
Leadership

1

NJROTC Leadership

You have now had at least a year of NJROTC. You may have been advanced to petty officer third class or petty officer second class, with leadership duties in a squad or platoon. You may be a member of the color guard, drill team, or rifle team.

If you have advanced to a higher level, that is great. If not, keep trying. You too will advance when you are qualified and there are openings. In the meantime, you are an experienced cadet who can, and should, help the new young men and women who are coming into the unit as cadets in Naval Science 1. Everyone must help so the unit will be a good team.

As a squad leader, assistant squad leader, platoon guide, or other leader within your unit, you will have special responsibilities during your unit's marching practices, parades, inspections, and other functions. Know your responsibilities. As a leader, you will have others to look after, guide, and train.

Your first rule must be to set the best example possible. Your own uniform should be neat, pressed, and ship-shape, with a clean cap cover, shirt, skivvy shirt, and shined shoes. Awards and insignia must be neat and without dangling threads. When questioned, it is better to be able to answer by showing, as well as telling. For example, "The NJROTC patch is sewn on the left sleeve of the shirt, like this"; or, "Shoes should be polished to a bright shine, like this"; or, "The combination cap is put together with device centered and chin strap tight, like this." Your *NJROTC Field Manual* is a good reference on how to wear the uniform correctly.

You will find that your own correct wearing of the uniform, taking directions, snappy saluting, and sharp marching will be a better guide than many things you say. Your subordinates will learn by watching and following your example. If you tell them how to do something and then do not do it that way yourself, you have wasted your time. In fact, you will have done both yourself and the unit damage. Subordinates will do as you *do*, before they will do as you *say*. Leadership and responsibility begin with setting the example yourself.

THE LEADER

Leadership depends upon three things: the leader, the followers, and the job to be done. Each leader will have his or her own way of guiding, directing, and inspiring followers. Although the approach of each leader may be different, each may be equally as successful in getting good results.

After learning to be good followers the first year, NJROTC cadets have many leadership opportunities at all levels. The NJROTC needs effective leaders in squad, platoon, company, and staff positions. Leaders are also needed for various teams, color guard, and committees. The effectiveness of the leaders at the top levels depends on the effectiveness of the leaders at the lower levels. Cadet officers rise to top positions by working their way up. As they mature in experience, age, and rank, they gradually become better leaders.

There are few "born leaders." Even so-called natural leaders have to develop through experience. They must learn to handle increasingly complex situations as well as learn from their successes and failures. Some people, however, do have a flair for leadership, quickly developing confidence and poise in a leadership role. Perhaps they have the looks, stature, command voice, or other physical qualities that set them apart. Maybe they are outstanding students, good athletes, or inspiring speakers. Any of these things might give them a bit of a head start, but they must also have the initiative, desire, and willingness to become leaders. Sometimes people who were early leaders fade away as new leaders arise in the group. Some people make excellent leaders after a slow start. Leadership is not easily taught or easily learned, but leaders can be made.

A leader must be able to use his or her experience in each new situation, as well as learn something new. To improve, successful leaders must analyze themselves and their leadership style. In this way, they can learn which methods do not work and thus gradually develop skills that will help them do the job successfully. The NJROTC program seeks to help each cadet gain leadership experience that will be useful in almost any situation.



Good leaders lead as much by example as by doing and telling, as these sharp-looking cadet leaders are demonstrating.

FOLLOW THE LEADER

Having spent a year as a first-year cadet, you have experience as a follower. If you received a promotion, you must have done well. You are now in a position to guide and help new cadets in the unit this year.

You already have learned that you must first be a good follower before you can become a good leader. Also, you know that even high-ranking cadet officers in your unit must take orders from the cadet commander, and he or she in turn from the naval science instructors. They, in turn, must follow school and program directives, and so on.



A leader never operates in a vacuum. No matter how high one progresses in a military organization, there is always someone above as well as below in the chain of command. This NJROTC cadet leader is receiving instructions from his SNSI to be passed along later to his platoon.

To be a leader, you must first try to do the job you are given. You must be dedicated to this job, and be willing to do the required work with your teammates.

As a leader you must be more disciplined than your followers because you will influence them. You must always set a good example because your subordinates will imitate your bad actions as well as your good. You must be careful that your appearance, dress, and conduct set high standards at all times.

As a cadet officer, you will not make decisions upon which the lives of others or the success of a critical mission depend. Nevertheless, your decisions will still be important to your unit. You are the one who must study the pros and cons of an issue, collect input from your group, and then make the decision on how the group can best get the job done. You will have a responsibility toward your seniors, your subordinates, your job, and your unit. You will have to develop the habit of working effectively with others. There are three basic things to remember as you develop your leadership abilities: Know your business. Know yourself. Know your personnel.

The NJROTC has several optional programs and other activities in which you can take part to help you learn to be a good cadet officer and leader. Units can send interested cadets to basic leadership training and leadership academies, summer programs of about two weeks' duration at one of several military bases around the country. In addition, weekend field trips to various Navy bases, ships, and air stations are a good way to

learn more about the Navy and its people. These programs and activities will greatly build your knowledge of the Navy and the military and the skills required to lead people effectively.

PERSONAL RELATIONSHIPS

To do his or her job, a leader must associate with seniors, peers, juniors, and the general public. These associations are called *personal relations*. Just as in the regular Navy, a cadet's relationships with all these groups will greatly influence how effective a leader he or she is.

Few truly great leaders of the world have reached their positions without having outstanding personal and social traits. These traits make up the leader's *personality*. Personality is the ability to talk to large groups and still make each person feel that he or she is being talked to alone. It is a "magnetic" personal quality that allows the leader to satisfy every person's desire for recognition. This is a basic requirement for anyone who wants to lead others.

Many great leaders of the past, such as President Abraham Lincoln, President Andrew Jackson, and Admiral Chester Nimitz, achieved much because they got along so well with people. People felt comfortable and welcome in their presence.

This special quality of leadership is really just an unselfish, friendly interest in people. It may be just a cordial "good morning" when starting the day, or a question about how work is going. Such interest from the senior



One of the more interesting aspects of training in the NJROTC is the opportunity to take field trips to visit operational Navy ships, as this unit is about to do.

makes the junior feel important. It shows a subordinate that he or she is valued as an individual.

A leader must have the cooperation of those with whom he or she is working. A leader with a warm, friendly personality makes people feel that he or she is glad to be a member of their organization. This feeling, this being proud of the other people in the same group, is called *esprit de corps*, "pride in the organization."

