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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. Like Volume One (EM 010 420), this document
is a self-instructional syndactic text with information and criterion
quizzes. EM 010 434 and EM 010 435 are the first and second documents
of the volume, and EM 010 421 through FM 010 447 and EM 010 451
through EM 010 512 are related documents. (SH)

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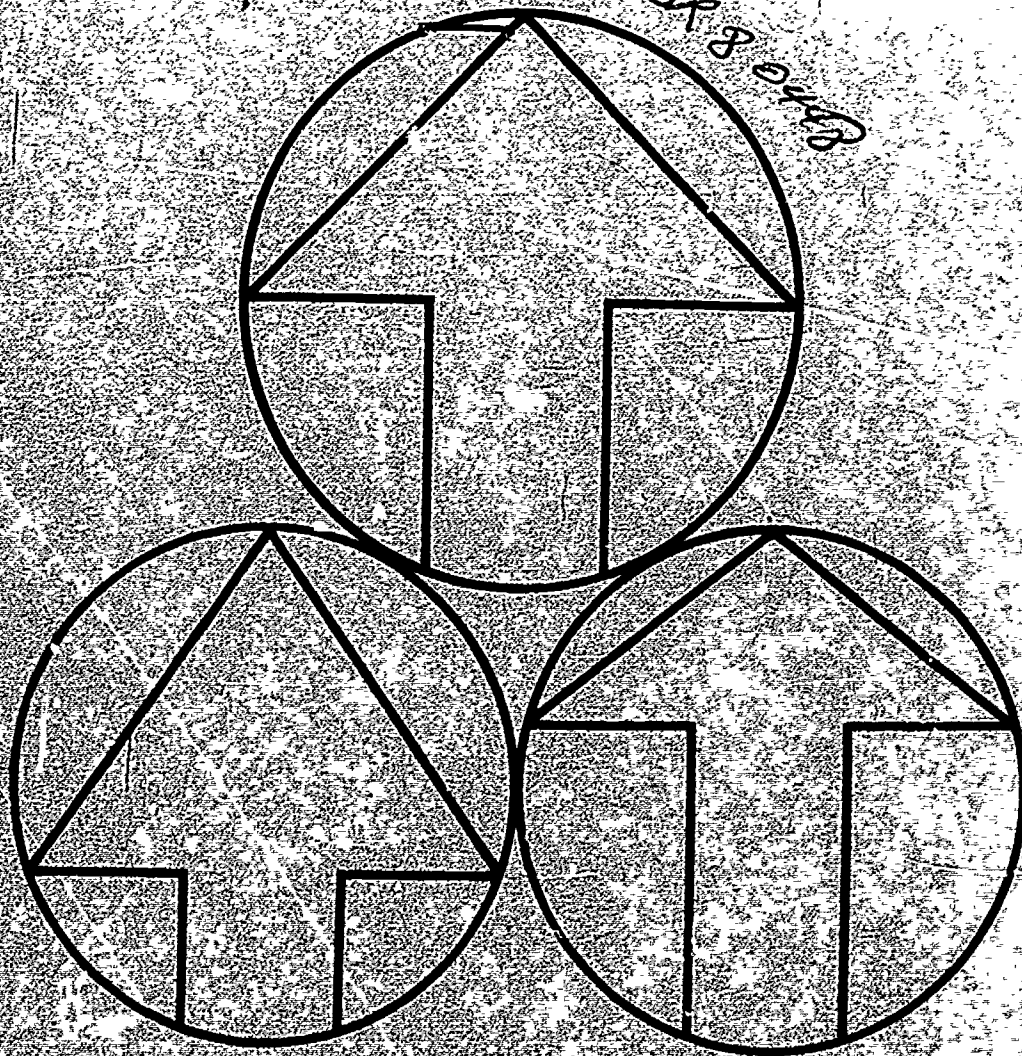
Introduction To Psychology And Leadership

Volume VII-C

Leadership Behavior And Style

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART SEVEN

LEADERSHIP BEHAVIOR AND STYLE

Segments III, IV & V

Volume VII-C

WESTINGHOUSE LEARNING CORPORATION

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United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART SEVEN

LEADERSHIP BEHAVIOR AND STYLE

Segment III

Determiners of Leadership Style: The Leader

Syndactic Text

Single Volume

(ST/SV)

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 leadeship. 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.

DETERMINERS OF LEADERSHIP STYLE: THE LEADER

Summary

History of Research into 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
1930'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. This change in emphasis eventually evolved
into a trend toward studying leadership according to a
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.

Influences on the Leader's Style

Personality

There is general agreement in the belief that personality is the most important influence on leadership style. However, successful leadership does not depend on any one special personality type. Successful leaders are found possessing widely varying personality types. A good example is seen in the careers of the late Generals Eisenhower and MacArthur. Both were highly successful and yet possessed considerably different personalities.

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 participation, and social and economic standing. Surprising as it may seem, Stogdill also reported that leaders did not necessarily excel followers in such personality traits as initiative, persistence, self-confidence, cooperativeness, adaptability, 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.

Competence

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. 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. Fortunately 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.

Leadership Skills

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. Diagnostic skills include observation, listening,

analysis and assessment of situations, together with skills
in the prediction of potentialities, trends, and valid
directions which situations are likely to take. Following
his diagnosis, the effective leader must also be skillful in
taking action. Action skills may range from planning leader-
ship·strategies, to manipulating organizational conditions,
to behaving effectively in interpersonal situations.

Status

In some organizations, including the shipboard one, the
real leader may not always be the man at the head of the organ-
ization. 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 is accomplished at another
level. We might say that, the "figurehead" leader has status,
but the real leader has esteem among his subordinates. The
military leader generally starts operating in a position on
the basis of status, and gradually wins esteem by his perfor-
mance. Bass, in investigating leadership style, found that
leaders possessing both status and esteem can use any leader-
ship style and be effective.

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Role Model Effects

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. A midshipman, aspiring to become an officer, might be modeling his behavior to fit the image of one of his officers, of an upperclassman, or of a peer. The effects of such role models may be reflected in his future leadership styles.

Assumptions About Human Nature

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 X. Theory 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 the Theory Y, the antithesis of Theory X. Consult Figure 1 on page 6 of this summary for a detailed breakdown of these two contrasting theories.

THEORY X	THEORY Y
The average human being has an inherent dislike of work and will avoid it it he can. Because of this human characteristic of 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. The average human being prefers to be directed, wishes to avoid responsibility, has little ambition, wants security above all.	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. 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 the achievement. 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.
(Douglas McGregor, as cited in Blake, Mouton & Bryson, p. 16)	

Figure 1

From attitudes contained in Theory X and Theory Y we can
conclude that leaders who subscribe to Theory X have a greater
tendency to be autocratic while those subscribing to Theory Y
are more likely to establish conditions based on mutual under-
standing.

Functional Specialty

A leader's style is apt to change as the function changes.
For example, production represents a highly structured task,
and a leader of a production department would necessarily be
inclined toward task-orientation. Such a leader would likely
be highly competent in the knowledge and skills of various
levels within the department and would tend towards an
authoritarian style.

Conversely, if the function is basic research, it represents
a low-structured task, and a leader of such a research depart-
ment would be inclined towards relationship-orientation. A
former Chief of Naval Research has stated, "Basic research
cannot be directed." The leader in this type of unstructured
tasks, dealing with specialists of many disciplines, would
tend toward a democratic style.

Functions which lie between basic research and production,
such as sales and applied research, will require leaders
whose styles operate between the democratic and authoritarian
on the continuum.

Research studies provide evidence that unstructured tasks,
where the leader is not expected to be knowledgeable in all
levels of specialty that his subordinates possess, require

a relationship-oriented leader, while structured tasks, where
the leader's job competence should exceed that of his
subordinates, requires a task-oriented leader.

Stress

Military duty may, and often does involve stress in combat
as well as other situations. There is no doubt that the leader
plays an important role in influencing the morale and adjust-
ment 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 training research found that the power exercised by
the leader constituted one of the most important forces in
maintaining survival. The leader contributes .to morale by
reducing anxiety and by preventing and alleviating stress-
produced problems. When the formal leader fails to exercise
his power, panic, disorganization, 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. 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

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is more 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.

This is the end of the Summary. Now, go to the next page
and take the Quiz.

Summary Pre-Quiz

Determiners of Leadership Style: The Leader

Answer the following questions as indicated in your Student
Guide.

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 interrelation-
      ships among the leader, the group, and
      the situation.

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

2.   What effect does a leader's competence have on his ·

leadership style?

    a.   There is only a tenuous relationship
      between level of competence and leader-
      ship 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.

3.   Match each term in the left-hand column with the
appropriate skills in the right-hand column.

       a.   Diagnostic skills   1)   Listening

       b.   Action skills   2)   Planning leader-
                                             ship strategies

                                    3)   Observing

                                    4)   Behaving effectively
                                             in interpersonal
                                             situations

                                    5)   Predicting

                                    6)   Analyzing

                                    7)   Manipulating organ-
                                           izational conditions

4.   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.

5. 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

6. 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.

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7.   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.

