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LEADERSHIP

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FOREWORD

This pamphlet is published as an interim publication pending the preparation of FM 22–10, Leadership, for the use of all agencies of the Army concerned with the subject of leadership. This pamphlet will be of assistance to those concerned with Leadership Training as prescribed in Training Circular 6, Department of the Army, 1948. The material is equally applicable for the instruction of both male and female military personnel.

The material contained in this pamphlet does not represent a full and final treatment of leadership; however, it will afford a reasonably sound basis for instruction.

All readers and users of this pamphlet are requested to submit comments on leadership direct to the Chief, Army Field Forces, Fort Monroe, Virginia, for consideration and possible inclusion in FM 22-10, Leadership, which is expected to be published in late 1949.

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SECTION I

RESPONSIBILITIES AND REQUIREMENTS OF LEADERSHIP

What Is Leadership?

Leadership is the art of influencing human behavior. Put into everyday words, it is the ability to handle men. It has been said that leaders are born, not made; that leadership is intangible. These are, at best, half truths. Leaders *are* born. Leaders are also *made*. Leadership is intangible, but only to the extent that we make it so. It is one of the most definite characteristics in any man's life. In civil life, it means success; in Army life, it means success, too—winning battles, accomplishing the mission. The lack of it in civil life means mediocrity. The lack of it in the Army means, in combat, getting men killed unnecessarily and, in peace or war, failure.

Acquaintance with the elements of leadership can be acquired by any reasonably intelligent and forceful individual, no matter how inexperienced he may be. Any man with a reasonable amount of intelligence and a little initiative can study, practice, and learn the elements of leadership just as he can study, practice, and learn any other human accomplishment. The man who tries with all his intelligence and energy, who profits from his mistakes, can learn faster.

Objectives of Pamphlet

The objectives in preparing this pamphlet have been to—

Provide the reader with an introduction to leadership and a knowledge of the responsibilities and duties of a military leader.

Present the qualities of intelligent leadership, their development, and how they are best applied.

Show the results of effective military leadership—morale, discipline, and esprit de corps—and how these are attained and maintained.

Give the reader a yardstick for measuring the success of military leadership.

Responsibilities of Leadership

The responsibilities of the military leader are twofold—the accomplishment of his mission and his duty to his men. No leader is fully prepared for his job until he clearly understands the dual nature of

his responsibilities and the underlying reasons for and importance of their dual nature. Some seek to enjoy and expand the privileges and prerogatives which go with rank without accepting its duties and responsibilities. Such an attitude comes, most often, from inexperience and lack of knowledge of those duties and responsibilities. Privileges and prerogatives are given a leader to help him do his job, and not to exalt his ego.

The primary responsibility of the military leader is the accomplishment of the mission assigned him. Get the job done. Obviously, everything else in the military service, even the welfare of the men, must be subordinated to this. No individual—officer, noncommissioned officer, or private soldier—is prepared to undertake his assigned duties until he understands the mission and the part he is to play in accomplishing it. Orientation of all individuals in what is to be done and the part each is to play in accomplishing it is a constantly recurring obligation of leadership. Here is the leader's first duty—the briefing, instructing, and training of his men to the end that the mission is accomplished.

The welfare of his men is a leader's second most important responsibility because of its effect on their morale and their consequent ability to accomplish the mission. To summarize some of the main points, all commanders must develop a sincere interest in everything affecting their men; their messes, clothing, equipment, sanitation, health, recreation, entertainment, and personal problems. It is vitally important that commanders give much more than lip service to these things, and for two reasons:

First, active, sincere, and continuous interest promotes morale and spirit within an organization, and morale and spirit are necessary to the successful accomplishment of any military mission.

Second, because of the conditions inherent and necessary in the military service, a soldier can do little to improve his own lot if his leaders neglect him. In civil life, if dissatisfied, a man can quit his job and take another. He can change his boarding house when the meals are unpalatable, buy clothing to his liking, change his doctor, his room and his entertainment to suit his tastes and his pocketbook. He can take time off to seek advice and settle his personal problems. A soldier can do none of these things. He is almost absolutely dependent upon his leaders. Therefore, his officers and noncommissioned officers are in honor bound to do for him the things he cannot do for himself.

In the mess, food must be well prepared under the most sanitary conditions, attractively served, and fairly apportioned, special effort being made to insure that the men get the best that is possible, even under adverse conditions. The preparation and storing of food, the health and cleanliness of kitchen workers, the control of flies, the disposal of wastes, and the cleaning of utensils and other equipment are

matters which must be given close daily supervision by the unit commander. Officers should eat frequently at the unit mess.

When called upon to send men to food service schools, many officers make the error of selecting those who have been failures in other assigned tasks. The chances then of their becoming assets to the mess are very remote. A unit mess is so important that only the best men should be sent to these schools. The commander then can expect his cooks and mess steward to be assets to his mess and demonstrate such qualities as imagination and initiative. The Quartermaster Corps provides the best quality foods, but slovenly, mediocre cooks with no imagination or interest in their work will not turn out palatable, attractive, well prepared, and varied meals.

Aside from detailing incompetents as cooks, the widespread practice of serving "early chow" has done much to cause the quality, attractiveness, and palatability of meals to deteriorate. With "early chow" for dinner set, for example, at 1100, the mess steward will plan to have dinner ready at 1100. He, his cooks, and the relatively few men who are told to eat early chow will get a hot meal. By 1200 the bulk of the unit is served food which has been drying out in the oven or on the back of the stove for an hour. It is far better to serve "late chow", dried out and warmed over, to a few men, than to serve toughened and unpalatable food day after day to almost the entire unit.

Clothing in the amount authorized for the men must be obtained promptly, and unserviceable clothing and equipment salvaged and replaced with equal promptness. The unit commander must devote close attention to the fitting of clothing and not leave this important morale factor up to a possibly careless or lazy supply sergeant. Great emphasis is and should be placed on soldiers appearing well dressed, but there is little they can do about it if their officers permit substitutes for their proper sizes to be thrown at them.

All military units have a definite organization with squads, sections, or platoons under officers and noncommissioned officers. These subordinate elements are not solely for tactical purposes but should be used for administrative efficiency as well. The commander of a well run unit will place the maximum supply and administrative responsibility on squad, section, and platoon leaders. They must be held responsible for the clothing and equipment of their men and insure that the latter have the required amounts in serviceable condition. By using his organization to the full in all such matters, the unit commander simplifies his own work, that of the unit executive, first sergeant, and supply sergeant, and at the same time, develops initiative and a sense of responsibility in his junior officers and noncommissioned officers.

Care of equipment must be constantly stressed as a necessary means of conserving national resources and Government property and as a habit which will insure dependable functioning under battle

conditions. During the war, Saturday morning inspections were considered less important than training and were in large measure omitted. Formal Saturday morning inspections, when well conducted, afford unit commanders an opportunity to familiarize themselves with the condition of the clothing and equipment of their men and in their storerooms. In addition, a thorough weekly inspection has a definite and highly desirable disciplinary and morale effect on a unit. Each such inspection should be so thorough that the entire morning is needed. Unit inspections completed in an hour or an hour and a half often indicate little planning and less attention to details. Regimental and battalion commanders should also inspect, taking a different unit each week.

A successful leader is one who can develop spirit and morale in his unit. Both are based mainly on pride, pride of the individual in himself and in his unit. Each soldier must come to believe that he is a fine soldier and that his unit is the best in the United States or any other Army. To develop this pride, the unit commander must be a perfectionist in his attitude toward training and all military duties. He must not be satisfied with mediocre performance. To start with he may have to accept it for a brief time, but he must never be satisfied with it. Men may complain about being held to high standards of appearance, training, discipline, and duty, but once attained, they will take pride in them and look with a patronizing attitude at individuals and units not up to their standard. The unit commander must practice what he preaches. He must always set the example. The old statement is unquestionably true, that while it is important for a leader to be concerned over what his superiors think of him, what his subordinates think of him is much more important. He can shirk a duty or set a poor example and his superiors may never know it, but his subordinates will.

Sick rates, including venereal, are indications of a unit's efficiency. Sanitary conditions in kitchens, mess halls, sleeping quarters, wash rooms, latrines, and other possible sources of infection must be watched carefully. Instruction and insistence on the development of good health habits are highly important, especially in the field. Constant vigilance and frequent inspections are necessary.

Wholesome recreation and entertainment, must be provided, especially that which encourages active participation, physical development, and spirit. Spirit is built on sound training, efficient leadership, and on competition. By nature, man is a competitive animal. He likes to win, to excel. Therefore, intelligently planned competitions, athletic, administrative, and military, play a great part in promoting spirit. Colleges develop spirit by intercollegiate athletic competition. Units and organizations in the Army can do the same, but unit commanders must support their teams and encourage their officers and men to do the same. Athletics and competitions of all

kinds develop to a marked degree the will to win which will carry over onto the battlefield. War is a competition, a very dangerous competition, but a competition none the less. However, the value of competitions of all kinds in developing the competitive spirit is largely lost if unit leaders engage in or condone unfair practices.

Every soldier should feel that at any reasonable time he can get a sympathetic hearing from his unit commander, and the old custom of requiring him to obtain permission from the first sergeant before he may speak to the company or battery commander should never be permitted to interfere. A soldier's problems may often seem trivial to his commander, but to him they are very real and very important. By a sympathetic and helpful attitude, the organization commander can accomplish much in developing morale and spirit, and in binding the loyalty of the soldier to his officer, his platoon, and his company.

Leaves must be granted freely and not grudgingly, within authorized limits. The pass privilege should be made available to all soldiers except when it is withheld under the 104th Article of War, or when conditions are such that the commander must withhold pass privileges for the good of the service. To promote morale, the soldier must understand clearly any reason why pass privileges are being withheld, and the commander in turn must withhold pass privileges as infrequently as possible.

These are some of the responsibilities of leadership. What are the qualities which make a man master of them? How can you develop the qualities within yourself which will make you equal to your responsibilities? How can you apply those qualities? How can you measure the success of their applications? This pamphlet is devoted to a study of some answers to these important questions.

Let us go back to our definition of leadership—the art of influencing human behavior, the ability to handle men. Man is the fundamental instrument in war. Other instruments may change, but he remains relatively constant. Unless his behavior and elemental attributes are understood and appreciated, mistakes will be made in dealing with him. The art of the leader is concerned with the desires, the needs, and the mental states of individuals and groups—of men as individual soldiers and as groups in military units. Theoretical and abstract knowledge of psychology is not essential to leadership, although any knowledge of it will be helpful. If the leader knows and applies certain basic principles which control human behavior, if he grasps the fact that most men react in fixed and definite ways under a given stimulus or influence, if he recognizes, develops, and applies the human qualities in himself which will produce the correct reaction in his men, he will possess the basic tool for managing men. He will become a leader.

