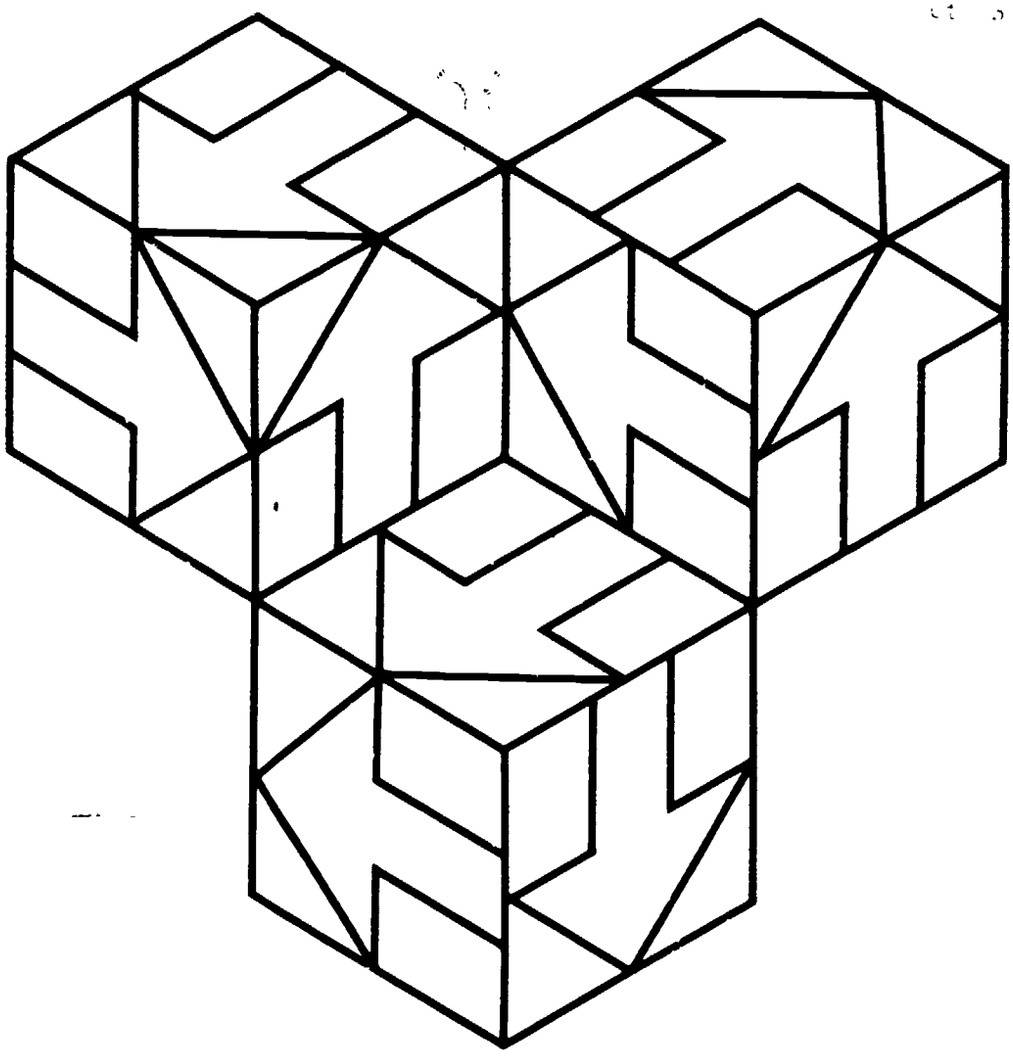
DOCUMENT RESUME

ED 071 289 EM 010 431

TITLE	Introduction to Psychology and Leadership. Part Five; Military Management. Segments VII, VIII, IX & X, Volume V-C.
INSTITUTION	Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.
SPONS AGENCY	National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
BUREAU NO	BR-8-0448
PUB DATE	71
CONTRACT	N00600-68-C-1525
NOTE	208p.; See also EM 010 418 and EM 010 419
EDRS PRICE	MF-$0.65 HC-$9.87
DESCRIPTORS	*Autoinstructional Aids; Communication (Thought Transfer); Individual Psychology; Instructional Media; Leadership; *Leadership Training; *Management Education; *Military Training; Programed Instruction; *Psychology; Social Psychology; Textbooks; Workbooks

ABSTRACT

The fifth 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 military management and is presented in three separate documents. Like Volume One (EM 010 420), this document is a self-instructional syndactic text with discussion sections and criterion quizzes. EM 010 429 and EM 010 430 are the first and second parts of the volume, and EM 010 421 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)



Introduction To Psychology And Leadership

Volume V-C

Military Management

ED 010431

ED 071289

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART FIVE

MILITARY MANAGEMENT

Segments VII, VIII, IX & X

Volume V-C

U S DEPARTMENT OF HEALTH.
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRO
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIG
INATING IT POINTS OF VIEW OR OPIN
IONS STATED DO NOT NECESSARILY
REPRESENT OFFICIAL OFFICE OF EDU
CATION POSITION OR POLICY

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

This material was developed by Westinghouse Learning Corporation's Project Annapolis, under Contract Number N00600-68-C-1525, with the National Center for Educational Research and Development, United States Office of Education, Department of Health, Education and Welfare.

PERMISSION TO REPRODUCE THIS COPY RIGHTED MATERIAL HAS BEEN GRANTED BY

Westinghouse Learning Corp.

TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE U.S. OFFICE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER

Copyright © 1971, by Westinghouse Learning Corporation.

All rights reserved.

TABLE OF CONTENTS

with Margin Index

PART FIVE/VII Foreword.....*ix*

PART FIVE/VII Syndactic Text.....1

PART FIVE/VII Progress Check.....1

PART FIVE/VIII Foreword.....*iii*

PART FIVE/VIII Syndactic Text....1

PART FIVE/VIII Progress Check....1

TABLE OF CONTENTS

with Margin Index

PART FIVE/IX Foreword.....*vii*

PART FIVE/IX Syndactic Text.....1

PART FIVE/IX Progress Check.....1

PART FIVE/X Foreword.....*iii*

PART FIVE/X Syndactic Text.....1

PART FIVE/X Progress Check.....1

Program Frame Answers.....*i*

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART FIVE

MILITARY MANAGEMENT

Segment VII

Organizing: Charting

Syndactic Text

Single Volume

(ST/SV)

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

FOREWORD

"The structuring of an organization should never be done except in terms of objectives to be achieved. Too often the organization chart is planned and executed in a vacuum."

Seckler-Hudson

In this segment you will learn how to use the previously taught material on organizing to help you draw a valid picture of the organization. The advantages and disadvantages of charting and how a chart may help a leader by providing him much useful information at a glance will be discussed. You will learn that the type of organization and its mission will affect the type of information and the detail necessary in charting an organization. You should remember that the organization chart is just a functional picture of the organization and that people run the organization, not charts.

There are two types of materials that can be used for this segment and segments VIII, IX, and X. If the student is assigned an audio tape track, he will follow the instruction with an audio tape and appropriate panel booklet. If the student is assigned the alternate track, he will cover the same material by use of a Syndactic Text, similar to the material presented in Part Two, segments II, III, IV, and V.

ORGANIZING: CHARTING

Summary 1

Purposes and Characteristics of Organization Charts

Purposes

When you are assigned to a new organization, you will want to know such things as: Who commands it? Whom do you see to get a particular job done? What is the role of that person? Is this person exceeding his authority by issuing you orders? These questions and others can be readily answered by organization charts. Organization charts aid you in visualizing the overall picture of the organization and the arrangement of relationships among units. Although they cannot answer all questions, such as those dealing with informal relationships, they facilitate an understanding of organizational concepts which may be difficult to perceive from oral or written descriptions.

A navigator needs to know how to use charts to guide his ship; you, too, will need to know how to use charts to guide you once you are established within an organization. Charts clearly delineate lines of authority and provide a basis for planning. The initial preparation of charts can tell us a great deal about both the faults and strengths in an organization structure, and can indicate which structural realignments should be undertaken to improve the organization.

We must be careful not to confuse an organization chart with an organization. One cannot drive an automobile on the roadmap any more than the organization chart itself will accomplish organizational goals.

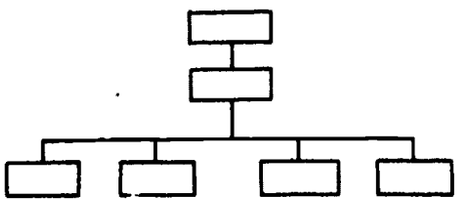
Organization charts must be properly constructed if they are to be of any use.

Basic Construction

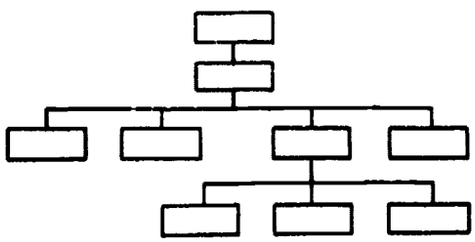
Chart construction follows a few conventions which you need to recognize as guides to chart reading. If you understand them you will read charts correctly; and in drawing up organization charts, you will design them in such a way that others will understand clearly the line and staff relationships, duties, responsibilities, and authority of components of the group or organization.

Four practices are common and generally adhered to:

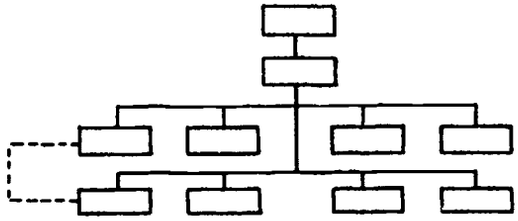
1) A line of direct authority is represented by a solid line between boxes.



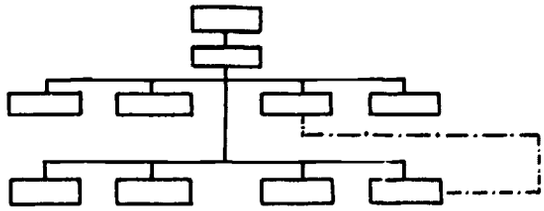
2) Units of an equivalent authority level should be placed on the same horizontal line.



3) A line of information and advisory contact (staff relationships) is shown by a broken line (-------) between boxes.



4) A line of functional authority is represented by a line of alternating dots and dashes (·-·-·-·-·) between boxes.



The foregoing rules must be considered in conjunction with other characteristics of good organization charts.

Characteristics of Good Organization Charts

First, Completeness. The chart must identify all components shown, and their major relationships. Information must be verified as accurate and current. The chart must show its effective date and carry the signature of the Commanding Officer.

Second, Simplicity. A chart should eliminate confusing, complicating, or detailed information. But you must not lose track of important but perhaps obscure or seldom used elements.

Third, Clarity. A chart is a means of communication. If it is not clear, it may be worthless or even detrimental.

Boxes should be labeled clearly. Brief explanatory notes may be necessary. Lines should never cross.

Fourth, Symmetry. Charts should show components in well-balanced arrangements. Unsymmetrical charts frequently confuse or distort the picture of important command relationships.

Fifth, Unity. All units on a chart must be linked together and shown as parts of a single organization. From each box one must be able to trace a relationship to every other box.

This is the end of Summary 1. Now turn to page 5 and take the quiz.

Summary Pre-Quiz 1

Purposes and Characteristics of Organization Charts

Answer the following questions as indicated in your Student Guide.

1. Select the statement which best describes the purposes of organization charts.

a. Organization charts provide a basis for subordinate forecasting, determine levels of authority, and aid the leader in deciding which organizational component(s) can best accomplish a task.

b. Organization charts are useful tools for visualizing the process by which an organization decides on a particular course of action, and are helpful in correcting flaws in the organizational structure.

c. Organization charts provide a basis for planning, determine lines of authority, and reveal a great deal about both the faults and strengths in a organizational structure.

d. Organization charts clearly define the roles of each member of the command structure, establish controls on the delegation of authority, and indicate which structural realignments should be requested, authorized, and effected.

2. Which statement is not a rule or characteristic for basic construction of organization charts?

a. Units of an equivalent authority level should be placed on the same horizontal line.

b. A line of information and advisory contact (staff relationship) is shown by a line of alternating dots and dashes.

c. A line of direct authority is represented by a solid line between boxes.

d. Lines should never cross.

---

3. Match the statement with the most appropriate characteristic of good organization charts.

1) Must be maintained if important command relationships are not to be confused	a. Completeness
2) Brief explanatory notes may be necessary.	b. Unity
3) The chart should indicate the date prepared and carry the signature of the Commanding Officer.	c. Clarity
4) From each box one must be able to trace a relationship to every other box.	d. Simplicity
	e. Symmetry

a. 1-b, 2-c, 3-d, 4-e

b. 1-c, 2-a, 3-d, 4-b

c. 1-e, 2-c, 3-a, 4-b

d. 1-a, 2-d, 3-c, 4-e

Now check your answers on page 8.

BLANK

ANSWERS TO SUMMARY PRE-QUIZ 1

1. c
2. b
3. c

If all of your answers were correct, go to Summary 2 on page 23. If you missed one or more questions, go to the next page and go through Programed Sequence 1.

Programed Sequence 1

Purposes and Characteristics of Organization Charts

1 Lacking a clear picture of your newly assigned organization, you may erroneously assume that it is like previous organizations to which you have been assigned. Organization charts aid you in visualizing the overall picture of the organization and the arrangement of relationships among units.

Which one of the following statements is correct?

a. Organization charts facilitate an understanding of organizational concepts which may be difficult to perceive from oral or written descriptions.

b. Organization charts answer all questions one has about the formal and informal structure of an organization.

---

2 After a chart helps introduce you to a new organization it continues to guide you. The primary guiding purpose of a chart is to clearly delineate lines of authority.

Clearly delineating lines of authority helps you answer which of the following questions?

a. Whom do you see to get something accomplished?

b. Is this person justified in issuing you orders?

c. What is the role of a line officer?

3 Charts also provide a basis for planning. Without an adequate understanding of the organization's component relationships, realistic plans could not be formulated.

Who is most likely to use his knowledge of charts for planning purposes?

a. An officer assigned to shore duty in a Pentagon billet

b. An officer on shore patrol duty

---

4 The preparation or revision of existing charts reveals much about both the faults and strengths in an organization structure.

Beyond this initial revelation what function can a chart serve?

a. Charts can indicate which personnel must be eliminated in order to promote efficiency in the organization.

b. Charts can indicate which structural realignments should be undertaken to improve the organization.

5 You must be careful not to confuse an organization chart with an organization. One cannot drive an automobile on the roadmap any more than the organization chart itself will accomplish organizational goals.

Which of the following is not a purpose of organization charts?

a. To delineate lines of authority

b. To facilitate an understanding of organizational concepts

c. To govern the uses of delegation of authority

d. To recognize faults and strengths in the organizational structure

---

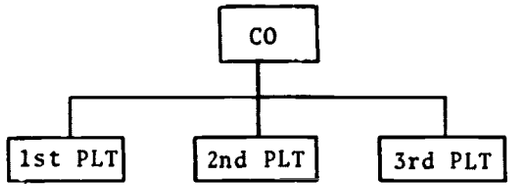
6 Rules governing the construction of charts usually are not "hard and fast" but must be applied with discretion and common sense. If you understand these conventions you will read charts correctly; and in drawing up organization charts, you will design them in such a way that others will understand clearly.

Why is it important to follow general charting conventions?

a. So as to include all possible information in the charts

b. So as to prevent misinterpretation or misunderstanding

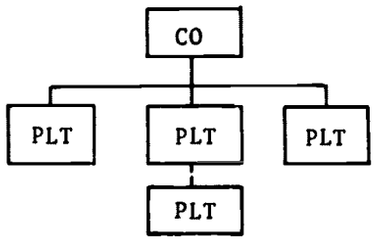
7 A line of direct authority is represented by a solid line between boxes. The following chart depicts the relationship of a Midshipman Company Commander to his platoon leaders:



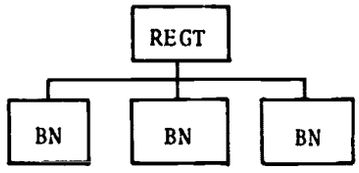
8 Midshipmen platoons are, as you know, units of equivalent authority. When charting, these units should be placed on the same horizontal line.

Which of the following charts is correct?

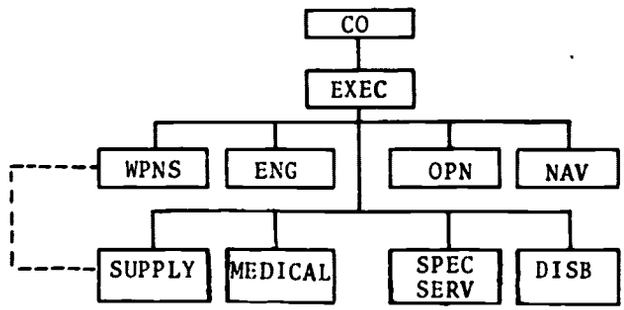
a.



b.



9 It is useful for a chart to distinguish line functions from staff functions. Line functions are those which involve transmission of direct authority. (It is important to keep in mind that a staff officer has no authority over line officers. However, the staff officer heading a staff section, such as the Supply Officer on a carrier division staff, does have line authority over his immediate subordinates.) Staff (advisory) relationships are indicated by a dashed line, as in the chart below:



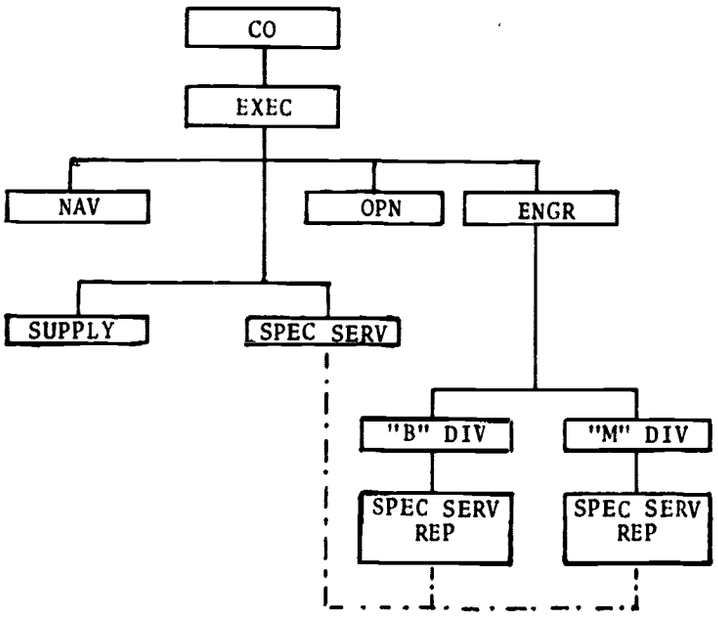
The solid lines in the chart above indicate which type of relationship?

a. Staff (advisory)

b. Direct authority

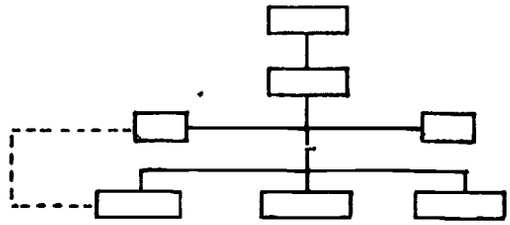
c. Equivalent authority

10 The last basic rule for chart construction deals with functional authority. Just as we have a special way to distinguish direct line functions from staff functions, there is a specific way to show functional authority. Alternating dots and dashes are used to show a line of functional authority wherein the officer has power over functions undertaken by personnel not in his department. For example, the Special Services Officer might be connected with dots and dashes to the "B" and "M" Division representatives of the Recreation Committee:

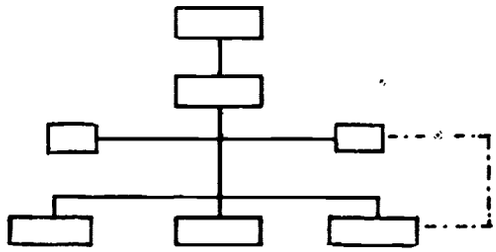


11 Select the chart which illustrates a staff advisory relationship:

a.



b.



12 The rules governing chart construction are not sufficient in themselves but must be considered in conjunction with characteristics of good charts. The main characteristics are: (1) Completeness (2) Simplicity (3) Clarity (4) Symmetry (5) Unity

Which of the following statements is true?

a. The rules of basic construction are alone sufficient to prevent misinterpretation of chart meanings.

b. The rules of basic construction must be considered in conjunction with characteristics of good charts.

13 As a full graphic display of the organization, the chart must identify all desired components and their major relationships. The chart should indicate the date effective and carry the signature of the Commanding Officer. This is the characteristic of completeness.

If a chart is complete, which statement is true of it?

a. All its information is verified and current.

b. All its information is available through the organization's information system.

---

14 The next characteristic is simplicity. Simplicity implies brevity, but not at the expense of completeness. The purpose of the chart should govern what is included. Details not needed to meet the desired purpose of the chart should be left out.

You are asked by the CO to draft a chart displaying the unit's command relationships.

Which of the following would you not include on your chart?

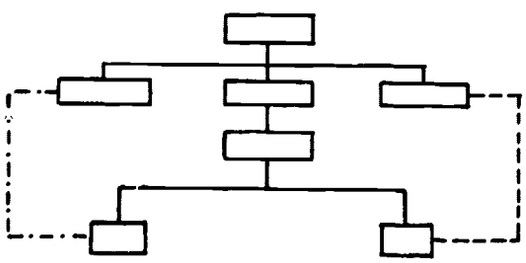
a. The informal relationships existing between the CO and the Operations Officer.

b. The line of authority between the CO and the Weapons Officer.

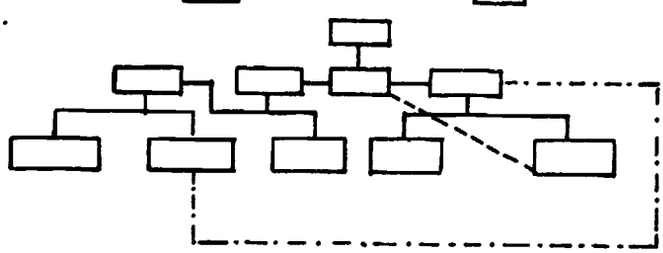
15 A chart is a means of communication. Clarity, the third characteristic, facilitates communication, whether it be graphic or oral. Lines should not cross. Abbreviations should be used only when all users know their meanings, or when a legend appears on the chart. When portraying a complex relationship the chart may carry short explanatory notes as necessary.

Select the chart which exemplifies clarity.

a.



b.



16 Symmetry is the fourth characteristic of a good organization chart. In a symmetrical chart boxes should be centered and balanced as practicable. This does not mean that each side of a chart must be identical.

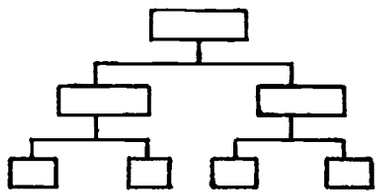
Failure to achieve symmetrical balance could result in which of the following?

a. Confused organizational goals

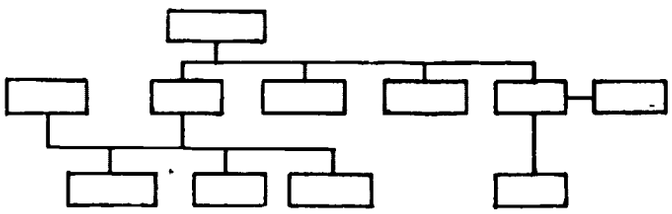
b. Confused command relationships

17 Which chart is symmetrical?

a.



b.



---

18 The fifth characteristic, Unity, combines all the characteristics. All units on a chart must be linked together and shown as a single organization. From each box one must be able to trace a relationship to every other box.

From the following list select five characteristics of a good organization chart:

1) Clarity
2) Unity
3) Availability
4) Symmetry
5) Brevity
6) Completeness
7) Simplicity

a. 1, 3, 4, 5, 6

b. 1, 2, 4, 6, 7

c. 1, 2, 4, 5, 7

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

Summary Post-Quiz 1

Purposes and Characteristics of Organization Charts

Answer the following questions as indicated in your Student Guide.

1. Which statement is not a rule or characteristic for basic construction of organization charts?

   a. A line of direct authority is represented by a solid line between boxes.

   b. A line of information and advisory contact (staff relationship) is shown by a line of alternating dots and dashes.

   c. Lines should never cross.

   d. Units of an equivalent authority level should be placed on the same horizontal line.

2. Match the statement with the most appropriate characteristic of good organization charts.

1) The chart should indicate the date prepared and carry the signature of the Commanding Officer.	a. Simplicity
2) Must be maintained if important command relationships are not to be confused	b. Completeness
3) From each box one must be able to trace a relationship to every other box.	c. Symmetry
4) Brief explanatory notes may be necessary.	d. Unity
	e. Clarity

a. 1-b, 2-c, 3-d, 4-e

b. 1-c, 2-a, 3-d, 4-b

c. 1-e, 2-c, 3-a, 4-b

d. 1-a, 2-d, 3-c, 4-e

3. Select the statement which best describes the purposes of organization charts.

a. Organization charts provide a basis for planning, determine lines of authority, and reveal a great deal about both the faults and strengths in organizational structure.

b. Organization charts provide a basis for subordinate forecasting, determine levels of authority, and aid the leader in deciding which organizational component(s) can best accomplish a task.

c. Organization charts clearly define the roles of each member of the command structure, establish controls on the delegation of authority, and indicate which structural realignments should be requested, authorized, and effected.

d. Organization charts are useful tools for visualizing the process by which an organization decides on a particular course of action, and are helpful in correcting flaws in the organizational structure.

Now, check your answers on the next page.

ANSWERS TO SUMMARY POST-QUIZ 1

1. b
2. a
3. a

Now, go to Summary 2 on the next page.

Summary 2

Types and Limitations of Organization Charts

Types

Organization charts, like all charts, can be constructed in many different forms, depending upon organizational peculiarities or the purpose of the chart. A chart may be excellent for one purpose and useless for another. Seldom, if ever, can one organization chart satisfy all the purposes of charts. Therefore, the Navy uses several kinds of charts to portray military organization. They are:

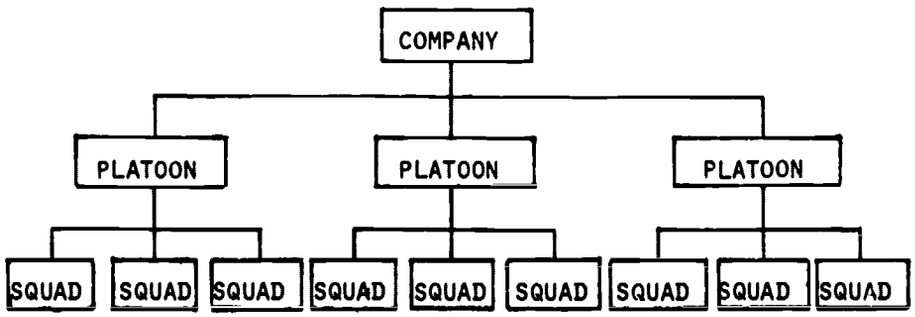
(1) Structural

(2) Functional

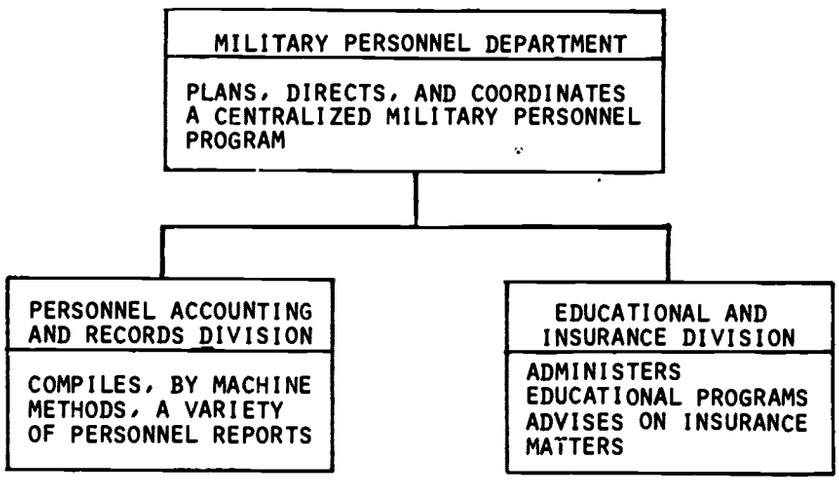
(3) Billet Assignment or Position

(4) Combination

Structural charting is the most common and simplified method of charting. As its name implies, this chart depicts the structure of the command and outlines the basic relationships among components. The main characteristic of a structural chart is its relative independence of organizational size. It makes little difference to the charting requirement whether the organization is a large aircraft carrier or a small coastal patrol boat.



