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ABSTRACT
        The content is outlined and the terminal and enabling
objectives are provided for a curriculum area on leadership behavior
and style (see EM 010 434, EM 010 435, EM 010 436, and EM 010 459),
part of an introduction to psychology and leadership course for the
United States Naval Academy (see the final reports which summarize
the course development project, EM 010 418, EM 010 419, and EM 010
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UNITED STATES NAVAL ACADEMY

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

MAY 1971

PART SEVEN

LEADERSHIP BEHAVIOR AND STYLE

CONTENT OUTLINE

TERMINAL AND ENABLING OBJECTIVES

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART SEVEN

LEADERSHIP BEHAVIOR AND STYLE

Content Outline

Terminal and Enabling Objectives

May 1971

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART SEVEN

LEADERSHIP BEHAVIOR AND STYLE

Segment I

Leadership Behavior

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

LEADERSHIP BEHAVIOR

A. The Concept of Leadership Behavior

1. "Leader behavior refers to the specific acts in which a
   leader engages while directing or coordinating the work
   of his group." (Fiedler, p. 2)

B. Influences on Leadership Behavior

1. Roles (Hays and Thomas, p. 31)

   a. Definition of role: "...the expected behavior of a
      person occupying a specific status position"

   b. The leader occupies a number of status positions and
      therefore fulfills a variety of roles, e.g., leader,
      follower, husband, etc.

   c. The more congruent a leader's behavior is with that
      which others expect of him, the better they see him
      as a leader.

2. Types of roles (Hays and Thomas, pp. 32-36)

   a. The organizational role

      1) Each military man, identifies with or belongs to
         an organization in which he works, reports to,
         and interacts with.

      2) To be part of an organization means that a member
         must adopt its customs, manner of dress, general
         character, and personality.

   b. The institutional role

      1) Institutional roles are generally professional in
         nature and center on the ideals and goals of
         expected behavior.

      2) One of the important institutional roles of the
         military leader stems from his service to his
         country. He works for the people, upholding
         American democracy and the U.S. Constitution, and
         providing national defense.

3) The responsibilities (looking out for his men and accomplishing the mission) may be in conflict; however, the leader must realize that his mission comes first.

c. The follower role

1) The military leader must adhere to the role behavior expected by his superiors.

2) Since no two personalities are exactly alike, the subordinate leader must repeatedly demonstrate the capability of understanding his role and of adjusting to his senior.

3) An effective leader has learned to be a good follower.

d. The leader role

1) Defining properties and characteristics of the leader role

   a) The leader has certain behavior that is expected of him by his subordinates.

   b) A group's assessment of their leader's behavior resides primarily with his ability to satisfy their particular goals and needs. (Stouffer, et al, 1949a in Hays and Thomas, p. 35)

   c) The personality of a senior influences the role of his subordinates

      (1) The influence of a senior on the behavior of a leader, e.g., a division officer who is autocratic in nature influences the behavior of the leading chief petty officer of the division.

2) Implications from research

   Numerous research studies relate to the problem of what role the leader should take with respect to his group. The military services have sponsored a considerable number of these studies.

   a) The Human Resources Research Organization (HumRRO), under Army sponsorship, studied the problems a leader faces in recognizing demands of a situation in order to better

> determine the probable effects a leader's
> choice of action will have on his group.
> (Lange and Jacobs, 1960; Hays and Thomas, p. 36)

    b) Hollander and Julian (1966) under Navy spon-
       sorship, studied the "willingness of group
       members to accept a leader's influence attempts."
       (Hays and Thomas, p. 36)

    c) Fiedler (1967), introduced a theory of leader-
       ship effectiveness, based upon a series of
       research studies, sponsored by the Office of
       Naval Research.

  3) Summary of the leader's role

    a) The group he is leading exercises an influence
       upon his behavior.

    b) Subordinates recognize a leader's responsib-
       ility to the institution and they also expect
       him to satisfy requirements the institution
       places on him.

    c) Subordinates also expect a leader to be
       concerned with their needs, helpful to them in
       satisfying their personal goals, friendly in
       his approach toward them while maintaining
       some social distance, and a strong influence
       within the organization.

3. Characteristics of role expectations (Stogdill, p. 4)

  a. Expectations are mutually formulated definitions of
    the social situation, derived by each of the parti-
    cipants of an interaction.

  b. Expectations are traditionally derived from and
    attached to a status position and apply to whoever
    occupies the position, e.g., captain of a ship.

  c. Expectations are dynamic.

4. Expectations and perception (Stogdill, p. 4)

  a. If the occupant of a status position does not accur-
    ately perceive the expectations of others, his beha-
    vior may not be appropriate and conflict may arise.

  b. If other members of the organization (or culture) do
    not agree in their expectations of the occupant, his
    behavior may be only partially or intermittently
    appropriate and conflict may arise.

C. Conclusions   (Stogdill, pp. 1-2)

1. Expectations by others establish a behavioral model (role)
    for the leader, providing him with a pattern to which he
    may adjust his own behavior.

2. Expectations by others, when they are known, define approp-
    riate and inappropriate behavior.

3. By fulfulling expectations, the leader permits others to
    anticipate his behavior in certain situations, enabling
    himself and others to function as an integrated unit.

4. The leader occupies simultaneously a series of status
    positions, but his behavior is dominated by one position
    at a time. Expectations of others cue the leader as to
    which behavior is most appropriate at a given moment.

5. Role behavior does not always fit the pattern established
    by expectations.

6. A problem in human relations (role strain) occurs when
    role behavior does not fit role expectations.

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    Pa.: Stackpole Books, 1967.

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    Psychology Bulletin. 47-114, January, 1950.

Outline Reference	Terminal and Enabling Objectives	
B.	Given the terms "organizational role," "institutional role," and "follower role," and given a list of possible characteristics of each role, the M will be able to match the appropriate characteristic(s) to each of the terms.	TO 1
A.	The M will be able to select, from several choices, the statement which correctly describes the concept of leadership behavior.	EO-1
B.1.a.	The M will be able to select, from several choices, the correct definition of role.	EO-2
B.1.b.c.	Given several statements (both valid and invalid) concerning the concept of role, the M will be able to identify those statements which are valid.	EO-3
B.2.a.	Given several descriptions of a leader's behavior, the M will be able to select the description which represents organizational role behavior.	EO-4
B.2.b.	Given several descriptions of a leader's behavior, the M will be able to select the description which represents institutional role behavior.	EO-5
B.2.b.3)	Given several statements concerning the relationship between the leader's two major responsibilities (looking out for the men and accomplishing the mission), the M will be able to select the statement which most accurately describes the relationship.	EO-6

