

LEADERSHIP DISCUSSION GUIDES (ENLISTED)

GUIDELINES FOR DIVISION OFFICERS

AND

DIVISION PETTY OFFICERS

Outlines of discussions to be conducted by division officers and division petty officers with the men of their division to help carry out the aims of General Order 21 and Bureau of Naval Personnel Instructions.

NAVPERS 15916

This is the first increment of the series of outlines for use by Division Officers and Division Petty Officers in conducting discussions with their men. Additional increments will be issued periodically by BuPers, and will include such topics as Discipline and the UCMJ, The Fighting Man's Code, and others. These materials will be published in a form which will permit them to be easily added to this initial increment in a loose leaf binder.

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

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INTRODUCTION

GETTING MEN TO THINK

One of the best ways of getting your job done as a division officer or division petty officer is to get your men to think. Get them to think about their country, the Navy, their job here and now, their families, their future, their obligations--themselves.

You can do this in many ways. One way is to use these outlines. They are based on one of the oldest and best methods of teaching. This is to teach by asking questions and discussing the answers.

In many cases you will be amazed to learn what some men really think. In others, you will get a lot of satisfaction from seeing men thinking--coming to grips with vital issues--sometimes for the first time in their lives. Your satisfaction will likewise come when you find that you have started a number of young fellows on the right path, have cleared up a lot of confusion and doubt in their minds, have kept a lot of trouble from happening, and generally helped build some pretty solid citizens--as well as good sailors.

USE OF THESE MATERIALS

These outlines are prepared for sessions of approximately 10 to 15 minutes each. If you work on 2 or 5 a week with your men, you will cover a lot of ground and get a lot of thinking started. The payoff will come in a new spirit, high morale, and getting your job done. 20 or 30 minutes a week spent in these discussions will save you hours and days in the long run, in terms of fewer problems and better jobs done.

However, it is obvious that the length and number of discussions must be tailored to the needs and opportunities of individual commands. One command may find it ideal to have these sessions immediately after quarters--another command may find this the worst time of all. In some cases, you may want to spend several sessions on one topic. In others, you may prefer combining two or three topics into one. The circumstances and common sense are the best guides.

The materials given here simply represent broad ideas. It is expected that you will develop the ideas, bring them into

focus, make them specific and meaningful to your own men. Nobody should know the circumstances and need of your division as you. Nobody should know your men as you. Hence, you should be in a far better position than anyone else to interpret and tailor these materials to your division. At the same time, it should be noted that these materials contain certain basic ideas that are important to get across throughout the entire Navy. It is highly desirable, therefore, that you follow the general pattern given here, and get the same basic ideas across to your men. The discussions are intended to follow a developing pattern, starting with the general mission of America, working through the mission of the Navy at large, fleet and type commands, unit commands, departments and division, to the importance and mission of every individual.

CONDUCTING DISCUSSIONS

(For a detailed and helpful treatment of discussion methods, refer to Chapter XIII, Moral Leadership, NavPers 15890). One officer who has been conducting leadership discussions wrote to BuPers recently: "After you've done it four or five times, it doesn't hurt nearly so much!"

The average officer or petty officer is somewhat nervous or hesitant about giving talks to his men, or trying to conduct any kind of discussion session. When he gets into such matters as are found in the present materials, he may be especially disturbed by the prospect. Actually, after a little experience, he will find that conducting group discussions is not nearly so difficult as it may look—it won't hurt nearly so much! Here are a few tips that will help.

1. Before you have your first discussion, read through the entire set of materials enclosed here, as well as the materials in the booklet describing the provisions of General Order No. 21.
2. Read as many of the reference works listed here as possible. Try particularly to read at least: Division Officer's Guide, Petty Officer's Guide, Moral Leadership, NavPers 15890, Naval Leadership, Naval Orientation, This Is Your Navy.
3. Having read and thought through the materials, concentrate on the basic idea to get across, then try to phrase it in your own words, using the outlines given here merely as thought-starters.
4. In some cases, you will want to give a brief talk on the topic first, then ask questions and discuss the answers. In other cases, you will find it better to begin by asking questions and discussing the answers, without having given a talk on the subject.

5. In asking questions, or getting a discussion started, it helps to ask the group in general first, then particular individuals. For example: "What do you men think of such and such?" Or, "Does anybody have any ideas on this particular topic?" Then proceed to: "Jones, what do you think about this?" "White, what's your experience been in these matters?"

6. If you ask questions and get a stunned silence, or a mumbled "I don't know," don't panic, and don't think your men aren't thinking or are being hostile to you personally. For many men, to be asked what they think about anything is a brand new experience. To express why they think, in understandable terms is another new experience. To talk up before a group, especially of their shipmates, is again a new experience. At first they may be just puzzled--it may take them a while to get thought processes started. In some cases, they will be shy--afraid of ridicule. There are little ways of drawing them out. For example, "Suppose I were a complete stranger to the Navy, Jones, and I came up to you and asked you about such and such--what would you tell me?" Or, "We're just trying to do some thinking, here--don't be afraid to say what's on your mind in your own words." If you just can't seem to warm them up during the first few sessions, don't be discouraged. You can talk to them, whether they do any talking, or not. After a few sessions, their responses will begin to come. Never take it for granted that men aren't thinking, simply because they are not talking. A great part of your job will be carried on after the session ends, when men will go on to their jobs, mess-halls and elsewhere, and really get going on their own discussions.

7. Sessions should be informal, but controlled. Obviously, one would not keep men standing at attention for 10 or 15 minutes, and expect them to talk things over with the leader. At the same time, it is most unwise to run a "no holds barred" affair. The leader remains an officer or petty officer, and customary courtesies remain in effect. Your job is to steer a middle course between an attitude which will make men freeze, afraid to say anything lest it be the wrong thing, and an attitude which will encourage complete disrespect on their part. BE NATURAL. Don't let the session become a gripe session. It may have a tendency to do so. You may find at the beginning that men will tend to answer questions or begin discussions with: "Well, that's all well and good, but why doesn't the Navy do so and so." Or: "Why can't we get liberty more often." Or: "How do you expect us to do such and such when this ship (station, Washington, etc.) is so fouled up?" Don't make the mistake of trying to take up every such gripe, in what is intended to be a "firm, fair and friendly"

attitude. It is much wiser to make a statement at the outset to the effect that these complaints may or may not be true, but that our job is to do what we can under the circumstances, and go on with the discussion

8. Finally, it is suggested that you always secure the discussion with a brief summary, trying to remember who said what, so that you can say: "As Jones Pointed out." "As White has experienced." "As you people have said very well." Your summary should always bring in the main idea you wanted to get across in the first place; this should be the final thought they take with them.

USING YOUR PETTY OFFICERS

Division officers and division petty officers conducting these sessions, will undoubtedly want to talk the whole plan over with all the petty officers in the division before starting the sessions. It is highly recommended that you cut them in on the background, the purpose and the content of the entire series of discussions. Ask for their ideas and suggestions. Let them know what you need and want and that you will expect their wholehearted cooperation. Outline for them exactly how you want them to help.

RESULTS

We are looking for long-range results, not overnight miracles. Once again, the main idea is to get men to think. If we do, a lot of things will take care of themselves. We have to stay with this business, and not give up after a few discussions don't seem to pan out. Remember, the discussions are developed as a pattern, with the first full series designed for coverage in approximately one year. It will be at least that long before many lasting results may be had, but a number of worthwhile results will be achieved in the meanwhile, if you persevere.

A FINAL TIP

There will be a tendency to schedule sessions, then postpone them under the press of circumstances—a rush job to get done ashore, a refueling operation at sea, and so on. Try to be as regular and consistent with these discussions as possible, postponing them only if absolutely necessary. Otherwise, men will very quickly get the idea that these things are not really important at all, since they can be brushed aside whenever anything "more important" comes along. You will find that in a short space of time, practically everything will seem more important, and you'll end up with no discussions at all. So it's good to figure out a pattern that will be most practical for your unit under most circumstances, and stay with it.

SESSION 1. INTRODUCTION

IDEA TO GET ACROSS: The Navy is taking steps at all levels—top to bottom—to make sure it is the best outfit possible - combat ready at all times to keep the sealanes open for freedom. This is possible only when every ship is the best ship possible and when every man is the best man possible. We have lots of problems—some we can get rid of, some we have to live with. We're not going to fight problems—we're going to look for solutions - come up with the best possible way to seeing that we are a "can do" outfit. We're going to get together regularly in this division and talk things over, starting now. And since the Navy is only as good as the men in it, we're going to start by talking about men.

QUESTIONS TO DISCUSS:

1. What would you say is the difference between animals and men?
2. Do we consider animals responsible for their actions? Why not?
3. What would happen if we didn't consider men responsible for their actions?
4. What are some of the responsibilities all men have?

