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LEADERSHIP FOR THE 1970'S

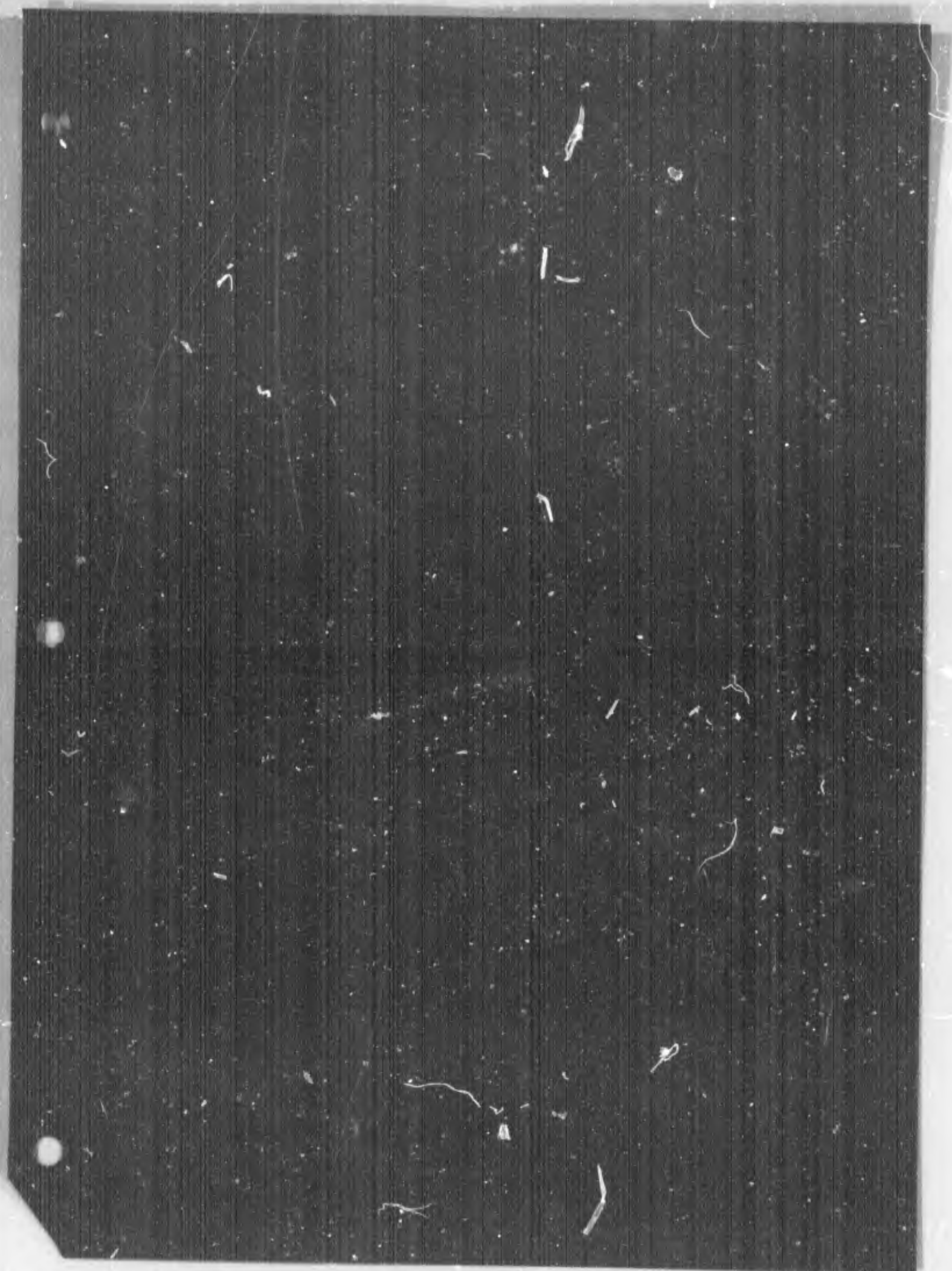
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US ARMY WAR COLLEGE LEADERSHIP MONOGRAPH SERIES

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.

It should be noted that the views expressed in the monographs 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.

