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**U.S. ARMY**

*Spring 2022*

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# Equal Opportunity in the Military

**For much of its history, the U.S. military has been a testing ground for groups seeking inclusion in the mainstream of American society. Today, new groups, including women and homosexuals, are seeking equal treatment.**

Colin Powell, the retired chairman of the Joints Chiefs of Staff, is not only an African-American success story, but also a success story for the racially integrated military services. Born in Harlem, New York, Powell grew up with little thought about what he wanted to do in life until he joined the Reserved Officers' Training Corps

(ROTC) in college. At once, he knew he was destined for a career in the military.

Powell was commissioned a second lieutenant in the Army in 1958, just 10 years after racial segregation in the military had ended. Reflecting about this exciting time in his life, Powell wrote in his book, *My American Journey*:

I was in a profession that would allow me to go as far as my talents would take me. And for a black, no other avenue in American society offered so much opportunity.

Indeed, Powell rose through the ranks to become in 1989 the chairman of the Joint

Chiefs of Staff, the highest job in the U.S. military. This would have been impossible when the military was mired in racial prejudice and segregation. But the military services were forced to change their long tradition of treating the black man as a second-class soldier. In much the same way, equal opportunities have opened for women in all branches of the armed forces. While moving slowly, and at times not at all, the military has nevertheless demonstrated that groups once unfairly branded as inferior are fully capable and deserving of equal opportunity in American society.

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## Can the Black Man Fight?

African Americans have fought in every U.S. war since the American Revolution. At the outset of the Civil War, however, neither free blacks nor escaped slaves were allowed to enlist in the Union forces. The prevailing racist view among Union officers was that the black man lacked mental ability, discipline, and bravery and could never be trained to fight like the white soldier.

As the Civil War ground on and the need for manpower increased, African Americans began to be admitted into the Union Army, mainly as laborers. Large numbers of free blacks and ex-slaves were recruited for combat only after several successful experiments satisfied military leaders that black soldiers could fight in battles.

African Americans were organized in racially segregated infantry, artillery,

and cavalry regiments led by white officers. The black recruits were paid \$3 less per month than white privates. After participating in over 400 battles and winning 12 Congressional Medals of Honor, there was little doubt by the end of the war that the black man could fight and fight well.

After the war, Congress established several peacetime black Army regiments, again led by white officers. Assigned mainly to the West, black regiments fought Indians, manned forts, escorted wagon trains, and did other hard and thankless "bad duty" that white soldiers preferred to avoid. Experienced and battle-hardened from the Indian Wars, black soldiers saw much action in Cuba and the Philippines during the Spanish-American War.

When the United States entered World War I, black volunteers flooded recruitment stations. Most of these men, however, ended up assigned to labor

units. One poorly trained segregated combat division did not do well in battle. White officers often pointed to it as proof that black men did not make good soldiers. But another black division was dispersed among a number of French combat units. These American black troops, under the command of French officers, not only fought well, but participated in combat shoulder-to-shoulder for the first time with white soldiers. A major step forward for blacks in the military took place during the war when the U.S. Army set up a separate war college to train black officers to lead black troops.

Shortly before the United States became involved in World War II, President Franklin D. Roosevelt's War Department announced a new policy expanding the role of African Americans in the Army. Blacks were to make up 10 percent of enlisted men (up from 2 percent) and were to be admitted to officer training as well as

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the Army Air Corps. Nevertheless, African Americans remained in racially segregated units. The Navy discouraged the recruitment of blacks and assigned most who did enlist to mess duty. The Marines barred blacks entirely.

While a million African Americans served in World War II, large numbers of them were assigned as laborers away from front-line duty. Top military leaders clung to beliefs that blacks were not as good at soldiering as whites. These leaders also continued to justify segregating whites and blacks as necessary for unit cohesion and morale.

Although black Army Air Corps units entered the war fairly early, black infantrymen did not see combat until nearly the end of the fighting. Because of military necessity, black and white Americans fought successfully together for the first time during the Battle of the Bulge in Europe late in 1944. By this time, many in the military

began to think it was wrong to waste manpower because of foolish racial stereotypes.

Studies conducted after the war confirmed that maintaining separate sets of military organizations and facilities for blacks and whites was inefficient, wasteful, and counterproductive to the mission of the armed forces, which is to defend the nation. On July 26, 1948, President Harry S. Truman signed an executive order declaring that “there shall be equality of treatment and opportunity for all persons in the armed services without regard to race, color, religion or national origin.”