Some men seem to understand human nature more readily than

others and have the knack of leading men by practical application of this knowledge. Such men are called natural leaders, but they are rare. Most men develop through hard study and use of the qualities of leadership. Know the basic elements of leadership, develop them in yourself, then apply them in your daily work. Only through application and experience can they be made completely yours.

Prerequisites for Leadership

There are certain prerequisites for leadership which are absolutely necessary as a foundation. Every individual in a position of military leadership should possess these prerequisites to an effective degree. The first of these is *character.* It is the keystone and the bedrock. Your men must have absolute confidence in your good character. Your word must be your bond. They must know that you would not be false to honor, duty, or country under any circumstances.

The second prerequisite is *intelligence.* You must possess a degree of intelligence. You must have the saving grace of common sense. In garrison, in training, and in combat, you must have the intelligence to apply fundamental principles to varied situations. You must be able at once to analyze a situation; see what needs to be done; and, without hesitation, do it without having to be told. You must have the intelligence to absorb knowledge, master it thoroughly, and prepare it purposefully for use in training your men.

The third prerequisite is *alertness.* There is no place in the Army for the leader who cannot stir himself to timely action, either physical or mental. It is the duty of every officer or noncommissioned officer to prepare himself physically and mentally to do the job in hand at the proper time. Every day presents opportunities for you to acquire knowledge and prepare your mind for the responsibilities of leadership. There can be no excuse for slackness in this matter. You must always be alert, both mentally and physically.

These are the three prerequisites—*character, intelligence,* and *alertness.* When you possess these, then there are certain human qualities which you can develop within yourself which will make you a well-rounded, self-confident individual—which will, in their expression through acts, react upon and within your men to influence their behavior. It takes all of this to be a leader.

SECTION II

THE QUALITIES OF LEADERSHIP

There are certain human qualities which are essential to successful leadership. These qualities are—

Knowledge	Courage
Decisiveness	Endurance
Initiative	Dependability
Tact	Justice
Manner and bearing	Enthusiasm

Knowledge

Knowledge is one of the most important qualities any military leader can possess. You may have been associated at some time in your life with a man who had a very unattractive personality; who at times, may have been tactless, even unjust; but in whom you nevertheless had confidence simply and solely because you realized that he knew his job. The well-rounded leader must possess the other qualities which have been mentioned, but knowledge is the starting point. Nothing will attract confidence and respect more quickly than demonstrated knowledge and ability. There is no substitute for knowledge in its ability to create self-confidence within the leader himself.

We are not referring solely to professional knowledge. In addition, he should have as much or more general knowledge, and certainly should be just as well informed as his men on national and international events.

Lack of knowledge of your job is a disadvantage from the very start. Worst yet is to lack knowledge of your job and then try to make your soldiers believe you do know your job. It will not work with American soldiers; they will find our very quickly, and you as their leader will suffer a loss of their confidence and faith. Admit lack of knowledge of the subject in question, and then take steps to acquire the information and regain the prestige lost through faulty preparation.

Knowledge not only gains the respect and confidence of your men and your fellow leaders, but even more important, it is the keystone of confidence in yourself. You should be so well informed on professional subjects that you will be able to act automatically in almost

any military situation with which you might be faced in garrison or in the field.

A leader must not only train his troops well, he must also train himself. He must teach himself to apply his knowledge. Knowledge should not be used as a substitute for thinking. It should be but a springboard for thought.

How can you insure that, in knowledge, you are keeping abreast of developments in your profession and in the world? Each leader should maintain a military file and a small library. He should study field manuals and other training literature, as well as general and reference books. Each officer should read the service journal of his branch and other professional publications; examples are The Infantry Journal, The Field Artillery Journal, and the Military Review. Each leader should familiarize himself with what is going on in the world by reading weekly magazines and the daily newspapers. He should attempt to evaluate current news events impartially and correctly. Serious conversation with other leaders can never be considered as time wasted. Make a point of discussing training and combat situations with those with wider experience.

In short, be alert, study, observe, listen, and look things up. Study your profession and study the world about you.

In military matters the acquiring of knowledge presupposes advance *purposeful* preparation for every task. This preparation brings with it the resulting power of quick and sound decision—the qualities of decisiveness and judgment.

Decisiveness

A leader must be decisive. In expressing all orders he must be forceful and clear. When he has to reach his own conclusions, he makes up his mind, discarding other possible decisions according to his sense of logic—his judgment.

The man who dawdles, who keeps his men waiting in idleness, who repeatedly changes without sound reason the courses and methods he has once adopted, irritates his subordinates. A spirit of grumbling is never caused in a unit by work alone. As a matter of fact, good troops do not mind hard work once they are at it and have an idea of its purpose. But waiting around for a leader to make up his mind is a potent source of griping. Perhaps only one other thing is worse, and that is when work once started is repeatedly interrupted because of the leader's inability to form a plan and follow it through.

Even a poor plan, if executed decisively, is better than no plan at all. Sometimes, of course, "do nothing" may be the best decision, but it must then be expressed as a decision and not left to appear as the lack of one. Whatever the plan, the decision that puts it into effect must be unhesitating and positive.

A decision must be thought out. A habit of rushing ahead blindly merely to be doing something is stupid—a stupidity which in battle almost always results in needless danger and loss, and in training or garrison to confusion and incoherence. Every situation, every problem, offers a variety of solutions. The leader develops his decisiveness and his judgment so that, given the facts, he can make an estimate of the situation promptly and arrive at a logical decision.

Decisiveness is much more a matter of practice and experience than it may seem. A man who finds it hard to make decisions can usually, by practice, build up his decisive powers. Indecision comes, probably more often than we like to think, from lack of knowlege. The leader who does not have the fullest grasp of his own duties, the duties of those under him, the duties of at least the next job above him, the technique of the means of warfare his troops employ, is likely to find himself lacking in decisiveness. If he is not fully prepared it is up to him to study and acquire as rapidly as he possibly can the knowledge which will give him decisiveness in meeting his responsibilities. If he feels indecision, if indecision tends in the slightest to become habitual, then he must force himself to reach decisions—he must, in so many words, practice decisiveness with all his energy.

No leader should neglect the opinions and suggestions of others. Any leader who will listen to nobody is a self-opinionated fool. But once he has heard the ideas of others, he alone must make the decision. In other words, he must be confident of his ability to weigh the facts and the opinions of others. At the same time, the leader must not turn to his assistant for advice on every minor matter.

A new lieutenant taking command of a platoon immediately makes a number of decisions. Sizing up the platoon sergeant he decides what manner of man he is. He makes this decision tentative, of course. In the usual case, the platoon sergeant knows a great deal about the platoon and often may be inclined to guard jealously his own authority. The new officer may find himself in the delicate position where his very first decisions are so important that they need to be tentative. An attitude of appreciation, perhaps, of the platoon sergeant's knowledge would be the best way to start off. "You know the whole situation and I don't. I'll need all your help in getting hold of things as fast as I can." The lieutenant should never start in by dictating to the sergeant all the policies of a new regime and disregarding the sergeant's experience and findings on the same job—experience often gained the hard way. Thus the new leader, from the very beginning, practices decision in its broad aspect as well as in matters of detail.

An occasional wrong decision should never deter a leader from making up his mind with reasonable speed or lead him further into dawdling or excessive caution. Decisiveness for the most part is more likely to produce good results than bad. And every leader

with the needed alertness and energy will sometimes make a mistake.

Judgment is the leavening quality which enables the leader to take the knowledge he has acquired by thorough preparation and apply it with the decisiveness he has trained himself to exercise. Judgment is the ability to make a wise choice of a policy or action. A man has good judgment in proportion to his ability to make *correct* decisions. Not only must he have complete knowledge of the question involved, but also he must have a calm and fair mental attitude. We usually say that a man who has a reputation for exercising good judgment has common sense. A man of common sense will usually weigh both sides of a question calmly and quickly and arrive at a sound decision. He is the type who is looked to for advice.

We all know people whom we regard as "flighty" or "scatter-brained." They are the ones to whom we would not look for advice or guidance. They are the ones who talk before they think, who pass judgment before they have studied both sides of a case, who have no sense of proportion, and who go off "half-cocked." Obviously, such persons are not good leaders.

How can judgment be developed? The best way, again, is to practice exercising it. When a situation arises for some other leader such as your company or battalion commander, to make a decision, use that opportunity to come to a conclusion of your own. If your decision or plan is not in agreement with what was done, reason it through and find out why.

Broaden you own point of view by studying those of the other men. Form the habit of considering several points of view to the little social arguments which occur every day.

When you are considering an important problem, argue it out with a friend, and take the opposite view from that which you considered, on first thought, to be correct. Develop mental calmness and self-assurance by increasing your store of knowledge. Learn from the mistakes of others.

In summary, decisiveness and judgment can be developed.

Develop mental calmness, self-assurance, and self-confidence by increasing your knowledge.

Force yourself to reach decisions; *practice* decisiveness with all your energy.

Check decisions you have made to determine if they are sound.

Check decisions made by others. If you do not agree, think *why*, then determine if your reasons for disagreement are sound.

Broaden your viewpoint by studying the viewpoints of others.

Take advantage of social and official conversations and discussions to develop logical thinking and clear expressions of thought.

Learn from the mistakes of others.

Initiative

Initiative is the ability and willingness to originate and carry through a thought or act. It is the direct product of self-confidence and willpower. To do well just what he is told to do, but never to initiate anything himself, to drag along with his interest solely on receiving his pay and on keeping out of possible trouble—these are the trials of military deadwood, the symbols of timidity, laziness, and mediocrity.

Initiative does not belong exclusively to the leader. It is essential in all grades. The commander must foster initiative among his subordinates by giving them duties commensurate with their grade and then *letting them work out the details and finish the job unaided.* He is a supervisor, an executive. A company commander who is a busybody and who will not trust his subordinates, who handles all details of the orderly room, the kitchen, the supply room, who is the leader of every squad, not only narrows his own vision and ability, but also kills the pride, spirit, ambition, and initiative of every man in his unit.

This does not mean, however, that the leader can deal out the tasks and then do nothing else. He must know, of course, how to handle the jobs himself certainly well enough to check their performance—and he must make such checks. Furthermore, he must retain for himself those functions that are exclusively the commander's.

Thus it is an utterly vital matter for every leader to develop initiative in himself and in his subordinates. There is nothing that heightens the morale of troops more than the feeling that every one of their leaders, from the lowest acting-corporal to the highest commander, has been trained to take care of his troops in unexpected circumstances and to act and act fast when the need for action arises. Soldiers unite quickly behind a leader who meets a new and unexpected situation with prompt action. Nor should training in the use of initiative be limited strictly to leaders. Every promising private should be given a chance whenever possible to use and develop his initiative.