8.   LTJG Fair, in fighting a fire aboard ship, handled his

men in an authoritarian 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 under
         stressful conditions.

Now, check your answers on page 16.

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Seven/III/ST/SV   INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

ANSWERS TO SUMMARY PRE-QUIZ

    1.   c

    2.   b

    3.   a-1, 3, 5, 6; b-2, 4, 7

    4.   a

    5.   d

    6.   d

    7.   c

    8.   d

If you missed one or more questions, go to the next page and
go through the Programed Sequence.

Programed Sequence

Determiners of Leadership Style: The Leader

OVERVIEW: In this programed sequence we shall discuss
how the leader himself acts as a determiner
of leadership style. In addition to the
personality traits of the leader we will
discuss other factors influencing leader-
ship style; such as the follower group and
the situation. Finally, we note that .while
personality appears to be the single most
influenti'.1 factor in determining leader-
ship style, an interaction among all of these
factors is the main determinant of leadership
style.

1   An early element of confusion in the study of <u>leadership</u> was the failure to distinguish it as a process from the <u>leader</u> as a person who occupies a role in that process. The studies of leadership in the early 20th century usually focused upon the personality characteristics which made a person a leader (the trait approach).

Select the statement which describes the basis on which leadership was first studied.

   a. Early studies of leadership focused on
       leadership as a process.

   *b. Early studies of leadership concentrated on
       a group dynamics approach.

   c. Early studies of leadership focused on the
       personality traits of good leaders.

   d. Early studies of leadership concentrated on
       interaction between the process and the
       persons involved in the process.

---

2   In the 1930's Lewin and his co-workers turned attention to the social climates created by several styles of leadership (authoritarian, democratic and laissez-faire). The results from this study, which showed that groups reacted differently under the different styles, ultimately evolved into the situational approach.

Select the statement which indicates the emphasis used by Lewin in his studies of leadership.

a. Lewin's studies shifted the emphasis from the leader himself onto the followers, or the group.

b. Lewin's studies focused attention on the effects of a particular group on a leader's style.

c. The emphasis of studies by Lewin was on groups operating under a democratic style of leadership.

---

3. The main focus of the situational approach has been to study leaders in different settings. The tendency today is to attach greater significance to the interrelationships among the leader, the followers, and the situation.

Select the statement which describes the tendency in leadership study today.

a. The tendency of leadership studies today is toward the situational approach: that is, the study of leaders in terms of varying situations.

b. The emphasis in leadership study 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.

c. Today, leadership study is more concerned with the social climate surrounding the leader.

[4]   There is no evidence that a special personality type

is necessary to become a successful leader, in fact,

successful leaders have possessed different types of person-

alities, e.g., the late Generals Eisenhower and MacArthur were

highly successful leaders, and yet possessed considerably

different personalities. However, there is no doubt that a

leader's style is influenced by his personality.

> One of the Navy's antisubmarine 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 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, described above illustrate that

successful leadership does not depend on any one special

personality type.

Which one of the following best defines the relation-

ship bet'een 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.

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5   It cannot be assumed that just because an individual has
the personality traits which are normally found in successful
leaders, that these traits per se make him a leader. Stogdill
reported that among the traits which leaders possessed (above
the average of their followers) were intelligence, scholar-
ship, dependability, social participation, and social and
economic standing. Surprisingly enough, Stogdill reported
that leaders did not necessarily excel followers in such
personality traits as initiative, persistence, self-confidence,
cooperativeness, adaptability, and verbal facility.

Select the statement which describes the main point to
be remembered about personality traits among leaders.

     a.   Though a person may have the personality
traits usually found in good leaders,
these traits, per se, do not make him a
successful leader.

     b.   Leaders, on the average, have more of
certain traits than do followers

     c.   Successful leaders possess many positive
traits more frequently than followers.

---

6   Incompetent persons may tend to display authoritarian
leadership style. Conversely, truly competent persons tend
to delegate authority more freely, and are more inclined to
operate on a democratic style of leadership. The competent
personality, secure in his perception of self-concept and
identification, has broader visions and is more apt to accept
risks than is the incompetent. The incompetent is inclined
to seek security rather than take a risk.

Which of the following statements is true?

a.   These incompetent leaders tend to shift to the
     left of the leadership continuum.

b.   The leader who is competent tends to lean to
     the right on the continuum, freely delegating
     authority.

c.   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.

d.   All of the above

---

7   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.

Diagnostic Skills: These are skills of observation,
listening, analysis and assessment of situations, together
with skills in the prediction of potentialities, trends, and
valid directions which situations are likely to take.

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

8   Action Skills: This class involves the skills of acting, or intervening, in situations as they are diagnosed. It includes such skills as planning leadership s .ategies, manipulation of organizational conditions, and behaving effectively in interpersonal situations.

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 organizational conditions, and behaving effectively in interpersonal relationships

d. Planning leadership strategies, manipulating organizational conditions, and behaving effectively in interpersonal situations

9   The "headship" versus "leadership" controversy centers around the fact that the real leader is not always the man at the head of an organization. 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 is accomplished at another level. We might say that the "figurehead" leader has status, but the real leader has esteem among his subordinates. The military leader generally starts operating in a position on the basis of status, and gradually wins esteem by his performance. Bass, in investigating leadership style, found that leaders

possessing both status and esteem can use any leadership
style and be effective. A famous jet pilot took over an air
group. His proficiency in flying was recognized throughout
the Navy. His subordinates accepted any kind of leadership
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.

|10| 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. A midshipman
aspiring to become an officer, might be modeling his behavior
to fit the image of one of his officers, of an upperclassman,
or of a peer. The effects of such role models may be
reflected in future leadership styles.

Select the satement which describes the manner in which
a role model may influence leadership style.

a. Role models influence leadership in
    that they are the result of careful
    coaching by parents, teachers etc.
    during early development.

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

c. Role models influence leadership styles
    by establishing rules and regulations
    regarding acceptable leadership behavior.

A leader's view of human nature can influence his leader-
ship style. Leaders who view human nature from the position
that people are inherently lazy and will procrastinate when-
ever 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 $\underline{X}$.

THEORY X	THEORY Y
The average human being has an inherent dislike for work and will avoid it if he can. 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. The average human being prefers to be directed, wishes to avoid responsibility, has little ambition, and above all wants security.	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. 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 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.

Figure 1

Consult Figure 1 in answering frames 11-13.

|11| 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

|12| Which of the following assumptions about human nature
fit Theory X?

      a. The average human being is
          unambitious and unintelligent.

      b. Intellectual potential is not always
          used fully.

      c. The average human being will learn
          to accept and seek responsibility.

      d. All of the above

|13| 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

14 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

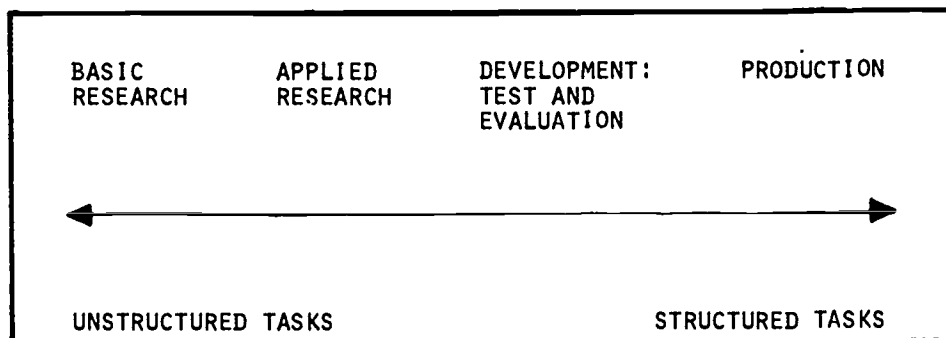| BASIC RESEARCH	APPLIED RESEARCH	DEVELOPMENT: TEST AND EVALUATION	PRODUCTION
UNSTRUCTURED TASKS			STRUCTURED TASKS

Figure 2

15 A leader's style is apt to change as the function
changes. For example, in Figure 2 above, production represents
a highly structured task, and a leader of a production depart-
ment would necessarily be inclined towards task-orientation.
Such a leader would likely be highly competent in the knowledge
and skills of various levels within the department and would
show tendency towards authoritarian style. Conversely, if the
function is basic research, it represents a low-structured

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task, and a leader of such a research department would be

inclined towards relationship-orientation.

Match the leadership styles on the left with the task

requirements listed on the right.

a.   Task-oriented style

b.   Relationship-oriented
     style

1)   Task requiring step-
     by-step check-off
     list procedures

2)   Task in which leader
     is not competent at
     all levels of
     specialty possessed
     by subordinates

3)   Task in which
     leaders job
     competence should
     exceed that of his
     subordinates

4)   Structured tasks

5)   Unstructured tasks

6)   Basic research

7)   Preparation for
     bomb loading

---

16 Functions which lie between basic research (SOFTWARE)

and production (HARDWARE), such as sales and applied research,

will require leaders whose styles operate between the

democratic and authoritarian positions on the continuum.