Respect of subordinates is not something that can be commanded; it must be earned. Subordinates expect their leaders to have an interest in and concern for their affairs. However, a leader should not be their "buddy," but rather their counselor and guide. A leader must be friendly and interested in his or her followers. Such friendly concern does not destroy discipline or break down the chain of command. If juniors feel that their leader knows their needs and will do everything he or she can for them, they will trust that leader.

If there is one key to successful leadership it is probably *fairness*. This is the one thing that every effective leader must practice. Subordinates should receive all to which they are fairly entitled. Fairness in an NJROTC unit means things like an equal opportunity to serve as leaders, an equal chance to work on projects and committees or to be on the color guard and drill teams, and recognition for jobs well done.

ESSENTIAL QUALITIES OF LEADERSHIP

A person must have certain traits or characteristics in order to be an effective leader. Some of these are outlined here.

Loyalty. Loyalty to country is a must for anyone in the military service. There is also loyalty to seniors, which means a willingness to serve them reliably and well. Similarly, there is loyalty to juniors, which means having consideration for their welfare and interests.

There are other forms of loyalty: loyalty to relatives, to friends, to beliefs, and finally, to oneself. As the well-known saying goes, "To thine own self be true, and it must follow as the night the day, thou canst not then be false to any man."

Courage, Physical and Moral. The most traditional trait of a leader is courage. At one time this meant physical courage only, deeds of daring which involved the danger of death. Today it implies a willingness to attempt a mission in spite of its danger. Training, education, drill, and professional preparation are the best ways to lay a foundation for physical courage.

Moral courage means being able to stand up for one's beliefs, to call things as honestly seen, to admit a mistake. Most people know the difference between right and wrong. Most try to remain true to their principles in spite

of fears and pressures by others. It takes moral courage to do right in the face of these things. Most young leaders will make occasional honest mistakes. No one, however, should attempt to lie or "cover up" or intentionally break the law.

Honor, Honesty, and Truthfulness. Honor means a proper sense of right and wrong. An NJROTC cadet is expected to be a person of honor whose integrity is above reproach. Honor is an important characteristic for any person. *Honesty* means refusing to lie, cheat, or steal. Honesty is so important to leadership that it is written into the honor codes at all the service academies. There are no degrees of honesty. Either individuals are honest, or they are not. *Truthfulness* means telling things the way they truly are, without deception. Navy people must be able to put the greatest confidence and trust in their shipmates. This is possible only if they are men and women of honor, honesty, and truthfulness. A leader must have these qualities if he or she is to command respect, confidence, and obedience.

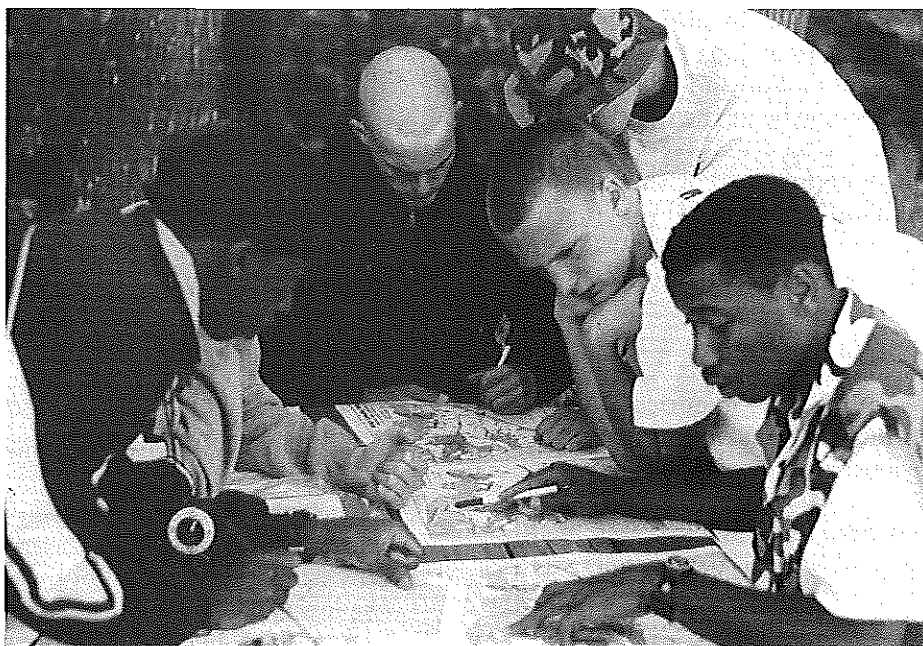
Faith is another word for confidence. There are several kinds of faith: faith in oneself, faith in one's leaders, faith in subordinates, and faith in the cause for which one is working. Faith in oneself is self-confidence, and that increases the respect one receives from others.

If one loses faith in one's leaders and subordinates, he or she trusts no one and is loyal to none. Such a person loses the trust and loyalty of seniors and juniors alike.

Faith in a cause is essential to victory. A weakening of faith is almost always followed by a lowering of morale, demoralization, disintegration, and defeat. A naval leader who believes with all his or her heart in the service, the fleet, his or her ship, captain, division, and himself or herself will see this attitude reflected in everyone around him or her.

Sense of Humor. The ability to see humor in a situation is a valuable asset. One should not play the clown, however. Often a humorous remark at the right time and place can ease tension and restore morale. Laughter can be like a curing medicine. A leader who can see humor in a difficult situation, when such exists, does much to relax his or her subordinates, restore their confidence, and cause them to think positively.

Modesty. A truly great person can afford to be modest; lesser individuals cannot afford to be otherwise. A truly great person can be modest because his or her accomplishments speak louder than any words. While a person should be proud of strengths and abilities, one must not develop too high an opinion of oneself. Modesty, quiet dignity, even humility indicate great character and experience. Self-magnification is improper, often unpleasant, and normally unsuccessful. Excessive concern with one's



The sport of orienteering makes use of many of the traits needed to be successful as a leader. This group of NJROTC cadets is planning the route they will take on an orienteering exercise at a forest in southern Maryland.

own importance is likely to cause a leader to consider mainly his or her own welfare, instead of the welfare of subordinates and the command.