ANSWERS TO SHOOT FOR:

1. Animals don't think in the sense we use the word think—don't have human reason. Animals don't have free will. (Avoid arguing about how smart dogs or horses or apes may be—it's obvious they're not human.)
2. No—they don't know any better.
3. Everything would fall apart. We would have practically no order—millions of people would do anything they felt like doing. You—nobody would feel safe. Lots of jobs wouldn't get done. The ship would be in bad shape. Everybody's rights would be violated.
4. Tell the truth. Take care of our families. Give consideration to others. Respect other people's rights and property.

SESSION 2. RESPONSIBILITIES AND RIGHTS

IDEA TO GET ACROSS: Responsibilities and rights go hand in hand. We have seen that if men weren't held responsible for their actions, everybody's rights would be violated. Here is the key to responsibility. On the other hand, every responsibility means he has a right. It works this way--if I have the right to an officer's pay, or a petty officer's pay, it's because I have a responsibility for my men. If a man has a right to some quiet at night, so he can sleep, he has a responsibility to keep quiet himself so others can sleep. At the same time, if I have a responsibility as an officer or a petty officer to take care of my men, I have the right to give certain orders. If a man has the responsibility to serve our country, he has a right to everybody's respect if he carries out this responsibility well.

QUESTIONS TO DISCUSS:

1. The Declaration of Independence points out that every man has certain rights that no one can take away from him--what are some of these?
2. The Constitution of the United States (First Amendment) talks about certain rights--what are some of these?
3. Where do our rights come from?
4. We have talked about some of the responsibilities all men have, such as being honest, taking care of our families, considering others, respecting other people's rights and property. What do our responsibilities have to do with other people's rights?

ANSWERS TO SHOOT FOR:

1. Life, liberty, pursuit of happiness. (Avoid lengthy argument that Navy takes away liberty, etc. This will be discussed later.)
2. Right (freedom) to gather together peaceably for open discussion, etc., to a free press, to freedom of religion, to free speech.
3. "We hold these truths to be self-evident, that all men are created equal, and endowed by their Creator with certain inalienable rights . . . among these are life, liberty, pursuit of happiness." Rights don't come from state, or any human authority--therefore, nobody can take them away from us. The idea of the Constitution is to safeguard these rights for everyone.
4. My shipmates and others have a right to the truth. If I lie -- I am violating their right. They have a right to their own property -- if I steal, or destroy it, I am violating their right. My family has a right to depend on me -- to my financial help, in many cases -- to hear from me, to know that I am doing a good job, keeping myself decent, behaving myself generally.

REFERENCES:

1. Naval Leadership, Chapter VIII and IX.
2. Moral Leadership, Chapter II, Appendix 2.

SESSION 3. DIGNITY AND IMPORTANCE OF HUMAN BEINGS

IDEA TO GET ACROSS: Democracy is not just a word. Democracy means everything we have ever fought for in every war. It means that we really believe that a human being is the most important thing in the world, regardless of his color, his background, or his own beliefs. The people who started this country knew this was the one thing they had to make sure would never go by the boards—the dignity and the worth of human beings. When they wrote the Declaration of Independence this was their one big idea—that men were intended by God to be free—and that no price is too high to see that we have our freedom always. George Washington, Thomas Jefferson, Henry Adams, Patrick Henry, and a lot of other men that we sometimes think of as just names in a history book were thinking of every one of us who would one day be born, when they carried on their fight for freedom and got our democracy started.

QUESTIONS TO DISCUSS:

1. We talk a lot about "the American way of life." What does this mean?
2. Who wrote the Declaration of Independence? Why?
3. What does the Constitution of the United States have to do with the Declaration of Independence?
4. What does the Navy have to do with the Constitution of the United States today?

ANSWERS TO SHOOT FOR:

1. It means the freedom we have talked about before. It means our moral and spiritual values of decency, justice toward all. It means the right to govern ourselves—to elect our Congressman, our President and Vice President, and other such officials. It means opportunity—no one stops us from getting ahead—no one keeps us in one class of society—no one says we have to be bricklayers, or carpenters, or lawyers or doctors. (When we have to perform military service without particularly wanting to, it's always a temporary business, and precisely to guarantee that we will not be permanently robbed of our freedoms.)
2. Thomas Jefferson phrased it—a lot of people's ideas went into it. The colonists came to America to have the freedoms we've talked about. These freedoms were being choked off. Complete independence, with government of the people, by the people, and for the people was the only way to assure these freedoms permanently.
3. The Constitution is the body of laws intended to see to it that the freedoms talked about in the Declaration of Independence would never be lost.
4. The Navy is in business, first and foremost, to keep the sea lanes open so that we will always be free to live our American way of life and to protect our Constitution against all enemies. (We will see later that our entire defense setup, our NAVY REGS, UCMJ, etc., are all tied in with the Constitution.)

REFERENCE:

1. Moral Leadership, Chapter II.

SESSION 4. WHY WE ARE HERE

IDEA TO GET ACROSS: We have seen that the Navy's job is to keep the sea lanes open. These have always been the keys to freedom. If we are going to make sure that our Constitutional way of life stands, we have to do this job well. A lot of people don't know that every war we have ever fought has involved sea power. Many people think of the War of Independence strictly in terms of Lexington and Concord. They think of the Civil War as Gettysburg and Manassas. Korea means strictly ground troops, in the minds of many. And today, there are those who think that the only threat to American security or to world freedom is the threat of enemy airpower, satellites, or ballistic missiles. Yet, not only American history but the history of the world knows that control of the seas has always meant the difference between victory and defeat. Three-quarters of the surface of the entire earth is ocean—let's not forget this.

QUESTIONS TO DISCUSS:

1. What was the Boston Tea Party?
2. What leading figure of the American Revolution requested that Congress provide the first American warship?
3. Who really started the American Navy?
4. What was our first sea battle?

ANSWERS TO SHOOT FOR:

1. The real opening gun of the Revolution. Note that it took place on shipboard. American patriots boarded a British vessel in Boston Harbor in 1773, and dumped its cargo of tea into the water—essential reason: violation of freedom to import—taxation without representation. British could demand these taxes because they controlled the seas.
2. General George Washington. Real vision here. As soon as he took over command of the Armies, he knew that control of the seas would be the deciding factor. First he needed gunpowder, and he pleaded that a warship be built to go to Bermuda and bring it back.
3. Congress. This is good to remember. The real father of the Navy is Congress. This is the American way. Congressmen debated whether or not we should have a Navy. A lot of them thought it was ridiculous. But after all sides were heard, they voted—and the Navy was born. The Navy has always been the faithful and honored servant of the people—represented by Congress.
4. May 1775—a few weeks after the Battle of Lexington. A handful of lumberjacks with muskets, axes and pitchforks, aboard a small lumber sloop did the impossible—defeated two British sloops and an armed schooner at Machias, Maine. This stunned everyone—especially the King's Navy. Muskets beat cannon balls, because the men firing the muskets refused to be beaten.

REFERENCE:

1. This Is Your Navy, Chapters I through IV.

SESSION 5. WHY WE ARE HERE (II)

IDEA TO GET ACROSS: It's a long way from Machias, Maine, or the Boston Tea Party to Korea—about 10,000 miles, 170 some years, and a lot of wars. But every inch of the road to freedom has been earmarked somewhere with a battle at sea. From Guadalcanal to Saipan, from Iwo Jima to Anzio, from Tinian to the white cliffs of Dover, from Chosin to Seoul—Navy men have carried tanks and planes and guns and troops—have blasted enemy beachheads, torn enemies from the skies, exploded them from above and beneath the seas ... to keep the sea lanes open to freedom. In every war, victory at sea has been the absolute need. This is as true today as it was at Machias, Maine. Whole books have been written about the sea war in Korea. It is interesting to note that the end of World War II was marked by surrender of the Japanese aboard a United States Naval vessel. This was very fitting, since the Japanese were beaten before the bombs were dropped on Hiroshima or Nagasaki—they were beaten because their life-lines were cut off—their merchant ships had been sunk, their war ships smashed. They had lost control of their sea lanes—so they lost their war.

QUESTIONS TO ASK:

1. The battle-cry of World War II was: Remember Pearl Harbor! What actually happened at Pearl Harbor?
2. What was the Atlantic Charter?