Research studies support the fact that unstructured tasks,

where the leader is not expected to be knowledgeable of all

levels of specialty that his subordinates possess, require a

relationship-oriented leader, while structured tasks, where

the leader's job competence should exceed that of his subor-

dinates, requires a task-oriented leader.

Which of the following situations would fall somewhere
between the authoritarian and democratic positions on the
continuum?

    a.   Basic research

    b.   Applied research

    c.   OOD

    d.   Production

|17| The leader plays a decisive role under disruptive and
trying conditions. He contributes to morale by reducing
anxiety and by preventing and alleviating stress-produced
problems among his subordinates. The leader's behavior
becomes especially important in times of emergency. The
military unit which performs poorly in battle conditions
endangers itself and its organization. The subordinates
depend upon the leader's ability and judgment. Failure on
the part of the official leader to exercise his leadership
under emergency conditions will most likely produce an emergent
leader.

Select the statement which describes the importance of
effective leadership under stressful conditions.

    a.   Under conditions of stress an effective
leader contributes to morale by reducing
anxiety and by preventing and alleviating
stress-producing problems among subordinates.

    b.   Under conditions of stress an effective
leader will be able to recognize his
own short-comings and appoint an
emergent leader to take over command.

    c.   An effective leader will recognize
conditions leading to stress before they
occur and take steps to prevent their
occurrence.

18 Some research has produced results indicating that groups

under stress perform better under leaders who structure the

situation (task-oriented). However, Fiedler has produced

evidence that supports the position that the relationship-

oriented leader is more effective in some stressful

situations.

We can conclude from this evidence that:

a. When in doubt, it is always safest
    to use a task-oriented approach.

b. The value of a particular leadership
    style cannot be measured effectively
    under conditions of stress.

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

This is the end of the Programed Sequence. Now, go to the
next page and take the Quiz.

Summary Post-Quiz

Determiners of Leadership Style: The Leader

Answer the following questions as indicated in your Student
Guide.

_____

1.   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.   Functional specialty has no bearing on
         leadership style.

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

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

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

2.   Match each term in the left-hand column with the

appropriate skills in the right-hand column.

    a.   Action skills

    b.   Diagnostic skills

    1)   Behaving effectively
       in interpersonal
       situations

    2)   Observing

    3)   Listening

    4)   Analyzing

    5)   Manipulating organ-
       izational conditions.

    6)   Predicting

    7)   Planning leader-
       ship strategies

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

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

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

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

4.   What effect does a leader's competence have on his

leadership style?

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

   b.   There is only a tenuous relationship
        between level of competence and leader-
        ship style.

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

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

5.   Which one of the following best describes the change in

focus by researchers on the determiners of leadership style?

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

   b.   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.

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

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

6.   LTJG Fair, in fighting a fire aboard ship, handled his

men in an authoritarian 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.   The nature of the situation will determine
        which type leader (task-oriented or
        relationship-oriented) is best under
        stressful conditions.

    b.   A stressful situation calls for an
        emergent leader.

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

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

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

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

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

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

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

    a. Man needs security.

    b. Man seeks direction.

    c. Man dislikes work.

    d. All of the above

BLANK

ANSWERS TO SUMMARY POST-QUIZ

1. d
2. a-1, 5, 7; b-2, 3, 4, 6
3. a
4. a
5. b
6. a
7. c
8. d

This is the end of Part Seven, Segment III.

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

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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 Theory 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

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PROGRESS CHECK ANSWER AND REMEDIATION FORM

PART__Seven____ SEGMENT___III___

REMEDIATION TEXT__Syndactic Text   Vol VII-C

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

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

Syndactic Text

Single Volume

(ST/SV)

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

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 organ-
ization, 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 nonstress, 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 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.

DETERMINERS OF LEADERSHIP STYLE: THE GROUP AND THE SITUATION

Summary 1

Groups

Background

The trait approach to leadership study was emphasized
in early research in an attempt to explain leadership in
terms of special qualities of the leader himself--his
charisma--intelligence--courage--honesty--etc. However,
there is a definite weakness in the trait theory. The major
deficiency in the trait approach to leadership was its
conception of the "traits" of the leader without reference
to either the varying nature of leadership roles or the
functions they were to fulfill. There were few attempts
to treat the characteristics of the leader as they are
perceived by other group members within a given setting.

Since 1940, researchers Fiedler, Bass, Julian, Hollander
and others have been concerned with group dynamics--inter-
personal relationships--as they affect leadership.

Leadership is now rightly considered to be a dynamic
process which occurs within organic groups. Further, we
should be aware that leadership is affected by changing
personal factors as well as by changing situations.

Effective leadership style varies along a continuum
from strict authoritarian style to a democratic style.

Relative position on that continuum varies according to the structure of the follower group and the circumstances of the situation at any given point in time.

Thus, effective leadership style for one group activity may be both ineffective and inappropriate in a different activity.

Organization Context of Groups

Without a group, there can be no leader. An understanding of leadership requires that something be known about the group which the leader directs.

The formal group organization exists for some definite purpose--generally, this purpose is the furthering of the goals of the parent organization. The organization is a significant aspect of the environment within which the group operates. For example, the division aboard a ship is a group under the leadership of the division officer and operates within the organization of the ship.

Informal groups within a formal organization may or may not further the goals of the formal organization. While the formal organization structure may create status positions on a functional basis, the informal structure may accept a status hierarchy different from the formal. For example, differences in personality, technical ability, or experience as perceived by his co-workers, may produce a situation where an individual's status does not correspond to the position status of the formal organization. A Chief Warrant Officer with years of proven technical experience

may be informally recognized as the real leader of a ship-
board division, even though the division officer is a young
ensign.

The practical implications of group activity in ship-
board life have already been mentioned. The need for
effective leadership--in this diversity of groups--also
should be understood. A midshipman could be effective as
a Battalion Commander of a higher staff--but not necessarily
effective when appointed Squad Leader. The interactive
aspects of the leader--the group--the situation--all still
apply as basic factors which determine leadership style in
all levels within an organization. This is just as true
for a flag officer as it is for a junior officer.

Classification of Groups

In addition to classifying groups as formal and
informal we can also identify groups as being either homo-
geneous or heterogeneous. While there are no truly homo-
geneous or heterogeneous groups we are still able to
classify groups according to major commonalities among the
members or basic differences among members.

If you were to analytically 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 homo-
geneous 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.

On the other hand, we can classify a group as hetero-geneous 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. The leadership implications in heterogeneous/homogeneous situations suggest 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.

Studies 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 is called psychological or horizontal distance. In such a heterogeneous setting, the group atmosphere is likely to be somewhat restrained and a bit tense. The leader will obtain the best performance by maintaining a large horizontal distance. 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 a smaller horizontal distance with homogeneous groups and a larger horizontal distance with heterogeneous groups.

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Groups can also be classified as expert or unskilled. This aspect of group make up will affect the style of leadership that will produce the most effective results.

Some groups, for example, a division of communications technicians, have a high level of job competence. In this instance, a leader without the same level of competence, relative to the job, will have to involve his subordinates in the decision-making process and assign more authority than is usual. If the leader has a high level of job competence, relative to the job, he might be inclined to lead in an autocratic manner because his subordinates have confidence in his technical ability.

Leadership style will vary according to the nature of the internal work relations of the group. The major task of the interactive group leader is coordinating the team effort. The major task of the co-acting group leader is to motivate individual training. The leader of the counter-acting group is a peacemaker (negotiator).

Leaders and Followers

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 pioneered an attempt to bring about more interest in the follower role. He cites several factors which point up the importance of the follower role. One is that

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followers will either accept or reject leadership in a
given situation, to the benefit or detriment of the group
goal.

Followers are quick to form an opinion of the leader
and of the situation in which they are involved--their
reactions will be in relation to 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.

Some people are followers by nature. Their ascendancy
level--positive self-concept--is relatively low. Such
people feel insecure, want to be led. They prefer to avoid
responsibility.

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.

While followership is thought of as a passive role
and leadership an active role, it is not quite appropriate
to say that a follower is just someone who is not a leader.
Hollander conducted a study of aviation cadets at Pensacola
in an attempt to challenge the traditional view that
leadership and followership were in sociometric opposition.
With the homogeneous group of aviation cadets as a sample,

the correlation between cadets perceived as good leaders
by their peers and cadets perceived as good followers was
very high.

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 to personal, social and cultural aspects--to
the peculiarities of the situation. He uses this information
to determine an appropriate leadership style.

This is the end of Summary 1.   Now, take Summary Pre-Quiz 1
on the next page.

Summary Pre-Quiz 1

Groups

Answer the following questions as indicated in your Student Guide.

_____

1. Which one of the following <u>best</u> 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.

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.

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 someone else take over the division.

    d. He'll have to involve his subordinates in
        the decision-making process and hold
        them responsible for task performance.

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.   Actions of the commissary working party are running 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.

---

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.

6.   Which one of he following summarizes how) 'erent

follower groups may influence your choice of le. .e.'.nip

style?

    a.   As you gain more experierce in your career,
         leadership 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.

