

SPANISH NAVY



LEADERSHIP MODEL







The Spanish Navy's Leadership Model has an ambitious final goal: to have, on all levels of its structure, excellent technical professionals highly qualified and committed to our organisation, who take pride in belonging to our Organisation and have solid ethical and moral foundations, initiative and self-confidence, who are motivated and motivating — because they believe in what they do and know how to convey it, have a strong ascendancy over subordinates based on charisma and prestige, and are able to confront rapidly changing environs, often facing hardly foreseeable situations.

On our way towards that ideal, our aim should be **to progress from a way of exerting command and authority to a way of being** that distinguishes us.

We set off on our way supported by our many assets, for the Spanish Navy has some invaluable resources not so commonly present in organisations: highly committed personnel, a markedly vocational profile on all its levels and an enormous wealth in corporate culture.

SEBASTIÁN ZARAGOZA SOTO
Admiral General Chief of the Spanish Navy Staff





Leadership can be defined as the **personal ability** to direct a human group in order to **influence** its members so that they work in a **cohesive and enthusiastic** manner with the common purpose of accomplishing broader goals.

Therefore, it is the personal skill or ability to encourage the members of a group to offer their ideas, commitment, excellence and enthusiasm so that a common objective can be achieved.

The Spanish Navy's leadership model has, as is only natural, many points in common with some of the models currently in force in other big corporations. However, some traits are distinctly peculiar to the Navy, for they are characteristic of the military career, and derive from the singularities of the naval environs in which we carry out our work.





The Spanish Navy Force operates in very specific, often adverse, environments in which even the most routine activities may involve risks.

If we add to this the long periods apart from one's family, and the need to share a reduced and limited space with the rest of embarked personnel, it is obvious why our profession is different from all others and that, as the cliché goes, it requires a real vocation and builds up character. This explains the underlying intimate fraternity among all seamen and, very especially, among all military seamen, no matter their nationality.

Our profession has a strong vocational quality, since it certainly demands sacrifices. Also true, however, is that it opens up a whole world of opportunities. In the wide and singular world of the Spanish Navy, the figure of the leader is highly valued.



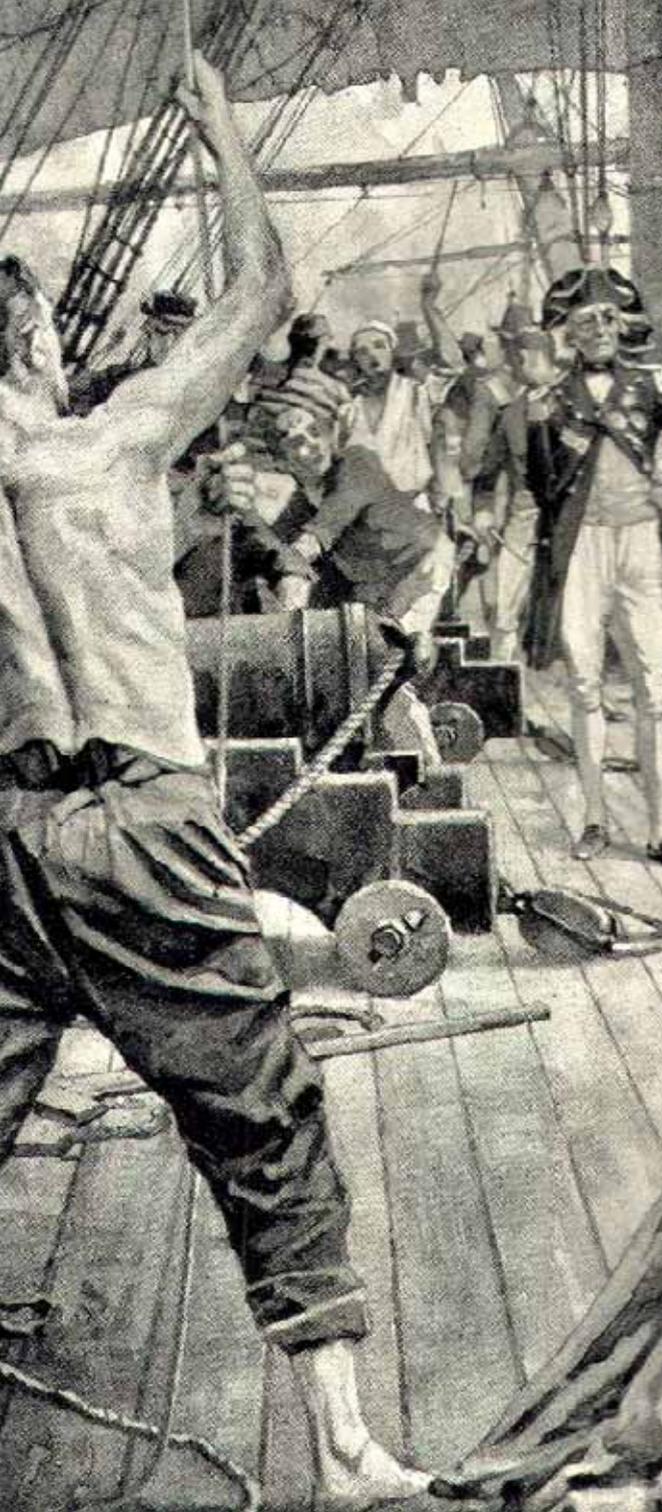


On the other hand, in the Spanish Navy, as in all other military organisations, the undisputed and undisputable authority stems from the military employment and rank exerted, as in all organisations based on a hierarchical principle. The authority to exert **command** has legal grounds and is backed by a formal designation procedure.

