

# NZCF 153

## LEADERSHIP MANUAL



**THIS LEADERSHIP MANUAL IS NOT TO BE ALTERED IN ANY WAY WITHOUT THE PRIOR CONSULTATION AND APPROVAL FROM THE COMMANDANT NEW ZEALAND CADET FORCES.**

*(Original Signed)*

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## **INTRODUCTION**

The Cadet Forces in New Zealand are constituted under Part III of the Defence Act 1971. This New Zealand Cadet Forces Manual is issued under the authority of the Defence council, and this Leadership Handbook is subsequently issued under the authority of the Commandant New Zealand Cadet Forces.

This Handbook replaces any other material previously distributed by this Headquarters.

# CHAPTER 1 - Leadership

## Introduction to Leadership

1.1 Developing leadership ability is a two-fold task. The first task is to learn the principles and techniques of leadership (and the aspects of human behaviour). This can be accomplished in a classroom environment through textbooks, case studies, and role-playing exercises. The second task - applying what has been learnt - can only take place in a real world environment. The leader can apply his/her knowledge in his/her Unit (either in the field, or, in a Cadet Unit situation).

### Function

1.2 The functions of Command and Leadership are a question of interpretation because of their inter-relationship. To enable the student to begin a study of leadership with a common foundation, it is necessary to understand these terms and their relationship to the Military Environment.

### COMMAND

**Command Is The Authority, Responsibility And Accountability Vested In An Individual By Law To Direct A Military Unit And With It Achieve An Assigned Goal.**

1.3 The Commander is responsible for attaining the numerous goals of the organisation. To attain these goals he/she must use good Leadership Techniques when dealing with subordinates and good management techniques when organising and providing resources.

1.4 Responsibilities of Command include, Achieving the Task, Building the Team, and Developing the Individuals.

### LEADERSHIP

**Leadership Is The Process Of Influencing The Actions Of Individuals In Order To Accomplish An Assigned Mission By Providing Purpose, Direction And Motivation.**

1.5 Leadership involves the personal relationship of one (the Leader) to another, or to a group and his/her ability to use his/her personality to directly influence subordinates.

### MANAGEMENT

**Management Is The Co-Ordination And Integration Of All Resources (Both Human And Material) To Accomplish An Assigned Goal.**

1.6 Of all the resources available to the manager, manpower is the most important. This resource is the foundation for the employment of all the others. The manager uses the process of leadership to control this critical resource.

## Character

1.7 Who you are contributes significantly to how you act. Character helps you know what's right and do what's right, all the time and whatever the cost.

1.8 Character is made up of two interacting parts:

- a. Values; and
- b. Attributes or Qualities.

1.9 Leaders must be those critical individuals of character themselves and in turn develop character in those they lead.

## Values

1.10 Your attitudes about the worth of people, concepts, and other things describe your values. All your team or group members will enter the team with their own values, developed as they grew up and nurtured through experience. All people are shaped by what they have seen, what they have learnt and who they have met. However when all members of the group voluntarily accept the teams standards, rules and values, this is the glue that holds the group together. As a result the team is much greater than the sum of its parts. The groups' values are generally not negotiable and apply to everyone in that team. The values are consistent and support one another. You cannot follow one and ignore the other.

## Ethos

1.11 Clearly before we can look at the Ethos of the NZCF we must understand what Ethos is. An Ethos is defined as:

- a. The Characteristic Spirit and Beliefs of a Community or System (Organisation).

1.12 The NZCFs Ethos incorporates two key and fundamental elements which contribute to the special character of the spirit in which the NZCF operates. Let us take a look at these elements.

## Service

1.13 The armed forces have a special constitutional position where the members are engaged to serve at the pleasure and behest of the Sovereign and the Government of the day. Service members are not employees. Service is enacted and reinforced by the Oath of Allegiance, Commissions and Warrants.

1.14 As members of the NZCF, and in particular cadets, you are **not** members of the NZDF and you do **not** serve the Sovereign or the Government. So is Service relevant to the NZCF?

1.15 However, you do serve. In your case it is voluntary service to your units and in particular the junior cadets in your units. You are reaching the stage where you are now

giving back to the organisation that you gained from. Basically, you wouldn't be here if you did not have an ethos of Service.

## Training

1.16 It's what the NZCF is all about. Not just training in skills and knowledge but also training that leads to personal development (self-worth, self-confidence, self-discipline etc)

1.17 Simply, we are a youth training organisation and it therefore follows that we must be training focused. Training must be an integral part of our ethos. As Officers and NCOs you play a big role in that training by instructing and by guiding and teaching junior cadets.

## The NZCF Ethos

1.18 Indeed, the NZCF Ethos can be summarised by the simple statement – "Training Youth Today for Service Tomorrow".

## The NZCF Core Values

1.19 The Core Values of the New Zealand Cadet Forces are **Respect**, **Integrity**, **Loyalty** and **Discipline**. We take pride in these values and all members of the New Zealand Cadet Forces are expected to share, demonstrate and strive to live by these values. The values may be remembered through the mnemonic "DRIL". The NZCF Corps Values are:

- a. **Respect**. Having self respect and showing mutual respect for others. We demonstrate our respect by:
  - (1) Accepting differences.
  - (2) Encouraging, supporting and helping others.
  - (3) Working together with a strong sense of teamwork.
- b. **Integrity**. Being honest, open and trustworthy in all that we do. We demonstrate our integrity by:
  - (1) Always doing what is right, even when no one is looking.
  - (2) Being accountable for our actions.
  - (3) Challenging others to do the right thing.
- c. **Loyalty**. Being reliable and committed to our Unit and Corps. We demonstrate our loyalty by:
  - (1) Carrying out our duties to the best of our ability.
  - (2) Always aiming high, trying hard and never giving up.
  - (3) Promoting the NZ Cadet Forces, our Corps and our Cadet Unit in a favourable way.

- d. **Discipline.** Always conducting ourselves in a responsible manner. We demonstrate our discipline by:
- (1) Following the New Zealand Cadet Forces Code of Behaviour.
  - (2) Taking pride in our uniform and our appearance.
  - (3) Conducting ourselves in a way that will bring credit to ourselves, our Cadet Unit and our Corps.

1.20 As a leader you will develop a range of other values that can guide you, the leader, and the rest of your team.

<b>Duty</b>	<b>Selfless Service</b>	<b>Responsibility</b>	<b>Honour</b>
<b>Personal Courage</b>	<b>Pursuit of Excellence</b>	<b>Trust</b>	<b>Mutual Support</b>
<b>Initiative</b>	<b>Adaptability and Flexibility</b>		

1.21 Some of these Values are expanded below:

- a. **Duty.** To fulfil your obligations:
- (1) Duty begins with everything required of you by law, group rules and orders. But it includes much more than that.
  - (2) Leaders do their work or task not just to the minimum standard, but to the best of their ability.
  - (3) Leaders are committed to excellence in all aspects of their responsibility so that when the task is done they can look back and say “I couldn’t have given any more”.
- b. **Selfless Service.** To put the welfare of your team and its members before your own:
- (1) This doesn’t mean that you neglect yourself or your family; in fact, such neglect weakens a leader and can cause more harm to the team than good.
  - (2) It also doesn’t mean that you cannot have a strong ego, high self-esteem or even healthy ambition. Instead it means that that you don’t make decisions or take actions that help your image or your career but hurt others or put the task at risk.
  - (3) The selfish leader claims credit for work his peers or team members have done. The selfless leader gives credit to those who have earned it.
  - (4) The team can not function except as a team and for the team to work, individuals have to give up self-interest for the good of the Group.