_____

DETERMINERS OF LEADERSHIP STYLE: THE GROUP Seven/IV/ST/SV

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ANSWERS TO SUMMARY PRE-QUIZ 1

1. c

2. d

3. d

4. c

5. c

6. b

_____

If all your answers are correct, go to Summary 2 on p. 33.
If you missed one or more questions, turn to the next page
and go through Programed Sequence 1.

Programed Sequence 1

OVERVIEW: In this programed sequence we will concentrate
             on the group as a determiner of leadership style.
             We will examine how the nature of a group affects
             a leader's style and investigate such group
             variables as homogeneous and heterogeneous group
             structure. We will also study the characteristics
             of leaders and followers in reference to group
             effectiveness.

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1   The trait approach to leadership has been emphasized
in early research as an attempt to explain leadership in
terms of special qualities of the leader himself--his
charisma--intelligence--courage--honesty--etc. However,
there is a definite weakness in the trait theory. Even if
it were possible to precisely define significant traits,
this would explain only a small portion of leader perfor-
mance. The trait theory significantly gives scant attention
to the influence of the group and the situation upon
leadership style.

Select the statement most appropriate to the trait

approach to leadership study.

    a.   The trait approach to leadership study has
         provided the most useful explanations of
         leadership style to date.

    b.   Through the trait approach we are able to
         precisely define the factors which determine
         leadership performance.

    c.   There is a major deficiency in the trait
         approach in that it does not consider the
         influence of the group or the situation
         on leadership style.

    d.   The main weakness in the trait approach
         theory of leadership is its failure to
         account for the effects of training on
         leadership style.

---

2   Interest in group dynamics and in problems of leadership

as related to interpersonal behavior has received considerable

emphasis in the period since 1940. Fiedler, Bass, Julian,

and Hollander are but a few of the psychologists currently

concerned with the role of the group (follower).

Select the statement which identifies the shift in

emphasis in the study of leadership style since 1940.

    a.   Since 1940, emphasis in leadership study has
         shifted from the traits of the leader to the
         traits of the followers.

    b.   Since 1940, leadership study has emphasized
         interaction between the leader and the group.

    c.   The current emphasis in leadership study is
         directed toward the roles played by leaders
         and followers.

[5]   Leadership style results from the interactive aspects

of the leader, the follower (group), and the situation.

The style may vary between the authoritarian and democratic

dimensions of the model. What may be an effective style for

one condition, may not be effective under different conditions.

How does the interactive aspect of group/leader

activity affect leadership style?

a.   Since leadership style varies according to the
     nature of the follower group and the circum-
     stances of the situation at a given time,
     effective leadership style for one group
     activity may not be effective in a different
     activity.

b.   As a result of interaction between the leader,
     the group and the situation, leadership style
     may vary between authoritarian and democratic
     styles depending upon the specific factors
     present.

c.   The relative position of a given leader's
     style on the leadership continuum model
     determines the level of interaction between
     the leader, the group and the situation.

d.   Both a and b

4   Most formal groups in real life exist for the purpose of furthering the goals of the parent organization. The organization is a significant aspect of the environment within which the group operates. For example, the division aboard the ship is a group under the leadership of the division officer and operates within the organization of the ship.

For what purpose does a formal group organization generally exist.

a.   A formal group exists for the purpose of furthering the goals of the parent organization.

b.   Formal groups serve to identify the structural relationships between various components of a larger organization.

c.   Formal group structure exists to clarify relationships between leaders and followers.

d.   None of the above

5   Informal groups (within a formal organization) may or
may not further the goals of the formal organization. Status
refers to an individual's position in relation to other
group members. It exists only in relation to others. While
the formal organizational structure may create status
positions on a functional basis, the informal structure
may accept a status hierarchy different from the formal.
For example, differences in personality, technical ability,
or experience as perceived by his co-workers, may produce
a situation where an individual's status does not correspond
to the position status of the formal organization. For
example, the Chief Warrant Officer with years of proven
technical experience may be informally recognized as the real
leader of a shipboard division, even though the division
officer is a young ensign.

What can be said about informal groups within a
formal organization?

    a.   Informal groups strengthen the formal
       organization structure.

    b.   The presence of an informal group in a
       formal organization is essential to the
       maintenance of group solidarity.

    c.   Informal groups may or may not further
       the goals of the formal organization.

[6]   Shipboard settings abound with task-group activities: watch teams, gun crews, working parties, mess cooks, side-cleaners, boat crews, radio gangs, honor guards, anchor details. All of these and many more illustrate that small group activity, task-oriented, is a functional part of the shipboard life. While the responsibility of the leader increases as one ascends the organizational hierarchy, the interactive aspects of leader, group, and situation permeate to many levels within the organization. Division officer leadership and petty officer leadership are vitally important to the Navy due to the many operating settings in which the leader-group process functions.

Select the statement which describes the practical implications and importance of groups in leadership study.

  a.   Since small group activity permeates all levels of organizational activity, the interactive aspects of the group with the leader and the situation are basic determiners of leadership style.

  b.   Groups provide the context within which a leader's skill at his job is measured.

  c.   Most Navy activity is task-oriented as is small group activity, therefore understanding groups provides a basis for selecting leadership styles.

7   In addition to classifying groups as formal and informal we can also identify groups as being either homogeneous or heterogeneous. While there are no truly homogeneous or heterogeneous groups we are still able to classify groups according to major commonalities among the members or basic differences among members.

Select the statement which correctly defines homo- geneous and heterogeneous groups.

a. A group is homogeneous when there are recognizable major common features within the group while heterogeneous groups have no major commonalities such as a group selected at random from a mixed population.

b. Homogeneous groups consist of highly trained specialists while heterogeneous groups generally consist of raw recruits.

c. Heterogeneous groups are composed of like individuals while homogeneous groups are composed of unlike individuals.

d. None of the above

8   Fiedler conducted a series of experiments on leadership style with homogeneous and heterogeneous groups. He introduced the term horizontal distance to refer to the apparent distance a leader maintains with his group. The results of this research indicated that a leader could assume a much closer approach when leading an homogeneous group, but had to change his leadership style (increase his horizontal distance) when leading the heterogeneous group.

Select the statement which describes the leadership implications of homogeneous/heterogeneous group situations.

a. Heterogeneous groups are easier to work with than homogeneous groups.

b. The leadership implications in heterogeneous/ homogeneous situations suggest that a leader can experience some degree of difficulty in bringing a common objective to focus in a heterogeneous group and that it can be easier to accomplish this task with a homogeneous group.

c. Homogeneous groups function best when leader-group relations are kept formal while heterogeneous groups function best when there is a short horizontal distance between the leader and the group.

9   Groups can also be classified as expert or unskilled.
This aspect of group make up will affect the style of
leadership that will produce the most effective results.

Some groups, for example, a division of communications
technicians, have a high level of job competence. In this
instance, a leader without the same level of competence,
relative to the job, will have to involve his subordinates
in the decision-making process and assign more authority
than is usual. If the leader has a high level of job
competence, relative to the job, he might be inclined to
lead in an autocratic manner because his subordinates have
confidence in his technical ability.

What choice of leadership style would be most appropriate
to the training of recruits undergoing basic training?

   a.   Democratic

   b.   Relationship oriented

   c.   Shared leadership

   d.   Autocratic

|10| Leadership style will vary according to the nature of the internal work relations of the group. The major task of the interactive group leader is coordinating the team effort. The major task of the co-acting group leader is to motivate individual training. The leader of the counteracting group is a peacemaker (negotiator).

Match the group classification on the left with the appropriate leadership role on the right.

a. Interacting group   1) Negotiator

b. Co-acting group   2) Coordinator

c. Counteracting group   3) Motivator

|11| 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 pioneered an attempt to bring about more interest in the follower role. He cites several factors which point up the importance of the follower role.

1) Followers accept or reject leadership.

2) Followers perceive both the leader and situation, and react in terms of what they perceive.

3) Followers' perceptions may be a function of their motivation, their frame of reference, their readiness.

Select the statement which indicates the effects that followers as individuals have on leadership style.

a. No group performs effectively if followers are not able to influence the leader's behavior.

b. Followers set the range of acceptable leadership styles that a leader may choose from.

c. Followers may accept or reject a leader and their opinions of the leader's style and the situation will determine the group's level of motivation and job commitment.

---

12 Some personnel are followers by nature. They are lacking in positive self-concept and feel insecure. These people want to be led. They do not want to assume a great deal of responsibility. Others (not representative of military) choose to be followers because it affords them more time to pursue personal objectives, e.g., many teachers and professors shy away from assuming administrative duties so that they may engage in research, writing, consulting, and other professional activity.

Select the statement which indicates the reasons why some people desire to be followers.

a. Some individuals choose to be followers because it affords them more time to pursue personal objectives.

b. Some people desire to be followers because they are insecure.

c. Some individuals choose to be followers because they feel incapable of assuming administrative duties.

|13| While followership is thought of as a passive role and leadership an active role, it is not quite appropriate to say that a follower is just someone who is not a leader. Hollander conducted a study of aviation cadets at Pensacola in an attempt to challenge the traditional view that leadership and followership were in sociometric opposition. With the homogeneous group of aviation cadets as a sample, the correlation between cadets perceived as good leaders by their peers and cadets perceived as good followers was very high.

