

AIR CADET PUBLICATION

No 48

JUNIOR NCO TRAINING COURSE

COURSE NOTES

HEADQUARTERS AIR CADETS

March 1996

CONTENTS

Section 1	Role of the JNCO
Section 2	Discipline
Section 3	Drill
Section 4	Dress Regulations
Section 5	Leadership
Section 6	Leadership Style
Section 7	Getting Things Done
Section 8	Communication

SECTION 1

ROLE OF THE JNCO



INTRODUCTION

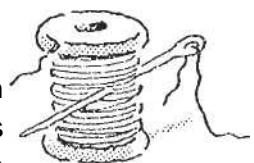
1. This ACP is written for the newly appointed Corporal undergoing training to perform that role. The rank of Corporal is a Junior Non Commissioned Officer (JNCO) in the Air Training Corps. The difference between a rank and a classification, such as Leading or Senior Cadet, is that it is awarded through ability and subject to a vacancy existing. Given an academic ability and the appropriate training any cadet within the Corps has the opportunity to reach the classification of Staff Cadet. Not every cadet will be appointed to the rank of corporal or above.
2. You will have earned the rank of Corporal by demonstrating to your Commanding Officer that you have the ability to perform the tasks required of a JNCO in the ATC and because a vacancy for that rank exists in your unit.

WHAT A JNCO DOES

3. To help you develop your skills and knowledge a job specification for the JNCO is given in ACP 20A, ACTI 7, Annex A and is repeated here in Table 1.1. The JNCO job specification describes what tasks a fully trained Corporal should be capable of doing on a Squadron together with the knowledge skills and attitudes required to perform them. As a JNCO you have been granted the authority to perform these tasks by your Commanding Officer. You should read this job specification now before continuing.
4. It is important that you perform your duties correctly and efficiently to the benefit of your Unit and your own self development. You are a Junior leader who has more direct contact with the cadets than any other member of Staff. Cadets who are now joining the Unit are looking to you to set them an example.
5. In general Corporals are required to supervise junior cadets performing day to day Corps activities. Corporals are required to make things happen and implement the policies and plans made by higher authority. They must, therefore, show respect to the rank structure within the Corps.
6. Apart from being junior leaders of cadets the Corporal is also required to be a good member of the NCO team.

WHAT IS EXPECTED OF A JNCO

7. The Corps, and especially your unit, expect more from you than performing the tasks detailed in your job specification. Various qualities expected of a JNCO are given throughout this ACP but some are more general and are better discussed in this section.



Job Title: Junior NCO

Responsible to: Senior NCO

Main Responsibilities and Activities performed by a fully trained JNCO	Knowledge, Skills and Attitudes Required
Control a section of cadets under his/her direct supervision.	1.1 Know and perform foot drill movements given in AP 818. 1.2 Show competence in the command of a squad in foot drill. 1.3 Know the principles of Functional Leadership. 1.4 Know and apply map reading skills to the level of ACP 32 Volumes 1&2.. 1.5 Possess oral communication skills sufficient yo be clearly understood.
Maintain good conduct, behaviour and discipline.	2.1 Know and apply the regulations relating to dress and deportment defined in ACP 20B, AI 204. 2.2 Know and apply the personal standards required of a JNCO. 2.3 Know and apply the principles of good discipline. 2.4 Know and apply their limits of authority relating to discipline.
Exercise appropriate responsibility for the welfare of cadets.	3.1 Be aware of potential welfare problems and take the appropriate course of action.
Plan, organise and / or carry out tasks as allocated.	4.1 Be aware of the principles of appreciation, planning, briefing and control in execution.
Carry out responsibilities in accordance with local unit Fire and Security Orders.	5.1 Know and apply requirements of the local unit Fire and Security Orders.
Advise cadets on the basic organisation of the ATC.	6.1 Have a sound working knowledge of ACP31, Volume 1, Chapter 2.

Table 1.1 JNCO Job Specification

8. As a JNCO you must have pride in being a member of the ATC and live up to the promise you gave on enrolment as a cadet. You must set and maintain standards of deportment (i.e. manner, appearance, bearing and behaviour) for cadets by ensuring your own deportment is beyond question. You should continually ask yourself "as a JNCO should I be doing this or should I be setting an example?"



9. Standards are not only important to those within the ATC but also to the Public who see you in uniform on local activities and in the press when your unit achieves something noteworthy. In many cases the average member of the Public sees the ATC as a pre-service training organisation and older cadets may even be mistaken for regular RAF personnel. It is important, therefore, that you do not allow the good name of our parent service to be damaged by your actions.

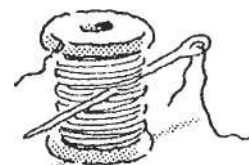
10. The good name of your Squadron in the local community is also important because your Civilian Committee relies on the local community for fund raising on behalf of the Squadron. It is also in your own interests, therefore, to ensure you give a good image to those outside the ATC so as to attract their sponsorship.

11. Some other expectations your unit will have of you are given below:

- a. Regular attendance.
- b. Be punctual at all activities.
- c. Be smart with a good bearing.
- d. Comply with orders and regulations yourself.
- e. Be courteous.
- f. Have respect for property, much of it has been bought with tax-payers money.
- g. Take part in as many Squadron activities as possible, even the ones you don't enjoy.
- h. Accept responsibility and don't abuse it.
- i. Support your NCO team and Adult Staff.
- j. Communicate both upwards and downwards, don't hog information and knowledge.

WELFARE OF CADETS

12. The JNCO Job Specification requires that you "exercise appropriate responsibility for the welfare of cadets". A Corporal in the ATC will spend more time with the cadets than any other cadet NCO or member of staff. You are, therefore, in the best position to monitor the cadet's activities and look after their welfare.



13. The description in the job specification is simply asking you to be aware of possible problems that might occur with cadets. For example, there may be problems at home with sickness of a close relative, or schoolwork and part time jobs may cause poor attendance. Many aspects of life can affect a cadet's performance. Some of the symptoms that may indicate a welfare problem are listed below:

- a. Falling personal standards and poor attitude to discipline and authority.
- b. Uncharacteristic behaviour with exaggerated swings in mood and irritability.
- c. Unexplained absences from Parade Nights.
- d. Changes in health and sudden weight loss.
- e. Unusual aggression.
- f. Loss of appetite.

14. The above symptoms can appear individually or together. They can be caused by a wide variety of welfare problems. **IT IS NOT YOUR JOB TO INVESTIGATE AND SOLVE THE WELFARE PROBLEM, IT IS BEYOND YOUR ABILITIES TO DO SO.** If you believe a welfare problem exists then the most appropriate course of action for you is to voice your concerns to a Senior NCO and ask to speak to your Squadron Warrant Officer or any other uniformed member of staff. You should continue to monitor the cadet in question to see if any of the symptoms change for the better or worse.

FIRE AND SECURITY

15. You will probably remember the two briefings that you always receive early in an Annual Camp programme are Fire and Security, this is not a coincidence. It is in everyone's interest to be aware of local fire and security orders.

Fire

16. Cadet Corporals must know what role they play in carrying out their unit fire orders. It is your responsibility to read and understand your unit fire orders and those of any other unit you visit for overnight stops. You also have a responsibility for ensuring that all new cadets or visiting cadets are aware of the actions in the event of fire. Always remember, yours or someone else's life may be at stake. The essential points you should be aware of are summarised as follows:

- a. Action on discovering a fire.
- b. A description of what the fire alarm sounds like.
- c. Where the emergency exits are located.
- d. Where the first aid fire appliances are located.
- e. The assembly point.

Security

17. Security relates to the protection of personnel and property from harm and theft respectively. Your unit will have published local unit security orders which you must read and make sure you understand your direct responsibilities, if any. Even if you have no direct responsibilities you have an obligation to understand the Security Measures and to report anything suspicious to an adult member of Staff. **DO NOT GET DIRECTLY INVOLVED IN ANY SECURITY INCIDENT.**



18. If an incident occurs you should make a note of what happened to assist your adult staff in briefing the RAF and civilian police. The sort of information required about any incident can be written down as "5Ws". This is expanded as:

- a. WHAT happened.
- b. WHEN did it happen.
- c. WHERE did it happen.
- d. WHO was involved.
- e. WHY did it happen.

19. Two abbreviations can be used to help you when it comes to remembering WHO was involved. The first is the A to H code for reporting people.

- A - Age
- B - Build
- C - Clothing
- D - Distinguishing Marks
- E - Elevation (Height)
- F - Face
- G - Gait (Style of walking)
- H - Hair

20. The second is the SCRIM code for reporting vehicles:

- S** - Shape
- C** - Colour
- R** - Registration
- I** - Identification Marks
- M** - Make and Model



SELF DEVELOPMENT

21. The JNCO Job Specification given in Table 1.1 describes the tasks a fully trained and experienced JNCO should be capable of doing. As you start your career as a NCO within the ATC it is unlikely that you will possess all the knowledge, skills and attitudes required to perform these tasks. The training course that you have completed, together with these supporting notes, has revealed to you the knowledge you require and has given you the opportunity to practice your skills and develop the attitudes required of an JNCO.

