with trust of the 1st leader or the 2nd? What are some factors in differences between people that may impact the strength, immediacy and number?
- First follower can increase likelihood that a person will respond by being the first to convince someone of something; now those two individuals can work together to convince another, and so on and so forth.
- Also dependent on the idea of trust as a motivation for followership, when dealing with strength.
- Social Proof – Ice Bucket Challenge
- Discuss that diversity is a big part of groups and followership, and peoples’ biases may or may not impact their desire to follow.
- As a leader and as a follower, understand the differences between people, not just obvious characteristics but also leader and follower styles.
- **Relate** social impact and social proof relates to 1st follower, trust, and influence. Leaders need to know what makes followers follow.

Improving Followership Part II

Instructor Notes

Do Marines have an option to decide if they want to follow, for whatever reason? Should we “Let Marines Be Marines?”

Slide 19

Content

- **Discuss** the changing climate of the military and how it changes how the command does business – are Marines being challenged to question and speak up more?
- Reference
<https://taskandpurpose.com/problem-let-marines-be-marines/>
- <https://www.usni.org/magazines/proceedings/2018-01/let-marines-be-marines>



Slide 20

- **Discuss** Before showing the list, ask students to provide feedback on what they think are ways to improve followership. Write them on a whiteboard or flip chart. Compare it to this list, and go through each one. Ask students to justify their responses.
- Individual strategies for improving followership. Often leadership courses discuss theories and methods and ideas but don't often provide realistic and specific strategies for improving in that particular area.
- Being a good follower is being a good employee.
- TPO is Time, Place, Occasion – There is a right time for anything, including a disagreement. A good leader should be willing to accept feedback in the right setting, not being second-guessed in the middle of a meeting or briefing.
- Communication is a key to any relationship, and it works both ways. Followers cannot expect communication from leadership if communication is not reciprocated – the communication train goes both directions.
- Complaining about leadership or talking bad about them does not help the situation and can often make the follower look worse. Don't join in the discussion or contribute to the complaining.
- On that same token, don't complain about a process, policy or procedure but not have an idea as to how to improve.

Improving Followership Part II

Instructor Notes

Content

- Always do your best so there is no question about your motivation or work ethic.
- Not being afraid of being wrong means being able to admit mistakes.
- The only certainty in life is change – don't be so freaked out by it. It could work out better in the end. Ask someone to give an example of how a change affected their life better.
- If you don't love what you're doing, it's going to be hard to be motivated in a way so as to be an effective follower.
- Source:
<http://www.greatleadershipbydan.com/2009/08/10-ways-to-be-great-follower.html>

Courageous Follower

- Developed by Ira Chaleff
- Way to determine your Followership style
- Self-Assessment Results
- Groups for Discussion Questions

- **Discuss** idea of Courageous Follower, using descriptions from the self-assessment results that will be handed out to each student.
- **Explain** self-assessment and what it all means, and that the room will be divided for small group discussion.

Slide 21

Improving Followership Part II

Instructor Notes



Slide 22

Content


- **Discuss** differences of different followership styles, showing this graphic and the moving on the to the characteristics on the next slide .

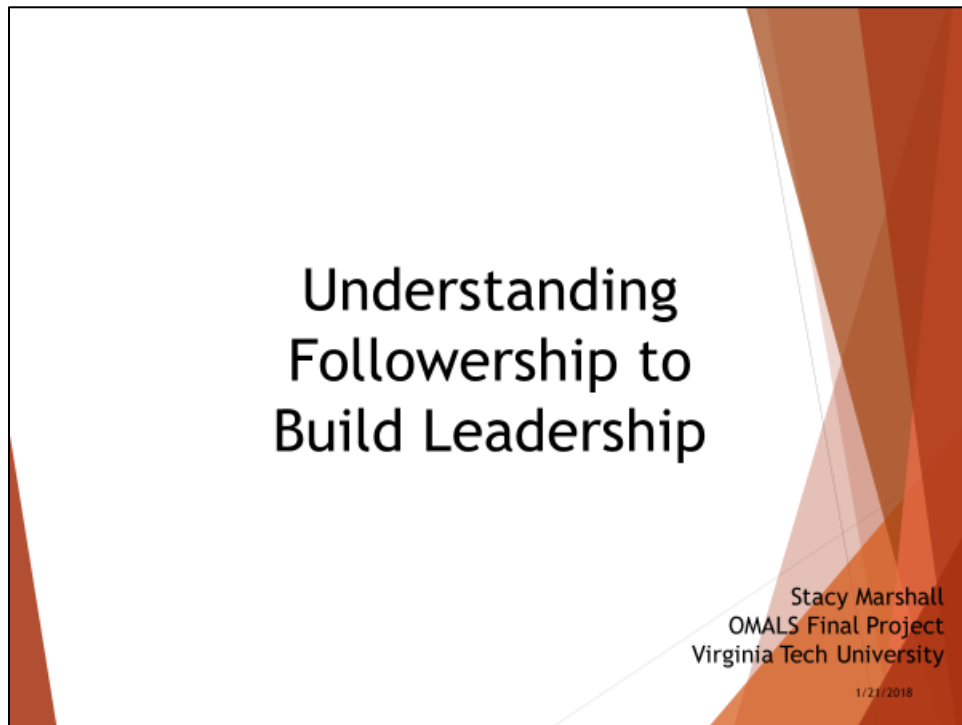
Courageous Follower

<p>"IMPLEMENTER"</p> <p>Dependable Supportive Thoughtful Advocate Defender Team Oriented Compliant Respectful of authority</p>	<p>"PARTNER"</p> <p>Purpose-driven Mission-oriented Risk-taker Cultivates relationships Holds self and others accountable Confronts sensitive issues Focuses on strengths and growth Peer style relations with authority</p>
<p>"RESOURCE"</p> <p>Present Available Extra pair of hands Brings specific skills Uncommitted Primary interests lie elsewhere Executes minimum requirements Makes complaints to third parties Avoids the attention of authority</p>	<p>"INDIVIDUALIST"</p> <p>Confrontational Forthright Self-assured Independent thinker Reality-checker Irreverent Rebellious Self-marginalizing Unintimidated by authority</p>

Slide 23

- **Distribute** self-assessment results to each individual and the analysis of each.
- **Divide** participants: Ask students to move around the room and sit with those who are the same followership style and answer the questions in the reflection section of the self-assessment results.
- **Discuss:** Ask groups to share their thoughts with the entire class to understand follower types.

Improving Followership Part II	
Instructor Notes	Content
 <p>Questions?</p> <p>Slide 24</p>	<ul style="list-style-type: none">■ Conclude with questions or final thoughts.■ Provide suggestions of additional reading material.<ul style="list-style-type: none">○ "The Courageous Follower" by Ira Chaleff.○ "Followership: How Followers are Creating Change and Changing Leaders" by Barbara Kellerman.○ "Leadership is Half the Story: A Fresh Look at Followership, Leadership, and Collaboration" by Marc Hurwitz and Samantha Hurwitz.

