

LEADERSHIP DISCUSSION GUIDES (OFFICER)

GUIDELINES FOR HEADS OF DEPARTMENT DISCUSSIONS  
WITH DIVISION OFFICERS

SECOND INCREMENT

NAVPERS 15915A-1  
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## Introduction to Second Increment

This is the second increment of the series of outlines for use by Heads of Department in conducting discussions with their Division Officers. Before using these you should review the first increment. Complete all the previous discussions before beginning these.

In general each of these discussions should last about an hour. (The discussions for enlisted personnel, NavPers 15916, are designed to take 10-20 minutes each.) Their purpose is to stimulate the thinking of officers and to get them to relate to their own daily tasks the concepts, principles, and practices of naval leadership that must be expressed in broad terms in regulatory manuals and directives. The soundest concept and the most proven principle is not much use until an officer actually puts it to work in his own way of doing things.

Additional copies of these materials may be ordered from the U.S. Naval Supply Center, Oakland, California, or Norfolk, Virginia, on DD Form 1149 - Requisition and Invoice Shipping Document.

NOTE: THE IDENTIFYING NAVPERS 15915 WAS INADVERTENTLY OMITTED FROM THE ORIGINAL PRINTING OF THE FIRST INCREMENT OF LEADERSHIP DISCUSSION GUIDES (OFFICER) AND SHOULD BE ADDED TO ALL SUCH COPIES.

# LEADERSHIP DISCUSSION GUIDES (OFFICER) SECOND INCREMENT

## TABLE OF CONTENTS

<u>NUMBER</u>	<u>DISCUSSION TITLE</u>
XXII	PRECEPT AND EXAMPLE
XXIII	RESPONSIBILITY OF OFFICER TOWARD EXCESSIVE DRINKERS
XXIV	NARCOTICS
XXV	ADVISERS TO JUNIOR OFFICERS
XXVI	EFFECTIVENESS OF JUNIOR OFFICERS
XXVII	RESPONSIBILITY FOR GOOD MANAGEMENT
XXVIII	MANAGEMENT EFFECTIVENESS - COST CONSCIOUSNESS
XXIX	MANAGEMENT EFFECTIVENESS - MATERIALS
XXX	MANAGEMENT EFFECTIVENESS - MANPOWER
XXXI	KEEPING MEN INFORMED
XXXII	DIVISION CONFERENCES
XXXIII	ENLISTED PERFORMANCE EVALUATIONS
XXXIV	ORGANIZATIONAL RELATIONSHIPS
XXXV	CODE OF CONDUCT - GENERAL
XXXVI	CODE OF CONDUCT - TRAINING RESPONSIBILITIES

## DISCUSSION XXII: PRECEPT AND EXAMPLE

PURPOSE OF DISCUSSION: To emphasize the importance of "precept and example" and to discuss ways of applying the concept in leadership situations.

### OUTLINE OF DISCUSSION:

#### A. IMPORTANCE OF EXAMPLE:

1. Actions speak louder than words.
2. Men imitate the motions of their leaders.
3. Don't do as I do, do as I say is an approach condemned by all.
4. Leader cannot speak authoritatively, confidently, or with conviction unless "his own house is in order."

#### B. IMPORTANCE OF PRECEPT:

1. Example by itself is not enough.
2. Experience must be translated into rules and principles.
3. Precept and example re-enforce each other.

### QUESTIONS FOR DISCUSSION:

1. What does the Navy mean by the importance of precept and example? Give instances of precepts and of examples working against each other - working for each other.
2. Which is more important for successful leadership, a good precept or a good example? Give instances. Do actions always speak louder than words.
3. How often, or for how long, can an officer or petty officer get away with the practice of "do as I say, not as I do?"
4. A certain officer is a highly-efficient, highly moral person with a well-balanced personality. Is his example to others sufficient for his purposes and the Navy's purposes, or should he take thought and give effort to stating explicitly to his subordinates the precepts that guide him and that ought to guide them too?
5. In this ship, or in this station, what are some occasions wherein we run the danger of setting a bad example?

### SOURCE MATERIALS:

1. Moral Leadership, NavPers 15890, Ch. 1, 3.
2. Navy Regulations, 1948, Art. 0702A, 0714, 1209.
3. UCMJ, Art. 133, 134, 137.
4. General Order 21.

## DISCUSSION XXII: PRECEPT AND EXAMPLE

(Brief synopsis of suggested discussion content.)

### A. IMPORTANCE OF EXAMPLE

Most of us have heard of cases where officers and petty officers have abused their positions of trust and responsibility. What about the officer who brings liquor on board ship? The petty officer who is profane and loose-mouthed? The officer who uses ship or station personnel to accomplish personal tasks in his home? The petty officer who comports himself ashore to the extent he cannot perform his duties the following day? The officers and petty officers who fail to take corrective action?

What are the results of these actions? Obviously they reduce the effectiveness of the person concerned. Officers and men lose respect for such persons - even though they may not imitate bad examples, the seeds are there. And certainly they lack good examples to follow.

### B. IMPORTANCE OF PRECEPT:

The following, recounted by a WO, may be used as a discussion starter:

"We had a CPO who was a good guy. He knew his job and he worked hard. He never used bad language, never drank too much, and never fooled around with other women. The men liked him and respected him. Some of the other POs and even one or two CPOs would come back from liberty with big stories about binges they had been on. Our CPO would say nothing or maybe just smile a little. We all liked him and respected his integrity, but sometimes I think he could have saved some of our boys a lot of bad whiskey and a few nasty complications if he had spoken up once or twice about how they should behave on the beach. You see, some of our young fellows would listen to the stories about wild liberties and then go try to be big operators themselves. Same thing on board ship, the Chief would do his job and make sure that others did their jobs, but it seemed to me that he didn't look ahead enough enough in the sense that he never warned the fellows of the troubles they could get into."

To what extent is an officer or petty officer responsible for the conduct of others? On shore? On ship or station?

POINT NOT TO MISS: A LEADER HAS THE DUAL RESPONSIBILITY OF SETTING THE CORRECT EXAMPLE AND OF SPELLING OUT FOR THE OTHERS THE RULES BY WHICH THEY SHOULD FOLLOW HIM AND BY WHICH THEY CAN ACHIEVE THEIR OWN SUCCESS.

## DISCUSSION XXIII: RESPONSIBILITY OF OFFICER TOWARD EXCESSIVE DRINKERS

PURPOSE OF DISCUSSION: To alert officers to their responsibility for helping others avoid excessive use of alcoholic beverages.

### OUTLINE OF DISCUSSION:

#### A. OFFICER'S RESPONSIBILITY

1. Enforce Navy Regulations, Articles 1269 and 1929.
2. Ensure that other officers are fit for duty.
3. Ensure that enlisted men are fit for duty.
4. Ensure that no opportunity to protect other human beings from danger is overlooked.
5. Dangers to intoxicated person - mental, moral, physical, social.
6. Dangers to others - e.g., from drunken drivers.

#### B. EXERTING RESPONSIBILITIES:

1. Recognizing the excessive drinkers.
2. Right ways and wrong ways of dealing with the excessive drinker.
3. Times for tact and times for toughness.
4. Times for disciplinary action.

### QUESTIONS FOR DISCUSSION:

1. Does an officer have a responsibility for the drinking habits of his contemporaries? Of other officers? Of enlisted men?
2. What are symptoms of excessive drinking?
3. What are tactful and effective methods of stopping a man before he gets himself in trouble?

### SOURCE MATERIALS:

1. U. S. Navy Regulations, Articles 1269 and 1929.
2. General Order 21.
3. Moral Leadership, NavPers 15890, Ch. 12 (Available program materials as listed.)
4. UCMJ, Articles 111, 112, 134.

## DISCUSSION XXIII: RESPONSIBILITY OF OFFICER TOWARD EXCESSIVE DRINKERS

(Brief synopsis of suggested discussion content.)

### A. OFFICER'S RESPONSIBILITY:

(This discussion is intended to highlight the moral, legal, and managerial responsibilities of the officer. Discussions of the psychology of drinking and of the causes and cures of drinking, while interesting and important, should be relegated to other times and places. Actual cases of alcoholism should be reported to the Medical Officer for treatment. Disciplinary action must be taken in cases where in your judgment such action is indicated. Here the discussion seeks only to alert an officer to his responsibilities for preventing as far as he can excessive drinking by officers and men.)