- c. **Honour.** To live up to all the team values:
  - (1) Honour provides the “moral compass” for character and personal conduct within the Team. Though many people struggle to define the term, most recognise it as those with a keen sense of right and wrong. Those who live such that their words and deeds are above reproach.
- d. **Courage.** To face fear, danger or adversity. (physical or moral):
  - (1) Personal courage is not the absence of fear, it is the ability to put fear aside and do what's necessary.
  - (2) It takes two forms, Physical and Moral.
  - (3) Physical Courage means overcoming fears of bodily harm and doing the task at hand. It's the bravery to take risks in spite of the fear of injury or death.
  - (4) Moral Courage is the willingness to stand firm on your values, principles and convictions - even when threatened. It enables a leader to; stand up for what they believe is right regardless of the consequences. Leader who take responsibility for their decisions and actions, even when things go wrong, display moral courage.
  - (5) However courageous leaders are willing to take a step back, consider new ideas and change what needs changing.

### Attributes

1.22 Attributes are a person's fundamental qualities and characteristics. People are born with some attributes. However other attributes, including leader attributes, are learned and can be changed.

1.23 Here are the attributes that you, the leader, will need and to a certain extent the rest of your team. These attributes can be characterised as:

- a. Mental;
- b. Physical; and
- c. Emotional.

### Mental Attributes

1.24 The mental attributes of a leader include:

- a. Will;
- b. Discipline;
- c. Initiative;
- d. Judgement;



- e. Self Confidence;
- f. Intelligence; and
- g. Cultural Awareness.

### **Will**

1.25 It is the inner drive that compels team leaders and members to keep going when they are wet, exhausted, hungry, afraid, cold and it would be easier to quit:

- a. “Will” enables team members to carry the task through to its conclusion. However “will” without competence is useless. Meaning that if your team has all the “will” in the world to land a 747 Jumbo it isn’t going to happen without the skills to assist you.
- b. It is also true that you can have all the competence in the world and no “will”. This will also do you no good as the Warrior's League Team prove regularly.
- c. The leaders’ job is to develop a winning spirit by building the Teams will as well as their skills. To do this the leader must have both.

### **Discipline**

1.26 There are three main types of Discipline:

- a. Imposed Discipline;
- b. Self Discipline; and
- c. Collective Discipline.

#### **Imposed Discipline**

1.27 This is the type of discipline that is the basis of society. It is the ‘popular’ concept of discipline.

- a. Imposed discipline is used in every aspect of society. It is in early life that you learn, to different degrees the discipline of obedience. Weather it is to your parents, teachers or the police. You learn the basic standards of behaviour that form part of life.

#### **Self Discipline**

1.28 The basis of all order is self-discipline. Every person has an inbuilt set of standards governing their behaviour. These vary from individual to individual and depend on a number of factors such as early home life, influence of parents, teachers and other authorities. Because of this most individuals learn to accept authority in its various forms from their earliest years. As an individual develops he/she learns to discipline him/herself.

- a. As learning progresses there will be a shift in priority from imposed discipline to self discipline. This occurs when members of the team accept the

standards which have been set and apply them to themselves. The essence of self discipline is mental control and restraint.

- b. When you are placed in charge of a group you become, whether you like it or not, an example of what your team should aim to be. If you do not exercise self-control, you can not expect your team members to do so.
- c. The standards that you set by your personal example will be the standards your team try to meet.

### **Collective Discipline**

1.29 This is discipline within a group, a type of peer group pressure. It is when all members of the group voluntarily accept the teams' standards and rules.

- a. Collective discipline ensures stability under stress and consistency in performance at team level. Such a discipline happens under positive leadership, and from the individuals in the team contributing towards a team goal.
- b. This form of discipline requires a team member to be prepared to sacrifice their self-interests in favour of the team interests. To do this will require a willingness of all the members of the team to depend completely upon, and be depended upon by all other members of the team.
- c. The greatest factor in achieving group unity is making each team member feel that they belong. As a leader you must ensure that each person in the team is made to feel that their job is an essential contribution to the overall achievements of the team.

### **Initiative**

1.30 Is the ability to act when there are no clear instructions, to act when the situation changes. This enables team members to carry the task through to its conclusion.

- a. It is also the ability to be a self starter, to be pro-active; and
- b. Initiative drives the leader to seek a better method, anticipate what must be done and perform without waiting for instructions.

### **Judgement**

1.31 Is making the best decision for the situation.

- a. Leaders must often juggle hard facts, questionable information and gut intuition to arrive at a decision;
- b. It is a key attribute of the art of being a leader and the transformation of knowledge into understanding;
- c. Good judgement is the ability to size up a situation quickly, determine what's important and decide what needs to be done; and

- d. Good judgement also includes the ability to size up peers, team members for strengths and weaknesses.

### Self Confidence

1.32 Is the faith that you will act correctly and properly in any situation. Even if a situation in which you are under stress and you don't have all the information you want.

- a. Self Confidence comes from competence that is based on mastering skills, which takes hard work and dedication;
- b. Leaders who know their own capabilities and believe in themselves are self-confident; and
- c. Don't mistake loudmouth bragging or self -promotion for self confidence. Truly self-confident leaders don't need to advertise, their actions say it all.

### Intelligence

1.33 Is the ability to think, learn, reflect and then apply what they learnt.

- a. Intelligence is more than knowledge and the ability to think isn't the same as book learning; and
- b. All people have some intellectual ability that, when developed, allows them to analyse and understand a situation. Although some people are smarter than others, everyone can develop the skills or capabilities that they already have.

### Cultural Awareness

1.34 Is the ability to be aware of others beliefs, values and assumptions of what's important.

- a. As a leader, you must be aware of the cultural factors in three contexts:
  - (1) You must be sensitive to the different backgrounds of your team members.
  - (2) You must be aware of the cultural environment or region you are working in.
  - (3) You must take into account the different customs and traditions that your team members may have.
- b. Your job as a leader isn't to make everyone the same instead, your job is to take advantage of the fact that everyone is different and build a cohesive team.

### Physical Attributes

1.35 The Physical Attributes are as follows:

- a. Health Fitness;

- b. Physical Fitness; and
- c. Professional Bearing.

1.36 These attributes can be developed. Leaders should maintain the appropriate level of physical fitness and professional bearing.

### Health Fitness

- 1.37 Is everything to do with maintaining good health.
- a. Things such as practising good dental and general hygiene; and
  - b. Health fitness also includes avoiding such things that degrade your health, such as substance abuse, obesity and smoking.

### Physical Fitness

- 1.38 Leaders are physically fit and they make sure their team members are as well.
- a. Hard work drains a person physically, mentally and emotionally. To minimise these effects your team needs to be fit. Fit team members perform better in all areas; and
  - b. Physically fit leaders are better able to think, decide and act appropriately under pressure.

### Professional Bearing

- 1.39 Is a combination of your appearance, courtesy and self-control.
- a. By the way you carry yourself, through your courteous manner and the way you present yourself. You send a signal. I am proud of my team and myself; and
  - b. However there is more to being a leader than looking good. Leaders must be competent as well, so you must look good and be good at what you do.