Leadership, however, has not such legal support; the authority of leaders stem from the fact that they are acknowledged as such by their followers, and is grounded on a strong faith and willing dedication on the part of those whom they direct. The attributes of a leader are personal and, therefore, non-transferable, whereas those of command are automatically transferred when relieved.

The ideal personal leadership is put into practice when it reinforces legal authority.

The motivation of subordinates will be the stronger the more intimately associated leadership is to the exertion of authority, and when leadership most contributes to enrich and support the chain of command.



BACKGROUND

In the past, command was exerted in a relatively stable environment. Social changes would take place at a slow pace, technology led only to slight and sporadic advances, regulations remained unchanged for years, and war navies prepared for well-defined tasks and missions.

Only a small part of personnel was professional and vocational, there being a great distance and strong misgivings among hierarchical classes. The exercise of command was harshly conditioned by these facts.

Authority was essentially grounded on hierarchy, and a “transactional” leadership system (a strictly reciprocal exchange) was firmly established, reinforced by a fear of being punished.

There was a widespread authoritarian and distant **style of command**, and a vertical **task structure**: the entire subordinated level was at the service of the senior level.

TODAY

Nowadays, the Spanish Navy is thoroughly professional and all its levels are manned by firmly committed personnel.

The uncertainty and change characterising our present time require a command which is not just based on hierarchical power. Current circumstances call for people committed to achieving new goals that may demand a variety of efforts at any time.

For this reason, a proactive leadership is needed, one with a remarkable persuasiveness that is grounded on a solid ethical code and sustained on mutual trust, and that appeals to our deepest and noblest values.

Within this frame, leaders cannot and should not pretend that they know it all, or that they can make everything by themselves: they have to allow room for decision-making and action by their followers, trusting in their intelligent obedience, thus fostering in turn creative leadership ability in subordinates.



THE SPANISH NAVY'S LEADERSHIP MODEL

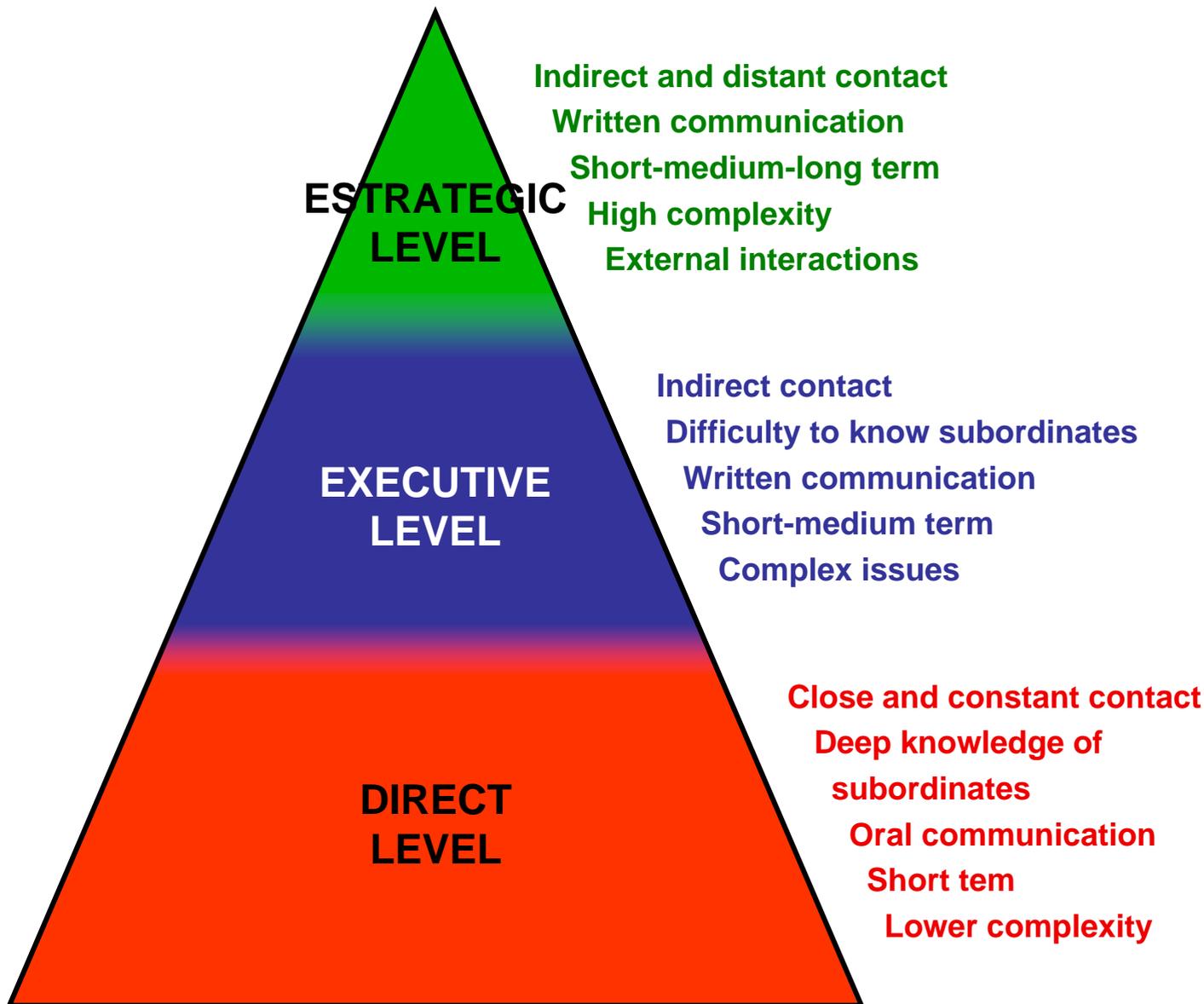
The Spanish Navy, in order to summarize in a model what the Spanish Navy expects from its leaders, and following the most practical approach possible, has defined its leadership model with a twofold approach: “**WHAT**” is the meaning leadership in the Spanish Navy and “**HOW**” it should be exerted so that all subordinates will recognize it. That is to say, what the **QUALITIES** expected from the Spanish Navy's leaders are, and what **ATTITUDES** these should convey so that they can be clearly perceived by subordinates.

