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LEADERSHIP FOR THE 1970'S

Army War College
Carlisle Barracks, Pennsylvania

September 1973

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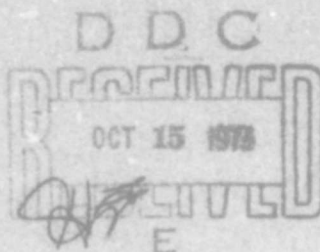
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LEADERSHIP MONOGRAPH SERIES

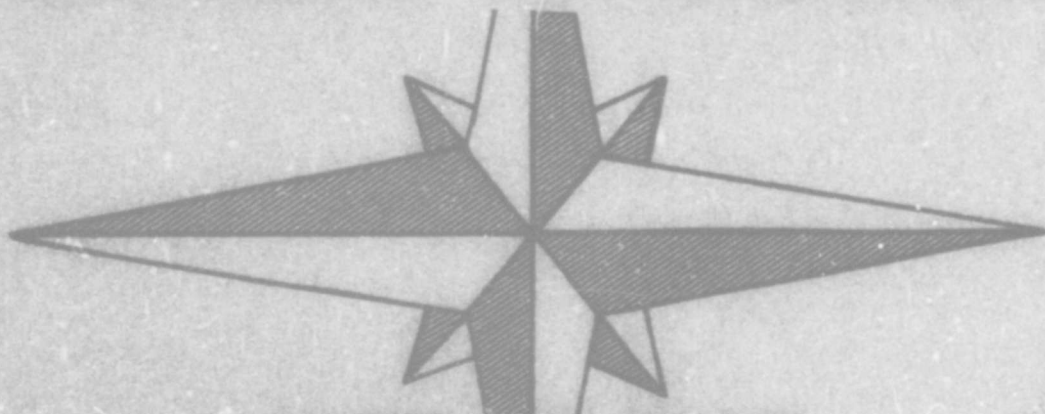
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MONOGRAPH #2 ✓
SATISFACTION WITH β
US ARMY LEADERSHIP

SEPTEMBER 1973



LEADERSHIP FOR THE 1970'S



US ARMY WAR COLLEGE
STUDIES OF LEADERSHIP
FOR THE PROFESSIONAL SOLDIER

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DEPARTMENT OF THE ARMY
US ARMY WAR COLLEGE
CARLISLE BARRACKS, PENNSYLVANIA 17013

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September 1973

US ARMY WAR COLLEGE LEADERSHIP MONOGRAPH SERIES

PREFACE

In 1971, a study on "Leadership for the 1970's" was conducted by the US Army War College at the direction of the Chief of Staff. Shortly thereafter, teams from the CONARC Leadership Board visited Army posts, camps, and stations throughout the world, discussing professionalism and leadership, and gathering data which represents the views of leaders at all grade levels on the subject of leadership.

The information collected by the CONARC leadership teams constitutes the largest data base on Army leadership ever assembled. The US Army War College, with assistance from the Office of the Deputy Chief of Staff for Personnel, has undertaken the task of analyzing this massive data base.

The results of these analyses, and related material, will be published as a continuing series of monographs over the next several years. It is our hope that these monographs will be of practical value to those charged with the responsibility for policies and programs of leadership development.

FRANKLIN M. DAVIS, JR.
Major General, USA
Commandant

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1. This publication, US Army War College Leadership Monograph Series, is one of a continuing series of monographs on the subject of leadership to be published by the US Army War College in conjunction with the Human Resources Development Directorate, Office of the Deputy Chief of Staff for Personnel, Headquarters, Department of the Army.
2. The views expressed in this publication are those of the authors and not necessarily those of the Department of Defense, the Department of the Army, or the US Army War College.

FOR THE COMMANDANT:


JOHN O. BATISTE
Colonel, Infantry
Secretary

BACKGROUND OF THE US ARMY WAR COLLEGE MONOGRAPH SERIES

The USAWC Basic Study.

In January of 1971 the Chief of Staff of the Army directed the US Army War College to undertake a study of Army leadership. The major findings were presented to him on 3 June, and to the Secretary of the Army and the Army Policy Council on 16 June. (A comprehensive description of the study was published in Leadership for the 1970's: USAWC Study of Leadership for the Professional Soldier, 20 October 1971.)

As the potential utility of the study became apparent, close liaison was established with the CONARC Leadership Board, organized at Fort Bragg in May 1971.

CONARC Leadership Board.

The CONARC Leadership Board, organized at the direction of the Chief of Staff of the Army, and headed by then Brigadier General Henry C. Emerson, incorporated the methodology and findings of the AWC study into its world-wide seminar program. This program sent carefully trained leadership seminar teams to all Army installations (other than Vietnam) which had a population of 5000 or more. As part of this program, leadership data were collected from 30,735 Army personnel. These data form the largest information base on leadership ever collected.

World-wide Sample.

Even a sample size much smaller than 30,000 would have far surpassed the number of respondents needed to provide valid representation of various aspects of overall Army leadership. However, the great value of such a massive data base becomes apparent when it permits focusing on specific sub-groups within the Army. For example, we can study the leadership ideas of Artillery majors, or non-white Infantry captains, or subordinates of non-white majors, and have confidence in the statistical indicators resulting from the analysis.

Use to Date.

The data from the world-wide survey were summarized for each major command, and the findings were provided directly to the major commanders. Many commanders found the data from their command of considerable value. For example, the 82nd Airborne Division has used this information as the basis for a comprehensive, continuing program of leadership training and action. The US Military Academy has included the original study as an integral part of their leadership instruction, and the US Army Infantry School has incorporated both methodology and substantive findings in portions of its curriculum. Selected Command Sergeants Major, assembled at Fort Bliss in 1972 to help construct the new curriculum for the Sergeants Major Academy, made extensive use of the findings in designing leadership instruction for potential Sergeants Major.

Data Base Potential.

While both the War College initial study and certain portions of the world-wide data collection effort already have been put to practical use, the unique and potentially rich resource represented by the nearly 30,000 responses has not been tapped as an entity to disclose trends and characteristics of sub-groups such as those previously mentioned. The current Army War College Leadership Monograph Series is the first effort to analyze this wide data base in depth and to report on pertinent findings.

Leadership in Perspective.

These Leadership Monographs are designed to provide practical information to school faculty members, individual officers, and students of leadership concepts and methods. The ultimate objective of the monographs is to contribute to the combat effectiveness of the Army by continued improvement of individual leadership and the leadership climate in which operations and training take place. It is recognized throughout this discussion that leadership remains an inexact, personality-oriented, situationally-dependent function; and that leadership is but one of the key elements which determine organizational effectiveness. But in this era of rapid change, both within the US Army and throughout other people-oriented institutions in American society, insight into the various aspects of leadership seems to be particularly relevant to the many problems at hand. For Army officers, commissioned or non-commissioned, leadership is our profession and demands continued study and development.

Theoretical Concept of the Original Study.

The original Army War College study, Leadership for the 1970's, focused on the idea of reciprocity as expressed through the concept of an informal contract which exists between the individual and the organization. This monograph series retains the same focus. However, the application of the concept of informal contract has been sharpened in each case to pinpoint that portion of the "contract" that involves the individual leader, his superior, and his subordinates. The basic idea is that the individual leader at any level in the organization expects certain behavior from his superior, from his subordinates, and from himself. Also, both his superior and his subordinates expect certain behavior from him. It appears that only when these expectations--the "terms" of the informal contract--are known and met that true leadership can take place.

