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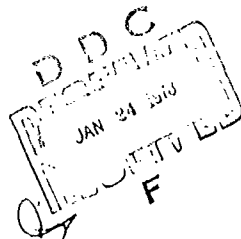
# LEADER MATCH IV

## Programmed Instruction in Leadership for the U.S. Army

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NOVEMBER 1977



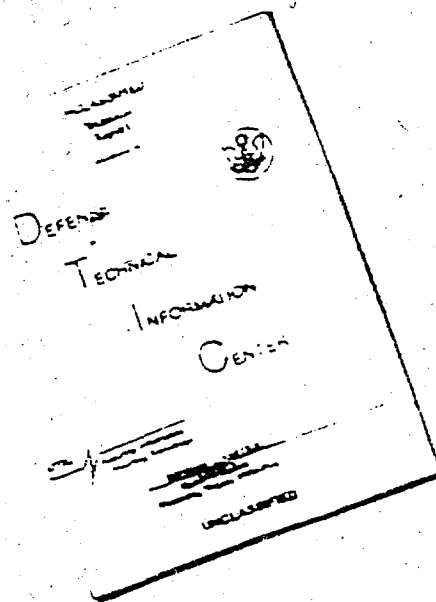
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3. RECIPIENT'S CATALOG NUMBER

~~TYPE OF REPORT & PERIOD COVERED~~

~~6. PERFORMING ORG. REPORT NUMBER~~

8. ~~CONTRACT~~ OR GRANT NUMBER(•)

DAHC 19-77-G-0004

10. PROGRAM ELEMENT, PROJECT, TASK  
AREA & WORK UNIT NUMBERS

2C161102B74F

12. REPORT DATE \_\_\_\_\_

1) November 2077

15. SECURITY CLASS. (of this report)

Unclassified

15a. DECLASSIFICATION/DOWNGRADING SCHEDULE

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19. KEY WORDS (Continue on reverse side if necessary and identify by block number)

|                        |                              |
|------------------------|------------------------------|
| leadership             | organizational effectiveness |
| training               | Contingency Model            |
| programmed instruction |                              |

10. ABSTRACT (Continue on reverse side if necessary and identify by block number)

LEADER MATCH IV is a programmed instruction manual developed for the U.S. Army based on the Contingency Model of Leadership Effectiveness. The contingency model shows that the performance and success of a group or organization is contingent or dependent not only upon the leader's personality but also on the situation in which he must operate. LEADER MATCH IV has been evaluated in civilian and Army settings; leaders trained by this method performed more effectively than comparable untrained leaders.

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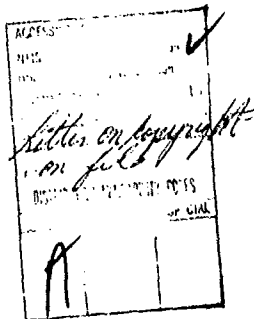
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#### ACKNOWLEDGMENTS

The LEADER MATCH IV program was prepared with support from the U.S. Army Research Institute for the Behavioral and Social Sciences, Grant DAHC19-77-C-0004 (Fred E. Fiedler, Principal Investigator). This version is an adaptation of the original LEADER MATCH program developed in 1975 with funds from the Office of Naval Research and the Advanced Research Projects Agency, Contract N00014-67-A-0103-0012 (Fred E. Fiedler, Principal Investigator).

We wish to express our appreciation for encouragement and assistance to: Drs. J. E. Uhlaner and Robert M. Carroll of the U.S. Army Research Institute for the Behavioral and Social Sciences; and LTC Paul M. Bons of the U.S. Military Academy, West Point.

Finally, we wish to acknowledge the collaboration and advice of Major Donald F. Borden and Captain Albert F. Leister of the U.S. Army and of Lieutenant Earl Potter of the U.S. Coast Guard.



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## CHAPTER 1

### INTRODUCTION

Leadership, more than any other single factor, determines the success or failure of any organization. This is particularly true of military units which must perform under a wide variety of conditions which range from the operation of supply depots and food service facilities to clandestine missions behind enemy lines and combat under extreme stress. The success of military units, perhaps much more than of any other organizations in the civilian sector, depends on the personal leadership of the commander. We quite rightly give the credit for military success to the leadership of such men as Julius Caesar, Hannibal, Napoleon, Robert E. Lee, Ulysses S. Grant, George S. Patton, Omar Bradley, Dwight Eisenhower, or Douglas MacArthur, and we quite rightly assign the major portion of the glory to the unit commanders whose skill, inspiration, and daring enables their troops to succeed against overwhelming odds. Not surprisingly, therefore, most military organizations make the selection and training of effective leaders one of their highest priorities.

Leadership is a very complex arrangement among people in which members of a group let one person, the leader, make certain decisions and judgments in order to accomplish the group's task. Leadership can exist only in groups where people interact for the purpose of getting some common goal accomplished. The success of the leader depends, therefore, not only on himself but on those he leads and the conditions under which they all must operate. Where there are no followers, there can be no leader.

The word "leadership" means different things to different people. It means the ability to give advice, to handle conflicts, to inspire loyalty and to motivate subordinates to remain in the service. It also means, of course, the effective performance of the job for which the group exists.

We shall be mainly concerned with this last focus of leadership--effective performance. That does not mean other leadership duties and responsibilities are unimportant or uninteresting. They are, however, currently addressed in many other human relations workshops and training programs.

This training program is designed to help you become a more effective military leader. It is based on the now widely accepted belief that most people are effective in some leadership situations and ineffective in others. It would be difficult to visualize a brilliant but crusty military commander like General Patton as an effective leader of a sensitivity group, or as the director of a research laboratory. It would be hard to imagine the flamboyant Douglas McArthur as the effective manager of a bookkeeping department.

You cannot expect to be outstanding in all jobs and in all situations. Chances are very slight that you can quickly change your personality to suit each leadership situation. However, you can learn to recognize your own leadership style and the particular leadership situations in which you are most likely or least likely to succeed. Obviously, if you can learn to avoid situations in which you are likely to fail you are bound to be a success.

We are now able to identify situations which are favorable for the leader, that is, which give the leader a great deal of control and influence; those which are moderately favorable, and those which are unfavorable, in which the leader's control and influence are relatively small. This program will show you how to match your leadership style with the situation in which you are most likely to be effective.

This training is based on the Contingency Model of Leadership Effectiveness, a theory which shows that the performance and success of a group or organization is contingent, or dependent, not only upon the leader's personality but also on the situation in which he must operate. The Contingency Model certainly is not a household phrase, nor do you need to understand it in detail to benefit from this program. It is a complex theory which does not lend itself to easy explanation. The

critical reader who has the time and inclination may, however, want to examine the basic research literature. For this reason the appendix of this manual lists several recommended readings. The Contingency Model has been among the most extensively researched theories of leadership, with well over 250 separate articles and books describing the research and its implications. If you are interested in pursuing various problems which arouse your curiosity, you will find the references useful for beginning your search.

The LEADER MATCH training program has been tested in four civilian organizations and four military settings. We compared leaders who were trained by this method with a group of leaders who were not trained. In each of these eight studies, the LEADER MATCH trained group was rated as performing more effectively. In other words, this program is a practical guide which works.

Our main advice, as you begin this training program, is simple. You must understand the ideas and the basic principles which it provides. They will tell you not only what can be done in leadership situations but also what, in some situations, you will find very difficult to do. Good leadership means learning to seek and to develop situations in which you can do your best.

#### General Procedure

The manual is divided into twelve chapters. Each chapter begins with a brief discussion of the principles you must know in order to apply this leadership theory in your work. The discussions are followed by exercises or "probes" which let you test your understanding of the material in the chapter.

Each probe is an episode or very short case study which presents a problem in leadership to illustrate a point being made in the chapter. You are asked to choose the best of several answers. Your answer will determine the page you should turn to for feedback. The feedback will tell you whether you made the correct or best choice.

The feedback will also explain why a particular answer is correct or incorrect or why a different answer might have been better. If your answer was correct, you will be instructed to continue to the next probe or to move on to the next chapter. If your answer was incorrect, you will be directed to reread the episode or the chapter which you may have misunderstood. You should then try again to answer the probe correctly. Mark this second answer with a "2" and mark a "3" in case you need to go back once more. Many people have found it profitable to read through all the feedback pages which go with each probe since the explanations of incorrect answers are often helpful for better understanding of the program.

Each chapter is followed by a short summary. There are two useful review sections and several self-tests. The book concludes with a bibliography of suggested readings and a final exam to help you evaluate how well you have understood the program and where additional review might be needed.

The LEADER MATCH training program takes from four to seven hours to complete. The time depends on how fast you read, how much you know already, and under how much pressure you want to work. We would advise you to take it in two or three segments, with one or more days in-between. After you take a break, you should be sure and review the summaries of the previous chapters to make sure you haven't forgotten anything.

You should be aware that this program focuses primarily on interacting task groups. These are groups in which the members must work together in order to get the job done. We are not primarily concerned with such groups as classrooms or typing pools, or groups which seek to increase the skill, the satisfaction, or the adjustment of individual members, although the evidence suggests that this program also increases job satisfaction and morale.

## CHAPTER 2

### WHAT IS YOUR LEADERSHIP STYLE?

As we mentioned in the introduction, leadership depends on two factors, the personality or style of the leader and the type of situation in which he must operate. The first thing you need to know, therefore, is the type of personality you bring to the situation. The short questionnaire on page 7 will help you identify your leadership style. THIS SCALE WILL NOT GIVE YOU A CORRECT ANSWER UNLESS YOU CAREFULLY FOLLOW THE INSTRUCTIONS BELOW.

#### Instructions

Over the course of your life you have probably worked in many groups with other people, on your job, in community or church groups, athletic teams, etc. Some of your coworkers may have been very easy to work with in attaining the group's goal, while others were less so.

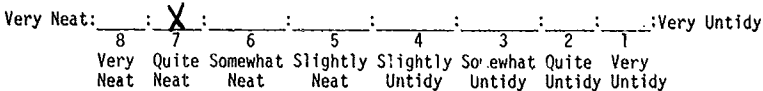
Think of the one person with whom you can work LEAST well. He or she may be someone you work with now or someone you knew in the past. It does not have to be the person you have liked least well, but should be the person with whom you have had the most difficulty in getting a job done. You do not need to give the person's name.

The scale consists of pairs of words which are opposite in meaning, such as Very Neat and Not Neat. Between each pair of words are eight blanks so that the scale looks like this:

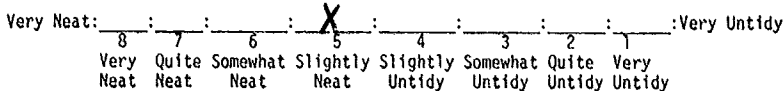
Very Neat : 8 : 7 : 6 : 5 : 4 : 3 : 2 : 1 : Very Untidy

EXAMPLE

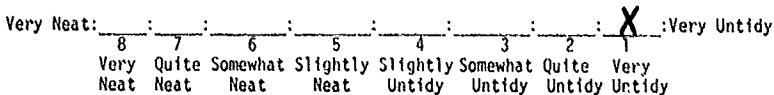
In describing the person with whom you least like to work, if you ordinarily think of him/her as being quite neat, you would put an "X" in the space marked 7, like this:



If you ordinarily think of this person as being only slightly neat, you would put your "X" in space 5:



If you would think of this person as being very untidy (or not neat), you would put your "X" in space 1:



Look at the words at both ends of the line before you mark your "X".

Remember, there are no right or wrong answers. Work rapidly; your first answer is likely to be the best. Do not omit any items, and mark each item only once.

NOW GO TO THE NEXT PAGE, AND DESCRIBE THE PERSON WITH WHOM YOU CAN WORK LEAST WELL.

LEAST PREFERRED COWORKER SCALE

Scoring \_\_\_\_\_

|               |   |   |   |   |   |   |   |   |               |       |
|---------------|---|---|---|---|---|---|---|---|---------------|-------|
| Pleasant      | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | Unpleasant    | _____ |
| Friendly      | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | Unfriendly    | _____ |
| Rejecting     | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Accepting     | _____ |
| Tense         | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Relaxed       | _____ |
| Distant       | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Close         | _____ |
| Cold          | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Warm          | _____ |
| Supportive    | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | Hostile       | _____ |
| Boring        | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Interesting   | _____ |
| Quarrelsome   | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Harmonious    | _____ |
| Gloomy        | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Cheerful      | _____ |
| Open          | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | Guarded       | _____ |
| Backbiting    | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Loyal         | _____ |
| Untrustworthy | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Trustworthy   | _____ |
| Considerate   | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | Inconsiderate | _____ |
| Nasty         | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Nice          | _____ |
| Agreeable     | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | Disagreeable  | _____ |
| Insincere     | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | Sincere       | _____ |
| Kind          | 8 | 7 | 6 | 5 | 4 | 3 | 2 | 1 | Unkind        | _____ |

TOTAL \_\_\_\_\_

Your score on the LPC scale is a measure of your leadership style. More specifically, it indicates your primary motivation or goal in a work setting. There may be several people with whom you cannot work well, but only one person with whom you least prefer working. This is the person whom you should have described.

To obtain your LPC score, turn back to this scale and place the numbers you checked in the column at the right of the page. Add your responses, and enter the total at the bottom of the page. Be sure to check your addition!

Certain scores are used to identify two specific types of leadership styles.

If your score is 64 or above, you are a high LPC person. High LPC people are called relationship-motivated.

If your score is 57 or below, you are a low LPC person. Low LPC people are called task-motivated.

There is, of course, a group in the middle which falls between those who are clearly relationship-motivated and those who are clearly task-motivated. It is difficult to draw a personality sketch for this middle group. First of all, a person who falls somewhat above the cutting score at one time might fall somewhat below it at another time and vice versa. Second, some people in this middle group may belong to a category of people with characteristics of both types or with a mix of motivations and goals. If your score falls between 56 and 63, you will need to determine for yourself into which of these groups you belong.

The way the LPC scale works is fairly simple. The individual who describes his/her least preferred coworker in very negative, rejecting terms (low LPC) essentially says, "Work is extremely important to me; therefore, if you are a poor coworker and prevent me in my efforts to get the job done, then I cannot accept you in any other respect either." Therefore, this person describes the least preferred coworker as unfriendly, hostile, or unkind, etc. This very

strong emotional reaction to people with whom the individual cannot work, who cause frustration in getting a job done, indicates that this is a task-motivated person.

The high LPC leader, on the other hand, says, "Even if I can't work with you, you may still be relatively pleasant, industrious, or sincere." The relationship with others is sufficiently important, compared to the task, that this person can clearly differentiate between negative reactions to someone who is a poor coworker and an appreciation of this person as an individual. This is a relationship-motivated person.

It is important to realize that both types of leaders are very effective in situations which match their style and that neither tends to be outstanding in all situations. We cannot stress this point too often. Each of the leadership styles has some good points and some less desirable characteristics, and each can be equally effective in the situation which fits the leader's style.

DESCRIPTION OF HIGH LPC OR RELATIONSHIP-MOTIVATED LEADERS (LPC Score of 64 and above)

Although this type of leader is concerned with doing a good job, his primary goal is to have close relations with others. He gains self-esteem primarily when other people relate to him and evaluate him favorably. He is, therefore, likely to give special consideration to the feelings of his group members, and he is concerned about how they feel toward him. He seeks out other people, especially when he needs help or when he is in an anxiety-arousing situation, and he is very conscious of maintaining good group morale. He is able to see different viewpoints and he tends to deal effectively with complex problems which require creative and resourceful thinking.

In the work group, the relationship-motivated leader emphasizes the participation of subordinates. He encourages ideas from them, he is tolerant of complexity, and he is sensitive to the needs and feelings of subordinates.

When the relationship-motivated leader runs into trouble, it often involves a failure to control the group members because of a desire to avoid the use of punishment or criticism which might lead to conflict or loss of good relations. He is quick to head off group disagreements and tries to make everyone feel comfortable.

In situations that are stressful, tough, or uncertain, this behavior frequently becomes exaggerated, often so much so that the leader does not perform too well. He can become so involved in discussing and consulting with his subordinates and seeking their support that he fails to pay sufficient attention to the job at hand. Contact with others during anxiety-arousing situations means a lot to him and he becomes very reluctant to discipline his subordinates under these conditions.

In situations that are easy and when he is in complete control, the relationship-motivated leader no longer tends to worry about his relations with his group and his subordinates. Because things are going well, he now tends to be more concerned with how he appears to his boss and to others outside his immediate work group. He wants to make a good impression and he may now plow ahead with the task, at times unmindful of the feelings of his subordinates. He stills wants their approval but now that he has the group under control, the approval of his boss or outsiders becomes more important. In other words, he gets esteem from his boss by behaving in a manner which will please the boss, that is, by structuring the work situation and by telling people what to do. Furthermore, when the situation is under his control, the relationship-motivated leader sometimes becomes bored or distracted because he is no longer challenged and may appear disinterested in his group members.

In moderate situations, that is, situations of complexity and some uncertainty, the relationship-motivated leader is at his best. He is concerned with people and

able to deal with them effectively. His sensitivity allows him to cope with difficult subordinates and group conflict, and his creative ability and imagination are challenged by tasks which call on him and his group to innovate.

#### Summary of High LPC Leaders

The relationship-motivated or high LPC leader (score of 64 or above) tends to accomplish the task through good relations with the group. He creates a supportive atmosphere that encourages a free flow of ideas. In situations which are complex and where creativity is useful, the high LPC leader is likely to perform best.

#### DESCRIPTION OF LOW LPC OR TASK-MOTIVATED LEADERS (LPC Score of 57 and below)

The task-motivated leader needs to get things done. He gains self-esteem from tangible, measurable proof of performance. He has a strong desire to accomplish successfully any task to which he has committed himself even if there are no apparent rewards. His sense of personal worth is affected by evidence of his accomplishment. His general strategy is to develop clear guidelines and procedures which allow orderly performance. He dislikes disruption in his task performance either from subordinates or superiors.

In situations that are stressful, tough, or uncertain, he feels most comfortable when working from clear guidelines and standard operating procedures. When he has no guidelines for a job, he tries to discover or develop them. He is a no-nonsense person who is apt to take charge early. He tends to get right to business, arranges available materials and is impatient to get on with the job. He is concerned about achieving task success even at the expense of good relations with his subordinates. In this situation he quickly assigns tasks, provides schedules and monitors productivity and he performs very well. He is generally not very interested in problems regarding people and he does not seem to be very aware of interpersonal conflict. In the chaos of extremely

stressful situations he provides the stability and order to get the team moving or keep it on target.

In situations that are easy and when he is in complete control, he tends to be more considerate and pleasant. Under these conditions he is able to relax and assume an easy-going, hands-off policy, content to let his group handle the job. In these very clearcut and positive leadership situations, the low LPC leader tends to be pleasant and well-liked by his subordinates, and is seen as a good person to work for. As long as everything continues along smoothly, he performs extremely well.

In moderate situations, that is, situations of some complexity or uncertainty, the task-motivated leader is frequently tense, anxious and out of his element. He becomes engrossed in the task as soon as things are no longer running smoothly, and pays little or no attention to relations within the group. He is likely to be insensitive to the needs of his subordinates and does not head off imminent conflicts within the group. In these complex situations, the low LPC leader may try to develop an orderly strategy before he has all the facts or he may try to push coworkers and subordinates too hard, reducing their motivation and morale. In the moderate situation, his performance is usually poor.

The task-motivated leader differs from the relationship-motivated leader by performing well under conditions that are very stressful and uncertain, or in situations that are very relaxed and smoothrunning. While the relationship-motivated leader, on the other hand, performs best in the moderate situations which require interpersonal skills, tact, and creativity.

Note that the task-motivated leaders are as well liked as the relationship-motivated leaders even though they place task accomplishment above interpersonal relations. Many low LPC leaders get along extremely well with their subordinates especially in the low stress, relaxed situations.

Summary of Low LPC Leaders

The task-motivated or low LPC leader (score of 57 or below) is strongly motivated to accomplish successfully any task to which he has committed himself. He does this through clear and standardized work procedures and a no-nonsense attitude about getting down to work. Although he wants to get the job done in any event, he will care about the opinions and feelings of his subordinates as long as everything is under control. But under stress and anxiety-producing conditions, he will tend to neglect their feelings in an effort to get on with the job. For him there is no conflict between the esteem he gets from subordinates and acceptance and esteem he gets from his boss. He uses the group to do the job and when he feels he has the situation under control, he tries to manage the group with courtesy and kindness. Business before pleasure, but business with pleasure if possible.

On the following pages are probes which will enable you to determine how well you have followed the discussion thus far.

PROBE #1

You have just finished reading about the two types of leadership styles measured by the Least Preferred Coworker Scale. Which of the following descriptions most accurately captures the meaning of leadership style as it is measured by LPC?

- \_\_\_\_\_ A. A measure which predicts that an individual will behave in one particular way in almost every leadership situation.  
Go to page 15 for feedback.
- \_\_\_\_\_ B. Behavior which changes constantly from situation to situation with little consistency or predictability.  
Go to page 16 for feedback.
- \_\_\_\_\_ C. A set of needs and values which determine what a leader will see as most important in various leadership situations.  
Go to page 17 for feedback.

FEEDBACK

You chose A: A measure which predicts that an individual will behave in one particular way in almost every leadership situation.

This is not correct. While the LPC score predicts a person's major goals and values in leadership, the LPC score does not predict that an individual will always behave in the same way. Remember that the relationship-motivated (high LPC) leader acts in a way which is very considerate of his subordinates when he is in a moderately stressful situation. At other times, when he is in complete control, he may act in an aloof, inconsiderate and distant manner. Likewise, the task motivated (low LPC) leader can be relaxed and easy going when he is in complete control of the situation, while he tends to become punitive and controlling, and concerned with the task to the neglect of interpersonal relationships when the leadership situation is tense and difficult.

Reread the chapter and try this probe again.