Outline Reference	Terminal and Enabling Objectives	
B.2.c.	Given several descriptions of a leader's behavior, the M will be able to select the description which represents follower role behavior.	TO 1 EO-7
B.2.d.	Given several descriptions of a leader's behavior, the M will be able to select the description which represents leader role behavior.	EO-8
B.3.	Given several statements which describe role expectations, the M will be able to identify those which correctly characterize them (based on the characteristics of role expectations).	TO 2
B.4.	Given a description of a conflict situation resulting from incorgruency between role expectations and the actual behavior of the leader, the M will be able to select, from several choices, the statement which identifies the principle illustrated by the example (based on his knowledge of expectations and perception).	TO 3
C.	Given several statements concerning the effects of expectations by others (both valid and invalid) on the leader, the M will be able to identify those which are valid conclusions.	TO 4
C.1.	The M will be able to select, from several choices, the statement which correctly identifies the relationship between role expectations and a behavioral model.	EO-1

Outline Reference	Terminal and Enabling Objectives	
C.2.	The M will be able to select, from several choices, the statement which correctly identifies the relationship between role expectations and appropriate and inappropriate behavior.	TO 4 EO-2
C.3.	The M will be able to select, from several choices, the statement which identifies the result that fulfilling role expectations has on a leader's relationship with others.	EO-3
C.4.	The M will be able to select, from several choices, the statement which correctly identifies the relationship between role expectations and status positions.	EO-4
C.6.	The M will be able to select, from several choices, the statement which identifies the probable consequence which occurs when role behavior does not fit role expectations.	EO-5

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART SEVEN

LEADERSHIP BEHAVIOR AND STYLE

Segment II

Leadership Style

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

LEADERSHIP STYLE

A. The Concept of Leadership Style

1. It is important to distinguish between leadership behavior and leadership style and to understand their interrelationship.

    a. Leadership behavior concerns what a leader does, while his style is more related to the way he does it. Leadership behavior consists of the acts and functions a leader must carry out to fulfill his responsibilities. (Hays and Thomas, p. 31)

    b. Leadership style (the way he goes about fulfilling these responsibilities) refers to the underlying needs of the leader which motivate his behavior in various leadership situations. Leadership style refers to the consistency of goals or needs in various situations. (Fiedler, p. 36)

    c. Depending upon the situation, leadership behaviors of an individual will differ. A leader will act differently as the situation changes. On the other hand, the need-structure of the leader which motivates this changing behavior may be seen as constant. (Fiedler, p. 36)

B. The Variability of Style

1. Two basic styles (Fiedler, p. 2)

    a. Relationship-oriented

        1) The leader gets major satisfaction from establishing close personal relationships with his group. In this style, the leader is:

            a) Democratic

            b) Equalitarian

            c) Permissive

            d) Considerate

            e) Group-oriented

-7.2.1-

b. Task-oriented

1) The leader gets major satisfaction from success-
fully completing the task, even at the risk of
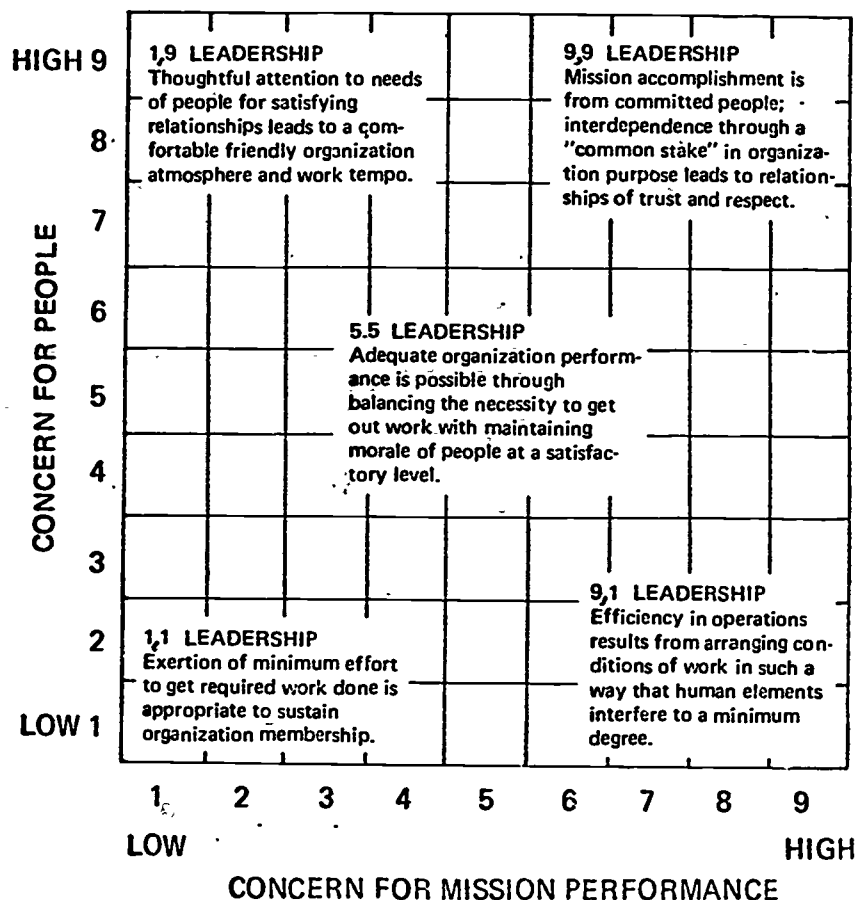poor interpersonal relations with his group. In
this style the leader is:

a) Autocratic

b). Task-oriented

c) Initiating

c. Comparison of relationship-oriented and task-oriented
style

1) The problem of what constitutes the best leader-
ship style is highly controversial. The orthodox
viewpoint (task-oriented) holds that the leader
must be decisive and that the responsibility for
managing the group's actions is his alone, and
cannot be shifted. The human-relations viewpoint,
on the other hand, claims that the leader will be
most effective when he can call on the creativity
and willing cooperation of his men, and that this
requires that his subordinates participate in
decision-making processes. (Fiedler, p. 13)

2) The concepts of the task-oriented style and the
relationship-oriented style are not incompatible
with one another. Sometimes the concepts are
misconstrued. Task-oriented sometimes is equated
to getting the job done regardless of cost in
terms of human effort and dignity, while relation-
ship-oriented is mistakenly associated with being
nice to people whether or not the job gets done.
(Petrullo and Bass)

2.   The Military Leadership Grid.   (Blake, Mouton and Bryson)

THE MILITARY LEADERSHIP GRID

CONCERN FOR PEOPLE (vertical axis, LOW 1 to HIGH 9)

1,9 LEADERSHIP
Thoughtful attention to needs of people for satisfying relationships leads to a comfortable friendly organization atmosphere and work tempo.

9,9 LEADERSHIP
Mission accomplishment is from committed people; interdependence through a "common stake" in organization purpose leads to relationships of trust and respect.

5.5 LEADERSHIP
Adequate organization performance is possible through balancing the necessity to get out work with maintaining morale of people at a satisfactory level.

9,1 LEADERSHIP
Efficiency in operations results from arranging conditions of work in such a way that human elements interfere to a minimum degree.

1,1 LEADERSHIP
Exertion of minimum effort to get required work done is appropriate to sustain organization membership.