Appendix D: Followership Presentation Slides

- **Supplies for the course include flip charts and easels, markers, blocks, printouts of the slides, and printouts of the Courageous Follower material, for each of 5 tables. Also make sure there is a name card for each seat and a few markers per section.**
- **Introduce the course.**
- **Ask all students to introduce themselves, where they work, where you were born vs. where you are “from” and what is your favorite food (or type of food).**

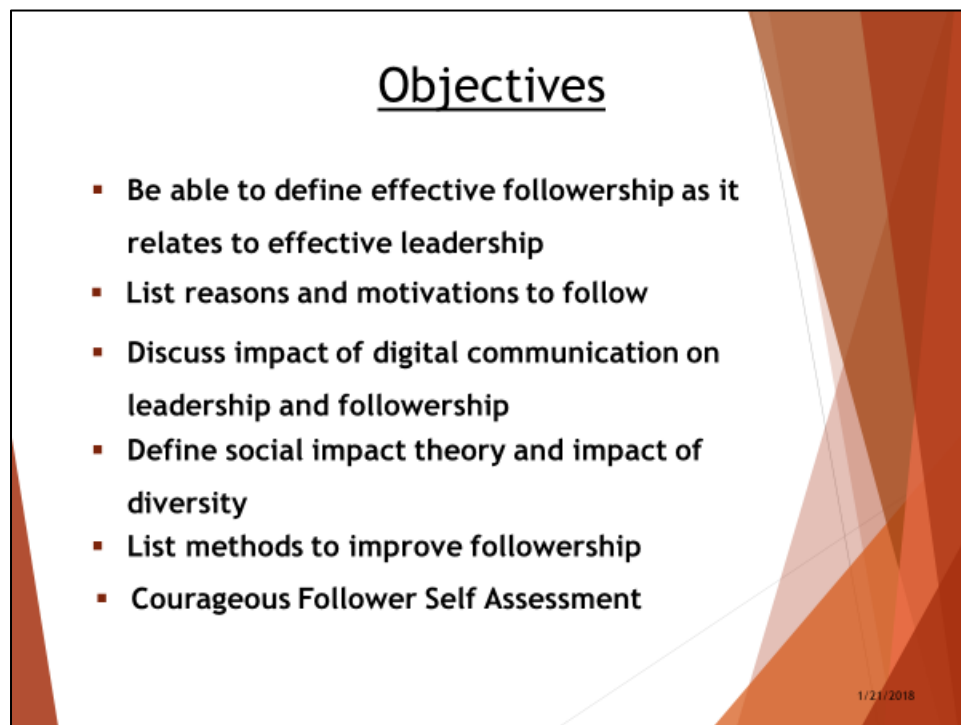


Agenda

- Leadership vs. Followership
- Followership as a Frame
- Digital Age and Social Media
- Teamwork vs. Collaboration
- 1st Follower
- Social Impact Theory
- Improving Followership
- Courageous Follower Assessment

1/21/2018

- Go through the agenda but be brief.



Objectives

- Be able to define effective followership as it relates to effective leadership
- List reasons and motivations to follow
- Discuss impact of digital communication on leadership and followership
- Define social impact theory and impact of diversity
- List methods to improve followership
- Courageous Follower Self Assessment

1/21/2018

- Discuss objectives, ask if there any questions.



- **Begin class with asking for definitions of leadership, writing them on the easel board.**
- **After a sufficient number of adjectives or definitions have been shared, show the slide with the “simple” definition.**



Leadership vs. Followership

Leadership:

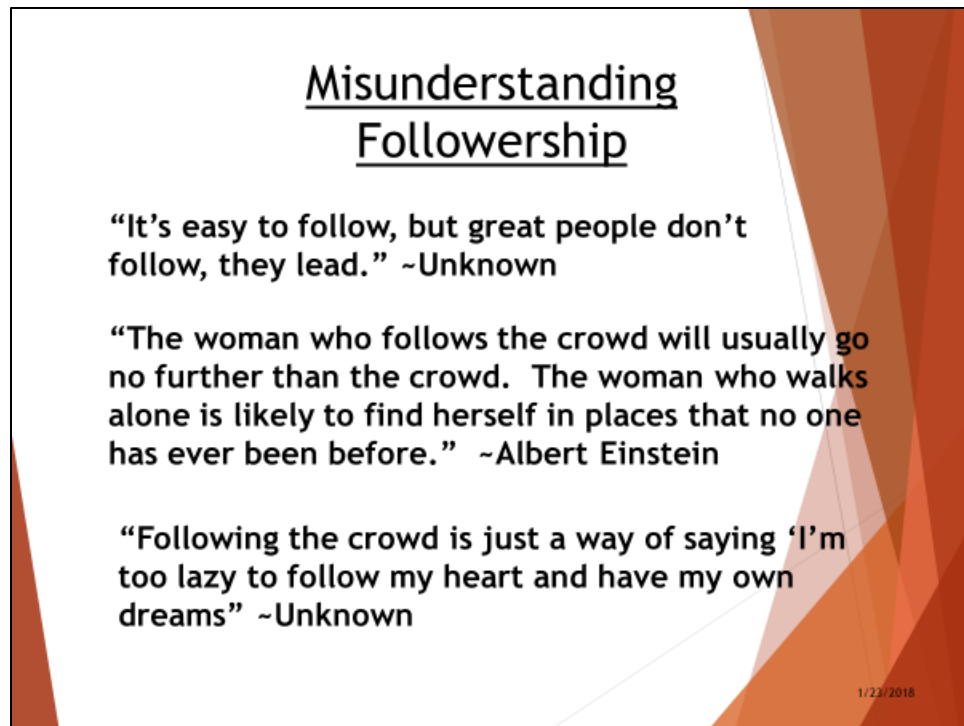
- The “ART” of motivating a group of people to act towards achieving a common goal - leader, follower, context

Followership:

- The capacity, or willingness, to follow a leader

1/21/2018

- Explain that there are a great variety of different definitions of leadership and although some are more appropriate than others depending on the context, the basic fundamental is this.



