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ABSTRACT
        The seventh volume of the introduction to psychology
and leadership course (see the final reports which summarize the
development project, EM 010 418, EM 010 419, and EM 010 484)
concentrates on leadership behavior and style, and is presented in
three separate documents. This document is a self-instructional text
with audiotape and panel book sections. EM 010 435 and EM 010 436 are
the second and third documents of the volume, and EM 010 420 through
EM 010 447 and EM 010 451 through EM 010 512 are related documents.
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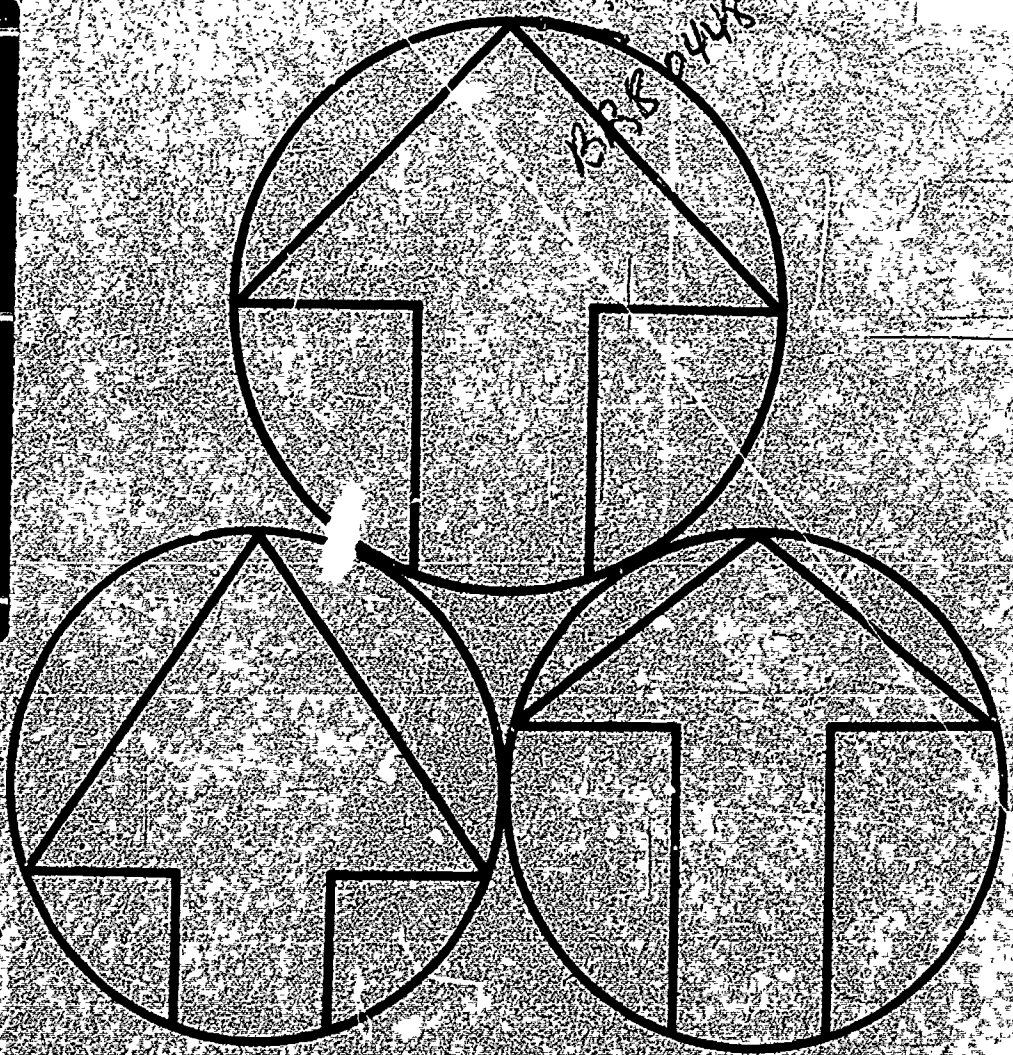
Introduction To Psychology And Leadership

Volume VII-A

Leadership Behavior And Style

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART SEVEN

LEADERSHIP BEHAVIOR AND STYLE

Segments I, II, III, IV, & V

Volume VII-A

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

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LEADERSHIP BEHAVIOR AND STYLE

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Audio Panel Book

(HAPB)

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

FOREWORD

"The commander must try, above all
to establish personal and comradely
contact with his men, but without
giving away an inch of his authority."

Erwin Rommel

Every person in authority must consider certain requisites
of leadership behavior. In Part Seven we study from several
angles how a leader should carry out the leader's role. He
must always be aware of his own behavior and of how that behavior
affects the behavior of others.

INTRODUCTION TO PSYCHOLOGY
AND LEADERSHIP

LEADERSHIP BEHAVIOR

Item 1.
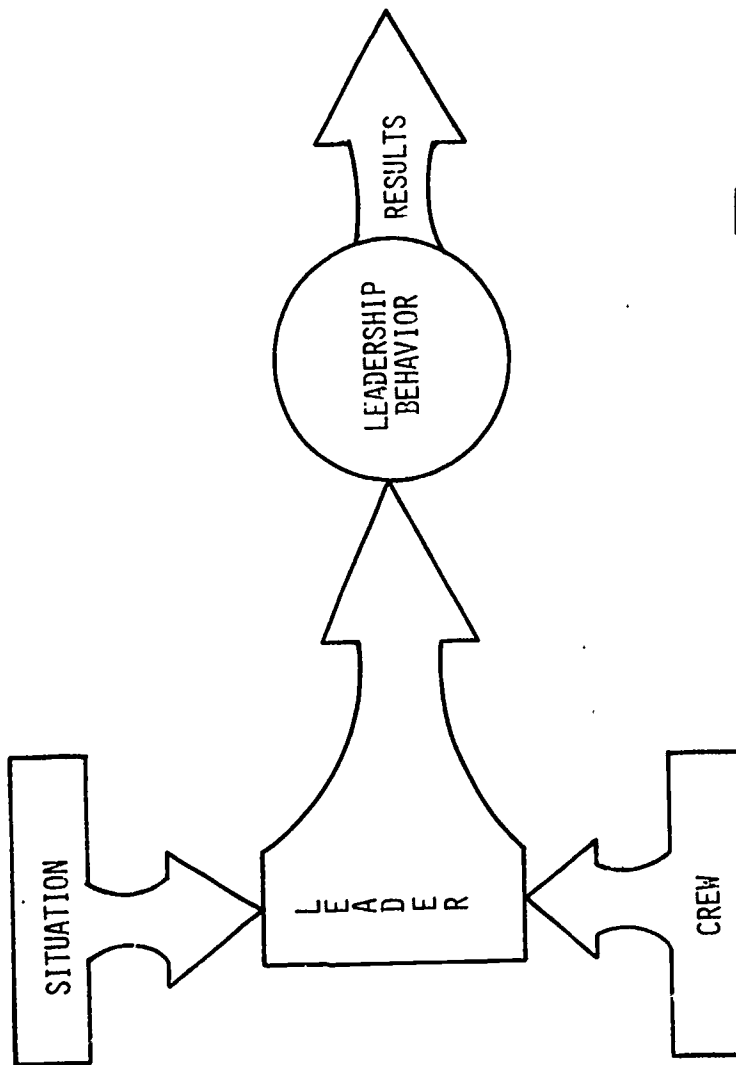
Question 1.

A Submarine Captain calls his crew together on deck before they cast off and, with obvious pleasure in his voice, informs them that their patrol will last 30 days and that they will transit submerged under the North Pole.

Which one of the following would most correctly be classified as the Captain's behavior.

a.   The way he went about telling the crew about the voyage.

b.   The informality he used informing the crew.

c.   The specific act of telling the crew about the voyage.

d.   The pleasant style he used in informing the crew.

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LEADERSHIP BEHAVIOR

Item 2.

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

Item 3.

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LEADERSHIP BEHAVIOR
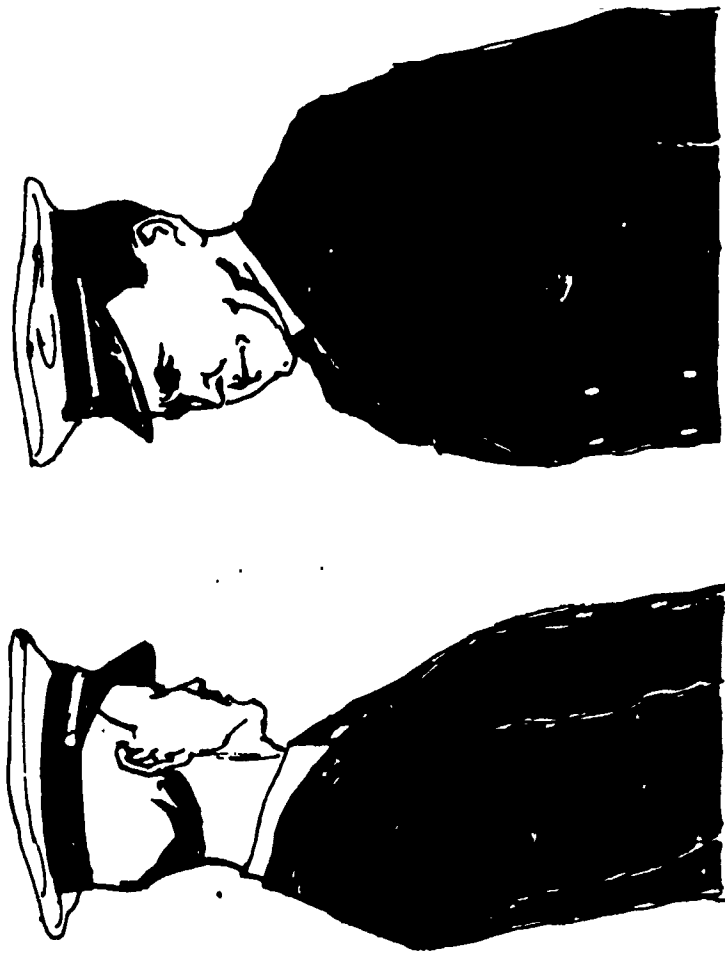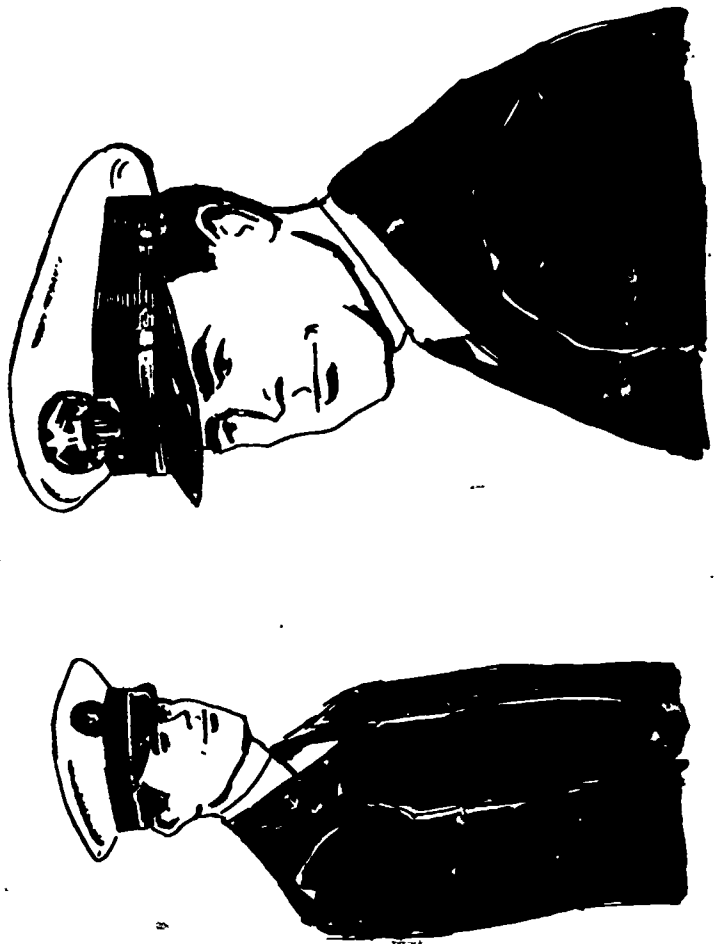
Question 2.

Which correctly states the definition of the term "role"?

a. All roles are defined by Navy Regulations.

b. Role is the expected behavior of a person occupying a specific status position.

c. Role is the status position which an individual must fulfill to become a leader.

d. None of the above

Item 4.

LEADERSHIP BEHAVIOR

Item 5.

Question 3.

Which one of the following is <u>valid</u> concerning the role of a division officer?

a. The more status positions occupied by a division
    officer, the more accepted he will be by his
    subordinates.

b. A division officer is more accepted as a leader
    by his subordinates if he has a high position
    status.

c. A division officer is more accepted in his role
    if his actual behavior is congruent with what
    others expect of him.

d. All of the above

LEADERSHIP BEHAVIOR

Item 6.
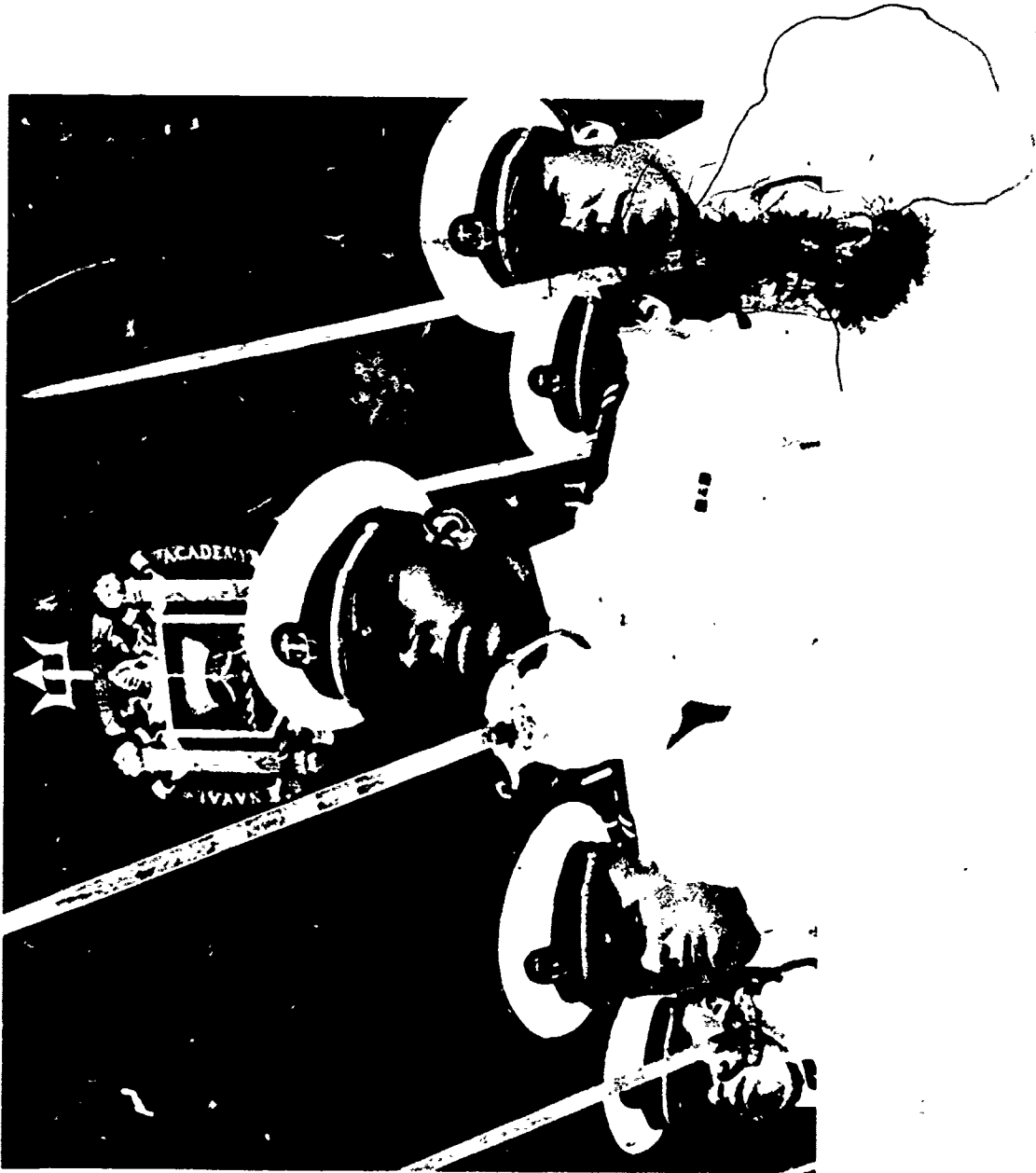
Question 4.

A new ENS reports aboard his first ship. In his initial meeting with the Captain, the usual courtesies are exchanged. In his first meeting with the Executive Officer, the Executive Officer expresses hope that the ENS will adjust quickly to "fit in" with the ship.

Which one of the following best represents organizational role behavior on the part of the Executive Officer?

a. He wanted to get the ENS squared away as to who really represents the organization.

b. He wanted the ENS to quickly identify with the ship, adopting her customs, rules, general character, and personality.

c. He wanted to impress the ENS with the Executive Officer's status within the organization.

d. He wanted the ENS to get to work immediately.

LEADERSHIP BEHAVIOR

Item 7.

Item 8.

LEADERSHIP BEHAVIOR
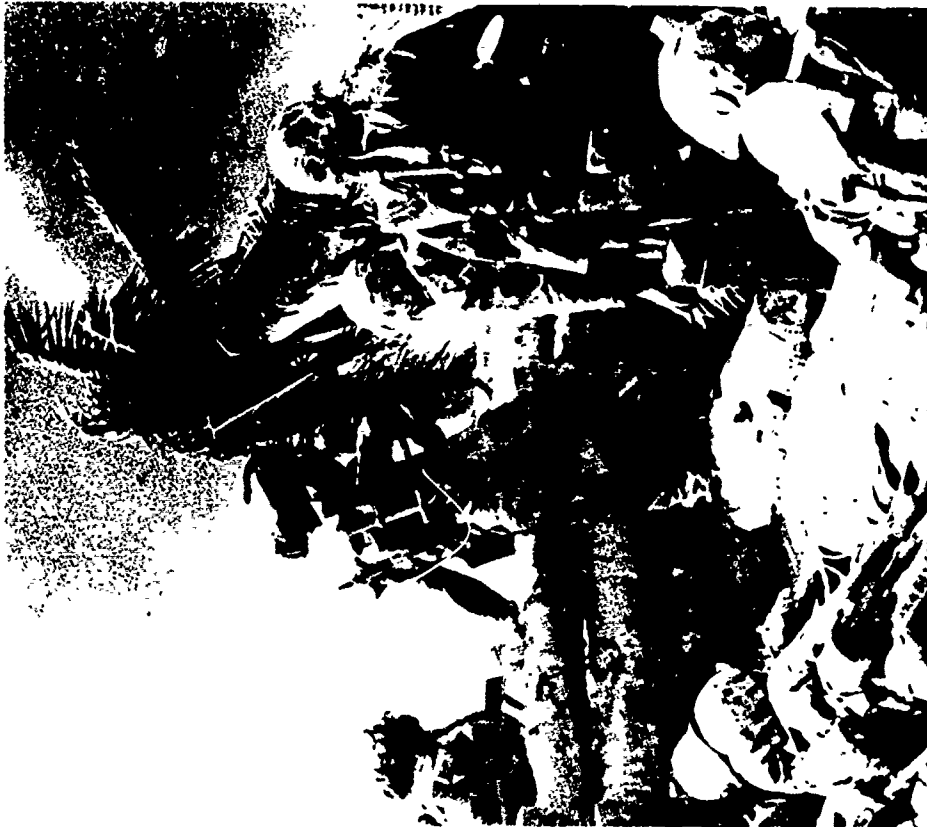
Item 9.

Question 5.

A military leader is faced with a dual responsibility of accomplishing

his mission and looking out for the welfare of his men.

'Which one of the following best describes this situation?

a. Accomplishment of mission and consideration for
    welfare are coincidental.

b. Accomplishment of a mission by any military
    leader is without regard for consideration of
    welfare.

c. Consideration of welfare, the priority consider-
    ation of any military leader, will bring about
    accomplishment of mission.

d. Accomplishment of mission and consideration for
    welfare often complement each other; but, the
    mission takes priority.

LEADERSHIP BEHAVIOR

Item 10.

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INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

Question 6.

ENS Thatcher has taken over the G Division aboard a CVS. CWO Smith, a veteran of 26 years in the Navy, is the junior division officer.

Which one of the following states acceptable follower role behavior on the part of the CWO?

a. CWO Smith should teach ENS Thatcher how to adhere to the role behavior expected by his superiors since he has so much more practical experience.

b. CWO Smith should tell ENS Thatcher that they should split the division duties until ENS Thatcher catches on.

c. CWO Smith must adhere to the role behavior expected of him by ENS Thatcher.

d. All of the above

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LEADERSHIP BEHAVIOR

Item 11.

Question 7.

Which one of the following represents <u>acceptable</u> leader role behavior on the part of ENS Thatcher (who is taking over <u>G</u> Division aboard a CVS with a CWO for a junior division officer)?

a. ENS Thatcher should step in and assert his
    authority in an attempt to keep the men
    from influencing his behavior.

b. ENS Thatcher should watch CWO Smith run
    the division, learn what to do, and discuss
    with CWO Smith the best methods of handling
    the problem.

c. ENS Thatcher should discuss the problems
    of the division with CWO Smith, show concern
    for the needs of the men, and accept the
    fact that CWO Smith and others will
    influence his behavior.

d. None of the above

LEADERSHIP BEHAVIOR

Item 12.

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

Item 13.

LEADERSHIP BEHAVIOR

Item 14.

Item 15.

LEADERSHIP BEHAVIOR

Item 16.

Item 17.

LEADERSHIP BEHAVIOR
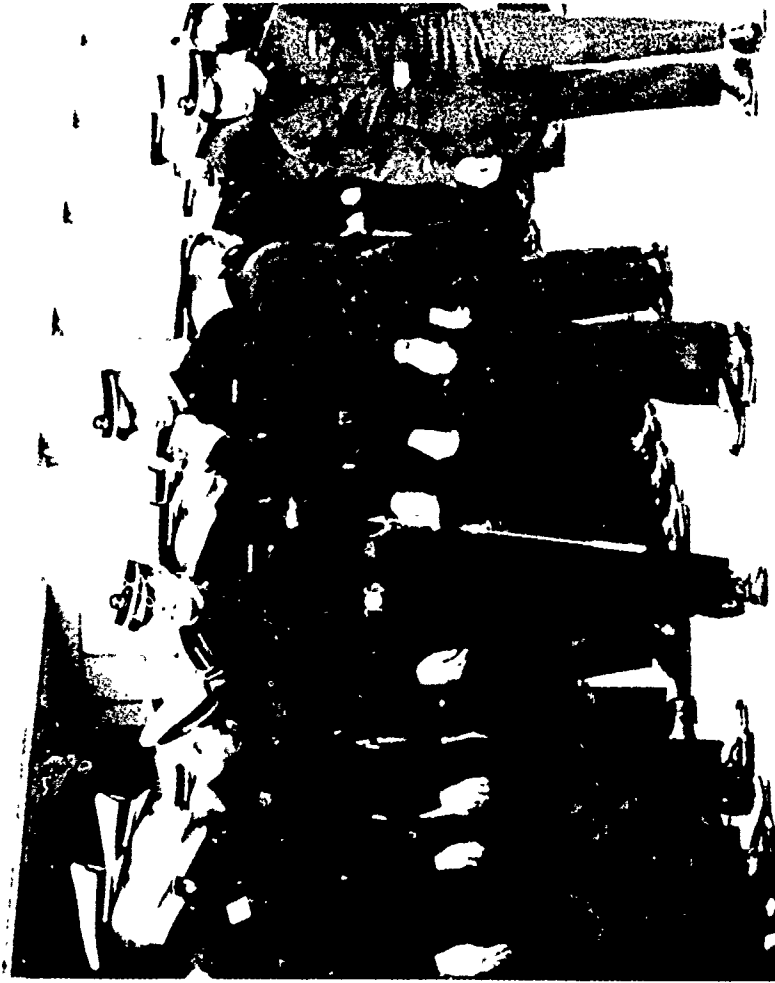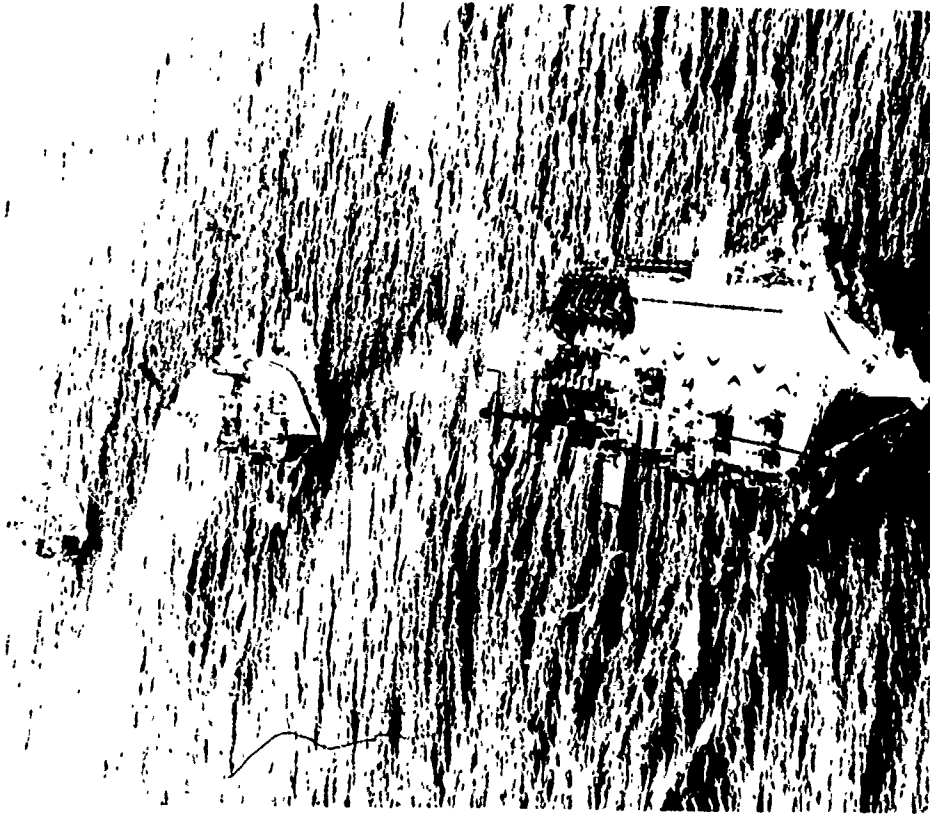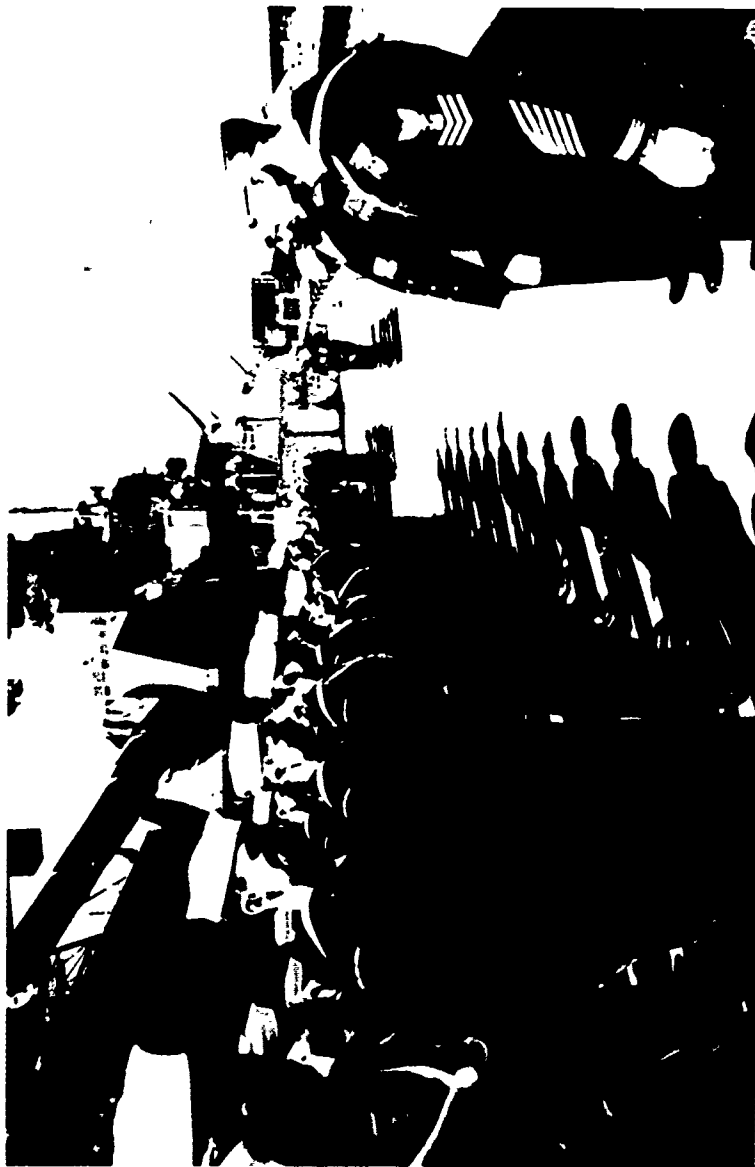
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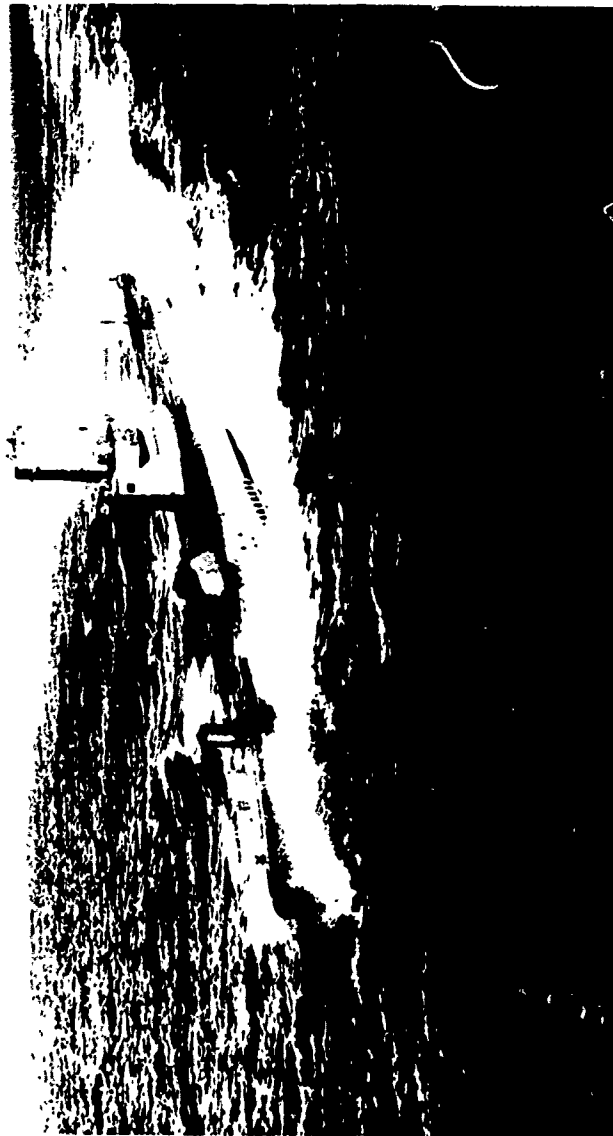
Question 8.

A group of officers from a CVA discuss the role expectations of a carrier Commanding Officer.

Which one of the following statements best characterizes such role expectations?

a. A carrier Captain has a good service reputation as a person, a leader, and a Naval officer.

b. A carrier Captain is knowledgeable of all phases of naval operations.

c. A carrier Captain is an excellent pilot and a competent shiphandler.

d. All of the above

LEADERSHIP BEHAVIOR

Item 19.

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

Item 20.