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Major General, USA
Commandant

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"Not To Promote War, But To Preserve Peace"

US ARMY WAR COLLEGE
LEADERSHIP MONOGRAPH SERIES

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Monograph # 3
JUNIOR NCO LEADERSHIP

by

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MONOGRAPH # 3: JUNIOR NCO LEADERSHIP¹

As stated in Monograph # 1, Demographic Characteristics of US Army Leaders, a Junior Noncommissioned Officer has been defined as an individual in pay grades E4, E5, or E6. Such individuals in the Army hold many direct leadership positions such as drill sergeant, squad leader, and fire team leader. Many occupy specialist positions which require various degrees of leadership. Obviously, these Junior NCOs are one of the most important groups of Army leaders. They deal most directly with and are responsible for leading entry level or first term soldiers and often are first term enlistees themselves.

In this monograph we will present superior and subordinate views of Junior NCO leadership. Further, we will examine the views of Junior NCOs themselves concerning their own leadership, the leadership they receive from their superiors and the leadership behavior of their subordinates. In this way we hope to make explicit the terms of the informal contracts which exist between Junior NCOs and their superiors and subordinates.

The information in this monograph will answer the following questions:

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

¹A summary of the background and theoretical foundations of the study was included in both Monograph 1 and Monograph 2.

METHODOLOGY

On the following pages are presented summaries of several aspects of Junior NCO leadership.

"Most Important" Leadership Behavior.

Figure 1 focuses on the leadership behaviors seen as most important by Junior NCOs themselves, by superiors of Junior NCOs, and by subordinates of Junior NCOs. In Figure 1, there are five lists pertaining to leadership and the Junior NCOs. On each list, items are listed in rank order of importance. The Junior NCO's view of his own leadership is in the center; the Junior NCO's view of the leadership of his superior in the upper right; and the Junior NCO's view of the leadership of his immediate subordinates in the lower right. The other two lists are the views of immediate superiors of Junior NCOs in the upper left; and the views of immediate subordinates of Junior NCOs in the lower left, both describing the leadership of Junior NCOs.

"Most Frequent" Leadership Behavior.

Figure 2 focuses on the leadership behaviors which are done or displayed most frequently. As in Figure 1, five lists are presented. This figure is basically a description of perceived leadership behavior. On the left side of Figure 2 are descriptions of Junior NCO leadership as perceived by superiors of Junior NCOs and by subordinates of Junior NCOs. In the center of the figure is the Junior NCO's description of himself, and at the right his description of his superior and his subordinate.

"Desired" Leadership Behavior.

Figure 3 focuses on the leadership behaviors which individuals feel should be done most frequently. The five lists in Figure 3 are basically expectations or lists of desired behavior. On the left of the figure are listed the behaviors which superiors and subordinates expect or desire most frequently from Junior NCOs. In the center are the Junior NCO's expectations of himself, and on the right the behaviors which he expects from his superior and the behaviors which he expects from his subordinates.

Leadership Problem Areas or Shortfalls.

Figure 4 focuses on potential problem areas or shortfalls. Shortfall has been defined here as the difference between how frequently a behavior is done or displayed and how frequently it should be done, weighted by the importance assigned to the behavior. As a mathematical formula, shortfall in leadership behavior can be represented as below:

$$\text{shortfall} = \left(\begin{array}{c} \text{Expected or} \\ \text{desired frequency} \end{array} - \begin{array}{c} \text{Actual or} \\ \text{perceived frequency} \end{array} \right) \times \text{Importance}$$

The concept of shortfall combines all three of the aspects of leadership presented in Figures 1, 2, and 3. The basic idea of this concept is that if an individual feels, for example, that his superior should always be easy to understand, but in fact perceives the superior as seldom easy to understand, then a problem exists. If the individual feels that being easy to understand is not an important behavior, then this problem is probably not very serious. However, if the individual feels that being easy to understand is very important (as did most of the individuals in the study), then the problem is serious and demands corrective action.

The largest shortfalls in Junior NCO leadership behavior as seen by superiors and subordinates are listed on the left of Figure 4. The largest shortfalls in their own leadership behavior as seen by Junior NCOs themselves are in the center, and the largest shortfalls which Junior NCOs see in their superiors and in their subordinates are listed on the right.