22. It is now up to you to develop yourself by being a "reflective practitioner". This means you must apply the knowledge you have gained to the situation in which you find yourself. Use your knowledge and increasing experience to analyse any short falls in your skills and attitudes by thinking (reflecting) about your performance. If necessary obtain feedback on your performance from trusted observers. Think about how your experiences relate to what you have been taught. Finally decide how you are going to do things differently next time so as to improve your performance (putting it into practice). Put simply, learn from your experiences.

CONCLUSIONS

23. As a JNCO you have joined the "management team" of the Air Training Corps. If you are not already, you will become a role model for junior cadets. The most important person in the Squadron is the last probationer cadet to walk through the front door, without them your Squadron has no future. Your job is to make them feel welcome and to help train them to be a worthy member of the ATC.

24. Remember, being promoted to Corporal does not mean you have reached the top of the ladder, you have merely stepped across onto the bottom of another ladder. As a JNCO you cannot relax because "you've got there", you have to work even harder than as a cadet, but in different ways. The rest of this ACP will assist you in developing your skills as a JNCO in the Air Training Corps.

25. The job specification describes what a fully trained JNCO should be capable of doing. So if you don't understand, or have questions, then ask. After all questions are easier to handle than mistakes and it's one of the simplest ways of learning. Above all learn from your experiences.

SECTION 2

DISCIPLINE



INTRODUCTION

1. In any society a code of behaviour and a set of standards will evolve which define what the group believe is an acceptable way of behaving. Some of these standards are defined by Criminal and Civil Laws, in other cases they form the basis of "unwritten laws".
2. In specialist groups, such as the uniformed Emergency Services and the Armed Services, it is necessary to have a special code of discipline to take into account the different roles that those Services perform.
3. As a member of the ATC you form part of a large team governed by rules and regulations laid down primarily in AP1919 and ACP20B.
4. **Meaning of Discipline.** In the ATC discipline is defined as the extent to which its members obey its rules and regulations.

NEED FOR DISCIPLINE

5. The effectiveness, efficiency and well being of the Corps rest fundamentally on respect for authority and the prompt response to command. Primarily, discipline is required for the following reasons:
 - a. **Safety.** In some Corps activities, such as shooting, flying and gliding, self discipline and the prompt obedience of orders is necessary for the safety of cadets and staff.
 - b. **Maintenance of Authority.** Orders must be obeyed promptly or there is a danger that authority will be undermined causing loss of confidence and a breakdown of the command structure. However, orders should be practical, clear and where ever possible received in good time so as to not bring the JNCO's authority into disrepute.
 - c. **Community Living.** It is impossible for large numbers of people to live and work closely together in harmony without rules, regulations and standards to govern their behaviour.

BASIS OF DISCIPLINE

6. There are two main reasons why people obey the rules, regulations and standards, these are:



- a. Fear of the consequences if they are caught breaking them.
- b. Because they understand and accept the need for them and impose them upon themselves.

7. **Discipline Based On Fear.** Discipline can be built up by making it clear that those who offend against the rules, or who do not maintain the standards, will be punished. There are several dangers associated with this type of discipline:

- a. It is normally impossible to detect all offenders and the quality of the discipline will tend to depend on the detection rate.
- b. It can be difficult to balance punishment against the offence. If a particular offence is repeated there is a tendency to increase the punishment on each occasion in an effort to deter. Justice may then be brought into disrepute and the reaction against discipline will be reinforced, potentially leading to a general breakdown in discipline.
- c. This type of discipline relies heavily on close supervision and in any unit it is impossible to have a JNCO watching every cadet at all times.

8. **Discipline Based on Understanding and Consent.** A far better quality of discipline is obtained when cadets understand the need for discipline and willingly impose it upon themselves. For this to happen the following conditions must be met:

- a. Cadets must accept and respect the authority of the NCOs and Staff. The NCOs and staff must set a high standard themselves and not bring their authority into disrepute by issuing stupid or unnecessary orders.
- b. Cadets must understand the necessity for discipline in general and the reasons for specific orders and rules in most cases. This requires communication, information and, where appropriate, explanation from NCOs and Staff.
- c. The application of rules and regulations must be fair and impartial and this must be apparent to the cadets.
- d. Where appropriate, orders should be given and rules enforced in a reasonable, courteous and correct manner.
- e. Orders, rules and regulations should be kept to a minimum. Unnecessary, petty and irritating restrictions do not help the maintenance of discipline in a voluntary organisation such as the Air Training Corps.

9. A fair indication of the standard of discipline in a unit may be judged, not when the NCOs are present, but when they are elsewhere.

ADMINISTERING DISCIPLINE

10. The cadet JNCO does not have the authority to award punishments other than extra duties. For more serious breaches of discipline the JNCO is responsible for ensuring that the offender is referred for punishment by a higher authority. For this to be carried out the JNCO will have to ensure that the relevant facts are available to Staff.

11. On many occasions, however, JNCO's will use their authority and experience to correct a cadet's undesirable behaviour before it becomes bad enough to deserve punishment. This is, to an extent, a training role rather than punishment and forms part of the Individual Needs that you will read about later in the Leadership Sections. The aim of correcting or in recommending punishment should be to reform bad behaviour and to deter more serious breaches at a later date.



12. The main guidelines to follow when administering discipline are as follows:

- a. Ensure that cadets understand the standard of discipline expected of them and the consequences if they misbehave.
- b. Ensure that orders are reasonable and practical. For example it is unreasonable to order cadets to do extra duties because you forgot to tell them what was expected before hand.
- c. Do not threaten a cadet with punishment unless you have the authority to carry it out. The inability or failure to invoke a punishment will only reduce your authority and credibility as an NCO.
- d. Be consistent and impartial at all times.
- e. Avoid punishing a group unless the whole group is in *error*. Group punishment can turn the whole group, both innocent and guilty, against you and possibly authority in general.

REPRIMANDING A CADET

13. As a JNCO it will be necessary for you to reprimand cadets for their actions. If a reprimand is to be re-formative it should follow the following guidelines.

14. Do:

- a. Reprimand in private.
- b. Reprimand promptly.
- c. Know all the facts.
- d. Be specific and not vague in your allegations.
- e. Give the cadet a chance to explain.
- f. Point out the way to improve.
- g. Reprimand once and forget it.



- 15 Don't:
- a. Use sarcasm or ridicule.
 - b. Lose your temper.
 - c. Use foul language
 - d. Get drawn into an argument.
 - e. Make threats you can't carry out.

LIMITS OF AUTHORITY OF A JNCO

16. As already mentioned the punishments available to JNCOs are limited to extra duties. In particular physical punishments, such as press-ups or running, are not permitted by Law. For example, NCOs who are tempted to cut a cadet's hair by force are committing an act of Common Assault and may be prosecuted by Law. Drill must never be used as a form of punishment as discussed later in Section 3. If you have any doubt about the limits of your authority seek advice and guidance from your Squadron Warrant Officer in advance.

DEPORTMENT OF A JNCO

17. The deportment, i.e. the manner, appearance, bearing and behaviour, of a JNCO is of the utmost importance in influencing and maintaining the highest level of discipline and standards in a Squadron. The JNCO should recognise the benefit of promoting self-discipline amongst cadets. To do this the JNCO should:

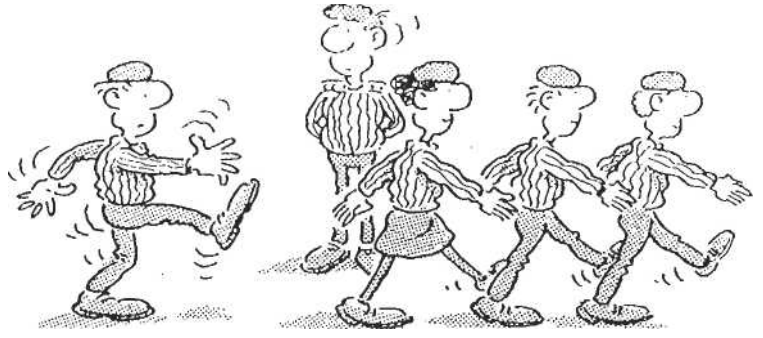
- a. Know the rules and obey them.
- b. Make sure that their deportment is beyond criticism.
- c. Never abuse the privileges of rank.

SUMMARY

18. It is far better that a cadet understands the need for discipline and accepts it as necessary for the good of individuals and the Corps. When administering discipline ensure that it is done in a fair and consistent manner so that the authority of NCOs is not brought into disrepute. Ensure that you follow the guidelines for reprimanding a cadet and that you know your limits of authority. Finally make sure you follow the rules yourself and set a good example as an NCO.

SECTION 3

DRILL



INTRODUCTION

1. Most Cadets know drill as a way of getting cadets from one place to another or as a form of ceremonial for Annual Inspections. Unfortunately some cadets also know it as a punishment or a stopgap, if nothing else can be found to keep them occupied, (but more about that later). The Royal Air Force Manual of Drill and Ceremonial (AP818) has the following to say about drill.

