

CHAPTER 2

LEADERSHIP

LEARNING OBJECTIVES

Upon completion of this chapter, you should be able to do the following:

1. Describe how to develop a first draft of shift, office, or work center daily work schedules.
2. Explain how to apply leadership and supervisory skills.
3. Describe how to estimate time for accomplishment of tasks.
4. Describe how to direct daily work assignments using established time schedules.
5. Explain how to evaluate completed assignments of subordinates for quality, completeness, and timeliness.
6. Explain how to translate daily work requirements from immediate supervisor into specific assignments for subordinates.
7. Explain how to evaluate specific assignments to determine proper personnel to accomplish assigned tasks.
8. Describe how to coordinate availability of tools, supplies, equipment, and parts to perform required tasks.
9. Explain how to evaluate subordinates' qualifications to perform tasks.
10. Explain how to recommend formal reward/recognition for subordinates to the immediate supervisor.
11. Describe how to counsel subordinates on professional performance.

We need men and women who by their personal integrity, their sense of moral purpose, and their acceptance of the requirement of hard work, will exemplify the best in leadership traditions of the Navy and of our country.

—Admiral Arleigh A. Burke
(USN RET) (Chief of Naval
Operations from 1955 to 1961)

As you strive to become a leader in today's Navy, you will confront many difficult leadership challenges. You will have to deal with recruiting

in an all-volunteer force environment, ensuring equality for all, ending drug and alcohol abuse, and retaining valuable personnel. Leaders should know how to analyze these challenges objectively and take creative and innovative action to resolve them.

NAVY LEADER DEVELOPMENT

The Navy, with leader development goals in mind, has set up a program for its leading petty officers (LPOs) and chief petty officers (CPOs). This program is the Navy Leader Development Program (NAVLEAD). NAVLEAD was developed and designed to support career-long

leader development. NAVLEAD emphasizes the following:

- Individual commitment to self-improvement
- Command leader development training and opportunities and a positive, supportive command climate
- Formal leader development training and education programs
- Direct involvement by designated echelon 2 commands

NAVLEAD provides leadership training for naval personnel to accomplish the Navy's mission effectively. It also provides leadership training for different ascension levels in the three warfare communities for fleet and shore commands.

All NAVLEAD courses are based on 16 leadership attributes or competencies that distinguish superior performers from average performers. NAVLEAD courses refer to those competencies as "skills." The courses emphasize the knowledges, skills, behaviors, and thought patterns that research has shown to distinguish superior performers from average performers.

You can find further information about NAVLEAD course requirements in OPNAVINST 5351.2.

THE ROLE OF THE LEADING PETTY OFFICER (LPO)

The division officer normally designates the division's senior chief petty officer or senior petty officer as its leading petty officer. The leading petty officer aids the division officer in administering, supervising, and training division personnel. Those are just a few of the tasks you will perform when you serve as the LPO. You will also fulfill the following roles:

- Technical expert
- Supervisor

Ž Leader

Ž Advisor/counselor

Ž Mentor

To accomplish the above roles, you must learn to use 16 leadership and supervisory skills. Five steps support development of the knowledges, behaviors, or thought patterns related to these leadership skills:

RECOGNIZE SKILLS. Learn to recognize desired knowledges, skills, behaviors, or thought patterns of superior leaders.

UNDERSTAND THE SKILLS. Integrate the desired knowledges, skills, behaviors, or thought patterns into your own way of thinking.

SELF-EVALUATE IN RELATION TO THE SKILLS. Rate the relevance of the various skills, behaviors, or thought patterns to your own job, career, or life goals and identify specific areas for self-improvement.

PRACTICE THE SKILLS. Develop use of the skills, behaviors, or thought patterns by practicing them and receiving feedback on them.

PERFORM THE SKILL. Plan how you can use the skills, behaviors, or thought patterns on the job. Envision on-the-job problems, set goals to resolve them, and develop action plans that involve the use of the proper leadership skills.

Learning Styles

People learn in different ways. The way one person learns a skill or how to perform a task may not be an effective or efficient method for another person.

Most people develop a preferred, or dominant, approach to learning by using one or two styles more often than others. However, most people employ each of the learning styles, to some degree, often moving from one to the other.

To develop effective subordinates, you need to be an effective leader. That means knowing your own dominant learning style and the dominant learning style of each of your

subordinates. The four learning styles are as follows:

1. Concrete experience

People who primarily use the concrete learning style prefer an experience-based approach to learning. These people want to learn first hand without preparing beforehand. They do not want to learn by reading; they want to learn through experience.

Concrete learners have the following characteristics:

- Rely heavily on feeling-based judgments
- Are receptive to new experiences and activities
- Are people-oriented
- Prefer to treat each situation as a new case
- Learn best when they can get involved

2. Reflective Observation

People who primarily use the reflective learning style prefer to sit back and observe without getting involved. They like to see how the situation looks before making a judgment or committing themselves to learning.

Reflective learners have the following traits:

- Rely heavily on careful observations when making judgments
- Are more tentative or uncertain when it comes to learning
- Like to reflect on what they have observed before drawing conclusions
- Tend to be withdrawn
- Prefer to be objective observers

3. Abstract conceptualization

People who primarily use the abstract learning style prefer a theory-based, analytical approach to learning. These people prefer to study the topic and think about it. They don't want to

learn through experience; they'd rather read about it.