LEADERSHIP BEHAVIORS THAT ARE SEEN TO BE MOST IMPORTANT

Superiors' View of Jr. NCOs

1. HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD OR BAD, UNDER ALL CIRCUMSTANCES.
2. HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
3. HE SETS HIGH STANDARDS OF PERFORMANCE.
4. HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
5. HE KNOWS HIS MEN AND THEIR CAPABILITIES.
6. HE APPROACHES EACH TASK IN A POSITIVE MANNER.
7. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
8. HE IS EASY TO UNDERSTAND.
9. HE ESTABLISHES AND MAINTAINS A HIGH LEVEL OF DISCIPLINE.
10. HE IS WILLING TO SUPPORT HIS SUBORDINATES.

Jr. NCOs' View of Superiors

1. HE IS WILLING TO SUPPORT HIS SUBORDINATES.
2. HE KNOWS HIS MEN AND THEIR CAPABILITIES.
3. HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
4. HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
5. HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
- 6.5. HE IS EASY TO UNDERSTAND.
- 6.5. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
8. HE IS APPROACHABLE.
9. HE STANDS UP FOR HIS SUBORDINATES EVEN THOUGH IT MAKES HIM UNPOPULAR WITH HIS SUPERIOR.
10. HE LETS THE MEMBERS OF HIS UNIT KNOW WHAT IS EXPECTED OF THEM.

Jr. NCOs' View of Themselves

1. I AM TECHNICALLY COMPETENT TO PERFORM MY DUTIES.
2. I KNOW MY MEN AND THEIR CAPABILITIES.
3. I AM AWARE OF THE STATE OF MY UNIT'S MORALE AND DO ALL I CAN TO MAKE IT HIGH.
4. I AM WILLING TO SUPPORT MY SUBORDINATES.
5. I COMMUNICATE EFFECTIVELY WITH MY SUBORDINATES.
6. I AM EASY TO UNDERSTAND.
7. I APPROACH EACH TASK IN A POSITIVE MANNER.
8. I SET HIGH STANDARDS OF PERFORMANCE.
9. I SEE THAT MY MEN HAVE THE MATERIALS THEY NEED TO WORK WITH.
10. I KEEP OTHERS INFORMED OF THE TRUE SITUATION, GOOD OR BAD, UNDER ALL CIRCUMSTANCES.

Subordinates' View of Jr. NCOs

1. HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
2. HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
3. HE IS AWARE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
4. HE KNOWS HIS MEN AND THEIR CAPABILITIES.
5. HE APPROACHES EACH TASK IN A POSITIVE MANNER.
6. HE IS EASY TO UNDERSTAND.
7. HE SETS HIGH STANDARDS OF PERFORMANCE.
8. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
9. HE IS WILLING TO SUPPORT HIS SUBORDINATES.
10. HE ESTABLISHES AND MAINTAINS A HIGH LEVEL OF DISCIPLINE.

Jr. NCOs' View of Subordinates

1. HE IS WILLING TO SUPPORT HIS SUBORDINATES.
2. HE KNOWS HIS MEN AND THEIR CAPABILITIES.
3. HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
4. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
5. HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
6. HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
7. HE IS EASY TO UNDERSTAND.
8. HE STANDS UP FOR HIS SUBORDINATES EVEN THOUGH IT MAKES HIM UNPOPULAR WITH HIS SUPERIOR.
9. HE IS APPROACHABLE.
10. HE LETS THE MEMBERS OF HIS UNIT KNOW WHAT IS EXPECTED OF THEM.

Figure 1

LEADERSHIP BEHAVIORS THAT ARE DONE OR DISPLAYED MOST OFTEN

Superiors' View of Jr. NCOs

1. HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
2. HE IS APPROACHABLE.
3. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
4. HE IS EASY TO UNDERSTAND.
5. HE IS WILLING TO SUPPORT HIS SUBORDINATES.
6. HE SEES TO IT THAT HIS SUBORDINATES HAVE THE MATERIALS THEY NEED TO WORK WITH.
7. HE APPROACHES EACH TASK IN A POSITIVE MANNER.
8. HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
9. HE KNOWS HIS MEN AND THEIR CAPABILITIES.
10. HE IS THOUGHTFUL AND CONSIDERATE OF OTHERS.