ANSWERS TO SHOOT FOR:

1. At 0750, 7 December 1941, the Japs hit Pearl with everything in the books. By 0945, 19 Naval vessels had been crippled, the Pacific Fleet battle force knocked out, the Pacific Air Force was shattered, and 2,008 Navy men were dead or dying—3 times as many Navy men lost in two hours as in all of World War I and the Spanish-American War put together. On the same day the Japs hit Midway, Guam, Wake, the Malay Peninsula and the Philippines. By 10 December the Allies did not have a single capital ship left in the Pacific. The important point: the Japs knew the fastest road to victory—destroy the fleet—control the seas. What happened, however, was that we built and rebuilt, and came up with the biggest, most powerful Navy ever known in the history of the world—with brand new ideas—able to fight wars on both sides of the world at the same time—as we had to do before it all ended.
2. The United States joined hands with 25 other nations on New Year's Day of 1942, and all agreed to foster the principles of democracy in which we believe. The 26 nations determined to fight together in joint operations against the Axis nations—led by the Nazis and the Japanese. The ideas of the Atlantic Charter are the basis of NATO—the North Atlantic Treaty Organization that our Fleets operate with today. Everybody knows how the 6th Fleet in the Med operates with NATO—and how it has helped to keep war from breaking out in the Middle East—such as at the time of the crisis in Suez.

REFERENCE:

1. This Is Your Navy, Chapters 13 through 16.

SESSION 6. WHY WE ARE HERE (III)

IDEA TO GET ACROSS: In the past handful of years some of the toughest enemies in history have tried to take over the world. Hitler and Mussolini tried it, and they almost succeeded. They caused the slaughter of thousands of people, and suffering to millions. Tojo tried it--and the world almost went up in flames. The latest and toughest enemy of all--Communism--has been by far the most successful. Communism has one main target--control of the world. The one nation they have to knock out of business to do this is the United States. They use every possible means. One of them is to start what we call limited wars--bushfires in all parts of the world. One of the biggest jobs of the United States Navy is to keep them from starting these fires. Another job is to put fires out, if they are already started. Otherwise, an all-out war would explode--and most people think that no nation would come out of it alive. We saw that the 6th Fleet raced to Suez, to keep a war from starting there. The 7th Fleet keeps constant watch over and around Formosa - the same kind of idea. This means a lot of operating--a lot of steaming--long periods away from home that don't always seem to make too much sense. But if anybody is keeping the world out of slavery, it's the United States Navy.

QUESTIONS TO DISCUSS:

1. Name some countries that the Communists have taken over.
2. Name some spots where the Communists have tried to stir up trouble, or tried to take over.
3. Give some reasons why the United States is such an important target for the Communists.

ANSWERS TO SHOOT FOR:

1. Without Russian Armed Forces firing a single shot, the Communists have gone into and control: East Poland, Estonia, Latvia, Lithuania, Besarabia, Albania, Bulgaria, Czechoslovakia, Hungary, Rumania, Yugoslavia, China, North Korea, North Vietnam, etc. (Keep up to date.)
2. Quemoy and Matsu Islands, Formosa Strait, Korea, South China, Suez, Gaza Strip, Jordan, Syria, etc. (Keep up to date)
3. Not only because of our industrial and military power--important as these are. Our principles stand in their way--principles of government of, by and for the people, private ownership, freedom of speech, a free press, our belief in God and religious practices, and similar principles. These are the big things Communism has to destroy to rule the world.

REFERENCES:

1. The Petty Officer's Guide, Chapter 10.
2. Current periodicals.

SESSION 7. OUR TYPE COMMAND MISSION

IDEA TO GET ACROSS: It's a big Navy, spread all over the world, with hundreds of jobs to do which are all part of the one big job of keeping the sea lanes open. As every man on the football team has to do his job exactly right, so every type command on the big Navy team has to do its particular job. We have always said in the Navy that the Navy ashore is primarily in business to support the Navy afloat—in the skies, under the seas. But besides this general mission, every outfit, ashore and afloat, has its special job. It's terrifically important that we understand what our particular mission is. (Here the division officer must make it his business to be thoroughly checked out on the overall mission of his type command. The publications: The Increasing Importance of the United States Navy; Navy Department, Washington 25, D. C. and the 1958 Sea Power Presentation will provide helpful background material and items of special interest for each type command.)

QUESTIONS TO DISCUSS:

1. Name the following: Secretary of the Navy, Chief of Naval Operations, Chief of Naval Personnel, Fleet Commander, Type Commander.
2. What is the general mission of the Fleet we are in?
3. Exactly how does our particular type command fit into the overall Navy mission and the mission of our Fleet?
4. How do developments in one type command affect other type commands?

ANSWERS TO SHOOT FOR:

1. Current authorities.
2. Specific to each Fleet.
3. Specific to each type command.
4. Such concepts as proportionate speed and mobility, ability of service forces to handle new type repairs, refueling problems, etc., the kind of docking and overhauling necessary for nuclear powered vessels, changes in carrier decks, different type deployment of ships in task force, etc. (Above publications will provide background material—discussion leader must think through those areas pertinent to his own type command.)

SESSION 8. MISSION OF OUR SHIP OR STATION

IDEA TO GET ACROSS: Our job here and now is to make this the best ship in the Fleet, or the best station in the Shore Establishment, or the best Navy in the world. This job is important because our particular ship or station is important. The type command cannot run properly without us. We are one unit in the whole operation,—pull us out, and the operation is incomplete. Throughout all of history, military operations have been based on the idea that every unit would be at the right place, at the right time, doing the right job. The Imperial Navy of Japan was wrecked at Leyte Gulf—and the war with Japan was over, for all practical purposes. Read the story, and you see how, not only every task force teamed up, but how, for example, a pair of U.S. submarines, patrolling on station, exactly where they were directed to be, knocked out 3 heavy cruisers of the main Jap task force—meeting it head-on while it was steaming toward the big battle. These two subs helped turn the tide of the battle before it even got started. Whole wars have been won or lost because a unit did or did not do its job. (Instructor must be thoroughly familiar with the mission of his ship or station, and relate it to the topic by concrete illustrations.

QUESTIONS TO DISCUSS:

1. What is the purpose of various fleet exercises in which this particular ship engages?
2. Why does this ship visit such and such ports—cruise in such and such waters?
3. Name the CO and XO of this ship or station. (On a division basis—name the department head and division officer as well.)

ANSWERS TO SHOOT FOR:

1. Ideas specific to particular ship. Include combat readiness, drill necessary to learn how to work together as a team—just as any ball team practices for days and weeks. Be very concrete, getting at nuts and bolts of fleet exercises, including navigation, gunnery, etc.
2. Again, shoot for concrete answers in terms of this particular ship. Include ideas of show of strength, people to people, good will, as well as getting to know particular harbors and other operational reasons in terms of combat readiness.
3. Specific to ship or station.

NOTE: Division officers ashore should be able to get at basically these same ideas in terms of their own shore stations, by thinking through their own mission.

SESSION 7. OUR TYPE COMMAND MISSION

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3. Name the CO and XO of this ship or station. (On a division basis—name the department head and division officer as well.)

ANSWERS TO SHOOT FOR:

1. Ideas specific to particular ship. Include combat readiness, drill necessary to learn how to work together as a team—just as any ball team practices for days and weeks. Be very concrete, getting at nuts and bolts of fleet exercises, including navigation, gunnery, etc.
2. Again, shoot for concrete answers in terms of this particular ship. Include ideas of show of strength, people to people, good will, as well as getting to know particular harbors and other operational reasons in terms of combat readiness.
3. Specific to ship or station.

NOTE: Division officers ashore should be able to get at basically these same ideas in terms of their own shore stations, by thinking through their own mission.

SESSION 9. OUR DEPARTMENT AND DIVISION MISSION

IDEA TO GET ACROSS: It is obvious that a ship or station can accomplish its mission only if every department and division does its job right.. It is human nature to think that one division has an easier job than another. But if every division does its job, not only will things usually be a bit easier for everyone aboard, but the overall mission is accomplished. When steam-powered vessels began to replace wind-jammers, the old-line sailors of the deck divisions had no time for the new-fangled "coal-heavers"—the engineers. To the black gang, on the other hand, deck men were block-headed rope pullers. This is why Matt Perry—brother of the famous Oliver Perry, and the father of the steam Navy—came up with the idea of training cruises, to get divisions working together as a team. Right now we have a good organizational setup in the Navy, but if any one department or division refuses to cooperate, the system breaks down. Teamwork is no drill -- not only do our lives depend on it when the chips are down, but the ordinary comforts and conveniences of daily living are impossible without it.

QUESTIONS TO DISCUSS:

1. What is the mission of this particular department and division? How does this fit in with the jobs of other departments and the overall job of this ship or station?
2. If this division doesn't get its job done right, how does this affect other divisions--the entire ship or station?
3. How is this department (division) organized? Name the petty officers--what do their particular rates and ratings really mean?
4. Name as many departments and divisions as possible aboard this ship or station, and the mission of each.

