

NAVAL AIR BASIC TRAINING COMMAND

LEADERSHIP



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TEXTUAL SUPPLEMENT

U. S. NAVAL SCHOOL, PRE-FLIGHT

1961

U. S. NAVAL AIR STATION • PENSACOLA, FLORIDA

THE UNITED STATES NAVY

GUARDIAN OF OUR COUNTRY

The United States Navy is responsible for maintaining control of the sea and is a ready force on watch at home and overseas, capable of strong action to preserve the peace or of instant offensive action to win in war.

It is upon the maintenance of this control that our country's glorious future depends; the United States Navy exists to make it so.

WE SERVE WITH HONOR

Tradition, valor, and victory are the Navy's heritage from the past. To these may be added dedication, discipline, and vigilance as the watchwords of the present and the future.

At home or on distant stations we serve with pride, confident in the respect of our country, our shipmates, and our families.

Our responsibilities sober us; our adversities strengthen us.

Service to God and Country is our special privilege. We serve with honor.

THE FUTURE OF THE NAVY

The Navy will always employ new weapons, new techniques, and greater power to protect and defend the United States on the sea, under the sea, and in the air.

Now and in the future, control of the sea gives the United States her greatest advantage for the maintenance of peace and for victory in war.

Mobility, surprise, dispersal, and offensive power are the keynotes of the new Navy. The roots of the Navy lie in a strong belief in the future, in continued dedication to our tasks, and in reflection on our heritage from the past.

Never have our opportunities and our responsibilities been greater.

HEADQUARTERS
NAVAL AIR BASIC TRAINING COMMAND
U. S. NAVAL AIR STATION
PENSACOLA, FLORIDA

IN REPLY REFER TO
Code 104a
4 April 1961

1. "Textual Supplement--Leadership, Pre-Flight" is promulgated for information, standardization of instruction, and guidance of students and instructors in this command.
2. This publication shall be used to implement the syllabus, U.S. Naval School, Pre-Flight.
3. Recommendations for changes shall be submitted to the Chief of Naval Air Basic Training.
4. This publication has been reviewed and is approved this date.

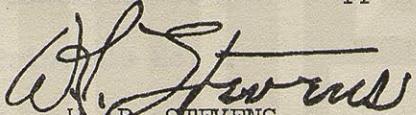

W.R. STEVENS
Chief of Staff

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FOREWORD

THE SECRETARY OF THE NAVY
WASHINGTON

GENERAL ORDER NO. 21

DEPARTMENT OF THE NAVY
Washington 25, D. C., 17 May 1958

NAVAL LEADERSHIP
Part I - Discussion

1. The Naval profession is an honorable one, which has traditionally commanded the respect and affection of our country. Together with our sister services we serve and protect free men everywhere. To maintain the support and respect of society, as well as to meet the requirements of his own conscience, every Naval leader must be in himself an example of our military ideals.
2. The United States Navy has long been distinguished for the high quality of its officers and men. We must never let this quality diminish. Our challenge in this time of troubles and opportunity is to develop our Naval leadership. The more powerful the weapons that science gives us, the more important the character and will of the men behind them. As these develop, so does the strength of the Navy, the Nation, and the Free World.
3. The U. S. Fighting Man's Code has well expressed the essence of our problems:

"War has been defined as a contest of wills. A trained hand holds the weapon. But the will, the character, the spirit of the individual--these control the hand. More than ever, in the war for the minds of men, moral character, will, spirit are important."
4. By Naval leadership is meant the art of accomplishing the Navy's mission through people. It is the sum of those qualities of intellect, of human understanding and of moral character that enable a man to inspire and to manage a group of people successfully. Effective leadership, therefore, is based on personal example, good management practices, and moral responsibility. The term leadership as used in this order shall include all three of these elements.
5. The objective of this general order is to re-emphasize and revitalize Naval leadership in all its aspects: inspirational, technical, and moral. Combat readiness requires that all persons in authority observe in themselves the standards of moral behavior and devotion to duty laid down in Navy Regulations. The Navy must also develop and use new concepts of management and executive development to ensure efficiency and the best use of people. The key to successful Naval leadership is personal attention and supervision based on moral responsibility.

Part II - Organization

1. The Chief of Naval Operations, the Chief of Naval Personnel, the Commandant of the Marine Corps and the Chief of Industrial Relations shall, under the Secretary of the Navy, be directly responsible for maintaining leadership standards and conducting leadership training of Naval, Marine Corps, and of civilian personnel, respectively. The Assistant Secretary of the Navy (P & RF) shall coordinate the three programs to provide a useful interchange of ideas and materials.

Part III - Action

1. Every command in the Operating Forces and the Shore Establishment, as well as every major office or bureau of the Navy Department shall review, on a continuing basis, its standards of personal leadership to ensure that those in responsible positions are discharging their duties in accordance with Article 0702A and 1210 of Navy Regulations, 1948. This will include command attention to:

- a. The personal example of behavior and performance set by officers.
- b. The moral atmosphere of the command.
- c. The current standards of personal supervision of men, both in regard to management effectiveness and the development of moral responsibility.

2. To achieve the objectives outlined above, every command in the Operating Forces and the Shore Establishment shall integrate into their training programs on a continuing basis, both the technical and moral principles and practices of leadership.

3. The Naval Inspector General shall regularly report to the appropriate commanders evidence of leadership that is both markedly superior to accepted Naval standards or decidedly inferior. Commanders receiving such favorable reports shall make appropriate notation on the record of the officer or officers responsible. In the event that unfavorable reports are received from the Naval Inspector, corrective action shall be initiated and completed.

4. The Chief of Naval Personnel, the Commandant of the Marine Corps and the Chief of Industrial Relations shall issue directives to carry out the intent and to achieve the objectives of this general order. These directives shall be specific and forceful to ensure that leadership standards and training are a matter of continuing concern and importance to every person in authority in the Naval Establishment.

/s/ Thomas S. Gates

CHAPTER I

INTRODUCTION TO LEADERSHIP

Today, more than ever in history, the Navy is in need of leadership of the highest caliber. With the increase in the complexity of warfare, the science of war is increasingly dependent upon human guidance. No matter how complicated it may become, war is always waged by men. The man who leads, and the men who are led, win wars.

Soon you men will be placed in positions of leadership. We are certain that you will be fully qualified specialists in your field, because you will have received the best training available in the world; but will you be fully qualified leaders? Will you be able to make the transition from a "follower" to a leader overnight? Will you be able to take charge of enlisted men and lead them effectively? Unless you are a born leader, and very few of us can be classified in that category, you are going to experience some difficulty. There are going to be stumbling blocks in your path.

The over-all purpose of this course in leadership is to show you that leadership is a technique that must be worked with and studied. A pilot must continually work on his airmanship to be a fully qualified aviator. A leader must continually work on the technique of leadership to be a fully qualified leader. The average man can develop his leadership technique and the essential initiative, confidence, and magnetism, which are necessary for effective leadership, through proper training. Leadership lies primarily in the character and the intelligence of the man himself. Character is determined by one's fundamental motives in life. Intelligence is the ability to learn. The two compounded are the substance of leadership. In addition, leadership depends upon traits which can be learned. Leadership is an art which can be acquired, cultivated, and practiced by anyone who possesses the mental and physical ability and moral and ethical integrity expected of a commissioned officer. Developing the art of leadership is a continuing process which involves the recognition and practice of the basic traits of leadership and the understanding and application of sound leadership principles and techniques.

The principles, character traits, and procedures set forth are offered as assistance to the leader in the problem of controlling others. By applying these procedures to his own practice and analyzing his own traits of character, the leader will possess a yardstick for measuring his own success or failure.

At this time, it would be well for us to define military leadership. Many men have defined it and one of the best definitions is this: "The art of influencing and directing men toward an assigned goal in such a way as to obtain their obedience, confidence, respect,

and loyal cooperation." Every unit, no matter how large or small, has a goal or mission. If the leader of the unit can achieve that goal and at the same time obtain the confidence, respect, and loyal cooperation of his men, he certainly must be considered a successful leader. Many leaders accomplish their mission, but the manner in which they arrive at their goal sometimes leaves much to be desired.

It is possible to accomplish your mission without obtaining the confidence, respect, and cooperation of your men, when your mission is a relatively minor one, but once that goal or mission is increased in magnitude, as in wartime, the failures are increased because of the men's lack of confidence, respect, and cooperation. Whatever the goal or mission of your unit, however modest it may be, try to attain your goal, and at the same time gain the confidence, respect, and cooperation of your men. In addition to giving you much self-satisfaction, it will help to prepare you and your men for future, more difficult assignments.

Leadership is the art of influencing human behavior--the ability to handle men. It involves analyzing, predicting, and controlling man's behavior.

We said that leadership lies primarily in the character and the intelligence of the man himself. We can say, then, that these are two of the prime prerequisites of a military leader. There are many more, but these two are basic. A man must have character and intelligence initially or he can never hope to achieve success as a military leader. When we speak of intelligence, we do not mean the amount of formal education in an individual's background (the more the better, of course). We are referring to the ability to learn. Good examples of these men are the CPO's of the Navy and the NCO's of the Marine Corps promoted to temporary commissioned rank during World War II and given positions of leadership. In the majority of cases, they led their men to victory, even though some of them had the minimum of formal education. But they did have intelligence and the ability to learn. Webster defines character as "the aggregate of distinctive qualities belonging to an individual, the stamp of individuality impressed by nature, education or habit." A leader must have the character that INSPIRES CONFIDENCE.

All great leaders are not alike. There are inherent characteristics which may aid in the development of leadership. These will be discussed in a later chapter. There are certain men possessing desirable leadership traits who have never attained the stature of great leaders. Likewise, there are men deficient in certain traits who have become well known leaders. Any theory that leadership is inherited must be rejected. Any reasonably intelligent, morally sound man, no matter how inexperienced, can become acquainted with the component elements of leadership. These elements may be studied, practiced, learned, and applied, just as any other human accomplishment may be learned and mastered.

While there are no perfect men, there are those who become relatively perfect leaders of men because something in their make-up brings out in strength the highest virtues of all who follow them. That is the way of human nature. Minor shortcomings do not impair the working loyalty, or growth, of the follower who has found someone whose strengths he deems worth emulating.

What type of men have our great leaders been? What we know of them should disparage the idea that only a superman may scale the heights. Trained observers have noted in their personalities and careers many of the plain characteristics which each man feels in himself. There was a great deal of the average man in General U. S. Grant. He was beset by human failings. He could not look impressive. He had no sense of destiny. In his great hours it was sweat, rather than inspiration, dogged perseverance, rather than the aura of power, which made the hour great. His virtues as a military leader were of the simpler sort which plain men could understand. He was direct in manner. His speech was homely. He was approachable. His mind never deviated from the object. At Fort Donelson, where he had initiated an amphibious campaign of highly original daring, he was not on the battlefield when his army was suddenly attacked. He arrived to find his right wing crushed and his whole army on the verge of defeat. He blamed no one. Without more than a passing second's hesitation, he said quietly to his chief subordinates: "Gentlemen, the position on the right must be retaken." Then he mounted his horse, and galloped along the line shouting to his men: "Fill your cartridge cases quick; the enemy is trying to escape and he must not be permitted to do so." Control and order were immediately reestablished by his presence.

A British correspondent wrote of General Carl "Tooey" Spaatz: "This man, who may be a heroic figure to our grandchildren, is such a friendly, human person that observers tend to minimize his stature as a war leader. He is not temperamental. He makes no rousing speeches, writes no inspirational orders. Spaatz, in issuing orders for a major operation involving 1,500 airplanes, is about as inspiring as a groceryman ordering another five cases of canned peas."

On the eve of the Guadalcanal landing, General A. A. Vandegrift's final order to his command ended with the stirring and now celebrated phrase: "God favors the bold and strong of heart". Yet in later years a character sketch of him included the following: "He is so polite and so soft-spoken that he is continually disappointing the people whom he meets. They find him lacking the fire-eating traits they like to expect of all marines, and they find it difficult to believe that such a mild-mannered man could really have led and won the bloody fight."

In addition to these great leaders, consider such men as Franklin Roosevelt, Admiral Nimitz, General MacArthur, Winston Churchill, General Eisenhower, Admiral Halsey, and Abraham Lincoln. You will find that all of these leaders were different. Some were austere, unapproachable, and outwardly cold; others were genial, warm, and sympathetic. Some were simple in their tastes; others required great pomp and ceremony. Some were religious; others were not. Some were physically strong, while others led effectively in spite of severe physical handicaps. But all had individual powers of leadership. All possessed qualities which enabled them to inspire their followers with the will to win. They all adhered to the fundamental principles of leadership, but each applied them in a manner in harmony with his own personality and temperament.

Actually, there are two types of leadership: authoritarian and persuasive. One who is predominantly of the authoritarian type normally is recognized by the dogmatic use of authority or power. The persuasive type of leadership takes into consideration the human element with all its complexity and with all its differentiation of the physical, mental, and moral capabilities and limitations of the individual. To a great extent, the persuasive leader bases his skill in leadership upon example and ability, with high standards of discipline and efficiency for himself as for his followers. A simple check list can be applied to the two types of leaders to determine just which type of leadership is being utilized.

AUTHORITARIAN LEADER

Drives his men
Depends on authority
Inspires fear
Says "I"
Fixes blame for breakdown
Knows how it is done
Makes little effort to make work enjoyable

PERSUASIVE LEADER

Leads his men
Uses good will
Inspires enthusiasm
Says "We"
Fixes breakdown
Shows how
Makes work as pleasurable as possible

The two leaders, authoritarian and persuasive, have the same basic amount of authority; however, the persuasive leader has developed qualities in addition to his authority that make him more successful. The authoritarian is limited by the minimum effort required by law; the persuasive leader is limited only by the maximum ability of his men. Persuasive leadership is an "all-to-gain," "nothing-to-lose" type of situation. Because of his inherent authority, the persuasive leader should never be less effective than the authoritarian and in most situations, because of his leadership qualities, he is more effective.

Any situation consisting of men, a mission, and someone in charge is a potential leadership situation. Whether or not it actually becomes one is dependent upon the methods used by the person in charge. If he places himself between the men and the mission and leads them

toward accomplishing that mission and does it in such a way that they follow willingly, then, and only then, is he a true leader. If the men do not follow and the person in charge is forced to resort to the use of authority alone, then he is an authoritarian and not a leader in the ideal sense of the word. This course is concerned solely with the development of the persuasive type of leadership.

Leadership, then, is the art of directing men to an assigned goal in such a way as to obtain their obedience, confidence, respect, and loyal cooperation. It is a technique that can be learned. You have the basic prerequisites of a military leader: character and intelligence. You must study yourself, watch yourself go by, see yourself as others see you, and adapt to yourself those principles of leadership that will be most effective for you. Thus the study of leadership requires that you do three things: learn the basic principles of leadership, understand yourself, then apply the proper principles of leadership to your own personality to make you a more effective leader. A course in leadership can only teach you the basic principles; the rest is up to you!

RESPONSIBILITIES OF MILITARY LEADERSHIP

So far, we have brought out that leadership is a technique that can be learned by anyone having the basic prerequisites of leadership. We have discussed many leadership traits that a leader must possess to some degree to become an effective leader. Now it is time for us to find out just what we are shooting at in military leadership, just what our objectives and responsibilities are. We will pinpoint the objectives and responsibilities of the military leader and tell you how he reaches these objectives.

The objective of military leadership is the creation and maintenance of an organization which will loyally and willingly accomplish any reasonable task assigned or indicated and will initiate suitable action in the absence of orders. The proper application of the principles of leadership to a command can create an efficient, well-disciplined organization possessing high morale and esprit de corps.

The responsibilities of the military leader are twofold--accomplishment of his mission and the fulfillment of his responsibilities to his men. Man is the fundamental instrument of war. Other instruments may change, new weapons may be created and new modes of defense may be devised, but man, the fundamental instrument, remains constant. The leader must be concerned with the desires, needs, and mental state of his men. If the leader knows and understands certain basic principles of human behavior, if he appreciates that most men react in fixed and definite ways under a given stimulus or influence, if he recognizes, develops, and applies those traits of character which will produce the correct reactions in his men, he will possess the basic tools for managing men--he will be a leader.

But remember that the primary duty of the leader is the accomplishment of his assigned mission. Everything else, even the welfare of his men, is subordinate. The next responsibility of the leader lies in his duty to his men. Rarely is it possible to accomplish any mission without attention to the morale and esprit de corps of the men. In military service, the follower is peculiarly dependent upon his leader; he can do little to improve his lot if his leader neglects him.

CHAPTER II

LEADERSHIP GUIDE

LEADERSHIP

MILITARY LEADERSHIP is the ability to influence and direct men in such a way as to obtain their obedience, confidence, respect, and loyal co-operation in order to accomplish the mission.

OBJECTIVES

The creation and maintenance of an organization which will loyally and willingly accomplish any reasonable task, assigned or indicated, and in the absence of orders will initiate suitable action.

BASIC RESPONSIBILITIES

Primary — Accomplishment of the mission.

Secondary — Welfare of the men.

THE LEADER

PREREQUISITES — Intelligence (High Standard)
Character (Positive Moral)

LEADERSHIP TRAITS are human qualities that simplify the task of applying leadership principles and assist greatly in winning confidence, respect, and cooperation.

ESSENTIAL LEADERSHIP TRAITS

LOYALTY — True, willing, and unfailing devotion to country, service, unit, seniors, and subordinates.

DEPENDABILITY — The certainty of the proper performance of duty.

COURAGE — That quality of mind or temperament which makes one resist the temptation to give way in the face of opposition.

INTEGRITY — Uprightness of character and soundness of moral principles, absolute truthfulness and honesty.

INITIATIVE — Seeing that which has to be done and commencing a course of action; contains the characteristic of originating ideas, methods, or actions.

TACT — The ability to deal with others without creating offense.

ENTHUSIASM — The display of sincere interest and exuberance in the performance of duty.

DECISIVENESS — Ability to reach decisions promptly and to announce them in a clear, forceful manner.

HUMOR — The ability to appreciate or express what is funny, amusing, or ludicrous in certain situations.

COMMON SENSE — The quality of mind or character which enables one to make intelligent decisions void of emotional bias or illusions.

BEARING — Creating a favorable impression in carriage, appearance, and personal conduct at all times.

JUSTICE — The quality of being impartial and consistent in exercising command.

JUDGMENT — The quality of weighing facts and possible solutions on which to base sound decisions.

ENDURANCE — The mental and physical stamina measured by the ability to stand pain, fatigue, distress, and hardship.

DISCRETION — The quality of being cautious, prudent, showing good judgment and good timing.

LEADERSHIP TECHNIQUES

Techniques are specific actions taken by the leader in the process of directing his subordinates to get the job done. These actions should:

1. Be guided by the Leadership Principles.
2. Exhibit the good traits of the leader.
3. Be consistent with the situation.
4. Accomplish one or both of the responsibilities of the leader.

LEADERSHIP PRINCIPLES are fundamental rules which are applied by a leader to control or guide the actions of his subordinates.