Initiative, like most other qualities a true leader needs, can be developed only through much practice. In training this means that the leader must work up hundreds of situations covering many contingencies and must use such instruction almost daily in his training. For this type of instruction he should not wait until his unit has completed its basic tactical training. He should work such situations into the daily training of his troops from the beginning.

In squad training, for example, even during close-order drill, the privates should be allowed to command. In just one minute the psychological effect of hearing his own voice shouting commands often stimulates a healthy ambition for higher grade. Again, it is possible to take a small map problem, terrain exercise, or combat situation and give it at least twenty twists, every one of which will teach a different

lesson. Through such various means initiative can be developed daily.

Closely allied with, and in its broader sense really a part of initiative, is the quality of *resourcefulness*, the ability to deal with a situation in the absence of normal means or methods. New situations, and the absence of means due to enemy action or any other cause, demand resourcefulness in a leader. Military supply, organization, and training are designed to meet all normally expected situations, but they sometimes fail, particularly under combat conditions where the unexpected is normal. Inactivity or passive acceptance of an unsatisfactory situation because of lack of normal means or ways of dealing with it are never justified. Initiative, then, under such conditions calls for resourcefulness and ingenuity.

There is a clear distinction, of course, between genuine initiative and undue license. "Discipline," it has been said, "is instant and willing obedience to all orders, *and in the absence of orders, to what you believe the orders would have been.*" Here is the true essence of initiative.

How can you develop your initiative?

Check yourself for laziness, mental as well as physical.

Develop the habit of staying mentally and physically alert.

Form the habit of continually looking for what needs to be done and doing it without having to be told, and without hesitation.

Continually think ahead.

Develop your own initiative by teaching and training your subordinate officers, noncommissioned officers, and enlisted men to use initiative.

Tact

Few assets are more valuable to a leader than tact. Tact is the ability to deal with men without generating friction, without giving them offense. It is the common sense appreciation of when and how to do things. In the field of human relations, it is the ability to say and do the proper thing at the proper time in such a way that a responsive chord is touched. It is an understanding of human nature and a consideration for the feelings of others. "It takes all kinds of people to make the world," and your unit is a little world—it has all kinds of people in it. Every individual has peculiarities, and in order to secure from him his best cooperation, he must be dealt with according to his nature.

Like many other qualities of leadership, tact may to a certain extent come from natural endowment and upbringing, but it can be acquired and developed. Intelligent analysis of personal acts which have caused antagonism will bring out either that the time selected was not good, or that the language, the approach, or the manner of the act was unfortunate. And, too, tact undergoes an unconscious and natural development as a byproduct of experience in handling

men. If a new leader is at first awkward in his dealings with his men, he may develop tact without any direct attempt to do so, though he will gain in leadership more rapidly if he tries to be fully aware of even his minor lapses.

Lack of tact is always resented, even though the subordinate may realize that there was no intent to hurt. The tactless superior, sensing friction and opposition but feeling that his act was based upon his own best judgment, himself develops resentment, with resulting damage to cooperation and efficiency. Every leader, no matter how scant his experience, probably can recall times when his tactlessness has brought him results the opposite of those he desired; or where, conversely, the exercise of tact—the diplomatic choosing of his time and manner of approach—has eased situations that might have proved extremely difficult.

Tact is particularly called for in those contacts with subordinates in which a personal element is involved. For example, it may be necessary to tell a hard-working, driving, subordinate leader that he is asking a little more of those under him than they can reasonably be expected to produce. The criticism has to be made in such a way that what is meant will be clearly apparent, yet will neither cause discouragement nor detract from the drive and energy of the subordinate. It might be wise to open up with a compliment on work well done, with the addition, perhaps, of a good smile, and then to speak of the particular aspects of the subordinate's work which he can improve. The compliment and the smile, sincerely given and well deserved, are applications of tact.

Every leader of troops will also need tact in helping those men who come to him with personal problems. These problems often involve private matters such as worries about family, sometimes about conditions over which some sense of embarrassment or shame is felt. The leader has to avoid judging such situations purely on the basis of his own personal experience and use common sense in making suggestions. But above all, tact is needed. Sometimes the highest degree of tact is simply to listen with sympathetic attention and interest, finding out what the soldier's own tentative solution is. His solution may be confirmed or an alternate one suggested. "That seems sensible," or "How would it be to do this instead of that?"

Subordinates are usually more tactful to leaders than leaders are toward subordinates. The junior recognizes that antagonizing his superior will bring results which are likely to be immediate and unpleasant, and certainly disadvantageous to himself. This brake does not exist over the leader—the results of his tactlessness are more remote and certainly less easy to recognize, at the moment. But tact works from top down as well as from bottom up.

The wise junior leader will be just as tactful toward his subordinates as toward his superiors. The tactful platoon leader will constantly

be alert never to belittle or embarrass the men of his command. You must always be sincere in your dealings. The sincere and understanding person is usually a tactful person. You may make mistakes, but if your efforts are sincere you will inevitably find understanding and a willingness to cooperate. Remember always that a word of praise or of appreciation will normally accomplish more than all the condemnation that could be used.

One of the best things to remember in trying to develop tact is that the "Golden Rule" has proven the most successful basis for human relations.

An important aspect of tact is *courtesy*. It, too, works from the top down, as well as from the bottom up. Courtesy is simply politeness, a civility which a superior cannot afford to neglect in his relations with subordinates. It is the lubricant of human relations. To demand it from a subordinate and to fail to return it in full measure is to indicate either arrogance or a lack of interest which true leadership never includes. The inexperienced officer or noncommissioned officer often feels that politeness in a military leader implies softness; or worse, that from a subordinate it smacks of bootlicking. Nothing is further from the truth. Real courtesy is simply common everyday civility.

Someone once compared politeness to an air cushion. He said that there was nothing in it, but that it eased the joints of human contact wonderfully. There may be nothing in it that can be grasped physically or converted directly into battlefield success, but it pays dividends in the contentment, good will, mutual appreciation, and smooth functioning of individuals and units.

Courtesy, naturally, is a matter both of words and of actions. One proven leader may habitually bark out his orders, impersonally and abruptly. Another may habitually give his orders in a tone tinged with a courtesy which implies the expectancy of obedience. Good leaders who use either method may get obedience, but the second of the two will get the more willing obedience and cooperation, and will always be appreciated consciously or unconsciously by most subordinates.

In times of emergency, of course, abrupt rapid-fire orders become desirable because they save time and there is no need to imply expected obedience, no need to do anything but make yourself perfectly plain and clear and forceful. There are times, too, when a forced tone can well replace a courteous tone, but even then there is never any reason for outright discourtesy. At most other times a leader will find that a somewhat calm, courteous, though firm mode of address will bring the readiest response. Thus tact and courtesy are closely tied in with manner, language, and bearing.

How can courtesy and tact be developed and used in a practical way? Here are some ideas:

Study the actions of successful leaders who enjoy a reputation for being able to handle human relations skillfully.

Study the characteristics of different types of persons.

Develop the habit of cooperating in spirit as well as in fact.

Develop the habit of a cooperative spirit in your subordinates.

Check yourself for tolerance. If at fault, correct your habit.

Form the habit of applying "The Golden Rule," because it is vital to teamwork.

Let not man, superior or subordinate, exceed you in courtesy, simple politeness, and consideration for the feelings of others.

Manner and Bearing

Manner, language, and bearing are very closely intermeshed, both within the leader himself, and in the effect they have upon his men. *Manner* is usually an accurate clue to the state of mind of any man, but particularly to that of a leader. The manner of the leader has an important influence on the response of those he leads. This is particularly true of an act of speech, for manner is so closely a part of speech as to be inseparable (a fact which will be particularly emphasized a little later). An injury which is obviously unintended is usually excused; but a calculated slight, even if trivial, is resented.

What is going on in the minds of men can often be understood without a word being spoken. Look, gestures, and tone—and even physical attitude or tension—often, though not always, indicate their thoughts. Thus the cultivation by leaders, and particularly by officer leaders, of mastery and control of manner is essential. The leader needs mastery over facial expression, control over voice and gesture. With such mastery and control, the leader will often be able to exercise a firmer and steadier influence, especially in combat. The able leader even goes so far as to dramatize the high spirit of his unit by his own bearing, by his voice, and by the vigor of his physical actions. Acting by itself cannot be the chief element in the manner of the leader, but his appearance and manner must express a genuine decision and competence, and must often give out a degree of confidence beyond that which he actually feels.

The leader must not adopt a patronizing attitude; to patronize or talk down to men always arouses resentment. In talking to his men or instructing them, he talks with assurance but with humor now and then, avoiding a stiff, formal, pedantic and deadly serious manner except on the rare occasions when this attitude may be appropriate. He looks his men straight in the eye, and for some individuals who have the habit—usually meaningless—of not looking directly at others, this will take practice. He inspects or reviews his men with alertness

and exactness, but not without showing pride if their over-all appearance deserves it.

Too much severity, austerity, and strictness of manner balk the sympathy and confidence a leader must have from his men. Frequent irritation, petulance, and uncontrolled displays of temper indicate that a leader does not have even himself in hand. Anger must be controlled. Any deliberate show of anger, as such, is never justified. In sum, the manner of the leader toward his men makes for or against cooperation.

All human beings are imitative, and enlisted men of all grades tend, as a general rule, to copy and react to the outward expressions of their leaders. Thus not only the thing to be done but the manner of doing it may be conveyed by suggestion. All drillmasters realize that their precision and bearing, and the snap and vigor of their commands, are directly reflected in the drill of their units. All good leaders know that their apparent confidence in themselves, in their troops, and in the situation, is reflected by their men—whether the leader's manner of expressing it is quit or openly vigorous.

This is even more true of an appearance of calmness on the leader's part, when everything seems to be going wrong. Few things can better maintain the morale of troops than the realization that their leader, with full knowledge of the difficulties of a situation, neither looks nor acts as worried as perhaps he has a right to. There is a story told of a lieutenant general which illustrates this point. This general commanded an airborne division in its D-day air-drops on the continent. On D plus 1 the division command post was in and around a group of farm buildings. The small area also contained an aid station and a temporary enclosure for hundreds of German prisoners. Contact with the airborne division had not yet been established by the ground troops fighting inland from the beaches. The command post came under German artillery fire. There was a dive for cover—by all except the general. He stood alone, bareheaded, surveying the scene. Seeing a radio set across the court, he calmly said, "I *thought* they were ranging on the radio. You know, I think we ought to tell them to move it. They might get hurt over there." With his troops cut off, their strength dwindling, not knowing what might come next, the commander superbly demonstrated, by his manner and by his words, his complete assurance that all would be well.