The following, recounted by a LTCOL, U. S. Marine Corps, can be used as a discussion starter:

"I was a lieutenant in an outfit where there was a major who began to hit the bottle. He was a likeable person and quite competent. He came to work several times obviously still under the influence of liquor. Yet no one said anything to him. I guess the officers of his rank or higher didn't like to appear to be interfering in his private affairs. Finally he overdid it, and got a bad fitness report. Result, one good officer lost to the Corps--and his own career ruined. At the time, I thought, 'Why didn't one of his brother officers or superiors talk to him or even crack down on him before he went too far?' I hope that if ever I start to get out of line in anything, someone will be interested enough to tell me--or to order me--to be more careful."

### B. EXERTING RESPONSIBILITIES:

A man who drinks too much endangers his own efficiency and that of the Navy just as does a man who runs the risk of disease or who ignores safety precautions or who skylarks with dangerous equipment. You are not fair to the man or to the Navy if you know the situation and do nothing to correct it. The officer who takes no action when an officer or man persists in overindulgence or who is "hanging one on at every opportunity" is shirking his responsibilities just as does an officer who averts his eyes from men smoking in unauthorized spaces or painting over the side without lifejackets. A combat ready and efficient Navy requires men who operate at the peak of physical and mental abilities.

POINT NOT TO MISS: WHEN AN OFFICER OR MAN CREATES A DISTURBANCE OR OTHERWISE MISBEHAVES DUE TO DRINKING, WHEN HE HAS TO BE "POURED ON BOARD," OR IS UNABLE TO PERFORM HIS DUTIES DUE TO PREVIOUS INDULGENCE, HIS DRINKING HARMS THE EFFICIENCY OF THE NAVY AND THREATENS HIS CAREER. AT THE FIRST SIGN OF SUCH BEHAVIOR, HELP A SHIPMATE BY A WARNING OR OTHER APPROPRIATE ACTION.

## DISCUSSION XXIV: NARCOTICS

PURPOSE OF DISCUSSION: To alert officers to their responsibilities under Navy Regulations in regard to helping men avoid narcotics.

### OUTLINE OF DISCUSSION:

#### A. REGULATIONS REGARDING NARCOTICS:

Use of narcotics is forbidden by Navy Regulations, except as authorized for medicinal purposes.

1. Article 1270 - Possession and use of narcotics prohibited, including marijuana.
2. Article 1929 - Pay forfeited for absence from duty resulting from the excessive use of alcoholic liquors or drugs.

#### B. DANGERS OF NARCOTICS TO INDIVIDUAL:

1. Dangers to performance of duty.
2. Dangers to personal safety and to career.
3. Dangers to health.
4. Danger of addiction.
5. Dangers of experimentation.
6. Penalty for smuggling.

#### C. RESPONSIBILITIES OF ALL OFFICERS:

1. Recognize dangers; publicize.
2. Warn men.
3. Take positive steps where the possibility of unauthorized use of drugs exists or is suspected.

### QUESTIONS FOR DISCUSSION:

1. What are typical narcotics problems, if any, in the Navy?
2. Does a man violate Navy Regulations if he smokes just one marijuana cigarette to see what it is like? Does he violate the dictates of morality and common sense?
3. In what parts of the world will a division officer more likely encounter the problems related to narcotics?
4. What are some of the consequences of the use of narcotics? Of the methods used to distribute them?
5. What disciplinary actions can be taken to reduce the possibility of the use of narcotics by Navy men?
6. What signs should an officer watch for if he is in an area where narcotics are "being pushed"?
7. What disciplinary action can be expected by offenders?

### SOURCE MATERIALS:

1. U. S. Navy Regulations, 1948, Articles 0625, 0761, 1270 and 1929.
2. My Life in the Far East, NavPers 15881.



## DISCUSSION XXIV: NARCOTICS

(Brief synopsis of suggested discussion content.)

### A. and B. DANGER OF NARCOTICS TO MEN AND TO THE NAVY:

The following true account can be used for a discussion starter. It is by the Executive Officer of a ship in the Far East:

"We had a crew of about 330 men. I was flabbergasted when we found out that 36 men had been putting heroin in their cigarettes. Maybe there were more, but we ascertained that at least 36 had tried the practice; and 11 men according to the medical officer were on the verge of addiction.

"The men had found that in Japan they could buy the white powder in drug stores. So far as I know there were no "pushers" on board ship, but men going ashore would bring back supplies for their buddies. I guess the majority of the men tried the stuff without the idea of the danger they were running. They would dig a little tobacco out of a cigarette, insert the white powder, and then puff away under our noses.

"After this experience, I certainly took pains to indoctrinate all the men in the types and dangers of drug addiction and of the disciplinary actions that will be taken."

### C. RESPONSIBILITIES OF DIVISION OFFICERS:

Some officers may have the attitude that narcotic addiction is so rare that a naval officer can ignore the matter. On the other hand, one or two officers may have met addicts or have been exposed to some lurid tales and they may want to give a sensational or "crusade" tone to the discussion. Avoid both of these extremes. Read the referenced articles from Navy Regulations and guide the discussion to the reasons why the Navy has had to establish such detailed regulations. The officer who knows his men should be the first to recognize when they are flirting with trouble.

### D. PROBABLE DANGER AREAS:

Narcotics smuggling and "dope peddling" are world-wide problems. Opium is not limited to the Far East and marijuana can be obtained in many places other than Mexico. Any one who reads the newspapers finds many instances of crimes connected with narcotics - one of the fastest growing problems in America.

POINT NOT TO MISS: NAVY REGULATIONS SPECIFICALLY FORBID USE OF NARCOTICS EXCEPT AS AUTHORIZED FOR MEDICINAL PURPOSES. COMMON SENSE AND THE EXPERIENCE OF GENERATIONS OF MEN AND WOMEN WARN AGAINST ANY "THRILL SEEKING" OR "ONE-TIME" EXPERIMENTATION. THE OFFICER NEED NOT BE A NARCOTICS SLEUTH, BUT HE MUST BEAR IN MIND THE POSSIBILITY OF USE OF NARCOTICS BY HIS MEN, AND HE MUST INCORPORATE IN HIS TALKS TO THE MEN - PARTICULARLY WHEN IN AN AREA WHERE NARCOTICS ARE AVAILABLE - THE PERTINENT NAVY REGULATIONS, THE DANGERS A MAN UNDERGOES IF HE TAKES DRUGS, AND THE PENALTIES HE CAN EXPECT.

## DISCUSSION XXV: ADVISERS TO JUNIOR OFFICERS

PURPOSE OF THIS DISCUSSION: To assist officers to carry out the requirements of Navy Regulations, Article 0710(5).

### OUTLINE OF DISCUSSION:

#### A. NATURE AND PURPOSE OF ARTICLE 0710(5)

USNR Art. 0710(5): Requires a commanding officer to designate a senior officer or officers to act as advisers to lieutenants (junior grade) who have less than two years commissioned or warrant service, and all ensigns. These senior officers shall assist such junior officers to a proper understanding of their responsibilities and duties, and shall endeavor to cultivate in them officer-like qualities, a sense of loyalty and honor, and an appreciation of naval customs and professional ethics.

#### B. RELATION WITH GENERAL ORDER 21

General Order 21: Reemphasizes importance of naval leadership; requires all persons in authority to observe in themselves the standards of moral behavior and devotion to duty laid down in Navy Regulations; and points out that effective leadership is based on personal example, good management practices, and moral responsibility.

### QUESTIONS FOR DISCUSSION:

1. What is the purpose of Article 0710(5)?
2. What constitutes fulfilling its requirements?
3. Suggestions for implementing its requirements.
  - a. Recommended readings.
  - b. Explanations of things as they happen.
  - c. Specific times for specific talks.
  - d. Occasions for personal example.
4. How can each department, division, and section on board this ship or station use advisers assigned in accordance with Art. 0710(5) to the greatest advantage?

### SOURCE MATERIALS:

1. U. S. Navy Regulations, 1948, Art. 0710(5).
2. General Order 21.

## DISCUSSION XXV: ADVISERS TO JUNIOR OFFICERS

(Brief synopsis of suggested discussion content.)

### A. NATURE AND PURPOSE OF ARTICLE 0710(5):

The following was recounted by a naval aviator (CDR) and can be used as a discussion starter:

"I went to the all-weather jet fighter squadron as XO. The CO had the practice of requiring the experienced officers to team up with the new junior officers. Here's how we worked it. When a new young officer reported, we studied him for four or five days and tried to figure out--as factually as possible--his strong and weak points, and his personality.