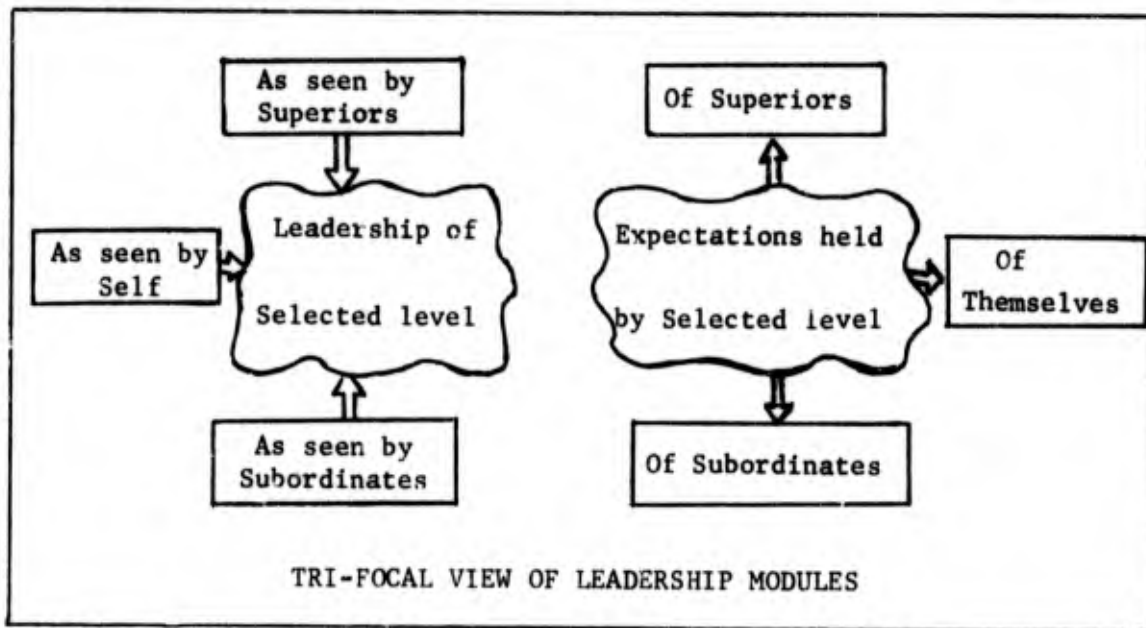
The degree to which the informal contract is fulfilled both upward and downward throughout the hierarchy of the organization determines in great part the total leadership climate of the organization. If only the expectations of superiors are recognized as important, the result is high potential for organizational tyranny in which only raw power, and command through fear and punishment can be used. At the other extreme,

when only the expectations of subordinates are recognized, there is high potential for unproductive permissiveness, confusion, and unbounded disorganization. Obviously, neither of these two extremes will allow an effective, disciplined, volunteer Army to exist. Thus the central theme of the original study and this monograph is:

THE LEADERSHIP MOST APPROPRIATE FOR THE 1970'S IS THAT WHICH PRODUCES A TOTAL LEADERSHIP CLIMATE CHARACTERIZED BY RECOGNITION AND FULFILLMENT OF THE INFORMAL CONTRACT IN ORDER TO INSURE MISSION ACCOMPLISHMENT OVER THE LONG TERM.

Basic Methodology.

This monograph series will attempt to define the appropriate terms of the informal contract, and the extent to which they were being recognized and fulfilled throughout the Army. In order to do this, attention will be focused on what appear to be four basic leadership "modules" within the Army. These modules are: Junior NCO leadership (E4-E6); Senior NCO leadership (E7-E9); Company Grade Officer leadership (O1-O3); and Field Grade Officer leadership (O4-O6). A trifocal view of each module will be used in each of two ways as diagrammed below:



Data for this tri-focal view of leadership were obtained by asking about one-third of the 30,735 respondents to complete a written questionnaire describing the leadership of their immediate superior; another third to complete the questionnaire, describing the leadership of one of their immediate subordinates; and the final third to complete the questionnaire, describing their own leadership.

In addition to various demographic items and a measure of satisfaction with the overall performance of the individual described, the questionnaire used in the study included a list of 43 specific items of behavior which Army leaders commonly demonstrate.¹ For each behavior, three questions were asked: "How often does he?" "How often should he?" and "How important was this to you?" The first question is a measure of perceived actual performance; the second a statement of expectations, and the third an indicator or weighting factor of the criticality of the behavior as perceived by the respondent.

About half of the 43 behaviors were derived fairly directly from the pioneering leadership research conducted over the years at Ohio State University under an Office of Naval Research Program. The other items were derived from various pre-tested sources and were included in order to tailor the list to conform as closely as possible to the particular demands of current Army leadership.

Content of the Monograph Series.

The basic objective of the series is to exploit the utilitarian potential of an extraordinary data base by providing insight regarding leadership information pertaining to specific groupings of Army leaders. In order to present useable information in convenient format at the earliest practicable time, each of the monographs will address a particular level or aspect of leadership. Such variables as length of service, grade, race, branch, and education will be addressed from the tri-focal perspective previously described. Additionally, the monograph series may include related information derived from other studies related to contemporary Army leadership. In all cases the criteria for monograph subject matter will be its relevance to current problems and opportunities in the realm of practical leadership in today's Army.

¹The behaviors used in the questionnaire are listed on the inside back cover.

US ARMY WAR COLLEGE
LEADERSHIP MONOGRAPH SERIES

Monograph # 2
SATISFACTION WITH US ARMY LEADERSHIP

by

Donald D. Penner
Dandridge M. Malone
Thomas M. Coughlin
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MONOGRAPH # 2: SATISFACTION WITH US ARMY LEADERSHIP

The purpose of this monograph is to present data associated with the general level of satisfaction with the overall performance of Army leaders. As was done in Monograph # 1, 24 different groups of leaders will be investigated. Each of the four leadership modules (Field Grade Officer, Company Grade Officer, Senior NCO, and Junior NCO) is split into three categories on the basis of perspective (superior, self, and subordinate). These categories, in turn, are each split into two racial groups (white and non-white).

By computing simple percentage figures among these 24 groups, we can answer questions such as the following on overall satisfaction with Army leadership:

1. How satisfied are superiors at any given level with the overall performance of their subordinate leaders?
2. How satisfied are subordinates at any given level with the overall performance of their immediate superiors?
3. How satisfied are leaders with their own performance, and to what extent does this agree with the views of their immediate superiors and subordinates?
4. What is the relationship between race and satisfaction with leadership at any given level?

Another way of looking at the data is through correlational analyses. This method of analysis is designed to discover which of the 43 behaviors used in the study (see inside back cover of monograph) are most closely related to satisfaction with overall performance. Since the behaviors are things that a leader can actually do, the results of correlational analyses have considerable practical value.

Correlational analyses can be used to answer such questions as:

1. At each level of leadership and from each perspective, what leadership behaviors are most closely related to satisfaction with overall performance?
2. Are these behaviors the same or different for superiors and subordinates?
3. Are there differences between racial groups in the behaviors most closely associated with satisfaction with overall performance?
4. Are there some behaviors which are negatively related to satisfaction with overall performance (i.e., where higher frequency of the behavior yields lower satisfaction with overall performance)?

METHOD AND DATA

Figures 1 - 4 present a satisfaction percentage break-out for each of the six groups within each of the four leadership modules (Field Grade Officers, Company Grade Officers, Senior NCOs, and Junior NCOs). Each circle chart gives the response percentages of the individuals in the respective group who answered the question, "How do you personally feel about the overall performance of the individual you have used as a reference in this study?" In addition, under each circle chart is the average response of that group (measured on a 7-point satisfaction scale) and the number of individuals in the group.

Figures 5 - 8 present for each group the ten leadership behaviors (in rank order) most highly correlated with satisfaction with overall performance. Included also are the correlation coefficients used in the ranking procedure.

Correlation is a measure of the relationship between two variables-- in this case, satisfaction with overall performance and each of the 43 leadership behaviors. The correlation coefficient can range from +1.00, through 0, to -1.00. A perfect positive correlation (+1.00) would indicate that if an individual in the group had a score of 7 for the behavior (i.e., did it "all the time"), he would also have a 7 for the overall performance question (i.e., totally pleased in all respects). If an individual had a 1 for the behavior (i.e., did it "none of the time"), he would have a 1 on the overall performance question (i.e., totally displeased in all respects). A perfect negative correlation (-1.00) would indicate exactly the opposite. That is, if an individual had a 7 on the behavior he would have a 1 on overall performance. A zero correlation indicates that there is no relationship between frequency of performing the behavior and satisfaction with overall performance.

In general, the larger the correlation between a behavior and satisfaction with overall performance (either positive or negative), the closer the relationship between the two. For example, if we find a correlation of .80 between the behavior "He is easy to understand" and satisfaction with overall performance, we know that most people who are seen as always easy to understand will most probably be seen as high in overall performance. By the same token, people who are seen as never or seldom easy to understand will be seen as low in overall performance.