Jr. NCOs' View of Superiors

1. HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
2. HE IS APPROACHABLE.
3. HE ASSIGNS IMMEDIATE SUBORDINATES TO SPECIFIC TASKS.
4. HE APPROACHES EACH TASK IN A POSITIVE MANNER.
5. HE LETS THE MEMBERS OF HIS UNIT KNOW WHAT IS EXPECTED OF THEM.
6. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
7. HE SETS HIGH STANDARDS OF PERFORMANCE.
8. HE IS WILLING TO SUPPORT HIS SUBORDINATES.
9. HE IS EASY TO UNDERSTAND.
10. HE SEES THAT SUBORDINATES HAVE THE MATERIALS THEY NEED TO WORK WITH.

Jr. NCOs' View of Themselves

1. I AM APPROACHABLE.
2. I AM WILLING TO SUPPORT MY SUBORDINATES.
3. I AM TECHNICALLY COMPETENT TO PERFORM MY DUTIES.
4. I COMMUNICATE EFFECTIVELY WITH MY SUBORDINATES.
5. I SEE THAT MY SUBORDINATES HAVE THE MATERIALS THEY NEED TO WORK WITH.
6. I SET HIGH STANDARDS OF PERFORMANCE.
7. I APPROACH EACH TASK IN A POSITIVE MANNER.
8. I EXPRESS APPRECIATION WHEN A SUBORDINATE DOES A GOOD JOB.
9. I KEEP OTHERS INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
10. I KNOW MY MEN AND THEIR CAPABILITIES.

Subordinates' View of Jr. NCOs

- 1.5. HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
- 1.5. HE IS APPROACHABLE.
3. HE ASSIGNS IMMEDIATE SUBORDINATES TO SPECIFIC TASKS.
4. HE APPROACHES EACH TASK IN A POSITIVE MANNER.
5. HE LETS HIS SUBORDINATES KNOW WHAT IS EXPECTED OF THEM.
6. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
7. HE IS EASY TO UNDERSTAND.
8. HE SEES TO IT THAT HIS SUBORDINATES HAVE THE MATERIALS THEY NEED TO WORK WITH.
9. HE IS WILLING TO SUPPORT HIS SUBORDINATES.
10. HE SETS HIGH STANDARDS OF PERFORMANCE.

Jr. NCOs' View of Subordinates

1. HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
2. HE IS APPROACHABLE.
3. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
4. HE IS EASY TO UNDERSTAND.
5. HE IS WILLING TO SUPPORT HIS SUBORDINATES.
6. HE APPROACHES EACH TASK IN A POSITIVE MANNER.
7. HE SEES THAT HIS SUBORDINATES HAVE THE MATERIALS THEY NEED TO WORK WITH.
8. HE SETS HIGH STANDARDS OF PERFORMANCE.
9. HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
10. HE KNOWS HIS MEN AND THEIR CAPABILITIES.

Figure 2

LEADERSHIP BEHAVIORS THAT SHOULD BE DONE OR DISPLAYED MOST OFTEN

Superiors' View of Jr. NCOs

1. HE SETS HIGH STANDARDS OF PERFORMANCE.
2. HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
3. HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
4. HE APPROACHES EACH TASK IN A POSITIVE MANNER.
5. HE IS EASY TO UNDERSTAND.
6. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
7. HE IS APPROACHABLE.
8. HE LETS THE MEMBERS OF HIS UNIT KNOW WHAT IS EXPECTED OF THEM.
9. HE SETS THE EXAMPLE FOR HIS MEN ON AND OFF DUTY.
10. HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.

Jr. NCOs' View of Superiors

- 1.5. HE IS EASY TO UNDERSTAND.
- 1.5. HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
3. HE IS APPROACHABLE.
4. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
5. HE KNOWS HIS MEN AND THEIR CAPABILITIES.
6. HE APPROACHES EACH TASK IN A POSITIVE MANNER.
7. HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
8. HE SETS HIGH STANDARDS OF PERFORMANCE.
9. HE LETS THE MEMBERS OF HIS UNIT KNOW WHAT IS EXPECTED OF THEM.
10. HE IS WILLING TO SUPPORT HIS SUBORDINATES.