Language is another of the outward marks by which a leader can be judged and through which he has an ever present influence on his men. What he says and his forms of expression give much information of his mental state and materially influence the mental state of his men.

The words the leader uses to his men should largely be chosen for the thought or purpose he wants to express. Particularly when he wants to emphasize something his words should be short, clear in their meaning, and understandable to the man he is addressing.

"High-flung" words or technical terms are meaningless to a man who may never before have heard those words.

This does not mean, however, that a leader must speak in words of one syllable. He will seldom find uncultivated minds so lacking in ordinary comprehension that he is justified in using the language he would use to children. He should speak plainly and simply, and if he must use terms which he thinks the man he is talking to may not clearly understand, then he should make sure first that the meaning of these terms is understood, even if the terms demand a full and patient explanation. This has a direct bearing on the proper transmission of orders. Battle experience teaches that many orders are misunderstood or misinterpreted; the main reason—inadequate or involved language.

Sentences should be short, simple, and incisive. They should be positive and direct; not uncertain, inconclusive, or negative. To say, for example: "I'm sure you can do it." "You're just the man to do it," "There must be some way to get there—I know you can find it," produces confidence, self-reliance, and determination. But such directions as, "Maybe you can make it," "See if you can't do it." "I doubt if you can do it—but go ahead and try," all bring doubts and waveries. Stumped for words, the leader may always rely on his ace card, "Follow me!"

Cursing and profanity have always been common in armies. Whether this is caused by excess energy pent up by military restrictions, by the absence of the tempering influence of women, or by the mistaken idea that it is the sign of a he-man, is immaterial. Ignoring purely ethical reasons, immoderate language habitually used toward subordinates almost always produces unfavorable results both in the individual and in the unit.

There are, of course, men whose use of profanity is so habitual that it is recognized as entirely impersonal, and this is true of some very able leaders who have led troops to high success in battle. But these men are the exceptions. In general, to use profane or obscene language and to permit its use by subordinate leaders, especially in giving orders, is to risk friction, resentment, quarreling, and even insubordination.

Swearing directly at men by their superiors is bitterly resented. They are not only affronted, they are humiliated. For their self-respect has been attacked, and military discipline prevents and frustrates the usually strong desire to retaliate, or at least to speak up forcibly in protest. They feel, and rightly so, that the superior has taken unfair advantage of his authority. Thus they may brood over the insult, alone or with their friends. If hot-tempered, they may be impelled to commit the serious offenses of disobedience or assault. At the very least, the superior produces sullenness and animosity among his subordinates. And often he also produces a state of mind

in which the only escape from a seemingly intolerable situation may appear to be absence without leave or desertion.

The same applies to any immoderate language. The "bawling out" of a man or men is resented by most men as being a personal attack. It is in fact more often an expression of anger than a proper and effective correction. The more or less impersonal point at issue is lost, and the matter becomes a mental clash between individuals.

Likewise, the use of immoderate language, or of any language, in wholesale criticism and condemnation of a group is to be particularly avoided. It is not likely that there will ever be a unit which will deserve a wholesale reprimand. The leader who dresses down his entire unit for the derelictions of a few individuals is making a profound error. There is nothing better calculated to reduce the state of morale than wholesale criticism and wholesale punishment. Nothing creates resentment so readily in a subordinate as to be included unfairly with others who may well deserve some disciplinary action. This is, of course, true not only of the leader's language but of all general punishments.

To reprimand a subordinate leader, junior officer, or a noncommissioned officer in front of his men is especially destructive of esprit and morale. It lowers his prestige and correspondingly builds up resentment within the subordinate leader, and often also in those within hearing. It is hard to imagine any circumstances when such treatment is justifiable. A leader must seek in every possible way to build up the prestige of his junior officers and his noncommissioned officers, not to tear it down.

Indeed, if violent language ever has any basis for use, that use should be reserved for an extreme emergency of the battlefield. A tongue-lashing then may have a stimulating and steadying effect which is lost if such speech is habitual.

Sarcasm and irony are methods of speech which seldom bring good results. There are many men to whom sarcasm and irony are not readily apparent as such, and their use tends sooner or later to create a kind of bewildered resentment. Such a man is never quite sure what his leader means. Again, heavy sarcasm habitually used soon creates a general resentment because men feel that their leader is taking advantage of his position to be sarcastic. Even a bantering tone should not often be employed.

This does not mean that a joke can never be used. But too much wisecracking on the part of the leader will also inevitably result in wisecrack replies from his troops. The American soldier is too used to that kind of talk to resist cracking back if he thinks he can get away with it. He will have reason to think he can get away with it if he is habitually on the receiving end of such remarks. At the same time, any wise leader will know that in some circumstances a certain

amount of joking and wisecracking is what the situation calls for. When there is discouragement in the air, when exhausted troops must be called upon for another effort, a flash of humor helps greatly. It tends to give confidence in time of stress, even in the midst of the most confused and strenuous combat. Indeed it is often the American way of implying sympathy and understanding and even cooperation in the midst of difficulty.

Bearing is the sum total of the outward aspects of manner and language. It is simply appearance and conduct. It is the outward expression of the inward worth which the leader must possess. The military uniform makes a man conspicuous in the eyes of civilians. An officer's insignia and his position of authority makes him conspicuous not only in the eyes of civilians but also in the eyes of his men. He, therefore, must be doubly careful about his dress, his carriage, and his behavior. He is looked upon by his men as an example of what is right and correct.

There are of course certain basic, physical things required in a leader's bearing. He is expected to and must present a smart appearance and maintain his clothing and equipment in a clean, neat, and serviceable condition. He must conform strictly to regulations so that he may establish the standard for the rest of his unit. His carriage should be upright, and he should show life and energy in his actions and movements.

A leader should at all times be dignified in his conduct. Dignity is defined as a grave or stately bearing. It implies a state of being excellent, worthy, or honorable, and the avoidance of coarse behavior. It requires the control of one's actions and emotions. Profanity and its effect have already been mentioned. To be habitually profane, boisterous, or "loud-mouthed" is to be coarse. To indulge in drink to the loss of control is to be coarse. If you can't handle your liquor, don't drink. A leader who makes a spectacle of himself through loudness, through drink, or through lack of control of his emotions, quickly loses the respect of his men.

Here are some ways in which you can develop the manner, language, and bearing of a leader:

Practice exercising control over voice, facial expression, and gesture.

Cultivate an attitude of calmness, sincerity, and understanding.

Master your emotions so that you control them and they do not control you.

Practice simplicity and directness of speech.

Never make wholesale condemnations; never reprimand your subordinates in the presence of the men.

Observe and study leaders who enjoy the reputation of having good bearing.

Know and adhere to regulations concerning dress and conduct. Require the highest standard in yourself, as an example to your men.

Avoid coarse behavior, profanity, and vulgarity.

Courage

Courage is another element without which leadership can neither be developed nor maintained. No man can be a leader who is not courageous. He must set an example for his troops.

We have just mentioned control over emotions. To understand courage we must understand and control the emotion of fear. Fear is an instinct, an animal emotion. It is an emotion excited by threatened evil or pain accompanied by a desire to avoid that which threatens. We all feel fear in varying degrees. The totally fearless person does not exist. There are different kinds of fear. Sometimes a young and inexperienced leader is afraid to accept responsibility. He is afraid of making mistakes and being subjected to ridicule or censure. A man on the battlefield is afraid he will be killed. Also, an officer may be afraid that he will show fear in front of his men and thereby lose their confidence and respect. Fear is a natural emotion which directs us to avoid injury or pain.

Courage is not the absence of fear. Courage is a mental quality which recognizes fear, but enables the individual to meet danger or opposition with calmness and firmness. It is a quality of mind that gives us control over our physical selves. It causes us to accept responsibility and to act in a dangerous situation. Courage is self-control which comes from a process of reasoning.

There are two types of courage. There is moral courage and there is physical courage.

Moral courage goes hand in hand with truthfulness and righteousness. It includes recognizing and standing for what is right in the face of adversity and popular condemnation. It is also that quality which brings a man to admit that he is wrong. Only a fool believes, or even tries to give the impression, that he makes no mistakes. A leader who has moral courage will accept responsibility in administrative and training problems. He will admit his errors. He will stand for what is right. He will enforce his decision.

This quality of moral courage is vitally important and must be considered and developed. Look for and readily accept responsibilities. Never "pass the buck." Form the habit of accepting blame when the blame is yours. Stand for what you believe to be right in the face of popular condemnation.

Now let us consider the quality of physical courage. What is physical courage? In the strictly military sense, physical courage is overcoming the impulse of fear. It is self-control. It is the control of your mind over your physical self. The courageous man is one who, when faced with great physical danger, can make his mental self say

to his physical self, "You may be afraid now, but if you knew where I am going to take you, you would be a great deal more frightened." It is that self-control which will make a man go after an objective or hold on to a position even though he knows that it may cost his life.

The first thing that a man should do to develop courage is to study and understand his emotion of fear. He should then endeavor to develop mental control over that emotion. No two individuals have exactly the same reactions toward fear, and therefore this resolves itself into a personal and individual problem.

However, there are one or two general rules that might be of value. If you are afraid to accept responsibilities, begin today—right now—to accept minor responsibilities. Each success, no matter how small, will give added strength and determination. From day to day, volunteer for and accept more important responsibilities.

If you are afraid of taking a jump on the obstacle course, go out every day and make the jump until you no longer have any fear of it. Make yourself do things of which you are afraid and do not give up practicing them until you have conquered that fear.

Let us summarize the ways in which you can help yourself attain and apply courage:

Look for and readily accept responsibilities.

Form the habit of standing for what you believe to be right in the face of popular condemnation.

Form the habit of never "passing the buck."

Form the habit of accepting the blame when the blame is yours.

Study and understand your emotion of fear.

Develop mental control of your physical self.

If you fear doing certain things in your daily life, make yourself do those things until you conquer the fear.

Endurance

Endurance is physical and mental stamina. It is akin to courage in that it involves withstanding physical and mental strain. A man has endurance in proportion to his ability to stand pain, fatigue, distress, and hardship without breaking or giving in. It is one of the most important qualities in determining leadership ability. A leader must have it in order to command the proper respect from his subordinates. A lack of endurance may be confused with a lack of courage; and the leader who is in poor physical condition may be mistakenly branded as a coward or lacking in "guts." He is no longer a leader. His services are worthless.