Despite continued opposition from some military leaders, the services succeeded in rapidly desegregating during the Korean War. By 1954, all branches of the active armed services were racially integrated on the basis of equal treatment and opportunity. In accomplishing this, the U.S. military moved in advance of the rest of American society, which was just

beginning the struggle against racial injustice.

### **Should Women Take Part in Combat?**

Before World War I, women assisted the military during wartime mainly as nurses and helpers. Some women, however, did become involved in battles. Molly Pitcher, a Revolutionary War water carrier, singlehandedly kept a cannon in action after a artillery crew had been disabled. During the Revolutionary and the Civil War, a few women disguised themselves as men and took part in hand-to-hand combat.

The first enlisted women served in World War I as telephone and radio operators, translators, and clerks. But it was not until World War II that women became part of the regular military. Each service had its own women’s corps commanded by

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female officers. The first of these units, the Women's Army Corps (WACs), enlisted 400,000 women during the war to work in jobs that freed men to fight.

Following the war, the Women's Services Integration Act of 1948 established a permanent place for women in all branches of the military. But promotions for female officers were limited, and women were banned from ground combat jobs as well as from most Navy ships and Air Force aircraft. By the mid-1960s, about 70 percent of enlisted women worked in clerical and other office jobs.

The Army and the other services at first resisted sending women to Vietnam fearing that they would not be able to handle the stress of being in a war zone. But 7,500 military women, mainly nurses, eventually served in Vietnam. Several died in hostile action.

When the all-volunteer military replaced the draft in 1973, the armed forces accelerated its recruitment of women. In 1977, a Department of Defense report clearly identified both the limitations and potential of female recruits at that time:

The average woman available to be recruited is smaller, weighs less, and is physically weaker than the vast majority of male recruits. She is also much brighter, better educated (a high school graduate), scores higher on the aptitude tests and is much less likely to become a disciplinary problem.

As the military modernized and weapons grew more sophisticated, education and technical skills became important. This development opened up more military jobs for women, including some combat-related jobs. For example, women became Army transport helicopter pilots and were assigned to nuclear missile sites. The rapid increase in military technology as well as changes in the whole concept of modern warfare blurred the old line separating combat from non-combat jobs.

When larger numbers of women entered the military in the 1970s, pressure mounted for more female officers. Consequently, college ROTC programs and officer candidate schools became co-ed. In 1976, the first female cadets entered West Point and the other service academies. Soon, female officers began commanding men, a concept that had been ridiculed as unworkable only a short time earlier.

During the Gulf War in 1991, about 40,000 women served in the combat zone. This was the largest such female deployment in U.S. military history. During this short war,

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five women were killed in action and two taken as prisoners of war.

The important contributions made by women in uniform during the Gulf War led to a reevaluation of the combat restrictions on females. Starting in 1993, the bans against women serving aboard Navy warships and flying combat aircraft were lifted. Today, there is a small but growing number of women trained and qualified to fly fighters, bombers, and attack helicopters. Fully 92 percent of all career fields in the military services are now open to women. The only major military careers still off-limits are those in infantry and tank combat units.

There are those who question the idea of integrating women into nearly all military jobs. Brian Mitchell, author of *The Weak Link: Feminization of the Military*, contends, "What we've got is a policy that says we want

women in these jobs not because it's good for the military, but because it's the political will. . . ." Other critics worry that men and women serving together in close quarters will become distracted from effectively carrying out their military duties. Some doubt that females are emotionally prepared to participate in wartime killing, something American women have traditionally not been asked to do.

### **Gays in the Military**

As the military opens up to groups it once excluded, another group is pushing for acceptance in the military—gays and lesbians. During World War II, the military made it official policy to exclude gay people. Military leaders believed that gay personnel could hurt troop morale.

During the 1992 presidential campaign, candidate Bill Clinton promised to lift the ban on gay people in the military. He

noted that many gay persons had served honorably, although secretly, in the armed services. Once elected, Clinton ran into a storm of protest from military and congressional leaders. Clinton and Congress quickly agreed to a compromise policy, called "Don't ask, don't tell." Under this policy, the military may not inquire whether an individual is a homosexual, and homosexuals may not reveal their sexuality. If they do reveal it, they may be discharged. This policy has been challenged in court several times as a violation of first amendment free speech rights and of fifth and fourteenth amendment equal protection rights. In 1997, a district court rule that the policy of "Don't Ask, Don't Tell" was unconstitutional, but this decision was reversed by a federal appellate court. Although the appellate court's decision was appealed, the Supreme Court refused to review the case.

