



**NAVY LEAGUE**  **LIGUE NAVALE**  
*A New Wave Of Adventure!* *Une mer d'aventure!*

**NAVY LEAGUE CADET  
OFFICER TRAINING**

Sub-lieutenant Qualification

Module 22 - LEADERSHIP  
DISCIPLINE

## **INTRODUCTION**

This course is intended to give you an understanding of what is involved in discipline of cadets and Officers, keeping in mind that we are dealing with 9 to 13 year old cadets and volunteers.

## **RATIONALE**

Discipline situations are always confronting senior Officers of the Corps. They have to be dealt with promptly and correctly.

## **PREREQUISITES**

Midshipman Qualification Course  
Acting Sub-Lieutenant Course

## **LEARNING ACTIVITIES**

Study printed material  
Attend Officers Rank Qualification Course  
Self-help test

## **RESOURCES**

Module  
NL (8)  
Instructor  
Self-help test

## **DISCIPLINE**

The word discipline comes from the same root as the word disciple, which means "a willing follower". The essence of discipline, especially in a volunteer organization like the Navy League, lies in the willingness of individuals to follow the rules. To follow the rules usually means giving up a little freedom, so people have to be convinced that discipline provides a benefit that is worth a degree of sacrifice.

## **BENEFITS OF DISCIPLINE**

Discipline provides a number of conditions necessary for any group activity

### **COMMUNITY LIVING**

In a group without discipline it is every man for himself and devil take the hindmost. With discipline, each person reaps his share of the benefits and does his share of the work. The rights of the younger or weaker members of the group are protected, and disputes can be settled fairly peaceably.

## **CONDITIONS OF LEARNING**

Learning is an integral part of the cadet business. Learning can only take place in a reasonably peaceful atmosphere where the instructor can be heard and when everybody is not talking at once. Discipline provides these conditions.

## **TEAM WORK AND TEAM SPIRIT**

A cadet corps, no less than a hockey team, needs discipline so that the cadets can work together in a cooperative fashion. Drill, sailing, pulling, rigging sheers; they all require close teamwork that only discipline can provide and from teamwork comes the most important product of cadet training: team spirit or esprit-de-corps.

## **CORRECTION OF FAULTS**

One of your most important duties as a cadet officer will be the maintenance of discipline. To do so effectively involves the correction of a lot of little faults. This does not mean becoming a nag or a scold, but it does mean keeping your eyes open for the small infractions that can build into bigger ones, and quietly correcting them before they turn into habits. The cadet who uses bad language or habitually fools in class may not be a bad cadet, but he can cause untold trouble if he is permitted to get away with it for long.

## **METHODS OF CORRECTION**

How you take corrective action will depend on the offence, the offender and the circumstances.

### **THE CORRECTIVE WORD**

This is probably the most common disciplinary action you will take, since it is all that is necessary in most cases. It is appropriate for minor, non-habitual infractions such as talking in class, littering or profanity. It may take many forms, depending on the circumstances, i.e. "Pay attention, LC Smith...", "That's enough AC White...", "You can do better work than that PO Brown...". There are a few simple rules however:

- 1) the criticism should be aimed at the offence, not at the offender
- 2) avoid sarcasm, humiliation and profanity
- 3) avoid an angry or exasperated tone
- 4) keep your voice even and quiet
- 5) keep it short and to the point

### **THE ADMONISHMENT**

This form of corrective action is appropriate in a number of situations:

- 1) when infractions are repeated or habitual
- 2) when the infraction requires more than a corrective word but does not call for a formal charge
- 3) when there is a problem of attitude or morale

The admonishment should always be given in private, out of the hearing of other cadets. The nature of the offence should be carefully outlined and the offender given an opportunity to present an explanation. If there are mitigating circumstances (such as home problems; bullying by other cadets, etc) you should do your best to find them out. The cadet should be made to understand that while you will take no nonsense, you are genuinely interested in him as a person. Having elicited the background, point out to the offender why the behaviour in question is unacceptable and end with a warning that it must not continue. An admonishment should take the form of a "word to the wise". There is no place for anger, sarcasm or humiliation, since the aim is not to convince the cadet that he is no good but to convince him that he can do better.

### **THE FORMAL CHARGE**

This is the most drastic action you can take in the correction of an offence, and one that should not be taken too lightly. It is to some extent an admission that you have not been able to straighten out the individual yourself, and are in need of help. It is reasonable to state that the best junior leader is not necessarily the one that lays the most charges.

On the other hand, it is possible to overstate this position to the point where an officer is literally ashamed to seek help from his superiors or to lay charges at all. This results in a tendency for the junior officer to be unduly lenient or to become hopelessly frustrated at his seeming powerlessness to discipline the cadets. The answer is for the junior leader to develop sufficient rapport with his superiors that he can go to them for advice when he has a problem.

Also, a well-organized procedure for handling charges should be developed in the corps so that charges, when laid, are meaningful. In this way the junior leader will feel that the hierarchy of the corps is backing him up. These added confidences will likely result in FEWER charges being laid, rather than more. The NL (8) is your reference for chargeable offences.

### **CONSISTENCY**

Be consistent in your disciplinary actions. Nothing will create a greater sense of injustice in the cadet than an Officer who takes corrective action today for the identical offence that he failed to correct yesterday.

### **REMEMBER THE AIM**

Whenever you take disciplinary action, remember the aim of that action; to encourage the offending cadet to learn from the experience and to do better in the future.