FEEDBACK

You chose B: Behavior which changes constantly from situation to situation with little consistency or predictability.

Incorrect. If the leader's behavior were changeable and unpredictable, there would be little point in measuring it and relating it to other aspects of the situation. Under these conditions we could not use LPC as a measure of personality which affects a group's performance.

Reread the chapter and try again.

FEEDBACK

You chose C: A set of needs and goals which determine what a leader will see as most important in various leadership situations.

This choice is correct. While we can never predict a person's behavior with unerring accuracy, we can get a general idea about the needs and goals he will bring to his job. Task- and relationship-motivated leaders seek somewhat different things in leadership situations. They perceive the situations differently and they react differently. The knowledge which allows us to predict the general motivation of individuals is a first step in matching leaders with situations for maximum effectiveness.

Go on to page 18 and try probe 2. You're doing well!

PROBE #2

The Platoon Leader who works for you has just taken the LPC score and tells you that this measure can't be any good. She has a high LPC score and is, therefore, supposed to be relationship-motivated. She knows she doesn't get along with everybody and she is certainly concerned with the task because she works hard.

What do you think?

- \_\_\_ A. The Platoon Leader exemplifies the fact that psychological scores do not always tell you exactly what kind of a person you are. They are only approximations and they have to be taken with a grain of salt.

Go to page 19 for feedback.
- \_\_\_ B. The Platoon Leader does not understand the nature of the LPC score. She assumes that a relationship-motivated person will always behave in the same way and, therefore, that LPC can't be any good. Go to page 20 for feedback.
- \_\_\_ C. The Platoon Leader probably misunderstood the scoring system. A person with a high LPC score is task-motivated and not relationship-motivated.

Go to page 21 for feedback.

FEEDBACK

You chose A: The Platoon Leader exemplifies the fact that psychological scores do not always tell you exactly what kind of a person you are. They are only approximations and they have to be taken with a grain of salt.

This is not correct. While it is certainly true that psychological scores do not always tell you exactly the kind of person you are, LPC scores are fairly accurate and your Platoon Leader is not right in rejecting the score just on this basis. Go back and read this chapter again.

FEEDBACK

You chose B: Your Platoon Leader does not understand the nature of the LPC score. She assumes that a relationship-motivated person will always behave in the same way and, therefore, that LPC can't be any good.

This answer is correct. The Platoon Leader did not correctly understand the nature of the LPC score. It measures your motivation, not specific behaviors. As you may recall, in some situations high LPC people may neglect their subordinates because they become too absorbed in trying to please their boss. In relaxed, well-controlled situations, the high LPC leader sometimes concentrates more on the task. In tense and more stressful situations, the high LPC leader is more concerned with interpersonal relationships.

The Platoon Leader made the mistake of assuming that high and low LPC leaders always behave in the same way. She has also made the mistake of seeing people as very simple, one-dimensional objects. Every individual has a somewhat different personality. What the high LPC person is likely to share in common with other high LPC individuals is a desire to maintain good interpersonal relationships in the work group and through this strategy to accomplish the task. In addition, of course, it is very difficult to see one's own behavior clearly. Most people are quite surprised when they learn how others see them. Therefore, although the Platoon Leader may have felt she did not clearly typify a high LPC leader, her motivational structure may still be that of the relationship-motivated leader.

Move to page 22 and complete probe 3.

FEEDBACK

You chose C: The Platoon Leader probably misunderstood the scoring system.

A person with a high LPC score is task-motivated and not relationship-motivated.

This is incorrect. A high LPC score does indicate relationship-motivated leadership. A low LPC score indicates task-motivated leadership. Therefore, the Platoon Leader misunderstood the interpretation of the LPC system not the scoring.

You missed on this one; better try again after reviewing the chapter.

PROBE #3

Your Platoon Sergeant is generally a very relaxed person, especially as long as everything is going well. You have noticed, however, that he recently got a new boss and that he has really tightened up on discipline. He immediately wants to take formal action against anyone who does not shape up. He also has become very bossy and goes around issuing orders to his subordinates and concentrating on organizing the work and the job assignments. He is likely to be:

     A. Relationship-motivated. Go to page 23 for feedback.

     B. Task-motivated. Go to page 24 for feedback.

FEEDBACK

You answered A: Relationship-motivated

This is wrong. The relationship-motivated leader under the stress of a new superior would become more lax in discipline. He would be seeking the support of his coworkers and he would be less concerned with the task.

Better review this chapter and try again!

### FEEDBACK

You answered B: Task-motivated

This is quite correct. The Platoon Sergeant is, indeed, task-motivated. You probably recognized this from several parts of the description. (a) The sergeant was quite relaxed when everything was going well. Task-motivated leaders are indeed relaxed when they know that the job will be accomplished. They can then take it easy and let things take their course. (b) A new superior poses more of a threat. The Platoon Sergeant does not know what demands the new superior will make, he does not know how he will get along with the new superior and what kinds of assignments or standards he will have to live with.

One way of dealing with this problem is to prepare for all contingencies and to make sure that everyone knows his job and is ready for whatever happens. This requires stricter control and discipline.

Relationship-motivated leaders would react quite differently. When they are faced with having to relate to a new superior they need the emotional support of their group members and they will, therefore, let up on discipline to avoid antagonizing the group.

You're doing well--continue on to probe 4 on page 25.

PROBE #4

Lieutenant Berger has been supply officer for two years. He has been known as a person who didn't let his people get away with too much. He kept an eye on things, and he did not hesitate to give people hell when they deserved it. He also tended to be somewhat aloof from his subordinates and concentrated on his relationship with his boss.

He recently was transferred to a new assignment where he has a similar job but somewhat more responsibility. Interestingly enough, he now seems to be unwilling to maintain any discipline, he doesn't want to give any reprimands or take any other action against his subordinates. He also has become much more friendly and open with his group. You diagnose him as:

     A. Relationship-motivated. Go to page 26 for feedback.

     B. Task-motivated. Go to page 27 for feedback.

FEEDBACK

You chose A: Relationship-motivated

You are quite right. This is the typical pattern we find in the relationship-motivated person. When all goes well and he enjoys a great deal of control and influence, he can be a task-master and concerned with tight discipline. He tends under these conditions to neglect his subordinates because he wants to look good to his boss and others. This causes him to appear aloof and distant to his subordinates.

However, a new job and the need to establish positive interpersonal relations with a new boss and new subordinates, creates uncertainty and stress in the relationship-motivated leader. He then is very reluctant to alienate his group members, sometimes to the point of letting them get away with infractions which he would never have allowed before. In an extremely stressful and difficult situation, the relationship-motivated leader may become so involved in seeking the support and liking of his group that he fails to accomplish the task to which he has been assigned.

You seem to be understanding the idea of the two leadership styles.  
Please go on to page 28 and complete the quiz.

FEEDBACK

You chose B: Task-motivated.

This is not correct. A task-motivated leader, as you will recall, becomes concerned with the task when he is in a stressful, uncertain situation. Consider the problems a leader has on a new job: He has to establish himself with his new boss, he has to supervise new subordinates and he has to learn something about the job. Under these conditions the task-motivated leader becomes quite concerned with his ability to accomplish the task and maintaining control of the group, he therefore tightens, not relaxes, discipline. He also tends to devote all his energies to his task, even at the expense of good relations with his subordinates.

Reread the section on relationship-motivated leaders (pages 9-11) and try this probe again.

UNDERSTANDING LEADERSHIP STYLE QUIZ

Mark each item as true or false:

True      False

- ☐ ☐ 1. Leadership style as measured by LPC indicates consistent behavior which does not vary when situations vary.
- ☐ ☐ 2. Low LPC, task-motivated, leaders are generally less well liked by their followers than are other types of leaders.
- ☐ ☐ 3. High LPC, relationship-motivated, leaders are primarily motivated by desire for esteem from other people.
- ☐ ☐ 4. Low LPC leaders are most comfortable in situations where task demands are clear and orderly.
- ☐ ☐ 5. High LPC leaders generally try to avoid conflicts within the group.
- ☐ ☐ 6. In stressful, difficult situations, low LPC leaders are more critical and directive than high LPC leaders.
- ☐ ☐ 7. Under predictable, and relaxed situations, low LPC leaders are likely to act nervous, edgy and distracted.
- ☐ ☐ 8. Low LPC leaders tend to be most productive in very uncertain, stressful situations or in very relaxed situations.
- ☐ ☐ 9. High LPC leaders perform best in very uncertain, stressful situations or in very relaxed situations.

GO TO PAGE 29 FOR FEEDBACK.

FEEDBACK FOR QUIZ

- FALSE 1. Leadership style as measured by LPC indicates consistent behavior which does not vary when situations vary.

Although a leader's needs and motivations will remain relatively constant, different behaviors are used to satisfy these needs as situations vary.

- FALSE 2. Low LPC, task-motivated, leaders are generally less well liked by their followers than are other types of leaders.

Both types of leaders have some positive and some negative points, and both are equally well liked by their followers in most instances.

- TRUE 3. High LPC, relationship-motivated, leaders are primarily motivated by desire for esteem from other people.

This is true. High LPC leaders gain self-esteem when other people (followers, peers, superiors) like them and judge them to be competent.

- TRUE 4. Low LPC leaders are most comfortable in situations where task demands are clear and orderly.

Low LPC leaders do indeed function most effectively and feel most comfortable when the job demands are clear. A clear job assignment gives them a better chance to gain esteem from successful task achievement. If such guidelines are absent, the task-motivated leader will immediately begin to organize and prepare these directions.

- TRUE 5. High LPC leaders generally try to avoid conflicts within the group.

By and large, this statement is true. High LPC leaders are sensitive to the atmosphere in their group. They try to head off conflict and maintain pleasant work relations for all.

- TRUE 6. In stressful, difficult situations, low LPC leaders are more critical and directive than high LPC leaders.

When the low LPC leader feels himself under pressure, he strives to create an orderly task environment. He does this by assigning jobs, directing work, and closely monitoring performance.

- FALSE 7. Under predictable, and relaxed situations, low LPC leaders are likely to act nervous, edgy and distracted.

This is incorrect. When situations are clear, predictable and under control, the low LPC leader feels relatively assured that he can satisfy his basic need or motivation, i.e., task accomplishment. He then relaxes and is considerate of his group members.

- TRUE 8. Low LPC leaders tend to be most productive in very uncertain, stressful situations or in very relaxed situations.

The low LPC leader seems to perform best under very good conditions when task demands are very clear and he knows what to do, and under very uncertain conditions where his directiveness and no-nonsense style gives at least some order to an otherwise chaotic situation.

- FALSE 9. High LPC leaders perform best in very uncertain, stressful situations or in very relaxed situations.

This is wrong. The high LPC leader performs best in moderate situations which call for creativity and group participation. In the more stressful, uncertain situation, he becomes so concerned with group support that he often fails to successfully accomplish the task. In the very relaxed situation, the high LPC leader often becomes bored or becomes overly concerned with his relations with his boss, and is usually less successful in his job.

SUMMARY

The best way to identify your own leadership style is to complete the Least Preferred Coworker (LPC) scale. Your score on the scale determines whether you are task-motivated or relationship-motivated. A brief description of the two leadership styles is presented below:

RELATIONSHIP-MOTIVATED (High LPC score of 64 and above)

This person is generally more concerned with interpersonal relations, more sensitive to the feelings and needs of others and tries to head off conflict. He/she is able to deal with complex issues in relationships and is effective in group problem solving tasks of situations in which creativity or innovative ideas are required.

In stressful, uncertain situations, the relationship-motivated person tends to seek the approval and support of subordinates and becomes so absorbed with this need, that he/she sometimes is unable to complete the task at all.

In moderate situations, the relationship-motivated leader is concerned with his/her subordinates. This person seeks to alleviate anxiety and tension in the group, mediates conflict, is patient and able to handle creative, decision-making and policy groups.

In relaxed, predictable situations, the relationship-motivated person tends to seek the approval and esteem of his superiors. As a result, he/she becomes less considerate and concerned about the group members and more interested in task direction. Some relationship-motivated leaders become somewhat arrogant and pushy or simply bored under these conditions.

TASK-MOTIVATED (Low LPC score of 57 and below)

This leader is most concerned with the task and less dependent on how others think and feel about him/her. Is generally eager and impatient to get on with the

job. Plans and quickly organizes the work and has a no-nonsense attitude about getting the task accomplished.

In stressful, uncertain situations, the task-motivated leader tends to withdraw from the group and devote himself to task direction. He organizes and drives the group to complete the job. Group members frequently respect the leader for enabling them to reach the group's goal even though it may be interpersonally uncomfortable. Under these conditions, the leader also tends to become concerned with control of the group and maintains strict discipline. In this situation, the task-motivated person performs relatively well.

In moderate situations, the task-motivated leader tends to be anxious and uptight. He/she becomes engrossed in the task and pays little or no attention to the needs and feelings of group members and does not head off conflict. When things are less tense and stressful, the group members resent his directiveness and lack of involvement with them. In this situation, the task-motivated leader performs poorly.

In relaxed, predictable situations, the task-motivated leader tends to develop pleasant and comfortable interpersonal relations with his subordinates. He/she is easy to get along with and as long as the work gets done, will not interfere with the group. Performs well under these conditions.

You have now learned to identify the basic leadership motivations and have determined your own leadership style. The basic point is, however, that no single leadership style is likely to be effective in all situations. Rather one leadership style is best suited for some situations but not for others. The key then, is to analyze leadership situations and match them with leadership style to obtain maximum effectiveness. The next chapter will introduce the measurement of leadership situations.

## CHAPTER 3

### ANALYZING SITUATIONAL FAVORABLENESS

The demands of the job are now recognized as one of the most important aspects of a leader's effectiveness. You will almost certainly perform better in some situations than in others. It is extremely important, therefore, that you learn how to diagnose and recognize the conditions under which you, as a leader, are most likely to succeed, as well as the conditions in which you are least likely to perform well.

The way to evaluate a leadership situation is by how much control and influence the leader has. Stated somewhat differently, how "favorable" is the situation in which the leader must perform? How "easy" or "difficult" is it to be a leader in the situation or how sure are you that you can accomplish your goals? Note that this is not the same as the technical difficulty of the particular work that is to be accomplished. We are talking about how easy or difficult it is to be the leader in a given situation.

The technical work of constructing a bridge may be very complex, for example. But being a liked and respected boss who directs a group of engineers and workers in the construction process is a relatively favorable situation. This is so because the leader has a great deal of control and influence, and can be reasonably certain the subordinates will follow his instructions.

Being the disliked chairperson of a volunteer committee, however, is a very difficult leadership job since the leader has very little control over the members. Even if they do what he asks them, he usually has little assurance that the outcome will be exactly what he wants or expects.

Another way of looking at situational favorableness is to consider the certainty and predictability in the situation. When your task is clear and your

followers are helpful, when you know what to do and how to do it, you can be relatively certain that the group will follow your directions and the outcome will be predictable.

There are three major factors which affect your control and influence in the situation. These are:

1. Leader-Member Relations: the degree to which the group accepts, and is loyal to the leader, the degree to which the group supports the leader and can, therefore, be relied on to do the job.
2. Task Structure: the degree to which the task is clearly spelled out in terms of goals, procedures, and specific guidelines.
3. Position Power: the degree to which the position of the leader gives him authority to reward and punish his subordinates.

These three factors are then combined to determine the favorableness of the situation for the leader. The basic kinds of situations are:

1. Very favorable. Situations in which you have an "easy" time being a leader and you have a great deal of control and influence. In these situations you will feel quite certain about what you are doing and what the outcomes of your decisions are likely to be. For example, the accepted and trusted commander of an artillery unit would have a very favorable situation.

2. Moderately favorable. Situations in which you are presented with mixed problems and with some stress. This would be, for example, the situation of a well accepted dining facility supervisor or the disliked leader of a typical line unit.

3. Unfavorable. This situation is characterized by high stress and considerable uncertainty. The group does not accept its leader and it is difficult to understand exactly what the group is supposed to do and how to do it. In this type of situation, you may have little control over the people whom you supervise and you may feel that they do not support you or like you.

This kind of situation is illustrated by the unpopular chairperson of a volunteer group to organize an intramural sports program, the distrusted leader of a staff section or the commander whose unit is out to get him.

While group performance in very unfavorable situations tends to be lower, this is not always the case. Many leaders find the "unfavorable" situation more challenging and they perform better under these conditions.

It is very important that you understand what is here meant by control and influence--situational favorableness. It means the leader's ability to control not only what the group members do but also the outcome of the group effort. It means that the leader can predict with reasonable assurance what the consequences of his actions are going to be for himself and for the group.

Each of the three factors which determine the favorableness of the situation for the leader will be presented in the following chapters to teach you how to measure the degree to which they are present in your leadership situation. To familiarize you with these dimensions, each is briefly described below. You will then complete several probes to test your understanding of situational favorableness.

#### LEADER-MEMBER RELATIONS

The most important aspect of your control and influence in your group is the degree to which you have the support of your subordinates and the degree to which they are loyal and dependable. If your group is really trying to assist you and to follow your directions and policies in spirit as well as in letter, your control over your situation will be quite high. If you have your group's support, you do not actually need high position power to get their cooperation since the group members already accept your direction.

Fighting your own group takes a great deal of time and effort. It requires that you move carefully, and it makes you constantly wonder whether everything is

going to work out all right and if you can get the job done. Leaders who are unsure of their group's loyalty and dependability have to be on their guard all the time in order to insure successful task accomplishment. In extreme cases, there are groups in which the leader has to worry about subordinates who would like to "stab him in the back" or sabotage the group task in an effort to make the leader look bad or to get him removed.

Being accepted and respected means a great deal to a leader, and it is not surprising, therefore, that many leaders will go out of their way to obtain the approval and liking of their subordinates. Good leader-member relations also have the added benefit of higher morale and worker satisfaction which increases unit performance.

#### TASK STRUCTURE

The second important factor in a leadership situation is the structure of the task. Some jobs are spelled out in considerable detail and in a way which allows no deviation. An example would be the step-by-step instructions for assembling a weapons system or constructing a building according to a blueprint.

At the other extreme are tasks which are vague and unclear and there is no one best way to do the job. Any approach might lead to success or failure, and nobody can really tell which is right or wrong. A good example of such a task would be a committee assignment to develop a new policy statement, or to make an official inquiry.

It is easy to see that the control and influence of the leader will be higher on a very structured task, like building something from a blueprint. It is less likely that he will be challenged on the way the task is to be done. However, the leader who heads a committee to think up a new policy will not be able to tell people exactly how to go about their job, nor will he be permitted

to tell them what to say, or how to vote. His control and influence, therefore, is quite low.

Task structure is perhaps the most complex of the three factors which determine situational favorableness and is second to leader-member relations in importance.

#### POSITION POWER

The third element in a leadership situation is the power the organization gives you, as leader, for the purpose of directing subordinates. Under ordinary conditions you can be almost certain to find high power in line positions of most military units. This includes most officers and noncommissioned officers with command responsibilities.

Low position power is found in units where a senior subordinate has expertise which makes the leader dependent upon his subordinates advice and assistance. It is, after all, very difficult to lean too hard on such key subordinates as your legal counsel, or the only radar technician in your outfit.

A leader's position power may be adversely affected by his inexperience or by his unfamiliarity with the job. If you don't know what your subordinates are supposed to do, you can't discipline them for not doing it well. If you don't know how a job is to be done, you may have to bargain some of your position power away in order to get the work done. The leader's position power is affected, therefore, by how well he knows his business.

Also important is the support the leader enjoys from his superior. If he can get his recommendations accepted, if he can get his subordinates promoted, or if he can get them good assignments, his power in the eyes of his own group will be higher than if he has little or no clout with his own bosses.

The probes on the following pages will allow you to check how well you have followed the discussion so far.

PROBE #5

Based on what you have just read about situational favorableness, which of the following statements is most accurate?

- ☐ A. A leader's influence with his followers is determined primarily by formal organizational authority (position power). Go to page 39 for feedback.
- ☐ B. The difficulty of the group's task is the most important determinant of the leader's control and influence (task structure). Turn to page 40 for feedback.
- ☐ C. A leader's influence is a vague and complex phenomenon which cannot be measured. Turn to page 41 for feedback.
- ☐ D. A leader's influence and control is dependent upon several factors in the situation, the most important being his acceptance by group members (leader-member relations). Turn to page 42 for feedback.

FEEDBACK

You chose A: A leader's influence with his followers is determined primarily by formal organizational authority (position power).

This is incorrect. In fact, formal authority is usually less important than other factors. A leader's power and authority are rarely great enough to prevent the sabotage of a project by a disgruntled subordinate or to evoke more than the minimal amount of effort from an uncooperative group. Reread the description of the three factors on page 35-37 and then make another choice.

FEEDBACK

You chose B: The difficulty of the group's task is the most important determinant of the leader's control and influence (task structure).

This answer is not correct. It is true that a leader's influence will be increased to the extent that he or she understands the demands of the task and can assign members to specific duties. However, this is not the most important factor.

Review the chapter and try this probe again.

FEEDBACK

You chose C: A leader's influence is a vague and complex phenomenon which cannot be measured.

This, fortunately, is incorrect. If it were true, this training program also would be impossible. While leadership situations are often vague and complex, and therefore difficult to classify, we have been able to measure the degree to which they give the leader control and influence. You've missed the point. Return to page 33 and read this chapter again.

FEEDBACK

You chose D: A leader's influence and control is dependent upon several factors in the situation, the most important being his acceptance by group members (leader-member relations).

Correct! A leader's influence and control is increased to the degree that he can count on every person to do his job as well as possible. This is the most important dimension in determining situational favorableness. The clarity of the task (task structure) and the leader's authority (position power) are important, but less so than leader-member relations.

Good work--go on to page 43.

PROBE #6

A friend of yours who is a first sergeant says that it's easy to be a leader of any group if you have a lot of power to reward and punish the subordinates. He says, "You give me the power, and there's no way I won't be in control!"