ANSWERS TO SHOOT FOR:

- 1 to 4. Concrete illustrations specific to your particular department and division. For example, if the First Lieutenant's men weren't on the job, what would living aboard ship or station be like? Who would clean up, who would police? Suppose the galley-boys "goof off"? What would happen if the bos'n let his boat go--could a ship get liberty parties ashore, after a while? The idea here is that, once again, the work of every division affects every other division in one way or another.

All answers in this session should be channelled toward specific practices within the department or division having the discussion.

SESSION 10. THE JOB OF THE INDIVIDUAL MAN

IDEA TO GET ACROSS: There is no such thing as an unimportant man aboard this ship or station. Not only is every man important because he is a man—he is important because he has a job to do—it's his job—nobody else's. Nothing significant has ever been done in the Navy or in the world, unless it was started by an individual man. For example, as any Quartermaster can tell us, every pilot chart has the name Maury on it. Maury was a sailor who saw a terrific job to do and did it. He was the man who gathered together all the dope on winds and weather, on channels and currents, on oceans and tides—put it all in Wind and Weather Charts that were to become the best friends a sailor ever had. Whether you chip paint, bang on a typewriter, or hand out APC's, every job you do is a man's job—to be done as a man should do it, — top-notch. This is a moral responsibility.

QUESTIONS TO DISCUSS:

1. How many different jobs do we have in this division? What's the purpose of each, in terms of the overall mission of the division and of the ship or station?
2. Who has the most important job in this outfit? Why is his job the most important?
3. Give some examples of some outstanding jobs done by individuals on board this ship or station. What has their work meant to the Navy—to this unit—to the good of all of us?
4. Why do we say that doing a good job is a moral responsibility?

ANSWERS TO SHOOT FOR:

1. Specific to the particular division. (See that every man and his particular job are actually named.)
2. The Commanding Officer. He has the overall responsibility for every man and every job. This is a big and a tough responsibility.
3. (Instructor should take the trouble to find out. He should, of course, already know of any outstanding work done by men in his own division. These men should be named. Point out concretely how their suggestions or work have profited everyone.)
4. We have an obligation to do an honest day's work. Our shipmates have a right to depend on us. A man who climbs into a liberty boat has a right to take it for granted that the men responsible for the boat have checked it for safety, kept it in shape, etc. We have a right to know that the navigators are on the job, and will bring us safely to port—that the gunners know their business, and have us ready for combat, etc. These are moral obligations on our part, since they affect the rights of others.

REFERENCE:

1. Naval Leadership, Chapter VIII

SESSION 11. KNOWING YOUR JOB

IDEA TO GET ACROSS: A lot of men are perfectly willing to do a good job, and want to. Sometimes they just don't understand what's required or expected. Sometimes they feel as though they aren't up to a job—don't have enough training or skill. Sometimes they don't like a job and have no interest in it. Sometimes they have various personal problems that take their minds off their work. All these things are understandable. But it is important that we get our job done. The first requirement to do this is to know our job—to know it inside out. The thing for this division to shoot for is to have every man know his job as well as any man possibly could. The way to start is to think your job through. Try to figure out exactly what you're supposed to do and why. Try to think up the best possible way to do it. Lots of people think the way they're doing a job is the best way. This may not be true. NAVY REGS for 1818 listed 13 orders to be given before the word to fire the big guns. These gun-orders had remained basically the same for several hundred years—and most people figured they needed no improvement. How would you like to have to wait for that many orders today, at the speed bombers come in, or missiles fly? It's your job—you think it through from every angle, no matter how simple it is. From manning a broom to operating radar—there may be a better way to do it.

QUESTIONS TO DISCUSS:

1. Pick out some of the jobs in this division: how are they being done? Is this the best way we can think of? Any suggestions?
2. You hear a lot of stories about men being put into jobs that they are totally unsuited for. You hear about brilliant musicians who end up chipping paint, mathematical geniuses who become messcooks, etc. Do you think this is a true picture of the Navy system, generally speaking?

ANSWERS TO SHOOT FOR:

1. Specific to the jobs discussed. Get to such concrete things as better ways to sweep. Nothing is too trivial to improve on.
2. The Navy system involves hundreds of thousands of men, billions of dollars worth of equipment, world-wide commitments, civilian pressures, and thousands of problems. There are bound to be mistakes. In the long run, serious mistakes of misplacing men are a lot fewer than one might expect. Many stories are exaggerated—in fact, we hear about them because they are unusual. In many, many cases, men are in jobs they are not suited for through their own wishes or lack of interest. In a number of cases, men could advance in rate, could become petty officers or officers, could change rates, and so forth, if they, themselves, really wanted to.

REFERENCES:

1. The Petty Officer's Guide, Chapters 1 through 4.
2. Division Officer's Guide, Chapter V.
3. Naval Leadership, Chapter VI.

SESSION 12. KNOWING YOUR JOB (II)

IDEA TO GET ACROSS: Some people are born with a silver spoon in their mouth, their father owns the company, or they marry the boss's daughter. But most men get ahead on their own. If a man wants to ride on someone else's coattails all his life, he probably can. But if he really wants to feel like a man, and have the respect of other men, he's going to make his own way. There's nothing like really knowing your job, if you want to feel 10 feet tall. There's probably no group of people who respect a man more for knowing his stuff than Navy people do. Word gets around among his shipmates pretty fast that a sailor really knows his business. Soon, others are coming to him for help and advice. We all have to learn. After we have thought through the whole job ourselves, as we discussed before, another step is to read everything we can get our hands on pertaining to our job. Most books are written by people who are well checked-out in their own fields. All Navy manuals are written by people who have been through the mill, have done the job themselves, have studied it from a lot of angles, and know what they're talking about. They can give us a lot of good dope. Besides, some of these manuals are musts for advancement in rating. The sooner we get to them the better.

QUESTIONS TO DISCUSS:

1. Why do we have to take certain tests for advancement in rate?
2. What are the Navy manuals that are musts for the different jobs in this division?
3. Where do you get the manuals you need to study for advancement?
4. How would you go about arranging for a correspondence course?
What correspondence courses might help you in striking for a rate?

ANSWERS TO SHOOT FOR:

1. The Navy has to have a standard means of judging whether or not men are qualified. This is one of several means. There can only be a certain number of openings in different rates and ratings at any given time; the examinations help make the competition for these fair. We are all inclined to let necessary technical knowledge slide by, as long as we are getting along all right with our job, and have a working knowledge of the next higher job. The Navy forces us to study enough to check ourselves out in theory and technical knowledge, so that we'll be able to use it when necessary. Experience proves that we can learn just so much by doing the job ourselves, and by listening to the people immediately around us. The material in the manuals usually goes far deeper and brings in a lot that we wouldn't otherwise learn.
2. Specific to particular jobs in the division. Instructor must know them.
3. Should be at least in ship or station library. Instructor should know exactly where men can put their hands on these manuals.
4. Name of responsible officer. Specific to jobs in division.

SESSION 13. KNOWING YOUR JOB (III)

IDEA TO GET ACROSS: To think your own way through a job is important; to read what's been written on the subject, especially in Navy rating manuals and in correspondence courses is likewise important. But above all, the ideal way to improve your work and learn the requirements for advancement, is through your immediate petty officer. The petty officer has both a rate and a rating. There is a difference. His rating shows his skill--shows that he has proven he knows his job. His rate sets him up as a leader--and as a leader he has the obligation of instructing his men, showing them better ways of doing things, training them to strike for rates themselves, developing them as leaders. Some petty officers feel awkward about being leaders. Others feel that their rate entitles them to cut themselves off completely from non-rated men. Still others think of their crow as so much more money per month, and that's all. On the other hand, some non-rated men never try to learn from their petty officers. The training system depends on petty officers, and it is essentially a good system. In "the old days," when men really learned skilled trades, they learned through the apprentice system. This is basically the system still at work in the Navy. Books and schools are extremely important, but there is no substitute for the on-the-job training that can be done through the petty officer.

QUESTIONS TO DISCUSS:

1. What kind of on-the-job training program do we have in this division?
Which petty officer is doing what, in training men?
2. How can we improve our training program?
3. How does our division compare with other divisions for advancement?
4. How many men in this division are studying for advancement right now?
How many have discussed advancement with their petty officer?

ANSWERS TO SHOOT FOR:

1. Mention of the various technical skills in which men must be trained. At the same time, discuss the various "programs" directed by higher authority. Show that these have their purposes--show how they are related, one to another, and to overall efficiency. Other answers will be specific to the division.
2. One big step: discuss how many petty officers keep "a book"--a record on the standing of their men--who is striking for what, how far advanced he is, what he is doing about courses, tests, etc. How about a reasonable training schedule--rigid enough that it doesn't fall apart every time something "more important" comes up--flexible enough to fit in with weather conditions, refueling problems, etc. The big idea is that the training schedule is a schedule, and operates as a rule, not as an exception, or haphazardly.
3. Specific to particular division.
4. Specific to particular division.