Abstract learners have the following habits:

- Rely heavily on logical thinking and rational evaluation
- Are more oriented to things and symbols than they are to people
- Prefer authority-directed, impersonal learning situations that emphasize theory
- Are frustrated by "discovery" learning approaches such as role plays and simulations
- Like systematic approaches or theories

4. Active experimentation

People who primarily use the active learning style prefer to learn by becoming involved in a subject. They take a step-by-step, active approach. These people like to apply what they are learning.

Active learners have the following qualities:

- Rely heavily on experimentation
- Like to combine theory with application
- Tend to be practical and responsible
- Use feedback from others
- Use trial and error and learn from their own mistakes

Motives, Thoughts, and Behaviors

A motive is a need or want based on your personal desires or goals. A motive also leads you to think about how you would feel about reaching or not reaching the goal.

A thought leads to behavior that allows you to reach the goal.

A behavior leads to goals that satisfy your needs and wants in the initial motive.

We have three types of social motives: achievement, affiliation, and power. These motives lead to behaviors related to persons and tasks met in daily living.

The following chart shows some thoughts and behaviors that are typical of the three types of social motives:

THOUGHTS AND BEHAVIOR CHARACTERISTIC OF THE
THREE SOCIAL MOTIVES

ACHIEVEMENT MOTIVE

TYPICAL
THOUGHTS

Outperforming someone else
Meeting or surpassing a self-imposed standard of excellence
Doing something unique Advancing one's career

TYPICAL
BEHAVIORS

Setting realistic but Challenging goals
Looking for performance feedback
Taking initiative
Taking personal responsibility
Trying to be innovative
Choosing experts over friends to work with

AFFILIATION MOTIVE

TYPICAL
THOUGHTS

Developing and maintaining close friendships
Being with others to enjoy their company
Concern about separation from others and wanting to restore relationships
Seeing group activities as social

TYPICAL
BEHAVIORS

Having many friends
Talking to others frequently; writing a lot of letters; making phone calls
Choosing to be with others rather than be alone
Putting people before tasks
Choosing friends over experts to work with
Seeking personal approval
Sympathizing, agreeing with, and consoling others
Communicating about how others think and feel

POWER MOTIVE

TYPICAL
THOUGHTS

Taking strong and forceful actions

TYPICAL
BEHAVIORS

Being active in the organization's politics

POWER MOTIVE

TYPICAL THOUGHTS

Giving help, advice, support (especially unsolicited)

Developing strategies about how to control people and shape situations

Thinking about the impact of actions and how others will feel or be influenced

Thinking about status, reputation, or position

TYPICAL BEHAVIORS

Collecting and displaying objects of prestige

Influencing people through control or persuasion, or offering help or aid

Seeking positions of leadership

Developing subordinates toward task performance

Seeking, withholding, and using information to control others

TIME MANAGEMENT

An effective leader makes the best use of time. Watch standing, competing demands, and paperwork duties are just a few examples of the time robbers that tend to take time away from your job.

Use your time efficiently. Use time management practices for day-to-day work schedules and long-term goals. Here are some time management practices that will get you off to a good start:

1. Set goals and arrange them in their order of importance.
2. Make a daily "to do" list.
3. Start with the most important goals.
4. Handle each piece of paper only once.
5. Decide which task to perform; then do it.

Set goals; then arrange them into long-term goals, lifetime goals, 2- or 3-year goals, or 6-month goals. Short-term goals are those we develop for a week at a time. Rank your goals in their order of importance; for example, A, B, C, or 1, 2, 3; today; this week; or this month.

Make a to do list at the beginning of each day. Sit down and list all the tasks you plan to do that day starting with the most important and going

to the least important. Make this list regularly and at the same time each day. Rank each item on the list based on its importance; for example A = high value, B = medium value, C = low value, and CZ = no value at all. Avoid listing too much; your to do list should be challenging but realistic.

Make a decision about a piece of paper the first time you read it. Each additional time you handle the same piece of paper is a time waster.

Ask yourself, What is the smallest step or task I can or am willing to do right now? Then do it. Delegate as many of your tasks as possible, resolve issues quickly, and face people and problems immediately. Goal setting and action planning are important activities for effective leaders and supervisors.

Goal Setting

Goal setting in a work situation often begins with a recognition of critical equipment and systems problems or lack of resources in a work center. That can give you an idea of the actual (or real) operating condition of the work center.

Next you should identify the ideal conditions and needs of the work center. The ideal means the work center has high productivity with fully working systems and equipment. Looking at the ideal helps you see the operating condition of the work center as it should be.

Once you determine the real and the ideal, look at the discrepancies between them. Notice the problems that interrupt the smooth operation and productivity of some tasks. After finding the size of the gap between the real and ideal, decide whether you need to make changes to reduce the gap. Any changes should meet four criteria:

1. Be behaviorally specific: Specify what action to take
2. Be measurable: Specify criteria or check-points for rating accomplishment of the goal
3. Be realistic but challenging: Test your ability but have at least a 50 percent chance of attainment
4. Be time-phased: Show a time schedule or deadline for reaching the goal

Action Planning

Action planning involves four steps:

1. Taking action steps
2. Defining who will be taking the action
3. Creating a time schedule with deadlines
4. Listing skills needed to accomplish and attain the goal

EQUAL OPPORTUNITY

Equal opportunity is the practice of fair personnel management and development. It allows individual achievement, limited only by a person's aspirations, abilities, and talents. It provides for equal consideration and treatment within the laws based upon a person's merit, fitness, and capability, without additional influence of race, color, religion, gender, or national origin.