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# Careers for Women in the Military

By Dawn Rosenberg McKay

Women in the military, as in the civilian workforce, can choose from a variety of careers. Although there are a set of challenges that are unique to female workers, female members of the armed forces face additional ones.

## Background of Women in the U.S. Military

Today, approximately 2.5 million women serve in the U.S. Armed Forces, according to The Service Women's Action Network. The all-

volunteer force is comprised of four branches, all under the auspices of the Department of Defense (DOD). They are Army, Marine Corps, Navy, and Air Force (Know Your Military: Our Forces, US Department of Defense). The Defense Advisory Committee of Women in the Services (DACOWITS) is mandated to advise the U.S. Secretary of Defense on matters and policies related to women serving in the Armed Forces of the United States. This independent entity reports that, as of July 2017, 17.6 percent of all active duty officers and 15.8 percent of all active duty enlisted personnel were women (2017 Annual

Report, DACOWITS, February 28, 2018). "Historically, the air force has had the highest percentage of enlisted and officer women; however, by 2016, the navy had nearly caught up (Demographics of the U.S. Military, Council on Foreign Relations [CFR]). CFR looked at the demographics:

## Percentage of Enlisted Female Service Members By Military Branch (2016)

- Army: 14%
- Navy: 19%
- Marines: 8%

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- Air Force: 19%

#### Percentage of Female Officers By Military Branch (2016)

- Army: 18%
- Navy: 18%
- Marines: 7.5%
- Air Force: 21%

### Military Careers

Military members are divided into two major categories: enlisted personnel and officers. Women can serve in either of these capacities and in any military jobs they choose. Enlisted personnel participate in or support military operations; operate equipment, as well as maintain and repair it; supervise junior personnel, and carry out technical and support duties. Included under the category of enlisted personnel are administrative, combat specialty, construction, electronic and electrical equipment repair, healthcare, human resources development, support service, and vehicle and machinery mechanical personnel. To enlist in the military, you must first take the Armed Services Vocational Aptitude Battery (ASVAB). This placement exam will test your suitability for a military occupation. A recruiter can arrange for you to take the ASVAB. The results of this test, whether you meet the physical requirements of a particular job, and the services' needs at the time will determine the job for which you will be accepted. A high school or equivalency diploma is also required, and you must be at least 17 years of age (with a parent's permission) or older. Active duty members of the Army or Navy, must not be older than 34. The maximum age for entering the Marines is 29. New Air Force recruits can't be more than 39.

There are also several types of military officers. There are combat specialty officers who plan military operations. Engineering, science and technical officers serve in a variety of specialties reflecting their areas of expertise, including law, atmospheric science, meteorology, biological science, and social science. Executive, administrative, and managerial officers oversee administrative functions in the armed forces. Healthcare officers are medical professionals such as nurses, doctors, dentists, and psychologists to name just a few. Human resource development officers are responsible for recruitment, placement, and training. Media and public

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affairs officers develop presentations and events for military personnel and the public. Protective services officers protect people and property on military bases and vessels. Support services officers manage logistics, transportation, and supplies. Transportation officers' responsibilities include safely transporting personnel and equipment.

If you want to become an officer, a bachelor's degree that meets the stipulations of your desired career is needed. That degree can be earned through military service, by participating in the Reserved Officers' Training Corps (ROTC) program at a college, or by attending Officer Candidate School. In addition, you must meet the proper age requirements. Prospective officers do not have to take the ASVAB (Bureau of Labor Statistics, U.S. Department of Labor. "Military

Careers," Occupational Outlook Handbook).

### **What Factors Motivate Women to Join the Military**

Women aren't drawn to military service for the same reasons as men.

According to a 2016 survey of recruits by the DOD's Joint Advertising, Market Research & Studies (JAMRS) Office, 73 percent of women recruits versus 58 percent of male recruits cited travel as their reason for signing up. Fifty-two percent of female recruits joined in order to pay for future education while only 39 percent of males did so for that reason. Women sought out careers in the armed forces as a way of helping others. Only 39 percent of men gave that reason. Forty-five percent of female recruits saw the educational opportunities within the service as a good reason for joining, but only 34 percent of male recruits did. More females (39 percent) than

males (27 percent) chose to become members of the armed forces to make a positive difference in their communities (2017 Annual Report. DACOWITS. February 28, 2018).