In functional charting structural detail is minimized. There are fewer boxes shown, but those shown are larger and contain descriptions of the functions performed by the various command components. In this way, the interrelationships of functions become obvious.



The billet assignment or position chart is the third common type of chart. These charts may be of one or two types, each serving a different purpose. One shows names, billets, and titles or grades of personnel as they fit into the current organization plan. The other is identical except that no names are included. The people occupying certain billets may change but billet positions do not. One important thing to remember is that, in chart making, a billet on a chart indicates relationship--not status. An example of a billet assignment or position chart is the Watch, Quarter and Station Bill on board a ship.

WATCH, QUARTER AND STATION BILL

_____DIVISION					BATTLE	WATCH			
BILLET NUMBER	NAME	BERTHING & LOCKER		CLEANING & MAINTENANCE	CONDITION I (General Quarters)	CONDITION II (BB,CA,CI, DD, only)	CONDITION III (Wartime Cruising)	CONDITION IV (Peacetime Cruising)	CONDITION V (In-port)
		Living Compartment	Bunk & Locker No.						

OPERATIONAL						EMERGENCY							
SPECIAL SEA DETAIL	FUELING & TRANSFER DETAIL	RESCUE & ASSISTANCE		LANDING PARTY	(V) VISIT & SEARCH (B) BOARDING & SALVAGE (P) PRIZE CREW	GENERAL EMERGENCY		FIRE				MAN OVERBOARD	
								UNDERWAY		IN PORT			
		Detail	Provide			EMERGENCY STATION (WHEN ASSIGNED)	OWN SHIP SALVAGE DETAIL	Station	Provide	Station	Provide	Station	Provide

Under certain circumstances it is possible that a combination of two or more charts will provide a better portrayal. But, as you have learned, a characteristic of good organization charts is simplicity. Combining several types in one chart without caution tends to create confusion rather than simplicity and clarity.

Checklist

The following list of check questions covers all types of organization charts. A review of the list will reveal that some questions apply to all types while others are restricted to only one or two types of charts.

1) Does it show existing levels and lines of authority?

2) Does it follow standard terminology?

3) Are all components included?

4) Does the chart show which are staff and which are operating components?

5) Are functions adequately described?

6) Does the chart exhibit completeness, simplicity, clarity, symmetry, and unity?

Limitations of Organization Charts

There are definite limitations to organization charts, and serious misconceptions can arise from their incautious use. The importance of charts to the organization should not be overemphasized. While organization charts provide insights into the formal organization, they do not insure a good organization nor good managing.

An organization chart portrays the structure, but does not indicate the "human element" involved in management, and while showing the formal chain of command does not show how the organization actually operates. Because of the nature of human interactions, an organization chart can quickly become obsolete. Attention to changes in the organization's operations frequently generates an updating in the organizational charts.

Now take Summary Quiz 2 on the next page.

Summary Pre-Quiz 2

Types and Limitations of Organization Charts

Answer the following questions as indicated in your Student Guide.

---

1. Select the statement which best describes the main characteristic of structural charts.

   a. Structural charts are dependent on the organizational size; it makes a difference if one is charting a destroyer or an aircraft carrier.

   b. Structural charts portray the interrelationships of functions regardless of the organization's size.

   c. Structural charts are relatively independent of organizational size; it makes little difference to the charting requirement whether the organization is an aircraft carrier or a patrol boat.

   d. Structural charts are the simplest charts which portray both the command structure and the component functions regardless of organizational size.

---

2. In which type of chart is structural detail minimized?

   a. Billet assignment

   b. Functional

   c. Combination

   d. Position

3. Match the list of characteristics of charts with the appropriate type of chart.

a. Larger boxes containing descriptions	1) Structural
b. Outlines the basic component relationships	2) Combination
c. May provide a better portrayal under certain circumstances	3) Functional
d. Indicates relationships-- not status	4) Billet assignment or position

a. a-4, b-3, c-1, d-2

b. a-3, b-1, c-2, d-4

c. a-2, b-1, c-4, d-3

d. a-1, b-4, c-3, d-2

---

4. Which one of the following questions in <u>not</u> included in the checklist for the development of organization charts?

a. Does the chart show which are staff and which are operating components?

b. Does the chart exhibit completeness, simplicity, clarity, symmetry, and unity?

c. Does the chart clarify existing informal relationships?

d. Are functions adequately described?

5. Select the statement which best describes a limitation of organization charts.

a. An organization chart portrays the formal relationships between components but cannot indicate strengths and faults of the organizational structure.

b. While an organization chart shows how the organization actually operates it does not indicate the "human element" involved in management.

c. An organization chart causes serious misconceptions involving the formal chain of command and its interrelationships.

d. While organization charts provide insights into formal organization, they do not insure a good organization, or good management.

Now, check your answers on page 32.

BLANK

ANSWERS TO SUMMARY PRE-QUIZ 2

1. c
2. b
3. b
4. c
5. d

If you missed one or more questions go to Program Sequence 2 on the next page.

Programed Sequence 2

Types and Limitations of Organization Charts

1 Organization charts can be constructed in many forms, depending upon organizational peculiarities or the purpose of of the chart. Seldom, if ever, can one organization chart satisfy all the purposes of charts.

Which statement is true?

a. A chart can easily serve many diverse purposes

b. A chart may be excellent for one purpose and useless for another.

---

2 Because organization charts are limited in what they can show the Navy uses several kinds to portray military organization. These types are: structural, functional, billet assignment or position, and combination. Each, with the exception of the combination chart, primarily serves one general purpose.

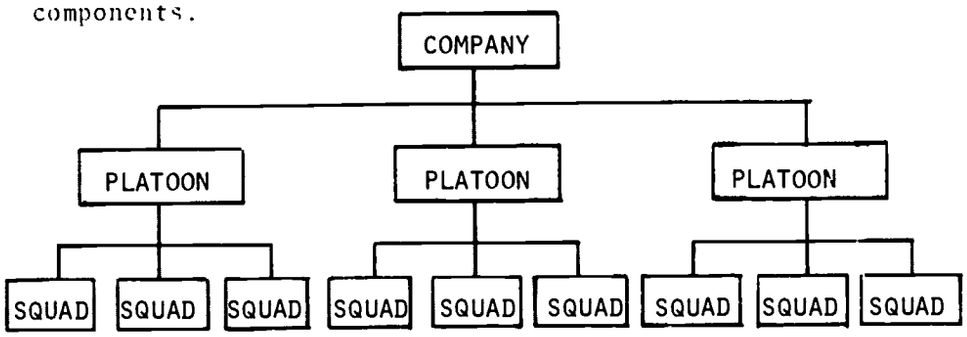
Which type of chart would most likely be used to depict command relationships?

a. Structural

b. Functional

c. Billet assignment or position

3 Structural charts are the most common and simplified. As the name implies, his chart depicts the command structure and outlines the basic relationships among components.



Choose the example which would best be portrayed by a structural chart.

a. The relationship between the Naval Academy Athletic Association and the Physical Education Department, including the functions of each

b. The staff relationships involving the midshipman Brigade Commander, his staff, and the two Regimental Staffs

---

4 The main characteristic of a structural chart is its relative independence of organizational size. It makes little difference to the charting technique whether the organization is a large aircraft carrier or a small coastal patrol boat.

Which organization would be easier to chart structurally?

a. The Brigade of Midshipmen

b. An aircraft carrier

c. Neither would be easier than the other.

5 A functional chart depicts specific functions of units in the organization. It resembles the structural chart only in that boxes are connected; the overall emphasis is different.

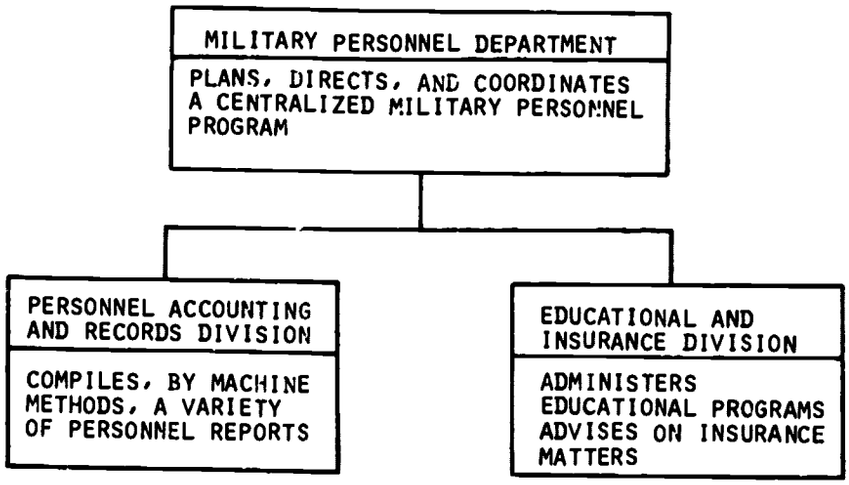
Which type of chart would you consider more specific?

a. Structural

b. Functional

---

6 In functional ch. ting design detail is minimized. Fewer boxes are shown, but those shown are larger and contain descriptions of the functions performed by the various command components. In this way, the interrelationships of functions become obvious. The following is a functional chart of a Military Personnel Department.



Which statement is true?

a. In functional charting structural detail is maximized.

b. In functional charting structural detail is minimized.

7 The third common type of chart is the billet assignment or position chart. Many people confuse the intent of this type of chart. It is important to remember that a billet on a chart indicates relationship--not status.

What does a billet on a chart indicate?

a. Function

b. Relationship

c. Status

---

8 Billet assignment or position charts may be of two types. One shows names, billets, and titles or grades of personnel as they fit into the current organizational plan. The other is identical except that no names are included. The Watch, Quarter and Station Bill (page 35) is an example of a billet assignment or position chart.

Which statement best explains billet positions?

a. When the people occupying certain billets change, billet positions also change.

b. The people occupying certain billets may change but billet positions do not.

WATCH, QUARTER AND STATION BILL

_____ DIVISION					BATTLE	WATCH			
BILLET NUMBER	NAME	BERTHING & LOCKER: Living Compartment	BERTHING & LOCKER: Bunk & Locker No.	CLEANING & MAINTENANCE	CONDITION I (General Quarters)	CONDITION II (BB, CA, CI, DD, only)	CONDITION III (Wartime Cruising)	CONDITION IV (Peacetime Cruising)	CONDITION V (In-port)

OPERATIONAL						EMERGENCY							
SPECIAL SEA DETAIL	FUELING & TRANSFER DETAIL	RESCUE & ASSISTANCE: Detail	RESCUE & ASSISTANCE: Provide	LANDING PARTY	(V) VISIT & SEARCH (B) BOARDING & SALVAGE (P) PRIZE CREW	GENERAL EMERGENCY: EMERGENCY STATION (WHEN ASSIGNED)	GENERAL EMERGENCY: OWN SHIP SALVAGE DETAIL	FIRE: UNDERWAY: Station	FIRE: UNDERWAY: Provide	FIRE: IN PORT: Station	FIRE: IN PORT: Provide	MAN OVERBOARD: Station	MAN OVERBOARD: Provide

9 Under certain circumstances it is possible that a combination of two or more charts will provide a better portrayal. There are no rules for determining whether this is, or is not, the case. One must exercise his best judgment in light of the particular purpose or use for the chart.

What is the best question to ask when considering combination charts?

a. Will combining these charts decrease their utility?

b. Will combining these charts provide a better visualization?

---

10 As you have learned, a characteristic of organization charts is simplicity. Combining several charts in one, without caution, tends to create confusion rather than simplicity and clarity.

Select the purpose below which would best be accomplished by a combination chart.

a. Portray the functional relationships between two naval units.

b. Portray the relationship of a unit commander to his subordinates.

11 After you have drawn a chart it would be advisable to ask yourself some questions about the chart. The following list of check questions covers all types of organization charts. A review of the list will reveal that some questions apply to all types while others are restricted to only one or two.

1) Does it show existing levels and lines of authority?

2) Does it follow standard terminology?

3) Are all components included?

4) Does the chart show which are staff and which are operating components?

5) Are functions adequately described?

6) Does the chart exhibit completeness, simplicity, clarity, symmetry, and unity?

Which of the checklist questions apply to structural charts?

a. 1, 2, 3, 4, 6

b. 1, 2, 4, 5, 6

12 There are definite limitations to organization charts, and serious misconceptions can arise from their incautious use. The importance of organization charts should not be overemphasized. While organization charts provide insights into the formal organizations, they do not insure a good organization or good management.

Select the statement which best describes how an organization chart portrays management.

a. An organization chart portrays the structure but does not indicate the "human element" involved in management.

b. An organization chart portrays both the structure and the "human element" involved in management.

---

13 The organization chart does not indicate the "human element" involved in management, and while showing the formal chain of command does not show how the organization actually operates.

If the organization chart possesses these limitations, how is it useful?

a. Charts indicate faults and strengths in the organizational structure.

b. Charts explain to officers, by way of structural representation, which management techniques are most effective.

14 The nature of human interactions may cause an organization chart to become obsolete. Attention to changes in the organization's operation frequently generates an updating in the organizational charts.

This is the end of Programed Sequence 2. Now go to the next page and take the Quiz.

Summary Post-Quiz 2

Types and Limitations of Organization Charts

Answer the following questions as indicated in your Student Guide.

---

1. Select the statement which best describes a limitation of organization charts.

   a. While an organization chart shows how the organization actually operates it does not indicate the "human element" involved in management.

   b. An organization chart portrays the formal relationships between components but cannot indicate strengths and faults of the organizational structure.

   c. While organization charts provide insights into formal organization, they do not insure a good organization, or good management.

   d. An organization chart causes serious misconceptions involving the formal chain of command and its interrelationships.

---

2. Match the list of characteristics of charts with the appropriate type of chart.

a. May provide a better portrayal under certain circumstances	1) Structural
b. Indicates relationships--not status	2) Combination
c. Outlines the basic component relationships.	3) Functional
d. Larger boxes containing descriptions	4) Billet assignment or position

   a. a-4, b-3, c-1, d-2

   b. a-3, b-1, c-2, d-4

   c. a-2, b-4, c-1, d-3

   d. a-1, b-4, c-3, d-2

3. Which one of the following questions is not included in the checklist for the development of organization charts?

   a. Are functions adequately described?

   b. Does the chart clarify existing informal relationships?

   c. Does the chart exhibit completeness, simplicity, clarity, symmetry, and unity?

   d. Does the chart show which are staff and which are operating components?

---

4. In which type of chart is structural detail minimized?

   a. Functional

   b. Position

   c. Billet assignment

   d. Combination

---

5. Select the statement which best describes the main characteristic of structural charts.

   a. Structural charts portray the interrelationships of the command functions regardless of the organization's size.

   b. Structural charts are the simplest charts which portray both the command structure and the component functions regardless of organizational size.

   c. Structural charts are dependent on the organizational size; it makes a difference if one is charting a destroyer or an aircraft carrier.

   d. Structural charts are relatively independent of organizational size; it makes little difference to the charting requirement whether the organization is an aircraft carrier or a patrol boat.

Now check your answers.

ANSWERS TO SUMMARY POST-QUIZ 2

1. c
2. c
3. b
4. a
5. d

This is the end of Part Five, Segment VII.

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART FIVE

MILITARY MANAGEMENT

Segment VII

Organizing: Charting

Progress Check

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

ORGANIZING: CHARTING

PROGRESS CHECK

Question 1.

Select the statement which correctly describes the purposes of organization charts.

a. Organization charts clearly show lines of authority; portray the formal organization; facilitate understanding of difficult informal relationships.

b. Organization charts are tools to assist management; portray the formal organization; show how the organization actually operates.

c. Organization charts portray the formal organization; facilitate understanding of difficult informal organizational concepts; clearly show lines of authority.

d. Organization charts clearly show lines of authority; are tools to assist management; portray the formal organization.

Question 2.

Which of the following statements best describes the limitations of organization charts as far as "real" versus "portrayed" organization is concerned?

a. They show structure, chain of command and actual operation, but not the human element involved in management.

b. They show structure, the human element in management, and the chain of command, but not the actual operation.

c. They show structure and chain of command, but neither the human element involved, nor the actual operation.

d. They show structure, but not the human element in management, the chain of command, or the actual operation.

Question 3.

Select the statement which correctly describes the influence of organization charts on the quality of the organization itself and the quality of management.

a. Organization charts will insure a good formal organization, and provide insight into the formal organization. They have no effect on management.

b. Organization charts only provide insight into the formal organization. They do not insure either a good formal organization or good management.

c. Organization charts provide insight into the formal organization and insure good management. They do not insure a good formal organization.

d. Organization charts insure a good formal organization and good management. They provide no insight into the formal organization.

Question 4.

Which of the following items correctly lists types of charts in the following order: structural, functional, billet assignment, combination?

a. Ship's organization; personnel assigned; deck division duties; organization and functions.

b. Organization and functions; deck division duties; personnel assigned; ship's organization.

c. Ship's organization; deck division duties; organization and functions; personnel assigned.

d. Ship's organization; deck division duties; personnel assigned; organization and functions.

Question 5.

Which of the following statements correctly lists the characteristics of structural charts?

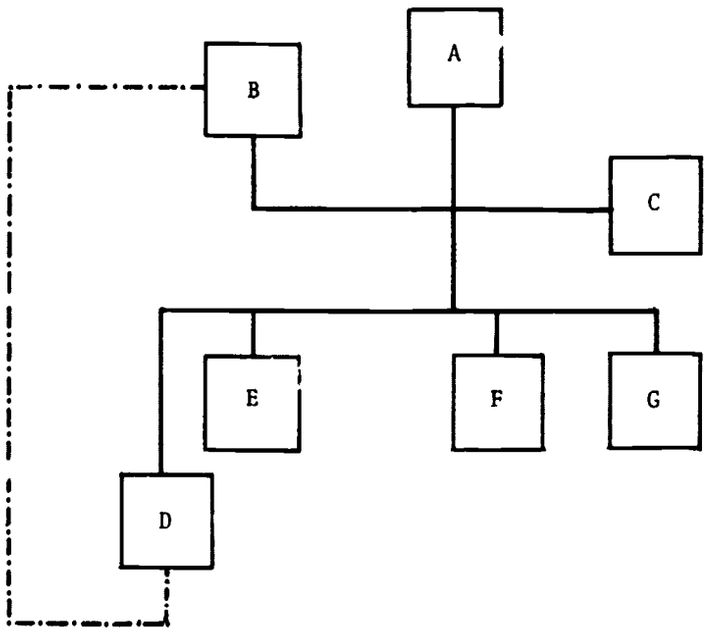
a. Structural charts show the structure of an organization, are relatively independent of organization size, and indicate interrelationships of functions.

b. Structural charts show the structure of an organization, show basic relationships among components, and can show functions as well as structures.

c. Structural charts show the structure of an organization as well as the functions, show basic relationships among components, and are relatively independent of organization size.

d. Structural charts show the structure of an organization, are relatively independent of organization size, and show basic relationships among components.

Question 6.



The chart above lacks one characteristic of a good organization chart. Identify the missing characteristic.

a. Simplicity

b. Clarity

c. Symmetry

d. Unity

Question 7.

One of the charcteristics of a good organization chart is completeness.

Which of the following shows the requirement(s) to make a chart complete?

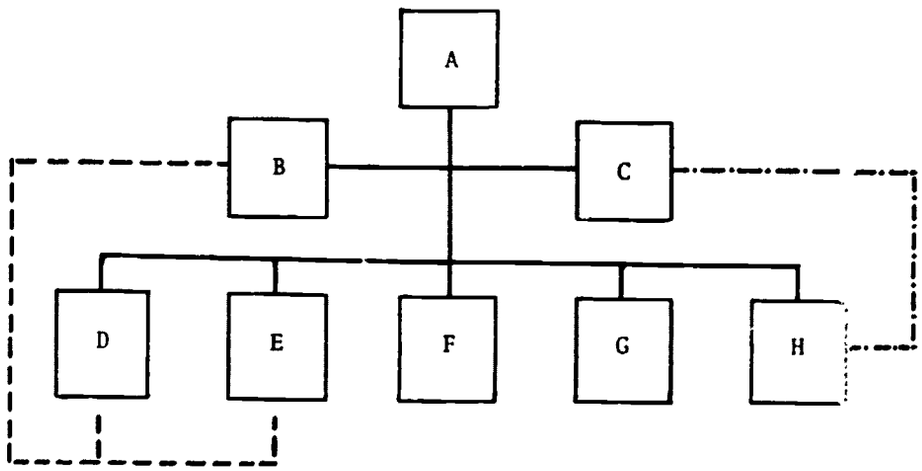
a. The chart must show all components of the organization and their relationships to other organizations.

b. The chart must be verified as accurate and current, indicate the date prepared and carry with it the signature of the Commanding Officer.

c. The chart must identify all components involved and show their relationships.

d. Both b and c above

Question 8.



Which of the following statements best describes the chart above?

a. B has a staff (advisory) relationship to D and E. C functions part-time as H.

b. B has functional authority over D and E. C has a staff (advisory) relationship to H.

c. B functions part-time as D and E. C has a staff (advisory) relationship to H.

d. B has a staff (advisory) relationship to D and E. C has functional authority over H.

Question 9.

A check list should be used to ensure proper development of a good organization chart.

Which of the following questions would not be included in such a check list?

a. Is standard terminology used?

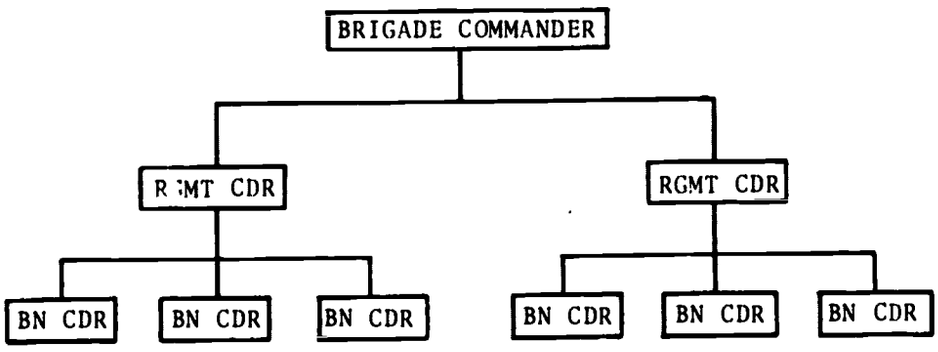
b. Are all components included?

c. Are functions adequately described

d. Does the chart satisfy all potential users?

Question 10.

Which type of organization chart is shown below?



a. Structural

b. Functional

c. Billet assignment or position

d. Combination

PROGRESS CHECK ANSWER AND REMEDIATION FORM

PART Five SEGMENT VII

REMEDIATION TEXT Syndactic Text, Volume V-C

ITEM	ANSWER	REMEDIATION REFERENCE
1	d	Summary 1: Pages 1-2
2	c	Summary 2: Page 27
3	b	Summary 2: Page 27
4	d	Summary 2: Pages 23-25
5	d	Summary 2: Page 23
6	c	Summary 1: Pages 2-4
7	d	Summary 1: Page 3
8	d	Summary 1: Pages 2-3
9	d	Summary 2: Page 26
10	a	Summary 2: Pages 23-26
11		
12		
13		
14		
15		

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART FIVE

MILITARY MANAGEMENT

Segment VIII

Directing

Syndactic Text

Single Volume

(ST/SV)

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

FOREWORD

"The way to be nothing is to do nothing."

Edgar N. Howe

This segment will show you how to convert plans and decisions into purposeful action, thus providing a bridge between preparation of plans and achievement of objectives. You will become familiar with how decisions are made and what facets must be considered for proper directing. You will gain an understanding of such factors as environment, technique, and emphasis, and their part in the process of directing. The relationship of directing to leadership and management will be covered to help you familiarize yourself with this primary part of the military management process.

DIRECTING

Summary 1

Purposes, Requirements, and Environment for Directing

Definition and Purposes

Up to now we have been concerned with planning and organizing. These prerequisites for the execution of any task are wasted unless the leader successfully directs his men and resources.

Directing is the dynamic function that converts plans into purposeful action, and provides the bridge between preparation of plans and achievement of objectives. If you as Chief Engineer aboard a destroyer are in charge of the ship's overhaul, you will no doubt spend hours with the ship's officers assessing both repair needs and available resources. You then plan and organize the project. But to complete the mission, you have to direct your men so that these plans are converted into accomplishment.

Directing, then, is the actuating phase, the specific giving of orders, in the overall management process. The directing stage tests the accuracy of the leader's prior estimates regarding capabilities and his assumptions as to timing, the level at which personnel perform, and the functioning of equipment. As this testing unfolds, the leader receives feedback as to the need for revising his own plans for accomplishing objectives.

The ability to direct effectively is important to the military leader. During wartime it is vital that plans be executed with precision. Poor direction may cause the failure of an operation and an expanding catastrophe. The need for effective action in peacetime is just as apparent, although failure is less dramatic.

Requirements

A leader should consider some basic requirements concerning the issuing of orders. First, will existing resources permit the accomplishment of the objective? Is the "order" that initiates the action reasonable in the sense that compliance can be expected? Are the resources available? Do subordinates possess the physical and mental abilites for the task? This requirement is in accord with the key leadership factor which states: "An effective leader employs his unit in accordance with its capabilities." Second, are the orders, clear, concise, and complete? Do they specify when the action is to be accomplished? Do all the people who need to know "get the word"? Are the orders compatible with organizational objectives? Third, the leader should combine motivation and authority dependin upon the situation and the superior-subordinate relationship. For instance, do not try to appeal to the creativity of your men when you want them to wash paint work. Fourth, is there adequate interpersonal communication? Picture yourself in a subordinate's position where you rarely communicate with your immediate superior. How well can you understand his directives? Can you be sure you know what he really wants? Effective

communication not only relays instructions but also reflects previous interactions so that there is a continuous flow in the interchange of information. Communication up and down and across is desirable also because it builds a spirit of belonging. Fifth, is the leader considerate of his subordinates? Does he conscientiously make an effort to view things from their position? Is he aware of his own limitations and capabilities, and is he objective in issuing orders? This requirement is in accord with the key leadership factor which states: "An effective leader treats every person as an individual, not as a number."

Environment

On board a ship you will encounter a variety of groups functioning as bridge watch teams, fireroom watch teams, combat information center watch teams, gun crews, and damage control parties. Directing in this type of "multi-interactive" environment involves a network of relationships between a leader and his subordinates in which behavior and plans, through the process of feedback, can modify directing.

Since both the leader and the subordinates share in the knowledge that each party contributes to total effectiveness, mutual respect and a reliance of one upon the other are established.

In a highly interactive environment it is imperative that a leader communicate motivation to his men. The leader should realize that people achieve a sense of importance from doing

different but essential tasks which implement common goals. Every individual has certain work-related needs which are central to motivation. These needs are opportunity, recognition, belonging, and security.

It is a challenge to every leader to find the best way to manipulate environmental factors so as to increase motivation. Four procedures applied simultaneously can aid the leader in creating a proper environment. First, ensure that your men know who works for whom, to whom they report, who reports to them, and to whom you report. Second, take the time to explain the rationale underlying policies, procedures and standard practices. Third, whenever possible explain the reasons and purposes for orders you issue. Fourth, instill in your men beliefs which fulfill both personal and organizational needs.