SESSION 14. CUSTOMS, COURTESIES, TRADITIONS

IDEA TO GET ACROSS: Most of the customs we carry out on board ship or station today make a lot of sense--have good reason behind them. Contrary to popular opinion, we don't do many things just because our great grandfathers did them that way, or just for the sake of doing them. In fact, a lot of customs have been changed through the years. It was once the custom to fight so-called duels of honor. Fortunately, this has been outlawed ever since Stephen Decatur was killed in a duel. But some customs have always made sense, and always will. The hand-salute, for example is a way of tipping one's hat, and saying hello. Making way for seniors, standing up, entering and leaving a boat in order of rank or rate, taking off your hat or cap in the wardroom or messhall--all of these make a lot of sense as gestures of courtesy. An outstanding Naval officer once said: "The rule in the Navy is to treat everybody as a gentleman until he proves himself to be otherwise." It takes a big man to be courteous and polite. A little man can ignore all the rules, and usually does. The same thing is true in civilian life. A big man--a gentleman,--never feels embarrassed about being polite. In the Navy, a sharp, well-bred petty officer, for example, never feels that he's lowering himself by saluting an officer. It's all part of belonging--being part of an outfit--being proud that it's our Navy, our ship, our officer. You always find this spirit in a sharp outfit.

QUESTIONS TO DISCUSS:

1. What's the idea of side boys?
2. If the coxswain of a boat is hailed with the words "Boat ahoy", he answers by telling who is aboard. What do the following answers mean? United States; Navy; Fleet; Name of a ship; Aye, aye; No, No; hello; passing.
3. Why do we salute the quarterdeck?

ANSWERS TO SHOOT FOR:

1. Used to help visiting commanding officers up the ship's side in a net or basket, when seas were too rough for the gangway, and help him down again to his boat. Developed into a ceremony to pay honor to the visitor.
2. The President; SecNav; Commander-in-Chief of the Fleet; Commanding Officer of a ship; any commissioned officer; warrant officer or midshipman; enlisted man; not intending to come alongside.
3. Used to have a little shrine aboard, for example, with the statue of a saint, to which sailors would pay reverence. This is one reason. Others are given, such as: used to place the king's colors there, in the British Navy.

REFERENCES:

1. The Petty Officer's Guide, Chapter 6.
2. Naval Orientation, Chapter 6 and 7.

SESSION 15. CUSTOMS, COURTESIES, TRADITIONS (II)

IDEA TO GET ACROSS: There's a lot more to "spit and polish" than meets the eye. The first reason for it is the importance of cleanliness, both for combat readiness and for routine operations. A speck of dust in a gun can throw it off completely. Even dust-proof clothing must be worn by men working with certain kinds of computers—or the computers get thrown off. Open paint cans lying around are a constant source of danger—flash fires, etc. Falls, scrapes, cuts, battle wounds infect easily—clean clothing is always essential. Loose gear aboard a ship is a constant accident hazard. Now you don't learn cleanliness and order in five minutes. You can't let things get topsy-turvy day after day, and straighten them all out in an hour. Unpainted decks rust—untended equipment fouls up. You have to stay with it, through spit and polish, constantly. Cleanliness and order have to become a habit, a way of thinking. A good seaman automatically stows gear, polishes brass, keeps everything ship-shape. Remember, first and foremost, our job is to be combat ready. This demands precision, perfect timing and coordination, every man knowing exactly where to go and what to do at the right time. This means that you can't afford to build up careless habits. When the chips are down, men have to act spontaneously, as they have trained themselves to act. Spit and polish are a big part of that training.

QUESTIONS TO DISCUSS:

1. What working, messing or berthing compartments is this division responsible for? What kind of shape are they in? Can this division hold up its head as one of the sharpest in the outfit?
2. What about the fellow who can't see any sense in doing a good chipping or painting job because he's getting out of the Navy in a couple of months, anyway?
3. Give some examples of accidents that have happened because of loose gear, dirt, or some other form of indifference or neglect.
4. Who's responsibility is it to see that everything is spick and span in this division?

ANSWERS TO SHOOT FOR:

1. Specific to division.
2. This is a matter of moral irresponsibility. Whether we're career men, or not, we have an obligation to do our best. If we do a bad job, someone has to do it over—a waste of taxpayers' money. Our neglect can mean danger for someone else. Lives can depend on little things. Some day a man will feel a lot better if he can look back and say he did his best, whether it was for two months or twenty years.
3. Specific to the ship, station, division.
4. The division officer and petty officer have overall responsibility, but every man has individual responsibility to the division as a whole. Every man should take it upon himself to cover for every other man, and to give a hand, even when someone else has neglected his job.

SESSION 16. CUSTOMS, COURTESIES, TRADITIONS (III)

IDEA TO GET ACROSS: Neatness and cleanliness in regard to gear is important for good order, but it must go hand in hand with neatness and cleanliness of person. Clothes may not make the man, but they sure make a difference in the way he feels. It is interesting to see that a lot of schools are beginning to go back to the old custom of insisting that boys come dressed in jacket and tie—even in the lower grades. They have found that, on the whole, if the kids are dressed better, they behave better. When a man stands straight, shoulders back, with a military bearing, he feels taller and sharper and looks taller and sharper. There's something about a clean, smooth shave and a haircut that gives a man a ship-shape feeling. One of the things military men serving in various tropical countries have always been warned about is: "Don't go native." In other words, don't go without washing, shaving, dressing neatly, no matter where you are, when it's possible to do something about it. When we are ordered to wear dress blues instead of undress blues or dungarees, there's a good reason. One thing nobody can argue about—the uniform sets you aside—makes you a marked man—but with a mark to be proud of. Wherever you go, people know what you are. The way you wear your uniform reflects on your shipmates, your Navy, your country, yourself. Nobody respects a sloppy looking sailor. Wearing a uniform properly is a sign of being grown up. In civilian life, the zoot suit and the ducktail haircuts are the signs of the youngster who hasn't yet become a man. The same is often true of the sailor who wears a dress uniform with cuffs rolled back, hat on the back of his head, and so on. Be proud of the uniform of the Navy, so the Navy can be proud of you.

QUESTIONS TO DISCUSS:

1. Name two occasions when even a man on watch uncovers.
2. Why should everyone topside aboard ship be in a clean uniform of the day when entering a foreign port, particularly?
3. What has wearing the uniform properly to do with the think we call the People to People Program?
4. What is the general attitude of civilians toward the Navy uniform?

ANSWERS TO SHOOT FOR:

1. When he enters a space where divine services are being held or a meal is actually in progress.
2. Going into a foreign port is paying an official call on the people of the country. One should never go calling without being dressed for the occasion. This is a matter of politeness—to wear your "Sunday best" when you go visiting. At the same time, whenever we go into such a port, we are on dress parade—the eyes of the world are on us. We should look our smartest.
3. Again when foreign nationals see that we are courteous enough to dress our best, showing our respect for them and their homeland, they know we are not a nation of barbarians, and that we know how to conduct ourselves.
4. Generally better than some of us think. Attitudes vary in different parts of the country, but often, when we find people hostile to us because we are in uniform, it's because somewhere along the line some Navy men in uniform have misbehaved themselves, and started bad relations with these people. It's our business to correct that impression by our own behavior.

SESSION 17. MEANING OF DISCIPLINE

IDEA TO GET ACROSS: The meaning of discipline is often misconstrued. The word itself is derived from "Disciple"—follower. But good discipline is more than merely following orders. It includes doing many things—even unpleasant tasks—without being told to do them. Discipline should never be confused with punishment. Discipline makes punishment unnecessary, simply because the well-disciplined man is conscientious, and though he may make mistakes they are not because of bad intent. Discipline means orderliness and thoroughness—in jobs, big or small. It is the development of good habits in all things—working—living—thinking.

QUESTIONS TO DISCUSS:

1. What does discipline mean to you?
2. Is discipline mainly punishment?
3. Is conformity or "doing what you're told" discipline?
4. Is discipline (as now defined) necessary only in military service?