Navy personnel at all levels in the chain of command are responsible for carrying out equal opportunity. Navy policy directs that all military members and civilian employees will receive equal opportunity and treatment.

You must support equal opportunity in all of your day-to-day supervisory practices and routines. That includes the areas of justice and discipline, training and advancement, duty assignments, communications, awards and recognition, and evaluations and promotions.

You support equal opportunity when using the five leadership skill groups.

LEADERSHIP SKILLS

Through extensive research, the U.S. Navy identified a total of 16 leadership skills of superior performers. It then grouped these 16 skills under the following 5 basic areas of competence required of Navy leaders. To become an effective leader, you must recognize, understand, practice, and evaluate yourself based on the skills in each of these skill groups:

- Ž Concern for efficiency and effectiveness
- Ž Supervision
- Ž Leadership
- Ž Advising and counseling
- Ž Applying concepts to job situations

Concern for Efficiency and Effectiveness

You show concern for efficiency and effectiveness by performing a task in the least wasteful manner (efficiency) to produce the intended results (effectiveness). Superior performers use this skill group more often, in more situations, and with better results, than do average performers.

When you use the concern for efficiency and effectiveness skill group, learn to use the following skills:

1. Set goals and performance standards.
2. Take initiative.

Both of these skills affect your performance as an effective leader.

SET GOALS AND PERFORMANCE STANDARDS. —Set goals and performance standards by taking the following steps:

1. Establish specific work goals.
2. Express concern for standards of task performance.
3. Revise goals to make them realistic.
4. Set deadlines for task accomplishments.

TAKE INITIATIVE. —To take initiative, develop the following aptitudes:

1. Start new actions or plans without being told.
2. Anticipate situations rather than react to them.
3. Take resourceful and persistent action.

Supervision

Supervision is the ability of a leader to get a job done, oversee the work process, and coordinate efforts toward task completion. The supervision skill group includes six of the leadership skills:

1. Planning and organizing
2. Optimizing use of resources
3. Delegating
4. Monitoring results
5. Rewarding
6. Disciplining

PLANNING AND ORGANIZING. —When planning and organizing how to do a job or correct a problem, first arrange the activities, people, or materials involved into a sensible order. For example, you might arrange them by priority, sequence, position in the chain of command, or administrative functions. Whatever order you decide to use, plan and organize so that you proceed from the problem to a goal.

First you must determine the specific steps you must take to get the job done. List and figure the equipment, time, and manpower needed for the job. Try to foresee any problems that might arise. Ask yourself, Are time, equipment, or personnel scarce? Do the personnel assigned have the skills or knowledge to perform the assigned tasks?

Next list your plans in their order of importance. What must be done now? What can be left until later? By deciding the order in which you must carry out your plans, you can set up a plan of action.

A plan of action lists who will do what tasks at what period. Take time to write down a plan of action. Doing that will help you work around obstacles, such as times your people will be away from the work center.

Taking the following steps will allow you to plan for interruptions and still complete the

assigned task in the most efficient and effective manner.

1. Identify action steps, resources, or obstacles involved in reaching a goal.
2. Prepare a schedule.
3. Set priorities.

These steps will allow you to plan for interruptions and still complete the assigned task in the most efficient and effective manner.

OPTIMIZING USE OF RESOURCES. —Use all division personnel. Try to make every job meaningful by matching the right people with the right job. Matching your people with jobs they like to do and do well shows them you think their job is important. When you give your people jobs they have no interest in, they become bored.

Rotate your people, because doing the same job day after day gets old. Rotating your people gives them varied experience and training opportunities. It also ensures you will have people who can do the work if someone is on leave or gets transferred.

Use the following guidelines in optimizing use of resources:

1. Analyze the capabilities of individuals and the characteristics or requirements of the job.
2. Match the people and jobs to get the best performance.
3. Fully use the human resources available to accomplish tasks.
4. Consider the balance between the requirements and work morale.

DELEGATING. —Delegating authority to your people is important because it will encourage your subordinates to seek responsibility for managing tasks. Giving orders may seem like the easiest way to get a job done. However, that is not the best way to motivate an individual to be effective and efficient.

When you give an order, give a reason for the order. By explaining, your people will know you're not just making more work for them, but avoiding extra work and making the task easier.

Along with assigning a task, you must delegate your authority to carry out the task. Delegating authority works well when you have several jobs going on and can't oversee all jobs at the same time. Someone has to be in charge in every group. When you ask a subordinate to share in task

supervision, make sure the person understands the limits of that delegated authority. Morning quarters is a good time to announce daily task plans and the names of the people in charge of various groups. Delegating authority means you must hold subordinates accountable for completion of individual tasks. However, you remain responsible for completion of the entire job. Any problems from higher authority about tasks are your responsibility. Don't try to pass the blame to someone else—you made the task assignments. When delegating authority, use the following guidelines:

1. Clearly delegate authority and assign responsibility for task accomplishment to others.
2. Use the chain of command to get subordinates to share in task supervision.
3. Encourage others to seek task supervision responsibility rather than waiting for a direct order.