CONCERN FOR MISSION PERFORMANCE (horizontal axis, 1 LOW to 9 HIGH)

a.   The dimensions "concern for people" and "concern for mission performance" of Blake, Mouton, and Bryson correspond to the relationship-oriented and task-oriented leadership styles of Fiedler.

b.   The grid coordinates read "right and up," e.g., 9,1 is located in the lower right-hand corner, rating high on concern for mission performance and low on concern for people.

c.   Variations in the leader's effectiveness, as his combination of styles (low-low, low-high, high-low, high-high or neutral) shifts along the dimensions, are to be expected. The grid does not consider three very critical matters:

-7.2.3-

1) The nature of the group

2) The nature of the task

3) The nature of the situation

d. The grid provides a framework from which one may
    anticipate how matters such as conflict and creativity
    would be affected by the changing leadership style,
    e.g., <u>9,1</u> leader placing minimum importance on concern
    for people while maximizing accomplishment of mission
    might expect that the creative efforts of his subor-
    dinates would be channeled towards disruptive efforts.

e. The grid was originally designed to classify managers
    on the basis of the two variables (concern for people
    and concern for production). These variables are
    parallel to the military leader's concern for welfare
    and mission accomplishment. In the original (1964)
    design, managers were classified as follows: (Hays
    and Thomas, p. 43)

    <u>1,1</u> - Impoverished manager

    <u>9,1</u> - Task (authoritarian) manager

    <u>1,9</u> - Country club manager

    <u>9,9</u> - Team manager

    <u>5,5</u> - Middle of the road manager

f. Position of military leaders on the grid

    1) Contrary to some popular beliefs about a military
        leader's exclusive dedication to the mission,
        evidence indicates that over three-fourths of the
        military leaders in the U.S. Armed Forces today
        operate under assumptions, beliefs, and convic-
        tions akin to <u>5,5</u>.

    2) The <u>5,5</u> leader

        a) Strives for a balance between needs of people
            and the need for mission accomplishment

        b) Pushes or directs enough to produce at average,
            but tries concurrently to respond enough to
            people's frustrations and dissatisfactions to
            avoid low morale or active hostility

        c) Does not command or direct but attempts to
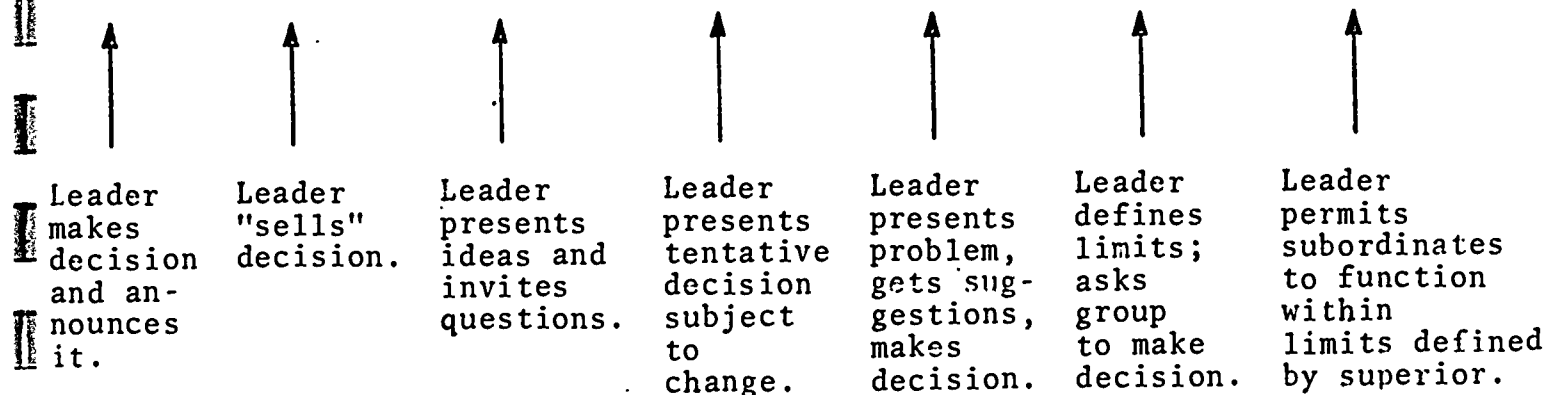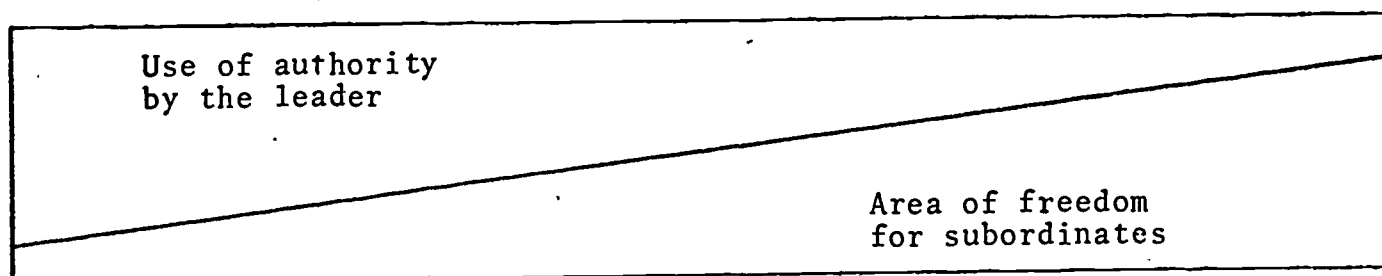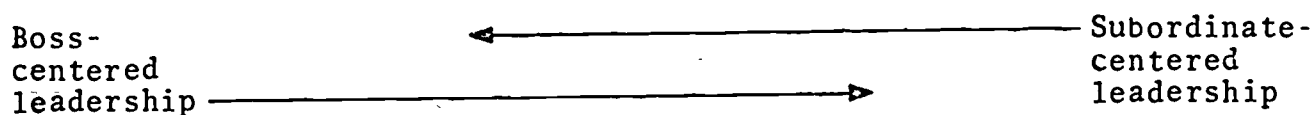   motivate and communicate to get the mission
            accomplished

    d) Does not exert his formal power in a strict
   authority-obedience way

    e) Does not seek to obtain unquestioning obed-
   ience as does the 9,1 leader but attempts to
   persuade, request, and sell

    f) Avoids the type of conflict that direct criti-
   cism produces; he tries to get his points
   across by questions

3) Continued 5,5 leadership is a result of:

    a) Some of the training given in service schools
   has an implied objective of producing middle-
   of-the-road leadership.

    b) 5,5 oriented leaders pick 5,5 oriented juniors
   for promotion.

3. Leadership style continuum

    a. Continuum of leadership (adapted from Tannenbaum and
      Schmidt)

Boss-   ◄――――――――――――――――――――― Subordinate-
centered   centered
leadership ――――――――――――――――――▶ leadership

Use of authority
by the leader

Area of freedom
for subordinates

Leader makes decision and announces it.	Leader "sells" decision.	Leader presents ideas and invites questions.	Leader presents tentative decision subject to change.	Leader presents problem, gets suggestions, makes decision.	Leader defines limits; asks group to make decision.	Leader permits subordinates to function within limits defined by superior.