Endurance implies the ability to stick to a job and see it through. Physical endurance is much easier to achieve than mental endurance. Mental endurance is not only more difficult to achieve, but is similarly more difficult to understand in its fullest sense. The manner in which you retain the details of your training is a test of your mental

endurance. To receive the instruction is only the beginning. The true value of your preparatory work can be measured only in terms of the amount you retain and apply. Physical and mental endurance reach their highest state if you have learned and practiced the principles of leadership so thoroughly that when you are in the field their application becomes second nature. Only when that goal is accomplished will you have proved that you stuck to your job and saw it through to its completion.

To develop physical endurance, you must cultivate physical training hobbies that will harden and build up your body. At the same time you must teach yourself to avoid practices and habits that are detrimental to your physical health. To develop mental endurance, form the habit of thinking and solving problems, both battle and otherwise, which are likely to be encountered. To develop both physical and mental endurance, form the habit of finishing every job thoroughly instead of making excuses for skimped work.

To summarize, physical and mental stamina—endurance—must be developed and applied through—

Avoiding excesses which will lower both physical and mental stamina.

Cultivating physical training habits that will toughen the body.

Learning to stand punishment by undertaking hard physical tasks.

Forming the habit of thinking of battle or training situations; think them through; solve them; in each instance, make a decision; form a plan; formulate an order for the execution of the plan.

Forcing yourself to study on occasions when you are tired and your mind is sluggish.

Forming the habit of finishing every job regardless of obstacles.

Dependability

Dependability is one of the greatest assets one can possess. If you are recognized as a dependable person, your superiors and subordinates will rely on you unhesitatingly. Dependability goes hand in hand with loyalty. A dependable man is one who is loyal to the team, loyal to the cause, loyal to what is right. He is a man who does not take advantage of a situation for personal pleasure, personal gain, or personal safety at the expense of the group.

A dependable leader is one who considers official orders as sacred. He enforces them to the letter in spirit and fact. Whether he agrees or not, he will not criticize his superiors or their orders in the hearing of others. He will never tell his men: "The old man says we have got to do thus and so." He will never pass the buck for unpleasant or hazardous orders to his superiors, but will adopt them as his own orders. To do otherwise undermines his own discipline, as subordi-

nates will take the same attitude toward his orders. When a leader is convinced of an error, he should present his views in a dignified, respectful manner to his next superior.

This matter of loyalty goes to the very heart of leadership and discipline; loyalty—the willing and voluntary compliance with the plans and will of the superior. Loyalty is in no way merely a blind and servile obedience to the letter of an order. It is an active, intelligent, and willing effort to carry out the intent of the commander to the best of the leader's ability.

There is within all men a strong desire to do things their own way and to express that desire in words. It is fortunate, then, that there are few commanders who fail to listen to the suggestions of their subordinates. Thus there is normally open to subordinates a channel for the expression of ideas. But once the commander has made his decision, compliance must be wholehearted, regardless of personal views. When the final decision has been made, the subordinate must give complete, energetic support. If he can be depended upon to carry out with zeal only those ideas which he himself approves, he is unreliable and worthless in any organization.

The constitutional right to freedom of speech, the average man's liking for his own thoughts, and the sound of his own voice combine too often to produce loose criticism. Sometimes, indeed, upon receipt of an order there is an off-the-record attempt to tear it to pieces and to show how another plan would have been better. Such criticism may satisfy the ego of the individual concerned—but it shatters loyalty straight down through the organization. In a unit given to knocking, growling, and griping, the source of infection may often be found at the top. An officer who sets the example of loose, destructive criticism, especially in the presence of his men, cannot be surprised if he gets from his men a similar lack of loyalty.

At the same time, it is something of an American privilege to blow off steam; by no means is all griping an indication of disloyalty. It takes no great common sense on the part of a leader to realize for himself that an occasional expression of impatience, even strongly worded, is only an American habit of which few individuals are free. In the ordinary course of events these things mean nothing, and are followed by fully as willing a cooperation and obedience as if the cause of the impatience had been met with a smile. In war the average American soldier will take out his griping on the enemy, but it cannot be expected that he will lose his habit of expressing an occasional complaint.

Loyalty works both ways. Loyalty to one's own organization and men is just as vital as loyalty to superiors. If a leader is proud of his men, if he has in them the faith that real loyalty demands, they will return his support and backing a hundredfold. The leader who never hesitates when the occasion comes, as it sometimes will, to present the

case for his unit to his own superiors (when, for instance, his unit is discriminated against through inadvertent administrative error) is known to his men as a leader who watched out for them. This, of course, can be overdone, can even become the habit of playing to the grandstand, and can breed real discontent in his own troops if the leader ever makes a habit of showing that he feels that higher authority may "have it in for him" or his outfit. The solution is simply a matter of standing up within reason for one's unit.

Loyalty of the leader toward his unit and toward the men of the unit makes the men feel confident in their reliance upon the leader. Of vital importance is the security felt by subordinates in knowing that their leader can be depended upon to do all that is possible for them. This aspect of dependability means that the officer or non-commissioned officer is constantly concerned about the care and welfare of the men, that he will do everything possible to improve their lot. Once his men know this they will accept danger, discomfort, and hardship, confident that such circumstances would not have been imposed upon them if they were avoidable.

An over-riding and all-important aspect of dependability is the leader's sense of duty. A military duty is an obligation to be performed, a task to be carried out. Thus a high sense of duty results in a high standard of performance, a constant and continuous effort to give the best a leader has in him to the completion of the task at hand.

Duty sacrifices personal interests in favor of military demands, rules and regulations, orders and procedures, and the welfare of subordinates. Duty calls for devotion. In practice it means that a leader pays careful attention to every detail of his job. His supervision is personal, sharp-eyed, and constructive; his inspections are detailed, thorough, and complete. Even when utterly fatigued he maintains a conscientious attention to his responsibilities. He regards duty as a philosophy, perhaps even approaching a religion, and his whole attitude is one of service to his country, his profession, his unit, and his men. He never lets up. Duty is service—a privilege not a compulsion. And duty well done brings to every soldier, whether officer or enlisted man, a glow of achievement and satisfaction.

The development of dependability, and of its twin keystones, loyalty and devotion to duty, is based upon conviction and practice. When given a job to do, form the habit of doing it now. Do not put it off until some future time. Form the habit of doing well any job assigned to you regardless of obstacles or hardships. Never forget that your men form the team with which you accomplish your job. Constantly concern yourself with their welfare.

Here are some ways in which you can develop dependability:

Study and understand the quality of loyalty.

Develop within yourself a keen sense of loyalty.

Teach your men to be loyal to their organization and to the cause for which they serve.

Form the habit of doing every job assigned to you regardless of obstacles.

Form the habit of being exact in details.

Form the habit of being punctual.

Practice constant consideration for the lot and general welfare of your men.

Justice

Do not confuse justice with laxity, leniency, or kindliness; nor on the other hand with harshness, bullying, or tyranny. Justice implies the rendering of reward and the meting out of punishment in accordance with the merits of the case. Justice involves firmness and consistency. The ability to diagnose a case and to take proper measures is the yardstick of a leader's justice.

Justice must be impersonal and absolutely impartial. There is no place for personal likes or dislikes in the administration of justice. Anger and other emotions must not enter into a situation. Prejudice of race or creed must be avoided.

Few things will disrupt the morale of an organization more quickly than manifest unfairness or partiality of a leader toward a certain man or group of men. Firmness without favorites or favoritism is an essential quality of a leader.

As a company officer you are called upon to render justice in such matters as promotions and company punishment. Your decisions are a test of your fairness. For example, if a man goes AWOL for a couple of days, do not let your sense of justice be influenced by preconceived opinion of the man. Consider how you would act toward someone else who had done the same thing, but of whom you thought differently. You cannot, if you are honest with yourself, punish him more or less than you would punish your best friend or worst enemy for the same offense under similar circumstances. It must always be borne in mind that it takes a long time to build up a reputation among your men for being fair. One thoughtless error on your part, or one injustice, can destroy a good reputation which may have taken months to establish. Therefore, every decision you render should be carefully weighed to see that justice has been done without prejudice. In developing a sense of justice, check yourself to see if you are free from prejudices.

In rendering justice a leader must understand human behavior. He should make it a habit to study people with the idea of learning why certain types behave the way they do under certain conditions, and why others act differently under the same conditions. He should analyze cases that have been decided, either correctly or incorrectly, and determine what he himself would have done had he been the one

to make the decision. This, of course, is a private process and should never be used as an occasion to criticize the decision of another leader.

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

In the simplest terms, justice means giving every man his due:

Search your mental attitudes to determine if you hold any prejudices and, if so, rid your mind of them.

Learn to be impersonal when imposing punishment or rendering reward.

Learn to be absolutely impartial when performing these duties.

Form the habit of searching for the merits of the case.

Analyze cases which have been decided by leaders who have a reputation for being just.

Study human behavior.

Enthusiasm

Enthusiasm is the spark which brings all the other qualities of leadership to life. In its deepest sense, enthusiasm is the quality that deals with feeling. If a man feels something deeply in his heart, he will do something about it, and he will inspire others to action. The leader must feel the worthiness of the service, the necessity for an efficient and adequate defense of our nation in an unsettled and convulsive postwar world, and the part which America and her armed forces must play in insuring world order and decency and the winning of the peace.

Enthusiasm implies a cheerful and optimistic attitude toward life. These attitudes are necessary in a leader because all men are imitative, and the leader's example will be copied by those he leads.

Cheerfulness is the expression of inward optimism. Optimism in turn is the ability to see and to emphasize the brighter side of things. The cheerful leader is not a man who sees this world as the best of all possible worlds—a man who foolishly insists, whether sincerely or not, that everything that happens is for the best. Soldiers readily detect sham and artificiality, and quite as readily detect foolish optimism. The truly optimistic leader is one who sees and points out the hopeful aspects of a situation.

On the other hand, the pessimist who dwells continually on the dark side of every situation spreads apprehension, doubt, gloom, and even despair when combat—or training and garrison duty—brings doubtful or discouraging moments. A long face is seldom if ever the face for a leader. It may be useful at rare times to tone down too high a degree of optimism, but it often earns the nickname "Sourpuss" among subordinates, a name that inevitably carries with it the certain implication that the troops find something wanting in their leader.

Cheerfulness, optimism, and enthusiasm do not require that the leader wear a continual, and hence artificial, smile. The cheerfulness of the words he uses, the expression of his eyes as he speaks, his entire attitude can radiate cheerful confidence.