MONITORING RESULTS. —After you have planned your tasks and delegated authority, you must keep track of work progress. Once your people have started working, check from time to time to see if work is going as planned. Monitoring progress is especially important when you have a group of new people. You may have to check on them more often to be sure they know what type of work you expect of them. On the other hand, a group of people who have worked with you over a long time require less supervision.

As you monitor progress, make sure your people observe safety precautions. Many people are heedless of danger or think a particular regulation is unnecessary. Stress the importance of safety. Each time your people begin a job, emphasize the safety precautions involved. Should work progress slow down or come to a halt, find out why. You may then need to explain to your people what they are doing wrong and have them start over or correct their mistakes. Once your people are well into the job, check the progress of the work against a standard of performance: Does the job meet Navy standards? Are you satisfied with the work? Is the job being done according to plan? Have problems arisen you did not foresee? Was your job-person match successful? To monitor work progress successfully, follow three basic guidelines:

1. Keep track of a work process by seeking information about progress or by direct observation.

2. Check on results of own or others' action.
3. Rate the outcome of a task against a standard of performance.

REWARDING. —Once you find the results of a completed task are satisfactory, rewarding your people is important. Rewarding encourages high performance from subordinates and also shows your concern about their advancement within the Navy.

Your people feel encouraged when you tell them, "You did a good job; you took a lot of extra effort to complete it on time. Because of your efforts the job meets Navy standards." People do better work when they know you appreciate their efforts.

When possible, reward a person by praising him or her in front of your people; morning quarters is a good time. Let your people know you appreciate good work. That will help you establish a rewarding environment in which all of your subordinates feel encouraged to do a better job. You can reward and recognize many types of accomplishments. For example, you could reward a person for completing a training course, getting a college degree, or successfully completing a personnel qualification standards (PQS) requirement. Subordinates appreciate recognition for their accomplishments; it gives them an extra incentive to do better work. Reward subordinates as follows:

1. Provide feedback for average or above average performance on a specific task.
2. Publicly cite or recognize accomplishments.

DISCIPLINING. —Disciplining is almost the opposite of rewarding, because disciplining is a skill that you use to teach and correct any infractions of your people.

As a leader, you occasionally will have to warn, reprimand, or sometimes go as far as placing a person on report. You might not like some of the steps involved in disciplining, but carrying them out is part of a petty officer's responsibilities. Remember, the purpose of a reprimand is to teach, not to embarrass an individual. Before you give a reprimand, listen to your subordinate's side of the story. The person may have a logical explanation for whatever happened. Once you hear the facts and you feel the person is deserving of a reprimand, decide what effect you want the reprimand to have.

When you discipline someone, always try to do it as privately as possible. However, speak up

promptly if the person did something wrong in public; by remaining silent you will appear to condone the individual's wrong doings. If you humiliate the individual in front of others, you may lose the benefit of the reprimand. Convincing the person of the fairness of the reprimand is easier if you talk to the person in private. Some of the main points you might want to bring up during a reprimand are what was done wrong, why it was wrong, and suggestions on how to improve. After a warning, treat the individual as though nothing happened, but watch for results. Once you have taken the proper steps but have seen no signs of improvement, refer the problem to your leading petty officer, leading chief petty officer, or division officer. Follow three guidelines when disciplining:

1. Provide feedback to subordinates on inappropriate appearance, behavior, or performance.
2. Hold subordinates accountable.
3. Discipline appropriately.

Leadership

Leadership is the ability to direct and motivate people on a person-to-person basis toward mission accomplishment. Superior performers use this skill more often, in more situations, and with better results than do average performers.

The leadership skill group involves four skills:

1. Self-control
2. Influencing
3. Team building
4. Developing subordinates

SELF-CONTROL. —Self-control means holding back an impulse to say or do something inappropriate in any given situation. Self-control does not mean you never get angry; it does, however, mean if you become angry, you control the anger. Think before you respond to people or to a situation, and then respond appropriately. Be aware of situations that trigger you to respond with an emotional outburst.

An outstanding leader controls impulses, suppresses rage, controls emotional involvement, and remains calm in potentially explosive situations. Maintaining self-control helps you to identify and weigh facts before deciding on a course of action.

Self-control also means controlling the urge to “do it all yourself.” That is a common mistake

among new petty officers. They try to run the whole division by themselves by filling every role except that of a supervisor.

Self-control is the basis for leadership skills that require the skillful use of influence. As part of being an effective leader, exercise self-control in the following ways:

1. Hold back any impulse to say or do something inappropriate.
2. Do not show anger.
3. Decide only after identifying and weighing all the facts.
4. Control the urge to “do it yourself”; instead make personnel responsible for assigned tasks by supervising.

INFLUENCING. —An effective leader is skilled at influencing others. Influencing is the ability to persuade and convince others to accept your ideas. You can influence subordinates by sharing information and plans with them and setting a personal example.

New petty officers often use flattery to gain popularity. However, gaining popularity does not gain you respect; you must earn respect by gaining the confidence of your people. One way you earn your subordinates' respect and confidence is by conducting yourself properly in the daily routine of work. The same applies when ashore on liberty. Set a good personal example by refraining from the use of foul language and other actions that would bring discredit to you and the Navy.

Influence your personnel to commit themselves to the Navy's mission. Show them how they benefit from their work. You will earn the respect and trust of your subordinates when they know your exercise of authority is for the good of the Navy.