LEADERSHIP PRINCIPLES

1. Know your profession and be able to teach it.
2. Know yourself and seek self-improvement.
3. Know your men and look out for their welfare.
4. Maintain a fair, firm, and friendly relationship with your men.
5. Keep your men informed.
6. Ensure that each task is analyzed, organized, deputized, and supervised.
7. Train your men as a team.
8. Make sound and timely decisions.
9. Seek responsibilities and develop a sense of responsibility among subordinates.
10. Take responsibility for your actions.
11. Set the example.

INDICATORS OF MILITARY LEADERSHIP

DISCIPLINE is that mental attitude and state of training which renders prompt obedience and proper conduct instinctive under all conditions. True discipline demands habitual, but reasoned, obedience to command.

MORALE is the state of mind of the individual. This state of mind is dependent upon his attitude toward everything that affects him. The

importance of morale cannot be over-estimated, since it is a great contributing factor to the efficiency of a unit.

ESPRIT DE CORPS is the common spirit pervading the members of a group. It implies enthusiasm, devotion, and jealous regard for the honor of the group.

EFFICIENCY is the ability to accomplish successfully an assigned task in the shortest possible time, with the minimum expenditure of means, and with the least possible confusion.

CHAPTER III

LEADERSHIP TRAITS

In the introductory chapter, it was brought out that if you are morally deserving of your commission, you will automatically be equipped with the two basic prerequisites of military leadership: sound character and intelligence. It was brought out that, by self-study, a man so equipped could learn to become an effective leader. This chapter will be devoted to a discussion of human qualities that are of great value to the leader. We call these human qualities "leadership traits."

Before beginning our discussion, however, it might be well to talk for a moment about just what your commission means to you. When you are commissioned in the United States Navy or Marine Corps, you incur a lasting obligation to cherish and protect your country and to develop within yourself that capacity and reserve strength which will enable you to serve its aims and your fellow Americans with increasing wisdom, diligence, and patriotic conviction. That is the meaning of your commission. It is not modified by any reason of assignment while in the service, nor is the obligation lessened on the day you put aside your uniform to return to civilian life. You will have been specially chosen by the United States to sustain the dignity and integrity of its sovereign power and you will be expected to exert your influence in that direction so long as you may live.

In this sense, the trust imposed in the highest military commander in the land is no more than that which is entrusted the newest ensign or second lieutenant. Nor is it less. It is the fact of commission which gives special distinction to the man and which, in turn, requires that his devotion to the service of his country be distinctive, as compared with the charge laid upon the average civilian.

When an officer is commissioned, he takes an oath to uphold his country's Constitution against all enemies, foreign and domestic, to bear true faith and allegiance, and to discharge well and faithfully the duties of office. He does this without any mental reservation. The Nation becomes a party to the contract and will faithfully keep its bond with the man. While he continues to serve honorably, it will sustain him and will clothe him with its dignity. The device he wears, his insignia, and even his garments identify him directly with the power of the United States. Standards of living for him and his family are underwritten by Federal statute. Should he become ill, the Nation will care for him. Should he be disabled, it will stand as his guardian through life. Should he seek to advance himself through higher studies, it will open the way. Other than the officer corps, there is no group within our society toward which the obligation of the Nation is more fully expressed. Whatever path an American officer may walk, he enjoys prestige. Though little is known of his personal merit, he will be given the respect of his fellow citizens, unless he proves himself undeserving. The United States is

placing a great deal of trust in him. It is up to him to justify that trust.

As was stated before, leadership traits are human qualities which are of great value to the leader. Possession of these traits simplifies the task of applying leadership principles and assists greatly in winning confidence, respect, and cooperation. An individual can benefit by studying the traits considered important to the leader. By careful self-analysis and application, he can develop those traits in which he is deficient and further strengthen those in which he is strong. As was brought out in the first chapter, a study of our Nation's great leaders reveals that none possessed all the leadership traits to the maximum degree, but that a weakness in some traits was more than compensated for by strength in others. Critical self-analysis will enable an individual to realize the traits in which he is strong and to capitalize on them. At the same time, he must endeavor to improve those traits in which he is weak. The list of traits we shall discuss is by no means all-inclusive, but does contain some of those considered essential to the leader.

Loyalty — True, willing, and unfailing devotion to country, service, unit, seniors, and subordinates. By taking the oath as a commissioned officer, you vow your loyalty to the President and to the Government of the United States. By adopting the uniform of a naval officer, you publicly announce your allegiance to your Government and to the Navy. Your loyalty will never be questioned; rather, it will always be assumed. One destroyer captain always gave every officer a 4.0 in loyalty on the fitness report form then in use. He reasoned that there are only two marks in loyalty--4.0 and zero, and if an officer rated zero, he should be dropped from the service.

A leader will receive loyalty from his followers only to the extent that he displays his complete loyalty to them. In time of war, loyalty is what makes a destroyer captain drive in close against fierce broadsides of enemy capital ships, despite the odds. It is what makes the dive bomber pilot push over into his dive at the right instant to make his bombing run, regardless of the density of the anti-aircraft fire. Without it, battles will be lost. With it, men can surpass themselves to the point where, other factors being equal, the margin of victory goes to the side with the greater loyalty to the organization and that which it represents.

The complete loyalty of every subordinate is a vital necessity to success in military operations. But the unswerving loyalty of your subordinates is not something that you acquire by receiving a sheet of parchment or by clothing yourself in a handsomely tailored naval uniform. Loyalty upward cannot be demanded; it must be earned. Loyalty is a two-way street--to be expected upward, it must be freely given downward. The Navy does not want blind unreasoning loyalty. Rather, what is desired is a reasoned and intelligent execution of

orders. No sensible officer expects an American sailor or soldier to "do or die," without "the reason why."

If you hope to win the loyalty of your men, you must deserve it by giving loyalty upward. Never let your men hear you criticize your seniors. In little matters and in big, take pains to let your men know that you honor the orders and policies of your commander. Make sure that you are just as loyal to your men. Show them in many ways that their welfare is your concern, that you are always looking for ways to better their condition. Acquire a genuine interest in their welfare. Is their food good? Are their living conditions satisfactory? Are they getting as much liberty and recreation as they deserve?

Let these be your precepts. Give loyalty upward. Earn the loyalty of your men. And let no person have reason to doubt your loyalty.

Dependability—The certainty of the proper performance of duty. The naval officer must be prompt in carrying out his social engagements, his obligations, and all aspects of his work. The tag of being reliable and dependable should be one of the most prized attributes sought after by the junior officer. Nothing is more comforting to the captain of a ship at sea than the feeling that the officer of the deck is one on whom he can depend if an emergency arises.

Courage—That quality of mind or temperament which makes one resist the temptation to give way in the face of opposition. It implies summoning all of one's powers in order that the goal may be achieved. Courage does not mean that a person is lacking in fear. Rather, it means that the person has overcome fear. Fear usually manifests itself before danger actually appears. This is true no matter whether the obstacle to be encountered is a mental test or a decisive battle between ships or planes. Your own experience with fear may be the dread of a check flight at Saufley Field, or of an interview with a high ranking officer who might find you at fault, or of a series of inoculations for typhoid, or of battle. Our greatest fear is of the unknown. We overcome this fear through knowledge or experience. Our confidence is built on our ability to face new situations. The firing of large caliber guns, the first flights in aircraft, the first dives in submarines, are all new and untried experiences which will test your mettle. Finally, when you become a mature naval officer, you will have undergone so many different situations where some fear had to be overcome, that you will be outwardly little affected by other new and dangerous experiences. You will have disciplined yourself so that your instinct of fear is overridden by your sense of duty. You might still be afraid, but you will do your job in spite of it.

Courage is the total of resoluteness, fortitude, and perseverance and is the mark of the man who is the complete master of his emotions.

Integrity—Uprightness of character and soundness of moral principles, absolute truthfulness and honesty. A man of integrity recognizes and adheres to virtues such as truthfulness, candor, respect for possessions of others, sincerity, and fairness. One of the first things to learn is to be honest with yourself. Overcome the immature desire to make excuses for your shortcomings. You must learn to accept responsibility for your own actions. An old saying expresses it well: "He who is good at making excuses is seldom good at anything else."

There is no place in the society of the Navy for a dishonest person. Ships may be lost because of dishonesty. Not many years ago, on a submarine, as the boat was in the process of diving, the diving officer, sensing that the boat was heavy forward, asked the petty officer in the forward torpedo room by telephone if the forward trim tank was open to sea. The petty officer replied, "No sir," although he realized that a valve had been opened by mistake which allowed water to flow freely from the sea to the forward trim tank. His dishonest reaction to cover up a mistake almost cost his life, as well as those of all his shipmates, for the diving officer continued to dive, not blowing the ballast tanks until he realized the boat was out of control by being much too heavy in the bow. Control was regained only after the submarine had gone many feet below its test depth.

Initiative—Seeing that which has to be done and commencing a course of action; contains the characteristic of originating ideas, methods, or actions. Initiative is displayed by the individual who has the energy and ability to undertake a new enterprise without outside direction. The exercise of initiative pre-supposes that you have enough knowledge of the problem to know what should be done. If you are not being supervised, it also pre-supposes your loyalty--that you will never initiate any action that is not in accordance with the avowed plan of your Commanding Officer. Initiative usually, and rightfully, should remain dormant until the individual has acquired sufficient knowledge of his profession to give him the urge and confidence to take charge of a situation without being told. The more you learn and the quicker you learn, the sooner you will naturally begin to exercise initiative. There is no poorer officer than the one who automatically doesn't know what to do. Learn well, and initiative will come soon enough. A combination of ignorance and initiative in the character of an officer can lead to disaster.

Tact—The ability to deal with others without creating offense. Tact is the lubricant which makes possible the smooth running of the machinery of human relationship. Tact has been said to be the nice discernment of what (and when) to do or say. It enables an officer to operate in difficult situations without loss of good will and to conduct his affairs without giving unintentional offense to others.

Tact is one characteristic that anyone can possess, but too few take the trouble to develop it. It can be developed, starting right now, by daily practice on all those with whom you come into contact.

Tact is not, as many people think, displayed by being pleasant, by bowing and scraping, or by merely being polite. Most tactful persons are polite but many polite people are tactless. Tact goes much deeper than politeness. It is a quick or intuitive appreciation of what is right, fit, or proper. It might also be described as the practice of the Golden Rule: A putting of one's self in the other person's place. It involves sensitiveness of feelings, experience as to the consequences of conduct, an insight into the motives of others, and a subtlety of reasoning with respect to details and particularly in avoiding what would disturb or offend. Tact can be cultivated by experience and by observation of others.

Enthusiasm—The display of sincere interest and exuberance in the performance of duty. No task in the Naval Establishment is so menial that its accomplishment isn't important to the Navy's missions. Before enthusiasm can be displayed by the individual officer, a proper appreciation of this fact must of necessity exist. An officer's duty assignments will not necessarily always be of his choosing or to his liking.

The city of happiness lies in the state of the mind. Each officer is a salesman and how effectively his duties are carried out will depend in no small measure on his salesmanship. In turn, his ability to sell the importance of a particular task will depend on the interest and exuberance he displays towards that task.

Decisiveness—Ability to reach decisions promptly and to announce them in a clear, forceful manner. In stressing the point of decision, a young officer should not be misled into the belief that he must at once, and without due consideration, express his orders in precise and unmistakable language. Such a course would inevitably lead to "snap judgment," probably with unhappy results. The point being made is that in matters involving weighty decisions, where time is available, the officer should consult with others whose opinions are valued; then, after mature considerations, he should issue his orders in such a manner that they cannot fail to be clearly and decisively impressed on the minds of those who are to receive them and to act upon them.

Humor—The ability to appreciate or express what is funny, amusing, or ludicrous in certain situations. The naval leader without a sense of humor will experience many bad moments during his life, which otherwise he might "laugh off." It is a fortunate man who can see some humor in any situation, no matter how unpleasant, and thus make the unpleasantness seem so much less burdening. Americans are, as a group, greatly blessed with this wonderful attribute. Unbearable hours in "fox holes" have been turned into pleasant memories by the drollery of one of the cornered group who could get a laugh out of the situation. One can be endowed with a fine sense of humor without being a wit himself. It is one thing to understand humor and another to be humorous.

If you have the ability to make others laugh, you are endowed with a great asset. For, if you use your humor wisely, you can increase the morale of your outfit by injecting the proper note of humor at the proper time.

Great humor has always been in the military tradition. At Bastogne, the American headquarters was being shelled out of its position in the Belgian Barracks. The Commanding General called in his Chief Signal Officer and asked when it would be convenient to move. Said LtCol. Sid Davis, "Right now, while I've got one line left and you can still give the order." When the garrison was surrounded and higher headquarters requested a description of the situation, the young G-3 of the operation, Col. H. O. Kenard, radioed: "Think of a doughnut; we're the hole."

Common Sense—The quality of mind or character which enables one to make intelligent decisions void of emotional bias or illusions. Good sense, horse sense, gumption, judgment, and wisdom, all mean the quality of mind or character which enables one to make intelligent choices or decisions, or to reach intelligent conclusions. Common sense implies a native capacity for seeing things as they are, and without illusion or emotional bias; for making practical choices or decisions that are sane, prudent, fair, and reasonable. Judgment seldom applies to a native quality, though it suggests a foundation in native common sense. But it also suggests intellectual qualities which are usually the result of training and discipline, such as discernment of facts or conditions that are not obvious, as well as knowledge of those that are ascertained, and ability to comprehend the significance of those facts and conditions and to draw correct, unbiased conclusions from them.

There are many other traits which we could discuss. Traits such as the following are probably as valuable to the leader as those which we have discussed: bearing, justice, judgment, endurance, discretion, humility, sympathy, and unselfishness.

Leadership traits, then, are human qualities that are of great value to the leader. By careful self-analysis, you can develop those traits in which you are deficient and capitalize on those in which you are strong.

Every machine and every instrument is capable of vast improvement. So is every man!

CHAPTER IV

PRINCIPLES OF MILITARY LEADERSHIP

Are you thinking leadership at this point? We hope so, because if we can influence you to spend some time thinking about it, to give it some serious thought, we will consider that our goal or mission has been reached successfully.

We have defined leadership; we have discussed prerequisites of military leadership, we have discussed leadership traits and the responsibilities of a military leader. It is now time to introduce the eleven basic principles of leadership. Can we arrive at a good definition of a leadership principle? Yes, we can. A leadership principle is a fundamental rule which is applied by a leader to control or guide the actions of his subordinates. It is used as a guide for the proper exercise of leadership.

The following are the eleven principles of leadership:

1. KNOW YOUR PROFESSION AND BE ABLE TO TEACH IT.
2. KNOW YOURSELF AND SEEK SELF-IMPROVEMENT.
3. KNOW YOUR MEN AND LOOK OUT FOR THEIR WELFARE.
4. MAINTAIN A FAIR, FIRM, AND FRIENDLY RELATIONSHIP WITH YOUR MEN.
5. KEEP YOUR MEN INFORMED.
6. ENSURE THAT EACH TASK IS ANALYZED, ORGANIZED, DEPUTIZED, AND SUPERVISED.
7. TRAIN YOUR MEN AS A TEAM.
8. MAKE SOUND AND TIMELY DECISIONS.
9. SEEK RESPONSIBILITY AND DEVELOP A SENSE OF RESPONSIBILITY AMONG SUBORDINATES
10. TAKE RESPONSIBILITY FOR YOUR ACTIONS.
11. SET THE EXAMPLE.

In Chapters VII through XVII, the eleven principles are discussed in greater detail and specific techniques for the application of each principle are described. The principles can become infinitely more meaningful to you, if you will keep them in mind as you view the several films and as you participate in case studies during the course.

CHAPTER V

INDICATORS OF EFFECTIVE LEADERSHIP

There are four characteristics of a command or unit that are accurate indications of success or failure in the exercise of leadership. These qualities are discipline, morale, esprit de corps, and degree of efficiency.

DISCIPLINE

Discipline comes from the Latin: "discere" meaning to learn. We can define it as "that mental attitude and state of training which renders prompt obedience and proper conduct instinctive under all conditions." True discipline demands habitual, but reasoned, obedience to command, an obedience that preserves initiative and functions unfalteringly, even in the absence of the commander. Discipline is created within a command by training, by judicious use of punishment and reward, and by instilling a sense of confidence and responsibility in each individual. Discipline demands correct performance of duty. The best discipline is self-discipline, the individual doing what he knows is right because he wants to do the right thing. Discipline exists not only while men are under the eyes of their superiors but while they are off duty, because they want to do the things a man should do. This discipline is voluntary; it is based on knowledge, reason, sense of duty, and loyalty. The American qualities of initiative and resourcefulness function best when obedience is inspired by an understanding of the objective and loyalty to a cause, a leader, or a team.

The most contagious of all moral diseases is insubordination and it has no more respect for rank than the plague. When higher authority winks at its existence among the rank and file, it will contaminate upward as well as down. Once a man condones remissness, his own belief in discipline begins to wither. The officer who tolerates slackness in the dress of his men soon ceases to tend to his own appearance, and if he is not called to account, his sloppy habits will shortly begin to infect his superior. There is only one correct way to wear the uniform. When any deviations are condoned within the services, the way is open to the destruction of all uniformity and unity.

This continuing problem of stimulating all ranks to toe up to that straight line of bearing and deportment which will build inner confidence and win public respect is the main reason why, as George Washington put it: "To bring men to a proper degree of subordination is not the work of a day, a month, or a year." It calls for patient attention to a great variety of details. An officer has a disciplined hold upon his own job only when, like the air pilot preparing to take off, he makes personal check of every point where the machinery might fail. The stronger his example of diligence, the more earnestly will it be followed by the ablest of his subordinates, and they in turn will carry

other men along. No leader ever fails his men, nor will they fail him, who leads them in respect for the disciplined life. Between these two things, discipline in itself and a personal faith in the military value of discipline, lies all the difference between military maturity and mediocrity. A salute from an unwilling man is as meaningless as the moving of a leaf on a tree; it is a sign only that the subject has been caught by a gust of wind. But a salute from the man who takes pride in the gesture because he feels privileged to wear the uniform of the United States, having found the service good, is the epitome of military virtue.

The highest-type enlisted man wants his officer to act the part, maintain dignity, and support the ideals which are consonant with the authority vested in him by the nation. But this same man, at the same time, expects his officers to concede him his right to a separate position and to respect his privacy. There is always room for firm and forthright friendship between officer and man. There is room for a close, uniting comradeship. There is room for frank intellectual discussion and the exchange of warm humor; no man goes far if he is all salt and no savor. There is room for that kind of intimacy which enables each to see the other as a human being, know something of the other's emotions, and help clear the atmosphere for honest counsel on personal and organizational problems. But there is no room for familiarity, since, as in any other sphere, it breeds contempt. When familiarity occurs, respect flies out the window, the officer loses part of his command authority, and discipline breaks down. The chief damage comes from the effect familiarity has upon all others. Familiarity toward a superior is a positive danger; toward a subordinate, it is unbecoming and does not increase his trust.