Our aim is not to render clone leaders, but simply to outline some suggestions from which each and every member of the Spanish Navy, according to their individual experiences and personalities, can draw their own leadership ability. The authority or command level varies according to the rank within the organisation. Obviously, the higher the authority, the greater will be the ability to exert leadership.

In the Spanish Navy, as with all big organisations, three levels can be considered, each with a different scope of action and certain idiosyncrasies connected to the complexity of the issues they face and their mastery of human relations skills.

These are the Direct Level, the Executive Level, and the Strategic Level.

LEVELS WITHIN THE ORGANISATION



DIRECT LEVEL LEADERSHIP



The Direct Level is that in which most positions are within the organisation. It is characterised by the direct, close and constant contact of leaders with his subordinates — of whom they should have a deep knowledge. As a general rule, the environment in which leadership evolves is less complex and uncertain than that of senior levels, and is generally focused on the short term.

The fact that this level encompasses people with very different professional backgrounds (from people who have just incorporated to those who have an experience of two or three decades) should be taken into account when assessing the leadership abilities of each. On the other hand, acquiring certain qualities and redirecting deviant behaviours are generally much simpler in the first professional steps than in the final stints of a career.

Seniors should be aware of their **all-pervading influence** on their immediate subordinates, who will often be young and inexperienced, and for them, seniors will be the **reference models**.

This circumstance has advantages and has risks: as subordinates are more receptive and impressionable, the effects of the enforced command can be more easily appreciated both for good, if exerted in a proper manner, and for ill, if they are perniciously deviated from the reference model — hence the importance of imprinting qualities and fostering and refining attitudes from the very first day.

OPERATIONAL UNITS LEADERSHIP



There are very few posts in the Spanish Navy in which success is as closely linked to leadership ability as in those of the units that make up the Force. While these are paramount commissions on the Direct Level, the very special hardship and demanding circumstances they all share call for differentiated, specific approaches.

Seniors should be aware of their all-pervading influence on their immediate subordinates, with whom they are bound to lead a close day-to-day life. Many of them will be young and inexperienced, and for them, they will be the reference model. For this reason, the effects of the enforced command can be more easily appreciated both for good, if exerted in a proper manner, and for ill, if they are perniciously deviated from the reference model — hence the importance of imprinting qualities and fostering and refining attitudes from the very first day.

Separate mention deserves the figure of the Unit Commander. For all it entails as to responsibility, the scope of decisions and the power to influence the life of subordinates, the Command should have some specific qualities and an ability to develop certain specific attitudes. For this reason, Command of the Operational Unit is reserved for those who, all throughout their careers have proved their suitability.

The figure of the Commander is different from all, and his influence on his men exceeds by large that of any other positions'. While Command of the Operational Unit is exerted in the Spanish Navy just for a relatively short period, the hallmark that good Commanders imprint on their subordinates may endure for an extraordinarily long time.

EXECUTIVE LEVEL LEADERSHIP



Faced to the task of defining the Spanish Navy's model at the Executive Level, we should firstly take into account that this is only reached at a very late stage of our careers. Most promotion systems rule that no one without at least 20 years of experience will be commissioned on the Executive Level.

While a good part of all such experience will have been gained in operational units — paramount on the Direct Level — most often, some of these posts in the immediately prior stages will have directly reported to authorities on the Executive Level. Thanks to this, they will have watched closely its particularities and build up a remarkably wide knowledge about it. For that reason, promotion to the Executive Level is, in most cases, a reasonably long process.

The main differences as compared to the Direct Level result from the different ways in which the senior-subordinate relationship is rendered as a result of essentially physical factors, such as dispersion and number. It can be said that the senior-subordinate relationship may range from a short to a large distance.

At the same time, the time-frame expands and a more extensive understanding of the organisation is needed to master its operation as a whole.

Directing implies to nurture the capacity of making decisions based on inadequate information. This is important on a level where the complexity of the issues starts growing higher. For that reason, **resolve** should be an essential quality of executive leaders.

The physical distance from most subordinates does not free any senior from the needs to promote trust and build up a team spirit, and to look for continuous improvement and enhanced attention to subordinates. On the contrary, such distance demands a bigger effort and the use of new resources.