Another way of influencing your subordinates is by sharing information and plans with them. People always want to know what's going on. Sharing information with them relieves their anxieties and improves their morale. Common information you can share (as long as it is within the bounds of security) includes updates on ship movements, berth changes, and deployment schedules. That type of information will give your subordinates the opportunity to change their own plans, and they will appreciate the heads up. By showing your concern for their welfare, you influence your subordinates to trust you. Alert subordinates of upcoming drills, upkeep periods, inspections, and so forth, to give them time to prepare for them. That will promote a sense of

team work and cooperation within the work center. Remember the following guidelines when using the skill of influencing:

1. Persuade or sell ideas. Your people will buy into an idea faster if it is in their own self-interest.
2. Build political coalitions or potential influence networks.
3. Gain commitment to organizational goals, traditions, and values by appealing to a "higher" purpose.
4. Make others feel strong.
5. Influence by personal example.
6. Explain why, share information, and communicate the intent of actions.

TEAM BUILDING. —Team building is the act of promoting a spirit of team work and cooperation within or among work groups. In other words, you influence members of work groups to cooperate with each other to complete assigned tasks. In team building, you create visions of "I win, you win" situations. (There is no loser and the team is the winner.) Once a work group reaches its goal, such as achieving battle efficiency "E," subordinates will take pride in and identify with their accomplishments.

This leadership skill is especially important in nonroutine situations requiring cooperation between work groups to accomplish tasks. Once team members at all levels of the chain of command see the contribution their team effort makes to the Navy's mission, they will cooperate more readily.

Although you alone cannot develop esprit de corps among the ship's crew, your efforts can contribute to it. Wear your uniform proudly; compliment your people when they present a neat, sharp appearance. During inspections of compartment spaces, commend personnel for their team efforts and extra work in contributing to the good conditions of the spaces. Then point out any areas that need improvement and give suggestions on how to bring those spaces up to standards. Compliments, as long as they don't result in flattery, can encourage people to do a better job. Use the following guidelines when exercising the skill of team building:

1. Communicate to others the need for cooperation or teamwork.
2. Inspire teamwork in nonroutine situations requiring cooperation between people and work groups to accomplish tasks.

3. Act to create symbols of group identity, pride, or team effort.

DEVELOPING SUBORDINATES. —Effective leaders develop subordinates by instructing, coaching, helping, and training them to become leaders themselves. They help subordinates do their jobs more skillfully and responsibly to meet qualification standards.

Developing subordinates requires you to do more than give orders. You must set a good example, provide information and encouragement, and pass on your knowledges and skills. Effective leadership requires a balance between setting an example and delegating duties. Follow three guidelines when developing subordinates:

1. Transfer expertise by setting an example.
2. Provide the information and encouragement needed to get the job done.
3. Coach by making training opportunities, expert help, and resources available to subordinates.

LEADERSHIP STYLE. —Leadership style is the characteristic or typical behavior of a person in various leadership situations. The many elements that determine a person's leadership style include the following:

~ The person's motives and values

~ The specific leadership situation

~ The person's experiences

- The job or task involved
- The leadership styles of the person's past and present superiors

The effectiveness of a particular leadership style depends on the character of the subordinates, the nature of the task, and the requirements of the task involved. Coercer, authoritarian, affliator, democrat, pacesetter, and coach leadership styles are discussed as follows:

Coercer. —Leaders who use the coercer leadership style expect unquestioned compliance with their plans and instructions. Coercers practice the following methods in their leadership style:

1. Do not listen to subordinates' ideas or suggestions; subordinates see them as unresponsive.

2. Develop only short-range goals and plans.
3. Provide clear directions, and expect subordinates to carry out those directions.
4. Give subordinates specific, negative feedback of a personal nature.
5. Motivate primarily by threats—rarely praise or reward.
6. Do not develop subordinates; expect them to know their jobs or simply to comply with orders.

Coercers are effective in the following situations:

1. When a crises occurs
2. When emergencies occur, requiring a quick response
3. When a situation requires a leader to issue directions based on information or a perspective subordinates have no need to know
4. When subordinates must follow specific procedures exactly (that is, minor deviations from procedures will result in serious problems)

Coercer leaders are ineffective in the situations that follow:

1. When subordinates must solve problems, take initiative, or innovate
2. When a requirement for special procedures exists because of a complex organizational structure

Authoritarian. —Leaders who have an authoritarian leadership style expect to lead and make their own decisions. Authoritarian leaders use the following leadership practices:

1. Ask for input from subordinates on problems and decisions, but leave no doubt about who makes the final decision
2. Set goals and develop both short- and long-range plans
3. Direct clearly, are cordial, but leave no doubt about expectations
4. Inform subordinates of inadequate performance if a problem occurs, and give them rational reasons for needed improvement
5. Reward and discipline firmly and fairly
6. Provide indirect help to develop subordinates' skills

Authoritarian leaders are effective in situations such as the following:

1. When a need exists for special procedures because of a complex organizational structure
2. When they can use their influencing skills
3. When asking for input from subordinates and communicating results of a decision and its rationale are important
4. When subordinates may not have all the information or the comprehensive perspective needed to make a decision

Authoritarian leaders are ineffective in the following situations:

1. When the leader does not have a more comprehensive perspective on the problem or issue than the subordinates
2. When the status distinction between the leader and the subordinates is minimal (Both are petty officers, college graduates, and so forth.)
3. When the supervisor has no input requirement on decisions to help organizational performance

Affiliator. —Leaders who practice the affiliator style of leadership put people first. Affiliators have the following traits:

1. Listen a lot and are more interested in personal than task information
2. Do not set goals and standards or make explicit plans
3. Do not direct task performance clearly or exert influence on subordinates
4. Do not give task-oriented feedback
5. Reward personal characteristics, not task performance—never discipline
6. Do not develop subordinates' skills

Affiliators are effective when the following situations exist:

1. Tasks are routine (that is, everyone knows what is to be done and how to do it), and performance is at an adequate or high level.
2. Supervisors and subordinates are friends and have a close relationship.