"Then we assigned him to work with one of the experienced officers, and we held that officer responsible for the new man's progress. This included not only all the flight operations, but also the administrative procedures, and the officer's conduct and appearance. This method, carefully followed, produced wonderful results. When my turn came to be a CO of a squadron, I followed the same system.

"Of course, you have to keep your eye on what is done because the juniors will emulate both the good and bad qualities of the seniors. The CO and the Exec must observe results and must be ready to counsel both senior and junior officers so that bad qualities aren't emulated or allowed to persist. This doesn't constitute much of a problem--as long as you assign to the experienced officer the responsibility for the progress of the inexperienced officer."

### B. SPECIFIC APPLICATIONS:

1. Juniors must be willing to accept - and seek - such instruction and guidance as their seniors can give them.
2. More experienced men must be made to feel responsible for helping those who are less experienced.
3. Different individuals have different training requirements; both seniors and juniors should recognize these differences and take adequate action to meet them.

POINTS NOT TO MISS: JUNIOR OFFICERS HAVE THE CO-RESPONSIBILITY OF ACQUIRING THE QUALITIES LISTED BY ARTICLE 0710(5), AND CAN EXPECT TO HAVE THEIR PERFORMANCE EVALUATED ACCORDINGLY. SIMILARLY, SENIOR OFFICERS WILL BE EVALUATED ACCORDING TO THEIR SUCCESS IN PROMOTING STANDARDS OF PERFORMANCE, QUALITIES AND PROFESSIONAL GROWTH IN THEIR JUNIORS. THE PATTERN OF SENIOR-TRAIN-JUNIOR IS BASIC TO ALL MANAGEMENT EFFECTIVENESS, IN AND OUT OF THE NAVY.

## DISCUSSION LXVI: EFFECTIVENESS OF JUNIOR OFFICERS

PURPOSE OF DISCUSSION: To stimulate thinking about the better utilization of newly-commissioned officers.

### OUTLINE OF DISCUSSION:

#### A. TYPICAL PROBLEMS OF THE NEWLY-COMMISSIONED OFFICER:

1. Officer is not as experienced as some of his subordinates.
2. Relations with other officers who are too busy to help him.
3. Too much asked or expected of him.
4. Not enough asked or expected of him.

#### B. METHODS OF BETTER UTILIZATION:

1. Junior officers are in training; there should be an organized program for them. This is normally required by command or higher echelon directives.
2. Duties should be spelled out and functions clearly assigned.
3. Regular review of progress should be made.
4. Their mistakes ordinarily are treated as part of the training process.

NOTE: The source materials for this discussion provide a number of practical ways of getting junior officers off to good starts. These should be brought into the discussion if the members of the groups are unable to think of enough practical methods for improving training of these officers.

### QUESTIONS FOR DISCUSSION:

1. How long--weeks? months?--should a junior officer take to "learn the ropes"? (How long on board this ship? or in this department? or this station?)
2. To what extent should an officer "rubber-stamp" what his assistants recommend?
3. What can an officer, no matter how new or inexperienced he is, contribute to a ship? To a division? To a department? To a station?
4. What are some steps that a department head must take to enhance the effectiveness of new officers?

### SOURCE MATERIALS:

1. Naval Officers Manual, RADM H. F. Cope, Military Service Publishing Co., Harrisburg, Pa. Third edition, 1955, Ch. 8 through 11.
2. Useful Information for Newly Commissioned Officers, NavPers 10802-F, pp. 39-66.
3. "The New Crop", article by LT D. B. Quigley, USN, Naval Training Bulletin, Spring, 1958, p.31.
4. U. S. Navy Regulations, 1948, Art. 0710.
5. Naval Leadership, U. S. Naval Institute, 1949.

## DISCUSSION XXVI: EFFECTIVENESS OF JUNIOR OFFICERS

(Brief synopsis of suggested discussion content.)

### A. TYPICAL PROBLEMS OF THE NEWLY-COMMISSIONED OFFICER:

The following was recounted by a Supply Corps officer after he had been Supply Department Head on board a destroyer. It may be used as a discussion opener:

"I didn't know as much as the men did, and yet I was in charge. Though a new Supply officer, I was responsible for the pay of over 200 men, for the general mess, for spare parts, for the ship's store, and for the division--SK's, DK's, and Stewards. There wasn't time for me to check everything, to learn everything, and direct everything. Naturally, I depended on the Chief and First Class, and I was lucky to have two men who knew what to do, and were willing to do it. I think the First Class resented me because he obviously thought to himself, 'This officer doesn't know as much as I do about running the division; how come he's an officer and I'm not?' On the other hand, the Chief seemed to think, 'My job is to make this young officer look good until he learns the ropes for himself.' Sure, the young officer is a learner, but at the same time he'd like to feel he was contributing something while he was learning the ropes."

### B. METHODS OF BETTER UTILIZATION:

A newly commissioned officer is still an officer no matter how new he is to a particular ship or station. Other officers have the duty to help him become effective as quickly as possible. Officers and men will respect potential ability, and seeing that a young officer is sincere, hard-working, and that he definitely means business, they will cooperate with him. A young officer who maintains a good military appearance, who understands his responsibilities toward his men and their problems, and who avoids and prevents any irregular conduct on board his ship or station and on liberty, will be well started on his way to effectiveness. He should learn his duties quickly, and while learning he should make frequent inspections and "stay with his men" so that his presence, if not his knowledge, shows his zeal and his interest. "Moral prestige" is the first requirement of an officer; next comes his professional and technical knowledge.

POINTS NOT TO MISS: LACK OF EXPERIENCE IN TECHNICAL SUBJECTS NEED NOT PREVENT AN OFFICER FROM MAKING A CONTRIBUTION FROM THE FIRST DAY HE IS ON BOARD. HE CAN SET A GOOD EXAMPLE, EARN RESPECT, AND STIMULATE OTHERS BY DEMONSTRATING THAT HE INTENDS TO DO A GOOD JOB, AND BY MAINTAINING A HIGH STANDARD OF MORAL AND MILITARY CONDUCT.

## DISCUSSION XXVII: RESPONSIBILITY FOR GOOD MANAGEMENT

PURPOSE OF DISCUSSION: To alert officers to their responsibilities for improving the efficiency of the Navy and to stimulate them to think of improvements in their own working areas on board ship or at a shore station.

### OUTLINE OF DISCUSSION:

#### A. WHY LEADER SHOULD BE EFFICIENT:

1. Know-how and show-how are expected of any leader.
2. World conditions force us to be efficient; to use well what we have; to develop better ways.
3. Moral responsibility of leader to use men, materials and money to good advantage.

#### B. AREAS TO EXAMINE:

1. Accomplishing routine work
2. Division and department organization
3. Organizing for training
4. Preparing for emergencies
5. Tools and equipment

#### C. MAKING CHANGES AND/OR SUGGESTIONS:

1. What the division officer can do on his own.
2. How to propose improvements to seniors.
3. How to get petty officers to accept changes with enthusiasm.

### QUESTIONS FOR DISCUSSION:

1. Why is an officer morally bound to try to be efficient?
2. Suppose an officer does not have the "knack for thinking of improvements." How can he contribute to increased efficiency of the Navy?
3. Why is a naval officer expected to be a good manager?
4. What stops you on board this ship or station from making improvements? What stops your PO's?
5. What human labor can we eliminate? Replace by a tool or machine?
6. What are we doing that is hampering our efficiency?
7. What big improvements can we make this month or quarter? What small ones today? Or this week?
8. What are the advantages of being forehanded?

### SOURCE MATERIALS

1. Organization Planning for Naval Units, NavPers 18371.
2. Work Simplification for Naval Units, NavPers 18359.
3. Military Requirements for POI&C, NavPers 10057, Ch. 7.
4. Management books as available in ship or station library.

## DISCUSSION XIVII: RESPONSIBILITY FOR GOOD MANAGEMENT

(Brief synopsis of suggested discussion content.)

### A. WHY LEADER SHOULD BE EFFICIENT:

The fully effective leader must bring know-how to the job; a know-how that includes the ability to improve the efficiency of operations. Men do not respect a clumsy or inefficient leader. No man likes to feel that he is merely "spinning wheels" or doing things the hard way. Moreover, the efficient way is usually the safer way. A nationally-known safety engineer was awarded a prize. The prize was a router (a machine to cut designs in wood.) The first time he used the machine, he lost a finger. He knew all the rules for safety, but he didn't know the right ways of operating the machine. G. B. Shaw said, "Economy is the art of making the most of life. The love of economy is the root of all virtue." How can this be related to Navy life? Does economy mean only thrift or stinginess?