Negative correlation indicates an inverse relationship. An example of a negative correlation might be between the behavior "He is selfish" and overall performance. Here a correlation of -.80 would indicate that individuals seen to be always selfish will be seen as low in overall performance, and those seen as never or seldom selfish will be seen as high in overall performance.

In practice, correlations as high as .80 are seldom found when dealing with large groups of individuals. In this study, correlations of .40 and higher are considered quite strong, and correlations between .20 and .40 are large enough for some meaningful generalization.

SATISFACTION WITH OVERALL PERFORMANCE OF FIELD GRADE OFFICERS

How do you personally feel about the overall performance of the
INDIVIDUAL you have used as a reference in this study?

SCALE:

- | | |
|---|--|
| <p>① TOTALLY DISPLEASED
IN ALL RESPECTS</p> <p>② HIGHLY DISAPPOINTED</p> <p>③ SOMEWHAT DISAPPOINTED</p> | <p>④ LUKEWARM--NO STRONG FEELINGS</p> <p>⑤ SOMEWHAT PLEASED</p> <p>⑥ HIGHLY PLEASED</p> <p>⑦ TOTALLY PLEASED IN ALL RESPECTS</p> |
|---|--|

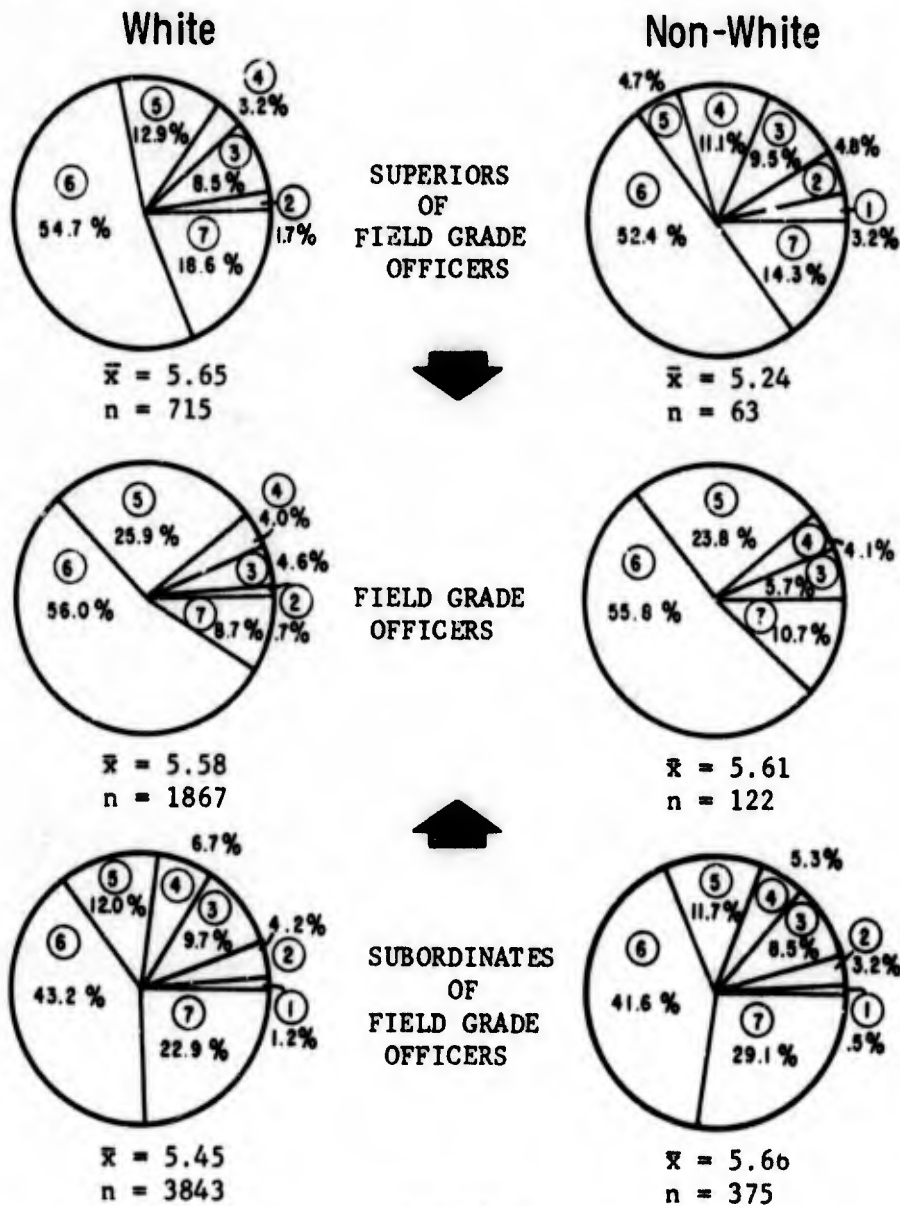


Figure 1

\bar{x} - Mean
n - Number of Respondents

SATISFACTION WITH OVERALL PERFORMANCE OF COMPANY GRADE OFFICERS

How do you personally feel about the overall performance of the
INDIVIDUAL you have used as a reference in this study?

SCALE:

- | | |
|---|--|
| <p>① TOTALLY DISPLEASED
IN ALL RESPECTS</p> <p>② HIGHLY DISAPPOINTED</p> <p>③ SOMEWHAT DISAPPOINTED</p> | <p>④ LUKEWARM--NO STRONG FEELINGS</p> <p>⑤ SOMEWHAT PLEASED</p> <p>⑥ HIGHLY PLEASED</p> <p>⑦ TOTALLY PLEASED IN ALL RESPECTS</p> |
|---|--|