### Emotional Attributes

- 1.40 The Physical Attributes are as follows:
- a. **Self-Control:** Leaders control their emotions. No one wants to work for a hysterical leader who might lose control in a tough situation. This doesn't mean that you never show emotion. But just enough for the situation, maintaining self-control inspires calm confidence in you team.
  - b. **Balance:** Emotionally balanced leaders display the right emotion at the right time for the current situation. They draw on their experience and provide their team members with the perspective on events. They have a range of attitudes and can choose then appropriate one for the situation. They also know how to encourage people at the toughest moments and keep them going.

c. **Stability:**

- (1) Effective leaders are level-headed under pressure and fatigue, and calm in the face of danger. This can calm team members who are always looking to their leader's example. Display the emotions that you want your team members to display not what feels good to you. If you are under great stress, it might feel good to scream, throw things and kick furniture. But this won't help the situation (s) or the team. If you want your team to be calm and get on with the job then that is what you must do.

### Qualities

1.41 A study of the personalities of a group of successful leaders identified different qualities common to the group. Possession of these qualities alone does not guarantee success but they are most desirable in all leaders. Although these qualities are a good guide for the desirable personality development of a leader the personalities of subordinates and the mission and situation will have a direct effect on which qualities the Leader must apply. The qualities are:

- a. Bearing;
- b. Courage;
- c. Decisiveness;
- d. Dependability;
- e. Endurance;
- f. Enthusiasm;
- g. Initiative;
- h. Integrity;
- i. Judgement;
- j. Justice;
- k. Knowledge;
- l. Loyalty;
- m. Tact;
- n. Unselfishness;
- o. Trust;
- p. Honour;
- q. Responsibility;

- r. Mutual Support;
- s. Pursuit of Excellence; and
- t. Adaptability.

1.42 These qualities on their own mean little unless applied in an effective manner.

1.43 The qualities of leadership are not in themselves the solution to good leadership. They can, however, help the leader because they represent desirable personal qualities and common sense guidelines for a leader to use in his/her relationship toward the group.

### **What does Leadership Provide?**

1.44 Leadership provides three things:

- a. **Purpose.** A reason why a thing has to be done;
- b. **Direction.** Gives individuals an order that tasks are to be achieved based on the leaders priorities; and
- c. **Motivation.** Gives an individual the WILL to do all they are capable of doing to achieve the task.

### **Factors of Leadership**

1.45 There are four Factors of Leadership. They are as follows:

- a. The **LED**;
  - (1) Competence.
  - (2) Motivation.
  - (3) Commitment.
- b. The **LEADER**;
  - (1) Who you are.
  - (2) What you know.
  - (3) What you can do.
- c. The **SITUATION**:
  - (1) Resources.
  - (2) Task.
  - (3) Time.
  - (4) Individuals.

(5) Leadership Style.

d. **COMMUNICATIONS.**

1.46 Not all people should be led in the same way; therefore you must always be assessing your cadets. You must correctly assess your cadet's competence, motivation and commitment so that you can take the proper leadership actions at the correct time. You must create a climate that encourages your subordinates to actively participate and want to accomplish the mission.

1.47 As a leader you must have an honest understanding of who you are, what you know and what you can do. You must know your own:

- a. Strengths;
- b. Weaknesses;
- c. Capabilities; and
- d. Limitations.

1.48 By knowing these four things about yourself you can control and discipline yourself and lead your subordinates effectively.

1.49 All situations are different; leadership actions that work for one task may not work for another. You must consider the resources available, the task itself, the time available and the individual's level of competence, motivation and commitment to perform the task or mission.

### **Communications**

1.50 Communication is the exchange of information and ideas from one person to another. Effective communication occurs when others understand exactly what you are trying to tell them and when you understand precisely what they are trying to tell you.

1.51 You may use any form of communication, but you must recognize that you communicate **STANDARDS** by your example and by what **BEHAVIORS** you ignore, reward and punish. You also need to be situationally aware; words suitable in one situation may be totally inappropriate in another.

1.52 Traditionally, **if you listen to them, they will listen to you.**

## CHAPTER 2 - Principles of Leadership

### Principles of Leadership

2.1 While there are a great number of principles relating to leadership, the following have been identified as being important to the New Zealand Cadet Forces in particular:

- a. Know yourself and seek self-improvement;
- b. Seek and accept responsibility;
- c. Set the example;
- d. Make sound and timely decisions;
- e. Know your cadets and look after their welfare;
- f. Keep cadets informed of the task, the changing situation and the overall picture;
- g. Develop a sense of responsibility in subordinates;
- h. Ensure the task is understood, supervised and accomplished; and
- i. Build the team.

#### Know Yourself

2.2 To understand what type of leader you are you must recognize, and accept, your own **preferences, strengths** and **weaknesses**. By knowing these things allows you to take advantage of your strengths and work to overcome your weaknesses. By seeking self-improvement, you continue to develop your strengths and work toward overcoming your weaknesses and thus become a better leader.

#### Take the initiative

2.3 If it's broke – fix it. Accept criticism and act on it and don't blame others.

#### Seek and Accept Responsibility

2.4 Leadership always involves responsibility. As the leader, it is expected that you will take the initiative in most cases. Therefore if you see a problem or something that needs fixing, **fix it**. Remember, the example you set, whether positive or negative, helps to develop your subordinates.

2.5 Everybody makes mistakes, how you react to 'just' criticism and the corrective actions you take reflects on you as a leader. Further to this, as a leader you must avoid evading responsibility for mistakes by placing the blame onto someone else.

2.6 Your objective should be to build trust between yourself and both your leaders and subordinates. This can be achieved by seeking and accepting responsibility.



### Set the Example

2.7 Whether you like it or not, as a leader you are a role model; no other aspect of leadership is more powerful. If, as the leader, you expect courage, responsibility, initiative and honesty from your subordinates, you must first demonstrate these qualities. Your subordinates will imitate your behaviour.

2.8 As a leader in the New Zealand Cadet Forces you are beholden to set high, but attainable, standards and be willing to do what you require of others. You are also expected to share in your subordinates highs and lows.

### Make Sound and Timely Decisions

2.9 You, as a leader, must be able to assess situations and make sound decisions. It is not a leaders place to delay or try to avoid making decisions. Indecisive leaders create **hesitancy, loss of confidence** and **confusion**. To lead effectively you must:

- a. Gather essential information before making your decisions;
- b. Announce decisions in time for subordinates to react; and
- c. Consider the short and long term effects of your decisions.

### Know Your Cadets

2.10 By getting to know your subordinates on a personal level you are better able to assess changing situations. You should endeavour to include the following into your leadership style:

- a. Be friendly and approachable;
- b. Know and use your subordinates names;
- c. Understand their home background;
- d. Be fair but firm; and
- e. Help them if and when you can.

### Keep Cadets Informed

2.11 People do their best when they know why they are doing something. By keeping subordinates informed, they are better able to make decisions and carry out plans within the leaders' intent. Knowledge encourages initiative, improves teamwork and enhances morale.

2.12 Cadets will expect your instructions to be logical and will question you if things do not make sense. They have an expectation that you will keep them informed and explain why it is necessary for them to behave in a certain way or carry out a certain task. "**Because I said so**" is never a satisfactory reason for compliance.

### **Sense of Responsibility**

2.13 Subordinates will feel a sense of pride and responsibility when they successfully accomplish a new task you have given them. Delegation of tasks indicates that you trust your subordinates and will hopefully lead to them seeking further responsibilities.

2.14 Task. Your cadets must clearly understand what you expect of them. They need to know what you want done, what you expect the standard to be and when you want it completed by.