### B. AREAS TO EXAMINE:

Improvements in efficiency are rarely obtained by simply wishing for them, giving them lip service, or by thinking in generalities, or by waiting for "somebody" to do something. The average officer and man can think of improvements if he tries. This is proved by the Beneficial Suggestion systems that are used throughout industry and the Federal Government. The trick is to focus on concrete, here-and-now problems and operations and ask, "How can we do the job better? Faster? With less labor? With better tools? How can we prepare for the jobs that are to come? How can we organize the division, the section, the watch unit for greater effectiveness?"

### C. MAKING CHANGES AND/OR SUGGESTIONS:

Thinking of improvements is the first step; often, the hardest part is to "sell the improvement" to others. Again, the problem is one of thinking of ways of improving the present operations in your division, department, and ship or station. Patience and the willingness to listen to others are the first requirements. Admitting all the difficulties, how can you install on board this ship or station better ways of doing things?

POINTS NOT TO MISS: CONSTANTLY IMPROVING METHODS IS A VITAL PART OF OUR JOB AS OFFICERS. HAVING RECOGNIZED THIS RESPONSIBILITY, LET'S EXEMPLIFY IT IN THE BIG AND LITTLE OPERATIONS OF OUR OWN DIVISIONS AND DEPARTMENTS.

## DISCUSSION XXVIII: MANAGEMENT EFFECTIVENESS - COST CONSCIOUSNESS

PURPOSE OF DISCUSSION: To make officers aware of their responsibilities with regard to cost-consciousness as a key to management effectiveness.

### OUTLINE OF DISCUSSION:

#### A. MORAL AND MANAGERIAL BASIS OF COST CONSCIOUSNESS

1. Obligation not to waste the goods and services of others.
2. Success can depend on the economical use of things and people.
3. The good manager gets the most from the least without sacrificing quality.
4. Awareness of the need of cost consciousness is the first step.
5. Cost consciousness is not stinginess; it is the economical balancing of all factors.

#### B. DEVELOPING COST CONSCIOUSNESS

1. Purpose of this discussion to emphasize the importance of "cost consciousness" to Navy in general and to the individual ship or station, and officer in particular.
2. Review attitudes toward use of Government property and toward the employment of men.
3. Application in daily conduct of the actions called for in the Officer Fitness Form under "Management Effectiveness," and in Navy Regulations, particularly Art. 0903.

### QUESTIONS FOR DISCUSSION:

1. Navy Regulations, Art. 0903, specifically charges Heads of Department with economy in the use of public funds and stores. How does this affect the subordinates of the Department Head?
2. What are the distinctions between UCMJ Art. 108 and Art. 109?
3. What are the distinctions in officer behavior among the descriptive entries in the Officer Fitness Report Form under "Management Effectiveness?"
4. What are the moral obligations for an officer to plan for as well as enforce the economical use of men, money, and materials? What does money actually represent?

### SOURCE MATERIALS:

1. "IT Jones! Are you Really Cost Conscious?", by CDR John A. Hack, USN, U. S. Naval Institute Proceedings, June 1952, pp. 603-609.
2. Military Requirements for PO3 and 2, NavPers 10056, Ch. 5, p. 75-80.
3. Report on the Fitness of Officers, Form NavPers-310 (Rev. 3-54), Para. 19 (f).
4. U. S. Navy Regulations, 1948, Art. 0903.
5. UCMJ, Art. 108 and 109.



## DISCUSSION XXVIII: MANAGEMENT EFFECTIVENESS - COST CONSCIOUSNESS

(Brief synopsis of the suggested discussion content.)

### A. MORAL AND MANAGERIAL BASIS OF COST CONSCIOUSNESS:

As a discussion starter, it might be well to read aloud Articles 108 and 109 of the UCMJ, and Article 0903 of Navy Regulations. Also, have a copy or copies of the Report on the Fitness of Officers, NavPers-310 (Rev. 3-54) to pass around; be sure the officers are aware of the wording of the entries under "Management Effectiveness."

One of the first requirements of the manager -- whether a housewife, industrialist, or naval officer -- is to use things and people economically. This does not mean stingily, or the using of dollars in an effort to save pennies. Economical means the right balancing of all factors. The maxim, "Get there the fastest with the mostest," can be controverted by the wilful or careless attitude of "Take and use twice what you need."

### B. DEVELOPING COST CONSCIOUSNESS:

War can be "wasteful" in the sense that much material and much human effort that could be used for other things are destroyed. However, the materials consumed in combat and in combat-support activities must not be needlessly wasted. Also a man not gainfully employed is a man wasted.

The first step in any endeavor is to become conscious -- that is, aware of what is needed. General Order 21, calling for a revitalization of naval leadership, directs that naval personnel become aware of their moral and managerial responsibilities. It is a moral responsibility and a managerial responsibility not to waste the goods and services that belong to others. Thus, the naval officer has the obligation to make himself alert to the uses of the materials and of the workers entrusted to him. Necessity is the mother of invention, but perhaps the recognition of the need of something or the value of something is the father of invention. The officer who is conscious of costs - manpower and materials - will automatically avoid waste. Moreover he will be more likely to see and use opportunities to manage the Navy's operations better.

POINT NOT TO MISS: AN OFFICER HAS A MORAL RESPONSIBILITY NOT TO WASTE THE MATERIALS AND THE HUMAN EFFORT PLACED IN HIS CHARGE.

## DISCUSSION XXIX: MANAGEMENT EFFECTIVENESS - MATERIALS

PURPOSE OF DISCUSSION: To stimulate officers into thinking of ways of economically and efficiently utilizing equipment and supplies.

### OUTLINE OF DISCUSSION:

#### A. GENERAL PRINCIPLES FOR CONSERVATION OF MATERIALS

1. Plan use of materials to reduce scrap and wastage.
2. Find out the costs of equipment, tools, materials and publish them so men see wastage in terms of dollars.
3. Identify the items that cost the most, that are used in greatest quantities, or that cause the most difficulties.
4. Establish inventory controls; don't request or stockpile more than you really need; don't run short in the midst of operations.
5. Maintain quality control; avoid substandard quality; avoid excess quality.
6. Follow specifications--use the specified materials or the specified substitutions.
7. Establish rate of use, so that wastage is immediately signalled.

#### B. UTILIZATION OF MATERIALS IN THIS DEPARTMENT

1. Type, quantity, cost, and location of equipment, tools, and supplies for which department is responsible.
2. Inventory system in use.
3. Persons specifically responsible for materials and equipment.
4. Typical problems with materials and equipment maintenance in the department.
5. Suggestions for improvements.

### QUESTIONS FOR DISCUSSION:

1. What materials or equipments or tools cost the most money? Take the most trouble? Are often in short supply? Are in excess?
2. What supplies, tools, spare parts are used every day? Which sit for long periods in the storeroom or on a shelf? Why?
3. What are the criteria that decide the materials and order of importance in the strip ship bill?
4. Which items under your cognizance do you consider below standard quality? Which have unnecessarily high quality?
5. How do you order new supplies? Who initiates the order? Who approves?
6. What are your chronic shortages? Chronic oversupplies?
7. What is your scrap rate?

### SOURCE MATERIALS:

1. "IT Jones! Are You Really Cost Conscious?" by CDR John A. Hack, USN, U. S. Naval Institute Proceedings, June 1952, pp. 603-609.
2. Military Requirements for PO3 and 2, NavPers 10056, Ch. 5, pp. 75-80.
3. Report on the Fitness of Officers Form NavPers-310 (Rev. 3-54), Para. 19 (f).

## DISCUSSION XXIX: MANAGEMENT EFFECTIVENESS -- MATERIALS

(Brief synopsis of suggested discussion content.)