LEADERSHIP BEHAVIOR
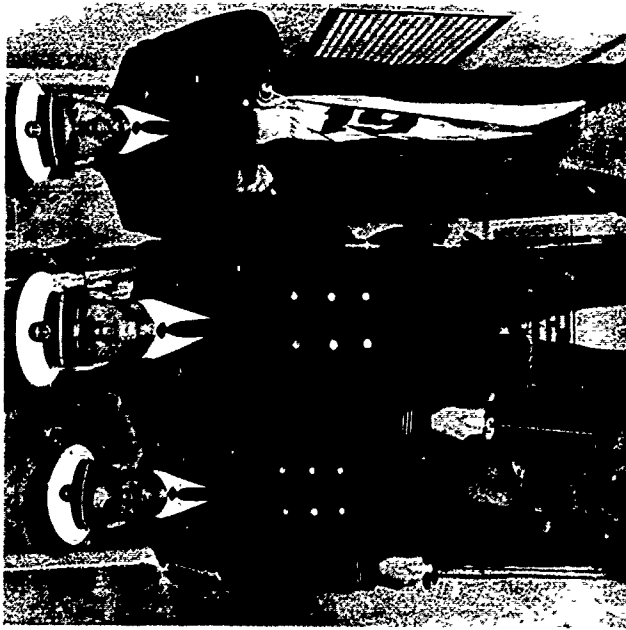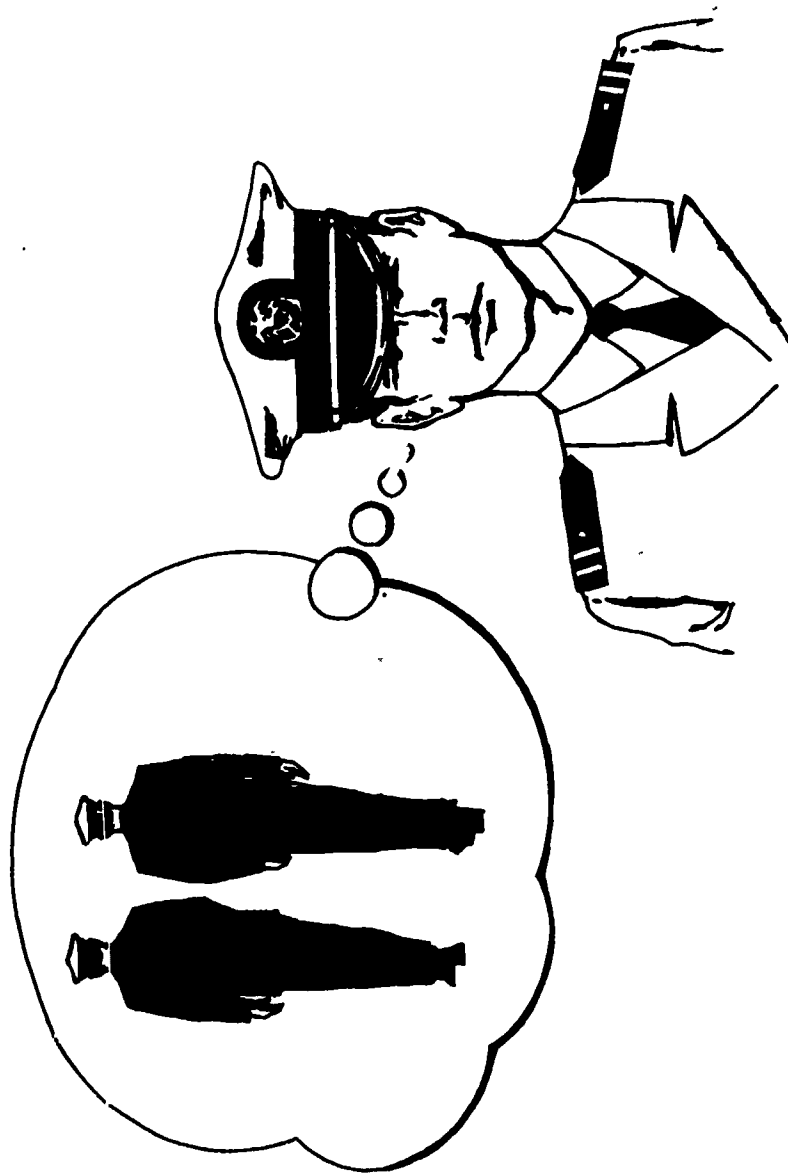
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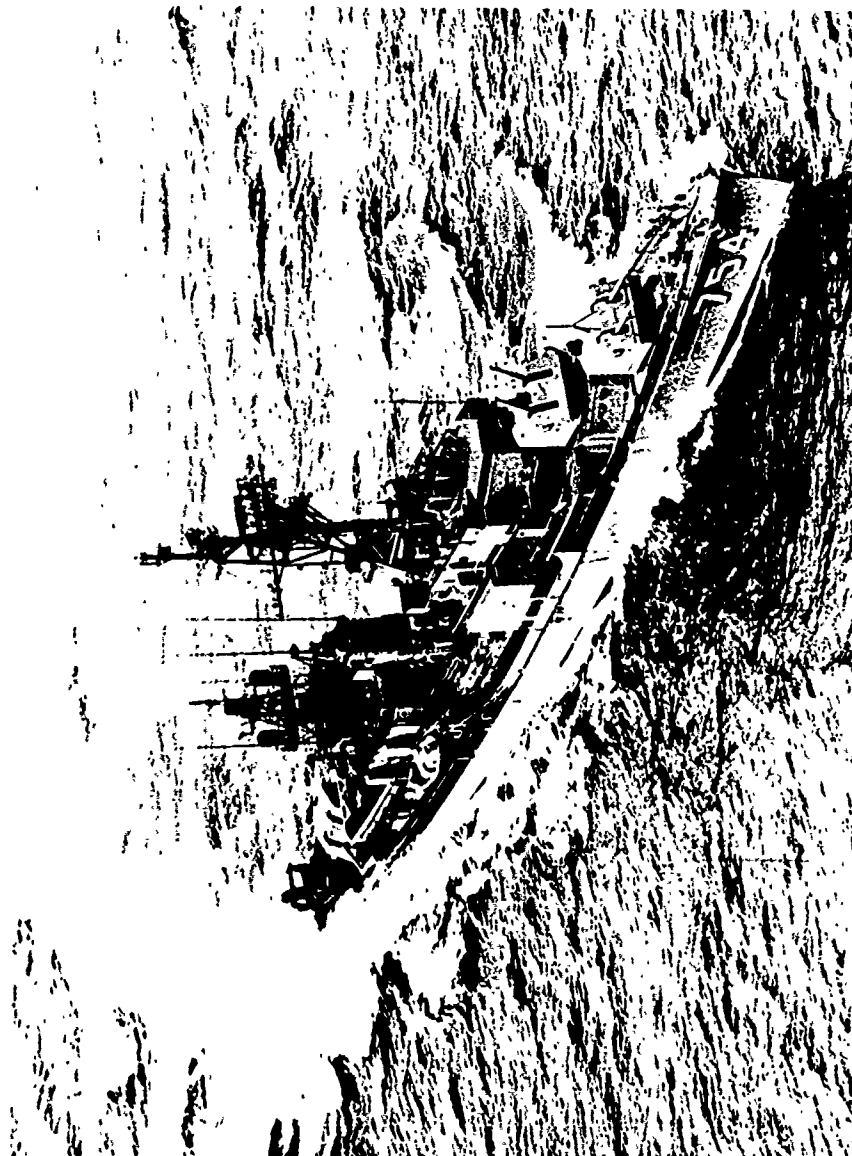
Question 9.

Which one of the following identifies the result that fulfilling role

expectations has on a CO's relationships with his subordinates

a. The fulfillment of role expectations is nothing
    supernatural. But it will help the new CO to
    maintain his lofty and necessarily aloof
    position.

b. The fulfillment of role expectations will help
    the new CO assume the father image for his
    subordinates.

c. The fulfillment of role expectations will let
    the new CO command in a more authoritarian
    manner in future situations.

d. The fulfillment of role expectations will permit
    other squadron personnel to anticipate the
    leader's behavior in certain situations, enabling
    himself and others to function as an integrated
    unit.

LEADERSHIP BEHAVIOR

Item 22.

"Present, Sir"
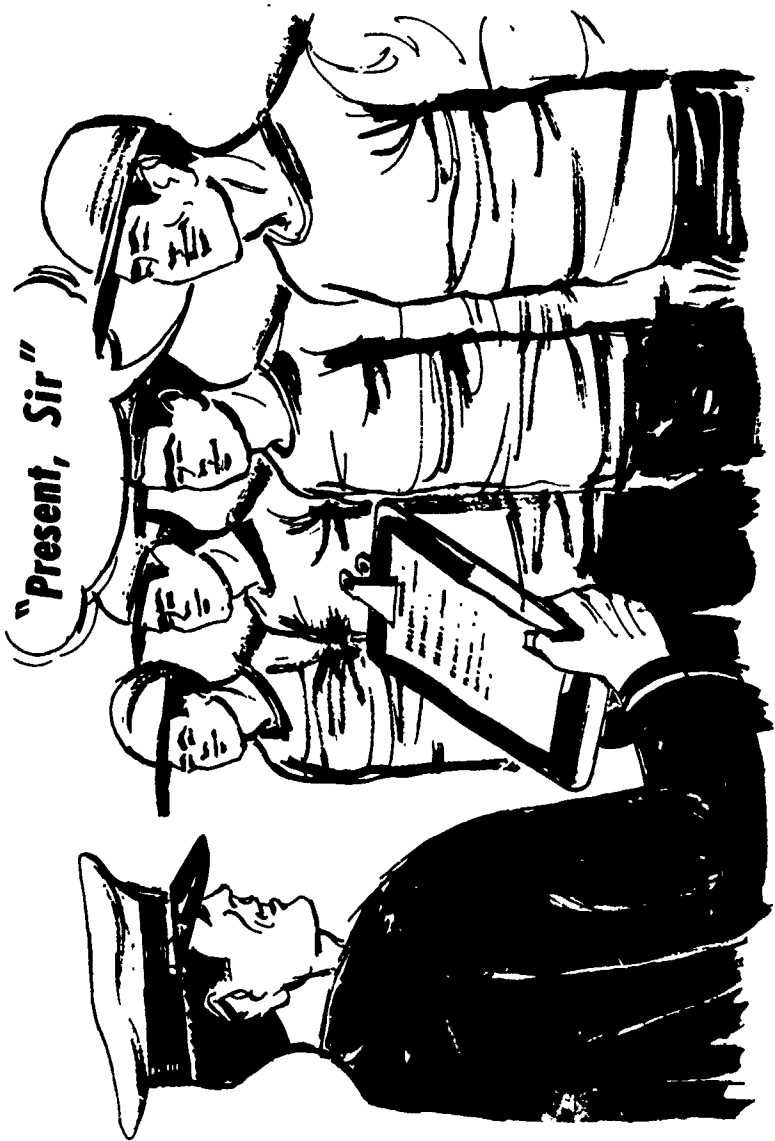
Question 10.

Which one of the following best identifies the relationship between role
expectations and the various status positions which the leader fills?

a. A given status position is matched with role
    expectations for that position. Role expec-
    tations never change.

b. The leader can only fill one status position
    at a time, and his behavior is cued to that
    position.

c. The leader occupies several status positions,
    but his behavior is dominated by one position
    at a time and the role expectations attached
    to it.

d. The leader's behavior will not likely change
    as he moves from one status position to
    another because his personality will remain
    the same.

Question 11.

What will be the <u>most</u> probable consequence if the squadron CO does not

fulfill the role expectations of the squadron members?

a. The new   will be called in by the Air Group
    Commander for this shortcoming in human
    relations.

b. In role strain situations, the CO will leave
    and the squadron Executive Officer will take
    over the squadron.

c. Role strain will occur and the CO will face
    a human relations problem with his subordi-
    nates.

d. The new CO will try to change the role expec-
    tations of his squadron so that he can do
    what he wants.

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART SEVEN

LEADERSHIP BEHAVIOR AND STYLE

Segment I

Leadership Behavior

Progress Check

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

LEADERSHIP BEHAVIOR

PROGRESS CHECK

Question 1.

Select the combination which properly matches the three
types of roles listed with the characteristics which pertain
to each.

1) Organizational role

2) Institutional role

3) Follower role

a. Being influenced by superiors

b. Professional adherence to
   ideals and goals

c. Adopting manners, dress, and
   customs of a group

d. Accepting conflicting respon-
   sibilities

e. Developing personality traits
   similar to those of a group

f. Service to one's nation

g. Adopting role expected by
   superiors

h. Personal differences submerged

a. 1-c,e   2-b,d,f   3-a,g,h

b. 1-b,h   2-a,c,h   3-d,e,g

c. 1-b,c,g 2-d,e,h   3-a,d

d. 1-e,f   2-a,b,g   3-c,d,h

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Question 2.

Select the statement which correctly describes the concept

of leadership behavior.

a. The actions of a leader while issuing
    orders to subordinates

b. The specific acts in which a leader
    engages while directing or coordinating
    the work of his group

c. The behavior of a leader while planning
    the work he intends to assign his subor-
    dinates

d. The acts of a leader while checking the
    extent to which a subordinate has
    carried out the orders he was given

Question 3.

Select the correct definition of the term "role."

a. Behavior that others expect of a particular
    person endowed with a specific status

b. Behavior that has not been predicted by
    other members of the group

c. Behavior which follows a specific pattern,
    but which is unrelated to any specific
    status position

d. Behavior which is unique to the individual,
    and which makes a pattern only in terms
    of that individual's personality

Question 4.

Select the description of behavior which represents follower role behavior.

   a. ENS Probert's first assignment following
       graduation was as assistant to the Radar
       Officer of an aircraft carrier. Anxious
       to demonstrate his interest and capability,
       he undertook an in-depth study and analysis
       of the radar maintenance schedule recently
       worked out in detail by the Radar Officer.
       Although he had not been ordered to make
       such an analysis, he submitted his
       lengthy written critique of the maintenance
       schedule to the Radar Officer.

   b. Upon learning that his assignment was to·
       be under CDR Brilliot, who had achieved
       considerable recognition for his articles
       on the history of mine warfare in the
       Naval Institute Proceedings, ENS McCullough
       proceeded to read those articles, plus
       several other references on the subject,
       as a means of getting acquainted with the
       point of view and interests of his new
       superior.

   c. Both of the above

   d. None of the above

Question 5.

Identify the statement which correctly characterizes

role expectations.

a. Role expectations are derived from the
   general character and personality of an
   individual, as perceived by those persons
   sharing in the interaction.

b. The role expectations which are attached
   to a certain position, such as that of
   Captain of a ship, are usually developed
   independently of the status related to
   that position.

c. Role expectations attach to a position
   and are largely a result of the status
   of that position.

d. Role expectations are usually generated
   by all who share an interaction, after
   which they never change.

Question 6.

ENS Hall took command of a small group of seamen who were undergoing special training at a small college, prior to shipping out. After training they would continue under his leadership. For six weeks, ENS Hall and his crew lived together in a dormitory and attended classes together, studying the operation of a secret special-mission electronic device. To avoid attracting too much attention to their mission, they all dressed and acted as much as they could like other students. They ate together and shared recreational activities such as ball games and checker sessions. The crew took a very relaxed attitude toward the ensign, stopped saluting, and discontinued calling him "Sir." However, the ensign was pleased to note that the moment they all returned to shipboard life, his crew immediately reverted to full military courtesy and stopped inviting him to share their recreation.

Which of the following principles does the above

incident illustrate?

a. Role behavior usually sets the pattern which establishes expectations.

b. Once the members of a group acquire a certain set of expectations regarding the role that a person occupying a certain position should play, they're not apt to change their minds at all.

c. The interactions between a leader and a group don't have much to do with any changes in the group's role expectations for his position.

d. Role expectations by others, when they are known, define appropriate and inappropriate behavior.

Question 7.

MIDN 4/c Vought got off to a bad start with his squad leader, MIDN 1/c Simpson, by requesting his first conference with Simpson on a day when Simpson was nearly overloaded with the tasks of completing a term paper and reviewing for a mathematics exam, all in one day. When Vought took an unnecessarily long time getting around to asking guidance that is very clearly spelled out in the Academy regulations, Simpson told him to get out and think for himself and stop bothering superiors unnecessarily.

A few weeks later, Vought became innocently embroiled with a local merchant, who tried to cover up an attempt to cheat Vought by falsely accusing Vought of trying to steal. Due to the merchant's hysterical protests to the Navy, plus threats to take the matter to the newspaper, the whole incident soon became very unsavory. When the Annapolis police contacted the Academy officials, the Academy was totally unprepared to respond because they had no knowledge of the affair. Vought had not reported the matter to his squad leader because he felt he had no one to turn to for help.

Which of the following principles does this incident

illustrate?

a. An expectation, once established on the basis of mutual interaction, establishes a pattern for subsequent interactions; but once established, the expectation remains the same.

b. The expectations of a subordinate must necessarily be phrased in terms of prevailing regulations governing the leader and subordinate involved.

c. Guidance and counseling behavio. should be considered apart from leadership situations since they don't involve issuing orders.

d. None of the above

Question 8.

Select the correct statement concerning the effects of

role expectations.

    a. A leader's behavior is never influenced by
        the expectations of others.

    b. A leader learns to adjust his behavior to
        the needs of his group through a series of
        dynamic role strain situations.

    c. Role expectations establish a model for the
        leader, providing him with a patte·n to which
        he may adjust his own behavior.

    d. Leader role expectation is a pattern of
        behavior which matches the expectations
        of the group being led.

Question 9.

Select the statement which correctly identifies the effect which fulfilling role expectations has on a leader's relationship with others.

    a. By fulfilling the role expectations held by his subordinates, a leader establishes himself as a dynamic, unpredictable element of the group, and hence someone to respect.

    b. By fulfilling the role expectations held by his subordinates, a leader enhances his organizational role since his knowledge of their expectations cues him as to which behavior is most appropriate at a given moment.

    c. By fulfilling the role expectations held by his subordinates, a leader establishes himself as a predictable element and a popular favorite, able to influence his subordinates to more effective performance.

    d. Both b and c above

Question 10.

Select the statement which correctly identifies the

relationship between role expectations and status positions.

a. The expectations of others will normally
   have no effect on the manner in which a
   leader adapts to any particular status
   position.

b. At any given moment, one particular status
   position usually dominates a leader's
   behaviorial decisions; however, making
   such decisions in terms of the role
   expectations of others is not apt to
   bolster his status.

c. The dynamics of role expectations are the
   force behind the changes in a leader's
   status position from time to time.

d. Of the many status positions he can hold,
   one usually dominates a leader's activities
   at any one time, and he can use the role
   expectations of other persons as a guide
   in forming the behavior most appropriate
   for the specific status position he holds.

Seven/I/RPF   INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PROGRESS CHECK ANSWER AND REMEDIATION FORM

PART___Seven_____SEGMENT____I____

REMEDIATION TEXT___Audio Script - Volume VII-A

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United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART SEVEN

LEADERSHIP BEHAVIOR AND STYLE

Segment I

Leadership Behavior

Audio Script

(LATS)

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

INTRODUCTION TO PSYCHOLOGY   PART SEVEN
AND LEADERSHIP   SEGMENT I

<u>LEADERSHIP BEHAVIOR</u>

In this part of the course you will learn how a leader's
behavior is influenced by his own personality... by the
nature of his follower group, and by the peculiarities of
the situation. (<u>Pause</u>)

<u>Now look at Item 1</u>.

You know that individuals differ in many traits. No two of
your Academy instructors are exactly alike. As you report
for duty in the fleet, you will find commanding officers who
behave differently, even though the situation (e.g., main-
taining a DD in top battle readiness condition), and the
follower group (i.e., the crew) may appear to be very similar.
What do we mean by the concept of leadership behavior? It
simply means what the leader does. While coordinating the
work of his subordinates, the Commanding Officer of a
destroyer carries out specific acts which are referred
to as his behavior.

Throughout this part, we shall be concerned with how a
leader's behavior will change depending on conditions. (<u>Pause</u>)

Now look at Item 2.

To clarify this point, consider how your behavior as a
midshipman is apt to change as you shift from talking to a
"plebe" to talking to an officer. (Pause)

Now look at Item 3.

The conditions change, so your behavior changes. This brings
us to a new term--that of role. You have developed an image of
the expected behavior of a squad leader. Similarly, you have
concepts of what is expected behavior for a variety of posi-
tions (e.g., OOD, battalion ommander, etc.) The expected
behavior of a person occupying a specific status position is
called a role.

In your activities as a second class midshipman at the Naval
Academy, you play a variety of roles. (Pause)

Now look at Item 4.

You are both leader and follower. In the eyes of the plebes,
you are a leader, and they expect you to behave in that
capacity. From the viewpoint of first classmen, you are

-2-

subordinate to them and they expect your behavior to be that
of a follower. To your professors, your role is that of a
student, and they judge you according to your academic behavior.
Some roles are easier for you than others. The point is that
all of us play different roles, and that these roles represent
our expected behavior in view of the position we occupy. The
closer one's behavior comes to that which others expect of
him, the better others accept him in that role. Once a person
assumes a role and becomes proficient in it, his associates
will accept him in that role. In the area of leadership, this
same axiom applies. The more a leader's behavior corresponds
to the behavior which his subordinates expect of him, the more
these subordinates will accept him as a leader. His position
status and his actual performance in the role are congruent.
(Pause)

Now look at Item 5.

A Marine lieutenant taking over a platoon is expected by the
platoon members to be professionally competent and in excellent
physical condition. The sooner he demonstrates these
capabilities to them, the more quickly he is accepted. A
leader who fails to do the things expected of him will find
that his subordinates will not think of him as a leader.
(Pause)

-3-

Roles may be classified according to types. We shall examine four such types, namely, the organizational role, the institutional role, the follower role, and the leader role. (Pause)

Now look at Item 6.

You are familiar with the concept of organizational role from your experiences within the organization of the Brigade of Midshipmen. You have identification with the organization, a sense of belonging. This is true throughout the military, where the uniform itself serves to establish identity within the organization. There are special characteristics of this organizational role. For instance, membership implies that you accept the rules of the organization. When you took the oath of a midshipman, you officially accepted certain responsibilities and the customs, traditions, and regulations of the Naval Academy. Wearing a hat, not smoking except in authorized places, marching to regularly scheduled meals, not wearing Levis to classes are all part of the accepted customs, traditions and regulations at the Academy. Your identity as a midshipman demands that you adhere to these customs, traditions and regulations. To do otherwise would place you in conflict with your organization. (Pause)

-4-

Now look at Item 7.

Looking now to the second and broader type of role (institu-
tional), we are concerned with what the organization does,
that is, why it exists, what its mission or purpose is.
Broadly speaking, institutional roles are usually professional
in nature and center on the ideals and goals of the institution
of which the leader's organization is a part. The attack
aircraft carrier (CVA) serves as a deterrent to aggression by
its ability to launch aerial attacks, or it becomes an active
combatant in times of war. The ballistic missile submarine
(SSBN) exists to serve as a deterrent against an all-out war,
and is of great importance in shaping the current national
defense policy. (Pause)

Now look at Item 8.

Military leaders of all the services, as is inherent in their
oath of acceptance of their commission, assume responsibility
for an important institutional role. An integral part of the
oath, "To protect and defend the Constitution of the United
States from all enemies, foreign and domestic" establishes
that military leaders serve the United States, uphold
democracy, and provide for the national defense. In their
institutional roles, all military leaders are faced with the
dual responsibility for accomplishing the assigned mission
and, at the same time, looking out for the welfare of their
men. There are occasions when the two responsibilities may

-5-

be in conflict. In such situations, the military leader
must realize that his primary responsibility must be to mission
accomplishment. (Pause)

Now look at Item 9.

A case in point would be the defense of Wake Island in World
War II. LT COL Devereaux was entrusted with the defense of
the island. Instead of surrendering when it became obvious
that the enemy was going to make a maximum effort to capture
the island, he resisted until he was out of ammunition and
then continued to resist with hand-to-hand combat. His
defense force sustained heavy casualties and those who
survived were captured. Regardless of the consequences to his
men and himself, however, he never lost sight of his mission
to defend the island. (Pause)

The follower role is the next major role category to consider.
Most people in the military are followers in the sense that
they carry out orders from superiors. Leaders, too, must
play follower roles. While the Commanding Officer of a major
combatant ship is indeed a leader, he receives his orders from
a higher authority (who views him in the follower role). Even
admirals become followers in their roles as subordinates to
the upper echelons of the Navy or to the Office of the Secretary
of Defense.

Now look at Item 10.

In your military careers, you will serve under a variety of
leaders. No two will be exactly alike. Whether it be your
department head, your Executive Officer, or your Commanding
Officer, one thing is sure--you will be serving under many
different leaders. Your ability to perceive your senior's
personality accurately, and to adjust to the change in
personalities as your seniors change, will go a long way in
making your career successful. The important point here is
that an effective leader has learned to be a good follower.
(Pause)

Now, we shall discuss the leader role itself. (Pause)

You don't expect to see the Admiral performing a duty which
is more befitting a commander (that is, commanding a
submarine or a squadron of aircraft). (Pause)

Now look at Item 11.

Likewise, you don't expect to see a petty officer performing
duties which are normally done by non-rated personnel (for
example, assigned mess duty). Subordinates expect certain
behavior from their leaders, and will be inclined to lose
respect for their leaders if they fail to meet this level of
expectation. If a leader is unable to satisfy the needs of
his subordinates (followers), as they expect him to, the
leader's acceptance by his subordinates will suffer. The
Captain who can handle his ship under adverse conditions and

who displays confidence in his actions does meet the needs of his subordinates. On the other hand, the Captain who lacks confidence in his crew (a trait which is easily detected) will find that his subordinates will lose their respect for him. (Pause)

The leader's personality exerts a profound influence on the leadership behavior of his lower level leaders. (Pause)

Now look at Item 12.

When a midshipman platoon leader is a firm believer in counseling, this very fact will encourage his squad leaders to employ counseling in situations where, under a different platoon leader, they might have followed a harder line or might have ignored a problem, hoping that it would solve itself. Another instance in which the leader's actions affected the leadership behavior of his subordinates is apparent in the following case. (Pause)

Now look at Item 13.

The First Lieutenant aboard an LPH was a laissez-faire type leader who was permissive to the point of negligence. His subordinates heartily disliked working under him because he was so non-committal that he wouldn't make a decision. His division officers went their own way, bickered among themselves and were divisive. Efficiency suffered because the division officers emulated their department head's behavior.

-8-

The morale of the unit deteriorated steadily and the
situation became explosive. This state of affairs could be
directly attributed to the lack of leadership at the top.
(Pause)

Studies, including many sponsored by the military services,
have been conducted to determine appropriate and effective
behavior and styles for a leader. The Army, through the Human
Resources Research Organization, has attempted to examine the
roots of effective leadership in Army units. (Pause)

In a study in an operational unit, subordinates rated their
leaders on certain leadership behaviors. The ratings were then
analyzed and a comparison made of the ratings between the leaders
consistently rated high and those rated low. (Pause)

Now look at Item 14.

The same study was later repeated in a training unit. Although
many of the ratings were highly correlated between the studies,
differences were noted in the behavior expected of a leader (by
those rating him) in an operational setting and in a training
situation. The researchers concluded that such variations
could be attributed to the difference between the operational
and training situations of the two studies. (Pause)

This would also account for the difference in the leadership
behavior of a good division officer in the combat operational
setting off the coast of Vietnam, and his behavior with the
same personnel when the ship is back at San Diego. (Pause)

<u>Now look at Item 15</u>.

The subordinates would also expect their leader to behave
differently in such differing situations. More recently,
under Navy sponsorship (1966), Hollander and Julian studied
the attitude of subordinates toward a leader's attempts to
exert influence. Their conclusion was that the group's
willingness to be influenced depended on the leader's
competence, his interest in participating in group activities,
his interest in group members, and the source of his authority
(elected or appointed). Fiedler introduced a theory of leader-
ship effectiveness based upon a series of research studies
sponsored by the Office of Naval Research. His textbook,
<u>A Theory of Leadership Effectiveness</u>, attempts to take into
account the leader's personality as well as the situational
factors. (<u>Pause</u>)

<u>Now look at Item 16</u>.

His theory attempts to specify in more precise terms the
conditions under which one type of leadership behavior
will be more conducive to group effectiveness than another
type. Perhaps a brief summary is appropriate at this time.
We have been examining four different types of roles common
to military situations. These are: the organizational role,
the institutional role, the follower role, and the leader
role. These cannot be treated as mutually exclusive
situations, as there is considerable interaction between
an organization per se, and the purpose for which the

organization exists (institutional role). Similarly, leaders
and followers are constantly in close.association. A group
influences its leader just as the leader influences the group.
While subordinates respect the fact that a leader has respon-
sibilities to the institution (accomplishment of mission),
they also expect a leader to be concerned with their needs,
and with the satisfaction of their personal goals. (Pause)

We have discussed types of roles. Now we shall consider
some characteristics of role expectations. Roles, types of
roles, and characteristics of role expectations all have
influence on a leader's behavior. This leads to our first
characteristic.

Now look at Item 17.

Expectations are not developed by one individual acting alone.
Rather, they arise from a mutual interchange. The relation-
ship established between a junior officer and his subordinate
evolves from the interaction of the two men rather than from
the action of just one of them. (Pause)

Second, expectations have their roots in tradition. (Pause)

When you hear the term "boatswain's mate" you immediately
associate this with the oldest rate in the Navy. You would
expect that anyone who is a boatswain's mate is very much
a part of the old school of Navy tradition. Likewise,
there are expectations in the position of Captain of a ship.
You expect a Captain to be a strong personality, a lover of
the sea, and confident in his own abilities as a mariner.
Furthermore, expectations are dynamic. If conditions change,
expectations can and will be modified. (Pause)

Now look at Item 18.

You would not have expected a submarine Captain of World War
II days to be conversant on the subject of nuclear reactor
power plants and their potential to the military. After all,
the first self-sustaining chain reaction did not occur until
1942. Today, however, you would think it very strange if a
submarine Captain could not talk intelligently about reactor
efficiency.

The leader often fills several status positions at the same
time (for example, he is both leader of his subordinates and
a follower of his superiors). The failure to perceive properly
the expectations associated with a status position leads to
inappropriate behavior, and probably will result in conflict.
If the occupant of a status position does not act the role
properly, it does not matter whether this failure is one of
basic inability or is a failure to perceive what others expect
of him. The ensuing behavior is inappropriate and conflict
results. (Pause)

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Now look at Item 19.

For instance, the firstclassman selected to be the company
commander is thrust into a senior-subordinate relationship
with his classmates. He has enjoyed a peer relationship
with others, and suddenly has to be a superior. If he
doesn't alter his behavior, his newly subordinate classmates
will lose respect for the authority of his office. If he
does alter his behavior, he is faced with the problem of
dealing with former peer associates as subordinates. In the
example cited, it may be that some of his classmates will
agree as to their expectations of the new company commander
(i.e., he should be a company commander), while others might
feel that the relationship hasn't changed, and that the new
company commander should treat them as peers, not subordinates.
With a polarization of expectations, the company commander's
behavior is apt to be only partially appropriate. (Pause)

Now look at Item 20.

It should be clear that a leader's behavior is influenced
greatly by the expectations of others. These expectations
establish a model (role) for the leader, providing him with a
pattern to which he may adjust his own behavior. Usually, in
the military, subordinates will have similar expectations of
what the leader's behavior should be. The sum total of
expectations from others defines what is appropriate and what

is inappropriate behavior. The problem for the leader is to
be perceptive to these expectations. Again, in the military,
the fact that traditions have been established, makes the
identification of these expectations an easier task. It
would be difficult for the junior officer who is serving as
OOD to argue that he was unaware of what was expected of him,
whether these expectations originated from above or from
subordinates.

It should be noted here that established role expectations
can occasionally present some difficulty for the leader
Consider the officer assuming a new command and finding that
very strong expectations already exist and force him to
function and behave in a manner not of his choosing. He may
find that he has to assume a particular style of leadership
merely because the previous leader had set the pattern.

By satisfying the needs of both subordinates and seniors through
the fulfillment of expectations (that is, appropriate behavior),
the leader permits others to anticipate his behavior, making
it easier for everyone to function as an integrated unit.
(Pause)

Now look at Item 21.

The destroyer Captain who directs an effective ASW attack
can build confidence in other members of the team. They will
know what he is likely to do in future ASW attacks, and can
be prepared accordingly. Successful team effort depends upon
each member functioning in such a way that he instinctively

knows what the others will do, and they in turn know what he
will do. Thus, the leader enables his group to function as
an integrated unit.

A leader's behavior is influenced by the expectations of
others, but this behavior is dominated by expectation attached
to one position at a time. (Pause)

Now look at Item 22.

When you, as a junior officer, are talking to your division
at morning quarters for muster, your behavior is primarily
influenced by the expectations from this group. As you change
your position (that is, reporting to the Captain), your
behavior is bound to be affected by the Captain's expectations.
When the leader's behavior does not fit the pattern established
by the expectations of others, role strain results. This
gives rise to difficult problems in human relations. One of
the many challenges facing you as a division officer will be
to determine causes of role strain, that is, why behavior
doesn't match expectations. (Pause)

This lesson has introduced you to the concept of leadership
behavior, the influences which bear on a leader's behavior,
and the importance of role expectations.

This is the end of Part Seven, Segment I.

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART SEVEN

LEADERSHIP BEHAVIOR AND STYLE

Segment II

Leadership Style

Audio Panel Book

(HAPB)

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

FOREWORD

*"A competent leader can get efficient
service from poor troops, while on
the contrary an incapable leader
can demoralize the best of troops."*

John J. Pershing

Different leaders having essentially identical roles
attack their problems differently. Especially noti:eable is
the variation of style--the leader's relationship to his
subordinates as he carries out his leader tasks. The
approaches used by various leaders, or by the same leader in
different situations, are sometimes shown graphically as a
continuum: such presentations are illustrated and discussed
in this segment. Styles of leadership, particularly military
leadership, and their effect on subordinates' motivation and
performance, are examined and compared.

INTRODUCTION TO PSYCHOLOGY
AND LEADERSHIP

LEADERSHIP STYLE

Question 1.

LT Musgrove directed his subordinates to prepare for a below-decks inspection. During the inspection he was particularly careful about allowing each man a chance to present his space and to explain any of the known deficiencies of that space.

Match the terms following the numbers 1 and 2, with the activities following the letters a. and b.

a. The actions he took in conducting the inspection (how he did it)

b. The actual inspection (what he did)

1) Represents LT Musgrove's leadership behavior

2) Represents LT Musgrove's leadership style

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

Item 1.

LEADERSHIP STYLE

Item 2.

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP
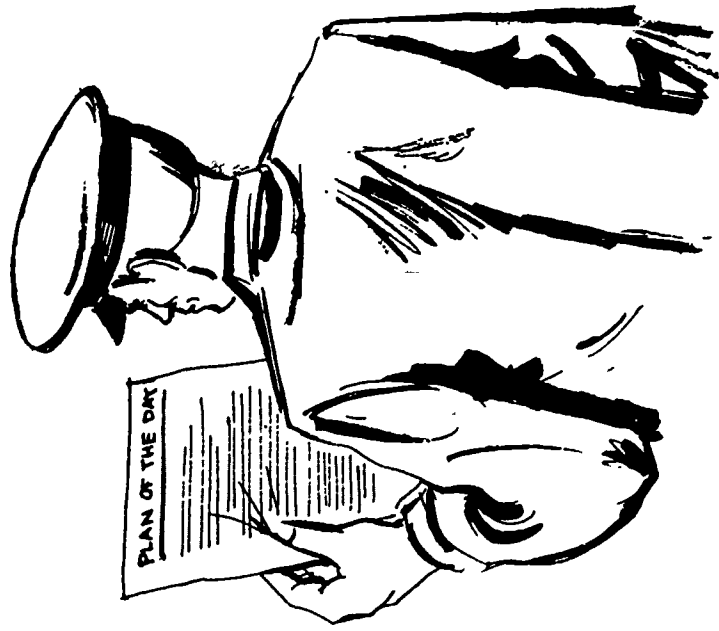
Question 2.

Which refers to how a leader goes about fulfilling his responsibilities?

a. Leadership style

b. Leader's need structure

c. Leadership behavior

d. None of the above

Question 3.

Which one of the following statements correctly describes the relationship of the need-structure of the leader to his leadership style?

a. As his leadership style changes, his need-structure changes.

b. As the leadership situation changes, his need-structure changes, but his leadership style remains constant.

c. His leadership style changes according to the situation, but his need-structure remains constant.

d. As conditions change, his need-structure and leadership style remain constant.

Item 3.

RELATIONSHIP-ORIENTED LEADERSHIP IS:

    1. DEMOCRATIC

    2. EQUALITARIAN

    3. PERMISSIVE

    4. CONSIDERATE

    5. GROUP-ORIENTED

LEADERSHIP STYLE

Question 4.

Which one of the following statements best exemplifies a relationship-oriented leader?

a. The leader initiates the structure.

b. The leader strongly supports institutional goals.

c. The leader shows consideration for his subordinates.

d. The leader thinks mostly of mission accomplishment.

Item 4.

TASK-ORIENTED LEADERSHIP IS:

    1. AUTOCRATIC

    2. TASK-ORIENTED

    3. INITIATING

LEADERSHIP STYLE

Question 5.

Which one of the following statements best exemplifies the task-oriented leader?

a. The leader shows consideration for subordinates.

b. The leader views institutional goals as being very important.

c. The leader shares decisionmaking with his men.

d. The leader enjoys interpersonal relationships.

Question 6.

Which one of the following statements correctly compares task-oriented style and relationship-oriented style?

a. The two styles are diametrically opposite and incompatible with each other.

b. According to research studies the relationship-oriented style has proven better.

c. Greater emphasis is placed on people by the task-oriented style than by the relationship-oriented style.

d. The two styles are not incompatible and can complement one another through mutual rein-forcement.

Item 5.