Self-Confidence. Self-confidence develops with experience, increased skills, professional knowledge, and a positive attitude. Self-confidence helps eliminate the fear of failure. To develop self-confidence, a leader must be willing to accept responsibility and tackle those jobs that he or she may at first feel inadequate or uncomfortable doing. If an occasional failure does occur, remember that it has happened to everyone at one time or another. The ability to bounce back, to learn by experience, and to do a better job next time marks a leader.

Common Sense, Good Judgment, and Tact. Common sense and good judgment enable a person to make good decisions. *Common sense* means being able to see and react to things as they really are. *Good judgment* comes with training and discipline and means the ability to analyze facts and draw correct conclusions. The more knowledge a person has, the better qualified he or she is to make good judgments. *Tact* is the ability to use good judgment to speak and act in a diplomatic way, so as not to offend either one's seniors, peers, or juniors.

Good leaders use common sense and good judgment in solving problems. They take into account similar experiences of others. They recognize and appreciate the needs and personalities of their subordinates.

Health, Energy, and Optimism. These attributes cannot exist apart from one another. Good health is a priceless asset that few appreciate until it is lost. A good leader will learn when to delegate some jobs in order to avoid harming his or her health through overwork. A planned program of daily exercise and periodic breaks from the job will keep the mind, body, and spirit sharp. Without health and personal energy, there is little stamina to withstand the demands of leadership.

Without health and energy, it is difficult to be optimistic. The optimistic person is a winner who looks at the bright side of the problem, expresses the "can do" attitude, and inspires both juniors and seniors with his or her enthusiasm to do the job. The opposite of an optimist is a pessimist who always looks for reasons why a job can't be done. An effective leader is usually an optimistic winner.

Sense of Responsibility. This is the ability to see and do what must be done. It enables leaders to think independently and to use initiative in their jobs. A responsible leader will accept any assignment, whether pleasant or unpleasant, and stay with that task until it is properly completed.

Concern for People. NJROTC leaders must get to know their subordinates. They should know all cadets in their classes, and most in their unit. Field trips, unit drills, parades and formations, and social events such as military balls are good times to get to know other members of a unit. These activities build teamwork, which is a must for a successful unit.

Seniors must know their juniors in order to evaluate them. One of the most important jobs of a leader is choosing subordinates for promotion and advancement. A leader is known by the people he or she develops into new leaders.

All hands must be kept informed. They should know what is going on, when things are going to happen, what is expected of them, and why. People are far more likely to cooperate if they know the reason they must do something.

IN SUMMARY

We have discussed some of the more important qualities of leadership, although there are many others. We have arrived at three conclusions:

- Leaders must know the capabilities of each member of their group, and how to coordinate them to do their assigned jobs well.
- Leaders must be self-confident. They must have an optimistic winning attitude and be able to keep on track to accomplish the goal and know when it is better to stress the job or the individual.
- Leaders must be willing to take increased responsibility. People who can carry out orders cheerfully, complete their work step by step, use their imagination to improve it, and then, when the job is done, look forward to their next job, should be able to lead successfully. ■

CRITICAL THINKING

1. Which leadership qualities do you think are most important for a cadet leader in the NJROTC to master? Why?
2. Compare and contrast the leadership qualities required

for a cadet leader in the NJROTC with those needed by a petty officer or commissioned officer in the Navy or one of the other armed services.

Study Guide Questions

1. How can you help incoming Naval Science 1 cadets?
2. What are the three things upon which leadership depends?
3. What are the three basic things to remember as you develop your leadership abilities?
4. Explain the statement: "Respect of subordinates is not something that can be commanded; it must be earned."
5. What is the difference between physical and moral courage?
6. Why is humor (at the right time and place) an asset to a leader?
7. Explain the statement: "A truly great person can afford to be modest; lesser individuals cannot afford to be otherwise."
8. Why are common sense and good judgment essential qualities of a leader?
9. Why is maintaining good appearance, dress, and conduct important?
10. Summarize some of the most important things a leader must be and do.

Vocabulary

esprit de corps
honor
pros and cons
judgment
loyalty

modesty
optimist, pessimist
subordinate
tact
trait

2

Approaches to Leadership

Having discussed traits of leadership, let's talk about how to *apply* one's abilities in the leadership role. This is a question all leaders must answer for themselves. Different leaders approach problems in different ways; all may get good results. In this chapter we will talk about some of the ways to achieve the best results.

Webster's New World Dictionary defines *authority* as "the power or right to give commands, enforce obedience, take action or make final decisions." There can be no doubt about who has authority. The person in authority is the person *in charge*. This is the best definition for authority in the Navy.

To be in charge is exciting. As with everything else in this world, however, there is another side to the coin. In fact, in the Navy, there are two special burdens on the leader. With authority goes *responsibility*, and with them both goes *accountability*.

The commanding officer has total responsibility for all things within his or her command. He or she is totally responsible for the performance of the ship and crew. There is no way to avoid or delegate this responsibility.

Whoever has authority is also held accountable for all that occurs in that command. A leader who is unsuccessful in a mission or brings disaster to the ship or crew, must answer for what happened. A naval leader is accountable for *deeds* and *results*—not good intentions. It must be this way. Without this accountability, there would be no confidence or trust in those who are in authority. Men and women will not trust leaders who are not accountable for what they do.

AUTHORITY IN CIVILIAN LIFE

Authority is a little different in civilian life. It does not carry the same amount of accountability. But it does mean a responsibility to influence and guide the things others do. Civilian leaders may be held accountable in many cases only if they break the law.

In spite of this, they should still be willing to accept the responsibility of carrying out their acts in a highly

professional manner. Your parents have authority over you because they are responsible for your actions. And they are legally responsible for what you do until you are legally an adult.

Your teachers have the responsibility for teaching you, and are held accountable by the principal and superintendent. Local police, civil, and school authorities have a responsibility to keep law and order. They get their authority from the people, through laws.

Your naval science instructors have authority over you and your fellow cadets. This authority arises from the agreement each cadet makes when he or she becomes a member of the cadet corps. The authority also comes from the school district and the Navy. These authorities require your instructors to present the NJROTC course in the best way possible.