An important aspect of enthusiasm is the performance of tasks with vigor because of willingness and gratification in accomplishment, rather then doing them half-heartedly merely because they have to be done. All of us have had to undertake tasks in which we had no particular interest, for which we felt we had no particular aptitude, and which therefore bored us quite thoroughly. As we became involved in the task, we developed interest, we developed some aptitude, we developed some enthusiasm. This can be intensified and fostered from the *beginning* of each task. If you make a conscious effort to develop, even to simulate, enthusiasm, if you project yourself into the task as an actor gets into his part, the enthusiasm will become real. This is particularly important in instructing and training, where through the contagion of force of example the instructor's interest and enthusiasm are reflected by his men. If you consciously foster your own enthusiasm and interest they will become contagious.

To summarize the quality of enthusiasm:

Understand, know, and believe in the worth of your work.

Develop in yourself and apply to all your duties a cheerful and optimistic attitude.

Meet each task with vigor, willingness, and interest. *Generate* enthusiasm for it.

Summary

Now let us summarize the qualities of leadershp:

Knowledge—professional, cultural, and general.

Decisiveness—the ability to make prompt and correct decisions.

Initiative—the ability to originate and carry through an action.

Tact—the ability to handle human relations.

Manner—including language and bearing: dignity and suitability of conduct and appearance.

Courage—the mental control of fear.

Endurance—physical and mental stamina.

Dependability—certainty of proper and loyal performance of duty.

Justice—giving every man his due.

Enthusiasm—intense interest and belief in the job.

These are the ten qualities a leader must possess. What is the order of their importance? Not necessarily the order in which they are listed. What are the three most important qualities? There is a wide divergence of opinion, and this topic can start a lively discussion. There is no question that *knowledge* is *one* of these most important qualities. It is essential to know your job. Nothing will develop confidence and respect quicker than knowledge. Second, we might select that quality which is the spark plug, *enthusiasm*, the quality which deals with feeling, the quality that brings life to all the other qualities. Third, we might select that quality which indicates a desirable course of action and causes one to do it without having to be told. That is *initiative*. Initiative is essential.

But of course if a man has initiative and does not have the ability to make prompt and correct decisions, the quality of *decisiveness*, he may fail as a leader.

If a man has initiative and does not have *tact*, that is, true courtesy and thoughtfulness for his subordinates as well as his superiors, he may likewise fail.

A leader must have *endurance*. If he does not have the physical and mental stamina to enable him to meet hardship and adversity without giving in, he won't last long.

Of course any leader must have a dignified and appropriate manner, a military bearing, and must use restrained language.

He must set the example for his men in *courage*, both moral and physical. He must control his emotions, particularly anger and fear.

The leader must be *dependable*. His word must be his bond, and he must do every job as nearly right as is humanly possible. He must be a perfectionist. There must be the certainty of proper and loyal performance of duty. He must never let down his men or his commanding officer.

He must exercise *justice*. The leader must be just and give every man his due, with absolute impartiality and impersonality.

All of these ten qualities must be combined to make a successful leader of well-rounded character and ability.

Self-confidence has not been mentioned as one of the essential qualities, because self-confidence comes as a result of them. If a man possesses these qualities to a fair degree he will be a self-confident individual, who accepts and fulfills his duties and responsibilities.

SECTION III

END PRODUCTS OF LEADERSHIP

Self-Analysis

Commenting upon the performance of an infantry regimental combat team during three separate campaigns, its commanding officer made the following remarks about leadership:

> The strange thing is that every officer thinks he is a leader. It is seldom understood that lack of leadership in the military profession is like halitosis—even your best friend won't tell you. The young officer always waits for someone to tell him that he is not a good leader, and never realizes that this will never happen. What we lack, and need more of, is the worm's eye view of leadership.

Do you wait for someone to tell you that you are not a good leader? Do you wait for someone else to tick off the essential qualities of good leadership for you and to tell you wherein you are lacking? This will rarely happen. Only you can *analyze yourself* and find out your strong points and your failings, and recognize your capabilities and limitations. Knowing his deficiencies, a leader can make a plan for correcting them. No man reaches his full stature unless he knows himself and works for improvement.

If you will recall the men you have known who have been really successful, you will find them to be those men who have known their weaknesses and have worked to improve them. They have decided where they wanted to go in the business or professional world and have worked out a plan of study and development to attain that end. This business of planned study has paid dividends and it will pay dividends for you. There is nothing new about self-analysis. Benjamin Franklin at one period in his life checked upon himself every week. When the temple was built to Apollo over twenty-four centuries ago, inscribed thereon was "KNOW THYSELF." *Self-analysis* was used by wise men long before that. Any leader to obtain his full growth must go beyond books and instructors; he must understand himself and he must correct his weak points.

Take the ten qualities essential for leadership and rate yourself on them. Honestly decide where you excel, where you are passable, and where you are deficient. You might use the standard service ratings of superior, excellent, very satisfactory, satisfactory, and

unsatisfactory. Here are some qualifications for top and bottom ratings; you can fill in the intermediates yourself.

Knowledge—professional, cultural, and general.

Sup: Possesses unusual learning and comprehension.

U: Lacking in information; inclined to bluff.

Decisiveness—ability to make prompt and correct decisions.

Sup: Exceptional ability to think clearly and to make wise decisions quickly and consistently.

U: Dawdles in making all decisions; makes faulty decisions hastily.

Initiative—ability to originate and carry through an action.

Sup: Exceptional ability to think, plan and act immediately on own responsibility.

U: Requires guidance in his work; evades responsibility.

Tact—ability to handle human relations.

Sup: Unusually adaptable and courteous; talented in handling relations with others.

U: Irritates, opinionated; creates friction consciously or unconsciously.

Manner, including language and bearing—suitability of conduct and appearance.

Sup: Outstanding dignity (with animation) of demeanor and appearance, with exceptional control of voice, expression, and gesture.

U: Careless of personal appearance, loud-mouthed, enjoys making spectacle of self.

Courage—mental control of fear.

Sup: Unusual ability to meet danger and opposition and to accept responsibility with great calmness and firmness.

U: Poor control of fear; evades danger, opposition, and responsibility.

Endurance—physical and mental stamina.

Sup: Can stand extraordinary amount of physical and mental strain.

U: Tires or breaks down easily.

Dependability—certainty of proper and loyal performance of duty.

Sup: Never fails to discharge all duties in a thorough, loyal fashion.

U: Unreliable; disloyal; lacking in a sense of duty.

Justice—giving every man his due.

Sup: Always renders just rewards and punishments even at the risk of great personal sacrifice.

U: Partial in decisions and awards; sometimes unfair.

Enthusiasm—Intense interest and belief in the job.

Sup: Exceptional urge and interest in work; unusual ability to inspire others to work for the success of the cause.

U: Indifferent; uninterested; no inspiration to others; inactive.

How do you stack up? How do you rate yourself, in all honesty and sincerity? Now that you know what your strength and weaknesses are, plan to increase the former and eliminate the latter by developing and practicing these qualities in the ways discussed in the preceding sections.

The qualities of leadership were listed again at the beginning of this section to bring them home to you, to spur you on to do something about them.

You may wonder why it was chosen, so far in this pamphlet, to stress the qualities of leadership, and how they are developed and applied, rather than discussing morale, esprit de corps, and discipline. The answer should be obvious by this time. If you possess and apply those qualities, your unit will *have* high morale, fine esprit, and good discipline. But there are certain helpful and specific ways—*proven ways*—in which your application of leadership will establish morale, esprit, and discipline. That is why the blunt words of a seasoned combat leader were quoted at the beginning of this section. This section and section IV will discuss leadership—morale, esprit, and discipline—from the ground up, from the view of the enlisted men, the men in *your* unit. But first it is necessary to make clear what morale, esprit, and discipline are.

Morale and Esprit de Corps

Morale is the mental attitude assumed toward Army life and everything associated with it by the individual man or groups of men. Good morale is indicated by a positive drive on the part of the men, a push beyond that which is expected, and an eagerness and enthusiasm, almost an intuition, concerning the leader's desires. Sound psychology and long experience indicate that the American soldier responds best to leadership which appeals to his pride in himself and his organization. Now right here is where *esprit de corps* (literally it means "spirit of the body, of the group") enters into the picture. We foster morale by fostering the esprit, the spirit, of the group through giving them something to be proud of, through creating conditions which bring pride in group efforts and group standards and group achievements. Group and individual morale and esprit go hand in hand. The group feeling of pride increases the individual's feeling of strength because he *belongs*—he recognizes himself as part of an outfit that gets things done, as part of an efficient and distinguished organization of splendid traditions.

The establishment of morale and spirit commences in a new organization even before training. Through such simple matters as insuring at once the proper fit of clothing, good food, clean and comfortable quarters, and efficient arrangements, the men are made to feel that the leaders are for them rather than against them. They are made to feel, from the beginning, that they are a part of an efficient, well-run organization in which everyone is pulling together toward a common goal, even though that goal may not yet be made clear. Thus morale is developed, in a small but extremely important way, as a basis upon which to build.

In the further establishment and maintenance of morale, specific goals or objectives must be established. The often quoted dictum that "Morale is when a soldier feels that he belongs to the best damn squad in the best damn platoon in the best damn company in the best damn regiment in the world" is of little value unless there are concrete achievements to provide a firm basis for the "best damn" feeling. Such a feeling can be established in relatively simple ways. Have a platoon go through a long march without a single man falling out. Every man in the platoon, and the platoon as a group, will be proud of that achievement. Competitions help. We live in a competitive world and Americans are especially competitive-minded. But competitions and their preparations should not be carried to the point where their value is lost and their efficiency as a morale-builder is impaired because they infringe on other important factors, such as time off. The leader who is planning successive competitions between groups must remember not to run competitions for first place into the ground, for there can be only one first place. When competitions, particularly in training, tend to raise the morale of one unit and lower that of five or six others, the purpose is obviously being defeated. At such times, competitions to attain a certain standard which all can reach, the competitive element being time or some other such factor, are helpful in giving all groups a feeling of accomplishment and at the same time retaining the best morale-building elements of the competitive spirit. Competitive athletics are invaluable morale builders as well as body builders. Intramural athletics within regiment, battalion, or similar unit serve both of these purposes. Competitive athletics on a larger scale, with selected teams competing against similar teams of other units, foster morale because every man in the team's unit identifies himself with the team and its successes.

In the fostering of good morale in the individual, and good morale and high esprit in the unit, every detail of daily life, housekeeping, administration, and training, play an important part. A good mess plays its part because all men like to eat well and because the leader's insistence that the food be well-prepared and appetizingly served in clean and attractive surroundings, is a very concrete demonstration

of his interest in and comradeship with his men. Efficient, fair, and thorough administration plays its part because it contributes to the welfare and hence the contentment and happiness of the individual, and because it demonstrates concretely that the leader has the interests of the men at heart. Carefully planned, purposeful, and effective training plays its part because the average man wants to learn, and to prepare and better himself, and because it demonstrates concretely the leader's intense concern that the men and the unit receive every possible measure to prepare them to accomplish their mission. Members of a highly trained organization take great pride in that fact alone.