2.15 Depending on the competence of your cadets you should supervise the task. Supervision lets you know if your cadets have understood your instructions, shows you are interested in them and in getting the task completed. If the cadet is proficient in the task, allow them to get on with it. Constantly looking over their shoulder takes away their sense of your trust in them. Remember, too much supervision can be just as dangerous as too little supervision.

### **Build the Team**

2.16 As a leader it is in your best interest to train your cadets as a team. Teamwork is the key to completing all tasks. Individuals perform better when they share the goals and achievements of the group. Conversely, they are better able to handle disappointments or failures when they have the support of others. Your cadets will only become a team when they trust and respect you and can see the importance of their contribution to the team.

2.17 This will all be covered again in later chapters.

## CHAPTER 3 - Approaches to Leadership

### Approaches to Leadership

3.1 There are two approaches to leadership that a potential leader may utilise when attempting to become a leader of personnel. These are:

- a. Situational Approach; and
- b. Functional Approach.

#### Situational Approach

3.2 What a leader does varies as the situation changes. The leader of a Scout Troop would probably lead differently from that of a platoon Commander of an Infantry platoon in combat.

3.3 As different people in a group have differing knowledge and experiences it might be logical to assume that the person with the greatest knowledge and experience in a particular situation will lead the group until the situation changes. Then someone with a greater knowledge and experience in the new situation will take over.

3.4 Take, for example, three men stranded on a deserted island: a farmer, a boat builder and a sailor. If they decide to grow food, the farmer will lead; if they decide to build a boat, the boat builder will lead. Having built the boat, the sailor will lead them as they sail off to civilisation. This is the situational approach.

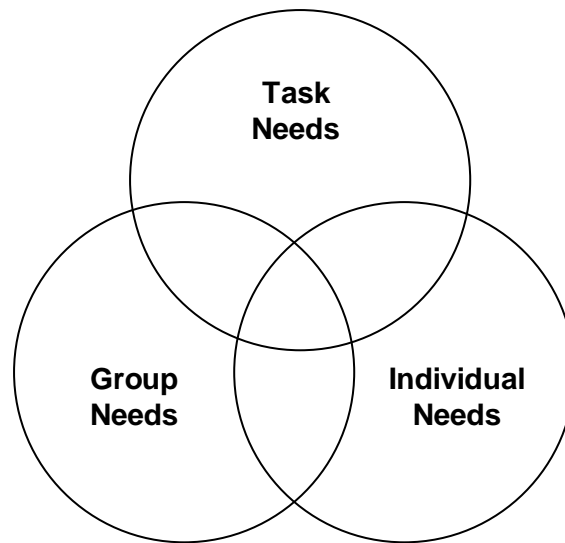
3.5 This approach has drawbacks that make it unsuitable for training military leaders. They are:

- a. **Leadership cannot always change hands.** Try to imagine the problems if all our leaders changed each time the situation changed; and
- b. **Some leaders can lead in a variety of situations.** Experience tells us that it isn't always the person who has the greatest knowledge or experience of a situation that will emerge the leader. It may be the one with stronger characteristics that make up for his/her inexperience.

#### Functional Approach

3.6 The functional approach to leadership is the approach to leadership used within the New Zealand Cadet Forces. In the military situation where a leader is appointed rather than being allowed to emerge within a group, it means that he/she must have the ability to identify and satisfy the needs within the group if he/she is to be a true leader and not simply a figurehead.

3.7 These needs can best be explained by the use of the following diagram:



3.8 The diagram suggests that a group with a task has three areas of need:

- a. Needs relating to the task itself;
- b. The need to maintain the group as a close knit working unit; and
- c. The basic human needs of the individual members within the group.

3.9 The diagram also shows that these three areas of need are closely interrelated. This means that a change in one area will create a change in each of the other two areas. For example: a leader who finds that a task needs to be done as quickly as possible may have to work his/her team twenty hours a day to satisfy the task. However, the leader must realise that by doing so, the members of the team are going to lose sleep and recreation time, these being "Individual" needs. In turn this may lead to dissatisfaction and disruption of the team spirit, this being "Group" needs associated with team maintenance. Therefore, to function as a leader he/she must satisfy and balance the three areas of need.

3.10 Further, to satisfy these areas of need, the leader must carryout the following functions:

- a. **Planning:**
  - (1) Attend briefings.
  - (2) Gather all relevant information.
  - (3) Make a working plan.
- b. **Initiating:**
  - (1) Brief the group.
  - (2) Convince the group.
  - (3) Allocate tasks to individual members.

(4) Set group standards.

c. **Controlling:**

(1) Maintain standards and discipline.

(2) Influence the tempo of work.

(3) Keep any discussion relevant.

(4) Keep to the plan.

d. **Supporting:**

(1) Know all individuals physical and mental abilities.

(2) Direct skills in relation to individual's capacities.

e. **Informing:**

(1) Continually clarify the plan.

(2) Pass on relevant information/feedback.

(3) Receive information from the group.

(4) Summarise suggestions and ideas logically.

f. **Evaluating:**

(1) Checking feasibility of ideas and suggestions.

(2) Evaluating group performance against the required standards.

3.11 **Task Needs:**

a. Determine the Aim;

b. Find all Courses of Action;

c. Develop a Plan;

d. Check Understanding;

e. Allocate work and Resources;

f. Control the Quality and Tempo of Work;

g. Check Performance; and

h. Adjust Plan if necessary.

**3.12 Team Needs:**

- a. Brief and Debrief;
- b. Set Procedures and Standards;
- c. Maintain Discipline;
- d. Build team Spirit;
- e. Encourage, Motivate, Sense of Purpose;
- f. Appoint Sub-Leaders;
- g. Ensure Communication; and
- h. Train the Group.

**3.13 Individual Needs:**

- a. Attend to Personal problems;
- b. Encourage Individuals;
- c. Give Status;
- d. Recognise and use Individual Abilities; and
- e. Train the individual.

## CHAPTER 4 - Leadership Styles

### Leadership Styles

4.1 Leadership style is essentially a technique, or approach, a leader adopts towards subordinates with a view to motivating them in the accomplishment of a mission.

4.2 Styles vary with situations: there is a marked difference between the crisp delivery of a leaders orders on a parade ground and the sympathetic manner with which he/she interviews a person who is in some personal difficulty. The situation at the time will govern the style the leader adopts.

4.3 The three styles are presented here as though they are individual and distinct categories. Actually, a leaders performance will often display a blending of each style, worked together as complex and changing situations dictate. However, they do differentiate between the manner a leader adopts in one situation and the manner adopted in another. The three styles are:

- a. Autocratic/Authoritative;
- b. Democratic/Participative; and
- c. Free Reign.

#### Autocratic/Authoritative

4.4 The authoritative leader retains strict and complete control of all actions. This is achieved by:

- a. Determining all plans;
- b. Directs all activities step by step. (This ensures followers know only what is occurring now; not what “is to” happen in the future); and
- c. Allocates tasks for each individual.

Authoritarian Leadership is required when:	Authoritarian Leadership is accomplished through:
<ol style="list-style-type: none"> <li>1. Time is urgent.</li> <li>2. Stress and danger threaten.</li> <li>3. Large numbers are involved.</li> <li>4. A quick response is required – Drill or combat.</li> <li>5. Tactical maneuvers are performed.</li> </ol>	<ol style="list-style-type: none"> <li>1. Authority.</li> <li>2. Discipline.</li> <li>3. Communications.</li> <li>4. Delegation.</li> <li>5. Sanctions.</li> <li>6. Trust.</li> </ol>

#### Democratic/Participative

4.5 The participative leader is more likely to encourage suggestions (brain storming) and discussion before making a plan. He/she may permit subordinates to choose with

whom they work and will divide work as they see fit, and will also include themselves in the task while still retaining their position as the leader.