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

Summary Pre-Quiz 1

Purposes, Requirements, and Environment for Directing

Answer the following questions as indicated in your Student Guide.

---

1. Which one of the following is the best definition of directing?

   a. The process of issuing orders, announcing decisions, and following through on details

   b. The dynamic function that converts plans into purposeful action, thereby providing a bridge between the preparation of plans and the achievement of objectives.

   c. The act of executing orders and carrying out commands which have been issued by your superior

   d. The final phase of preparation which enables you to achieve the desired objectives without a subsequent loss of motivation

---

2. Which statement best describes the relationship involving directing and the environment in which it takes place?

   a. The environment causes the leader to discard actions he initially thought were effective, and replace them with courses of action which are flexible.

   b. Directing involves a network of relationships between a leader and his subordinates in which plans can be modified through the process of feedback.

   c. The leader's directing effectiveness is not affected by subordinates, rather the leader controls the environment of the subordinates.

   d. Superiors and subordinates are equally dependent upon one another, but the subordinates influence directing more significantly.

3. Which of the following statements is the best description of the relationship between giving orders and the actuating phase of the management process?

a. Giving orders precedes the actuating phase.

b. Giving orders is not necessary to initiate the actuating phase.

c. Giving orders is the actuating phase.

d. Giving orders is only partially related to the actuating phase.

---

4. Which of the following is a requirement for effective directing?

a. The leader should maintain his unit at a maximum level of combat readiness through frequent training.

b. The leader should both inform his men of all rationale surrounding his decisions and include them in the actual decision making process.

c. The leader should be strong-willed enough to place himself above personal need motivation.

d. The leader should use the right combination of motivation and authority depending upon the situation and the senior-subordinate relationship.

5. Which of the following are personal work-related needs central to motivation?

1) Opportunity
2) Relaxation
3) Recognition
4) Belonging
5) Accomplishment
6) Security

a. 1, 2, 4, 6
b. 1, 3, 4, 5
c. 1, 3, 4, 6
d. 2, 3, 5, 6

Now, check your answers on the next page.

ANSWERS TO SUMMARY PRE-QUIZ 1

1. b
2. b
3. c
4. d
5. c

If you missed one or more questions go to the next page and go through Programed Sequence 1. If you answers are correct, read Summary 2 on page 23.

Programed Sequence 1

Purposes, Requirements, and Environment for Directing

1 Up to now in considering the role of the military manager we have been concerned with preparatory functions of planning and organizing. All this effort expended by a leader is wasted unless he successfully directs his men and resources.

Which phase of the management process is most important?

a. Planning

b. Organizing

c. Directing

d. All are equally important

---

2 Your individual proficiency as a leader can be improved through experience and training that is based on a knowledge of the factors involved in leading and directing.

What knowledge will best help a leader improve his proficiency as a leader?

a. Knowledge of the psychological effects of human interaction

b. Knowledge of the factors involved in leading and directing

3 Directing is the dynamic function that converts plans into action, thereby providing a bridge between the preparation of plans and the achievement of objectives.

Which of the following is an example of directing?

a. LTJG Folsom was preparing a study of the enemy's agricultural capability. After he completed the task he submitted it to the Commanding Officer, who in turn, submitted the document to higher headquarters.

b. LT Shaffer, the Chief Engineer, organized the ship's officers and men into new units to perform an overhaul of the ship. When the work began, Shaffer oversaw each unit's progress.

---

4 Directing is the actuating phase, the specific giving of orders, in the overall management process. The directing stage tests the accuracy of the leader's prior estimates regarding capabilities, assumptions as to timing, the level at which personnel perform, and the functioning of equipment.

Select the example in which a junior officer's assumptions and estimates would <u>best</u> be tested.

a. A fire control technician is directed to increase the frequency of performance checks on fire-control radar prior to entering a combat zone.

b. A seaman is directed to square away his uniform prior to going on liberty.

5 As the directing stage unfolds, the leader receives feedback as to the need for revising objectives. Assume that as assistant weapons officer on a guided missile frigate, you have advised the Weapons Officer that your men will perform certain required test checks on the Terrier Launcher by 1600 tommorrow. Several hours later your CPO informs you of trouble with a piece of test equipment. In view of the negative feedback you receive about the performance of resources, you must revise your objective.

Select the statement about feedback which is most appropriate.

a. Only negative feedback requires that objectives be revised.

b. Both negative and positive feedback often necessitate revision of objectives.

---

6 The ability to direct effectively is extremely important to the military leader. During wartime it is vital that war plans be executed with precision. The failure of an operation because of poor direction may well result in catastrophe. The need in peacetime is just as apparent, although failure is less costly.

What is the difference in effective directing during war and peace?

a. In peacetime a failure due to poor direction is less costly than in war.

b. In peacetime a failure due to directing does not require revising objectives as it does in wartime.

7 Before issuing orders a leader should consider some important questions. Chances of success are enhanced greatly if these basic requirements are not neglected. First, will existing resources permit the accomplishment of the objective? Is the order that initiates the action reasonable in the sense that compliance can be expected? Are the resources available? Do subordinates possess the physical and mental abilities for the task?

These questions are in accord with which of the following leadership factors?

a. An effective leader establishes objectives and plans for their accomplishment.

b. An effective leader employs his unit in accordance with its capabilities.

---

8 Are the orders, in whatever form issued, clear, concise, and complete? Do they specify when the action is to be accomplished? Do all the people who need to know "get the word"? Are orders compatible with organizational objectives? As a leader you should never take these considerations for granted. Much delay can be avoided by communicating clearly.

Select the statement which is most appropriate.

a. Issuing orders clearly and completely will facilitate feedback from subordinates.

b. Issuing orders clearly and completely is less important than making certain all personnel have the order.

9 Is the leadership effective in motivating the subordinate to accomplish the objective? The leader should use the right combination of motivation and authority depending upon the situation and the senior-subordinate relationship. Excessive dependence on authority is counterproductive. For instance, do not summarily order your chief petty officer to calibrate the radar without saying that you need an accurate measurement as soon as possible and that he can do the job better than anyone else.

What is the most desirable approach to issuing orders?

a. The leader should rely on his authority, derived from his rank and experience.

b. The leader should use a combination of motivation and authority, the degree of each depending upon the situation.

---

10 Is there adequate interpersonal communication? Picture yourself in a subordinate's position where you rarely communicate with your immediate superior. How well can you really understand his directives? Can you be sure you know what he wants? Effective communication not only relays instructions, but also reflects previous interactions so that there is a continuous flow in the interchange of information.

Select the statement which describes another important facet of communication.

a. Communication up and down the organization increases the Commanding Officer's ability to sympathize with enlisted men's problems.

b. Communication up and down and across is desirable because it builds a spirit of belonging.

11 Is the leader considerate of his subordinate? Does he conscientiously make an effort to view things from the other's position? Is he aware of his own limitations and capabilities and is he completely objective in issuing orders? Subordinates often feel that a leader cannot comprehend their situations. Even if this is not, in fact, the case, the mere belief is enough to thwart a leader's efforts. He must gain his men's confidence through sincere consideration of their needs.

This last requirement of directing is in accord with which key leadership factor?

a. An effective leader seeks responsibility and develops a sense of responsibility among his subordinates.

b. An effective leader treats every person as an individual, not as a number.

---

12 Which situation best exemplifies a leader concerned with effective directing?

a. LTJG Holland, an assistant engineering officer, encourages his men to seek additional training. If they choose not to he assigns them tasks considered distasteful to the crew. Every three hours he checks on them, to answer questions, and to see if they want to sign up for USAFI courses.

b. LTJG Thompson, an assistant engineering officer, maintains an open door policy. His men may see him whenever they want. If, when giving them orders there are questions, Thompson makes an effort to answer, explaining the reasoning behind complex orders.

13 On board a ship you will encounter a variety of groups functioning as bridge watch teams, fireroom watch teams, CIC teams, gun crews, and damage control parties. Directing in this type of "multi-interactive" environment involves a network of complex relationships between a leader and his subordinates in which behavior and plans can be modified through the process of feedback.

What is the effect of feedback on directing and objectives?

a. Feedback may cause modification.

b. Feedback causes communication problems.

---

14 The leader and his subordinates are an interdependent team. Their actions form a coordinated series. Since both the leader and the subordinates share in the knowledge that each party contributes to the total effectiveness, there is a mutual respect established, and a reliance of one upon the other.

Recognizing the interdependent nature of the senior-subordinates relationship results in which of the following?

a. Motivation and resourcefulness

b. Mutual respect and reliance

15 In a highly interactive environment it is imperative that a leader communicate motivation to his men. The leader should realize that people achieve a sense of importance from doing different but essential tasks which implement goals they and their peers seek.

Which of the following statements is true?

a. Every individual has certain work-related needs which are central to motivation.

b. Every individual places motivational needs above organizational goals.

---

16 These work-related needs of individuals are opportunity, recognition, belonging, and security. Individuals want the opportunity to use their initiative and ingenuity, and want to receive recognition for their diligent efforts. They need a sense of belonging and security which is present if their unit is cooperative, unified, and successful.

What are the work-related needs of individuals?

a. Opportunity, recognition, belonging, security

b. Success, recognition, security, identity

17 One of the greatest challenges to every leader is discovering the best way to manipulate environmental factors so as to increase subordinates' motivation. A sinister attitude toward this challenge is unwarranted. Sincere efforts and attitudes on the leader's part are necessary if motivation is to be long lasting.

What is one of the greatest challenges confronting every leader?

a. Discovering the way to create an atmosphere in which organizational goals supersede personal needs.

b. Discovering the best way to manipulate environmental factors so as to increase subordinates' motivation.

---

18 There are four procedures which, if applied simultaneously, can aid the leader in creating an environment where motivation flourishes. First, you must ensure that your men know who works for whom, to whom they report, who reports to them, and to whom you report.

This procedure can aid the leader in which of the following?

a. Creating an environment in which information is exchanged quickly.

b. Creating an environment where motivation flourishes.

19 A leader should take the time to explain the rationale underlying policies, procedures and standard practices.

What is an effect of this practice?

a. Subordinate understanding will deepen, thereby increasing motivation.

b. Subordinate compliance will be assured, thereby satisfying their work-related needs.

---

20 Whenever possible explain the reasons and purposes for orders you issue.

In which situation would this not be possible?

a. PBR-180 received sniper fire from the left bank of the river. LTJG Holmes ordered his men to open fire on the suspected enemy position.

b. The men of the Supply Department had their liberty canceled. LTJG Thompson ordered them to inventory all existing stock.

---

21 Lastly, a leader must instill in his men beliefs which fulfill both personal and organizational needs.

If a leader employs this last procedure and the others stated previously what should result?

a. Subordinate motivation will increase.

b. Subordinate motivation will, at least, remain static.

This is the end of Programed Sequence 1. Now, go to the next page and take Summary Post-Quiz 1.

Summary Post-Quiz 1

Purposes, Requirements, and Environment for Directing

Answer the following questions as indicated in your Student Guide.

1. Which of the following is a requirement for effective directing?

a. The leader should be strong-willed enough to place himself above personal need motivation.

b. The leader should maintain his unit at a maximum level of combat readiness through frequent training.

c. The leader should use the right combination of motivation and authority depending upon the situation and the senior-subordinate relationship.

d. The leader should both inform his men of all rationale surrounding his decisions and include them in the actual decision making process.

2. Which one of the following is the best definition of directing?

a. The act of executing orders and carrying out commands which have been issued by your superior

b. The process of issuing orders, announcing decisions, and following through on details

c. The final phase of preparation which enables you to achieve the desired objectives without a subsequent loss of motivation

d. The dynamic function that converts plans into purposeful action, thereby providing a bridge between the preparation of plans and the achievement of objectives.

3. Which statement best describes the relationship involving directing and the environment in which it takes place?

a. The environment causes the leader to discard actions he initially thought were effective, and replace them with courses of action which are flexible.

b. The leader's effectiveness is not affected by subordinates; rather the leader controls the environment of the subordinates.

c. Superiors and subordinates are equally dependent upon one another, but the subordinates influence directing more significantly.

d. Directing involves a network of relationships between a leader and his subordinates in which plans can be modified through the process of feedback.

---

4. Which of the following are personal work-related needs central to motivation?

1) Recognition

2) Opportunity

3) Belonging

4) Security

5) Relaxation

6) Accomplishment

a. 1, 2, 4, 6

b. 1, 3, 4, 5

c. 1, 2, 3, 4

d. 2, 3, 5, 6

5. Which of the following statements is the best description of the relationship between giving orders and the actuating phase of the management process?

a. Giving orders is the actuating phase.

b. Giving orders is not necessary to initiate the actuating phase.

c. Giving orders is only partially related to the actuating phase.

d. Giving orders precedes the actuating phase.

Now, check your answers on the next page.

ANSWERS TO SUMMARY POST-QUIZ 1

1. c
2. d
3. d
4. c
5. a

Now, go to Summary 2 on the next page.

Summary 2

Directing

Under and Overdirecting

Effective directing involves adjusting managerial style to the objectives of the organization, the capacities of subordinates, and your own personality. When a harmonious mixture of these factors is not achieved, the leader is either underdirecting or overdirecting. Both extremes are equally ineffective.

If a leader's directions are too general his men may think of him as indecisive. As confidence in the leader erodes, subordinate effectiveness decreases. Subordinates may not respond rapidly and effectively in a stress situation. A leader who continually underdirects forces his subordinates to determine their own set of priorities. This will usually result in poorly coordinated efforts and a distortion of organizational objectives.

On the other hand, overdirecting stifles subordinates' interest, initiative, and creativity. This unfortunate end is reached after a series of apparently logical conclusions by subordinates. Overdirecting creates definite images of the leader's attitudes toward his subordinates. He appears to always instruct them, thereby causing the men to feel underrated and misused. If this situation becomes constant, subordinate interest, initiative, and creativity can only be stifled. Subordinates will feel less loyalty not only for the leader, but for the organization as well.

Leadership

Theodore Haimann states in his book, Professional Management, Theory and Practice, that "leadership.... (involves) the process by which a (superior) directs, guides, and influences the work of others in choosing and attaining specified goals...." One of the key leadership factors is: "Make sure that the task is understood, supervised, and accomplished." This is the function of directing. Although the military executive possesses all the necessary authority to ensure strict compliance with orders, his results will be much more effective if he is also a good leader. Research results suggest that leadership may be acquired through experience, education, and training. It is likely that leadership exhibits itself as a product of acquired characteristics and situations in particular groups. Thus, the leader develops his leadership characteristics through experience and training, and the evidence of these characteristics varies with the situation.

This is the end of Summary 2. Now take Summary Pre-Quiz 2 on the next page.

Summary Pre-Quiz 2

Directing

Answer the following questions as indicated in your Student Guide.

1. Select the statement which best describes effective directing.

   a. Effective directing involves careful consideration of subordinates' personal needs in conjunction with organizational goals.

   b. Effective directing involves satisfaction of subordinates's work-related needs as a means of achieving organizational objectives.

   c. Effective directing involves adjusting managerial style to the objectives of the organization, the capacities of subordinates, and the leader's personality.

   d. Effective directing involves adjusting managerial style to the peculiar experiences and attitudes of subordinates in varying situations.

2. Which statement best explains the implications of overdirecting?

   a. Overdirecting causes subordinates to establish their own set of priorities.

   b. Overdirecting stifles interest, initiative, and creativity.

   c. Overdirecting develops an exaggerated sense of importance in the subordinates.

   d. Overdirecting confuses organizational goals with work-related needs.

3. Which statement best states a relationship between directing and leadership?

a. Leadership and directing mean the same thing.

b. Leadership is impersonal while directing is personal.

c. Directing is best accomplished through effective leadership.

d. Leadership is best accomplished through effective directing.

---

4. Underdirecting usually results in which of the following?

a. Subordinates with initiative and imagination

b. Subordinates' establishing their own set of priorities

c. The leader's losing his sense of authority and discipline

d. Subordinates whose initiative and creativity are stifled

Now check you answers on page 28.

BLANK

ANSWERS TO SUMMARY PRE-QUIZ 2

1. c
2. b
3. d
4. b

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

Programed Sequence 2

Directing

1 Effective directing involves adjusting managerial style to the objectives of the organization, the capacities of subordinates, and your own personality. When a harmonious mixture of these factors is not achieved, the leader is either underdirecting or overdirecting.

Select the statement which best explains the causes for over and underdirecting.

a. The leader emphasizes the objectives of the organization and neglects considering the capacities of his subordinates, or vice versa.

b. The leader incorporates situational considerations when adjusting his managerial style, and changes his methods because they fit his personality.

---

2 Underdirecting and overdirecting are extreme situations which are equally ineffective. Although both situations have been characterized as "extreme," they frequently occur, due to thoughtlessness.

Which would a good leader choose?

a. Underdirecting

b. Overdirecting

c. None of the above

3 If a leader's directions are too general, subordinates may think him indecisive. As confidence in the leader erodes, subordinate effectiveness decreases. Subordinates may not respond rapidly and effectively in a stress situation.

Which statement describes an implication of underdirecting?

a. Subordinates view the leader as confident in their ability.

b. Subordinates view the leader as indecisive.

---

4 A leader who continually underdirects forces his subordinates to determine their own set of priorities.

This situation may result in which of the following?

a. Poorly coordinated efforts and a distortion of organizational objectives.

b. A reevaluation of organization goals and methods by the lea .

5 On the other extreme, overdirecting stifles subordinates' interest, initiative, and creativity. This unfortunate end is reached after a series of apparently logical conclusions by subordinates. Overdirecting creates definite image of the leader's attitudes toward his subordinates. He appears to instruct them, thereby causing the men to feel underrated and misused.

What is(are) the logical result(s) of such a situation, whether inferred or real?

a. Subordinates feel less loyalty for the leader and organization.

b. Subordinates determine their own set of priorities.

c. Interest, initiative, and creativity are stifled.

---

6 Theodore Haimann states in his book, Professional Management, Theory and Practice, that "leadership...(involves) the process by which a (superior) directs, guides, and influences the work of others in choosing and attaining specified goals...." One of the key leadership factors is: "Make sure that the task is understood, supervised, and accomplished." This is the function of directing.

Which one of the following descriptions of a leader performing the functions of management MOST involves directing?

a. Leader develops plan to accomplish objectives.

b. Leader converts plans and decisions into purposeful action.

c. Leader organizes subordinates into functional groups.

7 Although the military executive possesses all the necessary authority to ensure strict compliance with orders, his results will be much more effective if he is also a good leader.

Which of the following would most likely produce a successful leader? An officer who displays the highest aptitude in:

a. Organizing and directing

b. Planning and organizing

c. Coordinating and planning

d. Organizing and controlling

---

8 Research results suggest that leadership may be acquired through experience, education, and training. It is likely that leadership exhibits itself as a product of acquired characteristics and of situations in particular groups.

From these statements one can conclude which of the following?

a. The leader will eventually lose these acquired characteristics if he continually over or under directs.

b. The leader develops his leadership characteristics through experience and training and the evidence of these characteristics vary with the situation.

This is the end of Programed Sequence 2. Now, go to the next page and take Summary Post-Quiz 2.

Summary Post-Quiz 2

Directing

Answer the following questions as indicated in your Student Guide.

1. Which statement best explains the implications of overdirecting?

   a. Overdirecting stifles interest, initiative, and creativity.

   b. Overdirecting confuses organizational goals with work-related needs.

   c. Overdirecting causes subordinates to establish their own set of priorities.

   d. Overdirecting develops an exaggerated sense of importance in the subordinates.

2. Underdirecting usually results in which of the following?

   a. Subordinates establishing their own set of priorities

   b. The leader's losing his sense of authority and discipline

   c. Subordinates whose initiative and creativity are stifled

   d. Subordinates with initiative and imagination

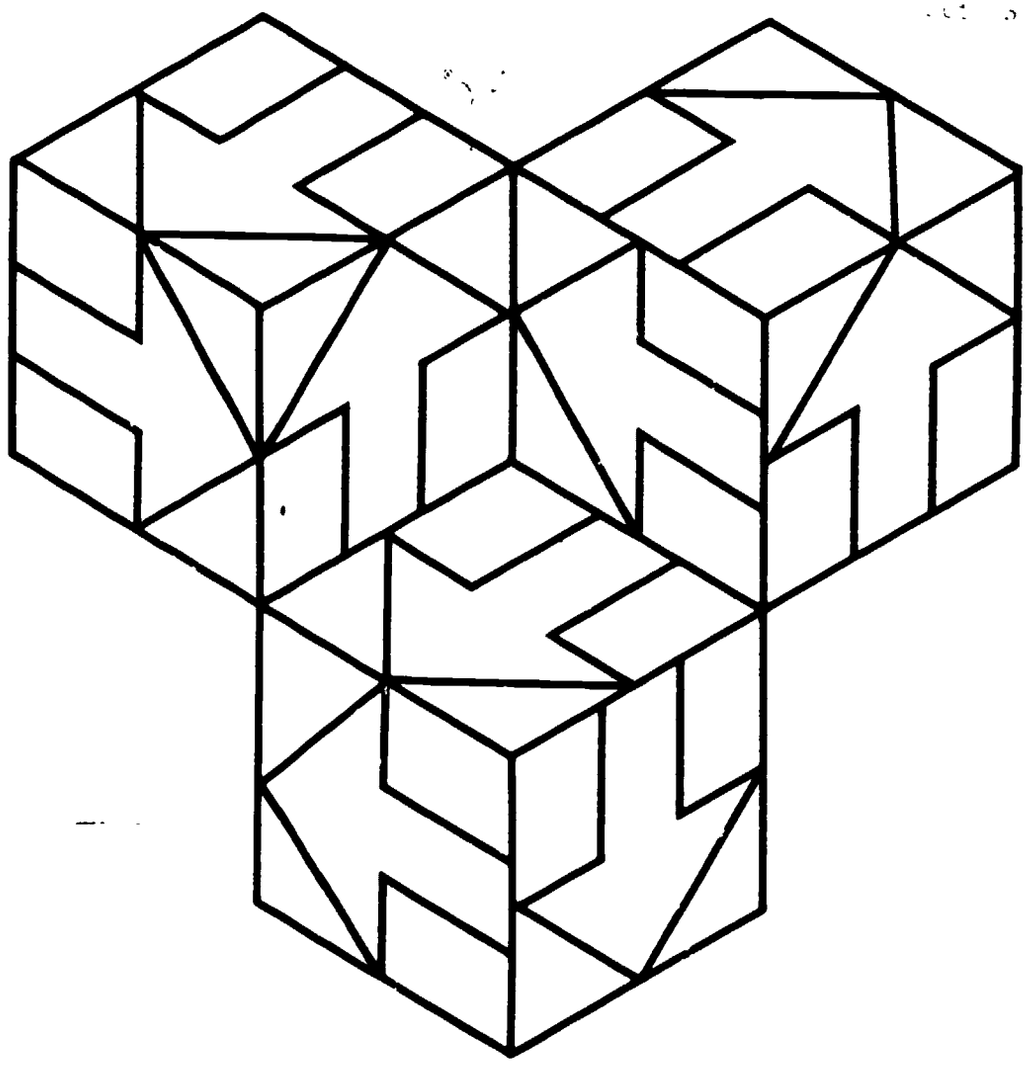
DOCUMENT RESUME

ED 071 289 EM 010 431

TITLE	Introduction to Psychology and Leadership. Part Five; Military Management. Segments VII, VIII, IX & X, Volume V-C.
INSTITUTION	Naval Academy, Annapolis, Md.; Westinghouse Learning Corp., Annapolis, Md.
SPONS AGENCY	National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
BUREAU NO	BR-8-0448
PUB DATE	71
CONTRACT	N00600-68-C-1525
NOTE	208p.; See also EM 010 418 and EM 010 419
EDRS PRICE	MF-$0.65 HC-$9.87
DESCRIPTORS	*Autoinstructional Aids; Communication (Thought Transfer); Individual Psychology; Instructional Media; Leadership; *Leadership Training; *Management Education; *Military Training; Programed Instruction; *Psychology; Social Psychology; Textbooks; Workbooks

ABSTRACT

The fifth 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 military management and is presented in three separate documents. Like Volume One (EM 010 420), this document is a self-instructional syndactic text with discussion sections and criterion quizzes. EM 010 429 and EM 010 430 are the first and second parts of the volume, and EM 010 421 through EM 010 447 and EM 010 451 through EM 010 512 are related documents. (SH)



Introduction To Psychology And Leadership

Volume V-C

Military Management

EM010431

ED 071289

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART FIVE

MILITARY MANAGEMENT

Segments VII, VIII, IX & X

Volume V-C

U S DEPARTMENT OF HEALTH.
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRO
DUCED EXACTLY AS RECEIVED FROM
THE PERSON OR ORGANIZATION ORIG
INATING IT POINTS OF VIEW OR OPIN
IONS STATED DO NOT NECESSARILY
REPRESENT OFFICIAL OFFICE OF EDU
CATION POSITION OR POLICY

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

This material was developed by Westinghouse Learning Corporation's Project Annapolis, under Contract Number N00600-68-C-1525, with the National Center for Educational Research and Development, United States Office of Education, Department of Health, Education and Welfare.

PERMISSION TO REPRODUCE THIS COPY RIGHTED MATERIAL HAS BEEN GRANTED BY

Westinghouse Learning Corp.

TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE US OFFICE OF EDUCATION FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER

Copyright © 1971, by Westinghouse Learning Corporation.

All rights reserved.

TABLE OF CONTENTS

with Margin Index

PART FIVE/VII Foreword.....*ix*

PART FIVE/VII Syndactic Text.....1

PART FIVE/VII Progress Check.....1

PART FIVE/VIII Foreword.....*iii*

PART FIVE/VIII Syndactic Text....1

PART FIVE/VIII Progress Check....1

TABLE OF CONTENTS

with Margin Index

PART FIVE/IX Foreword.....*vii*

PART FIVE/IX Syndactic Text.....1

PART FIVE/IX Progress Check.....1

PART FIVE/X Foreword.....*iii*

PART FIVE/X Syndactic Text.....1

PART FIVE/X Progress Check.....1

Program Frame Answers.....*i*

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART FIVE

MILITARY MANAGEMENT

Segment VII

Organizing: Charting

Syndactic Text

Single Volume

(ST/SV)

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

FOREWORD

"The structuring of an organization should never be done except in terms of objectives to be achieved. Too often the organization chart is planned and executed in a vacuum."

Seckler-Hudson

In this segment you will learn how to use the previously taught material on organizing to help you draw a valid picture of the organization. The advantages and disadvantages of charting and how a chart may help a leader by providing him much useful information at a glance will be discussed. You will learn that the type of organization and its mission will affect the type of information and the detail necessary in charting an organization. You should remember that the organization chart is just a functional picture of the organization and that people run the organization, not charts.

There are two types of materials that can be used for this segment and segments VIII, IX, and X. If the student is assigned an audio tape track, he will follow the instruction with an audio tape and appropriate panel booklet. If the student is assigned the alternate track, he will cover the same material by use of a Syndactic Text, similar to the material presented in Part Two, segments II, III, IV, and V.

ORGANIZING: CHARTING

Summary 1

Purposes and Characteristics of Organization Charts

Purposes

When you are assigned to a new organization, you will want to know such things as: Who commands it? Whom do you see to get a particular job done? What is the role of that person? Is this person exceeding his authority by issuing you orders? These questions and others can be readily answered by organization charts. Organization charts aid you in visualizing the overall picture of the organization and the arrangement of relationships among units. Although they cannot answer all questions, such as those dealing with informal relationships, they facilitate an understanding of organizational concepts which may be difficult to perceive from oral or written descriptions.

A navigator needs to know how to use charts to guide his ship; you, too, will need to know how to use charts to guide you once you are established within an organization. Charts clearly delineate lines of authority and provide a basis for planning. The initial preparation of charts can tell us a great deal about both the faults and strengths in an organization structure, and can indicate which structural realignments should be undertaken to improve the organization.