### A. GENERAL PRINCIPLES FOR CONSERVATION OF MATERIALS:

Each ship and station, each department and division has different equipments, materials, and tools. However, certain principles of management are applicable to all organizations; important among these are:

a. The officer (as a manager as well as leader) must develop in himself and in his subordinates a certain degree of cost-consciousness. He must stimulate himself and others to try to avoid waste of supplies and materials and to try to find ways of utilizing materials better. One way of stimulating attention to costs is to put "price tags" on things: find out the cost of typical tools, of the supplies and spare parts, and of the usual repairs. When a man knows that he is carrying \$100 worth of spare tubes, he will be more careful of them. When he realizes that a half-gallon of spilled paint costs the taxpayer about \$3.00, he may be more careful.

b. Certain items usually constitute the major costs. Often 10% of the items in an inventory will cause 90% of the costs -- and troubles. The first step, then, is to identify the costly and troublesome items in a department and concentrate on using them or caring for them properly.

c. Cost-consciousness does not mean niggling about pennies. The officer who uses \$1 in labor to check up on 1¢ in materials, or the officer who establishes a \$100 inventory system to control a bin of materials worth \$50 is not being efficient.

d. Intelligent attention should be paid to quality. A weak link makes a chain useless; each essential part of anything must be of adequate quality. On the other hand, a welding made to last 200 years is not needed on a part that will be discarded within the week. The petty officer who uses \$10 worth of unneeded grease in a motor is wasting \$10, just as does the petty officer who leaves out needed grease and incurs \$10 worth of damage.

e. A good clue to the proper use of materials is to record or establish some rates of use. If your department starts to consume more paint, more spare parts, more tools, more of anything than is normal, it is time for you to check. Conversely, if your department needs much less in the way of materials, then you should check to make sure that proper maintenance is being performed, that drills and operations are taking place or that perhaps some man has made an improvement that should be commended and called to the attention of other departments.

f. When planning a job, plan not only for a good job, but for the avoidance of unnecessary wastage of materials.

### B. UTILIZATION OF MATERIALS IN THIS DEPARTMENT:

See Part B and Questions for discussion.

POINT NOT TO MISS: THE DIVISION OFFICER MUST MANAGE THE TOOLS, EQUIPMENT, AND SUPPLIES UNDER HIS COGNIZANCE EFFICIENTLY AND ECONOMICALLY.

## DISCUSSION XXX: MANAGEMENT EFFECTIVENESS - MANPOWER

PURPOSE OF DISCUSSION: To stimulate officers into thinking of ways and means of utilizing their men more effectively and efficiently.

### OUTLINE OF DISCUSSION:

#### A. GENERAL PRINCIPLES OF UTILIZING MANPOWER

1. Plan the work to avoid wasted manpower or poorly assigned manpower.
2. Be sure that each element in a job is really needed. Eliminate or combine operations.
3. Avoid the condition of "hurry up and wait."
4. Arrange priorities to jobs and have second and third jobs ready so that men can shift work if delayed in a primary job.
5. Make sure right equipment, tools, instruments, supplies and spare parts are on hand.
6. Distinguish types of manpower required for different jobs: Number of petty officers required for supervision? Technical school graduates? Physical strength? Alertness? Etc.
7. Establish rate of use: How many hours should a particular job take under normal conditions?

#### B. METHODS OF UTILIZING MANPOWER IN THIS DEPARTMENT

1. Strengths and weaknesses in department or division personnel.
2. Methods of planning department or division jobs.
3. Estimates of departmental or division efficiency.
4. Instances of inefficiency. Of waste of manpower.
5. Suggestions for improving utilization of manpower.

### QUESTIONS FOR DISCUSSION:

1. How long--man minutes, manhours, mandays--do the typical jobs of the department take? Which take the most time?
2. How many men have the "easy" jobs? Which ones have the "tough" jobs? Why?
3. How often--per day, per week--are men seen sitting around waiting to begin a job, drill, or instruction period?
4. How efficient does the department or division appear to be? What are its strong points? Its weak points?
5. What personnel shortages are there? What excesses? Can men be released for other duties?

### SOURCE MATERIALS:

1. "LT Jones! Are You Really Cost Conscious?" by ODR John A. Hack, USN, U. S. Naval Institute Proceedings, June, 1952, pp. 603-609.
2. Military Requirements for PO3 and 2, NavPers 10056, Ch. 5, pp. 75-80.
3. Report on the Fitness of Officers, Form NavPers-310 (rev. 3-54), Para. 19 (f)
4. U. S. Navy Regulations, 1948, Art. 0903
5. Work Simplification for Naval Units: Procedures and Use, NavPers 18359

## DISCUSSION XIX: MANAGEMENT EFFECTIVENESS -- MANPOWER

(Brief synopsis of suggested discussion content.)

The following anecdote can be used as a discussion opener. See Part A under OUTLINE OF DISCUSSION for topics to cover.

South, MM3, reported to a large repair ship where he was assigned to work for CPO Gritts. Gritts assigned South to a lathe and told him to keep it producing. The next day the CPO found South resting against a stanchion. He barked, "Didn't I tell you to keep that machine busy?" South yawned and said, "Look." The CPO glanced at the machine; it was running itself. The young MM had rigged a couple of gadgets that manipulated the machine for him.

"You lazy bum!" said the CPO. "I'll teach you not to loaf. Come with me." He led South to another machine that was more complicated and that required more attention. "Now get to work and keep working" he said. For the next few days, Gritts was pleased to see South sweating over the job. But a week later, he found South sitting peacefully on a bench about 10 feet away. Again, the CPO began to scold, and again South pointed to the machine. The machine was running itself by means of a network of strings and pulleys. The CPO marched South to yet another machine, and said, "Let's see you loaf on this job!" For the next two weeks, Gritts was pleased to observe South rushing back and forth to keep up with the fastest machine in the shop.

But the day came again when Gritts found South sitting on a box reading a book. "Look!" said South. He had rigged a veritable Goldberg of strings, wires, and gadgets so that the machine was operating without him. The CPO was beside himself with disgusted rage. "You are just too lazy!" he shouted. "You are on report!"

At this point, the Executive Officer happened to pass by and asked what the trouble was. The CPO told him in blunt terms how he had tried three times to make South work, and how each time South had found a way out of it. The XO walked over to the machine and inspected the rig. Then he turned and said, "No, the man is not on report, but you are. This man is going to be commended."

Could such a thing happen in this ship? At this station?

### B. METHODS OF CONSERVING MANPOWER IN THIS DEPARTMENT

See Parts A and B under OUTLINE OF DISCUSSION and the QUESTIONS FOR DISCUSSION.

POINT NOT TO MISS: IN THIS MODERN AGE, WORK IS NOT MEASURED BY SWEAT ALONE BUT BY RESULTS. THOUGHT IS THE GREATEST LEVER, THE GREATEST INSTRUMENT OF ALL. START MEN THINKING ABOUT WHAT THEY ARE DOING AND ENCOURAGE THEM TO SUGGEST BETTER WAYS. "MAKE WORK" IS UNECONOMICAL IN THE NAVY BECAUSE EXTRA TIME CAN BE USED FOR EXTRA TRAINING.

## DISCUSSION XXXI: KEEPING MEN INFORMED

PURPOSE OF DISCUSSION: To emphasize importance of and to point out opportunities for passing the word to subordinates.

### OUTLINE OF DISCUSSION:

#### A. REASONS FOR KEEPING MEN INFORMED:

Men need to be kept informed so that they can plan their work and personal affairs; "knowing the score" is a powerful morale builder.

#### B. INFORMATION MEN NEED FOR THEIR DAILY WORK:

Plan of the day items; working parties; drills, emergencies, safety precautions; ship movements (berth changes, dock trials, etc.); visiting dignitaries; arrival and departure of aircraft, etc.

#### C. INFORMATION MEN WANT TO HEAR:

Future ship deployments, when feasible; advancement programs; schools and courses; changes in ship's personnel; and reasons for policies and procedures; information on ports visited; ship or station events of general interest, etc.

#### D. OCCASIONS FOR INFORMING MEN:

Quarters; bulletin boards; lulls during drills; division and department meetings; and interviews. (Avoid familiarity - "buddy-buddy.")

#### E. SECURITY OF CLASSIFIED MATTER:

Men must be warned if classified matter is discussed or mentioned.

### QUESTIONS FOR DISCUSSION:

1. Why should men be kept informed?
2. What are some types of information they need to have to do their work efficiently?
3. What are some types of information men want to hear?
4. What are some opportunities for passing the word to the men?
5. How can the division officer help the petty officers to be the men who have the information and who pass it to their men?

### SOURCE MATERIALS:

1. Basic Military Requirements, NavPers 10054, Chapter on Security of Classified Matter.
2. The Division Officer's Guide, Third Edition, 1958, pp. 23, 26, 221.
3. The Petty Officer's Guide, Second or Third Edition, Ch. 5, 9, 13, 14.
4. Moral Leadership, NavPers 15890, Ch. I.
5. The JAG Journal, September 1958, "The State of the Law - The Curtin Case." pp. 19-20.