THE MILITARY LEADERSHIP GRID
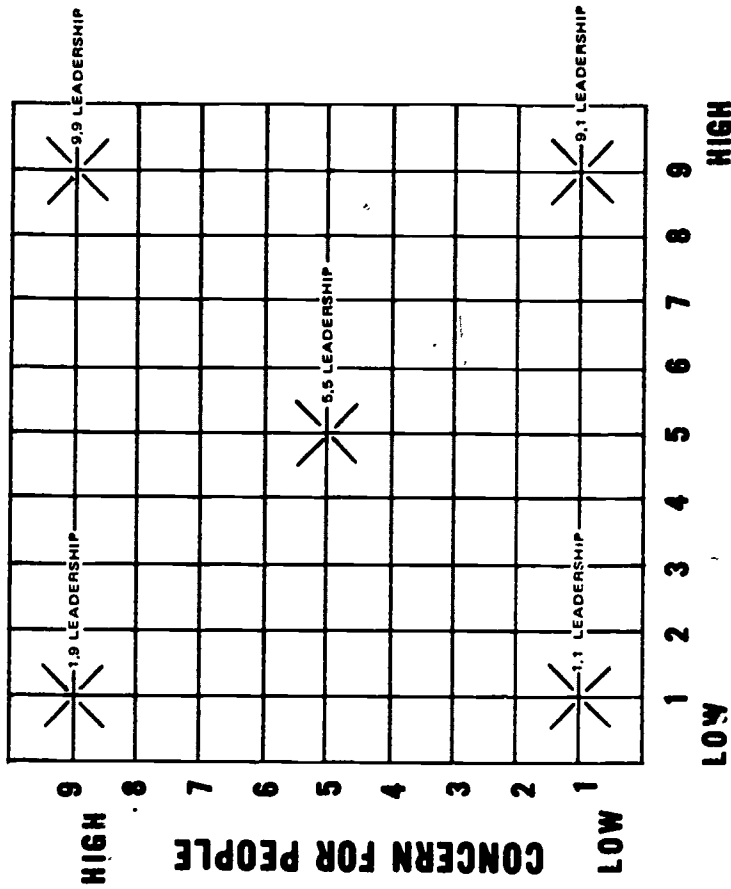
Item 6.

GRID NEGLECTS TO CONSIDER:

1. NATURE OF THE GROUP

2. NATURE OF THE TASK

3. NATURE OF THE SITU-
   ATION

Question 7.

Which one of the following statements concerning the limitations of the military leadership gr d is accurate?

a. The grid does not consider moderate leaders concerned with both dimensions.

b. The grid does not consider the low-low type leader.

c. The grid does not consider the nature of the situation.

d. The grid does not consider the high-low type leader.

Question 8.

Which one of the following best typifies the purpose of the military

leadership grid?

a.   The grid is designed to improve leadership.

b.   The grid is intended to eliminate poor, inef-
     fective leaders.

c.   The grid brings into focus two dimensions (nature
     of the task and nature of the situation).

d.   The grid is a tool for classifying leaders' styl s.

Question 9.

How should the military leadership grid classify the most commonly

found type of military leader in the U.S. Armed Forces?

a. Mission-oriented

b. Balanced leaders concerned with both mission
   and people

c. People-oriented

d. None of the above

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Question 10.

Which one of the following statements describes the 5,5 military leader?

a. He strives for a balance between needs of people and needs for mission accomplishment.

b. He does not exert formal power in a strict authority-obedience manner.

c. Both of the above

d. None of the above

LEADERSHIP STYLE

Seven/II/IIAPB

Item 7.

"Well Done"

-17-
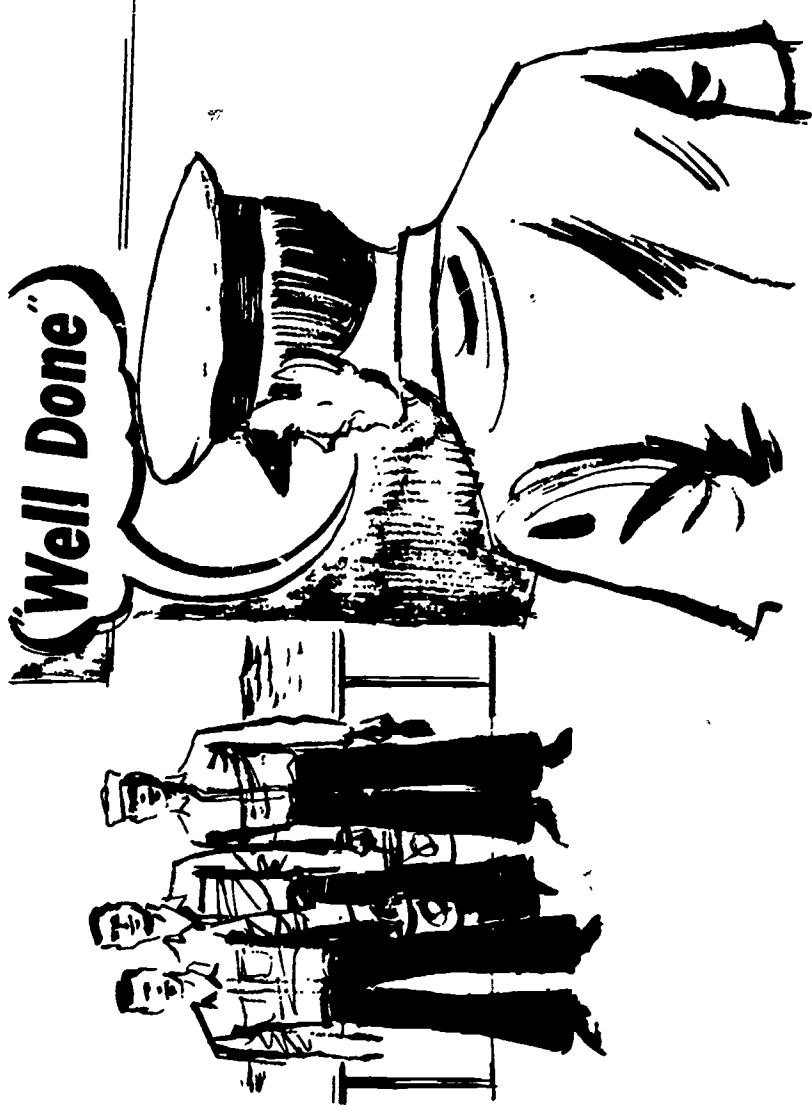
Question 11.

Which of the following <u>correctly</u> summarize(s) the causes of

continued 5,5 military leadership?

a. Military leaders who are 5,5 oriented pick 5,5
    subordinates for promotion.

b. Leadership training at the various leadership
    schools attempts to develop the "balanced thinking"
    typical of a 5,5 leader.

c. Both of the above

d. None of the above

Item 8.

LEADERSHIP STYLE CONTINUUM

BOSS-CENTERED
LEADERSHIP ⟶ SUBORDINATE-
CENTERED
LEADERSHIP

USE OF AUTHORITY
BY THE LEADER

AREA OF FREEDOM
FOR SUBORDINATES

1   2   3   4   5   6   7
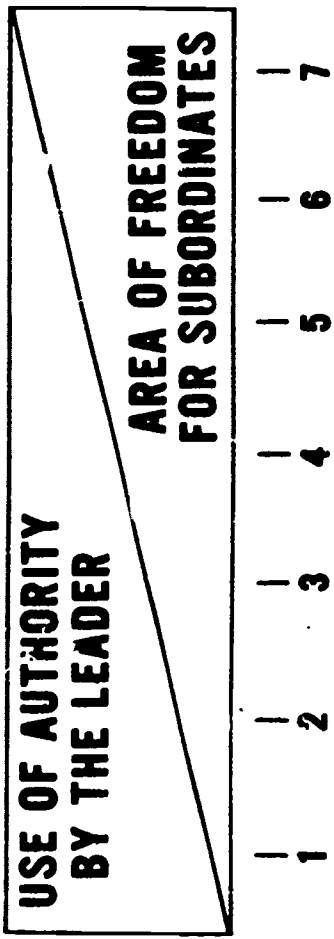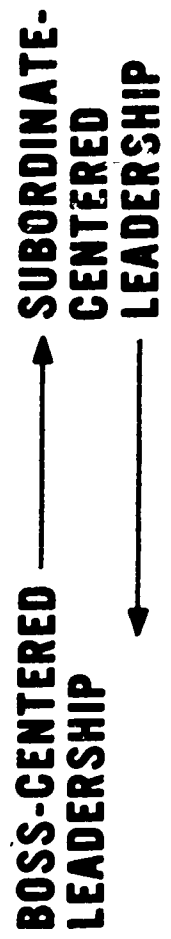
Item 9.

LEADERSHIP STYLE
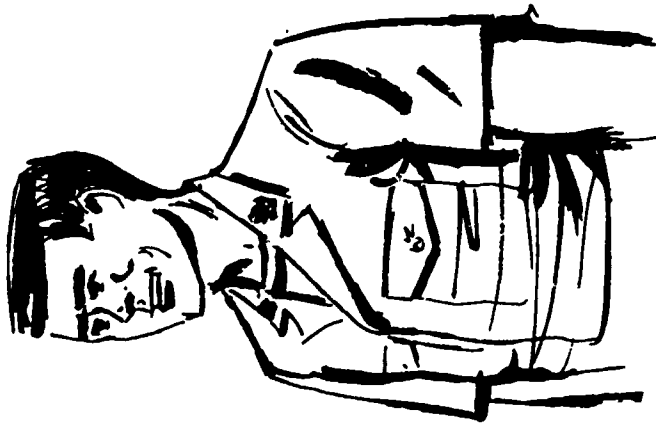
Item 10.

Item 11.

LEADERSHIP STYLE

Item 12.

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

Item 13.

"DO WHATEVER YOU THINK!"
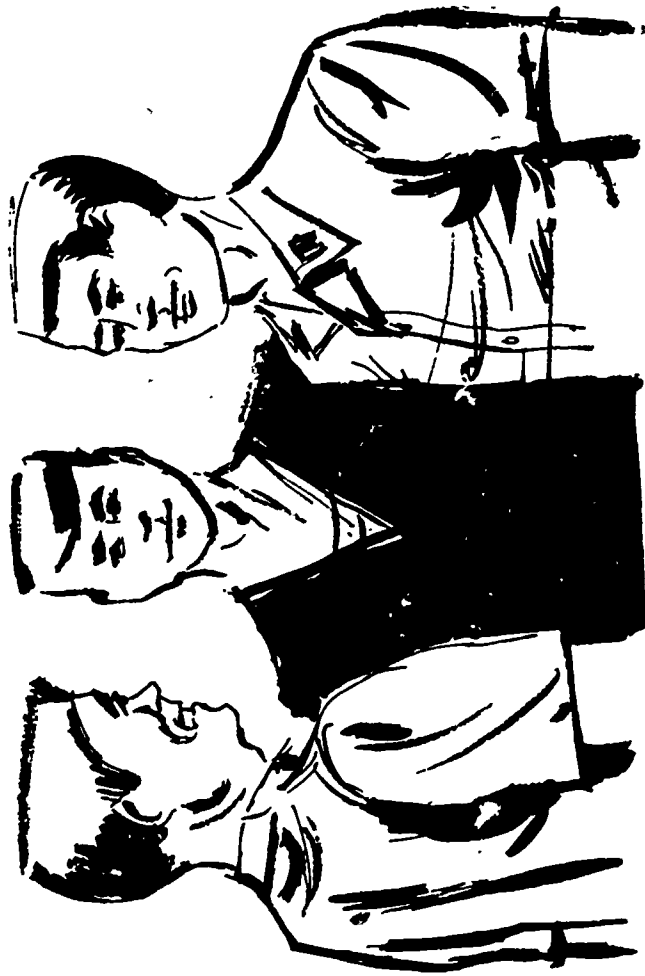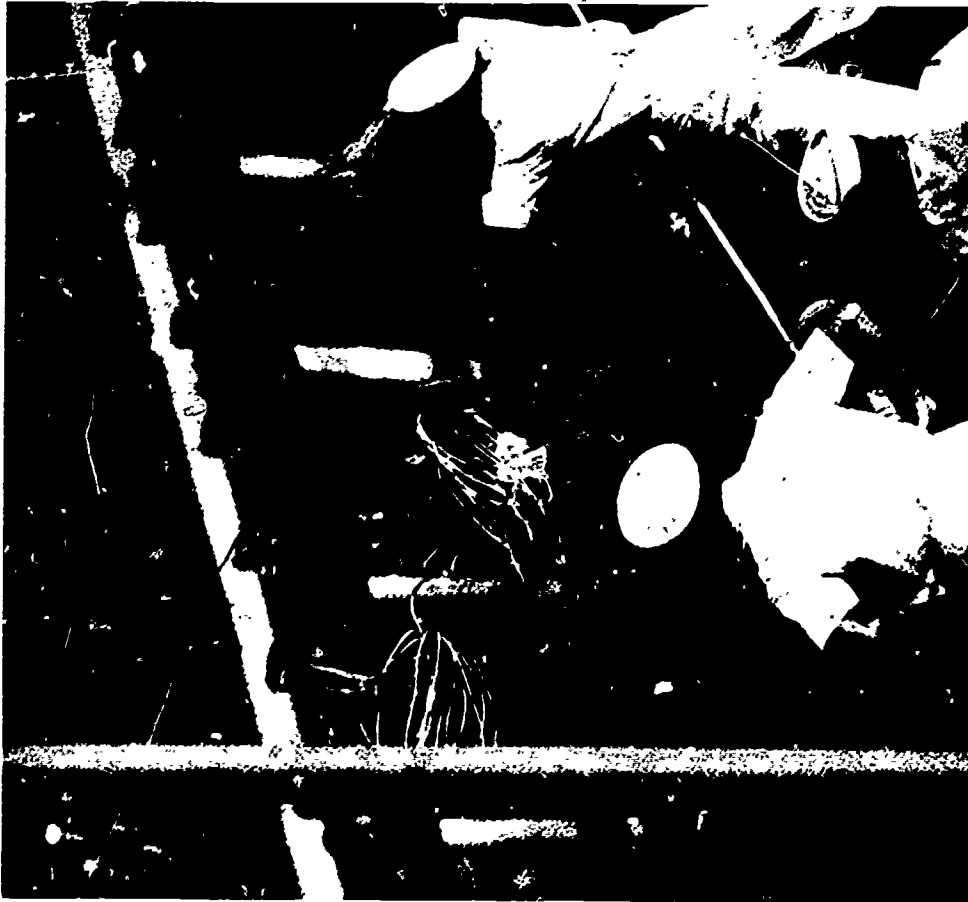
Question 12.

An air group commander demands that his pilots develop professional skills and maintain flight proficiency, but keeps an open mind to suggestions for improving delivery techniques and other combat tactics.

Which one of the following positions along the leadership style continuum does this leader portray?

a. To the extreme left, the authority position

b. In the center, the middle-of-the-road position

c. Far to the right of center--considerable freedom for subordinate

d. From the above situation, it is not possible to assign the commander a position on the continuum.

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Question 13.

Which one of the following statements correctly describes the purpose of the leadership style continuum?

a. It helps improve qualities of leadership.

b. It is a training device.

c. It serves to force leadership behavior into sharply defined categories.

d. ·It suggests a broad range of leadership behavior.

Question 14.

On a destroyer, the CIC team is trained primarily to perform technical

jobs. The OI Division is also responsible for the cleanliness and

preservation of certain portions of the weather decks.

Why should the OI Division Officer in this situation "sell" his

men on his announcement that the weather decks had to be cleaned?

a. The men may absolutely refuse of perform such
    lowly work.

b. The men will work better and more willingly if
    they feel that the condition of the weather
    decks is important.

c. It makes no sense to persuade the men: time
    would be saved if the order to clean the weather
    decks were simply issued.

Item 14.

STYLE VARIES ACCORDING TO:

1. THE LEADER

2. THE SITUATION

3. THE FOLLOWER GROUP

LEADERSHIP STYLE

Question 15.

A submarine CO acts authoritatively to restore all casualties sustained when his submarine hits a submerged mine. He does not hold any discussions as to what should be done, but directs repair activity forcefully, thus saving the ship. However, in handling other matters at a later date, he is very considerate of his shipmates and solicits their suggestions. Clearly the style of leadership in each of these cases is influenced by the context in which the leadership behavior occurs.

Which one of the following correctly describes the three basic factors which determine leadership style?

a. The situation, the leader, and the leader's superior

b. The situation, the follower group, and the leader's superiors

c. The situation, the leader, and the follower group

d. The leader, the follower group, and the leader's superiors

-29-

Item 15.
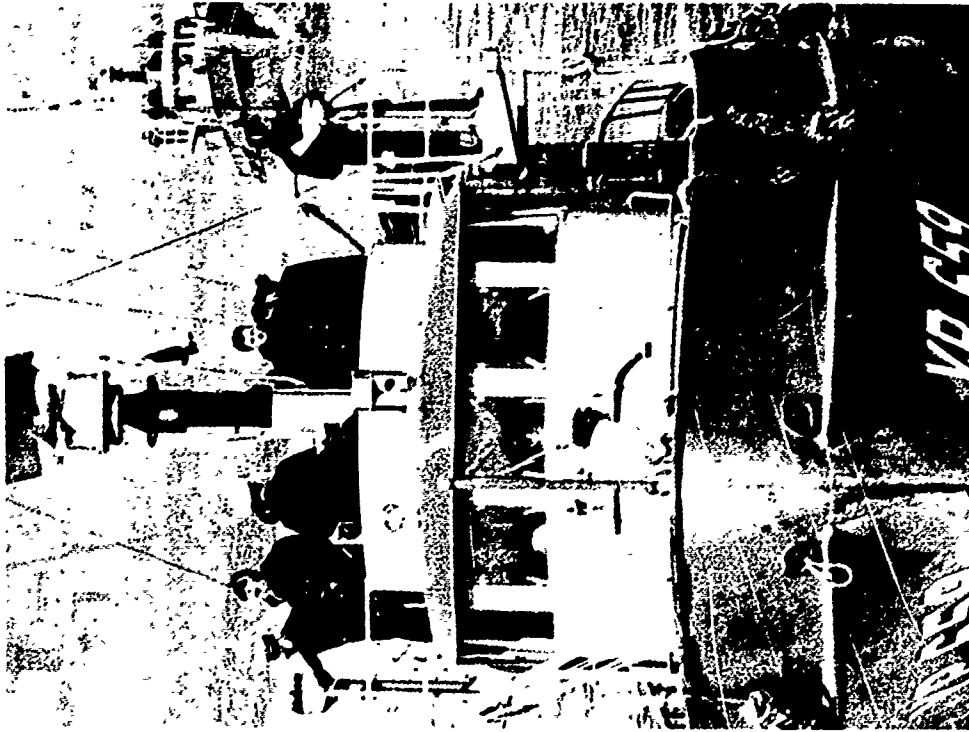
Question 16.

Why is leadership style important to the senior-subordinate relationship?

a. It guarantees the attainment of the mission's
    objectives.

b. It determines the lines of authority which exist
    between the leader and his men.

c. It influences the level of performance and
    motivation of subordinates.

d. The authoritarian style gets good results.

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

Question 17.

Which one of the following best describes the effect leadership style has on motivation of subordinates?

a. Leadership style determines the number of mast cases.

b. Effective leadership style can motivate subordinates to want to do a goo job.

c. Leadership style has little effect on subordinates who are uninterested in the Navy as a career.

LEADERSHIP STYLE

Item 16.

Question 18.

As a leader's style becomes more oriented to the democratic (more freedom for subordinates), what effect does this have on motivating subordinates?

a. There will be a higher degree of motivation.

b. There will be a lower degree of motivation.

c. There will be virtually no change in motivation.

d. Motivation is unrelated to leadership style.

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United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART SEVEN

LEADERSHIP BEHAVIOR AND STYLE

Segment II

Leadership Style

Progress Check

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

LEADERSHIP STYLE

PROGRESS CHECK

Question 1.

From the following statements about leadership behavior
and leadership style select that one which correctly describes
the interrelationship between them.

a. Both leadership style and leadership
    behavior are relatively constant because
    the need structure motivating the leader
    is generally constant.

b. Leadership style is relatively constant,
    while leadership behavior varies
    depending upon the situation.

c. Leadership behavior and style vary because
    the need-structure of the leader varies.

d. The style a leader employs will differ
    from situation to situation, but the
    need-structure which influences his
    behavior may be seen as a constant.

Question 2.

From the following statements select that one which correctly defines leadership style in relation to a leader's responsibilities.

  a. Leadership style concerns why a leader
      behaves the way he does.

  b. Leadership style consists of the specific
      acts a leader must carry out to
      fulfill his responsibilities.

  c. Leadership style refers to the inconsistency
      of goals or needs in various situations.

  d. Leadership style refers to the manner in
      which a leader fulfills his responsibilities.

Question 3.

LT Blake had been charged with the unpleasant but vital
task of placating the irate population of a small village in
a combat zone--which had been the victim of an unfortunate
accident caused by the military. He proceeded to recruit a
squad of men from available personnel and with them set out
to survey the extent of damage done and assist in repairs.
At one point during the operation, one of the men asked to
be excused from this duty on the grounds that he had previously
been involved in a dispute with several of the local people
and felt that his attempts at pacification were making matters
worse. LT Blake had observed this to be true and allowed the
man to withdraw, stepping in to fill his place himself. Shortly
thereafter he was approached by several of his men who complained
that, try as they might, their efforts were useless. The
villagers remained hostile and uncooperative and took advantage
of every opportunity to provoke the men, including theft of
building materials destined for use in the repair of their
own homes. The men suggested dropping the remainder of the
plan and leaving the remaining supplies for whatever use the
villagers chose for them. Blake rejected this idea and proceeded
as had been originally planned. The task was successfully
completed due to Blake's redoubled efforts at the repair work
himself. When the sincerity of Blake's efforts became apparent
to the villagers they soon pitched in to help.

Which classification of leadership styles listed below

correctly describes LT Blake's actions according to

Fiedler's concept?

    a.   Strictly task-oriented

    b.   Primarily task-oriented

    c.   Primarily relationship-oriented

    d.   Strictly relationship-oriented

Question 4.

Select the statement which BEST compares relationship-
oriented and task-oriented sty.es.

a. Task-oriented leaders regard themselves
    as being primarily responsible for the
    success or failure of a mission while
    relationship-oriented leaders prefer
    to share decisionmaking with their
    men.

b. Task-oriented leaders are generally
    more dedicated officers than
    relationship-oriented leaders.

c. A relationship-oriented leader is one
    who is concerned only with the morale of
    his men while task-oriented leaders
    disregard morale.

d. A relationship-oriented leader is
    concerned primarily with mission
    accomplishment while a task-oriented
    leader is concerned equally with
    mission accomplishment and subordinate
    morale.

Question 5.

ENS Carpelli, being a fanatic baseball fan and ex-high
school letterman in baseball, had never quite recovered from
his failure to make the Academy team. Against this background,
he approached the task of organizing a base softball team with
a somewhat overzealous attitude. There was sufficient talent
available for a successful team; however, motivation for
winning became more a matter of avoiding ENS Carpelli's wrath
than the positive motive to succeed. ENS Carpelli admitted
that position designations had been made solely on the basis
of his own "expertise" in the area. Individual preferences
among team members were of tertiary significance at best.
Practice sessions were approached with an air of urgency and
the element of enjoyment-for the sake of sport had been
significantly reduced.

Select the proper classification of ENS Carpelli's leadership
style according to the military leadership grid.

    a. 1,9 (low concern for mission, high concern
             for people)

    b. 9,1 (high concern for mission, low concern
             for people)

    c. 1,1 (low concern for both mission and
             people)

    d. 9,9 (high concern for both mission and
             people)

Question 6.

From the following statements select the one which correctly describes the purpose of the Military Leadership Grid.

a. The grid was designed to provide a scale against which good and bad leadership potential could be measured.

b. The grid provides a theoretical formulation of the elements necessary to strong and effective leadership.

c. The grid was designed to .llow for classification of leaders in terms of concern for people and concern for production.

d. All of the above

Question 7.

MIDN Hallis has been commander of the 24th Company during
the winter. This has been a period of high company morale.
MIDN Hallis has led his men effectively and with success
during his tenure. His approach to command has been one of
moderation where all initial decisions made by himself
remained open to change at all times in order to accommodate
the needs and requests of his subordinates. His style of
leadership has resulted in a cohesive unit operating on
essentially democratic principles. All agree that his
command has been both successful and popular.

From the following designations of leadership style,
select the one which best identifies the probable position of
MIDN Hallis along the Leadership Style Continuum.

   a. Leader states the problem and allows
       group to come to decision upon which
       they must act.

   b. Middle-of-the-road leader

   c. Autocratic leadership

   d. Leader comes to decision by himself
       but "persuades" subordinates to accept
       decision and carry it out.

Question 8.

From the choices listed, select the statement which

best describes the reason why a leader might attempt to "sell"

a decision to his subordinates in addition to announcing it.

   a. Experience has demonstrated that it is
      always desirable to "sell" a decision
      to subordinates.

   b. Once a leader has "sold" his decision
      to his subordinates he can count on
      their support in the event that
      something goes wrong.

   c. Where time allows and the problem is
      of a suitable nature, a leader benefits
      from "selling" his decision by gaining
      a generalized commitment and reinforced
      enthusiasm.

   d. None of the above

Question 9.

Select from the following statements that one which

correctly describes the three basic factors involved in

determining leadership style.

   a. Variations in leadership style depend on:
      individual personality quirks, the
      constancy of a situation, and environmental
      factors.

   b. Leadership style remains constant as a
      function of the personality of the leader,
      the effectiveness of his training and the
      situation involved.

   c. Leadership style is primarily determined
      by the interaction of the situation, the
      leader, and the follower.

   d. None of the above

-8-

Question 10.

From the following statements select the one which best

describes the importance of leadership style to the senior-

subordinate relationship.

   a. It is important that leadership style remain
       relatively constant in order to preserve the
       stability of the senior-subordinate
       relationship.

   b. The importance of leadership style to the
       senior-subordinate relationship can best
       be seen in terms of maintenance of
       discipline.

   c. The importance lies in the fact that
       achievement of mutual satisfaction in
       a senior-subordinate relationship is
       dependent upon the leader adapting his
       style to the situation and to his
       subordinates.

   d. The importance of leadership style to
       senior-subordinate relationships is
       depicted by the principle that a
       leader should choose the style which
       gives him the most power in a situation.

Seven/II/RPF   INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PROGRESS CHECK ANSWER AND REMEDIATION FORM

PART___Seven____SEGMENT___II_____

REMEDIATION TEXT__Audio Script - Volume VII-A

ITEM	ANSWER	REMEDIATION REFERENCE
1	d	Pages 1-2
2	d	Pages 1-2
3	b	Pages 2-4
4	a	Pages 2-4
5	b	Pages 6-11
6	c	Page 7
7	b	Pages 11-15
8	c	Pages 15 and 18
9	c	Page 16
10	c	Pages 17-20
11		
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United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART SEVEN

LEADERSHIP BEHAVIOR AND STYLE

Segment II

Leadership Style

Audio Script

(LATS)

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

LEADERSHIP STYLE

In the previous segment we discussed the concept of leadership
behavior, defining it as the specific acts which a leader performs
as he goes about accomplishing his mission. We learned
that leadership behavior is influenced by role expectations,
that is, what others expect the leader to do in his position.
We also discussed various characteristics of role expectations,
and concluded with a brief look at the problem created when a
leader fails to perceive the expectations of others and his
behavior becomes inappropriate. In this lesson we shall be
concerned with leadership style. It is important to distin-
guish between leadership behavior and leadership style and to
understand their relationship to each other. What the Captain
does to accomplish his mission relates to his leadership
behavior. The way he does it--how--relates to his leadership
style. (Pause)

Leadership style or manner of performance is related to the
underlying needs of the leader which motivate his behavior in
various situations. The manner and techniques a leader employs
will differ from situation to situation, but the need-structure
which influences his behavior may be seen as a constant. Let's
illustrate this interrelationship of leadership behavior and
style and the need-structure of the leader. Consider, if you
will, the Commanding Officer of an LST. His actions are

motivated by his determination to develop the ship to maximum
combat-ready efficiency. In order to accomplish his purpose
(a constant), he must keep his seniors and subordinates informed
of the progress made in achieving peak readiness. (Pause)

Now look at Item 1.

The act of informing both his seniors and subordinates of the
progress represents his leadership behavior. His leadership
style, however, is apt to vary. He would probably use different
techniques in addressing the crew than he would use in
discussing things with the Admiral. (Pause)

Now look at Item 2.

As conditions change, his leadership style changes although his
underlying need--to bring the ship up to maximum combat
readiness--remains constant. (Pause)

According to Fiedler there are essentially two basic styles by
which leaders attempt to exert influence and control. In
oversimplified terms, the leader may be relationship-oriented;
that is, he shares decision-making and leadership with his group.
Or he may be task-oriented; that is, he gets major satisfaction
from successfully completing the task, even at the risk of
poor interpersonal relations with his group. (Pause)

Now look at Item 3.

Looking first at the relationship-oriented leader, we see
that he derives major satisfaction from establishing close
personal relationships with his group. In this style, the
leader is: (1) democratic, (2) equalitarian, (3) permissive,
(4) considerate, (5) group-oriented. (Pause)

The second and third qualities are not as obvious as the
other three qualities, so we shall give examples of them.
The Electronics Materiel Officer on a cruiser heads a division
composed of highly trained and experienced techicians. Real-
izing the intelligence of his men, the officer deals with them
on a higher level than he would use in handling other subor-
dinates. He readily accepts their suggestions and encourages
their participation in the decision-making process. This
officer is equalitarian in leading his men. (Pause)

The permissive-type leader is exemplified by the division
officer who directs his leading petty officers to perform a
task and leaves the details of accomplishment to the petty
officers. This same leader would probably allow his senior
petty officers to accomplish routine tasks without inter-
ference. (Pause)

By contrast, the task-oriented leader derives satisfaction
from getting the job done even at the risk of poor interpersonal
relations with his group. Take the case of the midshipman
company commander who is so intent on winning honors as the
Color Company that he loses sight of the state of the morale of
the underclassmen in his company, and despite all his efforts,
his company just doesn't surge up to the top position. (Pause)

Now look at Item 4.

In the task-oriented style, the leader is: (1) autocratic,
(2) task-oriented, (3) initiating. An initiating leadership
style would be illustrated by the midshipman company commander
who takes action to achieve better standing in the color
competition. He balances athletic ability among the company
teams and institutes early signal drills to locate in advance
weak performers-who will need extra help. (Pause)

Now the logical question for you to ask is, "Which style of
leadership, relationship-oriented or task-oriented, is better?"
It is true that the two styles can be compared but which is the
better remains a controversial issue. Students of human relations
claim that a leader will be more effective when he can call
on the creativity and willing cooperation of his subordinates.

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This requires that subordinates-participate in the decision-
making process. The traditional viewpoint stresses task-
oriented leadership. It holds that the leader must be decisive
and that responsibility for managing the group's actions 'is his
alone. It is generally true that in the lower echelons of an
organization most followers prefer to have a highly structured,
well-defined situation; this means that, all other things being
equal, such followers would prefer the decisive, task-oriented
leader. These followers don't want to participate in decision-
making. They prefer to carry out other people's decisions.
Conversely, at the higher echelons of an organization, the followers
enjoy sharing in the decision-making process, and consequently
tend to prefer a relationship-oriented leader. In the Navy,
the style a leader uses to perform his duties effectively may
change as he advances up the promotion ladder. The Admiral who
commands a Naval Base and has constant interaction with
civilians needs to have more of a human relations approach than
does the Captain of a destroyer. Let us not make the error
of thinking that the task-oriented and relationship-oriented
styles are incompatible. Task-oriented leadership does
not imply that getting the job done is the only concern, and that
human effort and dignity are unimportant. Similarly, relationship-
oriented does not mean that being nice to people is an end in
itself, irrespective of whether the job gets done. The
determining factor is whether the leader's satisfaction is
derived from one style or the other. It is probably true that
in the shipboard situation a combination of styles (that is,

-5-

Commanding Officer--relationship-oriented; Executive Officer--
task-oriented) provides the ideal solution. (Pause)

Another way to view the subject of leadership style is to use
the Blake, Mouton and Bryson Leadership Grid. (Pause)

Now look at Item 5.

Already, I suspect you have established a relationship between
the Fiedler "relationship-oriented"--task-oriented dimensions
and the corresponding "concern for people"--"concern for mission
performance" of the Blake, Mouton, and Bryson Grid. If you nave,
then the next phase of this lesson will seem relatively easy
for you. The grid coordinates read over and up. To illustrate,
the coordinate 9,1 is located 9 units to the right and in the 1st
(lowest) level on concern for people. The 9,1 is in the lower
right-hand corner, and would rate high on concern for mission
performance and low on concern for people. It is to be expected
that a leader's effectiveness will vary as his style shifts along
either dimension. While the grid does enable one to classify a
leader's style, (that is, high-high, high-low, low-high, low-low,
and so forth), it does not take into consideration three very
critical matters. (Pause)

Now look at Item 6.

Specifically the grid neglects to consider: (1) the nature of
the group, (2) the nature of the task, (3) the nature of the
situation.   (Pause)

The grid is useful in providing a visual framework from which
predictions can be made.   (Pause)

Now look again at Item 5.