We must be careful not to confuse an organization chart with an organization. One cannot drive an automobile on the roadmap any more than the organization chart itself will accomplish organizational goals.

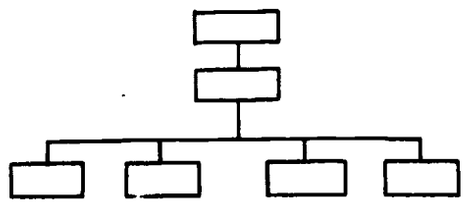
Organization charts must be properly constructed if they are to be of any use.

Basic Construction

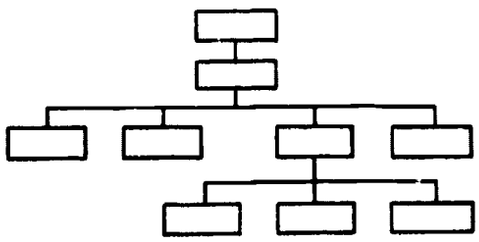
Chart construction follows a few conventions which you need to recognize as guides to chart reading. If you understand them you will read charts correctly; and in drawing up organization charts, you will design them in such a way that others will understand clearly the line and staff relationships, duties, responsibilities, and authority of components of the group or organization.

Four practices are common and generally adhered to:

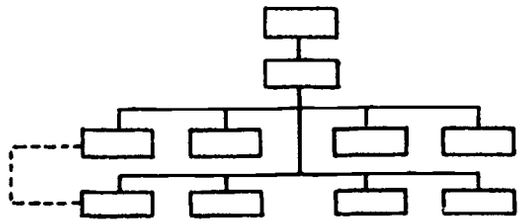
1) A line of direct authority is represented by a solid line between boxes.



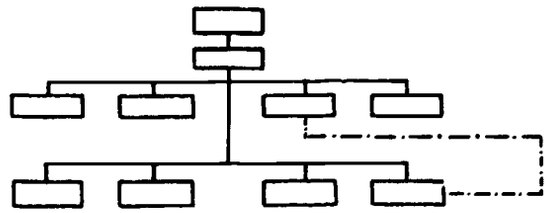
2) Units of an equivalent authority level should be placed on the same horizontal line.



3) A line of information and advisory contact (staff relationships) is shown by a broken line (-------) between boxes.



4) A line of functional authority is represented by a line of alternating dots and dashes (·-·-·-·-·) between boxes.



The foregoing rules must be considered in conjunction with other characteristics of good organization charts.

Characteristics of Good Organization Charts

First, Completeness. The chart must identify all components shown, and their major relationships. Information must be verified as accurate and current. The chart must show its effective date and carry the signature of the Commanding Officer.

Second, Simplicity. A chart should eliminate confusing, complicating, or detailed information. But you must not lose track of important but perhaps obscure or seldom used elements.

Third, Clarity. A chart is a means of communication. If it is not clear, it may be worthless or even detrimental.

Boxes should be la'eled clearly. Brief explanatory notes may be necessary. Lines should never cross.

Fourth, Symmetry. Charts should show components in well-balanced arrangements. Unsymmetrical charts frequently confuse or distort the picture of important command relationships.

Fifth, Unity. All units on a chart must be linked together and shown as parts of a single organization. From each box one must be able to trace a relationship to every other box.

This is the end of Summary 1. Now turn to page 5 and take the quiz.

Summary Pre-Quiz 1

Purposes and Characteristics of Organization Charts

Answer the following questions as indicated in your Student Guide.

1. Select the statement which best describes the purposes of organization charts.

a. Organization charts provide a basis for subordinate forecasting, determine levels of authority, and aid the leader in deciding which organizational component(s) can best accomplish a task.

b. Organization charts are useful tools for visualizing the process by which an organization decides on a particular course of action, and are helpful in correcting flaws in the organizational structure.

c. Organization charts provide a basis for planning, determine lines of authority, and reveal a great deal about both the faults and strengths in a organizational structure.

d. Organization charts clearly define the roles of each member of the command structure, establish controls on the delegation of authority, and indicate which structural realignments should be requested, authorized, and effected.

2. Which statement is <u>not</u> a rule or characteristic for basic construction of organization charts?

a. Units of an equivalent authority level should be placed on the same horizontal line.

b. A line of information and advisory contact (staff relationship) is shown by a line of alternating dots and dashes.

c. A line of direct authority is represented by a solid line between boxes.

d. Lines should never cross.

---

3. Match the statement with the most appropriate characteristic of good organization charts.

1) Must be maintained if important command relationships are not to be confused	a. Completeness
2) Brief explanatory notes may be necessary.	b. Unity
3) The chart should indicate the date prepared and carry the signature of the Commanding Officer.	c. Clarity
4) From each box one must be able to trace a relationship to every other box.	d. Simplicity
	e. Symmetry

a. 1-b, 2-c, 3-d, 4-e

b. 1-c, 2-a, 3-d, 4-b

c. 1-e, 2-c, 3-a, 4-b

d. 1-a, 2-d, 3-c, 4-e

Now check your answers on page 8.

BLANK

ANSWERS TO SUMMARY PRE-QUIZ 1

1. c
2. b
3. c

If all of your answers were correct, go to Summary 2 on page 23. If you missed one or more questions, go to the next page and go through Programed Sequence 1.

Programed Sequence 1

Purposes and Characteristics of Organization Charts

1 Lacking a clear picture of your newly assigned organization, you may erroneously assume that it is like previous organizations to which you have been assigned. Organization charts aid you in visualizing the overall picture of the organization and the arrangement of relationships among units.

Which one of the following statements is correct?

a. Organization charts facilitate an understanding of organizational concepts which may be difficult to perceive from oral or written descriptions.

b. Organization charts answer all questions one has about the formal and informal structure of an organization.

---

2 After a chart helps introduce you to a new organization it continues to guide you. The primary guiding purpose of a chart is to clearly delineate lines of authority.

Clearly delineating lines of authority helps you answer which of the following questions?

a. Whom do you see to get something accomplished?

b. Is this person justified in issuing you orders?

c. What is the role of a line officer?

3 Charts also provide a basis for planning. Without an adequate understanding of the organization's component relationships, realistic plans could not be formulated.

Who is most likely to use his knowledge of charts for planning purposes?

a. An officer assigned to shore duty in a Pentagon billet

b. An officer on shore patrol duty

---

4 The preparation or revision of existing charts reveals much about both the faults and strengths in an organization structure.

Beyond this initial revelation what function can a chart serve?

a. Charts can indicate which personnel must be eliminated in order to promote efficiency in the organization.

b. Charts can indicate which structural realignments should be undertaken to improve the organization.

5 You must be careful not to confuse an organization chart with an organization. One cannot drive an automobile on the roadmap any more than the organization chart itself will accomplish organizational goals.

Which of the following is not a purpose of organization charts?

a. To delineate lines of authority

b. To facilitate an understanding of organizational concepts

c. To govern the uses of delegation of authority

d. To recognize faults and strengths in the organizational structure

---

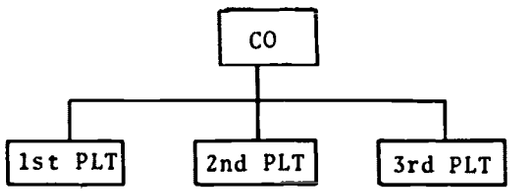
6 Rules governing the construction of charts usually are not "hard and fast" but must be applied with discretion and common sense. If you understand these conventions you will read charts correctly; and in drawing up organization charts, you will design them in such a way that others will understand clearly.

Why is it important to follow general charting conventions?

a. So as to include all possible information in the charts

b. So as to prevent misinterpretation or misunderstanding

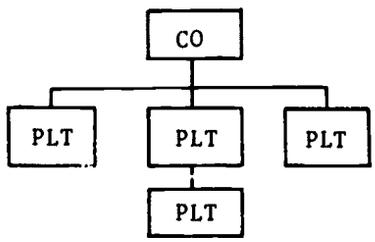
7 A line of direct authority is represented by a solid line between boxes. The following chart depicts the relationship of a Midshipman Company Commander to his platoon leaders:



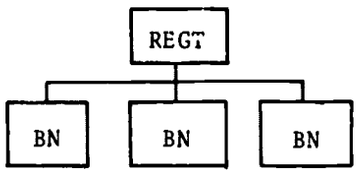
8 Midshipmen platoons are, as you know, units of equivalent authority. When charting, these units should be placed on the same horizontal line.

Which of the following charts is correct?

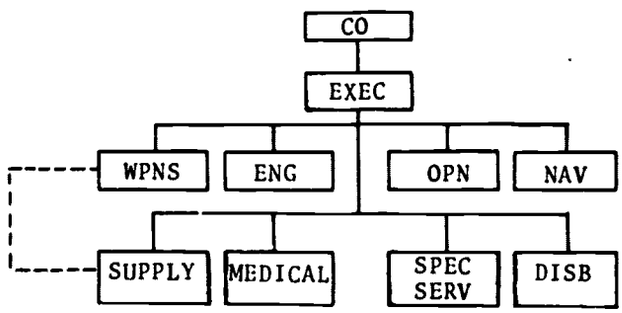
a.



b.



9 It is useful for a chart to distinguish line functions from staff functions. Line functions are those which involve transmission of direct authority. (It is important to keep in mind that a staff officer has no authority over line officers. However, the staff officer heading a staff section, such as the Supply Officer on a carrier division staff, does have line authority over his immediate subordinates.) Staff (advisory) relationships are indicated by a dashed line, as in the chart below:



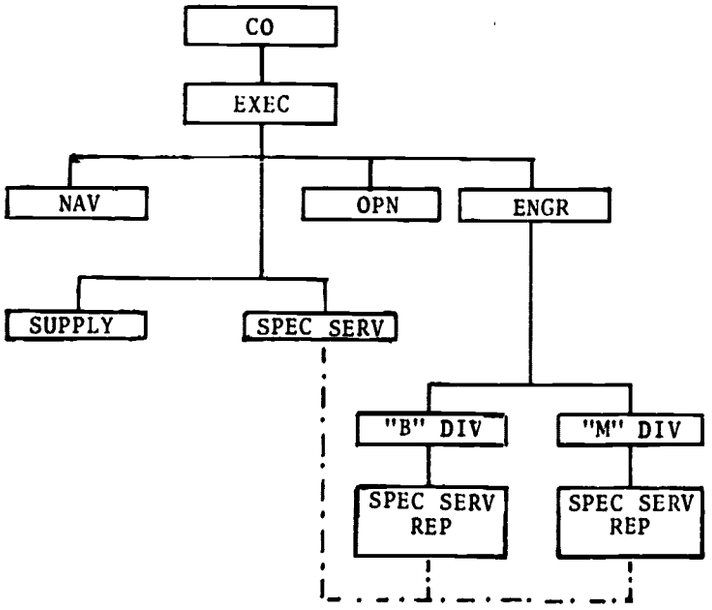
The solid lines in the chart above indicate which type of relationship?

a. Staff (advisory)

b. Direct authority

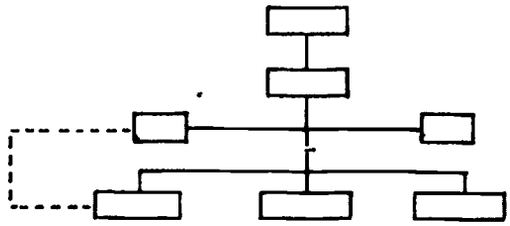
c. Equivalent authority

10 The last basic rule for chart construction deals with functional authority. Just as we have a special way to distinguish direct line functions from staff functions, there is a specific way to show functional authority. Alternating dots and dashes are used to show a line of functional authority wherein the officer has power over functions undertaken by personnel not in his department. For example, the Special Services Officer might be connected with dots and dashes to the "B" and "M" Division representatives of the Recreation Committee:

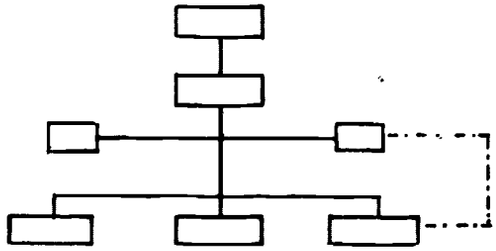


11 Select the chart which illustrates a staff advisory relationship:

a.



b.



12 The rules governing chart construction are not sufficient in themselves but must be considered in conjunction with characteristics of good charts. The main characteristics are: (1) Completeness (2) Simplicity (3) Clarity (4) Symmetry (5) Unity

Which of the following statements is true?

a. The rules of basic construction are alone sufficient to prevent misinterpretation of chart meanings.

b. The rules of basic construction must be considered in conjunction with characteristics of good charts.

13 As a full graphic display of the organization, the chart must identify all desired components and their major relationships. The chart should indicate the date effective and carry the signature of the Commanding Officer. This is the characteristic of completeness.

If a chart is complete, which statement is true of it?

a. All its information is verified and current.

b. All its information is available through the organization's information system.

---

14 The next characteristic is simplicity. Simplicity implies brevity, but not at the expense of completeness. The purpose of the chart should govern what is included. Details not needed to meet the desired purpose of the chart should be left out.

You are asked by the CO to draft a chart displaying the unit's command relationships.

Which of the following would you not include on your chart?

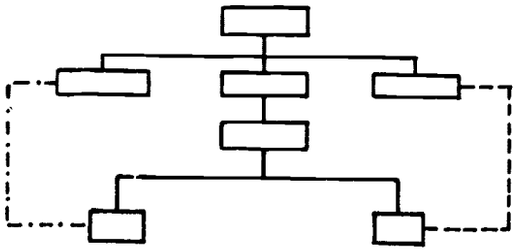
a. The informal relationships existing between the CO and the Operations Officer.

b. The line of authority between the CO and the Weapons Officer.

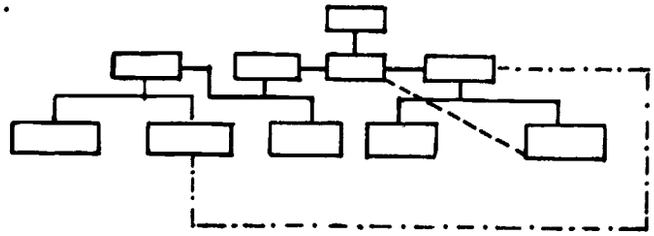
15 A chart is a means of communication. Clarity, the third characteristic, facilitates communication, whether it be graphic or oral. Lines should not cross. Abbreviations should be used only when all users know their meanings, or when a legend appears on the chart. When portraying a complex relationship the chart may carry short explanatory notes as necessary.

Select the chart which exemplifies clarity.

a.



b.



16 Symmetry is the fourth characteristic of a good organization chart. In a symmetrical chart boxes should be centered and balanced as practicable. This does not mean that each side of a chart must be identical.

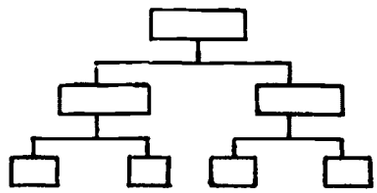
Failure to achieve symmetrical balance could result in which of the following?

a. Confused organizational goals

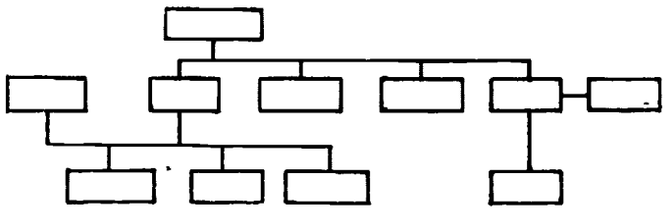
b. Confused command relationships

17 Which chart is symmetrical?

a.



b.



---

18 The fifth characteristic, Unity, combines all the characteristics. All units on a chart must be linked together and shown as a single organization. From each box one must be able to trace a relationship to every other box.

From the following list select five characteristics of a good organization chart:

1) Clarity
2) Unity
3) Availability
4) Symmetry
5) Brevity
6) Completeness
7) Simplicity

a. 1, 3, 4, 5, 6

b. 1, 2, 4, 6, 7

c. 1, 2, 4, 5, 7

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

Summary Post-Quiz 1

Purposes and Characteristics of Organization Charts

Answer the following questions as indicated in your Student Guide.

1. Which statement is not a rule or characteristic for basic construction of organization charts?

   a. A line of direct authority is represented by a solid line between boxes.

   b. A line of information and advisory contact (staff relationship) is shown by a line of alternating dots and dashes.

   c. Lines should never cross.

   d. Units of an equivalent authority level should be placed on the same horizontal line.

2. Match the statement with the most appropriate characteristic of good organization charts.

1) The chart should indicate the date prepared and carry the signature of the Commanding Officer.	a. Simplicity
2) Must be maintained if important command relationships are not to be confused	b. Completeness
3) From each box one must be able to trace a relationship to every other box.	c. Symmetry
4) Brief explanatory notes may be necessary.	d. Unity
	e. Clarity

a. 1-b, 2-c, 3-d, 4-e

b. 1-c, 2-a, 3-d, 4-b

c. 1-e, 2-c, 3-a, 4-b

d. 1-a, 2-d, 3-c, 4-e

3. Select the statement which best describes the purposes of organization charts.

a. Organization charts provide a basis for planning, determine lines of authority, and reveal a great deal about both the faults and strengths in organizational structure.

b. Organization charts provide a basis for subordinate forecasting, determine levels of authority, and aid the leader in deciding which organizational component(s) can best accomplish a task.

c. Organization charts clearly define the roles of each member of the command structure, establish controls on the delegation of authority, and indicate which structural realignments should be requested, authorized, and effected.

d. Organization charts are useful tools for visualizing the process by which an organization decides on a particular course of action, and are helpful in correcting flaws in the organizational structure.

Now, check your answers on the next page.

ANSWERS TO SUMMARY POST-QUIZ 1

1. b
2. a
3. a

Now, go to Summary 2 on the next page.

Summary 2

Types and Limitations of Organization Charts

Types

Organization charts, like all charts, can be constructed in many different forms, depending upon organizational peculiarities or the purpose of the chart. A chart may be excellent for one purpose and useless for another. Seldom, if ever, can one organization chart satisfy all the purposes of charts. Therefore, the Navy uses several kinds of charts to portray military organization. They are:

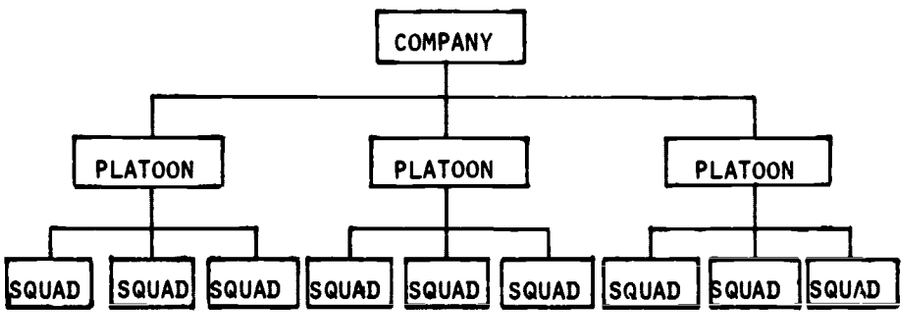
(1) Structural

(2) Functional

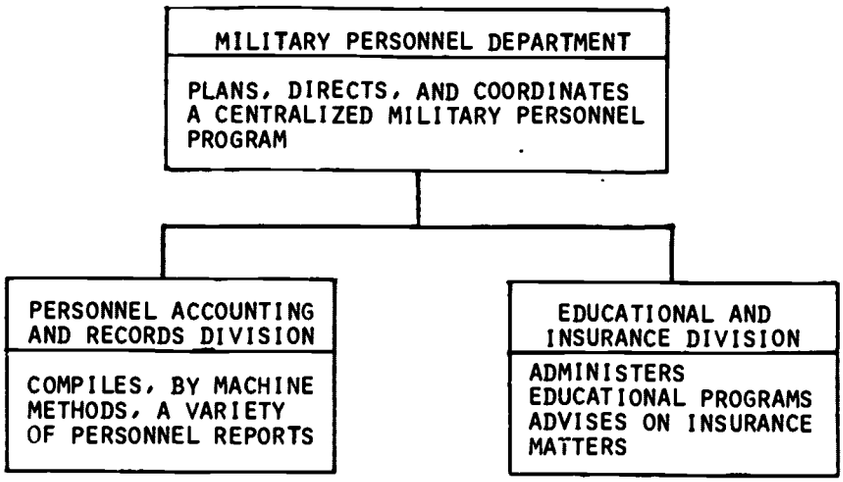
(3) Billet Assignment or Position

(4) Combination

Structural charting is the most common and simplified method of charting. As its name implies, this chart depicts the structure of the command and outlines the basic relationships among components. The main characteristic of a structural chart is its relative independence of organizational size. It makes little difference to the charting requirement whether the organization is a large aircraft carrier or a small coastal patrol boat.



In functional charting structural detail is minimized. There are fewer boxes shown, but those shown are larger and contain descriptions of the functions performed by the various command components. In this way, the interrelationships of functions become obvious.



The billet assignment or position chart is the third common type of chart. These charts may be of one or two types, each serving a different purpose. One shows names, billets, and titles or grades of personnel as they fit into the current organization plan. The other is identical except that no names are included. The people occupying certain billets may change but billet positions do not. One important thing to remember is that, in chart making, a billet on a chart indicates relationship--not status. An example of a billet assignment or position chart is the Watch, Quarter and Station Bill on board a ship.

WATCH, QUARTER AND STATION BILL

_____ DIVISION					BATTLE	WATCH			
BILLET NUMBER	NAME	BERTHING & LOCKER		CLEANING & MAINTENANCE	CONDITION I (General Quarters)	CONDITION II (BB,CA,CI, DD, only)	CONDITION III (Wartime Cruising)	CONDITION IV (Peacetime Cruising)	CONDITION V (In-port)
		Living Compartment	Bunk & Locker No.						

OPERATIONAL						EMERGENCY							
SPECIAL SEA DETAIL	FUELING & TRANSFER DETAIL	RESCUE & ASSISTANCE		LANDING PARTY	(V) VISIT & SEARCH (B) BOARDING & SALVAGE (P) PRIZE CREW	GENERAL EMERGENCY		FIRE				MAN OVERBOARD	
		Detail	Provide			EMERGENCY STATION (WHEN ASSIGNED)	OWN SHIP SALVAGE DETAIL	UNDERWAY		IN PORT			
								Station	Provide	Station	Provide	Station	Provide

Under certain circumstances it is possible that a combination of two or more charts will provide a better portrayal. But, as you have learned, a characteristic of good organization charts is simplicity. Combining several types in one chart without caution tends to create confusion rather than simplicity and clarity.

Checklist

The following list of check questions covers all types of organization charts. A review of the list will reveal that some questions apply to all types while others are restricted to only one or two types of charts.

1) Does it show existing levels and lines of authority?

2) Does it follow standard terminology?

3) Are all components included?

4) Does the chart show which are staff and which are operating components?

5) Are functions adequately described?

6) Does the chart exhibit completeness, simplicity, clarity, symmetry, and unity?

Limitations of Organization Charts

There are definite limitations to organization charts, and serious misconceptions can arise from their incautious use. The importance of charts to the organization should not be overemphasized. While organization charts provide insights into the formal organization, they do not insure a good organization nor good managing.

An organization chart portrays the structure, but does not indicate the "human element" involved in management, and while showing the formal chain of command does not show how the organization actually operates. Because of the nature of human interactions, an organization chart can quickly become obsolete. Attention to changes in the organization's operations frequently generates an updating in the organizational charts.

Now take Summary Quiz 2 on the next page.

Summary Pre-Quiz 2

Types and Limitations of Organization Charts

Answer the following questions as indicated in your Student Guide.

---

1. Select the statement which best describes the main characteristic of structural charts.

   a. Structural charts are dependent on the organizational size; it makes a difference if one is charting a destroyer or an aircraft carrier.

   b. Structural charts portray the interrelationships of functions regardless of the organization's size.

   c. Structural charts are relatively independent of organizational size; it makes little difference to the charting requirement whether the organization is an aircraft carrier or a patrol boat.

   d. Structural charts are the simplest charts which portray both the command structure and the component functions regardless of organizational size.

---

2. In which type of chart is structural detail minimized?

   a. Billet assignment

   b. Functional

   c. Combination

   d. Position

3. Match the list of characteristics of charts with the appropriate type of chart.

a. Larger boxes containing descriptions	1) Structural
b. Outlines the basic component relationships	2) Combination
c. May provide a better portrayal under certain circumstances	3) Functional
d. Indicates relationships-- not status	4) Billet assignment or position

a. a-4, b-3, c-1, d-2

b. a-3, b-1, c-2, d-4

c. a-2, b-1, c-4, d-3

d. a-1, b-4, c-3, d-2

---

4. Which one of the following questions in <u>not</u> included in the checklist for the development of organization charts?

a. Does the chart show which are staff and which are operating components?

b. Does the chart exhibit completeness, simplicity, clarity, symmetry, and unity?

c. Does the chart clarify existing informal relationships?

d. Are functions adequately described?

5. Select the statement which best describes a limitation of organization charts.

a. An organization chart portrays the formal relationships between components but cannot indicate strengths and faults of the organizational structure.

b. While an organization chart shows how the organization actually operates it does not indicate the "human element" involved in management.

c. An organization chart causes serious misconceptions involving the formal chain of command and its interrelationships.

d. While organization charts provide insights into formal organization, they do not insure a good organization, or good management.

Now, check your answers on page 32.

BLANK

ANSWERS TO SUMMARY PRE-QUIZ 2

1. c
2. b
3. b
4. c
5. d

If you missed one or more questions go to Program Sequence 2 on the next page.

Programed Sequence 2

Types and Limitations of Organization Charts

1 Organization charts can be constructed in many forms, depending upon organizational peculiarities or the purpose of of the chart. Seldom, if ever, can one organization chart satisfy all the purposes of charts.

Which statement is true?

a. A chart can easily serve many diverse purposes

b. A chart may be excellent for one purpose and useless for another.

---

2 Because organization charts are limited in what they can show the Navy uses several kinds to portray military organization. These types are: structural, functional, billet assignment or position, and combination. Each, with the exception of the combination chart, primarily serves one general purpose.

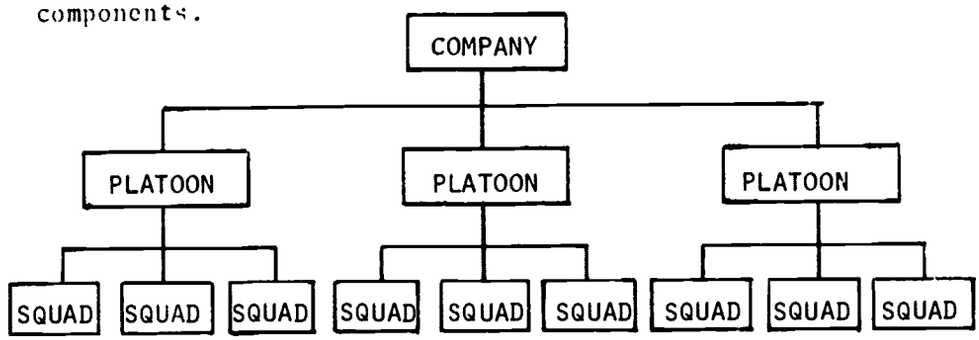
Which type of chart would most likely be used to depict command relationships?

a. Structural

b. Functional

c. Billet assignment or position

3 Structural charts are the most common and simplified. As the name implies, the chart depicts the command structure and outlines the basic relationships among components.



Choose the example which would best be portrayed by a structural chart.

a. The relationship between the Naval Academy Athletic Association and the Physical Education Department, including the functions of each

b. The staff relationships involving the midshipman Brigade Commander, his staff, and the two Regimental Staffs

---

4 The main characteristic of a structural chart is its relative independence of organizational size. It makes little difference to the charting technique whether the organization is a large aircraft carrier or a small coastal patrol boat.