## DISCUSSION XXXI: KEEPING MEN INFORMED

(Brief synopsis of suggested discussion content.)

### A. WHY MEN SHOULD BE INFORMED:

The following account by a supply officer in a DD - or **other example** - can be used to start discussion;

"As division officer I found that the men really like to be in the know. They appreciate having the advance information--where the ship is going, what sort of liberty will be available, and so forth. You know how it is at morning quarters: after you muster the men, the officers report to the Exec, and he gives them the plan of the day, special information, and so on. On our ship the Exec usually had 5 to 10 items of interest in addition to the things on the Plan of the Day. I found that if I could come back to the division and report all the information I had heard, the men really liked it. Sometimes I couldn't remember all the items, or I'd overlook one, and then perhaps the men would find out the information from another division. But when I had the information my men could be the ones to pass the word to men of other divisions whose officers had forgotten or had failed to pass on everything. The men really liked having the word ahead of the other fellows."

### B. INFORMATION MEN NEED FOR THEIR WORK:

See Discussion Outline for topics, if needed.

### C. INFORMATION MEN WANT TO HEAR:

See Discussion Outline for topics, if needed.

### D. OCCASIONS FOR INFORMING MEN:

See Discussion Outline for topics, if needed.

### E. SECURITY OF CLASSIFIED MATTER:

Need-to-know and nice-to-know are often difficult to distinguish. In general, however, one can follow the principle that what is not specifically classified may be told to the men. Two ideas are pertinent here: (1) Sometimes items of unclassified information can add up to classified matter - men should be warned of this possibility; and (2) an emergency may cause the classification of **hitherto public information**, e.g. ship movements.

POINT NOT TO MISS: KNOWING WHAT IS GOING TO HAPPEN GIVES MEN A SENSE OF IMPORTANCE AND IMPROVES THEIR SENSE OF BELONGING AND RAISES THEIR MORALE.

## DISCUSSION XXXII: DIVISION CONFERENCES

PURPOSE OF DISCUSSION: To help division officers develop ideas, methods, and attitudes that will lead to more effective meetings with their junior division officers, their petty officers, and their division personnel.

### OUTLINE OF DISCUSSION

#### A. TYPES OF DIVISION MEETINGS:

1. Instructional - teach procedures, regulations, etc.
2. Disciplinary - "straighten people out," "tauten up," "set standards of behavior," etc.
3. Informational - "pass the word" - answer questions, etc.
4. Planning - decide how to handle jobs, distribute work, etc.
5. Sociable - develop team spirit, friendly atmosphere, improve human relations.

#### B. DIFFICULTIES:

1. Time and place - conflicts of watches, duties, drills, space requirements.
2. Human attitudes - squabblers, show-offs, sulkers, etc.
3. Excessive talk, "debating society," quibbling.
4. Waste of time - "nothing but talk accomplished."

#### C. IMPROVING CONFERENCES:

1. Have an agenda; make it known to all present.
2. Decide on and announce type of meeting.
3. Set time limitations.
4. Keep notes.
5. Observe what succeeds, what fails.

### QUESTIONS FOR DISCUSSION

1. What types of conferences are being held now in the division? Who is present? How long do meetings last? How often are meetings held?
2. What goes wrong most often in our meetings? What practices bring best results?
3. How can we obtain more productive meetings? What are some of the things we should shoot for in meetings?

### SOURCE MATERIALS:

1. Any book on conference technique or group dynamics that is available in ship or station library; Naval Training Bulletin, Feb. 1957, p. 13 lists titles of some.
2. Moral Leadership, NavPers 15890, Ch. 13. (Note, however, that the divisional meetings envisaged in this Discussion XXI are division-business meetings and not the leadership discussions described in Moral Leadership and developed in all these Discussion Guides.)
3. Division Officer's Guide, 3rd edition, Ch. V, pp. 136-137.



## DISCUSSION XXXII: DIVISION CONFERENCES

(Brief synopsis of discussion content.)

### A. TYPES OF MEETINGS:

A meeting to plan WQS assignments is not the occasion for long speeches or for "brain-storming." A meeting to find new ideas should permit some free discussion. At some meetings only the senior should speak; at others the petty officers should be called on to report what they know or to express their opinions.

### B. DIFFICULTIES:

The following by a lieutenant may serve as a discussion opener. "I was in a large division that never seemed to get coordinated. One of the Chiefs suggested having regular "staff meetings" so that the work could be better planned. The Division Officer thought this was a good idea and scheduled an hour's meeting every Thursday morning, so we'd be organized for the weekend inspections. But the meetings didn't do much good, and to my mind it was because of the way he ran them. He saved up a lot of miscellaneous items and then unloaded them on us. We had to wait around while individual matters were discussed one by one. Also, he usually took the first five or ten minutes to harangue us about the goofs and things-gone-wrong. He felt better after he got the things off his chest, but the men didn't and the effect was to paralyze them. The Division Officer really did not get their ideas or their full cooperation."

### C. IMPROVING CONFERENCES:

The following by a lieutenant commander can be used for a discussion starter. "We had plenty of problems of loading and unloading in so many different places and with constantly changing personnel. I tried having conferences with my chiefs and first class POs, but somehow we got nothing accomplished. Sometimes the men did too much talking, other times they said nothing. The meetings held by my Department Head were usually very productive so I studied what he did. He got results because at the beginning he would tell us what was expected during the meeting. The Department Head would say, 'Today we will decide the new watch bill, so don't bring up any other subjects. If you've got something important see me after this meeting.' Or, 'We need ideas for keeping the men out of trouble at our next port. Let's go around the table and each man kick in an idea whether he thinks it is a good one or not.' I began trying the same approach. Instead of calling the men together and saying in effect, 'Here we are, now who has a gripe, idea, complaint, or plan?' I tried to say something like this, 'We've got a lot of things to talk over and if necessary we'll schedule another meeting. But now we must stick to the question. Having a plan for the conduct of the conference and being sure to tell the men what it was, produced excellent results.'"

POINT NOT TO MISS: REGULAR STAFF MEETINGS CAN HELP A DIVISION PLAN AND COORDINATE THE WORK. WHEN MEETINGS SEEM UNPRODUCTIVE, DON'T STOP THEM, DO ANALYZE WHY THINGS GO WRONG AND TRY TO FIND WAYS TO IMPROVE THE MEETINGS.

## DISCUSSION XXXIII: ENLISTED PERFORMANCE EVALUATIONS

PURPOSE OF DISCUSSION: To help officers recognize and understand their responsibilities for evaluation of enlisted personnel.

### OUTLINE OF DISCUSSION:

#### A. PURPOSE OF ENLISTED EVALUATIONS:

1. Provide permanent record of performance.
2. Determine eligibility for reenlistment, honorable discharge, and Good Conduct Medal.
3. Provide the "performance factor" in the final multiple for advancement including selection to pay grades E-8 and E-9.
4. Provide factual information for selections to commissioned or warrant officer ranks.

#### B. RESPONSIBILITIES OF A DIVISION OFFICER:

1. Effect of too-high or too-low evaluations on naval personnel situation.
2. Effect of inaccurate or unfair evaluations on morale.
3. Moral responsibility for accurate, careful evaluations; truthfulness and honesty; respect for other individuals; duty to Navy and to Nation; protection of other people's reputation and property (the wrong evaluation can cost a man, or his ship-mates, or the taxpayers money).

#### C. METHODS FOR IMPROVING EVALUATIONS:

1. Sources of information about details of Navy's system.
2. Practice evaluations.
3. Discussions with seniors.
4. Pooling of observations; importance of patience in studying men and preparing evaluations; division records.

### QUESTIONS FOR DISCUSSION:

1. How can accurate performance evaluations help the Navy? How can inaccurate evaluations harm the Navy?
2. What effect do performance evaluations have on an enlisted man's career? What effects can they have on morale?
3. How can you ensure fairness and accuracy in enlisted performance evaluations?
4. What are the moral responsibilities of an officer in regard to a man's Enlisted Performance Evaluation?
5. How often and under what circumstances should a division officer concern himself with Enlisted Performance Evaluations?
6. Who has the responsibility for evaluating enlisted personnel? Can this be delegated? What are, and who can make, initial evaluations?

### SOURCE MATERIALS:

1. BuPers Manual, Art. C-7821.
2. U. S. Naval Training Bulletin, June-July 1957, "Petty Officer Evaluations" pp. 11, 14, 15.
3. Division Officer's Guide, 3rd edition, 1958, Ch. IV, pp. 90-101.
4. Military Requirements for PO 1 & C, NavPers 10057, Ch. 6.