A A The level of discipline should at all times be according to what is needed to get the best results from the majority of dutiful individuals. There is no practical reason for any sterner requirement.

The level of discipline is what the officers in any unit choose to make it. The general aim of regulations is to set an over-all standard of conduct and work requirement for all concerned. Training schedules, operational directives, and other work programs serve the same end. But there is still a broad area in which the influence of every officer is brought to bear. To state what is required is only the beginning; to require what has been stated is the positive end.

Along with our discussion of discipline, we should talk briefly about punishment, because discipline and punishment go hand in hand. Punishment is a responsibility inherent in the execution of the role of leader. It cannot be evaded nor can it be delegated without serious deterioration of the qualities which form the basic structure of a successful leader. No leader utilizes punishment as a coercive measure to achieve the ends of discipline, nor does he hesitate to award punishment when merited by an act of wrongdoing. To use punishment as a club

is to admit failure as a leader.

A high state of discipline in a unit requires that the leader follow these general rules:

1. Assign subordinates specific duties and responsibilities.
2. Ensure that subordinates know the system of rewards and punishments.
3. Give extensive practice in desired behavior to develop habits of ready obedience to commands.
4. Supervise subordinates, administer rewards and punishments consistently and impartially.
5. Be sure men understand exactly what is expected of them.
6. Don't demand more of men than they are trained to give.
7. Emphasize rewards in training; minimize punishment.
8. Supervise non-commissioned officers adequately to see that they use good leadership practices.
9. Praise in public; censure in private.
10. Give the man the benefit of the doubt.
11. Discipline the individual concerned—not the group.
12. Be impartial, consistent, and humane.
13. Teach understanding of discipline rather than fear of it; punish the guilty promptly and defend the innocent stoutly.
14. Support the correct actions of your subordinates.

In trouble-shooting a unit, look for the following as signs of poor discipline:

1. Inattention.
2. Slow execution of commands.
3. Carelessness, as indicated by faulty execution of commands.
4. Quarrels and fights.
5. Malingering, such as excessive use of sick call.
6. Absences without leave.
7. Insubordination.

The following maxim of naval leadership will sum up our discussion on discipline: "The outward manifestations of good discipline are many and unmistakable: proper performance of duty under all conditions, cleanliness of person and attire, neatness and correctness of uniform, erectness of carriage, smart and energetic bearing, alert expression, general atmosphere of health in mind and body; and last, but by no means the least in importance, the correct, smart, and cheerful rendering of the military salute."

With recruits and other inexperienced personnel, discipline is stressed from the very beginning. Their first lesson in the necessity for obedience and the first methods used to ensure discipline are usually of the authoritative type. However, with the more experienced groups and individuals, the need for authoritarian measures is usually

less and the amount of self-discipline is usually greater. This is particularly true when morale is concerned. When the morale of an experienced individual or group is high, the level of self-discipline is usually correspondingly high. Conversely, as the morale goes down, the level of self-discipline usually goes down with it. Morale and discipline are, therefore, tied very closely together, and because morale is also an indicator of effective leadership, it is discussed next.

MORALE

In a combat situation where the opposing forces are equal in strength, training, and equipment, morale can easily be the deciding factor. In a combat situation where one side is outnumbered, ill-equipped, and poorly trained, morale can help win the day for that side. Military operations can be carried on with low morale, but the officer who permits this is obviously neglecting one of his moral responsibilities, that of maintaining the best possible group of fighting men.

Morale is a personal feeling; it is an individual feeling of well-being. A number of factors contribute to this feeling of well-being. A common misconception among leaders is that material well-being should be the primary consideration in the building of high morale. It is true that such comfort considerations as benefits and privileges do help to improve a man's mental attitude towards his surroundings, and this is morale. But there are equally important but less obvious factors to consider. Morale can be exceptionally high even in the face of death. Sailors, trapped below decks and beyond saving in a sinking carrier, when asked by phone if they knew what sort of fix they were in, replied, "Sure, but we've got one hell of a good acey-deucey game going on down here." Obviously something other than material well-being caused this unusual demonstration of morale.

The four indicators of effective leadership cannot and should not be isolated from one another, if the officer would improve the quality of his leadership. They (the indicators) obviously relate closely to one another. There is a special relationship between morale and discipline, as one seems to enhance the other and vice versa. Morale is assisted by good discipline in that well-disciplined men create an atmosphere of confidence and dependability and such an atmosphere lends itself to the individual's feeling of well-being. Discipline is aided by morale in that the individual with high morale will respond much more readily to rules and regulations. This receptiveness to discipline is due, in large part, to the leader's conscientious consideration of the needs of his subordinates.

Other factors remaining constant, when a leader is intent upon caring for the needs of his men, the great majority of his men will be intent upon pleasing their leader. Morale and discipline are the automatic by-products.

To build and maintain high morale, the following general rules will be of value to the leader:

1. Make the men confident that you "know your job."
2. Keep in touch with your men's problems and wishes and look after their welfare carefully and continually.
3. Keep your men informed regarding policies and practices which affect them.
4. Be strictly consistent and impartial in assigning duties and in giving rewards and punishment.
5. Show your subordinates that you respect them as men with dignity and that you are proud to be associated with them.
6. Keep well informed of the men's viewpoints.
7. Be accessible.
8. Actively supervise to ensure that the petty officers do their jobs with the men's welfare in mind. Always be on the job when your men are working.
9. See that your men have ample opportunity for educational development.
10. Always be friendly, courteous, and tactful.
11. Know each man by name.

The most important single responsibility of a leader is to accomplish his mission, whether in routine training or in combat. His most important single implement is the morale of his men.

ESPRIT DE CORPS

Esprit de corps is the common spirit pervading the members of a group. It implies enthusiasm, devotion, and jealous regard for the honor of the group. Esprit de corps differs from morale in that it is a group spirit, embodying a definite bond between the members for each other, their leaders, and the organization which they serve. Morale, on the other hand, is the degree to which the individual is strengthened by his realization of his own well being.

Esprit is the product of a thriving mutual confidence between the leader and the led, founded on the faith that together they possess a superior quality and capability. Unless the man has complete confidence in his leaders, esprit de corps is just about out of the question. While men may be rallied for a short space by someone setting an example of great courage, they can be kept in line under conditions of increasing stress and mounting hardship only when loyalty is based upon a respect which the commander has won by consistently thoughtful regard for the welfare and rights of his men and a correct measuring of his responsibility to them. Consider the individual member of the group. He is a man; he expects to be treated as an adult, not as a schoolboy. He has rights; they must be made known to him and thereafter respected. He has ambition; it must be stirred. He has a belief in fair play; it must be honored. He has the need of comradeship;

it must be supplied. He has imagination; it must be stimulated. He has a sense of personal dignity; it must not be broken down. He has pride; it can be satisfied and made the bedrock of his character, once he gains assurance that he is playing a useful and respected part in a superior and successful organization.

The custodianship of esprit must ever be in the hands of the officer corps. When the heart of the organization is sound, officership is able to see its own reflection in the eyes of the enlisted man. This is so for this simple reason: insofar as his ability to mold the character of troops is concerned, the qualifying test of the leader is the judgment placed upon his military abilities by those who serve under him. If they do not deem him fit to command, he cannot train them to obey. But if they see in one man directly over them a steady example, the strongest of their number will model after him, instead of sagging because of weakness elsewhere in the command structure. Given good leadership, the organization comes to possess a sense of unity and of fraternity in its routine existence which expresses itself as the force of cohesion in the hour when all ranks are confronted by a common danger. It is not because of mutual enthusiasm for an honored name but because of mutual confidence in one another that the ranks of old regiments or the bluejackets serving a ship with a great tradition are able to convert their esprit into battle discipline. Under stress, men move and act together because they have imbibed the great lesson and experience has made its application almost instinctive, namely, that only in unity is there safety. Men believe that they can trust their comrades and commanders as they would trust their next of kin. They have learned the necessity of mutual support and a common danger serves but to bind the ranks closer.

In building esprit de corps, there is one pitfall to guard against. The attitude "My organization first, and the rest nowhere," never pays off. A better thought would be, "The service first, and my unit the best in the service." In all human enterprise, the whole is greater than the sum of the parts. The citizen who thinks most deeply about his country will be the first to share the burdens of his community and neighborhood. The man who feels the greatest affection for the service in which he bears arms will work most loyally to make his own unit know a rightful pride in its own worth. Among all the military services from out of the present and the past, none has been more faithful to this principle than the United States Marine Corps. Among its members, being a Marine is the thing that counts mainly; after that comes service to the regiment or squadron. Even the other services marvel at the result. Though they take due pride in their own virtues and accomplishments, they still regard the esprit of the Marine with admiration, and with more than a little envy. What is the secret? Perhaps it is this: the Corps emphasizes the rugged outlet for men's energies and never permits its members to forget that the example of courage is their most precious heritage.

EFFICIENCY

What is efficiency? Efficiency is that ability to accomplish successfully an assigned task in the shortest possible time, with the minimum expenditure of means, and with the least possible confusion.

Efficiency in a command, division, or unit is built by sound training and by effective administration. It is enhanced by good discipline, high morale, and esprit de corps.

Remember, then, that the primary responsibility of the military leader will always be the accomplishment of his mission, whether it be training or combat. All else is secondary. Bear in mind also that the indicators of effective leadership which have been discussed in this chapter are the primary thermometer of your leadership effectiveness. If you can maintain discipline at a high level, build up the morale of your men, develop esprit de corps in your unit, and maintain a high level of efficiency----YOU ARE PROVIDING EFFECTIVE LEADERSHIP.

CHAPTER VI

INTRODUCTION TO THE APPLICATION PHASE

Now that we have introduced the eleven principles of leadership, and before we commence the practical application phase of this course, we want to explain what will follow and give you some pointers on effective public speaking and the mechanics of conducting a seminar. In addition, a formula for solving leadership problems will be presented.

Each of you has been assigned to a permanent seminar group. You will remain with that group for the remainder of the course. A portion of the remaining periods will consist of practice in solving leadership problems. Each seminar group in the class will be presented with a similar leadership situation and, under the direction of a chairman appointed by the instructor, conduct a seminar and attempt to solve the problem. Each chairman will then be called upon to present his solution verbally to the class. Chairmen will be appointed for each period by the instructor.

To enable you to present this solution to the class effectively, it would be well to consider some of the fundamentals of public speaking. As future officers in the Navy, you will be its star salesmen. Every leader, by the very nature of his position, must convey ideas and plans to other persons. Many times this must be accomplished verbally. He may be called upon to address civic organizations where the effectiveness of his delivery will reflect credit or discredit on the entire Navy, or he may simply be talking to a group of his subordinates. In any event, it is necessary that he observe the rules of public speaking in order to ensure that his message is put across. In any field of endeavor, the ability to speak effectively in public is an asset. In the business world as well as in the military, the effective public speaker is the one who gets his thoughts and ideas across and is the one who rises to the top.

Public speaking can be divided into two basic phases of equal importance. These phases are preparation and delivery. In order to make an effective speech, it first must be prepared effectively, then it must be delivered effectively. The two work hand in hand. Without one, the other is of no value. For a speaker to prepare well and deliver poorly is a waste of time. An excellent delivery of a poorly organized speech is again a waste of time.

Let's take a closer look at the preparation phase. First of all, a speaker should only go before an audience to accomplish a fixed and predetermined purpose. He must have something to say that the audience should hear. He must know what he is talking about. That is accomplished only through preparation. His talk must interest, entertain, or benefit his listeners in some manner. One of the most important

parts of the preparation phase is the manner in which he organizes his material. Some of you will recall from your school days that proper organization calls for three main parts to your speech: Introduction, Body, and Conclusion. The purpose of the introduction is to gain attention and interest and to outline what is to follow. The purpose of the body is to expose the subject and present your arguments. And the purpose of the conclusion is to wind it up and may include a summary of major points, an appeal for action, an appropriate slogan, or an offer of service. The type of conclusion will depend on the type of speech being made. In any event, it should include your Sunday punch.

After you have decided on the major point of your talk, it is then necessary to prepare an outline to assist you in presenting it. An outline is the framework of your talk. It should contain only abbreviated notations of the main points set forth in their proper order. A single word may represent an argument, episode, or illustration. Items should never be written out in complete enough form to make readable text. The entries are merely guide posts for the speaker. Making an outline helps you organize the talk well. In addition, it serves as a confidence builder if you have it available during your talk for reference when needed. Many times you will find that it is unnecessary to use it during your speech, but if it is needed, it should be used in a deliberate manner without an apology in word or action. To sneak a look or peek slyly at notes is a dishonest gesture which audiences are quick to notice and are sure to resent.

When time is available prior to delivery of the speech, it is well to practice it either in an empty room or to a small group of friends and get their reaction. Of course, in the application phase of this course, there will be no time available for practice, but there will be time for preparation and organization. Even though preparation and organization take place in a matter of minutes, it is still mandatory that they be accomplished. A good impromptu speaker starts to prepare and organize as soon as he hears his subject and he continues to organize while he is speaking. Your group will have about twenty minutes to talk over the problem, decide on a solution. Try to organize your presentation in the proper manner, including an introduction, body, and conclusion. You should jot down a few notes to help your thought process during your presentation.

Now let us examine some pointers for effective delivery. The first and foremost problem to face the inexperienced speaker is "stage fright." Possibly we should not say that it faces only inexperienced speakers, because many good speakers say they have "stage fright" prior to the start of their speech. But these speakers, through confidence, overcome it prior to actually speaking. Being nervous prior to a speech is not altogether a disadvantage. Actually, it helps one get on his toes and rise to the occasion and present an effective speech. If one is very nervous during the speech, however, the normal thought process

may become interrupted to such a degree that all continuity of thought is lost. The only way to overcome this nervousness is to gain confidence in one's ability to present a successful speech. The only way to gain this confidence is by practice. This thought might help: an audience is always pulling for the speaker. If the speaker has trouble, loses his place, and shows embarrassment, the audience becomes fidgety and uncomfortable. They are not looking for mistakes. They want the speech to go just as smoothly as the speaker does. So in all respects the audience is with you.

Another point to consider as far as delivery is concerned is the platform manner of the speaker. His movements should not distract the audience from what he is saying. Any movement, such as pacing back and forth, or the nervous movement of hands, that might distract the attention of the group must be avoided. Most of this is caused by nervousness. The speaker should stand with the weight evenly divided on both feet and face the audience squarely. He should not lean or sway back and forth. Hand gestures are an effective means of emphasizing points and should be used in a natural manner. They must not be planned, however, or the effect will be lost and the audience will feel that they are artificial. The voice should be loud enough so that everyone in the room can hear without straining. If a member of the group finds it necessary to strain to hear, he is soon lost. To present an effective talk, a speaker must be enthused about the subject himself and must show his enthusiasm to the audience in his voice as well as his manner.

Another important point for the speaker to remember is to maintain eye contact with every individual in the audience. That means that he must go from person to person, looking them squarely in the eye, to ensure that all are included, and additionally, that they are receiving and understanding what is being said. Much can be learned from the study of the faces in the audience as to whether the talk is going over or not. Be careful not to look out the window or at the lectern or any place but the audience when you are talking to them.

With the time available, we can only scratch the surface and bring out some general rules for public speaking. As mistakes are made in the seminar chairman's talks, criticisms will be brought out for the benefit of the entire class.

A seminar is defined as simply a group of students pursuing an advanced course of study. In this course, the seminar will have as its purpose the solving of leadership problems. In any group discussion, there must be a leader to guide the thoughts of the group. As we mentioned before, the group leader, or chairman, will be rotated among the group so that everyone should have at least two opportunities to gain experience in directing the thoughts of the group toward the solving of the leadership problem. The chairman of any group has certain responsibilities that must be accepted by him if the group effort is to be successful. The first task is to get the group thinking process

underway. His opening remarks should accomplish three purposes. First, they should establish a warm and friendly climate. That, of course, should not be difficult to accomplish when members of the group are all members of the same class.

The second purpose of the chairman's opening remarks is to stimulate as much interest in the problem as he can in a few words. People start thinking when they are disturbed about something. It is up to the leader of the group to get them disturbed.

The leader's third purpose is to get the members of the group talking together. To do this, it is necessary to conclude his remarks with a question. This question should be directed at some member of the group and should be one that cannot be answered with a simple "yes" or "no."

Once the discussion is underway, it is the leader's responsibility to keep it moving. The group should be clear as to what they have accomplished, where they are at the time, and where they are going next. To accomplish this, the leader must, from time to time, summarize the points made and provide transitions from one major point to the next. Sometimes it happens that the chairman is not sure what, if anything, the group has agreed upon. In such cases, he should phrase a summary which he thinks represents the feeling of the members accurately and then ask: "Now, is this the way everybody feels? Is there anyone who differs?" If not, they then move on to the next phase of the problem.

To keep a check on what has been offered by the group, the chairman should keep notes or have one member of the seminar act as recorder. This will help him summarize when necessary. The time should be watched carefully by the chairman so that some conclusion can be reached within the time limit. To do this, it is necessary to sidetrack contributions made by members that are irrelevant to the point being discussed.

Many times a participant will have an excellent idea which he cannot quite get across to the group. If this happens the chairman, or some member of the group, should help him out with a question, restate the point in his own words, or give an illustration of the idea. No meeting of minds will take place unless this is done.

The leader's final duty is the bringing of the discussion to a satisfactory close. He should do this by summarizing what has been agreed upon, where there are clear disagreements, and what remains confused and unresolved. He then should organize the material for an effective presentation to the class.

Now let's take a look at a specific leadership problem-solving method:

1. State the situation clearly. What is the task? What is the objective?
2. Assemble all pertinent facts. The facts about the environment, about the men, about the material, about the leader himself, must be carefully set forth.
3. Analyze the problem in the light of the facts. The knowledge of the leader, his judgment, and his reasoning powers will be called into operation in this step.
4. Set up a tentative conclusion, a plan of action, and a method of carrying it out. Following the analysis, weigh various alternatives and decide on a tentative plan.
5. Check the conclusion to determine whether or not it is consistent with the facts, with the experience of the leader, with the experience of others.

Remember that every situation is unique and requires its own solution in the light of the facts.

We have only been able to discuss public speaking briefly. To help you grasp the fundamentals more firmly, it is strongly recommended that prior to the next period you read the pamphlet "Speak Up." It is an excellent guide to effective public speaking.

The over-all effectiveness of the application phase of this course will depend on the leadership produced by the various seminar chairmen. It is up to you. The return to you personally will be directly proportional to the amount of effort you expend!

CHAPTER VII

LEADERSHIP PRINCIPLE NO. 1

KNOW YOUR PROFESSION AND BE ABLE TO TEACH IT

One point that should be noted at this time is that in small units the leader can influence and direct his men through close personal contact, whereas in large units he must rely in great measure upon his staff and subordinate commanders to assist him in making his leadership effective. The larger the unit, the more complex become the problems of leadership, but the greater become the means available to the commander to assist him in the exercise of leadership. The larger unit commander must consider carefully the leadership aspect of all basic policies which he prescribes or tolerates.

