The U.S. Naval Sea Cadet Corps Petty Officer as a Leader

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1. Introduction

Welcome to Petty Officer Leadership Academy! We're happy you're here. During your time aboard, you'll have an incredible opportunity to learn principles of leadership that will serve you well, not only in your Sea Cadet career, but after high school, too. No matter what you do during or after you graduate from the USNSCC, you'll benefit from this training immensely.

This text is a major part of your nightly reading assignments during training. It contains profiles of famous leaders which I've taken (with credit) from other authors, plus my own experiences and thoughts regarding leadership in the specific context of the USNSCC. I was a Sea Cadet from 1996-1999, and have been a Sea Cadet volunteer since 2003. I hope that you will find this discussion useful, and maybe even enjoyable.

We'll start with a discussion problem. There are several of these problems in the text. I've written these to help us apply leadership principles to situations that come up a lot in Sea Cadet units and trainings. Our first problem involves a unit Commanding Officer who asks for your advice in selecting the next Leading Petty Officer...

Problem: The Next Unit LPO

You are a graduating PO1 and the LPO of Anytown Division. Anytown Division is one of five units in NSCC Region 2 but it is not a great unit. The other four units in your region each have more cadets, stronger leaders and generally do more activities at drills. At last year's inspection, the unit received scores that were OK, but not great. The unit's cadets have begun to show some more discipline recently, but not everyone is getting the message. Bottom line, the unit has gotten better under your leadership, but there is still much work to do.

The only other petty officers in your unit are PO2 Jared Smith and PO3 Christine Jones.

PO2 Smith has been in the NSCC for four years. Although he is a senior cadet, he could have been a Chief a year ago if he simply worked harder to complete his coursework. He had to take the PO2 exam three times just to pass it. In his last position as a MAA, he forgot to bring the logbook to drill on at least two occasions. He always does great at the fun stuff like PT and advanced trainings, but he has a tough time doing things like courses and answering email between drills. He knows almost nothing about regulations or how the NSCC works. However, he is generally well-liked among the cadets and gets along with almost everyone. He wears the uniform perfectly, was honor graduate from boot camp and has been on many trainings.

On the other hand, PO3 Jones is a hard-charger. She has only been in the program for 18 months but she has risen through the ranks very quickly. She is outstanding at doing coursework, and the Training Officer often asks her to teach classes to new recruits. She knows the NSCC regulations really well and knows how to help other cadets get promoted too. But PO3 Jones has her problems. She is not always friendly, and her attitude often rubs other cadets the wrong way. She really wants to be in charge but she has never held a leadership position in the unit. In addition, PO3 Jones' father is the unit's Executive Officer; but despite occasional rumblings among other cadets, there is no clear evidence that the XO has done anything to protect his daughter.

At the last drill, the unit CO sat you down and told you she will select a new LPO to replace you after you graduate. She told you that both PO2 Smith and PO3 Jones intend to apply for the LPO position. The CO has also asked you to make a recommendation between PO2 Smith and PO3 Jones and tell her why you picked one over the other.

QUESTIONS FOR DISCUSSION:

- What are each petty officer's strengths? Their weaknesses? What skills do you look for in a Leading Petty Officer?

- Did you notice that if PO3 Jones gets the job, she will be giving orders to a higher-ranking cadet (PO2 Smith). Would that bother you if you were in PO2 Smith's boots? Shouldn't the senior cadet get the job?

- What factor does the XO play in this scenario? How do you think parents should treat their own children in cases like this?

- Who are you going to recommend for the job, and why?

2. The Foundation of USNSCC Leadership

Everybody has his or her own way of thinking about leadership. You'll be reading a lot this week, and you'll read the thoughts of many successful leaders, all of whom have different styles, different experiences, or different theories about how to be a successful leader. Despite these differences, though, you'll see common lines: everybody agrees that successful leadership takes character, personal integrity, work ethic, sound judgment, empathy for your people, and the skills to do your assigned job really well. Here is my own take on this approach, and it's based on over two decades of experience in the USNSCC. Is mine the only view out there? No, but my view is what you'll find on the final exam!

In the USNSCC, our leadership views are based on the program's mission, which is:

"To Create Leaders With Character"

Remember that. There are two big words in that mission statement: *leader*, and *character*. (And, I use the word *integrity* interchangeably with the word *character*.) Just as a chair will fall over if one of its legs is cut off, so too will you fail as a leader unless you have both leadership abilities and character/integrity. Which is more important? They're both important, but if you make me choose, I'd go with character as the most important. That's because, in my opinion, leadership skills can be taught, but character and integrity are traits that run deeper within each person. You either have it, or you don't.

Let me illustrate that last point with an example. History is full of both good and bad leaders, right? We can all name some of the good leaders: people who accomplished great things in the world, united people to a common goal, etc. But we have a lot to learn from bad leaders, too. And who comes to mind when you think about a bad leader? Someone like Adolf Hitler, I bet. No question about it, Adolf Hitler was not only a *bad* leader, but probably the worst leader the world has ever seen. You could argue that Hitler possessed leadership abilities, because he *was* effective in accomplishing his (evil) goals—or at least he was until the U.S. military defeated him in 1945. But even though Hitler united a fractured Germany, rebuilt its military, and expanded its geopolitical influence across multiple continents, nobody points to Hitler as a good leader. That's because despite his ability to convince 80 million Germans to go along with his goals, he engaged in a grossly immoral use of military force and committed genocide based on racist and bigoted theories against other classes of people (most notably, but not exclusively, Jewish people). Hitler is a very extreme example of the point I'm trying to make, which is this: You see, being a *good* leader and being an *effective* leader are two very different things. Good leaders possess not only raw leadership ability, but character and integrity too. Hitler might have had leadership abilities, but he was totally evil and lacking in character.

Having said that, we'll talk more about both leadership skills and character below—but let's start with character and integrity.

a. Character and Integrity

"The supreme quality of leadership is integrity."
Gen. Dwight D. Eisenhower

The Merriam-Webster Dictionary defines the word *character* as: "moral excellence and firmness," and defines the word *integrity* as: "the firm adherence to a code of especially moral or artistic values." **Thus, character and integrity require that you be a morally strong person who remains firmly dedicated to a set of just principles, even when those values are unpopular, and even when nobody's watching.** This is what we mean when we say that you must always choose the difficult right over the easy wrong.

The point of our discussion on character is to make sure you understand that it's not enough to just be a good leader. You have to be a leader who is truly *good*. That means you have to have moral courage, and a just set of principles that you remain true to, and which you use your leadership abilities to promote. The leaders of all great organizations understand this, and that's why every good organization has a defined set of principles which are published for everyone to see and rally around. In the USNSCC, we call that set of principles our "core values."

USNSCC Core Values

In the USNSCC (just like in the Navy), our governing principles are called *core values*. Again, as we just discussed, *core values* are the fundamental beliefs that everybody across our entire national Sea Cadet team subscribes to. Core values help us stay focused on what's important and give us a mission to work towards. Core values define how we carry ourselves, how we treat other people, and what our team's mission is.

The Navy's core values are HONOR, COURAGE, and COMMITMENT. The Navy's core values are important, and you

should know what they are, but it's more important to know what the USNSCC's core values are, because they're a little different.

In the USNSCC, we have a Cadet Oath and Code of Conduct which we expect you to adopt. That's where you'll find the principles that govern our organization, and where you should take your cues from as a leader. These core values are your starting point for everything you do as a leader in our program. We expect you to make the firm commitment to stay true to these goals, and use your leadership skills to accomplish them. Implement these goals within your unit—at every drill—and when you go on summer or winter trainings.

The Sea Cadet Oath is as follows:

"I PROMISE TO SERVE FAITHFULLY,[1]
HONOR OUR FLAG,
ABIDE BY U.S. NAVAL SEA CADET CORPS REGULATIONS,
CARRY OUT THE ORDERS OF THE OFFICERS APPOINTED OVER ME,
AND SO CONDUCT MYSELF AS TO BE A CREDIT TO
MYSELF, MY UNIT, THE U.S. NAVAL SEA CADET CORPS,
THE NAVY, THE COAST GUARD, AND MY COUNTRY.
SO HELP ME GOD."

You may not know this, but every one of those lines means something. But, I understand that when you were a brand-new Seaman Recruit, you probably didn't spend much time reflecting on the meaning of those words. I certainly didn't! Instead, you probably stood there like I did—nervous, in front of your entire unit—with your right hand raised and tried to simply repeat the words without stumbling over them. But, now that you're a battle-hardened petty officer (or

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[1] Most of you probably said "I promise to serve God" instead of "I promise to serve faithfully." Not a big deal—the USNSCC recently changed the text of the oath. What's printed here is the new oath effective September 2017. *See* USNSCC Regulations, Section 5.04.

about to become one), it's time to spend more time thinking about what those words mean. Let's go line by line.

<center>"I PROMISE TO SERVE FAITHFULLY"</center>

As a new leader within the USNSCC, we expect you to serve the Corps unselfishly. While you may have been initially attracted to our program for "selfish" reasons—the promise of cool experiences, meeting new friends, looking into a military career, etc., here's the part we didn't tell you when you joined: Our program is a leadership development program. And successful leadership requires you to learn how to make selfless decisions which place others' needs before your own. That is the essence of truly being a servant-leader.

Serving faithfully also means serving with enthusiasm. This should be common sense—how can you expect your subordinates to show more enthusiasm than you're willing to show? It's easy to lean in and participate actively when you drill with a great unit and your drills are always fun, but *true* grit demands you also show enthusiasm when the XO didn't do his job and left three hours of dead time for you to fill at drill ... *again*. When that happens, don't just sit there and complain, and don't let your shipmates complain either. Show enthusiasm even in the dark times and be part of the solution! Showing enthusiasm also means you work hard by earning advancements in rate, pursuing training opportunities, and volunteering for both fun and maybe-not-so-fun leadership opportunities. Doing that will set a great example for other cadets to follow. (You'll hear a hundred times—okay, maybe a thousand—how important "leadership by example" is!)

You probably know several good examples of Sea Cadet leaders serving our program faithfully. I saw one example first-hand a few years ago too, when I needed to take temporary command of one of the units in my region. This unit was meeting in basically an empty gym, doing nothing but mil-drill and PT every drill. There were no really interesting activities, and worst of all, the officers were bickering

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amongst each other instead of doing things that mattered to the cadets. The effect of all this was that the enthusiasm of the cadets was rock-bottom, and the unit lost almost 25 cadets in a single year. Several of the senior cadets made a brave decision despite all that: They decided that their loyalty to their unit and their shipmates was worth staying for. So, they stuck through the hard times, and they helped rebuild that unit into one of the finest Sea Cadet units in the Northeast today. I'm proud of them because they served their unit (and the program) *faithfully*. It would have been very easy to just find another youth program, but they saw the value of staying to help their shipmates. And, in return, they got valuable leadership experience too.

"HONOR OUR FLAG"

In the laws of the United States, you'll find a section which begins: "No disrespect should be shown to the flag of the United States of America."[2] In today's world, respect for our flag is not something we always see. But, if nothing else, remember that you are a member of a patriotic youth organization, someone who wears the uniform of the United States Navy, and someone who has publicly promised to always honor our flag. So, render the salute when in uniform, and show appropriate respect in all other cases, when not in uniform. Period.

Speaking of your uniform—let's talk about that for a minute, because wearing the uniform properly is a very important way to honor your country. I hope you understand by now that wearing the uniform of the United States Navy is an extraordinary privilege which the Navy has granted you and me. I have just as much pride in my Sea Cadet uniform as I did my Navy uniform when I wore it. It's therefore our responsibility to wear that uniform properly. Do you think this isn't a big deal? It is.

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[2] Title 4, U.S. Code, § 8.

To make my point, let me tell you another short story. When I first became a Regional Director for Sea Cadets, one of my units was really in tough shape. The commanding officer needed to be removed from the program because the CO was wasting cadet money on very unimportant things, and the few cadets who actually showed up to drill weren't doing their courses or attending trainings. Just as I did in the last example I gave, I ended up taking over this unit for a few months to get the house in order.