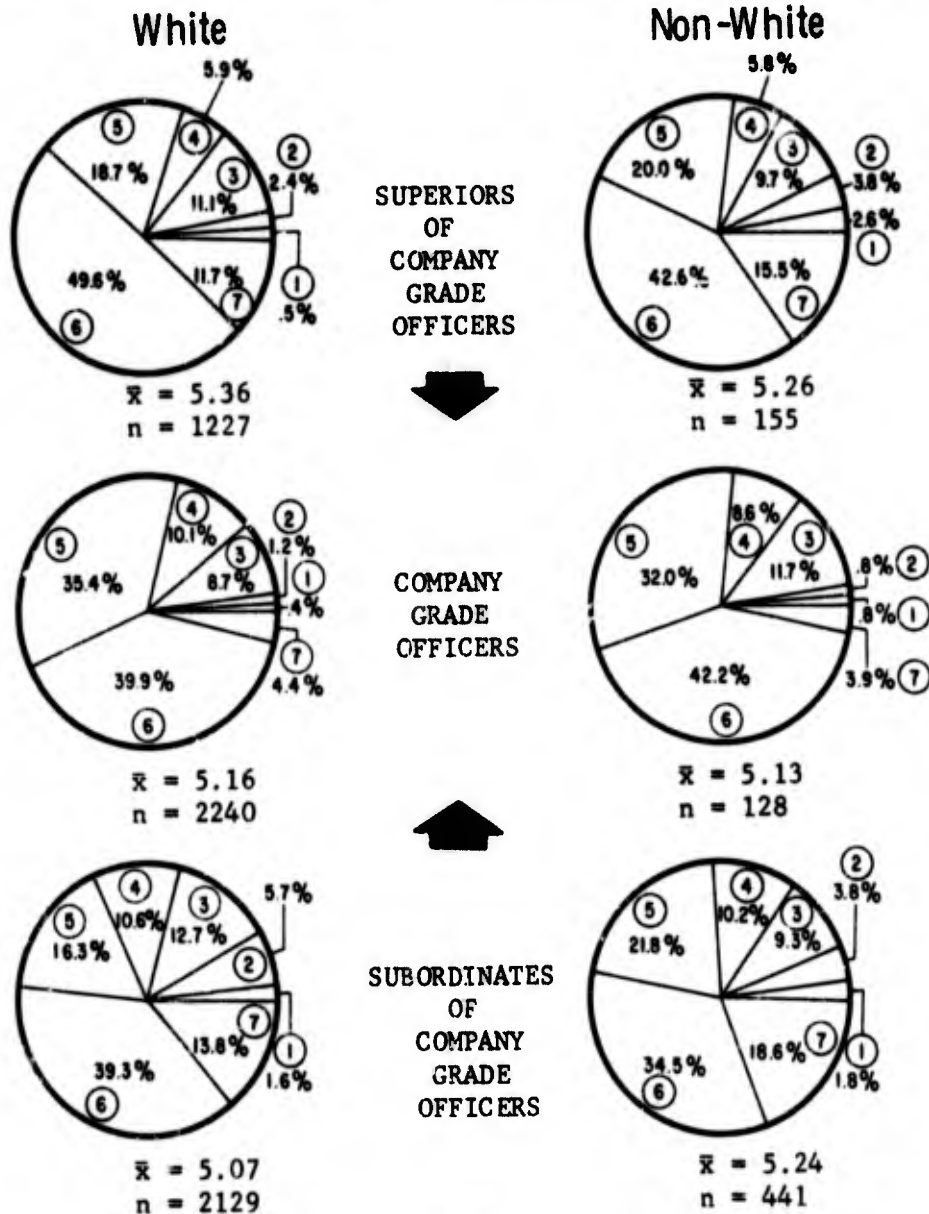


Figure 2

\bar{x} - Mean
n - Number of Respondents

SATISFACTION WITH OVERALL PERFORMANCE OF SENIOR NCOs

How do you personally feel about the overall performance of the
INDIVIDUAL you have used as a reference in this study?

SCALE:

- | | |
|---|--|
| <p>① TOTALLY DISPLEASED
IN ALL RESPECTS</p> <p>② HIGHLY DISAPPOINTED</p> <p>③ SOMEWHAT DISAPPOINTED</p> | <p>④ LUKEWARM--NO STRONG FEELINGS</p> <p>⑤ SOMEWHAT PLEASED</p> <p>⑥ HIGHLY PLEASED</p> <p>⑦ TOTALLY PLEASED IN ALL RESPECTS</p> |
|---|--|

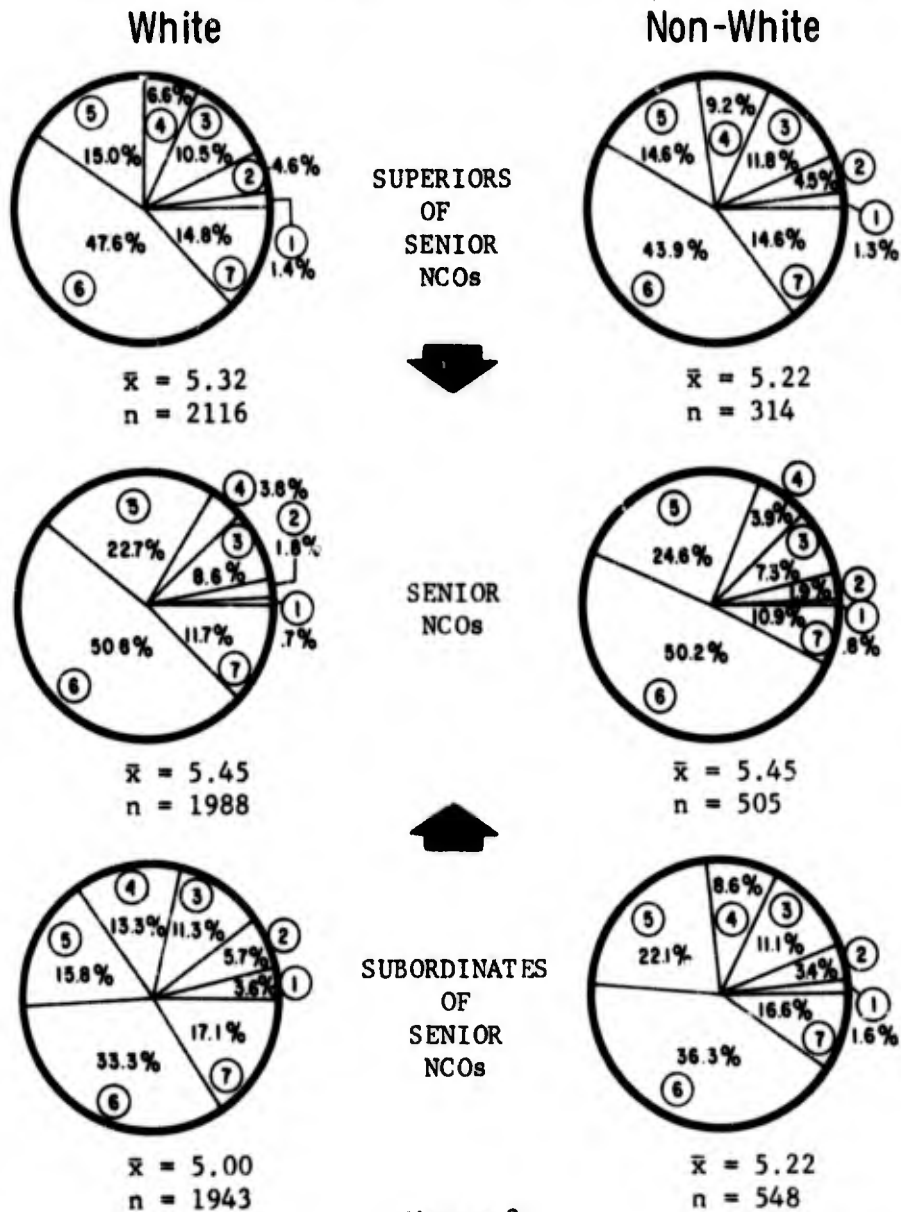


Figure 3

\bar{x} - Mean
n - Number of Respondents

SATISFACTION WITH OVERALL PERFORMANCE OF JUNIOR NCOs

How do you personally feel about the overall performance of the
INDIVIDUAL you have used as a reference in this study?

SCALE:

- | | |
|---|--|
| <p>① TOTALLY DISPLEASED
IN ALL RESPECTS</p> <p>② HIGHLY DISAPPOINTED</p> <p>③ SOMEWHAT DISAPPOINTED</p> | <p>④ LUKEWARM--NO STRONG FEELINGS</p> <p>⑤ SOMEWHAT PLEASED</p> <p>⑥ HIGHLY PLEASED</p> <p>⑦ TOTALLY PLEASED IN ALL RESPECTS</p> |
|---|--|