Misunderstanding
Followership

“It’s easy to follow, but great people don’t follow, they lead.” ~Unknown

“The woman who follows the crowd will usually go no further than the crowd. The woman who walks alone is likely to find herself in places that no one has ever been before.” ~Albert Einstein

“Following the crowd is just a way of saying ‘I’m too lazy to follow my heart and have my own dreams’ ~Unknown

1/23/2018

- **Read the quotes aloud and ask for any thoughts, then prepare the discussion with the next slide.**



- **Hopefully they will list characteristics that will be discussed on the next slide. If no answers are given, move to the next slide and describe an Effective Follower.**



- These are all traits of an effective follower.
- Go through each one and discuss.
 - Judgement – the ability to understand
 - Work ethic – integrity, work hard
 - Competence – more than intelligence but has to do with ability problem solve and comprehend
 - Honesty – being truthful
 - Courage – to speak up when something isn't right and share information
 - Discretion – being tactful, disagreeing without being disrespectful or insubordinate, praise in public, reprimand in private
 - Loyalty – getting your boss's back
 - Ego management – Pride can backfire

Source: <http://iveybusinessjournal.com/publication/followership-the-other-side-of-leadership/>

Source: <http://govleaders.org/followership.htm>

Framing Followership



1/22/2018

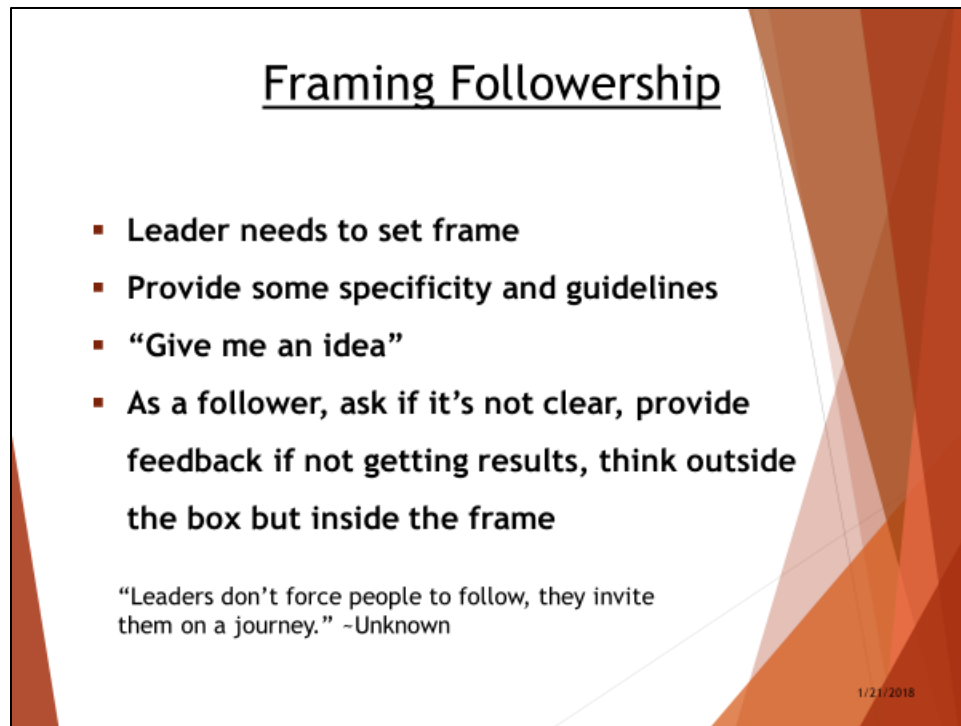
- Show video from Ira Chaleff's TED talk.

Source: <https://ed.ted.com/featured/ypFEhSji>

- Go through discussion questions at the end of the video presentation.

Do you agree with the example of dancing as it relates to followership within this Command, given the new structure?

1/21/2018



Framing Followership

- Leader needs to set frame
- Provide some specificity and guidelines
- “Give me an idea”
- As a follower, ask if it’s not clear, provide feedback if not getting results, think outside the box but inside the frame

“Leaders don’t force people to follow, they invite them on a journey.” -Unknown

1/21/2018

- Ask the same question about followership and what people think followership means.
- Go through the same process as the Leadership slide.

Source: Hurwitz, Marc and Hurwitz, Samantha, “Leadership is Half the Story: A Fresh Look at Followership, Leadership and Collaboration”

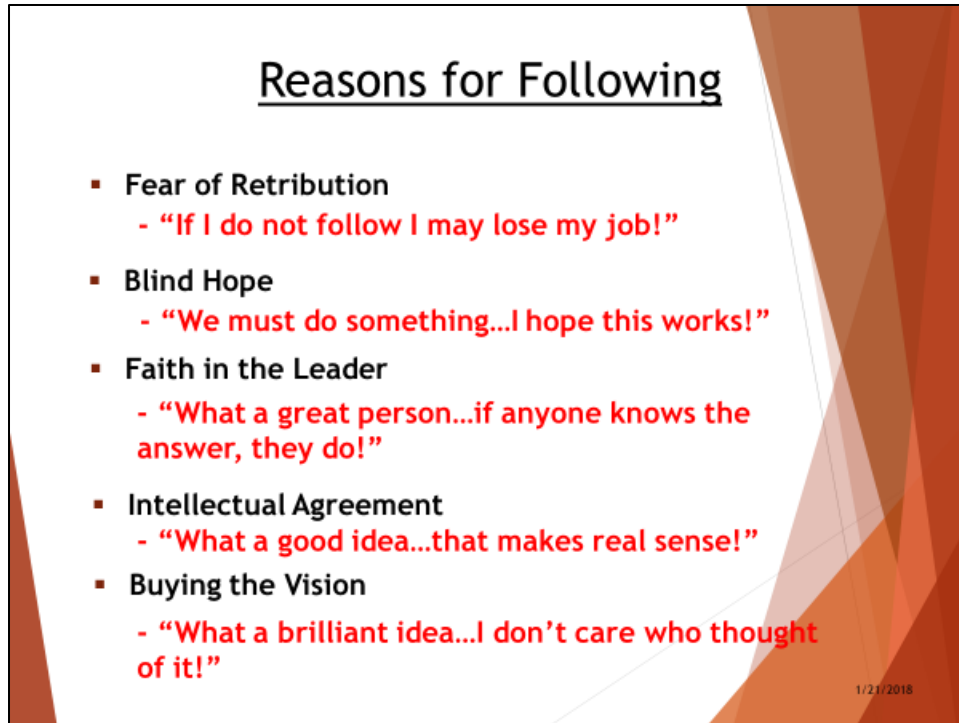
Block Activity

Who can build the tallest tower?

BLINDFOLDED!?!



Activity: Blocks are on each table grouping. One person is selected as the leader and the instruction is that everyone is blindfolded in the group except the leader. The goal is to build the tallest tower but the leader can only give instruction and cannot physically touch anything. The followers are blindfolded and are holding one brick each and only in one hand, and cannot use the other hand in any way. The idea is for the followers to ask questions, provide feedback, suggest alternatives. The leader can provide any kind of instruction. The idea is that they will explain their big picture goal and what the members' roles are.