What conclusion can be drawn from the results of Hollander's study?

    a.   Leadership qualities and follower qualities
         are in sociometric opposition.

    b.   It is incorrect to assume that a person
         perceived as a follower is necessarily
         passive.

    c.   There is little difference between
         the personalities of leaders and
         followers.

    d.   An appropriate definition for a follower
         is someone who is not a leader.

14   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 to personal, social and cultural aspects--

to the pecu'iarities of the situation. He uses this

information to determine an appropriate leadership style.

Select the statement which describes how group factors

affect leadership style.

    a. An effective leader must be responsive to
        the personal, social and cultural aspects
        of the individuals in his group as well as
        to the peculiarities of the situation when
        determining an appropriate leadership style.

    b. If a leader chooses a style which is
        unpopular with group members then he wil)
        probably fail to accomplish the mission.

    c. The nature of the group is the single
        most important factor in determining
        group effectiveness.

    d. All of the above

This is the end of Programed Sequence 1. Now, turn to the
next page and take the Quiz.

Summary Post-Quiz 1

Groups

Answer the following questions as indicated in your Student
Guide.

---

1.   Which one of the following explains why some people

desire to be followers?

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

    b.   S me people do not have the traits to be
        leaders.

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

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

---

2.   Which one of the following best summarizes why the

trait theory gave way to research in group dynamics and

interpersonal behavior?

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

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

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

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

3.   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.   Actions of the commissary working party are running
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 will act as negotiator
          between the supply and engineering departments.

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

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

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

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

    b. As you ga⁻ · more experience in your career, leadership style is bound to change, regardless of group influence.

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

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

5. 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 make the subject matter more easy to understand.

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

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

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

6.   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 have to be a figurehead leader and
        let someone else take over the division.

   b.   He'll have to involve his subordinates in
        the decision-making process and hold
        them responsible for task performance.

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

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

Now, check your answers on the next page.

ANSWERS TO SUMMARY POST-QUIZ 1

1. a

2. d

3. b

4. a

5. c

6. b

Summary 2

Situational Influences and Leader Popularity

Situational Influences

There are many varieties of situations which may have an
impact on a leader's style. For our purposes we may
reasonably consider situations in two broad categories:
stress and nonstress situations.

A leader's style will change as he moves from an
emergency situation to a routine situation. Under combat
conditions--in direct contact with enemy fire--the military
leader will probably employ autocratic style. There is no
tim. 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 subordinates expect of him. If the leader is
moved to a conference situation and becomes a chairman,
then his leadership style can change to a more democratic
or permissive attitude wherein he can permit his subordinates
to give advice, participate heavily in the decision-making
process, and even allow them to make the decision.

Three specific group-situational factors are likely to
affect the degree of influence which the leader will have
over group behavior. 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 enables 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. A
leader's position power can be measured on some scaling
device--or you can merely classify power as high or low.

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, the leader in the high
position power may not be able to motivate his subordinates
to perform better. High power makes the leade   b
easier--his group will perform more readily, bi
necessarily better.

The high power leader is in an advantageous position;
but indications from research studies imply that the inter-
personal relationship between a leader and group members
has a more important effect on group performance. Even a
position power is likely to vary. 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.

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. 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 leadership style effective
for the highly structured task may not be effective when
the task is unstructured.

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
than 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.

The organization having a structured task is able to
provide the leader with power--irrespective of whether the
leader occupies a high or low position. Therefore,

in providing a leader with influence, it may be that task
structure is more important than position power.

The final factor in the group task situation is the
interpersonal relationship between the leader and his
subordinates. Research studies indicate that the rela-
tionship between the leader and subo 'inates is probably
the most important single element in determining the
leader's influence. It should be apparent to all that the
leader who is well liked, accepted and trusted by his
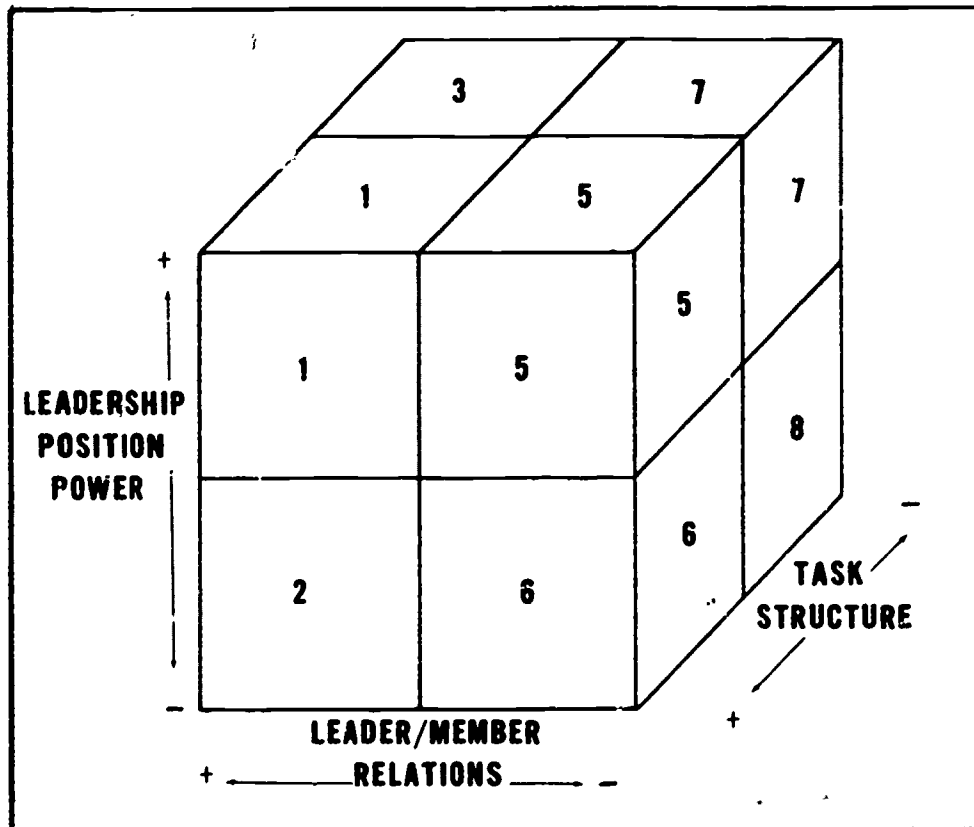followers will find it easy to influence them.

Figure 1. Fiedler Contingency Model

Figure 1 illustrates the Fiedler contingency model
which 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 a 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 appropriately alter a
situation so that it fits his most natural leadership style.
Being a military leader poses problems of training men--
preparing them for combat situations.

Leader Popularity

The necessities of the mission, and the ultimate benefit
to the men themselves, frequently require actions which are

certain to make a leader something less-than-popular with the
crew. The leader's popularity is, however, completely
secondary. He must think in terms of the effectiveness of
his unit--its degree of combat readiness.

Respect is important. Subordinates must respect the
constituted authority of the organization. This does not
mean that subordinates must like leaders. 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 popularity
is not related to respect or technical performance. 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 subordinates,
even at the risk of being disliked. Being popular does
not motivate subordinates to effective performance.

In conclusion, it should be remembered that a leader-
ship style appropriate for one set of conditions, may not
be appropriate for another set.

Military leaders must be flexible and able to change
their styles along the authoritarian-democratic continuum

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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 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.
Successful leadership is dependent upon an accurate evaluation
of the group, the situation and the leader. An understanding
of the inter-relatedness of this triad of leadership is
essential. Although this Segment has dealt with "The Group,"
when faced with the practical application of leadership,
all three elements of the leadership triad must be considered.

Now, take Summary Pre-Quiz 2 on the next page.

Summary Pre-Quiz 2

Situational Influences and Leader Popularity

Answer the following questions as indicated in your Student Guide.

1. 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

2.   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.

---

3.   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.

4. Which of the following correctly states the position of a leader who is task-oriented and desires also to be popular 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.

---

5. 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 Evans' 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.

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ANSWER TO SUMMARY PRE-QUIZ 2

1. c

2. b

3. b

4. b

5. d

_____

If you missed one or more questions, turn to the next page and go through Programed Sequence 2.

Programed Sequence 2

Situational Influences and Leader Popularity

1   A systematic classification of situations which predict

leadership has not Leen developed, and may never be developed.

There are too many varieties of situations which may have

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 (emergency and routine).

Which one of the following best describes the preferred

way to classify types of situations?

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

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

    c.   Stressful situations can be classified, but
        routine situations cannot.

    d.   Routine situations can be classified, but
        stressful situations cannot.

2   As a situation changes, or as a leader goes from one
situation to another, the leadership style which will promote
the most effective group performance will change. A leader
in a combat situation will probably lead in an autocratic
style because there is no time to ask for advice and allow
subordinates extensive participation in decisionmaking.
Ultimately, authority to act, make decisions, lead, etc.,
rests with the leader. Consider a routine situation such
as chairing a planning conference. 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
case, make the decision.