Trust and its main exponent, delegation, take on a new dimension since on many occasions; a continuous and close supervision is not possible. Leaders on the Executive Level should let their immediate subordinates know his vision, should deliver clear instructions, check that they have been understood, trust in the capacity, professional competence and initiative of subordinates, and accept certain risks as unavoidable.

Equally, **communication** requires tapping on new resources. The exercise of command on the Executive Level relies less on oral speech than on writing. That is why the executive leader has to put into place agile channels for a bidirectional communication, make up for the lack of a direct and face-to-face channel, and capitalise to the maximum the potential of all information systems based on new technologies.

As structures enlarge, the sense of the unit weakens. To strengthen it, leaders should promote a close coordination and mutual knowledge, and should structure their crew as a team of teams. At once, they should command respect for the particular ways of the Spanish Navy, its values, virtues and ethical standards, as well as its traditions, rules and legacy, in order to reinforce a pride of belonging and commitment among their personnel.

Opportunities should be created — moreover, sought — for a deeper knowledge of your subordinates' personalities. To this end, leaders regularly see their subordinates and, in turn, let them see them, by visiting the units, sections or

agencies under their commands, and conducting inspections — not for assessing performance, but for knowing first-hand all issues that subordinates confront, and thus be able to contribute to their solutions.

It is important that the Executive Level command addresses regularly and directly subordinates, especially those most set apart in geographical and hierarchical terms. This makes them feel valued as a part of the team, and understand the import of their contribution and why tasks must be done.

Due to their intermediate position, commands on the Executive Level play an essential role for the Spanish Navy as a nexus between the top and the bottom of the organisation. On the one hand, they should be able to submit to the commands on a higher level those issues whose resolution are beyond their capacities and, very specially, those related with subordinates; on the other hand, they should motivate and ensure that all subordinates act in pursuance of the objectives set by commands on the Strategic Level and, very especially, those that imply a change or transformation; in particular, their performance is key for the willing involvement of the personnel demanded by all processes of change; without a firm guide, and commitment and enthusiasm, to evolve properly proves impossible.

In addition, due to the special position of leaders within the organisation, their abilities to recognise talent, discriminate the most capable and detect anomalous behaviours are crucial to sustain promotion and command-assignment systems gradually more based on merit and capacity.

Note: In connection with their immediate collaborators (Chief of Department, Staff, etc.), with whom they share their daily lives and closely work, the senior-subordinate relationship corresponds with the Direct Level. .

ESTRATEGIC LEVEL LEADERSHIP



The complexity on the Strategic Level exceeds by far that of the Direct Level and the Executive Level — hence the access to this status is circumscribed to professionals with a long experience and contrasted professional competence, whose many qualities will have to encompass the sum of some exceptional talents for leadership and the mastery of the different contexts in which they are to exert it.

Backed by the knowledge and experience acquired through their professional career, the qualities that will distinguish those able to exert strategic leadership will be **vision**, an ability to promote **trust**, **resolve**, **adaptability** and an **ability to communicate**.

Their vision should allow them to understand not just the organisation as a whole, but as another element within the State, which affects and is affected by multiple agents outside the organisation itself.

Due to their position, strategic leaders are the main catalyst for change and evolution. For this reason, their leadership skills are determining to effect really deep changes, whose duration may even surpass their term on office, and that will demand continuous readjustments and adaptations as circumstances evolve. For that reason, **medium- and long-term planning** should be a major concern for the strategic leader, who will be supported by lower-level leaders, in charge of the day-to-day management.

Strategic leaders should convey their vision from their immediate subordinates down to the entire Spanish Navy, deliver clear instructions allowing for an adequate time-frame, place mechanisms in order to detect deviations and make readjustments, and rely on the competence and initiative of subordinates.

Thus, **trust** is a key element and it is on this level where the **ability to delegate** takes on a special dimension, since, to a great extent, it determines the global operation of the Organisation.

As their decisions will not just affect the entire organisation, but can also bring about an infinity of collateral effects even outside, it is their **overcoming a “fear of mistake”** what distinguishes genuine strategic leaders as advocated by the Spanish Navy. For this reason, strategic leadership demands a firm **resolve**. The complexity and ambiguity of many problems that these leaders have to deal with will involve making decisions based on inadequate information. Otherwise, they risk becoming paralysed by an excess of analysis.

Due to its nature and its old legacy, the Spanish Navy is an organisation that finds especially difficult to accept changes. Nevertheless, many of these are needed and unavoidable. Strategic leaders should foresee and anticipate change (**adaptability**), should ensure that it is accepted as a natural and positive fact, and should involve all members of the organisation in their own development, and have an active commitment from all subordinates.

Strategic leaders will very often face new problems never faced by the organisation before. Hence, **creativity and innovation** should be highly appreciated qualities when choosing those who will occupy posts on this level.

The Spanish Navy authorities have very few opportunities of meeting and knowing intimately their subordinates, given their dispersion and high numbers. For this reason, they have to make an effort to reduce such distance.

For definition, strategic leaders are at the service of the entire organisation, and those whom they serve should feel that they are close and approachable. Having proper and agile **communication** channels is essential.

Exhaustively and timely informing those under them of all aspects that may influence their professional or familiar lives, and giving a clear, fast and adequate response to their concerns, should be a constant and serious worry of all the Spanish Navy's strategic leaders.