While civilian women face a substantial pay gap—by many reports women who work full time make just 80 cents for every dollar men earn—women and men in the military earn equal pay. That can make it a very appealing option. There is a gender gap, however, in their rate of promotion. Not as many women as men move up the ranks in the armed forces, but that can be attributed to the fact that, due to some challenges, many don't stay in the service long enough for that to occur. With that said, military women may be more likely to be promoted than those working for Fortune 500 companies (Hammons, Megan. "Is There a Gender Gap in the Military"

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VeteranAid.org. January 25, 2017). What attracts more women to the Navy and Air Force over the Marines and Army? Deciding which branch to join is a personal decision that “deserves much study and thought,” according to the balancecareers writer, Stew Smith (“[Deciding Which Military Service to Join](#).” The balancecareers. November 5, 2018). Since women often say travel was their reason for enlisting, it is no surprise that many choose to serve in the Navy. Smith says it is “the best place for those who like to travel.” He describes the Air Force as being far ahead in quality of life issues such as housing which may influence other women’s decision.

### **Challenges to Women in the Military**

Although women have been serving

in the military for a very long time, it wasn’t until 2016 that the DOD lifted all restrictions against women being in combat roles. Female members of the military still face significant challenges that contribute to relatively few joining to begin with and not many staying long enough to become officers.

Female soldiers and sailors still face gender discrimination, and an alarming number are victims of sexual harassment and assault. There are also other severe problems that keep recruitment and retention of women in the military low. For example, equipment such as body armor is made to fit men and must be customized to women’s bodies. Mothers face criticism for leaving their families to serve.

Many female enlistees don’t stay in the armed forces long enough to reap the benefits of career advancement to

become officers. According to DACOWITS, “women leave the military at higher rates than their male counterparts at the junior and mid/field grades.” This advisory group seeks ways to keep that from happening by suggesting ways to increase retention rates, including improvements in parental leave. They have recently made great strides in this area but have more work to do. The Department of Defense implemented a maternity plan that includes 12 weeks of continuous leave after childbirth across all services. Fathers may take 14 days of paternity leave. Adoption leave is in flux (2017 Annual Report. Defense Advisory Committee on Women in the Services. February 28, 2018). Each branch handles pregnancy of active duty members differently. It does not mean the end of a military career but jobs are typically modified.

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# How Can Leadership and Personal Development Help Your Career?

By David Rickersey

## **You can equip yourself with the skills needed to become a competent leader**

The road to professional growth and development is often lined with hurdles and setbacks. Unanticipated challenges can cause your career to become stagnant. At times, it might seem like whatever you are doing is not providing you with the desired results. Instead of feeling helpless or letting frustration engulf you, you need to take concrete steps to come out of the situation as a winner. By equipping yourself with the skills needed to thrive against any such adversity, you can steer your career

towards the right direction. If you want to know how a course in **leadership and personal development** can be of help for you, read on.

## **What is the relation between leadership abilities and personal development?**

The world is changing at a fast rate and so is the method of working. The current business scenario demands that you work and manage your responsibilities in a smart manner. No longer can you depend on the methods that were earlier considered to be effective. To survive in this challenging business environment, you have to improve your personal and leadership skills. Realizing that personal development and leadership abilities are

interrelated is the first step towards being self-aware and working to recognize your full potential. In order to be an able leader, you need to have a positive outlook. Personal development enables you to introduce positive changes in your life and look at things from an optimistic angle.

## **Why is it significant to improve your leadership abilities and personal skills?**

Leadership skill is an indispensable requirement of attaining success in career and remaining ahead of your competitors. To be able to leverage the opportunities coming your way and to establish your credibility as a

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competent leader, you must possess the right skills and aptitude needed for the same. By improving your leadership abilities and personal skills, you will be able to gain confidence and develop the perspective required to face any situation or overcome any challenge aptly.

### **How can leadership abilities and personal skills be beneficial for you?**

When you develop your leadership abilities, you will improve your capacity to perform in leadership-oriented roles within your organization. Once you start handling leadership duties, you will gain deeper insights and your perspective will broaden. This will help you to make decisions and take responsibilities. By focusing on your abilities and working on your weaknesses, you will be able to recognize your potential and make the best use of it. On the other hand, personal development will help you to

recognize your personal goals and work towards attaining them. By aligning your professional and personal goals, you will be able to chart a definite course of action to achieve the overall objective of your life.