"Drill is a powerful aid to discipline It develops a sense of corporate pride, alertness, precision and readiness to obey orders instantly. Good drill in aircraft is directly fostered (encouraged) by the habit of drilling smartly on parade. Officers and men are better prepared for combat and any work they have to do, on the ground or in the air, if fit and mentally alert. Thus smartness on parade is not only a sign of good discipline, but a basic factor in raising the standard of performance of all Service duties.

The immediate reaction to orders shown by highly disciplined men derives directly from the performance of carefully conceived close-order exercises. It is this property that will enable a unit to keep cohesion (united) and efficiency under a strain that would normally break it, thus enhancing the fighting spirit."

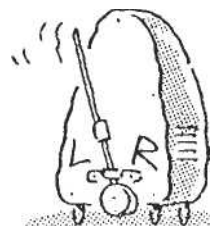
THE PURPOSE OF DRILL

2. As you can see from the quotation from AP818, drill is not only used for ceremonial purposes and the practical and efficient movement of cadets from one place to another. Drill can be used to form a group of cadets into a team and teach them to work together and accept a common level of standards, not only in performing drill but in the turnout of the uniforms. **FOR THIS REASON DRILL MUST NEVER BE GIVEN AS A PUNISHMENT BUT ALWAYS AS A MEANS TO RAISE STANDARDS WITHIN A BODY OF CADETS.** Similarly drill should not be used as a "fill in" subject in the training programme but only as part of a planned training session.

3. As a JNCO you are not expected to teach drill to Second Class cadets and probationers but you must be able to give drill to a squad of cadets and to be confident in the use of the commands to manoeuvre a squad.

GIVING DRILL COMMANDS

4. All words of command must be clear and powerful since the way in which they are given will affect the way in which the squad will react. A sharp and crisp order will result in a sharp and crisp drill movement. The word of command is divided into three parts.



- a. Introductory This tells the squad what movement they are about to carry out. (e.g. "Move to the right")
- b. Cautionary This is the drawn out and loud reminder to the squad. (e.g. "Right".)
- c. Executive This is the high pitched, sharp command. (e.g. "TURN".)

5. Sometimes there is no need for an introductory word of command, as in "Present Arms", and occasionally there is no cautionary word as in "Halt".

6. The cautionary word of command must be drawn out over a period of time equivalent to four paces in quick time (two seconds), there must be a pause between it and the executive word of command.

DRILL MOVEMENTS AND COMMANDS

7. It is not the purpose of this ACP to replace AP818 as the source of all knowledge of drill and ceremonial. JNCOs are recommended to review the contents of AP818 together with their Squadron Warrant Officer to ensure that drill commands and sequences, such as formation of a squad, are being performed correctly.

To help you learn the commands quicker, get together with the rest of your Squadron NCOs and generate a Table from AP818 which summarises the following information for static and marching drill,

- a. The Introductory, Cautionary and Executive Words of command for each movement.
 - b. The timing for each movement.
 - c. The foot on which each marching drill movement is given.
 - d. The series of commands for forming, inspecting and dismissing a Squad.
-
-

TASK BOX 3.1

SUMMARY

8. Drill is intended for the practical purposes of moving a body of cadets efficiently, for ceremonial purposes and for the development of self discipline. Drill should never be used as a punishment but as a way to improve standards within a body of cadets. The confidence and crispness with which you give drill commands will be reflected in the way the drill squad reacts to them. AP818 is the source of all knowledge on drill movements and every Squadron should have a copy, it is there to be used. Make sure that your drill commands are correct by reading it.

SECTION 4

DRESS REGULATIONS



INTRODUCTION

1. The term "Uniform" means the same, it is important, therefore, that all units adhere to the dress regulations so that the ATC presents itself as a uniform organisation.

DRESS REGULATIONS

2. The Dress Regulations for the Air Training Corps are given in AP1919, Chapter 8 and ACP20B, AI204.

3. Members of the Air Training Corps are normally to wear uniform while on duty. Mainly this means when attending, or travelling to or from, an authorised activity or parade night. Cadets in uniform are seen much more often by the public than regular members of the Royal Air Force. It is essential, therefore, that the uniform is worn exactly in accordance with current Dress Regulations, is complete and kept clean and properly pressed. In particular Squadrons may not authorise local deviations from the Dress Regulations.

4. It is not the purpose of this section to re-iterate the Dress Regulations that are adequately described in the above references.

SUMMARY

5. The Dress Regulations are to be strictly followed so as to present a uniformity across the Air Training Corps, To ensure you know how to find the various dress regulations and what they are carry out the exercise in TASK BOX 4.1 over the page.



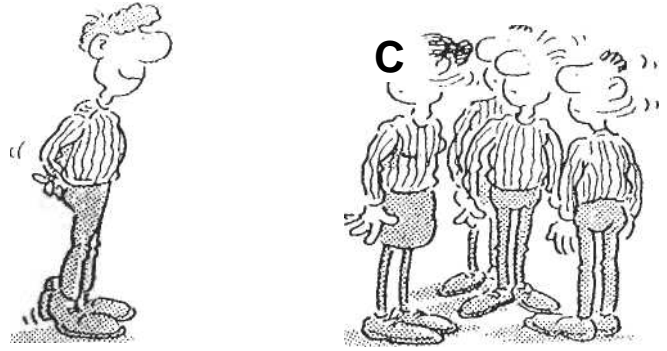
As an exercise JNCOs should obtain a copy of the appropriate Dress Regulations and draw up a list of what uniform should be worn and when. Start by answering the following questions.

- a. When may cadets wear "working dress" uniform?
- b. What does "working dress" uniform consist of for males and females?
- c. When may cadets wear Disruptive Pattern Material (DPM) uniform or "combats" and with whose authorisation?
- d. What does DPM uniform consist of?
- e. What emblems or badges may be worn on working dress or DPM?
- f. What dress may Band Personnel be authorised to wear, when and with whose authorisation?
- g. What are the regulations for CWOs to wear No1 Uniform at the Squadron, on formal parades and with whose authorisation?
- h. Who may wear a No1 SD hat on what occasions?
- i. When can Blue and DPM be mixed?
- j. Should Blue or Green rank braids be worn with DPM?
- k. When may Wedgwood Blue shirts be worn and with whose authorisation?
- l. When on official activities should all personnel be dressed the same?
- m. When may Stable Belts be worn by male cadets and how are they worn?
- n. What are the regulations regarding hair length for males and females?

TASK BOX 4.1

SECTION 5

LEADERSHIP



INTRODUCTION

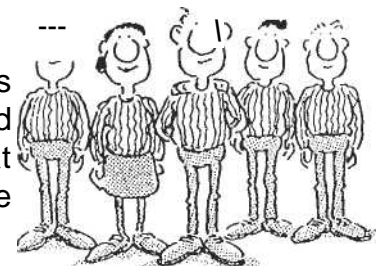
1. As a JNCO in the ATC you are required to "control a section of cadets placed under your direct supervision". What does control really mean and where does leadership fit into this definition?
2. The dictionary defines "control" as the "power of directing" or "command", while "to lead" is "to direct movements of or "guide actions and opinions". From these simple definitions it can be said that to control and lead are the same thing. However, there is more to Leadership than just controlling and that is what this section is about.
3. So why is leadership necessary, what are leaders, what do they do and how do they do it? This has been the subject of much debate and research over many centuries, going back to Roman times and beyond.
4. A leader is not required unless there is a group to be led. There are two main reasons why groups are formed. The first is for administration purposes, as it is much simpler to control a group than many individuals. Providing of course that they accept the groups rules and discipline. The second reason for forming a group is to perform a task that cannot be achieved by an individual alone. This second reason is what stretches the abilities of Leaders.
5. A formal definition of Leadership is:

"To influence the thoughts and behaviour of others in a deliberate direction in order to achieve a desired objective."
6. Perhaps a more informal definition of Leadership is:

"To turn a group of individuals into a team that can achieve something they could not do on their own."

QUALITIES APPROACH

7. The Qualities approach to leadership is a historical belief that leaders were born with the qualities that made them natural leaders. For example, in the time of Wellington, the aristocrat could see the wider picture and had courage, determination and integrity and many other qualities to do what was necessary to lead his forces. Conversely the peasant had none of these qualities and had to be led. Try drawing up a list of personal qualities that you believe leaders need to perform their task as effective leaders. Some lists run to over 140 qualities!



8. The growing educational system slowly reduced the gap between aristocrat and peasant. Some might say that the First World War was the last to be won on the playing fields of Eton and Harrow. Perhaps this is more clearly shown by the World Leaders of the last sixty or seventy years. Consider some of these leaders and the qualities they had. You will probably realise that not all the leaders had the same qualities. So are all the qualities necessary to be a leader, if not which are essential? Once a list is drawn up of essential qualities to what degree is each required? How much integrity makes a leader and how is it measured? How much more courage than normal is required, or when does determination become stubbornness?