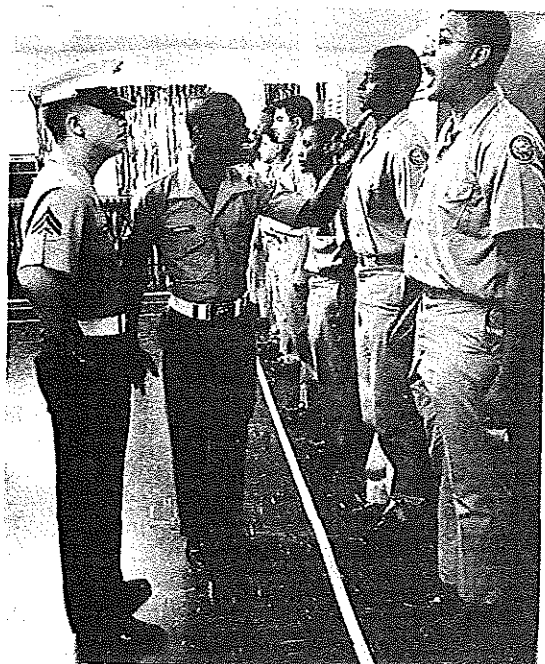
DISCIPLINE AND SELF-DISCIPLINE

Discipline is an orderly way of doing things. In both military and civilian life, discipline is a way of guiding people toward the right actions. Discipline, properly handled, is not harsh or unfair. Therefore, it is not something to fear.

Self-discipline is the control of yourself. It is an inner thing that comes from the experiences and training you have had. There are certain jobs you have to do yourself—like keeping your room clean, being home on time, attending classes, doing your homework, and wearing your uniform when required. Self-discipline is what makes you do those things, even when there are other things you'd rather do.

The NJROTC program is designed to teach self-discipline. It helps cadets learn how to manage their time well. Cadets learn to follow directions and make decisions. These are the traits needed by leaders in both military and civilian life. Without orderly conduct, it would be impossible for a military organization to function.

Self-disciplined people make the military, and all society, work. Self-disciplined people are dependable. They will take care of their responsibilities on their own. Self-



Authority in the military is different from that in civilian life because it is more complete. This Marine corporal is impressing that fact on an NJROTC cadet during summer training at Pensacola, Florida.

discipline begins with self-control. This must be practiced. Self-control will help build better habits. The person who has self-control can stand up to hardship and danger.

Self-disciplined people follow regulations well. They have high morale.

DRILL AND DISCIPLINE

One way of learning self-discipline is to take part in unit drill and ceremonies. In order for drills to be good, the unit must practice regularly until every routine is perfect. Drill teaches self-discipline because it requires the unit to act as one person. Every cadet must know what to do because everyone must act together. When the order "By the right flank, march!" is given, everyone must carry out the order at the same time. Anyone not doing so will not only stick out like a sore thumb, but he or she may also get run over!

Drill in uniform can give each cadet a sense of belonging. It is a matter of "All for one, one for all!" When cadets wear the uniform correctly, they will look good. By "looking good" as a unit, each cadet has a sense of belonging to a super group. Drilling is not a punishment or an endless routine. It is a good way to build pride in each member of a unit, and in the whole unit.

LEADERSHIP STYLES

There are several styles of leadership. Each is very different from the other. They range from the *autocratic* to the *democratic* styles. Most leaders' styles fall somewhere in between the two extremes.



Military drill is a good way to learn self-discipline for the good of the unit. This NJROTC drill team looks sharp as they go through their paces in their school gymnasium.

Autocratic style. The *autocratic* or *authoritarian* style of leadership is centered on the leader. It is direct and often impersonal. It demands a fast response, as in a drill or an emergency situation.

The autocratic leader has the responsibility to direct a group effort. Subordinates don't openly question this leader's commands. They are seldom free to use their own initiative. The emphasis is on carrying out orders.

The autocratic leader uses *position* as the basis for leadership. He or she isn't much concerned about relationships with subordinates. This approach won't build a closely-knit group. It doesn't encourage a free exchange of ideas between the leader and the group.

Autocratic leadership will get the job done quickly. Groups working under this type of leader produce well for *short* periods of time, when the leader is present. But production usually goes down over longer periods, or when the leader isn't around. Followers depend so much on the leader that they can't act independently when the leader is not there.

The purely autocratic approach has its place for all leaders in certain situations. But in most day-to-day conditions, the leader should be more sensitive to the needs of subordinates. Then he or she will get a better response when direct orders are really required.

Democratic style. The *democratic style* means participation of followers, as well as the leader, in the leadership process. It is more time consuming. It requires skills in dealing with people. It is good for long-term situations.

The democratic leader encourages the group's members to help set up procedures, make decisions, and discuss

problems. To make the democratic style work, a leader needs cooperation from his or her people. The democratic leader can encourage his or her subordinates to do their part. They will accept his or her leadership. Then everyone will be more willing to work to get the job done.

The democratic leader allows people some leeway or freedom in carrying out their tasks, as long as they get the job done. The people doing the job can then have some of the authority for getting it done. They develop pride in their work, and teamwork grows.

Democratic groups produce better over longer periods of time than autocratic groups do. They can also keep producing when the leader is not present.

RANGE OF LEADERSHIP STYLES

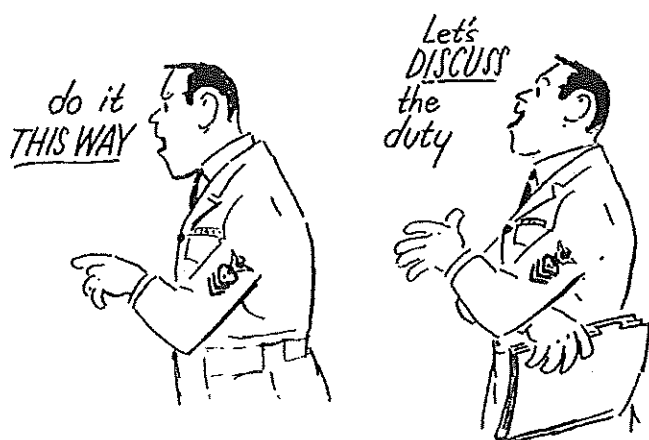
How should the leader try to get people to do the job? Effective leadership is based on *results*. Use of authority alone may not always produce the best results. Conversely, a completely democratic style in which the leader avoids taking responsibility and simply goes along with the group is seldom appropriate either.

Within the range of leadership styles from autocratic to democratic, there are five different approaches to leadership.