ANSWERS TO SHOOT FOR:

1. Answers here may pave the way for questions 2 and 3. Try to get answers first from less experienced men, to draw out misconceptions. If any men express good definitions at this point, use them to bring out answers to 2 and 3.
2. When rules are broken, punishment is often necessary to establish or maintain discipline. When a man does something wrong or harmful he should be punished, especially if the act was intentional or malicious. Even so, punishment is awarded, whenever possible, with an eye to improving discipline by avoiding repetition of the act. Good discipline—conscientious conduct—largely avoids punishment.
3. Merely doing what you're told is not discipline. The fellow who waits to be told, when he knows there is work to be done, is a free-loader—deadwood. The well disciplined man not only follows orders, but does things just because he sees they need doing—and does all things to the best of his ability. Conformity is sometimes the opposite of discipline—if one does "what the gang is doing" even though he knows it is wrong.
4. Discipline—orderliness and good habits in working, living and thinking—is of great value to a person in any occupation or circumstance. Military service provides the best opportunity in the world for a man to develop the kind of self-discipline which enables him to "stand up and take it" anywhere.

REFERENCES:

1. Division Officer's Guide (Third Edition), Chapter VI.
2. Naval Leadership, Chapter XVIII.

SESSION 18. PURPOSE OF DISCIPLINE

IDEA TO GET ACROSS: The primary purpose of discipline in the Navy is combat readiness. The peace-time Navy is something like a fire department--ready at a moment's notice for an emergency it is hoped won't arise. Constant readiness is necessary to keep our enemies from starting anything. But preservation of peace--and good will--in support of our nation's foreign policy calls for more than merely combat readiness. Good discipline also means good conduct--orderliness in all things, which benefits our country's relation with friends abroad. Further, discipline affects morale--has much to do with how well men get along with one another. Self-discipline gives self-respect, and with that, respect for the rights of others--shipmates or civilians, at home or in foreign lands. "A taut (well-disciplined) ship is a happy ship."

QUESTIONS TO DISCUSS:

1. What is the primary purpose of discipline in the Navy?
2. What are some other reasons we need good discipline?
3. Who is responsible for discipline? Who benefits from good discipline?
4. What are signs of good discipline--other than winning a battle?

ANSWERS TO SHOOT FOR:

1. Success in battle; a high level of combat readiness.
2. Makes for high morale, pleasant living aboard ship (or on station) and for pleasant relations with civilians at home and abroad. Mention of effects on relations with other friendly governments.
3. All hands. Every officer, petty officer or "man-in-charge" has certain responsibility for the conduct of those under him. Also, every person has the responsibility to discipline himself. It isn't someone else's fault if a man knowingly does something wrong--it is his own.
4. Good morale. An efficient unit capable of undertaking any task assigned and performing well. A unit of which each member can be proud. Smartness in personnel and equipment.

REFERENCE:

1. Division Officer's Guide (Third Edition), Chapter VI.

SESSION 19. DEVELOPMENT OF DISCIPLINE

IDEA TO GET ACROSS: Almost from the day he is born, a person begins to get some training in discipline. During early childhood, discipline is mostly a matter of training--by parents, teachers, and other adults. How much is learned then depends mainly on how mature, how wise and how strict those people are. When a youngster begins thinking for himself, in addition to training, development of discipline begins through the realization that there is need for self-control. How well disciplined a young man will be when he is old enough to enter military service naturally depends on how much training he has been given and how much he has developed. In the service, discipline is stressed in nearly everything we do--training, drills, and routine work. Even punishment, when that is necessary, is determined as much as possible by how much it can improve discipline both for the offender and his shipmates. However, once a man enters the Navy, improvement in his discipline has to be mostly development. This is a man's outfit--no place for kids who don't want to grow up. Older and experienced hands are glad to help a young fellow get the hang of things, but they can only do it when the fellow is willing to help himself.

QUESTIONS TO DISCUSS:

1. How is good discipline achieved?
2. What part do regulations play?
3. Why are there sometimes quite severe punishments for minor infractions of rules or for first offenses?
4. Is it wrong to gripe--about anything?

ANSWERS TO SHOOT FOR:

1. Partly it is learned and partly it is developed. It is learned from practice and from being taught. It is developed by "thinking things out," especially about ways of improving oneself, doing better work and so on.
2. Regulations help a fellow know where he stands, to know what is right and wrong. Also to know what is expected of him--his responsibilities--to his seniors, those under him if he's a man-in-charge, his shipmates, the Navy and so on. Also, he can learn about other people's responsibilities from regulations, and how his own conduct helps or hinders others--especially his seniors--in doing their job.
3. Usually punishments for minor wrong-doing or first offenses are not very severe--though they may seem that way, especially to a young, first-offender. Of course, punishment must fit the offense; still, whether or not it was intentional will have much bearing. Most important it must be realized that if even minor offenses--especially first ones, are overlooked, we might all develop the habit of "looking the other way" when small wrongs are committed until they later develop into big ones.
4. No one goes through life without a complaint now and then. This depends on where--how--and why you gripe. It also depends on whether or not you get it out of your system and still do the best job you can at whatever you have to do. And if you gripe about others, whether your seniors or juniors, have you been critical enough of your own conduct and behavior that you have a right to criticize someone else?

SESSION 20. PERSONAL VALUE OF DISCIPLINE

IDEA TO GET ACROSS: The ultimate goal of training in discipline is the development of self-discipline. In military service, the self-disciplined man is the one who carries on the best he knows how without any supervision. He is a leader, partly because he is sure of himself. Even though he still has a lot to learn and to accomplish he has confidence in himself because he knows he can "take it." While all hands benefit when the ship, as a whole, has good discipline, individually each knows the pride of being in a sharp outfit and the satisfaction of a job or jobs well done. Discipline pays off most in times of stress—for the unit, when it brings them safely through a battle or a time of dire emergency—for the individual in some personal battles—with sickness, hardship, or the overcoming of some great handicap or obstacle to achieve a much wanted goal. Just as valuable outside the service as in, self-discipline brings about self-confidence.

QUESTIONS TO DISCUSS:

1. What is the ultimate goal of discipline development?
2. What are the rewards of good discipline?
3. When does discipline pay off most?

ANSWERS TO SHOOT FOR:

1. Self-discipline; so a man can be depended upon to carry out his duties without someone watching over him. Also, because he then has gained confidence in himself, and not only will do the best he can but will constantly try to improve.
2. It's a good feeling to belong to a sharp outfit and feel you've had a part in making it that way. It's also good to feel sure of yourself—and of your shipmates and your seniors. Self-discipline means getting ahead—advanced in rate, or given a better job with more responsibilities where you can improve yourself still more. Self-confidence is important in anything a fellow wants to do.
3. In times of stress or emergency. The self-disciplined man doesn't panic—he looks for a way out of trouble. Alone or in a group, discipline pays off in this. In battle, disciplined men stick together. Classic example: In POW camps, where men who stuck together—resisting the enemy—survived best. Disciplined men resisted and survived, the undisciplined either gave in to the enemy or died, or both. The self-disciplined man doesn't give up.

REFERENCE:

1. Division Officer's Guide (Third Edition), Page 156, "Self-Discipline."

SESSION 21. THE MORAL REASONS FOR DISCIPLINE

IDEA TO GET ACROSS: As members of a free society, enjoying freedoms and opportunities which no other nation can match, we have certain obligations. Not only is there the obligation to defend our country from its enemies, which we are helping to do by being in the Navy; we also have an obligation to respect the rights and freedoms of other people in our own country and also people of other lands. Closer to us, we have obligations to our shipmates—to do our part of the work and to respect their rights. We have obligations to our families to support them, if we're married, and in any case, to avoid disgracing them in any way. Often we take further obligations on ourselves. Fulfilling these obligations requires discipline—self-discipline.

QUESTIONS TO DISCUSS:

1. What are some of our moral obligations: -- and to whom?
2. Do these loyalties or obligations sometimes conflict?
3. How does discipline and self-discipline help us meet them?
4. Are these obligations only to others?

ANSWERS TO SHOOT FOR:

1. Obligations to the nation—Navy—shipmates (including the seniors—juniors—not just buddies)—family and friends. The specific nature of obligation to each of these.
2. This will probably bring a "yes" answer, calling for clarification through the answers to #3.
3. Discipline and self-discipline help us to meet these obligations when it would be more convenient and much simpler to avoid or ignore them. Also, when there is an apparent conflict of loyalties, self-discipline, particularly, may help us to reach a proper decision to distinguish which obligation is the more important, without giving way to selfish personal preference or emotion.
4. There is also a moral obligation to yourself. While loyalty to the nation—or to the Navy, when it needs your service, can never give way to selfish interests, you owe it to yourself not to be dragged into trouble by a shipmate, who insists you must stick with him when he is obviously in the wrong but won't admit it. The kind of friend, or even a family relation—who tries to talk you into staying over—leave or some other misconduct, isn't deserving of blind loyalty. You have every right—plus an obligation, to try to better your position as well as improve yourself. There is nothing selfish in saying "no" to persons who would have you spoil your chances for that.