9. If Leaders are to be trained then how can all these qualities be defined and how can their possession be measured? From these questions it is clear that qualities are not the only answer to good leadership but they cannot be dismissed entirely as we shall see later.

SITUATIONAL APPROACH

10. Research after the First World War proposed that in a given situation, the person with the most appropriate professional knowledge, abilities and skills would make the best leader. This proposition works for simple tasks, but in more complex situations it would be difficult to find someone who excels in all the aspects necessary to achieve the task. Remember the definition of leadership is to achieve as a group what the individual cannot do. Also if several tasks are to be done simultaneously, how many leaders are needed and which one sets the priorities. The Situational Approach was eventually rejected because clearly knowledge and technical skills alone are not equivalent to leadership.

11. Again the Situational approach to leadership is not the whole answer, but like the Qualities approach it cannot be ignored totally since some knowledge and skills are necessary to be a leader.

SUMMARY OF THE QUALITIES AND SITUATIONAL APPROACHES

12. The Qualities approach attempted to define the social qualities of a leader necessary to bring together and maintain a team to achieve an objective. The Situational Approach stressed the need for technical knowledge and skills to achieve a task. So a leader has to perform two roles:

- a. Social Specialist. This role keeps the group together by creating and preserving morale through communication, building relationships and having the qualities necessary to be respected by the team.
- b. Task Specialist. This role is aimed at achieving the desired objective through energy, courage, intelligence and a higher professional skill than the team itself.

13 Research has shown that certain qualities are necessary to support the roles of Social and Task Specialists, these are given in Table 5.1. Not all leaders conform to these needs. The requirements of a leader vary according to other factors, e.g. the group with which they work, the environment in which they work and the task to be accomplished. Modern research has decided that it is not what leaders are that is vital, but what they do, i.e. their function. This leads to the Functional approach to Leadership.



Qualities	Roles
Motivation and Achievement. Through a strong desire to achieve; labours long and hard to satisfy an inner drive not totally for material satisfaction.	Task
Specialist Knowledge and Skills. To achieve objectives they have a superior professional skill to their followers; they continually strive to develop their skill and knowledge.	Task
Intelligence. A slightly higher knowledge than their followers enables them to solve problems and communicate effectively.	Task & Social
Maturity and Breadth. Is more phlegmatic (calmer) than followers, controlling emotions during the peaks and troughs of success and failure.	Social
Respected and People Conscious. They understand the need to keep a group happy to achieve a task and the attitudes of their followers are of prime importance when planning a task.	Social

Table 5.1 Qualities Required by Leaders to Support Social and Task Roles

FUNCTIONAL APPROACH

14. The functional approach to leadership describes what a leader has to do to satisfy the needs of both the Task and Social specialist roles. To achieve the Task role the leader must satisfy the Task Needs. To achieve the role of Social Specialist is more complex. The leader must consider not only the Team Maintenance Needs but also the Individual Needs of those in the team. These three areas of needs are described below.



a. **Task Needs.** The leader has a need to achieve a complex task or objective by using their team (the leadership definition again). Without the task the team would not be necessary. The actions necessary by the team to achieve the task is called the Task Need.

b. **Team Maintenance Needs.** To achieve tasks the group needs to be held together in a united team. The conviction that the team is achieving more than an individual brings with it the satisfaction of being a member of the team and being able to share in that achievement. The individual may be happy to lower their own needs if the team membership brings sufficient rewards. If the rewards diminish then team members may lose interest, and support and participation in the team will similarly diminish. If the team members consist of "Prima donnas" who are unwilling to accept a lower self importance then the group will not function as a team but as a gathering of individuals. Many groups develop unwritten laws, codes of conduct, rituals and traditions in order to re-inforce the idea of unity. A group will often *react* strongly against an individual member who does not conform to the group's standards or who appears to be a disruptive influence. This is the area of Team Maintenance Needs

c. **Individual Needs.** Everyone has their own physical and psychological needs, which they see as important in maintaining their morale, and brings these needs to any group they join. A team member looks to the group to provide their basic needs more quickly than would be possible outside the group - else why join or take part? These feelings do not occur in groups that are formed artificially, such as Flights at Summer Camp, until whole hearted participation develops which may take some time. Hence the usual expression the team has not "gelled".

15. The three needs described above have to be considered all at the same time, as shown in Figure 5.1. The importance, or size, of each circle and their overlap varies according to the situation. If one function is not addressed then the whole team structure may suffer.

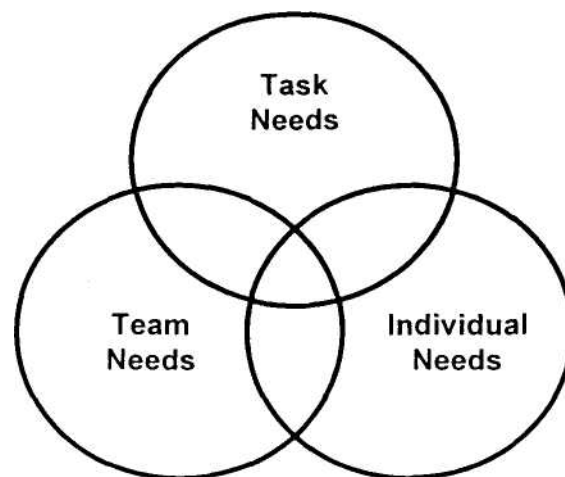
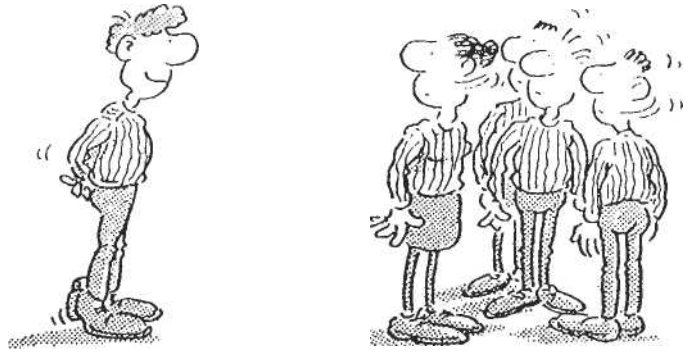


Figure 5.1 The Relationship Between Task, Team and Individual Needs

FUNCTIONS OF A LEADER

16. Any action that is taken to satisfy the three "needs" is, by definition, a leadership action. It follows, therefore, that the person taking the action must be the leader. To determine the appropriate leadership action the leader must satisfy the following:



- a. **Awareness.** The leader must have full awareness at all times of the three needs of the group in the specific situation in which they are working.
- b. **Functional Response.** The leader must respond to the appropriate function to satisfy the need. If more than one "need" exists the leader must prioritise their responses
- c. **Knowledge Skills and Attitudes.** To be aware of needs and to respond correctly to satisfy those needs, the leader must have certain specialist knowledge, skills and attitudes. The purpose of this course has been to introduce these to you.

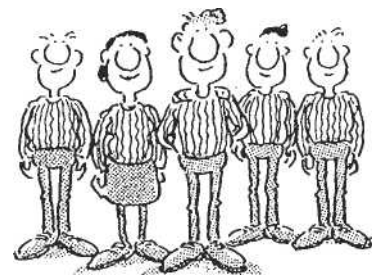
17. The group and its situation will never be static. It continually evolves to achieve the greatest personal satisfaction for the largest number of members. The groups needs, therefore, constantly change. The responses to satisfy them will also change and what may have worked before may have an opposite effect now.

18. The main functions of each of the needs are given in Table 5.2.

CONCLUSION

19. It is not what leaders are that makes them successful but what they do. An effective leader is one who is:

"Aware of the task, team maintenance and individual needs of their group, and has the knowledge skill and attitudes to respond to those needs in accordance with priorities of the situation."



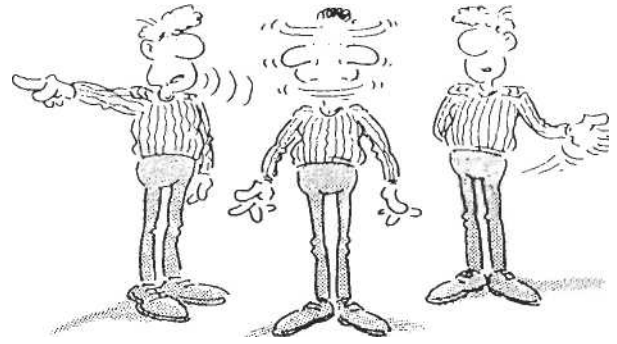
Areas of Need		Appropriate Functions
T A S K		Appreciating the situation
		Making and adjusting a plan
		Allocating responsibilities, work and resources
		Control of Quality, tempo and performance
		Communications
		Setting and maintaining standards
		instilling and Maintaining Discipline
T E A M		Building team spirit
		Motivating, praising and giving a sense of purpose
		Giving status
		Training the group and individuals
		Recognising and using individual abilities
		Attending to personal problems

Table 5.2 The Functions Appropriate to the Group Needs

SECTION 6

LEADERSHIP STYLE

INTRODUCTION



1. We have seen that it is not what Leaders are but what they do that is important, but how should they lead? There are many examples of sayings such as "Lead from the front" and "Lead by example". But how should someone lead a team? The simple answer is there is no single correct answer, but there are plenty of wrong ones.