Anyway, when I went to my first drill as the Acting Commanding Officer, I discovered many problems, but one of the worst was this: A Sea Cadet E-7[3] with 7 years of experience as a League Cadet and a Sea Cadet, showed up 2 hours late to drill, wearing the wrong type of CPO collar devices, the wrong color name tapes (he was too lazy to change his from silver thread to gold when he made E-7), and his boots looked

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[3] I refer to this cadet as an "E-7," not a Chief. Navy Chief Petty Officers know the difference between a Chief and an E-7. Make sure you understand the difference too, and when it's *your* turn to pin the anchors on, always "Be the Chief," never just an E-7:

> "The Chief is always a part of the answer;
> The E-7 is always part of the problem.
>
> The Chief always has a program;
> The E-7 always has an excuse.
>
> The Chief says, 'LET ME DO IT FOR YOU';
> The E-7 says 'That's not my job.'
>
> The Chief sees an answer for every problem;
> The E-7 sees a problem for every answer.
>
> The Chief sees a green near every sand trap;
> The E-7 sees a sand trap near every green.
>
> The Chief says, 'it may be difficult, but it's possible';
> The E-7 says, 'it may be possible, but it's too difficult.'
>
> The Chief works harder than an E-7 and has more time;
> The E-7 is always 'too busy' to do what is necessary.
>
> The Chief makes COMMITMENTS!
> The E-7 makes Promises."

like they hadn't been shined since Recruit Training three years earlier. But worst of all—he was chewing bubble gum (and blowing bubbles!) in front of his shipmates. This kid clearly didn't care one bit about what his subordinates thought about him or about the example he was setting for his shipmates. At my first sight of this cadet, I was completely offended at his open disrespect for the USNSCC and the Navy's uniform. And I really just felt bad for the other cadets in this unit who obviously had no leader worth looking up to. No wonder people weren't showing up to drill!

We saved that unit, but it took a while. First, we dismissed the old leaders, including the CO, XO, and the E-7 I just mentioned. But once we did that, we still had a huge list of problems to fix, including stolen money, poor morale, attendance, training, administration, etc. Guess what I chose to address first? The uniforms. The very first thing I said to the cadets, on my first day as Acting CO, was about the uniform: what it means to me, what it means to our Navy, and what it should mean to them too. And then I backed up those words by doing a total seabag inventory for every cadet, and ordering everything we needed to get the cadets properly outfitted. Things began to change at that moment. At the lowest point of this unit's life, the uniform was more important than money. It became our rallying point. We turned this into something bigger than ourselves, and focusing on the importance of wearing the uniform properly helped unite those 10 cadets to their 10,000+ shipmates across the rest of the USNSCC. Their unit had been the black sheep of the entire region for years, and these cadets all knew it, but helping them fix their uniforms made them feel like they belonged again, and everybody began to stand a little taller and carry themselves with some energy after that. It was the start of a complete culture change. Today, this unit is a much bigger group that I'm very proud of, and I can't wait to visit them for their annual inspection every year.

What's my point? The uniform *matters*! Any time you see a shipmate disrespecting our uniform, don't let it go unaddressed.

Correct a shipmate (in private) or ask a superior if what you're seeing doesn't seem right. You don't have to be mean about it—start by helpfully pointing out what you saw, and give the person a chance to correct it on his or her own. And it should go without saying, but I'll say it anyway: if you want to be a good leader, and if you want to be taken seriously by other good leaders, make sure your own uniform is always—*always*—perfect!

"ABIDE BY U.S. NAVAL SEA CADET CORPS REGULATIONS"

It's impossible to be a good leader within an organization if you don't: (1) know what the rules of that organization are, (2) follow them yourself, and (3) lead others to follow them too.

The sentence I have just written should be the most common-sense thing you read all week. But alas, you know what they say about common sense—it isn't as "common" as we'd like it to be. Sad as it is to say, the chances are that in your time as a Sea Cadet, you'll encounter at least a few people (cadets and officers alike) who don't understand the importance of this statement. It comes down, once again, to leadership by example. If you expect your subordinates to follow the rules, you must too. And so, I ask, have you ever read the USNSCC Regulations? Would you even know where to find the answer to one of your subordinates' questions if you needed to? You should know, and by the end of POLA, you will. Work to become the leader other people turn to when they have questions on how to earn a certain award, or what they need to do to earn that promotion, or how to iron that dress blue jumper. In other words, know the rules and follow them.

"CARRY OUT THE ORDERS OF THE OFFICERS APPOINTED OVER ME"

As you know by now, to be a good leader, you must first be a good follower. Even Chiefs in our program have people to answer to: the officers, instructors, and midshipmen appointed over them. Senior leaders all have bosses too. I'm a Regional Director, a Lieutenant Commander, and I answer to our National Headquarters. Good

followership basically means that you need to give maximum effort to all tasks you're asked to perform, no matter what. That's true for both small things and big things. For example, you shouldn't gripe when the XO asks you to form a working party to sweep up the dirty drill deck. When you're asked to prepare a lesson for drill, don't put off preparing it until the night before drill. And when big changes happen at your unit—for example, a new CO—roll with it, and be a professional Sea Cadet petty officer.

> "AND SO CONDUCT MYSELF AS TO BE A CREDIT TO
> MYSELF, MY UNIT, THE U.S. NAVAL SEA CADET CORPS,
> THE NAVY, THE COAST GUARD, AND MY COUNTRY.
> SO HELP ME GOD."

The final part of the oath is easily the most important. As a leader, your personal conduct must be an example for others to follow. That is to say: your actions and words must be beyond reproach. You must treat everyone under your command completely fairly, without bias or prejudice. Nobody must ever—*ever*—have any reason to question your ethics, your personal character, your belief in everyone's dignity, and your ability to call it right down the middle. Because if your troops no longer think you can be fair, or treat them with respect, then you've lost them forever. *And I mean, forever!*

One of the ways some leaders fall short is in failing to understand the importance of making sure that everyone feels welcome in our program. We should all strive to make the USNSCC into a program where both young men and women feel welcome. The same is true of people of all races, ethnicities, socio-economic backgrounds, and life experiences. Every cadet in our program has equal dignity, and is entitled to be treated accordingly. Period. There are no cliques in Sea Cadets. We all wear the same uniform, we all take the same oath, and we all share a common bond as members of the Navy family.

We are a true merits-based organization—that means our advancements and awards are earned, not given. It also means we

don't judge others based on whether they are men or women, or the color of their skin, or where they come from. That means you should always stick up for your shipmate if you see him/her being treated unfairly because of who he/she is, what he/she looks like, or where he/she come from. We as leaders judge others based upon their behavior, uniform, or conduct, etc. Got a problem with someone? That's okay, as long as it's a legitimate issue, not simple discrimination.

Now, when we talk about what is creditable conduct, it brings us to the difficult topic of hazing, harassment and bullying. We all know it exists in our schools, in sports, and even in youth programs such as our own. You must take an active role in preventing such behavior in our ranks. What can you do as a cadet? First, stay vigilant. Second, don't *you* ever commit one of these offenses. And third, don't stay silent when you see it happen to yourself or others. Stand up for the victim(s) of these offenses by calling out and reporting anyone who you see violating our program's standards of conduct.

When it comes to preventing (or defeating) hazing and bullying in our ranks, we need to do two things: (1) Take the weapons out of the hands of the bullies, and (2) deny any wanna-be bullies any safe harbor from which to launch their attacks. Your actions as a leader must be both offensive and defensive. Offensive, in the sense that you will lead by example and work to sustain a culture where bullying isn't cool. Defensive, in the sense that you'll stick up for a shipmate who's been or is being bullied. We don't tolerate attacks on the dignity of others. That's because dignity is something everyone is entitled to, no matter their background or life circumstances. It's not something a shipmate should ever have to *earn*. Every cadet has the right to serve in a program that treats him/her with respect and dignity at all times. And so, an attack on one shipmate is an attack on all of us. When it happens, close ranks around your shipmate and defend him/her just as we would a fellow soldier on the battlefield. If you experience or see an incident happen, *you have to stand up and report it*. Staying silent makes you part of the problem.

Problem: Hydrating or Hazing?

You're the Assistant Recruit Division Commander at boot camp. It's the middle of the summer, and it's really hot outside. One night during evening PT, the RDC (a CPO, and your superior in the chain of command), orders all of the recruits to drink all the water in their canteens, so that everyone will stay properly hydrated. Everyone does so. You then order everyone to hold their empty canteens over their heads, just to make sure they are actually empty. However, one recruit didn't drink all his water. When he holds up his canteen, water gushes out over his head. The RDC gets angry, and immediately orders that recruit—and the rest of the company—to refill their canteens and drink more water. Everyone does. However, the RDC then orders the company to keep refilling their canteens and keep drinking until every last recruit in the company has gotten sick and vomited. The RDC makes it clear that this exercise will continue until everyone vomits. At first, you assumed this was a joke, and so did most of the recruits, but it soon becomes obvious the RDC is serious.

QUESTIONS FOR DISCUSSION:

- Is this hazing? Doesn't the RDC have the duty to make sure his recruits stay properly hydrated?

- If you feel that you (playing the part of the Assistant RDC) should step in and do something, when is the point during these events that you think you ought to say or do something?

- Where are the officers?

<p style="text-align:center">*   *   *   *</p>

You may have heard of the term "cyber-bullying," but that's nothing more than bullying someone by using an electronic device instead of doing it face-to-face or behind someone's back like they used to when I was younger. What does cyber-bullying look like? It might be a photo of someone with an offensive/threatening caption written onto

it. It could be an innocent photo which a bully modified to make the subject look strange or ugly. Or it could be outright blackmail: say, if one person convinces another person to send them inappropriate pictures ("sexting"), and then distributes those images to other people to embarrass or shame the person. All of it is truly shameful behavior and has no place within our ranks. In our country today, it's causing too many people your age to harm themselves or even threaten suicide. We owe it to our shipmates to stand up against this conduct—whether in uniform or not. (Yes, we expect you to report it even if the incident takes place at school or somewhere else outside of Sea Cadets.)

If you think I was being too dramatic by comparing cyber-bullying to weapons, a battlefield, etc., let me stop you right there. Researchers say there's conclusive evidence that teens who harm themselves or attempt suicide are doing so in large part as a result of being cyber-bullied.[4] When people are dying because of something like this, I think the comparison to weapons and battlefields is not only appropriate but necessary.

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[4] I also want you—*the cadet reading this right now*—to know that if you've been a victim of cyber-bullying, discrimination, hazing, harassment, or anything else that's making you feel like you might want to harm yourself, please stop reading and come knock on an adult's door right now. It's safe to talk to *any adult* at this training, including me, about it. We care about you, and if you give us the chance, we will take immediate steps to help you.

Carly Monroe (2002—2017)
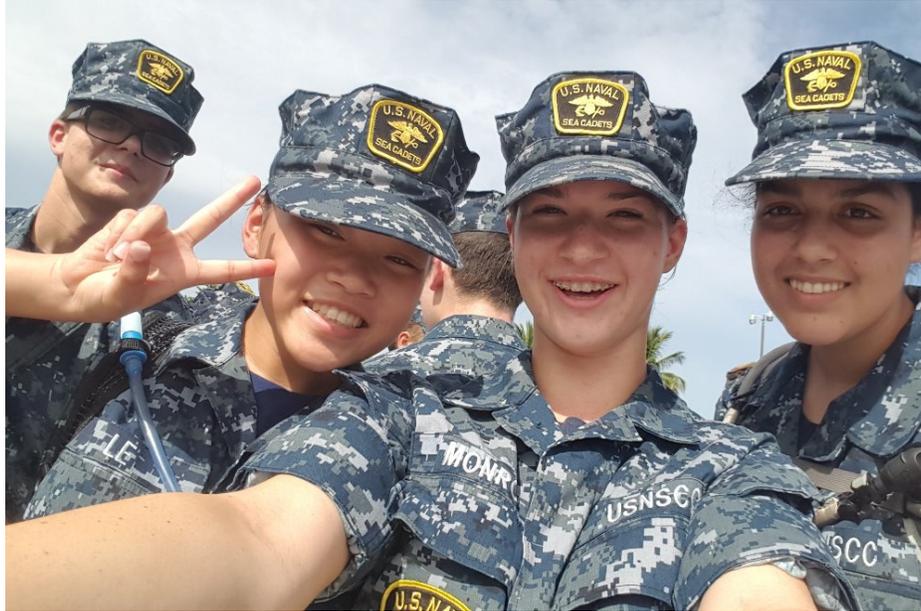
"**Who was Carly Monroe?** Carly was a sweet, bright, young girl. Bright smile. Infectious laugh. Well liked. A good friend to many. She was important to so many. But Carly also hid a deep sadness within that she rarely allowed others to see. She battled with depression and despair. Carly had counseling and a loving family that tried everything they could to keep Carly's head above water. To keep her with us every day. At just 15 years of age, she tragically took her own life when she felt there was no other answer. The loss and pain felt by her family and friends is immeasurable.