1) This continuum suggests a broad range of possible
   leadership behavior, rather than to force all
   leadership behavior into sharply defined cate-.
   gories, such as autocratic or democratic, e.g.,
   sometimes a leader has the time, and the problem
   is of such a nature that the leader will attempt
   to "sell" his subordinates on his decision. A
   leader might use the authoritarian style when
   there is no time and the problem is such that the
   subordinates will disagree if he attempts to "sell"
   them. At such a time, the leader might find it
   expedient to announce to his subordinates
   what they will do.

2) The continuum suggests that actual behavior may
   involve any of various combinations of authority
   of the leader and freedom for the subordinates.

3) The continuum reflects that neither extreme consti-
   tutes an absolute. The leader always has a
   minimum of authority, and subordinates never
   surrender all discretion.

b. Interactive aspects of continuum model

   1) The leader's style will vary across the continuum,
      depending upon three basic factors: (a) the
      situation, (b) the leader, and (c) the follower
      (or group). The interaction of these three prim-
      arily determines what leadership style (i.e.,
      position along continuum) will be used. A change
      in the situation, a change in the nature of the
      group, a change in the type of leader, or a combi-
      nation of any of these variables will cause a shift
      in the leadership style up or down the continuum.

4. Relationship of Fiedler's leadership styles, the leader-
   ship grid, and the leadership continuum

   a. The three theories are based on common dimensions,
      i.e., task orientation and people (relationship)
      orientation.

   b. There can be a 5,5 leader in any one of the three
      theories.

5. Relationship of leadership style to other aspects of
   leadership

   a. Senior-subordinate relationships

      1) The style a leader exhibits in his relationships
         (coercive [authoritarian] or permissive [demo-
         cratic]) with subordinates influences the satis-
         factions obtained by subordinates.

a) In a recent study by Bass, a third dimension (style of leadership) was added, namely, a persuasive style. In the persuasive style, the aim of the leader is to bring about both public and private acceptance of his point of view. Subordinates are most satisfied with permissive (democratic) treatment, and least satisfied with coercive (autocratic) treatment. Subordinates who are treated persuasively are much closer to the permissive group than the coercive group. (Bass)

b. Motivation

1) The effectiveness of a given leadership style on motivating subordinates toward the accomplishment of a goal deserves consideration.

2) Satisfaction on the part of subordinates does not necessarily imply that the subordinates are highly motivated to the accomplishment of a goal.

3) The leader who attempts to "sell" the idea to his subordinates, rather than issue orders, to effect the decision (and thereby "moves to the right on the continuum") has motivation in mind as a benefit to his organization.

4) Using plotting teams of Combat Information Center trainees, Spector and Suttell compared team performances under three conditions of leadership style: authoritarian, democratic, and a style called "reinforcement," in which the leader of the team provided a reward to a team member as each component task was performed successfully. Teams led by leaders who used this reinforcement style were more highly motivated and performed significantly better than did CIC teams under either authoritarian or democratic leaders. (Spector and Suttell)

a) The results of this study suggest that naval officers would become more effective leaders if they systematically used "social reinforcers" in their relations with subordinates in small group or team situations, e.g., praise, recognition.

5) Research results have not been consistent in the matter of what style of leadership is most effective in motivating subordinates to effective performance. Some studies have shown that a directive (authoritarian), task-oriented leadership

style promotes effective group performance. Other
studies have shown a non-directive (democratic)
human relations-oriented style is best. The kind
of leadership style which is best in one situation
may not be best in another. Fiedler developed a
contingency model which classified various situa-
tions so that the most effective leadership style
for use in a given situation might be predicted.
(Fiedler)

C. Summary

1. Leadership style influences many attributes of leadership,
    including welfare of personnel, senior-subordinate rela-
    tionships, and motivation of personnel, to accomplishment
    of a goal.

2. The leader, the group, and the situation all influence the
    leadership style. There is no simple leadership style
    which will guarantee effective performance.

3. An effective leader will vary his style, depending upon
    the nature of his follower group and the situation.

    a. A change in one of the parameters will induce a shift
        in the leadership style.

    b. A particular leadership style which promotes effective
        performance in one situation may not be effective in
        another situation.

4. The factors or forces a leader should consider in deciding
    what leadership style to use (Tannenbaum and Schmidt)

    a. Forces in the manager

    b. Forces in the subordinates

    c. Forces in ths situation

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Tannenbaum, R. and Schmidt, W. H. "How to Choose a Leadership Pattern." Harvard Business Review, Vol. 36, No. 2, March-April, 1958.

Outline Reference	Terminal and Enabling Objectives	
A.	Given several statements about leadership behavior and leadership style, the M will be able to select the statement which correctly describes the interrelationship between them and the situation (based on the concept of leadership style).	TO 1
A.1.a.b.	The M will be able to select, from several choices, the statement which correctly defines leadership style in relation to a leader's responsibilities.	EO-1
A.1.c.	The M will be able to select, from several choices, the statement which correctly describes the relationship of the need structure of the leader to his changing behavior.	EO-2
B.1.	Given a description of an officer leading a group, the M will be able to select from several choices, the correct classification of the leader's style according to Fiedler's concept.	TO 2
B.1.a.	Given several descriptions of an officer leading a group, the M will be able to select the example which illustrates relationship-oriented style.	EO-1
B.1.b.	Given several descriptions of an officer leading a group, the M will be able to select the example which represents task-oriented style.	EO-2
B.1.c.	The M will be able to identify, from several choices, the paragraph which correctly compares relationship-oriented and task-oriented styles.	EO-3

Outline Reference	Terminal and Enabling Objectives	
B.2.	Given a description of a leader's performance with his men, the M will be able to identify, from several choices, the probable classification of the leader's style on the Military Leadership Grid.	TO 3
B.2.c.	The M will be able to identify, from several choices, the statement which describes the limitations of the Military Leadership Grid.	EO-1
B.2.e.	The M will be able to select, from several choices, the statement which correctly describes the purpose of the Military Leadership Grid.	EO-2
B.2.f.	The M will be able to select, from several choices, the statement that correctly describes the position of most military leaders on the leadership grid.	EO-3
B.2.f.2)	The M will be able to select, from several choices, statements that describe 5,5 leader behavior.	EO-4
B.2.f.3)	The M will be able to identify, from several choices, statements that summarize the causes of continued 5,5 military leadership.	EO-5
B.3.	Given a description of a leader's performance with his men, the M will be able to identify, from several choices, the probable position of the leader's style along the Leadership Style Continuum.	TO 4

B.3.   The M will be able to select, from   TO 4
                 several choices, the statement which   EO-1
                 correctly describes the purpose of
                 the Leadership Style Continuum.

B.3.a.1)   The M will be able to select, from several   TO 5
                 choices, the statement which correctly
                 describes the reasons why a leader might
                 attempt to "sell" a decision to his subor-
                 dinates in addition to announcing it.

B.3.b.   The M will be able to select, from several   TO 6
                 choices, the statement which correctly
                 describes the three basic factors involved
                 in determining leadership style.