### **What can you expect from a program in leadership abilities and personal development?**

A program in leadership abilities and personal development can help you to grow as an individual and as an authority figure in your organization. You can expect to gain in the following ways from such a program:

- Improve your interpersonal skills
- Assess your skills
- Enhance your knowledge
- Recognize your potential
- Identify your strengths and weaknesses
- Learn to manage your workload

effectively

- Inspire others to give their best in work

### **When to opt for leadership abilities and personal development course?**

Often people assume that leadership is for the top ranking people in any company or organization. But that is a wrong notion. You can take up a course in leadership skills and personal development at any point in your career. Only when you have the skills for leadership will you be able to proceed in that direction.

### **Do you need help?**

If you are struggling to make a mark as a leader or want to gain the skills required for the same, a management and leadership training provider may be able to help you. By understanding your goals and identifying your requirements, they will be able to chalk out a course targeted to meet your needs.

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# Four Keys to Developing Great Leaders

By Madeline Frank

Everyone is a teacher to someone. Celebrities, athletes, and people in the public spotlight may not want to be viewed as a role model; but they are.

So are you. With your family, the people you work with, and within your community. The lessons that we teach others by the way we live our every day lives speak louder than any ad campaign.

One person who has been lauded as the “winning-est coach” of all time, John Wooden, viewed himself as more of a teacher than a coach.

## “Knowledge is not enough.”

Coach Wooden in his early years as a basketball coach at Dayton High School said, “I was a leader who couldn’t teach but didn’t know it.” His team was having a losing season. He was “knowledgeable” and experienced about the game and knew the essentials but he did not know “how to teach it”. In his Pyramid of Success, Coach calls knowledge “Skill” and put it “in the heart” of his Pyramid.

## Teach students how to do it!

Coach said, his former coach at Martinsville High School, Glenn Curtis had the skill and knew “how to teach”. Coach said, “Knowledge is not enough. You must be able to effectively transfer what you know to those you manage-*not just the nuts and bolts material, but your standards, values, ideals, beliefs, as well as your way of doing things.* Most of all, you must teach those under your leadership how to become a real team rather than a group of individuals who simply work at the same place for the same

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boss. All this is only possible if you know how to teach.”

### **Coach Wooden’s Four Principles of Effective Teaching:**

As an English teacher, Coach learned how to teach by breaking down “teaching into a set of four components: **demonstration, imitation, correction, and repetition.** These four principles are the key to effective teaching.”

### **Lessons: Teach with Patience.**

Coach Wooden said, “Mistakes that are corrected by a leader-a teacher who is fair, knowledgeable, and patient quickly disappear. There is something inherently simple, noble, and modest about a leader who sees

his role as a teacher, not as a boss. The teacher’s function is to help the student to be their best; a boss views his employees as helping the organization achieve goals. Coach wanted his players to know that they were working with him, not for him.”

One of my first teachers was my Grandmother Mary Chernick Leader. When I was seven, Grandma Mary came to visit us. When she discovered I could not read, she quietly sat down beside me and patiently pointed to the page in my book and read a line on the page, sounding out each word for me. She then had me repeat that line slowly and carefully pronouncing each word and then asked me to try the next line the same way. Grandma enjoyed reading and explained to me how you could visit anywhere in the world and go on an adventure through reading a book.

On a table nearby, Grandma had a large Hershey’s Chocolate bar and a small bottle of soda pop. Every page I read pronouncing the words correctly, Grandma would hand me as a prize, for good work, a piece of chocolate and a sip of soda pop. This was our “little secret” as my Momma never allowed soda or chocolate in the house.

Grandma taught me to read with kindness and patience. If I made a mistake she would say quietly, “Mimi, sound it out slowly. Try it again, you can do it!”

She was a ferocious reader who devoured newspapers, biographies, and she loved doing crossword puzzles. These efforts kept her mentally sharp and helped her in her efforts of teaching me to read.

**Coach Wooden led by Example: “Action Speaks Louder Than Words.”**

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Coach Wooden said, "I used to smoke cigarettes as a young high school coach at South Bend. I would quit during the basketball season to set a good example, but then I was also setting an example by smoking-a bad one. So I quit." My example, I felt, meant more than my words."

More is caught than taught in leadership. Practice what you preach.

### **One of Coach Wooden's favorite poem's that helped him quit smoking was written in the mid-'30s:**

"No written word, no spoken plea can teach our youth what they should be. Nor all the books on all the shelves, it's what the teachers are themselves."