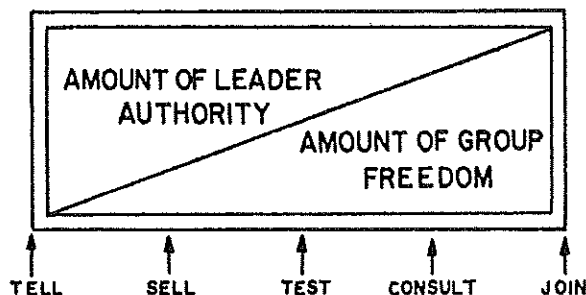
Telling. In the telling style, the leader keeps all authority and gives the group little freedom. The leader decides and the group follows. The group does not take part in the decision making.

Selling. In the selling style, the leader "sells" and the group accepts. The leader makes the decision, then persuades the group that this decision is the "best" for the group. The leader shows how the group will benefit from carrying out the decision.

Testing. In the testing style, the leader tests, the group reacts, and then the leader decides what to do. The leader states the problem and picks a possible solution. He or



The autocratic type of leadership is direct and impersonal, and gets a fast response. The autocratic leader (left) doesn't consult with his group. This style is needed sometimes, but the democratic leader (right), who takes into account the needs and feelings of his or her people, will find that this style usually works better.



The styles of leadership, on a scale from most autocratic to most democratic.

she lets the group react to this solution and may accept suggestions. He or she then makes the final decision and informs the group.

Consulting. In the consulting style, the leader presents the problem and asks for ideas from the group members. The group makes recommendations. The leader then selects a solution and informs the group of his or her decision.

Joining. In the joining style, the group decides and the leader follows. Here the leader is just another member of the group. He or she agrees to carry out whatever decision the group makes.

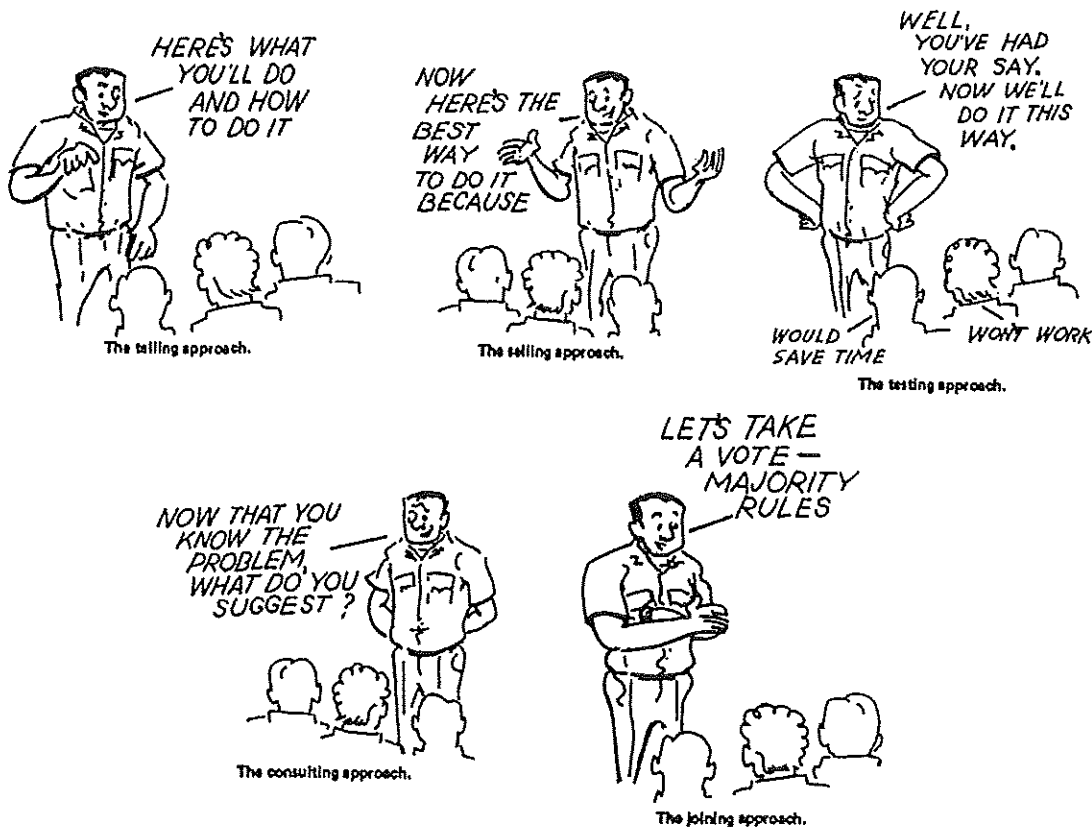
No matter what leadership style they use, leaders cannot be everywhere all the time, nor can they—or should they—try to do everything themselves. Therefore, regardless of their style, it is frequently necessary for leaders to *delegate* (give) authority to individuals and groups in order to get the job done. For example, the commanding officer (CO) of a ship might delegate to the officer-of-the-deck (OOD) authority to conduct a routine maneuver in a safe manner at a time when the CO is not on the bridge.

When delegating authority, it is important to set clear and concise limits for the individual or group to operate within, as well as to specify the goal and any time constraints that may apply. Then, as long as the individual or group can stay within the given limits, decisions as to how to proceed can be made by the individual or group without any further presence of or direction by the leader. Should it become necessary to exceed the limits, the leader must be so advised in all except emergency conditions before proceeding. Depending on the situation, alternatives may be presented for consideration and approval by the leader, or further directions may be requested from him or her.