B.5.   The M will be able to select, from several   TO 7
                 choices, the statement which correctly
                 describes the importance of leadership
                 style to senior-subordinate relationship.

B.5.b.   The M will be able to select, from   EO-1
                 several choices, the statement which
                 correctly describes the effects leader-
                 ship style has on motivation of subor-
                 dinates.

B.5.b.3)   The M will be able to identify, from   EO-2
                 several choices, the statement that
                 correctly describes the effects that
                 "moving to the right on the continuum"
                 by selling an idea to subordinates has
                 on the motivation of subordinates.

Outline
Reference   Terminal and Enabling Objectives

SECONDARY, ENRICHMENT, OR DEPTH CORE

The M will be able to draft an accept-   TO 8
able essay that shows the relationship
between the Fiedler Concept of Leader-
ship, the Leadership Continuum, and
the Military Leadership Grid.

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART SEVEN

LEADERSHIP BEHAVIOR AND STYLE

Segment III

Determiners of Leadership Style - The Leader

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

DETERMINERS OF LEADERSHIP STYLE - THE LEADER

A. Research

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

2. In the 1930's, Lewin and his co-workers turned attention to the social climates created by several styles of leadership (authoritarian, democratic and laissez-faire). The results from this study, which showed that groups reacted differently under the different styles, ultimately evolved into the situational approach. (Hollander & Julian, 1969) (The factors relating to each style will be fully presented.)

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

B. Influences on Leader's Style

1. Personality

   a. Unquestionably a leader's style is influenced by his personality.

   b. There is no evidence that a special personality type is necessary to become a successful leader; in fact, successful leaders have possessed different types of personalities, e.g., the late Generals Eisenhower and MacArthur were highly successful leaders, and yet possessed considerably different personalities.

   c. It cannot be assumed that just because an individual has the personality traits which are normally found in successful leaders, that these traits per se make him a leader.

   d. Stogdill (1948) reported that among the traits which leaders possessed (above the average of their followers) were intelligence, scholarship, dependability,

social participation, and social and economic standing. Surprisingly enough, Stogdill reported that leaders did not necessarily excel followers in such personality traits as initiative, persistence, self-confidence, cooperativeness, adaptability, and verbal facility.

2. Competence

   a. Incompetent persons may tend to display authoritarian leadership style.

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

      1) If the leader has trained his personnel well, he can feel secure in delegating authority.

      2) If the leader has not trained his personnel well, he will not feel secure in delegating authority.

3. Leadership skills (Olmstead)

   A leader is most effective when he can address the concrete needs of the situation in front of him. To do this, a leader must be skillful at assessing events and providing appropriate courses of action.

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

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

4. Status.

   Does the leader operate from a position of status or a position of esteem? This is the headship vs. leadership controversy, exemplified by Bass (1960), who claimed that the leader who has both status and esteem can use any style he desires, and he will be effective. A military

-7.3.2-

leader starts with status and moves to esteem based on the successful accomplishment of a mission. He has proven himself competent and can lead from esteem.

5. Role model effects

   a. Individuals are influenced by other individuals. Among the predominant people who have influence on individuals, which may later be reflected in leadership styles, are parents, teachers, ministers, peers and seniors.

      1) Motivation has much to do with role model influence. The young baseball enthusiast might model his behavior after Mickey Mantle, for example. The energetic Boy Scout might adopt his Scoutmaster as a role image. (Antonovsky, et al, p. 6)

6. Assumptions about human nature

   a. A leader's style is influenced by his attitudes toward contrasting theories:

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

(Douglas McGregor, as cited in Blake, Mouton & Bryson, p. 16)

1) The leader who subscribes to Theory X has a greater tendency to be autocratic.

2) The leader who subscribes to Theory Y has a greater tendency to establish conditions based on mutual understanding.

7. Functional specialty

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

1) In Navy Department organization, this production function is carried out through Naval Materials Command and the Systems Commands. This corresponds to HARDWARE (ships, aircraft, weapons systems, etc.).

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

1) In Navy Department organization, this basic research function is carried out primarily through the Office of Naval Research through universities. This corresponds to SOFTWARE.

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

d. Research studies support the fact that unstructured tasks, where the leader is not expected to be knowledgeable of all levels of specialty that his subordinates possess, require a relationship-oriented leader; while structured tasks, where the leader's job competence should exceed that of his subordinates, requires a task-oriented leader. (Fiedler, p. 244)

8. Stress

   a. The leader plays a decisive role under disruptive and
      trying conditions. He contributes to morale by
      reducing anxiety and by preventing and alleviating
      stress-produced problems among his subordinates.

   b. The leader's behavior becomes especially important in
      times of emergency. The military unit which performs
      poorly in battle conditions endangers itself and its
      organization. The subordinates depend upon the leader's
      ability and judgment. Failure on the part of the
      official leader to exercise his leadership under emer-
      gency conditions will result in an emergent leader.

   c. Whether a task-oriented or a relationship-oriented
      leader is best under stressful conditions is dependent
      upon the situation. (Fiedler, p. 204)

C. Summary

   1. The leader is highly influential in determining what
      leadership style is to be most effective in promoting
      group performance towards accomplishment of objectives.

   2. The interaction of the leader, his subordinates (foll-
      ower group), and the situation will dictate what lead-
      ership style should be used. (Tannenbaum and Schmidt)

   3. Among the many factors which influence a leader's
      style, no doubt his personality is the most important.

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Outline Reference	Terminal and Enabling Objectives	
A.	The M̲ will be able to identify, from several choices, statements that correctly describe the change in focus by researchers on the determiners of leadership style.	TO 1
B.	Given several descriptions of an officer leading a group of men, the M̲ will be able to match each description to the most probable cause of the leader's style (based on the ways in which the leader himself is a determiner of style).	TO 2
B.1.	The M̲ will be able to identify, from several choices, the factors in the personality of a leader that move a leadership style in a particular direction.	TO 3
B.1.	The M̲ will be able to select, from several choices, the statement which correctly defines the relationship between the leader's personality and his leadership style.	EO-1
B.2.	The M̲ will be able to select, from several choices, the statement which correctly describes the effect the leader's job competence may have on his choice of leadership style.	EO-2
B.3.	The M̲ will be able to select, from several choices, the diagnostic skills a leader must have in order to be an effective leader.	EO-3

Outline Reference	Terminal and Enabling Objectives	
B.3.	The M̲ will be able to select, from several choices, the action skills a leader must have in order to be an effective leader.	TO 3 EO-4
B.4.	The M̲ will be able to identify, from several choices, the statement which correctly describes the effect that the leader's position of status or esteem has on his choice of leadership style.	EO-5
B.5.	The M̲ will be able to select, from several choices, the statement which correctly describes the way in which a role model may influence leadership style.	EO-6
B.7.	The M̲ will be able to select, from several choices, the statement which correctly describes the effect that functional specialty may have on leadership style.	EO-7
B.8.	The M̲ will be able to select, from several choices, the statement which correctly describes the effect that stress may have on leadership style.	EO-8
B.6.	The M̲ will be able to select, from several choices, the statement which correctly identifies the effect that adoption of Theory X may have on leadership style.	TO·4

Outline
Reference   Terminal and Enabling Objectives

B.6.   The M will be able to select, from several   TO 5
                choices, the statement which correctly
                identifies the effect that adoption of
                Theory Y may have on leadership style.