Reasons for Following

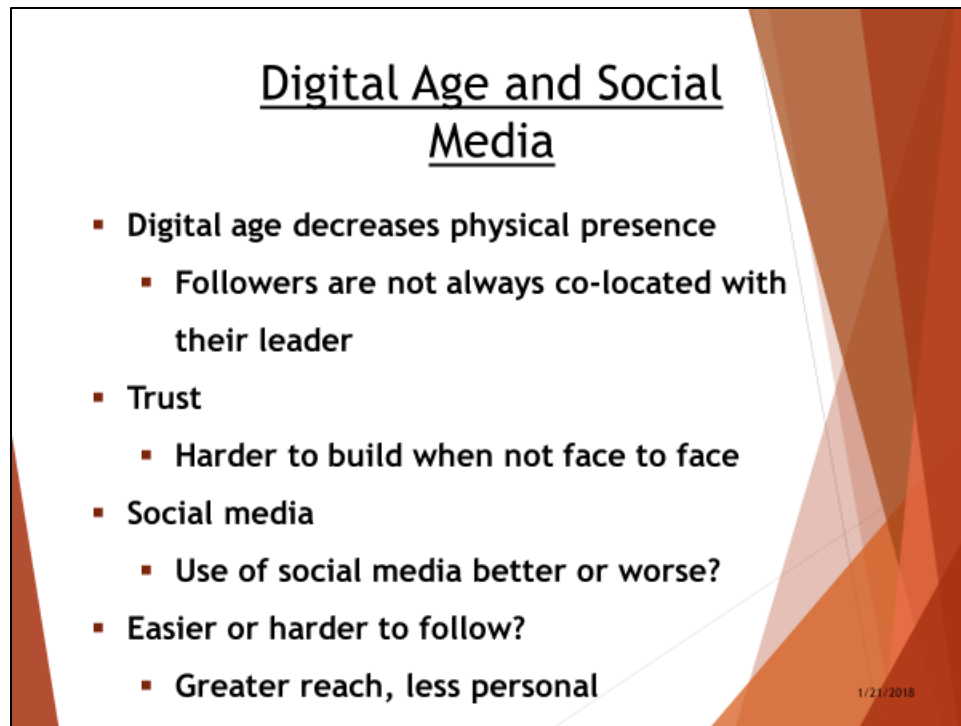
- Fear of Retribution
 - “If I do not follow I may lose my job!”
- Blind Hope
 - “We must do something...I hope this works!”
- Faith in the Leader
 - “What a great person...if anyone knows the answer, they do!”
- Intellectual Agreement
 - “What a good idea...that makes real sense!”
- Buying the Vision
 - “What a brilliant idea...I don’t care who thought of it!”

1/21/2018

- Ask the class if they have any ideas as to why they think people follow and write. them down on the flip chart
- Expect answers such as:
 - “Because I’m paid to”
 - “I don’t want to lose my job”
 - “I trust my boss”
 - “I don’t have a choice”
- Bullets will come up one at a time. As each one comes up, initiate discussion and point out the scale of motivation, from side to the other.

Source:

http://changingminds.org/disciplines/leadership/followership/follower_five_reasons.htm



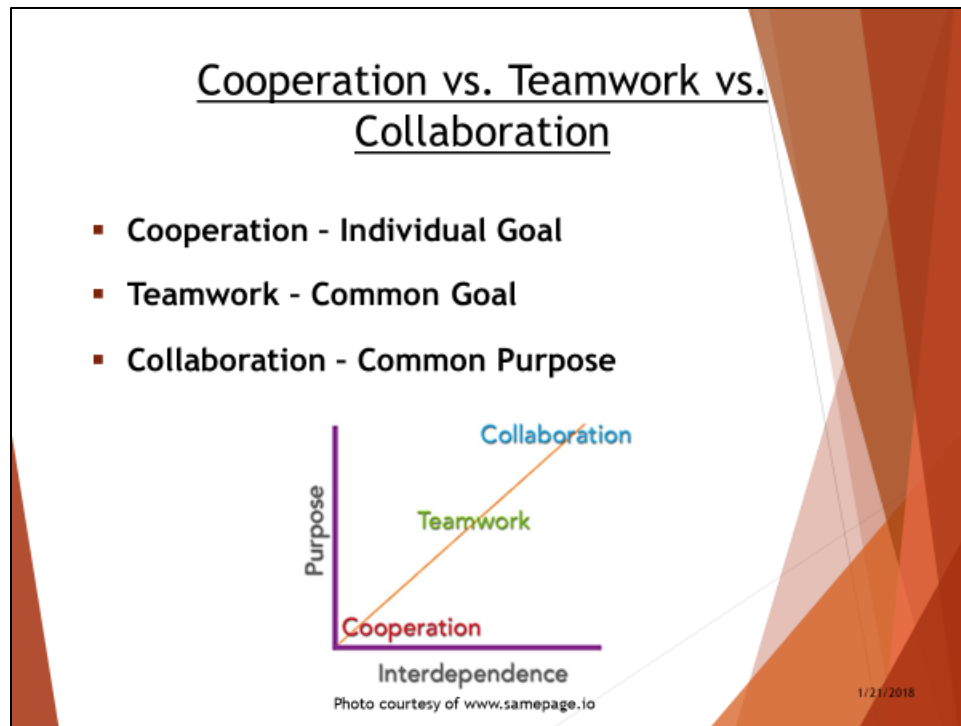
Digital Age and Social Media

- Digital age decreases physical presence
 - Followers are not always co-located with their leader
- Trust
 - Harder to build when not face to face
- Social media
 - Use of social media better or worse?
- Easier or harder to follow?
 - Greater reach, less personal

1/21/2018

- Ask the class what are their thoughts on social media in leadership.
 - People may be willing to speak up regarding the current political climate and the prevalence of social media.
- Ask who is on Facebook or Instagram or other social media, and if they follow the Command's page or even MCBQ.
 - Do they find it useful or helpful?
 - Do they prefer more communication via those channels?
 - Is it generational, so as we see the Baby Boomers retire, will this become commonplace?
- Do you prefer to have face to face?
- Trust – regardless of how many times you deal with someone via telephone, email or social media, meeting with someone in person seems to always bear more fruit.

Source: <http://www.pewinternet.org/2016/06/22/social-media-and-the-workplace/>



Cooperation - when two or more people share information and resources in pursuit of individual goals; “I’ll scratch your back if you scratch mine.”; tit-for-tat with no shared purpose or interdependence. May get results but only because of each person’s efforts.