When I was 17, I attended Virginia Commonwealth University, VCU, as a full scholarship student on the violin. As part of the scholarship obligation, I played my violin as a member of the Richmond Symphony, studied and excelled in my freshman classes, and assisted Professor Peter Zaret, my violin professor, in teaching his adult beginning violin class.

Music education majors were required to take a class on learning to play the violin for credit.

Before attending VCU, I had performed in Carnegie Hall, 4 months before, graduated from high school at the North Carolina School of Performing Arts in Winston-Salem, North Carolina graduating with my high school diploma, and my Violin Performance Diploma. That summer I performed and studied at Wolf Trap Music Festival in Vienna, Virginia on full scholarship.

### **In teaching Professor Zaret's class of adult beginning students they needed to learn the following:**

-How to stand straight and tall and balance on their feet, how to hold the violin and bow, how to make a sound on the violin by pulling the bow across the string, and finally where to place their fingers on the violin to play simple tunes.

### **We began the class from the ground up: Balance of feet**

Step 1: I first demonstrated to the beginning adult violin students how to stand straight and tall with their

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shoulders down and balance his or her feet like a tree with the roots going down.

Also I demonstrated how to bend my left and right arms from the elbows keeping them close to the body.

Step 2: Then each student took a turn by imitation, how he or she would stand straight and tall, balancing their feet, and bending their arms from their elbows keeping them close to the body.

Step 3: Next, going around the room once more, I made corrections showing each person, the little details they were missing.

Step 4: Each student again showed by repetition how they were to stand straight and tall, balance their feet, and bend their elbows keeping their shoulders down.

Each step was done with patience and paying attention to the smallest detail.

Our next step was to hold the violin. I demonstrated to them how to hold their violin with their shoulders down, bending their arms at the elbow. We followed our four steps - demonstration, imitation, correction, and repetition.

We began the process again this time with learning to hold the violin bow.

Step 1: I showed them by demonstrating how to hold my bow by making a loose fist keeping the thumb and fingers curved putting the fingers on the bottom of the bow called the frog. The fingers are close together with the thumb and second finger touching forming an oval shape.

Step 2: Each violin student, as I walked around the room, imitated how I had shown them to do it. As each student

took their turn they watched how the other students were doing it. One student had huge hands and had trouble holding the bow. I had him make a loose fist, curving and bending his fingers, and then wrapping his fingers around the bow.

Step 3: Next, going around the room once more, I made corrections showing each person the little details they needed for a good position of holding their bows.

Step 4: Each student again showed by repetition how they held their bows.

Each step was done with patience and paying attention to the smallest detail.

Our next step was to make a clear sound on the violin with the bow: I demonstrated to them how to put their bows on the string of the violin,

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drop their elbows a little to put the weight in to the string and pull a sound from the violin by leaning into the string with their index finger on the bow and pulling the bow across the string to make the string vibrate.

Each violin student, as I walked around the room, imitated how I had shown them to do it. When they had difficulty, I would have them lean into the string with their index finger on the bow, dropping their elbow slightly with a little weight added.

Next, going around the room once more, I made corrections showing each person the little details they needed to make a clear focused sound.

Our last step was repetition, repeating the process over and over to practice making a clear smooth sound. I reminded them to practice

what we were working on so they would improve by the next lesson.

Each step was done with patience and paying attention to the smallest detail.

Coach Wooden said, “You haven’t taught until they’ve learned.”

Dr. Albert Einstein said, “If you can’t explain it simply, you don’t understand it well enough.”

By being a role model and adding in to your daily life Coach Wooden’s four components of teaching - demonstration, imitation, correction, and repetition you will become a better and more effective leader, coach, mentor, parent, friend, and teacher.

Andrew Hill and Coach Wooden said, “Remember, corrections shouldn’t be given in anger, and if you wait to correct behavior until you are angry, it will be difficult to strip your feelings

from your comments. But mistakes that are corrected by a leader-a teacher-who is fair, knowledgeable, and patient quickly disappear. There is also something inherently simple, noble, and modest about a leader who sees his role as teacher, not as boss. The teacher’s function is to help the student to be their best; a boss views his employees as helping the boss achieve his own goals.”

Andrew Hill said, “Coach Wooden wanted his players to know that they were working with him, not for him.” Remember, whether you are a leader, boss, coach, or parent you want the people you are working with to feel that they are “working with” you, not for you!

So, who will you guide and help to improve their skills with Coach Wooden 4 teaching components? Start today!

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