Based on what you have read, what do you say?

- \_\_\_ A. "You're right. If you have enough power, people will do what you tell them and that's control and influence." Go to page 44.
- \_\_\_ B. "I disagree. What good is the ability to force people to do something if you can't figure out what they should be doing? Besides, when your subordinates don't like you, they usually can figure out some way to 'do you in' regardless of how much power you have." Go to page 45.
- \_\_\_ C. "I disagree. It's not power that counts, it's personalit. If your subordinates like you, you've got it made." Go to page 46.

FEEDBACK

You chose A: If you have enough power, people will do what you tell them and that's control and influence.

This answer is incorrect. Being able to coerce people sometimes is useful for a leader, but leadership is a lot more complicated than just ordering people around. Imagine being the leader of a board of inquiry. Could you use your power to force the members to vote your way?

Reread this chapter and try again.

FEEDBACK

You chose B: What good is the ability to force people to do something if you can't figure out what they should be doing? Besides, when your subordinates don't like you, they usually can figure out some way to do you in regardless of how much power you have.

Right you are. True leadership is knowing what should be done and knowing your subordinates are willing to help you get it done. It is far more complicated than just being able to order people around.

Well done--continue to page 47.

FEEDBACK

You chose C: It's not power that counts, it's personality. If your subordinates like you, you've got it made.

This is not the right answer. Good relations with subordinates are extremely important in leadership, but it would be a mistake to think that is the whole story. The relationship between leader and members involves more than just being liked. Remember, the key to evaluating situations is the amount of control and influence this relationship provides you. Being a nice person won't help if nobody knows how to do the job, or if it means letting people do their own thing rather than working on the group's task.

Do this one again--you've missed the point.

### SUMMARY

There are three factors that help you determine the amount of control and influence in your situation. These are:

1. Leader-Member Relations--how well the group and leader get along.
2. Task Structure--how clearcut the job and its accomplishment are.
3. Position Power--how much authority the leader has to reward and discipline his/her subordinates.

These three factors combine to measure different leadership situations.

These are:

1. Favorable situations in which the leader has a great deal of control and influence, an "easy" setting in which to direct the work of others.
2. Moderately favorable situations in which the leader is presented with mixed problems and some stress.
3. Unfavorable situations where the leader's control and influence are relatively low. These situations are more unpredictable and uncertain for the leader and for some, more difficult. However, there are certain types of leaders who prefer the more difficult and often challenging situation in which their control is low.

### Measuring Situational Favorableness

The next four chapters will show you how to assess the situational favorableness of your current leadership job and, of any job you may be asked to hold. There are scales to measure each of the three factors which determine situational favorableness, i.e., leader-member relations, task structure, and position power.

Before you rate your current leadership job, it is important that you get some practice with these scales. For this reason, you need to select another leadership job you have had to practice filling out the forms.

Practically everyone has held several leadership jobs in the course of their life. Probably you are in a leadership position right now. In this case, your primary leadership job is the one you hold at this time. This is not the job which you should rate first.

Think of the second most important leadership job you have ever done. This is the job you should use for practice. Write the title of this position on the lines below.

You may have difficulty in deciding which leadership job to pick for practice. You have probably had some military leadership experience or you may have had some leadership roles in your past. You may have served as the chairperson of a committee to look into a particular problem, as the chairperson of a board of inquiry, or as the leader of a group to arrange an event for nonmilitary people like school activities or service clubs. These qualify as leadership jobs even though they were only temporary.

Whatever you chose as your practice leadership job, try to pick out something you can remember in considerable detail. REMEMBER, in the next four chapters, to use this position when you are asked to complete scales for your secondary leadership job.

Secondary Leadership Job \_\_\_\_\_

## CHAPTER 4

### MEASURING LEADER-MEMBER RELATIONS

As we have said before, leadership means control and influence over your situation. Your control obviously will be greater if you have the support and trust of your group members than if the group rejects you or gives you only half-hearted support. The leader who does not have to question the dependability and loyalty of his group is in a very strong position. He does not have to worry as much about his official power or such other organizational supports as the chain of command, and he doesn't have to rely on his power to reward and punish because the group members are eager to follow him anyway. We call this personal aspect of control and influence leader-member relations.

Leader-member relations are the most important single aspect in determining situational favorableness. If you have good relations with your group, then you have less need of position power or task structure in order to get the job done. Your leadership situation is, therefore, likely to be either very favorable or moderately favorable.

It is sometimes rather difficult to tell just how much support and backing a group is likely to give its leader. Most of us have a tendency to do some wishful thinking in this area. We like to believe that our relations with others are better than they actually are.

There are various clues you may be able to get about the extent to which your subordinates accept your leadership. For example:

- \* Do your group members try to keep you out of trouble?
- \* Do they warn you about potential difficulties?
- \* Do they do their job in a way which shows that they want to do it right?

- \* Do they do what you would want them to do rather than just what you tell them to do?
- \* Do they include you in their small talk?
- \* Do they seem genuinely friendly and eager to please you?

If you can answer most of these questions with "yes" then your relations with your subordinates are probably good.

Some other factors may affect your relations with the group. Groups in which there is considerable conflict, whether caused by personality clashes or by differences in the members' values, background, or language may be more difficult to handle. You may be seen as favoring one clique over another, or you may be mistrusted by group members who are from a different cultural background. However, cultural differences are taken for granted in many groups and when that is true, such differences play a minor role.

Another factor to consider is your group's history. Some groups traditionally have good relations with their leaders while others traditionally fight the r leaders. Also, if the leader who preceded you on your job was liked and admired, it will probably be more difficult to step into his shoes. If the leader before you was a disaster, you may find it comparatively easier to be accepted, or you may find that the members are mistrustful and it may take longer to establish good relations.

Also important is your relationship with your boss. If your boss supports you and works with you, the group members are more likely to hold you in esteem. Moreover, if your recommendations to your boss are accepted and approved, your members will have more confidence in you as their leader.

The leader-member relations scale (LMR) that follows has been designed to assess your relationship with your group members. Because leader-member relations

are the most important factor in measuring situational favorableness, the total points possible on the scale are 40, or twice as many as the task structure scale and four times as many as the position power scale, which will follow in later chapters.

The leader-member relations scale consists of eight questions with response choices ranging from "strongly agree" to "strongly disagree." Circle the number which best represents your feelings about each question. Add up your answers and enter the total in the appropriate box.

Practice using this scale by completing the two probes on the following pages. In answering these probes, imagine yourself in the role of the leader so that you are responding as though the group in question is one you supervise.

PROBE #7

You are the leader of a ranger team. You and your teammates underwent training together and you and the group feel quite close. You spend a lot of your free time together.

Your team is being prepared for some special assignments with major implications and you have received extensive special training. Because of the importance of your work, you have received excellent treatment in all aspects, and any requests that you have made to your superiors have been quickly taken care of.

You estimate the leader-member relations of your group to be:

☐ Good  
☐ Moderate  
☐ Poor

Complete the leader-member relations scale on the following page and see how well you estimated.

LEADER-MEMBER RELATIONS SCALE

Circle the number which best represents your response to each item.

1. The people I supervise have trouble getting along with each other.
2. My subordinates are reliable and trustworthy.
3. There seems to be a friendly atmosphere among the people I supervise.
4. My subordinates always cooperate with me in getting the job done.
5. There is friction between my subordinates and myself.
6. My subordinates give me a good deal of help and support in getting the job done.
7. The people I supervise work well together in getting the job done.
8. I have good relations with the people I supervise.

| STRONGLY<br>AGREE | AGREE | NEITHER AGREE<br>NOR DISAGREE | DISAGREE | STRONGLY<br>DISAGREE |
|-------------------|-------|-------------------------------|----------|----------------------|
| 1                 | 2     | 3                             | 4        | 5                    |
| 5                 | 4     | 3                             | 2        | 1                    |
| 5                 | 4     | 3                             | 2        | 1                    |
| 5                 | 4     | 3                             | 2        | 1                    |
| 1                 | 2     | 3                             | 4        | 5                    |
| 5                 | 4     | 3                             | 2        | 1                    |
| 5                 | 4     | 3                             | 2        | 1                    |
| 5                 | 4     | 3                             | 2        | 1                    |

TOTAL SCORE

FEEDBACK

LEADER-MEMBER RELATIONS SCALE

Circle the number which best represents your response to each item.

|                                                                                     | STRONGLY<br>AGREE | AGREE | NEITHER AGREE<br>NOR DISAGREE | DISAGREE | STRONGLY<br>DISAGREE |
|-------------------------------------------------------------------------------------|-------------------|-------|-------------------------------|----------|----------------------|
| 1. The people I supervise have trouble getting along with each other.               | 1                 | 2     | 3                             | 4        | 5                    |
| 2. My subordinates are reliable and trustworthy.                                    | 5                 | 4     | 3                             | 2        | 1                    |
| 3. There seems to be a friendly atmosphere among the people I supervise.            | 5                 | 4     | 3                             | 2        | 1                    |
| 4. My subordinates always cooperate with me in getting the job done.                | 5                 | 4     | 3                             | 2        | 1                    |
| 5. There is friction between my subordinates and myself.                            | 1                 | 2     | 3                             | 4        | 5                    |
| 6. My subordinates give me a good deal of help and support in getting the job done. | 5                 | 4     | 3                             | 2        | 1                    |
| 7. The people I supervise work well together in getting the job done.               | 5                 | 4     | 3                             | 2        | 1                    |
| 8. I have good relations with the people I supervise.                               | 5                 | 4     | 3                             | 2        | 1                    |

TOTAL SCORE

36

FEEDBACK

As you probably estimated, the leader-member relations in this situation were good. If you have a scale value in the vicinity of 36, you are in the right range.

A score of 30 or above on the LMR scale indicates good leader-member relations, a score between 29 and 21 indicates moderate leader-member relations, and a score of 20 or below indicates poor leader-member relations.

As you can see from the feedback scale, questions 2, 4, 6, 7, and 8 received the maximum points possible. Because there was no specific information as to the relationship between the group members themselves, questions 1 and 3 were scored as "neither agree nor disagree" which is usually the best answer to use when you are unsure or have insufficient information.

A situation like this, however, is bound to have good leader-member relations when the group has been together a long time, are working hard on a special mission, and spend a lot of free time in each others company.

If you got this one right, try the probe on the following page.

PROBE #8

You have recently begun your new assignment as the supply officer of an infantry brigade. The officer whom you replaced seems to have left rather suddenly, and probably because he had difficulty with the commander.

After a few weeks, however, you begin to notice that there is considerable dissension among the men in your section. The NCOIC and several NCO's are constantly quarreling, and there is a good deal of backbiting going on. The men listen to your orders, but without much enthusiasm, and only enough to get the job done. When you try to discuss these problems with the commander, he waves you off by telling you in effect that this is your problem, and he doesn't have time to deal with all the details.

You estimate the leader-member relations in your group to be:

\_\_\_\_\_ Good  
\_\_\_\_\_ Moderate  
\_\_\_\_\_ Poor

Complete the LMR scale on the following page and compare it with the feedback to see how well you estimated the leader-member relations in this situation.

LEADER-MEMBER RELATIONS SCALE

Circle the number which best represents your response to each item.

|                                                                                     | STRONGLY<br>AGREE | AGREE | NEITHER AGREE<br>NOR DISAGREE | DISAGREE | STRONGLY<br>DISAGREE |
|-------------------------------------------------------------------------------------|-------------------|-------|-------------------------------|----------|----------------------|
| 1. The people I supervise have trouble getting along with each other.               | 1                 | 2     | 3                             | 4        | 5                    |
| 2. My subordinates are reliable and trustworthy.                                    | 5                 | 4     | 3                             | 2        | 1                    |
| 3. There seems to be a friendly atmosphere among the people I supervise.            | 5                 | 4     | 3                             | 2        | 1                    |
| 4. My subordinates always cooperate with me in getting the job done.                | 5                 | 4     | 3                             | 2        | 1                    |
| 5. There is friction between my subordinates and myself.                            | 1                 | 2     | 3                             | 4        | 5                    |
| 6. My subordinates give me a good deal of help and support in getting the job done. | 5                 | 4     | 3                             | 2        | 1                    |
| 7. The people I supervise work well together in getting the job done.               | 5                 | 4     | 3                             | 2        | 1                    |
| 8. I have good relations with the people I supervise.                               | 5                 | 4     | 3                             | 2        | 1                    |

TOTAL SCORE

FEEDBACK

-58-

LEADER-MEMBER RELATIONS SCALE

Circle the number which best represents your response to each item.

|                                                                                     | STRONGLY<br>AGREE | AGREE | NEITHER AGREE<br>NOR DISAGREE | DISAGREE | STRONGLY<br>DISAGREE |
|-------------------------------------------------------------------------------------|-------------------|-------|-------------------------------|----------|----------------------|
| 1. The people I supervise have trouble getting along with each other.               | ①                 | 2     | 3                             | 4        | 5                    |
| 2. My subordinates are reliable and trustworthy.                                    | 5                 | 4     | ③                             | 2        | 1                    |
| 3. There seems to be a friendly atmosphere among the people I supervise.            | 5                 | 4     | 3                             | 2        | ①                    |
| 4. My subordinates always cooperate with me in getting the job done.                | 5                 | 4     | 3                             | ②        | 1                    |
| 5. There is friction between my subordinates and myself.                            | 1                 | ②     | 3                             | 4        | 5                    |
| 6. My subordinates give me a good deal of help and support in getting the job done. | 5                 | 4     | 3                             | ②        | 1                    |
| 7. The people I supervise work well together in getting the job done.               | 5                 | 4     | 3                             | 2        | ①                    |
| 8. I have good relations with the people I supervise.                               | 5                 | 4     | ③                             | 2        | 1                    |

TOTAL SCORE

15

FEEDBACK

If your estimate was poor, you were correct. This was obviously not a very good leader-member relationship.

You will, of course, have recognized that the relations among the men are relatively poor, therefore, questions 1, 3, and 7 received only one point each. The support they give you, the leader, is half-hearted, although perhaps not poor, so questions 2, 4, 5, 6, and 8 receive low scores too.

Your total score should have been around 15. However, if you were a few points either way, you are having no trouble with this scale.

On the following page is another Leader-Member Relations scale. Complete this scale for your Secondary Leadership Position (the job you chose to use for practice on page 48).

RATE YOUR SECONDARY LEADERSHIP POSITION

LEADER-MEMBER RELATIONS SCALE

Circle the number which best represents your response to each item.

1. The people I supervise have trouble getting along with each other.
2. My subordinates are reliable and trustworthy.
3. There seems to be a friendly atmosphere among the people I supervise.
4. My subordinates always cooperate with me in getting the job done.
5. There is friction between my subordinates and myself.
6. My subordinates give me a good deal of help and support in getting the job done.
7. The people I supervise work well together in getting the job done.
8. I have good relations with the people I supervise.

| STRONGLY<br>AGREE | AGREE | NEITHER AGREE<br>NOR DISAGREE | DISAGREE | STRONGLY<br>DISAGREE |
|-------------------|-------|-------------------------------|----------|----------------------|
| 1                 | 2     | 3                             | 4        | 5                    |
| 5                 | 4     | 3                             | 2        | 1                    |
| 5                 | 4     | 3                             | 2        | 1                    |
| 5                 | 4     | 3                             | 2        | 1                    |
| 1                 | 2     | 3                             | 4        | 5                    |
| 5                 | 4     | 3                             | 2        | 1                    |
| 5                 | 4     | 3                             | 2        | 1                    |
| 5                 | 4     | 3                             | 2        | 1                    |

TOTAL SCORE

SUMMARY

The leader's relations with his/her group members is the most important single factor in determining the favorableness of the situation. If the leader has the support of the group and can rely on them to do their job well and willingly, he/she has a considerable degree of control and influence.

While leaders who have good relations with their group members are not always more effective, they are clearly more influential and their group members generally are more satisfied with their jobs.

This chapter introduced the Leader-Member Relations scale. You should be aware, however, that no scale of this type is any better than your own sensitivity to the group members' relations with you and with each other. It is important, therefore, that you be aware of how you and your group relate to each other and that you observe how they get along with each other. This will increase your ability to accurately measure your leader-member relations.

## CHAPTER 5

### MEASURING TASK STRUCTURE

Normally you don't think of the job itself as influencing your control in the leadership situation. However, this is indeed the case. Consider, for example, the case of an NCO in charge of a construction crew. He may say to his group, "I guess they want us to build a storage shed someplace around here, so let's see what we can do."

In effect, he is telling his crew that he doesn't know exactly what to do and invites them to have their say, or to argue about the nature of the shed, and where it might be built. The same NCO will get no arguments from his crew if he has a blueprint in his hand which tells him exactly what kind of a storage shed this is to be and where it is to be placed.

Moreover, and perhaps even more importantly, the job "...to build a shed someplace around here..." may later be criticized by the NCO's boss for being built the wrong way or being put in the wrong spot. There is no uncertainty when the blueprint specifies the location and method of building.

Being told exactly what to do and how to do it relieves the leader of the responsibility for making these decisions. It tells the group in effect that the leader knows exactly what he is supposed to be doing, and that he has the full backing of his boss and the organization for doing the work in the approved manner.

The well-known method of "doing things by the numbers" may not always be most efficient, but it is the military equivalent of the blueprint, as is the standard operating procedure. In these instances you know you will succeed in getting the job done right if you just follow the rules, and your subordinates are less likely to question your authority.

It's quite a different situation in jobs where the nature of the task simply does not allow a step-by-step procedure, and where the outcome may not be known until well after the task is completed, or in some cases, only years later.

Consider the job of an Army Public Information officer. He or she gets paid for being creative and for supervising creative people. If the officer is asked to design a recruiting campaign, the staff members will probably be called together to brainstorm the problem. Each member of the staff may have some good ideas and some ideas which may bomb out. There is no way to tell for sure which will succeed and which will fail and the outcome may not be known for months or years after the job is completed.

Likewise, the leader of an Army research team has a very unstructured task. It is extremely difficult to predict the line of research which will turn out to be a blind alley, and the approach which will lead to a successful outcome. Every wrong turn carries a high cost in time and money. There are few rules to guide the researcher, there are few "best" procedures and the risk of failure is high. As a result, it will be hard for the leader to convince his team members that he is right and they are wrong. In addition, the members of the staff constantly have to use their own judgment, and the leader cannot supervise and control the team's creativity. The leader of a highly unstructured task can exercise only nominal control over the work group and the way the task is performed.

There are, of course, innumerable ways to describe and classify tasks. One of the most important, as far as the leader is concerned, is the degree to which the task is "structured", that is, the degree to which it is clear exactly what is to be done, and how you can tell when you are through that it was done well.

How structured the task is can be determined by answering the following four general questions.

1. Is the goal or outcome of the task clearly stated or known? To what degree are the tasks or duties which typically make up the job clearly known to the people performing it (for example, repair this truck engine so that it runs again, get this building painted white).

2. Is there only one way to accomplish the task? If the problems encountered in the job can be solved only one or two ways, the task is more structured than if a wide variety of procedures are possible. For example, a clerk who is told to fill out a form according to the instructions has only one way to proceed. However, an officer whose job calls for developing a new training policy has any number of ways in which he and his team can proceed. Therefore, his job is low in task structure.

3. Is there only one correct answer or solution for the completed task? If there is only one "correct solution" for a task, it is more highly structured than if many solutions are possible. Some tasks, like arithmetic problems or loading a weapon, have only one correct answer or outcome. Others, have two or more, such as the development of a tactical problem or designing a recruiting display.

4. Is it easy to check whether the job was done right? We have to consider the degree to which it is possible to determine the "correctness" of the leader's performance of the job. If he builds a structure, one can check the dimensions of his building against the specifications on the blueprint. If he assembles a machine, one can determine how well it performs. If he estimates the number of people who live in a district, his estimate can be checked against the latest census data. These kinds of jobs are highly structured.

In some jobs, however, it is very difficult to know whether the outcome was good or bad, whether the leader's group performed well or poorly. Thus, the officers of a staff may come to an agreement that a cut in training time will be good for morale, "other things being equal," but it may never be possible to establish if they are right.

It is important for the leader to be able to check on his progress as the work goes forward. Are there milestones and benchmarks along the way? Can he see whether he is making the right or wrong decisions? In some jobs this is possible. The petty officer in charge of the motor pool can check the service manuals to see whether he is meeting various requirements, an aviation maintenance supervisor can conduct various tests and go over check lists at important points in the process.

Other jobs, however, do not allow this. Consider, for example, the leader whose unit is preparing a training film. There is no way to tell whether the trainees will benefit from the film until the film is already made. Think about the military commander who will not know the success of his campaign strategy until it is too late to change it. Again, these are unstructured tasks.

The Task Structure Scale has been designed to reflect these four aspects of task structure. Part I consists of ten questions with response choices of "Usually," "Sometimes," or "Seldom," and each choice is assigned a value ranging from 0 to 2. Part II of the scale will be discussed later in the chapter.

Most of the questions are fairly straightforward and concern the four factors discussed above. A couple of questions, however, may cause you some difficulty. Question 2, for example, asks, "Is there a person available to advise and give a description of the finished product or service, or how the job should be done?" This can be anybody from the boss to a senior subordinate

or even the person who had the job before. The important point is not who the person is or his position in the chain of command, but rather whether there is someone who can help clarify the job with fairly detailed instructions.

Question 8 may be somewhat confusing by asking, "Is there a generally agreed understanding about the standards the particular product or service has to meet to be considered acceptable?" The standard for repairing an engine is whether it will run correctly after the repair work is done. The standard for training new recruits in how to clean and care for a piece of machinery are clearly specified.

On the other hand, planning a program to improve civilian/military relations in the community is rather open-ended and there is a great deal of leeway even where particular standards for the program are spelled out. In other words, is it clear when the task has been acceptably accomplished or might reasonable people arrive at quite different judgments or conclusions as to whether the job was done right.