<b>Participative Leadership is required when:</b>	<b>Participative Leadership is accomplished through:</b>
<ol style="list-style-type: none"><li>1. Teaching complex skills and knowledge.</li><li>2. Problem solving.</li><li>3. Dealing with personnel problems.</li><li>4. Interviewing and counselling</li></ol>	<ol style="list-style-type: none"><li>1. Instruction.</li><li>2. Persuasion.</li><li>3. Encouragement.</li><li>4. Inspiration.</li><li>5. Communication – 2 way predominantly.</li><li>6. Participation – in discussion and activity</li></ol>

### **Free Reign**

4.6 The Free Reign style is not an abdication of leadership; rather it is a temporary withdrawal of the leaders influence, although this style should only be employed when everything is proceeding in accordance with the leaders' intent.

<b>Free Reign is the correct style when subordinates are:</b>
<ol style="list-style-type: none"><li>1. Technically expert.</li><li>2. Well motivated.</li><li>3. Meeting standards.</li><li>4. Accepting and meeting objectives.</li></ol>

### **Summary**

4.7 Leaders will develop their own leadership styles in the course of their career. It is in the performance of duty that the leader will apply and develop personality and techniques of the appropriate styles. With practical experience and growing maturity, competence in the field of leadership will increase.



## CHAPTER 5 - Teamwork

### The Importance of Teamwork

5.1 Teamwork is the basis of New Zealand Cadet Forces effectiveness. Teams within the New Zealand Cadet Forces, whether large, or small are the backbone of the organisation. There is much evidence that shows that teams, or groups are more productive, create more and better solutions to problems and learn more rapidly than do individuals functioning alone.

5.2 Accordingly, effective leaders must be able to develop and maintain strong teams. It is therefore important for leaders to understand team development concepts and be able to determine the appropriate leadership style to use in various situations so as to build unified, cohesive and productive teams.

#### The Nature of Teams

5.3 There is a natural tendency for people to form themselves into small groups with common interests. The effect of such grouping is that individuals may behave in a given situation in a way that is quite different than if the person was acting alone. All teams are unique, dynamic, complex, ever-changing living systems that are qualitatively different, better or worse, from the sum qualities of the individual members.

#### Team Observations

5.4 One of the important skills of the team leader is the ability to observe the workings of the team in action. The team leader is a part of the team and so must learn not only to be an effective observer, but also a participant at the same time. Separation of content (what the team is doing) from the process (how the team itself is working) is one way of improving observation skills and thus understanding team dynamics. The influence that interaction patterns have on morale and productivity of the team, the growth stage in team development, and the team needs, can all be observed.

#### Summary

5.5 Effective leadership depends on constantly observing and diagnosing team behaviour, developing task (directive behaviour) and team maintenance skills (supportive behaviour) and the flexibility to use them in situationally appropriate ways.

## CHAPTER 6 - Issuing Of Orders

### Power of Command

6.1 Command is defined as the lawful exercise of vested authority (issuing of lawful orders). This authority arises from holding superior rank. That is any NZCF Officer, NZCF SNCO, or NZCF NCO, who is of a higher rank including temporary rank but not:

- a. Honorary rank;
- b. Supplementary staff;
- c. Parent Help;
- d. Chaplains; and/or
- e. Regular Force personnel (exceptions to this are certain situations on military bases and transport).

6.2 Orders (Commands) may be issued in writing (Unit Standing Orders) or orally (spoken). For an Order to be LAWFUL it must meet the following conditions:

- a. It must be NZCF Orientated;
- b. It must be physically possible;
- c. It must be given (issued) by a properly authorised person; and
- d. It must not require the recipient breaking/breeching any civilian laws.

6.3 Some examples of **Lawful** Orders:

- a. Your uniform is not to a satisfactory standard and your footwear requires polishing. You will polish your footwear at stand easy/ smoko, and report for a full kit inspection next parade evening.
- b. You are to wash the NZCF Van used at last weekend's camp; you are to also clean the vans interior.

6.4 Some examples of **Unlawful** Orders:

- a. Your uniform is not to a satisfactory standard and your footwear requires polishing. You will polish my shoes and iron my shirts, as you obviously need the practice.
- b. My 4X4 is dirty from my weekend away with the family. You are to wash my 4X4 and clean the interior.

### Illegal Orders

6.5 If you are given an order (command), which would result in your having to commit an offence either in criminal or civil law then it is an illegal order. In this situation you

should politely question the order to make sure you have not misunderstood what was meant. If after questioning the order/command, it is still illegal then it is your duty to disobey the order. Examples of an Illegal Order:

- a. You are to set up camp in that field. (NO TRESSPASSING notices clearly displayed); and
- b. You are to drive the van to the dairy and collect the milk. (You do not hold a current driving licence).

### **Conflicting Orders**

6.6 If you are carrying out a lawful order and are given a second lawful order, it is your responsibility to:

- a. Inform the superior of the conflict that has arisen;
- b. If you are directed to obey the second lawful order then it is your duty to do so; and
- c. Inform the person issuing the original order of the situation at the earliest opportunity (this does not entitle you to leave the task set you and go off in search of the original order issuing body).

### **Briefing Techniques**

6.7 The briefing is a crucial part of functional leadership as it is at this point that all details regarding the plan for the task has to be formulated into a Logical order and passed onto subordinates. Although the Brief should be brief, subordinates should have a pen and notebook in preparation for the brief, particularly for those tasks, which have extensive requirements.

### **Conducting Tasks**

6.8 As a leader you may be required to complete a multitude of tasks, from getting someone to sweep the parade ground through to a more complicated task that requires extensive planning and management (i.e. erect 10 tents on the school rugby field). For any tasks a standard briefing format is desirable.

### **Preliminaries**

6.9 Before starting a brief you should conduct the following preliminaries:

- a. Set up the briefing area;
- b. Prepare the briefing area i.e. maps diagrams handouts, rehearsals etc; and
- c. Seat the group in a way that will allow you to focus on those members who will play an important part in the task i.e. Team I/C's.

## Orders Format

6.10 Functional leadership utilises the **GSMEAC** brief format. Outlined below is the six essential sections of GSMEAC which can be briefed as detailed or basic as required in order to achieve the task:

- a. **G** – Ground;
- b. **S** – Situation;
- c. **M** – Mission;
- d. **E** – Execution;
- e. **A** – Administration and logistics (Admin & Log); and
- f. **C** – Command and Control.

### **GROUND:**

6.11 Define the area in which the task will be undertaken, including any hazards and restricting factors.

### **SITUATION:**

6.12 A general background of the task and the time the task needs to be completed by.

### **MISSION:**

6.13 A short concise statement detailing the task, who is to complete it and when it needs to be completed by. (When giving orders this is stated twice).

### **EXECUTION:**

6.14 How the task is going to be completed. This can include, but is not limited to:

- a. **General Outline:**
  - (1) A word picture i.e. this task will be conducted in three stages.
  - (2) Move to the task site, the completion of the task and the move back to the base location.
- b. **Detailed Tasks:**
  - (1) Any specific tasks allocated to groups or sub groups for each stage.
- c. **Coordinating Instructions:**
  - (1) Timings critical to the tasks.
  - (2) Limitations and restrictions.

d. **Actions On:**

- (1) What to do if lost, injured etc.
- (2) Safety.