"**PO3 Carly Monroe**. Carly was also a U.S. Naval Sea Cadet in the Palm Beach Division. She started on November 23, 2014 and had worked her way up to being a Petty Officer Third Class. She was a leader and a symbol of all that was good about being a Sea Cadet. Carly is also the daughter of our Executive Officer of the Division,

Jennie Monroe. This has made the loss even greater to all her fellow cadets and the staff. Jennie and her husband Andy, devote countless volunteer hours to work with the Sea Cadet program and Jennie is the fuel that kept our engines running."

Social Media

When we talk about hazing and bullying, we can't escape talking about social media. Facebook, Instagram, Snapchat—frankly, I hate them all, and I wish you wouldn't use them so much either. Whether you realize it or not, they're affecting your youth and damaging your brains. When used too much, these applications and others like them prevent you from learning how to interact with other people face-to-face. And lest you think I'm simply being old-fashioned, social media is the weapon (yes, the *weapon*) of choice for kids today who choose to commit hazing and harassment-related offenses. That probably isn't news to any of you.

When I was a cadet in the 1990s, if you wanted to share a photo with a friend, you invited that person over to your house and showed it to them. Today, though, you can snap a photo with your phone and instantly transmit a copy of it to thousands of people, many of whom you don't even know. Please—just take a moment to think that through. Before you press send, do you know who exactly this image is being sent to? Is each one of those thousands of people really your "friend?" Do all of them really need to see it? Is that photo something you would be proud to see on the front page of the *Washington Post*? Unless you can say with certainty that your answer to all of those questions is "yes," I advise you not to press send.

Even though I wish you would, I know most of you won't go home and delete all of your social media, just because I said you should. (But if you do, it'll make my day!) At the very least, I hope I've given you something to think about. When you get home, you should take some time and read two websites: http://www.stopbullying.gov/ and

. There are sections on both sites that are written for teenagers, to help you understand how to use social media smartly. Bottom line, don't forget your integrity when you log on.

Having said all of that, let's read about a few really great leaders who display all of the traits we've discussed so far.

Profile: The Wallenberg Effect

John C. Kunich & Richard I. Lester[5]

This is a study of the leadership principles employed by Raoul Wallenberg, a Swedish diplomat who went to Budapest in 1944 to intervene on behalf of Hungary's 700,000 Jews who were being deported by the Nazis to extermination camps. This extended case narrative profiles the extraordinary accomplishments of a truly unique leader.

Wallenberg is credited with having saved close to 100,000 lives. On 5 October 1981, the President and Congress recognized Wallenberg's contribution to humanity when they named him only the second person ever to be awarded honorary United States citizenship; the other is Winston Churchill. By joint resolution, the United States Congress also designated 5 October 1989 as Raoul Wallenberg Day. In addition, the street in front of the Holocaust Memorial Museum in Washington, D.C., has been renamed Raoul Wallenberg Plaza.

Leadership is movement in a resistant medium. Leadership is also the capacity to translate intentions into reality and sustain them. Leaders take charge and make things happen. They create a new reality for the purpose they serve. This case study is intended to demonstrate how Wallenberg exercised leadership and how he refused to be indifferent, complacent, or ignorant of the suffering of others.

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[5] Reprinted (with edits) from http://www.au.af.mil/au/awc/awcgate/au-24/lester.pdf.

Wallenberg emerges from a sordid chapter in human history as a courageous and compassionate leader—a symbol of the best mankind has to offer.

During the waning months of World War II, the Allies were desperate for ways to stop Hitler's slaughter of innocent civilians in Eastern Europe. Even as the prospects for an Axis military victory dimmed, the Nazis grew more determined to complete the "final solution [the extermination of the Jews]." Death camps operated at maximum capacity in a feverish effort to rid Europe of Jews and other target groups. Until a complete military triumph could be secured, the Allies were powerless to halt the genocide raging on behind enemy lines. Therefore, a volunteer was sought—someone who could go where Allied tanks and aircraft could not, and disrupt the insidious Nazi death machine.

No one could have been a less obvious choice for this mission than Raoul Wallenberg. Wallenberg was 32 years old in 1944, a wealthy upper-class Swede from a prominent, well-respected family. Sweden's neutrality in the war was only one in a long series of ready-made excuses life had handed young Wallenberg, had he wanted to use them to refuse the rescue mission. He was not Jewish; he was rich; he was well-connected politically; he was in line to take the helm of the vast Wallenberg financial empire; he had everything to lose and nothing to gain by accepting this challenge.

When he learned that Adolf Eichmann was transporting roughly 10,000-12,000 Hungarian Jews to the gas chambers each day, Wallenberg hastily prepared to travel to Budapest. His "cover" was that of a diplomat, with the official title of first secretary of the Swedish legation. He conceived a plan whereby false Swedish passports would be created and used to give potential victims safe passage out of Nazi-controlled territory. In conjunction with this, a series of safe-houses would be established within Hungary, in the guise of official Swedish legation buildings under diplomatic protection. With

this scheme still forming in his mind, "Swedish diplomat" Wallenberg entered Hungary at the request of the United States War Refugee Board and his own government on 6 July 1944, with a mission of saving as many Hungary's Jews as possible from Nazi liquidation.

He designed the fake passports himself. They were masterpieces of the type of formal, official-appearing pomp which was so impressive to the Nazis. Wallenberg, though young, had traveled and studied extensively abroad, both in the United States (where he attended the University of Michigan as a student of architecture) and in Europe, and he knew how to deal with people and get things done. He worked hard at understanding enemies as well as allies, to know what motivated them, what they admired, what they feared, what they respected. He correctly concluded that the Nazis and Hungarian fascists (Arrow Cross) with whom he would be dealing responded best to absolute authority and official status. He used this principle in fashioning his passports as well as in his personal encounters with the enemy.

Wallenberg began with forty important contacts in Budapest, and quickly cultivated others who were willing to help. It is estimated that under Wallenberg's leadership he and his associates distributed Swedish passports to 20,000 of Budapest's Jews and protected 13,000 more in safe houses that he rented and which flew the Swedish flag. However, Eichmann continued to pursue his own mission with fanatical zealous devotion, and the death camps roared around the clock. Trains packed with people, crammed eighty to a cattle car, with nothing but a little water and a bucket for waste, constantly made the four-day journey from Budapest to Auschwitz and back again. The Hungarian countryside was already devoid of Jews, and the situation in the last remaining urban enclaves was critical. And so Wallenberg himself plunged into the midst of the struggle.

Sandor Ardai was sent by the Jewish underground to drive for Wallenberg; Ardai later told of one occasion when Wallenberg

intercepted a trainload of Jews about to leave for Auschwitz. Wallenberg swept past the SS officer who ordered him to depart. In Ardai's words,

"Then he climbed up on the roof of the train and began handing in protective passes through the doors which were not yet sealed. He ignored orders from the Germans for him to get down, then the Arrow Cross men began shooting and shouting at him to go away. He ignored them and calmly continued handing out passports to the hands that were reaching out for them. I believe the Arrow Cross men deliberately aimed over his head, as not one shot hit him, which would have been impossible otherwise. I think this is what they did because they were so impressed by his courage. After Wallenberg had handed over the last of the passports he ordered all those who had one to leave the train and walk to the caravan of cars parked nearby, all marked in Swedish colors. I don't remember exactly how many, but he saved dozens off that train, and the Germans and Arrow Cross were so dumbfounded they let him get away with it!"

As the war situation deteriorated for the Germans, Eichmann diverted trains from the death camp routes for more direct use in supplying troops. But all this meant for his victims was that they now had to walk to their destruction. In November 1944 Eichmann ordered the 125-mile death marches, and the raw elements soon combined with deprivation of food and sleep to turn the roadside from Budapest to the camps into one massive graveyard. Wallenberg made frequent visits to the stopping areas to do what he could. In one instance, Wallenberg announced his arrival with all the authority he could muster, and then,

"You there!" The Swede pointed to an astonished man, waiting for his turn to be handed over to the executioner. "Give me your Swedish passport and get in that line," he barked. "And you, get behind him. I know I issued you a passport." Wallenberg continued, moving fast, talking loud, hoping the authority in his voice would somewhat rub off

on these defeated people... The Jews finally caught on. They started groping in pockets for bits of identification. A driver's license or birth certificate seemed to do the trick. The Swede was grabbing them so fast; the Nazis, who couldn't read Hungarian anyway, didn't seem to be checking. Faster, Wallenberg's eyes urged them, faster, before the game is up. In minutes he had several hundred people in his convoy. International Red Cross trucks, there at Wallenberg's behest, arrived and the Jews clambered on... Wallenberg jumped into his own car. He leaned out of the car window and whispered, "I am sorry," to the people he was leaving behind. "I am trying to take the youngest ones first;" he explained. "I want to save a nation."

This type of action worked many times. Wallenberg and his aides would encounter a death march, and, while Raoul shouted orders for all those with Swedish protective passports to raise their hands, his assistants ran up and down the prisoners' ranks, telling them to raise their hands whether or not they had a document. Wallenberg "then claimed custody of all who had raised their hands and such was his bearing that none of the Hungarian guards opposed him. The extraordinary thing was the absolutely convincing power of his behavior," according to Joni Moser.

Wallenberg indirectly helped many who never even saw his face, because as his deeds were talked about, they inspired hope, courage, and action in many people who otherwise felt powerless to escape destruction. He became a symbol of good in a part of the world dominated by evil, and a reminder of the hidden strengths within each human spirit…

Virtually alone in the middle of enemy territory, outnumbered and outgunned beyond belief, Wallenberg worked miracles on a daily basis. His weapons were courage, self-confidence, ingenuity, understanding of his adversaries, and ability to inspire others to achieve the goals he set. His leadership was always in evidence. The Nazis and Arrow Cross did not know how to deal with such a man. Here was someone thickly

cloaked in apparent authority, but utterly devoid of actual political or military power. Here was a man who was everything they wished they could be in terms of personal strength of character, but for the fact that he was their polar opposite in purpose.

It is impossible to calculate precisely how many people Raoul Wallenberg directly or indirectly saved from certain death. Some estimate the number saved as close to 100,000, and countless more may have survived in part because of the hope and determination they derived from his leadership and example. Additionally, he inspired other neutral embassies and the International Red Cross office in Budapest to join in his efforts to protect the Jews. But the desperate days just prior to the Soviet occupation of Budapest presented Wallenberg with his greatest challenge and most astonishing triumph.

Eichmann planned to finish the extermination of the remaining 100,000 Budapest Jews in one enormous massacre; if there was no time to ship them to the death camps, then he would let their own neighborhoods become their slaughterhouses. To cheat the Allies out of at least part of their victory, he would order some 500 SS men and a large number of Arrow Cross to ring the ghetto and murder the Jews right there. Wallenberg learned of this plot through his network of contacts and tried to intimidate some lower-ranking authorities into backing down, but with the Soviets on their doorsteps, many ceased to care what happened to them. His only hope, and the only hope for the 100,000 surviving Jews, was the overall commander of the SS troops, General August Schmidthuber.

Wallenberg sent a message to Schmidthuber that, if the massacre took place, he would ensure Schmidthuber was held personally responsible and would see him hanged as a war criminal. The bluff worked. The slaughter was called off, and the city fell out of Nazi hands soon thereafter when the Soviet troops rolled in. Thus, tens of thousands were saved in this one incident alone…

The Soviets took Wallenberg into custody when they occupied Budapest, probably because they suspected him of being an anti-Soviet spy. For a decade, they denied any involvement in Wallenberg's disappearance. Then they admitted having incarcerated him, but claimed he died in prison of a heart attack in 1947, when he would have been 35 years old...

The chairman of Yad Vashem, Gideon Hausner, who also prosecuted Adolf Eichmann, summarized his feelings for Raoul Wallenberg in this way:

"Here is a man who had the choice of remaining in secure, neutral Sweden when Nazism was ruling Europe. Instead, he left this haven and went to what was then one of the most perilous places in Europe, Hungary. And for what? To save Jews. He won his battle and I feel that in this age when there is so little to believe in—so very little on which our young people can pin their hopes and ideals—he is a person to show to the world, which knows so little about him. That is why I believe the story of Raoul Wallenberg should be told and his figure, in all its true proportions, projected into human minds."