Situations in which affiliators are ineffective involve the following:

1. Unique and complex tasks
2. Subordinates who need motivation to take initiative or be innovative
3. Substandard performance of a group or an individual
4. Decisions required based on information or a perspective possessed only by the leader

Democrat. —Leaders who exercise the democrat leadership style encourage taking part. Democrat leaders have the following approach to leadership:

1. Take an inactive part in meetings by listening only, but encourage subordinates to take an active part
2. Make decisions based on a consensus of subordinates' opinions; allow subordinates to decide upon and control work-related activities
3. Base direction upon a consensus of subordinates' opinions; try to match people and jobs
4. Give some task feedback
5. Motivate subordinates by rewarding adequate or desirable performance; give negative feedback (that is, discipline in any form) only in very limited situations
6. Work minimally toward developing subordinates' skills

Democrat leaders are effective under the following conditions:

1. All subordinates are excellent performers.
2. All subordinates are suitable for their jobs.
3. Subordinates have as much information relevant to decisions and activities as does the supervisor.
4. Subordinates must coordinate with each other to conduct independent activities.

Democrat leaders are ineffective under the following conditions:

1. Subordinates do not have access to information or a perspective that the leader has.
2. Crises or emergencies occur, which require a quick response or decision.

3. Subordinates lack an in-depth understanding of each others' work.
4. Subordinates must complete separate job tasks that will be combined to achieve the work center's goal.

Pacesetter. —Leaders who supervise using the pacesetter leadership style are self-directed and expect others to be self-directed. Pacesetters exercise the following methods of management:

1. Expect people to know their jobs and do them well (probably do not listen to others)
2. Communicate goals and standards, and set the example in their planning
3. Set the pace rather than direct, and take personal responsibility for success and failure; have difficulty delegating, so work unceasingly to try to accomplish everything alone
4. Give some task feedback
5. Reward good performance, but provide no warmth or support; often get very coercive when things go wrong
6. Develop subordinates using only themselves as a model

The pacesetter leadership style works effectively in the following situations:

1. Status distinctions between supervisor and subordinates are minimal.
2. Performance goals and standards are clear to everyone.
3. Subordinates must conduct their work independently of the leader with little coordination or integration among themselves.

The pacesetter leadership style works ineffectively when the following situations exist:

1. Subordinates must perform most of the tasks.
2. Coordination or integration is essential to task accomplishment or organizational efficiency.
3. One or more subordinates have performance problems.
4. Subordinate development must be quick, with special attention from the supervisor.

Coach. —In using the coach leadership style, leaders guide subordinates toward high standards

and improved performance, Coaches have the following traits:

1. Listen to subordinates
2. Are concerned about high performance standards, but feel subordinates should focus on self-improvement and individualized goals instead of absolute standards or goals
3. Are less directive than other leaders; see their job as one of aiding or guiding subordinates toward achieving standards (that is, not telling them or imposing the leader's view of the standards); ask subordinates to develop plans, solutions to problems, and alternate ways of accomplishing tasks; don't express personal preferences
4. Provide frequent, specific, task-oriented feedback, help, and resources to help subordinates improve performance
5. Reward task performance and improvement of performance; respond to failures by helping subordinates to improve
6. Develop subordinates effectively

The coach leadership style is effective under the following conditions:

1. Subordinates have their own access to performance-related feedback.
2. Everyone clearly understands performance measures and goals.
3. Performance feedback is available to subordinates in a timely manner.
4. Organizational goals are achievable even if one or more of the subordinates do not meet their individual performance goals.

The coach leadership style is ineffective when the following conditions exist:

1. Leaders have information which is not available to subordinates.
2. Subordinates do not have the comprehensive perspective needed to make performance-improvement decisions.
3. The organization's performance depends on the attainment of certain performance goals by every one of the subordinates.
4. Performance feedback is not easily obtainable from the coach or is not clear in its interpretation.
5. Decisions about the group's activities or performance have to be made in a rapid manner.

Advising and Counseling

Advising is the ability of a leader to provide needed information to help a person take action to correct a problem. Counseling is the ability of a leader to help a person explore, better understand, and find solutions to a problem. An effective leader uses this skill group more often, in more situations, and with better results.

Every ship has a limited number of crew members, each with various levels of training and expertise. Whether they have extensive or minimal training, everyone has a specific job. Every member contributes to the success of the mission and the welfare of the crew. Therefore, the problems of every subordinate should greatly concern you as a leader.

When you became a petty officer, you received more pay, but also more responsibilities. Those responsibilities include any personal problems that affect your subordinates' performance, such as marital, family, and financial problems. When those problems affect a person's performance, they will, in turn, affect the entire work group. Help your people solve their problems; in turn, you will gain respect and trust from others in the division.