What aspect of a situation determines whether a leader
adopts an autocratic or democratic style?

     a.   The choice of leadership style depends upon
the degree to which group members are willing
to participate in the decision-making process.

     b.   The choice of an effective leadership style
depends on the requirements of the situation
and the nature of the risks involved in
various decisions.

     c.   The choice of leadership style depends upon
the amount of authority vested in the leader.

3 The leader's style of interacting with his subordinates

(followers) will be affected by the degree to which the

leader can wield power and provide sanctions. His position

power (high or low) is a situation variable. (Fiedler, p.23)

In the Navy, for example, the more gold braid, the higher

the authority or position power. Given two situations, an

inspection by the admiral and an inspection by the division

officer, group performance will be influenced by the

difference in the perceived positions of power in the two

situations.

Select the statement which describes the factors which

determine the amount of position power a leader has.

a. Position power is related to the degree of
    confidence group members have in a leader's
    capabilities.

b. Position power is determined by the degree
    to which a leader can provide reinforcement
    or punishment.

c. Position power is affected by type of
    interaction present between leader and
    subordinate (positive or negative) and the
    leader's popularity with his group.

d. None of the above

4   The high position power leader is in an advantageous posi-
tion; but indica ions from research studies imply that the inter-
personal relationship between a leader and group members
has a more important effect on group performance. The same
leader's position power can vary in different situations,
e.g., the Captain of a ship has less power to apply sanctions
to a shipwrecked crew than he does when commanding the men
at sea. Having lost his ship, the Captain's basis for being
their appointed leader has been reduced (because his ability
to provide sanctions has been reduced). Unless he can lead
them to safety, the men will disregard his efforts to
provide sanctions and look to some emergent leader for
guidance.

Select the factor which has the greatest effect in
determining the degree of a leader's influence over group
behavior and performance.

a.   Status (rank)

b.   The nature of the situation

c.   The interpersonal relationship between a
     leader and group members

d.   The nature of the task

5   The leader's style of interacting with the group will
be affected by the task structure. The task is a situation
variable.

Tasks may be highly structured or unstructured along
the continuum.

A leadership style effective in a highly structured
task is not effective when the task is moderately unstructured.

From the following situations select the best example
of a structured situation.

    a.   A combat bombing mission

    b.   A discussion conference

    c.   Personnel briefing

    d.   Research tasks

6 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 than 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.

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

7   Combat conditions are task-oriented to the authori-

tarian dimension on the continuum model. This does not

negate the importance of the leader's personality. A leader_

who is liked, accepted, and trusted by his followers will

find it easy to make his influence felt. A highly structured

task situation enables a leader to maintain control over the

process at every step. The organization can back up the

leader if someone gets out of line. The lives of the members

of the organization depend upon each man doing his job right.

What is the probable effect of task structure during

a submarine diving mission where task assignments are loose?

a. Since the task requires a structured situation
   and assignments are loose, officers with
   normally high position power will lose power
   and be forced to depend on petty officers to
   maintain control.

b. The normal effect of a structured task will
   be negated and lower-ranking leaders will
   lose power.

c. The task will become unstructured requiring
   a leader with high position power to maintain
   control.

d. Both b and c

8   The final factor in the group task situation is the
interpersonal 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. It should be apparent to all that the leader
who is well liked, accepted and trusted by his followers will
find it easy to influence them.

Select the factor which probably has the greatest
effect on determining the leader's influence.

     a.   The interpersonal relationship between the
           leader and subordinates

     b.   The structure of the task

     c.   Position power

---

9   We have considered three specific group-situational
factors that are likely to affect the degree of influence
which the leader will have over group behavior. It is
important to understand the dimensions based on these group-
task situational factors. They provide the framework of
Fiedler's contingency model.

Identify the group situational factors which can affect
a leader's degree of influence over group behavior.

     a.   Position power, task structure, interpersonal
           relationships

     b.   The nature of the group, leader traits, follower
           traits

     c.   Position power, the nature of the group, task
           structure
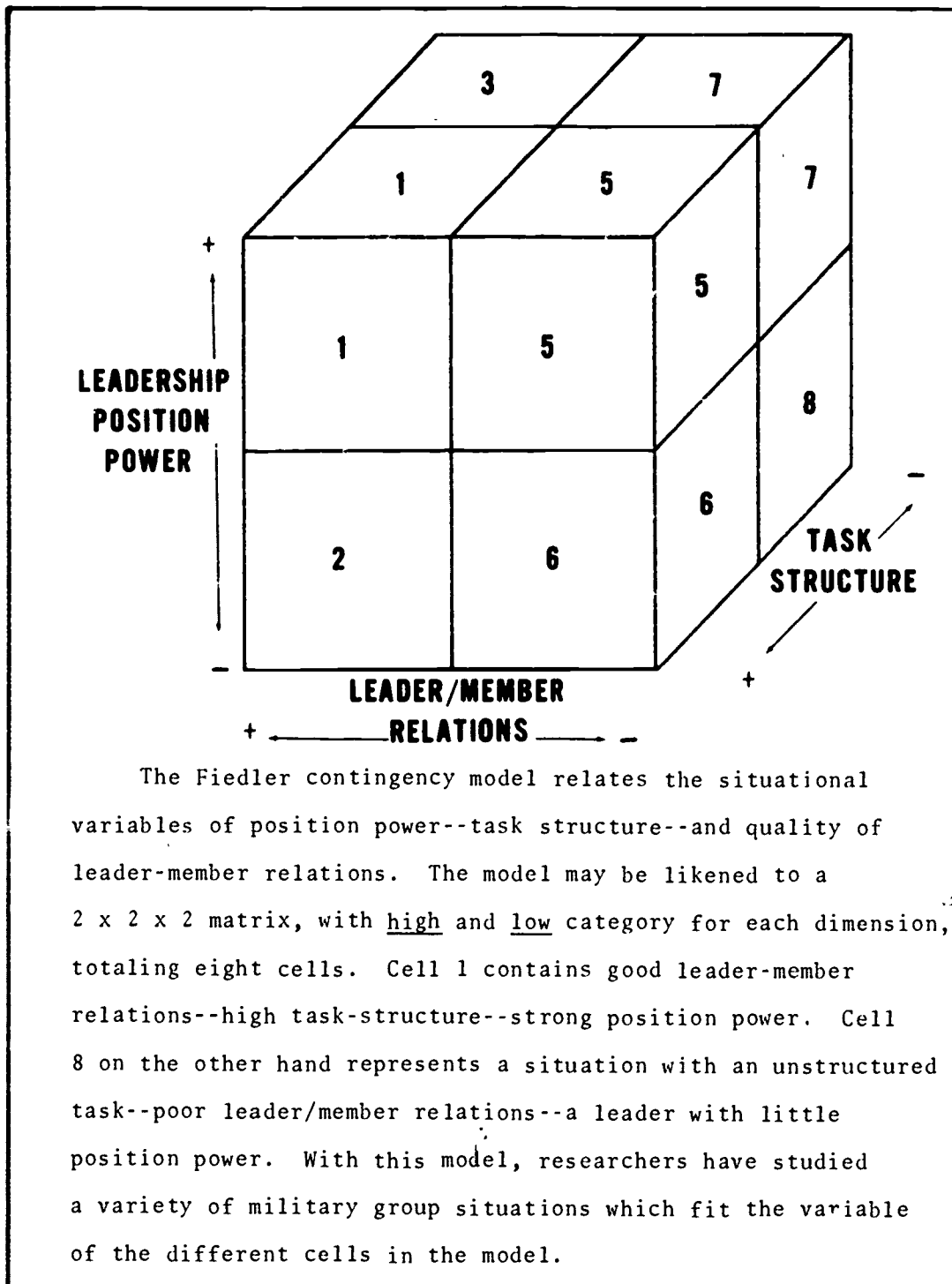
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The Fiedler contingency model relates the situational
variables of position power--task structure--and quality of
leader-member relations. The model may be likened to a
2 x 2 x 2 matrix, with high and low category for each dimension,
totaling eight 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.

Figure 1.   Fiedler Contingency Model

10 Fiedler's contingency model relates the situational

variables of position power, task structure, and the quality

of leader-member liking. Tests of this model in a variety

of designs (high power, high structure; high power, low

structure; etc.) and with military groups result in support

for the hypothesis that authoritarian leadership style is

more effective under highly structured (combat) situations,

while relationship-oriented leadership style is more effective

under task situations that are moderately unstructured.

What is the main conclusion to be drawn from Fiedler's

model of situational variables?

a. Authoritarian style is generally the most
    effective method in situations with
    unstructured tasks.

b. Authoritarian leadership styles are more
    effective under highly structured situation
    while relationship-oriented leadership style
    is more effective under task situations
    that are moderately unstructured.

c. Combat situations generally lead to high
    position power for the leader but poor
    senior subordinate relations.

[11]   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 appro-
priately alter a situation so that it fits his most natural
leadership style.

    Select the statement which indicates the quality a leader
must have to meet changing situations.

    a.   High position power

    b.   Flexibility

    c.   The ability to alter a situation to fit his
         style

    d.   Bcth b and c

---

[12]   Problems of training military men and preparing them for
combat situations necessitate placing requirements upon
followers which are unpopular. A military leader should not
think of his relative popularity, but rather should think
in terms of the effectiveness of his unit and its degree of
combat readiness.