There is much we all can learn from Raoul Wallenberg's life. Young and old alike need heroes, role models, people to remind us of the immensity of human potential for good in the midst of evil. The United States Congress recognized this when it made Wallenberg only the second person ever to be awarded honorary United States citizenship; the other is Winston Churchill. On that occasion, one television news commentator spoke for millions when he said, "It is human beings such as Raoul Wallenberg who make life worth living."

Leaders at every level can make use of Wallenberg's life and example to enhance their ability to inspire, to motivate, and to succeed. Leadership is difficult to define, but "you know it when you see it." Looking at Wallenberg's heroic work in Hungary one sees leadership in action. We will now more closely examine his leadership style. There

are several elements of what we shall call "The Wallenberg Effect" which can be adapted and incorporated into each leader's own personal style and situation.

1. Knowledge

Wallenberg's success was largely based upon knowledge—of his enemies, of resources available to both sides, of the limits as to what was permissible, and of himself. This information enables a leader to understand each situation within a context that will allow a reasoned course of action. This is why knowing the facts and the substantive details surrounding issues has always been and always will be an integral part of a leader's decision-making and problem-solving ability…

He also understood the rules of the game he was playing, as they applied to him, his associates, and their opponents. In effect, Wallenberg was very much a situational leader. He was able to adapt his behavior to meet the demands of the unique circumstances that confronted him. This is why he demanded and obtained authority from the Allies to use deception, bribery, and threats, and to invoke Swedish immunity as needed. He was in an environment where such tactics were the rule rather than the exception; they worked for others, and he knew he could make them work for him. As a leader, Wallenberg was out front, not hiding behind a desk or behind bureaucratic inertia. He showed initiative. He responded to an obvious need with imagination and creativity. He understood what was involved and he fully accepted the consequences.

Finally, he knew himself. He had a grasp of his talents and weaknesses and how they fit in with those of his opponents. Thus, what he could not possibly have accomplished through military force or physical violence, he did through bravado, intimidation, and illusion. Any other tactics would have met with crushing defeat. This is not to imply that leaders should always behave in this manner. It simply

suggests that these strategies employed by Wallenberg were essential to fulfill his objective under the most extraordinary of conditions, and that they were chosen with full comprehension of the alternatives and their consequences.

In essence, the Wallenberg Effect suggests that becoming a mature leader means first becoming yourself, learning who you are and what you stand for. Implicit in this notion is the theory of self-discovery, getting in touch with oneself. Wallenberg teaches us that to grow as a leader involves reflecting on oneself, putting values in perspective, thinking about the task to be accomplished and influencing others to get the job done. Wallenberg's work in Hungary is a testimony that leaders are foot soldiers who battle for the ideals in which they believe, and that leadership has far less to do with using other people than with serving other people. Plato said that "man is a being in search of meaning." In essence, servanthood is the key to successful leadership, which in turn can result in meaningful accomplishments. Raoul Wallenberg found himself and the meaning of his life by losing it in the service of others.

The process of learning about oneself and others, on an in-depth level, requires hard work. It is not something that can be gained solely from book study. It evolves best through personal introspection, human interaction and feedback, and through life experiences, observations, and analysis. It involves large quantities of common sense and realistic perspective. But its yield is high; it pays big dividends to those leaders who spend the time and make the extra effort to go beneath the surface, to discover what makes a person tick, because life and its activities are all part of the human experience. At bottom, it is all a matter of people, and the leader who understands people is prepared to win.

2. Objective

Every leader must have a clear, specific objective in mind at all times, a destination towards which all actions are directed. When the leader says forward march, everyone must know where forward is. If the leader lacks a sense of direction, then the followers will wind up some distance from the goal, like explorers without a compass or a guiding star.

Closely related to objective is vision, which implies having an acute sense of the possible. All effective leaders possess this capacity; they are able to focus sharply on what is to be done, seeing the objective as if through a powerful telescope.

Wallenberg exemplifies the principle that a clearly defined objective is absolutely essential as the focal point of our energies. His work in Hungary suggests that effective leadership is not neutral nor sterile, but deeply emotional, and that leaders must hold a sense of mission, a deeply felt belief in the worth of their objective. Nothing less has the necessary power to motivate leaders or followers to stretch the limits of their abilities. Total commitment comes only from total conviction that the goal is significant and right…

3. Ingenuity

[T]o succeed as a leader, or even to survive in a constantly changing and dangerous environment, creativity and adaptability are essential. This is where leaders must apply their foundational knowledge to the objective at hand and develop solutions, even in situations where there is no textbook answer.

Wallenberg knew that he had virtually no tangible resources and few allies. He also knew the type of people who stood in his path. And so, out of scraps of paper and a surplus of courage and personal character, he intimidated and defeated seemingly invincible enemies, time and again. Nazi numerical superiority and force of arms were

powerless when confronted with a man who knew their own game better than they did and who could think faster than they could.

Throughout his entire experience in Hungary, in all that he did, Wallenberg had the daring to accept himself as a bundle of possibilities, and he boldly undertook the game of making the most of his best. Wallenberg instructs us that the leader is not a superman, but simply a fully functioning human being. Successful leaders are aware of their possibilities. Erich Fromm said that the pity in life today is that most of us die before we are fully born. Leaders such as Wallenberg are not merely observers of life, but active participants. They take the calculated risks required in exercising leadership and experimenting with the untried. It is surprising (and most aspiring leaders do not realize it) but much failure comes from people literally standing in their own way, preventing their own progress. Wallenberg never blocked his own path; rather, he created new paths where others saw only impenetrable walls. And in the process he was able to motivate others to do the same. He was a dispenser of hope in an environment filled with hopelessness and despair.

History is replete with instances where small, militarily weaker forces triumphed on the strength of superior strategy and tactics. Ingenuity makes surprise possible and allows quick adaptation and reaction to an adversary's actions. Without flexibility, humans are reduced to automatons, programmed only for failure.

Results are what counts, not formulaic adherence to precedent. Wallenberg was an achiever; he was results-oriented. We, like him, can "do more with less" when we think creatively and are not confined to what has already been done.

4. Confidence

Leaders create an environment in which ideas can flourish and see the light of day. To do this, leaders must be self-confident, and have faith in themselves and others. People in leadership positions need a

solid sense of self. It serves them well in times of turmoil, which inevitably await those who aspire to lead. The way people feel about themselves affects virtually every aspect of their lives. Self-esteem, which emerges from a sense of confidence, thus becomes the key to success or failure. In effect, leaders such as Wallenberg defy the law of averages and win because they expect success from themselves.

An indispensable ingredient of Wallenberg's success was an almost tangible self-confidence. He radiated certainty, composure, and authority, and this breathed life into his otherwise foolhardy actions. He compelled his enemies to accept as valid passports things such as library cards, laundry tickets, and even nothing at all ... and he did it by infusing all of his actions with the sheer power of his personality. Through his aura of conviction he also inspired people who in many cases had already resigned themselves to execution to join in his actions and save themselves and others.

Some would argue that the elusive quality we call "charisma" is a gift with which some people are blessed from birth. But even if this is true, everyone can cultivate a positive attitude and an air of self-confidence, within the bounds of his or her own personality...

Wallenberg teaches us that it is important for each leader to become convinced of the worthiness of the mission, on some deeply felt level. Even when the immediate objective seems questionable, the leader must find justification in some indisputable value, such as support of the nation's honor. Then, that conviction must fortify all of the leader's actions. Wallenberg is a clear example that when a leader exudes a quiet confidence, surety, and decisiveness, followers will be inspired and opposition will be weakened. Leaders have been described as "strong," "powerful," "magnetic," and "charismatic." But whatever else they may be, they certainly are self-confident, and from this confidence leaders are able to mobilize and inspire individuals and groups to make their own personal dreams and objectives come true.

5. Courage

When a sense of mission becomes powerful enough to motivate people to action, even in the face of personal danger or certain death, that is courage. To be courageous one need not be fearless; it is natural and good to be afraid when confronted with real risks. But so long as that fear does not paralyze, there is courage at work.

Wallenberg knew he was entering a lion's den when he accepted his mission to Hungary. Innumerable times he ignored armed soldiers and even flying bullets to continue his rescue operations. He had the audacity to threaten high-ranking Nazi officers, who had proved their willingness to murder innocent civilians, let alone troublesome opponents, under conditions where they easily could have killed him. Although in constant fear for his life, he pressed on, risking and ultimately sacrificing himself for his mission.

Can courage be learned? It can, in the sense that the development of deep devotion to a cause galvanizes a person to act on behalf of that cause. This type of fundamental belief in the value of the mission is essential to the cultivation of courage.

If self-interest were the most important then self-sacrifice would be out of the question. Only a profound conviction that there is a good greater than self can spark a person to risk everything for others. Self-sacrifice, and the courage to take that chance, are the antithesis of "me-generation" philosophy. When the lives or liberties of others are valued more highly than one's own life, then true courage can provide the fuel for remarkable accomplishments.

Wallenberg's life can help others form a series of constellations by which they can successfully chart their own contributions to humanity. A key element of what we call the "Wallenberg Effect is this idea: Do not give in to life nor its challenges. Dig in! Accept responsibility and in the process make a difference.

To some people, life is like the weather; it just happens to them. But to those who display the Wallenberg Effect (heroic leadership under adverse conditions) life is a great journey in human accomplishment. Wallenberg, like the trees of the Avenue of the Righteous, stands tall in the annals of man's "humanity" to man.

Few leaders will ever have the opportunity to help as many people as did Raoul Wallenberg. Still, each victory is immeasurably precious for those whose futures are spared. They, their children, their grandchildren, their entire posterity, and all whose lives will be touched by them, owe their existence to that one heartbeat of time when a person took action, despite the dangers. Although conditions may differ, the lessons for leadership that the Wallenberg Effect demonstrates should be valuable for all who aspire to more effective Leadership. With patient application, it can be transferred and applied to everyday leadership problems, whether on the level of nations or individuals. As Wallenberg's medal testifies, "Whoever saves a single soul, it is as if he had saved the whole world."

QUESTIONS FOR DISCUSSION:

- Did Wallenberg have to do what he did, or did he volunteer to do it? What was his connection to the Hungarian Jews?

- What made Wallenberg such an inspiring leader?

- Have you ever faced a situation in which you had to "do more with less" and tackle a problem with seemingly inadequate resources? What did you do? What were the results?

- Was it morally wrong for Wallenberg to use deception, threats, and bribery in furtherance of his mission? Think about times in your own experience when you were tempted to "bend the rules."

- Can leadership be taught? How do you identify potential leaders? What sets leaders apart from other members of an organization?

Leadership: Objective and Moral Courage

Col Allan W. Howey[6]

Leadership is mostly in the eye of the beholder. Subordinates almost always know a good leader when they see one. During my years in the United States Air Force, I've been most impressed with leaders who "keep their eyes on the prize" (i.e., the "principle of the objective") and have the moral courage to do so. It's not as easy as it sounds.

In the annals of military history, the American Civil War offers many examples of leaders who wouldn't allow distrac-tions to divert them from their ultimate goal. President Abraham Lincoln, America's greatest wartime leader, was one such person. Throughout the war he was beset with opponents who tried to distract him from his efforts to preserve the Union. Although commander in chief, he often had to over-come the petty resistance of even his military subordinates.

In the early years of the war, President Lincoln greatly suffered the indignities of the general in chief of the Union army, Maj Gen George B. McClellan. McClellan felt himself far superior to his commander in chief, whom he called an "idiot" behind the president's back. The general frequently refused to share his operational plans with Lincoln and openly snubbed the president. One evening Lincoln and Secretary of State William Seward walked to McClellan's home, which was only a short distance from the White House. Informed by the general's servant that McClellan was at the wedding of one of his officers, the two Union leaders decided to wait in the parlor for the general's return. When McClellan arrived by the back door some time later, his servant told him of his high-ranking guests. In a remarkable act of discourtesy, the general in chief told his servant that he was

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tired and went on to bed! Lincoln took the insubordination calmly and returned to the Executive Mansion.[1]

Why did Lincoln tolerate such crass disrespect? He was willing to endure McClellan's abuse, because he knew that the general was an outstanding organizer and was helping the Union cause. The Union needed McClellan's talents, whatever his faults! Only later, when Lincoln realized that the outstanding organizer wouldn't send his outstanding organization into battle did he relieve McClellan from command. Regardless of McClellan's insulting behavior, Lincoln kept his eyes on the ultimate objective—saving the Union. It took a great deal of moral courage.