Equally, they should ensure there are mechanisms in place to exhaustively and objectively know the mood of their men, and detect the factors that may affect their motivation. Once again, the Spanish Navy dispersion and magnitude ask for a broad support from intermediate commands and new technologies.

Strategic leaders, however, should make an effort to complement this knowledge with direct contact. They should create the higher number of opportunities for personal contact with the members of the Organisation. In addition, they should see to the development of proper measures to solve any issues thus detected, and to control their evolution.

As regards **corporate culture**, strategic leaders, more than any other member of the organisation, should safeguard fair promotion as one of the most cherished values of the organisation.

Note: In connection with their immediate collaborators (Chief of Department, Staff, etc.), with whom they share their daily lives and closely work, the senior-subordinate relationship corresponds with the Direct Level..

QUALITIES



The personal qualities that the Spanish Navy advocates for its leaders and are included in this document are not, and are not intended to be, definitions. The purpose of describing them is to convey the essential idea that each contains, and explain what they represent in our Organisation.

Rather than requirements for leadership, they are a number of reference-points, and they just outline an ideal model in which the valued merit is in progressing along — not just in achieving goals that, unreachable as they may be on occasions, could lead to personal frustrations.

Obviously, there are qualities that are innate. Others depend on experience, character and individual personality; but, in general, all of them are susceptible of being improved through learning, and that is the purpose.

QUALITIES	REMARKS
Moral integrity	A tendency to do what is legally and morally right. It is by itself a compendium of qualities: honour, honesty, justice, impartiality, sincerity and commitment.
Loyalty	It implies a personal and disinterested alliance and represents a commitment based on mutual trust . This commitment should be reciprocal, and encompasses seniors, peers and subordinates.
Discipline	An intelligent observance of moral values and legal provisions and rules, it forces one to issue and obey orders with responsibility; it has to be practised and demanded as a performing rule.
Responsibility A sense of duty	A tendency to the loyal observance of duties, without the need of express orders.
Trust	An unshakable hope one has on somebody. It should be understood as reciprocal: it encompasses, on the one hand, one's disposition to trust in the others and, on the other, the ability to generate in them a feeling of trust towards himself.
Espirit of sacrifice	It involves generosity in effort, without expecting anything in exchange, prioritise the higher good to one's own, being willing to extraordinary contribution when the occasion demands so and reaching its maximum expression in heroism .
Desire to improve	It means looking for continuous improvement, and engaging in, and fulfilling, personal challenges: leaders are never satisfied with whatever their achievements. It encompasses moral, physical and intellectual improvement
Knowledge	It helps understand the strengths and weaknesses of oneself and one's subordinates . Proficiency in the position or activity one performs or directs is backed by knowledge.
Initiative	An ability to act or solve issues without the aid of orders or instructions.
Creativity	An ability to develop an activity, or to face a problem, in novel, ingenious and imaginative ways.
Adaptability	An ability to adjust or adapt to the changes in the circumstances or conditions of your environment.

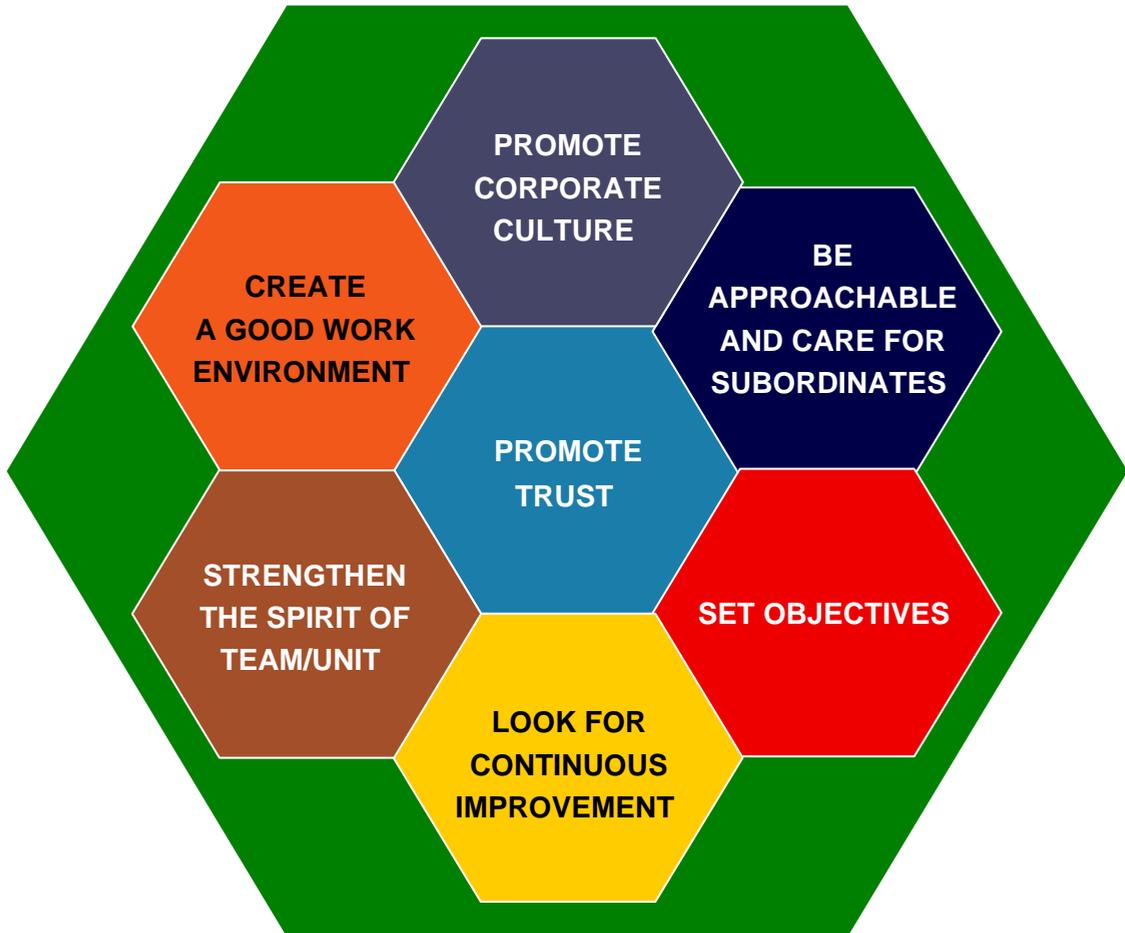
QUALITIES	REMARKS
Vision	An ability to appreciate, in an objective unprejudiced fashion, and from a variety of perspectives, all factors that may affect an issue.
Forward vision	An ability to anticipate coming situations.
Endurance	It encompasses vigour, activity, enthusiasm, willpower and resilience.
Resolve	An ability to decide, even with inadequate data and under stress, and to assume responsibility for the consequences of any decision adopted.
Humanity	It encompasses courtesy, warmth, modesty, understanding and compassion .
Courage	A mind quality that allows, through willpower and resolve, to overcome fears and confront difficult situations and encounter risks.
Tenacity	Constancy and perseverance in resolutions and purposes.
Coolness	An ability to maintain yourself sober and calm both in adverse and favourable circumstances.
Articulacy	Mastery of a vocabulary suitable to our interlocutor's — on lower levels, oral expression is a priority. The higher the rank within the organisation, the greater written expression skills will be needed.
Self-control	Self-control, self-confidence and security in your acts and beliefs — a positive quality only when properly backed by knowledge.
Empathy	An ability to mentally and affectively identify with other people's moods.
Optimism	An ability to retain hope and faith in your success, even in the most adverse circumstances.
Joviality	A tendency to be courteous and cheerful.