## DISCUSSION XXXIII: ENLISTED PERFORMANCE EVALUATIONS

(Brief synopsis of suggested discussion content.)

### A. PURPOSE OF ENLISTED EVALUATIONS:

The size of the Navy and the diversity of its units require a standard evaluation system. Regular evaluations serve several purposes. In addition to those listed in the OUTLINE OF DISCUSSION, the evaluations protect a man from capricious or arbitrary actions by one officer; they provide the division officer with a means for giving recognition to good and bad performance, and they formalize what otherwise might be haphazard evaluations of enlisted men.

### B. RESPONSIBILITIES OF A DIVISION OFFICER:

Enlisted advancements are "competitive"; an unfairly high or low evaluation means that some man obtains an advancement in preference to another. Early or late advancement means a gain or a loss of pay - sometimes in substantial amounts. The morale of an individual or of a group depends greatly upon the recognition given his or their work. A man's performance evaluation is a summary of his success or failure as a person and as a performer in the Navy. An officer is bound in justice as well as by the requirements for administrative accuracy and efficiency when he makes out or assists in making out a man's evaluation report.

### C. METHODS OF IMPROVING EVALUATIONS:

There is no substitute for actual experience in the practice of evaluating of naval performance. Ideally, this experience should include tours on board several types of ships and experience with the work and level of performance of many naval ratings. The average division officer will not have all this experience; however, he can learn from the more experienced officers. This can be accomplished by practice ratings and by discussions with experienced evaluators.

POINT NOT TO MISS: A MAN'S PERFORMANCE EVALUATION IS VITAL TO HIS REPUTATION, HIS STANDING IN THE NAVY, AND HIS MORALE. IT IS IMPORTANT TO THE NAVY IN ORDER THAT THE ADVANCEMENT SYSTEM CAN WORK PROPERLY AND THAT THE RIGHT MAN IS SELECTED FOR THE RIGHT JOB. EACH OFFICER HAS A PERSONAL RESPONSIBILITY FOR THE EVALUATIONS: IF CLOSE TO THE MEN, HE MAKES THE INITIAL EVALUATION; IF A SENIOR, HE SHOULD ASSIST THE JUNIOR OFFICERS TO MAKE ACCURATE EVALUATIONS.

## DISCUSSION XXXIV: ORGANIZATIONAL RELATIONSHIPS

PURPOSE OF DISCUSSION: To stimulate officers to think about their specific organizational missions and to give them an opportunity to discuss the features of naval organization that appear advantageous or disadvantageous to them.

### OUTLINE OF DISCUSSION:

#### A. PURPOSE OF NAVAL ORGANIZATION:

1. Get job done - the mission of the unit.
2. Ensure efficiency.
3. Balance assignments.
4. Fix responsibilities and authority.

#### B. VALUE OF CRITICAL ANALYSIS OF ORGANIZATION:

1. Constant changes in personnel, technology, equipment, and operations require changes in organization.
2. Changes in training and skill levels require personnel re-assignments.
3. Introduction of new ideas and methods can improve organization.

#### C. EXAMINATION OF OWN ORGANIZATION:

1. Advantages of present organization and disadvantages.
2. Date of present organization charts; changes in organization not yet reflected in charts.
3. Methods used to establish organization.
4. Methods used to change organization.

### QUESTIONS FOR DISCUSSION:

1. Does each officer have a notebook? A priority list for tasks? A tickler or follow-up system?
2. Are the Watch, Quarter, and Station bills up-to-date? Are men informed immediately of changes in the WQS bills?
3. How many levels of authority are there in the ship or station? In each department? In each division?
4. How many men, if any, in each division are accountable to or report to more than one superior? How often do instances of conflicting orders arise? What causes them?
5. How close is our present organization chart to reality? Within 5%? 10%? 20%?

### SOURCE MATERIALS:

1. NWP 50 and NWIP 50-1
2. Organization Planning for Naval Units, NavPers 18371
3. U. S. Navy Regulations, 1948, Art. 0504, 0508, 0641, 0702, 0746, 0801, 1102-1104

DISCUSSION XXXIV: ORGANIZATIONAL RELATIONSHIPS

(Brief synopsis of suggested discussion content.)

A. PURPOSE OF NAVAL ORGANIZATION:

The following, by a captain, describing what occurred during his tour as Executive Officer of a CVA, may be used as a discussion opener.

"We undertook a long-range study of the ship's organization structure and its procedural directives system. I anticipated initially that the study would lead to the conclusion that there was something basically wrong with the traditional shipboard organization. On the contrary, we found that the organization chart was sound, but that no one was living by it."

Could we say the same about our ship or station, this department?

B. VALUE OF CRITICAL ANALYSIS AND

C. EXAMINATION OF OWN ORGANIZATION

It is easy to make sweeping statements about the organization of the whole Navy, to blame something called red tape, to say that the administration is "top heavy" or that there is "too much fussing with details," or to accuse the mysterious "they" with hampering operations either by "bothering people" or by "not doing something." Maybe we can't change the "big picture" but can't we do something about the little pictures in our own divisions? Each day things are changing: equipment, materials, tools, and operations. Our personnel change: men come, men go, men are advanced or broken in rate. So we must frequently review our organizational relationships to see that we are getting the best out of what we have. Let's each try to find some feature of our organization you particularly like, some feature that bothers or inconveniences you, and some feature that you believe should be changed - and how. As we discuss these items we should achieve at least three things: (1) a better understanding of why we are doing things the way we are; (2) a better understanding of what the other fellow is doing; and (3) suggestions for improvements.

POINT NOT TO MISS: SOME FEATURES OF SHIP OR STATION ORGANIZATION ARE SET BY REGULATIONS OR HIGHER AUTHORITY; OTHERS ARE SUBJECT TO LOCAL MODIFICATION. ALL OFFICERS HAVE THE RESPONSIBILITY OF KNOWING THE ORGANIZATION, MAKING THE BEST USE OF IT, AND OF RECOMMENDING CHANGES WHERE APPROPRIATE.

## DISCUSSION XXXV: CODE OF CONDUCT -- GENERAL

PURPOSE OF DISCUSSION: To make officers aware of their responsibilities with regard to the intent, purpose, and application of the U. S. Armed Forces Code of Conduct.

### OUTLINE OF DISCUSSION:

#### A. PURPOSE OF CODE:

1. Fighting Man's Code, not just for POWs.
2. Formalize the inspirations and attitudes that should motivate and guide the servicemen.
3. Provide a standard by which to judge conduct.

#### B. CODE AND INDIVIDUAL OFFICER:

1. Know it and live it.
2. Teach it to subordinates.

### QUESTIONS FOR DISCUSSION:

1. Can a man be punished for not living up to the Code? What articles in UCMJ and Navy Regulations are applicable?
2. Is the Code of Conduct only for Prisoners of War? Why?
3. What good can the existence of the Code of Conduct do for the Navy during peacetime?
4. How is the Code of Conduct related to Naval Leadership?

### SOURCE MATERIALS:

1. U. S. Fighting Man's Code, DOD PAM 8-1.
2. UCMJ, Art. 99, 100, 104, 105.
3. Navy Regulations, 1948, Art. 1223.
4. Effective Naval Leadership and the Code of Conduct, NavPers 15922.

## DISCUSSION XXXV: CODE OF CONDUCT -- GENERAL

(Brief synopsis of suggested discussion content.)

### A. PURPOSE OF CODE:

Studies of shipwreck survivors -- and nonsurvivors -- have demonstrated again and again that the men who maintain discipline and who resolve to "hold out" are those who are saved. Time after time help came just after some man gave up. Holding out one more day has meant survival to countless shipwreck or aircrash survivors. A similar thing occurs in prison camps -- and during combat: the men who keep fighting, who remain firm, and who do not give up, are also the ones most likely to survive.

On a broader scale the same principle is applicable to national survival. The nation willing to fight is that much more likely to avoid the need to fight. Willingness to fight includes the necessary sacrifices, training, and preparation; but all these are dependent on the will to fight.

"In war," said Napoleon, "the moral is to the physical as three to one." This same concept has been echoed many times by other military commanders and observers.

### B. CODE AND INDIVIDUAL OFFICER:

Each officer should be like a trained instrument, ready for all the pressures and vicissitudes of cold war, of hot combat, of dull administrative routines, or dangerous operations. Common to all situations is the necessity to train one's will and character. Prepare in peace for war; prepare during peace and time of ease the character that will be needed in war.