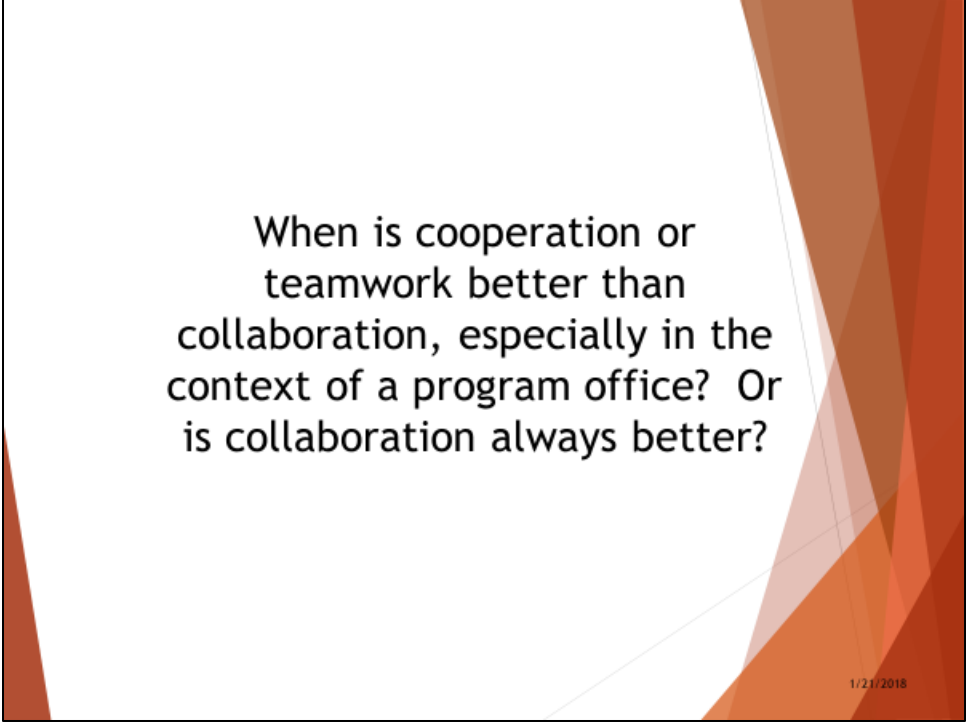
Teamwork - individuals share a common goal. This is important in organizations that require cross-functional actions to achieve a goal, Teams form as needed and end when the goal is reached.

Collaboration becomes necessary when interdependences are so great that without a shared purpose, the goal could not be achieved; can occur among strangers, and even competitors. Who, by the way, may also have competing goals; Don’t have one supreme leader. Unlike in teams where you have one leader held responsible for the outcome, collaborative leadership is context-dependent. During collaborations, leaders arise when and as needed. People easily adapt to and even demand these leaders show up.

People become emotionally attached to and engaged in the shared purpose. They’ll work hard to fulfill it. Even if they don’t agree with the current goal they’re working to meet. There are often multiple goals that may morph and change over time — all in pursuit of fulfilling the shared purpose. It’s messy, but ultimately this is where innovation comes from.

Lead Discussion – In light of the current climate at MARCORSYSCOM and the FSR, how do you feel when working with other portfolios, competencies, services, and industry? What other relationships are there?

Source: <https://www.samepage.io/blog/collaboration-teamwork-cooperation-whats-difference>



When is cooperation or
teamwork better than
collaboration, especially in the
context of a program office? Or
is collaboration always better?

1/21/2018

1st Follower

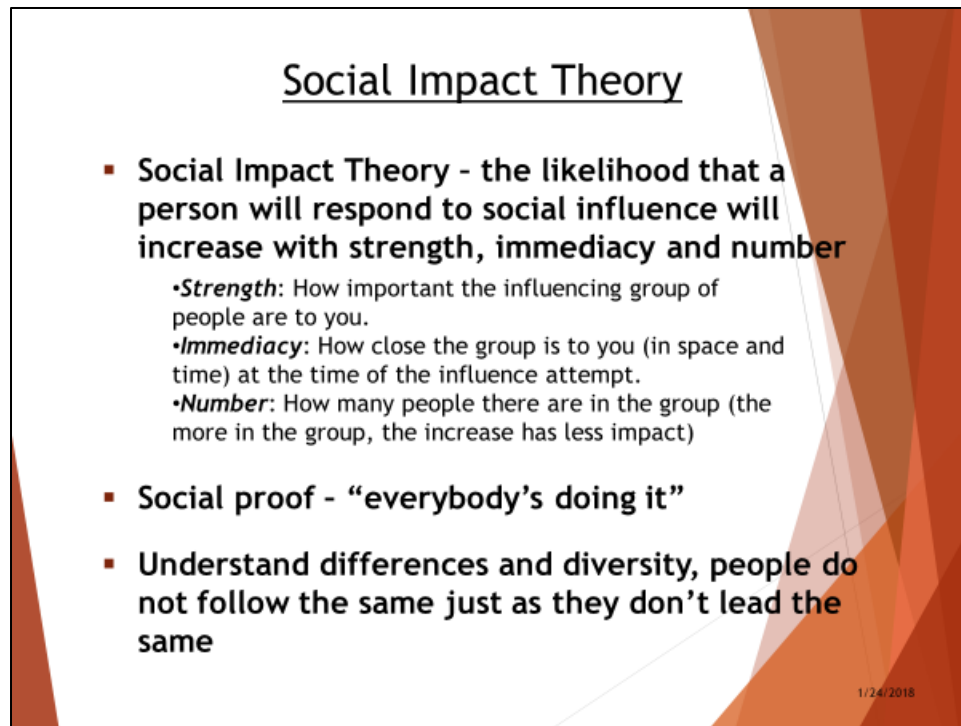
The first follower is the second leader.



1/22/2018

- Allow the class to watch the video.
- Ask for feedback and observations.
 - Anticipate responses about how once one person joined in, everyone else followed.
 - Is following blindly foolish? Following no matter what the leader is doing?
- Discuss how the first follower is the 2nd leader and this follower has the ability to lead so following can be leading.
 - Goes back to the motivation – are you following because you want to or because you feel like you have to or because you believe in what the leader is doing?

Source: <https://youtu.be/fW8amMCVAJQ>

A presentation slide titled "Social Impact Theory" with a white background and a decorative orange and red geometric pattern on the right side. The title is underlined. The slide contains three main bullet points. The first bullet point defines Social Impact Theory and lists three sub-points: Strength, Immediacy, and Number. The second bullet point is "Social proof - 'everybody's doing it'". The third bullet point states that people do not follow the same just as they don't lead the same. A small date "1/24/2018" is visible in the bottom right corner of the slide.