For example, assume that a 9,1 leader is placed in charge of a
group of research scientists.   It is not difficult to anticipate
that this leader (who places minimum importance on concern for
people while placing maximum importance on the accomplishment of
objectives) would, through his directive efforts, stifle the
initiative and creative abilities of the research scientists.
The grid was developed in 1964 to classify managers on the basis
of two variables (concern for people and concern for production).
These variables are parallel to the military leader's concern
for welfare and mission accomplishment.   In the original design,
managers were classified as follows: (1,1) Impoverished
(exerting minimum effort) manager; (9,1) Task (authoritarian)
manager; (1,9) Country club manager; (9,9) Team manager; (5,5)
Middle-of-the-road manager.   It is not too difficult to extend
these classifications to military leaders, and perhaps you have
already done so.   (Pause)

There is some popular belief that military leaders are more
dedicated to mission accomplishment than are their counterparts
in industry. Evidence, however, as reported by Blake, Mouton,
and Bryson, does not support this belief. Their results indicate
that over three-fourths of the military leaders in the U.S. Armed
Forces today operate under assumptions, beliefs, and convictions
typical of the 5,5 (middle-of-the-road) style. A better way of
saying this is that the majority of military leaders today
seek a balance in the accomplishment of mission and maintenance
of morale. (Pause)

In view of the trend towards balance in leadership style, it
is appropriate to examine the 5,5 leader more closely. Basically,
he is not an extremist. No naval officer can perform effectively
with people if he is an extremist at either end of the mission-
people grid. A 5,5 leader will direct activities enough to
ensure adequate performance, but at the same time he will try
to resolve people problems (dissatisfactions, etc.) and prevent
low morale or hostility. Essentially, this is a restatement
of the balance principle, and reinforces the point made earlier
that the Fiedler task-oriented and relationship-oriented styles
are not exclusive, but mutually reinforcing. The 5,5 leader
does not command in the sense that he forces action; he
commands instead through communication and motivation

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to get the mission accomplished. A 5,5 leader uses his formal power circumspectly and not in a strict authority-obedience manner. He projects his power through efforts to persuade, request, and sell. Similarly, he avoids the kind of conflict which is produced by direct criticism and tries instead to get his point across by questions. Whereas the extremist is sure to generate conflict either by being inconsiderate of the welfare of his men or by being unable to get things done, the 5,5 middle-of-the-road leader plans his activities to avoid conflict. (Pause)

A military leader's actions will often place him at different positions on the leadership grid, depending on the situation. In combat, the leader must be more frequently oriented toward the 9,1 grid. In a staff job or at a large base complex, the position often shifts toward the 1,9 grid. Even in combat the grid shifts with the mission given. A specific terrain objective that must be taken calls for mission orientation; a mission setting forth no specific objective and broad time limits shifts the scale back again. The best example in combat of a leader operating at the 1,9 grid is the American advisor to the South Vietnamese. The mission is to advise the South Vietnamese on "how to" employ artillery, organize a supply warehouse, repair vehicles, and become better leaders. The

-9-

mission is broad and without specific time deadlines. The

manner of achieving the mission varies with each advisor and

Vietnamese unit being advised, but harmony is an Oriental

philosophy which must be recognized by the advisor, and the

advisor must employ a people-oriented style. The Commanding

Officer of a newly commissioned ship may have been given the

mission of getting his ship operationally ready for deployment

to a war zone in the shortest possible time. This mission is

obviously going to override consideration of the crew in

matters such as leave, time-off in port, and so on. The

position on the grid shifts here to become $9,1$. On the other

hand, if a ship has the mission of going to Australia to

participate in the "Coral Sea Celebration," the Commanding

Officer will want his ship to be in the best of condition and

the crew in their best mood. His leadership will fall in the

$5,5$ range. Perhaps some of you are thinking that $5,5$ leader-

ship would be indecisive. Of course there are times when a

decision has to be made--particularly in emergencies. A $5,5$

leader can probably count on a better attitude among his

. followers to help carry out a decision than the $9,1$ leader.

The importance of this emphasis on the $5,5$ style is to caution

you in your roles as junior officers to avoid extreme

positions. You've got to think "both ways"--in terms of

accomplishing your objectives, and in terms of the welfare of

your men. As was brought out in the previous lesson on leader-

ship behavior, your assigned objectives and your group's

-10-

welfare are usually complementary. If you do things for your
men and show them consideration, it is generally easier to
accomplish objectives. (Pause)

Now look at Item 7.

If you make favorable progress towards accomplishing objectives,
this provides satisfaction for your men. If the mission-people
setting is in conflict (and this can happen), then as a leader
you must place the emphasis on accomplishing the mission.
There is a built-in momentum for continuing the 5,5 leadership
style in the military. You can surmise from the remarks of this
lesson that a tempered judgment (a balanced position rather than
an extremist position), is considered most appropriate. Evidence
from Blake, Mouton, and Bryson, and the Bureau of Naval
Personnel Field Leadership teams indicates that leadership
training at various leadership schools, attempts to develop
this "balanced thinking." Furthermore, it is human nature to
foster one's own image. Middle-of-the-road (5,5) leaders are
most often going to select 5,5 juniors in the competition for
promotion. Thus, the system tends to sustain itself. (Pause)

Now look at Item 8.

Another way to illustrate the contrasting styles would be to
place the autocratic-democratic dimensions on a continuum. This

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continuum is adapted from a Tannenbaum and Schmidt article in
the Harvard Business Review. One extreme on the continuum is
boss-centered, the other is subordinate-centered. Note that
even at the extremes, there is still some room for the other
style to operate. At the boss-centered end there remains an
area, however small, for freedom on the part of subordinates.
Conversely, at the subordinate-centered end, there exists an
opportunity for the leader to use authority. A scale of seven
values is assigned to the continuum. Of these seven styles,
three are more directive than our 5,5, middle-of-the·road type
covered earlier in this lesson, and three are less directive.
The continuum allows quite a bit of precision in describing
the exact relationship between a leader and a subordinate.
Let's examine now the seven positions from left to right.
Position #1--The leader is authoritarian. The leader makes the
decision independently and informs subordinates as to what they
will do. There is no opportunity for the subordinate to enter
into the decision-making process. Position #2--The leader
makes the decision independently but "persuades" his subor-
dinates to accept and execute his decision. He does not force
the decision on them, but rather "sells" his decision.
Position #3--The leader presents a tentative decision, which
he has reached independently. He allows for discussion with
subordinates, and will modify the decision if this action is
indicated. The leader's mind in not "locked in concrete."
Position #4--The 5,5 middle-of-the-road type leader makes a
tentative decision which is flexible to change. The subor-
dinates know that the decision can be changed, based upon

their needs and requests. Position #5--The leader does not
make a decision without prior consultation with the subor-
dinates in an effort to get their suggestions, feelings, etc.,
about a problem situation. After this preliminary interaction,
the leader attempts to construct a decision which will satisfy
all subordinates. This is semiparticipatory leadership.
Position #6--The leader presents a problem to the subordinates
and allows them to make a decision. This is paricipatory
leadership. Position #7--The leader creates a laissez-faire
attitude by allowing subordinates to define their own problems
and to develop their own decisions within broad limits as
defined by the leader. The leader is required to support all
actions of subordinates which fall within the limits he has
set. A typical day in the life of a deck division officer
offers illustrations of these seven different leadership styles
in action. (Pause)

Now look at Item 9.

Position #1--While inspecting his men at morning quarters he
directs three men to discard their torn shirts or to have them
mended. (Pause)

Now look at Item 10.

Position #2--While discussing the assignment of men to mess
duty for the next quarter, he persuades the chief that this

should be regarded as training on a rotational basis rather
than as a form of punishment.   (Pause)

Now look at Item 11.

Position #3--He calls a meeting of his senior petty officers
to discuss the next quarter's budget, explaining that they are
limited to a small amount of money.   He presents a tentative
expenditure plan which is discussed and modified to meet antici-
pated needs more realistically.   Position #4--He makes a
tentative decision that all personnel will complete their courses
for advancement in rating within three months.   At the same
time, however, he informs his subordinates that he is aware
that the work load is heavy and his decision may have to be
modified later on.   Position #5--In meeting with his senior
petty officers, he asks for suggestions on ways to improve the
morale of the men.   It is mentioned that a reassignment of work
details might prove worthwhile.   This idea is adopted and
executed.   Position #6--In this same meeting, he states that
there is evidence that many men of the division lack basic
skills in marlinespike seamanship.   (Pause)

Now look at Item 12.

He allows the petty officers to determine what, how and when
remedial action will be taken.   (Pause)

Now look at Item 13.

Position #7--Immediately after quarters the officer tells the
CPO, "Do whatever is necessary, but get these people squared
away." The continuum suggests a broad range of possible
leadership styles which should be suited to the situation.
Sometimes the leader has the time and the problem is of such
a nature that the leader will try to "sell" his men on his
decision. But when time is of the essence and the subordinates
may disagree with a decision, the leader should take advantage
of a more authoritarian style. The continuum indicates also
that actual behavior may involve various combinations of
authority of the leader and freedom for the subordinates. As
pointed out earlier, the continuum demonstrates that neither
extreme constitutes an absolute. A leader always has a minimum
of authority and subordinates never surrender all of their
freedom. Napoleon, generally regarded as an authoritarian,
granted considerable latitude to his field marshals, while
Nelson, who usually left decisionmaking to his subordinates,
would exercise his authority at crucial times. (Pause)

There may be occasions when the leader does not want the men
to have an opportunity to disagree with his decision. If the
division officer of a cruiser tells them to "holystone"

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the forecastle in preparation for a visit by the Secretary of
the Navy, this could well mean "turning to" at daybreak to avoid
excessive heat. He'll probably tell them rather than attempt
to sell them under these conditions. We have already discussed
how a situation can affect the leader's style. (Pause)

Now look at Item 14.

The leader's style, which will vary across the two-dimensional
continuum, depends upon three basic factors: (1) The leader;
(2) The situation; (3) The follower (group). It is the
interaction of these three factors which determines what
leadership style will be used. A change in any one of the three
factors, or simultaneous changes in these factors, will cause a
shift in the leadership style to the left or to the right in
the continuum model. In your work as a junior officer, you
may find it is better to change the situation to fit a natural
leadership style than to attempt to change a leadership style
to suit the situation. For example, on an amphibious transport,
one of the deck divisions had a very autocratic BMC whose
petty officers were apathetic and unmotivated. The BMC was
reassigned as CMAA and performed in an excellent manner. With
the heavy hand removed, the petty officers blossomed into
outstanding leaders and the divison's morale and performance
improved immensely. There is a definite relationship between
Fiedler's leadership styles, the leadership grid and the
leadership continuum. All three theories are based on the common
dimensions of task orientation and people orientation, and all
three emphasize the position of the middle-of-the-road leader.

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As a last major topic in this lesson, we shall consider the
relationship of leadership style to other aspects of
leadership, specifically, to senior/subordinate relationships
and to motivation. Let's first consider the relationship of
leadership style to the senior/subordinate relationship.
(Pause)

Now look at Item 15.

Do you recall your first successful experience in conning a YP?
The more power you had, the more satisfaction you derived.
The same principle applies to your subordinates. As a division
officer you will find that your petty officers will be much
happier if you show confidence in their abilities, and delegate
authority and share decisionmaking with them. The optimum
situation is that in which there is a sharing of power between
seniors and subordinates. An interesting third dimension
was added in a recent study by Bass. Rather than treat just
the dimensions of autocratic and democratic styles, Bass
introduced a third style he described as being "persuasive."
The persuasive style attempted to bring about both public
and private acceptance of the leader's point of view. It was
found that subordinates were most satisfied working under a
democratic leadership style and least satisfied under an

autocratic style. The persuasive style was much closer to
the democratic than to the autocratic style, and was therefore
more satisfying to the subordinates. Finally, let's consider
what leadership style has to do with motivation of subordinates.
Motivation is a first step in accomplishing an objective, or
in learning a new situation. Your first job as a leader is
to make your people "want" to accomplish the objective--just
as the teacher's first task in a classroom is to make the
students "want" to learn. The fact that a subordinate is
satisfied does not necessarily mean that he is motivated. On
the other hand, if he is motivated towards a given task, and
if he performs the task well, then he will receive satisfaction.
It is always a good technique to plan for motivation. Assuming
that factors such as time are not critical, the leader who can
"sell" his ideas to his subordinates instead of issuing orders
to execute his decision has "moved to the right" on the leader-
ship style continuum. Such a shift should bring about an
increase in motivation on the part of subordinates. (Pause)

Though somewhat old, the reinforcement study done by Spector
and Suttell, using CIC plotting teams, shows the influence of
planning for motivation. (Pause)

Now look at Item 16.

The CIC teams performed under three styles of leadership--
authoritarian, democratic and reinforcement. As part of the
reinforcement style, the leader provided team members with
rewards as each component task was successfully completed.

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You guessed it.--the teams which performed under the rein-
forcement style performed significantly better than did the
teams performing under either the authoritarian or democratic
leaders. This study suggests that as division officers, you
can do much to promote motivation by using a few well-chosen
words at the right time. These "social reinforcers" given to
your subordinates, whether in small group or team situations,
will stimulate interest and promote morale. Praise and
recognition can work wonders, but make sure they are deserved.
Research results have not been consistent in answering the
question of what style of leadership is most effective in
motivating subordinates to maximum effective performance.
The kind of leadership style which is best in one situation
may not be best in another. Fiedler's contingency model, in
which he classified various situations and tasks so that the
most effective style for use in a given situation can be
predicted, probably represents as good a tool as any to use
in answering the question "What style is best?" Leadership
performance depends as much upon the organization as it does
on the leader's own attributes. There probably isn't such
a thing as an effective leader or an ineffective leader, but
rather a leader who proves effective in one situation and not
so effective in another situation. Not only must we learn
more about how to train leaders, but we also need to learn how
to build organizational environments in which leaders can
perform well. Hopefully, the following thought-provoking
questions will help to focus your attention on future problem

areas for studies of leadership style. Should a line officer
of proven ability be forced to take a staff position for which
he is not ideally suited to provide him with a broader spectrum
of experience? Are communication problems more likely among
individuals with different leadership styles than among those
with similar styles? How does a leader modify a situation to
adapt it to his own natural leadership style? (Pause)

In summary, we have discussed in this lesson the concept of
leadership style, different theories of leadership style including
Fiedler, the military grid, and the leadership style continuum.
We have shown that the leader, the group, and the situation all
influence leadership style, and that there is no one leadership
style which will guarantee effective performance. We have also
discussed the influence that leadership style has on the welfare
of personnel, senior/subordinate relations, and motivation of
subordinates. Finally, the effective leader will adjust his
style to meet a change in any of the three basic factors--the
group, the leader, and the situation. An effective style in one
situation may not prove effective in another situation.

_____

This is the end of Part Seven, Segment II.

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART SEVEN

LEADERSHIP BEHAVIOR AND STYLE

Segment III

Determiners of Leadership Style: The Leader

Audio Panel Book

(HAPB)

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

FOREWORD

> "Ten good soldiers, wisely led,
> will beat a hundred without a
> head."
>
> d'Arcy Thompson

A leader in the Women's Christian Temperance Union will
employ a different style from that of a drill instructor at
Parris Island. The personalities of the two leaders differ
greatly; so will their styles of leadership. Earlier in the
course it was pointed out that the leader's style depends upon
the leader, the group he leads (the followers), and the
situation in which leader and followers function. We will
now look at the first of these determiners of leadership style,
the leader himself. His personality, professional competence,
and leadership skills will be examined to determine their
influence on his choice of how he goes about accomplishing his
leadership duties.

INTRODUCTION TO PSYCHOLOGY
AND LEADERSHIP

PART SEVEN
SEGMENT III

DETERMINERS OF LEADERSHIP STYLE: THE LEADER

Item 1.

-1-
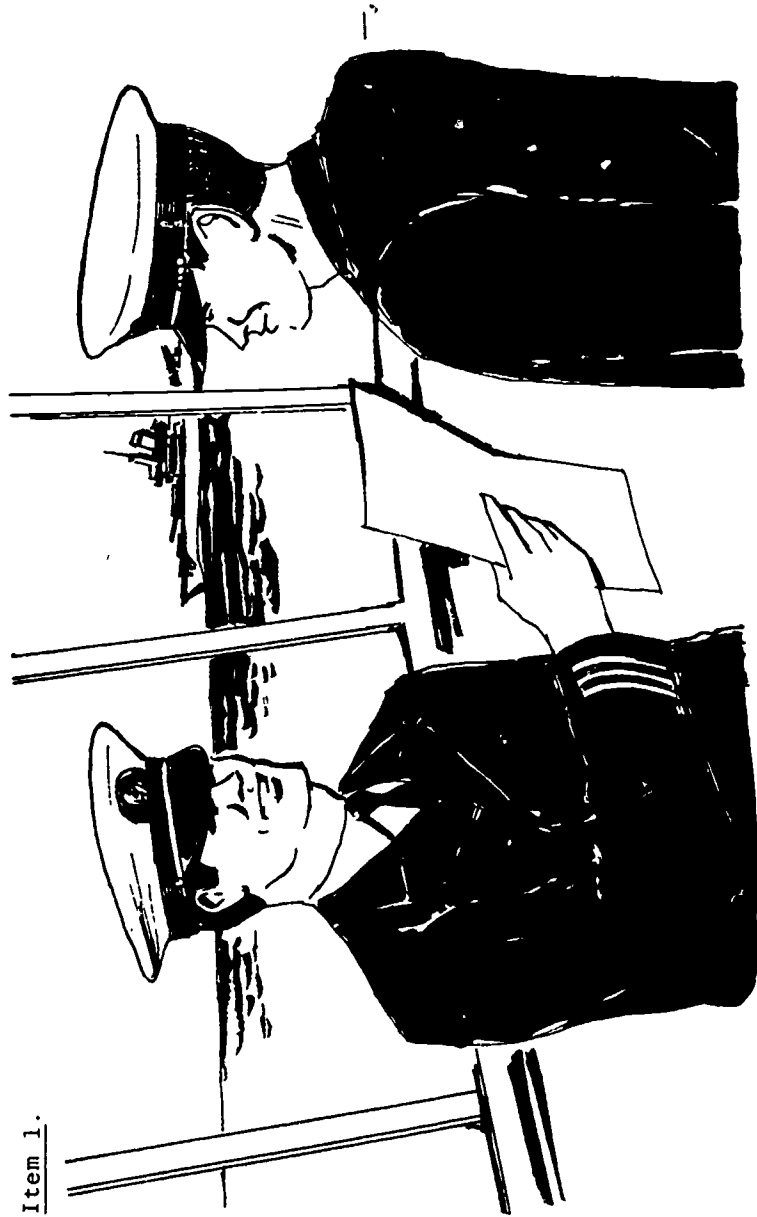
Question 1.

Which one of the following best describes the change in focus by researchers on the determiners of leadership style?

a. The focus changed from the trait theory to the purely situational approach.

b. Research has tended more and more toward focus on the trait, as opposed to the situational theory.

c. The emphasis today is on neither the personality traits of the leader nor the situation, but rather on the interrelationships among the leader, the group, and the situation.

d. Researchers found that the group and the situation were not factors influencing leadership style.

Item 2.
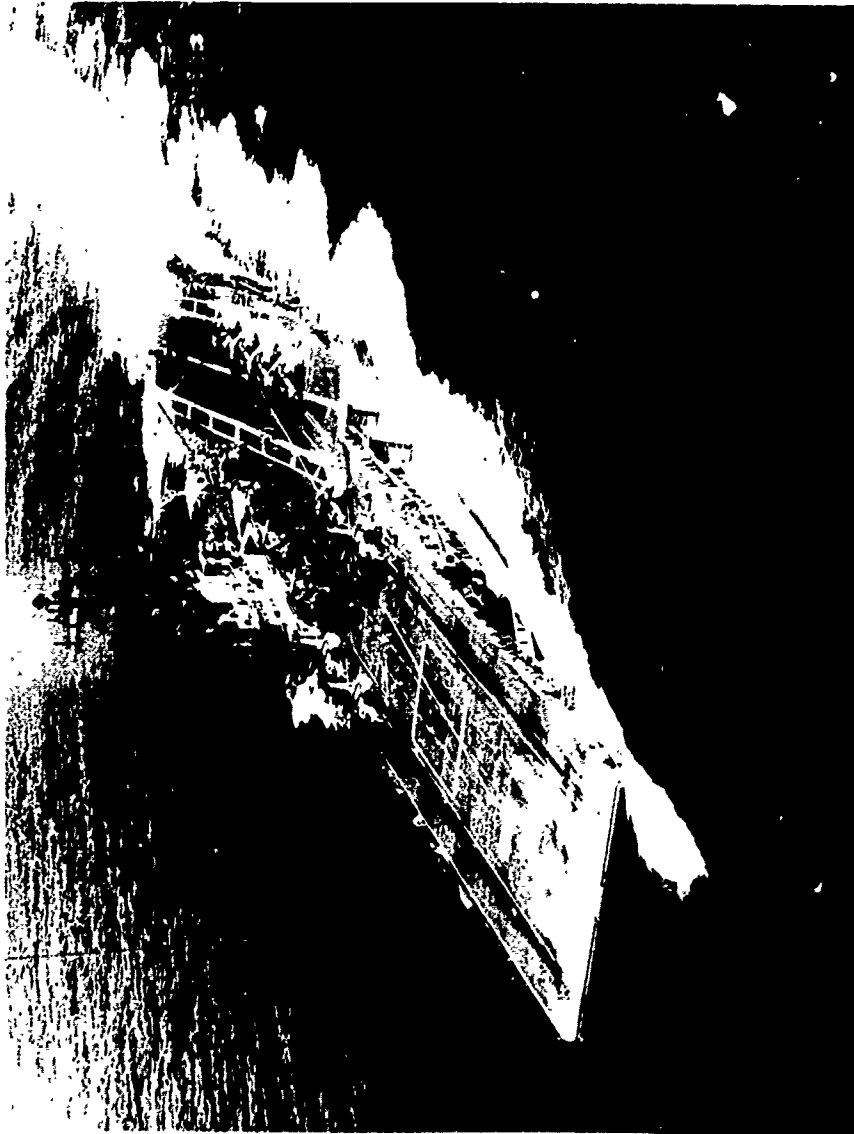
Item 3.

Item 4.

Question 2.

Which one of the following best defines the relationship between a leader's

personality and his leadership role?

a.   There is a connection between a leader's
     personality and his style, but only on the
     senior officer level.

b.   Personality traits play only a minor role in
     leadership style.

c.   Personality probably influences style, but it
     is difficult to measure.

d.   A leader's style is influenced by his personality.

Item 5.

CONTINUUM OF LEADERSHIP (ADAPTED FROM TANNENBAUM AND SCHMIDT)

BOSS-CENTERED
LEADERSHIP ——→

←—— SUBORDINATE-CENTERED
LEADERSHIP

USE OF AUTHORITY BY THE LEADER

AREA OF FREEDOM FOR SUBORDINATES

AUTOCRATIC
LEADERSHIP STYLE

CONSULTATIVE
LEADERSHIP STYLE

DEMOCRATIC
LEADERSHIP STYLE

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP
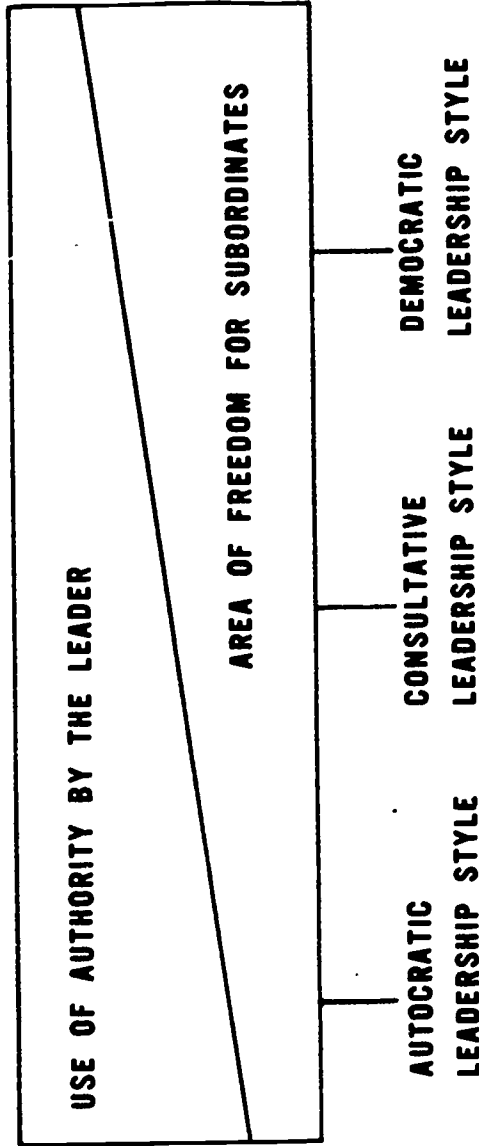
Item 6.
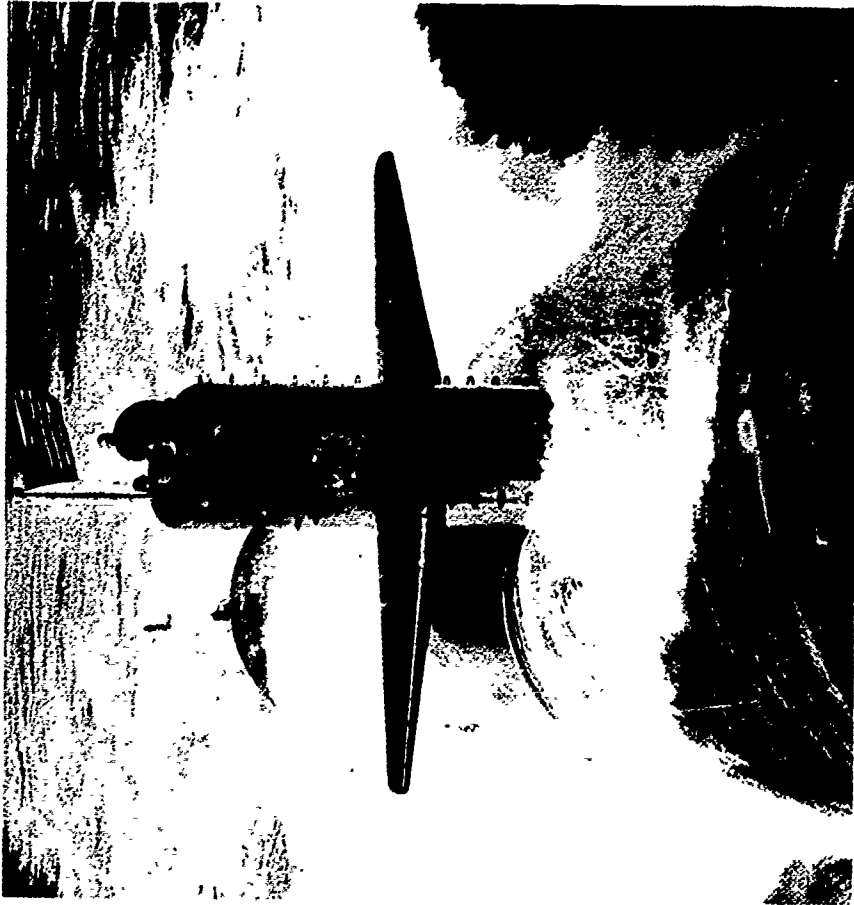
Item 7.

Question 3.

What effect does a leader's competence have on his leadership style?

a. There is only a tenuous relationship between
    level of competence and leadership style.

b. A competent leader is apt to readily delegate
    authority and operate from a democratic style.

c. A competent leader will operate from an
    authoritarian style.

d. As subordinates become more competent, the
    leader becomes more autocratic.

Item 8.

-11-
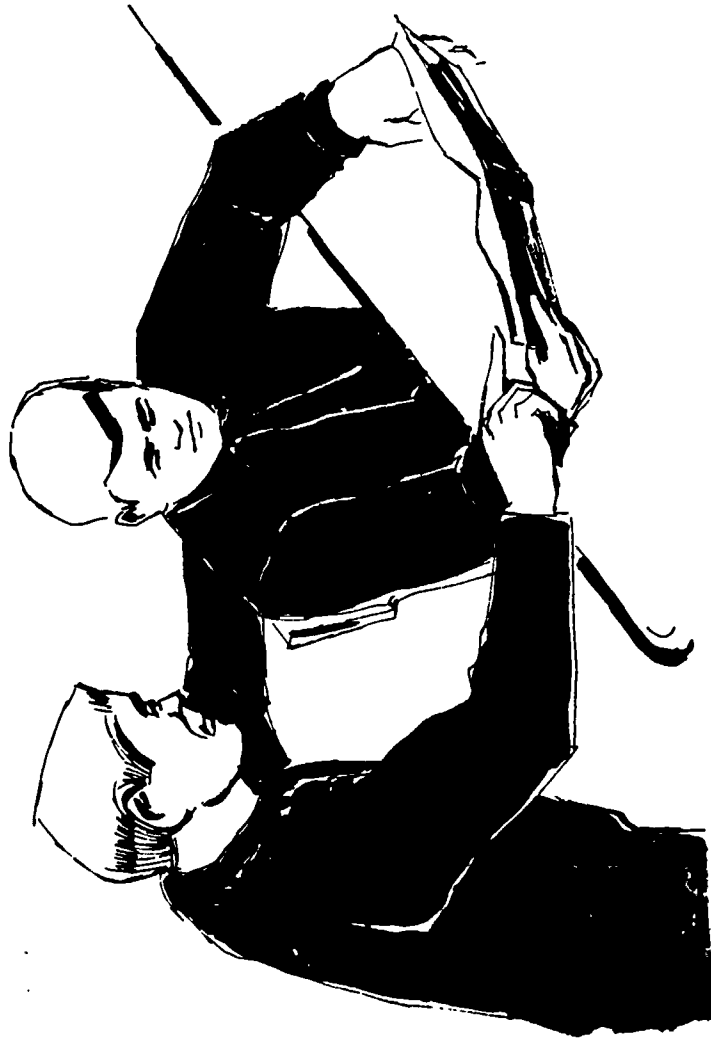
Item 9.

DIAGNOSTIC SKILLS

1. OBSERVING

2. LISTENING

3. ANALYZING

4. PREDICTING

Question 4.

Which diagnostic skills must a leader have to be effective?

a. Action, assessment, analysis, and prediction

b. Listening, intervening, analysis, and trend setting

c. Observing, listening, analyzing, and predicting

d. Observing, acting, analyzing, and intervening

Item 10.

ACTION SKILLS

1. PLANNING LEADERSHIP STRATEGIES

2. MANIPULATING ORGANIZATIONAL CONDITIONS

3. BEHAVING EFFECTIVELY IN INTERPERSONAL SITUATIONS

Question 5.

Which action skills must an effective leader have?

a.   Assessment, analysis and prediction

b.   Pointing out trouble areas, planning, leading,
     manipulating conditions, behaving effectively
     in interpersonal situations

c.   Planning strategies, maintaining organ-
     izational conditions, and behaving effectively
     in interpersonal relationships

d.   Planning leadership strategies, manipulating
     organizational conditions, and behaving effec-
     tively in interpersonal situations

Item 11.
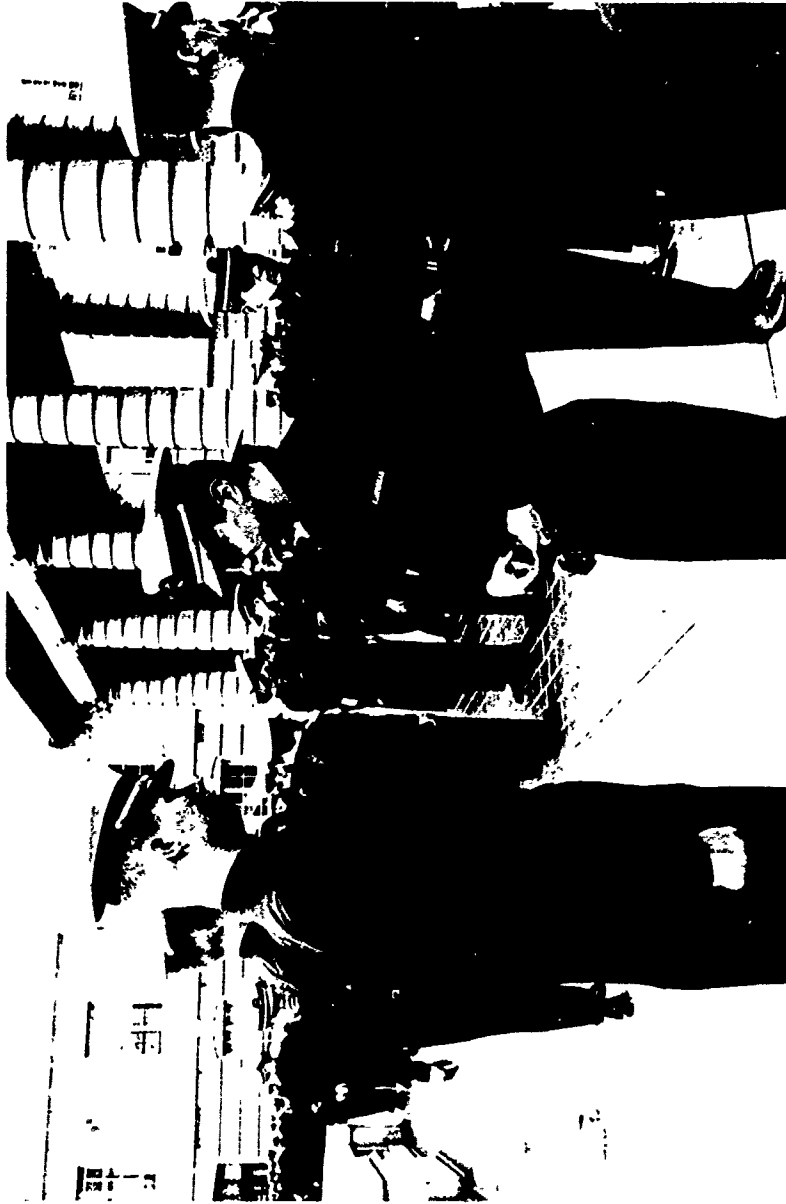
Question 6.

A famous jet pilot took over the air group. His proficiency in flying was recognized throughout the Navy. His subordinates accepted any kind of leader-ship style from him, because they acknowledged his superior knowledge and familiarity with naval aviation--the carrier's reason for existence.

Which of the following best states this officer's position of status and/or esteem as it influences his leadership style?

a. Since he had both status and esteem, he could use any leadership style and be effective.

b. Since he was recognized as an authority on jet flying, he would be most effective as an authoritarian leader.

c. Acceptance by his subordinates meant this leader could be most effective operating with a democratic style of leadership.

d. Since he had both status and esteem he could optimize his effectiveness by using a style midway on the leadership continuum.

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Item 12.

Question 7.

A young naval officer, LTJG Grover, was an admirer of the late President

Kennedy. He had read and reread books both by and about President Kennedy,

and was continually looking for ways to behave in the Kennedy manner in the

leadership situations he (Grover) encountered as a naval officer.

Which statement correctly describes the way in which the Kennedy role

model influenced this young officer's behavior?

a. The officer patterned his leadership style
    after President Kennedy's.

b. The officer recognized that President Kennedy
    had established a place in the annals of naval
    history.

c. The officer selected President Kennedy as an
    authority on leadership.

d. The officer rejected his own leadership style
    and substituted President Kennedy's style for
    his own leadership style.

Item 13.

THEORY X	THEORY Y
The average human being has an inherent dislike for work and will avoid it if he can.	The expenditure of physical and mental effort in work is as natural as play or rest. The average human being does not inherently dislike work.
Because of this human characteristic (dislike of work), most people must be coerced, controlled, directed, and threatened with punishment to get them to put forth adequate effort toward the achievement of organizational objectives.	External control and the threat of punishment are not the only means for bringing about effort toward organizational objectives. Man will exercise self-direction and self-control in the service of objectives to which he is committed.
	Commitment to objectives is a function of the rewards associated with their achievement.
The average human being prefers to be directed, wishes to avoid responsibility, has little ambition, and above all wants security.	The average human being learns, under proper conditions, not only to accept but to seek responsibility.
	The capacity to exercise a relatively high degree of imagination, ingenuity, and creativity in the solution of organizational problems is widely, not narrowly, distributed in the population.
	Under the conditions of modern industrial life, the intellectual potentialities of the average human being are only partially utilized.

Question 8.