Jr. NCOs' View of Themselves

- 1.5. I AM EASY TO UNDERSTAND.
- 1.5. I AM APPROACHABLE.
3. I AM TECHNICALLY COMPETENT TO PERFORM MY DUTIES.
4. I SET HIGH STANDARDS OF PERFORMANCE.
5. I APPROACH EACH TASK IN A POSITIVE MANNER.
6. I KEEP OTHERS INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
7. I COMMUNICATE EFFECTIVELY WITH MY SUBORDINATES.
8. I KNOW MY MEN AND THEIR CAPABILITIES.
9. I SEE THAT MY SUBORDINATES HAVE THE MATERIALS THEY NEED TO WORK WITH.
10. I AM AWARE OF THE STATE OF MY UNIT'S MORALE AND DO ALL I CAN TO MAKE IT HIGH.

Subordinates' View of Jr. NCOs

1. HE IS EASY TO UNDERSTAND.
2. HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
3. HE IS APPROACHABLE.
4. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
5. HE KNOWS HIS MEN AND THEIR CAPABILITIES.
- 6.5. HE LETS THE MEMBERS OF HIS UNIT KNOW WHAT IS EXPECTED OF THEM.
- 6.5. HE APPROACHES EACH TASK IN A POSITIVE MANNER.
8. HE SEES THAT HIS SUBORDINATES HAVE THE MATERIALS THEY NEED TO WORK WITH.
9. HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
10. HE SETS HIGH STANDARDS OF PERFORMANCE.

Jr. NCOs' View of Subordinates

1. HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
2. HE SETS HIGH STANDARDS OF PERFORMANCE.
3. HE APPROACHES EACH TASK IN A POSITIVE MANNER.
4. HE IS EASY TO UNDERSTAND.
5. HE IS APPROACHABLE.
6. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
7. HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
8. HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
9. HE KNOWS HIS MEN AND THEIR CAPABILITIES.
10. HE SEES TO IT THAT HIS SUBORDINATES HAVE THE MATERIALS THEY NEED TO WORK WITH.

Figure 3

LEADERSHIP BEHAVIORS HAVING THE HIGHEST SHORTFALL

Superiors' View of Jr. NCOs

1. HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
- *2. HE ESTABLISHES AND MAINTAINS A HIGH LEVEL OF DISCIPLINE.
3. HE SETS THE EXAMPLE FOR HIS MEN ON AND OFF DUTY.
4. HE SEES TO IT THAT PEOPLE UNDER HIM WORK UP TO THEIR CAPABILITIES.
5. HE SETS HIGH STANDARDS OF PERFORMANCE.
6. HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
7. HE LETS THE MEMBERS OF HIS UNIT KNOW WHAT IS EXPECTED OF THEM.
8. HE SEEKS ADDITIONAL AND MORE IMPORTANT RESPONSIBILITIES.
- *9. HE CRITICIZES SUBORDINATES IN FRONT OF OTHERS.
10. HE APPROACHES EACH TASK IN A POSITIVE MANNER.

Jr. NCOs' View of Superiors

1. HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
2. HE IS APPROACHABLE.
3. HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
4. HE KNOWS HIS MEN AND THEIR CAPABILITIES.
5. HE IS EASY TO UNDERSTAND.
- *6. HE CRITICIZES SUBORDINATES IN FRONT OF OTHERS.
7. HE EXPRESSES APPRECIATION WHEN A SUBORDINATE DOES A GOOD JOB.
8. HE SEES TO IT THAT PEOPLE UNDER HIM WORK UP TO THEIR CAPABILITIES.
9. HE IS THOUGHTFUL AND CONSIDERATE OF OTHERS.
10. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.

Jr. NCOs' View of Themselves

1. I AM EASY TO UNDERSTAND.
2. I AM AWARE OF THE STATE OF MY UNIT'S MORALE AND DO ALL I CAN TO MAKE IT HIGH.
3. I EXPRESS APPRECIATION WHEN A SUBORDINATE DOES A GOOD JOB.
- *4. I AM SELFISH.
- 5.5. I SET HIGH STANDARDS OF PERFORMANCE.
- 5.5. I SET THE EXAMPLE FOR MY MEN ON AND OFF DUTY.
7. I KEEP OTHERS INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
8. I APPROACH EACH TASK IN A POSITIVE MANNER.
9. I LET THE MEMBERS OF MY UNIT KNOW WHAT IS EXPECTED OF THEM.
10. I KNOW MY MEN AND THEIR CAPABILITIES.