We shall discuss now the technique of applying the various leadership principles which were introduced in a previous chapter. One chapter is devoted to a discussion of each leadership principle. It is not feasible to cite all possible leadership techniques pertinent to a particular leadership principle, since techniques vary with the size of the command, the personality of the leader, and the situation. In our discussions, some of the commoner techniques will be brought out. These techniques are methods of applying a principle that are effective under most circumstances. Over a period of time, the leader will develop techniques of his own which will be better suited to his own personality and which he himself will be able to employ effectively.

Ideally, an officer should be able to do the work of any man serving under him. There are even some command situations in which the ideal becomes altogether attainable and a wholly practicable objective. For it may be said without qualification, that if he not only has this capability, but demonstrates it, so that his men begin to understand that he is thoroughly versed in the work problems which concern them, he can command them in any situation. This is the real bedrock of command capacity, and nothing else so well serves to give an officer an absolutely firm position with all who serve under him.

However, the greater part of military operation in present days is noteworthy for the extreme diversity and complexity of its parts, and instead of becoming more simplified, the trend is toward greater elaboration. It is obviously absurd to expect that any officer could know more about radio repair than his repairman, more about mapping than his cartographical section, more about moving parts than a gunsmith, more about radar than a specialist in electronics, and more about uncipher than a cryptographer. If the services were to set any such unreasonable standard for the commissioned body, all would shortly move over into the lunatic fringe. Science has worked a few wonders for the military establishment but it hasn't told us how to produce that

kind of man. There certainly must be a somewhat different approach to the question of what kind of knowledge an officer is expected to possess, or the requirement would be unreasonable and unworkable.

The distinction lies in the difference between the power to do a thing well and that of being able to judge when it is well done. A man can say that a book is bad, though not knowing how to write one himself, provided he is a student of literature. Though he has never laid an egg, he can pass fair judgment on an omelette, if he knows a little about cookery, has sampled many good eggs, and detected a few that were overripe. "He who lives in a house," said Aristotle, "is a better judge of it being good or bad than the builder of it. He can say not only these things, but wherein its defects consist. Yet he might be quite unable to cure the chimney, or to draw out a plan for his rooms which would suit him better. Sometimes he can even see where the fault is which caused the mischief, and yet he may not know practically how to remedy it."

Adjustment to a job, and finally, mastery of it by a naval officer, comes of persistent pursuit of this principle. The main technique is study and constant re-examination of criteria. To take the correct measure of standards of performance, as to the value of the work itself, and as to the abilities or personnel, one must become immersed in knowledge of the nature and purpose of all operations. There is no short-cut to this grasp of affairs. The sack is filled bean by bean. Patient application to one thing at one time is the first rule of success; getting on one's horse and riding off in all directions is the prelude to failure. Book study of the subject, specialized courses in the service schools, then instructive comments of one's superiors, the informed criticism of hands further down the line, and the weighing of human experience, at every source and by every recourse, are the means of an informed judgment. Other things being equal, the prospect of any man's progress is largely determined by his attitude. It is the receptive mind which inspires confidence. General Eisenhower said at one point that, after 40 years, he still thought of himself as a student on all military questions, and that he consciously mistrusted any man who believed he had the full and final answer to problems which by their very nature were ever-changing.

Some further specific techniques in the application of this principle which are applicable to all leaders are as follows:

1. Seek a well rounded professional education through attendance at service schools and through correspondence courses, independent reading, research, and study.
2. Seek out and foster association with capable leaders. Observe and study their actions and application of leadership techniques.

3. Seek opportunity to apply knowledge through the exercise of command. Real leadership is acquired only through constant practice.
4. Avoid overspecialization in too narrow a field.
5. Keep abreast of current international, military, naval, and aviation developments.
6. Familiarize yourself with the capabilities and limitations of all elements of your unit by study and constant observation of your subordinates.
7. Broaden your field of knowledge through association with officers and men of other arms and services.
8. Study and learn the principles of instruction so that you may better teach your subordinates.

The naval officer spends his entire career instructing and training other officers and enlisted men. So, in addition to knowing his profession completely, he must know how to teach it. Speech is the primary means of communication between people. Every naval officer speaks many thousands of words for every one word he writes and, in the matter of giving instructions, orders, and commands to enlisted men, speech is relied upon entirely. It is incumbent upon the officer to see to it that his speech is effective. He must learn to express himself in clear and concise language. Strive to attain the ability to speak in language that all can understand. Take time to prepare even a simple speech to put a point across. Sometimes it is necessary to speak extemporaneously, but even under these circumstances, it is possible to think through what you are going to say before you say it. A cardinal principle to observe is to get the point across quickly, in language that everyone can understand. Don't use fifty words when ten will suffice. Think before you speak. The pause that you take to think of what you wish to say next will never be as embarrassing as the stupid things you could come out with if you continue to talk without thinking.

Teaching is a course in itself. All we have time for here is to emphasize the point that as a naval officer you will have to teach others. To be an effective teacher, you must study the principles of instruction and the technique of instruction. We do have time, however, to offer several points to assist you in the matter of getting your ideas across to your men:

1. Be sure that you are heard by everyone present.
2. Talk slowly enough so that all people you are addressing can understand you.
3. Talk directly to your audience; look directly at them. The experienced talker can determine whether or not his message is being understood and interest maintained by watching the faces before him.

4. Make your voice colorful and effective; beware of the monotone voice.
5. Use bodily movements naturally and only to emphasize the points of your talk. Too much movement can detract from your effectiveness.
6. Ensure that your audience will not be distracted by outside interference during your talk.
7. Plan your talk carefully, use notes if necessary, but above everything else, do not read it.
8. Limit your talks to about thirty minutes.
9. Use charts, board diagrams, models, or the equipment itself to aid your discussion.
10. Use interesting examples from your or other's personal experiences to illustrate your main points.

The average person dislikes the idea of standing on his feet before a group of people and making an address. The only way to overcome the hesitancy of speaking publicly is actually to make yourself do it. It is simply a matter of practice. You will find that the normal audience is pulling for the speaker. They don't want to see him make mistakes. Have you ever been in an audience listening to a speaker trying to present a speech and noticed that he was having quite a bit of difficulty with his memory and with getting his points across? A situation like that makes the listener very uncomfortable. It is a relief when the speech is over or the speaker clears up his difficulty. The people you are talking to are with you one hundred percent.

Suppose that your division has been criticized for its appearance about the ship and on liberty. Will you more effectively correct the situation by addressing the entire division, or by telling your chief petty officer to correct the situation? For this and similar situations, the officer who can effectively put his thoughts across in a talk has a distinct advantage. The "all hands" contact is more effective in that everybody involved receives the same information at the same time. In addition, there is that personal touch by the division officer that lends emphasis to the points to be made.

Thus, to be an effective leader, you first must know your job. That is the starting point. Following the remaining ten principles of leadership would be a waste of time if this first principle were neglected. In addition, it is necessary for you to be able to teach your job, sell your service and your country. There is no limit. You can go as far as you want. The President of the United States was once an Ensign in the United States Navy!

CHAPTER VIII

LEADERSHIP PRINCIPLE NO. 2

KNOW YOURSELF AND SEEK SELF-IMPROVEMENT

One of the maxims of leadership is this: "It is the man you are capable of making, not the man that you have become, that is more important to you." That phrase introduces our second principle of leadership: Know Yourself and Seek Self-Improvement.

It is the duty of every leader to evaluate himself and to recognize his strengths and weaknesses. An individual who does not know his own capabilities and limitations is not master of himself and can never hope to be a leader. Likewise, an individual who realizes his deficiencies but makes no effort to correct them will fail as a leader. The study of leadership principles and the practice of sound leadership techniques will develop leadership ability.

Despite all of the help which may be provided by outside agencies, finding the straight thoroughfare in work is mainly a problem of searching self-examination and personal decision. The impression which any other person may have of our talents and possibilities is largely formed by what we say, think, and feel about ourselves. It is not a matter of, "How do I look to someone else?" but of, "What do I know about myself?" After choosing the Navy for a four-year career or a lifetime career, the individual's duty to himself is to strive by every honorable means to move ahead of his competition by growing more knowledgeable and better qualified. It is the inherent right of every officer to request such service as he believes will further his advancement and professional ability. Far from discouraging the ambitious man, higher authority will invariably try to favor him. In no other mode of life are older men so ready to encourage the willing junior.

General H. H. Arnold, the great leader of World War II, is an inspiring example with respect to several of these points. He wrote in "Global Mission" how he considered quitting the Army in disgust upon being commissioned in the infantry, so deeply was his heart set upon service in cavalry. But something held him to the assignment. Some years later, he tried to transfer to ordnance, because the prospect for advancement looked better. While still ruminating on this change, he was offered a detail to the newly forming aviation section of the signal corps and took it, not because he had a clear vision of the future, but because it looked like a chance to get ahead. Thus, almost inadvertently, he met the opportunity of which came his world fame.

This emphasizes another peculiar advantage belonging to the young officer who is trying to orient himself toward the line of greatest opportunity. In civil life, the man who flits from job to job is soon regarded as a drifter and unstable. In the military establishment, an

ability to adjust from job to job and to achieve greater all-round qualification by making a successful record in a diversified experience becomes a major asset in a career. Leadership, in its real sense, requires a wider knowledge of human affairs, supported by specialized knowledge of professional techniques, than any other great responsibility. Those who get to the top have to be many-sided men, with skill in the control and guidance of a variety of activities.

There are few men of great talent who initially have an unswerving inner conviction that they possess the final answer as to themselves. They may feel reasonably sure about what they would like to do, though still reserving an honest doubt about the validity of their instincts and of their power to compete. Even long and successful experience does not always allay this doubt. Said Washington, on being appointed Commander-in-chief: "I beg it may be remembered by every man in this room that I this day declare with the utmost sincerity, I do not think myself equal to the command I am honored with." Assurance, or by its other name, self-confidence, is only a continuing willingness to keep trying with a care to the constant strengthening of one's own resources.

Several months after the end of World War II, the Secretary of the Navy sent the following message to the officers of the Navy and Marine Corps: "It is intended that the highest posts will be filled by officers of the highest attainments, regardless of specialty. Be assured, whatever may be your field of endeavor, that your future as an officer rests, as it always has, in your hands. The outstanding officer will continue to be he who attacks with all his energy and enthusiasm the tasks to which he is assigned and who grows in stature and understanding with his years and with his experience. Responsibility comes to him who seeks responsibility. It is this officer, regardless of his field of effort, who will be called to high command."

An individual must keep his mind open and receptive to impressions, to experiment, to tackle each new task with as much enthusiasm as if it were to be his life work, to ask for difficult assignments rather than soft snaps, and to deliberate calmly in appraising his own capabilities. Self-study is a lifetime job. A great many engineers didn't realize that they were born to make nuclear fission possible until there was a three-way wedding between science, industry, and the military in 1940.

Let's take a look at some specific points to remember when considering this leadership principle:

1. Analyze yourself objectively to determine the strong and weak points of your character.
2. Recognize your weak points and make an effort to overcome them.

3. Solicit, when appropriate, the candid opinions of others as to making the most of your desirable qualities and eliminating the undesirable one.
4. Profit by studying the causes for the success or failure of other leaders, past and present.
5. Develop a genuine interest in people; acquire the human touch.
6. Practice the "Golden Rule."
7. Master the art of good writing and speaking.
8. Cultivate cordial relations with members of the other arms and services and with civilians.

It is the duty of every officer to evaluate himself and to recognize his strengths and weaknesses. An individual who does not know his own capabilities and limitations is not master of himself and can never hope to be a leader. Elbert Hubbard once said: "The only way to get away from opportunity is to lie down and die."

CHAPTER IX

LEADERSHIP PRINCIPLE NO. 3

KNOW YOUR MEN AND LOOK OUT FOR THEIR WELFARE

The ability to handle men is based on two factors: Looking after their welfare and treating them as human beings. If you do everything in your power to take care of these two factors, you will be successful in handling your men. You must not only be sympathetic and understanding in dealing with them, but you must also require them to accept responsibility for their own actions. If you treat them like men, they will respond with like consideration and loyalty. Treat them like adolescents and all you will get for your trouble is disciplinary problems and poor work. You must constantly instill in them a pride in being what they are. A man who is proud of the uniform he wears, and in being a member of your organization, will seldom present any discipline problems, because he believes in what he is doing. Requiring men to meet high standards of efficiency will gain for you their profound respect and admiration. All men want to belong to a unit where the standards are rugged and exacting. They don't want to be associated with people who are weak and look for the easy way out.

The first step is to get to know the men by name. The schools have found by experiment that the average officer can learn the names of fifty men in seven to ten days. If he is in daily contact with the men, he should know one hundred and twenty-five of them by name and sight within one month. This is the only way to make an intelligent start. So long as a man is just a number, or a face, to his officer, there can be no deep trust between them. Any man loves to hear the sound of his own name and when his superior doesn't know it, he feels unimportant and left out. Much time and effort will be required to overcome the hard feeling you will incur by calling Seaman Roberts by the name of "Doaks". Learn to recognize every man and speak to him by name. After you have done this, begin to learn all you can about each man. Is he married? Does he have any children? Does he help support his mother or brother? What personal worries does he have? What part of the country does he come from? What are his ambitions? These are but a few of the things that you should know about each of your men, so you will know his limitations and his capabilities.

When meeting an enlisted man for the first time, it is not an officer's privilege to be inquisitive about his private affairs, however. In fact, nosiness and prying are unbecoming at any time, and in no one more than a military officer. On the other hand, any man is flattered if he is asked about his work or his family, and the average enlisted man will feel complimented if an officer engages him in small talk of any kind. Greater frankness, covering a wide variety of subjects, develops out of longer acquaintance. It should develop as

naturally and as easily as in civilian walks of life; rank is no barrier to it unless the officer is over-impressed with himself and bent on keeping the upper hand; the men are wiser about these things than most young officers; they do not act forward or presumptuous simply because they see an officer talking and acting like a human being. Informal conversation between officer and man is a two-way street. An officer has to extend himself, his thoughts, his experiences, and his affairs into the conversation, or after his first trial or two, there will be nothing coming back.

The officer who does not greet one of his own enlisted men personally and warmly upon meeting him in a public place, observing the formal courtesies between men in service, has sacrificed a main chance to win the man's abiding esteem. If the man is with his family, a little extra graciousness will go a long way.

Visiting men in the hospital is a duty which no officer should neglect. Not only does it please the man and his family, it is one of the few wide open portals to a close friendship with him. It is strange but true that the man never forgets the officer who was thoughtful enough to call on him when he was down. The effect of it goes far beyond the man himself. Other men in the unit are told about it. Other patients in the ward see it and note with satisfaction that the officer corps takes its responsibilities to heart. To go even a little further, one should not overlook the possibility of investing two dollars in a few flowers for a member of an enlisted man's family who is sick or in the hospital. A birthday card to the son or daughter of an enlisted man in the division will pay for itself many times over. The return on an investment of this type is tremendous.

Nothing is more pleasing to any junior than to be asked by his superior for his opinion on any matter, provided that it is given a respectful hearing. Any man gets a little fagged from being told all the time. When he is consulted and asked for a judgment, it builds faith and confidence.

Here are some specific points to consider concerning the principle of leadership, Know Your Men and Look Out For Their Welfare:

1. See the members of your division and let them see you; be friendly and approachable.
2. Develop an intimate knowledge and understanding of your subordinates through personal contact and available records. In small units, it is imperative not only that the leader know and address his subordinates by name, but also that he be familiar with their characteristics.
3. Interest yourself in the living conditions of the members of your unit, including their family environment, food, clothing, and billeting.

4. Make ample provision for, and give personal and visible attention to, the various personnel services, particularly those concerned with the personal problems of individuals.
5. Provide for the spiritual welfare of your unit by supporting religious activities.
6. Protect the health of your unit by active supervision of hygiene and sanitation.
7. Support a safety program.
8. Determine the mental attitude of members of your command by frequent informal visits and by using fully all available sources of information.
9. Administer justice impartially to all without fear of favor. When punishment is necessary, the commander should:
 - a. Be fair, consistent, and impersonal.
 - b. Punish in private, with dignity, and with human understanding.
 - c. Never award degrading punishment.
 - d. Avoid punishing a group for the faults of an individual.
 - e. Always make the individual feel that the punishment is temporary and that improvement is expected.
10. Ensure fair and equitable distribution of privileges such as passes and leaves.
11. Encourage educational development by profiding educational opportunities for members of your unit.

By making a conscientious effort to observe the members of your unit as often as possible, by becoming personally acquainted with them, by recognizing their individual differences, and by sharing in their joys and sorrows, you will have a better understanding of how your subordinates react and function under various conditions. By assuring yourself that the men are as comfortable, well cared for, and contented as circumstances will permit, you will win their confidence, respect, and cooperation. And remember your goal-----accomplish your mission and, at the same time, obtain the confidence, respect, and loyal cooperation of your men.

CHAPTER X

LEADERSHIP PRINCIPLE NO. 4

MAINTAIN A FAIR, FIRM, AND FRIENDLY RELATIONSHIP WITH YOUR MEN

Men want strong leaders!

It is characteristic of men to want strong positive leadership. With such leadership, they always know clearly what they should or should not do. It simplifies things for them, and they like it. The genuine leader knows this and does not lean over backward in an effort to cater to his men any more than he abuses them to maintain control. Men have confidence in a leader who knows the score. They have confidence in him if he is fair and firm and, at the same time, friendly. In this chapter, we will discuss the fourth principle of leadership: Maintain a Fair, Firm, and Friendly Relationship With Your Men.

All men have a natural craving to be recognized as individuals and as human beings by their superiors. Give them this recognition of being something other than obedient automatons, and you will receive performance by them beyond that of automatons. The best single way to accomplish this goal is to form the habit of using men's names when you talk with them. Few sounds are so sweet to a man's ear as his own name. Another way to show recognition is to listen to their ideas and troubles. You will solve many problems for your men if you simply listen and let them talk. Draw them out without giving the appearance of prying into private affairs. Learn the family status of every man and where he came from. Be a good listener when not engaged with duty. The more you can have your men tell you, the more they feel recognized as self-respecting human beings. It means much to them. It also means much to you. You will know your men better, and so be better able to judge their true worth and to count on their particular abilities.

At this time, while we are talking about the leader being fair, it would be well to discuss briefly punishment within the Navy. All men are controlled by two motives: the hope of approval or reward and the fear of punishment. Punishment in itself can be extremely helpful when correctly administered, and dangerous when improperly used. In all naval organizations, the authority to punish or convene courts is granted only to the Commanding Officer or higher authority. This you have already learned in the first part of the Pre-Flight syllabus during your discussion of the UCMJ. It is evident, then, that the junior officer has very little to do with the awarding of punishment. The reason for this should be obvious. If punishments are to be fair and impartial, they must be inflicted by one central agency, controlled by one individual. Officers other than the Commanding Officer are allowed to confine men for safekeeping and to give reprimands. All violations that are deserving of more than a

reprimand must be referred to the Commanding Officer at mast. As a junior officer, never inflict "unofficial" punishment or extra duty on a man. Punishment is the responsibility of the Commanding Officer and no one else.