You may have trouble with Question 9 which is similar to the above and asks, "Is the evaluation of this task generally made on some quantitative basis?" When the task has been completed, can it be rated by different people with good agreement on a fairly standardized basis? For example, a combat readiness inspection score or an aircraft inspection check list, are both quantitative systems for evaluating the task. Rating the military band as excellent or second rate is not quantitative.

Read each question on the scale carefully and circle the number which best represents your choice. Be sure to keep in mind the various examples on the preceding pages. If you have trouble answering a particular question, refer back to the discussion for clarification. After completing the scale, add up your responses and enter the total in the box at the bottom of the page.

Complete the probes on the following page for practice with this scale.

PROBE #9

Consider the role of a Public Information officer. This officer and her staff have the responsibility for maintaining the Army's positive image. She uses newspaper, radio, television and other tools to reach the public with the Army's story. She also has the responsibility for advising the Army on the public relations impact of various courses of action or proposed activities.

Estimate the task structure of the job.

\_\_\_\_ High

\_\_\_\_ Medium

\_\_\_\_ Low

Now rate the job on the task structure rating scale. Imagine yourself in the situation and then circle the answer which best reflects your response. Compare your rating with the completed scale on the following page.

TASK STRUCTURE RATING SCALE

Circle one

PART I

IS THE GOAL CLEARLY STATED OR KNOWN?

1. Is there a blueprint, picture, model, or detailed description available of the finished product or service?
2. Is there a person available to advise and give a description of the finished product or service, or how the job should be done?

IS THERE ONLY ONE WAY TO ACCOMPLISH THE TASK?

3. Is there a step-by-step procedure, or a standard operating procedure which indicates in detail the process which is to be followed?
4. Is there a specific way to subdivide the task into separate parts or steps?
5. Are there some ways which are clearly recognized as better than others for performing this task?

IS THERE ONLY ONE CORRECT ANSWER OR SOLUTION?

6. Is it obvious when the task is finished and the correct solution has been found?
7. Is there a book, manual, or job description which indicates the best solution or the best outcome for the task?

IS IT EASY TO CHECK WHETHER THE JOB WAS DONE RIGHT?

8. Is there a generally agreed understanding about the standards the particular product or service has to meet to be considered acceptable?
9. Is the evaluation of this task generally made on some quantitative basis?
10. Can the leader and the group find out how well the task has been accomplished in enough time to improve future performance?

| Usually True | Sometimes True | Seldom True |
|--------------|----------------|-------------|
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |

SUBTOTAL

Circle one

| Usually True | Sometimes True | Seldom True |
|--------------|----------------|-------------|
| 2            | 1              | (0)         |
| 2            | (1)            | 0           |
| 2            | 1              | (0)         |
| 2            | 1              | (0)         |
| 2            | (1)            | 0           |
| 2            | 1              | (0)         |
| 2            | 1              | (0)         |
| (2)          | 1              | 0           |
| 2            | 1              | (0)         |
| 2            | 1              | (0)         |

SUBTOTAL

4

### FEEDBACK

The job of Public Information officer would receive a score of about 4. This would mean the job is low in task structure. A score of 6 or below is low in structure, a score between 7 and 13 is medium in structure and a score of 14 or above is high in task structure. The total number of points possible on the task structure scale is 20. As with the Leader-Member Relations scale in the previous chapter, this scale has been weighted to reflect its importance in determining situational favorableness. Since task structure is second in importance to leader-member relations, it is worth half the number of points.

How well were you able to estimate the structure of this job? The officer's job is very low in structure since there is no clear way to maintain a public image. There are no exact guidelines, blueprints or detailed instructions. There are many ways to accomplish the task and it is hard to check whether the job was done right.

Question 2 should have been answered with "sometimes" since the officer would have a superior who might be able to give detailed advice or a predecessor who could offer specific suggestions. Question 5 was worth a point since "sometimes" there are ways to proceed which are recognized as better than others. Question 8 was worth two points since it is generally understood that the job is done right as long as the Army's image stays high. The rest of the questions should have been answered with "seldom".

If you came up with a score within one or two points of the suggested score, you are catching on. If not, review the chapter before trying the next probe.

PROBE #10

NCO in charge of motor pool maintenance. Requires that vehicles be kept in running order and available for authorized use. In addition, routine scheduled maintenance must be carried out such as oil changes, lubrication, and tuning.

Estimate the task structure of this job:

\_\_\_\_ High  
\_\_\_\_ Medium  
\_\_\_\_ Low

Complete the task structure rating scale on the next page.

TASK STRUCTURE RATING SCALE

Circle one

PART I

IS THE GOAL CLEARLY STATED OR KNOWN?

1. Is there a blueprint, picture, model, or detailed description available of the finished product or service?
2. Is there a person available to advise and give a description of the finished product or service, or how the job should be done?

IS THERE ONLY ONE WAY TO ACCOMPLISH THE TASK?

3. Is there a step-by-step procedure, or a standard operating procedure which indicates in detail the process which is to be followed?
4. Is there a specific way to subdivide the task into separate parts or steps?
5. Are there some ways which are clearly recognized as better than others for performing this task?

IS THERE ONLY ONE CORRECT ANSWER OR SOLUTION?

6. Is it obvious when the task is finished and the correct solution has been found?
7. Is there a book, manual, or job description which indicates the best solution or the best outcome for the task?

IS IT EASY TO CHECK WHETHER THE JOB WAS DONE RIGHT?

8. Is there a generally agreed understanding about the standards the particular product or service has to meet to be considered acceptable?
9. Is the evaluation of this task generally made on some quantitative basis?
10. Can the leader and the group find out how well the task has been accomplished in enough time to improve future performance?

| Usually True | Sometimes True | Seldom True |
|--------------|----------------|-------------|
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |

SUBTOTAL

FEEDBACKTASK STRUCTURE RATING SCALE

Circle one

## PART I

IS THE GOAL CLEARLY STATED OR KNOWN?

1. Is there a blueprint, picture, model, or detailed description available of the finished product or service?
2. Is there a person available to advise and give a description of the finished product or service, or how the job should be done?

IS THERE ONLY ONE WAY TO ACCOMPLISH THE TASK?

3. Is there a step-by-step procedure, or a standard operating procedure which indicates in detail the process which is to be followed?
4. Is there a specific way to subdivide the task into separate parts or steps?
5. Are there some ways which are clearly recognized as better than others for performing this task?

IS THERE ONLY ONE CORRECT ANSWER OR SOLUTION?

6. Is it obvious when the task is finished and the correct solution has been found?
7. Is there a book, manual, or job description which indicates the best solution or the best outcome for the task?

IS IT EASY TO CHECK WHETHER THE JOB WAS DONE RIGHT?

8. Is there a generally agreed understanding about the standards the particular product or service has to meet to be considered acceptable?
9. Is the evaluation of this task generally made on some quantitative basis?
10. Can the leader and the group find out how well the task has been accomplished in enough time to improve future performance?

| Usually True | Sometimes True | Seldom True |
|--------------|----------------|-------------|
| (2)          | 1              | 0           |
| (2)          | 1              | 0           |
| (2)          | 1              | 0           |
| (2)          | 1              | 0           |
| (2)          | 1              | 0           |
| (2)          | 1              | 0           |
| (2)          | 1              | 0           |
| (2)          | (1)            | 0           |
| (2)          | 1              | 0           |

SUBTOTAL

19

FEEDBACK

If you estimated this job as high in task structure, you are right.

A score of 14 or above indicates that the job is high in structure and this one scored 19. Compare this with your rating and see how close you came.

This job is so highly structured that it received the maximum number of points for every question except 9. This question was answered "sometimes" since a quantitative evaluation is made occasionally. Generally, however, if the vehicles are running that's what counts.

If you are still having trouble with task structure, be sure and reread the material which gives you the most difficulty. If you got this one, move on to the next probe.

PROBE #11

Officer in charge. The officer supervises a military police unit responsible for maintaining internal and external security (securing all buildings within the base, guarding the perimeter, attending to any disciplinary problems on or off base, etc.). Standard procedures are in effect for routine checks, but the officer must also be alert for and respond to any extraordinary or emergency situations.

Estimate the task structure of this job:

           High

           Medium

           Low

Complete the task structure scale on the next page.

TASK STRUCTURE RATING SCALE

Circle one

PART I

IS THE GOAL CLEARLY STATED OR KNOWN?

1. Is there a blueprint, picture, model, or detailed description available of the finished product or service?
2. Is there a person available to advise and give a description of the finished product or service, or how the job should be done?

IS THERE ONLY ONE WAY TO ACCOMPLISH THE TASK?

3. Is there a step-by-step procedure, or a standard operating procedure which indicates in detail the process which is to be followed?
4. Is there a specific way to subdivide the task into separate parts or steps?
5. Are there some ways which are clearly recognized as better than others for performing this task?

IS THERE ONLY ONE CORRECT ANSWER OR SOLUTION?

6. Is it obvious when the task is finished and the correct solution has been found?
7. Is there a book, manual, or job description which indicates the best solution or the best outcome for the task?

IS IT EASY TO CHECK WHETHER THE JOB WAS DONE RIGHT?

8. Is there a generally agreed understanding about the standards the particular product or service has to meet to be considered acceptable?
9. Is the evaluation of this task generally made on some quantitative basis?
10. Can the leader and the group find out how well the task has been accomplished in enough time to improve future performance?

| Usually True | Sometimes True | Seldom True |
|--------------|----------------|-------------|
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |

SUBTOTAL

Circle one

| Usually True | Sometimes True | Seldom True |
|--------------|----------------|-------------|
| 2            | (1)            | 0           |
| (2)          | 1              | 0           |
| (2)          | 1              | 0           |
| 2            | (1)            | 0           |
| (2)          | 1              | 0           |
| 2            | (1)            | 0           |
| 2            | (1)            | 0           |
| 2            | (1)            | 0           |
| 2            | 1              | (0)         |
| 2            | 1              | (0)         |

11

FEEDBACK

The Officer in Charge's job occupies a middle point on the task structure scale. Some of the duties, such as the supervision of routine patrols and guards, are quite clear. He must also be sensitive, however, to any unusual or emergency situations which may cause problems before they are even seen. A rating of 11 would be appropriate for this position. Your rating of this job may be somewhat different, but the total score should be between 9 and 13, even if you emphasized somewhat different aspects.

If you feel you understand the task structure scale so far, move on to Part II on the following pages. If you still feel somewhat confused or uncertain, be sure and reread the chapter before continuing.

EFFECTS OF LEADERSHIP EXPERIENCE ON TASK STRUCTURE

When we speak of someone with adequate leadership experience, we mean that he or she has been a leader for enough time to learn how to cope with the various problems which confront people in that position. Experience is on-the-job training, and it usually goes along with some coaching by others who are involved with the leader.

A new leader, for example, is likely to get some hints from his superior, and he may get some help also from the person who was in the job before him and from others in similar positions. He usually also gets some guidance from the people he supervises. They will tell him that "we always did it this way before" or "you'll find that this way works better," and so on.

The highly experienced leader will have been faced time and time again with similar problems. The work sheets didn't get filled in today, three of the eight people in your section are sick again, Sam and Margret got into a fight over who made the mistake on the last assignment, and Walt, the new man, is giving you a lot of lip every time you try to tell him something.

Gradually, over the months and years, you will learn how to handle these problems. You will no longer get flustered because you've been through all this before. You will know that Walt needs to be ignored while you should sit down with Sam and Margret and straighten out their problem.

Gradually, you also find that your relations with your group members become better, that they have learned to adjust to your idiosyncracies and you have learned to cope with theirs.

What all this really means is that you have gotten to know your job and the outcome is more predictable. The job seems more structured, more clear, requiring fewer and fewer new solutions since there are fewer new problems which

arise; and your situation has stabilized. In other words, experience has made your leadership situation more predictable, less anxiety arousing, and consequently more favorable in the sense in which the term is used in this program.

#### EFFECTS OF TRAINING ON TASK STRUCTURE

Leadership training and experience often are closely related. Training is the compressed experience of others which is presented to the trainee in an easily digested form. Its main purpose is to make it unnecessary for the trainee to figure everything out on his own. He/she should learn what others have done, what has worked and what has not worked. By teaching the leader what has worked for others and providing practice handling various situations, we are in effect making the job more structured. There is less doubt about how to perform the task. More ways are suggested for telling whether things are proceeding right and what is to be done. Most training will make the individual more competent in the job which provides more structure.

Before we continue, we want to consider one further problem which is important for understanding the effects of leadership training and experience. Some tasks and jobs can be greatly improved by training or by experience. Others do not benefit from doing the job again and again, or from getting specific instructions on how to do the job. No matter how much we might train an individual to become an inventor, being inventive is a personal attribute which might be assisted by proper training, but it cannot be learned. Likewise, you cannot really teach a person how to be a brilliant military tactician, although you can teach him the fundamentals.

Other types of tasks can be readily taught. It is relatively easy to teach an individual how to march men around on a drill field, or how to direct an assembly operation. Generally speaking, the more structured the task, the more

easily it can be taught, and the more easily we can train a leader to direct it. The less structured the task, the more judgment is required, or the more it depends upon the leader's creativity or ability to encourage creativity in others. Unstructured tasks, therefore, are harder to teach and leaders will be less likely to benefit from training in them.

Training, basically, is a method for making tasks more structured. You provide rules and routines which the person otherwise might not know, and you develop methods which will assist the leader in doing the job without having the responsibility of creating them.

#### MEASURING THE EFFECTS OF TRAINING AND EXPERIENCE

Since training and experience affect task structure, we must adjust our task structure score to reflect this factor. The task structure ratings are based on the assumption that the leader has enough experience and/or training to recognize and make use of the structure in the task. For leaders without sufficient training and experience, points are subtracted from the task structure score. Part II provides two additional scales to measure the amount of training and experience.

Since experience seems to be a more powerful influence on task structure, it is assigned more points. However, the rating of training and experience calls upon you to use your judgment. If you do not know or cannot guess the leader's training and experience, mark it as "moderate".

As we said before, jobs which are extremely unstructured are less affected by experience and training. Therefore, on any job which scores below 6 on Part I of the Task Structure Scale, no experience and training adjustments are necessary.

Note that we are talking here about relevant training and experience. For example, if an NCO is given a combat assignment, his training in

special warfare techniques or the use of weapons would be relevant. Training in cook's school would not be relevant. The same goes for experience. Experience which is related to the present job, even if indirectly, should be counted.

There is no way to say in advance, for every leadership position, which training and/or experience is important and which is not. You must use your knowledge of each unique situation in making these ratings. Most leaders know enough about their own jobs and the jobs of their subordinates to do this.

To illustrate the effects of training and experience, examine the probe we just completed on the officer in charge. In this probe we described and rated the job as 11 on Part I of the task structure scale (see the next page). Suppose, however, that we now know that the particular person in this position had very little military training, perhaps a couple of hours in security methods. We also know that he has had very little experience. His Part II rating scale would look like the one on page 84.

As you can see, this leadership position has moved from medium structure (score value 9 to 13) to low structure (6 or below). This is a result of the leader's lack of training and experience.

After you have examined the scales on pages 83 and 84, complete Part I and Part II of the Task Structure Scale on pages 85 and 86 for your Secondary Leadership job.

TASK STRUCTURE RATING SCALE

Circle one

PART I

IS THE GOAL CLEARLY STATED OR KNOWN?

1. Is there a blueprint, picture, model, or detailed description available of the finished product or service?
2. Is there a person available to advise and give a description of the finished product or service, or how the job should be done?

IS THERE ONLY ONE WAY TO ACCOMPLISH THE TASK?

3. Is there a step-by-step procedure, or a standard operating procedure which indicates in detail the process which is to be followed?
4. Is there a specific way to subdivide the task into separate parts or steps?
5. Are there some ways which are clearly recognized as better than others for performing this task?

IS THERE ONLY ONE CORRECT ANSWER OR SOLUTION?

6. Is it obvious when the task is finished and the correct solution has been found?
7. Is there a book, manual, or job description which indicates the best solution or the best outcome for the task?

IS IT EASY TO CHECK WHETHER THE JOB WAS DONE RIGHT?

8. Is there a generally agreed understanding about the standards the particular product or service has to meet to be considered acceptable?
9. Is the evaluation of this task generally made on some quantitative basis?
10. Can the leader and the group find out how well the task has been accomplished in enough time to improve future performance?

| Usually True | Sometimes True | Seldom True |
|--------------|----------------|-------------|
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |

SUBTOTAL

11

← NO Change

TASK STRUCTURE SCALE

PART II

TRAINING AND EXPERIENCE ADJUSTMENT

NOTE: DO NOT ADJUST JOBS WITH A PART I SCORE OF 6 OR BELOW.

- a. Compared to others in this or similar positions, how much training has the leader had?

|                       |                         |                                  |                             |
|-----------------------|-------------------------|----------------------------------|-----------------------------|
| -3                    | <u>-2</u>               | -1                               | 0                           |
| No training<br>at all | Very little<br>training | A moderate amount<br>of training | A great deal<br>of training |

- b. Compared to others in this or similar positions, how much experience has the leader had?

|                         |                           |                                    |                               |
|-------------------------|---------------------------|------------------------------------|-------------------------------|
| -6                      | <u>-4</u>                 | -2                                 | 0                             |
| No experience<br>at all | Very little<br>experience | A moderate amount<br>of experience | A great deal<br>of experience |

Add lines a and b of the training and experience adjustment, then subtract this from the subtotal on the previous page.

Subtotal from previous page . . . . . 11

Training and experience adjustment . . . . . -6

TOTAL TASK STRUCTURE SCORE. . . . . 5

RATE YOUR SECONDARY LEADERSHIP JOB

TASK STRUCTURE RATING SCALE

Circle one

PART I

IS THE GOAL CLEARLY STATED OR KNOWN?

1. Is there a blueprint, picture, model, or detailed description available of the finished product or service?
2. Is there a person available to advise and give a description of the finished product or service, or how the job should be done?

IS THERE ONLY ONE WAY TO ACCOMPLISH THE TASK?

3. Is there a step-by-step procedure, or a standard operating procedure which indicates in detail the process which is to be followed?
4. Is there a specific way to subdivide the task into separate parts or steps?
5. Are there some ways which are clearly recognized as better than others for performing this task?

IS THERE ONLY ONE CORRECT ANSWER OR SOLUTION?

6. Is it obvious when the task is finished and the correct solution has been found?
7. Is there a book, manual, or job description which indicates the best solution or the best outcome for the task?

IS IT EASY TO CHECK WHETHER THE JOB WAS DONE RIGHT?

8. Is there a generally agreed understanding about the standards the particular product or service has to meet to be considered acceptable?
9. Is the evaluation of this task generally made on some quantitative basis?
10. Can the leader and the group find out how well the task has been accomplished in enough time to improve future performance?

| Usually True | Sometimes True | Seldom True |
|--------------|----------------|-------------|
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |

SUBTOTAL

TASK STRUCTURE SCALE

PART II

TRAINING AND EXPERIENCE ADJUSTMENT

NOTE: DO NOT ADJUST JOBS WITH A PART I SCORE OF 6 OR BELOW.

- a. Compared to others in this or similar positions, how much training has the leader had?

|                    |                    |                          |                     |
|--------------------|--------------------|--------------------------|---------------------|
| -3                 | -2                 | -1                       | 0                   |
| <u>No training</u> | <u>Very little</u> | <u>A moderate amount</u> | <u>A great deal</u> |
| <u>at all</u>      | <u>training</u>    | <u>of training</u>       | <u>of training</u>  |

- b. Compared to others in this or similar positions, how much experience has the leader had?

|                      |                    |                          |                      |
|----------------------|--------------------|--------------------------|----------------------|
| -6                   | -4                 | -2                       | 0                    |
| <u>No experience</u> | <u>Very little</u> | <u>A moderate amount</u> | <u>A great deal</u>  |
| <u>at all</u>        | <u>experience</u>  | <u>of experience</u>     | <u>of experience</u> |

Add lines a and b of the training and experience adjustment, then subtract this from the subtotal on the previous page.

Subtotal from previous page . . . . .

Training and experience adjustment . . . . .

TOTAL TASK STRUCTURE SCORE. . . . .

SUMMARY

By task structure we mean the degree to which the procedures, goals and evaluation of the job can be spelled out. The leader who is given a highly structured task enjoys considerably more control and influence than one who is given a very unstructured task. The structured task, typified by work done according to the numbers, by a blueprint, or a standard operating procedure, gives the members little reason or opportunity to challenge the leader's decisions, and it provides the leader with a great deal of assurance that he can get the job accomplished.

We measure task structure on the basis of four related questions:

1. Is the goal or outcome clearly stated or known?
2. Is there only one way to accomplish the task?
3. Is there only one correct answer or solution?
4. Is it easy to check whether the job was done right?

Training and experience have the effect of increasing the structure of the task for the leader. Therefore, when we examine task structure, we must adjust for the amount of training and experience the leader has had.

## CHAPTER 6

### MEASURING POSITION POWER

One obvious way a leader gets power is by being appointed to the position. This gives the leader certain rights, duties, and obligations, including the use of rewards and punishments which help to enforce his/her legitimate orders or directives. This is easily the most visible of all means for "giving" a person power. Let us take a closer look at the power a person is given because of the position he or she holds, that is, the official rewards and punishments available.

Leadership positions vary, of course, in how much formal power they confer on the occupants. Some leaders can assign jobs or transfer subordinates from one job to another, from one section to another, and from one city to another. Some organizations allow the leader to give certain punishments. These may range from official and unofficial reprimands, fines, incarceration or even physical punishment (as for example, doing twenty push-ups).

The leader's official power to reward may include giving extra passes, time off, or giving a subordinate more pleasant job assignments. He may also have the right to demote a subordinate, suspend him or give him the most unpleasant tasks.