ATTITUDES



The qualities of leaders should be perceived by the components of any group in their attitudes and behaviours. These, and not mere image, will really enable your group to identify with your work and your projects as a leader.

It would be difficult to prepare an exhaustive relation of all the attitudes, and they will always be subject to circumstances. For this reason, we have chosen the following for their meaning, since they are the most closely associated to all that the Spanish Navy requires for its leaders.



PROMOTE TRUST

This is very likely the key element to exert leadership. The clearest demonstration of your trust in subordinates is to delegate on them. Leaders should focus on their main tasks and entrust the rest, to the greatest extent possible, to subordinates, being aware that this does not free them from their responsibility. To this effect, they will have to supply their subordinates with the information and instructions needed to properly direct their actions and initiative to the fulfilment of objectives or the mission, favouring that they all, including the most recently arrived or the most geographically distant, can make decisions on their own level, but watching all risks and accepting any mistakes by subordinates as a needed part of his learning and training. Crucial to promote trust is an ability to maintain yourself calm and sober, so that your subordinates perceive that all acts of seniors are presided by a sense of justice.

BE APPROACHABLE FOR SUBORDINATES AND CARE FOR THEM

These should be the primary, constant and permanent concerns of all leaders. Through their attitudes, leaders should encourage interpersonal relationships, providing channels for a fluid communication on both ways (conveying details of the mission, its objectives and goals, to each and every subordinate; managing that they understand them and commit with them; granting them an opportunity to express their concerns); and supplying a personal and firm support to subordinates, especially in hard professional, personal or familiar circumstances. Without prejudice to equity, leaders should address their subordinates as individuals, according to their different motivations, expectations and circumstances.

SET OBJECTIVES

Leaders should establish individual and collective goals and connect them with the goals and objectives of a higher level, generating a shared vision, setting goals and deadlines and adapting these goals and deadlines to the capabilities and resources of their teams or subordinates. In addition, they should periodically review progresses and suitably redirect any deviations or maladjustments that may take place. To this end, also important is their ability to anticipate change and foresee consequences. Planning will also enable a better time and resources management.

LOOK FOR CONTINUOUS IMPROVEMENT

Leaders should often question themselves about those areas in which they can improve the performance of their team, and strive to achieve this with all means at their disposal, always considering our Organisation's best interests. They should promote continuous and permanent training, using any occasion or circumstance as a learning opportunity; develop **self-criticism** and **constructive criticism**; foster **initiative** and **innovation**; detect talent and take proper advantage of it; create a suitable environment for subordinates to develop their own abilities, as well as detect and deal with inappropriate behaviours before it is too late, in a firm and outspoken fashion, and without setting a double standard.

ENCOURAGE A TEAM SPIRIT

Leaders should favour **fellowship** and **interpersonal relationships**, encourage a teamwork approach, foster a **pride of belonging**, favour **healthy competition** and an enthusiasm for work, and achieve results together. They should make an effort so that each member feels any success or failure of the team as his own.

Genuine leadership is distinguished for an ability to share the merit of successes and to assume responsibility in the failure.