REFERENCES:

1. The Fighting Man's Code.
2. Moral Leadership, Chapter VI.

SESSION 22. DISCIPLINE AND SEX

IDEA TO GET ACROSS: Self-discipline and maturity are the qualities of a man which lead to a natural and sane sex life. The idea that one must be promiscuous to prove himself a "big boy" is one of the most immature ideas currently held. Each man's attitude toward sex must be based on his particular religious belief, his sense of responsibility to wife and children, or his future plans for marriage, but these must be sustained by maturity and self-discipline. Association with prostitutes and "loose women" does little credit to a man or his uniform. Particularly in foreign lands, where sex for money is more available than at home, should a man watch his conduct and realize that basic moral and social values do not change with geography. Be mature.

QUESTIONS TO DISCUSS:

1. Are a man's sex habits any of the Navy's business?
2. What are some dangers of promiscuity?
3. Why do younger men tend to become promiscuous in uniform?
4. How do excess drink and promiscuity combine?

ANSWERS TO SHOOT FOR:

1. Yes--the Navy is responsible for a man's welfare at all times and failure to point out the right and wrong of sex life would be a betrayal of trust. Association of a few immature Navy men with "prostitutes" and "pimps" is degrading to the uniform in general and all Navy men by implication. Immature sex habits adversely affect the command's community relations.
2. First VD. Promiscuity can then lead to trouble in present or future marriage. If a man fails to exercise self-discipline in this respect he will probably not be able to exercise it in other respects.
3. Young men in the Navy are often led astray by misguided "old hands." All petty officers and experienced sailors should avoid making loose sex practice the price of belonging to a select group. If these men--who should be more mature, cannot exercise self-discipline themselves, they should at least not encourage immorality in their younger associates. Many Navy men are away from home and parental guidance for the first time. They should be given sound, mature advice and not forced to repudiate the moral values of their homes as the price of acceptance.
4. Sex acts of which a man is ashamed often follow or are combined with excess drink. The drink causes many to lose a sense of moral responsibility or shame. The story about waking up in the morning and not being able to stand the sight of a bedpartner is fact, not fiction. No one can honestly be proud of an act which requires alcohol to overcome the shame of its commission.

REFERENCES:

1. Local area pamphlets are available on VD, prostitution, etc.

SESSION 23. DISCIPLINE AND EXCESSIVE DRINK

IDEA TO GET ACROSS: One often hears something like this as an attempted excuse for misconduct: "Well, you see, I had a couple too many and didn't quite know what I was doing." This might be accepted as a legitimate excuse by someone who was in the habit of getting drunk himself. But it is not legitimate. It is a man's own fault if he drinks so much he doesn't know what he is doing—if he does wrong things because he is in that condition, he is no less at fault. To allow drunkenness as an excuse for misconduct would mean a double standard of judgment. Men who do not get drunk, or who don't drink at all, would be penalized. They would be held responsible at all times, while others could avoid responsibility by getting drunk. The self-disciplined man knows when he's had enough—he can say "NO" to "Aw c'mon, just one more—" and make it stick.

QUESTIONS TO DISCUSS:

1. Is drunkenness excuse for misconduct?
2. What are dangers of excessive drink—to self and others?
3. Must one be a "tee-totaler?"
4. How can discipline help in this matter?

ANSWERS TO SHOOT FOR:

1. No! There can be no double standard—one for people who get drunk and a more demanding one for those who don't. If a man drinks too much it is his own fault, any wrongs committed as result of over-drinking are equally his responsibility.
2. To self: Alcoholism, with its effect on health—waste of money—danger of injury—getting rolled—committing wrong acts. To ship-mates: injury due to negligence at work—involvement in trouble trying to help out or "cover up"—extra work for others—danger to ship and all hands in combat or emergency.
3. This is a personal matter—but there is certainly nothing unmanly or unseaman-like about abstaining completely from alcohol. Moderation is important—in all things. The person who doesn't know when to stop once he starts shouldn't start at all; he is either an alcoholic or apt to become one. (Caution: avoid religious arguments and do not attempt to influence religious views on this matter.)
4. Self-discipline again enables a man to say "NO", and stick with it.

SESSION 24. CONDUCT ASHORE - GENERAL

IDEA TO GET ACROSS: Doing the best job we can while on duty is not all there is to being a good Navy man. What a man does ashore is generally his own business, except as it might adversely affect his performance on duty or the reputation of his shipmates, his ship and the Navy. Civilians in the U. S. form their opinions of the Navy directly from the actions of Navy men ashore. In foreign ports, sailors on liberty represent America to the people who see them. And if people in foreign ports get a bad impression of America from the sailors who visit those ports, it is because these same sailors have given bad impressions of themselves. Of course, you may find people with prejudices, for which you are not yourself responsible. But what you do—and what you are—when you are ashore either at home or abroad can make a difference, not only for yourself but for the Navy and the Nation.

QUESTIONS TO DISCUSS:

1. Is what a sailor does ashore, on his own time, strictly his own business?
2. What general rules should a man follow when he's on liberty?

ANSWERS TO SHOOT FOR:

1. Not if it affects (adversely) his efficiency on the job, the morale or well-being of his shipmates, the reputation of his ship or the Navy, or the United States. A Navy man is responsible at all times—to the country, to the Navy and to himself, to maintain a standard of conduct equal to or above that of his society overall, and to keep himself fit for proper performance of his duties. Because he wears the uniform, he represents his service and is in a sense "on duty."
2. The rules of decency. Honesty, sobriety, friendliness. Avoidance of the bad elements which exist in any society—avoid involvement in local issues and disturbances. Avoid trouble for himself, and help his shipmates avoid it.

REFERENCES:

1. SOPA and local command pamphlets on the area concerned.

SESSION 25. CONDUCT ASHORE (II) - PEOPLE TO PEOPLE

IDEA TO GET ACROSS: Most people in foreign lands are as eager to make a good impression on us when we visit their country, as we should be to make ourselves acceptable to them. Travel to foreign lands, visiting strange ports and meeting different kinds of people provide an opportunity for very pleasant and at the same time valuable experiences. To get the most pleasure and benefit from such visits, certain common sense rules must be followed. Customs of people in foreign lands are much different than ours, sometimes, but certain characteristics are standard for all human beings. Honesty, sincerity, consideration for others, these qualities are admired and respected by most people of any society. It is well to remember that every society has its bad element too. We should not form our opinions of people in a foreign land on a basis of the first few we meet when we step ashore.

QUESTIONS TO DISCUSS:

1. How do I get acquainted with foreigners when I don't speak their language?
2. How does one keep from offending foreigners accidentally because their customs are different?
3. Many unsavory characters--blackmarketeers, hucksters, pimps and so on, operate at or near the docks in many ports. How does one avoid or break away from these people without appearing rude or arrogant?

ANSWERS TO SHOOT FOR:

1. In most foreign lands there are a good number of people who can speak English--especially in port cities. It is unfortunate that so few Americans learn any foreign languages. Any who do know a little of a foreign language should try to use it and especially try to get people in the places they visit to help them learn.
2. By being honest at the start, letting them know you are acquainted with their customs but also that you are interested in learning. Learning what you can in advance, from pocket guides or other reliable sources, can help, but don't assume you know it all. Confess your ignorance, show your interest, and your hosts will be eager to explain. Respect their customs, and they will respect you.
3. As a general rule such persons will be persistent only when encouraged by indications that you are a likely prospect. If you have some definite ideas of where you're going before you step ashore and proceed as though you know where you're going, you are not so apt to be plagued by the hucksters. Remember, the local populace and police are usually also interested in having you see the better side of their city and think well of their people. If your behavior warrants it, the good people of any society will try to protect you from the bad element, if for no other reason than to keep you from judging themselves by someone else's example.

SESSION 26. CONDUCT ASHORE (III) - PEOPLE TO PEOPLE

IDEA TO GET ACROSS: There is much to be learned from the people of other lands. Though their methods of doing things may be less advanced—or even primitive, by our standards, on a person to person basis this certainly does not make them inferior. Quite the opposite might even be true. The rice farmer who builds an ox-cart for himself has shown more personal accomplishment than a good many people who may drive fancy cars—which they didn't build and on which they may not even know how to change a tire. You like to be respected as an individual—so do others. Good will with people of other lands is accomplished person to person—not by persons who pretend to be interested and friendly, but by those who are. The benefits are mutual, both to the individual persons involved and to good relations between their societies. It isn't necessary to make a big project out of being a good will emissary for your country—all you need do is be yourself as a self-respecting individual and consider the people you meet in the same way—as persons.

QUESTIONS TO DISCUSS:

1. Does the fact that we have a higher material standard of living than people of other countries make us superior to them?
2. Why should I concern myself with these people? I'm an American—I like the American way—I'm just not interested because they haven't anything to show me?
3. How does one go about making friends, or creating good will with people of foreign countries?