Which of the following assumptions about human nature fit Theory X?

a. Man dislikes work.

b. Man seeks direction.

c. Man needs security.

d. All of the above

Item 14.
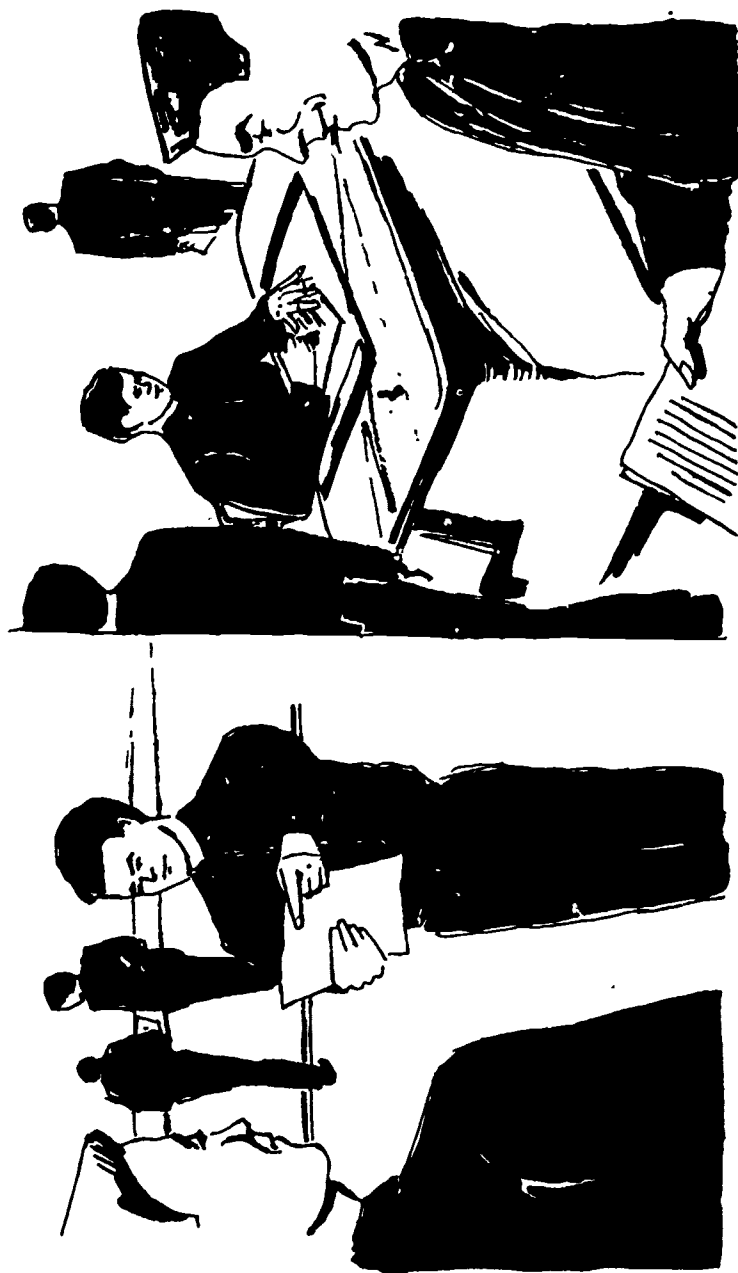
Question 9.

LTJG Preston is an overbearing egoist and believes he really understands his men. He believes that the sailor's first need is a liberty card, and that the average sailor is brave, but will avoid work if he possibly can.

What effect might LTJG Preston's belief have on his leadership style?

a. He'll probably be sympathetic and democratic, since he thinks he understands how sailors really think.

b. He'll be more of a follower than a leader because of his beliefs.

c. He'll probably be authoritarian and autocratic, since he thinks he understands how sailors really think.

d. None of the above

Question 10.

Which of the following assumptions about human nature fit Theory Y?

a. Recreation and work are similar.

b. Many people are creative.

c. Intellectual potential is not always used fully.

d. All of the above

Question 11.

LTJG Grey is the sort of officer who feels there is inherent good in
everyone. He believes that if sailors understand objectives, they will work
on their own towards mission accomplishment. Grey has great faith in his men
and encourages them at every possible opportunity.

What effect should this type of attitude have on LTJG Grey's leadership
style?

a. He'll be more autocratic.

b. He'll probably be more democratic.

c. He'll change his style, for his beliefs will
    change.

d. None of the above

Question 12.

Which one of the following correctly describes where leaders having Theory X and Theory Y attitudes are likely to fall on the leadership continuum?

a. Advocates of both theories tend to shift to the right.

b. Advocates of both theories tend to shift to the left.

c. Advocates of Theory X tend to shift to the right, advocates of Theory Y, to the left.

d. Advocates of Theory X tend to shift to the left, advocates of Theory Y, to the right.

Item 15.

BASIC   APPLIED   DEVELOPMENT: PRODUCTION
RESEARCH   RESEARCH   TEST AND
                                EVA'UATION

UNSTRUCTURED TASKS   STRUCTURED TASKS
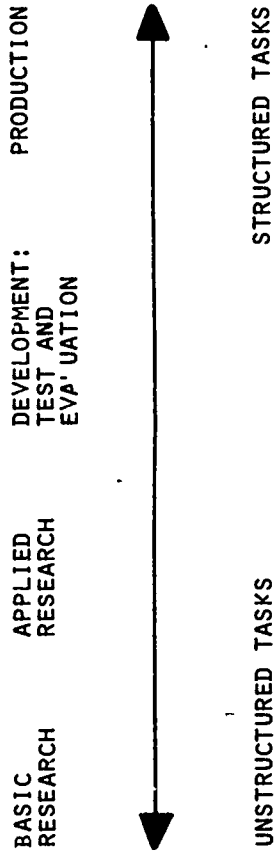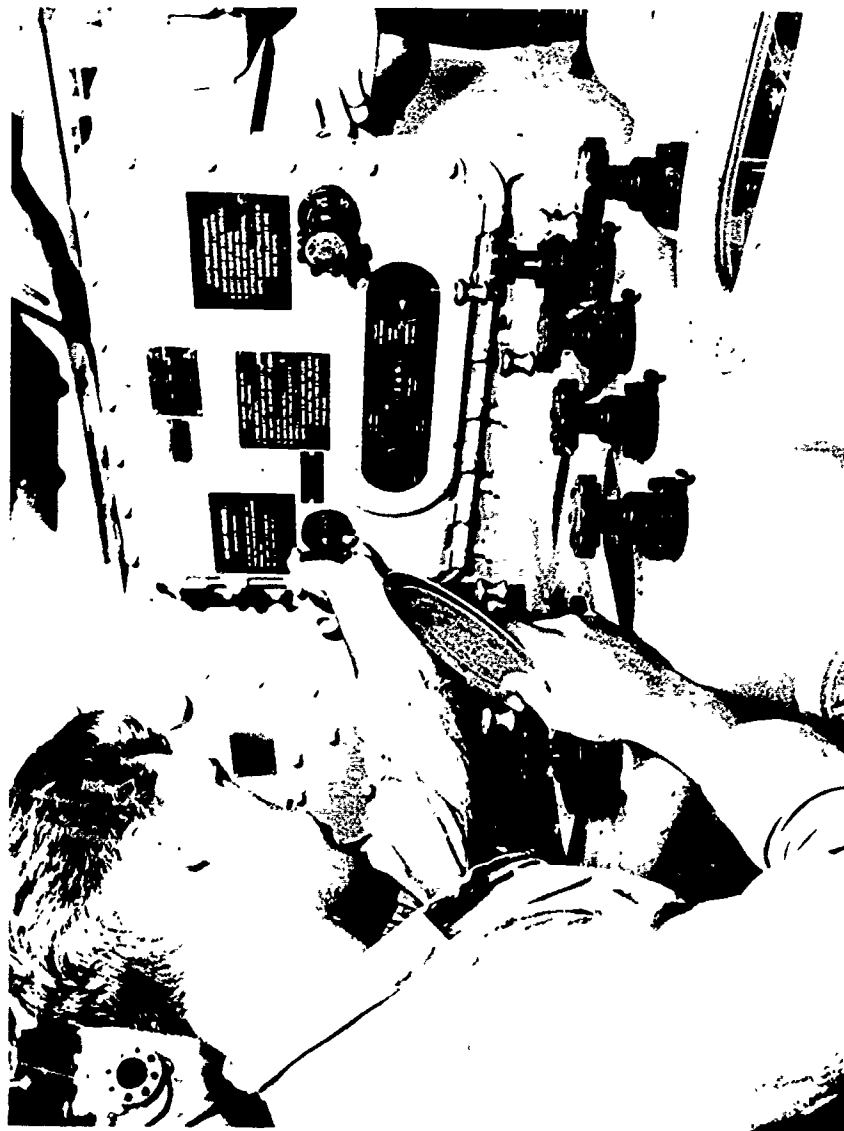
Item 16.

Item 17.
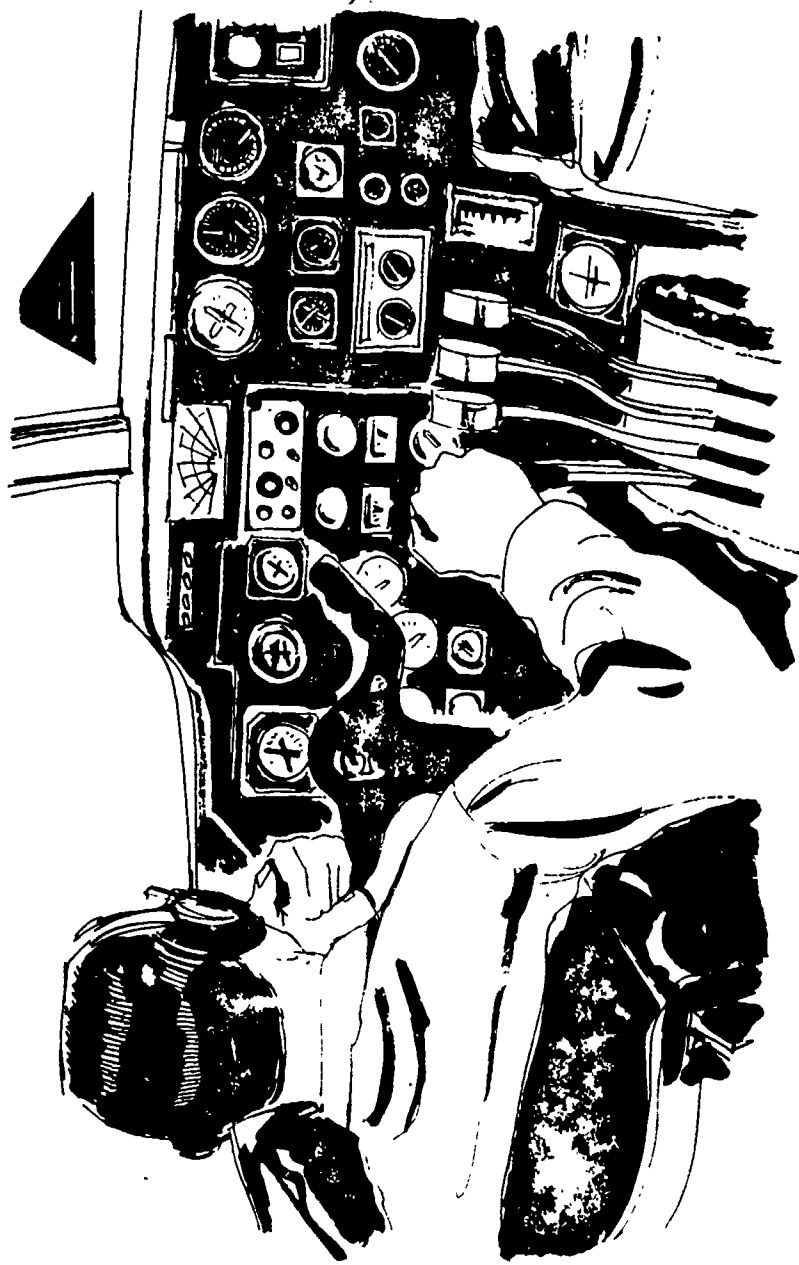
Question 13.

A drill sergeant at a Marine recruit training command usually operates from a strictly authoritarian style. He "pushes boots." He allows minimal freedom to subordinates. Conversely, the same individual placed in charge of a substation of a recruiting area may be very democratic in his relationships with subordinates.

Which statement correctly describes the effect that functional specialty may have on leadership style?

a. The less structured the task, the more authoritarian a leader must be to get a job done.

b. The more experienced the subordinate group, the more authoritarian a leader must be to get the job done.

c. The more structured the task, the more authoritarian a leader must be to get the job done.

d. Functional specialty has no bearing on leadership style.

Item 18.

Item 19.

Question 14.

LTJG Fair, in fighting a fire aboard ship, handled his men in an authori-

tarian manner. On another occasion, when he was in charge of a prolonged shore

patrol, on which watches were doubled up under the threat of riots, he was much more

group-oriented in his concern for food, rest, and welfare of his men.

Which one of the following correctly describes the effect that stress

may have on leadership style?

a. A stressful situation calls for an authori-
    tarian leader (task-oriented).

b. A stressful situation calls for a democratic
    leader (relationship-oriented).

c   A stressful situation calls for an emergent
    leader.

d. The nature of the situation will determine
    which type leader (task-oriented or
    relationship-oriented) is best und.   stressful
    conditions.

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART SEVEN

LEADERSHIP BEHAVIOR AND STYLE

Segment III

Determiners of Leadership Style: The Leader

Progress Check

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

DETERMINERS OF LEADERSHIP STYLE: THE LEADER

PROGRESS CHECK

Question 1.

From the following statements select the one which iden-

tifies the factors involved in the early confusion surrounding

research in the study of leadership.

    a. Early research in the study of leadership was
concerned with the role of the follower and
his influence on the leader rather than
leadership style.

    b. An element of confusion in the earlier
studies of leadership was the failure to
distinguish between the process of leader-
ship and the leader involved in that process.

    c. Early research in the study of leadership
was confused as to the relative importance
of leadership training and the social
climate surrounding the leader.

    d. All of the above

Question 2.

Which correctly describes the change in focus by researchers on the determiners of leadership style?

    a. Changed from studying leader's performance
        characteristics to studying the varying
        performance of groups under different stress
        conditions

    b. Changed from studying the social characteristics
        created by several styles of leadership to
        studying the varying performance of leaders
        exposed to different types of training

    c. Changed from studying leaders' personality
        characteristics to studying the varying
        personality of leaders in different groups

    d. None of the above

Question 3.

LTJG Stokes was asked by his Commanding Officer to assume
responsibility for the publication of a weekly newsletter
dealing with matters of intramural significance aboard a large
carrier. The immediate task facing Stokes, who had been chosen
for his demonstrated ability at task-oriented efficiency and
organizational skill, was to put the publication on a predictable
production schedule. Stokes analyzed the situation and decided
that the problem was one that was basic to most instances of
organizational inefficiency--the newsletter personnel were
simply not motivated to get the job done and therefore required
firmer leadership with a more identifiable cause and effect
relationship assigned to their efforts or non-efforts as the
case may be. Stokes established semi-weekly copy deadlines
and initiated a weekly work flow chart with all staff members
reporting directly to him on a more frequent basis. Some of
the effects of LTJG Stokes' innovations were immediately
apparent. The weekly newsletter became weekly once more and
efficiency picked up markedly.

With reference to the above example, which of the

following statements explains the probable cause of LTJG Stokes'

initial leadership style?

    a. LTJG Stokes' personality structure was of
        a basically democratic style.

    b. LTJG Stokes' lack of expertise in the field
        of journalism led to the adoption of this
        leadership style.

    c. LTJG Stokes' assumptions about human nature
        caused him to adopt this leadership style.

    d. All of the above

Question 4.

From the following choices select the statement which correctly describes the effect the leader's job competence may have on his choice of leadership style.

a. An incompetent person is more apt to take risks in order to accomplish the task and therefore tends toward a democratic style of leadership.

b. The competent person is secure in his perception of self-concept and identification and therefore tends toward a democratic style of leadership.

c A competent person may tend to display an authoritarian leadership style while an incompetent person may tend to delegate authority more freely in the hope that somehow the job will get done.

d. Both a and c

Question 5.

From the following statements select the one which correctly describes the way in which role models may influence leadership style.

a. Role models influence leadership style through the establishment of clearly defined roles and regulations regarding leadership conduct.

b. Role models establish recognizable patterns of desired conduct which may later be reflected in leadership styles.

c. Ultimate leadership styles often reflect the influences of an individual's parents, teachers, ministers, peers, and seniors who have served as role models.

d. Both b and c

Question 6.

Select from the following choices the statement which correctly describes the effect that functional specialty may have on leadership style.

   a. Structured tasks such as production-oriented
       assignments require task-oriented leaders
       who would tend toward authoritarian_style.

   b. Research has indicated that leadership style
       is constant and will not change noticeably
       even though the function is altered.

   c. Unstructured tasks such as basic research
       require a relationship-oriented leader who
       would be inclined toward democratic style.

   d. Both a and c

Question 7.

From the following choices select the statement(s) which describe(s)_the effect that stress may have on leadership style.

   a. Whether a task-oriented or a relationship-oriented
       leader is best under stressful conditions
       is dependent upon the situation.

   b. Stressful conditions tend to compel a
       leader to become more relationship-oriented.

   c. Stressful conditions tend to produce laissez-faire
       leadership styles.

   d. All of the above

Question 8.

Which correctly describes the effect that adoption of Theory X may have on leadership style?

    a.   The leader who adopts Theory X has a greater tendency to be autocratic.

    b.   The leader who adopts Theory X has a greater tendency to be democratic.

    c.   The leader who adopts Tneory X has a greater tendency to establish conditions based on mutual understanding.

    d.   The leader who adopts Theory X has a greater tendency to act in a laissez-faire manner.

Question 9.

Which correctly describes the effect that adoption of Theory Y may have on leadership style?

    a.   The leader who adopts Theory Y has a greater tendency toward task-oriented leadership style.

    b.   The leader who adopts Theory Y has a greater tendency to be autocratic.

    c.   The leader who adopts Theory Y also believes that he must coerce, control, direct and even threaten his subordinates to get them to put forth adequate effort toward achievement of organizational objectives.

    d.   The leader who adopts Theory Y has a greater tendency to establish conditions based on mutual understanding.

Question 10.

From the following choices select the statement which
correctly describes the relationship of Theories X and Y to the
leadership continuum.

a. The style of the leader who subscribes to Theory
    X tends to fall on the authoritarian side of the
    continuum.

b. The style of the leader who subscribes to Theory
    Y tends to fall on the democratic side of the
    continuum.

c. The style of the leader who subscribes to Theory
    X tends to fall on the democratic side of the
    continuum.

d   Both a and b

PROGRESS CHECK ANSWER AND REMEDIATION FORM

PART__Seven____SEGMENT__III____

REMEDIATION TEXT__Audio Script, Volume VII- A

ITEM	ANSWER	REMEDIATION REFERENCE
1	b	Pages 1-2
2	d	Pages 1-2
3	c	Page 11
4	b	Pages 5-7
5	d	Pages 10-11
6	d	Pages 12-16
7	a	Pages 14-16
8	a	Pages 11-12
9	d	Pages 11-12
10	d	Pages 11-12
11		
12		
13		
14		
15		

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART SEVEN

LEADERSHIP BEHAVIOR AND STYLE

Segment III

Determiners of Leadership Style: The Leader

Audio Script

(LATS)

WESTINGHOUSE LE'RNING CORPORATION

Annapolis, Maryland

1971

DETERMINERS OF LEADERSHIP STYLE: THE LEADER

In the previous lesson we discussed leadership style and
differentiated between style and behavior. Remember that
leadership style refers to how a leader goes about fulfilling
his responsibilities, and behavior refers to what he
actually does. We learned that there are various theories
of leadership style, but basically, these theories deal
with two kinds of leadership: one, task-oriented--that is,
when a leader is chiefly oriented towards accomplishing his
mission; and two, relationship-oriented--that is, when the
leader is chiefly oriented toward the needs of his
subordinates. We found that there are three basic factors
which influence leadership style: namely, the leader, the
situation, and the follower group. (Pause)

Now look at Item 1.

In this lesson we shall center our discussion on the first
of these determiners, the leader. What is there about a
leader himself which causes him to adopt a particular style
of leadership? What is there about a new leader which, even
with a constant situation and an identical follower group,
makes immediately obvious a difference in what we call
leadership style? In the Navy, for example, whenever a
change of command occurs, every crew member immediately
notices a change in the tempo of activities on the ship, a

-1-

difference that can be attributed only to the presence of a
new Captain on the bridge. Let's look for a moment at the
history of the study of leadership. Leadership was first
studied on the basis of personality traits. There was no
attempt to study leadership as a process or to differentiate
it from the leader as a person. In the 1970's, however,
Kurt Lewin and his co-workers, pioneers in studies of group
dynamics, turned their attention to the social climates
created by various styles of leadership (authoritarian,
democratic, laissez-faire). In their concern with the social
climate surrounding the leader, Lewin and his colleagues
broadened the study of leadership by directing attention to
the group. The Lewin studies showed that groups reacted
differently under different styles of leadership. The groups
reacted favorably toward democratic leadership by displaying
enjoyment, pursuing constructive work, and by continuing to
function effectively even in the absence of the leader. Lewin's
studies shifted the emphasis in the study of leadership away
from the leader himself and onto the followers, or the group.
Hollander and Julian, in their summary of the historical
development of the study of leadership, point out this trend
toward the situational approach: that is, the study of leaders in
terms of varying situations. The emphasis today, however, is
on neither the personality traits of the leader nor the
situation but rather on the interrelationships among the
leader, the group (that is, the followers), and the situation.

Now look at Item 2.

There is no doubt that a leader's style is influenced by his
personality. Not too long ago one of the Navy's anti-
submarine warfare carriers was on deployment with the 6th
Fleet in the Mediterranean. The new Commanding Officer was
a strong, dynamic individual who had established an enviable
record as a Navy jet pilot. He displayed great confidence
in his fellow officers, and was well liked and respected by
the crew. Morale was high. The ship established
a number of record scores on competitive exercises. Mast
cases were reduced and reenlistments increased. The
personality of the Commanding Officer had ignited an enthu-
siasm throughout the ship. Naturally, not everything the
Commanding Officer did was good, but the fact remains that his
fearless, dynamic personality generated great devotion on the
part of his followers. The Captain of the carrier described
above had a pattern of personality attributes which made him
highly successful in his role as a carrier captain. This does
not mean, however, that one has to have one particular person-
ality type in order to be a successful leader. The Commanding
Officer who relieved him did not have as strong and
dynamic a personality. His forte was his sincerity, his untiring
effort to learn more about the ship, his willingness to

listen to problems of his key subordinates, and his ability
to focus quickly on the central issue. He lacked the
colorful personality of his predecessor, but was, nevertheless,
a successful leader. The two captains illustrate that
successful leadership does not depend on any one special
personality type. Your experience at the Naval Academy should
have brought out this fact. Consider the two quite different
personality types of two equally successful midshipmen
company commanders. (Pause)

Now look at Item 3.

One, MIDN White, is an outstanding soccer player, known for
his aggressiveness and desire to win on the soccer
field. His ability to generate enthusiasm within the company
has made him an outstanding company commander. (Pause)

Now look at Item 4.

The other, MIDN Brown, though quiet and scholarly, inspires
confidence and loyalty among his men by showing a genuine
interest in each individual's welfare and problems. Mere
possession of positive traits such as loyalty and trust-
worthiness does not make a man a good leader. There is
evidence to support the view that leaders, on the average,
do have more of certain traits than do followers. The well-
known authority on leadership, psychologist R. M. Stogdill,
conducted a series of studies in the late 1940's in which it
was found that leaders possessed many positive traits more
frequently than did their followers. Among these traits

were intelligence, scholarship, dependability, social partici-
pation, and social and economic standing. Surprising as it
may seem, Stogdill also reported that leaders did not neces-
sarily excel followers in such personality traits as initiative,
persistence, self-confidence, cooperativeness, adapt-
ability, and verbal facility. The point to be remembered is
this: though a person may have the personality traits
usually found in good leaders, these traits, per se, do not
make him a successful leader. As a future officer, you ·
will develop your own particular style (or styles) which
will be determined, not only by the various situations you
encounter, but also, to a large degree by your personality.
(Pause)

Personality is, no doubt, the most important influence on a
leader's style, but not the only one. Occasionally, people
are placed in leadership roles who lack the prerequisites
to serve in those roles. (Pause)

Now look at Item 5.

These incompetent leaders tend to shift to the left of the
leadership continuum. They become more autocratic when
they sense they are not doing their jobs well. Fortu-
nately such incompetency is usually quickly recognized
by seniors, and incompetent leaders don't generally survive
the competition of selection. Conversely, the leader who is
competent tends to lean to the right on the continuum, freely

delegating authority. The competent personality, secure in
his perception of self, has a broader outlook and is more
likely to accept risks than is the incompetent personality,
who tends to seek security. Navy Regulations require that the
Commanding Officer provide training for his junior officers.
If this training has been done properly, a CO can feel quite
secure in delegating authority. (Pause)

Now look at Item 6.

Consider this example of a competent leader freely delegating
authority. A submarine was about to embark on the difficult
navigational task of leaving Pearl Harbor. The Captain of
the sub, who might have taken over the conn in this situation
allowed a LTJG, whom he knew to be fully qualified to
handle the task, to remain at the conn. Whereas this
Commanding Officer had justifiable confidence in the training
he had given this particular junior officer, it is quite possible
that another captain, negligent in his responsibility to train
junior officers, might feel less secure when it came to
delegating authority. (Pause)

Now look at Item 7.

Consider the CO who, though an outstanding shiphandler
himself, would never let his junior officers take the conn
during anything but routine maneuvers. Consequently, at the
end of a cruise, only two out of the 23 junior officers aboard
had received fleet OOD qualification. Here is a case of a
CO being reluctant to delegate authority because he had

not determined the competence of his subordinates.   (Pause)

To be effective, a leader must concentrate on the needs of
the situation, and after assessing the factors, take an
appropriate course of action.   This calls for two types of
leadership skills; specifically, diagnostic skills and
action skills.   Just as a medical doctor has to diagnose a
patient to determine what is wrong before prescribing treat-
ment, so must the effective leader be able to analyze a
situation, through both direct and indirect observation.   He
must also be able to predict eventualities that might result
from current situations.   Following his diagnosis, the
effective leader must also be skil.ful in taking action.
Action skills may range from planning leadership strategies,
to manipulating organizational conditions, to behaving
effectively in interpersonal situations.   (Pause)

Now look at Item 8.

It shows an example of a squad leader at the Naval Academy who
demonstrates both the diagnostic skills of observing, listening,
analyzing and predicting and the action skills of planning
leadership strategies, manipulating organizational conditions,
and behaving effectively in interpersonal situations which
are essential for good leadership.   (Pause)

Now look at Item 9.

How were these diagnostic skills effectively applied by the
squad leader in our example?

This squad leader noticed that a plebe in his squad was
failing a course. This fulfills the observing function. He
spoke to the plebe about the situation in order to obtain his
opinion of the problem. This completed the listening function.
The squad leader analyzed the plebe's situation and found that
one of the reasons for his failing marks was that he never got
around to doing the lesson assignments for the course. He
then predicte. that if he "got on the plebe's back" for
failing, it would probably make the situation worse.

Now look at Item 10.

Having diagnosed the problem, these action skills should be
applied to the resolution of the problem.

The squad leader in the example above skillfully planned his
leadership strategy in the following manner. He had the plebe
submit his lesson assignments to him before each class to make
sure he had completed and understood them. No organizational
manipulaticns were required but he did interact effectively
by personally coaching the plebe in areas which required extra
work. Under the skillfully applied leadership of his squad
leader, the plebe received an "A" in the course.

As we have seen from the above illustration, the effective

junior officer must not only be capable of finding out what
is wrong, but also be able to take corrective action. He may
have to discuss a problem with his senior petty officers to
determine the best course of action; he may have to make some
organizational changes in his division; or he may have to
improve communication with his subordinates. Without these
diagnostic and action skills, effective leadership is impossible.

In some organizations, including the shipboard one, the real
leader may not always be the man at the head of the
organization. This is the "headship" versus "leadership"
controversy which a well-known management psychologist,
Bernard Bass, pointed out in a 1960 study. Granted that
the titular leader of an organization is the official with
position status, this does not necessarily mean that he is
accepted as the real leader by the organization. There
are many instances in which a "figurehead" leader exists,
but the actual running of the organization s accomplished
at another level. We might say that the "figurehead" leader
has status, but the real leader has esteem among his subor-
dinates. The military leader generally starts operating
in a position on the basis of status, and gradually wins
esteem by his performance. (Pause)

Now look at Item 11.

You see an example of this progression at the Naval Academy,
in the case of the youngster company commander, who is

appointed to his position, and may or may not have the esteem
of his classmates and the new plebes. It is up to him to win
their esteem by his performance on the occasions when he can '
function as a leader. Bass, in investigating leadership
style, found that leaders possessing both status and esteem
can use any leadership style and be effective. An individual
like Astronaut Neil Armstrong could move into a variety of
leadership roles and be eminently successful because he possesses
both status and esteem. It should be clear how status and
esteem will affect you as a future officer. Even now, as you
undertake leadership roles as a midshipman, you should keep
in mind the question "How do my subordinates view me? Do they
respect me only because of the stripes on my sleeve, or is
there something above and beyond those stripes which makes
them acknowledge me as a leader?" (Pause)

Still another factor which influences leadership style is
the effect of a role model. A role model is an individual
with some trait or traits that you greatly admire and strive
to imitate; for example, as a child you might have had a
parent, a teacher, a minister, or a peer as a role model.
A youngster aspiring to become a cowboy might have a cowboy
hero as a role model. (Pause)

Now look at Item 12.

A teenage baseball enthusiast might imitate a star player in
the big league.

-10-

You, aspiring to become an officer, might be modeling your

behavior to fit the image of one of your officers, of an

upperclassman, or of a peer. The effects of such role

models may be reflected in your future leadership styles.

A leader's view of human nature can influence his leadership

style. Leaders who view human nature from the position that

people are inherently lazy and will procrastinate whenever

work is involved subscribe to what is known in management

psychology as Theory $\underline{X}$. Theory $\underline{X}$ holds that it is human

nature to dislike work. Other leaders view human nature from

the opposite position; namely, that people enjoy work. Those

who take this view subscribe to Theory $\underline{Y}$ the antithesis of

Theory $\underline{X}$. (<u>Pause</u>)

<u>Now look at Item 13.</u>

Study the two contrasting theories. (Pause 60 sec)

<u>Now look at Item 14.</u>

Let's look at two midshipmen company commanders, one of

whom operates according to a Theory $\underline{X}$ philosophy and one

of whom operates according to a Theory $\underline{Y}$ philosophy. The

company commander on the left subscribes to Theory $\underline{X}$. He

tends to be autocratic, and hesitates to delegate authority

to his men, since he feels that they inherently dislike work

and need constant prodding and direction. The commander on

the right subscribes to Theory $\underline{Y}$. He tends to be more
democratic in his leadership style, believing that his men
actually enjoy work, and freely delegates authority. Unlike
the Theory $\underline{X}$ commander, he believes his men will exercise
self-direction and self-control. In spite of the
pessimistic view of human nature presented by Theory $\underline{X}$, it
is a rare individual who doesn't have some area of interest.
Perhaps the traditional school setting has failed to appeal
to s eone whose inclination is to work with his hands. One
of your most perplexing problems as a junior officer will be
that of motivating a subordinate who apparently has no interests.

In your perception of yourself as both a leader and as a
subordinate, don't hesitate to act according to Theory $\underline{Y}$
principles if the situation warrants it. It is a common
mistake to believe that progress results from conforming
rather than from being creative. You need only to read
some of the precepts handed down from the Secretary of the
Navy to the president of our Flag Officer Selection Board
to see that this is not true. Your own judgment will have
to dictate what is proper behavior; however, more and more
attributes such as initiative, forward thinking, and ingenuity
are being recognized by upper level selection boards.

Now look at Item 15.

Looking at the chart, you will get some idea of how the
nature of the task enters into the choice of leadership
style. Some tasks are highly structured, following step-
by-step check-off list procedures in their accomplishment.

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The preparation of a bomb for loading is an example of such
a highly structured task. A leader whose main preoccupation
is to ensure that each step of a task is performed correctly,
and in sequence, would necessarily be inclined towards task
orientation or authoritarian leadership style. On the
other hand, in an area such as research and development,
where tasks are mostly of unstructured nature, leadership
style will vary from that used in overseeing structured
tasks. The leader of basic research would be inclined, then,
towards the democratic leadership style. There are other
situations which would require a leadership style somewhere
between the democratic and the authoritarian positions on
the continuum. Most junior officer billets would fall into
this category. The normal duties of a typical division
officer call for him to supervise a number of subordinates
with varied skills. He will at times be required to use an
authoritarian style, such as when he is OOD, and at other
times, to use a more democratic style, such as when dealing
with his leading petty officers. One final remark is
needed. Research supports the view that in pursuing
unstructured tasks, in which the leader is not expected to be
knowledgeable at all levels of a specialty that his subordi-
nates possess, a relationship-oriented leader is best. (Pause)

Now look at Item 16.

A good example of this sort of leadership is the Fire Control
Officer. He keeps the plotting room running smoothly,
having established the competency of each of his subordinates

and developed an atmosphere of trust among his men, some
of whom are more specialized than he is. Research has
also found that in pursuing structured tasks, in which a
leader's job competence should exceed that of his subordi-
nates, a task-oriented leader is best.

Now look at Item 17.

Take, for example, this Plane Commander who is skilled in all
the operations of flying his aircraft and thus better able
to supervise his subordinates. (Pause)

If there is one basic truth about the military profession,
it is that it exists to protect and defend the safety and
security of the country. Thus, military duty may, and often
does, involve stress in combat as well as other situations.
Every young Marine in recruit training knows he is being
trained to be a combat fighter. Every young sailor attending
boot camp realizes that as a member of the U.S. Navy he
is likely to be assigned to sea duty which could bring his
ship under direct threat from enemy action. Therefore, the
subject of stress and its influence on leadership style is
pertinent here. There is no doubt that the leader plays an
important role in influencing the morale and adjustment of
his group members under stress conditions. The military
group which performs poorly or in a disorganized manner
under stress conditions is in imminent danger of sustaining
casualties or failing to carry out the mission. Under the
threat of danger, the men must depend upon their leader's
ability and judgment. One study which discussed survival

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training research found that the power exercised by the
leader constituted one of the most important forces in main-
taining survival. The leader contributes to morale by
reducing anxiety and by preventing and alleviating stress-
produced problems. In research on arctic conditions, it has
been shown that psychological adjustment is related, not to
the severity of the cold, but to the success or failure of
leadership. (Pause)

Now look at Item 18.

This LTJG, in charge of a unit performing an extended mission
in arctic cold, finds that he must continually exert forceful
leadership to prevent his men from succumbing to the cold
produced effects of isolation and lethargy. What happens
under stress when there is no effective leadership? When the
formal leader fails to exercise his power, panic, disorgan-
ization, even loss of life may ensue. Failure to exercise
power may also result in dangerously long periods of shock.
Ultimately, someone will emerge as a leader and do those
things which the formal leader has failed to do. Should
this be the case, it is hoped that the emergent leader will
not be too late in bringing about the necessary adjustments.
What type of leader is best under stressful conditions?
Several researchers, including Bass and Torrance, have pointed
out that groups under stress should perform better under
leaders who structure the situation (task-oriented). On the
other hand, Fiedler has evidence that supports the position
that the people-oriented leader is more

-15-

effective in some stressful situations. In conclusion,
Fiedler has pointed out that whether a task-oriented or a
relationship-oriented leader is more effective in relieving
the stress depends on the particular situation.   (Pause)

Now look at Item 19.