CREATE A GOOD WORK ENVIRONMENT

Leaders should promote courteous, warm and nice manners, and a good-natured atmosphere of optimism. They should mediate and settle conflicts; defuse tension and generate comfort among subordinates; ensure an equal distribution of the workload and satisfactory physical and environmental conditions in the premises where subordinates develop their activity; Provide your subordinates with adequate recreational time and resources for their leisure, sport and cultural training.

FOSTER A CORPORATE CULTURE

Leaders should command due respect to the signs, traditions and rules of our Organisation; maintain an exemplary behaviour, in agreement with the Spanish Navy's values, virtues and ethical standards in both their professional and personal life, and encourage these in subordinates; hold yourself to the highest standards of personal conduct as understood in our Organisation; display excellent manners towards civil population; favour knowledge of the Spanish Navy history, and create and take advantage of the opportunities that they come across to recall glorious facts and heroic and exemplary behaviours.

Bearing in mind the practical approach of this document, the following pages are thorough but not exhaustive guidelines aimed at achieving success in all aspects previously set out in a generic way.

The drafting of actions has been basically approached at direct level, especially in operational units which embraces most of Spanish Navy personnel. However, all assumptions can be translated into executive and strategic levels.

Likewise, those actions which surpass the sphere of intermediate commands – because of range or level of action – and are the responsibility of higher commands within each unit, centre or department, have also been set out.

PROMOTE TRUST



- Delegate in your direct subordinates those tasks not requiring your personal direction
- Whenever possible, despatch orders through your direct subordinates
- Maintain the orders delivered by your subordinates, but for exceptional cases or entailing injustice; in this case, exert your command as prudence recommends and discipline requires
- When necessary, deal with any misconduct with firmness and without setting a double standard
- Avoid attitudes that may be constructed as favouritism or arbitrariness
- In conflictive situations, analyse the matter from the point of view of subordinates
- Allow certain scope of action to the most inexperienced, being alert to the risks and accepting any mistake of subordinates as a part of their learning and training. In particular, entrust those on a learning stage, adequately supervised, with the direction of the activities they will have to conduct by reason of speciality or agency once they have reached a higher rank or experience
- Seek rotation in tasks to encourage learning and the understanding of different stances, and ensure that nobody becomes indispensable
- Support subordinates who have committed a mistake, provided this is not a result of their negligence or idleness
- Grant subordinates the opportunity to express their doubts
- Assume the mistakes of your subordinates as your own
- Maintaining yourself calm and positive, especially at the hardest times (emergencies, breakdowns, adverse weather conditions...)
- Display a sense of humour in order to defuse tension in tight or critical situations
- Provide opportunities to know your subordinates' personalities, and take advantage of these occasions in order to encourage and motivate them, especially at the most demanding times
- Stop rumours by replacing them with the truth
- Never overdo it when congratulating or reproving
- Never cover insubordination
- Maintain consistent standards and act always with honesty, fairness and equanimity, very especially both when rewarding and enforcing the Armed Forces Disciplinary Code and the Military Criminal Code, as well as when preparing personal reports
- With penalties, carefully value their effects as to their two kinds of purposes — corrective and exemplary — and ensure that all penalized or reproved subordinates understand and accept the penalty and are willing to turn over a new leaf (*)

CLOSENESS AND CONCERN FOR SUBORDINATES



- Consider the lives of subordinates as inestimable, and don't expose them to dangers greater than those required to fulfil the mission at hand.
- Act always in such a way that subordinates can perceive your closeness and honest interest.
- Take advantage of any opportunity to strengthen interpersonal relationships with or among subordinates.
- Respecting their privacy, explore the reasons why your subordinates entered the Spanish Navy and what their aspirations, motivations and professional concerns are, and build a solid knowledge of their personal and familiar circumstances.
- Know personally all subordinates.
- For commands: leave your office/sea cabin and be approachable for all members of your unit, especially for those who develop their activities far from the command post.
- Inform your subordinates, with the longest notice possible and up to the fullest extent allowed by the due security and discretion, of anything that may affect them, especially when it can have an effect on their family lives.
- Listen to and advise subordinates.
- With no prejudice to equity, deal with subordinates as individuals, according to their different motivations, expectations and circumstances.
- Give your hearty support your subordinates, especially when they are enduring hard times, either professional, personal or familiar.
- Closely monitor the most unstable and insecure among subordinates, and be alert for any behaviour that might be a sign of any kind of problem.
- Convey to your most immediate senior those problems of the members of your unit that you cannot solve on your level or that, due to its characteristics, your senior can.
- Don't forget that commands should be at the disposal of subordinates.
- Convey such understanding, through your intermediate commands, to all the command chain.
- Act as a mentor and a guide for subordinates, not just in the professional area.
- Show an honest interest for giving an adequate response to the concerns of subordinates.
- Be always available to address any problems of subordinates, and that cannot be tackled by lower commands.
- Take always into account the effects that any decision may have on your subordinates.
- Never forget that behind each subordinate there is always a family.