Which organization would be easier to chart structurally?

a. The Brigade of Midshipmen

b. An aircraft carrier

c. Neither would be easier than the other.

5 A functional chart depicts specific functions of units in the organization. It resembles the structural chart only in that boxes are connected; the overall emphasis is different.

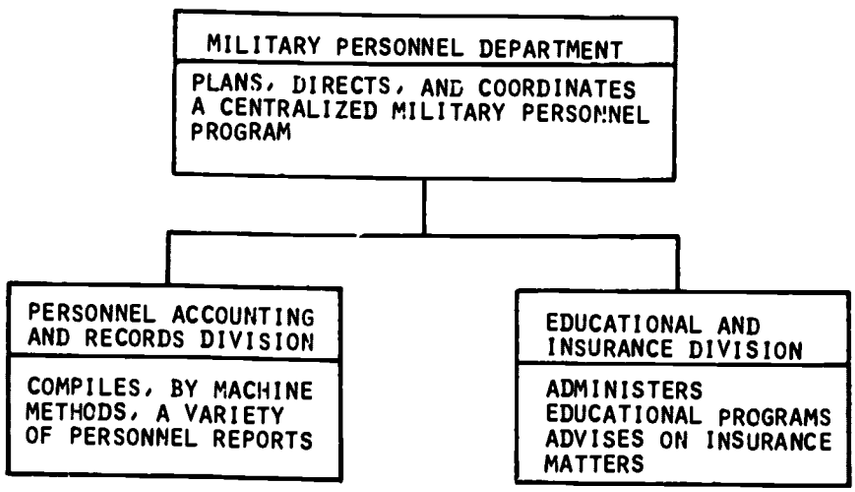
Which type of chart would you consider more specific?

a. Structural

b. Functional

---

6 In functional charti. design detail is minimized. Fewer boxes are shown, but those shown are larger and contain descriptions of the functions performed by the various command components. In this way, the interrelationships of functions become obvious. The following is a functional chart of a Military Personnel Department.



Which statement is true?

a. In functional charting structural detail is maximized.

b. In functional charting structural detail is minimized.

7 The third common type of chart is the billet assignment or position chart. Many people confuse the intent of this type of chart. It is important to remember that a billet on a chart indicates relationship--not status.

What does a billet on a chart indicate?

a. Function

b. Relationship

c. Status

---

8 Billet assignment or position charts may be of two types. One shows names, billets, and titles or grades of personnel as they fit into the current organizational plan. The other is identical except that no names are included. The Watch, Quarter and Station Bill (page 35) is an example of a billet assignment or position chart.

Which statement best explains billet positions?

a. When the people occupying certain billets change, billet positions also change.

b. The people occupying certain billets may change but billet positions do not.

WATCH, QUARTER AND STATION BILL

_____DIVISION					BATTLE	WATCH				
BILLET NUMBER	NAME	BERTHING & LOCKER		CLEANING & MAINTENANCE	CONDITION I (General Quarters)	CONDITION II (BB, CA, CL, DD, only)	CONDITION III (Wartime Cruising)	CONDITION IV (Peacetime Cruising)	CONDITION V (In-port)	
		Living Compartment	Bunk & Locker No.							

OPERATIONAL						EMERGENCY							
SPECIAL SEA DETAIL	FUELING & TRANSFER DETAIL	RESCUE & ASSISTANCE		LANDING PARTY	(V) VISIT & SEARCH (B) BOARDING & SALVAGE (P) PRIZE CREW	GENERAL EMERGENCY		FIRE				MAN OVERBOARD	
		Detail	Provide			EMERGENCY STATION (WHEN ASSIGNED)	OWN SHIP SALVAGE DETAIL	UNDERWAY		IN PORT			
								Station	Provide	Station	Provide	Station	Provide

9 Under certain circumstances it is possible that a combination of two or more charts will provide a better portrayal. There are no rules for determining whether this is, or is not, the case. One must exercise his best judgment in light of the particular purpose or use for the chart.

What is the best question to ask when considering combination charts?

a. Will combining these charts decrease their utility?

b. Will combining these charts provide a better visualization?

---

10 As you have learned, a characteristic of organization charts is simplicity. Combining several charts in one, without caution, tends to create confusion rather than simplicity and clarity.

Select the purpose below which would best be accomplished by a combination chart.

a. Portray the functional relationships between two naval units.

b. Portray the relationship of a unit commander to his subordinates.

11 After you have drawn a chart it would be advisable to ask yourself some questions about the chart. The following list of check questions covers all types of organization charts. A review of the list will reveal that some questions apply to all types while others are restricted to only one or two.

1) Does it show existing levels and lines of authority?

2) Does it follow standard terminology?

3) Are all components included?

4) Does the chart show which are staff and which are operating components?

5) Are functions adequately described?

6) Does the chart exhibit completeness, simplicity, clarity, symmetry, and unity?

Which of the checklist questions apply to structural charts?

a. 1, 2, 3, 4, 6

b. 1, 2, 4, 5, 6

12 There are definite limitations to organization charts, and serious misconceptions can arise from their incautious use. The importance of organization charts should not be overemphasized. While organization charts provide insights into the formal organizations, they do not insure a good organization or good management.

Select the statement which best describes how an organization chart portrays management.

a. An organization chart portrays the structure but does not indicate the "human element" involved in management.

b. An organization chart portrays both the structure and the "human element" involved in management.

---

13 The organization chart does not indicate the "human element" involved in management, and while showing the formal chain of command does not show how the organization actually operates.

If the organization chart possesses these limitations, how is it useful?

a. Charts indicate faults and strengths in the organizational structure.

b. Charts explain to officers, by way of structural representation, which management techniques are most effective.

14 The nature of human interactions may cause an organization chart to become obsolete. Attention to changes in the organization's operation frequently generates an updating in the organizational charts.

This is the end of Programed Sequence 2. Now go to the next page and take the Quiz.

Summary Post-Quiz 2

Types and Limitations of Organization Charts

Answer the following questions as indicated in your Student Guide.

---

1. Select the statement which best describes a limitation of organization charts.

a. While an organization chart shows how the organization actually operates it does not indicate the "human element" involved in management.

b. An organization chart portrays the formal relationships between components but cannot indicate strengths and faults of the organizational structure.

c. While organization charts provide insights into formal organization, they do not insure a good organization, or good management.

d. An organization chart causes serious misconceptions involving the formal chain of command and its interrelationships.

---

2. Match the list of characteristics of charts with the appropriate type of chart.

a. May provide a better portrayal under certain circumstances	1) Structural
b. Indicates relationships--not status	2) Combination
c. Outlines the basic component relationships.	3) Functional
d. Larger boxes containing descriptions	4) Billet assignment or position

a. a-4, b-3, c-1, d-2

b. a-3, b-1, c-2, d-4

c. a-2, b-4, c-1, d-3

d. a-1, b-4, c-3, d-2

3. Which one of the following questions is not included in the checklist for the development of organization charts?

   a. Are functions adequately described?

   b. Does the chart clarify existing informal relationships?

   c. Does the chart exhibit completeness, simplicity, clarity, symmetry, and unity?

   d. Does the chart show which are staff and which are operating components?

---

4. In which type of chart is structural detail minimized?

   a. Functional

   b. Position

   c. Billet assignment

   d. Combination

---

5. Select the statement which best describes the main characteristic of structural charts.

   a. Structural charts portray the interrelationships of the command functions regardless of the organization's size.

   b. Structural charts are the simplest charts which portray both the command structure and the component functions regardless of organizational size.

   c. Structural charts are dependent on the organizational size; it makes a difference if one is charting a destroyer or an aircraft carrier.

   d. Structural charts are relatively independent of organizational size; it makes little difference to the charting requirement whether the organization is an aircraft carrier or a patrol boat.

Now check your answers.

ANSWERS TO SUMMARY POST-QUIZ 2

1. c
2. c
3. b
4. a
5. d

This is the end of Part Five, Segment VII.

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART FIVE

MILITARY MANAGEMENT

Segment VII

Organizing: Charting

Progress Check

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

ORGANIZING: CHARTING

PROGRESS CHECK

Question 1.

Select the statement which correctly describes the purposes of organization charts.

a. Organization charts clearly show lines of authority; portray the formal organization; facilitate understanding of difficult informal relationships.

b. Organization charts are tools to assist management; portray the formal organization; show how the organization actually operates.

c. Organization charts portray the formal organization; facilitate understanding of difficult informal organizational concepts; clearly show lines of authority.

d. Organization charts clearly show lines of authority; are tools to assist management; portray the formal organization.

Question 2.

Which of the following statements best describes the limitations of organization charts as far as "real" versus "portrayed" organization is concerned?

a. They show structure, chain of command and actual operation, but not the human element involved in management.

b. They show structure, the human element in management, and the chain of command, but not the actual operation.

c. They show structure and chain of command, but neither the human element involved, nor the actual operation.

d. They show structure, but not the human element in management, the chain of command, or the actual operation.

Question 3.

Select the statement which correctly describes the influence of organization charts on the quality of the organization itself and the quality of management.

a. Organization charts will insure a good formal organization, and provide insight into the formal organization. They have no effect on management.

b. Organization charts only provide insight into the formal organization. They do not insure either a good formal organization or good management.

c. Organization charts provide insight into the formal organization and insure good management. They do not insure a good formal organization.

d. Organization charts insure a good formal organization and good management. They provide no insight into the formal organization.

Question 4.

Which of the following items correctly lists types of charts in the following order: structural, functional, billet assignment, combination?

a. Ship's organization; personnel assigned; deck division duties; organization and functions.

b. Organization and functions; deck division duties; personnel assigned; ship's organization.

c. Ship's organization; deck division duties; organization and functions; personnel assigned.

d. Ship's organization; deck division duties; personnel assigned; organization and functions.

Question 5.

Which of the following statements correctly lists the characteristics of structural charts?

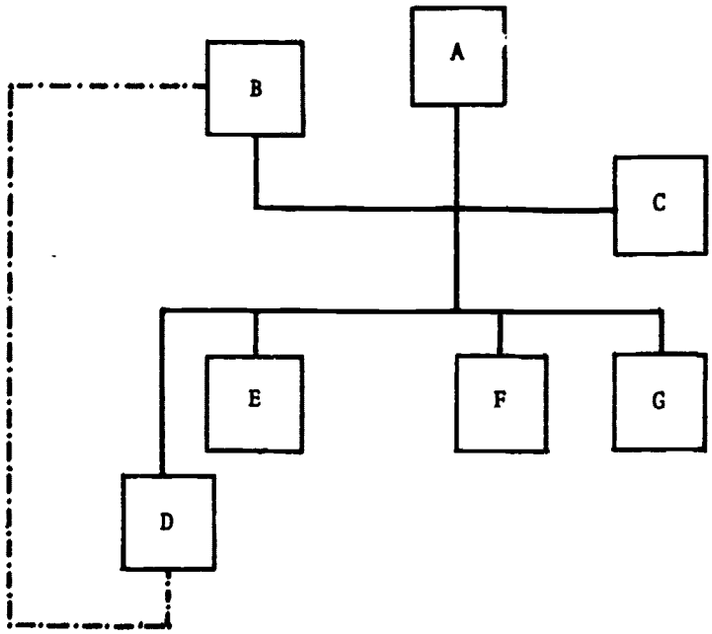
a. Structural charts show the structure of an organization, are relatively independent of organization size, and indicate interrelationships of functions.

b. Structural charts show the structure of an organization, show basic relationships among components, and can show functions as well as structures.

c. Structural charts show the structure of an organization as well as the functions, show basic relationships among components, and are relatively independent of organization size.

d. Structural charts show the structure of an organization, are relatively independent of organization size, and show basic relationships among components.

Question 6.



The chart above lacks one characteristic of a good organization chart. Identify the missing characteristic.

a. Simplicity

b. Clarity

c. Symmetry

d. Unity

Question 7.

One of the charcteristics of a good organization chart is completeness.

Which of the following shows the requirement(s) to make a chart complete?

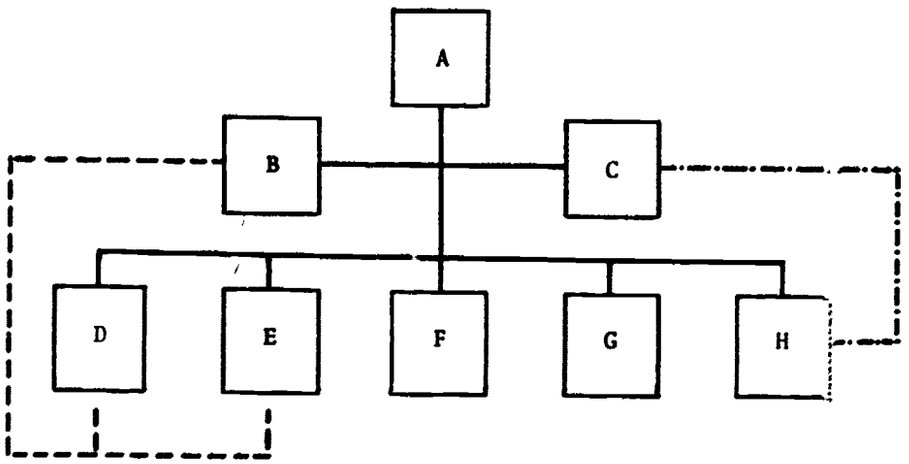
a. The chart must show all components of the organization and their relationships to other organizations.

b. The chart must be verified as accurate and current, indicate the date prepared and carry with it the signature of the Commanding Officer.

c. The chart must identify all components involved and show their relationships.

d. Both b and c above

Question 8.



Which of the following statements best describes the chart above?

a. B has a staff (advisory) relationship to D and E. C functions part-time as H.

b. B has functional authority over D and E. C has a staff (advisory) relationship to H.

c. B functions part-time as D and E. C has a staff (advisory) relationship to H.

d. B has a staff (advisory) relationship to D and E. C has functional authority over H.

Question 9.

A check list should be used to ensure proper development of a good organization chart.

Which of the following questions would not be included in such a check list?

a. Is standard terminology used?

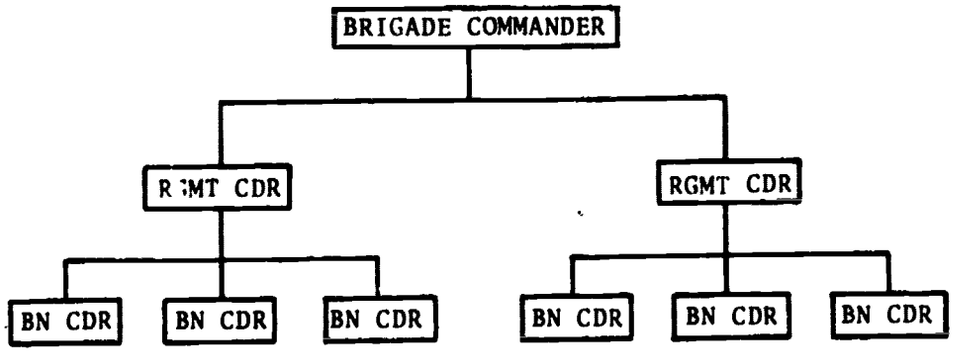
b. Are all components included?

c. Are functions adequately described

d. Does the chart satisfy all potential users?

Question 10.

Which type of organization chart is shown below?



a. Structural

b. Functional

c. Billet assignment or position

d. Combination

Five/VII/RPF INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PROGRESS CHECK ANSWER AND REMEDIATION FORM

PART Five SEGMENT VII

REMEDIATION TEXT Syndactic Text, Volume V-C

ITEM	ANSWER	REMEDIATION REFERENCE
1	d	Summary 1: Pages 1-2
2	c	Summary 2: Page 27
3	b	Summary 2: Page 27
4	d	Summary 2: Pages 23-25
5	d	Summary 2: Page 23
6	c	Summary 1: Pages 2-4
7	d	Summary 1: Page 3
8	d	Summary 1: Pages 2-3
9	d	Summary 2: Page 26
10	a	Summary 2: Pages 23-26
11		
12		
13		
14		
15		

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART FIVE

MILITARY MANAGEMENT

Segment VIII

Directing

Syndactic Text

Single Volume

(ST/SV)

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

FOREWORD

"The way to be nothing is to do nothing."

Edgar N. Howe

This segment will show you how to convert plans and decisions into purposeful action, thus providing a bridge between preparation of plans and achievement of objectives. You will become familiar with how decisions are made and what facets must be considered for proper directing. You will gain an understanding of such factors as environment, technique, and emphasis, and their part in the process of directing. The relationship of directing to leadership and management will be covered to help you familiarize yourself with this primary part of the military management process.

DIRECTING

Summary 1

Purposes, Requirements, and Environment for Directing

Definition and Purposes

Up to now we have been concerned with planning and organizing. These prerequisites for the execution of any task are wasted unless the leader successfully directs his men and resources.

Directing is the dynamic function that converts plans into purposeful action, and provides the bridge between preparation of plans and achievement of objectives. If you as Chief Engineer aboard a destroyer are in charge of the ship's overhaul, you will no doubt spend hours with the ship's officers assessing both repair needs and available resources. You then plan and organize the project. But to complete the mission, you have to direct your men so that these plans are converted into accomplishment.

Directing, then, is the actuating phase, the specific giving of orders, in the overall management process. The directing stage tests the accuracy of the leader's prior estimates regarding capabilities and his assumptions as to timing, the level at which personnel perform, and the functioning of equipment. As this testing unfolds, the leader receives feedback as to the need for revising his own plans for accomplishing objectives.

The ability to direct effectively is important to the military leader. During wartime it is vital that plans be executed with precision. Poor direction may cause the failure of an operation and an expanding catastrophe. The need for effective action in peacetime is just as apparent, although failure is less dramatic.

Requirements

A leader should consider some basic requirements concerning the issuing of orders. First, will existing resources permit the accomplishment of the objective? Is the "order" that initiates the action reasonable in the sense that compliance can be expected? Are the resources available? Do subordinates possess the physical and mental abilites for the task? This requirement is in accord with the key leadership factor which states: "An effective leader employs his unit in accordance with its capabilities." Second, are the orders, clear, concise, and complete? Do they specify when the action is to be accomplished? Do all the people who need to know "get the word"? Are the orders compatible with organizational objectives? Third, the leader should combine motivation and authority dependin upon the situation and the superior-subordinate relationship. For instance, do not try to appeal to the creativity of your men when you want them to wash paint work. Fourth, is there adequate interpersonal communication? Picture yourself in a subordinate's position where you rarely communicate with your immediate superior. How well can you understand his directives? Can you be sure you know what he really wants? Effective

communication not only relays instructions but also reflects previous interactions so that there is a continuous flow in the interchange of information. Communication up and down and across is desirable also because it builds a spirit of belonging. Fifth, is the leader considerate of his subordinates? Does he conscientiously make an effort to view things from their position? Is he aware of his own limitations and capabilities, and is he objective in issuing orders? This requirement is in accord with the key leadership factor which states: "An effective leader treats every person as an individual, not as a number."

Environment

On board a ship you will encounter a variety of groups functioning as bridge watch teams, fireroom watch teams, combat information center watch teams, gun crews, and damage control parties. Directing in this type of "multi-interactive" environment involves a network of relationships between a leader and his subordinates in which behavior and plans, through the process of feedback, can modify directing.

Since both the leader and the subordinates share in the knowledge that each party contributes to total effectiveness, mutual respect and a reliance of one upon the other are established.

In a highly interactive environment it is imperative that a leader communicate motivation to his men. The leader should realize that people achieve a sense of importance from doing

different but essential tasks which implement common goals. Every individual has certain work-related needs which are central to motivation. These needs are opportunity, recognition, belonging, and security.

It is a challenge to every leader to find the best way to manipulate environmental factors so as to increase motivation. Four procedures applied simultaneously can aid the leader in creating a proper environment. First, ensure that your men know who works for whom, to whom they report, who reports to them, and to whom you report. Second, take the time to explain the rationale underlying policies, procedures and standard practices. Third, whenever possible explain the reasons and purposes for orders you issue. Fourth, instill in your men beliefs which fulfill both personal and organizational needs.

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

Summary Pre-Quiz 1

Purposes, Requirements, and Environment for Directing

Answer the following questions as indicated in your Student Guide.

---

1. Which one of the following is the best definition of directing?

   a. The process of issuing orders, announcing decisions, and following through on details

   b. The dynamic function that converts plans into purposeful action, thereby providing a bridge between the preparation of plans and the achievement of objectives.

   c. The act of executing orders and carrying out commands which have been issued by your superior

   d. The final phase of preparation which enables you to achieve the desired objectives without a subsequent loss of motivation

---

2. Which statement best describes the relationship involving directing and the environment in which it takes place?

   a. The environment causes the leader to discard actions he initially thought were effective, and replace them with courses of action which are flexible.

   b. Directing involves a network of relationships between a leader and his subordinates in which plans can be modified through the process of feedback.

   c. The leader's directing effectiveness is not affected by subordinates, rather the leader controls the environment of the subordinates.

   d. Superiors and subordinates are equally dependent upon one another, but the subordinates influence directing more significantly.

3. Which of the following statements is the best description of the relationship between giving orders and the actuating phase of the management process?

a. Giving orders precedes the actuating phase.

b. Giving orders is not necessary to initiate the actuating phase.

c. Giving orders is the actuating phase.

d. Giving orders is only partially related to the actuating phase.

---

4. Which of the following is a requirement for effective directing?

a. The leader should maintain his unit at a maximum level of combat readiness through frequen training.

b. The leader should both inform his men of all rationale surrounding his decisions and include them in the actual decision making process.

c. The leader should be strong-willed enough to place himself above personal need motivation.

d. The leader should use the right combination of motivation and authority depending upon the situation and the senior-subordinate relationship.

5. Which of the following are personal work-related needs central to motivation?

1) Opportunity
2) Relaxation
3) Recognition
4) Belonging
5) Accomplishment
6) Security

a. 1, 2, 4, 6
b. 1, 3, 4, 5
c. 1, 3, 4, 6
d. 2, 3, 5, 6

Now, check your answers on the next page.

ANSWERS TO SUMMARY PRE-QUIZ 1

1. b
2. b
3. c
4. d
5. c

If you missed one or more questions go to the next page and go through Programed Sequence 1. If you answers are correct, read Summary 2 on page 23.

Programed Sequence 1

Purposes, Requirements, and Environment for Directing

1 Up to now in considering the role of the military manager we have been concerned with preparatory functions of planning and organizing. All this effort expended by a leader is wasted unless he successfully directs his men and resources.

Which phase of the management process is most important?

a. Planning

b. Organizing

c. Directing

d. All are equally important

---

2 Your individual proficiency as a leader can be improved through experience and training that is based on a knowledge of the factors involved in leading and directing.

What knowledge will best help a leader improve his proficiency as a leader?

a. Knowledge of the psychological effects of human interaction

b. Knowledge of the factors involved in leading and directing

3 Directing is the dynamic function that converts plans into action, thereby providing a bridge between the preparation of plans and the achievement of objectives.

Which of the following is an example of directing?

a. LTJG Folsom was preparing a study of the enemy's agricultural capability. After he completed the task he submitted it to the Commanding Officer, who in turn, submitted the document to higher headquarters.

b. LT Shaffer, the Chief Engineer, organized the ship's officers and men into new units to perform an overhaul of the ship. When the work began, Shaffer oversaw each unit's progress.

---

4 Directing is the actuating phase, the specific giving of orders, in the overall management process. The directing stage tests the accuracy of the leader's prior estimates regarding capabilities, assumptions as to timing, the level at which personnel perform, and the functioning of equipment.

Select the example in which a junior officer's assumptions and estimates would best be tested.

a. A fire control technician is directed to increase the frequency of performance checks on fire-control radar prior to entering a combat zone.

b. A seaman is directed to square away his uniform prior to going on liberty.

5 As the directing stage unfolds, the leader receives feedback as to the need for revising objectives. Assume that as assistant weapons officer on a guided missile frigate, you have advised the Weapons Officer that your men will perform certain required test checks on the Terrier Launcher by 1600 tommorrow. Several hours later your CPO informs you of trouble with a piece of test equipment. In view of the negative feedback you receive about the performance of resources, you must revise your objective.

Select the statement about feedback which is most appropriate.

a. Only negative feedback requires that objectives be revised.

b. Both negative and positive feedback often necessitate revision of objectives.

---

6 The ability to direct effectively is extremely important to the military leader. During wartime it is vital that war plans be executed with precision. The failure of an operation because of poor direction may well result in catastrophe. The need in peacetime is just as apparent, although failure is less costly.

What is the difference in effective directing during war and peace?

a. In peacetime a failure due to poor direction is less costly than in war.

b. In peacetime a failure due to directing does not require revising objectives as it does in wartime.

7 Before issuing orders a leader should consider some important questions. Chances of success are enhanced greatly if these basic requirements are not neglected. First, will existing resources permit the accomplishment of the objective? Is the order that initiates the action reasonable in the sense that compliance can be expected? Are the resources available? Do subordinates possess the physical and mental abilities for the task?

These questions are in accord with which of the following leadership factors?

a. An effective leader establishes objectives and plans for their accomplishment.

b. An effective leader employs his unit in accordance with its capabilities.

---

8 Are the orders, in whatever form issued, clear, concise, and complete? Do they specify when the action is to be accomplished? Do all the people who need to know "get the word"? Are orders compatible with organizational objectives? As a leader you should never take these considerations for granted. Much delay can be avoided by communicating clearly.

Select the statement which is most appropriate.

a. Issuing orders clearly and completely will facilitate feedback from subordinates.

b. Issuing orders clearly and completely is less important than making certain all personnel have the order.

9 Is the leadership effective in motivating the subordinate to accomplish the objective? The leader should use the right combination of motivation and authority depending upon the situation and the senior-subordinate relationship. Excessive dependence on authority is counterproductive. For instance, do not summarily order your chief petty officer to calibrate the radar without saying that you need an accurate measurement as soon as possible and that he can do the job better than anyone else.

What is the most desirable approach to issuing orders?

a. The leader should rely on his authority, derived from his rank and experience.

b. The leader should use a combination of motivation and authority, the degree of each depending upon the situation.

---

10 Is there adequate interpersonal communication? Picture yourself in a subordinate's position where you rarely communicate with your immediate superior. How well can you really understand his directives? Can you be sure you know what he wants? Effective communication not only relays instructions, but also reflects previous interactions so that there is a continuous flow in the interchange of information.

Select the statement which describes another important facet of communication.

a. Communication up and down the organization increases the Commanding Officer's ability to sympathize with enlisted men's problems.

b. Communication up and down and across is desirable because it builds a spirit of belonging.

11 Is the leader considerate of his subordinate? Does he conscientiously make an effort to view things from the other's position? Is he aware of his own limitations and capabilities and is he completely objective in issuing orders? Subordinates often feel that a leader cannot comprehend their situations. Even if this is not, in fact, the case, the mere belief is enough to thwart a leader's efforts. He must gain his men's confidence through sincere consideration of their needs.

This last requirement of directing is in accord with which key leadership factor?

a. An effective leader seeks responsibility and develops a sense of responsibility among his subordinates.

b. An effective leader treats every person as an individual, not as a number.

---

12 Which situation best exemplifies a leader concerned with effective directing?

a. LTJG Holland, an assistant engineering officer, encourages his men to seek additional training. If they choose not to he assigns them tasks considered distasteful to the crew. Every three hours he checks on them, to answer questions, and to see if they want to sign up for USAFI courses.

b. LTJG Thompson, an assistant engineering officer, maintains an open door policy. His men may see him whenever they want. If, when giving them orders there are questions, Thompson makes an effort to answer, explaining the reasoning behind complex orders.

13 On board a ship you will encounter a variety of groups functioning as bridge watch teams, fireroom watch teams, CIC teams, gun crews, and damage control parties. Directing in this type of "multi-interactive" environment involves a network of complex relationships between a leader and his subordinates in which behavior and plans can be modified through the process of feedback.