The Navy has many helping resources to help personnel with problems. Become familiar with these helping resources and their specific purposes so that you can advise subordinates on how to get help with personal problems.

If you are effective in advising and counseling subordinates, you achieve the following results:

1. Solve problems more quickly by dealing with them within the work group.
2. Increase morale by building trust.
3. Ease the pressure on superiors by resolving situations at your own level.
4. Save time and energy of the few professional counselors for truly serious problems.

Although you should believe and trust in your subordinates' basic worth and ability to perform, you will sometimes have subordinates who do not meet standards. Learning to apply the three skills of the advising and counseling skills group will help you deal with those situations more effectively:

1. Positive expectations
2. Realistic expectations
3. Understanding

POSITIVE EXPECTATIONS. —Leaders who have positive expectations express a belief or trust in people's basic worth or ability to perform. Your expectation of your subordinates' ability to perform affects the climate in which they work. Positive expectations are important in motivating subordinates to work, but they are also important in advising and counseling sessions.

So far, we have only talked about leadership skills that deal with actions and behavior. The skills in the advising and counseling skill group deal with how you think. Since the way you think affects your actions, your subordinates can see how you view their basic worth. Therefore, they will know if you have positive expectations.

To develop positive expectations of a person, follow five basic guidelines:

1. Focus and build on the person's strengths, not weaknesses.
2. Express positive expectations about the person's abilities.
3. Listen and pay attention to the person.
4. Emphasize the person's worth.
5. Have confidence in your own ability to help the person solve the problem.

REALISTIC EXPECTATIONS. —Subordinates will have high levels of productivity only if they consider your expectations to be realistic and achievable. If you encourage subordinates to strive for unattainable goals, they will eventually quit trying to reach those goals. They will then settle for lower productivity than they are capable of achieving.

A leader's realistic expectations are those doubts and concerns about the ability of others to perform. Realistic expectations help you see personal blocks that prevent a person from solving problems or learning how to operate equipment.

Expectations affect performance. If you expect subordinates to perform poorly, you will be unable to hide that expectation from your subordinates. Indifferent and noncommittal treatment of subordinates usually communicates low expectations, which, in turn, leads to poor performance. For example, suppose you say nothing about your subordinates' performance. They might then interpret your silence to mean you are unhappy with their work or that they cannot do a good job.

Realistic expectations and negative expectations are completely different. Realistic expectations involve objectively assessing a subordinate's ability. Negative expectations involve "prejudging," "getting down on," or "giving up on a subordinate." Negative expectations can lead to undesirable performance.

UNDERSTANDING. —Effective leaders accurately identify and help others to understand what created a problem. They accurately assess the motives, thoughts, and behavior patterns of others and respond appropriately to improve job performance.

When a personal problem causes a performance problem, know what resources are available to help the individual. Your subordinates will respect your knowledge, experience, and advice and will appreciate any interest you show in their welfare.

ADVISING AND COUNSELING SESSIONS. —This section explains key points involved in effective advising and counseling sessions. It covers types of advising and counseling sessions and the actual process involved in each.

KEY COUNSELING POINTS

We perform counseling to solve a problem or to fulfill a need.

Determine interview goal before meeting
Review available records.

Give the individual the facts, whether they are pleasant or unpleasant.

Be a good listener. Be fair.

Refer individual to other resources for professional help, as needed.

Keep the individual's problem confidential.

Help the individual grow in self-understanding.

DO NOT lose your self control. The results could be disastrous.

DO NOT make promises you can't keep.

DO NOT be quick to decide; not all problems are solvable in a single counseling session.

DO NOT forget to document the counseling and have the counselee sign the counseling sheet.

You will be involved with four major types of advising and counseling sessions:

1. Personal
2. Career
3. Performance
4. Disciplinary

For each type of session, you should understand the nature of the problem and the purpose or intent of the meeting with the counselee. You should also understand the desired results, actions, or behaviors from the counselee as a result of a session.

TYPE OF PROBLEM	DESCRIPTION OF PROBLEM	PURPOSE OF ENCOUNTER	DESIRED OUTCOMES
PERSONAL	The person has difficulty coping with situations either on or off the job. Problems could be financial, legal, interpersonal, educational, moral, religious, etc.	<p>Explore situation</p> <p>Clarify events and feelings</p> <p>Give support</p> <p>Share</p> <p>Refer to other resources</p>	<p>Generation and evaluation of alternatives</p> <p>Action plans</p> <p>Problem solutions</p> <p>Increased trust</p> <p>Counselee takes responsibility for situation</p> <p>Clarification of feelings or understanding</p> <p>Feeling strong</p>
CAREER	The individual may be (1) seeking options or ideas to plan career paths, (2) making a significant decision towards change, or (3) considering further education and training.	<p>Give information</p> <p>Explore opportunities for promotion and/or training</p> <p>Analyze (informally) skills, experience, and training</p> <p>Refer to trained career counselor</p>	<p>More informed choices</p> <p>Action plans for change</p> <p>Increased alternatives</p>
PERFORMANCE: Ineffective	The individual is not performing at a level consistent with unit or command standards.	<p>Explore factors behind low performance</p> <p>Inform individual of negative evaluation</p> <p>Set mutual standards and expectations</p>	<p>Mutual understanding of agenda for improvement</p> <p>Motivation towards improvement</p>
PERFORMANCE: Effective	The individual is performing in an average or above average manner.	<p>Reward</p> <p>Provide performance feedback</p> <p>Motivate</p> <p>Suggest areas for further improvement</p>	<p>Increased self-worth</p> <p>Feeling strong</p> <p>Desire to do better</p>