Punishment to be effective must be just. Do not confuse justice with laxity, leniency, or kindliness; or on the other hand, with harshness or tyranny. Justice implies the rendering of reward and the meting out of punishment in accordance with the merits of the case. Justice involves firmness, impartiality, and consistency. The ability to diagnose a case and to take proper measures is the yardstick of a leader's justice. True justice is always impersonal and absolutely impartial. There is no place for personal likes or dislikes in the administration of justice. Anger and other emotions must be avoided. Few things will disrupt the morale of an organization more quickly than unfairness or partiality of an officer toward a certain man or group of men. Firmness without favorites or favoritism is an essential quality of a leader.

A certain Marine Corps company commander was a most rigid disciplinarian. Any enlisted man or officer under his command who violated a rule was immediately called to account. However, in all of his sternness, no one could say that he ever showed prejudice or partiality. When the time came for him to lead his own men in battle, he gave a very good account of himself and his company did well. He was killed by shell fire in his first campaign. No other officer's death caused his men more genuine grief than did the loss of this company commander. His men knew him to be a hard task-master, but they recognized that he was fair in all of his dealings with them. His outstanding quality was firmness tempered with fairness. His men admired him because he was just.

If you have established a policy within your unit, never make exceptions unless the circumstances warrant. To determine this, it is sometimes necessary to take time out to investigate. But above all, never forget the human element. While it is an attribute of a good leader to be firm and to uphold his policies, it is also an attribute to be fair and just. An example of this would be the time when, because of the nature of the work of the unit, a policy of not granting leave was in effect. To accomplish the mission of the unit, every man would be needed on the job. When you receive a request for leave over your desk from one of your key men, it would be well for this man to be called in for an interview to find out the reason behind the request, when it is obvious that he was well aware of the policy in effect at the time. An interview would probably bring out that this man had some serious family difficulty that would seriously affect his work and his emotional stability if he were not granted some time off to take care of it. In a case like this, it would be well to make an exception to your policy for the good of the individual and the unit. The other men of the unit must understand the reason for the exception or morale would be on the way down. And knowing the reason, they would

gladly work a little harder to take up the slack to accomplish the mission of the unit. As a matter of fact, morale would probably rise, because each man would feel that if he were in a like situation, he, too, would be given the same consideration.

A friendly smile and a greeting by name are appreciated by anyone. To show one's good nature, no matter how badly things are going, does much to establish membership in the social life of a group. The leader must also strive to put his colleagues at ease. This is best accomplished by the officer himself being at ease. Friendliness and ease enhance morale and provide a feeling of unity.

Praise will usually better promote interest and efficiency than censure or punishment. Be firm, but considerate of the limitations of others. Remember that you are dealing with individuals as sensitive and jealous of their rights as you are. Fairness and impartiality in dealing with men are essentials. Little good and great evil are often accomplished by unnecessary shouting. Nothing is more discouraging to a man than the finding of fault with him when he is using his best endeavors. Another maxim of leadership from the file of Captain C. F. Martin, USN, is the following: "Praise, following censure, is like sunshine following a storm."

This principle of leadership can be remembered easily by thinking of it as the principle of the three F's: Fair, Firm, and Friendly. Maintain this relationship with your men and the accomplishment of your mission will be eased. You will enjoy working with your men and, better yet, your men will enjoy working with and for you.

Here are some specific techniques which you should consider in implementing this leadership principle:

1. Be convinced that justice is a must. Carrying this out in everyday life of a leader is not easy. It positively calls, first, for justice to oneself, which may mean control of centered impulses.
2. Forthrightness and strong conviction on any decision you make are the ideal. This does not imply being unchangeably dogmatic. Make a definite logical change on the basis of new information or developments.
3. Avoid developing a clique of favorite subordinates. The lowest seaman is as deserving of your consideration as the most efficient petty officer.
4. Respect each individual above and below you for his contribution to the team effort. Tactfully expect the highest performance from those above you while consistently requiring the best from those below you.
5. Most people are inclined to be friendly with other human beings. A good military leader can well afford to show friendliness toward his men in addition to

- interest and concern for their welfare. However, the dignity he feels and shows towards his own commissioned rank will not permit him to reach the familiarity stage which rots discipline.
6. A good military leader is somewhat lonely. Justice and firmness will not always make you popular. However, "popularity" is not the goal of a good leader. He will have his unit's respect and love if he is just.
 7. The establishment of a friendly relationship with subordinates must be done on the basis of sincerity and straightforwardness and it must be done without the loss of the confidence and respect in you as an individual and an officer.
 8. Discipline yourself always to maintain your composure and a good disposition. These actions are highly contagious.
 9. In addition to your actions, ensure that your immediate subordinates, leading chief, senior P. O.'s are being fair and firm in carrying out the duties and responsibilities of their particular leadership positions.

CHAPTER XI

LEADERSHIP PRINCIPLE NO. 5

KEEP YOUR MEN INFORMED

Every man in the service has an inalienable right to work and to think in an atmosphere free of excessive domination. He is entitled to the why and the wherefore of whatever he is expected to do, as well as the what and the how. This thought introduces us to our fifth principle of leadership: Keep Your Men Informed. The phrase, "What I don't know can't hurt me," has no place in the service, for what a man doesn't know can hurt him very much under certain circumstances. This chapter will be devoted to a discussion of this principle. The reasons for the importance of keeping your men informed will be emphasized.

In World War I, the men who had the least fear of the effects of gas were the gas officers who understood their subject right down to the last detail of the decontamination process and the formula for mustard gas. The man to whom the dangers of submarine warfare seem least fearsome is the submariner. Of all the hands along the battle line, the first aid man has the greatest calm and confidence in the face of fire, largely because he has seen miracles worked by modern medicine in the restoring of grievously wounded men. The infantryman under constant fire in the front lines holds the pilot above him in awe and wouldn't trade places with him for anything in the world. The general or the admiral who is most familiar with the mettle of his subordinate commands will also have the most relaxed mind under battle pressure.

In all military instruction pertaining to the weapons and techniques of war, the basis of sound indoctrination is the teaching that weapons, when rightly used, will invariably produce victory and preventive measures, when promptly and thoroughly taken, will invariably conserve the operational integrity of the defense. It is wrong, dead wrong, to start, or continue, on the opposite track, and try to persuade men to do the right thing, by dwelling on the awful consequence of doing the wrong thing. Confidence, not fear, is the keynote of strong and convictive doctrine.

In war, when information is withheld from the men, their natural promptings alternate between unreasoning fears that the worst is likely to happen and the wishful thought that all danger is remote. Either impulse is a barrier to the growth of that condition of alert confidence which comes to men when they have a realization of their own strength and reasonably clear concept of the general situation. Only when he is given a clear view of the situation, and is informed of the general purpose in all that moves around him, does he understand the direction in

which he should proceed and, grasping the situation, begin to take the necessary action. No high commander would think of moving deliberately into the fog of war if he were without knowledge of either the enemy or friendly situation. But in their nervous and spiritual substance, admirals and generals are no different from the green men who have come most recently to their forces. Such men cannot stand alone any more than the new men. They draw their moral strength and their ability to contend intelligently against adverse circumstance largely from what is told them by the men who surround them. That is why they have their staffs. They could not command even themselves if they were deprived of all information.

The first step in attaining a high degree of efficiency in any unit is to remove the mystery. This is a process which must be mastered in peacetime, if it is to stand the multiplied strains of war. The question is asked, "what mystery?" You men are in a good position to know, especially those of you who have recently come into the Navy from civilian life. Let it be said that it surrounds the average enlisted man on every hand, even though the average junior officer does not realize it, while at the same time he himself is completely mystified by much that transpires above him. For example, since you men have been here, you have heard many terms and words that you do not understand and with which you are not familiar. Until you understand these terms, you are lost. The importance of talking to your men in terms that they can understand cannot be over-emphasized.

A man's efficiency, confidence, and enthusiasm will solidify in almost the same precise measure that his superior imparts to him everything he knows about a duty which can be of possible benefit to him. Any officer who believes in the importance of giving full information in a straightforward manner and continues to act on that principle will, over the long run receive more than he gives. But the person who continually brushes off his subordinates because he thinks his time is too valuable to spend any great part of it putting them on the right track dooms himself to work in a vacuum. He is soon spotted for what he is, and if his superiors can't set him straight, they will shrug him aside. The military system, as we know it, will prove far more workable, and its members will each become a stronger link in the chain of forces, if all hands work a little more carefully toward the growth of a common awareness of all terminology, all process, and all purpose.

We do not mean by this that a seaman must know everything about the operation of a squadron which concerns his commanding officer in order to be happy and efficient in his own job. But he is entitled to have all information which relates to his personal situation, his prospects, and his action which is within his commanding officer's power to give him. In this same respect, a coxswain is not interchangeable with a fleet admiral. To give him the complete details on a major operation would perhaps produce nothing more than a headache for the man. But if he is at sea with no knowledge of where he is going or of his chances of survival, not knowing what will be expected of him

personally at the objective, has no picture of the support which will be grouped around him, he is apt to be as miserable and demoralized as were the sailors under Columbus when, sailing on and on, they came to fear that they would override the horizon and go tumbling into space.

President Roosevelt told the American people during a great national crisis that the main thing they needed to fear was fear itself. In matters great and small, the fears of men arise chiefly from those matters they have not been given to understand. Fear can be checked, whipped, and driven from the field when men are kept informed.

So again let us look at some specific points to consider in following the principle of leadership of keeping your men informed:

1. Explain to your principal subordinates why any particular task must be accomplished and how you propose to do it.
2. Assure yourself by frequent inspections and visits that subordinates are transmitting necessary information to the men.
3. Keep your principal subordinates informed of plans for future operations, subject only to security restrictions (need to know).
4. Disseminate information concerning the capabilities of our weapons compared to those of an active or potential enemy. Where an enemy has an initial advantage, show how this can be overcome.
5. Be sure the men are informed of the capabilities and limitations of supporting units, arms, and services.
6. Be alert to detect the spread of false rumors. Stop rumors by replacing them with truth.
7. Build confidence and esprit de corps by exploiting all information concerning successes of the command.
8. Show your men how their efforts assist in accomplishing the mission of the larger unit.

Remember, then, that the man who is well informed about the mission and situation and about the purpose of his particular task is considerably more effective than the one who is not so informed. The better he is informed, the better he can perform his tasks with maximum initiative. The commander who fails to make essential information available to his men will soon find that they are performing blindly and without purpose.

The "will to do" comes of the confidence that one's knowledge of required tasks is equal to the knowledge of any other man present.

CHAPTER XII

LEADERSHIP PRINCIPLE NO. 6

ENSURE THAT THE TASK IS ANALYZED, ORGANIZED, DEPUTIZED,
AND SUPERVISED

"Analyze, organize, deputize, supervise"—these are the four fundamental executive functions. In addition to being a list of functions, this catchy phrase may well be remembered as a guide when one is performing a mission. It is an excellent pattern for the mental approach to any operating problem. In this chapter, we will discuss the methods of issuing orders and commands in addition to discussing the principle of leadership: Ensure That The Task Is Analyzed, Organized, Deputized, and Supervised.

First of all, it would be well for us at this time to discuss the difference between an "order" and a "command". There is a clear distinction in the naval service between the two. The command allows no discretion or deviation. "Commence Firing!" "Attention!" "Right, full rudder!" These are commands. An order directs the accomplishment of a task but leaves the method of accomplishment largely up to the individual. Naturally, a command would have to be issued verbally. An order, however, may be either verbal or written.

An order is the specific expression in words of the desire and plan of execution in the mind of a higher commander for carrying out his own broader phase of the military mission. Having these broader purposes in mind, a superior officer will issue an order to a lower echelon of command and expect that echelon to act in a certain way to contribute toward fulfilling the larger aim. It is necessary to understand this fundamental regarding orders: the written words and sentences are merely the conveyance or go-between that carries the wish and plan from the mind of the officer who issues the order to the mind of his subordinate. The real essence of an order lies in the mind of the person to whom it is directed. This point cannot be over-emphasized. It is not sufficient that orders be clear to the issuing authority; they must convey one clear meaning and only one possible meaning to the person receiving them. If the orders you receive are not clear in your own mind, be sure that you ask for, and get, full clarification.

The leader of a unit will be expected to comply with orders according to the known intent of his superior which underlies the words expressing them. He must be sure that he is deducing not some assumed, or imagined, intent, but a known intent.

Often a leader receives a fragmentary order that does not include information already known to him. It is intended that he add that information to the order, not that he simply comply with the bare command. Orders will occasionally be incomplete. Here, again, it is

expected of a leader that he complete the order in his own mind, on the basis of what he thinks his superior would reasonably have said in a complete order. Note that he must do what his superior would have been most likely to command, not what he himself personally wants to do.

The words and sentences of an order, which are merely conveyances for the idea, are not important. Neither is the form of the order. A nod of the head, in answer to a question, a verbal message, or a telephone conversation is just as official and binding as an order formally typed, signed, and affixed with an official seal.

Most orders are simple direct statements of the action called for and require nothing but direct compliance. However, one can achieve a superior degree of effectiveness by developing the habit of always striving to see just how quickly and just how thoroughly even such simple direct orders can be carried out. One of the most unfortunate mistakes a leader can make is to get the habit of using his intelligence to criticize mentally or to question orders. Certainly, he must use his head, but for carrying out orders, not for finding flaws in them or reasons why they cannot be carried out. Even though he may know that an order is poorly timed, or even wrong, he must carry it out and never under any circumstances show openly that he thinks it the wrong thing to do. Criticize an order constructively with your superior afterward, if you are certain you are right, but do so only after you have proved to him that you do carry out your orders unquestioningly when you receive them.

The desirable goal of personal attitude toward orders is to be able to react powerfully and automatically to your commander's wish. That you may personally disagree with his decision should have no trace of effect on the spirit or zeal with which you comply. Be aware of what is taking place around you, foresee and anticipate the most probable trend of events, and so never be caught surprised by an order. Awareness of a trend is more a matter of practice than of any superior perception.

A COMMAND VOICE is essential to the control of a group of men on the field or when issuing any type of command. You have probably already experienced the embarrassment of being in ranks under the command of a person whose voice was weak and apologetic. The group obeying such a person's commands resembles an accordion more than it does a military formation. The question immediately arises in the minds of the men, "I wonder if he means it?" At every command, heads are turned to and fro to see what the other men are doing. A weak voice cannot control even disciplined troops. The proper method of giving commands will not only develop your own self-confidence in the handling of men, but, what is more important, will develop the men's confidence in your leadership.

The verbal order is a directive to a junior to perform a certain task, but does not necessarily include the means of accomplishing the

task. The methods of accomplishment are normally left to the junior's discretion, if the senior feels that the junior is qualified to carry out the order in a satisfactory manner. Every order must state the objective and be understandable to the person receiving it. Make sure that you give your orders loudly enough to be clearly audible to the recipient. Watch the faces of the recipient for any quizzical expression that might indicate that he has not clearly understood. Develop the habit of asking your juniors if the order which you have just given to them is clearly understood and, above all, when you find a junior not carrying out your orders correctly, don't jump to the conclusion that the junior is making a mistake. Assume first that your own orders were not clear.

To grasp the spirit of orders is not less important than to accept them cheerfully and keep faith with the contract. But an order does not relieve him who receives it from the obligation to exercise common sense. In the Carolina maneuvers of 1941, a soldier stood at a road intersection for 3 days and nights directing traffic, simply because the man who put him there had forgotten all about it. Though he was praised at the time, he was hardly a shining example to hold up to the troops.

Let us look at the matter of analyzing, organizing, deputizing, and supervising. Given an assignment, look the problem or situation over and decide what should be done immediately and what can be done later. Check for separate facts of your situation, your mission, and take inventory of the things you have to work with. Look ahead and analyze the proper moves for your unit from a practical point of view, before they have to be made. This requires a realistic and persistent use of imagination.

Then plan what you are going to do. Get the main operation for your unit visualized in working arrangement in your mind. Set up the steps necessary to accomplish your task in logical order. Organize by the calendar, the clock, and the stop watch!

Next, assign men or units to the separate operations and give each group or man a part of the operations as you have organized them in your mind. This is called the assignment of missions or deputizing. In a broad sense, deputizing covers not only the prorating of your men to operations but also the selection of men best fitted to perform certain jobs. It also includes the selection of subordinate leaders. You must know how to place your men in the manner best calculated to keep the unit's operating ability at the highest possible level. You must assign men and equipment to undertakings according to the number of men and the amount of equipment you happen to have and according to their suitability for such undertakings.

Having assigned parts of the task to members of your unit, go out and see that your plan is being put across by your men. This is

supervision, the most difficult executive operation to learn. A leader who feels that the only way to get something done right is to do it himself is a poor executive, no matter how dazzling he is at doing it himself. A leader should nevertheless be able to "do it himself", in order to correct mistakes, as well as for the very useful purpose of being able to appreciate the difficulties his men are likely to run up against. The main objective in supervision is to provide the right kind of emphasis in directing all the individual jobs toward accomplishing the main purpose in hand. Supervision sees errors and corrects every one of them, persistently and patiently. In training, incorrect technique calls for the "stop, back up, and start over" correction. In tactical exercises, it calls for mention in the critique afterward. In combat, it generally calls for the burying detail! Supervision keeps a balance among all the activities of a unit. It keeps one eye on the ball, one eye on the main idea, and frequently glances at the clock.

Here are some specific points to consider in applying this principle:

1. Through study and practice, develop the ability to think clearly and to issue clear, concise, positive orders.
2. Encourage subordinates to seek immediate clarification about any point in your orders or directives that they do not understand perfectly.
3. Question your subordinates and assistants to determine if there is any doubt or misunderstanding as to the task to be performed.
4. Make every possible means available to your subordinates to assist them in accomplishing their mission.
5. When given an assignment, look the problem over and decide what should be done immediately and what can be done later. Look ahead and analyze the proper moves for your unit from a practical point of view, before they have to be made.
6. Set up the steps necessary to accomplish your task in logical order.
7. Assign men or units to the separate operations and give each group or man a part of the operations as you have organized them in your mind.
8. Having assigned parts of the tasks to members of your unit, go out and see that your plan is being put across by your men. This is supervision.

Remember this formula: analyze, organize, deputize, and supervise. It is used by most of our successful business and industrial leaders. Be assured, it works wonders.

CHAPTER XIII

LEADERSHIP PRINCIPLE NO. 7

TRAIN YOUR MEN AS A TEAM

If men can be trained to think about moving together, they can then be led to move toward thinking together. This principle was the basis of the reorganization of the forces in George Washington's army by Baron Von Steuben during the American Revolution. From moving and acting together, men grow to depend upon, and to support, each other, and to subordinate their individual wills to the will of the leader. In other words, they develop teamwork. In this chapter, the principle of leadership: "Training Your Men as a Team," will be discussed.