    Which factors require the most attention from a leader
when training his men?

    a.   The interpersonal relationships he develops
         with his men.

    b.   Group solidarity

    c.   Unit effectiveness and combat readiness

    d.   Military discipline

|13| Having respect for a leader, meaning respecting the
constituted authority of the organization, is more important
than merely liking the leader. Followers may respect a
leader without actually liking him. Followers may like a
leader without actually respecting him. A study of aircraft
bomber crews some years ago revealed that popularity is not
related to respect or technical performance. 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 subordinates, even at
the risk of being disliked. Being popular does not motivate
subordinates to effective performance.

What is the relationship between leader popularity
and technical performance?

    a.   The higher the level of leader popularity
        the higher the group performance level.

    b.   Leaders who are popular with their men
        generally enjoy a greater degree of respect.

    c.   If a group is able to respect their leader,
        then his popularity will be similarly high
        and the group's technical performance also
        will be high.

    d.   A group may like a leader without respecting
        him and respect does not imply liking. There
        is evidence which indicates that popularity
        is not related to respect or technical
        performance.

This is the end of Programed Sequence 2. Now, take Summary
Post-Quiz 2 on the following page.

Summary Post-Quiz 2

Situational Influences and Leader Popularity

Answer the following questions as indicated in your Student
Guide.

1.   Which of the following correctly states the position of

a leader who is task-oriented and desires also to be popular

with his subordinates?

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

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

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

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

2.   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 Evans' authority,
        even though he likes him.

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

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

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

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

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

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

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

---

4.   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. Laissez-faire

    b. Autocratic

    c. Democratic

    d. Participative

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5.   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 autocratic than the Executive
       Officer because of his higher position power.

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

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

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

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ANSWERS TO SUMMARY POST-QUIZ 2

1. a

2. b

3. c

4. b

5. a

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 IV

Determiners of Leadership Style:
The Group and the Situation

Progress Check

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

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 <u>best</u> 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-follower 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, coacting, 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 inaccessible that it was not always possible to replace equipment 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 transmitter 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. Unfortunately, the conference degenerated into an argument as to the fastest way to get the transmitter back on the air. Finally, L' 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 rein-
    force 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 <u>best</u> 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__Syndactic Text - Vol VII-C

ITEM	ANSWER	REMEDIATION REFERENCE
1	c	Summary 1 Pages 1-2
2	a	Summary 1 Pages 2-5
3	a	Summary 1 Pages 2-5
4	d	Summary 1 Pages 2-5
5	d	Summary 1 Pages 5-7
6	d	Summary 1 Pages 2-5
7	b	Summary 2 Page 33
8	d	Summary 2 Pages 33-35
9	c	Summary 2 Pages 35-37
10	c	Summary 2 Pages 37-39
11		
12		
13		
14		
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United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART SEVEN

LEADERSHIP BEHAVIOR AND STYLE

Segment V

Participative Leadership

Syndactic Text

Single Volume

(ST/SV)

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

FOREWORD

> *"The task of leadership is not*
> *to put greatness 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 judiciously 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 determining whether participative leadership is appropriate are explored, as are its probable effects if used when timing or group composition makes participation by subordinates undesirable.

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PARTICIPATIVE LEADERSHIP

Summary

Background

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. Evidence from the available
research indicates that the leader/member relationship is the
single most important dimension affecting the entire leadership
process. Additionally, we have discovered that the followers'
perceptions of the leader are more important than the leader's
power or the nature of the task or situation.

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 feel that
their ideas and beliefs have some weight in ultimate decisions.

From the viewpoint of decision making, participative
leadership includes having the subordinate discover the alter-
natives 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.

Common sense would suggest that democratic atmospheres
produce better morale than autocratic atmospheres. Early
experiments by researchers have supported this theory. In
1962, Anderson and Fiedler studied the effects of partici-
patory (democratic) and supervisory (autocratic) leadership
on group creativity among ninety NROTC freshmen and sophomores.
There was less hostility, more cooperation, and greater
friendliness among members of the democratic group. It was
found that the participatory leaders were significantly more
influential and made more of a contribution to overall group
performance. Anderson and Fiedler concluded that the charac-
teristics of a leader, specifically his personality attributes,
become more effective and more highly relevant to group achieve-
ment when a leader practices participative leadership than
when a highly formal structure prevails. An effective leader
encourages his subordinates to offer suggestions and/or
constructive criticism.

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 performance can be achieved through
participative leadership, then this is the direction one should
go. In a formally supervised atmosphere, where conformity
rules and initiative on the part of a subordinate is stifled,
such resources of creative manpower just never blossom. On
the other hand, with a participatory style of leadership,
there is the possibility that this initiative can be channeled
into useful activity.

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 should be aware that most of
the research concerning participative 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. 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.

Participatory vs. Supervisory Leadership

There are several facets to the use of participatory (versus supervisory) leadership of which you must be aware. 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.

Whatever the degree of participative leadership, respon-
sibility always rests with the leader. 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 subor-
dinates. From the company officer's point of view, the confi-
dence he has in his upperclassmen, his concern for their oppor-
tunities and motivation to demonstrate performance in decision
making tasks, the attitudes of the midshipmen with respect
to assuming new responsibilities, and, of course, their compe-
tency--all of these require careful consideration. You should
always remember the Key Leadership Factor which states: "An
effective leader seeks responsibility and develops a sense of
responsibility among his subordinates. 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
participative leadership. A good question to ask oneself is:
What are the likely   ects of participative leadership, other
than the expectation that group performance may improve? In
addition to probable improved group effectiveness, partici-
pative leadership can produce a number of intangible benefits
which are quite important.

One of the first effects of participatory leadership will
likely be an improvement in morale. Senior petty officers get
a boost in morale when they are provided with a feeling of

increased importance to the division. This can be accomplished through allowing senior petty officers to participate actively in an atmosphere of sharing, rather then supervision, in such matters as the preparation of the Watch, Quarter and Station Bill, the proper structure of the sections within the division, the semiannual evaluation marks, and improvements in the habitability of the living compartment. A second beneficial effect of participative leadership is that it helps to inspire enthusiasm among men. Enthusiasm is inspired through useful acitvity, 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.

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. In the Navy, the petty officer 3rd class assumes leadership roles over nonrated personnel, and this early assumption of leadership responsibility requires that a division officer promote an atmosphere in which potential leadership skills can be developed.

Participative leadership strengthens communication channels and improves feedback to the leader. Remember that communication is a two-way street. If there is no reception, then one cannot claim effective communication has taken place. As communication channels within a division improve (the crew's responsiveness is a good indicator of the effectiveness of communication), benefits will accrue in the form of constructive

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feedback. Improving communications through participative
leadership may provide feedback that points to things within
a division that are readily correctible. It will probably
also provide insights into the informal aspects of the division.
Participative leadership allows the subordinates to display
their full repertoire of skills and knowledge. There are two
points that should be remembered here. The first is that
participative leadership encourages the full utilization of
the skills and knowledge which subordinates may have but are
not immediately apparent. Secondly, subordinates are apt to
be more competent in some areas than their leader. 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.

Successful implementation of participatory leadership
allows an effective leader, upon reassignment, to answer
affirmatively: "Are the men I have just left better men for
my having served with them?"

There are barriers to participatory leadership as well
as advantages. Sometimes, leaders encounter situations where
there is not sufficient time for participation. The immediate
decisions necessary in emergencies do not allow for preliminary

discussion. Under this circumstance a leader cannot afford
to defer action while his subordinates confer regarding the
choices of action. 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 cancellation of liberty due to poor boating
conditions. Subordinates might even get the idea that the
leader is unable to make a 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 subor-
dinates. 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. If a
leader is unsure of himself, he is apt to prefer a supervisory
role. This 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. If a leader is inexperienced, 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

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won't happen again" is the expression which most probably occurs
to such personalities.

In summary, we can say that democratic participatory
leadership as compared to autocratic supervisory leadership
produces better morale, less hostility, more cooperation, and
greater friendliness. Research has indicated that leaders using
a participative style are generally more effective and make a
greater contribution to group performance. Use of democratic,
participatory leadership style should always be tempered by
the situation. The situation is an important determiner in
leadership style.

This is the end of the Summary. Now, take the Summary
Pre-Quiz on the next page.

Summary Pre-Quiz

Answer the following questions as indicated in your Student Guide.

_____

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.

2.   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 him 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

3. A leader who uses participative leadership:

   a. Must be attentive to his followers' suggestions and reactions

   b. Retains his authority and responsibility under both participatory and supervisory leadership

   c. Must understand that the degree of participative leadership depends upon the leader, followers and the situation

   d. All of the above

---

4. Select the statements which correctly describe the benefits

of participatory leadership in the military.