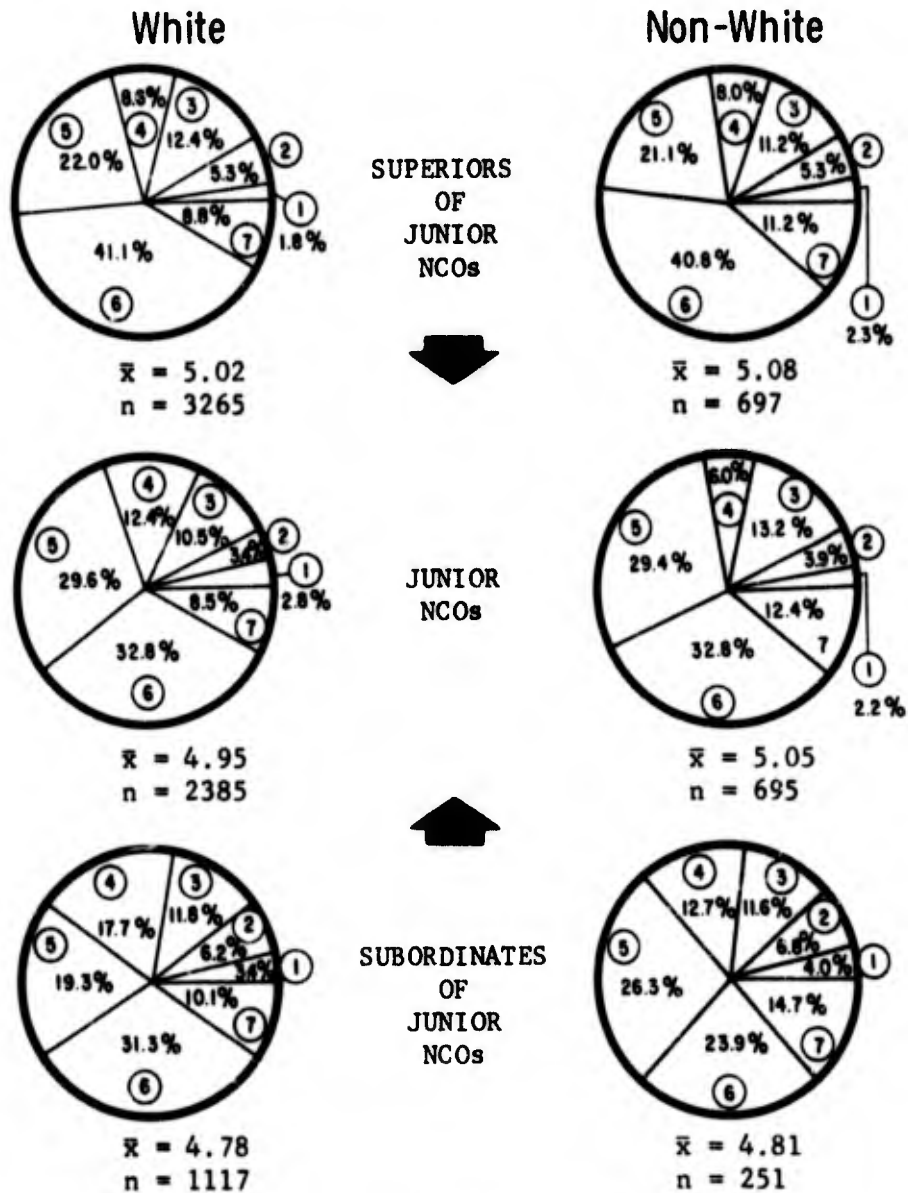


Figure 4

\bar{x} - Mean
n - Number of Respondents

LARGEST CORRELATION COEFFICIENTS BETWEEN PERCEIVED BEHAVIOR AND EXPRESSED SATISFACTION WITH OVERALL PERFORMANCE OF FIELD GRADE OFFICERS

White Superiors of Field Grade Officers		Non-white Superiors of Field Grade Officers	
1. .59	HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.	1. .75	HE SEES THAT SUBORDINATES HAVE THE MATERIALS THEY NEED TO WORK WITH.
2. .59	HE SETS HIGH STANDARDS OF PERFORMANCE.	2. .73	HE KNOWS HIS MEN AND THEIR CAPABILITIES.
3. .59	HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.	3. .73	HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
4. .58	HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.	4. .71	HE SEEKS ADDITIONAL AND MORE IMPORTANT RESPONSIBILITIES.
5. .55	HE APPROACHES EACH TASK IN A POSITIVE MANNER.	5. .70	HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
6. .54	HE SEES TO IT THAT PEOPLE UNDER HIM WORK UP TO THEIR CAPABILITIES.	6. .68	HE SETS THE EXAMPLE FOR HIS MEN ON AND OFF DUTY.
7. .54	HE IS EASY TO UNDERSTAND.	7. .68	HE IS WILLING TO SUPPORT HIS SUBORDINATES.
8. .53	HE SEEKS ADDITIONAL AND MORE IMPORTANT RESPONSIBILITIES.	8. .66	HE IS SELFISH.
9. .53	HE TAKES APPROPRIATE ACTION ON HIS OWN.	9. .65	HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
10. .53	HE HESITATES TO TAKE ACTION IN THE ABSENCE OF INSTRUCTIONS.	10. .64	HE IS WILLING TO MAKE CHANGES IN WAYS OF DOING THINGS.
White Field Grade Officers		Non-white Field Grade Officers	
1. .30	I AM TECHNICALLY COMPETENT TO PERFORM MY DUTIES.	1. .34	I HESITATE TO TAKE ACTION IN THE ABSENCE OF INSTRUCTIONS.
2. .30	I SEEK ADDITIONAL AND MORE IMPORTANT RESPONSIBILITIES.	2. .31	I SET HIGH STANDARDS OF PERFORMANCE.
3. .26	I AM AWARE OF THE STATE OF MY UNIT'S MORALE AND DO ALL I CAN TO MAKE IT HIGH.	3. .28	I FAIL TO SHOW AN APPRECIATION FOR PRIORITIES OF WORK.
4. .26	I COMMUNICATE EFFECTIVELY WITH MY SUBORDINATES.	4. .28	I MAKE IT DIFFICULT FOR MY SUBORDINATES TO USE INITIATIVE.
5. .25	I HESITATE TO TAKE ACTION IN THE ABSENCE OF INSTRUCTIONS.	5. .27	I TREAT PEOPLE IN AN IMPERSONAL MANNER--LIKE COGS IN A MACHINE.
6. .25	I SET HIGH STANDARDS OF PERFORMANCE.	6. .27	I ESTABLISH AND MAINTAIN A HIGH LEVEL OF DISCIPLINE.
7. .24	I APPROACH EACH TASK IN A POSITIVE MANNER.	7. .26	I RESIST CHANGES IN WAYS OF DOING THINGS.
8. .24	I TAKE APPROPRIATE ACTION ON MY OWN.	8. .23	I TAKE APPROPRIATE ACTION ON MY OWN.
9. .23	I SEE TO IT THAT PEOPLE UNDER ME WORK UP TO THEIR CAPABILITIES.	9. .23	I CONSTRUCTIVELY CRITICIZE POOR PERFORMANCE.
10. .22	I OFFER NEW APPROACHES TO PROBLEMS.	10. .23	I DISTORT REPORTS TO MAKE MY UNIT LOOK BETTER.
White Subordinates of Field Grade Officers		Non-white Subordinates of Field Grade Officers	
1. .74	HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.	1. .70	HE KNOWS HIS MEN AND THEIR CAPABILITIES.
2. .72	HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.	2. .69	HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
3. .71	HE BACKS UP SUBORDINATES IN THEIR ACTIONS.	3. .68	HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
4. .71	HE IS WILLING TO SUPPORT HIS SUBORDINATES.	4. .68	HE IS WILLING TO SUPPORT HIS SUBORDINATES.
5. .66	HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.	5. .67	HE SETS THE EXAMPLE FOR HIS MEN ON AND OFF DUTY.
6. .66	HE KNOWS HIS MEN AND THEIR CAPABILITIES.	6. .67	HE BACKS UP SUBORDINATES IN THEIR ACTIONS.
7. .66	HE STANDS UP FOR HIS SUBORDINATES EVEN THOUGH IT MAKES HIM UNPOPULAR WITH HIS SUPERIOR.	7. .65	HE MAKES IT DIFFICULT FOR HIS SUBORDINATES TO USE INITIATIVE.
8. .66	HE SETS THE EXAMPLE FOR HIS MEN ON AND OFF DUTY.	8. .63	HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
9. .64	HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.	9. .63	HE IS THOUGHTFUL AND CONSIDERATE OF OTHERS.
10. .64	HE IS EASY TO UNDERSTAND.	10. .63	HE OFFERS NEW APPROACHES TO PROBLEMS.

Figure 5

LARGEST CORRELATION COEFFICIENTS BETWEEN PERCEIVED BEHAVIOR AND EXPRESSED SATISFACTION WITH OVERALL PERFORMANCE OF COMPANY GRADE OFFICERS

White Superiors of Company Grade Officers

1. .66 HE SETS HIGH STANDARDS OF PERFORMANCE.
2. .59 HE SEEKS ADDITIONAL AND MORE IMPORTANT RESPONSIBILITIES.
3. .58 HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
4. .58 HE SETS THE EXAMPLE FOR HIS MEN ON AND OFF DUTY.
5. .58 HE HESITATES TO TAKE ACTION IN THE ABSENCE OF INSTRUCTIONS.
6. .58 HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
7. .57 HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
8. .57 HE SEES TO IT THAT PEOPLE UNDER HIM WORK UP TO THEIR CAPABILITIES.
9. .57 HE APPROACHES EACH TASK IN A POSITIVE MANNER.
10. .56 HE TRAINED AND DEVELOPED HIS SUBORDINATES.