On the other extreme are the leadership positions in which the leader has practically no official power to punish or reward. The chairperson of a volunteer committee can only try to persuade and cajole the members, or to praise them when they do a good job.

In between these two extremes there is, of course, a wide range of position power. Most leadership positions contain some power to punish and

reward. Most leaders have the implicit right to praise or to give subordinates a "chewing out", to "lean on people" or to pat them on the back. Many positions permit the leader to assign tasks and to decide who will work with whom.

It is very important to remember, however, that power and authority are not simply "given" to the leader. No leader has absolute authority, and to a greater or lesser extent, all authority and power derive from the willingness of subordinates to accept the leader's right to lead. Not even in the military services, which give a great deal of formal position power to the legitimate leader, is the leader independent of his subordinates. In the final analysis, they obey orders because they accept the right of the leader to make certain demands of them and to administer certain rewards and punishments.

There is truth in the old adage that "you can't make a man obey an order, but you can make him sorry that he didn't." But if too many people will not obey a leader's orders, the leader will not keep his position for very long. Most leadership, if not all, is an implied contract. If you are a subordinate, you will do what you are asked because this will give you various rewards and satisfactions. When a leader behaves in an arbitrary manner, he is likely to lose the support of his group. As a result, the system breaks down, the group dissolves, or the leader is replaced.

Practically all leadership power is, therefore, exercised by common consent. In the military services, most members, leaders and followers, want punishment meted out to those who break the rules; they want court-martial procedures applied to those who break the law. Most service personnel realize that the orderly administration of their unit, and even their life may be endangered by people who do not obey reasonable commands and regulations, and they support the enforcement of these rules.

Problems arise when the regulations and rules are not considered by subordinates to be reasonable or when they are not fairly applied. This gets back to the earlier statement that the leader's power and authority derive in large part from the consent and support of subordinates, and that power and authority cannot simply be "given" to somebody in a specific position.

Also important is the backing and support of the leader by his superiors. If the leader recommends a penalty and his recommendation is rejected by his commanding officer, then his power over his own subordinates is immeasurably lessened. However, a leader whose recommendations are approved and accepted will have considerably stronger position power.

One of the things which makes leadership such a difficult job is the fine line which the leader has to walk between maintaining the group members' support and the demands of the organization. The organization may demand that a company expose itself to hostile fire and attack, while the men in the company may not like to take the risk with their lives. Less dramatically, the organization may demand a higher level of productivity, but the subordinates may want to work at a more comfortable pace. It is the leader's job to use his or her authority and position power to reach some acceptable compromise between the organization's demands and the subordinates' willingness to comply.

The Position Power scale consists of five questions which cover broadly three sources of leader power: (1) the leader's ability to reward and punish subordinates, (2) the leader's knowledge of the group and individual tasks which allow the direction and evaluation of the group and the task, and (3) the leader's official position as a legitimate source of authority. You should remember that most people underestimate the power of their own position and overestimate the power of others. Try to guard against that tendency in your ratings.

Try your hand at the probes on the following pages.

PROBE # 12

Estimate the position power of a Brigade commander in combat.

\_\_\_\_\_ High

\_\_\_\_\_ Medium

\_\_\_\_\_ Low

Now rate this job on the position power rating scale on the following page.

POSITION POWER RATING SCALE

Circle the number which best represents your answer

1. Can the leader directly or by recommendation administer rewards and punishments to his subordinates?

2  
Can act directly or  
can recommend with  
high effectiveness

1  
Can recommend but  
with mixed results

0  
NO

2. Can the leader directly or by recommendation affect the promotion, demotion, hiring or firing of his subordinates?

2  
Can act directly or  
can recommend with  
high effectiveness

1  
Can recommend but  
with mixed results

0  
NO

3. Does the leader have the knowledge necessary to assign tasks to subordinates and instruct them in task completion?

2  
YES

1  
Sometimes or in  
some aspects

0  
NO

4. Is it the leader's job to evaluate the performance of his subordinates?

2  
YES

1  
Sometimes or in  
some aspects

0  
NO

5. Has the leader been given some official title of authority by the organization (e.g., foreman, department head, platoon leader)?

2  
YES

0  
NO

TOTAL

|  |
|--|
|  |
|--|

FEEDBACK

POSITION POWER RATING SCALE

Circle the number which best represents your answer.

1. Can the leader directly or by recommendation administer rewards and punishments to his subordinates?

|                                                                 |                                         |    |
|-----------------------------------------------------------------|-----------------------------------------|----|
| 2                                                               | 1                                       | 0  |
| Can act directly or<br>can recommend with<br>high effectiveness | Can recommend but<br>with mixed results | NO |

2. Can the leader directly or by recommendation affect the promotion, demotion, hiring or firing of his subordinates?

|                                                                 |                                         |    |
|-----------------------------------------------------------------|-----------------------------------------|----|
| 2                                                               | 1                                       | 0  |
| Can act directly or<br>can recommend with<br>high effectiveness | Can recommend but<br>with mixed results | NO |

3. Does the leader have the knowledge necessary to assign tasks to subordinates and instruct them in task completion?

|     |                                 |    |
|-----|---------------------------------|----|
| 2   | 1                               | 0  |
| YES | Sometimes or in<br>some aspects | NO |

4. Is it the leader's job to evaluate the performance of his subordinates?

|     |                                 |    |
|-----|---------------------------------|----|
| 2   | 1                               | 0  |
| YES | Sometimes or in<br>some aspects | NO |

5. Has the leader been given some official title of authority by the organization (e.g., foreman, department head, platoon leader)?

|     |    |
|-----|----|
| 2   | 0  |
| YES | NO |

TOTAL

10

FEEDBACK

This was an obvious probe. You should have awarded this position the maximum number of points. A score of 7-10 indicates high position power, a score of 4-6 indicates moderate position power and a score of 3 or below is low in position power.

A Brigade Commander is one of the most powerful positions that exists. Most line positions in military organizations have high position power, but military leaders often find themselves in situations in which their power is reduced or inapplicable. Some of the probes which follow help to illustrate this point.

PROBE #13

You have been appointed commanding officer of a military research laboratory. You are assigned to coordinate and facilitate the research activities of a team of behavioral scientists, most of whom are civilians.

In general, in this assignment you are supposed to furnish support for the team's activities and act as liaison officer insuring that important military procedures are followed. Your major responsibilities are to disperse already allocated funds, to monitor progress towards goals which are set by the team itself, and to supervise the nonresearch aspects of the laboratory (e.g., proper invoice procedures, report filing, use of equipment, etc.).

You are occasionally asked to report on individual team members, but your reports make up only a part of the personnel and project evaluation. You have a civilian counterpart who is a research scientist and directs the actual work of the team. You yourself are not a scientist, and you are not asked to evaluate the scientific work of the group.

Your position power is likely to be:

\_\_\_\_\_ High

\_\_\_\_\_ Medium

\_\_\_\_\_ Low

POSITION POWER RATING SCALE

Circle the number which best represents your answer.

1. Can the leader directly or by recommendation administer rewards and punishments to his subordinates?

2  
Can act directly or  
can recommend with  
high effectiveness

1  
Can recommend but  
with mixed results

0  
NO

2. Can the leader directly or by recommendation affect the promotion, demotion, hiring or firing of his subordinates?

2  
Can act directly or  
can recommend with  
high effectiveness

1  
Can recommend but  
with mixed results

0  
NO

3. Does the leader have the knowledge necessary to assign tasks to subordinates and instruct them in task completion?

2  
YES

1  
Sometimes or in  
some aspects

0  
NO

4. Is it the leader's job to evaluate the performance of his subordinates?

2  
YES

1  
Sometimes or in  
some aspects

0  
NO

5. Has the leader been given some official title of authority by the organization (e.g., foreman, department head, platoon leader)?

2  
YES

0  
NO

TOTAL

|  |
|--|
|  |
|--|

FEEDBACK

POSITION POWER RATING SCALE

Circle the number which best represents your answer.

1. Can the leader directly or by recommendation administer rewards and punishments to his subordinates?

2  
\_\_\_\_\_  
Can act directly or  
can recommend with  
high effectiveness

1  
\_\_\_\_\_  
Can recommend but  
with mixed results

0  
\_\_\_\_\_  
NO

2. Can the leader directly or by recommendation affect the promotion, demotion, hiring or firing of his subordinates?

2  
\_\_\_\_\_  
Can act directly or  
can recommend with  
high effectiveness

1  
\_\_\_\_\_  
Can recommend but  
with mixed results

0  
\_\_\_\_\_  
NO

3. Does the leader have the knowledge necessary to assign tasks to subordinates and instruct them in task completion?

2  
\_\_\_\_\_  
YES

1  
\_\_\_\_\_  
Sometimes or in  
some aspects

0  
\_\_\_\_\_  
NO

4. Is it the leader's job to evaluate the performance of his subordinates?

2  
\_\_\_\_\_  
YES

1  
\_\_\_\_\_  
Sometimes or in  
some aspects

0  
\_\_\_\_\_  
NO

5. Has the leader been given some official title of authority by the organization (e.g., foreman, department head, platoon leader)?

2  
\_\_\_\_\_  
YES

0  
\_\_\_\_\_  
NO

TOTAL

4

FEEDBACK

This position is moderate in terms of power, although on the lower end. A score of 4 would be appropriate. The officer does have certain areas of authority and an official position. However, lack of expertise (and consequently responsibility) keeps the leader from having much of an impact on the outcome of the team members.

If you are doing well on the position power probes, try the one on the next page. However, if you have had some difficulty with these examples, review the chapter before going on to the next probe.

PROBE #14

You are the operations officer of a mechanized infantry battalion with the rank of captain. An accident has occurred in the motor pool, and there is some suspicion that foul play may be involved. The commander wishes to undertake an inquiry immediately. He has appointed a board of inquiry of three officers to look into the matter. Because of your expertise, he has asked you to chair this unofficial inquiry. The other board members are available staff officers of the same rank. Due to the possible danger involved, you have 48 hours to file a report.

Your position power is:

☐ High

☐ Medium

☐ Low

Now rate this job on the position power rating scale on the next page.

POSITION POWER RATING SCALE

Circle the number which best represents your answer.

1. Can the leader directly or by recommendation administer rewards and punishments to his subordinates?

|                                                                          |                                                 |           |
|--------------------------------------------------------------------------|-------------------------------------------------|-----------|
| 2                                                                        | 1                                               | 0         |
| <u>Can act directly or<br/>can recommend with<br/>high effectiveness</u> | <u>Can recommend but<br/>with mixed results</u> | <u>NO</u> |

2. Can the leader directly or by recommendation affect the promotion, demotion, hiring or firing of his subordinates?

|                                                                          |                                                 |           |
|--------------------------------------------------------------------------|-------------------------------------------------|-----------|
| 2                                                                        | 1                                               | 0         |
| <u>Can act directly or<br/>can recommend with<br/>high effectiveness</u> | <u>Can recommend but<br/>with mixed results</u> | <u>NO</u> |

3. Does the leader have the knowledge necessary to assign tasks to subordinates and instruct them in task completion?

|            |                                         |           |
|------------|-----------------------------------------|-----------|
| 2          | 1                                       | 0         |
| <u>YES</u> | <u>Sometimes or in<br/>some aspects</u> | <u>NO</u> |

4. Is it the leader's job to evaluate the performance of his subordinates?

|            |                                         |           |
|------------|-----------------------------------------|-----------|
| 2          | 1                                       | 0         |
| <u>YES</u> | <u>Sometimes or in<br/>some aspects</u> | <u>NO</u> |

5. Has the leader been given some official title of authority by the organization (e.g., foreman, department head, platoon leader)?

|            |           |
|------------|-----------|
| 2          | 0         |
| <u>YES</u> | <u>NO</u> |

TOTAL

FEEDBACK

POSITION POWER RATING SCALE

Circle the number which best represents your answer.

1. Can the leader directly or by recommendation administer rewards and punishments to his subordinates?

2  
Can act directly or  
can recommend with  
high effectiveness

1  
Can recommend but  
with mixed results

0  
NO

2. Can the leader directly or by recommendation affect the promotion, demotion, hiring or firing of his subordinates?

2  
Can act directly or  
can recommend with  
high effectiveness

1  
Can recommend but  
with mixed results

0  
NO

3. Does the leader have the knowledge necessary to assign tasks to subordinates and instruct them in task completion?

2  
YES

1  
Sometimes or in  
some aspects

0  
NO

4. Is it the leader's job to evaluate the performance of his subordinates?

2  
YES

1  
Sometimes or in  
some aspects

0  
NO

5. Has the leader been given some official title of authority by the organization (e.g., foreman, department head, platoon leader)?

2  
YES

0  
NO

TOTAL

3

FEEDBACK

This position clearly has low position power--a score of 3. It is a short term assignment which gives the leader no clear official sanction over group members. Most important is the fact that you, as a captain, will be in charge of a group composed of officers equal to you in rank. This drastically reduces your power.

Now that you have had some experience with the position power scale, complete the one on the next page for your secondary leadership job.

RATE YOUR SECONDARY LEADERSHIP JOB

POSITION POWER RATING SCALE

Circle the number which best represents your answer.

1. Can the leader directly or by recommendation administer rewards and punishments to his subordinates?

|                                                                          |                                                 |           |
|--------------------------------------------------------------------------|-------------------------------------------------|-----------|
| 2                                                                        | 1                                               | 0         |
| <u>Can act directly or<br/>can recommend with<br/>high effectiveness</u> | <u>Can recommend but<br/>with mixed results</u> | <u>NO</u> |

2. Can the leader directly or by recommendation affect the promotion, demotion, hiring or firing of his subordinates?

|                                                                          |                                                 |           |
|--------------------------------------------------------------------------|-------------------------------------------------|-----------|
| 2                                                                        | 1                                               | 0         |
| <u>Can act directly or<br/>can recommend with<br/>high effectiveness</u> | <u>Can recommend but<br/>with mixed results</u> | <u>NO</u> |

3. Does the leader have the knowledge necessary to assign tasks to subordinates and instruct them in task completion?

|            |                                         |           |
|------------|-----------------------------------------|-----------|
| 2          | 1                                       | 0         |
| <u>YES</u> | <u>Sometimes or in<br/>some aspects</u> | <u>NO</u> |

4. Is it the leader's job to evaluate the performance of his subordinates?

|            |                                         |           |
|------------|-----------------------------------------|-----------|
| 2          | 1                                       | 0         |
| <u>YES</u> | <u>Sometimes or in<br/>some aspects</u> | <u>NO</u> |

5. Has the leader been given some official title of authority by the organization (e.g., foreman, department head, platoon leader)?

|            |           |
|------------|-----------|
| 2          | 0         |
| <u>YES</u> | <u>NO</u> |

TOTAL

SUMMARY

A leader's position power or authority will add to his or her influence and control in the leadership situation. However, power is not a simple process. It involves a complex relationship between superior and subordinates.

Does the leader have the authority to recommend or to give rewards or punishments? Does he understand the duties and procedures of his subordinates? Can he evaluate their performance?

Because position power is the least important of the three factors which determine situational favorableness, the position power scale is assigned a maximum of 10 points as compared to 20 for task structure and 40 for leader-member relations.

Now that you have learned the techniques for rating the three factors which measure situational favorableness, the following chapter will discuss how to combine these ratings and give you practice in evaluating several situations.

## CHAPTER 7

### COMPUTING SITUATIONAL FAVORABLENESS

You should now understand the three major factors which affect the favorableness of a situation for the leader. You have had some practice in diagnosing and rating various jobs as well as your secondary leadership job. On the following page is the scale for combining the three factors into an overall rating of the situational favorableness of a job.

As you will see, the combined score is derived by adding up all the separate scale scores. This total is then compared with a situational favorableness table to determine the relative favorableness of the leadership position which is being rated.

Complete the rating on the following page for your secondary leadership job by adding up your scores from each of the three scales which you completed earlier. The leader-member relations scale is located on page 60, the task structure scale score (including training and experience) is found on page 85 and the position power total is on page 103. The total score will determine the situational favorableness for your secondary leadership job.

Does this score seem right in light of your experience? If not, go over the various scales and ask yourself if you might have been too strict or too lenient with yourself. Check your addition and make sure you have correctly scored all the scales. It is also possible that your memory of the situation has faded over time and you have misjudged the favorableness.

After you have completed this scale and have determined the situational favorableness for your secondary leadership job, complete the probes on the following pages to see how well you can assess control and influence in these situations. Be sure to imagine yourself in the role of the leader and make the best estimates you can based on the limited information provided in the probe.

SITUATIONAL FAVORABLENESS SCALE

Enter the total scores for the Leader-Member Relations scale, the Task Structure Scale (including training and experience adjustment), and the Position Power Scale in the spaces below. Add the three scores together and look up the total on the table below to determine overall situational favorableness.

Leader-Member Relations Total . . . . .

Task Structure Total . . . . .

Position Power Total . . . . .

GRAND TOTAL . . . . .

TOTAL SCORE

AMOUNT OF  
SITUATIONAL  
FAVORABLENESS

|           |          |             |
|-----------|----------|-------------|
| 51-70     | 31-50    | 10-30       |
| FAVORABLE | MODERATE | UNFAVORABLE |

PROBE #15

You are a battalion communication's officer with the rank of Lieutenant. You have had some training and very little experience. You directly supervise the communication chief and NCO's.

Morale in the platoon is quite high and you have been very successful in developing good relations with your subordinates. Your orders come from the battalion operations officer and follow standard procedures, and your authority is that of a line officer in a military organization.

A. What is your estimate of the situational favorableness of this job?

\_\_\_\_\_ Favorable

\_\_\_\_\_ Moderately Favorable

\_\_\_\_\_ Unfavorable

B. On the following pages rate this situation on the three scales and complete the overall rating. Compare this rating with your estimate. Completed scales are provided so you can see how close you came to the ratings made by our experts.

LEADER-MEMBER RELATIONS SCALE

Circle the number which best represents your response to each item.

|                                                                                     | STRONGLY<br>AGREE | AGREE | NEITHER AGREE<br>NOR DISAGREE | DISAGREE | STRONGLY<br>DISAGREE |
|-------------------------------------------------------------------------------------|-------------------|-------|-------------------------------|----------|----------------------|
| 1. The people I supervise have trouble getting along with each other.               | 1                 | 2     | 3                             | 4        | 5                    |
| 2. My subordinates are reliable and trustworthy.                                    | 5                 | 4     | 3                             | 2        | 1                    |
| 3. There seems to be a friendly atmosphere among the people I supervise.            | 5                 | 4     | 3                             | 2        | 1                    |
| 4. My subordinates always cooperate with me in getting the job done.                | 5                 | 4     | 3                             | 2        | 1                    |
| 5. There is friction between my subordinates and myself.                            | 1                 | 2     | 3                             | 4        | 5                    |
| 6. My subordinates give me a good deal of help and support in getting the job done. | 5                 | 4     | 3                             | 2        | 1                    |
| 7. The people I supervise work well together in getting the job done.               | 5                 | 4     | 3                             | 2        | 1                    |
| 8. I have good relations with the people I supervise.                               | 5                 | 4     | 3                             | 2        | 1                    |

TOTAL SCORE

TASK STRUCTURE RATING SCALE

PART I

Circle one

IS THE GOAL CLEARLY STATED OR KNOWN?

1. Is there a blueprint, picture, model, or detailed description available of the finished product or service?
2. Is there a person available to advise and give a description of the finished product or service, or how the job should be done?

IS THERE ONLY ONE WAY TO ACCOMPLISH THE TASK?

3. Is there a step-by-step procedure, or a standard operating procedure which indicates in detail the process which is to be followed?
4. Is there a specific way to subdivide the task into separate parts or steps?
5. Are there some ways which are clearly recognized as better than others for performing this task?

IS THERE ONLY ONE CORRECT ANSWER OR SOLUTION?

6. Is it obvious when the task is finished and the correct solution has been found?
7. Is there a book, manual, or job description which indicates the best solution or the best outcome for the task?

IS IT EASY TO CHECK WHETHER THE JOB WAS DONE RIGHT?

8. Is there a generally agreed understanding about the standards the particular product or service has to meet to be considered acceptable?
9. Is the evaluation of this task generally made on some quantitative basis?
10. Can the leader and the group find out how well the task has been accomplished in enough time to improve future performance?

| Usually True | Sometimes True | Seldom True |
|--------------|----------------|-------------|
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |

SUBTOTAL

TASK STRUCTURE SCALE

PART II

TRAINING AND EXPERIENCE ADJUSTMENT

NOTE: DO NOT ADJUST JOBS WITH A PART I SCORE OF 6 OR BELOW.

- a. Compared to others in this or similar positions, how much training has the leader had?

|                              |                                |                                         |                                    |
|------------------------------|--------------------------------|-----------------------------------------|------------------------------------|
| -3                           | -2                             | -1                                      | 0                                  |
| <u>No training</u><br>at all | <u>Very little</u><br>training | <u>A moderate amount</u><br>of training | <u>A great deal</u><br>of training |

- b. Compared to others in this or similar positions, how much experience has the leader had?

|                                |                                  |                                           |                                      |
|--------------------------------|----------------------------------|-------------------------------------------|--------------------------------------|
| -6                             | -4                               | -2                                        | 0                                    |
| <u>No experience</u><br>at all | <u>Very little</u><br>experience | <u>A moderate amount</u><br>of experience | <u>A great deal</u><br>of experience |

Add lines a and b of the training and experience adjustment, then subtract this from the subtotal on the previous page.

Subtotal from previous page . . . . .

Training and experience adjustment . . . . .

TOTAL TASK STRUCTURE SCORE. . . . .

POSITION POWER RATING SCALE

Circle the number which best represents your answer.