B.6..   Given a list of assumptions about human   EO-1
                        nature, the M will be able to identify
                        each assumption as representing either
                        Theory X or Theory Y.

B.6.   The M will be able to select, from several   TO 6
                choices, the statements that correctly
                describe the relationship of Theories X
                and Y to the leadership continuum.

                SECONDARY, ENRICHMENT, OR DEPTH CORE   TO 7

                        Given a description of a leader's perfor-
                        mance, the M will be able to draft an
                        acceptable essay that shows the relation-
                        ship of the leadership style to Fiedler's
                        leadership theory.

United States Naval Academy

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART SEVEN

LEADERSHIP BEHAVIOR AND STYLE

Segment IV

Determiners of Leadership Style: The Group
and the Situation

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

DETERMINERS OF LEADERSHIP STYLE: THE GROUP AND THE SITUATION

A. <u>Groups</u>

1. Background

a. Research

1) A major deficiency in the trait approach to leader-
ship was its conception of the "traits" of the
leader without reference to either the varying
nature of leadership roles or the functions they
were to fulfill. There were few attempts to treat
the characteristics of the leader as they are
perceived by other group members within a given
setting.

2) Interest in group dynamics and in problems of
leadership as related to interpersonal behavior has
received considerable emphasis in the period since
1940. Fiedler, Bass, Julian, and Hollander are
but a few of the psychologists currently concerned
with the role of the group (follower).

b. Continuum model implications

1) As discussed in previous segments in this part,
leadership style results from the interactive
aspects of the leader, the follower (group), and
the situation. The style may vary between the
authoritarian and democratic dimensions of the
model. What may be an effective style for one
condition, may not be effective under different
conditions.

c. Organization context of groups

1) Without a group, there can be no leader. An under-
standing of leadership requires that something be
known about the group which the leader directs.
(Fiedler, p. 16)

2) Most formal groups in real life exist for the
purpose of furthering the goals of the parent
organization. The organization is a significant
aspect of the environment within which the group
operates, e.g., the division aboard the ship is a

group under the leadership of the division officer
and operates within the organization of the ship.

3) Informal groups (within a formal organization) may
or may not further the goals of the formal organi-
zation.

4) Status refers to an individual's position in rela-
tion to other group members. It exists only in
relation to others. While the formal organiza-
tional structure may create status positions on a
functional basis, the informal structure may accept
a status hierarchy different from the formal, e.g.,
differences in personality, technical ability, or
experience. As perceived by his co-workers, an
individual's status may not correspond to the posi-
tion status of the formal organization, e.g., the
Chief Warrant Officer with years of proven tech-
nical experience may be informally recognized as
the real leader of a shipboard division, even
though the division officer is a young ensign.

d. Practical implications and importance

1) Shipboard settings abound with task-group acti-
vities: watch teams, gun crews, working parties,
mess cooks, sidecleaners, boat crews, radio gangs,
honor guards, anchor details. All of these and
many more illustrate that small group activity,
task-oriented, is a functional part of the ship-
board life.

2) While the responsibility of the leader increases
as one ascends the organizational hierarchy, the
interactive aspects of leader, group, and situation
permeate to many levels within the organization.

3) Division officer leadership and petty officer
leadership are vitally important to the Navy due
to the many operating settings in which the lead-
er-group process functions.

2. Classification of groups

a. Homogeneous or heterogeneous

1) While there is no such thing as a purely homo-
geneous group (due to the matter of individual
differences), the members share some categories,
e.g., a division of sailors aboard a naval ship
share many traits. The personnel are male,
enlisted, about the same age bracket, receive

essentially the same wages, wear identical uniforms, and have a common objective as stated through the organizational chain of command.

    a) In spite of the homogeneous nature of the division, there are also many unlike qualities.

2) Heterogeneous groups have no major commonalities, e.g., a group selected at random from a mixed population.

3) Implications on leadership style

    a) Fiedler conducted a series of experiments on leadership style with homogeneous and heterogeneous groups. He introduced the term horizontal distance to refer to the apparent distance a leader maintains with his group.

    b) The results of this research indicated that a leader could assume a much closer approach when leading a homogeneous group, but had to change his leadership style (increase his horizontal distance) when leading the heterogeneous group. (Fiedler, "The Leader's Psychological Distance and Group Effectiveness," in Cartwright and Zander)

b. Expert or unskilled

1) Some groups, e.g., a division of communications technicians, have a high level of job competence.

    a) If the leader does not have the same amount of competence, relative to the job, he will have to involve his subordinates in the decision-making process and delegate much authority.

    b) If the leader has a high level of job competence, relative to the job, he might be inclined to lead in an autocratic manner because his subordinates have confidence in his technical ability.

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

3. Leaders and followers

   a. No group functions well if there are "too many chiefs
       and not enough Indians." Recognizing that leaders are
       essential and important, it may be that the follower
       is the most crucial factor in any leadership event.
       (Hollander, "Emergent Leadership and Social Influence,"
       in Petrullo and Bass, p. 33)

       1) Followers accept or reject leadership.

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

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

   b. Some personnel are followers by nature. They are
       lacking in positive self-concept and feel insecure.
       These people want to be led. They do not want to
       assume a great deal of responsibility.

   c. Others (not representative of military) choose to be
       followers because it affords them more time to pursue
       personal objectives, e.g., many teachers and professors
       shy away from assuming administrative duties so that
       they may engage in research, writing, consulting, and
       other professional activity.

   d. Other aspects of leaders and followers

       1) While followership is thought of as a passive role
           and leadership an active role, it is not quite
           appropriate to say that a follower is just someone
           who is not a leader. Hollander's study of aviation
           cadets at Pensacola was an attempt to challenge
           the traditional view that leadership and follow-
           ership were in sociometric opposition. With the
           homogeneous group of aviation cadets as a sample,
           the correlation between cadets perceived as good
           leaders by their peers and cadets perceived as
           good followers was very high. (Hollander, "Emer-
           gent Leadership and Social Influence," in Petrullo
           and Bass, p. 36)

       2) The nature of a group: Its structure, purpose, etc.,
           along with the situation, have considerable influence
           on the emergence of the leader and follower roles.

       3) Groups are made of individuals. In the group
           setting, the personality needs of individual
           members, the social needs of interacting members,

and the cultural needs are all interacting. The
leader must be perceptive to all three (personality,
social, cultural) aspects and the peculiarities of
the situation in the selection of a leadership
style.