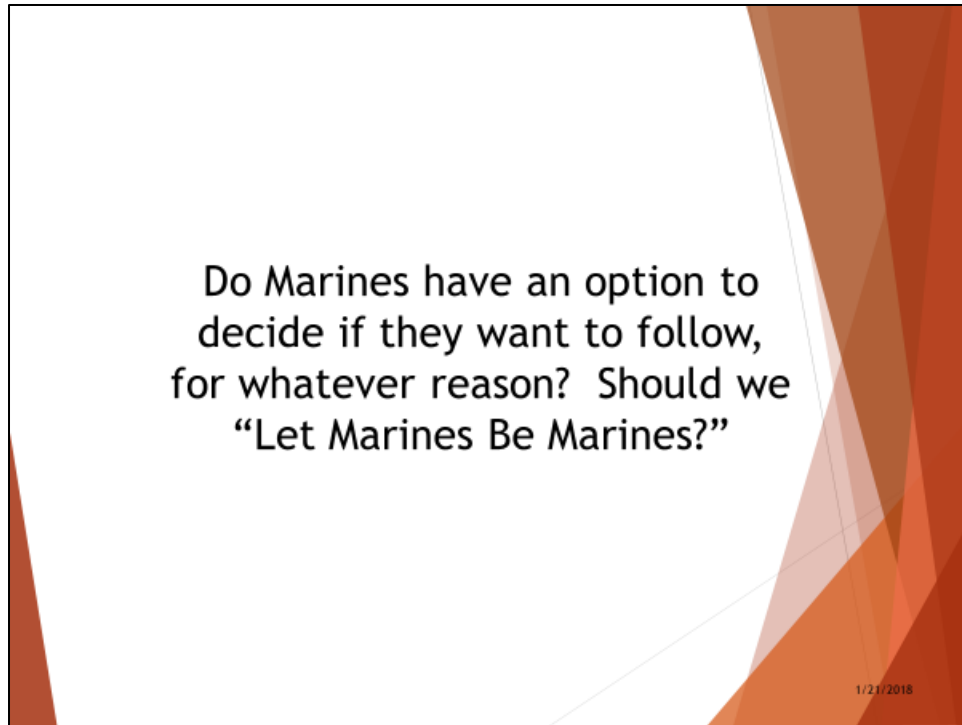
Social Impact Theory

- **Social Impact Theory - the likelihood that a person will respond to social influence will increase with strength, immediacy and number**
 - **Strength:** How important the influencing group of people are to you.
 - **Immediacy:** How close the group is to you (in space and time) at the time of the influence attempt.
 - **Number:** How many people there are in the group (the more in the group, the increase has less impact)
- **Social proof - “everybody’s doing it”**
- **Understand differences and diversity, people do not follow the same just as they don’t lead the same**

1/24/2018

- **Discuss the definition of social impact theory and its impact on followership**
 - **First follower can increase likelihood that a person will respond by being the first to convince someone of something; now those two individuals can work together to convince another, and so on and so forth.**
- **Also dependent on the idea of trust as a motivation for followership, when dealing with strength.**
- **Social Proof – ALS Ice Bucket Challenge.**
- **Discuss that diversity is a big part of groups and followership, and peoples’ biases may or may not impact their desire to follow.**
- **As a leader and as a follower, understand the differences between people, not just obvious characteristics but also leader and follower styles.**

Source: http://changingminds.org/explanations/theories/social_impact.htm



- **Discuss the changing climate of the military and how it changes how the command does business – are Marines being challenged to question and speak up more?**
- **Reference <https://taskandpurpose.com/problem-let-marines-be-marines/>**
- **<https://www.usni.org/magazines/proceedings/2018-01/let-marines-be-marines>**



- **Individual strategies for improving followership.** Often leadership courses discuss theories and methods and ideas but don't often provide realistic and specific strategies for improving in that particular area.
 - Being a good follower is being a good employee
- **TPO is Time, Place, Occasion** – There is a right time for anything, including a disagreement. A good leader should be willing to accept feedback in the right setting, not being second-guessed in the middle of a meeting or briefing.
- **Communication** is a key to any relationship, and it works both ways. Followers cannot expect communication from leadership if communication is not reciprocated – the communication train goes both directions.
- **Complaining about leadership or talking bad about them** does not help the situation and can often make the follower look worse. Don't join in the discussion or contribute to the complaining.
- **On that same token, don't complain about a process, policy or procedure** but not have an idea as to how to improve.
- **Always do your best** so there is no question about your motivation or work ethic.
- **Not being afraid of being wrong** means being able to admit mistakes.
- **The only certainty in life is change** – don't be so freaked out by it. It could work out better in the end. Ask someone to give an example of how a change affected their life better.
- **If you don't love what you're doing, it's going to be hard to be motivated in a way so as to be an effective follower.**

Source: <http://www.greatleadershipbydan.com/2009/08/10-ways-to-be-great-follower.html>

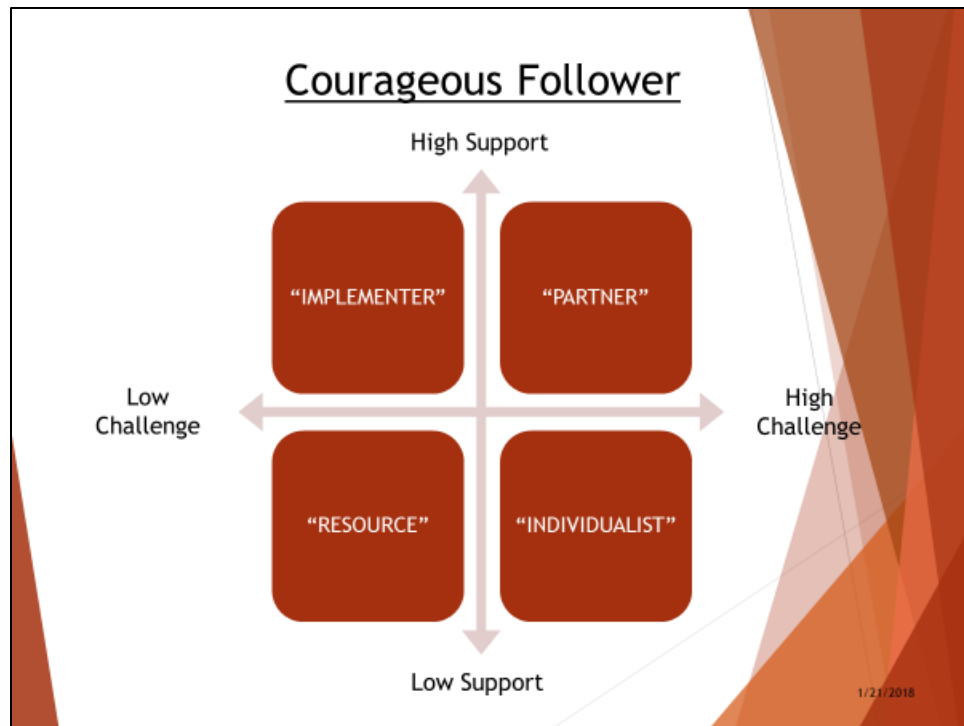


- **Have a copy of the book to show.**
- **Explain the concept of Courageous Follower as described by Ira Chaleff – information is in the handouts.**
- **Distribute self-assessment results.**
- **Divide into groups based on type of follower.**
- **Instruct individuals to discuss Reflection questions from Self-Assessment handout and then share with the class.**

Source: www.irachaleff.com

Source: www.ila-net.org

Source: www.bkpub.com



- Show this slide to depict what is on the handout, that there are 4 different “styles” depending on where one falls along each axis.
- Next slide breaks down the characteristics of each style.