2. The reason there is no single answer is that the Leadership style you adopt depends on the group, the task and the situation. The purpose of this section is to explain the basis on which leadership is formed and what styles of leadership exist.

BASIS OF LEADERSHIP

3. The leader of a team can be placed in that position in one of two ways. First the team itself can appoint a leader through whatever process they accept. This may range from a conscious decision to discuss and vote on a leader, or an unconscious decision to accept a self-appointed leader through want of any-one better. Secondly the leader may be appointed within a command or management structure by more senior grades, such as in industry or the armed forces.

4. A leader appointed by the group gains their authority from the group itself. A leader appointed by the organisation gains their authority from the rules and structure of the organisation. In both cases authority has been granted but respect as a leader still has to be earned. If leadership is not provided then the group will turn elsewhere. In the first case the group appointed leader will be voted out. More seriously though within an organisation an unofficial leader of a group will rise to challenge the officially appointed leader.

5. As a junior NCO in the Air Training Corps you have been granted authority by your CO when you were promoted to Corporal. To earn respect as a leader you have to employ the functional leadership skills to real life situations. Functional leadership skills apply not only to "Pine Pole and Oil Drum" exercises but to preparing a room for an inspection or cleaning a crew room after AEF. Clearly a leadership style appropriate to leading a team over an assault course would be too aggressive for normal activities on an average Squadron parade night. This section discusses the leadership styles available to you.

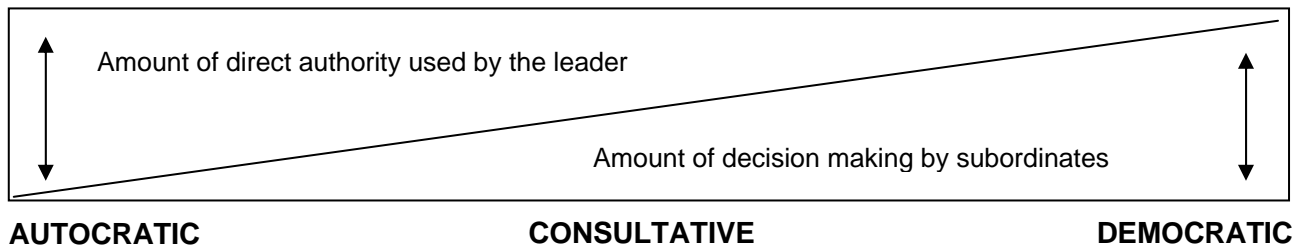
LEADERSHIP STYLE

6. As the situation affects which functions the leader carries out, it would also affect the manner in which the function is performed. There are broadly three types of leader:



- a. **Authoritarian/Autocratic.** Both words describe the type of leader who gives orders and expects instant obedience without argument. Plans and policies are made in isolation from the group. Orders are given without explanation for the reasons or of future intentions. The autocratic leader does not become part of the team at all, but merely directs it.
- b. **Passive/Democratic.** Theoretically the best type of leader. The democratic leader makes no suggestions but asks for the groups opinions. The group is left to make its own decisions democratically which, are then "rubber stamped" by the leader.
- c. **Consultative.** The consultative leader is part way between the autocratic and democratic style. Opinions of the group are sought by the consultative leader who uses this information to make decisions. The group are kept informed about the future and are allowed to debate and proposed changes to long term policy.

7. Figure 6.1 illustrates the range of leadership styles in diagrammatic form. As a leader has to be "all things to all men, at all times", it is impossible to state which style is correct. The benefits of each style can be debated at extreme length and each has its merits in different situations.



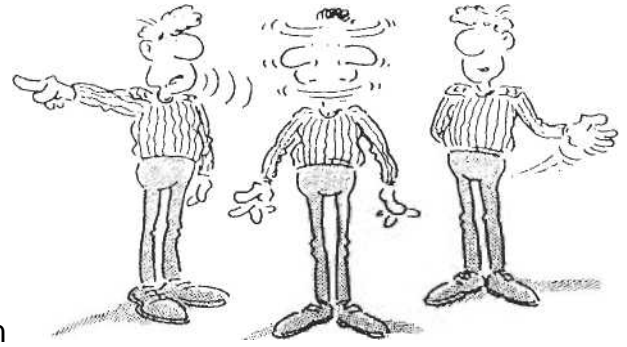
TELLS	SELLS	PARTICIPATES	DELEGATES
Leader makes decision	Leader makes decision	Leader presents problem	Leader defines limitations
Announces it	Sells it	Invites suggestions	
		Leader decides on final solution	Asks team to make a decision

Figure 6.1 Autocratic Democratic Leadership Style Diagram

ADVANTAGES AND DISADVANTAGES

- 8. Autocratic. An autocratic style has several strengths:
 - a. One person can make fast decisions and get quick and aggressive action.
 - b. There is centralised control from one person.
 - c. It is very successful for small groups with relatively simple tasks.

9. Consultative. With larger groups and more complex tasks, however, the leader has to delegate sub-tasks to sub-leaders in the group. This involves explanation and communication so that the whole group understands the final objective and the part they play in achieving it. This requires a more consultative style to ensure everyone is motivated. Additionally, research has shown the act of consultation satisfies the Team and Individual needs and improves morale. The advantages of the consultative style are:



- a. In task needs the solution will be improved if the leader uses all the skills and knowledge of the group. In addition the group will be more motivated to do the task if they have been involved in the decision making.
- b. In Team maintenance needs, group participation requires the appointment of sub-leaders, increasing communication and team spirit.
- c. In individual needs participation in decision making gives status to the individual. The greater involvement through their specific skills trains the individual for greater responsibility.

10. Democratic. The democratic style is very relaxed and people oriented. With large groups it is unlikely that anything will get done because the group never stops talking about it rather than arriving at decisions. A group has to be well trained in their role for this style to work.

PRINCIPLES FOR GOOD LEADERSHIP

11. The functional leadership model assumes that leaders are not born but can be trained. Training is usually in the form of experience and feedback from superiors and peer groups. Your leadership style depends on the nature of the situation itself. There are several practical steps you can take to create a climate of mutual trust and respect as a foundation to your leadership skills.

12. There are seven principles, which, if practised sincerely and consistently will produce the desired trust and respect:

- a. **Know your job.** To gain respect you must be competent at your job. You must be able to answer cadets who come to you for advice *or* to answer a question. It is your job to keep yourself up to date on Corps regulations and activities.
- b. **Know your people and be known yourself.** You cannot lead if you are not known. You must get out of the NCO's room and get to know the cadets under you as individuals not just names.
- c. **Be frank.** Keep you subordinates well informed. Let the cadets know, in a constructive way, how you view their strengths and weaknesses. Explain how they could improve their performance. ,



- d. Be a good coach. Set realistic standards and explain why they are needed. If a cadet asks your advice on a problem ask them suitable questions to try and get them to answer it themselves, that way they learn more.
- e. Be Impartial. Nobody likes everyone in this world, however, as an NCO you cannot play favourites. Whether you like them or not you are responsible for their supervision and welfare. You will lose your credibility with other NCOs and your team if you apply differing standards to those whose face fits.
- f. Be Sensitive. You must be aware of your environment and sensitive to the feelings of others who are effected by your actions. Sensitivity allows you to detect the subtle changes in individuals that indicates problems. You must develop a sense of self awareness since your actions, tone of voice and attitudes will be noticed by your team.
- g. Be Firm. Stand up for what you believe is right. This does not mean being inflexible, obstinate or pig-headed. A good leader will use all the information available and make a decision They will not allow themselves to be swayed by individuals who criticise their decisions for personal reasons.

13. The "natural" leader will know by instinct the correct style to use and the functional needs to address at any given time. Those that have been trained in leadership will not find it so easy and must learn from their experiences. That is be aware of your performance in leadership terms, think about how you could improve and put it into practice next time, put more simply "learn from your mistakes" and from others who do it well.

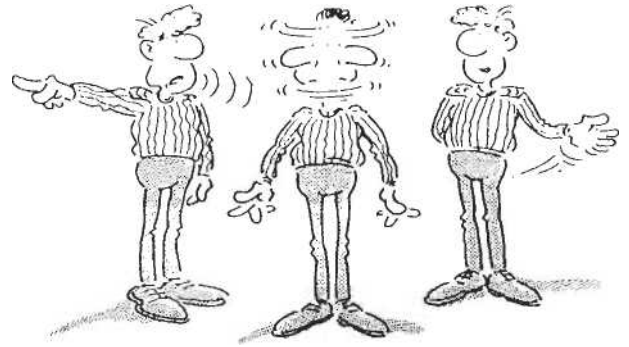
METHODS OF GIVING ORDERS

14. As a JNCO you will have to give orders to junior cadets. Your leadership style will determine how you will give your orders but you must remember the point from Section 2 on Discipline, that where appropriate orders should be given in a reasonable, courteous and correct manner.