B.   Situational Influences: Determiners of Leadership Style

1.   The continuum model discussed earlier in this Part
stressed the interactive aspects of the leader, the foll-
ower (group), and the situation as determiners of leader-
ship style.

a.   The situations which influence a leader's style are
too numerous to cite (and perhaps there would not be
total agreement on what situations really are);
however, situations can be classified as stress or
nonstress (emergency and routine).

b.   As a situation changes, or as a leader goes from one
situation to another, the leadership·style which will
promote the most effective group performance will
change, e.g., a leader in a combat situation will
probably lead in an autocratic style because there is
no time to ask for advice and allow subordinates
extensive participation in decisionmaking. Ultim-
ately, authority to act, make decisions, lead, etc.,
rests with the leader. If the leader is moved to a
conference situation and becomes a chairman, then his
leadership style can change to a more democratic or
permissive attitude wherein he can permit his subor-
dinates to give advice, participate heavily in the
decision-making process, and even allow them to make
the decision.

c.   The leader's style of interacting with his subor-
dinates (followers) will be affected by the degree to
which the leader can wield power and provide sanctions.
His position power (high or low) is a situation
variable. (Fiedler, p. 23) In the Navy, for example,
the more gold braid, the higher the authority or posi-
tion power. Given two situations, an inspection by
the admiral and an inspection by the division officer,
group performance will be influenced by the difference
in the perceived position power of the two situations.

1) The same leader's position power can vary in diff-
erent situations, e.g., the Captain of a ship has
less power to apply sanctions to a shipwrecked
crew than he does when commanding the men at sea.
Having lost his ship, the Captain's basis for being
their appointed leader has been reduced (because

his ability to provide sanctions has been reduced).
Unless he can lead them to safety, the men will
disregard his efforts to provide sanctions and look
to some emergent leader for guidance.

d. The leader's style of interacting with the group will
be affected by the task structure. The <u>task</u> is a
situation variable. (Fiedler, p. 25)

1) Tasks may be highly structured or unstructured
along the continuum.

2) A leadership style effective in a highly structured
task is not effective when the task is moderately
unstructured. (A bomber crew commander on a combat
mission and a leader at a discussion conference
would not likely use the same leadership style.)

3) Combat conditions are task-oriented to the author-
itarian dimension on the continuum model. This
does not negate the importance of the leader's
personality. A leader who is liked, accepted, and
trusted by his followers will find it easy to make
his influence felt. (Fiedler, p. 143) A highly
structured task situation enables a leader to main-
tain control over the process at every step. The
organization can back up the leader if someone
gets out of line. The lives of the members of the
organization depend upon each man doing his job
right. Can you imagine a submarine on a diving
mission where the task assignments are loose? The
highly structured staff provides the leader with
power. A low-ranking leader, i.e., petty officer,
3rd class, has the power in the highly structured
situation. The same petty officer might be "lost"
in an unstructured task.

2. Summary

a. Fiedler's contingency model relates the situational
variables of position power, task structure, and the
quality of leader-member liking. Tests of this model
in a variety of designs (high power, high structure;
high power, low structure; etc.) and with military
groups result in support for the hypothesis that
authoritarian leadership style is more effective
under highly structured (combat) situations, while
relationship-oriented leadership style is more effec-
tive under task situations that are moderately unstruc-
tured. (Fiedler, Chapter 10)

b. The dynamics of why these results have been obtained
is a "stubborn and difficult" problem. (Fiedler, p. 195)

      c. A military leader faces a variety of situations in his daily activity. He must be flexible and able to alter his leadership style to meet the changing situations.

C. Leader Popularity

    1. Leadership vs. popularity (Clarke)

        a. Problems of training military men and preparing them for combat situations necessitate placing requirements upon followers which are unpopular.

           1) General quarters held twice a day aboard ship for all personnel - including those who just got off the midwatch - illustrates a realistic training requirement very likely to prove unpopular.

        b. A military leader should not think of his relative popularity, but rather should think in terms of the effectiveness of his unit and its degree of combat readiness.

    2. Respect vs. liking (Golembiewski)

        a. Having respect for a leader, meaning respecting the constituted authority of the organization, is more important than merely liking the leader.

           1) Followers may respect a leader without actually liking him.

           2) Followers may like a leader without actually respecting him.

               Example: Adams (1953) studied leader popularity in aerial bombardment crews. Each member of each crew was ranked on several measures of status within the crew - formal rank, popularity, reputed flying ability, etc. When the formal ranks of the members of any crew were quite similar to their ranks on the other measures, Adams found, the crew as a whole did well on social performance (harmony, intimacy, and the like). The crews that showed up best in these two aspects, however, were not the best in technical performance, e.g., bombing accuracy. These findings seem reasonable. The popularity of the formal leaders of these crews was probably based in part upon their respect of a norm opposed to outstanding technical performance. Obviously, it did not make them particularly effective in their formal position. On the contrary, their closeness with their men helped the crews resist the demands of the "outside" organization.

b. Military leaders should strive always to preserve their own respect and that of their subordinates, even at the risk of being disliked.

D. Conclusions

1. Changing patterns within groups and different situations will influence leadership style. The leadership style appropriate for one set of conditions of group structure, task nature, and leader will not necessarily be appropriate for a different set of conditions.

2. Leadership styles may be task-oriented (authoritarian) or relationship-oriented (democratic), or oriented anywhere along the continuum.

3. A military leader frequently has to change his style of leadership, as his typical routine involves many changes in both situational aspects and in group relations.

4. A military leader, to achieve initial success, must be followed by the group. The group's response in following the leader strengthens the leader and encourages him to attempt leadership again. Successful leadership reinforces the leader, and effective leadership depends on reinforcing the followers. The effective leader operates both from a position of status and esteem with his followers, and has flexibility in his style. (Hays and Thomas, p. 39)

5. Leadership is not a popularity contest.

E. Summary

1. Interrelationship of the group, the situation, and the leader.

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Outline
Reference   Terminal and Enabling Objectives

A.1.a.   The M will be able to select, from several   TO 1
                    choices, the statement which correctly
                    summarizes why the "trait theory" gave way
                    to research in group dynamics and inter-
                    personal behavior.

A.1.c.   The M will be able to identify, from   TO 2
                    several choices, the effect that the
                    "organization context of groups" has
                    on leadership.

A.2.   Given descriptions of military situa-   TO 3
                    tions in which various classifications
                    of groups are illustrated, the M will
                    be able to select, from several choices,
                    the leadership style which would be most
                    appropriate for the leader to use in
                    leading his group.

A.2.a.   The M will be able to select, from   EO-1
                    several choices, the statement which
                    correctly describes the leadership
                    style a leader might adopt if he has
                    a homogeneous or heterogeneous group.

A.2.b.   The M will be able to identify, from   EO-2
                    several choices, the statement which
                    correctly describes the leader's
                    choice of style, based on his having
                    a skilled or unskilled group.

A.3.   The M will be able to identify, from   TO 4
                    several choices, the effect that followers,
                    as individuals, have on the leadership
                    style a leader adopts.