White Company Grade Officers

1. .37 I AM TECHNICALLY COMPETENT TO PERFORM MY DUTIES.
2. .35 I SET HIGH STANDARDS OF PERFORMANCE.
3. .34 I SEEK ADDITIONAL AND MORE IMPORTANT RESPONSIBILITIES.
4. .33 I SEE TO IT THAT PEOPLE UNDER ME WORK UP TO THEIR CAPABILITIES.
5. .32 I APPROACH EACH TASK IN A POSITIVE MANNER.
6. .32 I TAKE APPROPRIATE ACTION ON MY OWN.
7. .32 I ESTABLISH AND MAINTAIN A HIGH LEVEL OF DISCIPLINE.
8. .30 I HESITATE TO TAKE ACTION IN THE ABSENCE OF INSTRUCTIONS.
9. .29 I SET THE EXAMPLE FOR MY MEN ON AND OFF DUTY.
10. .28 I TRAINED AND DEVELOPED MY SUBORDINATES.

White Subordinates of Company Grade Officers

1. .71 HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
2. .68 HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
3. .67 HE IS WILLING TO SUPPORT HIS SUBORDINATES.
4. .65 HE KNOWS HIS MEN AND THEIR CAPABILITIES.
5. .65 HE BACKS UP SUBORDINATES IN THEIR ACTIONS.
6. .64 HE SETS THE EXAMPLE FOR HIS MEN ON AND OFF DUTY.
7. .64 HE STANDS UP FOR HIS SUBORDINATES EVEN THOUGH IT MAKES HIM UNPOPULAR WITH HIS SUPERIOR.
8. .63 HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
9. .62 HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
10. .62 HE IS EASY TO UNDERSTAND.

Non-white Superiors of Company Grade Officers

1. .68 HE LETS THE MEMBERS OF HIS UNIT KNOW WHAT IS EXPECTED OF THEM.
2. .67 HE SETS THE EXAMPLE FOR HIS MEN ON AND OFF DUTY.
3. .66 HE BACKS UP SUBORDINATES IN THEIR ACTIONS.
4. .63 HE IS EASY TO UNDERSTAND.
5. .62 HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
6. .62 HE SEES THAT SUBORDINATES HAVE THE MATERIALS THEY NEED TO WORK WITH.
7. .61 HE REWARDS INDIVIDUALS FOR A JOB WELL DONE.
8. .60 HE OFFERS NEW APPROACHES TO PROBLEMS.
9. .59 HE IS THOUGHTFUL AND CONSIDERATE OF OTHERS.
10. .59 HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.

Non-white Company Grade Officers

1. .64 I ESTABLISH AND MAINTAIN A HIGH LEVEL OF DISCIPLINE.
2. .31 I COMMUNICATE EFFECTIVELY WITH MY SUBORDINATES.
3. .30 I SEE TO IT THAT PEOPLE UNDER ME WORK UP TO THEIR CAPABILITIES.
4. .29 I FAIL TO SHOW AN APPRECIATION FOR PRIORITIES OF WORK.
5. .29 I TAKE APPROPRIATE ACTION ON MY OWN.
6. .28 I SET HIGH STANDARDS OF PERFORMANCE.
7. .27 I SEEK ADDITIONAL AND MORE IMPORTANT RESPONSIBILITIES.
8. .26 I HESITATE TO TAKE ACTION IN THE ABSENCE OF INSTRUCTIONS.
9. .26 I COUNSEL MY SUBORDINATES.
10. .25 I OFFER NEW APPROACHES TO PROBLEMS.

Non-white Subordinates of Company Grade Officers

1. .68 HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
2. .63 HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
3. .63 HE IS WILLING TO SUPPORT HIS SUBORDINATES.
4. .61 HE SETS THE EXAMPLE FOR HIS MEN ON AND OFF DUTY.
5. .61 HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
6. .59 HE IS THOUGHTFUL AND CONSIDERATE OF OTHERS.
7. .57 HE STANDS UP FOR HIS SUBORDINATES EVEN THOUGH IT MAKES HIM UNPOPULAR WITH HIS SUPERIOR.
8. .55 HE APPROACHES EACH TASK IN A POSITIVE MANNER.
9. .55 HE SEES THAT SUBORDINATES HAVE THE MATERIALS THEY NEED TO WORK WITH.
10. .55 HE SETS HIGH STANDARDS OF PERFORMANCE.

LARGEST CORRELATION COEFFICIENTS BETWEEN PERCEIVED BEHAVIOR AND EXPRESSED SATISFACTION WITH OVERALL PERFORMANCE OF SENIOR NCOs

White Superiors of Senior NCOs		Non-white Superiors of Senior NCOs	
1. .678	HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.	1. .666	HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
2. .672	HE SETS HIGH STANDARDS OF PERFORMANCE.	2. .627	HE SETS HIGH STANDARDS OF PERFORMANCE.
3. .662	HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.	3. .618	HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
4. .649	HE SETS THE EXAMPLE FOR HIS MEN ON AND OFF DUTY.	4. .609	HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
5. .640	HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.	5. .594	HE IS WILLING TO SUPPORT HIS SUBORDINATES.
6. .636	HE SEES TO IT THAT PEOPLE UNDER HIM WORK UP TO THEIR CAPABILITIES.	6. .589	HE ESTABLISHES AND MAINTAINS A HIGH LEVEL OF DISCIPLINE.
7. .629	HE ESTABLISHES AND MAINTAINS A HIGH LEVEL OF DISCIPLINE.	7. .586	HE REWARDS INDIVIDUALS FOR A JOB WELL DONE.
8. .619	HE APPROACHES EACH TASK IN A POSITIVE MANNER.	8. .573	HE APPROACHES EACH TASK IN A POSITIVE MANNER.
9. .616	HE SEEKS ADDITIONAL AND MORE IMPORTANT RESPONSIBILITIES.	9. .569	HE MAKES IT DIFFICULT FOR HIS SUBORDINATES TO USE INITIATIVE.
10. .608	HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.	10. .563	HE OFFERS NEW APPROACHES TO PROBLEMS.
White Senior NCOs		Non-white Senior NCOs	
1. .254	I ESTABLISH AND MAINTAIN A HIGH LEVEL OF DISCIPLINE.	1. .236	I ESTABLISH AND MAINTAIN A HIGH LEVEL OF DISCIPLINE.
2. .223	I AM AWARE OF THE STATE OF MY UNIT'S MORALE AND DO ALL I CAN TO MAKE IT HIGH.	2. .200	I COMMUNICATE EFFECTIVELY WITH MY SUBORDINATES.
3. .223	I COMMUNICATE EFFECTIVELY WITH MY SUBORDINATES.	3. .160	I DEMAND RESULTS ON TIME WITHOUT CONSIDERING THE CAPABILITIES AND WELFARE OF MY UNIT.
4. .198	I SET HIGH STANDARDS OF PERFORMANCE.	4. .164	I DISTORT REPORTS TO MAKE MY UNIT LOOK BETTER.
5. .194	I AM THOUGHTFUL AND CONSIDERATE OF OTHERS.	5. .163	I SEEK ADDITIONAL AND MORE IMPORTANT RESPONSIBILITIES.
6. .193	I SET THE EXAMPLE FOR MY MEN ON AND OFF DUTY.	6. .156	I AM TECHNICALLY COMPETENT TO PERFORM MY DUTIES.
7. .185	I APPROACH EACH TASK IN A POSITIVE MANNER.	7. .156	I ASSIGN IMMEDIATE SUBORDINATES TO SPECIFIC TASKS.
8. .185	I KNOW MY MEN AND THEIR CAPABILITIES.	8. .155	I APPROACH EACH TASK IN A POSITIVE MANNER.
9. .180	I AM SELFISH.	9. .152	I SEE THAT SUBORDINATES HAVE THE MATERIALS THEY NEED TO WORK WITH.
10. .174	I SEEK ADDITIONAL AND MORE IMPORTANT RESPONSIBILITIES.	10. .144	I TRAINED AND DEVELOPED MY SUBORDINATES.
White Subordinates of Senior NCOs		Non-white Subordinates of Senior NCOs	
1. .729	HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.	1. .626	HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
2. .697	HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.	2. .613	HE IS THOUGHTFUL AND CONSIDERATE OF OTHERS.
3. .684	HE IS WILLING TO SUPPORT HIS SUBORDINATES.	3. .612	HE IS WILLING TO SUPPORT HIS SUBORDINATES.
4. .670	HE IS THOUGHTFUL AND CONSIDERATE OF OTHERS.	4. .598	HE KNOWS HIS MEN AND THEIR CAPABILITIES.
5. .653	HE SETS THE EXAMPLE FOR HIS MEN ON AND OFF DUTY.	5. .593	HE STANDS UP FOR HIS SUBORDINATES EVEN THOUGH IT MAKES HIM UNPOPULAR WITH HIS SUPERIOR.
6. .652	HE STANDS UP FOR HIS SUBORDINATES EVEN THOUGH IT MAKES HIM UNPOPULAR WITH HIS SUPERIOR.	6. .593	HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
7. .648	HE KNOWS HIS MEN AND THEIR CAPABILITIES.	7. .587	HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
8. .648	HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.	8. .563	HE IS SELFISH.
9. .624	HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.	9. .560	HE IS APPROACHABLE.
10. .624	HE BACKS UP SUBORDINATES IN THEIR ACTION.	10. .554	HE ESTABLISHES AND MAINTAINS A HIGH LEVEL OF DISCIPLINE.