The duty of every leader includes the development of teamwork through the thorough training of his unit. Each part of the team must understand where it fits into the common effort. The leader who fails to foster teamwork while training will not get the desired degree of efficiency, esprit de corps, or morale within his unit. As has been brought out before, morale and esprit de corps are vital to the successful accomplishment of the mission. We can add teamwork to these two basic prerequisites. Unless men of your unit pull together, work together, and know why they are performing their tasks, the accomplishment of your mission is doubtful. Every man from the newest seaman up must know where and how he fits into the team. One successful division leader accomplishes this with the use of an organizational chart showing every man, by name, from the bottom to the top and just what his specific job within the unit is. A man can look at this chart and see his name and exactly what his job is and just where it fits into the over-all mission. He can see to whom he reports and the chain of command from his position on the chart right on up to his division officer. He can see a path of advancement for himself and the average man will work with more energy to move himself up the ladder. If teamwork is developed during peacetime training, when your unit is put to its ultimate test, that of success in combat, you will find that your men can concentrate on the task at hand much more effectively, because they will be working together as a team. Teamwork will be automatic. In combat, this is a must.

Early in World War II, when our pilots were flying aircraft that were inferior to those of the Japanese, our losses in air combat were becoming alarmingly high and something had to be done to take the advantage from the Japanese. It was at this time that the "Thach" weave was developed. It was based simply on mutual support or teamwork. Two aircraft, or two divisions, would fly abreast of each other at about the distance of their turning radius and, when under attack by enemy aircraft, turn toward each other and cover each other with their fixed guns. Following their turn, they would take up a base course again and hold for the next attack. Many of our aircraft

returned home safely after being under attack by enemy aircraft which outnumbered them, sometimes as high as ten to one, using this system of teamwork. This is a good example of how teamwork paid off in pilots and aircraft saved.

Let us look at some specific techniques to consider in the application of this principle:

1. Ensure by inspections and training tests that your unit is being trained in accordance with training programs and doctrine prescribed by higher authority.
2. Make sure that the best available facilities for team training are provided and that maximum use is made of such devices as battle drills, emergency drills, and realistic exercises.
3. Ensure that all training is purposeful and that the reasons for training are stressed and are understood by all members of the team.
4. Ensure that each element of the command is acquainted with the capabilities and limitations of all other elements, thereby developing mutual trust and understanding.
5. Ensure that each subordinate leader understands the mechanics of tactical control for his own area of responsibility.
6. Predicate team training on modern realistic conditions.
7. Insist that each officer and enlisted man know the functions of each other officer and enlisted man with whom he habitually operates. Insist that each of these know and understand each other, their traits, peculiarities, strengths, and weaknesses.
8. Demand the highest standard of discipline and teamwork in all training.
9. Seize opportunities to train with other units.
10. Ensure that each man knows what his assignment is as a member of the team. Remember that team work pays off in combat. Train your men to think about moving together; they then can be led toward thinking together.

CHAPTER XIV

LEADERSHIP PRINCIPLE NO. 8

MAKE SOUND AND TIMELY DECISIONS

A maxim of naval leadership taken from the file of Captain C. F. Martin, USN, is as follows: "Decide, knowingly if you can, ignorantly if you must, but in any case decide, and have no fear." This maxim introduces us to the eighth principle of leadership: "Make Sound and Timely Decisions."

The ability to make a rapid estimate of a situation and arrive at a sound decision is essential to the leader. He must be able to reason logically under the most trying conditions. He must decide quickly what action is necessary in order to take advantage of opportunities as they occur. No one can give you a check-off list of things that will occur on any given operation. You must "play it by ear" and act as opportunities present themselves. Timely decisions and subsequent action separate the effective from the ineffective or unsuccessful leader. Once a decision is made, be firm and do not change unless a change in circumstances occurs which will warrant the changing of the decision. An indecisive leader causes unrest, indecision, hesitancy, and a lack of confidence in the leader.

We could talk about this principle in other words-be positive of manner. In the Army Field Forces "Brief on Practical Concepts of Leadership," it is stressed that the preeminent quality which all great commanders have possessed in common is a positiveness of manner and of viewpoint, the power to concentrate on means to a given end to the exclusion of exaggerated fears of the obstacles which lie ahead. Positiveness of manner and redoubtable inner convictions stem only from the mastery of superior knowledge. Preparation, thoroughness, and the willingness to struggle to gain the desired end will influence the leader's positiveness of manner.

Should the leader make his decisions without the counsel of his subordinates? We will have to answer "no" to that question, because taking counsel of subordinates in any situation is a matter of giving them full advantage of one's own information and reasoning, weighing with the intellect whatever thought or argument they may contribute to the sum of considerations, and then making, without compromise, a clean decision as to the action of greatest advantage.

On D-Day in Normandy, Lt. Turner B. Turnbull undertook to do with his platoon of 42 men a task which had been intended for a battalion; he was to block the main road to enemy forces pressing south from the Cherbourg area against the American right flank. In early morning, he engaged a counter-attacking enemy battalion, supported by mortars and

a self-propelled gun at the village of Neuville au Plain. The platoon held its ground throughout the day. By dusk, the enemy had closed wide around both its flanks and was about to cut the escape route. Turnbull had 23 men left. He said to the others, "There's one thing left to do; we can charge them." Pfc Joseph Sebastian, who had just returned from reconnoitering to the rear, said, "I think there's a chance we can still get out; that's what we ought to do." Turnbull asked of his men, "What's your judgment?" They supported Sebastian as having the best solution. In a twinkling, Turnbull made his decision. He told the others to get set for the escape run; he was losing men even while he talked; he ordered that the 12 wounded were to be left behind. Corp. James Kelly, first aid man, said he would stay with the wounded. Pfc Sebastian, who had suggested a withdrawal, volunteered to stand his ground and cover the retreat with a BAR. Corp. Raymond Smitson said he would stay with Sebastian and support him with hand grenades. The 16 remaining survivors took off like so many shots fired from a pistol, at full speed. All got back to their battalion, though Turnbull was killed in action a few days later. Their one-day fight had preserved the flank of an army. For economy of effort and power of decision, there is not a brighter example in the whole book of war.

To encourage subordinates to present their views, and to weigh them in the light of reason, is at the same time the surest way to win their confidence and to refine one's own information and judgments. However, to leave final decisions to your men in matters which are clearly in the area of one's own responsibility is fatal.

The man who is able to think things through, who has the ability to distinguish between important and unimportant facts, who reaches logical conclusions without becoming muddled or confused, is the real leader.

Here are some specific points to consider concerning the application of this principle:

1. Develop a logical and orderly thought process by constant practice in making objective estimates of the situation. Making an estimate is not restricted to the military. It is employed in the everyday life of all persons.
2. Insofar as time and occasion permit, plan for every contingency that can reasonably be foreseen.
3. Consider the advice and suggestions of your subordinates before making your own decision.
4. Announce decisions in time to allow subordinates to make necessary plans.
5. Be firm in your decision and do not alter it unless changing circumstances necessitate it.

One of Britain's great leaders, Lt. Gen. Sir Giffard Martel, digested the lesson of his whole life experience into this sentence: "If you take a chance, it usually succeeds, presupposing good judgment." The willingness to accept calculated risks is one of the attributes of an effective military leader. There must be careful collection of data. There must be weighty consideration of all known and knowable factors in the given situation. Then there must be decision.

To give your men confidence in you as a leader, it is mandatory that you make sound and timely decisions, that you be positive of manner. To borrow one of Captain Martin's maxims of naval leadership again: "Have a course; choose your course; be decisive; be faithful to it."

CHAPTER XV

LEADERSHIP PRINCIPLE NO. 9

SEEK RESPONSIBILITY AND DEVELOP A SENSE OF RESPONSIBILITY AMONG SUBORDINATES

The numerous American commanders from all services who have been accorded special honor because they rose from the ranks have invariably made their careers successful by the extra work, self-denial, and rigor which the truly good man does not hesitate to endure. The question facing every young officer is whether he, too, is willing to walk that road for the rewards, material and spiritual, which will surely attend it. Is he willing to seek responsibility? There is one common excuse for rejecting responsibility and taking life easy: "I haven't time." For the man who keeps his mind on the objective, there is always time. About us in the services, we see busy men who somehow manage to find time for whatever is worth doing, while at adjoining desks are others with abundant leisure who can't find time for anything! When something important requires doing, it is usually the busy man who gets the call.

Of the many personal decisions which life requires of a service officer, the main one is whether he chooses to swim upstream. If he says yes, and means it, all things then begin to fit into place. Then will develop gradually but surely that well-placed inner confidence which is the foundation of military character. From the knowing of what to do comes the knowing of how to do.

In this chapter, we will discuss the principle of leadership: Seek Responsibility and Develop A Sense of Responsibility Among Subordinates.

The delegation of authority should go just as far as the capabilities of the men permit. Men almost invariably adopt the attitude toward their jobs that their leader demands of them. If a leader thinks his men are pretty smart and capable and handles them on this assumption, they will be smart and capable! Men serving under a leader who is convinced that they are a bad lot will most certainly act the part to suit his conviction.

Some leaders hesitate to let a subordinate use his initiative and his own judgment. They mistakenly reason that, because they themselves are responsible, they themselves alone should make all the decisions. This is an extremely bad idea and cripples an organization. A leader must be responsible not only for the results of his own decisions but also for the decisions of his subordinates. The mistake of trying to make all decisions shows a failure to appreciate the demands of organizational operations. It shows a lack of faith in the subordinate leaders and will certainly cause poor performance

on their part. If you can't trust a petty officer's judgment, then get another man for the job. A division officer must have all the sections of his division under able leaders. Therefore, he should operate on the assumption that his subordinates are all able men. If mistakes are made, he must view them as accidents of carelessness and straighten out the situation. He must reprimand but must remain fundamentally a "builder-upper."

In addition to developing responsibility in subordinates, it is also necessary to develop enthusiasm. This is accomplished by schooling one's self in finding genuine pleasure in one's work and by showing it. Encourage your men and give credit publicly for accomplishment. Train your men to develop the capacity for carrying responsibility. Avoid giving a man a job in which he will fail at first. Give your men small undertakings at first. Let them see successful accomplishment. Then increase responsibilities, but do so gradually. Allow them to make mistakes, but continually analyze the mistakes and point out the precise cause -- poor judgment, bad administration, or loose supervision. Generalities such as "just plain carelessness" or "that was a poor job" do not mean a thing as far as correction and improvement are concerned. Speaking in generalities teaches your men absolutely nothing. Point out the specific error in each case.

Encourage initiative and never worry about a man's exceeding his authority before it actually happens. There is a great deal more to be gained than lost by this attitude. Show your approval of jobs undertaken without your suggesting them. Give the petty officers problems to solve and, wherever possible, use their solutions. Encourage them to bring to you new ideas and, no matter how erroneous some of these may be, listen to them and discuss the merits of each. Even though not a single idea so produced is useful and practicable, the simple fact that the constructive attention and imagination of your men are under consideration is worth all of the time you use discussing their suggestions.

Place a high value on dependability. It is one of the most vital qualities in a subordinate. Close supervision of your petty officers will develop dependability. Require them to complete every job they tackle as a matter of self-esteem. Despite all of the effort required, a leader must encourage his petty officer to better and better performance. It would be a serious mistake for a leader to overlook dependability, which is the basis on which he should judge their work. The most important actual value is results. Let your men learn this from the start. Do all in your power to facilitate the performance of their jobs and educate them in the need for results.

If a subordinate falls down in the discharge of his duties owing to lack of attention, he should be reprimanded. If he repeatedly falls down, you should consider replacing him. Breaking a petty officer, however, is a serious matter for the morale of a unit. Never do it

except as a last resort, and be sure that your other petty officers understand the justice of your action.

In delegating authority to subordinates, the officer is never able to shift responsibility. He should never attempt to do so. The effective leader, possessing a high degree of initiative and enthusiasm, is eager to accept responsibility, and when a task is assigned to a subordinate, the leader understands full well that the responsibility remains with him. He has given this assignment to his subordinate because he has trust and confidence in the man. There is, accordingly, never any question as to who is in charge. When the trust imposed in a subordinate is found to be misplaced, the subordinate should be removed from that particular area of responsibility and be given duties commensurate with his abilities. Inasmuch as the petty officers are the backbone of any military organization, they should be given full authority and backed up to the fullest extent in the execution of their duties. This mutual support results in the engendering of a feeling of mutual confidence--the essence of true leadership, which should always exist between an officer and his subordinates.

Some specific points to consider concerning the application of this leadership principle are as follows:

1. Learn the duties and responsibilities of your immediate supervisor.
2. Seek diversified assignments which will give you responsibility and command experience.
3. Take advantage of any opportunity which offers increased responsibility.
4. Perform every task, large or small, to the best of your ability. Your reward will consist of increased opportunity to demonstrate your fitness to perform bigger and more important tasks.
5. Tell your subordinates what to do, not how to do it; hold them responsible for results. Delegate and supervise, but do not intervene except when urgently necessary. Avoid usurping the prerogatives of your subordinates.
6. Provide all possible personnel with frequent opportunities to perform duties of the next higher echelon.
7. Be quick to recognize accomplishments of your subordinates when they demonstrate initiative and resourcefulness.
8. Correct errors in the use of judgment and initiative in such a way as to encourage the individual. Avoid public criticism or condemnation. Be liberal, however, in openly giving praise which is deserved.
9. Give help and advice unstintingly when such are requested by those under your command.
10. Ensure that your personnel are assigned positions commensurate with demonstrated or potential ability.

11. Be prompt and fair in backing subordinates to the limit. Until convinced otherwise, have faith in each subordinate.
12. Demonstrate to your unit that you are ready and willing to accept responsibility.

Remember that the man who somehow finds time for whatever is worth doing is the man that gets the call when something important requires attention. Your duty as a leader is to develop leaders among your subordinates by giving them responsibility.

The following maxim of naval leadership should be food for thought: It is the man you are capable of making, not the man that you have become, that is most important to you.

CHAPTER XVI

LEADERSHIP PRINCIPLE NO. 10

TAKE RESPONSIBILITY FOR YOUR ACTIONS

He who is good at making excuses is seldom good at anything else. You must learn as a leader to be honest with yourself and your men. You must overcome the immature desire to make excuses for your shortcomings. You must learn to accept responsibility for your own actions. This is so important that it has been made our tenth principle of leadership.

The leader of a unit or department is responsible for all that his unit or department does or fails to do. He is responsible for his actions and the actions of his men. In other words, he sinks or swims with his unit. The true leader recognizes and acknowledges his responsibility on all occasions. Any effort to evade this responsibility destroys the bond of loyalty and respect that must exist between the leader and his subordinates.

No man is perfect. There are few who will deny that the best procedure is to admit readily a mistake as soon as it is discovered and to make corrections without delay. This spirit of confession usually builds a far greater degree of confidence than perfection itself, for the man who is always right is usually an irritant anywhere. When you make a mistake don't make the second one—keeping it to yourself. Own up! A mistake sprouts a lie when you cover it up. One lie discovered by your men can lead to enough distrust to ruin the confidence that has taken a long time to build. There is an old saying that might be appropriate here: "The first time a dog bites a man, it's the dog's fault; the second time, it's the man's fault."

Baron von Steuben was the reorganizer of the forces of George Washington's army. He was known as the drillmaster of the American Revolution and he was also the greatest student of the human mind and heart. At one time, he had one Lieutenant Gibbons arrested for an offense which he later learned another had committed. He then went before the regiment. It was raining hard, but he bared his head and asked Gibbons to come forward. "Sir," he said, "the fault which was committed might, in the presence of an enemy, have been fatal. Your Colonel tells me you are blameless. I ask your pardon. Return to your command." There is an example of an officer making a serious mistake and, upon learning of it, immediately rectifying it in front of his entire regiment.

Mistakes will occur. Tempers will go off half-cocked, even among men of good habit. Action will be taken on impulse rather than full information, despite every warning as to its danger. But no officer who

has ever done serious injustice to a subordinate can do less than Steuben did, if he wants to keep respect. Admiral Halsey wrote about how he had once relieved one of his Captains in battle, found months later that he had misjudged him, and then tried by every means within his power to make redress.

An officer should take pride in his men and resent any criticism of them. He should regard any adverse comment about them as a criticism of himself. If this is merited, he must accept the criticism and seek at once to correct the fault. If the criticism is unfair, he should be the first to refute it.

Remember that in delegating authority to subordinates, the officer is never able to shift responsibility. He should never attempt to do so. The effective leader, possessing a high degree of initiative and enthusiasm, is eager to accept responsibility, and when a task is assigned to a subordinate, he understands full well that the responsibility remains with him. When an order is given to a subordinate and this subordinate is subject to criticism for honestly performing it, he should give the junior his unqualified support and accept full responsibility. No true leader will let others be censured when the blame should really be placed upon himself. To do so is a symptom of moral cowardice. The officer always should give decisive, clear-cut, and understandable orders. He then accepts full responsibility for whatever his men do while honestly endeavoring to comply with his instructions. When the men realize that an officer always supports them, their initiative is stimulated and they give him their loyalty and constant support. They accept him as their officer and leader.

Some specific points to consider in applying this principle are as follows:

1. Remember that you are responsible for all your unit does or fails to do.
2. Accept justified criticism.
3. Adhere to what you think is right; have the courage of your convictions.
4. If a mistake is made, consider it a lesson and don't try to hide it.
5. When delegating authority, remember that you, as the leader of the unit, are still responsible.

Take responsibility for your actions. Admit your mistakes. Keep them down to a minimum, but when they occur, be the first to recognize them and take full blame for them. It is far more destructive of men's esteem and confidence if you try to conceal them. Mistakes invariably come to light. Enlisted men never stay fooled! You can fool some of the people some of the time; but you can never fool all the people all the time.

CHAPTER XVII

LEADERSHIP PRINCIPLE NO. 11

SET THE EXAMPLE

Winston Churchill's example of energy, enthusiasm, and perseverance was the star to which the British people hitched their wagon in World War II. During the terrific trials and disappointments of the early years of the war, his example imbued his followers with the energy and enthusiasm by which they persevered throughout those dark days. It was as though buildings could be leveled, towns could be wiped out, and people could be killed, but so long as one British subject and Winston Churchill remained to carry the spirit with which the nation was inspired, defeat would never come.

Of all the tools of good leadership, perhaps the most potent is the power of example. As you learn to set a proper example for your men, so you promote good discipline in the unit. Nothing is more destructive of good discipline than the attitude of an officer who, by every word and deed, says to his subordinates, "Don't do as I do. Do as I say."

The principle of leadership, Set the example, is an important one for you to understand. If one could select one principle over all the others, however, this principle could be considered as the most important. In this chapter, we will discuss this principle and bring out some specific points for you to remember concerning the technique of "Setting the Example."