Subordinates' View of Jr. NCOs

1. HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
2. HE STANDS UP FOR HIS SUBORDINATES EVEN THOUGH IT MAKES HIM UNPOPULAR WITH HIS SUPERIOR.
3. HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
- 4.5. HE IS EASY TO UNDERSTAND.
- 4.5. HE KNOWS HIS MEN AND THEIR CAPABILITIES.
6. HE EXPRESSES APPRECIATION WHEN A SUBORDINATE DOES A GOOD JOB.
- *7. HE CRITICIZES SUBORDINATES IN FRONT OF OTHERS.
8. HE SEES TO IT THAT PEOPLE UNDER HIM WORK UP TO THEIR CAPABILITIES.
9. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
10. HE SETS THE EXAMPLE FOR HIS MEN ON AND OFF DUTY.

Jr. NCOs' View of Subordinates

1. HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
2. HE SETS THE EXAMPLE FOR HIS MEN ON AND OFF DUTY.
3. HE SETS HIGH STANDARDS OF PERFORMANCE.
- *4. HE ESTABLISHES AND MAINTAINS A HIGH LEVEL OF DISCIPLINE.
5. HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
6. HE EXPRESSES APPRECIATION WHEN A SUBORDINATE DOES A GOOD JOB.
7. HE SEES TO IT THAT PEOPLE UNDER HIM WORK UP TO THEIR CAPABILITIES.
- *8. HE CRITICIZES SUBORDINATES IN FRONT OF OTHERS.
9. HE APPROACHES EACH TASK IN A POSITIVE MANNER.
10. HE KNOWS HIS MEN AND THEIR CAPABILITIES.

*Negative shortfall; i.e., a behavior perceived to be performed more than it should be.

Figure 4

DISCUSSION

The preceding four figures are direct answers to the eight questions listed in the introduction. These answers are based on averages of large groups of individuals in many different jobs throughout the Army. Therefore, they probably do not fit exactly any one single Junior NCO. However, they should be an adequate guide and starting point for a Junior NCO in examining his own leadership. The lists of shortfalls, for example, suggest strongly to the Junior NCO areas where Junior NCOs in general are not meeting expectations of their leaders and followers.

Superior-Subordinate Roles.

An examination of the four figures reveals a striking similarity between lists of behaviors in diagonal corners of each figure. This indicates that Junior NCOs see their superiors in much the same way that they, the Junior NCOs, are seen by their subordinates; and that superiors of Junior NCOs view the Junior NCO in the same terms that Junior NCOs see their subordinates. In other words, the direction of the perspective, either up or down the chain of command, seems to determine perceptions much more so than does the level of either the perceiver or the individual perceived. This is a phenomena unique to virtually any hierarchical organization. Such organizations require all members other than those at the extreme top or extreme bottom of the hierarchy to fill two roles simultaneously. These two roles are that of superior and subordinate. Military organizations, especially, tend to emphasize the importance of these roles with visible symbols of rank, prescribed or traditional behavior between individuals of different rank, and the importance of supervisor-subordinate relationships. Therefore, it is not surprising that two groups of individuals in subordinate roles--Junior NCOs looking up the chain at their bosses, and subordinates of Junior NCOs looking up at their Junior NCO bosses--should report much the same behavior on the part of their respective immediate superiors. Reference to Monograph # 1, Demographic Characteristics of US Army Leaders, also points up the fact that the rank structures of Junior NCOs, their superiors and subordinates contain considerable overlap. It is apparent that many Junior NCOs work for other Junior NCOs. Thus the entire Junior NCO leadership module is relatively homogeneous.

Differences Between Superiors and Subordinates.

A major difference between superior and subordinate expectations is apparent in Figure 3. Taking the top five behaviors which superiors report should be performed most frequently by Junior NCOs (upper left), three can be classified as mission or job-related behaviors--"he sets high standards of performance," "he is technically competent to perform his duties," and "he approaches each task in a positive manner." The other two of the top five are communication related--"he keeps me informed of the true situation" and "he is easy to understand." None of the five behaviors are directly welfare or people-related. On the other hand, the top five behaviors which subordinates report should be performed most

frequently by Junior NCOs include only one mission-related behavior--"he is technically competent to perform his duties." Two of the remaining four are communication-related--"he is easy to understand" and "he communicates effectively with his subordinates." The other two behaviors are welfare or people-related items--"he is approachable" and "he knows his men and their capabilities."