ESTABLISHING OBJECTIVES (PLANNING)



- Despatch clear instructions for direct subordinates
- Establish, on your level, individual and collective goals and ideals, and connect them with the goals and objectives of the higher level
- Explain, wherever possible, the why and what for the tasks that subordinates are entrusted with
- Carefully plan the activities to be carried out
- Adjust tasks, objectives and term deadlines to the capacities and resources of your cadets or subordinates
- Allow for unforeseeable developments (flexibility)
- Periodically check progress and properly redirect any deviations or maladjustments

LOOK FOR CONTINUOUS IMPROVEMENT



- Engage in a continuous improvement process to reach the highest professional level
- Subordinate to the team all activities to be fulfilled and maintain the maximum capacity of the team, being aware that this does not just depend on the effectiveness of your instruction and training, but also, and very importantly, on your morale
- Consider any occasion or circumstance as a learning opportunity
- Foster self-criticism and constructive criticism (i.e., there-and-then analysis once an activity is completed)
- Foster personal initiative in subordinates
- Encourage and support creativity and innovation among subordinates
- Detect and take proper advantage of the talents of subordinates, whatever they are
- Direct your energy and enthusiasm towards continuous improvement in search of excellence in every activity conducted
- Set standards to assess the activity results, and appreciate improvements
- Introduce new challenges, especially in routine tasks (Better than the last time, In less time, Better than the others)
- Create a proper atmosphere so that subordinates can develop themselves and discover and perfect their own abilities
- Be alert to detect and redirect inappropriate behaviours before it's too late
- Encourage and keep up enthusiasm to face failure
- Watch for a careful and effective use of resources at all times

STRENGTHEN THE TEAM SPIRIT



- Encourage fellowship
- Foster a pride of belonging in your team/unit
- Promote healthy competition
- Develop the distinctive attributes of the group/unit
- Ensure that all subordinates act in pursuance of the common objectives
- Keep all members of the crew informed of the progress of operations and exercises and the reasons why they are conducted
- Ensure all your subordinates are aware of the importance of their individual contribution to the success of the mission
- Connect the individual objectives and goals to those of the team/unit
- Ensure that your personnel willingly subordinate their individual goals and objectives to those of the team/unit
- Ensure that the team benefits from the specific talents, knowledge and skills of all subordinates
- Look out for a good relationship among all members of your team, especially when they profess different religious cults or have different nationalities
- Consider the individual successes as group successes
- In case of failure, accept it as a team failure and identify the causes so that the mistake is not committed again
- Stop rumours
- Never talk about seniors, peers or troops unfavourably in front of subordinates, nor put up with anybody's doing so
- Ensure that team spirit does not generate rejection or contempt towards those outside it
- Look out for a quick adaptation and a warm welcome of all recently-arrived personnel
- Try that all those newly-arrived to the Spanish Navy feel part of it from the very first day
- Prosecute and eradicate those attitudes that may offend or attack honour
- Instil a spirit of sportsmanship among the members of your team/unit
- Act with generosity and unselfishness
- Never leave a peer alone in a dangerous situation
- Foster the closeness to the Unit of your crew's families (Family Days, Open Days) (*)

PROMOTE CORPORATE CULTURE



- Command due respect to signs, traditions and rules of the Organisation
- Behave exemplary, in keeping with the Spanish Navy's values, virtues and ethical standards, both in professional and personal life, and encourage subordinates to follow suit
- Have a external awareness, especially in all constituting the distinctive attributes of the profession and the Organisation, and see that your subordinates follow suit
- Display courtesy and excellent manners with civil population and ensure that your subordinates follow suit
- Try to absorb a gradually deeper knowledge of the Spanish Navy history in keeping with your rank, and encourage and foster that knowledge among your subordinates
- Show courtesy and a feeling of fellowship towards retired personnel
- Ensure that all your acts and those of your subordinates contribute, each on their level, to preserve and reinforce the Spanish Navy's good name and good image
- Organise visits of the members of your unit, especially for those recently arrived at the Spanish Navy, to the different museums of our Organisation (*)
- Create opportunities, and take advantage of them, to recall glorious, heroic deeds and exemplary behaviours (*)

CREATE A GOOD WORK ENVIRONMENT



- Encourage fellowship
- Foster a pride of belonging in your team/unit
- Promote healthy competition
- Develop the distinctive attributes of the group/unit
- Ensure that all subordinates act in pursuance of the common objectives
- Keep all members of the crew informed of the progress of operations and exercises and the reasons why they are conducted
- Ensure all your subordinates are aware of the importance of their individual contribution to the success of the mission
- Connect the individual objectives and goals to those of the team/unit
- Ensure that your personnel willingly subordinate their individual goals and objectives to those of the team/unit
- Ensure that the team benefits from the specific talents, knowledge and skills of all subordinates
- Look out for a good relationship among all members of your team, especially when they profess different religious cults or have different nationalities
- Consider the individual successes as group successes
- In case of failure, accept it as a team failure and identify the causes so that the mistake is not committed again
- Stop rumours
- Never talk about seniors, peers or troops unfavourably in front of subordinates, nor put up with anybody's doing so
- Ensure that team spirit does not generate rejection or contempt towards those outside it
- Look out for a quick adaptation and a warm welcome of all recently-arrived personnel
- Try that all those newly-arrived to the Spanish Navy feel part of it from the very first day
- Prosecute and eradicate those attitudes that may offend or attack honour
- Instil a spirit of sportsmanship among the members of your team/unit
- Act with generosity and unselfishness
- Never leave a peer alone in a dangerous situation
- Foster the closeness to the Unit of your crew's families (Family Days, Open Days) (*)







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