A maxim of naval leadership offered by Captain C. F. Martin, USN, is as follows: "Good example on the part of officers is one of the prime requisites to a maintenance of good discipline. In fact, it is not exaggeration to say that the true, desirable brand of discipline can neither be instilled nor maintained unless the officers practice what they preach. Our men are too intelligent and too high-spirited to extend respect and loyalty to men of hypocrisy, insincerity, and sham."

It does no good for an officer to talk patriotism to his men unless he stands four-square with them and they see in him a symbol of what is right. A leader can accomplish almost the impossible by setting an example for his men. In the Normandy invasion, a young commander of paratroops, LtCol Edward C. Krause, was given the task of capturing a main enemy communications center. Three hours before the take-off, he assembled his battalion, held a small American flag in front of them and said these words: "This is the first flag raised over a liberated town in France. The mission is that we will put it up in Ste. Mere Eglise before dawn. You have only one order--- to come

and fight with me wherever you land. When you get to Ste. Mere Eglise, I will be there." Needless to say, with leadership like that, the mission was accomplished.

A point that was brought out in one of the initial lectures is also appropriate here. The officer who tolerates slackness in the dress of his men soon ceases to tend to his own appearance, and if he is not called to account, his sloppy habits will shortly begin to infect his superior. There is only one correct way to wear the uniform. When any deviations in dress are condoned within the services, the way is open to the destruction of all uniformity and unity. The stronger the officer's example of diligence, the more earnestly will it be followed by the ablest of his subordinates, and they in turn will carry other men along. An officer is always on inspection when in public. It is a must that he pass these inspections. If his men do not give him a "passing grade," the discipline, morale, and esprit de corps of his unit go down. If the public does not give him a "passing grade," their impression of the entire U. S. Navy is lowered. You must set the example in personal appearance, military bearing, and conduct. Your shoes must be shined better than those of your men. Your hair must be maintained in a neater fashion. Your uniform must be pressed better. Your bearing must be more erect. In all respects, you must present a smarter appearance than that of your men, for you have been placed over them as their leader, and unless you do this, you are a failure!

Set a good example by leading your men in the tasks you give them. As well as you may, get to know their jobs and how to do them better than they do themselves. By your intelligence, accomplishment, character, and example, make them proud of you, proud to follow wherever you may lead. The highest-type enlisted man wants his officer to act the part, maintain dignity, and support the ideals which are consonant with the authority vested in him.

To most men, the setting of the good example is a challenge to pride and a stimulus to action. To nearly every member of the race, confidence and inspiration come mainly from the influence which living associates have upon them. That training is most perfect which takes greatest advantage of this truth, employing it in balance toward the development of a spirit of comradeship and the doing of work with a manifestly military purpose. Peace training is war training and nothing less. There is no other basis for the efficient operation of military forces, even when war clouds are absent. But no leader can convince men of the decisive importance of the object if he himself regards it as only an intellectual exercise.

When the heart of the organization is sound, officership is able to see its own reflection in the eyes of the enlisted man. The qualifying test of the leader is the judgment placed upon his military abilities by those who serve under him. If they do not deem him fit to command, he cannot train them to obey. But if they see in one man directly over them a steady example, the strongest of their number will

model after him, instead of sagging because of weakness elsewhere in the command structure. Though an officer has absolute confidence in himself, and though he has an instinct amounting to genius for the material things of war, these otherwise considerable gifts will avail him little or nothing if his manner is such that his troops remain unconvinced of his capacity and doubtful of his power to maintain command in periods of extreme trial.

The following quotation is from a letter promulgated by Admiral T. C. Kinkaid, USN, relative to officers' conduct and its influence on enlisted personnel: "Unless and until officers conduct themselves at all times as officers should, it is useless to demand and hopeless to expect any improvement in the enlisted ranks. Conduct means speech, dress, manner, attitude toward seniors and vested authority in general. An officer's basic military character is directly and faithfully reflected in all of these things, and he can expect success or failure as a leader in direct proportion to his efforts along these lines. It is not enough that an officer go through the motions. He must constantly strive to cultivate the correct attitude and make it part and parcel of his everyday existence. If the military philosophy seems all wrong and the enlisted men are unmilitary, uninterested, and irresponsible, let each officer look to himself for the source of trouble, for it is the attitude and conduct of the officer group that make or break the entire democratic military system."

Here are some specific points to remember concerning the techniques of applying this principle:

1. Be at all times physically fit, mentally alert, well groomed, and correctly dressed.
2. Master your emotions. The commander who is subject to intemperate bursts of anger or to periods of depression will have difficulty in gaining and holding the respect and loyalty of his subordinates.
3. Maintain an optimistic outlook. The will to win is infectious. The leader fosters it by capitalizing on his unit's capabilities and successes, not on its limitations or failures. Maintain an air of outward calmness. The more difficult the situation, the more important this becomes.
4. Conduct yourself so that your personal habits are not open to censure. Coarse behavior and vulgarity are the marks of an essentially weak and unstable character; these, together with a failure to be punctual, and a tendency toward selfishness and self-indulgence in luxuries not available to your unit in general, are inevitably resented by all ranks.
5. Cooperate in spirit as well as in fact. Cooperation must work in two directions. It arises from a whole-hearted desire by all members to further the effective operations of the team.

6. Exercise initiative and promote the spirit of initiative in your men.
7. Be conspicuously loyal to those below you as well as to those above you. Support those under you as long as the individuals concerned have been discharging their duties completely. The leader who seeks, however, to protect an incompetent subordinate from correction by a higher commander is being disloyal to himself. Loyalty is a primary trait of leadership and demands unqualified support of the policies of superior officers, whether the individual concerned personally favors them or not.
8. Avoid the development of a clique of favorites. While it is difficult to avoid being partial to subordinates who have rendered loyal and superior service over a period of time, the temptation to show partiality should be vigorously resisted.
9. Be morally courageous. The leader who fails to stand by his principles where the welfare of his command is concerned, or who attempts to avoid the responsibility for mistakes of his command, will fail to gain or hold the respect of his associates or subordinates.
10. Share danger and hardship. A leader who has elements of his command subject to danger or to hardship of any kind should visit them as often as possible to demonstrate without ostentation his willingness to assume his share of the difficulties.

Men instinctively look to their leaders for patterns of conduct which they may either imitate or use as an excuse for their own shortcomings. The classic example of the military leader is that of an individual whose appearance and conduct evoke from his subordinates praise, pride, and the desire to imitate him. By his outstanding performance of duty, the leader must set the standard for the entire command. The commander who appears in an unfavorable light before his men destroys the respect that must exist mutually between himself and his men before leadership can be exercised.

Remember this: There are no bad troops. There are only bad leaders!

CHAPTER XVIII

THE CODE OF CONDUCT

The U. S. Fighting Man's Code is the codification of military behavior which responsible dedicated American fighting men have always practiced. The large majority of military men will always perform as their country expects them to. The Code of Conduct, reprinted and elaborated below, is a re-emphasis of this expected behavior.

CODE OF CONDUCT FOR MEMBERS OF THE ARMED FORCES OF THE UNITED STATES

I

I AM AN AMERICAN FIGHTING MAN. I SERVE IN THE FORCES WHICH GUARD MY COUNTRY AND OUR WAY OF LIFE. I AM PREPARED TO GIVE MY LIFE IN THEIR DEFENSE.

A member of the Armed Forces is always a fighting man. As such, it is his duty to oppose the enemies of the United States, regardless of the circumstances in which he may find himself, whether in active participation in combat or as a prisoner of war.

II

I WILL NEVER SURRENDER OF MY OWN FREE WILL. IF IN COMMAND I WILL NEVER SURRENDER MY MEN WHILE THEY STILL HAVE THE MEANS TO RESIST.

As an individual, a member of the Armed Forces may never voluntarily surrender himself. When isolated and he can no longer inflict casualties on the enemy, it is his duty to evade capture and rejoin the nearest friendly forces. The responsibility and authority of a commander never extend to the surrender of his command to the enemy while it has power to resist or evade. When isolated, cut off, or surrounded, a unit must continue to fight until relieved or able to rejoin friendly forces, by breaking out or by evading the enemy.

III

IF I AM CAPTURED I WILL CONTINUE TO RESIST BY ALL MEANS AVAILABLE. I WILL MAKE EVERY EFFORT TO ESCAPE AND AID OTHERS TO ESCAPE. I WILL ACCEPT NEITHER PAROLE NOR SPECIAL FAVORS FROM THE ENEMY.

The duty of a member of the Armed Forces to continue resistance by all means at his disposal is not lessened by the misfortune of capture. Article 82 of the Geneva Convention pertains and must be explained. He will escape if able to do so, and will assist others to escape. Parole agreements are promises given the captor by a prisoner of war upon his faith and honor, to fulfill stated conditions, such as not to bear arms or not to escape, in consideration of special privileges, usually release from captivity or lessened restraint. He will never sign or enter into parole agreement.

IV

IF I BECOME A PRISONER OF WAR, I WILL KEEP FAITH WITH MY FELLOW PRISONERS. I WILL GIVE NO INFORMATION OR TAKE PART IN ANY ACTION WHICH MIGHT BE HARMFUL TO MY COMRADES. IF I AM SENIOR, I WILL TAKE COMMAND. IF NOT I WILL OBEY THE LAWFUL ORDERS OF THOSE APPOINTED OVER ME AND WILL BACK THEM UP IN EVERY WAY.

Informing or any other action to the detriment of a fellow prisoner is despicable and is expressly forbidden. Prisoners of war must avoid helping the enemy identify prisoners who may have knowledge of particular value to the enemy and may therefore be made to suffer coercive interrogation. Strong leadership is essential to discipline. Without discipline and camp organization, resistance, and even survival, may be impossible. Personal hygiene, camp sanitation, and care of the sick and wounded are imperative. Officers and noncommissioned officers of the United States will continue to carry out their responsibilities and exercise their authority subsequent to capture. The senior line officer or noncommissioned officer within the prisoner-of-war camp or group of prisoners will assume command according to rank (precedence) without regard to service. This responsibility and accountability may not be evaded. If the senior officer or noncommissioned officer is incapacitated or unable to act for any reason, command will be assumed by the next senior. If the foregoing organization cannot be effected, an organization of elected representatives, as provided for in Articles 79-81, Geneva Convention Relative to Treatment of Prisoners of War, or a covert organization, or both, will be formed.

V

WHEN QUESTIONED, SHOULD I BECOME A PRISONER OF WAR, I AM BOUND TO GIVE ONLY NAME, RANK, SERVICE NUMBER, AND DATE OF BIRTH, I WILL EVADE ANSWERING FURTHER QUESTIONS TO THE UTMOST OF MY ABILITY. I WILL MAKE NO ORAL OR WRITTEN STATEMENT DISLOYAL TO MY COUNTRY AND ITS ALLIES OR HARMFUL TO THEIR CAUSE.

When questioned, a prisoner of war is required by the Geneva Convention and permitted by this code to disclose his name, rank, service number, and date of birth. A prisoner of war may also communicate with the enemy regarding his individual health or welfare as a prisoner of war and, when appropriate, on routine matters of camp administration. Oral or written confessions, true or false, questionnaires, personal history statements, propaganda recordings and broadcasts, appeals to other prisoners of war, signatures to peace or surrender appeals, self-criticism or any other oral or written communication on behalf of the enemy or critical or harmful to the United States, its allies, the Armed Forces, or other prisoners are forbidden. It is a violation of the Geneva Convention to place a prisoner of war under physical or mental torture or any other form of coercion to secure from him information of any kind. If, however, a prisoner is subjected to such treatment, he will endeavor to avoid by every means the disclosure of any action

harmful to the interests of the United States or its allies or which will provide aid or comfort to the enemy. Under Communist Bloc reservations to the Geneva Convention, the signing of a confession or the making of a statement by a prisoner is likely to be used to convict him as a war criminal under the laws of his captors. This conviction has the effect of removing him from the war status and, according to this Communist Bloc device, denying him any protection under the terms of the Geneva Convention and repatriation until a prison sentence is served.

VI

I WILL NEVER FORGET THAT I AM AN AMERICAN FIGHTING MAN, RESPONSIBLE FOR MY ACTIONS, AND DEDICATED TO THE PRINCIPLES WHICH MADE MY COUNTRY FREE. I WILL TRUST IN MY GOD AND IN THE UNITED STATES OF AMERICA.

The provisions of the Uniform Code of Military Justice, whenever appropriate, continue to apply to members of Armed Forces while prisoners of war. Upon repatriation, the conduct of prisoners will be examined as to the circumstances of capture and through the period of detention, with due regard for the rights of the individual and consideration for the conditions of captivity. A member of the Armed Forces who becomes a prisoner of war has a continuing obligation to remain loyal to his country, his service, and his unit. The life of a prisoner of war is hard. He must never give up hope. He must resist enemy indoctrination. Prisoners of war who stand firm and united against the enemy will aid one another in surviving this ordeal.

CHAPTER XIX

THE GENEVA CONVENTION OF 12 AUGUST 1949 FOR THE PROTECTION OF WAR VICTIMS

As recently as 100 years ago, fighting men engaged in wars had little or no protection in the event they lost their means of defense. Often, a soldier in these circumstances suffered one of four fates-- torture and execution, human sacrifice for the amusement of the captors, slavery, or serving as a pawn for bargaining purposes, and more recently the atrocities, mass exterminations, and other forms of mistreatment employed during World War II. It was against this background that rules for the participants in wars were formulated. The following is a summary of these significant achievements:

- 1864 First Geneva Convention. Dealt with the battlefield casualties.
- 1874 Congress of Brussels. Dealt with rights of prisoners. Was not ratified by nations concerned.
- 1906 Second Geneva Convention. Included rules regarding treatment of POW's.
- 1907 Hague Convention. Dealt with rules of captivity.
- 1929 Third Geneva Convention. Applied during World War II.
- 1949 Fourth Geneva Convention. This is the present and the last of the conventions which is composed of four main sections relative to:
 - a. Sick and wounded.
 - b. Maritime warfare.
 - c. Treatment of the POW.
 - d. Civilians.

In addition to being more comprehensive than previous conventions, the 1949 Geneva Conventions have the following improvements: They eliminated the known 1929 Geneva Conventions ambiguities, spelled out details on matters left to the discretion of nations in 1929 Geneva Conventions, and substituted absolute standards in place of national standards.

The Geneva Conventions of 1949 are regarded as international law. These rules pertaining to warfare were originally signed by 61 nations, the first step toward making them fully binding. The second and final important step is ratification, which in the case of the world's leading powers, the US and USSR, was accomplished by mid-1955.

The conventions have been signed by all the major nations of the world and ratified by most of them. There is no "General Participation Clause" which might render their provisions ineffective where one of the belligerents is not a party to them. On the contrary, all four

conventions contain a provision which states: "Although one of the parties in conflict may not be a party to the present convention, the powers who are parties thereto shall remain bound by it in their mutual relations. They (Signatory Powers) shall furthermore be bound by the convention in relation to the said power, if the latter accepts and applies the provisions thereof."

As with all laws and treaties, compliance is often difficult to secure. However, three important forces help to ensure compliance by the countries involved. They are world opinion, retaliation, and retribution.

The most important section of the 1949 Geneva Convention is that dealing with the treatment of POWs. The following is an explanation of some of the more important duties and rights of the prisoner of war as outlined by the conventions:

SUMMARY OF POW DUTIES

1. Legal Status. The Geneva Conventions are an agreement between nations; consequently, an individual cannot renounce his rights and/or duties. (Article 7)
2. Laws. The Geneva Conventions, the UCMJ, the Code of Conduct, and the laws of the Detaining Power are all applicable to the POW.
3. Military Courtesy. The POW must conduct himself just as he does now in the military. Enlisted men will salute all officers; all officers will salute senior officers; both enlisted men and officers will salute the Enemy Camp Commander, regardless of rank. (Article 39)
4. Labor. All enlisted men below the rank of NCO are subject to work details which are not injurious to their health or directly related to the military establishment. NCOs can be used for supervisory work. Officers can volunteer for work if they so desire. (Article 49)
5. Identification. Every POW should have in his possession a DD Form 528 (Geneva Convention Identification Card) and a DD Form 2AF (Identification Card). The Form 528 will be surrendered to the Detaining Power upon capture and the DD Form 2AF will be retained by the individual for permanent identification. (Article 17 and AFR 30-13)

SUMMARY OF POW RIGHTS

1. Interrogation. A POW is obligated to give only name, rank, serial number, and date of birth. No physical or mental torture, nor any other form of coercion may be inflicted on prisoners of war to secure from them information of any kind whatever. Prisoners of war who refuse to answer may not be threatened, insulted, or exposed to unpleasant or disadvantageous treatment of any kind. (Article 17)
2. POW Representative. In officer or mixed officer and EM camps, the senior man will be the POW Representative by virtue of his rank. In EM camps, the POW Representative will be elected by secret ballot every six months. (Article 79)
3. Escape. Offenses committed by POWs with the sole intention of facilitating their escape and which do not entail any violence against life or limb, such as offenses against public property, theft without intention of self-enrichment, the drawing up of false papers, or the wearing of civilian clothing, shall occasion disciplinary punishment only.

Killing during an escape can be punished by death. Prisoners who have escaped and have returned to friendly control will not be liable to any punishment for violations incurred in this escape or confinement should they be captured for the second time.

The use of weapons against POWs, especially those attempting to escape, shall constitute an extreme measure and shall be preceded by warnings. (Articles 42, 91 and 93)
4. Food. It must be in sufficient quantity to sustain weight. Consideration should be given to the diet of the POW. (Article 26)
5. Quarters. Prisoners of war shall be quartered under conditions as favorable as those for the forces of the detaining power who are billeted in the same area. The said conditions shall make allowances for the habits and customs of the prisoners and shall in no case be prejudicial to their health.....The premises provided for the use of the prisoners of war individually or collectively, shall be entirely protected from dampness, adequately heated, and lighted in particular between dusk and lights out. All precautions must be taken against the danger of fire. (Article 25)

6. Mail. The POW will be allowed to send a notification card in the first week and two letters and four cards minimum monthly. Censorship is permitted. (Articles 70 and 71)
7. Medical. POWs' own doctors and medics, if available, will minister to their needs. Medical inspections will be held at least once a month. Medical personnel are "protected persons" and are not considered to be POWs. They will be granted all benefits and protection of the present Convention and facilities to provide medical care for POWs. (Articles 30, 31, and 33)
8. Religion. Members of the clergy, like the medics, are "protected persons" and are not considered to be POWs. They will be granted all benefits and protection of the present Convention, be free to circulate and tend to the spiritual welfare of the POWs. (Articles 33, 34, and 35)

The foregoing gives a very brief resume of the extremely complex Geneva Conventions. Needless to say, they constitute a "gentlemen's agreement". To assume enemy adherence to the conventions in planning for war is obviously not only unrealistic but naive. We must base our expectations on past experiences with our enemies and only hope for a closer adherence to the conventions by them in the future.