Discipline

Discipline and morale are inseparable. The best discipline is self-discipline, the individual does what he knows is right because he *wants* to do the right thing. True discipline, accordingly, is the result of volition and is gained through building willingness, enthusiasm, and cooperation—rarely through fear of punishment. It exists not only while men are under the eyes of their superiors but while they are off duty, because they want to do the things a soldier should do. This discipline is voluntary; it is based on knowledge, reason, sense of duty, and idealism. The American qualities of initiative and resourcefulness function best when obedience is inspired by an understanding of the objective and loyalty to a cause, a leader, or a team. Thus you see the relationship between discipline and morale. Discipline of this type pervades the life of the soldier from the courtesies of daily association to the assault on the battlefield. It wins battles.

Habit plays a part in discipline and is one of the chief objectives of training. Training is repeated so that, in spite of the noise, confusion, and fear on the battlefield, men instinctively apply the good habits inculcated on the training ground. Fear of punishment may also be used, but *only* as a powerful means of reminding the petty offender that his actions are against the interests of the group, or as a means of eliminating entirely the contamination of a few incorrigibles. If the leader has built up such a state of mind in his troops that they give him their utmost in trust and support, the force of public opinion—the opinion of the group, of the other men in the unit—will almost entirely supplant official compulsion. He rules his men not through unlimited and autocratic power but through having developed in them a cheerful and willing spirit which wants to respond, which wants to carry out his orders, a spirit of mutual helpfulness and confidence. The unit is regarded by its members as a cooperative and mutual military business in the success of which every man is personally interested as a shareholder.

Know Your Men

The leader must know his men. Since discipline is founded on morale, and since morale means simply the mental attitude of the men toward Army life and everything associated with it, the leader must know his men individually as well as collectively. To be able to influence their mental attitudes, to lead their minds, he must know what they really think, and he cannot possess this knowledge without first having entered to a certain extent into their lives, their hopes, fears, joys, and sorrows.

A company officer must know every man in his organization by name. To hail an individual as "You man" or "Hey, you!" is belittling. The man feels that he is just another serial number, an unimportant cog in which his superior has no personal interest. Similarly, to use the name of a noncommissioned officer without his title produces much the same effect. "Corporal Jones," "Sergeant Kelly," is the right way. Every human being responds to the recognition of his personality, his ability, achievement, or experience as indicated by his grade.

The study of each individual in the unit should be a never-ending process. Much can be learned by studying service records and qualification cards, for through these the leader can get a comprehensive picture of the make-up of his unit. But these alone are not enough. The man himself must be studied. The leader should know each man's sectional and temperamental characteristics, his weaknesses and strengths, his hopes and apprehensions. He should know something of the lives of his men before they entered the Army, of their families, and of their educational and vocational backgrounds. He should constantly endeavor to know their states of mind, their attitudes toward the service, and all the minor things which tend to raise or lower their morale.

The leader should weigh and consider every individual in his unit, his physical, mental, and moral qualities; his appearance; his manner and performance of duty. This kind of sizing up is a task which is never completed. It is an unending job because first impressions are often erroneous and because every man will inevitably become better or worse. If a leader thus reviews his first impressions in the light of later daily contact and observation, he will improve and perfect his ability to analyze character.

Much of this knowledge can be obtained only from the men themselves. But if a man is formally questioned he will often have only a minimum to say. He will react in the same way if he lacks confidence in his leader. The ability of a leader to talk to a man in a way which shows an understanding of him *as a man* is a sure way to his confidence. When it seems appropriate, the official military relationship can be

temporarily set aside and a man put at ease and invited to sit down and talk things over.

Personal information obtained from sources other than the man himself or the observations of the leader should be carefully weighed because such information may be heavily colored. In using it, the leader must evaluate its source and consider the personality, character, and attitude of the man whose opinions are being given, as well as the man under discussion. Above all, even the appearance of using "snoopers" and "stool-pigeons," to gather information must be avoided. Such practices are destructive of morale because they strike at its very basis—pride and confidence in the leader.

Each leader must constantly remember that his own ideals of conduct may not be those under which a particular member of his command has been brought up or accustomed to observe. For example, a big-talking, loud-mouthed, bragging individual is not necessarily nine-tenths made up of wind. He may simply be good and know it, though he possesses the weakness of not being able to keep the news to himself. On the other hand, the mild-mannered, soft-spoken man who seems uncertain of himself and is never to be found in the forefront, often creating in the leader's mind an appearance of ineffectuality, may simply be a man who avoids the limelight or who shrinks from added responsibilities because he thinks they will give him extra work. Such a man becomes a challenge to leadership to furnish incentives which will make him want to assume the responsibilities and duties he is capable of handling.

Knowledge of the strengths and weaknesses of his men is an element of leadership which every leader cannot possess too fully, for its results are always positive and never negative. The ability of a leader to predict a man's reaction under various conditions must be based almost entirely upon his first-hand knowledge of the man. From close observation of his unit he can often predict with accuracy how the entire organization will react. He can thus not only forecast but even create reaction and conduct.

Relations Between Officers and Men

The leader should adopt a sensible and natural attitude in dealing with his subordinates. It is always a grave mistake for him to try to gain popularity by undue familiarity, coddling, or currying favor, because it is an inescapable fact that too intimate an association tends to destroy discipline and lower prestige. In the interests of good discipline, officers are required to wear distinctive insignia, to live apart from the men, and to confine their social contacts in the Army to other officers. This age-old distinction prevails in all armies. It has been misnamed the "caste system" by thoughtless individuals, irritated by isolated abuses of the essential separation between the leader and

those he leads, and stung into hasty damnation by the mistakes of officers who have accepted and improperly used privileges which are granted *only* to further the better execution of *duties* and *responsibilities*. Those who speak against the so-called "caste system" ignore the basic psychological principle upon which the dividing line between commanders and subordinates is based. *The commander-leader is the individual upon whom is placed the inescapable and grave obligation of ordering his men to give life itself, if necessary, in the service of their country.* Sound psychology requires that there be preserved, between the individual by whom this decision must be made and the individuals who will risk themselves at his word, a final line of separation to insure impartiality and obviate the least hint of favoritism. This is the basis of that separation, no matter what the aspect of the military service, no matter how remote from the front lines and combat the military unit may be. There are analogies along other lines which support the necessity for separation between commander-leaders and subordinates. For example, the fact that general managers and day laborers, sea captains and able seamen, surgeons and hospital attendants do not mix socially is natural and unquestioned. The inescapable and final reason for the ultimate dividing line in the Army is the power of life and death. It cannot be otherwise. The officer must avoid even the appearance of favoritism. Maintaining this line of demarcation between officers and men helps to a marked degree in avoiding the appearance and the actuality.

Most men instinctively understand and appreciate the reasons and necessities which prevent undue familiarity with their leaders. They have little but contempt for the officer or soldier who, forgetting his own place, deliberately crosses the dividing line reserved for the other. The wise leader will walk the thin line between friendship and familiarity, and at the same time be parent, brother, and father-confessor to his men. It has been said that "a good leader has the patience of *Job*, the loyalty of *Jonathan*, and *Martha's* willingness to serve." This is never a one-sided relationship, because the application of these qualities brings them out within the men in heightened morale and in strengthened self-discipline.

In the practical working of this line of demarcation between officer and enlisted man, an important fact is that such a system, more efficiently than any other which has been developed, enables a designated leader who may have as yet only a moderate degree of leadership, nevertheless to lead his troops in battle successfully. After all, that is the primary end of any army of democracy, and unless that end can be attained democracy cannot live.

The officer-leader's duty, then, is to bring himself as close to the enlisted men as he can without impairing his own status and weakening his authority. He should be on conversational terms with his men, so that they can talk to him freely and frankly without embarrassment

or fear. This relationship should be personal, frank, mutual, and not one-sided. Military and social status have nothing to do with it, for it is essentially the controlling relation between the head of a family and its members. No back-slapping familiarity is needed on either side. Relations should in general be close and cordial, but they must be sympathetic rather than familiarly social.

The above is merely a general guide. Common sense, for example, should tell any officer-leader that a present difference in military status should not be permitted to affect a friendship of long existence when relations need not be official. Nor should it operate to prevent the occasional close association of an officer and enlisted man who have similar intellectual interests. Much nonsense has been written about our Army in this regard by writers seemingly ignorant of American armies and their discipline. One rule, however, must be remembered: in the presence of other enlisted men, the relationship between friends who happen to be temporarily officer and enlisted man must be purely military, whether to them it seems artificial or not. It is always best for discipline that this be done. It avoids even the appearance of favoritism, particularly in the application of impersonal, impartial justice.

Complaint and Criticism

Because of its effect on morale and discipline, the handling of complaints and criticisms is an extremely vital matter. A leader should never wall himself off from his men. He should keep himself accessible at all times. He should assure himself that subordinate leaders are not denying his men access to him. Thoughtful consideration must be given to complaints. The man who makes a complaint thinks he has suffered an injustice. If he has, the fault should be remedied; if not, his faulty impressions should be corrected at once. In this way no grievances, real or imaginary, will be allowed to develop.

It is essential that the feeling be established on the part of every man that his leaders are available to him, that he can go to them with his troubles, which are more often personal troubles than military complaints. Here is a fine example of this side of leadership put into effect by a regimental commander who is a highly successful combat leader:

Shortly after taking over his regiment he found that there were soldiers in it who had no idea they could go to their company commanders. He called his company commanders together, spoke briefly on the vital need for personal leadership, and then said: "You now have my order that you are to be directly available to your men—to all of them. You will so announce to them. And you will further announce that if they find at any time that your orderly room door is shut to them they will find mine open."

This system worked well in this regiment and the privilege of seeing the regimental commander on personal problems was not abused. Company or battery officers must make themselves available to their men for the solution of their problems. Some commanders have regularly scheduled times for seeing men with personal troubles while others find that solving the troubles as they are presented proves best in their particular unit. In any event the men must be made to feel they they can get to see the "old man" without passing through the hands of a lot of assistants.

Another system that some commanders follow is to prohibit any subordinate leader from saying, "No," reserving that decision unto themselves. If the subordinate leader can say "Yes" to the request of the soldier he is free to do so, but in all cases of refusal the matter is referred to the higher commander for final decision.