ANSWERS TO SHOOT FOR:

1. Certainly not. We have no need to be ashamed because we have better things, or more luxuries than others. At the same time, we should consider that this is no measure of our personal ability or quality. People who can get along, work, play and live happily without the gadgets and conveniences that some of us have come to consider as necessities, have thereby proven themselves quite competent as human beings.
2. These are the sort of arguments you may get. You cannot expect to force anyone to be interested in other people or other lands. Someone may bring out the thought, however, that those who are so self-centered that they have no interest whatsoever in other people or things, must have a pretty shallow existence and certainly won't get much out of life.
3. Most of all by being a decent, self-respecting human being. Those who go out of their way to make a good impression, are usually pegged as phonies, perhaps because they are. The natural sort of person, who enjoys learning about new things, by his enthusiasm for the commonplace things in a country which is strange to him, automatically makes a good impression on the people of that country.

SESSION 27. CONDUCT ASHORE (IV) - MORAL PRINCIPLES

IDEA TO GET ACROSS: In many ports, at home and abroad, there are people who are out to take whatever they can get from servicemen, or anyone else for that matter, any way that they can get it. Sometimes they manage to stay within the letter of the law, but often they are engaged in illicit activities which they manage to conceal from authorities. The only way to keep from getting involved with such people is to keep away from them. They have little to offer except a few gaudy "come-ons" and cheap pleasures which usually become quite costly in the end in terms both of money and your personal well-being. You—and the Navy—are judged by the kind of company you keep. Not only is a man judged by the company he keeps, in time he usually becomes very much like those with whom he associates. Hanging around the clip joints and dives can only lead to yourself becoming as indecent as the people who operate them. This is also the hangout for drunks, dope addicts, hoodlums, and people looking for trouble. It should be borne in mind that there is nothing unmanly about walking away from trouble before it starts. Respectable people will respect you for it, and what the other kind have to say in the matter is not particularly important.

QUESTIONS TO DISCUSS:

1. When shysters try to take advantage of a person, what's wrong with getting even with them anyway possible—by cheating, lying or even stealing?
2. If I'm in ashore and some civilian tries to start trouble with me, am I supposed to let him get away with shoving me around?
3. How do I get to meet decent people when I'm in a strange port for the first time?

ANSWERS TO SHOOT FOR:

1. Two wrongs don't make a right. This would only be bringing yourself down to their level. Keep away from that kind of people, when it is obvious that's the kind they are. If you do get taken in, report the facts—to the police, shore patrol, or to someone on your ship who might be able to do something about it. Sometimes, nothing can be done, of course, and you just have to chalk your losses up to experience. Don't let it happen again.
2. You have a right to defend yourself, of course. Be sure your own conduct is always such that you don't invite that kind of trouble. Businessmen are usually anxious to keep down trouble, even in the less reputable establishments.
3. By going to decent places. This doesn't necessarily mean expensive ones, either. Plan your liberty in advance, to some extent—avoid aimlessness. Show an interest in the ordinary decent people and they will be interested in you.

SESSION 28. CONDUCT ASHORE (V) - MORAL PRINCIPLES

IDEA TO GET ACROSS: The uniform tends to make a sailor somewhat anonymous when he goes ashore, especially in a port where there are many Navy men and ships coming and going. Many local citizens come to look at us that way--as anonymous creatures--all pretty much the same. Such people may be inclined to treat you, not as an individual, but according to their particular idea of what all sailors are like. This may not be fair, but it is to be expected. Most important, the sailor must never think of himself as an anonymous individual. Some, of course, find it convenient--when they misbehave--to have people place the blame on "one of those sailors" instead of on themselves personally. But if you use the uniform to hide your identity and avoid personal responsibility for misconduct--not only are you hurting the reputation of the uniform, you are throwing away one of your most important possessions--your own identity. Be yourself--your best self, because you are in uniform and have an obligation to uphold its reputation. But equally important is the obligation to keep your own identity--you can't have self-respect without it.

QUESTIONS TO DISCUSS:

1. Why do many people treat sailors as though they were all alike?
2. How can a man keep himself from feeling like a nobody--like just "one of those sailors"--when so many people treat him that way?

ANSWERS TO SHOOT FOR:

1. Often this is because they know very few Navy men personally, but see so many of them, or deal with them, in an offhand fashion.
2. By not letting himself be a nobody--or "just one of the mob". There is, of course, no shame in being "one of those sailors" who are liked and respected. And you will find people with that attitude about Navy men, as well as those who claim that we are all nothing but a bunch of bums. You can and should be two things--yourself and a sailor--the good kind. Wear your uniform with pride, and people will come to respect you as a sailor. Conduct yourself as a self-respecting individual, and they will come to respect you also as a person.

SESSION 29. THE CHALLENGE OF COMMUNISM (I)

IDEA TO GET ACROSS: The Communists think our system will fail because the men who drafted our Constitution were wrong about people. The Communists consider people to be without any moral sense--entirely unable to govern themselves, think for themselves, or live peaceably and happily unless someone tells them exactly what to think and do. Therefor, the constitution of any Communist nation is based on the idea that all rights belong to the state. The individual is unimportant, except as a worker serving the state. People (the masses) are given only those freedoms which the government feels they should have. These freedoms are also taken away or changed by the government at will. This gives them absolute--(totalitarian)--control. The only way for the U. S. to win the cold war--for American ideals to win against the Communist ideology--is for individual Americans to live up to what our Founding Fathers expected of them--govern themselves--be entirely responsible for themselves--respect the rights of others.

QUESTIONS TO DISCUSS:

1. Of what value is the individual in a Communist society?
2. To what rights and freedoms is an individual entitled under Communism?
3. How does this compare with rights, freedoms and value of the individual under the U. S. Constitution?
4. What is required of us to make our system continue to work.

ANSWERS TO SHOOT FOR:

1. He is a worker for the state. Of no value as a person.
2. Only such rights and freedoms as his government grants. These can be changed or taken away at any time by the government.
3. The individual in the U. S. is important because he is a human being. Liberty and freedom are his inherent rights--and are to be restricted by the government only if he fails to respect the rights of others.
4. He must assume responsibility for his own actions. He must respect the rights of others. He must be willing to defend these rights and freedoms, for others as well as himself.

SESSION 30. THE CHALLENGE OF COMMUNISM (II)

IDEA TO GET ACROSS: The Communists are counting on a degeneration of moral strength in the U.S. They don't just hope this will happen, they believe it is already happening. This is how Communists have described the average American serviceman: "Little or no loyalty--to family, country, religion, or fellow servicemen. Doesn't think in terms of right or wrong, or of the future--only what seems best for himself at the moment;-- no self-confidence--expects someone else to look after him--helpless when left on his own--feels he cannot survive without things to which accustomed;-- little knowledge or appreciation--even if college graduate--of American system of government--how it works--his own part in making it work. Takes for granted everything will keep going without his doing anything personally;-- considers foreigners and their countries uninteresting, unimportant, and generally inferior--judges by material standards alone;-- resents any hardship or inconvenience. Thinks of military service as something to be avoided or gotten out of quickly, or else is a "peacetime soldier" thinking of it as a soft, safe job. Does not realize importance, necessity or purpose of military organization and discipline." The Communists might exaggerate this for propaganda. However, they got the ideas from studying Americans in combat and as POWs in Korea. Our own records from Korea show the description fits some of our men. However, other Americans in Korea were quite the opposite.

QUESTIONS TO DISCUSS:

1. Since some of our men in Korea were proved cowardly and weak, are the Communists right in their description and also in their basic idea about man--that he is worthless as an individual?
2. Without test of combat, how would the attitudes in the Communist description show up in everyday affairs--working and living?

ANSWERS TO SHOOT FOR:

1. Their description fits only those who were cowardly, weak or opportunistic. Certainly does not fit the Americans who fought bravely and well in combat, or those who resisted the Communists in POW camps. And since many Americans in Korea did not fit that description, the Communist idea that all men are worthless as individuals is also wrong. It depends on what a man makes of himself.

2. Overall, by failure to accept responsibility, for self and own duties; general indifference and what's-in-it-for-me attitude. The man who is conscientious in routine work--including small or unpleasant tasks--will usually be reliable under pressure. (Remember actual combat, or the possibility of it, is a stimulus--routine is not carried out with same fervor). Men may express along these lines: a) The slacker-chiseler--apple polisher. b) The quitter. c) The shrugger--"not my job--nobody told me to do it." d) The braggart or snob. e) The constant griper, the man with a "short timer" attitude, the one looking for a soft racket.

Point to Stress: It is up to each American to make sure that none of the Communist description fits himself.

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