LARGEST CORRELATION COEFFICIENTS BETWEEN PERCEIVED BEHAVIOR AND EXPRESSED SATISFACTION WITH OVERALL PERFORMANCE OF JUNIOR NCOs

White Superiors of Junior NCOs		Non-white Superiors of Junior NCOs	
1. .674	HE SETS HIGH STANDARDS OF PERFORMANCE.	1. .676	HE SETS HIGH STANDARDS OF PERFORMANCE.
2. .656	HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.	2. .673	HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
3. .656	HE SETS THE EXAMPLE FOR HIS MEN ON AND OFF DUTY.	3. .660	HE ESTABLISHES AND MAINTAINS A HIGH LEVEL OF DISCIPLINE.
4. .654	HE SEEKS ADDITIONAL AND MORE IMPORTANT RESPONSIBILITIES.	4. .646	HE SETS THE EXAMPLE FOR HIS MEN ON AND OFF DUTY.
5. .636	HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.	5. .636	HE SEEKS ADDITIONAL AND MORE IMPORTANT RESPONSIBILITIES.
6. .628	HE ESTABLISHES AND MAINTAINS A HIGH LEVEL OF DISCIPLINE.	6. .618	HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
7. .627	HE HESITATES TO TAKE ACTION IN THE ABSENCE OF INSTRUCTIONS.	7. .609	HE SEES TO IT THAT PEOPLE UNDER HIM WORK UP TO THEIR CAPABILITIES.
8. .625	HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.	8. .604	HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
9. .617	HE TAKES APPROPRIATE ACTION ON HIS OWN.	9. .601	HE KNOWS HIS MEN AND THEIR CAPABILITIES.
10. .580	HE SEES TO IT THAT PEOPLE UNDER HIM WORK UP TO THEIR CAPABILITIES.	10. .590	HE IS SELFISH.
White Junior NCOs		Non-white Junior NCOs	
1. .282	I APPROACH EACH TASK IN A POSITIVE MANNER.	1. .730	I SEEK ADDITIONAL AND MORE IMPORTANT RESPONSIBILITIES.
2. .271	I SEEK ADDITIONAL AND MORE IMPORTANT RESPONSIBILITIES.	2. .222	I SET THE EXAMPLE FOR MY MEN ON AND OFF DUTY.
3. .268	I SET HIGH STANDARDS OF PERFORMANCE.	3. .208	I APPROACH EACH TASK IN A POSITIVE MANNER.
4. .263	I AM TECHNICALLY COMPETENT TO PERFORM MY DUTIES.	4. .201	I SEE TO IT THAT PEOPLE UNDER ME WORK UP TO THEIR CAPABILITIES.
5. .238	I ESTABLISH AND MAINTAIN A HIGH LEVEL OF DISCIPLINE.	5. .199	I SET HIGH STANDARDS OF PERFORMANCE.
6. .238	I SET THE EXAMPLE FOR MY MEN ON AND OFF DUTY.	6. .198	I ESTABLISH AND MAINTAIN A HIGH LEVEL OF DISCIPLINE.
7. .223	I AM AWARE OF THE STATE OF MY UNIT'S MORALE AND DO ALL I CAN TO MAKE IT HIGH.	7. .181	I COUNSEL MY SUBORDINATES.
8. .219	I TAKE APPROPRIATE ACTION ON MY OWN.	8. .180	I AM AWARE OF THE STATE OF MY UNIT'S MORALE AND DO ALL I CAN TO MAKE IT HIGH.
9. .207	I TRAINED AND DEVELOPED MY SUBORDINATES.	9. .173	I AM EASY TO UNDERSTAND.
10. .195	I SEE TO IT THAT PEOPLE UNDER ME WORK UP TO THEIR CAPABILITIES.	10. .164	I FAIL TO SHOW AN APPRECIATION FOR PRIORITIES OF WORK.
White Subordinates of Junior NCOs		Non-white Subordinates of Junior NCOs	
1. .720	HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.	1. .654	HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
2. .703	HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.	2. .649	HE IS THOUGHTFUL AND CONSIDERATE OF OTHERS.
3. .677	HE IS WILLING TO SUPPORT HIS SUBORDINATES.	3. .618	HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
4. .673	HE STANDS UP FOR HIS SUBORDINATES EVEN THOUGH IT MAKES HIM UNPOPULAR WITH HIS SUPERIOR.	4. .614	HE KNOWS HIS MEN AND THEIR CAPABILITIES.
5. .668	HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.	5. .604	HE TRAINED AND DEVELOPED HIS SUBORDINATES.
6. .641	HE KNOWS HIS MEN AND THEIR CAPABILITIES.	6. .598	HE IS WILLING TO SUPPORT HIS SUBORDINATES.
7. .627	HE IS THOUGHTFUL AND CONSIDERATE OF OTHERS.	7. .592	HE EXPRESSES APPRECIATION WHEN A SUBORDINATE DOES A GOOD JOB.
8. .623	HE IS SELFISH.	8. .586	HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
9. .617	HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.	9. .583	HE SETS THE EXAMPLE FOR HIS MEN ON AND OFF DUTY.
10. .604	HE IS APPROXIMATE.	10. .579	HE SEES TO IT THAT PEOPLE UNDER HIM WORK UP TO THEIR CAPABILITIES.

SUMMARY AND DISCUSSION

The answers to the eight questions listed earlier may be derived directly from inspection of Figures 1 - 8. One of the more interesting findings from Figures 1 - 4 is that the level of satisfaction with overall performance is quite high for all groups. This is a highly positive indicator of the generally high caliber of Army leadership. Most of the Leadership Monographs focus on leadership problem areas since the monographs are, by design, directed toward helping Army leaders improve their leadership. As a result, readers may get the impression that Army leadership is filled with problems. This would be incorrect. Army leadership, according to the rather massive and comprehensive data base used in these studies, is extremely good. Most of those involved--superiors, leaders, and subordinates alike--are generally satisfied with the leadership at all levels within the Army.

In working with the full set of correlations between the frequency of performance of the 43 behaviors and satisfaction with overall performance, one behavior was consistently surprising. For every group, the correlation between the behavior, "He establishes and maintains a high level of discipline" and satisfaction with overall performance was both relatively large and negative. This held true for superiors, subordinates and individuals describing themselves; for whites and non-whites; and for Field Grade Officers, Company Grade Officers, Senior NCOs, and Junior NCOs. This finding could mean that, for example, if a superior feels that his subordinate quite frequently establishes and maintains a high level of discipline, the superior is relatively less satisfied with that subordinate's overall performance. If the superior feels that his subordinate seldom establishes and maintains a high level of discipline, he will be relatively more satisfied with that subordinate's overall performance. While this is a possible interpretation, it is contradictory to basic assumptions about discipline and leadership within the military situation. Looking further into this relationship, we found that this behavior was one that most of the 30,000 respondents felt was present more frequently than it should be. Thus it may be that while a high level of discipline is a good thing, it is seen as a behavior which easily can be overdone and thus detract from overall performance. Another and more probable interpretation is that units with high overall performance may not require the emphasis on discipline that is required in a less well-functioning unit. This would result in high frequencies of "establishing and maintaining a high level of discipline" being associated with lower levels of satisfaction with overall performance. From these data, it is obvious that the relationship between discipline and overall performance is exceedingly complex and should be investigated further. On the practical side, this finding suggests that individual leaders might look carefully at their own behavior in this area to determine if they are overdoing a good thing.