15. There are three ways in which you can phrase an order. You can:

- a. Suggest. This method is used when there is very little pressure and you are working towards the democratic end of the leadership diagram. By suggesting a course of action you are asking the group to agree or disagree with you. NCOs who have a strong natural leadership ability can achieve a lot with this style as it is not threatening to the recipient.
- b. Request. This method is the most effective way of giving orders in a day to day situation. It is the most natural and polite way of asking for something to be done. A request worded as "Please do" or "I would like you to" leaves the recipient in no position to argue with whether it has to be done or not. But beware, a request worded as "Would you please" invites the response "No" because you are asking them if they would do a task and not politely telling them to do a task.
- c. Demand. This is the autocratic way of giving orders and should be used when you want quick and unquestioned obedience of an order. Beware, using this technique all the time will devalue its importance since after a while the recipients cannot tell whether the situation is really urgent or not.

16. When giving orders the tone of voice, along with body language is most important. The tone and actions must match the style in which you give the order or you will send conflicting signals to the recipient. For example, leaning forward and bellowing a suggestion is as inappropriate as quietly demanding action while looking at the ground.



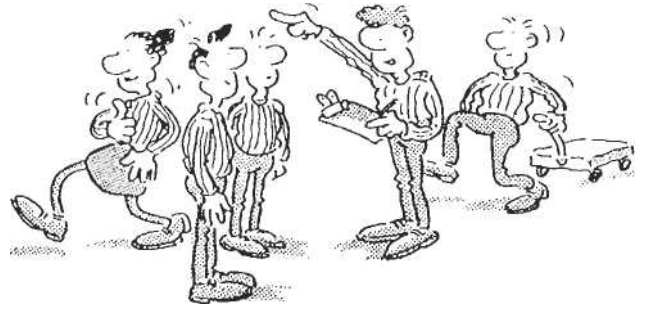
SUMMARY

17. A leader gets their authority by virtue of their appointment to the rank of NCO, however, respect as a leader has to be earned. Leadership is what you do and not what you are and you should follow the principles for good leadership to help earn that respect. The leadership style you choose will depend on the team and situation. Make sure the way you give orders matches your leadership style.



SECTION 7

GETTING THINGS DONE



INTRODUCTION

1. A leader is necessary when a group of people have to achieve an objective. A leader, therefore, is expected to use a team to achieve results or get things done. Many leaders can get things done but some seem to do it quicker and with less fuss and frustration. That is because they have taken a logical approach to getting things done. It is this logical sequence that we will discuss in this section.

TASK SEQUENCE

2. Any task can be broken down into a logical sequence which, if followed will make getting things done much easier. This sequence is shown in Figure 7.1. and can be easily remembered by the abbreviation PICSIE.

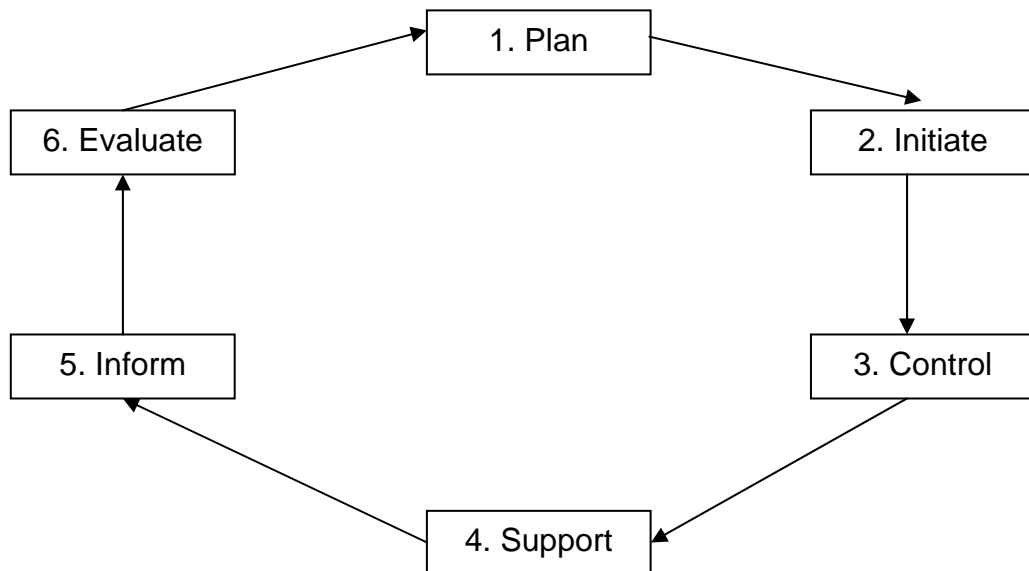
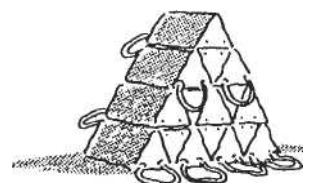


Figure 7.1 The Process of "Getting Things Done"

Plan

3. Before starting any activity it is important that the objectives or Aim of the task are clear. It is very easy to misinterpret the objectives of the task and do something which is almost, but not quite, what is required. "Almost, but not quite", is not an acceptable standard. If an employer paid you almost, but not quite what you earned you would be rightfully annoyed. An airline pilot who almost, but not quite reached the runway on approach to land would not be safe.



4. It is important, therefore, that you spend time thinking about the aims of the task and gathering information about it, as all future steps are based on a clear understanding of what is required. Poor appreciation of the task at this point in the process will mean all future steps are wrong, and the objectives will not be met. It is possible to re-plan to the correct objectives mid-way through the task but this is wasteful of time and effort and the leader will lose their credibility with the team.

5. There is usually more than one way to complete a task, but there are usually only one or two solutions which do it most effectively. The first step is to list all the possible solutions and then do simple tests to check their feasibility; e.g. is the rope or plank long enough, do I have sufficient lashings, will one barrel support four people? It is possible to run through the plan in your mind, evaluating the problems you might meet and deciding on the solutions.

6. Once you have tested the plans you must select the best one. The best solution will:

- a. Fulfil all essential requirements of the task.
- b. Fulfil all or most of the desirable requirements of the task.
- c. Cater for unforeseen occurrences and be capable of being modified.
- d. Use the resources efficiently.

7. Having selected a basic plan it is necessary to add the detail and allocated tasks and responsibilities to the team members.

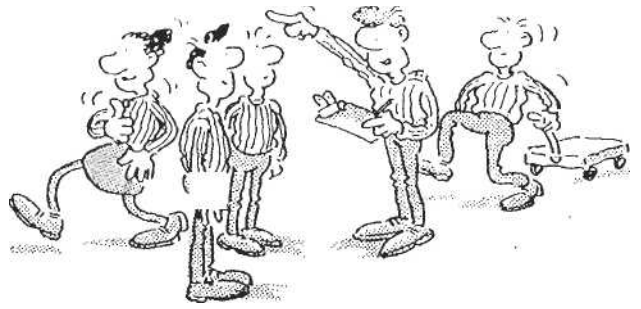
Initiate

8. You now have a plan and the next step is to initiate action by communicating that plan to your team. This step in the process is most important because no matter how good the plan is, if the team does not understand it, then it will not work. To ensure that a plan is briefed in a logical and consistent manner a standard procedure has been developed across all three armed services. This procedure can be remembered by the abbreviation SMEAC, which is described below.

- a. **Situation.** This describes in outline the situation in which the group is operating. It is necessary to set the scene so that the rest of the brief makes sense to the team.
- b. **Mission.** This must be a short, sharp and singular description of the task. Time and place are usually the only limitations included.
 - i. A poor example of a mission statement is:

"We have to find the equipment, I don't know what it looks like but it is heavy, and take it to the assembly point, I'll give you that later, be careful the ground is pretty slippery today, and put it together by mid afternoon."

ii. The above description is too long and vague, the team has to filter out the unnecessary information. A better example might be:



c. **Execution.** This section is where you tell the team the detailed plan, Be careful, if you give it in a disjointed manner it will be difficult to follow.

i. You should give an outline plan initially, for example if the mission is to cross a river the outline plan should state whether you intend to build a bridge or a raft and what the crossing points are.

ii. Next should come the resources available and *any limitations* effecting the task. This puts the detailed plan in perspective and allows the team to assess the plan and formulate questions at the end.

iii. Describe the plan in detail, allocating tasks and responsibilities as the plan evolves. Give a summary of locations and timings so that these can be copied down in one place by the team members.