In the area of moral courage, the Civil War battle of Gettysburg presents many fine examples, but one little-known episode stands out. After the 1970s novel, Killer Angels, and the 1990s movie, Gettysburg, many Americans came to know the name of Col Joshua Chamberlain. The heroic stand of his 20th Maine Infantry regiment on the southern slope of a hill called "Little Round Top" kept the Army of the Potomac from being outflanked by Confederate Gen Robert E. Lee's Army of Northern Virginia. Chamberlain's physical and moral courage are unquestioned, but another fine example of moral courage—that of Col Strong Vincent—is often neglected.

Colonel Vincent commanded a brigade of four infantry regiments of which Chamberlain's 20th Maine was a part. On 2 July 1863 Vincent's division commander ordered his brigade to reinforce a threatened part of the Union battle line in a place now known simply as the "Wheatfield." Nearly in place, Vincent flagged down a mounted courier who was desperately searching for troops to defend the hill that Vincent's brigade had marched past just a few minutes before. The hill was unoccupied by Federal soldiers, and its seizure was threatened by advancing Confederates. Vincent instantly realized that the hill, Little Round Top, was the key to the Union defensive line. If the Confederates occupied it, they would turn the Federal left flank and be

astride the nearest Union escape routes. The Northern Army would either be trapped or forced to withdraw in a direction that would uncover Washington and Baltimore.

Without waiting for his chain of command to issue the necessary orders, Vincent immediately shifted his brigade to Little Round Top as fast as it could move. He positioned his four regiments, including Chamberlain's 20th Maine, on the southern slope of the crucial eminence. They arrived in the nick of time. Within minutes, Confederate infantry appeared at the base of the hill, determined to take it. Vincent's lone brigade fought desperately and fended off multiple enemy assaults before eventually being reinforced. Chamberlain's well-known fight was heroic, but it was only part of a larger whole instigated by Vincent who risked court-martial for not following his original orders. Vincent's moral courage—knowing what had to be done and taking the initiative to do it despite the risk—saved the Union army. It also cost Vincent his life. He was mortally wounded on the bloody incline and died five days later.[2]

In more recent years, I served with an officer, Col John A. Warden III, who also focused on the objective and had the moral courage to stay the course whatever the personal cost.

Warden, the Billy Mitchell of the modern era, together with his "Checkmate" staff, developed the air campaign concept that eventually won the Gulf War. Convinced that a strategic air campaign using conventional weapons could achieve victory against Iraq, Warden faced a fractured Air Force hierarchy. The Strategic Air Command (SAC) was primarily responsible for strategic air warfare, but to SAC, "strategic" essentially meant nuclear. The other Air Force warfighting command, Tactical Air Command (TAC), focused nearly exclusively on supporting the US Army on the battlefield by winning air superiority, interdicting enemy supply lines, and providing close air support to the ground troops. No one except Warden and his staff seemed to think in

terms of a war-winning air campaign that employed nonnuclear weapons.

Colonel Warden faced opposition at every turn. TAC, in particular, rejected his ideas, and the organization charged with fighting the air war in the Persian Gulf, Central Command Air Force (CENTAF), agreed with TAC's line of reasoning. The CENTAF commander, when first presented with Warden's plan, threw it across the room in disgust! To make matters even worse, Warden's superior in the Pentagon fought the colonel's theories with a vengeance. More than once Warden felt his career was over and even gathered boxes in his office in which to pack up and remove his personal effects.

Warden refused to allow "insignificant" distractions, such as career suicide, to keep him from the goal of winning the Gulf War through airpower. He did not fight for his own glorification, he fought to save Coalition ground troops, whose lives would end in violent combat if the air campaign failed. With the moral courage of his convictions, Warden refused to give up, and he fought to preserve his ideas with the civilian leaders of the Air Force and Department of Defense and those military leaders who were sympathetic. Many ground soldiers are alive today because he had the guts to stay the course.[3]

Military history—both distant and recent—is rich with examples of superior leadership. All good leaders, through personality, training, or both, develop many different techniques to inspire those whom they lead. What they all have in common is a commitment to the objective, the "big picture," and the moral courage to follow it to the ends of the earth whatever the cost.

QUESTIONS FOR DISCUSSION:

- How do you handle it when superiors disregard your ideas about how to run your unit better?

- What do you think about President Lincoln's decision to suffer the insults of Gen. McLellan, who owed him the respect due to the Commander-in-Chief? How would you have handled a junior cadet disrespecting you like that?

- We tell you to always use your chain of command. But what do you do when the chain of command doesn't have all the answers, or doesn't get you the information you need to get the job done?

b. Leadership Skills

And now, finally—after all of *that!*—we come to the very thing you assumed I would spend all of my time talking about: *leadership skills.*

"Leadership is the art of getting someone else to do something you want done because he wants to do it."
Gen. Dwight D. Eisenhower

When we talk about leadership skills, we're talking about the tactics that leaders use to define a goal, and motivate other people to accomplish that goal. As important as having character is, even that does you no good if you lack the skills needed to lead people.

Reading: Learning To Lead, Part I

by MajGen Perry M. Smith, USAF(Ret)[7]

Here are 30 common sense, often-forgotten tips for good leadership.

In speaking to large audiences on leadership, I am often asked to do the impossible. In less than an hour's time, I am expected to motivate them to improve their skills, inspire them to be better leaders, and to acquaint them with the new technologies and concepts.

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[7] Reprinted from the *Marine Corps Gazette*, December 2001.

To cover all these points in the time allotted, I have come up with "30 Blazing Flashes Of The Obvious" about leadership. Here they are:

1. Know Yourself

All leaders should realize they are, in fact, five or more people. They are who they are, and who they think they are, (and these are never the same); they are who their bosses think they are; and who their subordinates think they are. Leaders who work hard to get feedback from many sources are more likely to understand and control their various selves, and hence be better leaders.

2. Develop Mental Toughness

Leaders must be brutally honest with themselves or they will slip into the terrible habit of self-deception. Even the best leaders make mistakes. By smoking out these mistakes and correcting them quickly, a good leader can become a superb one.

3. Be Magnanimous

Leaders who share their power and their time can accomplish extraordinary things. The best leaders understand that leadership is the liberation of talent; hence they gain power not only by constantly giving it away, but also by not grabbing it back.

4. Squint With Your Ears

The most important skill for leaders is listening. Introverts have a great edge, since they tend to listen quietly and usually don't suffer from being an "interruptaholic." Leaders should "squint with their ears." Too many bosses are thinking about what they will say next, rather than hearing what is being said now.

5. Trust Your Instinct and Your Impulse

If something smells bad, sounds funny, or causes you to lose sleep at night, take another look. Your instincts combined with your experience can prevent you and your organization from walking off the cliff.

6. Learn By Failure

In my professional career, I have learned much more from my failures than from my successes. As a result, I have become tolerant of the honest failure of others. When a major setback comes along, try to treat it as a marvelous learning experience, for most certainly it will be just that.

7. Protect Innovators

For three years I had a Medal of Honor recipient from Vietnam, Army Col. Jack Jacobs, working for me. He is by far the most innovative person I have ever known. Well over 50 percent of his ideas were awful, but buried among these bad ideas was an occasional pearl of great wisdom. I learned that I had to protect Jack and my organization from his bad ideas while encouraging him to present all his ideas, so we could use his great ones.

8. Beware of Certainty

Leaders should be a bit skeptical of anyone who is totally certain about his or her position. All leaders should have a decent doubt especially when dealing with "true believers" who are always sure they are right.

9. Be Decisive

Top leaders usually must make prudent decisions when they only have about 60 percent of the information they need. Leaders who

demand nearly all the information are usually months or years late making decisions.

10. Don't Become Indispensable

Organizations need indispensable institutions not indispensable people. Leaders should not allow themselves to become indispensable, nor should they let any of their subordinates do so.

11. Avoid the Cowardice of Silence

During meetings, so-called leaders often sit on their hands when it is time to raise a hand and speak up. Leadership requires courage - courage to make waves, courage to take on our bosses when they are wrong, and the courage of conviction. Every Robert E. Lee needs a James Longstreet to tell him exactly the way it is.

12. Fight Against Paranoia

Welcome criticism, help people understand that it is OK to have "love quarrels" with the organization. Loyalty and criticism are mutually supporting while slavish loyalty is deadly. Avoid the defensive crouch. Never attribute to malice that which is adequately explained by stupidity.

13. Be Goal Oriented

Leaders, even at a lower level, must try to set some long-term goals for their people and for their organization. People want to know where they are going and in what order of priority.

14. Follow the Platinum Rule

The golden rule is marvelous. But in leadership situations, the platinum rule may be even better: "Treat others the way *they* would like to be treated."

15. Don't Waste People's Time

The best question a leader can ask a subordinate during a counseling session is, "How am I wasting your time?" Not everyone will tell you, but cherish the ones that do, for they will help you grow and prosper as a leader.

16. Thank the Invisible People

There are lots of fine people doing great work who seldom get thanks because they are "invisible." They work so quietly and so competently that they often are not noticed by the leader.

17. Don't Send Out "I Don't Trust You" Messages

People who say "I never want to be surprised" or "Check with me before you start anything," or "I'm off on a trip; I will call in every morning for an update" are sending out very strong "I don't trust you" messages to their subordinates. People who know they are not trusted will never contribute at their full potential.

18. Serve, Don't Humor the Boss

Too many leaders see their big tasks as keeping their bosses happy, getting to the bottom of the in-box, or staying out of trouble. That is not what leadership is all about. Leadership is serving the mission and serving your people.

19. Criticize Up, Praise Down

Leaders must deflect at least some of the bad guidance they get from above. Is it being loyal to your boss and to the institution you serve to tell the bosses when they are wearing no clothes?

20. Be Physically Fit

Everyone has a "health age." If you exercise regularly and watch your diet, you can make yourself four or five years younger than your chronological age.

21. Develop Solid Leadership Skills

The best leaders in business, the nonprofit sector, and government are superb at time management and are competent in speed reading, personal computers, dictation skills, and the use of manual and electronic brainstorming techniques.

22. Help Your People Understand You

When you take over a new organization, get your key people together and tell them what your top priorities and your pet peeves are. It is especially important for them to learn very early what really bugs you. They will appreciate your candor.

24. Concentrate on Performance, Not Just Results

How you get results is important. Leaders who don't concern themselves about the process and the performance that leads to the results are making a big mistake. Always ask yourself what it took to gain those great results.

25. Maintain a Sense of Outrage

There are many super-cool managers who worry too much about keeping their bosses happy. As a result, they never allow themselves to be outraged when the system is doing serious damage to those who work for them. The best leaders get mad occasionally and, using controlled outrage, can often make right any wrongs that are levied upon their people.

26. Beware of Intimidation

Be very careful here. Some bosses allow themselves to be intimidated by outsiders, by their bosses, and even by their subordinates. An intimidated boss can never be a great leader. You have to have an independent mind to make the right choices.

27. Avoid the Activity Trap

Don't confuse being busy with being productive. Without discipline, managers can become slaves to their meetings, travel schedules, in-boxes, and telephones. They get so wrapped up in the minutiae that they can become "in-box managers" rather than visionary leaders.

28. Build a Robust Braintrust

One of the great secrets of success is to have a braintrust of experts on various issues. I have learned that a braintrust of around 300 real smart and quick thinking friends can be very helpful whenever I need help. I have their office and home phone numbers and their e-mail addresses so I can get hold of them quickly. The braintrust is reciprocal in that we help each other.

29. Beware of the Paul Principle

Too many leaders allow themselves to slowly slide downhill in competence. When they lose touch with the issues, the new technologies, and the people, they have fallen victim to what I call the Paul Principle.

The future is coming fast. Leaders need to think about the future and prepare their people for it. To keep a close eye on the future, join the World Future Society and read two magazines regularly - Business Week and The Futurist.

30. Get Ready for the Future

Soon leaders will have exciting new technologies to help them be more efficient and effective leaders. The automatic dictating machine will allow leaders to quickly answer their daily mail or write their memos or weekly column. Teleconferencing will reduce the need for travel and speed up consensus-building and decision-making. Electronic brainstorming will accelerate the velocity of innovation. Electronic mail will reduce time wasted with "telephone tag."