TYPE OF PROBLEM	DESCRIPTION OF PROBLEM	PURPOSE OF ENCOUNTER	DESIRED OUTCOMES
DISCIPLINARY	The individual has violated a specified rule or regulation	<p>Inform of action being taken</p> <p>Determine if the behavior is indicative of related problems</p> <p>Legal notification</p> <p>Inform individual that standards have not been met</p>	<p>Understanding of violation</p> <p>Plans for preventive action</p>

ADVISING AND COUNSELING PROCESS. —The advising and counseling process requires you to take five-steps:

1. Start the session.
2. Create suitable conditions for the session.
3. Explore and understand the real (how the situation is now).
4. Move toward the ideal (where the counselee would like to be).
5. Monitor and follow up.

Remember that as a leader you're not considered or trained to be a professional counselor. You should refer personnel with problems requiring professional counseling to the right helping resource.

Start the Session. —To start the advising and counseling process, let the counselee know that you want to talk to him or her. In some cases, the counselee might come to you, in which case, he or she would be starting the session. Next choose a suitable place to meet; choose a place where you will have the least amount of interruptions. Then agree on a time to meet; allow enough time to conduct a proper and effective session.

Create Suitable Conditions for the Session. —To create suitable conditions for a session, prepare ahead of time. Try to ensure you won't have to stop during the session to do something else. Make sure the meeting place will be physically comfortable; the office should have a quiet atmosphere and a comfortable place to sit. Help the counselee feel at ease; for example, you could serve coffee. Guarantee confidentiality within your legal bounds, and be attentive.

Explore and Understand the Real. —Start your session off by stating the reason for the counseling session. Let the counselee know of your concern about the situation. Try to elicit information that might help you and the counselee understand the real (how the situation is now). Discuss the situation as fully as possible so that you both understand it.

Move Toward the Ideal. —Have the counselee state his or her ideal goal (how the counselee would like the situation to be) in solving the problem. State your realistic expectations about the counselee by expressing doubts and concerns; then identify any blocks that might prevent the counselee from solving the problem.

Suggest sources of outside help. When you can, provide additional and professional help. Identify optional actions; for example, set an appointment at a helping outside resource or call the chaplain for an appointment. If you handle the situation correctly, the counselee will feel good about the session and feel resolving the situation is possible. Encourage the counselee to commit to the optional actions by keeping his or her appointments. Stress that the counselee must follow through on the actions he or she agrees to. State your positive expectations by stating the counselee's abilities; that will build the counselee's strengths and help him or her succeed in reaching the goal.

Monitor and Follow Up. —Agree on who is responsible for monitoring any changes that will occur throughout the counseling process. Your counselee has committed himself or herself to improve or make a change. Agree on what action you will take if the counselee carries out the commitment as planned. Also agree on what

actions you will take if the counselee does not follow through. Give the counselee some time to resolve the problem, but agree on a follow-up session. Be sure to set a time and a place for the follow-up session.

Applying Concepts to Job Situations

The applying concepts to job situations skill group involves one skill—conceptualizing. To become an outstanding petty officer and leader, conceptualize in the following way:

- Ž Look at the situation.
- Ž Rigorously search for and identify the available facts.
- Ž Organize the facts and draw conclusions.

SUMMARY

In your role as a learner or a teacher, you should be aware of the four learning styles: concrete experience, reflective observation, abstract conceptualization, and active experimentation. To be an effective leader and instructor, you need to know your own dominant learning style.

A motive is a need or want based on desires or goals. A motive will cause you to think about what is needed to reach that goal and how to reach those needs.

When you have concern for efficiency and effectiveness, you will perform tasks in the least wasteful manner to produce the intended results.

Superior leaders have 16 basic leadership skills:

- Setting goals and performance standards
- Taking initiative
- Planning and organizing
- Optimizing use of resources
- Delegating
- Monitoring
- Rewarding
- Disciplining

- Self-controlling
- Influencing
- Team building
- Developing subordinates
- Developing positive expectations
- Developing realistic expectations
- Understanding
- Conceptualizing

Although leaders have one primary leadership style, they sometimes use a combination of the six styles: coercer, authoritarian, affliator, democrat, pacesetter, and coach. The effectiveness of a leadership style depends on the people being led, the requirements of the task, and the situation.

You will conduct four types of advising and counseling sessions: personal, career, performance, and disciplinary. Each session involves five steps:

1. Starting the session
2. Creating suitable conditions for the session
3. Exploring and understanding the real (how the situation is now)
4. Moving toward the ideal (where the counselee would like to be)
5. Monitoring and following-up

The Navy needs professional leaders who have high standards, possess great skills, and who are willing to study and learn to achieve their full potential. As a petty officer it's your job to become an effective leader. Effective leaders use the knowledges and behaviors involved in the 16 leadership skills. The extent to which you, as a Navy leader, apply these leadership skills depends, in part, on your level in the chain of command or your specific job situation.

REFERENCES

Navy Leader Development Program Leading Petty Officer Course, Student Guide, NAVEDTRA 38224-A, Chief of Naval Technical Training, Memphis, Tenn., 1991.