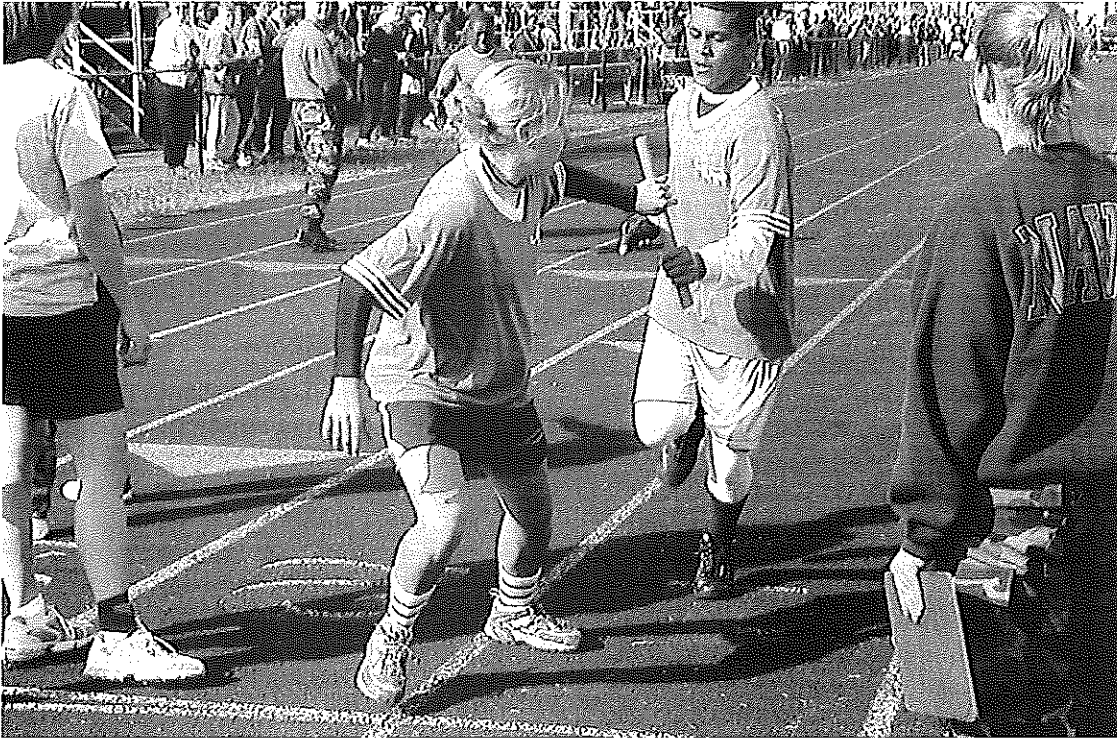
LEADERSHIP AND COMMUNICATION

To become a good leader one has to be able to communicate. The four skills necessary for communication are reading, writing, listening, and speaking. Let's discuss each of these briefly.

Reading. The ability to be an effective reader is essential to any leader. He or she must be able to read directives and understand them so he or she can have the group carry them out. On longer articles, instructions, or books,



Each of the five approaches to leadership shown here has a place in different situations. The skillful leader knows when and how to use the best approach to get the desired results.



Good communication requires effort on the part of both the sender and the receiver. These cadets at an NJROTC field day competition are practicing these skills during a relay race.

it is a good idea to scan the material first, to pick out the main ideas. Next, the material should be read for details.

Writing. The second skill is to write in a way that others understand. The leader must often give written orders and instructions, so this is a very important skill. There are four important steps to be followed for effective writing. These are:

- Step 1. Clarify your purpose* for writing. Be able to say why you are writing, who will read it, and what you expect the reader to do after reading it.
- Step 2. Limit the subject* to material that suits your purpose as stated in Step 1. Do not waste readers' time with extra material.
- Step 3. List ideas* that you want to get across to your reader. As you read and research your material, write down ideas. You can add to or change these ideas later.
- Step 4. Organize ideas* into groups. This really amounts to an outline. Main ideas are followed by important subheadings, and in turn, by supporting information. In an essay or research paper, the main ideas can be listed under two or three main topics. An outline will help keep you on course and save you time when you actually start writing.

Listening. The art of listening effectively is picked up through practice and hard work. Poor listeners often try to place the entire burden on the speaker. There also are persons who want only to hear themselves speak. This is no way to build respect, or to manage people effectively.

By practicing the following rules, anyone can become a better listener. A good listener will be a better leader.

1. *Get ready to listen.* Do not place all the responsibility on the speaker. You must be alert!
2. *Take the responsibility for understanding.* Do some thinking as you listen. If you just listen to words, you will miss the purpose of the speech. In your mind, put the speaker's ideas into your own words. Repeat what you *thought* you heard to be sure. Don't go away in doubt.
3. *Listen to understand,* rather than to disagree. Listen and wait; try to *understand* first and *evaluate* second. Emotions should not cloud the matter. Question only after a speech or lesson is finished.
4. *Listen for the main ideas.* If you are listening to a teacher or other speaker, take notes. Come to classes and lectures prepared to do so. Taking notes will make you more alert for the main ideas. Alert listening requires effort. It is still the best way to get knowledge and understanding.

Speaking. The fourth skill is *speaking*. Everyone speaks, but not everyone effectively communicates! A speaker must make listeners understand what he or she is trying to say. You probably have listened to someone give directions and been more confused by what he or she said. Obviously, that person did not communicate effectively.

A speaker should use words that the listeners will understand. You will “turn off” your listeners if you use words they don’t understand.

Since leadership means getting things done through other people, you must be able to speak well. Of course, giving orders or instructions is not the same as giving a speech. But the same rules hold true in either case. These rules can be used for any speaking you may have to do as a student, cadet leader, or public speaker.

To speak well, you must organize your materials. There are five basic steps for preparing an effective speech. Some steps are like those for writing a paper.

Step 1. Determine the purpose for the speech. Having “zeroed in” on your purpose, stick to it. Don’t wander in your research or your writing.

Step 2. Narrow the scope of your topic. Do not try to cover too much in one speech. You will bore your listeners if you do. Most really good speeches can be given in fifteen minutes or less. The longer the speech becomes, the sleepier the audience becomes. They tune you out.

Step 3. Choose a subject of interest to you and your audience. Keep in mind the maturity of your listeners. Do not rely just on what you know about the subject. Do some research. Use examples such as stories, events, and people. And be sure your information is correct!

Step 4. Make an outline to organize your speech. Note facts and figures so you don’t make mistakes.

Step 5. Practice your speech. Say it in front of a mirror or use a tape recorder. Time it. Listen to yourself. Plan to use gestures. “Running through” your speech a few times out loud will give you confidence.

There will be more on communicating effectively and instructing in *Naval Science 3*. ■

CRITICAL THINKING

1. Which of the leadership styles described in this chapter would work best in your NJROTC unit? Why?
2. What are some of the most important skills necessary for effective communication by cadet leaders in your NJROTC unit? Why do you think these are important?

Study Guide Questions

1. What does *authority* mean in the Navy?
2. What is the commanding officer of a naval vessel responsible for?
3. What is the difference between civilian authority and naval authority?
4. Why do parents have authority over their children?
5. Who gives authority to law enforcement and school officials to carry out their responsibilities?
6. Where do naval science instructors get authority to teach and manage the NJROTC unit?
7. What is the first step toward developing self-discipline?
8. Why does military drill help in learning self-discipline?
9. What are the two extreme styles of leadership, and what are the features of each?
10. Upon what is effective leadership based?
11. What are the five styles of leadership in the range from autocratic toward democratic?
12. What are the four skills necessary for effective communication?
13. What are the four important steps for effective writing?
14. What are the four rules for being a good listener?
15. What are the five basic steps to follow in preparing a speech?