What is the effect of feedback on directing and objectives?

a. Feedback may cause modification.

b. Feedback causes communication problems.

---

14 The leader and his subordinates are an interdependent team. Their actions form a coordinated series. Since both the leader and the subordinates share in the knowledge that each party contributes to the total effectiveness, there is a mutual respect established, and a reliance of one upon the other.

Recognizing the interdependent nature of the senior-subordinates relationship results in which of the following?

a. Motivation and resourcefulness

b. Mutual respect and reliance

15 In a highly interactive environment it is imperative that a leader communicate motivation to his men. The leader should realize that people achieve a sense of importance from doing different but essential tasks which implement goals they and their peers seek.

Which of the following statements is true?

a. Every individual has certain work-related needs which are central to motivation.

b. Every individual places motivational needs above organizational goals.

---

16 These work-related needs of individuals are opportunity, recognition, belonging, and security. Individuals want the opportunity to use their initiative and ingenuity, and want to receive recognition for their diligent efforts. They need a sense of belonging and security which is present if their unit is cooperative, unified, and successful.

What are the work-related needs of individuals?

a. Opportunity, recognition, belonging, security

b. Success, recognition, security, identity

17 One of the greatest challenges to every leader is discovering the best way to manipulate environmental factors so as to increase subordinates' motivation. A sinister attitude toward this challenge is unwarranted. Sincere efforts and attitudes on the leader's part are necessary if motivation is to be long lasting.

What is one of the greatest challenges confronting every leader?

a. Discovering the way to create an atmosphere in which organizational goals supersede personal needs.

b. Discovering the best way to manipulate environmental factors so as to increase subordinates' motivation.

---

18 There are four procedures which, if applied simultaneously, can aid the leader in creating an environment where motivation flourishes. First, you must ensure that your men know who works for whom, to whom they report, who reports to them, and to whom you report.

This procedure can aid the leader in which of the following?

a. Creating an environment in which information is exchanged quickly.

b. Creating an environment where motivation flourishes.

19 A leader should take the time to explain the rationale underlying policies, procedures and standard practices.

What is an effect of this practice?

a. Subordinate understanding will deepen, thereby increasing motivation.

b. Subordinate compliance will be assured, thereby satisfying their work-related needs.

---

20 Whenever possible explain the reasons and purposes for orders you issue.

In which situation would this not be possible?

a. PBR-180 received sniper fire from the left bank of the river. LTJG Holmes ordered his men to open fire on the suspected enemy position.

b. The men of the Supply Department had their liberty canceled. LTJG Thompson ordered them to inventory all existing stock.

---

21 Lastly, a leader must instill in his men beliefs which fulfill both personal and organizational needs.

If a leader employs this last procedure and the others stated previously what should result?

a. Subordinate motivation will increase.

b. Subordinate motivation will, at least, remain static.

This is the end of Programed Sequence 1. Now, go to the next page and take Summary Post-Quiz 1.

Summary Post-Quiz 1

Purposes, Requirements, and Environment for Directing

Answer the following questions as indicated in your Student Guide.

1. Which of the following is a requirement for effective directing?

   a. The leader should be strong-willed enough to place himself above personal need motivation.

   b. The leader should maintain his unit at a maximum level of combat readiness through frequent training.

   c. The leader should use the right combination of motivation and authority depending upon the situation and the senior-subordinate relationship.

   d. The leader should both inform his men of all rationale surrounding his decisions and include them in the actual decision making process.

2. Which one of the following is the best definition of directing?

   a. The act of executing orders and carrying out commands which have been issued by your superior

   b. The process of issuing orders, announcing decisions, and following through on details

   c. The final phase of preparation which enables you to achieve the desired objectives without a subsequent loss of motivation

   d. The dynamic function that converts plans into purposeful action, thereby providing a bridge between the preparation of plans and the achievement of objectives.

3. Which statement best describes the relationship involving directing and the environment in which it takes place?

a. The environment causes the leader to discard actions he initially thought were effective, and replace them with courses of action which are flexible.

b. The leader's effectiveness is not affected by subordinates; rather the leader controls the environment of the subordinates.

c. Superiors and subordinates are equally dependent upon one another, but the subordinates influence directing more significantly.

d. Directing involves a network of relationships between a leader and his subordinates in which plans can be modified through the process of feedback.

---

4. Which of the following are personal work-related needs central to motivation?

1) Recognition

2) Opportunity

3) Belonging

4) Security

5) Relaxation

6) Accomplishment

a. 1, 2, 4, 6

b. 1, 3, 4. 5

c. 1, 2, 3, 4

d. 2, 3, 5, 6

5. Which of the following statements is the best description of the relationship between giving orders and the actuating phase of the management process?

a. Giving orders is the actuating phase.

b. Giving orders is not necessary to initiate the actuating phase.

c. Giving orders is only partially related to the actuating phase.

d. Giving orders precedes the actuating phase.

Now, check your answers on the next page.

ANSWERS TO SUMMARY POST-QUIZ

1. c
2. d
3. d
4. c
5. a

Now, go to Summary 2 on the next page.

Summary 2

Directing

Under and Overdirecting

Effective directing involves adjusting managerial style to the objectives of the organization, the capacities of subordinates, and your own personality. When a harmonious mixture of these factors is not achieved, the leader is either underdirecting or overdirecting. Both extremes are equally ineffective.

If a leader's directions are too general his men may think of him as indecisive. As confidence in the leader erodes, subordinate effectiveness decreases. Subordinates may not respond rapidly and effectively in a stress situation. A leader who continually underdirects forces his subordinates to determine their own set of priorities. This will usually result in poorly coordinated efforts and a distortion of organizational objectives.

On the other hand, overdirecting stifles subordinates' interest, initiative, and creativity. This unfortunate end is reached after a series of apparently logical conclusions by subordinates. Overdirecting creates definite images of the leader's attitudes toward his subordinates. He appears to always instruct them, thereby causing the men to feel underrated and misused. If this situation becomes constant, subordinate interest, initiative, and creativity can only be stifled. Subordinates will feel less loyalty not only for the leader, but for the organization as well.

Leadership

Theodore Haimann states in his book, Professional Management, Theory and Practice, that "leadership.... (involves) the process by which a (superior) directs, guides, and influences the work of others in choosing and attaining specified goals...." One of the key leadership factors is: "Make sure that the task is understood, supervised, and accomplished." This is the function of directing. Although the military executive possesses all the necessary authority to ensure strict compliance with orders, his results will be much more effective if he is also a good leader. Research results suggest that leadership may be acquired through experience, education, and training. It is likely that leadership exhibits itself as a product of acquired characteristics and of s ations in particular groups. Thus, the leader develops his leadership characteristics through experience and training, and the evidence of these characteristics varies with the situation.

This is the end of Summary 2. Now take Summary Pre-Quiz 2 on the next page.

Summary Pre-Quiz 2

Directing

Answer the following questions as indicated in your Student Guide.

1. Select the statement which best describes effective directing.

   a. Effective directing involves careful consideration of subordinates' personal needs in conjunction with organizational goals.

   b. Effective directing involves satisfaction of subordinates's work-related needs as a means of achieving organizational objectives.

   c. Effective directing involves adjusting managerial style to the objectives of the organization, the capacities of subordinates, and the leader's personality.

   d. Effective directing involves adjusting managerial style to the peculiar experiences and attitudes of subordinates in varying situations.

2. Which statement best explains the implications of overdirecting?

   a. Overdirecting causes subordinates to establish their own set of priorities.

   b. Overdirecting stifles interest, initiative, and creativity.

   c. Overdirecting develops an exaggerated sense of importance in the subordinates.

   d. Overdirecting confuses organizational goals with work-related needs.

3. Which statement best states a relationship between directing and leadership?

a. Leadership and directing mean the same thing.

b. Leadership is impersonal while directing is personal.

c. Directing is best accomplished through effective leadership.

d. Leadership is best accomplished through effective directing.

---

4. Underdirecting usually results in which of the following?

a. Subordinates with initiative and imagination

b. Subordinates' establishing their own set of priorities

c. The leader's losing his sense of authority and discipline

d. Subordinates whose initiative and creativity are stifled

Now, check you answers on page 28.

BLANK

ANSWERS TO SUMMARY PRE-QUIZ 2

1. c
2. b
3. d
4. b

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

Programed Sequence 2

Directing

1 Effective directing involves adjusting managerial style to the objectives of the organization, the capacities of subordinates, and your own personality. When a harmonious mixture of these factors is not achieved, the leader is either underdirecting or overdirecting.

Select the statement which best explains the causes for over and underdirecting.

a. The leader emphasizes the objectives of the organization and neglects considering the capacities of his subordinates, or vice versa.

b. The leader incorporates situational considerations when adjusting his managerial style, and changes his methods because they fit his personality.

---

2 Underdirecting and overdirecting are extreme situations which are equally ineffective. Although both situations have been characterized as "extreme," they frequently occur, due to thoughtlessness.

Which would a good leader choose?

a. Underdirecting

b. Overdirecting

c. None of the above

3 If a leader's directions are too general, subordinates may think him indecisive. As confidence in the leader erodes, subordinate effectiveness decreases. Subordinates may not respond rapidly and effectively in a stress situation.

Which statement describes an implication of underdirecting?

a. Subordinates view the leader as confident in their ability.

b. Subordinates view the leader as indecisive.

---

4 A leader who continually underdirects forces his subordinates to determine their own set of priorities.

This situation may result in which of the following?

a. Poorly coordinated efforts and a distortion of organizational objectives.

b. A reevaluation of organization goals and methods by the leader.

5 On the other extreme, overdirecting stifles subordinates' interest, initiative, and creativity. This unfortunate end is reached after a series of apparently logical conclusions by subordinates. Overdirecting creates definite images of the leader's attitudes toward his subordinates. He appears to instruct them, thereby causing the men to feel underrated and misused.

What is(are) the logical result(s) of such a situation, whether inferred or real?

a. Subordinates feel less loyalty for the leader and organization.

b. Subordinates determine their own set of priorities.

c. Interest, initiative, and creativity are stifled.

---

6 Theodore Haimann states in his book, Professional Management, Theory and Practice, that "leadership...(involves) the process by which a (superior) directs, guides, and influences the work of others in choosing and attaining specified goals...." One of the key leadership factors is: "Make sure that the task is understood, supervised, and accomplished." This is the function of directing.

Which one of the following descriptions of a leade performing the functions of management MOST involves directing?

a. Leader develops plan to accomplish objectives.

b. Leader converts plans and decisions into purposeful action.

c. Leader organizes subordinates into functional groups.

7 Although the military executive possesses all the necessary authority to ensure strict compliance with orders, his results will be much more effective if he is also a good leader.

Which of the following would most likely produce a successful leader? An officer who displays the highest aptitude in:

a. Organizing and directing

b. Planning and organizing

c. Coordinating and planning

d. Organizing and controlling

---

8 Research results suggest that leadership may be acquired through experience, education, and training. It is likely that leadership exhibits itself as a product of acquired characteristics and of situations in particular groups.

From these statements one can conclude which of the following?

a. The leader will eventually lose these acquired characteristics if he continually over or under directs.

b. The leader develops his leadership characteristics through experience and training and the evidence of these characteristics vary with the situation.

This is the end of Programed Sequence 2. Now, go to the next page and take Summary Post-Quiz 2.

Summary Post-Quiz 2

Directing

Answer the following questions as indicated in your Student Guide.

1. Which statement best explains the implications of overdirecting?

   a. Overdirecting stifles interest, initiative, and creativity.

   b. Overdirecting confuses organizational goals with work-related needs.

   c. Overdirecting causes subordinates to establish their own set of priorities.

   d. Overdirecting develops an exaggerated sense of importance in the subordinates.

2. Underdirecting usually results in which of the following?

   a. Subordinates establishing their own set of priorities

   b. The leader's losing his sense of authority and discipline

   c. Subordinates whose initiative and creativity are stifled

   d. Subordinates with initiative and imagination

3. Select the statement which best describes effective directing.

a. Effective directing involves adjusting managerial style to the peculiar experiences and attitudes of subordinates in varying situations.

b. Effective directing involves adjusting managerial style to the objectives of the organization, the capacities of subordinates, and the leader's personality.

c. Effective directing involves satisfaction of subordinates' work-related needs as a means of achieving organizational objectives.

d. Effective directing involves careful consideration of subordinates' personal needs in conjunction with organizational goals.

---

4. Which statement best explains the relationship between directing and leadership?

a. Directing is best accomplished through effective leadership.

b. Leadership and directing mean the same thing.

c. Leadership is impersonal while directing is personal.

d. Leadership is best accomplished through effective directing.

Now, check your answers on page 36.

BLANK

ANSWERS TO SUMMARY POST-QUIZ 2

1. a
2. a
3. b
4. d

This is the end of Part Five, Segment VIII.

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART FIVE

MILITARY MANAGEMENT

Segment VIII

Directing

Progress Check

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

DIRECTING

PROGRESS CHECK

Question 1.

Select the statement which identifies the importance of directing to a military leader.

a. Directing is important because military leaders have to issue orders.

b. Directing is important because of the impossibility of foreseeing all contingencies in planning.

c. Directing is important because it activates a plan towards accomplishment of objectives.

d. Directing is important because it is a dynamic function that activates the achieving of objectives by motivating proper planning.

Question 2.

Select the correct definition of directing.

a. The process of issuing directives (oral or written)

b. The process of converting plans into purposeful action

c. The process of interpreting orders

d. The initial phase of program development

Question 3.

Which of the following is necessary for creating a proper environment for directing?

a. Creation of a friendly atmosphere

b. Explanation of reasons and purposes of directions

c. Installation of a spirit of obedience regardless of the reasons or purposes of the direction

d. All of the above

Question 4.

The Operations Officer has heard that one of his Division Officers has created much dissatisfaction among his men because of a tendency to over-direct.

Other symptoms of over-directing might be:

a. Subordinates will take more pride in their work because of the close supervision.

b. Subordinates will set their own standards higher than those established by the leader.

c. Subordinates most likely will lose the sense of challenge they would have in implementing new directives.

d. Subordinates loyalty to organization will be increased because they know their leader cares.

Question 5.

The commander of a specialized office was correct in his assumption that his men were highly intelligent and well trained. He then followed a laissez-faire leadership pattern which caused each section of his office to operate independently.

What is the implication of this type of directing?

a. Office objectives may become fragmented and uncoordinated.

b. Poor communication may impair operation.

c. Creativity may be stifled.

d. Loyalty may be reduced.

Question 6.

Which of the following is a symptom of overdirecting?

a. Poor esprit de corps

b. Indecisive behavior by subordinates

c. Confusion of unit goals

d. Uncoordinated objectives

Question 7.

Which of the following actions by a Midshipman Regimental Commander could best be described as directing?

a. Preparing a list of primary goals of the Regiment

b. Recommending to the Brigade Commander that the Regimental staff be increased

c. Delegating to one of his assistants the authority to ensure that reports of athletic participation are received from the battalions on time

d. Writing a memorandum to each Battalion Commander stating the time and place for formation and the route to be followed in marching to the stadium

BLANK

PROGRESS CHECK ANSWER AND REMEDIATION FORM

PART Five SEGMENT VIII

REMEDIATION TEXT Syndactic Text, Volume V-C

ITEM	ANSWER	REMEDIATION REFERENCE
1	c	Summary 1: Pages 1-2
2	b	Summary 1: Page 1
3	b	Summary 1: Pages 3-4
4	c	Summary 2: Page 23
5	a	Summary 2: Page 23
6	a	Summary 2: Page 23
7	d	Summary 1: Page 1 Summary 2: Page 24
8		
9		
10		
11		
12		
13		
14		
15		

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART FIVE
MILITARY MANAGEMENT

Segment IX
Controlling

Syndactic Text

Single Volume

(ST/SV)

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

FOREWORD

"So You Want A Command? I ask the following question: Can you juggle, at the same time, all the balls of training, maintenance, tests, administration, inspections, communication, messes, supply, athletics, marksmanship, discipline, public relations, without dropping any of them?"

General Bruce C. Clarke, USA (Ret.)

The characteristics of the four basic steps in the controlling system and the importance of this to military management will be covered in this segment. The standards to be set and compared with performance, and familiarity with the necessary corrective action to produce the desired results, will also be discussed. The implications of over-or under-controlling will be studied. The importance of reports to controlling, and their timeliness and accuracy, will be discussed.

CONTROLLING

Summary 1

Introduction to Controlling

Definition and Purposes

Controlling is the function of evaluating the performance of subordinates and applying corrective measures so that performance takes place in accordance with plans. Controlling is a continuous process, requiring feedback, which allows the leader to maintain his knowledge of the overall activity. It enables him to pinpoint reasons for deviations, and to identify trends, thus guiding future actions. In the final analysis, it is the controlling function which keeps the execution of the plan on the tracks enroute to the objective.

Characteristics

The controls or control system implemented should reflect the peculiar needs of the organization, the individual plan, and the personal requirements of the leader. Deviations should be reported promptly for immediate corrective action. To quote Ernest Dale in his book, Management: Theory and Practice, "Any gap between expectations and performance...is most easily closed if it is detected before it becomes serious." To fulfill this objective, controlling should be devised in anticipation of deviations. It should point up

exceptions at the critical control points, not every little waver from the straight line.

It is not sufficient that a control system simply point out a deviation; it must also suggest what to do and when to do it. To accomplish this effectively controlling must be understandable, flexible, objective and economical. Accountants and economists often design complex control systems of extraordinary precision, but a less well-educated, first-line supervisor will have to implement them. He must be able to understand the system. The system must be flexible enough to give and bend with unexpected lesser-order problems. Objectivity must be maintained. Too many subjective judgments will not only ruin the control system, but probably the entire operation as well. A good control system is economical, it never requires more time to prepare reports than to monitor the job themselves.

In general, a good control system is a tool for management to ensure that directives have been received, understood and followed.

This is the end of Summary 1. Now, go to the next page and take the Quiz.

Summary Pre-Quiz 1

Introduction to Controlling

Answer the following questions as indicated in your Student Guide.

---

1. Which statement correctly defines controlling?

   a. Controlling is the function of directing which allows the leader to supervise his subordinates without time and distance restrictions.

   b. Controlling is the last step of the management process in which the leader exercises a maximum degree of leadership strength.

   c. Controlling is the function of evaluating the performance of subordinates and applying corrective action so that performance takes place in accordance with plans.

   d. Controlling is the dynamic function that converts plans into purposeful action, thereby providing a bridge between the preparation of plans and the achievement of objectives.

2. Which statement best describes the characteristics of a good control system?

a. Controls or a control system should be clear, concise, complete, and possess the right combination of authority and discipline depending upon the situation.

b. Controls or a control system should reflect the peculiar needs of the organization, the individual plan, and the personal requirements of the leader.

c. Controls or a control system should facilitate continuous information interchange, positively affect motivation, and result in the successful accomplishment of the mission.

d. Controls or a control system should explain the reasons and purposes for orders, correct deviations from validated standards, and investigate the root causes of errors.

---

3. Which statement is true about control systems?

a. It is not sufficient that a control system simply point out a deviation; it must also suggest what to do and when to do it.

b. It is not sufficient that a control system oversee mission accomplishment; it must also include mechanisms to motivate subordinates.

c. Control systems inherently correct deviations and point out causes for them, whether they be mechanical or human.

d. Control systems cannot point out deviations without also correcting the causes during, not after, mission accomplishment.

Now, go to page 6 and check your answers.

BLANK

ANSWERS TO SUMMARY PRE-QUIZ 1

1. c
2. d
3. a

If you missed one or more questions go to the next page and take Programed Sequence 1. If all your answers were correct go to Summary 2 on page 17.

Programed Sequence 1

Introduction to Controlling

1 Controlling is the function of evaluating the performance of subordinates and applying corrective measures so that performance takes place in accordance with plans.

Select the statement which best describes controlling.

a. Controlling is a continuous process requiring feedback, which allows the leader to maintain his knowledge of the overall activity.

b. Controlling is an intermittent process which, utilizing critical control points, monitors subordinates progress.

---

2 Controlling enables the leader to pinpoint reasons for deviations, and to identify trends, thus guiding future actions. In the final analysis, it is the controlling function which keeps the execution of the plan on the tracks enroute to the objective.

Which statement best explains the role of feedback in controlling?

a. Feedback is necessary to controlling only when causes of deviation are investigated.

b. The various techniques of control, by their very nature, require feedback.

3 The controls or control system implemented should reflect the peculiar needs of the organization, the individual plan, and the personal requirements of the leader.

Which statement is most appropriate?

a. A control system you would use as a division officer aboard a submarine would exclude your personal requirements.

b. A control system you would use in commanding the brig would not be the same as one you would use as a division officer on a destroyer.

---

4 Deviations should be reported promptly, not only for historical purposes, but for immediate corrective action. To quote Ernest Dale in his book, Management: Theory and Practice, "Any gap between expectations and performance... is most easily closed if it is detected before it becomes serious."

To fulfill this objective, what characteristics must a control system possess?

a. A control system must be expedient, and capable of correcting the cause of the deviation.

b. A control system should be devised in anticipation of deviations.

5 An effective control system should point up exceptions at the critical control points, not every little waver from the straight line. The earlier in a process that a strategic control point is located, the more likely it will be that deviations can be corrected before accomplishment is endangered.

At which points should a control system point up deviations?

a. At critical control points

b. At all points of deviation

---

6 A good control system not only locates deviations but also suggests what to do to correct them, and when to do it. To accomplish this effectively, controlling must be understandable, flexible, objective, and economical.

Which statement generally characterizes a good control system?

a. A good control system, while not suggesting corrective action, facilitates its use.

b. A good control system suggests what corrective action to take and when to do it.

7 Accountants and economists often design complex control systems of extraordinary precision, but a less well-educated first-line supervisor will have to implement them. He must be able to understand the system. The larger the organization, the greater the chance that upper-level staffs will devise unduly complicated control systems.

Which statement best describes understandability as a characteristic of controlling?

a. Although control systems may have to be complex every effort must be extended to ensure that first-line supervisors can understand them.

b. Control systems are, by nature, complicated; therefore, first-line supervisors should be trained in the jargon of accountants and economists.

8 The system must be flexible enough to give and bend with unexpected lesser-order problems. It must be capable of reacting to urgent crises without halting work on other aspects of the task. Objectivity must be maintained. Too many subjective judgments will ruin not only the control system, but probably the entire operation as well.

Which situation depicts a flexible, objective control system?

a. The junior division officer was supposed to submit his Training Report to the Executive Officer. Extended operations prevented him from writing the report. The Executive Officer gave him an extra week to complete it.

b. An assistant engineering officer was supposed to test his electronics equipment. When one machine broke down he devoted all his effort to the repairs. The engineering officer reprimanded his assistant for not attempting to do both tasks simultaneously.

---

9 Controlling must be economical in terms of both time and money. Spending more time preparing reports than actually monitoring tasks is uneconomical.

What will uneconomical control practices increase?

a. Subordinate motivation

b. The probability of more deviations

c. None of the above

10 In general, a good control system is a tool for management to ensure that directives have been received, understood, and followed.

Which statement best describes controlling?

a. Controlling should be an objective, economical, and flexible management system which allows the leader to maintain his knowledge of the overall activity.

b. Controlling is a subset of directing and planning which, if implemented objectively and economically, will ensure mission accomplishment.

This is the end of Programed Sequence 1. Go to the next page and take the Quiz.

Summary Post-Quiz 1

Introduction to Controlling

Answer the following questions as indicated in your Student Guide.

---

1. Which statement best describes the characteristics of a good control system?

   a. Controls or a control system should reflect the peculiar needs of the organization, the individual plan, and the personal requirements of the leader.

   b. Controls or a control system should explain the reasons and purposes for orders, correct deviations from validated standards, and investigate the root causes of errors.

   c. Controls or a control system should be clear, concise, complete, and possess the right combination of authority and discipline depending upon the situation.

   d. Controls or a control system should facilitate continuous information interchange, positively affect motivation, and result in the successful accomplishment of the mission.

2. Which statement is true about control systems?

   a. Control systems inherently correct deviations and point out causes for them, whether they be mechanical or human.

   b. It is not sufficient that a control system simply point out a deviation; it must also suggest what to do and when to do it.

   c. It is not sufficient that a control system oversee mission accomplishment; it must also include mechanisms to motivate subordinates.

   d. Control systems cannot point out deviations without also correcting the causes during, not after, mission accomplishment.

---

3. Which statement correctly defines controlling?

   a. Controlling is the dynamic function that converts plans into purposeful action, thereby providing a bridge between the preparation of plans and the achievement of objectives.

   b. Controlling is the function of evaluating the performance of subordinates and applying corrective action so that performance takes place in accordance with plans.

   c. Controlling is the last step of the management process in which the leader exercises a maximum degree of leadership strength.

   d. Controlling is the function of directing which allows the leader to supervise his subordinates without time and distance restrictions

---

Now, check your answers on page 16.

BLANK

ANSWERS TO SUMMARY POST-QUIZ 1

1. b
2. b
3. b

Now, go to Summary 2 on the next page.

Summary 2

Steps in Controlling

Controlling is a dynamic process; and as with any process it breaks down into basic steps. Controlling has four basic steps: establishing standards, measuring performance, comparing performance with standards, and taking corrective action.

Establishing Standards

Standards are the established criteria against which results can be measured. They represent the expression of planning goals of the organization in such terms that the actual accomplishment of assigned duties can be measured against them. There are physical standards, cost standards, advancement standards (e.g., reenlistment rate of x%), program standards, and budgetary standards (e.g., deviation from budget of not more than 5%). Standards, regardless of the type, must be consistent with the plan's ultimate objectives. If they are not, the leader is engaging in a meaningless exercise. The leader, who is responsible for the results of an operation, should specify and establish standards himself.

Measuring Performance

If the standards are appropriately drawn and if means are available for determining exactly what subordinates are doing,

measuring performance is fairly easy. In most practical shipboard applications, direct contact and observation by a superior is still the best way of measuring individual performance. In a business sense, budget performance, internal audits, and various statistical data supply the supervisor with actual performance measures. Additionally, the use of computer systems has not only permitted an automatic, rapid means of measurement, but has also supplied a means for automatic correction in the form of cybernetic controls. Computers are widely used in the military in areas ranging from supply stocking to solving the fire control problems for an anti-aircraft target. PERT charts (Programed Evaluation Review Techniques), a sophisticated, probabilistic form of control chart, were an innovation first used by the Navy in controlling the progress of development of the Polaris submarine. Other less complicated types of control systems are widely used in all kinds of organizations and situations.

Comparing Performance With Standards

Comparisons should occur at critical control points as close to performance as possible in terms of time and distance. Concentration on large deviations will expedite the controlling process. It will allow the leader to investigate the implications of failure to meet standards. The subordinate who has failed to meet the standard in question may have met other standards which he considered more important. This may happen, at times, when two different staff sections set independent and incompatible standards for operating units.

It can also happen when a subordinate is given two standards, such as one for quality and one for cost, and is not instructed how to weigh the priorities of the two standards.

Corrective Action

If standards are drawn to reflect organization structure and if performance is measured in these terms, the leader knows exactly where the corrective action should be applied. Realistic leaders expect that operations will have to be adjusted from time to time as work unfolds. Whether deviations are extensive or minor, corrective action should be designed to eradicate the cause as well as the deviation itself. When time considerations are important, the leader must accede to the immediate demands of mission accomplishment, and correct only the deviation. The leader's judgment in these cases is crucial. Administrative corrective action involves further investigation, especially in the case of recurring difficulties, to determine the nature of the factors responsible. The methods of both types of corrective action may be similar but objectives differ, primarily with respect to the time requirement. Some elements of administrative corrective action which add to the time necessary for such action are: (1) The flow of information up the command structure to the leader who must decide whether the subordinate needs help, motivation, or both; (2) The necessity for disciplinary action if and when investigation so warrants; (3) Planning action to prevent a recurrence of the situation;

(4) Initiation of other such measures as are approved by the commander.