For example, on a life raft, or during the period of long
isolation of a patrol on a security mission, a relationship-
oriented leader would probably be more effective. On the
other hand, during a fire fight, or in the event of a fire
aboard ship, a task-oriented leader would be more effective.
(Pause)

SUMMARY: In this lesson we have discussed how the leader
himself acts as a determiner of leadership style.
In addition to the personality traits of the leader,
we discussed other basic factors influencing leader-
ship style; namely, the follower group and the
situation. Though personality appears to be the
most influential factor, there can be no doubt that
an interaction among all these factors determines
leadership style.

This is the end of Part Seven, Segment III.

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INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART SEVEN

LEADERSHIP BEHAVIOR AND STYLE

Segment IV

Determiners of Leadership Style:
The Group and the Situation

Audio Panel Book

(HAPB)

FOREWORD

> "*The true way to be popular with troops is not to be free and familiar with them, but to make them believe you know more than they do.*"
>
> *W. T. Sherman*

The style of leadership used by a leader is the result of the interaction of the leader, the group he leads, and the situation in which they are interacting. Having examined the input of the leader to that interaction, we can now examine the other two inputs, the group and the situation. The organization, composition, purpose, and internal relations of the group all exert influence on the style the leader should adopt; each of these is examined for its effect. The situation, whether stress or non-stress, will greatly influence both the leader and the group--particularly a military group. Hence the effect of stress on a situation is examined. Other situational aspects, such as the leader's position power and the nature of the group task, are also studied to show how they too bear on the style of leadership. It can be readily seen that the leader's style may vary greatly as he proceeds through his daily activities. Also worthy of close examination is the natural tendency of a person to seek the esteem and affection of his associates. The leader may well desire to be popular with his followers. But if he actively seeks popularity, he

-iii-

may be risking failure as a leader. The military leader is
often faced with giving orders unpopular with his followers
but essential to mission accomplishment. If the leader strives
for popularity, he will find it most difficult to issue
necessary orders. Studies show that military effectiveness
tends to be inversely related to leader popularity. The leader
therefore must concern himself more with effective leadership
and earning the respect of his subordinates than with
popularity.

INTRODUCTION TO PSYCHOLOGY
AND LEADERSHIP

DETERMINERS OF LEADERSHIP STYLE: THE GROUP AND THE SITUATION

Item 1.

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP
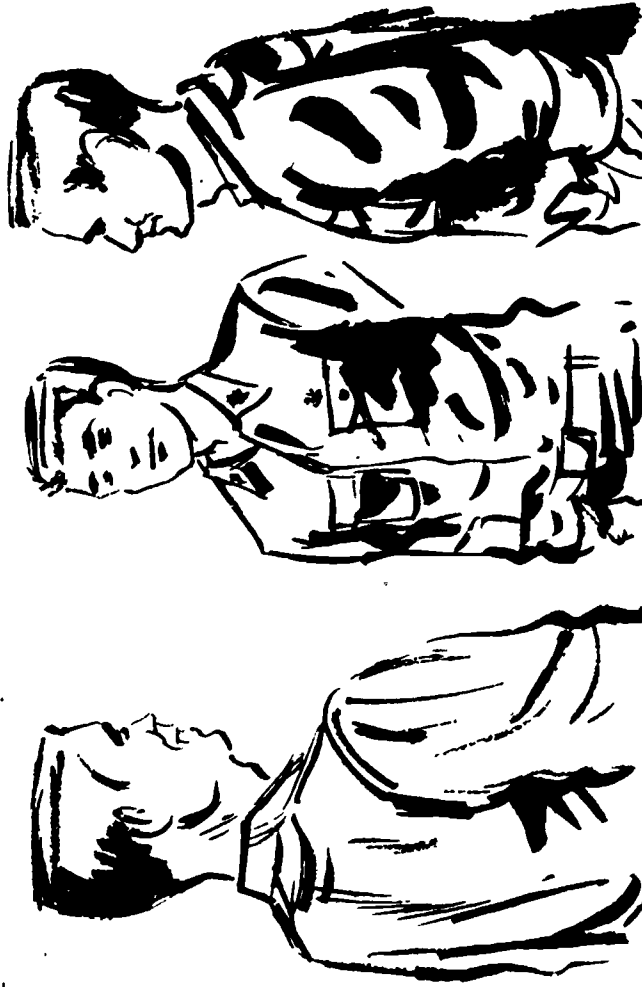
Question 1.

Which one of the following best summarizes why the trait theory gave
way to research in group dynamics and interpersonal behavior?

a. Since traits of people studying the trait
    theory were different, the trait theory
    became too complicated.

b. Although traits are useful tools for leader-
    ship, they can't guarantee good leadership.

c. The trait theory neglected the influence of
    the group and situation, as determiners of
    leadership style.

d. The trait theory didn't work because too many
    leaders were unaware of the role of group
    dynamics in leadership.

Item 2.

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

Item 3.

DETERMINERS OF LEADERSHIP STYLE: THE GROUP

Item 4.

Item 5.

Item 6.

Item 7.

DETERMINERS OF LEADERSHIP STYLE: THE GROUP
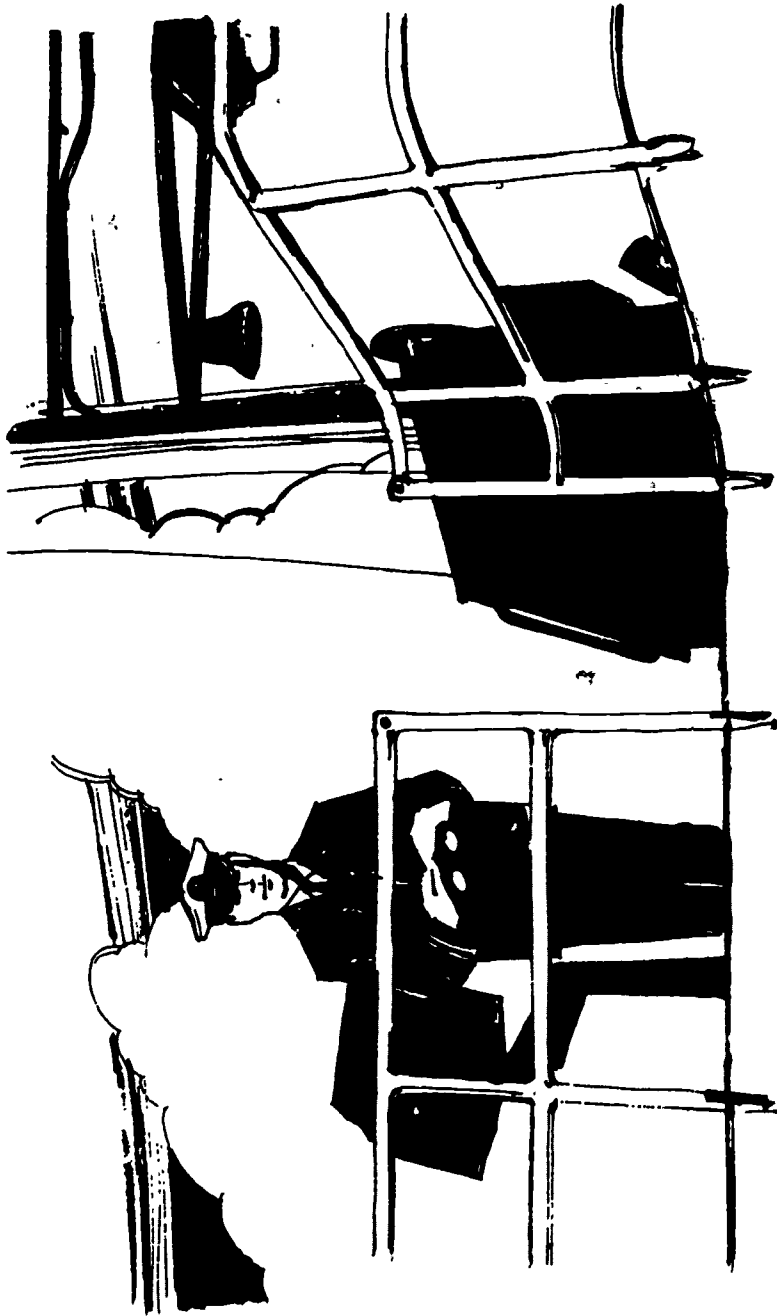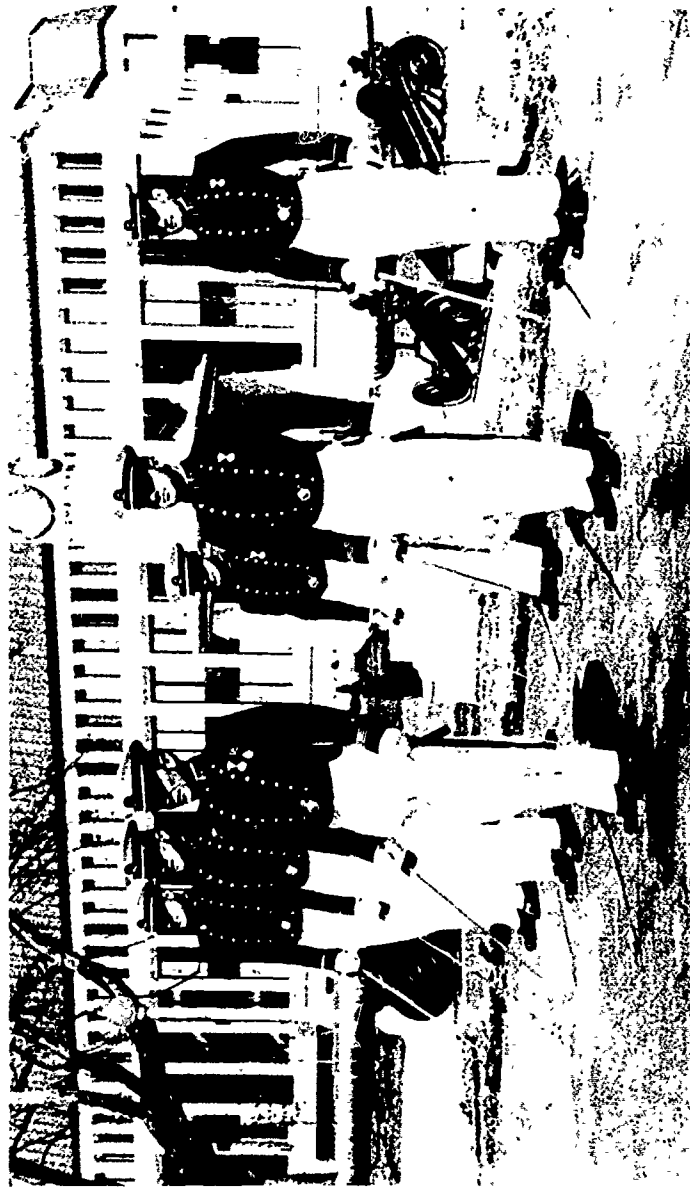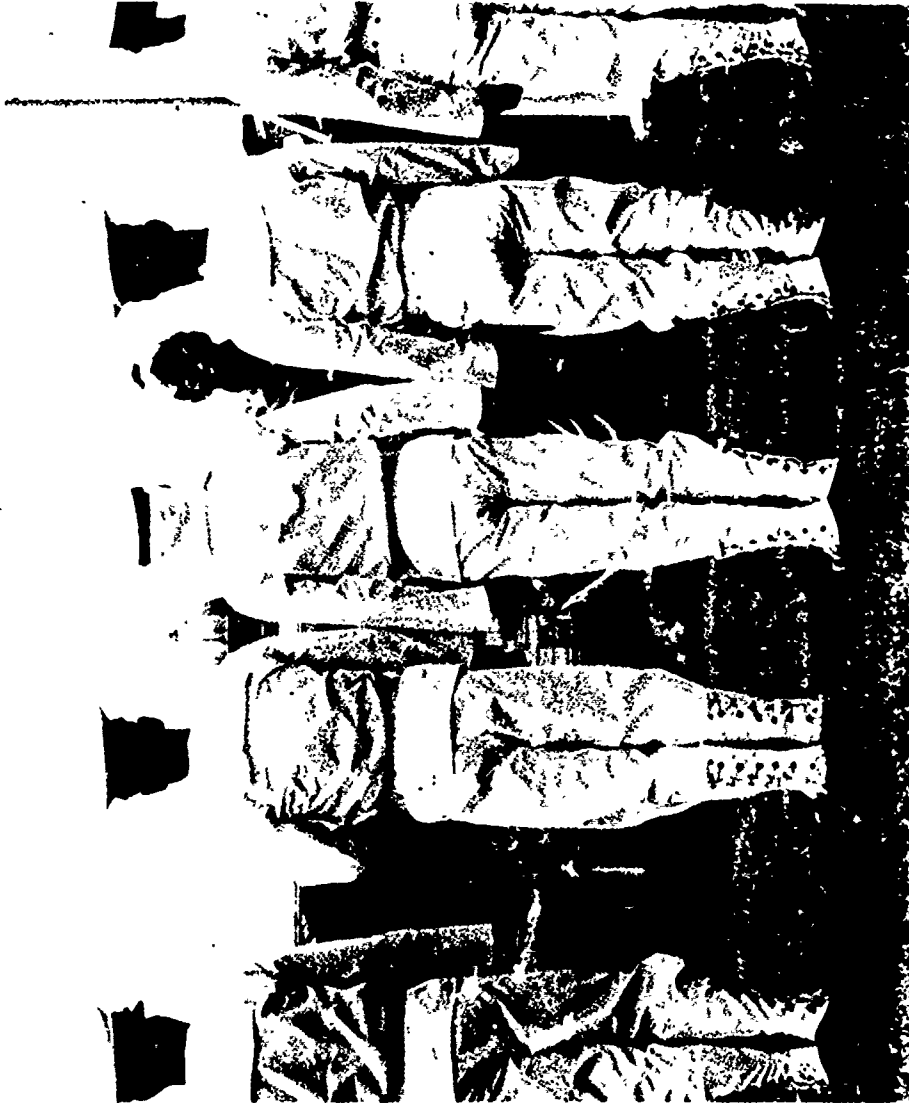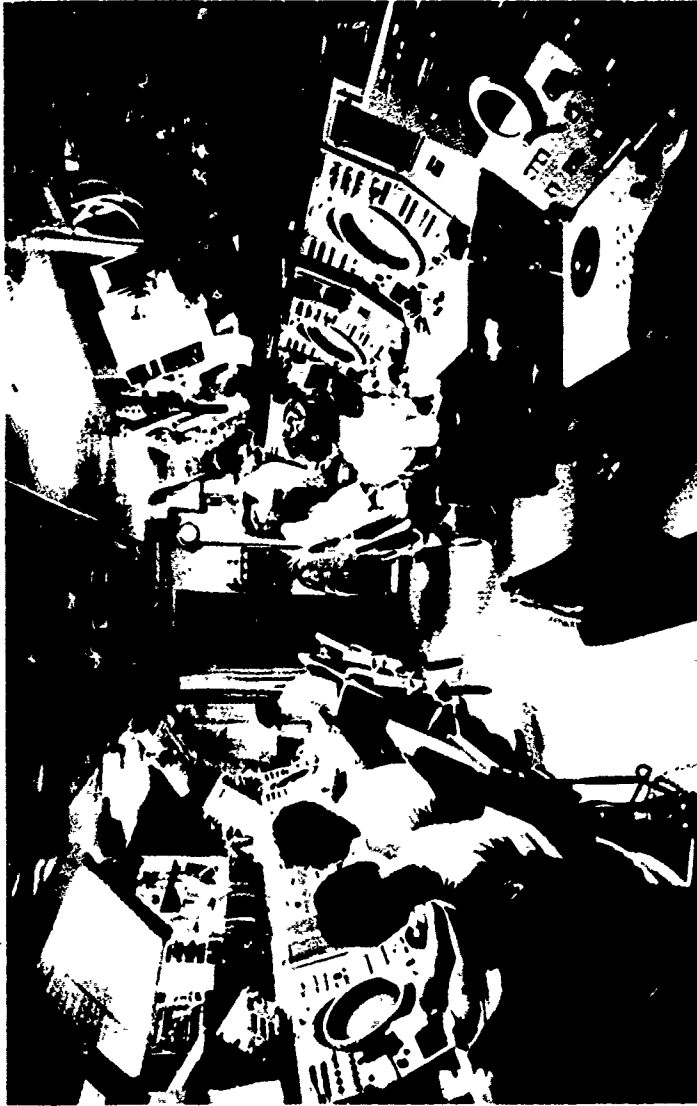
Question 2.

ENS Smith has been directed to conduct a thorough educational program on
the long range effects of venereal disease. To do this, groups of off-watch
personnel are mustered on the hangar deck for lectures. The composition
of such groups represents a cross section of all the departments aboard ship.

Select from the following list the leadership style which ENS Smith might
adopt before this heterogeneous group.

a. He will adopt a close approach in an effort to
    get more familiar with the men.

b. He will adopt a close approach in an effort to
    make the subject matter more easy to understand.

c. He will adopt a more distant approach to avoid
    the impression that venereal disease is a
    doctor's problem.

d. He will adopt a more distant approach because
    leading (and instructing) a heterogeneous group
    is difficult.

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Item 8.

DETERMINERS OF LEADERSHIP STYLE: THE GROUP
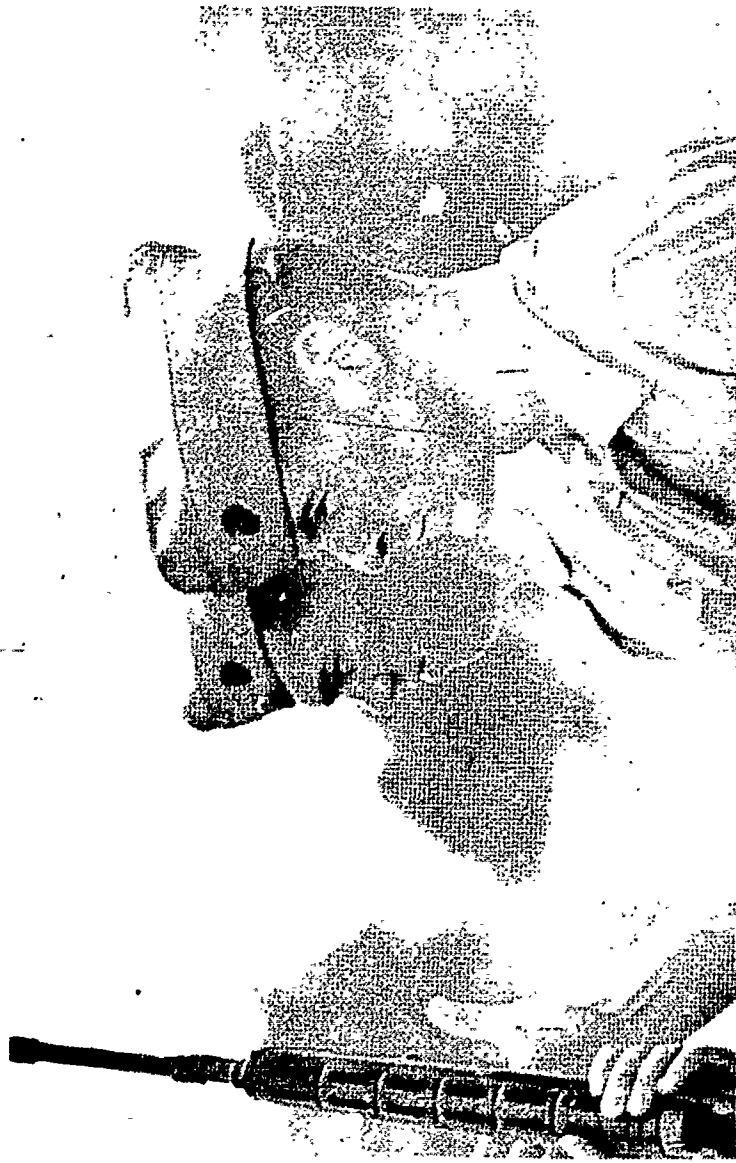
Item 9.

Question 3.

When ENS Stanley took over as the R Division junior officer, he was
surprised to note the high degree of skills his personnel possessed. Several
of the men had been journeymen in their trades in civilian life before entering
the Navy. While most of them needed to adapt their skills to specific shipboard
problems, many of their work tasks (such as machine shop operations, welding,
etc.) were identical to their civilian experiences.

Assuming that ENS Stanley's background was such that he did not have the
same practical knowledge that his men possessed, what effect might this have on
his leadership style?

a. He'll probably have to operate more auto-
    cratically, since he is not as competent

b. He'll have to balance his style about midway
    on the continuum, giving the subordinates
    some freedom, but maintaining most of the
    authority.

c. He'll have to be a figurehead leader and
    let some. e else take over the division.

d. He'll have to involve his subordinates in
    the decision-making process and exact from
    them the responsibility for task perfor-
    mance.

Item 10.
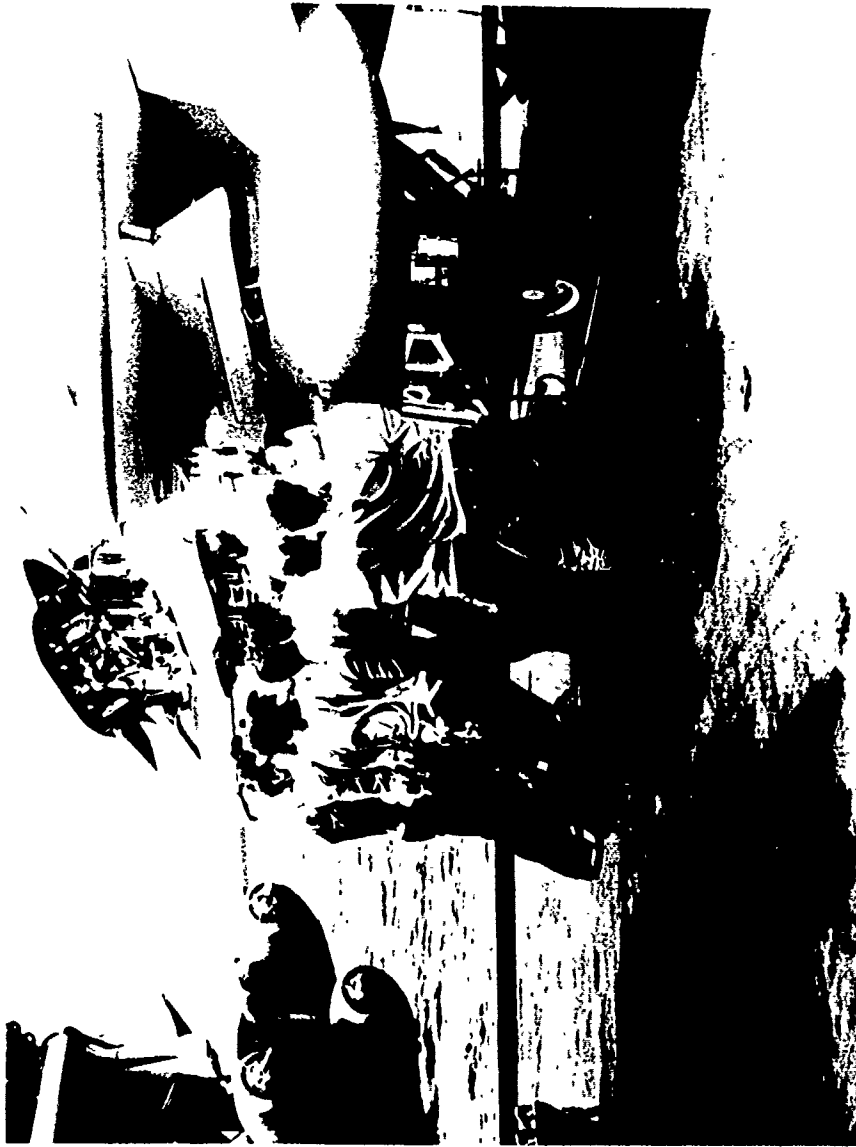
Item 11.

Item 12.
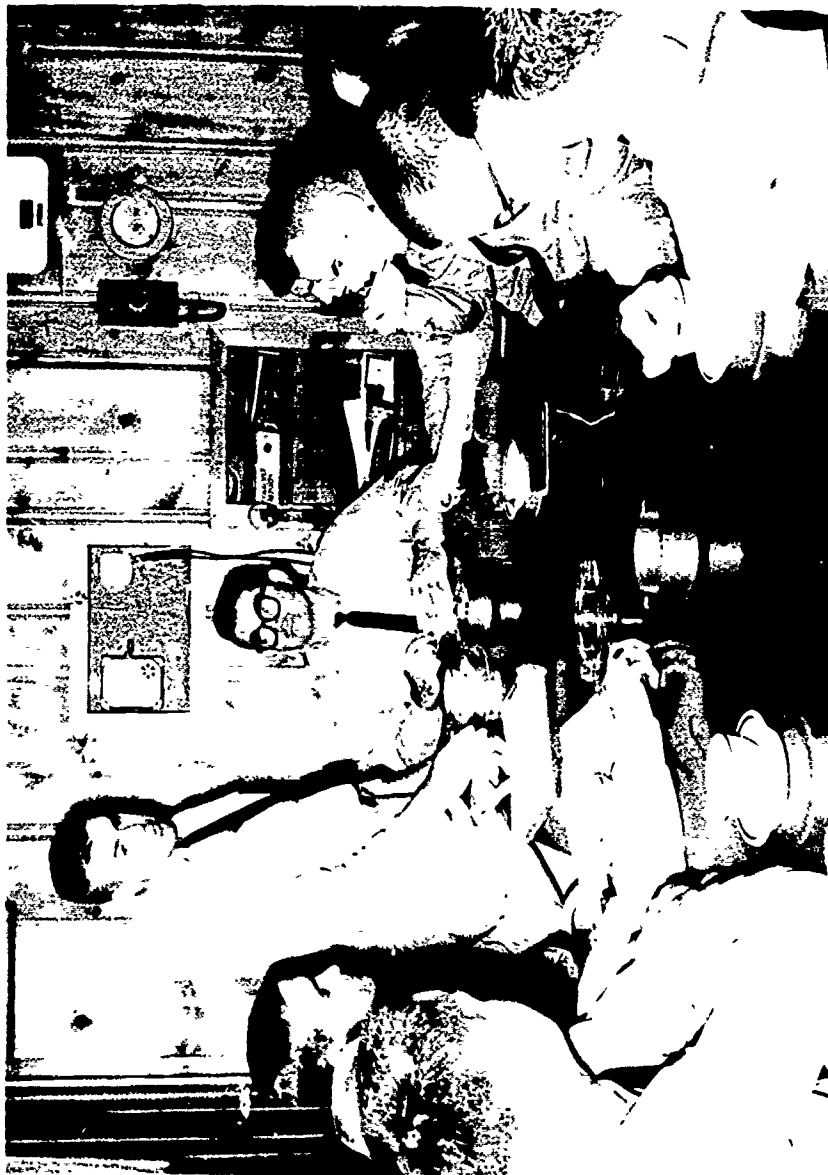
Question 4.

The Executive Officer of a DD is asked to settle a dispute--two departments of his ship appear to be in conflict. The Chief Engineer insists he cannot furnish personnel for a commissary working party, without stopping important repair work in the forward engineroom. The Supply Officer claims he needs more people than ever, because of the larger volume of bulk stores to be brought aboard. Both engineering and supply groups are working together for the good of the ship. However the personnel demands of the commissary working party run counter to the purposes of the engineroom repairs.

How does this counteracting group situation affect the leadership style of the Executive Officer?

a. Not at all--the Executive Officer will retain his autocratic way of dealing with the situation.

b. The Executive Officer is in a difficult position and whatever decision he makes will be unpopular.

c. The Executive Officer will act as negotiator between the supply and engineering departments.

d. The Executive Officer rides the fence, hoping one or the other of the counteracting pair will accede to the other.

Item 13.

GOOD

INEFFECTIVE

EFFECTIVE

BAD

Question 5.

Which one of the following explains why some people desire to be followers?

a. People are inherently lazy and will not use
    their own initiative.

b. Some people do not have the traits to be
    leaders.

c. Some people are followers by nature and don't
    want to assume responsibilities.

d. Some people can do better as followers
    because they hate responsibility.

Item 14.

Question 6.

Which one of the following summarizes how different follower groups may influence your choice of leadership style?

a. As you gain more experience in your career, leader-ship style is bound to change, regardless of group influence.

b. Each group has its own purpose and personality patterns; therefore, you must be perceptive and responsive.

c. The larger the ship, the larger the group, the more autocratic style is needed.

d. Groups are made up of individuals; thus, a flexible leadership style is necessary.

Question 7.

Which of the following best describes(s) the way to classify types
of situations?

a. No clear-cut system of classifying situations
    which may affect a leader's style, has been
    developed.

b. All situations may be classified according to
    their perception by the followers.

c. For discussion purposes situations may be
    classified as stress or nonstress.

d. Both a and c

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INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

Item 15.
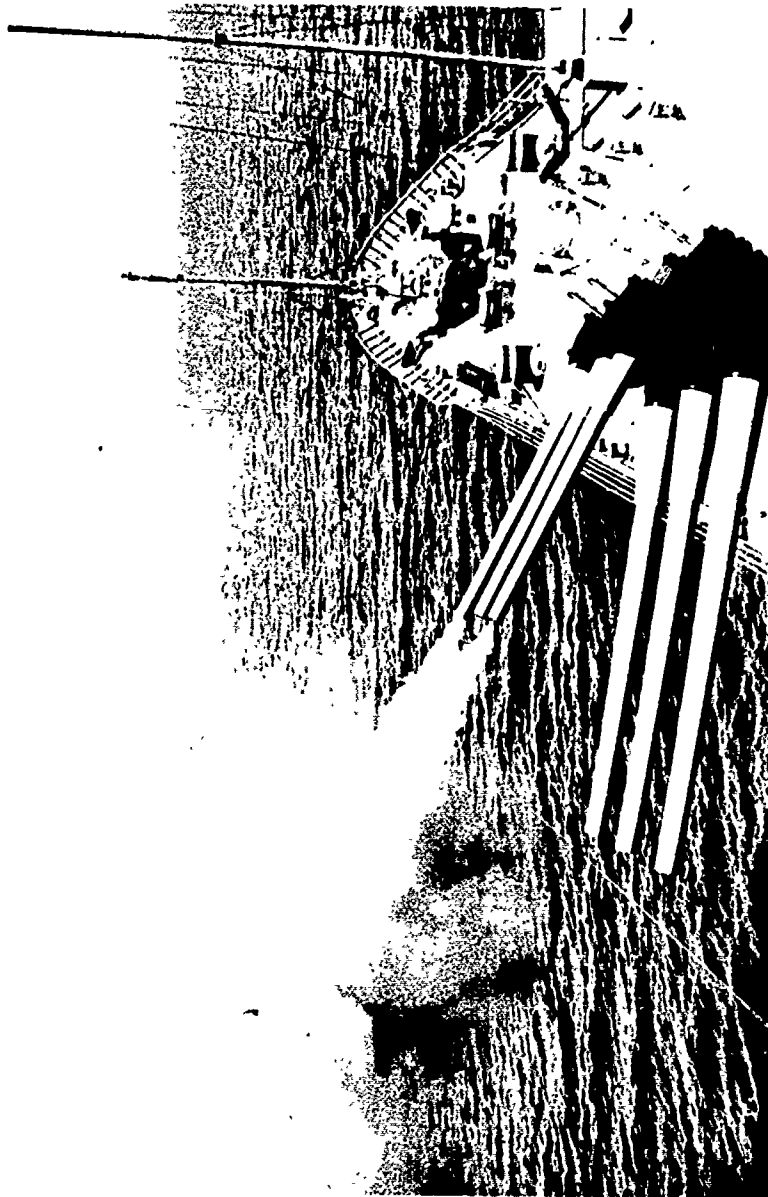
Question 8.

LT Riley is the skipper of a PGM that has just taken a direct rocket hit at the waterline. His boat is in imminent danger of sinking and the crew faces certain death or capture. LT Riley must take prompt, appropriate action.

In this situation what type of leadership style is LT Riley most likely to adopt?

    a. Participative

    b. Democratic

    c. Autocratic

    d. Laissez-faire

Item 16.

Question 9.

A young ensign has been given the collateral duty of organizing a

program for a dependents' cruise. To be considered are sickbay, food, tours,

demonstrations, safety, souvenirs, photographs, and hand-out materials. Each

division assigns one man to a steering committee which will plan for the cruise.

In that situation, which style of leadership should the ensign use?

a. Since the crew is emotionally involved because
their dependents will be on the cruise, the
ensign should adopt an authoritarian style.

b. Since the crew is emotionally involved because
their dependents will be on the cruise, the
ensign should adopt a democratic style.

c. The ensign's style should follow the desires of
the Captain.

d. The ensign should not be influenced by the
situation; he should develop the plan according
to his own natural style.

Item 17.

Factors Determining the Leader's Influence on the Group:

1. Leader's Position Power

2. Structure of the Task

3. Interpersonal Relationship Between the Leader and Members

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DETERMINERS OF LEADERSHIP STYLE: THE GROUP

Item 18.

Item 19.
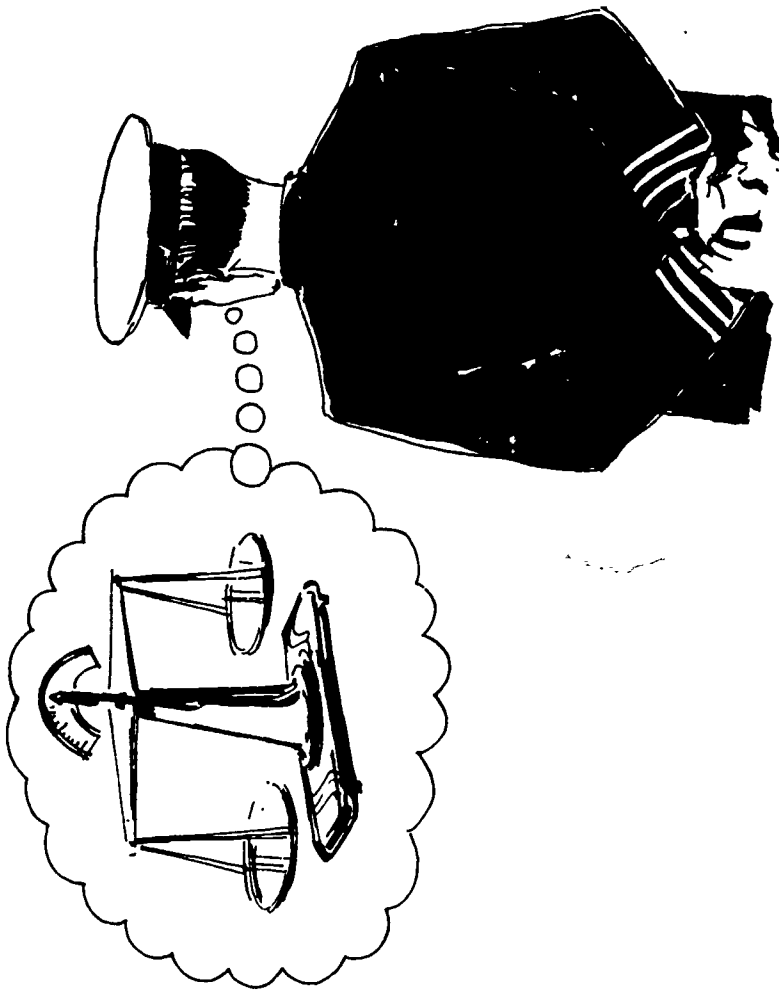
Question 10.