Vocabulary

accountability
authority
autocratic
delegate

democratic
morale
self-discipline
persuade

3

Leadership Skills

People behave in ways that will best satisfy their needs. Survival—the need for food, air, and water—is the most basic human need. Higher needs, such as the need for friends, job, and respect, are felt only after the most basic physical and safety needs are satisfied.

Food and safety, however, seldom bring happiness and a sense of accomplishment. The satisfaction of higher needs brings a sense of well-being and pride. These are necessary for an intelligent, mature human being. While survival needs are quite similar for all people, higher needs vary greatly among individuals mainly because of the environment in which the individual has grown up.

This chapter will talk about things that influence the behavior of people. Some knowledge of human nature and what makes people behave as they do is important for a leader.

SATISFYING NEEDS

It is not necessary to talk about the basic needs for food, water, and shelter. Everyone understands these things. A hungry person will seldom work well, for his or her mind is on an empty stomach and visions of a good meal. Once that need is satisfied, however, the person's job and desire for approval, recognition, and achievement will take over quickly. These higher needs may never be completely satisfied. But that is probably a good thing, for that might stop new ideas and limit initiative.

One of the foremost writers in recent years on the topic of people's needs as motivators is Abraham Maslow. According to Maslow, needs are arranged from the lowest, such as food and shelter (the physiological), to the highest (self-fulfillment) in an order called the *hierarchy of needs*. In this theory, individuals will try to satisfy all or nearly all of the needs at lower levels before they are ready or *motivated* to go after those at higher levels. For example, if someone suffers from hunger, most of his or her energy will be spent in finding food, not in seeking a sense of belonging or knowledge, until the need for food is satisfied; and so on.

A leader, therefore, must be sure that the basic needs of subordinates are satisfied. He or she must then try to satisfy their higher needs. A leader can do this by ensuring that their work gives them the rewards of belonging, status, and getting ahead. The leader must assign jobs in such a way that each person does his or her part well and all work toward the goal. In this way, not only will individual needs be satisfied, but the group will develop teamwork.

Most people seek growth in their work. People desire to learn new skills and move on to more challenging work. They want job responsibilities that use their technical knowledge and ability. They want to become skilled in their trade because mastery of the job adds to their sense of achievement. Doing a good job, first of all, must be personally rewarding.

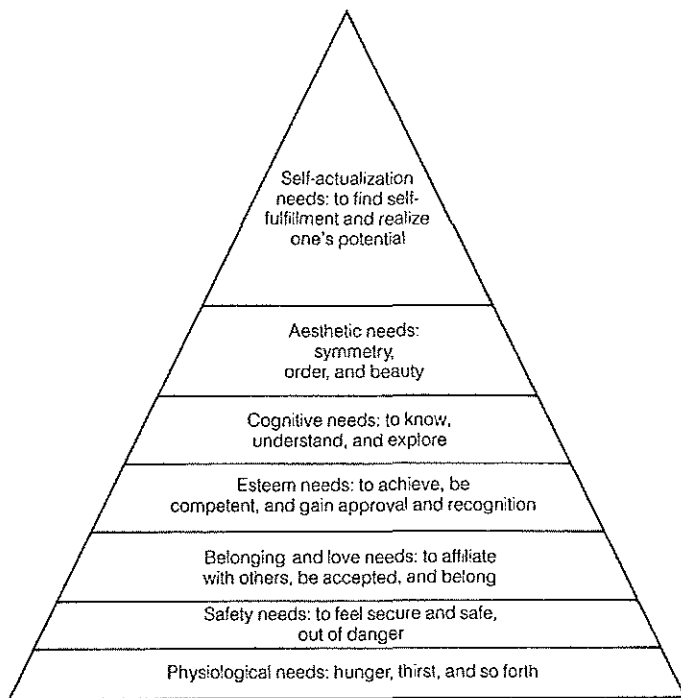
But people also desire proper recognition for doing a job well. This increases the drive to succeed. While it is necessary to call attention to mistakes (which everyone makes), recognition of mistakes *alone* will decrease a person's desire to achieve. It is well to give the deserved compliments first after inspecting a job. Then follow this with constructive criticism, if needed.

Most people want to contribute to the success of the unit and organization, but they generally need a boost or reward (however slight) for doing a good job. This is not selfish; it is human nature and a factor that a leader must consider.

INCREASING MOTIVATION

Punishment by the leader is sometimes necessary. This may include putting a subordinate on report, reprimanding him or her, or advising the individual that he or she will not be recommended for advancement unless he or she shows an improvement in attitude and results.

While punishment may make people do what they should, it alone cannot motivate, because motivation is



Maslow's Hierarchy of Needs. Maslow believed the needs that are lower in the hierarchy must be at least partly satisfied before those that are higher can become important sources of motivation. (Based on "A Theory of Human Motivation," by Abraham H. Maslow.)

an inner force. The motivated person is self-starting and self-controlled; he or she does what is necessary to get the job done by him- or herself. What are the things that make people want to do a better job? Many surveys have been done over the years to try to determine these things. In the civilian business world, such matters directly affect production, relationships with unions, public goodwill, and profits. In the Navy, these things directly affect morale, readiness, and reenlistments.

Such surveys have found that there are nine main motivating factors. In order of importance, these are

1. Feeling that one's work is important
2. Opportunity to do interesting work
3. Opportunity for self-development and improvement
4. Good pay
5. Chance for advancement
6. Respect as an individual
7. Chance to produce work of high quality
8. Knowing what is going on in the organization
9. High degree of freedom on the job

Items most often put at the bottom of any such listing are the threat of disciplinary action, not having to work too hard, and working under close supervision. Note that each of these is negative, whereas the nine above are all positive.

To help motivate workers, therefore, a leader must give each one the chance to develop his or her abilities and talents. He or she must allow them to use their initiative and judgment within the constraints the leader sets up.

MORALE

High morale is the result of effective leadership. No direction of human activity is possible without it, and no failure is final until morale is destroyed. Morale is based on the belief of the leader in the follower, of the follower in the leader, of each in themselves, and of both in the cause.