All leaders must work hard to build the future, for that is where they and their people will spend the rest of their lives.

Reading: Learning To Lead, Part II

Part I outlined 30 commonsense tips for good leadership. It has turned out to be the most popular article I have ever written. With the cooperation of the Gazette, I have passed out thousands of copies and tens of thousands have been Xeroxed by various corporations, nonprofits, government, and military organizations as well as a number of professional schools. The following article outlines another 30 tips. I hope they are helpful.

1. Move Your Organization Up the 'Wisdom Pyramid'

If you can assist your organization in moving from a focus on data and information to a concentration on knowledge, understanding and wisdom, then better decisions for both the short term and the long term will be reached.

Wisdom

Understanding

Knowledge

Information

Data
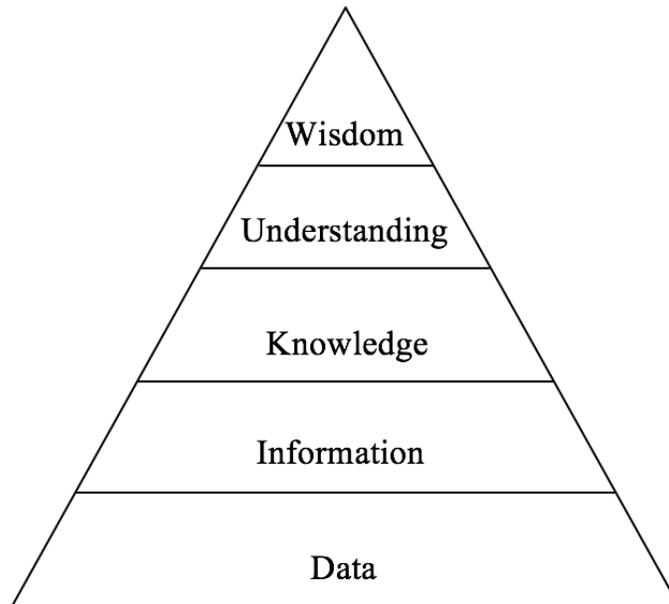
2. Don't Postpone Joy

If there is something to celebrate, do it now. Don't wait until next week, next month, or next year to publicly congratulate those who have just accomplished something extraordinary.

3. Use Your Wit to Amuse, Not Abuse

Laughing at others is hurtful. On the other hand, laughing at yourself is healing for you and for others. Humor used well is wonderful for you and those around you. He who laughs, lasts.

4. Polish Your Negotiation Skills

People often ask me, "What is Colin Powell's greatest talent?" I explain how he brings together people often who are very angry with each other. By using humor and the spirit of cooperation and compromise, he finds workable solutions that everyone can support.

6. Don't Neglect the Intangibles

Too many leaders focus all of their attention on what they can measure-sales numbers, quarterly reports, cash flow, stock price, etc. These leaders often neglect such vital intangibles as morale and esprit de corps.

7. Practice Forgiveness

Be willing to forgive those who make honest mistakes. Also, be sure to forgive yourself after you acknowledge the fact that you have made an error. Self-flagellation is not a good quality for a leader.

8. Scan the Environment Widely

Too many bosses are unwilling to look outside their own organization for fresh ideas. For instance, I have learned in the 15 years since I retired from the military that there is much that corporations can learn from the military and vice versa.

9. Don't Spend Too Much Time with the Malcontents

It only encourages them. Spend most of your time with those who are seriously contributing to the accomplishment of the mission.

11. Enjoy Your Work and Your People

Working for a boss with a furrowed brow or an angry scowl is no fun nor does it inspire people to do their very best. If you are obviously enjoying your work, most people will be captured by your enthusiasm and joy and will enjoy their work also.

12. Acknowledge Mistakes Quickly and Completely

Be willing to fully air your dirty linen. The best leaders acknowledge their mistakes quickly and take corrective actions to

reduce the possibility of a similar mistake in the future. Good news may improve with age, bad news does not.

15. Anticipate Impending Crises

The best leaders have the ability to look around corners and anticipate problems and impending crises. When you see a crisis headed your way, take some quick actions to end it and to minimize the damage.

16. Fight the Natural Tendency to Clone Yourself

Although it is very common, it is a terrible mistake to hire people who look, act, and think like you do. Every time you are about to make a decision to hire someone, be brutally honest with yourself. Is this person attractive to you because he or she brings a fresh background, perspective, or point of view? If not, keep looking. Also, after you hire someone, force yourself to avoid the tendency to encourage that person to act and be like you.

17. Welcome Criticism

All leaders should fully understand that criticism and loyalty are mutually supporting. When subordinates quit complaining that can be very bad news. It means that they are either afraid to complain or have given up on making things better within the organization. Both are deadly.

18. Don't Set Unreasonable Deadlines

There is an expression in the Pentagon, "If you want it bad, you will get it bad." Try to give your folks enough time to put together a solution that you and they can be proud of.

19. Expect Exceptional Performance

Although perfectionism in a leader can be deadly in any organization, leaders must not let the pendulum swing too far in the other direction. If leaders don't ask for exceptional performance from their associates, they are not likely to get it.

20. Don't Allow Yourself to Become a Wind Chime

If your primary skill is blowing with the wind by being politically agile, you will not be respected by those you lead. Have a backbone and exercise your strength of character by taking strong positions on important issues.

21. Focus on Functions, Not on Form

Peter Vaill has pointed out how important it is to be clear on the job to be done, but to be very flexible on the way to do that job. Leadership is not a position. It is a process where leadership and followership is a seamless web. Without followership, leadership always fails. Leaders and followers determine each others' success. Today you lead, tomorrow you follow, and vice versa.

22. Fight the Temptation to Get Even

If someone does something to you that is mean spirited, think of it as his or her problem not your problem. Trying to get even seldom works, lacks dignity, and makes you look petty and mean spirited. You can never get ahead by getting even.

23. Focus on Goals Not Process

It is important to be clear about the job to be done but to be very flexible about the way you do the job.

24. Be a Blame Acceptor

If something goes wrong within the organization that you lead, you must be willing to accept the blame even though you personally may be only a tiny part of the failure. Too many bosses try to blame others, especially their subordinates. By doing so, they often lose the respect of their people and their bosses.

25. Establish Self-Reinforcing Relationships

Praise and support those who can move smoothly from competition to cooperation. Encourage those who find solutions that reconcile the opposites. The French have it right in their national motto - "liberty, equality, and fraternity."

26. Network Constantly

Every day do some networking, expand your braintrust, seek out creative and imaginative ideas. Exercise your curiosity and curiosity of your subordinates.

27. Don't Be a Perfectionist

Leaders tend to drive their associates crazy when they are unwilling to accept very good but not perfect solutions to tough problems. Leaders must understand that perfection is seldom possible and that in many cases "the perfect is the enemy of the good."

28. Find an Anchor and Hold on to It in the Tough Times

I have been blessed with a number of wonderful anchors. My wife of more than 42 years has lifted me up when I was down and eased me down when I was sky high. My two adult children have been very helpful, especially when I was dealing with issues of integrity. A few other close friends have helped so many times when I was in great need of advice, comfort, solace, or support.

29. Leverage Opportunities

The best leaders leverage their time, their talents, their technology, and their friends. In fact, if you use leverage, many things you do will become easier and quicker.

30. Be a Servant Leader

Too many leaders serve their ambitions or their egos rather than their people. As I reflect on the marvelous leadership opportunities I have enjoyed, I realize that I spent most of my time serving the people who worked for me. Whenever they reached out to me for assistance, I tried to help them.

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Apollo 13

One of the greatest leadership stories of all time is the "successful failure" of the 1970 Apollo 13 space mission. We'll be discussing this at length and watching the excellent Ron Howard movie *Apollo 13*, starring Tom Hanks, Bill Paxton, Kevin Bacon, Gary Sinise, and (my favorite) Ed Harris.

Briefly, what happened was this: By 1970, the American public had come to believe space travel was "routine." The year before, Neil Armstrong and Buzz Aldrin had landed on the moon in the Apollo 11 mission, and the next moon mission (Apollo 12) was also a success. By the time Apollo 13 was ready to go, some folks in NASA were feeling pretty good about themselves, and the public was starting to lose interest in the wall-to-wall coverage of successive moon missions.

Apollo 13 lifted off from Florida on April 11, 1970, carrying a crew of three: Jim Lovell (Hanks), Fred Haise (Paxton), and Jack Swigert (Bacon). The mission had a brief hiccup during liftoff, as you'll see, but was otherwise going smoothly until the crew executed a routine procedure called "stirring the O2 (oxygen) tanks." When Swigert does

this, there's an explosion, and the highly flammable oxygen in the tanks vents out into space. That's a big problem, because the tanks contain all of the oxygen the astronauts need to breathe. That oxygen was also needed for the mechanical operation of the spacecraft.

It'll be clear when you watch the movie, but the Apollo 13 spacecraft actually contains two distinct spacecraft: the Command Module ("CM") and the Lunar Module ("LM"). Until they reach the moon, the two spacecraft are joined up; in a normal mission, the LM would separate from the CM and land on the moon, and then re-link with the CM after the moon landing. The CM would be used for re-entry to Earth at the end of the mission. And that's exactly how it worked on every *other* Apollo mission where things went according to plan. However, after the explosion on Apollo 13, everybody immediately understands that landing on the moon isn't going to happen. They instead decide to use the LM's own supply of oxygen to survive long enough to get them home, because the CM has basically no oxygen left. They also use the LM's rocket, which was designed to land on the moon, to change the spacecraft's course to get them back home as quickly as possible. (At one point, Gene Kranz says, "I don't care what something was designed to do, I care about what it *can* do!")

The number of challenges this crew faced during the long spaceflight—from a deadly increase in carbon dioxide gas, to sub-freezing temperatures in the spacecraft, to repowering up the command module for landing—are simply staggering. The happy ending is due to the brilliance and ingenuity of the scientists and engineers on the ground, the teamwork between Mission Control and the astronauts, and some truly incredible leadership displayed by Flight Director Gene Kranz (Harris) in Mission Control. If you want to see someone I think is a great leader, just watch Gene Kranz in this movie and you'll see. Having heard the real Kranz speak before and read his book, let me tell you—Ed Harris plays him perfectly. You'll see that in the critical minutes after the accident, Kranz calms everybody down, tells people not to make things worse by guessing,

gets everyone thinking about ways to get the astronauts home safely, and overcomes not just the huge technical challenges in the rescue, but also makes sure everyone rallies around the goal of getting these three men home safely. (And he tells off some very annoying government bureaucrats who have already written off the astronauts as dead.)

After we watch the movie, we'll discuss the following questions:

- As noted above, the public thinks the Apollo 13 mission is "routine." Was it? How do you do deal with routine tasks?

- Lovell says, "The astronaut is only the most visible member of a very large team. And all of us right down to the guy sweeping the floor are honored to be a part of it." Why is that such a great thing for a leader to say and what does that demonstrate to your subordinates?

- Why is Ken Mattingly (Sinise) chosen to develop the re-entry strategy? Does his being pulled from the crew because of the measles affect his ability to lead the team on developing a strategy?

- At one point when things don't look good, a NASA official comments that, "This could be the worst disaster NASA has ever experienced." Kranz fires

back: "With all due respect, Sir. I believe this will be our finest hour." Why does Kranz say this and what effect does it have on the Mission Control team?

- Team cohesion was critical to the success of the Apollo 13 mission, but Jack Swigert was a last-minute substitute, and that might have compromised team unity. How did Lovell and Haise treat Swigert? Is there anything they could have done differently?

- The astronauts use checklists and books of procedures to perform complex tasks. They also make up stuff on the fly when they have to. Is that similar to what Sea Cadet leaders sometimes have to do?

- The explosion aboard was caused by an exposed wire inside the tank of flammable oxygen. When Swigert turned on the fans inside the tank, the electricity arced and ignited the oxygen. Nevertheless, can you think of any human factors that contributed to the explosion?

- Re-consider the first two readings of this section (*Learning to Lead, Parts I & II*). Can you pick out 2-3 examples of MajGen Smith's tips for successful leaders in the movie? Be prepared to discuss what you think!

Reading: "Tough and Competent!"