Source: www.irachaleff.com

Source: www.ila-net.org

Source: www.bkpub.com



- Discuss different characteristics of each “style.”

Source: www.irachaleff.com

Source: www.ila-net.org

Source: www.bkpub.com

Questions?

1/21/2018

Appendix E: Curriculum Critique/Survey

Curriculum Survey

Please complete this survey after reviewing the Followership Course Curriculum and return it to Stacy Marshall.

How long have you been employed at Marine Corps Systems Command? _____

Do you currently serve in a supervisory role? Yes No

If yes, how long have you been a supervisor? _____

How many employees do you supervise? _____

Did you participate in the "Leadership At All Levels" (LAAL) program at Marine Corps Systems Command? Yes No

If yes, would you take additional courses of interest? Yes No

If no, would you be willing to participate in the program if the right courses were offered? Yes No

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable
Leadership Experience						
I am familiar with the concept of Followership as it relates to effective Leadership.						
I have received formal leadership training.						
I am familiar with the LAAL program within Marine Corps Systems Command.						
I found all coursework in the LAAL program to be beneficial.						
I would be interested in going through the LAAL program if this topic of Followership was offered.						
Curriculum Evaluation						
The Followership Curriculum is clear and easy to understand.						
The Presentation Slides are engaging and interesting.						
The course material is an appropriate length.						
There was a sufficient amount of data contained within the lesson.						
I have gained a better understanding of Followership after reading through the lesson plan.						

Please use the space below and the back of this page to explain your answers and/or share any comments you believe would be helpful improving the proposed lesson plan/curriculum:

Appendix F: End of Course Survey

Training Evaluation Form

Date: _____

Title and location of training: _____

Trainer: _____

Instructions: Please indicate your level of agreement with the statements listed below in #1-11.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. The objectives of the training were clearly defined.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Participation and interaction were encouraged.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The topics covered were relevant to me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The content was organized and easy to follow.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The materials distributed were helpful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. This training experience will be useful in my work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The trainer was knowledgeable about the training topics.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. The trainer was well prepared.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. The training objectives were met.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. The time allotted for the training was sufficient.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. The meeting room and facilities were adequate and comfortable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(More questions on back →)

12. What did you like most about this training?

13. What aspects of the training could be improved?

14. How do you hope to change your practice as a result of this training?

15. What additional adult ESL trainings would you like to have in the future?

16. Please share other comments or expand on previous responses here:

Thank you for your feedback!

Source: www.ca.org/caelanetwork/profdev/states/iowa/training-evaluation.pdf

Appendix G: Journal of Leadership Education Manuscript**Draft Manuscript for *Journal of Leadership Education*****Understanding Followership to Build Leadership**

Stacy N. Marshall

Graduate Student

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Blacksburg, Virginia

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Abstract

This paper focuses on the concept of followership and how it relates to creating effective leaders. A curriculum was developed to teach about followership, what it is, how to understand it, how to improve upon it, and how it can help leaders be more effective and also build followers in better leaders. The intent was to include the course as an offering for the Leadership At All Levels (LAAL) program within Marine Corps Systems Command, the acquisition command for the United States Marine Corps at Quantico, Virginia. LAAL was created to provide formal leadership training to current and potential leaders within a predominantly civilian Marine workforce. While the course has not yet been conducted, the lesson plan and presentation slides were given to six trusted evaluators in leadership roles who all provided feedback on their perception of the course. The results were unanimous that followership is a topic not often considered but of great interest, and should be included as an option to be further studied within the LAAL program.

Introduction

Followership is not a heavily discussed leadership topic. Although it is gaining traction, it may be a long while before it earns “equal billing” with leadership, yet there is little doubt education must pay more attention to followership than it has in the past (Johnson, 2009). One might not understand the benefit of how being a good follower creates good leaders, or maybe it’s that other topics of leadership are deemed more vital or crucial to understand. Whatever the motivation, those in the field believe in its merit, and I would agree. This holds true for employees of the federal government, specifically the Department of Defense. Within Marine Corps Systems Command is a program entitled Leadership At All Levels (LAAL). This program was developed in order to provide formal leadership training for current appointed leaders to better serve their followers and also to help develop junior grade civilians into effective leaders. The program is currently in the registration phase of its second iteration. Part of the requirement is taking courses from among a laundry list of leadership topics, all at the participant’s choosing. Of nearly 20 topics from which the employee can choose, none currently focus on followership. This paper serves to present curriculum for a course on followership to be included in that program by presenting perspectives on the topic that will benefit the Marine Corps workforce and ultimately improve leaders and leadership.

Review of Literature

Who do we follow? We follow those with character and a moral compass, those who help us grow by respecting us and bringing out the best in us and overcoming our own weaknesses, and those who have their own strengths and weaknesses, making them relatable and “real” (Treiger, 2014). According to Slater (2011), followers are essential to successful leadership. If effective followership skills are not learned and put into practice, leaders are destined to fail and the mission will be ultimately negatively impacted. In order to gauge success of followership, one must ask the following six questions:

1. Do I know and understand what my leader expects of me?
2. Have I earned my leader’s trust by displaying loyalty?
3. Do I present solutions or courses of action when I present challenges?
4. Do I provide relevant and timely information to my leader before he makes decisions?
5. Do I champion my leader’s decisions throughout my organization as if they were my own?
6. If I disagree with a decision, do I champion in public and critique respectfully in private?

Additionally, there are numerous characteristics considered to be inherent for a good follower. McCallum (2013) identifies the following:

- Judgement – Followers must know the difference between how to carry out a directive with which they do not agree versus a directive that is outright wrong. “Good judgement comes from experience; experience comes from bad judgement” (para. 9).
- Work ethic – Good followers are good workers, and the onus to be a good worker is on the follower. A bad worker cannot be a good follower.

- Competence – A follower must be competent in the requested task in order to follow properly. If a failure results from a lack of competence, the leader is to blame for not providing adequate resources for success.
- Honesty – A follower owes it to the leader to be honest, with respect. A good leader is open to criticism and suggestion.
- Courage – Followers need courage to be honest and be able to confront a leader about and agenda and/or the leader. Winston Churchill said courage is the “foremost of the virtues, for upon it, all others depend” (para. 13).
- Discretion – Good followers cannot be indiscreet, indiscretion is careless. Discretion involves keeping your mouth shut.
- Loyalty – Good followers understand loyalty, which is not the same as a lapdog. It is an allegiance to the goals of the organization.
- Ego management – Good followers keep their egos in check, are team players, and have good interpersonal skills.