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Outline Reference	Terminal and Enabling Objectives	
A.3.	The M will be able to identify, from several choices, the reasons why people desire to be followers.	TO 4 EO-1
A.	The M will be able to select, from several choices, the statement which correctly summarizes how a group may affect the leader's choice of style.	TO 5
B.	Given a situation in which the mission was not accomplished because the leadership was ineffective, the M will be able to determine which basic factor was not considered by the leader.	TO 6
B.	Given a description of a situation in which a group and its leader are involved, the M will be able to identify the leadership style which would be most appropriate for the situation.	TO 7
B.1.a.	The M will be able to select from several choices, the classifications used to identify types of situations.	EO-1
B.1.b.	The M will be able to select, from several choices, the effect stress or nonstress situations have on leadership style.	EO-2
B.1.c.	The M will be able to identify, from several choices, how the ability to wield power and provide sanctions can affect the style of leadership a leader will adopt.	EO-3

Outline Reference	Terminal and Enabling Objectives	
B.1.d.	The M̲ will be able to select, from several choices, how the task struc- ture can become an important variable in selecting a leadership style.	TO 7 EO-4
C.	Given a description of a leader interacting with a group in which the popularity of the leader is apparent through adequacy of social performance, the M̲ will be able to select, from several choīces, the statement which describes the probable effect of popularity on task performance.	TO 8
C.1.	The M̲ will be able to identify, from several choices, the statement which correctly relates a leader being task-oriented and his popularity with his subordinates.	EO-1
C.1.	The M̲ will be able to select, from several choices, the statement which correctly describes the effect of leader's popularity on the motivation of subordinates.	EO-2
C.2.	The M̲ will be able to identify, from several choices, the statement which correctly describes the difference between respect for a leader and liking a leader.	EO-3

INTRODUCTION TO PSYCHOLOGY AND LEADERSHIP

PART SEVEN

LEADERSHIP BEHAVIOR AND STYLE

Segment V

Participative Leadership

WESTINGHOUSE LEARNING CORPORATION

Annapolis, Maryland

1971

PARTICIPATIVE LEADERSHIP

A. Introduction   (Petrullo and Bass; Filley and House)

1. Research

    a. Results show that a democratic (participatory) atmos-
        phere produces better morale than an autocratic
        atmosphere; that is,

        Less hostility

        More cooperation

        Greater friendliness

    b. Experimenters have found that leaders who use parti-
        pative lealership are significantly more effective
        than those who use a highly formal structure.
        (Anderson and Fiedler):

        Made a greater contribution to group's performance.

        Personality became more salient and more highly
        relevant to group achievement (Hollander and Julian,
        1969).

2. Importance

    a. Improvement in group (follower) performance through
        participative leadership:

        Leader should participate rather than merely supervise.

        Leader will encounter less resistance and get higher
        productivity from group and individuals who formerly
        resisted change when they are allowed to participate
        in decisionmaking concerning their work (Hays and
        Thomas, p. 40).

    b. An effective leader encourages subordinates to offer
        suggestions and/or constructive criticism.

3. Practical Implications

        Generalizations from research studies conducted under
        strictly controlled laboratory conditions in industrially

oriented settings were not typical of practical shipboard
situations and should be avoided.

The situation is an important determiner in leadership
style.

B. Participatory vs. Supervisory

1. General

A leader who uses participative leadership:

a. Must be attentive to his followers' suggestions and
reactions (not just lip service).

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

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

1) Leader:

Confidence in his petty officers

Concern for his petty officer's opportunity and
motivation to demonstrate performance in decision-
making

2) Followers:

Attitudes with respect to assuming responsibilities

Experience

Competence

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

3) Situation:

Time available to make decisions

Type of organization

2. Advantages

An officer who practices participative leadership:

Will probably increase morale within his organization,

-7.5.2-

Helps to inspire enthusiasm among his men,

Helps develop leadership skills on the part of his subor-
dinates,

Strengthens his communications channels with his followers
through improved feedback,

Through the use of committees, when time permits, will
find that the skills and knowledge of his men are probably
greater than he imagined,

Will find the men likely to respond with extra effort in
emergency situations.

   a. An effective leader, upon reassignment, can answer
      affirmatively: "Are the men I have just left, better
      men for my having served with them?"

3. Barriers to Participative Style

   a. Lack of time

   b. Decisions contrary to interest of followers

   c. Followers unwilling or not motivated to follow

   d. Leader's fear of failing because he might lose control
      of the group and the situation or, because of past
      failures.

C. Summary

1. Democratic, participatory leadership:

   a. Produces better morale, less hostility, more cooper-
      ation and greater friendliness.

   b. Produces leaders who are significantly more effective
      and make a greater contribution to group performance.

   c. Must be tempered by the situation. The situation is
      an important determiner in leadership style.

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Part Seven - Segment V

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Hollander, E. P. & Julian, J. W. "Contemporary Trends in Analysis of Leadership Processes," Psychological Bulletin, 1969, Vol. 71, No. 5, p. 393.

Petrullo, L. & Bass, B. M. Leadership and Interpersonal Behavior. New York: Holt, Rinehart and Winston, 1961.

Outline Reference	Terminal and Enabling Objectives	
A.1.	The M will be able to identify, from several choices, statements that correctly describe the general results of studies done on participative leadership.	TO 1
A.2.	The M will be able to select, from several choices, the statement which correctly identifies the effect participative leadership may have on a group's resistance to change.	EO-1
A.3.	The M will be able to identify, from several choices, the dangers involved in making generalizations from laboratory studies to shipboard life.	EO-2
B.	Given examples of leaders interacting with groups and using various leadership styles, the M will be able to identify the situation in which the leader uses participative leadership.	TO 2
B.1.a.	The M will be able to select, from several choices, the statement which correctly indicates how the leader must treat the suggestions of a subordinate in order to ensure successful participation.	EO-1
B.1.b.	Given a description of a situation in which the leader is using participative leadership with his group, the M will be able to identify whether or not the leader's authority is weakened.	EO-2
B.1.b.	Given descriptions of leaders utilizing participative leadership, the M will be able to identify whether or not the leader is relieving himself of his responsibility.	EO-3

Outline Reference	Terminal and Enabling Objectives	
B.	Given a description of a group, the M will be able to select, from several choices, the action which the leader should take regarding participation.	TO 3
B.1.c.	Given several descriptions of the job competence of a group in relation to the job competence of the leader, the M will be able to select those descriptions which indicate that the leader should use participation.	EO-1
B.2.	The M will be able to identify, from several choices, statements that correctly describe the effects of participative leadership when used by military leaders.	TO 4
B.2.	Given a list of possible advantages accruing from the use of participation (both valid and nonvalid), the M will be able to select those which are valid.	EO-1
B.3.	Given a description of a situation in which a leader has the option of permitting participation of subordinates or not, the M will be able to select, from several choices, the correct action for the leader to take (based on evaluation of the barriers inherent in the situation).	TO 5
B.3.a.	Given several descriptions of situations in which participation might be used, the M will be able to identify those in which participation could not be used because of a time factor.	EO-1

Outline
Reference   Terminal and Enabling Objectives

B.3.b.   The M will be able to select, from   TO 5
                        several choices, the statement which   EO-2
                        correctly describes a barrier to
                        participation resulting from a
                        subordinate.

B.3.d.   The M will be able to select, from   EO-3
                        several choices, the statement which
                        correctly indicates how fear of
                        failure on the part of the leader
                        might prohibit the use of participation.