During the opening credits of *Apollo 13*, there is a reference to the earlier Apollo 1 disaster, which killed three astronauts on the ground during a training exercise. The three men—Gus Grissom, Ed White, and Roger Chaffee—were strapped into the spacecraft, on the launch pad, to practice for an upcoming launch. And an electrical spark started a fire in the pure-oxygen environment of the spacecraft. The entrance/exit hatch had been bolted shut, and NASA technicians couldn't get the hatch unlocked in time. The astronauts suffocated to death, and the spacecraft was completely destroyed by the fire. Following the disaster, Kranz said the following to his Mission Control crew. Read it at least *twice*:

"Spaceflight will never tolerate carelessness, incapacity, and neglect. Somewhere, somehow, we screwed up. It could have been in

design, build, or test. Whatever it was, we should have caught it. We were too gung ho about the schedule and we locked out all of the problems we saw each day in our work. Every element of the program was in trouble and so were we. The simulators were not working, Mission Control was behind in virtually every area, and the flight and test procedures changed daily. Nothing we did had any shelf life. Not one of us stood up and said, 'Dammit, stop!' I don't know what [the NASA investigation] will find as the cause, but I know what I find. We are the cause! We were not ready! We did not do our job. We were rolling the dice, hoping that things would come together by launch day, when in our hearts we knew it would take a miracle. We were pushing the schedule and betting that [someone else] would slip before we did.

From this day forward, Flight Control will be known by two words: **'Tough' and 'Competent.'** Tough means we are forever accountable for what we do or what we fail to do. We will never again compromise our responsibilities. Every time we walk into Mission Control we will know what we stand for. Competent means we will never take anything for granted. We will never be found short in our knowledge and in our skills. Mission Control will be perfect. When you leave this meeting today you will go to your office and the first thing you will do there is to write 'Tough and Competent' on your blackboards. It will never be erased. Each day when you enter the room these words will remind you of the price paid by Grissom, White, and Chaffee. These words are the price of admission to the ranks of Mission Control."

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It might be very hard for you to think about Sea Cadets the same way we think about spaceflight and astronauts. Try for a minute, though. Whether your unit's drills are rewarding is hardly as important as whether three astronauts come home alive or dead. But, the leadership principles that *Apollo 13* display are very, very relevant to what we do as leaders.

Just as Gene Kranz told his team to be "tough and competent," that's what I am telling you, too. "Tough means we are forever accountable for what we do or what we fail to do. We will never again compromise our responsibilities." "Competent means we will never take anything for granted. We will never be found short in our knowledge and in our skills."

Got it?

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Profile: RDML Grace Hopper, USN

Source: http://www.amazingwomeninhistory.com/amazing-grace-hopper-computer-programmer/

Rear Admiral Grace Hopper (1906–1992) was one of the first programmers in the history of computers. Her belief that programming languages should be as easily understood as English was highly influential on the development of one of the first programming languages called COBOL. It is largely due to Grace Hopper's influence that programmers use "if/thens" instead of 1s and 0s today.

From a young age, Grace had a curious and analytical mind. When she was seven, she decided she wanted to figure out how clocks worked. To find the answer, she took apart every single alarm clock in the house! When her mother found out, instead of scolding Grace, she limited her to taking apart only one alarm clock at a time.

Grace's parents encouraged her curiosity in other ways, too. Her mother, Mary Campbell Van Horne Murray, had been very interested in math as a young woman, but hadn't been able to study anything beyond geometry because it wasn't considered proper for a lady at the time. She made sure to encourage Grace in her interests and not to limit her based on her gender.

Grace's father, Walter Fletcher Murray, wanted all of his children to be self-sufficient and made sure his two daughters had the same education and opportunities as his son, which was unusual for the early 20th century. With this encouragement, she went on to study math and physics at Vassar and then Yale, earning her PhD in mathematics in 1931. After graduating, Grace stayed at Vassar to teach math for the next ten years before turning to the U.S. Navy.

"A ship in port is safe; but that is not what ships are built for. Sail out to sea and do new things."

Grace Hopper

While women had been allowed to serve in the navy since the 1800s, they were limited to nursing and, starting with the turn of the century, some administrative duties. With the start of World War II the military became a little less particular about gender. In 1942, the Navy put together an all-female division called Women Accepted for Volunteer Emergency Service (WAVES), giving women the opportunity to do more for their country during a time of great need.

Grace Hopper took a leave of absence from teaching at Vassar to enlist in the US Navy Reserve in 1943, becoming a part of WAVES. She had to obtain an exemption in order to enlist since she weighed in at 15 lbs (about 7 kg or 1 stone) below the required weight of 120 lbs (about 54 kg or 8.5 stone). Despite what could have been a disadvantage, she graduated first in her class and was assigned the rank of lieutenant, junior grade. She was immediately assigned to the programming staff for the new Mark I computer (an electro-mechanical computer weighing over 10,000 lbs/4500 kg) at Harvard University.

After World War II ended in 1945, Grace requested a transfer to the regular Navy, but her request was denied due to her age — she was 38 at the time. She was now completely hooked on computer programming, turning down a full professorship offer from Vassar to continue to work at Harvard as a research fellow under a Navy contract.

It was in the 1940s that Grace Hopper's most famous anecdote occurred: Grace and her team of associates were having a hard time figuring out what was causing a glitch in the Mark II computer they were working with. Finally, they discovered the source of the issue: a live moth was stuck in one of the electrical switches controlling a circuit. Grace loved to tell the story about how they "debugged" the early computer by removing the moth, bringing the obscure engineering term into popular use in computer science.

In the 1950s, Grace started working for a company called Eckert-Mauchly Computer Corporation as the senior mathematician on the team developing a new computer called UNIVAC I (UNIVersal Automatic Computer I), which became the second commercial computer produced in the United States. It was at this position that she created what is called the "A compiler." In computer programming, a compiler is a program that transforms source code written from one computer language into another, usually less complex, language.

While compilers are indispensable to programmers today, they were revolutionary at a time when computers where mainly used, as their name implies, for performing computations: "Nobody believed that," she said. "I had a running compiler and nobody would touch it. They told me computers could only do arithmetic."

Eventually her work there was recognized and she was named the company's first director of automatic programming two years later.

Grace Murray Hopper at the UNIVAC keyboard around 1960

In 1959 a consortium was formed called Conference on Data Systems Languages, or CODASYL, with the purpose of developing a standard programming language that could be used universally on any computer. Grace Hopper was asked to serve as the technical consultant on the committee, which later developed the programming language COBOL. She also developed validation software for COBOL to make sure the language could perform its function. COBOL, which stands for "COmmon Business-Oriented Language", is still used in order-processing business software today.

Grace continued to work on COBOL as the director of the Navy Programming Languages Group, and was promoted to captain in 1973. Throughout the seventies, she pioneered work in designing and implementing technology standards for the US Navy. The tests and standards she developed were later adopted by the National Bureau of Standards (today called the National Institute of Standards and Technology), and helped to shape the future of programming.

Grace tried to retire twice, in 1966 and 1971, but both times she was recalled to active duty indefinitely. She was promoted to

commodore in 1983, a title that was later renamed to "rear admiral, lower half," and finally retired for the last time in 1986 at the age of 80. At the time, she was the oldest active-duty commissioned officer in the US Navy. At her retirement she was awarded the Defense Distinguished Service Medal, the highest non-combat award possible by the Department of Defense. She then worked as a consultant to Digital Equipment Corporation until her death in 1992.

In the course of her lifetime, Grace Hopper was awarded 40 honorary degrees from universities around the world, along with numerous awards and honors. Nicknamed "Amazing Grace," she serves as a role model and inspiration to women working in a variety of STEM fields today. Without Grace Hopper's work and the influence of her ideas on the development of computer programming, the field of computer science would look very different today.

"The most important thing I've accomplished, other than building the compiler, is training young people. They come to me, you know, and say, 'Do you think we can do this?' I say, 'Try it.' And I back 'em up. They need that. I keep track of them as they get older and I stir 'em up at intervals so they don't forget to take chances."

Grace Hopper

Reading: Guidelines for Leadership

Gen Robert T. Herres[8]

Students of leadership and management techniques certainly do not suffer from a lack of source materials. Libraries are filled with volumes on the "how to" of these subjects. Many of the world's most successful men and women have written at great length about their experiences, philosophies, and methods of getting to the top of their professions. Others, as students rather than practitioners, have taken a more analytical approach by studying organizational behavior. We

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[8] Reprinted from http://www.au.af.mil/au/awc/awcgate/au-24/herres.htm.

are literally inundated with rules, systems, and checklists-you can "search for excellence" or be a "one-minute manager"; terms such as right-brain thinking, zero-based budgeting, and management by exception grow abundantly in the almost magical garden of leadership literature.

The biographical approach to leadership is useful to a degree; however, I've found that circumstances and personalities are rarely aligned closely enough to make a useless exercise of even wondering what Hannibal, Washington, or whomever would have done. On the other hand, while the cookbook approaches are appealing to the eye, the real world seems bent on providing a cup of sugar too little or a cup of salt too much at any particular decision point. Total reliance on either approach tends to give a false sense of comfort and is likely to fail miserably when the ingredients or circumstances don't match up. There is no panacea for the problem.

Leadership is not something you can learn and then go execute; rather it is something to be lived and wrestled with everyday. It's sort of like flying. You can learn to fly, earn your wings, but what you've really accomplished is merely to demonstrate proficiency in the principles of flight. From then on, everytime you take off, you must re-earn those wings as you adapt your knowledge and skills to the situations that the machine, the elements, and the enemy present. So too, leadership is a constant learning experience that is wholly individualized and very much a problem of adapting one's attributes (and accounting for one's weaknesses) to the situations encountered.

Leadership is clearly an art rather than a science; indeed, an elusive art form. Because it is so elusive, I think it is best discussed in conceptual terms. In so doing, the essence comes out, "causing others to participate productively and positively contribute to the achievement of a set of goals too big for individual accomplishment, or too tough for spontaneous or accidental accomplishment." In other words, getting others to do things collectively that they could not or

would not be able to do on their own. Just as there are many definitions, there are also many theories and ideas about how to pursue and perfect this elusive art form. And because it is an art rather than a science, there are really no set rules or theorems that will work for everyone, every time.

When called upon to list what he thought to be the essential characteristics or traits of the general officers of the Continental Army, George Washington named the following: character, professional ability, integrity, prudence, and loyalty. I think our first commander in chief had the right idea. Rather than provide rules, he provided broad concepts that had to be lived rather than memorized for later recitation. Concepts which are necessarily strengthened by constant use because the higher you go on any organizational ladder, the more complex the issues and the murkier the ethical waters. The true leader must have the vision to see beyond the here and now and the strength of character to stay the course. Over the years, I have tried to abide by a few conceptual guidelines with one overarching principle that enriches each, and is the glue that holds them all together. That principle is integrity—without it, the six guidelines discussed in the following paragraphs, or any others, would be cosmetic.

The nature of the military profession is so entwined with the very existence of our nation that military leaders must maintain a high standard of conduct; higher, I believe, than is expected in any other profession. Integrity is the most important characteristic that any leader can ever have and this is even more critical in a military leader. It has more to do with whether you are going to be effective as a leader than any other factor. People instinctively respect others with integrity. Our protection of this standard is the key to keeping the respect and confidence of the public at large; after all, our military is designed not only to be of service to the nation, but must be fully responsive to its people. I believe that Sir John Hackett summed it up best in his book, The Military in the Service of the State:

A man can be selfish, cowardly, disloyal, false, fleeting, perjured, and normally corrupt in a wide variety of other ways, and still be outstandingly good in pursuits in which other imperatives bear than those upon the fighting man. He can be a superb artist for example, or a scientist in the very top flight and still be a bad man. What the bad man cannot be is a good sailor, or soldier, or airman.

Understanding the absolute criticality of the overarching principle of integrity, we can move on to the six guidelines: communicate, fix responsibility, be loyal both ways, be consistent, learn from mistakes, and be yourself. Let me discuss each one in some detail.

First, **communicate**. You must learn how to get concepts and ideas across-accurately-to others; both subordinates and supervisors. Workers deal with hardware, tools, and equipment; leaders deal with people, concepts, and ideas. Communicating those concepts and ideas to your people is much harder than most of us realize. Telling people what they need to know is one thing; getting across the idea they need to understand is likely to be a much higher order of achievement. The business of leadership is the transmission of ideas, and that is difficult. Most of our professional military education includes a number of written assignments for this reason. Leaders must be able to reduce good ideas to the precision of the written word. I hasten to add, however, that many effective leaders are not particularly articulate, yet still are able to get their ideas across by example or similarly subtle techniques. Nevertheless, unambiguous, clear instructions are critical to the successful execution of any project-both up and down the chain of command.