What is morale, since it is so important? *Morale* is the state of mind of an individual. Living conditions, food, quarters, discipline, pay, and duties all affect morale. How important a person feels in a group plays a big part in how good or how bad his or her morale is. Everything that makes a person feel well and satisfied builds up morale, and everything that bothers him or her lowers morale.

To have high morale, an individual must first have standards and goals that make daily life meaningful. Second, he or she must know what must be completed or solved in order to reach those goals; there must be satisfying rewards. Third, a person's basic goals must be in line with other members of the group, so that his or her morale can be kept high during periods of stress.

The leader must realize that high morale is present only in groups that are disciplined and efficient. Morale can be measured by inspections of personnel and their equipment. Interviews can help determine if morale is high or low. A key fact to remember about morale: nothing will destroy it so surely as inactivity and boredom. At the same time, relaxation and freedom are essential. The leader must plan a schedule with a proper *mix* of work and play to keep up morale.

BUILDING MORALE

The following are some general rules for building high morale in a unit. A leader should

1. Make people confident in his or her ability.
2. Stay in touch with individuals' problems and wishes.
3. Be consistent and fair in assigning duties and in giving rewards and punishments.
4. Show people that he or she respects them and is proud to be with them.



The morale of an organization is often a reflection of the leadership within that organization, and feelings that what one is doing is important. Judging by this class of NJROTC cadets, their instructors must be pretty good leaders.

5. Keep well informed of attitudes.
6. Be accessible.
7. Participate in planning and carrying out unit activities.
8. Actively supervise lower-ranking leaders to be sure that they do their jobs with the unit's welfare in mind.
9. See that people have plenty of opportunity for further education.
10. Always be friendly, courteous, and tactful.
11. Know each individual by name.

CONVERSATION AND LEADERSHIP

It is "good business" for a leader to stay in touch with each of his or her subordinates. Personal contact with his or her people is one of a leader's most effective ways of letting them know they are important. This will result in higher morale and will greatly contribute to the efficiency of the command.

A leader must believe that each person has something of value to say, that the person may know something the leader doesn't know. Both will benefit from the friendly exchange.

Starting a Conversation. A leader should begin a conversation with a subject of interest to the subordinate. Unit activities, school athletics, clubs, or other programs can be good subjects for "breaking the ice." One does not walk up to subordinates or casual acquaintances and suddenly ask about their health, financial status, details about the family, or hobbies.

A leader should remember three things when starting a conversation. First, no one wants their private affairs pried into. Second, many people like to talk about themselves to someone they can trust, who will listen and understand. And third, the key to getting acquainted is a sincere and unselfish interest in the people being approached. Probably the best opening subject is their work. This is not only of interest to the person but also of genuine interest to the leader.

The following are some conversation starters that may be helpful.

- A question about what they are doing or planning to do
- A comment on their skill or speed in doing the work
- A suggestion for improvement, if this seems needed

- An explanation of the importance of the work
- A question about how the activity can be improved
- A remark regarding similar activities
- A question about their earlier experience with similar work

Any of these starting points can lead into other topics, if the leader is sincerely interested in getting acquainted and will listen well.

Listening. Listening is a skill the effective leader must have. Few things make a person feel so important or so good about themselves as really being listened to by someone they admire or respect. It takes willpower and practice to forget about personal problems, or other concerns, when trying to listen to someone. It simply is not possible to listen to a person while thinking about something else. Thinking about other things is bound to show through even if you try to follow the person's story with smiles, frowns, and other signs.

Everyone can become a good listener. These are some hints that should help.

- Stop working when someone is talking to you; not to do so can be considered insulting and is a sure way of ruining a conversation.
- Accept the speaker as a fellow human being with an interesting personality. While the courtesies of rank should be observed, the speaker must be re-

spected as an individual who has something to contribute.

- Do not interrupt continually with insignificant corrections or arguments.
- Do not belittle the speaker's experiences, plans, accomplishments, or possessions with greater ones of your own.
- Probably one of the worst things a listener can do is to tell other people what they mean, or to anticipate the point of their story when they have scarcely begun. This is not only discourteous, but it can also keep one from getting the vital facts. Give the speaker a chance, even if you know what he or she is driving at.

Ending a Conversation. Ending a conversation is almost as important as starting or keeping one going. The leader should not abruptly end a conversation that he or she has started. Ending a conversation without damaging the pride or feelings of the other fellow is an art every leader should develop. Consideration and good listening are the keys to this art.

Once a leader becomes known for being willing to listen, having an open mind, a good memory, and the ability to grasp the point and settle problems, the person who may be inclined to talk too much will shorten his or her chatter. Others, grateful for the attention they know they will get, will respect the leader's time, make their pitch, and depart.



One of the keys to meaningful conversation is to show interest and attention by a pleasant demeanor and by looking into the eyes of the person to whom one is speaking. Here a young NJROTC cadet is having a good exchange with a visitor to his unit.

Attentive, patient, open-minded listening is one of the biggest skills in leadership.

CONCLUSIONS ABOUT LEADERSHIP

To be a leader, then, one must do many things. Among these, the leader must

- Understand, guide, and teach
- Manage, administer, and supervise
- Have a dedication and sense of responsibility that inspire others
- Set a good example at all times
- Know people's needs and understand how these needs affect human behavior
- Know how to deal with people and how best to use resources
- Listen effectively and give counsel wisely
- Plan ahead

This sounds like a monumental task for anyone. But leadership, like any other skill, is learned with patient study and practice. The NJROTC cadet leader must keep in mind that promotion depends a lot upon the effort and preparation he or she puts into each task assigned. ■

CRITICAL THINKING

1. Which of the leadership styles described in this chapter would work best in your NJROTC unit? Why?
2. What are some of the most important skills necessary

for effective communication by cadet leaders in your NJROTC unit? Why do you think these are important? 1. High morale and good motivation often go hand-in-hand for good students. What are some things that could be done in your high school to increase student morale and improve student performance?

Study Guide Questions

1. After the basic human needs are satisfied, what higher needs will influence human behavior?
2. What should the leader try to give subordinates?
3. What is a good "rule of thumb" when making an inspection of a job?
4. What must the leader do to motivate followers?
5. A. What is *morale*?
B. What three things are essential to high morale in an individual?
6. What things are sure to destroy good morale?
7. Why are frequent contacts with personnel important to building morale?
8. What are three helpful rules to consider when starting a conversation?
9. Why is *listening* an essential skill for an effective leader?

Vocabulary

constructive criticism	motivation
hierarchy of needs	reprimand