A variety of theories have been developed to explain the dynamic of the follower and the impact it has on the leader. Fielder’s Contingency Theory, Situational Leadership Theory, and Path-Goal Theory all clearly define the role of the follower, but view the follower as a non-actor and feature of the leader’s context (Oc & Bashshur, 2013). In contrast, Oc and Bashshur (2013) highlight implicit leadership theories, most specifically Meindl’s social constructionist approach to leadership. Meindl’s approach indicates that leadership is effective when there is a reciprocal relationship between leader and follower, and that leadership outcomes should not be operationalized as the self-perceptions of the leaders but of the followers. This follower-centered approach argues that follower perceptions, preferences, or attitudes can shape or restrain leadership processes. With that, the basis of followership education is legitimized by stressing the importance of the follower for leadership development and effectiveness, and also the importance of followers recognizing their role.

Description of Project

In aligning with the format of courses already offered for LAAL, a 7-hour curriculum was designed. Within this 7-hour schedule are regular breaks, including a lunch break, leaving actual instruction time to five hours. Within that time, there is a focus on understanding what it means to be a follower, and not in the traditional negative connotation where one would accuse a follower of lacking the ability to think for oneself. The focus is to help participants understand that following is a responsibility and is also imperative in developing effective leaders.

The course begins with an introduction and an overview, where the facilitator provides administrative notes, including a review of the objectives and schedule, as shown in Table 1. The course will kick off with an ice-breaker, allowing all participants to introduce themselves and share an interesting fact in order to allow for familiarization. The audience, consisting of employees of a military organization, is unique from a typical private organization because a good number are prior military and the end result of their efforts may result in life or death. Additionally, the nature of the organization is highly focused on collaboration, and the leadership structure has changed significantly over the past year. As a result, there is a good deal of tension among the workers, many of whom are in leadership or team lead roles. Also, because of the nature of working for the Department of Defense, there is a good amount of time spent every year on mandatory training, everything from anti-terrorism to sexual harassment and record

keeping. The intent of this program is to provide training to those who desire to receive it; and the idea is to ensure the curriculum is engaging and informative, so as to not appear to have wasted anyone's time or come across as another "boring" training session.

Table 1. Class Objectives and Schedule

Understanding Followership to Improve Leadership			
Class Objectives	Estimated Start Time	Estimated Finish Time	Estimated Time on Task
Introductions	8:30	8:40	10 Min
Lesson 1: Define Followership	8:40	9:15	35 Min
Lesson 2: Effective Followership	9:15	9:50	35 Min
Break	9:50	10:00	10 Min
Lesson 3: Framing Followership	10:00	10:40	40 Min
Lesson 4: Motivation to Follow	10:40	11:00	20 Min
Break	11:00	11:10	10 Min
Lesson 5: Digital Age and Social Media	11:10	11:30	20 Min
Lesson 6: Cooperation, Teamwork and Collaboration	11:30	12:00	30 Min
Lunch Break	12:00	1:00	60 Min
Lesson 7: First Follower, Social Impact Theory/Diversity	1:00	1:45	45 Min
Break	1:45	1:55	10 Min
Lesson 8: Courageous Follower	1:55	2:40	45 Min
Break	2:40	2:50	10 Min
Lesson 9: Improving Followership	2:50	3:20	30 Min
Class Wrap-up	3:20	3:30	10 Min

Specific topics that are addressed in this course are: understanding followership and what it means and remove the negative and condescending stereotype (Raffo, 2013); why is followership important and how to improve it; and how followership will improve leadership and foster leadership in those not currently serving that role. There are a couple of videos to demonstrate the idea that a follower can frame a leader, as well as how a follower can serve as a leader. Within the course, there is an activity that involves groups working together to build a tower out of blocks, but the tower builders are blindfolded and have to ask the leader (who can see) exactly what to do and for feedback on instruction. The idea behind this activity is to give a blatant demonstration of communication and the feedback loop.

The final teaching point is a discussion on Ira Chaleff's (2009) *Courageous Follower* book. A self-assessment will have been sent out to all registrants prior to the course, with the results being sent to the course facilitator. The facilitator will compile the results and prepare an analysis for each, and that analysis will be distributed at the end of the instructional period. The participants will be separated into groups according to their results, in one of four different categories: implementer, partner, resource, or individualist. Once there, a set of discussion questions will be handed out and the members will be given time to talk through them within their groups. After a set period, the conversation will be brought back to the center, and a spokesperson for each group will share what they learned with the entire class.

The course will conclude with discussion of questions, an end of course survey will be distributed and completed, and the class will be dismissed.

Discussion of Results

After the curriculum was created, it was provided to a panel of experts for review. All the respondents indicated the topic of followership has merit and should be taught in a formal setting. One stated: "I have developed curriculum for nearly six years and this is well-conceived and presented. It is highly professional and easy to understand." Each of the respondents hold a supervisory position, which alludes to the sentiment that they would like to have their subordinates receive instruction on being an effective follower in order to assist their own leadership at their current jobs. There were some suggestions regarding functionality of the slides and the links within the slides, which can be mitigated by doing a test-run of the presentation on the provided equipment prior to the start of the class, to avoid technical difficulties. It was also recommended to ensure that there are smooth transitions and connections to the concept of improving leadership by tying the concepts of followership back to leadership.

Recommendations

When employing a training curriculum, especially in a military-focused environment, consider the following recommendations:

1. Recognize that the participants or attendees in the course may spend a good deal of time with numerous hours of mandatory training every year. Try to make it as engaging as possible and present the material in a way so as to keep their interest, which will encourage them to recommend the training to others and further emphasizing the importance of the topic of followership.
2. Try to keep the discussions focused and not allow the participants to go on tangents or be overly critical, as some are, of their work environment.
3. Use this course as a springboard to develop potential future courses, elaborating on social media and leadership.

Summary

This report was able to identify followership as a topic that is not highly researched or taught in the leadership field, but is a topic that should be included with other leadership curriculum. The current environment at Marine Corps Systems Command is such that understanding how to

follow is just as important as knowing how to lead, and the dire importance of successfully completing missions cannot be lost because of misunderstandings and miscommunications. The course that was developed provides a sufficient amount of material for the Leadership At All Levels program. If approved for inclusion in the course offering list, the followership course will be helpful for all levels of employment, from the most junior grade to the senior leaders. This project brings more attention to the concept of followership and the importance in studying this to fully train effective leaders and leadership development, creating a more successful work environment.

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