Aboard ship, the Captain's power is second to none. He has the authority

to provide sanctions which no other officer has.

In this capacity, as compared to the Executive Officer's function, which

leadership style can the Captain use?

a. He can be more relaxed than the Executive
   Officer because of his higher position power.

b. He can be more autocratic than the Executive
   Officer because of his higher position power.

c. He can be more conservative than the Executive
   Officer because of position power.

d. He can be more liberal than the Executive
   Officer because of position power.

Item 20.

Item 21.

Question 11.

A Mobile Mine Assembly Team has been directed to get a mine ready for laying. The checkoff lists for this operation are extremely detailed; thus, there is no doubt about the sequential nature of the tasks.

In what manner should the team leader approach this situation?

a. Democratic

b. Relationship-oriented

c. Task-oriented

d. Innovative

Item 22.

FIEDLER CONTINGENCY MODEL

TASK STRUCTURE

LEADER/MEMBER RELATIONS

LEADERSHIP POSITION POWER

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP
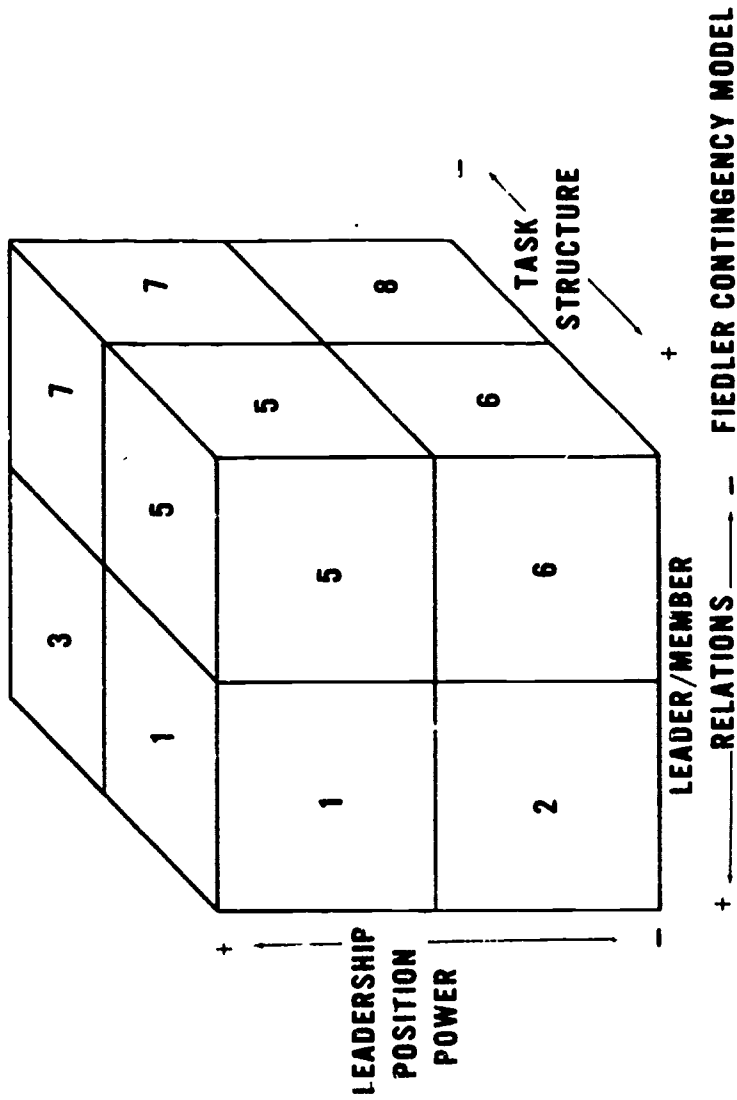
Item 23.

Question 12.

Which of the following relates a leader who is task-oriented and popularity with his subordinates?

a.   A task-oriented leader cannot be popular with subordinates.

b.   A task-oriented leader should not think of his popularity with subordinates; he should think only in terms of the effectiveness of his unit.

c.   A task-oriented leader will be popular with subordinates because they know he is consistent.

d.   The leader who can improve his popularity with subordinates will also improve their efficiency at unpopular tasks.

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Item 24.
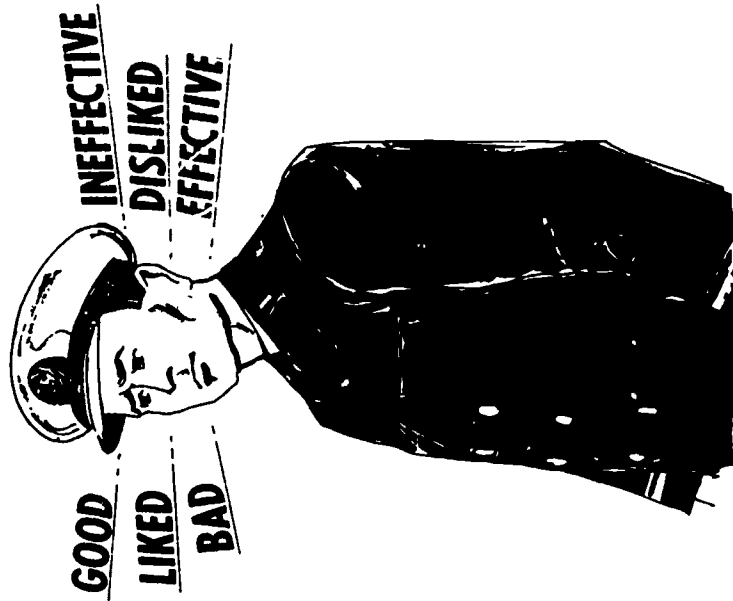
Question 13.

ENS Evans is a likable young officer. He always has a smile, sometimes goes on liberty with the men, takes a rather casual attitude toward their performance of duty, and doesn't appear to take life too seriously. After three months on board, some chief petty officers comment about ENS Evans. One says, "I can't help but like him, but I don't respect him the way I do other officers."

What does the chief mean by his statement that he likes, yet doesn't respect ENS Evans?

a. The chief does not respect ENS Evan's authority, even though he likes him.

b. The chief feels that ENS Evans is lacking in basic skills.

c. The chief feels ENS Evans is not striving to preserve the respect of his subordinates.

d. The chief feels ENS Evans is settling for less-than-outstanding performance in order to be popular with the men.
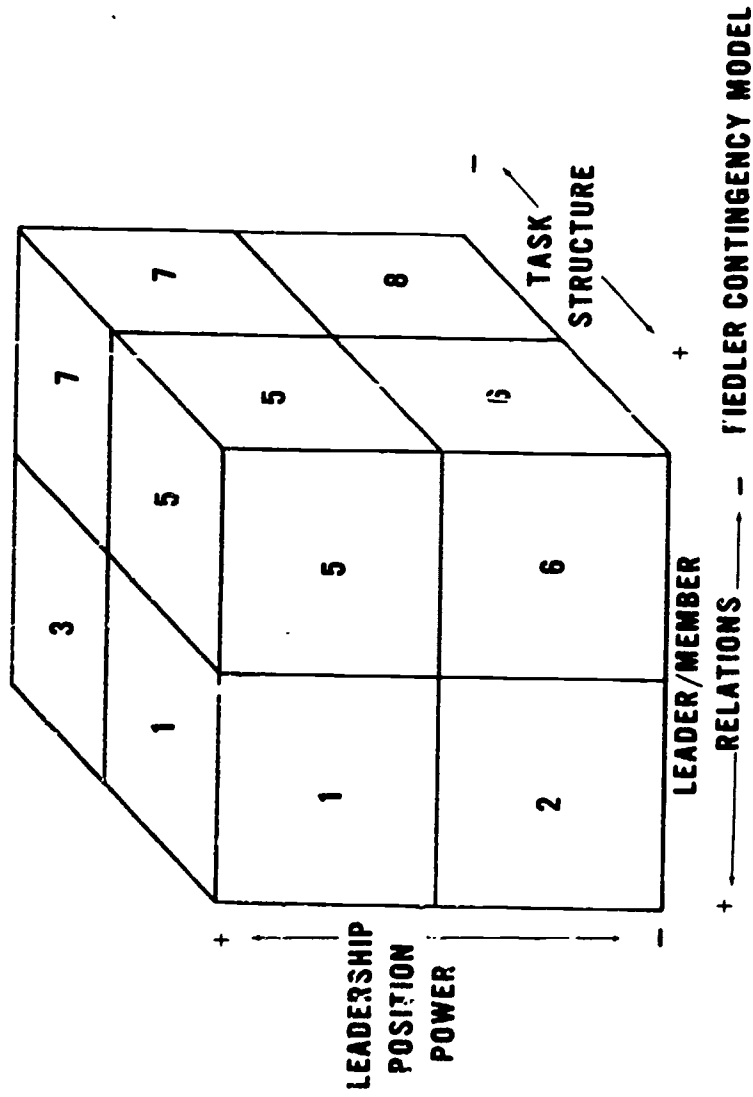
-37-

Item 25.

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART SEVEN

LEADERSHIP BEHAVIOR AND STYLE

Segment IV

Determiners of Leadership Style:
The Group and the Situation

Progress Check

DETERMINERS OF LEADERSHIP STYLE: THE GROUP AND THE SITUATION

PROGRESS CHECK

Question 1.

Select the statement which correctly summarizes the reason

why the "trait theory" gave way to research in group dynamics

and interpersonal behavior.

a.   The theory was disproved when studies revealed
     that many successful leaders possessed few, if
     any, of the traits researchers had stated were
     required for effective leadership.

b.   The trait theory gave way because it did not
     offer enough variety in evaluating leaders;
     they all possessed all the traits listed.

c.   The "trait theory" considered only factors in
     or about the leader and overlooked the varying
     nature of leadership roles and the functions
     of those varying roles in relation to the group.

d.   All of the above

Question 2.

Select the statement which correctly describes the

effect that "organization context of groups" has on leadership.

    a. The organization, of which a group is a part,
is a very significant aspect of the environment
in which the group operates.

    b. Informal groups within a formal organization
never further the goals of the formal
organization.

    c. When considering the environment within
which a group operates, the organization
to which the group belongs should not be
taken into account.

    d. Informal groups within a formal organization
always further the goals of the formal
organization.

Question 3.

At Great Lakes, a temporary work detail was made up of
enlisted men who had completed boot camp but were awaiting
orders to proceed to their first assignments. The work
party represented a cross section of Great Lakes' output.
Some of the men had exhibited exceptional ability and
were to go to technical schools; others were being shipped
out as deck hands without further formal training. The
group was hastily assembled and put to work cleaning up a
large oil spill from an overturned tank truck in the road.

From the following list select the combination of
characteristics of leadership style which would be best
suited to the officer in charge of the group described
above.

   a. Autocratic behavior and much horizontal
       distance

   b. Autocratic behavior but not much horizontal
       distance

   c. Participatory leadership and much horizontal
       distance

   d. Participatory leadership but not much
       horizontal distance

Question 4.

Select the statement which correctly describes the leadership style a leader would be apt to adopt if he has a heterogeneous group.

a. The leader would be apt to adopt a middle-of-the-road leadership style.

b. The leader would be apt to adopt a semi-participatory leadership style.

c. The leader would be apt to adopt a participatory leadership style.

d. The leader would be apt to maintain greater horizontal distance between himself and his group.

Question 5.

Select the statement(s) which __best__ describe(s) the effect that followers, as individuals, have on the leadership style a leader adopts.

    a.   As individuals, the followers will have limited effect on the leadership style a leader adopts; their influence is as a group.

    b.   The follower is always a non-critical factor in the leader-fcllower relationship; leadership style is the overriding factor.

    c.   The need of the individual, personal, social and cultural, must be perceived by the leader as they interact with group needs and be considered in determining his style as he responds to their needs.

    d.   Both a and c above

Question 6.

Select the statement(s) which correctly summarize(s) how a group may affect the leader's choice of leadership style.

    a.   Homogeneous groups tend to promote a closer relationship on the part of the leader than do heterogeneous groups.

    b.   Groups which are less expert than their leader tend to promote a more autocratic style on the part of the leader than is promoted by groups equal in skill or greater in skill than their leader.

    c.   Internal work relations of a group tend to promote a coordinating style, a training style, or a peacemaking style on the part of the leader; the internal relations are interacting, co-acting, or counteracting, respectively.

    d.   All of the above

Question 7.

Although he lacked a deep specific knowledge of much
of the technical work involved, Marine 2-LT Hines achieved
considerable success as Commanding Officer of a small,
remotely located communication facility. Occasionally,
his group was obliged to accomplish repairs of a type
normally performed only by a higher echelon. This was
the case because the facility was so remote and inacces-
sible that it was not always possible to replace equip-
ment or send it back for repair. When such difficult
technical problems arose, Hines would hold an informal
conference among his three best technicians, an approach
to the problem would be agreed upon, and repairs would
be accomplished. The only time the station failed to
maintain the communications required of it was on one
occasion when it received instructions on short notice
to provide a blind broadcast on a specific frequency at
a specific time in support of an intelligence mission.
As the time for the broadcast approached, a chance fire
from a spilled can of kerosene disabled the only trans-
mitter capable of providing the needed service. One of
the three best technicians was present alone; he began
to work on the rig, but LT Hines stopped him and hastily
summoned the other two for a quick conference. Unfortu-
nately, the conference degenerated into an argument as
to the fastest way to get the transmitter back on the
air. Finally, LT Hines stopped the argument and ordered
the first man to continue his mode of repair. The man
succeeded, but not until the time for the broadcast was
past.

Select the statement which correctly describes the

principle which LT Hines failed to take into account in

the case described above.

    a. A leader's style must allow for shifts in his
        position power.

    b. A leadership style which is successful for
        nonstress situations may fail during stress.

    c. Both of the above

    d. None of the above

Question 8.

The day he stepped aboard a destroyer to begin a new tour
of duty as Communications Officer, LTJG Foxhall was ordered by
the Captain to organize a successful collection effort for the
Navy Relief Fund. LTJG Foxhall was given six days in which to
complete the effort, and the Captain made it very clear that
he expected the ship to make a good showing. Although LTJG
Foxhall was completely unacquainted with the officers and crew
of the ship, he arranged for the selection of one man from each
division to collect contributions and scheduled a meeting of these
division representatives to supply them with pertinent handouts
and provide specific guidelines and limitations for their
collection efforts.

Select the statement which describes the style of leadership
most appropriate for LTJG Foxhall to employ in the meeting with
the division representatives.

    a. Participatory and democratic

    b. Authoritarian and coordinating

    c. Task-oriented, participatory, and democratic

    d. Coordinating, participatory, and democratic

Question 9.

Select the statement which most correctly describes how the structuring of a task can affect the style of the leader.

a. A task which is highly structured tends to negate the group members so completely that the leader has little opportunity to influence them.

b. A task which is not highly structured tends to increase the leader's power because the lack of structuring leaves the behavior of each group member more open to change and thus more open to influence by the leader.

c. A task which is highly structured tends to increase the leader's power because it allows him to pinpoint any variations from his expressed orders and effectively enables him to summon other elements of the group to reinforce those portions not responding in the way he intends.

d. A task which is highly structured tends to decrease the power of the low-ranking leaders, for the tightness of the structure makes it unnecessary for the low-ranking leaders to make any decisions as to proper conduct on the part of group members.

Question 10.

Soon after coming aboard a destroyer as Weapons Officer, LT Oxford was unofficially known as one of the most popular officers aboard. The ship was in a stateside port after a long tour of duty in the Pacific and the crew needed a well-earned rest. What they needed was a recreational sparker, and LT Oxford supplied the spark. He organized ball games, contacted the USO and secured passes to shows and sporting events, went to bat for two enlisted men who badly needed emergency leave to attend to family crises, and supplied good-natured assistance on many levels of activity outside his formal duties. His gun crews began to regard him as a sort of friendly big brother.

Select the statement which best describes the effect which LT Oxford's popularity will have on the task performance of his group.

  a. LT Oxford's popularity in the stated situation results from his correct and proper performance of duty in the given circumstances. He could expect good performance from his men when the ship returns to sea.

  b. Should LT Oxford later attempt to maintain or increase his popularity by lowering his standards for duty performance, any gain in popularity would be at the expense of reduced group performance.

  c. Both of the above

  d. None of the above

PROGRESS CHECK ANSWER AND REMEDIATION FORM

PART_Seven_____ SEGMENT__IV____

REMEDIATION TEXT__Audio Script - Vol VII-A_

ITEM	ANSWER	REMEDIATION REFERENCE
1	c	Pages 1-2
2	a	Page 3
3	a	Pages 6-7
4	d	Pages 5-6
5	d	Pages 9-11
6	d	Pages 6-9
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United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART SEVEN

LEADERSHIP BEHAVIOR AND STYLE

Segment IV

Determiners of Leadership Style:
The Group and the Situation

Audio Script

(LATS)

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

DETERMINERS OF LEADERSHIP STYLE: THE GROUP AND THE SITUATION

We have just discussed in detail how the leader himself is a
determiner of the style he will use. There are many variables
about him which bear on the determination of his style: his
personality, his competence, his basic leadership skills, his
general attitude toward life, his functional specialty, his
behavior under stress, and his subordinates' perception of
his status.

We come now to other determiners of leadership style. We
shall concentrate on the other two major factors which influence
the ultimate style, namely, the group and the situation. How
does the nature of a group affect a leader's style? Does it
make any difference whether the group is homogeneous or hetero-
geneous? What about the interacting groups versus the coacting
groups? How does stress--or lack of stress--affect leadership
style in a given situation?

You recall that early research on leadership concentrated on
the leader and the traits he possessed. The trait approach
attempted to explain leadership in terms of special qualities
of the leader himself--his charisma--intelligence--courage--
honesty--etc. The trait approach contributed to the body of
knowledge about leadership, but neglected significant aspects
of the entire leadership picture. No attempt was made to

relate traits to the varying nature of leadership roles and
functions. Not much attention was paid to the characteristics
of the leader as they were perceived by the followers. The
trait theory then, neglected the influence of the group and
the situation upon leadership style. (Pause)

This caused further study of these variables. Since 1940,
researchers Fiedler, Bass, Julian, Hollander and others have
focused more attention on group dynamics--interpersonal
relationships--and the effect of the follower or group on the
leader. (Pause)

Now look at Item 1.

Leadership is now rightly considered to be a dynamic process
which results from interactions among the leader, the followers,
and the situation. (Pause)

Now look at Item 2.

You have learned that leadership style can be viewed as a
continuum model--with the strict authoritarian style at one
extreme and the democratic leader style at the other extreme.
Effective leadership style varies along that continuum--as the
structure of the group or the circumstances of the situation
at any given point in time differ. Thus, effective leadership
style for one group activity may be both ineffective and
inappropriate for a different activity. Contrast the style
required for the junior officer who supervises administrative

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and personnel functions, with the style of the junior officer
OOD on a ship supervising his watchstanders. Contrast even
further the style of the OOD supervising the quiet bridge in
a "steaming independently" situation with his style when he
is supervising his watch in an underway replenishment situation.
In each case, the style varies because the group activity is
different. Obviously, where there is no group, there can be
no leader. What is not so obvious is that the leader must
know how the kind of group he leads can affect his style. Let's
examine the group more closely.

A formal group exists for the purpose of furthering the goals
of the parent organization. The organization therefore is a
significant aspect of the environment in which the formal group
operates. (Pause)

Now look at Item 3.

The typical shipboard situation is composed of many interrelated
parts. Departments and divisions represent formal groups under
the leadership of department heads and division officers--they
operate within the organization of the ship. There is a Type
Commander's Standard Organization Manual for each ship. It
includes the structure of the formal groups which make up that
ship's organizational framework. As a junior officer aboard
ship, you will probably spend some time learning the formal
group structure. The shipboard organization constitutes a
significant part of the environment in which the division and

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department groups operate. (Pause)

There also are informal groups within a formal organization.
The identity of the informal group is not always easy to
perceive. Its existence may be covert, but it IS always present.
The informal group may or may not be supporting the goals of
the formal organization. (Pause)

The leader must recognize the effect of informal groups within
his formal group. His style in dealing with the informal group
which supports the formal organization will differ greatly from
his treatment of a group whose goals counter those of the formal
group.

Another significant aspect of informal groups is concerned
with status. Status refers to an individual's position relative
to other group members.

Now look at Item 4.

Status exists only in relation to others. Formal structure
creates status positions on a functional basis. The informal
structure may tend to accept the formal structure's status
positions if its goals support the formal organization. It
is possible, however, that status will be granted to an informal
leader because the members of the informal group perceive him
as experienced and capable, and more capable of satisfying
their goals then the formal leader. In the eyes of the men
of a division, the ensign may be the formal leader, but a petty

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officer with more service experience may be their choice as
informal leader. Task groups are numerous aboard ship: watch
teams, gun crews, working parties, anchor details, etc. These
small formal groups also provide the setting for informal groups.
Leaders of all these groups should understand the practical
implications and importance of their group's dynamic effect on
leadership style. The interactive aspects of the leader--the
group--and the situation apply as basic factors which determine
leadership style in all levels within an organization. The
leadership process functions throughout the command.

We touched upon the subject of group classification when we
compared the formal and informal groups. Now, let's consider
further ways to classify groups and what the classifications
have to do with leadership style. We speak of homogeneous and
heterogeneous groups. Really, there is no such thing as a
purely heterogeneous or homogeneous group. (Pause)

Now look at Item 5.

If you were to examine a group of sailors, you probably would
discover more differences than similarities--in spite of what
first appears to be a group identity. For our purposes, we
can class a group as homogeneous when there are major common
features within the group. For example: plebes as a group,
are about the same age, receive the same pay, wear similar
uniforms, have knowledge of naval affairs, and have common
objectives at the Academy. We may consider them a homogeneous
group. (Pause)

<u>Now look at Item 6</u>.

On the other hand, we can classify a group as heterogeneous
when there are no major common features within the group.
Thus, as graduation approaches, we find that midshipmen vary
widely in academic knowledge, in rank attained in the Brigade,
and in future goals. What are the leadership implications in
heterogeneous/homogeneous situations? Common sense suggests
that a leader can experience some degree of difficulty in
bringing a common objective to focus in a heterogeneous group--
that it can be easier to accomplish this task with a homogeneous
group. If you think so--you're right! Studies by Dr. Fiedler
have shown that groups whose members differed widely from one
another functioned effectively only when the leader-group
relationship was kept formal and the leader maintained a certain
aloofness that Fiedler called psychological or <u>horizontal</u>
distance. In such a heterogeneous setting, the group atmos-
phere is likely to be somewhat restrained and a bit tense.
The leader will obtain the best performance by maintaining
greater horizontal distance. <u>(Pause)</u>

<u>Now look at Item 7</u>.

However, the atmosphere in a homogeneous group is more relaxed
and the leader can move in closer or maintain a small horizontal
distance. From the standpoint of group effectiveness, then,
the general approach is to maintain less horizontal distance
with homogeneous groups and greater horizontal distance with

heterogeneous groups.   (Pause)

Now look at Item 8.

What about leadership with skilled and unskilled groups? The
typical recruit company at boot camp undergoing recruit
training is an unskilled group of Marines.   In this setting--
and considering the nature of indoctrination which recruits
receive--it is easy to imagine that the effective Company
Commander is the one whose style is autocratic. His level of
knowledge and competence is far above that of his recruits,
who respect him and have great confidence in him as their
leader.   In the eyes of the recruits, their leader is a symbol
of military experience--they expect him to be authoritarian
in nature.   (Pause)

Now look at Item 9.

In contrast, a group of highly specialized technicians have
individual skills--probably have attended select schools--to
learn maintenance and operating skills on various electronic
equipment.   It is doubtful that the normal OE Division Officer
has specific background, detailed knowledge and skills
relating to the electronic equipment, equal to his subordinates.
Thus, the OE Division Officer should involve his subordinates
in the decision-making process and exact from them the respon-
sibility for task performance.   (Pause)

Groups may also be conveniently classified on the basis of

internal work relations: into categories of interacting, coacting, and counteracting. Each classification tends to require a different style from its leader. (Pause)

Now look at Item 10.

The interacting group emphasizes team effort. Each member works with the other members--toward an objective. The squadron ordnancemen, bridge watch, the CIC watch, and the gun crew are illustrative of interacting groups. The major role of the leader is to promote coordinated efforts on the part of the team members. The leader performs a take-charge type of role-- directs individual efforts towards the team objective--channels them in the proper direction. (Pause)

Now look at Item 11.

The coacting group also involves effort toward a common goal but the efforts of various members here are mutually independent. A marksmanship team, for example, includes individuals who coact. The major role of the leader in the coacting group is to promote improvement in individual skills. Team training is not required, but individual training is. A technically competent leader may prove effective in the coacting group, even though his ability to bring coordinated effort from a group of people is relatively low. The same leader is not effective in the interacting group role. (Pause)

Now look at Item 12.

Finally, the counteracting group represents the situation where
groups are working together for purposes of negotiating and
bargaining. The arrival conference held when a Navy ship is
scheduled for a major overhaul is an excellent example. This
is actually a bargaining process between personnel of both the
ship and the overhauling activity. The conference is monitored
by the type commander representative who controls the money--
determines how much work will be accomplished. While all parties
agree that restoring the ship to maximum readiness is the
primary objective, there are many decisions--which group, ship
or yard will do what tasks, etc. The leader is forced into
a negotiating role concerning the counteracting group. (Pause)

Groups are made up of leaders and followers. Even in early
childhood, individuals are introduced to this concept in such
games as "Follow the Leader." Too little emphasis may have
been placed on the follower role. Leaders are important--no
group performs effectively without a leader. However, it may
be that the follower is the most crucial factor in any
leadership event. Dr. Edwin Hollander, of the State University
of New York at Buffalo, has focused more interest on the
follower role. He cites several factors which point up the
importance of the follower role. One is that followers will
either accept or reject leadership in a given situation, to
the benefit or detriment of the group goal. (Pause)

Now look at Item 13.

Followers are quick to form an opinion of the leader and of
the situation in which they are involved. Their reactions will
reflect these perceptions. It then follows, that followers'
perceptions also will likely be dependent upon their motivations--
their frames of reference--their willingness to accept the
situation at hand.

Group members also differ in their personal approach to a
situation. Some people are followers by nature. Their positive
self-concept is relatively low. Such people feel insecure,
want to be led. They prefer to avoid responsibility. The
plebe who lacks self-assurance or self-confidence prefers to
let others take the lead in group activity. He can't make
important decisions without help--he is just not leader material.
(Pause)

There is a group of followers who choose that role. It affords
them more time to pursue personal objectives. Some capable
individuals avoid supervisory and administrative duties. They
prefer to engage in research--writing--consulting--and other
professional activities. To a certain degree, followership
may be thought of as a passive role; leadership is thought of
as an active role. Yet, it is inappropriate to define a follower
as a person who is not a leader. (Pause)

Now look at Item 14.

Dr. Hollander studied aviation cadets undergoing flight training
at Pensacola, Florida. He challenged the traditional view that
leadership and followership are mutually exclusive. A homogeneous
group of cadets were sampled and the correlation between cadets
perceived as good leaders by their peers and cadets perceived
as good followers was very high. (Pause)

This brings us to another valuable consideration. Groups are
made up of individuals who have specific personal, social and
cultural needs. In a group setting, these individual needs
interact with all other needs of the group--have a bearing on
group performance. A good leader must be perceptive of personal,
social and cultural aspects--of the peculiarities of the
situation. He uses this information to determine an approp-
riate leadership style. (Pause)

We are now ready to discuss the final determiner of leadership
style--the situation. A systematic classification of situations
as they influence leadership style has not been developed, and
may never be developed. There are too many varieties of
situations which may impact on a leader's style. Also, there
probably could not be total agreement on which situations really
do influence a leader's style. However, for our purposes we
may reasonably consider situations in two broad categories:
stress and nonstress situations. (Pause)

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Now look at Item 15.

The leader's style will change as he moves from a routine
situation to an emergency situation. Under combat conditions--
in direct contact with enemy fire--the military leader will
probably employ autocratic style. There is no time to seek
advice--to allow subordinates a participative voice in the
decisionmaking. The combat leader needs to demonstrate his
authority--make decisions--lead. This is exactly what subor-
dinates expect of him. (Pause)

Now look at Item 16.

The situation definitely is one of the keys to leadership style.
Consider a routine situation such as chairing a planning confer-
ence. The leader's style changes to a more democratic or
permissive form. The democratic leader permits his subordinates
to give advice, participate in the decision-making process,
and, in some cases, make the decision. (Pause)
We see then, that one situational aspect is the nature of the
situation--stress or nonstress.

Another situational aspect to be considered can be called
group-situational factors because they are considerations about
the group itself, or leader-group relations, which constitute
situational factors. We shall now consider three specific
group-situational factors likely to affect the degree of
influence the leader will be able to bring to bear on the
behavior of the group. (Pause)

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Now look at Item 17.

They are the: (1)   leader's position power, (2)   structure
of the task, and (3)   interpersonal relationship between leader
and members.   It is important to understand the dimensions
based on these group-task situational factors.   They provide
the framework of Fiedler's contingency model which will be
discussed later.   By position power, we mean the degree to
which the position itself compels the group members to comply
with and accept the leader's direction and leadership.   The
leader's style of interacting with subordinates is affected
by the degree to which he can wield power and provide sanctions.

Now look at Item 18.

Gold braid in the Navy is symbolic of position power--the
more braid, the more position power.   An admiral is more influential
than a division officer, because of the perceived differences
in position power between an admiral and a division officer.
However, be careful here.   The leader with position power
may not be able to motivate his subordinates to _perform better_.
High power makes the leader's job easier--his group will perform
more readily, but not necessarily better.   (_Pause_)

Now look at Item 19.

The leader with a high degree of position power is in an
advantageous position; but research studies indicate that the
interpersonal relationship between a leader and group members

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has a more important effect on group performance. Position
power may not remain constant.

The Captain aboard ship is one position. After his ship is
sunk the Captain is an entirely different position. The
Captain's basis for power is his ship. When it has been
removed from him, his ability to provide sanctions has been
reduced. Unless the Captain can continue to lead them toward
safety, his men may look to an emergent leader. (Pause)

The second important dimension of the group situation is the
structure of the task itself. Tasks vary. The policy and
decision-making tasks of the Type Commander's staff requires
different leadership attitudes than the tasks of operating a
ship. Remember, the task constitutes the reason for having
a group in the first place. And the group's existence depends,
for the most part, on the satisfactory performance of a task.
Tasks may be highly structured or unstructured. It is this
structured versus unstructured feature of the task which bears
consideration, rather than skill or other requirements. A
Mobile Mine Assembly Team follows specific instructions,
operating procedures, and checkoff lists when preparing a mine.
This is a highly structured task situation. A leader who can
interpret such instructions, step-by-step and by-the-numbers,
will be able to correct a member who makes a mistake. The
leadership style effective for the highly structured task may
not be effective when the task is unstructured. (Pause,

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Now look at Item 20.

The Flight Deck Officer doesn't operate in the same way as
the leader at a conference. A leader with high position power
is not required for supervision of a group engaged in a highly
structured task. The leader's influence is implied in the
instructions inherent in the task. An enlisted man may prove
very capable as a leader when the task elements are spelled
out in detail. But, the same enlisted man might be ineffective
if the task were unstructured. Conversely, the nature of the
highly unstructured task dilutes, rather that supports, the
leader's position power. It is more difficult--more challenging--
for a leader to carry out an unstructured task than it is for
him to carry out a structured task. (Pause)

Now look at Item 21.

The organization with a structured task supports the leader
with power--whether the leader has high or low position power.
Therefore, in providing a leader with influence, it may be
that task structure is more important than position power.
Consider the aircraft commander whose mission is to provide
proficiency flight training and check out higher ranking
officers who do not have regular flight duties. Naturally,
large differences in position power will outweigh differences
in task structure. (Pause)

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The final factor in the group task situation is the inter-
personal relationship between the leader and his subordinates.
Research studies indicate that the relationship between the
leader and subordinates is probably the most important single
element in determining the leader's influence. This leader-
subordinate relationship constitutes the third dimension in
the contingency model touched on earlier. Implications of
this particular situational-variable were briefly discussed
in the leader-follower section. It should be apparent to all
that the leader who is respected, accepted, and trusted by his
followers will find it easy to influence them. (Pause)

Now look at Item 22.

The Fiedler contingency model relates the situational variables
of position power--task structure--and quality of leader-member
relations. The model may be likened to a 2 x 2 x 2 matrix,
with high and low category for each dimension, totaling eight
cells. Cell 1 contains good leader-member relations--high
task structure--strong position power. Cell 8 on the other
hand represents a situation with an unstructured task--poor
leader-member relations--a leader with little position power.
With this model, researchers have studied a variety of military
group situations which fit the variable of the different cells
in the model. Results support the hypothesis that authoritarian
leadership style is more effective in highly structured (i.e.,
combat) situations. Also, relationship-oriented, relaxed,

friendly leadership is more effective in unstructured task
situations. Fiedler admits that the dynamics of why such results
have been obtained is a stubborn and difficult problem. A
military leader faces a variety of situations; he must be
flexible and able to alter his leadership style to meet the
changing situations. He must also be able to alter a situation
to fit his most natural leadership style.

Now let us examine leader popularity. Being a military leader
poses problems of training men--preparing them for combat
situations. (Pause)

Now look at Item 23.

The necessities of the mission, and the ultimate safety or
well-being of the men themselves, frequently require actions
which are certain to make a leader something less-than-popular
with the crew. The skipper who wants to train his men inten-
sively may order that general quarters be held twice a day;
and other special drills such as fire, collision, man-overboard,
etc. be held at frequent intervals. These drills may come at
inconvenient times, insofar as the men are concerned; such as
during movies, or right after getting off watch. Such drills
soon become unpopular. The leader's popularity is, however,
completely secondary. He must think in terms of the effect-
iveness of his unit--its degree of combat readiness. (Pause)

Respect is important. Subordinates must respect the constituted

authority of the organization. This does not mean that
subordinates must like leaders. (Pause)

Now look at Item 24.

In fact, you can have a great deal of respect for an individual,
but actually dislike him. On the other hand, subordinates
may like a leader without actually respecting him. The division
officer who jokes with the men--relieves them early every day--
is hardly one to be disliked. However, you may not respect
that same leader if he is inept or incompetent at his job.
A study of aircraft bomber crews some years ago pointed
to the same conclusion; namely, that leader popularity did not
result in better technical performance by the crew. The
popularity of the formal leaders of these crews probably was
based in part on the leader's acceptance of less-than-outstanding
performance. Military leaders should strive to preserve their
own respect and that of their subordinate leaders, even at the
risk of being disliked. Being popular does not motivate subor-
dinates to effective performance. (Pause)

Now look at Item 25.