Junior NCOs looking at themselves appear to strike somewhat of a balance between the task expectations of their superiors and the more welfare-related expectations of their subordinates. The Junior NCO's top five self expectations include three mission-related behaviors--"I am technically competent to perform my duties," "I set high standards of performance," and "I approach each task in a positive manner." However, of the two behaviors which tied for first position, one is a welfare, people-related behavior--"I am approachable," and one is a communication-related behavior--"I am easy to understand."

Figure 2 reveals somewhat of a reversed pattern when the perceived frequency of actual behavior is the focus. In their top five behaviors, superiors of Junior NCOs list only one mission behavior--"he is technically competent to perform his duties" while subordinates of Junior NCOs list three mission behaviors among their top five--"he is technically competent to perform his duties," "he assigns subordinates to specific tasks," and "he approaches each task in a positive manner."

This reversal is also reflected in Figure 4, where four of the five greatest Junior NCO leadership shortfalls according to superiors are mission-related behaviors. No mission-related behaviors are included among the five greatest Junior NCO leadership shortfalls, according to subordinates of Junior NCOs.

The reversal discussed above would indicate that Junior NCOs will have a difficult job in attempting to meet the expectations of both their superiors and their subordinates. It would appear that the only recourse for the Junior NCO is to first know, then continue to attempt to balance the competing demands of his superiors and of his subordinates. This is not an easy task, nor is it a comfortable position to be in.

The Junior NCO may have a greater "man-in-the-middle" problem than any other level of leadership. Consideration of this balancing problem should be a central feature of Junior NCO leadership development programs. Most programs of instruction for NCO academies are designed by superiors of NCOs. Thus the POI content is oriented toward the superiors' view of NCO leadership. This one-sided emphasis may leave the NCO ill-prepared to meet the expectations of his subordinates. Therefore, on the practical side, it may be advisable to check out NCO programs of instruction not only with the NCO students themselves, but with their subordinates as well.

NEXT IN THE MONOGRAPH SERIES

Monograph # 4, Senior Noncommissioned Officer Leadership, will focus on the leadership of NCOs in grades E-7, E-8, and E-9. Its format will be similar to this paper and will attempt to answer the following questions:

1. What are the most important leadership behaviors for the Senior NCOs from the point of view of their superiors, their subordinates, and Senior NCOs themselves?
2. What do Senior NCOs perceive as the most important leadership behaviors on the part of their superiors and subordinates?
3. Which leadership behaviors do Senior NCOs perform or display most frequently according to themselves, their superiors, and their subordinates?
4. Which leadership behaviors do Senior NCOs believe their superiors and their subordinates perform most frequently?
5. Which leadership behaviors should be performed most frequently by Senior NCOs according to themselves, their superiors, and their subordinates?
6. Which leadership behaviors do Senior NCOs believe should be performed most frequently by their superiors and their subordinates?
7. For which behaviors do superiors, subordinates and Senior NCOs themselves see the greatest shortfalls in Senior NCO leadership?
8. For which behaviors do Senior NCOs see the greatest shortfalls in their superiors and in their subordinates?

READER RESPONSE

US ARMY WAR COLLEGE LEADERSHIP MONOGRAPH SERIES

In this monograph we have made an initial attempt to compile, condense and communicate information which can be of utilitarian value to those charged with the continuing development of Army leadership. We have tried, in this monograph, to provide a link-up between the theory-laden, highly technical research world of the scientist and the practical, front line, real world of the leadership practitioner. We could have leaned too far in either direction. If you will give us a sensing from your position, we will adjust--and hopefully bring subsequent monographs more on target.

Please complete the following items:

1. Organizational or individual address:

2. How readable is the monograph? (circle one)

/ / / / /
Very Easy Standard Difficult Very
Easy Difficult

3. How interesting is the monograph? (circle one)

/ / / / /
Dull Mildly Interesting Very Dramatic
Interesting Interesting

4. How useful do you feel this monograph can be to you? (circle one)

/ / / / /
No Information Of Some Generally Directly
Value Only Practical Value Useful to Applicable
Assigned Tasks and Missions to Assigned
Tasks and Missions

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.