1. Can the leader directly or by recommendation administer rewards and punishments to his subordinates?

|                                                                          |                                                  |             |
|--------------------------------------------------------------------------|--------------------------------------------------|-------------|
| 2                                                                        | 1                                                | 0           |
| _____<br>Can act directly or<br>can recommend with<br>high effectiveness | _____<br>Can recommend but<br>with mixed results | _____<br>NO |

2. Can the leader directly or by recommendation affect the promotion, demotion, hiring or firing of his subordinates?

|                                                                          |                                                  |             |
|--------------------------------------------------------------------------|--------------------------------------------------|-------------|
| 2                                                                        | 1                                                | 0           |
| _____<br>Can act directly or<br>can recommend with<br>high effectiveness | _____<br>Can recommend but<br>with mixed results | _____<br>NO |

3. Does the leader have the knowledge necessary to assign tasks to subordinates and instruct them in task completion?

|              |                                          |             |
|--------------|------------------------------------------|-------------|
| 2            | 1                                        | 0           |
| _____<br>YES | _____<br>Sometimes or in<br>some aspects | _____<br>NO |

4. Is it the leader's job to evaluate the performance of his subordinates?

|              |                                          |             |
|--------------|------------------------------------------|-------------|
| 2            | 1                                        | 0           |
| _____<br>YES | _____<br>Sometimes or in<br>some aspects | _____<br>NO |

5. Has the leader been given some official title of authority by the organization (e.g., foreman, department head, platoon leader)?

|              |             |
|--------------|-------------|
| 2            | 0           |
| _____<br>YES | _____<br>NO |

TOTAL

SITUATIONAL FAVORABLENESS SCALE

Enter the total scores for the Leader-Member Relations scale, the Task Structure Scale (including training and experience adjustment), and the Position Power Scale in the spaces below. Add the three scores together and look up the total on the table below to determine overall situational favorableness.

Leader-Member Relations Total . . . . .

Task Structure Total . . . . .

Position Power Total . . . . .

GRAND TOTAL . . . . .

TOTAL SCORE

AMOUNT OF  
SITUATIONAL  
FAVORABLENESS

|           |          |             |
|-----------|----------|-------------|
| 51-70     | 31-50    | 10-30       |
| FAVORABLE | MODERATE | UNFAVORABLE |

FEEDBACK

-113-

LEADER-MEMBER RELATIONS SCALE

Circle the number which best represents your response to each item.

|                                                                                     | STRONGLY<br>AGREE | AGREE | NEITHER AGREE<br>NOR DISAGREE | DISAGREE | STRONGLY<br>DISAGREE |
|-------------------------------------------------------------------------------------|-------------------|-------|-------------------------------|----------|----------------------|
| 1. The people I supervise have trouble getting along with each other.               | 1                 | 2     | 3                             | 4        | 5                    |
| 2. My subordinates are reliable and trustworthy.                                    | 5                 | 4     | 3                             | 2        | 1                    |
| 3. There seems to be a friendly atmosphere among the people I supervise.            | 5                 | 4     | 3                             | 2        | 1                    |
| 4. My subordinates always cooperate with me in getting the job done.                | 5                 | 4     | 3                             | 2        | 1                    |
| 5. There is friction between my subordinates and myself.                            | 1                 | 2     | 3                             | 4        | 5                    |
| 6. My subordinates give me a good deal of help and support in getting the job done. | 5                 | 4     | 3                             | 2        | 1                    |
| 7. The people I supervise work well together in getting the job done.               | 5                 | 4     | 3                             | 2        | 1                    |
| 8. I have good relations with the people I supervise.                               | 5                 | 4     | 3                             | 2        | 1                    |

TOTAL SCORE

36

FEEDBACK

-114-

TASK STRUCTURE RATING SCALE

Circle one

PART I

IS THE GOAL CLEARLY STATED OR KNOWN?

1. Is there a blueprint, picture, model, or detailed description available of the finished product or service?
2. Is there a person available to advise and give a description of the finished product or service, or how the job should be done?

IS THERE ONLY ONE WAY TO ACCOMPLISH THE TASK?

3. Is there a step-by-step procedure, or a standard operating procedure which indicates in detail the process which is to be followed?
4. Is there a specific way to subdivide the task into separate parts or steps?
5. Are there some ways which are clearly recognized as better than others for performing this task?

IS THERE ONLY ONE CORRECT ANSWER OR SOLUTION?

6. Is it obvious when the task is finished and the correct solution has been found?
7. Is there a book, manual, or job description which indicates the best solution or the best outcome for the task?

IS IT EASY TO CHECK WHETHER THE JOB WAS DONE RIGHT?

8. Is there a generally agreed understanding about the standards the particular product or service has to meet to be considered acceptable?
9. Is the evaluation of this task generally made on some quantitative basis?
10. Can the leader and the group find out how well the task has been accomplished in enough time to improve future performance?

| Usually True | Sometimes True | Seldom True |
|--------------|----------------|-------------|
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |

SUBTOTAL

15

FEEDBACK

TASK STRUCTURE SCALE

PART II

TRAINING AND EXPERIENCE ADJUSTMENT

NOTE: DO NOT ADJUST JOBS WITH A PART I SCORE OF 6 OR BELOW.

- a. Compared to others in this or similar positions, how much training has the leader had?

|                       |                         |                                  |                             |
|-----------------------|-------------------------|----------------------------------|-----------------------------|
| -3                    | <u>-2</u>               | -1                               | 0                           |
| No training<br>at all | Very little<br>training | A moderate amount<br>of training | A great deal<br>of training |

- b. Compared to others in this or similar positions, how much experience has the leader had?

|                         |                           |                                    |                               |
|-------------------------|---------------------------|------------------------------------|-------------------------------|
| -6                      | <u>-4</u>                 | -2                                 | 0                             |
| No experience<br>at all | Very little<br>experience | A moderate amount<br>of experience | A great deal<br>of experience |

Add lines a and b of the training and experience adjustment, then subtract this from the subtotal on the previous page.

Subtotal from previous page . . . . . 15

Training and experience adjustment . . . . . -6

TOTAL TASK STRUCTURE SCORE. . . . . 9

FEEDBACK

POSITION POWER RATING SCALE

Circle the number which best represents your answer.

1. Can the leader directly or by recommendation administer rewards and punishments to his subordinates?

|                                                                 |                                         |    |
|-----------------------------------------------------------------|-----------------------------------------|----|
| 2                                                               | 1                                       | 0  |
| Can act directly or<br>can recommend with<br>high effectiveness | Can recommend but<br>with mixed results | NO |

2. Can the leader directly or by recommendation affect the promotion, demotion, hiring or firing of his subordinates?

|                                                                 |                                         |    |
|-----------------------------------------------------------------|-----------------------------------------|----|
| 2                                                               | 1                                       | 0  |
| Can act directly or<br>can recommend with<br>high effectiveness | Can recommend but<br>with mixed results | NO |

3. Does the leader have the knowledge necessary to assign tasks to subordinates and instruct them in task completion?

|     |                                 |    |
|-----|---------------------------------|----|
| 2   | 1                               | 0  |
| YES | Sometimes or in<br>some aspects | NO |

4. Is it the leader's job to evaluate the performance of his subordinates?

|     |                                 |    |
|-----|---------------------------------|----|
| 2   | 1                               | 0  |
| YES | Sometimes or in<br>some aspects | NO |

5. Has the leader been given some official title of authority by the organization (e.g., foreman, department head, platoon leader)?

|     |    |
|-----|----|
| 2   | 0  |
| YES | NO |

TOTAL

9

FEEDBACK

SITUATIONAL FAVORABLENESS SCALE

Enter the total scores for the Leader-Member Relations scale, the Task Structure Scale (including training and experience adjustment), and the Position Power Scale in the spaces below. Add the three scores together and look up the total on the table below to determine overall situational favorableness.

Leader-Member Relations Total . . . . . 36

Task Structure Total . . . . . 9

Position Power Total . . . . . 9

GRAND TOTAL . . . . . 54

TOTAL SCORE

AMOUNT OF  
SITUATIONAL  
FAVORABLENESS

|                                                                                            |          |             |
|--------------------------------------------------------------------------------------------|----------|-------------|
| <span style="border: 1px solid black; border-radius: 50%; padding: 2px 10px;">51-70</span> | 31-50    | 10-30       |
| FAVORABLE                                                                                  | MODERATE | UNFAVORABLE |

FEEDBACK

This position is highly favorable. Morale and relations with subordinates are described as good.

Task structure is, of course, relatively high since at the platoon level most activities are reasonably well specified. However, the young, inexperienced lieutenant is at first going to be heavily dependent upon his NCOIC who has probably had many more years of experience. His lack of training also contributes to lowering his task structure scale somewhat.

The position power of a line officer in a situation like this is quite high since he also has good relations with his group and his own superior.

If you rated this job as falling into the favorable zone, you are doing well. It is not necessary for your ratings to be exactly the same as those in the feedback, as long as you are within a few points either direction.

See how well you do on the next probe.

PROBE #16

Recently your boss, the personnel officer, instituted a program to distribute awards to people on post who suggest efficiency improvements for station operations. The program is working quite well and many suggestions have been offered. He now must appoint a committee which will evaluate the suggestions and decide on the awards.

You have been chosen to head this committee which will be made up of officers and enlisted personnel selected by you from several areas of post operation. You will have no official power, but will simply coordinate and guide the work of the group. Since you will select the members, the composition of the committee should be such that the leader-member relations will be pretty high.

A. What is your estimate of the situational favorableness for this job?

       Favorable

       Moderately Favorable

       Unfavorable

B. On the following pages rate this job on the scales. Compare these ratings with the feedback and your estimate and see how close you came.

LEADER-MEMBER RELATIONS SCALE

Circle the number which best represents your response to each item.

|                                                                                     | STRONGLY<br>AGREE | AGREE | NEITHER AGREE<br>NOR DISAGREE | DISAGREE | STRONGLY<br>DISAGREE |
|-------------------------------------------------------------------------------------|-------------------|-------|-------------------------------|----------|----------------------|
| 1. The people I supervise have trouble getting along with each other.               | 1                 | 2     | 3                             | 4        | 5                    |
| 2. My subordinates are reliable and trustworthy.                                    | 5                 | 4     | 3                             | 2        | 1                    |
| 3. There seems to be a friendly atmosphere among the people I supervise.            | 5                 | 4     | 3                             | 2        | 1                    |
| 4. My subordinates always cooperate with me in getting the job done.                | 5                 | 4     | 3                             | 2        | 1                    |
| 5. There is friction between my subordinates and myself.                            | 1                 | 2     | 3                             | 4        | 5                    |
| 6. My subordinates give me a good deal of help and support in getting the job done. | 5                 | 4     | 3                             | 2        | 1                    |
| 7. The people I supervise work well together in getting the job done.               | 5                 | 4     | 3                             | 2        | 1                    |
| 8. I have good relations with the people I supervise.                               | 5                 | 4     | 3                             | 2        | 1                    |

TOTAL SCORE

TASK STRUCTURE RATING SCALE

Circle one

PART I

IS THE GOAL CLEARLY STATED OR KNOWN?

1. Is there a blueprint, picture, model, or detailed description available of the finished product or service?
2. Is there a person available to advise and give a description of the finished product or service, or how the job should be done?

IS THERE ONLY ONE WAY TO ACCOMPLISH THE TASK?

3. Is there a step-by-step procedure, or a standard operating procedure which indicates in detail the process which is to be followed?
4. Is there a specific way to subdivide the task into separate parts or steps?
5. Are there some ways which are clearly recognized as better than others for performing this task?

IS THERE ONLY ONE CORRECT ANSWER OR SOLUTION?

6. Is it obvious when the task is finished and the correct solution has been found?
7. Is there a book, manual, or job description which indicates the best solution or the best outcome for the task?

IS IT EASY TO CHECK WHETHER THE JOB WAS DONE RIGHT?

8. Is there a generally agreed understanding about the standards the particular product or service has to meet to be considered acceptable?
9. Is the evaluation of this task generally made on some quantitative basis?
10. Can the leader and the group find out how well the task has been accomplished in enough time to improve future performance?

| Usually True | Sometimes True | Seldom True |
|--------------|----------------|-------------|
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |

SUBTOTAL

TASK STRUCTURE SCALE

PART II

TRAINING AND EXPERIENCE ADJUSTMENT

NOTE: DO NOT ADJUST JOBS WITH A PART I SCORE OF 6 OR BELOW.

- a. Compared to others in this or similar positions, how much training has the leader had?

|                              |                                |                                         |                                    |
|------------------------------|--------------------------------|-----------------------------------------|------------------------------------|
| -3                           | -2                             | -1                                      | 0                                  |
| <u>No training</u><br>at all | <u>Very little</u><br>training | <u>A moderate amount</u><br>of training | <u>A great deal</u><br>of training |

- b. Compared to others in this or similar positions, how much experience has the leader had?

|                                |                                  |                                           |                                      |
|--------------------------------|----------------------------------|-------------------------------------------|--------------------------------------|
| -6                             | -4                               | -2                                        | 0                                    |
| <u>No experience</u><br>at all | <u>Very little</u><br>experience | <u>A moderate amount</u><br>of experience | <u>A great deal</u><br>of experience |

Add lines a and b of the training and experience adjustment, then subtract this from the subtotal on the previous page.

Subtotal from previous page . . . . .

Training and experience adjustment . . . . .

TOTAL TASK STRUCTURE SCORE. . . . .

POSITION POWER RATING SCALE

Circle the number which best represents your answer.

1. Can the leader directly or by recommendation administer rewards and punishments to his subordinates?

|                                                                          |                                                 |           |
|--------------------------------------------------------------------------|-------------------------------------------------|-----------|
| 2                                                                        | 1                                               | 0         |
| <u>Can act directly or<br/>can recommend with<br/>high effectiveness</u> | <u>Can recommend but<br/>with mixed results</u> | <u>NO</u> |

2. Can the leader directly or by recommendation affect the promotion, demotion, hiring or firing of his subordinates?

|                                                                          |                                                 |           |
|--------------------------------------------------------------------------|-------------------------------------------------|-----------|
| 2                                                                        | 1                                               | 0         |
| <u>Can act directly or<br/>can recommend with<br/>high effectiveness</u> | <u>Can recommend but<br/>with mixed results</u> | <u>NO</u> |

3. Does the leader have the knowledge necessary to assign tasks to subordinates and instruct them in task completion?

|            |                                         |           |
|------------|-----------------------------------------|-----------|
| 2          | 1                                       | 0         |
| <u>YES</u> | <u>Sometimes or in<br/>some aspects</u> | <u>NO</u> |

4. Is it the leader's job to evaluate the performance of his subordinates?

|            |                                         |           |
|------------|-----------------------------------------|-----------|
| 2          | 1                                       | 0         |
| <u>YES</u> | <u>Sometimes or in<br/>some aspects</u> | <u>NO</u> |

5. Has the leader been given some official title of authority by the organization (e.g., foreman, department head, platoon leader)?

|            |           |
|------------|-----------|
| 2          | 0         |
| <u>YES</u> | <u>NO</u> |

TOTAL

SITUATIONAL FAVORABLENESS SCALE

Enter the total scores for the Leader-Member Relations scale, the Task Structure Scale (including training and experience adjustment), and the Position Power Scale in the spaces below. Add the three scores together and look up the total on the table below to determine overall situational favorableness.

Leader-Member Relations Total . . . . .

Task Structure Total . . . . .

Position Power Total . . . . .

GRAND TOTAL . . . . .

TOTAL SCORE

AMOUNT OF  
SITUATIONAL  
FAVORABLENESS

|           |          |             |
|-----------|----------|-------------|
| 51-70     | 31-50    | 10-30       |
| FAVORABLE | MODERATE | UNFAVORABLE |

FEEDBACK

LEADER-MEMBER RELATIONS SCALE

Circle the number which best represents your response to each item.

|                                                                                     | STRONGLY<br>AGREE | AGREE | NEITHER AGREE<br>NOR DISAGREE | DISAGREE | STRONGLY<br>DISAGREE |
|-------------------------------------------------------------------------------------|-------------------|-------|-------------------------------|----------|----------------------|
| 1. The people I supervise have trouble getting along with each other.               | 1                 | 2     | (3)                           | 4        | 5                    |
| 2. My subordinates are reliable and trustworthy.                                    | 5                 | (4)   | 3                             | 2        | 1                    |
| 3. There seems to be a friendly atmosphere among the people I supervise.            | 5                 | 4     | (3)                           | 2        | 1                    |
| 4. My subordinates always cooperate with me in getting the job done.                | (5)               | 4     | 3                             | 2        | 1                    |
| 5. There is friction between my subordinates and myself.                            | 1                 | 2     | 3                             | 4        | (5)                  |
| 6. My subordinates give me a good deal of help and support in getting the job done. | 5                 | (4)   | 3                             | 2        | 1                    |
| 7. The people I supervise work well together in getting the job done.               | 5                 | (4)   | 3                             | 2        | 1                    |
| 8. I have good relations with the people I supervise.                               | 5                 | (4)   | 3                             | 2        | 1                    |

TOTAL SCORE

32

FEEDBACKTASK STRUCTURE RATING SCALE

Circle one

## PART I

IS THE GOAL CLEARLY STATED OR KNOWN?

1. Is there a blueprint, picture, model, or detailed description available of the finished product or service?
2. Is there a person available to advise and give a description of the finished product or service, or how the job should be done?

IS THERE ONLY ONE WAY TO ACCOMPLISH THE TASK?

3. Is there a step-by-step procedure, or a standard operating procedure which indicates in detail the process which is to be followed?
4. Is there a specific way to subdivide the task into separate parts or steps?
5. Are there some ways which are clearly recognized as better than others for performing this task?

IS THERE ONLY ONE CORRECT ANSWER OR SOLUTION?

6. Is it obvious when the task is finished and the correct solution has been found?
7. Is there a book, manual, or job description which indicates the best solution or the best outcome for the task?

IS IT EASY TO CHECK WHETHER THE JOB WAS DONE RIGHT?

8. Is there a generally agreed understanding about the standards the particular product or service has to meet to be considered acceptable?
9. Is the evaluation of this task generally made on some quantitative basis?
10. Can the leader and the group find out how well the task has been accomplished in enough time to improve future performance?

| Usually True | Sometimes True | Seldom True |
|--------------|----------------|-------------|
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |

SUBTOTAL

4

FEEDBACK

TASK STRUCTURE SCALE

PART II

TRAINING AND EXPERIENCE ADJUSTMENT

NOTE: DO NOT ADJUST JOBS WITH A PART I SCORE OF 6 OR BELOW.

- a. Compared to others in this or similar positions, how much training has the leader had?

|                       |                         |                                  |                             |
|-----------------------|-------------------------|----------------------------------|-----------------------------|
| -3                    | -2                      | -1                               | 0                           |
| No training<br>at all | Very little<br>training | A moderate amount<br>of training | A great deal<br>of training |

- b. Compared to others in this or similar positions, how much experience has the leader had?

|                         |                           |                                    |                               |
|-------------------------|---------------------------|------------------------------------|-------------------------------|
| -6                      | -4                        | -2                                 | 0                             |
| No experience<br>at all | Very little<br>experience | A moderate amount<br>of experience | A great deal<br>of experience |

Add lines a and b of the training and experience adjustment, then subtract this from the subtotal on the previous page.

Subtotal from previous page . . . . . 4

Training and experience adjustment . . . . . —

TOTAL TASK STRUCTURE SCORE. . . . . 4

FEEDBACK

POSITION POWER RATING SCALE

Circle the number which best represents your answer.

1. Can the leader directly or by recommendation administer rewards and punishments to his subordinates?

2  
Can act directly or  
can recommend with  
high effectiveness

1  
Can recommend but  
with mixed results

0  
NO

2. Can the leader directly or by recommendation affect the promotion, demotion, hiring or firing of his subordinates?

2  
Can act directly or  
can recommend with  
high effectiveness

1  
Can recommend but  
with mixed results

0  
NO

3. Does the leader have the knowledge necessary to assign tasks to subordinates and instruct them in task completion?

2  
YES

1  
Sometimes or in  
some aspects

0  
NO

4. Is it the leader's job to evaluate the performance of his subordinates?

2  
YES

1  
Sometimes or in  
some aspects

0  
NO

5. Has the leader been given some official title of authority by the organization (e.g., foreman, department head, platoon leader)?

2  
YES

0  
NO

TOTAL

3

FEEDBACK

SITUATIONAL FAVORABLENESS SCALE

Enter the total scores for the Leader-Member Relations scale, the Task Structure Scale (including training and experience adjustment), and the Position Power Scale in the spaces below. Add the three scores together and look up the total on the table below to determine overall situational favorableness.

Leader-Member Relations Total . . . . . 32

Task Structure Total . . . . . 4

Position Power Total . . . . . 3

GRAND TOTAL . . . . . 39

TOTAL SCORE

AMOUNT OF  
SITUATIONAL  
FAVORABLENESS

|           |          |             |
|-----------|----------|-------------|
| 51-70     | 31-50    | 10-30       |
| FAVORABLE | MODERATE | UNFAVORABLE |

### FEEDBACK

You are, of course, told that the leader-member relations are expected to be quite good. But even if you have not been given this information, the chances are that a job like this, leading a committee which will distribute awards, is not likely to create much tension among committee members. Since you cannot be sure ahead of time that all members will get along with each other, you should have answered some of the questions on the scale with "neither agree nor disagree".

The task is, of course, highly unstructured. There are a few guidelines to assess the effectiveness or return on most of the suggestions, but there is no clear procedure for doing this.

The chairman of such a committee will have very low position power. Even though rank will bestow some power on the committee chairman, in this situation he will have little opportunity to use it.

This position scored 39 on the scale and is moderate in favorableness. If you got this one right, you are on the way to being an expert. Keep up the good work! If you are having trouble with these scales, go back and review the appropriate chapters until you feel comfortable with the material.

PROBE #17

You are the deputy installation commander for a large Army post. You have been having some trouble with the operation of the stockade. You want to assign a new officer to the job but you want to assess the leadership situation before taking any action.