   1) Increased morale within an organization

   2) Better communication and improved feedback

   3) Lower efficiency in emergency situations

   4) Leadership skill development among subordinates

   5) Opportunities to observe the skills of subordinates

   6) High reenlistment rates

   a. 1, 3, 5, 6

   b. 2, 3, 4, 5

   c. 1, 2, 4, 5

   d. 1, 3, 4, 5

5.   CAPT Middleton is an Amphibious Squadron 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 Middletcn 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 believe it necessary to keep
         subordinate commanders informed.

Now, check your answers on the next page.

ANSWERS TO SUMMARY PRE-QUIZ

1. d

2. a

3. d

4. c

5. c

If you missed one or more questions, go to the next page and
proceed through the Programed Sequence.

Programed Sequence

OVERVIEW: In this programed sequence we shall discuss the
            pros and cons of participatory leadership. We will
            investigate research studies which generally
            support the view that group performance improves
            under conditions of participatory leadership. We
            shall examine general and specific considerations
            related to the effects of the participative style
            and conclude with some of its practical limitations.

---

1   A leader using participative leadership encourages
and permits contributions to goals and suggestions as to how
these goals can be reached. From the viewpoint of decision-
making, participative leadership includes having the subor-
dinate 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.

     Which factor is most decisive in determining whether or
not subordinates are actually involved in decisionmaking?

     a.   The skills and knowledge of the subordinates

     b.   The willingness of the group to participate

     c.   The nature of the situation

     d.   The type of organization

2   In 1962, Anderson and Fiedler studied the effects of
participatory (democratic) and supervisory (autocratic)
leadership on group creativity among ninety NROTC freshmen and
sophomores. There was less hostility, more cooperation, and
greater friendliness among members of the democratic group.
It was found that the participatory leaders were significantly
more influential and made more of a contribution to 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.

What do the results of studies on participatory leadership
indicate are the effects of democratic styles on group inter-
action?

    a. Less hostility, more cooperation and greater
       friendliness among group members

    b. Greater dependence upon the leader to determine
       the direction of group achievement

    c. Enhanced personality development among leaders
       resulting in a more formal structure

3   In a formally supervised atmosphere, where conformity
rules and initiative on the part of a subordinate is stifled,
such resources of creative manpower just never blossom. On
the other hand, with a participatory style of leadership,
there is the possibility that this initiative can be channeled
into useful activity. 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.

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 whicn
    eventually lead them (the groups) to
    appreciate "direction" from the leader.

    b. Resistance to change increases with parti-
    cipation, and productivity decreases, due
    to many individual differences.

    c. Resistance to change decreases with parti-
    cipation by the group, although produc-
    tivity is not affected.

    d. Resistance to change decreases with parti-
    cipation by the group and productivity
    generally increases.

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4   You should be aware that most of the research concerning
participative leadership was conducted under laboratory condi-
tions 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. 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.

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

   a.   Laboratory studies are nonscientific 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.

5   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.

ENS Jackson uses a participative style of leadership in his role as a division officer. He encourages his senior petty officers to give him recommendatio., 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.

6 A leader retains the full responsibility of his position

throughout any mission. Permitting subordinates to participate

in a major function of the operation in no way weakens his

authority, whether he practices a participatory or supervisory

style of leadership.

Which one of the following best 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 he will have to be careful to
       keep from losing his formal authority.

7   It is more natural to become participatory than supervisory under conditions of high interpersonal contact. Whatever the degree of participative leadership, responsibility always rests with the leader.

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 decision making.

    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.

8   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 participative leadership. From the
company officer's point of view, the confidence he has in his
upperclassmen, his concern for their opportunities and motiva-
tion 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.

Identify the factors which must be considered when a
leader decides to what degree he will practice participative
leadership.

a.   Attitudes of subordinates

b.   Nature of the situation

c.   Competency of subordinates

d.   Time available to make a decision

e.   All of the above

9 One of the first effects of participatory leadership
will likely be an increase in morale. Senior petty officers
get a boost in morale when they are provided with a feeling
of increased importance to the division. A second beneficial
effect of participative leadership is that it helps to inspire
enthusiasm among men. Additionally, the division officer who
practices participative leadership helps to develop leadership
skills in his subordinates. Participative leadership also
strengthens communication channels and improves feedback to
the leader.

Improving communications through participative leadership
may provide feedback that points to things within a division
that are readily correctible. It will probably also provide
insights into the informal aspects of the division.

Which of the following represents probable advantages of
participative leadership?

    a. Morale will improve.

    b. The leader will learn more about his men.

    c. Participative leadership will generate
       more enthusiasm.

    d. All of the above

10 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 <u>least</u> 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.

11 Participative leadership allows the subordinates to
display their full repertoire of skills and knowledge. There
are two points that should be remembered here. The first is
that participative leadership encourages the full utilization
of the skills and knowledge which subordinates may have but
are not immediately apparent. Secondly, subordinates are apt
to be more competent in some areas than their leader.

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 subor-
dinates will feel more a part of the team and more likely to
respond with extra effort in an emergency situation. Parti-
cipatory leadership encourages the growth of individual
self-concept, which coupled with the sense of belonging, helps
to increase organizational loyalty.

LTJG Jarvis, 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. He 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.

12 There are barriers to participatory leadership as well
as advantages. Sometimes, leaders encounter situations where
there is not sufficient time for participation. The immediate
decisions necessary in emergencies do not allow for preliminary
discussion. Under this circumstance a leader cannot afford to
defer action while his subordinates confer regarding the
choices of action. 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 cancellation of liberty due to poor boating
conditions. Subordinates might even get the idea that the
leader is unable to make a decision, and this is contrary to
their best interests.

Select the statement which describes how time may influence
a leader's decision regarding the use of participatory style.

    a. Under circumstances where time is short,
        cooperative action and participatory style
        provide quicker solutions to emergency
        situations.

    b. Participatory style often leads to
        procrastination when time is not a
        pressing factor.

    c. Under emergency circumstances leaders
        cannot afford the time necessary to
        allow subordinate participation in
        the decision-making process.

13   If a leader is unsure of himself, he is apt to prefer a
supervisory role. This 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. If a leader is inexperienced,
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.

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 circum-
      stances.

   b. CAPT Townsend is reluctant to use partici-
      pative 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.

   d. 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.

14   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 subor-
dinates. 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.

However, we can with some degree of assurance state that
democratic, participatory leadership produces:

- Better morale

- Less hostility

- More cooperation

- Greater friendliness

- Leaders who are significantly more
  effective

- Leaders who make a greater contribution
  to group performance

But keep in mind that the use of democratic participatory
leadership must be tempered by the situation. The situation
is an important determiner in leadership style.

This is the end of the Programed Sequence. Now, take the
Summary Post-Quiz on the next page.

Summary Post-Quiz

Answer the following questions as indicated in your Student
Guide.

1.   Select the statements which correctly describe the benefits

of participatory leadership in the m:litary.

   1)   Increased morale within an organization

   2)   Better communication and improved feedback

   3)   Lower efficiency in emergency situations

   4)   Leadership skill development among subordinates

   5)   Opportunities to observe the skills of
        subordinates

   6)   High reenlistment rates

   a.   1, ·3, 5, 6

   b.   1, 2, 4, 5

   c.   2, 3, 4, 5

   d.   1, 3, 4, 5

2.   CAPT Middleton is an Amphibious Squadron 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, and 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 intel-
ligence 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. He didn't want to keep subordinate commanders
       informed.

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

3. A leader who uses participative leadership:

    a. Must be attentive to his followers' suggestions and reactions

    b. Retains his authority and responsibility under both participatory and supervisory leadership

    c. Must understand that the degree of participative leadership depends upon the leader, followers and the situation

    d. All of the above

---

4. Which one of the following best describes the general

results of studies done on participative leadership?

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

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

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

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

5.   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 him 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 White

   b.   ENS Black

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

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

Now, check your answers on the next page.

ANSWERS TO SUMMARY POST-QUIZ

1. b

2. d

3. d

4. c

5. b

This is the end of Part Seven, Segment V.

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART SEVEN

LEADERSHIP BEHAVIOR AND STYLE

Segment V

Participative Leadership

Progress Check

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

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 responsibilities 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 34

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 comprehension 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 subor-
   dinate'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. Although
he has no previous experience with PBRs, his
crew is composed of experienced men selected
from several other crews.

4) BM1 Salce 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 leader-
       ship 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.

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___Syndactic Text   Vol VII-C___

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

PROGRAM FRAME ANSWERS

PART SEVEN

Segments III, IV & V

PROGRAM FRAME ANSWERS

PART_Seven__SEGMENT_III____TYPE_Syndactic Text_____PAGE_1__OF_1__PAGES

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

PROGRAM FRAME ANSWERS

PART _Seven_ SEGMENT _IV_   TYPE _Syndactic Text_   PAGE _1_ OF _1_ PAGES

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

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

PROGRAM FRAME ANSWERS

PART__Seven__SEGMENT_V___   TYPE_Syndactic Text_____   PAGE_1__OF__1_PAGES

FRAME OR QUESTION NUMBER	CORRECT ANSWER
Programed Sequence	
1	c
2	a
3	d
4	b
5	c
6	b
7	c
8	e
9	d
10	d
11	a
12	c
13	b
14	no response