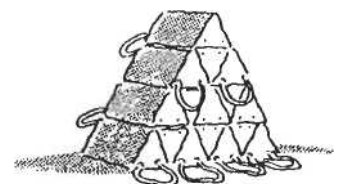
iv. Ensure that a safety brief is included if appropriate, covering possible injuries or emergencies and to include contact numbers and safety routes.

d. **Any Questions.** Give the team time to digest the information you have provided and formulate any questions. Ask each team member in turn if they have any questions. If they have, answer them clearly and fully, on no account ridicule the person asking the question or imply the question is stupid. If you do that no-one will ask any further questions and your plan may fail as a result. Remember questions are easier to handle than mistakes.

e. **Check Understanding.** Once the team have had their opportunity to clarify their understanding of the plan ask some relevant questions to satisfy yourself that they really have understood the plan.

i. Do this by selecting key points of the plan, especially locations, timings and limitations and use the "Pose, Pause, Pounce" technique. That is Pose a question, Pause while everyone thinks about the answer and then "Pounce" by nominating someone to answer it. Use the open hand, palm up, to indicate the person you are nominating to answer the question. This gesture is a more inviting than the pointed finger which is accusing and aggressive.

ii. If a question is answered incorrectly then ask if anyone else can answer. If no-one knows the answer then your brief may not have been clear. In which case go over that area of the brief again and recheck the understanding.



Control

9. Your team is now ready to execute your plan. If your plan is clear and you have allocated tasks and responsibilities all you should have to do is monitor and control its progress. During this phase the leader must monitor and control the sub-leaders along with the group's discipline and standards.

10. It is necessary to ensure that all the activities are working towards the end objective and that they are happening at the right speed. Do not let the energies of the team be diverted to non-essential tasks. A leader must think ahead and foresee possible problems and plan a solution before they occur.

11. One typical problem with inexperienced leaders is that they become too involved in individual tasks such as lashing poles or pulling on ropes. If you do this you are concentrating on what's happening now rather than looking ahead. Remember don't become too "hands on", stand back and take a good look at the whole picture and think ahead.

Support

12. So far we have discussed the Task Needs of getting things done. However, the Functional Leadership model identifies that the Team and Individual Needs affect how well the team work towards achieving the task. It is necessary to support the team as a whole and the individuals that make it up. This can be done by maintaining discipline, recognising efforts, providing encouragement and praise as appropriate.

Inform

13. Throughout the execution phase it will be necessary to keep communication flowing. First from you to the team to keep them informed of any changes in plan or to update them on the overall progress of the task. Secondly from the team to you as they discover that something is not as easy as first thought, or someone comes up with an idea that simplifies the task.

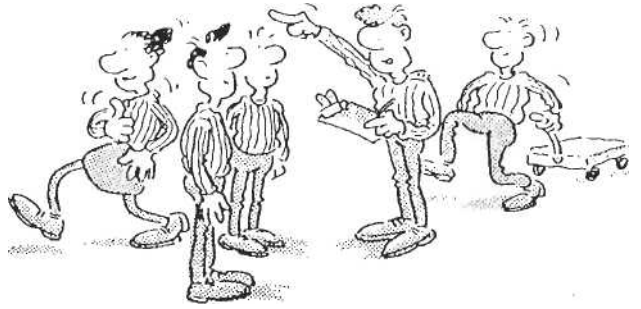
Evaluate

14. No plan is perfect and you should always expect minor problems to arise. As a leader you must continually evaluate the progress of the team against your initial plan. If you are not meeting the plan try and determine why and decide what can be changed to make it happen. Always keep the end objectives in your mind and ensure your plan still meets them.

15. Evaluate the members of your team and how well they are doing the tasks that were allocated to them. Identify any training that may be necessary to expand the teams abilities.

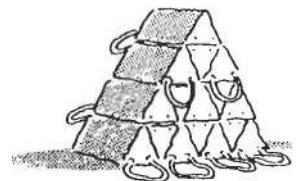
SUMMARY

16 Your success as a leader lies not only in your leadership skills but also in your abilities to appreciate a task, plan a solution, communicate the solution to your team and successfully execute the plan while continually evaluating its success in meeting the original objectives. To help a summary of the actions a leader should take at various phases is given in Table 7.1.



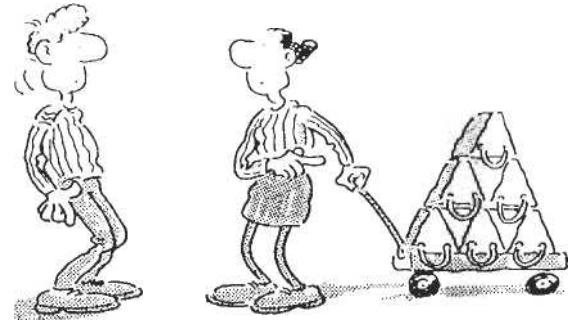
Key Functions	TASK NEEDS	TEAM NEEDS	INDIVIDUAL NEEDS	
PLAN	Define aim	Identify tasks and constraints.	Involve team and share comitment.	C O M M U N I C A T I O N
	Detailed plan	Establish priorities. Check resources. Produce plan.	Consult and agree standards.	
INITIATE	Brief Group. Use SMEAC. Set standards.	Obtain feedback and ideas. Encourage initiative.	Advise, Listen, Enthuse, Praise	
CONTROL	Maintain standards. Set work tempo. Maintain discipline.	Co-ordinate effort. Allocate responsibilities.	Give a sense of purpose. Reassure. Observe.	
SUPPORT	Monitor work and resources.	Reconcile conflicts. Build Team Spirit. Encourage. Develop team suggestions.	Attend to personal problems. Train individuals. Give status.	
INFORM	Communicate progress and changes to plans.	Clarify Objectives. Provide new information.	Praise abilities and effort.	
EVALUATE	Review objectives. Assess progress and re-plan if necessary.	Assess team performance. Recognise success. Learn from failure.	Assess and Discuss performance. Guide and train.	

Table 7.1 The Relationship between the Functional Needs and "Getting Things Done"



SECTION 8

COMMUNICATION



INTRODUCTION

1. We have seen that communication is an important part of the NCOs role. In performing your role you will be using verbal communication skills socially, to handle cadet welfare and to get things done. This course gives an introduction to communications generally but especially verbal communication. However, it is recognised that during your career as a JNCO you may be required to give a presentation. An introduction to the basics of giving presentations is therefore included.

EFFECTIVE COMMUNICATION

2. Effective Communication can be defined as:

"The imparting of information so that the recipient fully understands it."

3. Communication is, therefore, a dual activity with a responsibility on the sender to ensure the message is as clear and concise as possible and a responsibility on the recipient to ensure that full concentration is given to understanding the message.

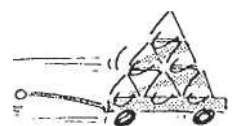
REASONS FOR COMMUNICATING

4. There are several reasons for communicating with others, each is important in various circumstances. These reasons can be described as follows:

a. **Giving or Seeking Information.** Giving information can be in the form of a brief, a lecture or simply an informal chat with friends. Seeking information can arise in a disciplinary situation, an interview or simply asking friends which portable CD player they recommend. Giving information is the basis of initiating action in the autocratic leadership style while seeking information is the basis of decision making in the democratic style of leadership. This type of communication supports the task and individual needs.

b. **Effecting Changes in Behaviour or Attitudes.** This function, you may recall, relates to the leadership style. It is about getting your team to do what you want them to do and like it. This can range from specific instructions to gentle persuasion, however it is done communication is the art of imparting your wishes so that the recipient understands and accepts them. This type of communication supports the team and individual needs.

c. **Expressing Feelings.** This is done to support the Individual needs, such as welfare, training, praise and motivation.



THE STEPS OF COMMUNICATION

5. Communication is about sending a message to someone who needs or wants it. The communication process is shown in Figure 8.1. The first step is to decide on the message to be sent. This then has to be coded so that it can be sent to the recipient. There are several ways of coding a message as follows:

a. **Sounds.** This is the most widely used form of communication. Verbal communication in the form of words is quick, easy and instant feedback can be given by the recipient. It is possible to give a very powerful message if the speech is accompanied by attitudes and gestures. Sounds other than speech can be used to convey a message, a well timed grunt or a scream can sometimes broadcast more information than a whole sentence. However, on the negative side, a spoken message requires instant analysis. As there is usually no permanent record it is not possible to refer back to the message content at a later time

b. **Symbols.** The most commonly used symbols for communication is the alphabet to form the written word. In the same way as different languages use different words for the same object or event then different alphabets are used around the World. However, symbols for communication can also include pictorial information such as the European Road Signs which are designed to communicate with several nationalities in a common manner. The written communication has the benefit of being a permanent record of the message which gives time for analysis and can be reviewed later with no loss of meaning. It can also be sent to a large number of people in different locations and over great distances. The drawbacks with written communications is that they are impersonal with none of the additional cues available from the senders tone of voice and gestures, which could lead to ambiguity. A further problem is that the written words takes time to produce and send which also results in a slow feedback from the recipient.

c. **Attitudes and Gestures.** Most commonly called "body language" the way we act and move our limbs and bodies can strongly re-inforce the verbal communications already discussed.