Morale is very bad among both guards and prisoners. There has been a great deal of friction among various prisoner cliques as well as between prisoners and guards. This has led to bad relations between the guards and the officer in charge.

There are indications that a review committee may be appointed to look into the situation so you want to take some action right away. Relationships in the unit running the stockade are not good. There have been numerous requests for transfer and a bad record of sick calls.

As you perceive it, the new officer's first job will be to try to restore order by developing some programs to deal with the major problem areas, one of which is race relations. You have no idea what concrete actions should be taken and the new officer will have to develop these in cooperation with the support staff in the unit. This will be difficult because of the strained relationships in the entire organization. You have found someone with some training and some experience in the field.

A. What is your estimate of the Situational Favorableness of this job?

☐ Favorable

☐ Moderately Favorable

☐ Unfavorable

B. On the following page rate the situation on the scales and compare this with the feedback scores.

(Remember, in this situation, the leader-member relations scale is to be filled out as you see the situation for the new officer and should be read "The people he supervises..." as though it were written in the third person.)

LEADER-MEMBER RELATIONS SCALE

Circle the number which best represents your response to each item.

|                                                                                     | STRONGLY<br>AGREE | AGREE | NEITHER AGREE<br>NOR DISAGREE | DISAGREE | STRONGLY<br>DISAGREE |
|-------------------------------------------------------------------------------------|-------------------|-------|-------------------------------|----------|----------------------|
| 1. The people I supervise have trouble getting along with each other.               | 1                 | 2     | 3                             | 4        | 5                    |
| 2. My subordinates are reliable and trustworthy.                                    | 5                 | 4     | 3                             | 2        | 1                    |
| 3. There seems to be a friendly atmosphere among the people I supervise.            | 5                 | 4     | 3                             | 2        | 1                    |
| 4. My subordinates always cooperate with me in getting the job done.                | 5                 | 4     | 3                             | 2        | 1                    |
| 5. There is friction between my subordinates and myself.                            | 1                 | 2     | 3                             | 4        | 5                    |
| 6. My subordinates give me a good deal of help and support in getting the job done. | 5                 | 4     | 3                             | 2        | 1                    |
| 7. The people I supervise work well together in getting the job done.               | 5                 | 4     | 3                             | 2        | 1                    |
| 8. I have good relations with the people I supervise.                               | 5                 | 4     | 3                             | 2        | 1                    |

TOTAL SCORE

TASK STRUCTURE RATING SCALE

Circle one

PART I

IS THE GOAL CLEARLY STATED OR KNOWN?

1. Is there a blueprint, picture, model, or detailed description available of the finished product or service?
2. Is there a person available to advise and give a description of the finished product or service, or how the job should be done?

IS THERE ONLY ONE WAY TO ACCOMPLISH THE TASK?

3. Is there a step-by-step procedure, or a standard operating procedure which indicates in detail the process which is to be followed?
4. Is there a specific way to subdivide the task into separate parts or steps?
5. Are there some ways which are clearly recognized as better than others for performing this task?

IS THERE ONLY ONE CORRECT ANSWER OR SOLUTION?

6. Is it obvious when the task is finished and the correct solution has been found?
7. Is there a book, manual, or job description which indicates the best solution or the best outcome for the task?

IS IT EASY TO CHECK WHETHER THE JOB WAS DONE RIGHT?

8. Is there a generally agreed understanding about the standards the particular product or service has to meet to be considered acceptable?
9. Is the evaluation of this task generally made on some quantitative basis?
10. Can the leader and the group find out how well the task has been accomplished in enough time to improve future performance?

| Usually True | Sometimes True | Seldom True |
|--------------|----------------|-------------|
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |

SUBTOTAL

TASK STRUCTURE SCALE

PART II

TRAINING AND EXPERIENCE ADJUSTMENT

NOTE: DO NOT ADJUST JOBS WITH A PART I SCORE OF 6 OR BELOW.

- a. Compared to others in this or similar positions, how much training has the leader had?

|                       |                         |                                  |                             |
|-----------------------|-------------------------|----------------------------------|-----------------------------|
| -3                    | -2                      | -1                               | 0                           |
| No training<br>at all | Very little<br>training | A moderate amount<br>of training | A great deal<br>of training |

- b. Compared to others in this or similar positions, how much experience has the leader had?

|                         |                           |                                    |                               |
|-------------------------|---------------------------|------------------------------------|-------------------------------|
| -6                      | -4                        | -2                                 | 0                             |
| No experience<br>at all | Very little<br>experience | A moderate amount<br>of experience | A great deal<br>of experience |

Add lines a and b of the training and experience adjustment, then subtract this from the subtotal on the previous page.

Subtotal from previous page . . . . .

Training and experience adjustment . . . . .

TOTAL TASK STRUCTURE SCORE. . . . .

POSITION POWER RATING SCALE

Circle the number which best represents your answer.

1. Can the leader directly or by recommendation administer rewards and punishments to his subordinates?

|                                                                          |                                                 |           |
|--------------------------------------------------------------------------|-------------------------------------------------|-----------|
| 2                                                                        | 1                                               | 0         |
| <u>Can act directly or<br/>can recommend with<br/>high effectiveness</u> | <u>Can recommend but<br/>with mixed results</u> | <u>NO</u> |

2. Can the leader directly or by recommendation affect the promotion, demotion, hiring or firing of his subordinates?

|                                                                          |                                                 |           |
|--------------------------------------------------------------------------|-------------------------------------------------|-----------|
| 2                                                                        | 1                                               | 0         |
| <u>Can act directly or<br/>can recommend with<br/>high effectiveness</u> | <u>Can recommend but<br/>with mixed results</u> | <u>NO</u> |

3. Does the leader have the knowledge necessary to assign tasks to subordinates and instruct them in task completion?

|            |                                         |           |
|------------|-----------------------------------------|-----------|
| 2          | 1                                       | 0         |
| <u>YES</u> | <u>Sometimes or in<br/>some aspects</u> | <u>NO</u> |

4. Is it the leader's job to evaluate the performance of his subordinates?

|            |                                         |           |
|------------|-----------------------------------------|-----------|
| 2          | 1                                       | 0         |
| <u>YES</u> | <u>Sometimes or in<br/>some aspects</u> | <u>NO</u> |

5. Has the leader been given some official title of authority by the organization (e.g., foreman, department head, platoon leader)?

|            |           |
|------------|-----------|
| 2          | 0         |
| <u>YES</u> | <u>NO</u> |

TOTAL

SITUATIONAL FAVORABLENESS SCALE

Enter the total scores for the Leader-Member Relations scale, the Task Structure Scale (including training and experience adjustment), and the Position Power Scale in the spaces below. Add the three scores together and look up the total on the table below to determine overall situational favorableness.

Leader-Member Relations Total . . . . .

Task Structure Total . . . . .

Position Power Total . . . . .

GRAND TOTAL . . . . .

TOTAL SCORE

AMOUNT OF  
SITUATIONAL  
FAVORABLENESS

|           |          |             |
|-----------|----------|-------------|
| 51-70     | 31-50    | 10-30       |
| FAVORABLE | MODERATE | UNFAVORABLE |

FEEDBACK

LEADER-MEMBER RELATIONS SCALE

Circle the number which best represents your response to each item.

|                                                                                     | STRONGLY<br>AGREE | AGREE | NEITHER AGREE<br>NOR DISAGREE | DISAGREE | STRONGLY<br>DISAGREE |
|-------------------------------------------------------------------------------------|-------------------|-------|-------------------------------|----------|----------------------|
| 1. The people I supervise have trouble getting along with each other.               | ①                 | 2     | 3                             | 4        | 5                    |
| 2. My subordinates are reliable and trustworthy.                                    | 5                 | 4     | 3                             | ②        | 1                    |
| 3. There seems to be a friendly atmosphere among the people I supervise.            | 5                 | 4     | 3                             | 2        | ①                    |
| 4. My subordinates always cooperate with me in getting the job done.                | 5                 | 4     | 3                             | ②        | 1                    |
| 5. There is friction between my subordinates and myself.                            | ①                 | 2     | 3                             | 4        | 5                    |
| 6. My subordinates give me a good deal of help and support in getting the job done. | 5                 | 4     | 3                             | 2        | ①                    |
| 7. The people I supervise work well together in getting the job done.               | 5                 | 4     | 3                             | 2        | ①                    |
| 8. I have good relations with the people I supervise.                               | 5                 | 4     | 3                             | 2        | ①                    |

TOTAL SCORE

10

FEEDBACK

TASK STRUCTURE RATING SCALE

Circle one

PART I

IS THE GOAL CLEARLY STATED OR KNOWN?

1. Is there a blueprint, picture, model, or detailed description available of the finished product or service?
2. Is there a person available to advise and give a description of the finished product or service, or how the job should be done?

IS THERE ONLY ONE WAY TO ACCOMPLISH THE TASK?

3. Is there a step-by-step procedure, or a standard operating procedure which indicates in detail the process which is to be followed?
4. Is there a specific way to subdivide the task into separate parts or steps?
5. Are there some ways which are clearly recognized as better than others for performing this task?

IS THERE ONLY ONE CORRECT ANSWER OR SOLUTION?

6. Is it obvious when the task is finished and the correct solution has been found?
7. Is there a book, manual, or job description which indicates the best solution or the best outcome for the task?

IS IT EASY TO CHECK WHETHER THE JOB WAS DONE RIGHT?

8. Is there a generally agreed understanding about the standards the particular product or service has to meet to be considered acceptable?
9. Is the evaluation of this task generally made on some quantitative basis?
10. Can the leader and the group find out how well the task has been accomplished in enough time to improve future performance?

| Usually True | Sometimes True | Seldom True |
|--------------|----------------|-------------|
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |

SUBTOTAL

10

FEEDBACK

TASK STRUCTURE SCALE

PART II

TRAINING AND EXPERIENCE ADJUSTMENT

NOTE: DO NOT ADJUST JOBS WITH A PART I SCORE OF 6 OR BELOW.

- a. Compared to others in this or similar positions, how much training has the leader had?

|                       |                         |                                  |                             |
|-----------------------|-------------------------|----------------------------------|-----------------------------|
| -3                    | -2                      | -1                               | 0                           |
| No training<br>at all | Very little<br>training | A moderate amount<br>of training | A great deal<br>of training |

- b. Compared to others in this or similar positions, how much experience has the leader had?

|                         |                           |                                    |                               |
|-------------------------|---------------------------|------------------------------------|-------------------------------|
| -6                      | -4                        | -2                                 | 0                             |
| No experience<br>at all | Very little<br>experience | A moderate amount<br>of experience | A great deal<br>of experience |

Add lines a and b of the training and experience adjustment, then subtract this from the subtotal on the previous page.

Subtotal from previous page . . . . . 10

Training and experience adjustment . . . . . -3

TOTAL TASK STRUCTURE SCORE. . . . . 7

FEEDBACK

POSITION POWER RATING SCALE

Circle the number which best represents your answer.

1. Can the leader directly or by recommendation administer rewards and punishments to his subordinates?

|                                                                 |                                         |    |
|-----------------------------------------------------------------|-----------------------------------------|----|
| 2                                                               | 1                                       | 0  |
| Can act directly or<br>can recommend with<br>high effectiveness | Can recommend but<br>with mixed results | NO |

2. Can the leader directly or by recommendation affect the promotion, demotion, hiring or firing of his subordinates?

|                                                                 |                                         |    |
|-----------------------------------------------------------------|-----------------------------------------|----|
| 2                                                               | 1                                       | 0  |
| Can act directly or<br>can recommend with<br>high effectiveness | Can recommend but<br>with mixed results | NO |

3. Does the leader have the knowledge necessary to assign tasks to subordinates and instruct them in task completion?

|     |                                 |    |
|-----|---------------------------------|----|
| 2   | 1                               | 0  |
| YES | Sometimes or in<br>some aspects | NO |

4. Is it the leader's job to evaluate the performance of his subordinates?

|     |                                 |    |
|-----|---------------------------------|----|
| 2   | 1                               | 0  |
| YES | Sometimes or in<br>some aspects | NO |

5. Has the leader been given some official title of authority by the organization (e.g., foreman, department head, platoon leader)?

|     |    |
|-----|----|
| 2   | 0  |
| YES | NO |

TOTAL

8

FEEDBACK

SITUATIONAL FAVORABLENESS SCALE

Enter the total scores for the Leader-Member Relations scale, the Task Structure Scale (including training and experience adjustment), and the Position Power Scale in the spaces below. Add the three scores together and look up the total on the table below to determine overall situational favorableness.

Leader-Member Relations Total . . . . . 10

Task Structure Total . . . . . 7

Position Power Total . . . . . 8

GRAND TOTAL . . . . . 25

TOTAL SCORE

AMOUNT OF  
SITUATIONAL  
FAVORABLENESS

|           |          |                                                                                       |
|-----------|----------|---------------------------------------------------------------------------------------|
| 51-70     | 31-50    | <span style="border: 1px solid black; border-radius: 50%; padding: 2px;">10-30</span> |
| FAVORABLE | MODERATE | UNFAVORABLE                                                                           |

FEEDBACK

If you rated this assignment as falling into the unfavorable zone (scale value of less than 30) you were, of course, correct in your assessment. The situation is obviously one in which the leader's control and influence will be very slight.

Leader-member relations will be quite bad considering the morale already existing in the unit. In addition, the higher levels of command (probably including yourself) are very likely to come down on the new leader if he doesn't show some prompt improvement. This won't help his relations with his subordinates either.

The task structure is pretty low. For normal stockade operations, there are generally clearcut standards and procedures. However, the task which will confront the new officer is to develop new procedures and programs for solving problems of great complexity. In addition, it is likely that even with some experience and training, he will have trouble in a situation of this nature.

Position power is reasonably high, but it should not be overrated. The new leader will be quite limited in the exercise of his power in order to get morale up and operations improved. If he comes down too hard at the beginning he may lose the confidence of his staff.

SUMMARY

In this chapter you have seen how the various ratings of leader-member relations, task structure, and position power are combined to provide a situational favorableness rating. You determined the situational favorableness for your secondary leadership job and for some practice cases.

We provided feedback on the practice cases. You may disagree with some of them. This may happen for a number of reasons and should not cause you too much concern as long as you are in general agreement with the results. A short case description cannot possibly give you all the information you would have if you knew the work situation personally. Therefore, you have to use your imagination and your own experience to piece out the information which is missing in these short sketches. Your mental picture, or your personal experience in a particular job, may differ markedly from the pictures which other people have of these same situations.

The idea of this chapter, however, was to give you practice in estimating and rating situational favorableness of various leadership jobs. Later in the training program, you will not use the actual scales but will be making estimates of situational favorableness based on what you have learned.

The object of this training is to teach you to use the material effectively and quickly without having to keep a lot of scales on hand. The scales are a useful training tool, however, and if you feel insecure in your judgment of any particular situation in the future, you should certainly use them.

The next portion of this training program will deal with matching leadership style with situational favorableness and how to engineer your own situation for more effective performance.

## CHAPTER 8

### MATCHING THE SITUATION TO YOUR LEADERSHIP STYLE

In the previous chapters you learned to identify two different leadership styles and you were given specific instructions on how to diagnose the situational favorableness of different jobs. This chapter will tie together much of the material which has come before. It is important, therefore, that you have understood the previous chapters before you continue with this training manual. We said earlier, that different types of leaders perform well in some situations but not in others. This chapter will tell you how to "match" your leadership situation to your leadership style for effective performance.

We have found that task-motivated (low LPC) leaders perform best in very favorable and in unfavorable situations. Relationship-motivated (high LPC) leaders perform best in moderately favorable situations. A brief review of the three categories of favorableness is given below.

1. Favorable. These are situations in which you have the support of your group as well as a task which is highly structured so that you know exactly what to do and how to do it. In addition, you have a high degree of position power which enables you to back up your authority with appropriate rewards and punishments. In other words, you have a great deal of control and you can, therefore, feel reasonably secure and certain that (a) your directions will be followed, and (b) your decisions will have the intended outcomes.

THIS IS THE RIGHT SITUATION FOR YOU IF YOU ARE TASK-MOTIVATED.

2. Moderately Favorable. These situations generally present mixed problems. You are supported by your group, but task structure is low and your authority is weak. Or in the other case, your task is structured and clear-cut, and your position allows you strong power, but your group members are not giving

you adequate support. You therefore have to be diplomatic and tactful, concerned with how your group members feel, and you have to get their cooperation.

THIS IS THE RIGHT SITUATION FOR YOU IF YOU ARE RELATIONSHIP-MOTIVATED.

3. Unfavorable. You may find these situations "difficult", or you may find them more "challenging" and interesting. You may at times feel frustrated and bothered by these situations. The task is likely to be unstructured, and you may not completely understand what you are supposed to do or what is expected of you. You will have little or no power over the people whom you supervise, and you will feel that they do not support you, that they do not like you, and that the whole situation is uncertain and arouses anxiety. It may also be true that the group is under stress and that you are working under tight deadlines.

THIS IS THE RIGHT SITUATION FOR YOU IF YOU ARE TASK-MOTIVATED.

You should be aware, of course, that in describing the three kinds of situations, we have spoken of good or poor leader-member relations, high or low task structure, and high or low position power, since this made the discussion simpler. In fact, however, each of these scales quite properly has gradations from very poor to very good. Hence, your situational favorableness might still be high even if your leader-member relations are only moderately good (e.g., a LMR score of 24), provided that your task is very highly structured (score of 18-20) and your position power is very high (score of 10). Likewise, a person might have very good leader-member relations (score of 40) and moderate task structure (score of 9) and low position power (score of 3) and still have a favorable situation (total score of 52). After you have some experience in evaluating situations, you will begin to get a feel for combining the three dimensions to measure situational favorableness.

The table on the following page presents a summary of leadership style, behavior and performance across situations. After you have examined the table, try completing the probes which illustrate the matching concept.

SUMMARY OF LEADERSHIP STYLE, BEHAVIOR AND  
PERFORMANCE ACROSS SITUATIONS

| LEADERSHIP<br>STYLE                      | SITUATIONAL FAVORABLENESS                                                                                       |                                                                            |                                                                                                                  |
|------------------------------------------|-----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
|                                          | FAVORABLE                                                                                                       | MODERATELY FAVORABLE                                                       | UNFAVORABLE                                                                                                      |
| RELATIONSHIP-<br>MOTIVATED<br>(HIGH LPC) | BEHAVIOR: Somewhat<br>distant and self-centered.<br>Distracted from task,<br>bored.<br><u>PERFORMANCE: Poor</u> | BEHAVIOR: Considerate,<br>open, participative.<br><u>PERFORMANCE: Good</u> | BEHAVIOR: Anxious, tentative,<br>overly concerned with inter-<br>personal relations.<br><u>PERFORMANCE: Poor</u> |
| TASK-<br>MOTIVATED<br>(LOW LPC)          | BEHAVIOR: Considerate,<br>and supportive.<br><u>PERFORMANCE: Good</u>                                           | BEHAVIOR: Tense-<br>directive, task-focused.<br><u>PERFORMANCE: Poor</u>   | BEHAVIOR: Directive, task-<br>oriented, serious.<br><u>PERFORMANCE: Relatively good.</u>                         |

Note: These descriptions are average behavior and performance tendencies. All leaders should determine for themselves under which conditions they perform best since not all high, or low LPC leaders are exactly alike.

PROBE #18

Let us imagine that the Department of Defense has decided to implement LEADER MATCH procedures for selected assignments to test the effectiveness of the program. You have been asked to analyze the situational favorableness of some of the positions and judge the leader type most suited to the assignment.

Listed below are two of the positions. You should make a rough estimate of situational favorableness for each job and suggest the leader type which would generally be most effective.

Assignment #1: Commander of a combat engineer battalion.

As commander of the battalion, this officer supervises the battalion which carries out orders issued by higher command levels. The work involves various types of construction for which there are clear and elaborate specifications and procedures.

The commanding officer of the battalion will be a trained engineer. His power is that of a line officer of the military services with the authority his rank and position convey.

We will assume that the unit has good leader-member relations, high morale, and strong organizational support.

A. Estimate the Situational Favorableness

\_\_\_ Favorable

\_\_\_ Moderately Favorable

\_\_\_ Unfavorable

B. Leadership Style:

\_\_\_ Relationship-motivated (high LPC)

\_\_\_ Task-motivated (low LPC)

Assignment #2: Special Forces NCO to organize partisan groups behind enemy lines.

This is a combat assignment. The NCO must infiltrate enemy lines in a combat zone, make contact with local partisans, and train, organize and develop them into effective fighting units, for a variety of military assignments (e.g., sabotage, espionage, full combat).

The partisans will be of a culture quite different from the officer assigned. The NCO will, however, have language and culture training as well as considerable experience.

A. Rate the Situational Favorableness

- ☐ Favorable
- ☐ Moderately Favorable
- ☐ Unfavorable

B. Leadership Style:

- ☐ Relationship-motivated (high LPC)
- ☐ Task-motivated (low LPC)

Go to page 149 for feedback

FEEDBACK

Assignment #1: Commander of a combat engineer battalion.

This is a favorable situation. The battalion commander has considerable power and a fairly structured assignment. For a highly trained or experienced man, the job is probably extremely structured. Since we assumed good leader-member relations, this job would be in the favorable zone.

The best choice is a trained and experienced low LPC leader

Assignment #2: Special Forces NCO

This assignment is definitely at the lower end of the favorableness dimension. Working with members of another culture is likely to be difficult despite the special training. In addition, problems of security, trust, and the general tension of combat are likely to result in stress. Relations would be likely poor and strained.

The task is extremely unpredictable. It is highly unlikely that the NCO can formulate much of a plan or much structure before he makes contact with the partisans. With rapidly changing conditions of combat, this assignment can only be described as very unstructured.

The NCO's power is also extremely low. In most cases he has no formal authority over the partisans, and his survival may depend on the good will of his subordinates.