Another particularly interesting finding from the correlation analysis concerns the lists of 10 behaviors which are correlated most highly with satisfaction with overall performance. If we look at white and non-white field grade officers who described their own behavior (Figure 5), we note

that the list for non-white field grade officers contains 7 negative correlations while that of white field grade officers contains only one.

These negative correlations occur for negatively worded behaviors such as, "I hesitate to take action in the absence of instructions." Therefore negative correlations with overall performance are logical and expected. The interesting point is the magnitude of the correlations. If these top ten behaviors are taken as the behaviors which determine satisfaction with overall performance, then white and non-white field grade officers are saying quite different things. The non-white field grade officer is saying, in effect, that he will be satisfied with his own overall performance if he does not do or avoids doing negative things such as "hesitating to take action," "failing to show appreciation for priorities of work," "making it difficult for subordinates to use initiative," etc. On the other hand, the white field grade officer is saying that he will be satisfied with his own overall performance if he does do positive things such as "being technically competent to perform his duties," "seeking additional and more important responsibilities," "being aware of the state of his unit's morale and doing all he can to make it high," etc.

This white versus non-white difference could well be the result of a degree of racial prejudice and discrimination experienced by the non-white officer especially during the time (10-20 years ago) when he was first entering the service, adjusting to its requirements, and learning its formal and informal policies. During that time, it was perhaps more important for the non-white officer to avoid making mistakes than it was for him to stand out in a positive manner. It is interesting to note that this pattern of negative items was not found for non-white company grade officers nor for non-white NCOs. This would indicate that the racial climate of the Army has improved significantly in more recent times.

Another important finding is that "He communicates effectively with his subordinates" appears to be very closely associated with high satisfaction with overall performance. This behavior is among the top ten for almost every group in the study. This finding corresponds directly with the observations of some of our most experienced field commanders.

There are two other behaviors highly related to satisfaction with performance at all levels: "He sets the example for his men on and off duty" and, "He sets high standards of performance." These two, and the communication behavior above, are basics of Army leadership. The data suggest strongly that if an Army leader does these three things well, his overall performance will take care of itself. On the practical side, this finding could serve as a means of establishing priorities within unit programs aimed at leadership development.

In going over the data presented in Figures 1 - 8, the reader will find other relationships, patterns, and insights relevant particularly to his own situation. The findings discussed here are some of those which "caught the eye" of the authors. They are not necessarily the only or

even the most important findings contained in the data. The reader is invited to compare his own situation, his perceptions, and his feelings with those expressed here.

NEXT IN THE MONOGRAPH SERIES

Monograph # 3, Junior Non-commissioned Officer Leadership, will present superior and subordinate views of Junior NCO leadership as well as the views of Junior NCOs themselves concerning their own leadership, the leadership they receive from their superiors and the leadership behavior of their subordinates. The information in Monograph # 3 may be used to answer such questions as:

1. What are the most important leadership behaviors for the Junior NCOs from the point of view of their superiors, their subordinates, and their own point of view?

2. What do Junior NCOs perceive as the most important leadership behaviors on the part of their superiors and subordinates?

3. Which leadership behaviors do Junior NCOs perform most frequently according to themselves, their superiors, and their subordinates?

4. Which leadership behaviors do Junior NCOs believe their superiors and their subordinates perform most frequently?

5. Which leadership behaviors should be performed most frequently by Junior NCOs according to themselves, their superiors, and their subordinates?

6. Which leadership behaviors do Junior NCOs believe should be performed most frequently by their superiors and their subordinates?

7. For which behaviors do superiors subordinates and Junior NCOs themselves see the greatest shortfalls in Junior NCO leadership?

8. For which behaviors do Junior NCOs see the greatest shortfalls in their superiors and in their subordinates?

5. Considering the nature of the 30,000-man leadership data base, are there any particular questions you would like to see explored in future research and monographs?

6. Free Response:

Thank you.

Please return to: Leadership Study Group
US Army War College
Carlisle Barracks, PA 17013

* An Executive Summary of the study, Leadership for the 1970's, is available, on request, from the address above.

43 LEADERSHIP BEHAVIORS

HE LETS THE MEMBERS OF HIS UNIT KNOW WHAT IS EXPECTED OF THEM.
HE IS EASY TO UNDERSTAND.
HE TRAINED AND DEVELOPED HIS SUBORDINATES.
HE EXPRESSES APPRECIATION WHEN A SUBORDINATE DOES A GOOD JOB.
HE IS WILLING TO MAKE CHANGES IN WAYS OF DOING THINGS.
HE TAKES APPROPRIATE ACTION ON HIS OWN.
HE IS THOUGHTFUL AND CONSIDERATE OF OTHERS.
HE OFFERS NEW APPROACHES TO PROBLEMS.
HE COUNSELS HIS SUBORDINATES.
HE SETS HIGH STANDARDS OF PERFORMANCE.
HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
HE APPROACHES EACH TASK IN A POSITIVE MANNER.
HE CONSTRUCTIVELY CRITICIZES POOR PERFORMANCE.
HE ASSIGNS IMMEDIATE SUBORDINATES TO SPECIFIC TASKS.
HE IS WILLING TO SUPPORT HIS SUBORDINATES.
HE KNOWS HIS MEN AND THEIR CAPABILITIES.
HE IS APPROACHABLE.
HE GIVES DETAILED INSTRUCTIONS ON HOW THE JOB SHOULD BE DONE.
HE STANDS UP FOR HIS SUBORDINATES EVEN THOUGH IT MAKES HIM UNPOPULAR WITH HIS SUPERIOR.
HE LETS SUBORDINATES SHARE IN DECISION MAKING.
HE CRITICIZES A SPECIFIC ACT RATHER THAN AN INDIVIDUAL.
HE SEES THAT SUBORDINATES HAVE THE MATERIALS THEY NEED TO WORK WITH.
HE RESISTS CHANGES IN WAYS OF DOING THINGS.
HE REWARDS INDIVIDUALS FOR A JOB WELL DONE.
HE SEEKS ADDITIONAL AND MORE IMPORTANT RESPONSIBILITIES.
HE MAKES IT DIFFICULT FOR HIS SUBORDINATES TO USE INITIATIVE.
HE SEES TO IT THAT PEOPLE UNDER HIM WORK UP TO THEIR CAPABILITIES.
HE CRITICIZES SUBORDINATES IN FRONT OF OTHERS.
HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
HE IS SELFISH.
HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
HE TREATS PEOPLE IN AN IMPERSONAL MANNER--LIKE COGS IN A MACHINE.
HE DISTORTS REPORTS TO MAKE HIS UNIT LOOK BETTER.
HE BACKS UP SUBORDINATES IN THEIR ACTIONS.
HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
HE EXPLAINS THE REASON FOR HIS ACTIONS TO HIS SUBORDINATES.
HE ESTABLISHES AND MAINTAINS A HIGH LEVEL OF DISCIPLINE.
HE DRAWS A DEFINITE LINE BETWEEN HIMSELF AND HIS SUBORDINATES.
HE IS OVERLY AMBITIOUS AT THE EXPENSE OF HIS SUBORDINATES AND HIS UNIT.
HE SETS THE EXAMPLE FOR HIS MEN ON AND OFF DUTY.
HE FAILS TO SHOW AN APPRECIATION FOR PRIORITIES OF WORK.
HE DEMANDS RESULTS ON TIME WITHOUT CONSIDERING THE CAPABILITIES AND WELFARE OF HIS UNIT.
HE HESITATES TO TAKE ACTION IN THE ABSENCE OF INSTRUCTIONS.