A successful leader must remember that he should be responsible for establishing and maintaining adherence to standards, and for initiating corrective action. Whatever action is decided upon should be directed toward discovering and rectifying the cause of failure in order to prevent recurrence, rather than to find a convenient scapegoat.

This is the end of Summary 2. Now, go to the next page and take the Quiz.

Summary Pre-Quiz 2

Steps in Controlling

Answer the following questions as indicated in your Student Guide.

---

1. Which statement best describes what standards represent?

   a. Standards are units of measurement which represent organizational expectations as viewed by superiors.

   b. Standards represent the expression of planning goals of the organization in such terms that actual accomplishment can be measured against them.

   c. Standards represent qualitative measurement of a task's strategic control points whose purpose is to correct deviations.

   d. Standards represent the personal needs of the leader which do not conflict with the peculiar needs of the organization.

---

2. Which method of measurement is most effective in practical shipboard applications?

   a. Statistical data

   b. Progress results

   c. Direct contact and observation

   d. Internal audits

3. Which statement best describes comparing performance with standards?

a. Comparisons should occur at those points of deviation which seriously jeopardize mission accomplishment.

b. Comparisons should occur at critical control points as close to performance as possible in terms of time and distance.

c. Comparisons should occur at those points which allow the leader the greatest amount of latitude for change.

d. Comparisons should occur at those points of deviation which facilitate investigation of the causes of failure.

---

4. Which statement best describes some elements of administrative corrective action which add to the time required for action?

a. The flow of information up the command structure to the leader; planning action to prevent a recurrence of the situation; and the necessity for disciplinary action if warranted.

b. The flow of information to key subordinates; the necessity for maintaining morale; and planning action to prevent a recurrence of the situation.

c. The effort needed to investigate root causes; the necessity for maintaining motivation and morale among subordinates; and the planning decision.

d. The time required for establishing new standards; comparing performance with standards; and taking corrective action.

Now, check your answers on page 24.

BLANK

ANSWERS TO SUMMARY PRE-QUIZ 2

1. b
2. c
3. b
4. a

If you missed one or more questions go to the next page and take Programed Sequence 2. If all your answers are correct go to Summary 3 on page 37.

Programed Sequence 2

Steps in Controlling

1 Controlling is a dynamic process; and as with any process it breaks down into basic steps. Controlling has four basic steps: establishing standards, measuring performance, comparing performance with standards, and taking corrective action.

Which of the following in not a step in the controlling process?

a. Comparing performance with standards

b. Maintaining a high level of motivation and morale

c. Taking corrective action

---

2 Standards are the established criteria against which results can be measured. They represent the expression of planning goals of the organization in such terms that the actual accomplishment of assigned duties can be measured against them.

Which is an essential quality of standards?

a. Standards must be expressed in such terms that assigned duties are not adversely affected.

b. Standards must be expressed in such terms that actual accomplishment of assigned duties can be measured against them.

3 The standards most commonly used by the Navy are: physical standards, cost standards, advancement standards (e.g., reenlistment rate of x%) program standards, and budgetary standards (e.g., deviation from budget of not more than 5%).

Regardless of the type, standards must be consistent with which of the following?

a. The leader's personal requirements

b. The plan's ultimate objectives

c. The subordinate's needs

---

4 If standards are not consistent with the plan's ultimate objectives, the leader is engaging in a meaningless exercise. Every supervisor should keep in mind the relative "sensitivity" of standard setting. Setting standards too high results in frustration and eventual loss of interest. On the other hand, setting standards too low results in inefficient operations, bored subordinates, and inferior performance.

When is motivation at its highest?

a. When success is doubtful

b. When the chance of success outweighs the chance of failure

5 The leader, who is responsible for the results of an operation, should specify and establish standards himself.

Which of the following are standards commonly used by the Navy?

a. Physical standards

b. Cost standards

---

6 If the standards are appropriately drawn and if means are available for determining exactly what subordinates are doing, measuring performance is fairly easy.

In most practical shipboard applications what type of measurement is still the best?

a. Direct contact and observation

b. Reports

7 In a business sense, budget performance, internal audits, and various statistical data supply the supervisor with actual performance measures. Additionally, the use of computer systems has not only permitted an automatic, rapid means of measurement, but has also supplied a means for automatic correction in the form of cybernetic controls.

Computers are widely used in the Navy, for which of the following?

a. Supply stocking

b. Completing fitness reports

c. Solving fire control problems

---

8 PERT charts (Programed Evaluation Review Techniques), sophisticated control charts, were an innovation first used by the Navy in controlling the progress of development of the Polaris submarine. Other less complicated control systems are widely used in all kinds of organizations and situations.

PERT charting was most useful to the Project Manager in allowing him to:

a. Predict the outcome of his project

b. Estimate accurately the number of personnel that would be required to complete the project

c. Control the many variables in the project with a degree of confidence

9 Comparisons should occur at critical control points as close to performance as possible in terms of time and distance. To attempt to evaluate all the results of subordinates' work would be burdensome. Selecting critical points will reflect the total operation. If results at these points are off standard, a more detailed check can be made of intermediate stages to find the reasons for the deviation.

What do critical control points reveal to the leader?

a. They reveal specific reasons for deviation at intermediate stages.

b. They reflect progress in the total operation.

---

10 Concentration on large deviations will expedite the controlling process. It will allow the leader to investigate the implications of failure to meet standards. The subordinate who has failed to meet the standard in question, may have met other standards which he considered more important. This may happen, at times, when two different staff sections set independent and incompatible standards for operating units.

When else might this happen?

a. When a subordinate is given two compatible standards and is instructed how to weigh the priorities

b. When a subordinate is given two standards, such as one for quality and one for cost, and is not instructed how to weigh the priorities of the two standards

11 If standards are drawn to reflect organization structure and if performance is measured in these te the leader knows exactly where the corrective action should be applied.

What should realistic leaders expect concerning correcti've action?

a. That operations will have to be adjusted from time to time as work unfolds

b. That corrective action will be unnecessary if established standards are meaningful.

---

12 Whether deviations are extensive or minor, corrective action should be designed to eradicate the causes as well as the deviation itself. When time considerations are important, the leader must accede to the immediate demands of mission accomplishment, and correct only the deviation. The leader's judgment in these cases is crucial.

In which case would the leader most likely investigate and correct the cause of the deviation?

a. If the deviation is likely to recur

b. If the cause seems to be low morale

13 Corrective action involving further investigation to determine the causes of deviation is called administrative corrective action. The methods of both types of corrective action may be similar but objectives differ, primarily with respect to the time requirement.

How do regular corrective action and administrative corrective action differ?

a. Administrative corrective action requires more time to implement.

b. Regular corrective action requires more time to implement.

---

14 Some elements of administrative corrective action which add to the time necessary for such action are: (1) The flow of information up the command structure to the leader who must decide whether the subordinate needs help, motivation or both; (2) The necessity for disciplinary action if and when investigation so warrants; (3) Planning action to prevent a recurrence of the situation; (4) Initiation of other such measures as are approved by the commander.

Why should a leader correct the deviation before investigating the causes?

a. The leader must select qualified subordinates to initiate administrative corrective action.

b. The leader's first concern is mission accomplishment; administrative corrective action usually requires more time than the leader has available.

15 When considering controlling, what should a leader remember?

a. He is responsible for establishing and and maintaining adherence to standards, and for initiating corrective action.

b. He should delegate responsibility to subordinates for establishing standards, and initiating corrective action.

---

16 Whatever action is decided upon should be directed toward discovering and rectifying the cause of failure in order to prevent recurrence, rather than to find a convenient scapegoat.

What type of action will reduce the chances of a recurrence of a deviation.

a. Regular corrective action

b. Action to correct all deviations no matter how small

This is the end of Programed Sequence 2. Now, go to the next page and take the Quiz.

Summary Post-Quiz 2

Steps in Controlling

Answer the following questions as indicated in your Student Guide.

1. Which statement best describes comparing performance with standards?

   a. Comparisons should occur at those points of deviation which facilitate investigation of the causes of failure.

   b. Comparisons should occur at those points which allow the leader the greatest amount of latitude for change.

   c. Comparisons should occur at those points of deviation which seriously jeopardize mission accomplishment.

   d. Comparisons should occur at critical control points as close to performance as possible in terms of time and distance.

2. Which statement best describes what standards represent?

   a. Standards represent qualitative measurement of a task's critical control points whose purpose is to correct deviations.

   b. Standards represent the personal needs of the leader which do not conflict with the peculiar needs of the organization.

   c. Standards represent the expression of planning goals of the organization in such terms that actual accomplishment can be measured against them.

   d. Standards are units of measurement which represent organizational expectations as viewed by superiors.

3. Which statement best describes some elements of administrative corrective action which add to the time required for action?

a. The flow of information to key subordinates; the necessity for maintaining morale; and planning action to prevent a recurrence of the situation.

b. The effort needed to investigate root causes; the necessity for maintaining motivation and morale among subordinates; and the planning decision.

c. The time required for establishing new standards; comparing performance with standards; and taking corrective action.

d. The flow of information up the command structure to the leader; planning action to prevent a recurrence of the situation; and the necessity for disciplinary action if warranted.

---

4. Which method of measurement is most effective in most practical shipboard applications?

a. Progress results

b. Statistical data

c. Internal audits

d. Direct contact and observation

Now, check your answers on page 36.

BLANK

ANSWERS TO SUMMARY POST-QUIZ 2

1. d
2. c
3. d
4. d

Now, go to Summary 3 on the next page.

Summary 3

Controlling Problems and Reports

Applying and adhering to the four basic steps of controlling does not ensure a leader's complete success in accomplishing his mission. If the leader has followed these precepts and underachievement results, it is probably due either to subordinates' lack of knowledge, performance, or both.

If the root of the underachievement problem is lack of knowledge, the solution is clear. Subordinates must acquire more knowledge through study, education, and training. Although the solution is obvious, the actual time and expense required is significant.

Deficiencies due to performance factors involve complex solutions using the psychology of human behavior as a tool. Thorndike, the famous educational psychologist, groups all performance factors under his readiness concept. He would argue that the human mind can react to only one stimulus at a time. For example, if you, as you read this lesson, are thinking about the upcoming weekend and its myriad pleasures, any other stimulus pattern (the lesson) may interfere with your primary stimulus influence (the weekend). The resulting inability to concentrate will cause you to perform at a lower level. Daydreaming is a difficult problem to identify and solve. Other types of interference and interruptions can be obviated by restructuring the task. If the subordinate's inability to concentrate is due to personal

problems he should receive counseling. Daydreaming may be the result of personal problems or simply, a lack of motivation. In the latter case, the leader can either gradually improve the subordinate's performance by letting him experience a series of successes in introductory tasks or by raising incentives.

If poor performance is believed due to the unpleasant or oppressive nature of the assignment and its nature cannot be changed, the leader can do one of two things: either design a bonus system to give the subordinate extra rewards, or think up even more distasteful alternatives than the assigned job so that what the subordinate is doing appears more palatable by comparison.

Inadequate feedback may cause performance deficiencies. The leader should provide additional feedback in the form of more and better information to the subordinate as to how he has been performing in relation to standards.

Performance problems are often due not only to a combination of knowledge and performance deficiencies, but to an interaction of the two as well. Lack of knowledge, for example, may create an insecure feeling which leads to lack of motivation for learning and consequently enables another stimulus to take the stronger position. There are many similar interactions between knowledge and performance deficiencies. The solutions discussed in this summary are not rules, but rather, ideas on how to approach general problems of subordinate performance deficiencies.

Undercontrolling/Overcontrolling

As with directing, there is a "just-right" amount of control which should be applied in each situation. Over-controlling and undercontrolling both jeopardize the immediate mission and organization goals. To definitively answer the question, "How closely should I, as a leader, supervise or control my subordinates?" is impossible. There is no set answer, and the degree of control will vary and be affected significantly by your personality, the subordinates' personalities and capabilities, and the personal interaction between the two. Nevertheless, the leader should be aware of some of the effects of overcontrolling and undercontrolling.

The leader who attempts to personally control all aspects of a task requires increasing amounts of information and is bound to be swamped with data. He may act on insignificant knowledge and err at critical points. Overcontrol may result in too much time and money being spent to satisfy the leader, and the loss of focus on primary objectives. At this point subordinates will be inclined to resist the leader until finally, he has created more problems than solutions.

The leader who delegates too much authority, or under-controls, may not recognize deviations from standards. Subordinates will sense a lack of true leadership, resulting in the supplanting of organizational goals with personal ones. Control is exercised by taking action, and action must be taken within the authority delegated.

In the final analysis, only experience will teach the leader to what extent he should retain control. But considering the effects of undercontrolling and overcontrolling will enhance his ability to attain a balanced amount of control.

Reports

The leader, who has delegated authority for accomplishment of a task, must have some kind of feedback as to the progress of that task. To date, about the most feasible way that supervisors have devised to receive this feedback is by requiring periodic reports.

A leader requiring reports must ensure that subordinates understand the balance he desires between timeliness and accuracy. He should continually review the need for reports. Inflating reporting requirements will leave subordinates time for little else. A report should consider the known preferences of the reader of the report. Lastly, a report should always strive to maintain simplicity while communicating the key message about performance set against standards. At a minimum, the report should state whether the situation is better or worse. A report should summarize and communicate conclusions of measurements.

Anthony, in his Management Accounting, states that a good report should be objective, timely, understandable, analytical, informative, concise, complete, and correct.

This is the end of Summary 3. Now, go to the next page and take the Quiz.

Summary Pre-Quiz 3

Controlling Problems and Reports

Answer the following questions as indicated in your Student Guide.

---

1. Select the statement which best explains a solution a leader might use to overcome underachievement by a subordinate due to the subordinate's lack of knowledge.

   a. Restructuring the task to meet the mental abilities of the subordinates in question

   b. Acquisition of more knowledge through study, education, and training

   c. Letting the subordinate experience a series of successes in introductory tasks

   d. Providing the subordinate with additional feedback as to his performance

---

2. Which statement best answers the question, "How closely should I, as a leader, supervise or control my subordinates?"

   a. A leader should personally attempt to control those aspects of the mission for which he is professionally qualified, and delegate appropriate authority to subordinates for the remaining aspects.

   b. A leader should decide on the degree of control necessary by recognizing those critical control points of the task and assigning qualified individuals to monitor at those points.

   c. A leader should exercise that amount of control which satisfies the organization's goals while also meeting the personal needs of the subordinates involved.

   d. There is no set answer, and the degree of control will vary and be affected significantly by your personality, the subordinate's personality, and the interaction of the two.

3. .hich statement concerning undercontrolling is most appropriate?

a. The leader who delegates too much authority, or undercontrols, may not recognize deviations from standards.

b. The leader who delegates too much authority, or undercontrols, may act on insignificant knowledge and err at critical points.

c. The leader who undercontrols may waste too much time and money satisfying his personal standards, thereby losing sight of primary objectives.

d. The leader who undercontrols will develop a greater sense of responsibility and initiative among subordinate leaders.

4. Select the statement which best describes the minimum requirements for reporting that a leader should establish.

a. Reports should consider the known preferences of the reader of the reports.

b. Reports should be reflective of the projections of the subordinates submitting the reports.

c. Reports should state whether the situation is better or worse, and summarize the primary conclusions concerning measurement.

d. Reports should balance the leader's requirements for timeliness and accuracy.

Now, check your answers on the next page.

ANSWERS TO SUMMARY PRE-QUIZ 3

1. b
2. d
3. a
4. c

If you missed one or more questions, go to page 45 and go through Programed Sequence 3.

Programed Sequence 3

Controlling Problems and Reports

1 The four basic steps of controlling are: establishing standards, measuring performance, comparing performance with standards, and taking corrective action. Applying and adhering to these steps does not ensure a leader's complete success in accomplishing his mission. If the leader has followed these steps and underachievement results, it is probably due either to the subordinate's lack of knowledge or lack of performance, or both.

What are the two general causes of subordinates' individual deficiencies?

a. Failure to measure performance

b. Lack of knowledge

c. Lack of standards

d. Lack of performance

---

2 If the root of the underachievement problem is lack of knowledge, the solution is clear. Subordinates must acquire more knowledge through study, education, and training.

Although the solution is obvious, what is an important consideration regarding it?

a. The actual time and expense required to implement it is significant.

b. For it to be effective, immediate implementation is necessary.

3 Deficiencies due to performance factors involve complex solutions using the psychology of human behavior as a tool. Thorndike, the famous educational psychologist, groups all performance factors under his readiness concept. He would argue that the human mind can react to only one stimulus at a time. For example, if you, as you read this lesson, are thinking about the upcoming weekend and its pleasures, any other stimulus pattern (the lesson) may interfere with your primary stimulus influence (the weekend). The resulting inability to concentrate will cause you to perform at a lower level.

The example used in this frame illustrates which of the following?

a. Inadequate feedback

b. Daydreaming

c. Personal problems

---

4 Daydreaming is a difficult problem to identify and solve. Other types of interference and interruptions can be obviated by systematically restructuring tasks to a practical extent.

If the subordinate's inability to concentrate is due to personal problems what should a leader do?

a. Ensure that the subordinate receives enough free time to settle his difficulties.

b. Ensure that the subordinate receives counseling.

5 Daydreaming may be the result of personal problems or simply, a lack of motivation. In the latter case, the leader can either gradually improve the subordinate's performance by letting him experience a series of successes in introductory tasks or by raising incentives.

Besides personal problems what is a cause of daydreaming?

a. Lack of motivation

b. Mental deficiencies

---

6 Poor performance might also be caused by the leader not providing the subordinate with feedback regarding his performance. If poor performance is due to the unpleasant or oppressive nature of the assignment and its nature cannot be changed, the leader can do one of two things: either design a bonus system to give the subordinate extra rewards, or think up even more distasteful alternatives than the assigned job so that what the subordinate is doing seems more palatable by comparison.

Performance deficiencies caused by inadequate feedback can be remedied by which of the following?

a. Increase the subordinate's motivation through rewards

b. Think up even more distasteful alternative tasks

c. Provide additional feedback

7 Performance problems are often due not only to a combination of knowledge and performance deficiencies, but to an interaction of the two as well. Lack of knowledge, for example, may create an insecure feeling which leads to lack of motivation for learning and consequently enables another stimulus to take a stronger position.

Which statement best describes the reason for one stimulus interfering with another?

a. The human mind can react to many stimuli if each is related to a larger concept.

b. The human mind can react to only one stimulus at a time.

8 The solutions discussed in these frames are not rules, but rather ideas on how to approach general problems of subordinate performance deficiencies. More often than not, performance problems involve complicated causes which are not easily or readily remedied.

Match the list of causes of performance deficiencies with their appropriate solution(s).

Causes	Solutions
a. Inadequate feedback	1) Let subordinate experience a series of successes in introductory tasks.
b. Unpleasant or oppressive tasks	2) Design a bonus system.
c. Lack of motivation	3) Provide additional feedback.
	4) Think up even more distasteful alternative tasks.
	5) Raise incentives

a. a-2; b-1,3; c-4,5

b. a-3; b-2,4; c-1,5

9 As with directing, there is a balance of control which should be sought in each situation. Overcontrolling and undercontrolling both jeopardize the immediate mission and organizational goals. To definitively answer the question, "How closely should I, as a leader, supervise or control my subordinates?" is impossible. There is no set answer, and the degree of control will vary and be affected significantly by your personality, the subordinates' personalities and capabilities, and the interaction of the two. Nevertheless, the leader should be aware of some of the effects of over-controlling and undercontrolling.

Which statement concerning control variations is correct?

a. The amount of control necessary may vary greatly from one situation to another.

b. The amount of control necessary will vary only slightly from one situation to another.

---

10 The leader who attempts to personally control all aspects of a task requires increasing amounts of information and is bound to be swamped with data.

How is the leader who attempts to control all aspects of a task likely to act?

a. He may act on information obtained only from the monitoring of strategic control points.

b. He may act on insignificant information and err at critical points.

11 Overcontrol may result in too much time and money being spent to satisfy the leader, and the loss of focus on primary objectives.

The inevitable result of overcontrolling is which of the following?

a. The creation of more solutions than problems

b. The creation of more problems than solutions

c. The creation of an atmosphere of responsibility and initiative

---

12 On the other hand, the leader who delegates too much authority, or undercontrols, may not recognize deviations from established standards. Control is exercised by taking action, and action must be taken within the authority delegated.

Which statement <u>best</u> describes an important effect of undercontrolling?

a. Subordinates will sense a lack of true leadership, resulting in the supplanting of organizational goals with personal ones.

b. Subordinates will take advantage of the lack of leadership to exercise their initiative and creativity in finding new ways to accomplish the mission which might not have been discovered otherwise.

13 In the final analysis, only experience will teach the leader to what extent he should retain control. But considering the effect of undercontrolling and overcontrolling will enhance his ability to attain a balanced amount of control.

What is the best teaching method of controlling?

a. Experiments

b. Reading accounts of other's experiences

c. Your own experience

---

14 Which one of the following best identifies a probable implication of overcontrolling?

a. The leader will develop his own skills better.

b. The subordinates will have more time to develop their skills.

c. The leader will identify more closely with the personal needs of subordinates.

d. The subordinates may react negatively to organizational objectives.

15 The leader who has delegated authority for accomplishment of a task must have some kind of feedback as to the progress of that task. To date, one of the best ways for a leader to get this feedback is to require reports to be submitted by designated subordinates.

Which statement best explains the importance of reports by subordinates to a leader who has delegated authority to his subordinates for accomplishing a task?

a. Reports help the leader to identify the outstanding subordinates.

b. Reports provide the feedback the leader needs to assess the progress of the task.

---

16 A leader requiring reports must ensure that subordinates understand the balance he desires between timeliness and accuracy. Good, reliable, complete reports can often be prepared in a short time, and sometimes, unreliable reports that are quite inadequate can take forever to be completed. A leader must determine the capabilities of his subordinates when considering time and accuracy factors.

Which is the most important consideration in reporting?

a. Timeliness

b. Accuracy

c. Neither a nor b alone, but both together

17 An astute leader should continually review the need for reports. Inflating reporting requirements will leave subordinates time for little else. Unnecessary reports should be dispensed with as soon as their utility is no longer evident.

How does a leader determine which reports are no longer useful?

a. By asking his immediate superior

b. By continually reviewing the need for reports

---

18 A report should consider the known preferences of the reader of the report. Every individual in any given situation will evaluate progress differently. This requires providing the reader of the report with the specific information necessary for his evaluation.

What should a subordinate consider about the reader of the report?

a. His professional abilities

b. The points on which the reader wishes to be informed

19 A report should always strive to maintain simplicity while communicating the key message about performance set against standards. At a minimum, the report should state whether the situation is better or worse, and summarize the primary conclusions concerning measurement.

What is the key message of a report?

a. How performance measures up to standards

b. How successful subordinates are in measuring performance

---

20 Anthony, in his Management Accounting, states that a good report should be objective, timely, understandable, analytical, informative, concise, complete, and correct.

Which of the following best identifies the importance of reports to controlling?

a. The report is a substitute for controlling.

b. To ensure proper corrective action a superior must receive periodic reports on progress towards goals.

This is the end of Programed Sequence 3. Now, go to the next page and take the Quiz.

Summary Post-Quiz 3

Controlling Problems and Reports

Answer the following questions as indicated in your Student Guide.

---

1. Select the statement which best describes the minimum requirements for reporting that a leader should establish.

   a. Reports should state whether the situation is better or worse, and summarize the primary conclusions concerning measurement.

   b. Reports should consider the known preferences of the reader of the reports.

   c. Reports should balance the leader's requirements for timeliness and accuracy.

   d. Reports should be reflective of the projections of the subordinates submitting the reports.

---

2. Select the statement which best explains a solution a leader might use to overcome underachievement by a subordinate due to the subordinate's lack of knowledge.

   a. Letting the subordinate experience a series of successes in introductory tasks

   b. Providing the subordinate with additional feedback as to his performance

   c. Restructuring the task to meet the mental abilities of the subordinates in question

   d. Acquisition of more knowledge through study, education, and training

3. Which statement concerning undercontrolling is most appropriate?

a. The leader who undercontrols will develop a greater sense of responsibility and initiative among subordinate leaders.

b. The leader who delegates too much authority, or undercontrols, may act on insignificant knowledge and err at critical points.

c. The leader who delegates too much authority, or undercontrols, may not recognize deviations from standards.

d. The leader who undercontrols may waste too much time and money satisfying his personal standards, thereby losing sight of primary objectives.

---

4. Which statement best answers the question, "How closely should I, as a leader, supervise or control my subordinates?"

a. There is no set answer, and the degree of control will vary and be affected significantly by your personality, the subordinate's personality, and the interaction of the two.

b. A leader should exercise that amount of control which satisfies the organization's goals while also meeting the personal needs of the subordinates involved.

c. A leader should decide on the degree of control necessary by recognizing those critical control points of the task and assigning qualified individuals to monitor at those points.

d. A leader should personally attempt to control those aspects of the mission for which he is professionally qualified, and delegate appropriate authority to subordinates for the remaining aspects.

Now, go to the next page and check your answers.

ANSWERS TO SUMMARY POST-QUIZ 3

1. a
2. d
3. c
4. a

This is the end of Part Five, Segment IX.

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART FIVE

MILITARY MANAGEMENT

Segment IX

Controlling

Progress Check

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

CONTROLLING

PROGRESS CHECK

Question 1.

Select the statements which describe the importance of controlling to military management.

1) Controlling enables subordinates to identify trends, thus affording guides for further action.

2) Controlling allows the manager to help fulfill his role by measuring progress toward achieving organizational goals and objectives.

3) Controlling is a continuous process which allows the manager to maintain his knowledge of the overall activity.

4) Controlling is the function of evaluating performance of subordinates in order that appropriate disciplinary measures may be identified as a guide for future action.

a. 1 and 3

b. 2 and 4

c. 2 and 3

d. 3 and 4

Question 2.

From the following statements select those which are characteristics of a control system.

1) Controls should report deviations promptly

2) Controls should eliminate the problems associated with unexpected deviations.

3) Controls should indicate corrective action.

4) Controls should point up areas of strategic interest which have been neglected.

5) Controls should be objective and flexible.

6) Controls must reflect leadership potential regarding the needs of the activity.

a. 1, 3, and 5

b. 1, 2, and 6

c. 2, 4, and 6

d. 2, 3, and 5

Question 3.

LTJG Woodward was the Supply Officer aboard the USS Kensington. Whenever the ship loaded supplies, they were consistently distributed inaccurately or late. The Captain often asked LTJG Woodward where all the supplies had gone, but frequently Woodward could not produce a satisfactory answer.

Select the paragraph which best explains the corrective steps LTJG Woodward should employ in controlling his department.

a. LTJG Woodward should establish goals against which actual results can be measured. He should measure his group's performance against the performances of all other departments on ships of comparable size. LTJG Woodward should insure that minor adjustments are made to change the goal orientation of the organization.

b. LTJG Woodward should establish standards which will determine the abilities of the individuals under his supervision. He should establish measurement standards of performance which will insure that work is accomplished in an efficient manner. LTJG Woodward should institute an external auditing system which will prove the effectiveness of his department.

c. LTJG Woodward should establish standards against which actual results can be measured. He should institute internal budget, audit and statistical programs which will facilitate maintaining better supply procedures. He should compare the actual performance with established standards and take further corrective action if performance deviates from standards.

d. LTJG Woodward should establish standards which will identify specific deficiencies among his men. He should take disciplinary action against those men holding back the group's performance. LTJG Woodward should institute measures directed at lifting morale and stabilizing goal orientation.

Question 4.