CHAPTER XX

CASE STUDIES FOR CLASS DISCUSSION

ONE OF THREE

SITUATION

You are a division officer in charge of twenty-five men. You have been authorized to grant leave to one man in your division. You have three requests for leave from your men; one man requests leave because his grandfather is very ill and his family would like to have him home; a second man requests leave to finish a course of instruction in which he is enrolled, which must be finished within one month to receive credit for the course; the third man has been unable to receive approval for leave during the year and will lose sixteen days' leave if it is not taken at this time. To which man would you grant leave? Why?

FACTS

Naval policy dictates that normally emergency leave may only be granted for the death or illness of a member of a man's immediate family. A member of the armed forces loses all leave accrued over sixty days.

CIGARETTE BUTTS ON THE FLIGHT LINE

SITUATION

While inspecting the flight line, you notice cigarette butts underneath and around some of the parked airplanes. As Line Officer, you immediately muster the line crew and read them out for failing to abide by the rules posted in the line shack which prohibit smoking on the flight line.

You ask the culprits to step forward, but meet with mute silence, which merely infuriates you. After a half hour of shouting threats about the consequences if the guilty men are found out, you leave your men with these remarks, "all right, no liberty for anyone until someone confesses".

At 1630, when the squadron is securing and you are just leaving, your line chief approaches you and tells you that the cigarette butts were put there by pilots just before manning their planes for a flight.

1. What would your immediate action be?
2. Will you investigate further?
3. Sum up all of the action you would take in this case.

PLANE CRASH IN THE DESERT

SITUATION

You are the pilot of a single-engine aircraft which carries a crew of three. On a flight over the desert, you develop engine trouble and make a forced landing. You have emergency rations for three days. You believe your position to be approximately twenty (20) miles from the nearest settlement. No "may-day" signal was acknowledged. One of your men, while conscious, seems to be seriously injured. The other man has a sprained knee and cannot walk. As the leader of this group, what course of action would you follow?

THE NEW ENSIGN AND THE CADET

SITUATION

A flight student has completed training and has received his commission as an Ensign. At present, he is going through NATTU at Sherman Field, Naval Air Station, Pensacola. One evening, while dining with his wife in a restaurant in Pensacola, he is approached by a cadet who was a member of his Battalion in Pre-Flight. The cadet appears to have had several drinks and starts a conversation with these words, "Well, look at the admiral all dressed up". There are several other officers nearby, and he attempts to ignore the cadet's remarks. He persists, however, with "Well, you get a little bar on your shoulder and you think you're a hot-shot".

How would you handle this situation?

THE DISOBEDIENT HERO

SITUATION

You are division officer attached to "Boxer." You have in your division a seaman who is most intelligent and is a good but erratic worker. He is non-regulation and seems to have the attitude that regulations as to uniform, liberty, etc., are made for everyone but himself. One afternoon at 1430, while the ship is anchored in the harbor at San Diego, you find that one of the lifeboats in your division does not come up to the required standards for equipment and cleanliness. This lifeboat is the responsibility of the seaman. Although liberty started at 1300, you find that he is still aboard. You send for him and order him to get the boat cleaned up and re-equipped before going ashore. Before going ashore yourself, at 1700, you find that the seaman has left the ship on liberty. You get another of your men in the duty section to complete the job and go ashore yourself. The next morning you return to the ship with the intention of reporting the seaman for failure to obey orders. You find, however, that your man, while ashore, has become an overnight hero by rescuing two small children from a burning house.

at a great personal risk to himself. The Commanding Officer at 1000 holds a commendatory mast at quarters, at which time he praises the man for his fine example of personal bravery and quick thinking. What action would you take regarding the man? Why?

THE JAPANESE CAB DRIVER

SITUATION

You are an Ensign attached to Carrier Air Group 5, aboard the USS HANCOCK (CVA 19) which is moored at Yokosuka, Japan. It is the ship's policy to have air group officers standing Junior Officer of the Deck (JOOD) watches while the ship is in port. You are standing the mid-watch at the after gangway, which is used by all enlisted personnel. Liberty has expired at 0100, and a few minutes earlier about 100 of the men come aboard and proceed below decks to turn in. Shortly thereafter, a Japanese cab driver comes up the gangway and tells you a group of sailors owe him 500 yen for cab fare.

Since the cab driver doesn't know any of the men's names, and since you couldn't possibly remember all the faces of the men who came aboard, what would you do? (360 yen equal one American dollar.)

CPO DISINTEREST AND DISLOYALTY

SITUATION

Your squadron has been putting in long and hard hours for the past six weeks in preparation for embarkation aboard the USS LAKE CHAMPLAIN (CVA-39) at Norfolk, Virginia, the following week. Besides concentrated flight operations involving advanced weapons training and day and night field carrier landing practice, all hands have been kept busy with procuring spare parts, crating necessary gear and equipment, and completing many administrative reports and associated details.

It is Saturday morning and the duty section has mustered with you, the SDO, awaiting specific orders about readying planes for a scheduled 0900 launch. However, the weather is "socked in" with no prospect of clearing until the following Monday, according to the telephone report your petty officer of the watch has received from the air station aerologist. You tell them to stand by, since there are still four pilots who have not qualified in FCLP.

At 1030, the Chief comes to you and asks that the duty section be secured, since he can't see any sense in having the men just hanging around doing nothing, when they could all be taking care of personal needs, such as getting their personal gear packed, pick up laundry and dry cleaning, etc. He also says: "As far as I'm concerned, the skipper sure didn't use very good headwork by having to work on weekends. I don't see what difference it makes whether we fly or not".

What action would you take concerning the duty section?

How would you reply to the chief?

THE MISSING TAD ORDERS

SITUATION

You are a squadron administrative officer with a first class yeoman of 1½ years' service as your principal assistant. Of the 3 other men assigned to your division, there is one seaman who is of high intelligence with 2 years of college and an excellent typist. However, this seaman regularly argues with your first class over the way office routine is run and has on occasion complained to you about his being picked on, and that he feels he is capable of doing the work of the first class.

At 1530, your skipper enters your office with a dispatch directing two officers to proceed to an Air Force Base for two weeks' TAD. He tells you to have orders ready by 0800 the following morning for himself and the Operations Officer. You tell your seaman typist to have the orders "cut" by 0800 the next day.

The next morning, the Operations Officer comes in to pick up the orders and finds they are not prepared. Upon checking with your seaman, you find he forgot all about it, since the first class gave him other work to do.

What is your first action? How should you handle the situation existing between the first class and the seaman?

USS JOHN PAUL JONES

SITUATION

The U.S.S. John Paul Jones has been at sea for six weeks, during which time the morale has dropped to a low point. There has been no liberty and the ship has been maintained in a standby condition to protect United States nationals in a small Central American port where a revolution is expected.

You are in charge of a deck division and your leading boatswain's mate is a very popular man with his shipmates, a good athlete, an excellent seaman, hail-fellow-well-met on the beach, but not very dependable as far as discipline is concerned.

In order to keep up morale, the Commanding Officer has announced a competition involving athletic events on the beach in sight of the ship, smartness at inspection, cleanliness of living quarters, and various other routine activities over a period of three weeks; the winning

division to be given prizes in cigarettes and extra liberty in the first liberty port. Your boatswain's mate works very hard to win, and your division wins almost entirely through his efforts. The morale of the division is high and the boatswain's mate's popularity with the men is greater than ever.

At a Saturday inspection, just prior to going ashore at the first liberty port, the Commanding Officer congratulates the division at quarters, after he has inspected them and announced them as the winner. As he walks to the next division, your boatswain's mate turns around to his men and, without realizing that you are near enough to hear him, makes the following statement: "Well, we sure fooled the old */** that time, didn't we?" What action would you take?

THE MISSING BILLFOLD

SITUATION

A seaman, while shifting into the uniform of the day, put his billfold on the top of his locker and left the compartment to go to the washroom. While he was in the compartment, two other men had been talking with him as he was dressing. An hour later, he discovered that his wallet was missing and reported it to the Master-at-Arms, who, in turn, notified the Duty Officer. The Duty Officer called in the seaman, who told him the names of the two other men who were in the compartment at the time he was dressing. He further stated that he was sure that he had left his billfold on the top of his locker. The Duty Officer, in company with the Master-at-Arms, went to the compartment with the intention of searching the lockers of the two men in question. In order to do this, it was necessary to send for the two men. One of the men, a third class petty officer, stated that he had the billfold in his locker. He immediately went to his locker and produced it. He gave as his explanation that the seaman was in the habit of leaving his possessions around in the open and that he had taken the billfold to teach him a lesson, intending to keep it for a while before returning it. He further stated that the other man in the compartment had been informed of his intentions when he had done it. This was verified by the other man. As the Duty Officer, what action would you take in this case? Why?

THE SUBMARINE FIRE WATCH

SITUATION

"Catfish" was moored to the dock, under navy yard overhaul, at Mare Island, California. The crew was quartered on a converted coal lighter, moored just ahead of the submarine at the same dock. A fireman apprentice, not a qualified submarine man, was anchor watch and the only man required to stand duty on board. When due to be relieved at 0340, the fireman apprentice walked over to the lighter and awakened his relief.

The latter, a fireman and a qualified submarine man, answered "O.K., I'll take it", but remained sitting on his bunk smoking a cigarette while the other man turned in. The duty officer, an Ensign, inspecting a half-hour later, found no anchor watch, both men being asleep in their bunks. As the duty officer in this case, would you report either or both men? For what? Why?

FACTS

The barge was under the cognizance of the Commanding Officer of the submarine and it was necessary for the anchor watch to go to the barge to call his relief during the night. Orders for the anchor watch stated definitely that he would go aboard the barge for no other reason.

NEW ORDNANCE OFFICER

SITUATION

You have reported to your permanent squadron. The Executive Officer informs you that you have been assigned as assistant Ordnance Officer. A special exercise is planned for the next day involving the utilization of special weapons. The Ordnance Officer is away on temporary duty. What action would you take on assuming your duties as acting Ordnance Officer? Summarize your initial remarks to the men of the department.

FACTS

You have had very little experience in ordnance work. The department seems to have a very capable chief who has been in charge of the department for eighteen months. While the department has recently received several green replacements, the majority of the men seem to know their jobs.

UNFLATTERING REMARKS ABOUT THE EXEC

SITUATION

You are the squadron duty officer. You have failed to make a routine report to the Executive Officer. For this oversight, you have been chastised by the Executive Officer. Upon returning to the watch office, the Petty Officer of the watch sympathizes with you and, in so doing, makes an unflattering statement about the personality and character of the Executive Officer. How would you handle this situation?

FACTS

In the approximately eight months you have known this petty officer, you have come to know him quite well. You have noticed that, at times, he attempts to become familiar with you, although you have never corrected him or discussed the matter.

ROUND IN THE GUN CHAMBER

SITUATION

Upon reporting to your first squadron, your skipper assigns you the duty of Ordnance Officer. He informs you that as soon as the new pilots have completed familiarization flights, in about six weeks, the squadron will commence air-to-air gunnery training, and that you are to be prepared for extensive gunnery operations.

After reviewing all current orders and instructions, you and your chief petty officer discuss applicable procedures from the Pilot's Handbook of the airplane (FJ-4, Fury), and prescribe a list of pertinent methods of loading guns and for necessary safety precautions. Upon approval of your instructions by your commanding officer, you organize your crew and assign specific tasks and jobs to the men in your division.

Under the direction of a third class ordnance man, you direct two non-rated men to be stationed at the end of the runway to meet the planes as they return from each flight, in order to clear the guns of any rounds. This is to be accomplished in order to preclude the possibility of inadvertently firing the guns while the planes are parked near the hangar where it could endanger the lives of personnel.

After the first flight of planes returns from their mission, your commanding officer meets them at the flight line to see what percentage of misfires or hung rounds were experienced and discovers that there is still a round in one of the gun chambers. He is very upset and asks you in unpleasant tones why the instructions were not carried out.

What would say in reply to your skipper's questions?

What specific action would you take?

THE DRINKING AK-1

SITUATION

As squadron material officer, you have four capable aviation storekeepers (AK's), who have demonstrated outstanding performance, are always most polite and smart in their appearances. Your skipper continually points you and your men up to the rest of the squadron as fine examples and you develop considerable pride and confidence in yourself and your men.

Your squadron has orders to deploy to Guantanamo Bay, Cuba, for a month's advanced weapons training and you are placed in charge of the enlisted men who are to be airlifted from your home station by two R5D transports. You hold a muster one hour before the men are scheduled to board the planes and find that your first class storekeeper is missing. One of your other men comes to you and says that he thinks

the first class is back in your squadron material office. You and two of your men run back to check on his whereabouts and find him asleep with an empty whiskey bottle, coke bottles, and cigarette butts all around. Obviously, the man is drunk and his uniform is dirty and torn.

In view of the plane's scheduled departure in less than an hour, what would you do?

LOW MORALE, POOR EXAMPLE

SITUATION

You have recently reported to your first squadron and have been assigned as division officer in charge of approximately 20 men. You note that morale within your division, as well as the entire squadron, is low and esprit de corps is practically non-existent. The personal appearance of the men is poor. They have no interest in their jobs. What can you do to correct this situation within your division? What can you do to attempt to correct this situation within the entire squadron?

FACTS

The senior petty officer of your division seems to be lazy and presents a slovenly appearance, as do many other of the petty officers in the squadron. The officers attached to the squadron do not "set the example" as far as personal appearance is concerned and their exercise of effective leadership leaves much to be desired.

NOISY ENLISTED MEN ASHORE

SITUATION

You are an Ensign attached to "Ranger"; you are ashore in uniform on liberty on the Fourth of July in a port that is not a regular Navy port of call and is not accustomed to having large groups of Navy liberty parties ashore. You are dining in a restaurant with two civilian couples when two of the men in your division enter with two middle-aged, prosperous-appearing civilian men who are evidently showing them the town. You know the two enlisted men as young, inexperienced seamen, with average ability and good conduct records. It is obvious that they have had more to drink than they are used to. Within a few minutes after their arrival in the restaurant, they and their civilian companions order drinks and become increasingly noisy. As everybody's attention in the restaurant becomes focused on this group, the proprietor comes up to you and asks you if you can quiet them down. He explains that the two civilians, although influential in the community, are not as important to him as the reputation of his restaurant. What action would you take at this time? What additional action, if any, would you take upon return to the ship?

AOL, AOL, DRUNK

SITUATION

You are the division officer of the "B" Division. One of your men, a Machinist's Mate 2/C with an excellent record over a period of four years in the Navy, remained absent over leave. After he had served his punishment, he repeated the offense and returned to the ship drunk. What disciplinary action would you take? What steps would you take to straighten this man out?

FACTS

You have heard rumors that the man in question was experiencing serious family difficulty. His emotional balance seems to be completely upset.

NAVAL LEADERSHIP

The Naval profession is an honorable one, which has traditionally commanded the respect and affection of our country. Together with our sister services we serve and protect free men everywhere. To maintain the support and respect of society, as well as to meet the requirements of his own conscience, every Naval leader must be in himself an example of our military ideals.

The United States Navy has long been distinguished for the high quality of its officers and men. We must never let this quality diminish. Our challenge in this time of troubles and opportunity is to develop and improve our Naval leadership. The more powerful the weapons that science gives us, the more important the character and will of the men behind them. As these develop, so does the strength of the Navy, the Nation, and the Free World.

The U. S. Fighting Man's Code has well expressed the essence of our problems:

"War has been defined as 'a contest of wills. A trained hand holds the weapon. But the will, the character, the spirit of the individual—these control the hand. More than ever, in the war for the minds of men, moral character, will, spirit are important.'"

By Naval leadership is meant the art of accomplishing the Navy's mission through people. It is the sum of those qualities of intellect, of human understanding and of moral character that enables a man to inspire and to manage a group of people successfully. Effective leadership, therefore, is based on personal example, good management practices, and moral responsibility. . . .

. . . Combat readiness requires that all persons in authority observe in themselves the standards of moral behavior and devotion to duty laid down in Navy Regulations. The Navy must also develop and use new concepts of management and executive development to insure efficiency and the best use of people. The key to successful Naval leadership is personal attention and supervision based on moral responsibility.

From GENERAL ORDER NO. 21

READING ASSIGNMENTS - NAVAL ORIENTATION

I-GO

PHASE I - FINANCE AND NAVAL HISTORY

Texts - Naval Orientation, NAVPERS 16138-C(No)
This Is Your Navy, Roscoe (YN)

PERIOD

			Interest Rate Formulae
1.	FIN-1	Credit	None
2.	FIN-2	Survivors' Benefits and Life Insurance	"Money Talk for Young Folks"
3.	FIN-3	Investments	(NO) pp. 1-7 (YN) pp. 5-10, 26-28
4.	NH-1	Naval History and Traditions	(YN) pp. 66-73 165-173
5.	NH-2	Sea Power and American Independence	(YN) pp. 528-533 537-539
6.	NH-3	Sail to Steam and Wood to Steel	(NO) pp. 20-31
7.	NH-4	World War I and Development of Carrier Doctrine	(NO) pp. 31-35 (YN) pp. 640-646, 661-665
8.	NH-5	World War II in the Atlantic	(NO) pp. 7-13; (YN) pp. 665-667
9.	NH-6	World War II in the Pacific	(YN) pp. 597-610
10.	NH-7	World War II in the Pacific (cont.)	(YN) pp. 640-646, 661-665
11.	NH-8	World War II in the Pacific (cont.)	(YN) pp. 686-694 702-711
12.	NH-9	The Sixth and Seventh Fleets	Review
13.	NH-10	Increasing Importance of the U. S. Navy	Review
14.	QUIZ	Phase Quiz	Review

PHASE II - UNIFORM CODE OF MILITARY JUSTICE, MILITARY COURTESY AND ETIQUETTE, NAVY REGULATIONS, AND DEPARTMENTAL ORGANIZATION

Text - Naval Orientation, NAVPERS 16138-C (No)

15.	UCMJ-1	General Outline of the Military Justice System	pp. 65-82
16.	UCMJ-2	Summary Courts-Martial	pp. 82-84, 90-92 scan pp. 100-109
17.	UCMJ-3	Special Courts-Martial	pp. 84-86, 88-90 scan pp. 109-129
18.	UCMJ-4	General Courts-Martial	pp. 86-88, 92-93
19.	MCE-1	Military Courtesy	pp. 37-50
20.	MCE-2	Etiquette and Manners	pp. 51-63
21.	MCE-3	Uniforms and Personal Appearance	pp. 149-155, 158-161
22.	NR-1	Introduction to Navy Regulations	pp. 95-100
23.	NR-2	Organization for Command	pp. 131-138
24.	NR-3	General Regulations, Precedence, Authority, and Command	pp. 138-148
25.	DO-1	Organization for National Security	pp. 165-175
26.	DO-2	Organization of the Navy Department	pp. 176-179
27.	DO-3	The Shore Establishment and Operating Forces	pp. 179-184
28.	DO-4	Naval Air Training; Command and Pilot Training Pipelines	Review
29.	DO-5	Fleet Aviation	Review
30.	QUIZ	Phase Quiz	Review
31.	FINAL	Naval Orientation Final Examination	Review