**ADMINISTRATION & LOGISTICS:**

6.15 Additional factors that may impact the task. This can include, but is not limited to:

- a. Administration and Logistics in support of the completion of the task;
- b. Meal timings and location;
- c. Rest periods;
- d. Accommodation;
- e. Equipment;
- f. Dress; and
- g. Medical.

**COMMAND AND SIGNALS:**

6.16 Who will be talking to who and how this will be done. This can include, but is not limited to:

- a. Command channels; and
- b. Communication channels.

**The End of the Brief:**

6.17 Once the brief is completed, it is necessary to ensure that personnel are sure of what your expectations are of them.

- a. Questions – encourage questions from the group on matters they may be unsure of;
- b. Confirm orders – ensure that the orders have been understood by asking questions; and
- c. Pep talk – give the group a pep talk to motivate them before they leave.

## CHAPTER 7 - Planning

### Planning

#### What is Planning?

7.1 A plan is a proposed course of action. Whether the scale of planning is small, as in the cleaning of a classroom, or larger with the setting up of a Unit Camp, the essentials of planning are the same. Properties of a good plan are that it will be:

- a. Based on a clear understanding of the results to be achieved (applying the principles of clarity of purpose to the economy of effort i.e. neither overdone, nor underdone);
- b. Capable of achievement with the resources available;
- c. Expressed in measurable terms so that progress can be monitored;
- d. Based on the best information available, both on the present situation and trends in the future;
- e. Compatible with other long-term plans and concurrent activities;
- f. Flexible where possible, to allow for the unforeseen; and
- g. Done thoroughly and in good time.

7.2 This last point may be thought self-evident, but all too often leaders allow themselves insufficient time for this important function. In order to create an effective plan, a number of steps are necessary; this is called the planning process.

#### The Planning Process.

7.3 Although listed separately, planning steps are often carried out at the same time. It is important to realise that even the best plans may change. This is because new factors arise from time to time. For example, external forces may affect the budget, or schedule of activities, or the original objective may prove to be unattainable. It will then be necessary to review the plan and repeat the planning process, either in whole or part.

7.4 Whenever practicable, the planning process should be conducted with those who will implement it. This will make success more likely because participation in the planning stage will lead to greater understanding and willingness in the execution stage.

7.5 The planning process is:

- a. **Identify the Mission:**
  - (1) This is when the end results of the task are clearly defined.
- b. **Identify all Human and Material Resources:**

- (1) This is who will be required to execute the plan and what materials will be required, including the cost.

**c. Identify all Limitations:**

- (1) Establish a time by which the orders must be issued. (This will be in sufficient time for it to be communicated to all of those who are affected by it so that they can make their necessary preparations).
- (2) Collect information on past performance and likely limitations in future.

**d. Devise Planning Options:**

- (1) Devise methods (more than one) by which the desired end result may be achieved. Where the health, safety, or welfare of personnel; security of property or information; significant expense; or operational compromise are involved, then the planner must always provide sufficient margins within the plan to ensure that all foreseeable contingencies can be countered. In such circumstances, the plan must err towards effectiveness over considerations of efficiency.

**e. Select and Develop the right Plan:**

- (1) Select the method most likely to achieve the desired result, in the timeframe available, which will use resources most economically.

**f. Develop a Detailed Plan:**

- (1) Time spent in generating and then considering different ways of achieving a result are rarely wasted. All other considerations aside, the choice of the most desirable course of actions involves a decision based on two factors:
  - (a) Effectiveness – how well does each plan provide the results required?
  - (b) Efficiency – which plan makes most economical use of resources?
- (2) The decision involves seeking the solution, which provides the best balance, often a compromise, between these: the most effective (greatest benefit) most efficient (least cost) alternatives.

**g. Prioritise:**

- (1) Having selected the method to be used and budgeted the resources required, it is necessary to establish the sequence and timing of each step. This activity is sometimes referred to programming and scheduling. Its completion leads to the production of the plan itself. The programming and scheduling steps for a sizable plan may be summarised:
  - (a) Determine the major steps to be taken and their independencies. For example some steps can only be started when another has been

completed. Other steps may be carried out concurrently (at the same time).

- (b) Measure or estimate the work content ie, time, personnel and material resources required for each step.
- (2) Consider various sequences and select the one most likely to enable the target date to be achieved with the resources and in the time available.
- (3) Define priorities and target times/dates for each major step.
- (4) State who is accountable for achieving each major step delegate any necessary authority over the resources to be used.
- (5) Each accountable person then carries out a similar procedure for the steps for which he/she is accountable.
- (6) Co-ordinate all programs, discusses and reconciles differences, get final agreement and then publish the overall plan.
- (7) When practicable, the developing (and developed) plan is best displayed on some form of diagram, bar chart or planning board. A visual representation of several concurrent activities is easier to understand than mass writing.

**h. Initiate/Execute the Plan:**

- (1) Copies of the finalised plan offer the best means of communicating requirements to all concerned, but care is needed that up-to-date copies are used. Date or numbers should therefore identify the plans so that, before any discussion, it can be checked that all parties are working to the same plan. This may sound obvious, but is frequently overlooked. All plans should have clearly indicated milestones, or dates, by which certain steps should be achieved so that the control of progress may be exercised throughout the duration of the plan. They should also state assumptions, which have been made when producing the plan. The continued validity of these assumptions should be regularly checked.



## CHAPTER 8 – Order and Regularity

### Professional Behaviour Standards

#### Introduction.

8.1 Order and regularity is a concept (similar to ‘Law and Order’). It is to do with complying with the rules, regulations and *customs* of the Service. However, order and regularity is more than simply obeying rules. There is an old saying that ‘there is a place for everything and that everything should be in its place’. When this is so all is said to be ‘ship shape’. When you ensure that all within your department and division is running smoothly, you are contributing to the preservation of order and regularity.

8.2 There are time and places for various degrees of relaxation of formality, but also situations where increasing amounts of formality are required. Your experience, judgement and common-sense will be your guide when no specific orders have been given.

8.3 Order and regularity also involves individuals having respect for the needs of others and for leaders (such as yourself) to uphold professional behaviour standards (see section II).

#### Responsibilities.

8.4 DFO (N), Chapter 25, states:

*“The responsibility for the maintenance of personal standards rests in the first instance with the individual”.*

8.5 While this means that professional behaviour is expected of all cadet personnel, it is up to you to ensure that this is the case and to correct any errant behaviour. DFO (D) Section I states that all officers and non-commissioned officers are responsible for the maintenance of good order and discipline among their subordinates regardless of whether they are on or off duty at the time. Further to this DFO (D) Section I also states that officers and non-commissioned officers are on all occasions to set a good example and treat their subordinates in such a way as will ensure respect for authority and foster that sense of self-respect that is essential for good discipline.

#### The benefits of Order and Regularity.

8.6 Order and regularity are the fundamental building blocks of a disciplined service. They allow the RNZN to achieve the following:

- a. **Safety:** Adherence to laid down procedures enables many potentially dangerous evolutions to be completed in a safe and timely manner;
- b. **Security:** An orderly and disciplined ship’s company can have more confidence in the security of their personal effects and valuables and the confidentiality of information that is private to individuals. In this way mutual trust and respect lead to a more secure and orderly environment;

- c. **Uniformity:** Personnel all conform to the same rules and customs hence invoking the feeling of 'team spirit' and good morale which is important in creating a cohesive working and living environment; and
- d. **Good Order:** Personnel of the RNZN maintain high standards of behaviour and self discipline.