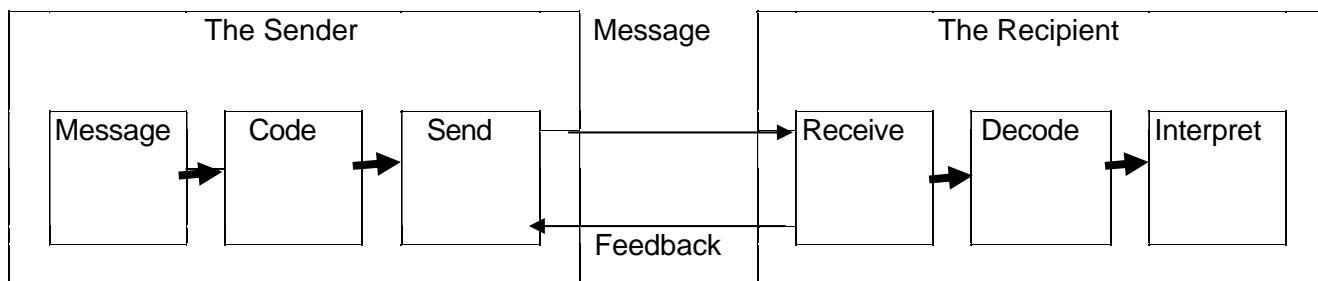
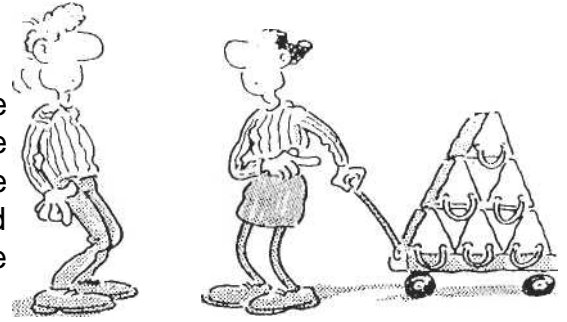


Figure 8.1 The Communication Process

6 Once coded the message is sent to the recipient. However, the problems of communication continue, sometimes the message may be garbled or even lost before it reaches the recipient! When the message is received it has to be decoded before it can be analysed and understood. If the recipient does not have the same understanding of the



code as the sender then the message will not be understood, or even worse misunderstood. An extreme example where the message will not be understood is sending a letter in English to someone who only understands Japanese. An example where the message may be misunderstood is sending a message in English to the same Japanese who has only partially learnt English.

7. This means that the sender must ensure that the message is coded in a way so that the recipient can decode it without any errors. The golden rule, therefore, in any communication is that it must be phrased for the recipient's benefit not for the sender's benefit.

HOW TO IMPROVE COMMUNICATION

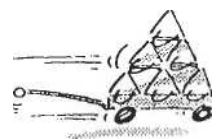
8. Irrespective of the mode of communication there are some things the sender and recipient can do to improve the chances of successful communication.

9. For the sender it is important to put the recipient at ease and to avoid building barriers to communication. This can be done by:

- a. Not talking down to the recipient and not forcing prejudice through difference in rank.
- b. Not using slang or jargon that the recipient may not understand.
- c. Providing information in easily managed packages.
- d. Providing information in a logical flow to aid understanding.
- e. Minimising any external distraction to the main form of communication.
- f. Asking for and listening to feedback as to what the recipient understands: from your message.

10. The recipient can improve communication by making the sender's job as easy as possible. This can be done by:

- a. Listening with attention to what is being said.
- b. Putting the sender at ease to make the communication less formal.
- c. Showing interest in what is being said.
- d. Don't interrupt.
- e. Not being distracted by other events.



- f. Asking questions at the end.
- g. Not losing your temper if you do not understand or disagree.
- h. Giving feedback in your own words on what you understood from the message.

GIVING A PRESENTATION

11. We have looked at the techniques of briefing for specific tasks using SMEAC and if you have reached the Staff Cadet classification you will have been exposed to the principles of Instructional Technique for taking lessons. However, it is often necessary to communicate information to a large number of people at the same time that does not fall into the category of a task brief or a lesson. The usual way of doing this is in the form of a presentation. The aim of this section is to give you the basic techniques of presenting information.

AIM OF THE PRESENTATION

12. Before preparing a presentation it is necessary to decide on the aim of the presentation. This is important because if the audience have asked you to give the presentation then they are already motivated to listen. If, however, you have decided that they need to know the information then you will need to explain to them why they need to listen. An important factor in any presentation is how much time is available to get the information across.

FORMAT OF THE PRESENTATION

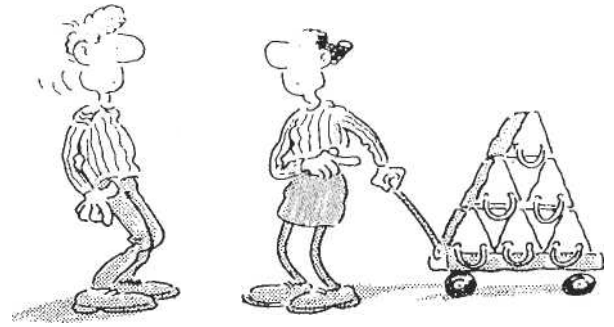
13. A presentation is a means of communicating information to a large group. For the audience to fully understand this information the presentation must be clear and concise. The presentation must use both the verbal and visual information for the audience to have the highest retention of the content. To make the message clear the presentation should be structured so that the audience knows what to expect. The usual structure is:

- a. Introduction
- b. Main Body
- c. Summary
- d. Questions

14. Introduction. The introduction should include; who you are, what you are going to talk about, why it is of interest to them and how long it will take.

15. Main Body. The main body of the presentation contains the information you want to get across to the audience. This part of the presentation is like telling a story. It should follow a logical path and draw conclusions at the end of each section. The order in which you present information is often important if you want to avoid confusing the audience.

16 **Summary.** This part of the presentation is important because it draws together all the points that have been made in one summary that allows the audience to review the entire presentation. One danger is that you are tempted to go through all the discussions again, this should be avoided, concentrate on the conclusions from each section of the main body.



17. **Questions.** At this point ask for any questions from the audience. Give them time to think before you collect together your papers and leave the podium! Answer any questions politely but in the shortest possible manner. If the audience needs more information they will generally ask.

USE OF VISUAL AIDS

18. The use of good visual aids can treble the amount of information the audience retains. Many different types of visual aids can be used but it is important that they contribute to the presentation and not detract from it. Some examples of typical visual aids are:

- a. Blackboard
- b. Whiteboard
- c. Flipchart
- d. Overhead Projector

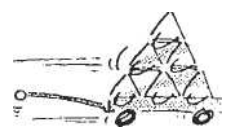
19. These visual aids are usually available at your Squadron. The amount of time you have to prepare your visual aids and how often the presentation will be given will determine the types of visual aid you use.

PREPARING VISUAL AIDS

20. Visual aids (VAs) are not a substitute for you presenting the information. The single greatest error made by the majority of presenters is to put up an OHP full of text and to proceed to read directly from it word for word. This is an insult to the audience, as they can read it for themselves. It is also a waste of your time since you could have simply given a handout of the same information.

21. The visual aids must complement what you are presenting and assist you in getting your message across. Some basic rules for visual aids are:

- a. Diagrams. Use them wherever possible, remember "a picture paints a thousand words".



- b. **Graphs.** These should be used instead of tables of data. Trends are more easily determined from graphs.
- c. **Readability.** Use a suitable sized lettering so that the audience at the back can clearly read the VAs.
- d. **Clarity.** Don't cram too much information on a single page or slide. The audience will not be able to pick out the important relationships.
- e. **Bullet Lists.** If you have to use bullet lists limit them to about 5 lines and 7 words per line.
- f. **Borders.** Beware using stylish borders with complex logos. They become boring after the first few slides and detract from the main message.

TECHNIQUES

22. However good your presentation structure and visual aids are, you can still fail to get your message across if your presentation techniques are poor. Good presentation techniques can sometimes improve an otherwise average presentation. There are several things you should do to enhance your presentation.

- a. **Preparation.** The presentation will be as good as your preparation, remember the 5Ps (Preparation prevents pretty poor performance). Make sure you know what you are going to say and try not to use complex sentences. Rehearse the presentation to make sure all the VAs are correct and to check how long it takes.
- b. **Personal Style.** The audience will use what they see and what they hear to interpret the presentation. It is important that you do not distract the audience from the visual aids. Develop a loud and clear voice which stops short of a shout. Draw your audience into the presentation by making eye-contact with each, in turn. Make sure you keep to your allotted time or the audience will lose interest.

SUMMARY

23. Leaders cannot do their job without good communication skills. Communication is a two way exercise, the sender must ensure that the message can be understood by the recipient. The recipient must make the sender's job as easy as possible.

24. Verbal communication is the main method for getting a message across but you may have to take part in giving a presentation. You must know your subject and the three key steps are to "tell them what you're going to tell them, tell them, and tell them what you told them".