Military leaders must be flexible and able to change their
styles along the authoritarian-democratic continuum as the
situational aspects and group relations change. Though leader
position power, the degree of task structure, and leader-
subordinate relations constitute the basic dimensions of the

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Fiedler contingency model, the leader-subordinate relationship
is probably the most important dimension. To achieve success,
the leader must be followed by the group. The group's response
in following the leader strengthens the leader and encourages
him to lead. Successful leadership reinforces the leader, and
effective leadership depends on reinforcing the followers.
The leader-subordinate relationship wherein the leader operates
from positions of status and esteem with his followers, gives
him flexibility in his style. Leadership is not a popularity
contest.

The ultimate purpose of leadership is mission accomplishment.
We have been approaching the achievement of successful
leadership by examining the three basic inputs: the leader,
his followers or the group he leads, and the situation in which
they are acting to achieve the mission. Each input is a variable.
The leader can recognize the variable effects of each of the
inputs. By varying his style according to the group and
situational inputs, he may possibly improve his capability
to exert his influence toward mission accomplishment.
Alternatively, he may try to control the structure of the
situation in which he interacts personally with his group.
The three inputs are dynamically related to each other and to
mission achievement.

This is the end of Part Seven, Segment IV.

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART SEVEN

LEADERSHIP BEHAVIOR AND STYLE .

Segment V

Participative Leadership

Audio Panel Book

(HAPB)

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

FOREWORD

> *"The task of leadership is noi*
> *to put greatn.ss into humanity,*
> *but to elicit it, for the*
> *greatness is already there."*
>
> *John Buchan*

Along the continuum of leadership style is an area wherein
the leader tends to be democratic or to share his decision-making
duties with his followers. Leaders who judicious. use this style
achieve significantly better group performance and acceptance
of decisions than do leaders using an autocratic style. The
leader does not relinquish his responsibility for the decisions
but he shares the decision-making process. The effects of
supervisory and participative leadership are compared. Factors
determiring whether participative leadership is appropriate
are explored, as are its probable effects if used when timing
or group composition makes participation by subordinates
undesirable.

INTRODUCTION TO PSYCHOLOGY
AND LEADERSHIP

PARTICIPATIVE LEADERSHIP

Item 1.
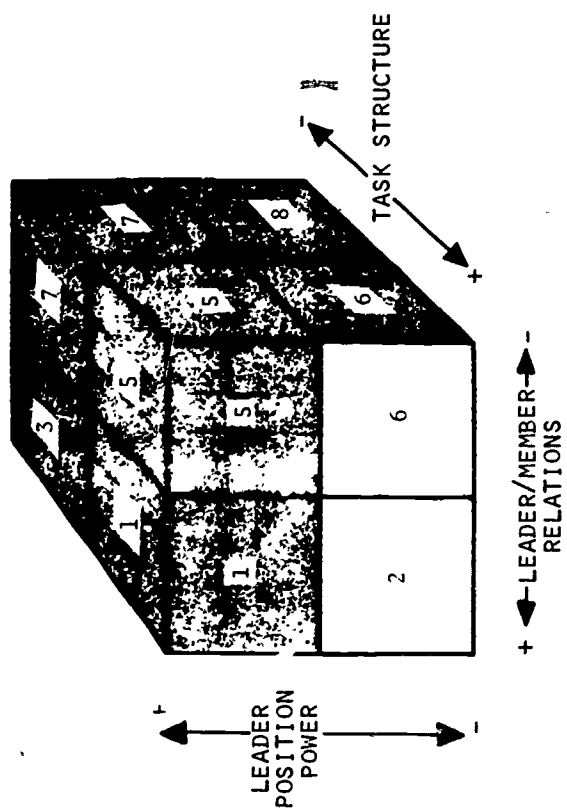
FIEDLER CONTINGENCY MODEL

Question 1.

Which one of the following best describes the general results of studies done on participative leadership?

a. The style of the leader has little or no effect on the achievement of the group; the ability of the group is what counts.

b. Participative leadership tends to lead to disruption, for the leader loses control of his group.

c. The personality of the leader becomes less relevant to group achievement when he participates.

d. The personality of the leader becomes more relevant to group achievement when he participates.

Question 2.

Which one of the following best identifies the effect participation may have on a group's resistance to change?

a. Resistance to change will increase; for as groups are allowed to participate, they develop diverse ideas and differences which eventually lead them (the groups) to appreciate "direction" from the leader.

b. Resistance to change increases with participation, and productivity decreases, due to many individual differences.

c. Resistance to change decreases with participation by the group, although productivity is not affected.

d. Resistance to change decreases with participation by the group and productivity generally increases.

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INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

Question 3.

Which one of the following best identifies the dangers involved in making generalizations from laboratory studies to shipboard life?

a. Laboratory studies are non-scientific for the most part and cannot be generalized.

b. Laboratory studies cannot be compared to the actual conditions aboard ship.

c. Shipboard life cannot be systematically studied because all sailors are different.

d. The psychologists who conduct laboratory studies do not understand what goes on aboard ship.

Item 2.

1. ATTENTIVE

2. SINCERE

3. CONFIDENT

4. AVAILABLE

Question 4.

ENS Jackson uses a participative style of leadership in his role as a division officer. He encourages his senior petty officers to give him recommendations and suggestions. He also solicits comments, good or bad, on how things are going in the division as viewed by these key subordinates.

Which one of the following best indicates how the leader must treat the suggestions of a subordinate to ensure successful participation?

a.   The leader must accept the suggestions.

b.   The leader must at least give lip service to the suggestions.

c.   The leader must be attentive to suggestions and make himself available to his subordinates.

d.   The leader must be sure the suggestions have merit (as determined by the subordinate) before accepting them.

Question 5.

Which one the following <u>best</u> identifies what happens to an officer's

authority as a result of participative leadership?

a. An officer may think his authority is the same, but his subordinates feel as though they've taken over.

b. An officer's authority is not reduced as a consequence of his participative style of leadership.

c. An officer should recognize that by using the participative style of leadership, he gives up some of his formal authority.

d. An officer should recognize that the participative style reduces formality, and that we will have to be careful to keep from losing his formal authority.

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

Question 6.

Which one of the following best identifies how an officer's use of

the participative leadership style affects his responsibility?

a. An officer is partially relieved of responsibilities
    since his subordinates participate more fully in
    decisionmaking.

b. An officer is relieved of responsibilities only if
    the subordinates can make decisions.

c. An officer is not relieved of personal responsibility
    as a result of participative leadership.

d. An officer can delegate some of his responsibility
    to subordinates as he sees fit, according to their
    abilities and the degree of participation.

PARTICIPATIVE LEADERSHIP

Question 7.

ENS White and ENS Black are division officers serving aboard a destroyer.

ENS White is dogmatic and decisive. He has confidence in himself and believes

that what he does is right. He gets things done in his division because his

men know what he wants them to do. ENS Black generally allows his petty officers

to work with aim in developing plans for divisional activity. ENS Black's division

is just as productive as ENS White's, and perhaps more so. Both officers are

rated about equal on "leadership" by their Commanding Officer.

Which of the officers (if any) is using participative leadership?

a.   ENS Black

b.   ENS White

c.   Both, since they were rated the same by the
      Commanding Officer

d.   Neither, since they were rated the same by
      the Commanding Officer

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

Question 8.

Which of the following represents probable advantages of participative leadership?

a. Morale will improve.

b. The leader will ? arn more about his men.

c. Participative leadership will generate more enthusiasm.

d. All of the above

PARTICIPATIVE LEADERSHIP

Question 9.

When the destroyer Squadron Commander wrote his critique following the
administrative inspection of one of his DDs, he had many favorable things
to say regarding the effects of participative leadership as he had observed
them throughout the ship, from the Captain on down.

Which one of the following is least likely to result from participative
leadership as observed by the Squadron Commander?

a. There will be an improvement in morale.

b. There will be an improvement in the development of
   leadership skill.

c. There will be an improvement in feedback from
   subordinates up through the command.

d. There will be a noticeable increase in the
   popularity of the Commanding Officer.

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Question 10.

LTJG Ja:vis, Civil Engineer Corps, is blessed with talented subordinates.
His Seabees include skilled craftsmen from the construction industries; e.g.,
heavy equipment operators, electricians, carpenters, plumbers, etc. He knows
that these men are "experts" in their specialties.

Which one of the following best describes the style of leadership LTJG
Jarvis should use under these circumstances?

a. Ile should be participative, since his technical
    competence in these areas (carpentry, plumbing,
    etc.) is not likely to be as extensive as that
    of his subordinates.

b. He should leave the subordinates alone. They
    don't need leadership because they know their
    jobs.

c. He should be supervisory to maintain controls.

d. He should ignore the fact that his men are more
    technically competent and treat them in an
    autocratic manner.

Question 11.

CAPT Middleton is an Amphibious Task Force Commander. He is the Officer in Tactical Command in a PHIBEX, which involves landing a battalion-sized Marine force in surface and vertical assault. CAPT Middleton is aboard the LCC, and in company are an LPA, an LPH, and an LSD. Simulated enemy activity is developed in the ship-to-shore phase. As the first wave of landing craft leave, CAPT Middleton receives late intelligence that the channel through the reefs to the beachhead is not clear. He makes an on-the-spot decision.

Why didn't CAPT Middleton use participative leadership in resolving this problem?

a. He had little faith in his subordinates to make a good recommendation in postponing H-hour.

b. He was more knowledgeable in surface assault tactics and in landing craft capabilities.

c. There was no time to spend discussing the problem-- the landing craft were already on their way.

d. He didn't want to keep subordinate commanders informed.

Question 12.

The Captain of the LPH (recall CAPT Middleton's Task Force in the last example) is a naval aviator who is serving his first tour in amphibious type ships. He is bothered because he didn't get a CVS or CVA command. He doesn't like serving in a subordinate role to a "black-shoe" officer. He is obstinate and refuses to cooperate when CAPT Middleton attempts to use a participative style of leadership.

Which one of the following best describes the barrier to participation resulting from the LPH Captain's conflict with CAPT Middleton?

a. The LPH Captain doesn't understand that a coordinated
    surface and vertical assault is necessary to have a
    successful amphibious exercise.

b. The LPH Captain minimizes the importance of surface
    assault.

c. The LPH Captain thinks he should have complete charge
    of the helicopters, since he is a naval aviator.

d. The LPH Captain does not con der his assignment to
    be as significant as an aircraft carrier command.

PARTICIPATIVE LEADERSHIP

Question 13.

When CAPT Townsend was an ensign during World War II, he was a boat officer during an assault on a small island off the coast of New Guinea. Because this was his first experience in this type of operation, he decided to discuss with the Boat Group Commander alternate tactics if he was unable to land at the designated beach area. He was told to head west for 100 yards and land his men there.

As he approached the primary landing area, he realized that he was going to run aground on some uncharted coral reefs. Taking the advice of the Boat Group Commander, he headed west parallel to the beach where he encountered heavy machine-gun fire which caused a number of casualties to the landing party.

What probable influence did the World War II episode have on CAPT Townsend's willingness to use participative leadership?

a. Now that CAPT Townsend is an experienced officer, he doesn't feel the need for participative leadership under any circumstances.

b. CAPT Townsend is reluctant to use participative leadership because he was given poor advice before.

c. CAPT Townsend knows that his subordinates are less conservative than he is, so he makes decisions independently.

CAPT Townsend is the logical one to make decisions where landing operations are concerned because he is the only one who has had experience with landing craft in combat.

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. INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART SEVEN

LEADERSHIP BEHAVIOR AND STYLE

Segment V

Participative Leadership

Progress Check

PARTICIPATIVE LEADERSHIP

PROGRESS CHECK

Question 1.

Select the statement that correctly describes the general

results of studies done on participative leadership.

    a. Early experiments disclosed that a participative
        atmosphere produced better morale than an
        autocratic atmosphere.

    b. Early experiments disclosed that a participative
        atmosphere reduced authority and eroded
        discipline.

    c. Early experiments disclosed that a participative
        atmosphere increased leadership responsi-
        bilities and, as a result, generally reduced
        efficiency.

    d. Early experiments disclosed that a participative
        atmosphere caused an increase in the friendliness
        and cooperation among the men and a subsequent
        decrease in discipline problems; leadership
        responsibilities were therefore lessened.

Question 2.

Select the statement which correctly identifies the
effect participation may have on a group's resistance to
change.

a. The use of participative leadership increases
a group's resistance to change because the men
often interpret the officer's participation as
an interference.

b. The use of participative leadership has no
effect on a group's resistance to change.

c. The use of participative leadership increases
a group's resistance to change because indi-
viduals are less cooperative once they are
given a degree of involvement in the decision-
making policies that directly affect them.

d. The use of participative leadership reduces a
group's resistance to change because it allows
individuals to become involved in decision-
making matters that directly concern them.

Question 3.

Select the situation that illustrates the use of
participative leadership.

    a. ENS Wolfe usually issued his orders in a very
       informal fashion. He rarely used his CPO,
       since he wanted to give his orders directly
       to the men.

    b. LTJG Hollingsworth gave orders to his CPO
       and then tested the CPO to ensure his compre-
       hension of the task. Once LTJG Hollingsworth
       was confident his CPO understood his orders,
       he normally remained in the background because
       he disliked interfering with his men once they
       were properly instructed and underway.

    c. ENS Howard normally gave orders to his senior
       non-rated personnel. He did not regard the
       dissemination of instructions to the other men
       as one of his responsibilities. He did, however,
       work with his senior men to set up a responsive
       feedback communications network.

    d. LTJG Nibbs tried, whenever possible, to arrange
       discussion groups with his men. He also tried
       to remain available for consultation and further
       clarification of his orders in case any unforeseen
       problems arose.

Question 4.

Select the statement that correctly describes how a leader must treat the suggestions of a subordinate in order to ensure successful participation.

a. A leader who employs participative leadership must try to discourage suggestions from, and lengthy discussions with his men in order to maintain discipline and authority.

b. A leader who uses participative leadership must be attentive to his followers' suggestions and reactions; he must make himself available and display sincerity and interest in handling problems that arise.

c. A leader who uses participative leadership should delegate enough authority to promote individual leadership capability among his men. This will enable each man to evaluate independently any problems that arise.

d. The manner in which a leader treats a subordinate's suggestions will have little or no effect on the degree of participation.

Question 5.

ENS Mailer was placed in charge of the ship's radio
room. He immediately noticed that morale was very low and
that the men weren't very interested in their work.

Select the action ENS Mailer should take to improve the
situation described above.

    a.   ENS Mailer should use the first week as an
         observation period, and then select a committee
         to advise him on group problems.

    b.   ENS Mailer should participate in all aspects
         of the radio room operation, thereby making
         the men aware of his sincere efforts to
         improve the communication channels which are
         a means of expressing dissatisfaction.

    c.   ENS Mailer should use both punishment and an
         increased work load to impress the men with
         how important their unified participation is in
         meeting the performance goals of the radio room.

    d.   ENS Mailer should use rewards to encourage the
         men to participate.

Question 6.

Choose the situations which indicate that the leader

should use participative leadership.

1) Some of ENS Palmer's engineroom crew are
    highly experienced; these men rarely need
    additional instructions in carrying out
    his commands.

2) LTJG Wilson has just taken charge of a
    newly formed special maintenance crew which
    will be responsible for maintaining an
    experimental test aircraft.

3) LTJG Simms is the skipper of a PBR. Athough
    he has no previous experience with PBRs, his crew
    is composed of experienced men selected from
    several other crews.

4) BM1 Salee has been temporarily placed in
    charge of a painting operation; his crew
    is composed of boatswain's mates, all of
    whom are junior to him.

a. 1 and 2

b. 3 and 4

c. 2 and 3

d. 1 and 4

Question 7.

Correctly identify the statement(s) which most accurately describe(s) the effects of participation when used by military leaders.

a. The use of participation will probably improve morale.

b. The use of participation creates a sense of belonging which bolsters group enthusiasm and may reinforce discipline.

c. The use of participation increases the men's sense of belonging and therefore generates enthusiasm.

d. All of the above

Question 8.

Identify the advantages accruing from the use of participative leadership.

1) Participative leadership improves morale.

2) Participative leadership develops leadership skills.

3) Participative leadership reduces a leader's responsibilities.

4) Participative leadership improves discipline.

a. 1 and 4

b. 3 and 4

c. 2 and 3

d. 1 and 2

Question 9.

During a severe electrical storm, the antenna on the radio shack was struck by lightning which started a fire in the ceiling. Marine LT Johnson, the Officer-in-Charge, evacuated the men immediately and removed the equipment from the structure. Choose the statement that correctly states the probable reason LT Johnson did not use participative leadership during the fire.

     a. He avoided the use of participative leadership to impress the men with his ability to remain calm during a crisis.

     b. He did not use participative leadership in order to keep the men from panicking.

     c. He did not use participative leadership because there was a lack of time.

     d. He did not use participative leadership because he wanted to impress his superiors with his ability to handle an emergency independently.

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Question 10.

Select the statement which correctly explains why fear of failure on the part of a leader might prohibit the use of participation.

a. Often the leader himself is fearful of
   being punished by his superiors if he
   fails to complete a designated task
   because he used participation.

b. A leader normally is concerned with the
   negative effects of giving increased
   responsibility to his men.

c. A young leader or an experienced but
   insecure leader is fearful of using
   participation because he is afraid of
   losing control of the group or the
   situation.

d. Sometimes leaders are afraid of failing
   because they are not certain that their
   men will follow them.

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PROGRESS CHECK ANSWER AND REMEDIATION FORM

PART___Seven____SEGMENT___V____

REMEDIATION TEXT___Audio Script-VOL VII-A___

ITEM	ANSWER	REMEDIATION REFERENCE
1	a	Pages 1-5
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4	b	pages 5-7
5	b	Pages 10-11
6	c	Pages 11-13
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United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART SEVEN

LEADERSHIP BEHAVIOR AND STYLE

Segment V

Participative Leadership

Audio Script

(LATS)

WESTINGHOUSE LEARNING CORPORATION

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PARTICIPATIVE LEADERSHIP

Throughout this part of the course, we have stressed the point
that leadership style is influenced by the leader, by the
group, and by the situation. We have discussed specific ways ·
in which leader attributes and task-group situations affect
a leader's style. Emphasis has been placed on a continuum
of leadership style ranging from the ta:.k-oriented leader
(authoritarian/autocratic style) to the relationship-
oriented leader (democratic style). (Pause)

Now look at Item 1.

Three dimensions form the basis of the Fiedler contingency
model; namely, leader position power, task structure, and
leader/member relations. Evidence from the available
research indicates that the leader/member relationship is
the single most important dimension affecting the entire
leadership process. According to studies, the members'
perception of the leader is more important than the
leader's power or the nature of the task or situation.
In this final lesson concerning leadership behavior and
style we will concentrate on the leader/member relation-
ship, and seek to answer a number of important questions
on the subject. What are the likely effects when the leader
has the group participate in the leadership task, rather than
merely supervising the group? Are there conditions wherein one

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style (participatory vs. supervisory) is preferable? Is there
a danger that the participative leader may be too much
considered the "Good Joe" and lose some of his effectiveness?·
A leader using participative leadership encourages and permits
contributions to goals and suggestions as to how these goals
can be reached. The motivating force behind the use of
participative leadership is that people like to be asked their
opinion; they like to feel like "somebody" and that their ideas
and beliefs have some weight in the ultimate decision made.

Participative leadership means that the subordinates have the
opportunity to offer suggestions, to have their say about
matters concerning them, and to help themselves as well as the
leader. From the viewpoint of decisionmaking, participative
leadership includes having the subordinate discover the
alternatives from which a choice can be made and a share in
estimating the probable consequences of each alternative.

Whether or not the subordinates involved in participative
leadership actually decide what will or will not be done depends
on the situation. For instance, in an informal situation,
such as planning a ship's dance, the subordinates could work out
the details, decide what should be done and present their plan
to the Captain. On the other hand, in situations involving the
ship's operations, the Captain may ask for opinions and alter-
natives from his department heads. For example, the Captain
would want the opinion of the Chief Engineer as to whether it
would be more expedient to repair or replace a bilge pump.

Having received the opinion, the Captain would make the final
decision. Common sense would suggest that democratic atmospheres
produce better morale than autocratic. Early experiments have
borne out this thought. There was less hostility, more cooperation,
and greater friendliness among members in democratic groups.
In 1962, Anderson and Fiedler studied the effects of participatory
and supervisory leadership on group creativity. The subjects
in this study were NROTC midshipmen at the University of Illinois.
Ninety NROTC freshmen and sophomores served as subjects, while
30 NROTC seniors served as group leaders. The subjects were
organized into four-man groups. In 15 of the groups, the
leaders acted as chairmen, directed the group discussions, and
contributed to the task solution. In the remaining 15 groups,
the leaders acted only in a supervisory capacity. They directed
and guided the group discussions, and, though allowed to encourage
members or to reject ideas, they were prohibited from contributing
to the solution of the task. It was found that the participatory
leaders were significantly more influential and made more of
a contribution to the overall group performance. Anderson and
Fiedler concluded that the characteristics of a leader,
specifically his personality attributes, become more effective
and more highly relevant to group achievement when a leader
practices participative leadership than when a highly formal
structure prevails. (Pause)

This type of research has direct implications for the naval
officer; i.e., the participatory style of leadership has
influence on the performance of the group. Clearly, if
improvement in group performace can be achieved through
participative leadership, then this is the direction one
should go. Suppose, for a moment, that within the platoon you
head, there are one or two men who are naturally creative.
You'll be able to identify the type. They're the ones who always
seem to plan the platoon's informal activities and who take the
lead in making collections when one of their shipmates needs a
hand in an unforeseen emergency. These people react spontane-
ously if given the slightest encouragement. In a formally
supervised atmosphere, where conformity rules and initiative on
the part of a subordinate may be stifled, such resources of
creative manpower rarely blossom. On the other hand, with a
participatory sty'e of leadership, there is the possibility
that this initiative can be channeled into useful activity.
The "Lucky Bag," for instance, might not be the respected
and admired publication that it is, without participative
leadership. More important, it has been found that, among
those individuals and groups who tend to resist any change,
granting a degree of participation in the decision making
process concerning their work does a great deal toward
eliminating the resistance to change, and, at the same
time, helps to increase productivity in the group. You will
have ample opportunity in the future to verify this principle
for yourself. Though limitations in time and other factors

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may prevent you from continuously practicing participative
leadership, you will find that the men will be far more responsive
when they feel that they have been an effective part of the
planning and organization, rather than merely the tools of
execution in accomplishing a task.   (Pause)

You should be aware that most of the research concerning partic-
ipative leadership was conducted under laboratory conditions
in civilian industrial settings.   Certainly, shipboard life
is unique and hardly similar to the laboratory conditions
described above.   Living and working together for many days
under close interpersonal conditions was not a condition of
the environment in which most of the studies were made.   There
is a degree of hazard in generalizing from the results of
studies made in one setting to the practical shipboard situation.
The situation itself is an important determiner of leadership
style.   The situation in civilian industry is certainly not
the same as the situation aboard ship.

The Spector and Suttell study of CIC watch teams has been
discussed.   During this study, the performances of CIC watch
teams, in strictly controlled settings, were compared for
different styles of leadership.   It would be much safer to
extend the results of the Spector and Suttell study to other
CIC situations than it would be to equate civilian industry
activities to Navy shipboard activities.   Though the
principles of participative leadership have been generally

verified in military environments, care is necessary in
interpreting and applying the results of any research study.
(Pause)

Now look at Item 2.

There are several facets of the use of participatory (versus
supervisory) leadership that you must be aware of. First, a
leader who decides upon a participative style must be genuinely
attentive to the suggestions and reactions of his followers,
rather than merely paying lip service to their advice. He must
be sincere, show confidence in the men, and make himself
available to receive feedback from them. This whole concept
of participative leadership can be contagious. If it works
between the Brigade Commander at the Academy and his regimental
commanders, it will probably filter down through the chain.
On the other hand, the leader who encourages participation and
then ignores or denies it, will stand out like a sore thumb
and risk confusion and loss of respect among the men. An
effective leader seeks appropriate responsibility and develops
a sense of responsibility among his subordinates. (Pause)

Let's suppose that you have the conn during a special
mooring maneuver. You're nervous. The helmsman and the entire
bridge watch are watching every move you make. A strong wind
is setting you away from pier, and the tide and current are
working against you. You will have to come in fast with lots
of power and get in close to give the line handlers a chance.

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You will also have to have quick response from the engineroom
when you decide to kill headway with a backing bell. To
make a good landing under these conditions you must be a bit
bold and fearless. You realize too that, at any time now, the
Captain could take the conn from you. In fact, it would be
his duty to do so, if he felt that you were jeopardizing the
ship. Even though he doesn't relieve you, he retains the full
responsibility of his position throughout the maneuver.
Permitting you to take the conn in the operation
in no way weakens his authority, whether he practices a
participatory or a supervisory style of leadership. Assume
you make the landing successfully. When the Captain says,
"Well done, Mr. Smith" you will probably be elated. You
participated in a tricky shiphandling situation and you did
it well! Certainly the favorable influence of participative
leadership on morale is apparent in this example. (Pause)

Remember, that whatever the degree of participative leadership, responsibility always rests with the leader. (Pause)

We have learned throughout this part of the course that leadership style depends on the leader, follower, and the situation. These same factors must be considered when the leader decides to what degree he will practice participative leadership. There is a whole range of relations and thoughts which involve any leader and his subordinates. From the company officer's point of view, the confidence he has in his upperclassmen, his concern for their opportunities and motivation to demonstrate performance in decision-making tasks, the attitudes of the midshipmen with respect to assuming new responsibilities, and, of course, their competency--all of these require careful consideration. The nature of the situation and the time available in which to make a decision are key determinants in arriving at the appropriate degree of partic-ipative leadership. A good question to ask oneself is: What are the likely effects of participative leadership, other than the expectation that group performance may improve? (Pause)

In addition to probable improved group effectiveness, partic-
ipative leadership can produce a number of intangible benefits
which are quite important. An imaginary situation will help
put these intangibles in proper perspective. Let's assume
that you are a division officer aboard a destroyer on an extended
overseas assignment. One of the first effects of your partic-
ipative leadership will likely be an improvement in morale in your
division. In the example a few moments ago, morale was boosted
when the Captain permitted you to bring the ship alongside
under difficult conditions. So will your senior petty officers
ge: a boost in morale when you provide them with a feeling of
increased importance to the division. Consider such things as
the preparation of the Watch, Quarter and Station Bill, the
proper structure of the sections within the division, the
semi-annual evaluation marks, and improvements in the habitability
of the living compartment. Why not allow the senior petty
officers to participate actively in such matters in an atmosphere
of sharing, rather than supervision? A second beneficial effect

of your participative leadership is that you will help to inspire enthusiasm among your men. Enthusiasm is inspired through useful activity, and a senior petty officer who is eager to contribute can be a valuable asset if he is given frequent opportunity to contribute. Participative leadership gives him such a chance. Conversely, if the leader tries to do everything, the petty officer will probably become bored with inactivity and, if he's a chief, spend most of his working hours in the chief's quarters drinking coffee and playing "acey ducey." For every lazy chief, you can probably find a division officer who is uninspiring and does not delegate authority. The division officer who practices participative leadership helps to develop leadership skills in his subordinates. Early development of leadership skills is essential in the military, for it takes but a relatively short time for a serviceman to advance from the E-1 to the E-4 level. In the Navy, the petty officer 3rd class assumes leadership roles over non-rated personnel, and this early assumption of leadership responsibility requires that a division officer promote an atmosphere in which potential leadership skills can be developed. It is interesting to note that Navy personnel at the E-3 level are now required to pass a military leadership examination as a prerequisite to advancement from E-3 to E-4. Participative leadership strengthens communication channels and improves feedback to you. Remember that communication is a two-way street. If there is no reception, then one cannot claim effective communication has taken place. Should you, as a division officer, "turn off" your subordinates

through too much close supervision, they will become uninterested,
bored, restless, and inattentive. If you want them to be better
"receivers," provide participative leadership when possible.
As the communication channels within your division improve (the
crew's responsiveness is a good indicator of the effectiveness
of communication), you will be rewarded with constructive
feedback. Improving your communications through participative
leadership may provide you feedback that points to things wrong
within your division that are readily correctable. It will
probably also give you insights into the informal aspects of
the division. (Pause)

Participative leadership allows the subordinates to display
their full repertoire of skills and knowledge. There are
always some naval leaders who never understand the full talents
and resources of their men. During a World War II convoy,
aboard a destroyer, one of the men on watch in the after engine-
room detected a strange noise in the reduction gear housing.
This was verified by the Chief-of-the-Watch, and a decision
was made to stop the engine. The destroyer was able to keep
up with the convoy by adding more turns to the other shaft,
and the helmsman adjusted to this unbalanced thrust by
compensating with the rudder. The engineering "bible" at that
time was known as the MEI (Manual of Engineering Instructions).
It clearly stated that reduction gear housings could not be

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lifted without prior permission from the Bureau of Ships. Here
was a destroyer in dangerous U-boat-infested waters, helping
to protect a convoy, and restricted to one engine! One
machinist's mate (a petty officer 2nd class) calmly stepped
forward and informed the Chief Engineer that he had inspected
heavy gear assemblies many times and that he had the necessary
skills to do this job. The Captain didn't hesitate to give the
green light. A chain fall was rigged over the housing; the
hold-down bolts were released; the casing was lifted; the gears
were rolled with the aid of a jacking bar; some small loose
debris was removed; lead points were taken for measurement of
gear backlash; and the casing was lowered and reinstalled.
Working slowly and deliberately, the crew took the necessary
corrective action and the destroyer was able to continue on
both engines. This story has two morals for the leader. One,
it is important to know that participative leadership encourages
the full utilization of the skills and knowledge of your
subordinates who may have talents of which you are unaware.
Second, your subordinates are apt to be more competent in some
areas than you are. Navy petty officers graduate from special
service schools where technical skills are taught. No one
on board that destroyer, except the machinist's mate, had
the competence to correct the problem of the noisy reduction
gear. Participative leadership permits a subordinate, whose
job competence in a particular area exceeds that of a superior,
to function more harmoniously with his superiors. It is a
natural consequence of participatory leadership that subordinates
will feel more a part of the team and more likely to respond

with extra effort in an emergency situation. Participatory
leadership encourages the growth of individual self-concept,
which coupled with the sense of belonging, helps to increase
organizational loyalty. (Pause)

Until now, we've talked about the plus side or the benefits
which can accrue to you, a junior officer, through sharing
leadership with your senior petty officers. Yet, there are
barriers to participatory leadership. Sometimes there just
is not sufficient time for participation. The immediate
decisions necessary in emergencies do not allow for preliminary
discussion. For example, there was no time for participatory
leadership when the Captain of the USS Maddox came under
provocative attack by North Vietnamese PT boats in the Gulf
of Tonkin in August, 1964. He could not afford to defer action
while he conferred with his executive officer and department
heads. Emergencies will not wait. (Pause)

You wouldn't expect subordinates to be anxious to participate
in decisions which are contrary to their personal interests.
The sailor who has looked forward to liberty call is not the
most appropriate one with whom to discuss possible cancel-
lation of liberty due to poor boating conditions. Subordi-
nates might even get the idea that the leader is unable to
make a decision, and this too is contrary to their best interests.

For example, when the USS New Jersey was diverted from her
homeward bound mission following the shooting down of a Navy
reconnaissance plane by North Korea in April, 1969, it would
have been inappropriate for anyone aboard ship to have
participated in the decision. No one is yet willing to say
that given a set of conditions, an individual will behave in
a certain manner. You can see how this ties in with the
leadership-followership relations. No leader can always provide
motivation for all of his subordinates. There are bound to be
a few individuals who just do not wish to participate in the
activities of the group. The root cause might be the leader,
the follower, the leader-follower interpersonal relationship,
or the situation. Don't be too discouraged if you are unable
to motivate everybody in your division. Even at high levels
of command, not everyone wants to participate all the time.
(Pause)

If a leader is unsure of himself, he is apt to prefer a
supervisory role. This doesn't mean the extreme position of:
"When in danger, when in doubt, run in circles, scream, and
shout 'Relieve the watch!'" Rather, it implies that when an
inexperienced leader has a fear of failing in some endeavor,
he has a tendency to keep control rather than face possible
loss of control through participative leadership. The midship-
man newly appointed Brigade Commander may temporarily
display such tendencies until he becomes accustomed to his new
duties and responsibilities. If the leader is experienced, he

may have had some previous failure in his background which
resulted from participative leadership. Such a situation could
influence his thinking in future occasions which are similar in
nature to the one which resulted in failure. "It won't happen
again" is the expression which most probably occurs to such
personalities. (Pause)

Each leader should strive to be so effective that upon
reassignment he can answer affirmatively: "Are the men I
have just left, better men for my having served with them?"

SUMMARY: In this lesson, we discussed the pros and cons
of participatory leadership. Research studies
generally support the view that group performance
improves under conditions of participatory
leadership. This is due in large degree to the
fact that morale is better, which produces a
friendlier, less hostile and more competitive
group. The natural consequence is a more effective
leader who complements in every way the performance
of his group. We examined general and specific
considerations related to the effects of the
participative style and concluded with some
of its practical limitations, the most significant
of which is the nature of the leadership situation.

This is the end of Part Seven, Segment V.

PROGRAM FRAME ANSWERS

PART SEVEN

Segments I, II, III, IV, & V

PROGRAM FRAME ANSWERS

PART Seven   SEGMENT I   TYPE Audio Panel Book   PAGE 1 OF 1 PAGES

FRAME OR QUESTION NUMBER	CORRECT ANSWER
1	c
2	b
3	c
4	b
5	d
6	c
7	c
8	d
9	d
10	c
11	c

PROGRAM FRAME ANSWERS

PART Seven SEGMENT II   TYPE Audio Panel Book

FRAME OR QUESTION NUMBER	CORRECT ANSWER
1	a-2 b-1
2	a
3	c
4	c
5	b
6	d
7	c
8	d
9	b
10	c
11	c
12	b
13	d
14	b
15	c
16	c
17	b
18	a

PROGRAM FRAME ANSWERS

PART Seven   SEGMENT III   TYPE Audio Panel Book   PAGE 1 OF 1 PAGES

FRAME OR QUESTION NUMBER	CORRECT ANSWER
1	c
2	d
3	b
4	c
5	d
6	a
7	a
8	d
9	c
10	d
11	b
12	d
13	c
14	d

PROGRAM FRAME ANSWERS

PART Seven SEGMENT IV   TYPE Audio Script   PAGE 1 OF 1 PAGES

FRAME OR QUESTION NUMBER	CORRECT ANSWER
1	c
2	d
3	d
4	c
5	c
6	d
7	d
8	c
9	b
10	b
11	c
12	b
13	d

PROGRAM FRAME ANSWERS

PART Seven SEGMENT V   TYPE Audio Panel Book   PAGE 1 OF 1 PAGES

FRAME OR QUESTION NUMBER	CORRECT ANSWER
1	d
2	d
3	b
4	c
5	b
6	c
7	a
8	d
9	d
10	a
11	c
12	d
13	b