I believe that the best way to improve this ability is to read a lot. Don't get seduced by the tube. Get a lot of your news and opinions from reading and don't be afraid to read viewpoints that may be out of the mainstream or that may go against the grain. It is a common mistake to read only the journals that tell us what we want to believe. Read the

magazines that publish things that are critical, even unfairly critical of ideas that you may hold dear. Try to understand their editorial viewpoints and formulate your rebuttal point for point. Read the works of great leaders of the past to see how they expressed their ideas. Great leaders have always been great communicators—George S. Patton; Douglas MacArthur; Winston Churchill; and Abraham Lincoln, the great communicator of all time.

The second guideline is to **fix responsibility** not only among your subordinates but also for yourself. Understand exactly what your responsibility is, and be sure you and your boss have a common understanding. **If you seek authority but dodge responsibility (and many do) you are a nonleader, worse than that, you are an imposter.** There must be no confusion about what the task is and what results are expected. From this it should be clear that fixing responsibility is dependent on the previous principle, communication.

Avoid assigning the same tasks to more than one person without putting someone in charge. There must be no confusion about who will have to answer if the result is failure; likewise, this ensures that the deserving are rewarded for success. Committees are not, and cannot be responsible because individual accountability is shared. Fixing responsibility means ensuring that the "what" and the "who" are clearly communicated. People like to get credit when they do a good job, and they know if one of their fellow workers is not doing a good job. You can't put credit with the right person unless it's clear who's responsible for what. Similarly, you want your boss to know that you know what he or she expects of you. Communications and fixing responsibility are direct contributors to the concept of two-way loyalty, which is my third guideline.

Loyalty, that is fundamental as a leadership characteristic, goes in two directions. You must be loyal to your people and to your boss. If you have built your relationships with both based on integrity, there will be no conflicts between your loyalties. You will take on many roles

in the eyes of your subordinates; the one that you cannot abdicate is that of leader. In taking care of your subordinates, you must ensure that you don't confuse yourself or your people by replacing loyalty with doting paternalism. Field Marshal Erwin Rommel is often quoted as having said that the best form of welfare for the troops is tough training. Be loyal to your people by ensuring that they understand what you want and by rewarding them for success. Your integrity will let you know when you should shield them from the fallout of your mistakes.

Remember, you've got to be loyal to your boss as well. You boss's job and mission are your responsibility. You should know what his or her job description is and you should know what piece of that job description is yours. Everybody who works for the same boss has a piece of his or her job description. Civil War Gen George B. McClellan was certainly adept at organizing, equipping, and training his men. The dramatic turnaround of the Union forces' state of readiness and morale after First Bull Run (Manassas) gives ample evidence of these talents. However, it was never clear that he was devoted to solving his commander in chief's problems, and eventually President Lincoln removed him from command because of this. An old boss who was a real leader, Gen William McBride, once said, "You should always work your boss's problems, not your own. That's part of selflessness. Don't expect him to work your problems. You work his. You think about him. Think about his responsibilities. Think about what he is trying to do. Not only what he told you to do, but think hard about what he really wants to do. Work his problems . . . if you will be selfless, you will fit that category of bright leadership of tomorrow." You can't have loyalty until you understand what is expected of you and what you expect of other people.

The fourth guideline is **be consistent**. The kindest thing you can do for your people is to be consistent. They want to know what to expect from you and what you expect from them. The first three guidelines are natural building blocks to achieving this understanding.

Among these expectations or standards may be the use of technical data or operational procedures, compliance with regulations, standards for personal appearance, or treatment of poor performance. Be sure any variations are well understood. Troops who don't know what to expect of their "leader" and have difficulty knowing how he or she will react, are not likely to be happy with their situation. We live in a dynamic world. Policies and ground rules that people become accustomed to are like a moving train. Making sense that seems consistent out of it all as high-level leadership changes, with the whims and fancies of the policymakers ricocheting all through the system, is always difficult. We live in a very dynamic environment; the good leader must weave a strong thread of consistency through the fabric of it all.

The fifth guideline is **learn from mistakes**. This guideline is very important. It's what experience is all about. Abraham Lincoln said he had no respect for the man who was not smarter today than he was yesterday. The only way to be smarter today is to study yesterday; treat every unsuccessful event as if you must unlock it. Not to fix blame, but to fix the problem and learn ways to prevent others like it before they happen. Don't go through an operation, incident, or any event without learning something. Learn from other people's mistakes, learn from your own, analyze your mistakes and don't be afraid to look at yourself in the mirror and think about them. Don't ever pass up an opportunity to learn from a mistake, even one you didn't make. I've been to a lot of staff meetings under some hard masters, and I've heard a lot of people get wire-brushed hard. I've seen too many people in those circumstances tune it all out, simply grateful not to be in the "hot seat"; I never turned those tune-out valves. I said to myself, that could be me if I don't pay attention to what I'm doing. What is it that person did wrong and how do I prevent that from happening to me or to my organization?

I think that kind of thing has helped me more in my career than anything else. I've been fascinated by the business of government, the

business of democracy and how it works, and I've always tried to soak up as much as I could in every learning environment in which I was situated. Don't stop learning when you leave formal schools; the best school is usually the "School of Hard Knocks." And it's not only your hard knocks, it can be somebody else's hard knocks. Learn from mistakes. Some people repeat one year of experience 20 times. Others are enriched by 20 years of experience. Never let mistakes go to waste; they cost too much.

My sixth and last guideline is **be yourself**. Here is where the principle of integrity is most pervasive. If integrity is truly deeply ingrained in your character, then this guideline will probably take care of itself. Learn from others—from the great lessons and leaders of history—learn to apply the principles that made great leaders what they were, but don't imitate their style. There are characteristics of others that you can adapt to your own style and there are things you can learn from the way others operate and behave, but never imitate anyone. Make whatever it is you do to be a good leader fit you. You have to do what's comfortable for you. So be yourself. In a letter to his son on the day the Allies landed at Normandy Beach, George S. Patton wrote, "People who are not themselves are nobody." If you're trying to be somebody else, you're kind of losing something of your own fundamental self and with that, your integrity.

So, there they are-my six guidelines: communicate with others; fix responsibility; be loyal both ways; be consistent; learn from mistakes; and be yourself. Above all, remember that integrity is the essential ingredient that binds them all together.

QUESTIONS FOR DISCUSSION:

- Why is it important to know what your boss's job is, instead of just knowing your own job?

- Think about this phrase from the article: "If you seek authority but dodge responsibility (and many do) you are a nonleader, worse than that, you are an imposter." Ouch!

- How much do you read, besides what's required for school? Are you interested in what's going on in the world today? Are you able to think critically about current events?

c. Fundamental Sea Cadet Knowledge

For our final reading, I want you to learn some basic working knowledge of USNSCC Regulations. I want you to gain some technical knowledge of our program's advancement requirements so that you will know how to advise others who come to you looking for advice.

Standards of Conduct

Your next reading assignment is Chapter 7 of the USNSCC Regulations. After you're done reading that, come back here and we'll pick up with the next discussion problem.

READ USNSCC REGULATIONS, CHAPTER 7,
AND RETURN HERE WHEN YOU'RE DONE!

QUESTIONS FOR DISCUSSION:

- What are you *not* supposed to do to your cadets when they fail to carry out your directives?

- The default rule is "keep your hands to yourself." When is it okay to touch someone else?

- What offenses are "zero tolerance"?

Problem: Yes, This Stuff Actually Happens

(1) It's 2300 on some random Wednesday night, and you're on your phone scrolling through your Instagram feed looking at all the awesome pictures from summer training. Suddenly you get a text from a fellow cadet in your unit—let's call her Sally. Sally, who is 15 years old, has taken the PO3 exam twice before, but failed both times. Sally now tells you, in a text, that the unit's brand-new Training Officer—a 20-year-old male midshipman—has just emailed her suggesting that she go over his house on Friday night to take the exam for a third time. The TO promises Cadet Sally that he'll make sure the result of the exam is different this time. Sally asks you what she should do. When considering your answer, reflect on this famous quote about leadership:

"Leadership is solving problems. The day soldiers stop bringing you their problems is the day you have stopped leading them. They have either lost confidence that you can help or concluded you do not care. Either case is a failure of leadership."
Gen. Colin Powell

(2) After you tell Sally what you think she should do, you return to your mindless scrolling through Instagram. You come across a video posted by a cadet who staffed a Recruit Training in another part of the country. The video shows a company of recruits in the RT barracks, being forced to pile into a "ship"—made up of beds and mattresses overturned and stacked together—and sing "Anchors Aweigh" while confined inside the "ship." The video clearly shows several staff cadets and even adult instructors laughing and recording the incident on their smartphones. None of the recruits seem to be enjoying this very much, but you don't recognize any of the people in the video. What do you do, if anything?

*   *   *   *

Sea Cadet knowledge doesn't just concern standards of conduct. You also want to be an expert on what it takes to advance in our

program, as well as the various awards and recognition that cadets can get. As I've said before, you should be the person others trust to know or find the answer.

Problem: The Super-Secret Admin Officer

You are your unit's Command Chief Petty Officer. LTJG Tomcat is your unit's Admin Officer. LTJG Tomcat is also an active-duty Navy intelligence officer, and can quote several military movies from start to finish. He is perhaps the best Admin Officer in the entire Corps, but his intelligence training means Tomcat is highly secretive. He refuses to tell any of the other officers how he does his job so well. He keeps the cadets' service records locked up in a nuclear bomb-proof safe with a lock so complicated that even 007 himself would fall to pieces trying to crack it. As a result, nobody else in the unit knows USNSCC Regulations or how to do Admin tasks as well as he does… but cadets always get promoted on time, they all have the proper awards, and nobody ever needs to ask where a missing paper is. None of the staff wants to be the one to force Tomcat to share his secrets and possibly upset him.

Unfortunately, earlier today, while piloting his super-secret F-82X Stealth fighter to Sea Cadet drill, the starboard engine on Tomcat's plane malfunctioned and he was forced to eject somewhere over the Atlantic Ocean. He survived a rough landing, but he broke a few bones and will need to miss the next three months of drills while he recovers. The CO, XO and OPSO have no idea how to run the Admin Shop, so they turn to the one person who knows almost as much about NSCC Regulations as LTJG Tomcat—you. (You know all of this, of course, because you completed POLA New England.)

As soon as you arrive at drill, all hell breaks loose. You find the following issues on Tomcat's desk (once you crack the secret codes, of course), and have to answer the following questions:

- Recruit Alpha just enrolled last drill and signed up for boot camp, which begins two weeks from today. He has turned in 3 BMR assignments, but still has 12 more to do. He asks you if he can put his E-2(T) chevron on immediately after finishing boot camp. Can he?

- The CO comes up to you before quarters and asks you about SN Foxtrot, who completed his BMR in 48 hours, made Honor Graduate at boot camp and saved five drowning children from a sinking yacht while on Coast Guard training. What NSCC awards, if any, should the CO put Foxtrot in for?

- Seaman Apprentice Drifty, who graduated boot camp two years ago comes up to you and asks how to advance to Seaman. What are the requirements Drifty needs to know about?

QUESTIONS FOR DISCUSSION:

- Does it bother you that LTJG Tomcat is the only person in the unit who knows anything about admin and regulations? Isn't that something all Sea Cadet leaders should know?

- What do you think Gene Kranz would say about LTJG Tomcat's unwillingness to trust people around him?

3. Conclusion

The materials you've just read contain what I think are the very basic building blocks for your success as a U.S. Naval Sea Cadet Corps petty officer. I understand that POLA may seem like a very intense training in terms of how much reading, participation, and in-class contribution we expect of you. But I hope at this point in the training, you realize: *You can do this*. Recruit training taught you how to march, how to wear your uniform, and other basic tasks expected of every Sea Cadet. But as a petty officer, more is expected of you. I hope the above discussion, readings, and problems have helped you understand your new responsibilities as a USNSCC petty officer more clearly. Now, it's your job to go forward, back to your units, and become the leader that we all know you can be.

Good luck! Go back to your home units, and make them better. Make our program better. It's been my honor to be part of your personal leadership journey.

M.P.L.