The principal reason for leaders not making themselves accessible to their men, for failure to meet and handle their problems and complaints, is that they are not quite sure they will be able to handle them. They have not developed within themselves the qualities of leadership which were discussed in section II. A company commander may say to himself, "My training duties are too important for me to give time to every man in my outfit who wants to tell me his troubles." Or he may say to himself, "I will never find time to handle all the papers on my desk and make all the reports I'm ordered to make if I have to spend time talking to my men about all the things that worry them." These are just excuses, they are not the real reasons. The real reason, almost always, is the uncertainty the leader has regarding his ability to exercise personal leadership. The answer is to develop your ability through applying and practicing the qualities of leadership. Always keep yourself accessible to your men.

Discontent

Discontent is carried and can be directed and instantaneously read in a man's face and in the hesitations and changes of manner which indicate his reaction toward unpleasant things. As it becomes magnified it takes articulate form in complaint and criticism. Since these are the signs of impending trouble, and thus the warnings that may precede some overt act of delinquency, the importance to any leader of heeding them is apparent.

The ultimate expression of discontent is delinquency, when it breaks out openly in acts of dereliction, disorder, misbehavior, and misconduct. If the leader is alert to signs of trouble, as a good leader is, discontent will never be allowed to develop to the stage of delinquency. Remedial action *after* delinquency occurs becomes a complex matter. It usually has to include punishment, as well as everything which should have been done before—the removal of

the original aggravation, destroying the existing bad mental state, and building up a new and desirable one.

According to its degree, discontent affects physical efficiency just as do physical depression, fatique, and exhaustion. Undesirable mental and physical states act similarly in reducing snap and effort, in lessening initiative and persistence. As interests and desire wane, there develops wavering attention, sensitiveness, impatience, and resentment, with the slovenliness and indifference which express them.

Since discontent may be due to an infinite number of causes, there is no general remedy for it. Each case has to be considered as to nature, cause, and seriousness. Thus the finding of a solution, in final analysis, is usually the problem of the leader, and of all leaders the company commander most often has such problems to solve. Discontent is of course nothing but low morale, since it is a negative or unhealthy attitude toward some aspect of Army life or something associated with Army life.

Discontent of a quite different kind can be a helpful stimulus to improvement. The discontent at the basis of hope and ambition is a constructive force, for complete satisfaction with a condition means stagnation. This kind of discontent can bring efforts to improve surroundings and conditions, and it can spur an individual to lift himself into a more desirable status. Thus the problems of leaders in general, and particularly the company commander, is not only to discover and check the undesirable influences which tend toward pessimism and inefficiency but also to stimulate the discontent that expresses itself in ambition and higher efficiency.

Because soldiers live in extremely close contact, group discontent can spread much more rapidly than in civil life. Major causes which will not yield to determined and skillful leadership are extremely rare. Even a minor grievance or fault, if real, may serve as a nucleus about which a number of imaginary difficulties tend to crystallize. These petty difficulties can be appreciated and solved only by considering them *from the viewpoint of the man himself. It is his state of mind, not the commander's, which needs improving.*

Summary

Morale is the mental attitude of the man or men to Army life and everything associated with it. We foster good morale by fostering the spirit and pride of the individual and of the group. The little things mean a very great deal in their effect on morale.

Discipline and morale are inseparable because the best discipline is self-discipline; the individual does what he knows is right because he wants to do the right thing. Discipline of this type pervades the life of the soldier from the courtesies of daily association to the assault on the battlefield. It wins battles.

Know your men. To be able to influence their mental attitude, to lead their minds, you must know what they think and how they feel; you must enter into their lives, their hopes, fears, joys, and sorrows.

In his relations with his men the wise leader walks the thin line between friendship and familiarity and at the same time is parent, brother, and father-confessor to his men.

The leader must keep himself *accessible* at all times to the men of his unit. He must assure himself that subordinate leaders are not denying his men access to him. Through this accessibility and through thoughtful consideration of complaints and personal difficulties, no grievances, real or imaginary, will be allowed to develop.

Discontent must be watched for and handled before it develops into delinquency.

SECTION IV
SUMMARY OF LEADERSHIP

The principles of practical leadership have been discussed in the preceding chapters from a military point of view. Before summarizing the fundamentals of good leadership, it is considered advisable to give a few typical statements to test the reader's knowledge or to assist one in conducting a discussion on the subject. The statements below are based upon the fundamental doctrine of leadership, and they have been carefully selected from numerous surveys conducted within the Army in the interest of establishing better human relationships. The thoughts contained in these statements could well be made as positive statements of fact; however, to stimulate interest and discussion it is preferable to allow the reader to arrive at this own conclusion. The answers are comparatively easy. The big question is: "Do you, as a leader, apply them, or does your leader apply them?" Read and study each of the following statements carefully and indicate your answer in the space provided.

Awarding Punishment and Restrictions:	*Yes*	*No*
1. Award punishment to the individual offender and not to the entire unit because one or two individuals violated a regulation.	_____	_____
2. Do not reprimand an individual in the presence of other members of the unit.	_____	_____
3. Award penalties or restrictions, as required, which are in keeping with the nature of the offense, and can be justified under the circumstances.	_____	_____
4. Establish and publish rules pertaining to restructions, including penalties so that all members may know in advance.	_____	_____
5. Make it a rule that when an offender has paid his penalty and learned his "lesson" he starts anew with a clean slate.	_____	_____
Establishing a Sound Basis for Discipline:		
1. Publish sound orders for benefit of all members of the unit. Do not issue orders or rules on trivial matters, as it depreciates the force of important orders.	_____	_____
2. Explain the reason for all directives and orders whenever possible.	_____	_____

	Yes	No
3. Conduct and actions of a leader must be in accord with that required of members of his unit.	____	____
4. Prepare plans for the work of the unit well in advance and see that the members are informed of such plans.	____	____
5. Do not make promises to members of your unit which you are not positive you can fulfill.	____	____
Praising Members of Your Unit:		
1. Heartily and quickly compliment an individual or group who has performed a particularly good job.	____	____
2. Even though members are expected to do a good job, be the first to tell them when they have done so.	____	____
3. When a leader has been recommended by his supervisors for good work of his unit, he should pass the commendation on to members of his unit.	____	____
4. When the leader talks with individuals on the job, he should let each know how important the individual is to the team.	____	____
5. Solicit suggestions from members of the unit in an effort to improve working and social relationship in the unit.	____	____
6. Catalog the skills and special qualifications of members of the unit in order to utilize their services more efficiently and effectively.	____	____
Dealing with Individuals:		
1. Greet members by name pleasantly when you see them; be cordial.	____	____
2. Make it convenient for members to talk to you about their personal problems.	____	____
3. Do not assume the attitude that "I am monarch of all I survey."	____	____
4. Instil confidence in your members by assigning responsibilities in proportion to their capacity to perform.	____	____
5. Do not be indifferent by word or manner so as to imply that a sick member is "gold bricking."	____	____
6. Let it be well known that you are vitally interested in the personal health and welfare of members of your unit.	____	____
7. Do not treat your members as children or as being inferior to you.	____	____
Recognize Importance of Work of Members of Your Unit:		
1. Show the members that their work is vitally important to the unit.	____	____
2. Let it be understood that accomplishment is the primary basis for praise and reward.	____	____

	Yes	No
3. Stress the importance of the primary mission of the unit and do not allow nonessential matters to interfere with the primary mission.	____	____
4. In praising members for good work do not overlook the members who are doing routine and odd jobs.	____	____
Know Individuals of Your Unit:		
1. Interview each member of your unit personally as soon as you can. Each will then know that you know something of his interests and capabilities.	____	____
2. Learn the name of each member of your unit.	____	____
3. Visit members at their work and see what they actually do.	____	____
Building Pride in a Unit:		
1. Encourage and support unit activities such as organized athletics, dances, parties, etc.	____	____
2. Select recreational activities of different types and urge maximum individual participation.	____	____
3. Invite suggestions from members to determine what should be done for the benefit of the entire group.	____	____
Welfare of Members of Your Unit:		
1. Establish and publish a uniform system for issuance of passes that will work equitably for all members. Each member should be able to plan for his pass.	____	____
2. Visit the mess of the members frequently and occasionally eat in the mess, so as to know the quality of the food and the general condition of the mess.	____	____
3. Inspect quarters of the members to see that they are adequate and comfortable.	____	____
4. Visit members who are hospitalized or sick in quarters.	____	____
5. Inspect for matters important to the unit, its members, and its future welfare.	____	____
Promotions:		
1. Establish a promotion policy in keeping with fairness to individuals of the unit.	____	____
2. Base promotions upon qualifications required to fill the position.	____	____
3. Promote the individual best qualified, other factors being considered.	____	____
4. Where more than one member of unit is qualified for the promotion, the matter should be explained to those concerned prior to announcement of the promotion.	____	____

To summarize briefly the principal points covered in this pamphlet:

Leadership is the art of influencing human behavior through ability to directly influence poeple and direct them toward a specific goal. Any person with reasonable intelligence can study, learn, and practice the elements of leadership, just as one can learn other accomplishments of human endeavor. If one learns the elements of leadership and applies them diligently in dealing with other people, he will eventually become proficient in the field of leadership.

The responsibility of a leader is two-fold; first, the accomplishment of his mission; and second, the welfare of members of his unit or group. There are certain prerequisites for leadership. A successful leader must be of good character, intelligent, and mentally and physically alert under all circumstances involving his mission and members of his unit. The maintenance of good human relationships within and without his unit is another prominent factor for the leader to remember. The saying, "Follow the leader," truly works well when members of a unit or group have complete confidence and turst in the ability of their leader.

Briefly, a leader should possess the following qualifications:

1. *Knowledge.*—He must know his job and should possess a background of general knowledge to lead his group in thought and action.
2. *Decisiveness.*—Ability to promptly make appropriate decisions.
3. *Initiative.*—Ability to originate the required procedure to accomplish his mission.
4. *Tact.*—Ability to foster and maintain good human relationships.
5. *Conduct.*—Ability to maintain dignity, bearing, and manner above reproach.
6. —*Both physical and mental control over fear.*
7. *Endurance.*—Physical and mental stamina.
8. *Dependability.*—Reliable and loyal to performance of duty.
9. *Justice.*—A sense of fairness in decisions affecting other Persons.
10. *Enthusiasm.*—Keen interest and belief in the job to be done.

The leader is deeply concerned with discipline and morale within his group. These two factors are ever present in an organization. Sometimes poor morale in an organization will increase the disciplinary problem, and again poor disciplinary action will be the cause of poor morale. A good leader must analyze these matters that affect the maintenance of morale and discipline in his unit. No leader can afford to neglect the maintenance of proper morale and discipline within his unit.

In maintaining good human relationship within his unit, the wise leader will find a way to know the members of his unit. He will make himself available for consultation, and in effect, make himself the personal counsellor for each member. This procedure affords him an opportunity to find out what his group thinks.

Conclusion:

Know and do your job.
Know and care for members of your group.

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