**How Order and Regularity are Achieved.**

8.7 When people join the Navy they can in many ways be likened to immigrants, who have walked into a new society. The naval environment requires people to obey different rules and display different attitudes than what they have previously been used to. Adoption of these different rules and attitudes is a gradual process that generally follows three stages: compliance, conformity and self discipline. Each is not clear cut and depending on each individual there can be considerable overlap between the stages. The process may vary for different rules, in that some rules are easier to accept than others:

- a. **Compliance:** This is the first stage in the adoption process. Compliance is the stage where the new requirements are learned and people are directed and chased along to comply with the rules and learn if they don't comply they will get in trouble. The key principle at this stage is that *without* enforcement the rules and regulations would not be obeyed. The first stage is important because it starts the habit;
- b. **Conformity:** The second stage comes after training has been received and individuals have been in the new environment for a period of time. At this stage they start to become aware of what the requirements are and the reasons why they are necessary. They do not have to be chased up to achieve the required results. While people are still aware that failure to comply with the rules results in getting into trouble, it is no longer the sole reason for obeying the rules. It is this stage where they start to realise that the rules all serve a practical purpose. However, if they were to be left unsupervised or taken out of the naval environment then they would probably revert to their previous habits because they would no longer see the need to obey the rules; and
- c. **Self-Discipline:** This last stage is where people decide to adopt the rules and regulations as they realise that they are a necessary part of everyday life in the navy. This is a difficult stage to get to as people can only reach that decision themselves. However, once this stage is reached the habits are normally formed for life.

**THE LEARNING PROCESS**

1	2	3	4	5	6	7	8	9	10	11	12	Weeks
<b>COMPLIANCE</b> (Direction)				<b>CONFORMITY</b> (Coaching/Support)			<b>SELF-DIRECTION</b> (Delegating)					

*The process may vary for different rules and there can be considerable overlap between the stages.*

### Maintaining Order and Regularity.

8.8 The RNZN uses the following methods to maintain order and regularity:

- d. **Training and Education:** Initial training teaches individuals the basic level of conduct that is expected from them. Individuals are informed of the rules and regulations that are applicable to them. This step is repeated and reinforced during common promotion courses;
- e. **Leadership/Supervision:** Good order and regularity depends on good leadership. Personnel are instructed at each milestone of their career on leadership techniques that will inspire good order and regularity from their subordinates; and
- f. **Self Discipline:** Personnel who have been set a good example and have been taught the required standards, good leadership techniques and the need for order and regularity will be motivated to set high personal standards.

### Correction of Breaches of Order and Regularity.

8.9 Whilst the AFDA 1971 provides a procedure so that breaches of rules and regulations can be addressed, a more positive approach should be taken in dealing with personnel who do not comply with order and regularity. A system of intervention, where errant behaviour is corrected before it reaches the stage where the offender must be charged, is often more productive than using the AFDA to punish an individual once a situation has become out of hand.

#### CORRECTION OF ERRANT BEHAVIOUR

Correct individuals – **NOT** the group

CORRECT – do **NOT** punish

Record instances of correction

Bring charges when offences are committed

Keep your superior informed of actions taken

*When using the intervention method it is important to be positive and focus on the errant behaviour and not the individual*

8.10 There is no doubt that if people break the rules they should, in nearly every case, be charged. However, a good leader will intervene *before* the problem reaches that stage and in so doing *prevent* the need to bring a charge.

8.11 When using the intervention method it is important to be positive and focus on the errant behaviour and not the individual. Encourage the individual to conform and correct the behaviour. By using this method individuals can be encouraged to change their attitudes without losing face and therefore eliminate bad feeling and disruption in the workplace.

### **Summary.**

8.12 The maintenance of Order and Regularity is a crucial part of a disciplined Service. It is the duty of every Senior Cadet to ensure that order and regularity are preserved in their vicinity among those people, of whatever unit, whether on courses etc or not, who hold an inferior rank.

## CHAPTER 9 – Roles and Duties of an NZCF Non-Commissioned Officer

9.1 All NZCF Cadets are expected to maintain certain standards. The responsibility of personal standards rests in the first instance with the individual. All NZCF Cadets are to take responsibility for applying the following qualities and standards:

- a. **Co-operation:** Work effectively within the team (Cadet Unit and NZCF as a whole), contributing to its overall effectiveness;
- b. **Performance Under Stress:** Maintain an acceptable level of effectiveness despite difficult situations (don't give up just because the task is difficult or not going well);
- c. **Adaptability:** Meeting new situations adequately (how is your task best achieved);
- d. **Learning from Experience:** Acknowledge mistakes and use experiences as an opportunity to learn;
- e. **Responsibility:** Accepting assigned responsibilities;
- f. **Initiative:** Taking the required action without delays (think about what you have to achieve and how best to go about it. If in doubt ask);
- g. **Loyalty:** Supporting superiors and subordinates, and complying with orders and instructions; and
- h. **Personal Appearance and Bearing:** Maintain satisfactory appearance and bearing, and keeping your uniform adequately maintained.

### NZCF Junior Non-Commissioned Officer (JNCO)

9.2 As stated above, the responsibility of setting and maintaining personal standards rests in the first instance with the individual Cadet. As a NZCF JNCO it is your responsibility to ensure that they do.

#### Responsibilities of a NZCF JNCO.

9.3 The discipline and morale of the NZCF depends in great measure on the manner in which JNCO's carry out their duties and responsibilities. The NZCF Officers, Officer Cadets, Warrant Officers and SNCO's look to the JNCO for loyal support, while the cadets look to them for guidance and assistance.

9.4 NZCF Cadet JNCO's should always set an example of good discipline by obeying orders and instructions from their superiors with the willingness and cheerfulness that they would expect from their own subordinates.

### **Additional Responsibilities Expected of an NZCF JNCO.**

9.5 As an NZCF Cadet JNCO you will be expected to accept additional responsibilities. These responsibilities are as follows:

- a. **Order and Regularity:** It is the responsibility of every cadet JNCO to maintain good order and regularity in their vicinity at all times whether on duty or not. This is to be applied across all three NZCF Corps. Cadet JNCO's should be familiar with NZCF PAM, Chapter 10, Section 2, NZCF Code of Behaviour;
- b. **Welfare and Conditions:** NZCF Cadet JNCO's should be the first point of contact for any grievances or complaints with duty allocation and promotion issues. The Cadet JNCO is to then pass on the said complaints and grievances to the appropriate NZCF Officer within the unit or staffing the course;
- c. **Issuing of Orders:** Every Cadet JNCO is to understand the difference between a lawful order and unlawful order, and to exercise the authority of their rank when required;
- d. **Supervision and Control of Cadets:** All Cadet JNCO's are to ensure that delegated duties are assigned equitably (no favouritism is to be shown) and are completed to the required standard;
- e. **Personal Example:** All Cadet JNCO's are to set and maintain an exemplary standard of personal conduct, dress, and display a suitable attitude, acting as a role model for younger and less experienced Cadets; and
- f. **Training:** NZCF Cadet JNCO's are to conduct practical training evolutions and progress Cadets, within the unit, through the training program to a satisfactory standard.

If at any time you as a Cadet JNCO are unsure of your duties or the standards required then inform the appropriate NZCF Officer.

Remember there is no such thing as a silly question only the silly person who did not ask.