MIDN 1/c Knilak informed his plebe platoon at the beginning of the plebe summer indoctrination that they were going to be the best shooting, best marching, most physically fit platoon at the end of plebe summer. He informed the platoon that in order for them to accomplish this goal, they would have to:

1) Qualify over 95% with the rifle and pistol
2) Conduct drill competition without making any mistakes
3) Have 100% with passing scores on all physical fitness tests
4) Be prepared to put in extra hours of effort
5) Hold extra snapping-in instruction for weak shooters
6) Have early morning cross country for the physically weak

Select the standards which will aid in mission accomplishment.

a. 1, 5, and 6
b. 1, 2, and 3
c. 2, 3, and 6
d. 1, 2, and 4

Question 5.

LT Jason's division of the Air Department was involved in aircraft maintenance. The crew was required to generally inspect fifteen aircraft daily. Tire changes were to take no more than one hour if the plane was not to fly again that day. Otherwise the time required was half an hour. On a given day in which all aircraft were to fly again, the repair crews inspected twenty aircraft and took forty-five minutes to change an aircraft tire.

Select the statement which correctly describes the comparison of the performance with the standards.

a. LT Jason's section performed within an acceptable deviation factor of the standards.

b. LT Jason's section performed in accordance with the standards.

c. LT Jason's section did not perform in accordance with established standards.

d. LT Jason's section performed in accordance with standards in one case, but not the other.

Question 6.

LT Nelson was directed by his CO to conduct a staff study to determine the enemy's capability of infiltrating personnel into South Vietnam by sea routes. As LT Nelson began to organize his research in the study, it became more and more obvious that the staff study needed some specific limiting parameters in order to meet the imposed deadline of the CO.

Select the statement which indicates the most appropriate and logical action for LT Nelson to take.

a. LT Nelson should carry on with the study, limiting the staff study by his own assumptions and simply do the best job possible in the time available.

b. LT Nelson should request his Commanding Officer to relieve him of the responsibility for the staff study since the scope of the study goes beyond his own expertise.

c. LT Nelson should recommend to his Commanding Officer, before commencing to write the study, that the staff study be narrowed (limited) to cover only a specific area of South Vietnam.

d. LT Nelson should simply continue the study and just before the deadline inform his Commanding Officer of the extent of his study and request additional time to complete the task.

Question 7.

ENS Foxball was assigned to the USS Scott as the B Division Officer. This was his first assignment aboard a ship. On the fifteenth day at sea two forced draft blowers broke down. ENS Foxball began to supervise the repair operation. After attempting three different approaches to the problem, he requested the assistance of LT Dunlap, the Chief Engineer.

Select the paragraph which correctly states the deficiency ENS Foxball possesses and specifies the appropriate solution to correct the deficiency.

a. ENS Foxball cannot perform the task because of inadequate feedback. The boilermen under his supervision are not qualified to offer constructive suggestions. The solution is to provide further training for the boilermen.

b. ENS Foxball cannot perform the task because of a lack of knowledge on his part. ENS Foxball should seek to improve his professional knowledge by discussing his duties and likely problem areas with more experienced officers aboard ship.

c. ENS Foxball cannot perform the task because he lacks sufficient motivation based on his experience. He does not realize the importance of the problem and should be made immediately aware of its consequences.

d. ENS Foxball cannot perform the task because his other responsibilities as B Division Officer inhibit him. He should delegate appropriate authority to his CPO so that his full attention may be directed toward the repair operation.

Question 8.

From the following examples select the one which demonstrates overcontrolling.

a. ENS Hamilton, the E Division Officer, was informed by the Chief Engineer that all circuits aboard the ship would be checked daily. In addition, he was to prepare a parts sheet each day which listed those parts which were utilized in repair situations.

b. LT Aubrey was instructed to drill his men whenever he thought it was necessary. LT Aubrey drilled them once weekly.

c. LTJG Arnold was officer-in-charge of a study group analyzing the effectiveness of PBR boats in eliminating Viet Cong infiltration. He was presented with 400 pages of unassimilated data, but later discovered he needed more information.

d. LT Larsen instituted a zero-defects program in his unit. The personnel were now required to employ doublecheck techniques.

Question 9.

ENS Collins was the Supply Officer aboard the USS Carson. He allowed his personnel to issue equipment to the crew without written receipts. Issuing procedures became largely disorganized and frequent arguments erupted among the men regarding respective responsibilities.

Select the statement which is an implication of undercontrolling as illustrated in the foregoing situation.

a. Undercontrolling probably leads to more rapid accomplishment of the mission.

b. Undercontrolling can lead to complementary controls which counteract indirect effects.

c. Undercontrolling is necessary when mission objectives are flexible.

d. Undercontrolling may result in a permissive atmosphere leading to conflicting goals and a breakdown in morale and discipline.

Question 10.

Select the statement which describes the importance of reports to controlling.

a. Reports are important to indicate the leadership potential of subordinate personnel.

b. Reports are important to establish goal preferences among the personnel engaged in the mission.

c. Reports are important to summarize and communicate conclusions of measurement, and to reveal the status of a situation.

d. Reports are important because they inform a leader's superiors of the necessity for cost analysis.

PROGRESS CHECK ANSWER AND REMEDIATION FORM

PART Five SEGMENT IX

REMEDIATION TEXT Syndactic Text, Volume V-C

ITEM	ANSWER	REMEDIATION REFERENCE
1	c	Summary 1: Pages 1-2
2	a	Summary 1: Pages 1-2
3	c	Summary 2: Pages 17-20
4	b	Summary 2: Pages 17-20
5	d	Summary 2: Pages 18-19
6	c	Summary 2: Pages 17-19
7	b	Summary 3: Pages 37-40
8	a	Summary 3: Pages 39-40
9	d	Summary 3: Pages 39-40
10	c	Summary 3: Page 40
11		
12		
13		
14		
15		

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART FIVE

MILITARY MANAGEMENT

Segment X

Coordinating

Syndactic Text

Single Volume

(ST/SV)

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

FOREWORD

"When the general is weak and without authority; when his orders are not clear and distinct; when there are no fixed duties assigned to the officers and men, and the ranks are formed in a slovenly, haphazard manner, the result is utter disorganization."

Sun Tz

Coordinating is the integrating of all the details necessary for accomplishment of the mission It is ensuring that all efforts are bent toward a common objective and that there is no duplication of work that results in wasted effort. The relationship of coordinating to the management function and the types of coordination will be studied in this final segment of military management. The student will be able to ascertain if coordination is lacking and what corrective action is required.

An understanding of the military management process is particularly important to the military leader as it is a continuing basis of leadership.

COORDINATING

Summary

Coordinating

Functions

Every person makes a somewhat different interpretation of the shared interests and goals of his organization. These differences significantly affect group performance and must be resolved. The manager (leader), therefore, seeks to harmonize individual goals with organizational goals. In a larger sense, coordinating is the integrating of all details necessary for the accomplishment of the mission.

Coordinating interrelates the other four management functions of planning, organizing, directing, and controlling. The exercise of any one function by itself cannot achieve organizational objectives. There are conceivable conditions in which objectives might be achieved by performing the first four management functions without deliberately coordinating them. But in most areas of management, neither human beings nor material resources can be synchronized without coordination. For these reasons coordinating has been called the "essence" of the management process. The need for continuous coordination is even greater in military management than in some other areas. The activities of an enemy during a military engagement may present the commander with problems

which could not be completely planned for in advance. Thus, a commander must frequently readjust his plans, organization, directions, and controls.

Coordination should not be confused with cooperation. The terms are not synonymous. Cooperation means that individuals act jointly with one another. Cooperative action without coordination cannot produce effective group accomplishment of the mission.

Military Coordinating

Within the military framework, coordination can be divided into the categories of command, liaison, and staff. Command coordinating refers to the actual coordinating at the command levels. Commanders having areas of common interest meet to ensure that their operations mesh and that no gaps or overlaps in responsibility and authority will occur during their operation.

A commander establishes liaison with another unit when he needs to keep abreast of developments in that unit. The contact is at some level below the command level and involves an exchange of information and ideas. It is customary for supporting units to maintain liaison with the supported unit. Liaison is frequently established between higher and lower headquarters and between adjacent units on the line.

The final category of military coordinating is at the staff level. Staff personnel represent their Commander at all times. Important policy matters are normally reserved for the Commander's attention. Routine coordinating,

however, in both vertical and horizontal directions is a staff function.

Techniques

Coordination requires some form of communication. The communication may develop within a conference, through individual contact, with written correspondence, or through a liaison man.

A conference can achieve a high quality of coordination. Persons with expert knowledge and wide experience can share judgments and work out common understandings. In this group interaction, biases can be challenged and oversights corrected. Communication and feedback are immediate. The conference technique has admitted disadvantages. It is expensive in time and travel. The time consumed and the costs of travel are the sums of the time each participant spends away from his particular job and of round trip travel costs. Errors and biases may be communicated in the discussion at a rate too rapid to analyze and correct. Furthermore, the leader or one or more of the participants may dominate the discussions and influence the group negatively. Much of the success of the conference technique depends upon the abilities of the conference leader. Is he open and friendly? Does he encourage or stifle participation by the group? Is the conference agenda clear, etc.?

Individual contact is the most common means of coordinating. Individual contacts are readily arranged and

encourage a candid exchange of viewpoints. The most serious disadvantage of these face-to-face discussions is that they are time-consuming. To reduce the time factors involved, individual contacts may be made through supplementary media such as telephone, radio, teletype, and television. Communicating in this way is useful for coordinating minor details.

Written correspondence, a third technique of coordinating, provides a permanent record which can be studied carefully. The main disadvantage of correspondence is that it is slow and thus impractical for high priority matters. Correspondence is often used in conjunction with other techniques. It is advisable to follow up individual contacts with a written confirmation of what took place. In advance of a conference, an agenda may be distributed for participants to read as preparation. After the conference, a written summary may be circulated among the participants to obtain their concurrence or enable them to correct information and add remarks to the proceedings.

When direct personal contact of key military leaders is not frequent enough to carry on sufficient informal exchange of information, the liaison technique is employed. A commander establishes liaison with another unit when he wants to keep informed of developments in that unit. The liaison man's primary function is to be a "middleman," to facilitate an exchange of information and to suggest how to maintain effective coordination. To do this he must be

familiar with the operating requirements of both units. A liaison man seldom has authority to make binding commitments. Despite frequent frustrations, the liaison man is often in a key position to ensure mutual understanding and to sustain cooperation between units.

The management wheel shows that coordinating activity is a part of all of the management functions. If coordinating is to be effective, it must be achieved as early in the management process as possible. Planning is the first step in the process, so coordination must begin here. Failure to do so will inevitably leave some gap in the plan and make it difficult to carry out the remaining functions effectively.

Organizing requires coordination so that the plan will be implemented. It is particularly important because organizing involves the allocation of resources, staffing of personnel, identification and assignment of related activities, and the development of a proper structure. Coordination makes the resultant effort harmonious.

No less need for coordination is required for directing and controlling. A leader directs by properly utilizing his subordinates. Coordination, then, is a critical tool of leadership. Coordinating controls identify deviations from established standards. In the directing and controlling stages the success of coordinating is determined. Coordinating, if successful, will integrate the functions of planning, organizing, directing, and controlling; and ensure progress toward organizational objectives.

Poor coordination or a failure to coordinate leads to

a lack of awareness of the problems of other organizational elements and wasteful duplication of effort, and will prevent unified action. A Joint Congressional Committee investigating the Pearl Harbor attack concluded the following regarding coordination:

> ".....The most fundamental responsibility that both commanders had under the circumstances, however, was to make certain beyond any reasonable doubt that there was an integrated and coordinated employment of defensive facilities consistent with the principle of command by mutual cooperation. No excuse or explanation can justify or temper the failure to discharge this responsibility which superseded and surpassed all others."

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

Summary Pre-Quiz

Coordinating

Answer the following questions as indicated in your Student Guide.

1. Which one of the following best describes the relation between coordinating and the other management functions?

a. Coordinating follows after planning and organizing and precedes directing and controlling.

b. Planning and coordinating are practically synonymous and differ from organizing, directing, and controlling.

c. In addition to interrelating the other four management functions, coordinating is a critical activity within each.

d. Coordinating and the other management functions are all goal-oriented.

2. Which of the following best defines the coordinating function?

a. Coordinating is the function which minimizes individual differences among personnel.

b. Coordinating is the integrating of all details necessary for the accomplishment of the mission so that no duplication of effort occurs.

c. Coordinating is leadership intervention to bring about greater cooperation among the personnel of a unit.

d. Coordinating is the performing of the other four management functions in such a way to minimize control problems.

3. Which statement best describes the consequences of poor coordination?

a. Poor coordination will prevent an organization's effort from reaching the directing and controlling stages of the management process.

b. Poor coordination will result in a haphazard allocation of men and resources, and a consequent deterioration of morale and discipline.

c. Poor coordination will lead to a lack of awareness of the problems of other organizational elements, wasteful duplication of effort, and will prevent unified action.

d. All of the above

---

4. Which one of the following illustrates the individual contact technique of coordinating?

a. A division officer holds a meeting with key petty officers.

b. The Captain conducts a briefing on an impending operation.

c. The Executive Officer explains the planned operating schedule to the Chief Engineer and asks him to submit his training plans for the at-sea period.

d. The OOD in-port issues an order to the Engineering Petty Officer of the Watch to report to him at two-hour intervals.

5. Which statement best describes the conference technique of coordinating?

a. The conference is the most common means of coordinating and encourages a candid exchange of viewpoints.

b. The conference technique allows persons of expert knowledge and wide experience to share judgments and work out common understandings.

c. The conference is the most readily arranged technique and the least expensive in terms of both time and travel.

d. The conference technique is most often used in conjunction with other techniques in sustaining cooperation between units.

Now, check your answers on the next page.

ANSWERS TO SUMMARY PRE-QUIZ

1. c
2. b
3. c
4. c
5. b

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

Programed Sequence

Coordinating

1 No matter how large or small an organization, diverse interpretations of its goals will exist among individual members. These differences significantly affect group performance, and must be resolved. By coordinating, the leader seeks to harmonize these individual interpretations and goals with organizational objectives.

Which statement describes the functions of coordinating in a broader sense?

a. Coordinating is the anticipation and resolution of obstacles to mission accomplishment by the leader.

b. Coordinating is the integrating of all details necessary for the accomplishment of the mission so that no duplication of effort occurs.

---

2 Coordinating has been called the "essence" of the management process because it interrelates the other four management functions of planning, organizing, directing, and controlling. It is, in fact, a critical activity within each management function.

Which statement about coordinating is most appropriate?

a. In most areas of management, neither human beings nor material resources can be synchronized without coordination.

b. In the early stages of managing (planning and organizing) coordinating is more important than in the latter stages (directing and controlling).

3 The need for continuous coordination is likely to be even greater in military management than in some other areas. The activities of an enemy may present the commander with unforeseeable problems. In order to cope with them he must frequently readjust his plans, organization, directions, and control.

Coordination thus achieves which of the following?

a. A balance and counterbalance in the pattern of efforts by all elements in the organization.

b. A determination by the leaders of what action should be implemented.

---

4 Coordination should not be confused with cooperation. The terms are not synonymous. Cooperation is simply individuals acting jointly for the accomplishment of a mission. Alone, cooperative action does not ensure effective group performance.

Although a cooperative atmosphere is desirable, what additional factors are necessary to ensure mission accomplishment?

a. Liaison

b. Coordination

c. Leadership

5 Within the military framework, coordination can be divided into the categories of command, liaison, and staff. Command coordinating refers, as its name implies, to the actual coordinating at the command levels.

Which statement best describes command coordinating?

a. A Commander dispatches his Executive Officer or Operations Officer to meet with other Commanders to solve common problems confronting them.

b. Commanders having common areas of interest meet to ensure that their operations mesh and that no gaps or overlaps in responsibility and authority will occur during their operation.

---

6 To keep abreast of developments in another unit a commander establishes liaison with that unit. The contact is at some level below the command level and involves an exchange of information and ideas.

Where else is liaison often established?

a. Between higher and lower headquarters

b. Between staff sections of the same unit

c. Between adjacent units

7 Routine coordinating, in both vertical and horizontal directions, is a staff function. This type of coordination is facilitated by staff parallelism. Certain areas of coordination are normally reserved for the attention of the chief of section, while subordinates handle the most routine matters.

Which statement describes the relationship between the commander and his staff regarding coordination?

a. Staff personnel represent their commander, and therefore, are empowered to decide important policy matters.

b. Staff personnel represent their commander at all times, and refer important policy matters to him.

---

8 Coordination requires some form of communication. The communication may develop with a conference, through individual contact, with written correspondence, or through a liaison man.

Which is common to all these techniques of coordinating?

a. Verbal discussion

b. Communication

c. Group interaction

9 The conference technique allows persons with expert knowledge and wide experience to share judgments and work out common understandings. Communication and feedback are immediate. This atmosphere is conducive to correcting oversights and challenging biases.

Which of the following might be considered disadvantages of the conference technique of coordinating?

a. Expensive in terms of time and travel

b. Errors and biases may be communicated at a rate too rapid to analyze and correct.

---

10 Furthermore, the leader or one or more of the participants may dominate the discussions and influence the group negatively. Much of the success of the conference technique depends on the abilities of the leader. Is he open and friendly? Does he encourage or stifle participation by the group? Is the conference agenda clear? Are committee appointments necessary and assigned early? What about the physical features of the room?

From this discussion which of the following can you infer?

a. A conference leader will emerge from the group if the leader's skills are not adequate.

b. The conference may depend too much on the social skills of the leader.

11 Individual contacts are the most common means of coordinating. They are readily arranged and encourage a candid exchange of viewpoints. Individual contacts permit more informal approaches, but lack the range of knowledge and opinion provided by a conference. The most serious disadvantage of these face-to-face encounters is that they are time-consuming if it is necessary to travel any distance to effect.

What is the best method to reduce the time factors involved in individual contacts?

a. Use supplementary media such as telephone, radio, teletype, and television

b. Call all the parties together at a conference

c. Initiate written correspondence with the individuals involved

---

12 Written correspondence, a third technique of coordinating, provides a permanent record which can be studied carefully. It is advisable to follow up individual contacts with a written confirmation of what took place so that the possibility of misunderstanding is minimized. The same practice is useful following the completion of a conference.

Considering the slowness of written correspondence, for which of the following would its use be impractical?

a. High level policy decisions

b. Commendations

c. High priority matters

d. Periodic progress reports

13 When direct personal contact of key military leaders is not frequent enough to carry on sufficient informal exchange of information, the liaison technique is employed. The liaison man's primary function is to be a "middleman," to facilitate an exchange of information and to suggest to his commander how to maintain effective coordination. Although he has latitude for innovation, the liaison officer seldom has the authority to make binding commitments.

Which statement best describes the liaison officer's general situation?

a. His unique and isolated position creates a situation in which his commander must accept his suggestions more often than not.

b. Despite frequent frustrations, the liaison man is often in a key position to ensure mutual understanding and to sustain cooperation between units.

---

14 Coordinating is a critical activity within each management function. It must be initiated in the planning stage, or some gap may result making it difficult to implement the other functions effectively.

Which can you infer about the importance of coordinating to the organizing stage?

a. Organizing requires coordination because decision making is impossible without it.

b. Organizing requires coordination so that an appropriate organization structure can be developed.

15 Coordinating is particularly important because organizing involves the allocation of resources, staffing of personnel, identification and assignment of related activities, and the development of a proper structure.

What role does coordinating play in organizing?

a. Coordinating ensures that all aspects of organizing can be achieved harmoniously.

b. Coordinating helps the organizer identify deviations from organizational standards.

---

16 Coordination is a critical tool of leadership. In the directing and controlling stages the success of coordinating is determined. Coordinating helps to maintain harmonious relationships between activities when corrections of deviations from stated objectives are made.

If coordinating is successful, what will it accomplish?

a. It will integrate the functions of planning, organizing, directing, and controlling; and ensure progress toward organizational objectives.

b. It will result in a manageable organization in which discipline and morale take priority over efficiency.

17 Poor coordination or a failure to coordinate leads to a lack of awareness of the problems of other organizational elements, wasteful duplication of effort, and will prevent unified action.

Coordinating depends significantly on which one of the following?

a. Discipline

b. Clear communication

c. Unity of command

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

Summary Post-Quiz

Coordinating

Answer the following questions as indicated in your Student Guide.

---

1. Which of the following best defines the coordinating function?

a. Coordinating is the performing of the other four management functions in such a way as to minimize control problems.

b. Coordinating is the function which minimizes individual differences among personnel.

c. Coordinating is leadership intervention to bring about greater cooperation among the personnel of a unit.

d. Coordinating is the integrating of all details necessary for the accomplishment of the mission so that no duplication of effort occurs.

---

2. Which one of the following best describes the relation between coordinating and the other management functions?

a. Coordinating follows after planning and organizing and precedes directing and controlling.

b. Planning and coordinating are practically synonymous and differ from organizing, directing, and controlling.

c. In addition to interrelating the four management functions, coordinating is a critical activity within each.

d. Coordinating and the other management functions are all goal-oriented.

3. Which one of the following illustrates the individual contact technique of coordinating?

a. The Captain conducts a briefing on an impending operation.

b. The OOD in-port issues an order to the Engineering Petty Officer of the Watch to report to him at two-hour intervals.

c. A division officer holds a meeting with key petty officers.

d. The Executive Officer explains the planned operating schedule to the Chief Engineer and asks him to submit his training plans for the at-sea period.

---

4. Which statement <u>best</u> describes the conference technique of coordinating?

a. The conference technique is most often used in conjunction with other techniques in sustaining cooperation between units.

b. The conference technique allows persons of expert knowledge and wide experience to share judgments and work out common understandings.

c. The conference is the most common means of coordinating and encourages a candid exchange of viewpoints.

d. The conference is the most readily arranged technique and the least expensive in terms of both time and travel.

5. Which statement best describes the consequences of poor coordination?

a. Poor coordination will result in a haphazard allocation of men and resources, and a consequent deterioration of morale and discipline.

b. Poor coordination will prevent an organization's effort from reaching the directing and controlling stages of the management process.

c. Poor coordination will lead to a lack of awareness of the problems of other organizational elements, wasteful duplication of effort, and will prevent unified action.

d. All of the above

Now, check your answers on page 24.

BLANK

ANSWERS TO SUMMARY POST-QUIZ

1. d
2. c
3. d
4. b
5. c

This is the end of Part Five, Segment X.

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART FIVE

MILITARY MANAGEMENT

Segment X

Coordinating

Progress Check

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

COORDINATING

PROGRESS CHECK

Question 1.

Select the most accurate description of the relationship between coordinating and the other management functions of planning, organizing, directing, and controlling.

a. Coordinating is synonymous with cooperation and is equally weighted in a hierarchy of importance with other management functions.

b. Coordinating integrates the other management functions to efficiently meet the stated objective.

c. Coordinating ensures equal participation of all management team members.

d. Coordinating guarantees the autonomy of all participants in a mission.

Question 2.

One member of a squadron commander's staff has the job of preparing anti-submarine exercises. Coordination would require which of the following?

a. The staff plans all aspects of the activity and then informs support and unit commanders of their duties.

b. The staff turns all planning over to a committee of support and unit commanders chosen by vote of these commanders.

c. The staff turns planning, organization and direction over to the submarine commanders.

d. The staff involves support units and submarine commanders in planning, organizing and directing the operation from the beginning.

Question 3.

Units from a Naval Air Station are to participate in a series of complex training exercises along with Air Force units operating from different regional areas. Coordinating the common use of bases by elements of all units would involve which type of coordination?

a. Command

b. Staff

c. Liaison

d. All of the above

Question 4.

An important liaison coordination principle states that "supporting units habitually establish liaison with supported units."

Select the best example of this principle.

a. Aircraft carriers that are part of the same fleet maintain liaison with one another.

b. The fleet commander maintains liaison with assigned aircraft carriers.

c. Service force task groups maintain liaison with task forces to which they are assigned.

d. None of the above

Question 5.

During a naval gunfire (NGF) training exercise the destroyer providing the fire support for the exercise was able to provide enough illumination (star shells) for the adjustment of only one night fire mission.

From the following statements which one best describes the failure in coordination and outlines what action should be taken to correct the deficiency?

a. There was a lack of coordination between the destroyer Weapons Officer and the naval gunfire teams ashore as to how much night firing was going to be expected. Liaison and staff coordinating should have clearly established the quantity and type of naval gunfire to be desired.

b. There was a failure on the part of the destroyer Weapons Officer to anticipate the requirements of the NGF teams ashore for night adjustment of fire. The Weapons Officer should modify his ship's instructions to always include an equal amount of illumination and HE for future exercises.

c. The Captain of the Destroyer failed to establish command liaison with the shore party to find out if firing was to be conducted at night. The Captain should ensure coordination with Shore Party Commander to avoid any future discrepancies in fire support.

d. None of the above

Question 6.

An aircraft carrier Commanding Officer held a meeting of his key officers to develop an idea for a more efficient means of refueling carriers at sea. After concluding the meeting, a recommendation was prepared, signed by the Captain and then sent up the chain of command.

The coordination technique used by the carrier CO in meeting with his key officers was:

a. Conference
b. Individual contact
c. Command initiative
d. Liaison man

Question 7.

The coordination of an amphibious operation involving air, sea, and land forces in an attack on a hostile beach would most likely involve which of the following coordination techniques?

a. Conference
b. Written correspondence
c. Liaison
d. All of the above

Question 8.

Coordination is important to military management because:

a. Coordination fosters cooperation, and cooperation is the single most significant factor in the success of a military manager.

b. Coordination resolves the individual differences between competing military units.

c. Coordinating, in military management, is the integrating of all details necessary to mission accomplishment.

d. Coordinating, in military management, allows the leaders to plan contingencies with a high degree of accuracy.

Question 9.

A consequence of poor coordination is:

a. Heightened awareness of the problem

b. Lack of unity of action

c. Increased individual initiative

d. Dual accomplishment of the same operation

PROGRESS CHECK ANSWER AND REMEDIATION FORM

PART Five SEGMENT X

REMEDIATION TEXT Syndactic Text, Volume V-C

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

PROGRAM FRAME ANSWERS

PART FIVE

Segments VII, VIII, IX & X

PROGRAM FRAME ANSWERS

PART Five SEGMENT VII TYPE Syndactic Text PAGE 1 OF 1 PAGES

FRAME OR QUESTION NUMBER	CORRECT ANSWER
PROGRAMED SEQUENCE 1	
1	a
2	a,b
3	a
4	b
5	c
6	b
7	No Response
8	b
9	b
10	No Response
11	a
12	b
13	a
14	a
15	a
16	b
17	a
18	b
PROGRAMED SEQUENCE 2	
1	b
2	a
3	b
4	c
5	b
6	b
7	b
8	b
9	b
10	a
11	a
12	a
13	a

PROGRAM FRAME ANSWERS

PART Five SEGMENT VIII TYPE Syndactic Text PAGE 1 OF 1 PAGES

FRAME OR QUESTION NUMBER	CORRECT ANSWER
PROGRAMED SEQUENCE 1	
1	d
2	b
3	b
4	a
5	b
6	a
7	b
8	a
9	b
10	b
11	b
12	b
13	a
14	b
15	a
16	a
17	b
18	b
19	a
20	a
21	a

FRAME OR QUESTION NUMBER	CORRECT ANSWER
PROGRAMED SEQUENCE 2	
1	a
2	c
3	b
4	a
5	a,c
6	b
7	a
8	b

PROGRAM FRAME ANSWERS

PART Five SEGMENT IX TYPE Syndactic Text PAGE 1 OF 1 PAGES

FRAME OR QUESTION NUMBER	CORRECT ANSWER
PROGRAMED SEQUENCE 1	
1	a
2	b
3	b
4	b
5	a
6	b
7	a
8	a
9	b
10	a
PROGRAMED SEQUENCE 2	
1	b
2	b
3	b
4	b
5	a,b
6	a
7	a,c
8	b,c
9	b
10	b

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

FRAME OR QUESTION NUMBER	CORRECT ANSWER
16	c
17	b
18	b
19	a
20	b

PROGRAM FRAME ANSWERS

PART Five SEGMENT X TYPE Syndactic Text PAGE 1 OF 1 PAGES

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