Each officer is an example and model to enlisted personnel. As a division officer, he must take specific steps to inculcate the principles of the Code into his men.

POINT NOT TO MISS: THE CODE OF CONDUCT IS AN EXPRESSION OF THE SPIRIT AND PHILOSOPHY THAT GOVERNS THE CONDUCT OF ALL OFFICERS AND MEN. ADHERENCE TO IT WILL PROTECT THE BEST INTERESTS OF THE NATION; WILL HELP THE INDIVIDUAL SURVIVE; AND BY MAKING THE MILITARY FORCES THAT MUCH STRONGER, WILL DECREASE THE DANGERS OF ACTUAL WAR.

## DISCUSSION XXXVI: CODE OF CONDUCT -- TRAINING RESPONSIBILITIES

PURPOSE OF DISCUSSION: To make division officers aware of their responsibilities for training their subordinates in the intent, purpose, and application of the U. S. Armed Forces Code of Conduct.

### OUTLINE OF DISCUSSION:

#### A. NECESSITY OF TEACHING CODE:

1. Men are often not aware of long-range implications of attitudes, philosophies of life, daily conduct, etc.
2. Average man cannot or does not take time to think of the full application of the Code to his daily life.

#### B. METHODS OF TEACHING CODE:

1. Leadership Discussion Guides (Enlisted) NavPers 15916, Second Increment, Sessions 31 through 38.
2. Off-duty reading materials.
3. Formal and informal occasions.
4. Tie-in with national and international news and events.

### QUESTIONS FOR DISCUSSION:

1. The Code of Conduct appears to be directed toward behavior during actual combat and while a prisoner of war. Why must there be training in the Code so far in advance of such possible situations?
2. What is the distinction between voluntary surrender and capture?
3. Why do some men give up sooner than others?
4. How can one develop firmness of character - and avoid stubbornness? What is the distinction between firmness and stubbornness? Between fortitude and recklessness?
5. What does being prepared to give one's life mean? In what ways can it be done in peacetime?

### SOURCE MATERIALS:

1. U. S. Fighting Man's Code, DOD PAM 8-1.
2. UCMJ, Art. 99, 100, 104, 105.
3. Navy Regulations, 1948, Art. 1223.
4. Basic Military Requirements, NavPers 10057, Ch. 4, 8.
5. Military Requirements for PO 3 & 2, NavPers 10056, Ch. 6, 12.
6. A Ride to Panmunjom, D. W. Thorin.
7. Brainwashing: The Story of Men Who Defied It, E. Hunter.
8. Brainwashing in Red China, E. Hunter.
9. Following articles from Naval Training Bulletin as available:
  - a. "Training Your Men in the Code of Conduct," February 1956, p. 11.
  - b. "Training in the Code of Conduct," Autumn 1957, p. 11.
  - c. "Code of Conduct Training," Spring 1958, p. 22.
  - d. "The American Fighting Man," Summer 1958, p. 18.
10. Effective Naval Leadership and the Code of Conduct, NavPers 15922.



## DISCUSSION XXXVI: CODE OF CONDUCT -- TRAINING RESPONSIBILITIES

(Brief synopsis of suggested discussion content.)

### A. NECESSITY OF TEACHING THE CODE:

"What's in it for me?" may be the attitude of men who conceive of their military duty as being just a "hitch in the Navy" before settling down to a job. Attitudes and habits that have developed over many years and have been re-inforced by the "prevailing climate" cannot be changed overnight. The Code establishes a standard, a challenge, and a formula for imparting into men over a 1, 2, 3, or 4 year period - or even longer - the moral strength and character they need to become true fighting men for the United States of America.

Situations on board various naval ships and stations differ greatly. Some men are in ships and advanced bases and, being close to the enemy, are both more in need of and more ready to receive information about how to behave in combat or as a prisoner of war. Men in the rear echelons present a more subtle problem. They must prepare for times of crisis by willingness to undergo the dull stretches of drill and standby. But these stretches should not be boring; they should be periods in which the man learns to look ahead to the right goals; learns to do a job efficiently and well; and learns to steel himself for any sort of sacrifice. The boxing champion runs many miles of roadwork, and spends hours in grinding workouts, because he knows that these things build him up for the challenge of the ring.

### B. METHODS OF TEACHING THE CODE:

The first step is to learn the code and to think about it oneself. The second step is to challenge oneself to think of ways of making it come alive to one's men. Necessity is still the mother of invention: challenge yourself to find a way and you will. Other important steps are to read books and articles on the subject; use the discussion guides for enlisted personnel (NavPers 15916-1); recommend off-duty reading to the men; and as opportunities arise, call their attention to the implications of world events. Newspaper and magazine articles about national and international events, attitudes, announcements, and plans, all have moral implications; all have implications to the fighting man preparing himself with moral strength for any showdown - and to prevent any showdown.

POINT NOT TO MISS: THE U. S. FIGHTING MAN'S CODE OF CONDUCT IS A CHALLENGE, A STANDARD, AND A FORMULA FOR CONDUCT. THIS CONDUCT CAN ONLY BE ACHIEVED BY WORKING FOR IT OVER A PERIOD OF YEARS. THE DIVISION OFFICER MUST MAKE SURE THAT THE TRAINED HANDS THAT WORK FOR HIM ARE BACKED BY MORAL CHARACTER, WILL, AND SPIRIT.

## REFERENCES

(SECOND INCREMENT NAVPERS 15915-1 and 15916-1)

### Effective Naval Leadership Series

A MESSAGE TO COMMANDING OFFICERS, NavPers 15913\*

EFFECTIVE DIVISION OFFICER LEADERSHIP, NavPers 15914\*

LEADERSHIP DISCUSSION GUIDES (OFFICER), NavPers 15915\*

LEADERSHIP DISCUSSION GUIDES (ENLISTED), NavPers 15916\*

DEPARTMENT HEAD/DIVISION OFFICER LEADERSHIP CHECK-LIST, NavPers 15918\*

CHIEF PETTY OFFICER/PETTY OFFICER LEADERSHIP CHECK-LIST, NavPers 15919\*

EFFECTIVE NAVAL LEADERSHIP AND THE CODE OF CONDUCT, NavPers 15922\*

### Other Publications

ARMED FORCES OFFICER, Department of Defense, U. S. Government Printing Office, Washington, 1950.

BASIC MILITARY REQUIREMENTS, NavPers 10054\*

BECAUSE OF YOU, NavPers 15874\*

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LIVING FOR LEADERSHIP, AF Manual 50-21, Department of the Air Force, Washington, 1955

MILITARY REQUIREMENTS FOR PO3 AND 2, NavPers 10056\*

MILITARY REQUIREMENTS FOR PO1 AND CPO, NavPers 10057\*

MORAL LEADERSHIP, NavPers 15890\*

MY LIFE IN THE FAR EAST, NavPers 15881-A\*

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Spring 1958  
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OUR MORAL AND SPIRITUAL GROWTH HERE AND NOW, NavPers 91962\*

PETTY OFFICER'S GUIDE, Cope and Dyer, The Military Service Publishing Company, Harrisburg, Pennsylvania, 3rd edition, 1958

PRINCIPLES OF LEADERSHIP AND MANAGEMENT, Air Science 4, Volume II, Air University, Air Force Reserve Officer's Training Corps, Montgomery, Alabama, 1954

PROBLEM SITUATIONS FOR LEADERSHIP TRAINING, NavPers 92224-A\*

SELECTED READINGS IN LEADERSHIP, U. S. Naval Institute, Annapolis, Maryland, 1957

THIS IS YOUR NAVY. T. Roscoe, U. S. Naval Institute, Annapolis, Maryland, 1950

THIS IS MY LIFE, NavPers 15884\*

U. S. NAVAL INSTITUTE PROCEEDINGS, June 1952

WORK SIMPLIFICATION FOR NAVAL UNITS, NavPers 18359\*

Films

THE NAVY WAY, MN5321-I (Available on short loan basis from BuPers Leadership Field Teams, COMNAVAIRLANT, NTC GLAKES, COMNAVAIRPAC, and the MIDPAC-WESTPAC Leadership Field Team under COMSERVPAC.)

\* Additional copies may be requisitioned on DD Form 1149 in accordance with FPSO Instruction 5600.1B, from U. S. Naval Supply Centers, Norfolk, and Oakland.

In regard to obtaining books that are not in the Navy Supply System, see BuSanda Manual paras. 22459, 22460, 33246, and 81298-17.

3