### **Setting a Personal Example.**

9.6 It is very important that Cadet JNCO's set a good example. Whether you like it or not, as a Cadet JNCO, other cadets will model their behaviour on yours. Therefore it is important that your behaviour is of a high standard. This means:

- a. Set a good example (how can you expect others to correct bad habits if you show the same bad habits yourself);
- b. Avoid saying or doing anything, which if heard, seen, or reported to other cadets may cause dissatisfaction or discouragement of those cadets in performing their duties;
- c. Do not use offensive language; and

- d. Avoid making remarks or passing criticism on the conduct or orders of your NZCF Officers, which may tend to bring those NZCF officers into contempt.

9.7 Promotion to a cadet JNCO brings with it many new and exciting challenges, which provide an excellent opportunity for personal growth. As a Cadet JNCO you will be treated with consideration and trust that a cadet of your position and rank deserves.

## Senior Non-Commissioned Officer

9.8 As a Cadet Senior NCO you must maintain the same standards as expected of a Junior NCO listed above.

### Responsibilities as a NZCF SNCO.

9.9 The discipline and morale of the NZCF depends in great measure on the manner in which Cadet SNCO's carry out their duties and responsibilities. The NZCF Officers look to the Cadet SNCO for loyal support, while the subordinate cadets look to them for guidance and assistance.

9.10 NZCF Cadet SNCO's should always set an example of good discipline by obeying orders and instructions from their superiors with the willingness and cheerfulness that they would expect from their own subordinates.

### Additional Responsibilities Expected of an NZCF SNCO.

9.11 As an NZCF Cadet SNCO you will be expected to accept additional responsibilities. These responsibilities are as follows:

- a. **Order and Regularity:** It is the responsibility of every cadet SNCO to maintain good order and regularity in their vicinity at all times whether on duty or not. This is to be applied to all subordinates across all three NZCF Corps. Cadet SNCO's should be familiar with familiar with NZCF PAM, Chapter 10, Section 2, NZCF Code of Behaviour;
- b. **Welfare and Conditions:** NZCF Cadet SNCO's should be the first point of contact for any grievances or complaints with duty allocation and promotion issues. The Cadet SNCO is to then pass on the said complaints and grievances to the appropriate NZCF Officer within the unit or staffing the course;
- c. **Issuing of Orders:** Every Cadet SNCO is to understand the difference between a lawful order and unlawful order, and to exercise the authority of their rank when required;
- d. **Supervision and Control of Cadets:** All Cadet SNCO's are to ensure that delegated duties are assigned equitably (no favouritism is to be shown) and are completed to the required standard;
- e. **Personal Example:** All Cadet SNCO's are to set and maintain an exemplary standard of personal conduct, dress, and display a suitable attitude, acting as a role model for younger and less experienced Cadets; and

- f. **Training:** NZCF Cadet SNCO's are to conduct practical training evolutions and progress Cadets, within the unit, through the training program to a satisfactory standard.

If at any time you as a Cadet SNCO are unsure of your duties or the standards required then inform the appropriate NZCF Officer.

Remember there is no such thing as a silly question only the silly person who did not ask.

### Setting a Personal Example.

9.12 It is very important that Cadet SNCO's set a good example. Whether you like it or not, as a Cadet SNCO, other cadets will model their behaviour on yours. Therefore it is important that your behaviour is of a high standard. This means:

- a. Set a good example (how can you expect others to correct bad habits if you show the same bad habits yourself);
- b. Avoid saying or doing anything, which if heard, seen, or reported to other cadets may cause dissatisfaction or discouragement of those cadets in performing their duties;
- c. Do not use offensive language; and
- d. Avoid making remarks or passing criticism on the conduct or orders of your NZCF Officers, which may tend to bring those NZCF officers into contempt.

9.13 Promotion to a cadet SNCO brings with it many new and exciting challenges, which provide an excellent opportunity for personal growth. As a Cadet SNCO you will be treated with consideration and trust that a cadet of your position and rank deserves.



## CHAPTER 10 – Managing Subordinates

### Managing Subordinates

#### Introduction.

10.1 Not everyone has leadership abilities, but there are some things everyone in a leadership position can do to improve their relationship with their team. Mutual respect is vital to a leader's ultimate success so it is important that these six tips are followed by all leaders.

#### **Tip 1 - Coach Behind Closed Doors; Praise in Public**

10.2 Good leaders realise a lot of their success is achieved through the help of others. Instinctively, they seem to understand that their accomplishments are due to their support group so they are careful not to publicly humiliate their valued contributors. Praising in public goes a long way toward instilling confidence in subordinates while coaching behind closed doors maintains the two-way respect built in the relationship. Mistakes are bound to be made but if a leader handles them professionally and appropriately, subordinates will continue to grow and prosper under the leader's leadership. Remember the phrase "it may be a bad dog, but it's my dog".

#### **Tip 2 - Remember You Don't Know it All**

10.3 Leaders by nature have an undying belief they know more than others or those within their peer group. While this reality may be true in many instances, it's not true across the board. Each person, regardless of their position within an organisation, has something unique to add and has the expertise in areas others do not, or they wouldn't be a member of the team. You'll win more people over by encouraging others to contribute to your team's success than you will assuming you know it all and making every decision autonomously. Seek others' input and consider multiple points of view prior to making a decision.

#### **Tip 3 - Prioritise Priorities**

10.4 Every project or task cannot be a top priority project or task. There can only be one number one. You owe it to your supporting cast to define which projects take precedence over others so they can effectively do their jobs. If you constantly flip-flop priorities each week, you are sending mixed signals that will result in skittish outcomes. To achieve success, a team needs a vision and a plan. Part of that includes setting priorities and sticking to them. Your subordinates will thank you in the long run even if you become a stickler every now and then.

#### **Tip 4 - Get a Life**

10.5 Just because you enjoy your job so much that you regularly put in fourteen hour days plus weekends, it's not acceptable for that to become an expectation for others. Most employees enjoy having a life outside of work, and it's ridiculous for a leader or a company to expect those working under their guidance to suggest otherwise. Just because an employee is on salary doesn't mean free reign over their life. When the expectation is set that employees work 8-5 Monday through Friday, and employees meet those stipulations,

all bets are off for your “mandatory” 10am meetings on Saturday morning. In other words, get a life and allow your employees to live theirs as they wish once the workday and week is completed.

### **Tip 5 - Walk in Others’ Shoes**

10.6 Let’s say you have a very good employee that has been falling off performance wise the past few weeks and doesn’t seem to be her/himself of late. Most leaders gut reaction is to have a “coaching” session with the employee. Why not have a heart felt conversation with the employee to find out what is going on instead? If the employee will open up and share what they are experiencing, give him/her the benefit of the doubt by attempting to put yourself in his/her place before taking corrective action. He/she will appreciate the empathy, and you might just gain a new perspective on things that will benefit both of you throughout the professional relationship. Everything isn’t always black and white in spite of your wishes.

### **Tip 6 - Be Fair Above All Else**

10.7 No one appreciates discrimination. At the same time, employees resent a leader that has favourites which receive preferential treatment. In short, don’t go there! As a leader, it is your job to be objective and treat everyone with equality above all. Naturally, you’re going to like certain people more than others because that is human nature, but don’t let that blur your judgement of their work performance. If one of your more likeable employees makes a mistake, discipline them just as you would the gruff of the team and vice versa. It’s only fair, and it will maintain respect amongst the group.

### **Conclusion.**

10.8 By following these six tips, you can improve your leadership skills while also gaining additional respect and admiration from your team. Isn’t that what every leader wants?