The leader best suited to this situation would generally be a low LPC, task-motivated person. A high LPC leader, with considerable cultural experience with the host country who could be expected to establish good interpersonal relations might also be effective in this situation.

PROBE #19

You are a Lt. Commander who has just been assigned to division staff. Colonel Ballo, the Chief of Staff, has two staff openings available. One is heading the Intelligence Section and the other is Maintenance Officer. You know that Intelligence involves the development of information regarding intelligence, counter-intelligence, and special training. Maintenance involves overseeing repairs, spare parts, and readiness, most of it is very routine.

You can expect leader-member relations and power to be quite high in both positions. If your LPC score were 44, which job should you request?

\_\_\_\_\_ Intelligence

\_\_\_\_\_ Maintenance

Go to page 151 for feedback.

FEEDBACK

This exercise is quite similar to many situations in which an officer might find himself. While a man cannot generally pick his assignment, there are times when a knowledge of situations and a leader's own style will help him choose a more successful match.

The maintenance assignment probably entails a more structured and certain task environment than intelligence. Since leader-member relations and power are high, a more structured job will move this situation into the favorable zone. A low LPC leader is more likely to do well in the maintenance assignment.

PROBE #20

You are in charge of a criminal investigation (CID) unit. Recently several incidents have occurred which appear to indicate a breach of security at a large military post. You must select a member of your unit and two others to go to the post for this investigation.

Here are some of the factors which should be considered.

1. The local intelligence officers are likely to be somewhat unhappy about an outside investigation. It will need to be determined whether they have given adequate attention to their duties.
2. This is a large post with a heavy activity schedule. For this reason the investigation will have to be quite broad. Some standard investigating procedures will be followed, but much of the work will have to proceed in an informal way.
3. The warrant officer you send out to head the investigation will be given a special title and he will have the responsibility of recommending procedural and personnel changes.

In deciding which member of your staff to send, you must first consider the favorableness of the leadership situation. Based on your best, off-the-cuff judgment, what is the general favorableness of this job?

- ☐ Favorable
- ☐ Moderately Favorable
- ☐ Unfavorable

Given your estimate of situational favorableness, which of the following personnel would you send to head the investigation?

Personnel

Warrant Officer Byron Page

Background: Joined unit about 2 months ago. Minimal training.  
LPC score = 46

-153-

Warrant Officer Alex Johnson

Background: Joined unit 3 months ago. Minimal training.

LPC score = 81

Chief W2 Allen Dorfman

Background: Has been with intelligence 6 years. Has received considerable training and has broad and extensive experience.

LPC score: 74

Chief W2 William Saggitt

Background: 7 years experience in intelligence and investigative work, has extensive training.

LPC score: 51

Who will you send?

\_\_\_ Page

\_\_\_ Johnson

\_\_\_ Dorfman

\_\_\_ Saggitt

Go to page 154 for feedback.

FEEDBACK

Part I

The estimate you were asked to make of situational favorableness is very rough. All the necessary information is not available. However, we judged this situation to be moderate in favorableness. The group support of the investigative team's leader is likely to be good although the group will be under stress. Task structure is moderate to low and power is fairly high. Overall favorableness is probably around 30-40 on the situational favorableness scale.

Part II

This is a tough question. You would certainly not wish to send an inexperienced man on a mission of this nature. For this reason, Page and Johnson are out. The question is whether you would expect this job to hinge primarily on the team leader's interpersonal and negotiation skills which will help him work with the post staff in a difficult situation and deflect probable hostility toward his team members. In this case, the relationship-motivated Dorfman would be your best choice. If, on the other hand, the stress is likely to be very great, and you want someone who is not likely to be bothered by the shots which are likely to be aimed at him and his team members from the people at the post, Chief Saggitt is the better prospect.

How did you do on these probes? If you had considerable trouble, you better stop now and review the areas which caused you the most problems. If you got these probes mostly right, you are ready to move on.

COMPUTING YOUR OWN SITUATIONAL FAVORABLENESS

Now that you have had considerable practice with all of these scales and with the matching concept, you are ready to determine the situational favorableness of your primary job, the job you currently hold.

Complete the scales on the following pages as carefully as you can. Try to be as accurate in your estimates as possible. Score each scale, and then computer the overall rating. Locate your score on the situational favorableness table and compare it with your leadership style.

LEADER-MEMBER RELATIONS SCALE

Circle the number which best represents your response to each item.

|                                                                                     | STRONGLY<br>AGREE | AGREE | NEITHER AGREE<br>NOR DISAGREE | DISAGREE | STRONGLY<br>DISAGREE |
|-------------------------------------------------------------------------------------|-------------------|-------|-------------------------------|----------|----------------------|
| 1. The people I supervise have trouble getting along with each other.               | 1                 | 2     | 3                             | 4        | 5                    |
| 2. My subordinates are reliable and trustworthy.                                    | 5                 | 4     | 3                             | 2        | 1                    |
| 3. There seems to be a friendly atmosphere among the people I supervise.            | 5                 | 4     | 3                             | 2        | 1                    |
| 4. My subordinates always cooperate with me in getting the job done.                | 5                 | 4     | 3                             | 2        | 1                    |
| 5. There is friction between my subordinates and myself.                            | 1                 | 2     | 3                             | 4        | 5                    |
| 6. My subordinates give me a good deal of help and support in getting the job done. | 5                 | 4     | 3                             | 2        | 1                    |
| 7. The people I supervise work well together in getting the job done.               | 5                 | 4     | 3                             | 2        | 1                    |
| 8. I have good relations with the people I supervise.                               | 5                 | 4     | 3                             | 2        | 1                    |

TOTAL SCORE

TASK STRUCTURE RATING SCALE

Circle one

PART I

IS THE GOAL CLEARLY STATED OR KNOWN?

1. Is there a blueprint, picture, model, or detailed description available of the finished product or service?
2. Is there a person available to advise and give a description of the finished product or service, or how the job should be done?

IS THERE ONLY ONE WAY TO ACCOMPLISH THE TASK?

3. Is there a step-by-step procedure, or a standard operating procedure which indicates in detail the process which is to be followed?
4. Is there a specific way to subdivide the task into separate parts or steps?
5. Are there some ways which are clearly recognized as better than others for performing this task?

IS THERE ONLY ONE CORRECT ANSWER OR SOLUTION?

6. Is it obvious when the task is finished and the correct solution has been found?
7. Is there a book, manual, or job description which indicates the best solution or the best outcome for the task?

IS IT EASY TO CHECK WHETHER THE JOB WAS DONE RIGHT?

8. Is there a generally agreed understanding about the standards the particular product or service has to meet to be considered acceptable?
9. Is the evaluation of this task generally made on some quantitative basis?
10. Can the leader and the group find out how well the task has been accomplished in enough time to improve future performance?

| Usually True | Sometimes True | Seldom True |
|--------------|----------------|-------------|
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |
| 2            | 1              | 0           |

SUBTOTAL

TASK STRUCTURE SCALE

PART II

TRAINING AND EXPERIENCE ADJUSTMENT

NOTE: DO NOT ADJUST JOBS WITH A PART I SCORE OF 6 OR BELOW.

- a. Compared to others in this or similar positions, how much training has the leader had?

|                       |                         |                                  |                             |
|-----------------------|-------------------------|----------------------------------|-----------------------------|
| -3                    | -2                      | -1                               | 0                           |
| No training<br>at all | Very little<br>training | A moderate amount<br>of training | A great deal<br>of training |

- b. Compared to others in this or similar positions, how much experience has the leader had?

|                         |                           |                                    |                               |
|-------------------------|---------------------------|------------------------------------|-------------------------------|
| -6                      | -4                        | -2                                 | 0                             |
| No experience<br>at all | Very little<br>experience | A moderate amount<br>of experience | A great deal<br>of experience |

Add lines a and b of the training and experience adjustment, then subtract this from the subtotal on the previous page.

Subtotal from previous page . . . . .

Training and experience adjustment . . . . .

TOTAL TASK STRUCTURE SCORE. . . . .

POSITION POWER RATING SCALE

Circle the number which best represents your answer.

1. Can the leader directly or by recommendation administer rewards and punishments to his subordinates?

2  
Can act directly or  
can recommend with  
high effectiveness

1  
Can recommend but  
with mixed results

0  
NO

2. Can the leader directly or by recommendation affect the promotion, demotion, hiring or firing of his subordinates?

2  
Can act directly or  
can recommend with  
high effectiveness

1  
Can recommend but  
with mixed results

0  
NO

3. Does the leader have the knowledge necessary to assign tasks to subordinates and instruct them in task completion?

2  
YES

1  
Sometimes or in  
some aspects

0  
NO

4. Is it the leader's job to evaluate the performance of his subordinates?

2  
YES

1  
Sometimes or in  
some aspects

0  
NO

5. Has the leader been given some official title of authority by the organization (e.g., foreman, department head, platoon leader)?

2  
YES

0  
NO

TOTAL

SITUATIONAL FAVORABLENESS SCALE

Enter the total scores for the Leader-Member Relations scale, the Task Structure Scale (including training and experience adjustment), and the Position Power Scale in the spaces below. Add the three scores together and look up the total on the table below to determine overall situational favorableness.

Leader-Member Relations Total . . . . .

Task Structure Total . . . . .

Position Power Total . . . . .

GRAND TOTAL . . . . .

TOTAL SCORE

AMOUNT OF  
SITUATIONAL  
FAVORABLENESS

|           |          |             |
|-----------|----------|-------------|
| 51-70     | 31-50    | 10-30       |
| FAVORABLE | MODERATE | UNFAVORABLE |

SUMMARY

The basic problem in leadership performance is the appropriate match between the leader's style or motivational pattern and the degree to which the leadership situation provides the leader with control and influence, which we call situational favorableness. Task-motivated leaders tend to perform best in very favorable and in unfavorable situations, and relationship-motivated leaders perform best in moderately favorable situations.

The leader's problem consists, then, in getting into, and remaining in, situations in which he can perform well. You have now determined your situational favorableness and your leadership style and have examined whether the two are appropriately matched. If they are not, the next chapter will show you how to change your situation to achieve improved performance. If your leadership style and situational favorableness do match, the next chapter will show you how to maintain this for continued effectiveness.

## CHAPTER 9

### ENGINEERING THE SITUATION TO MATCH LEADERSHIP STYLE

You will often find yourself in leadership situations not of your own choosing, and they may not always match your particular leadership style. Under these conditions, you must try to modify the situation so that it does match your leadership style. We call this "job engineering." This is quite easy to do in some situations and almost impossible in others. This chapter will discuss methods for engineering your leadership job as well as the jobs of your subordinate leaders. This is accomplished by increasing or decreasing the situational favorableness of your job. Your ability to do this is usually much greater than you might think and provides an important method for improving your performance and that of your unit.

Your ability to change your own job depends to some extent on your relationship with your superior. If that relationship is good, it will be easier to change various factors of your job. You can sit down with your boss and discuss the kinds of tasks and situations which enable you to perform well and let him know how he can help you. If your relationship is strained, your ability to make changes will be more limited. In this case, you might wish to concentrate on establishing a better relationship with your boss before you begin to make major changes in your situation.

The aspects of the leadership situation you can modify are the three factors which make of situational favorableness:

1. LEADER-MEMBER RELATIONS. You can increase or decrease your relationship with your subordinates. If you wish to improve your leader-member relations, you can make sure that you have a clear understanding of your subordinate's problems

and try to alleviate them. You can become socially more accessible so that they get to know you as a person, and you can try to provide them with accurate information about the organization so that you earn their trust and confidence. There are some people who just naturally and easily establish a climate of good will and trust with their subordinates. There are others for whom this is very difficult although not impossible.

If you are fortunate enough to establish good leader-member relations easily, you may be reluctant to give these up just to have a more effective group. However, sometimes relations become too close and chummy with some subordinates. Group members may complain about favoritism, or you may find that you cannot properly discipline certain subordinates because they are your friends. It may be necessary to reduce your close contacts with your group members in order to increase the performance of your group by lowering your situational favorableness.

For example, one commander noted that the maintenance of his unit had become sloppy. He had been having lunch with his maintenance officers and had developed a very friendly relationship with them. He began to suspect that the maintenance officers were banking on their friendship with him to get them by. The commander realized that his own career would be on the line if he permitted poor work to continue.

He handled the problem by gradually stopping the socializing with his maintenance officers and becoming more aloof. This created some concern ("Why is George no longer coming around?" "Does he still think I am doing a good job?"). These anxieties soon became translated into more careful work and greater efforts to perform good maintenance, with the result that the maintenance service quickly improved. When a boss withdraws from social contact, he makes it difficult for the subordinate to assure himself of his boss' approval in any way except by performance.

We know of another leader who knew that he was extremely good at handling the less-motivated or "difficult" personnel. He therefore told his superior that he would be willing to take several of these subordinates in his unit, to the delight of all concerned. This made his situation less favorable and more challenging and his performance increased.

We are not suggesting, however, that you try to take on individuals who are incompetent or dangerous to the organization. Rather, it is often the case that an individual is somewhat difficult to handle but has promise as an effective worker. For example, in the sports world an athlete will perform poorly and create dissension on one team, but prove to make a very strong contribution to a new team whose coach is better able to deal with the athlete's needs.

As we said in Chapter 4, leader-member relations are the most important factor of situational favorableness and are given more weight. Changes you make in this dimension will have a greater effect on situational favorableness than will changes in either task structure or position power.

Leaders are often unaware of the changes they can make in their leader-member relations. They assume that such changes are impossible. Below is a checklist of possible changes in leader-member relations. You should carefully go over this list and make a check mark beside each action which may be available to you.

To increase your leader-member relations:

- ☐ 1. Spend more informal time with subordinates (e.g., lunch, leisure activities, etc.).
- ☐ 2. Organize some off work group activities which include yourself and your subordinates (e.g., picnics, bowling, or softball teams, etc.).

- \_\_\_ 3. Request particular individuals for your work group with whom you know you have good rapport and can work with effectively.
- \_\_\_ 4. Transfer certain subordinates from your unit, or recommend their transfer to your superior.
- \_\_\_ 5. Raise morale by obtaining rewards for subordinates (e.g., awards, time off, choice assignment, exemption from detail, etc.)
- \_\_\_ 6. Increase your availability to subordinates (e.g., open door policy, special gripe sessions, time available for personal or job related consultation).
- \_\_\_ 7. Share information "from above" freely with your subordinates to make them feel part of the team.

To decrease your leader-member relations:

- \_\_\_ 1. Spend less informal time with your subordinates (e.g., lunch, happy hours, leisure activities, etc.)
- \_\_\_ 2. Request particular individuals for your work group who will make the group less friendly and more challenging (e.g., less sociable, more independent, or argumentative subordinates).
- \_\_\_ 3. Request the transfer of your "buddies" or close friends with whom it is too easy to work and ask for some new, inexperienced replacements who will require more of your interpersonal skills to build group cohesiveness.
- \_\_\_ 4. Decrease your availability to subordinates (e.g., see them only by appointment, refer them to your assistant, do not become involved or interested in their personal problems, keep the tone of your contact strictly professional and businesslike.)

You have essentially two options open to you which might affect leader-member relations. The first of these is to change the actual membership of the group.

This option is very effective but may not be available. The second option is to increase or decrease the social distance between you and your group members by changing the amount of time spent together and the amount of concern and interest you show them. These latter actions are generally open to every leader. You should be aware of your relations with your group members and evaluate the effects they have on you and your group's performance. This will help you decide what changes will be most effective.

2. TASK STRUCTURE. This factor also permits you to change your leadership situation. While the job or the assignment which your group gets may well be out of your control, you can approach it in different ways.

To increase task structure:

- (a) ask your superior to give you, whenever possible, the tasks which are more structured or ask for more detailed instructions;
- (b) learn all you can about the task so that you can prepare a relatively detailed plan for performing the job, before you actually start;
- (c) break the job down into smaller sub-tasks which can be structured to a greater extent (not all tasks will, of course, permit this);
- (d) volunteer for structured tasks, and avoid unstructured ones insofar as possible;
- (e) obtain more training or check on possible literature or training manuals;
- (f) keep records of procedures and guidelines of tasks you complete so you can refer to these on future assignments.

To decrease task structure:

- (a) volunteer for unstructured rather than structured work assignments;
- (b) ask your boss, whenever possible, to give you new or unusual problems and let you figure out the best way to get it done;

- (c) include your group members in the planning and decision-making  
(where the task permits this, of course).

Task structure is the second most important factor of situational favorableness. Changes you make in this dimension may not always be sufficient to increase or decrease situational favorableness to the desired level. It may also be necessary to make some changes in position power or leader-member relations to achieve the desired effect.

Indicate those actions available to you to change task structure on the checklist below:

- \_\_\_ 1. Request clearer guidelines and instructions from superior
- \_\_\_ 2. Use available experts within the organization (e.g., subordinates, peers, experienced coworkers).
- \_\_\_ 3. Keep records of all job aspects. Attempt to increase structure by observing regular or repeated trends.
- \_\_\_ 4. Develop sub-goals, individually or with the help of superiors, to provide short range criteria and feedback.
- \_\_\_ 5. Lower structure by involving a number of people with differing viewpoints to work and comment on the project. (This will increase the complexity of the problem by providing alternative procedures and possible solutions.)

Training

- \_\_\_ 1. Request to be assigned to technical training programs in your area.
- \_\_\_ 2. Attend training programs outside the organization at a local school or university, through adult education, and correspondence courses.
- \_\_\_ 3. Obtain informal training from coworkers or superiors. (Find an experienced hand who would be willing to give you some tips.)

- \_\_\_\_ 4. Read job-related books outside the organization.
- \_\_\_\_ 5. Study books or training manuals prepared by the organization.
- \_\_\_\_ 6. Alternatively, you can try to avoid training if you wish to make your job less structured.

Experience

- \_\_\_\_ Request transfer (frequent transfer keeps the job fresh and new and does not allow experience to accumulate)
- \_\_\_\_ Volunteer for long range assignments or new task: You haven't had any experience with.

3. POSITION POWER. While position power is defined as the power and authority which the organization vests in your position as leader, you can, to some extent, change your use of that power. As we said before, not all of these will work in every case.

To raise your position power:

- (a) show your subordinates "who's boss" by exercising fully the powers which the organization provides; make sure the group knows you are in control;
- (b) become, as quickly as possible, an expert on the job (e.g., through training) so that you can appropriately evaluate subordinate performance, and so that you do not have to depend on others in the group to assist you in getting the job set up and organized;
- (c) make sure that information to your group gets channeled through you;
- (d) let your subordinates know that your superior fully supports you.

To lower your position power:

- (a) try to be "one of the gang" by socializing, by playing down any trappings of power and rank the organization may have given you;
- (b) do not feel that you have to be an expert in all phases of the task, call on members of your group to participate (this is essentially what participative management is about--it requires the leader to share decision-making);
- (c) let information from the organization, or from the group to the organization, reach others as quickly and directly as possible;
- (d) assign some of your responsibilities to an assistant who will then exercise more power while you utilize less power.

Position power has less effect on situational favorableness than the other two factors. A change in position power probably will be insufficient by itself to make a major difference in situational favorableness.

Position power derives primarily from organizational procedures and policies and often cannot be drastically changed. However, subtle but effective changes are possible. Check the ones open to you.

- \_\_\_ 1 Exercise leeway in the adherence to particular rules or regulations.
- \_\_\_ 2. Exercise leeway in the distribution of rewards and punishments.
- \_\_\_ 3. Delegate and diffuse authority to subordinates--share decision-making.
- \_\_\_ 4. Request aid or assistance from superiors to augment your authority.
- \_\_\_ 5. Utilize assistants to exercise some of your disciplinary responsibilities.

#### General guidelines

In trying to engineer your job, be aware that certain changes you make are very difficult to undo. You cannot play the part of the "heavy" one day and the sociable, approachable boss the next day. Moreover, changes of this type

should be made tentatively and in small steps so that you can see how far you should go for best results. This is a job for a scalpel and not for the meat axe.

Another important rule should be: If it runs well, don't fix it. This training program provides you with the tools for improving your effectiveness and the performance of your group. However, you should not immediately start changing everything in your situation and reorganize your entire job. If your unit is running well, use the methods in this program to analyze the situation and find out why its working, what things about the job make it possible for you to function effectively and then try to keep it that way. If there are problems, be sure to study the situation carefully and plan your moves before beginning any attempt at job engineering.

You should also remember that it is generally unwise to make a situation deliberately very unfavorable. Regardless of their leadership style, leaders and their groups tend to perform less well in unfavorable situations than in moderately favorable or favorable situations. If you are a task-motivated leader in a moderately favorable situation, you should try to move your job into the favorable zone rather than the unfavorable one, if possible.

It is very important to re-evaluate the situation periodically after you have made adjustments to see if these changes have the desired effect. You may find, for example, that you've made the situation too favorable, and further adjustments may be necessary. Or you may not have increased situational favorableness enough to improve performance and you may need to make additional changes. Continuous monitoring is essential to maintain high group effectiveness.

Complete the probes on the following pages which illustrate the job engineering concepts.

PROBE #21

You are a sergeant first class assigned as the reconnaissance platoon sergeant for an armored battalion. You are aware that your boss has not been too happy with your performance in the last few months.

In analyzing your job, you note that you have considerable power in assigning and disciplining people, you can recommend passes, and your boss usually follows your recommendations. You seem to get along quite well with everyone and, in fact, you know you are well liked. You also really know your job. All things considered, this is a very favorable situation.

You find that you are particularly good at resolving conflict, and you used to involve your group in all phases of the task. However, you have not been very concerned with the welfare of your subordinates recently and you have become bored with the job. You feel that your job is not as challenging or exciting as it used to be.

1. Your leadership style is most likely:

☐ Relationship-motivated

☐ Task-motivated

2. As a way of increasing your interest in your job and improving your performance, you could do one or more of the following:

☐ a. ask the CO for a more difficult task to increase your job stress

☐ b. ask to reorganize your group by rearranging vehicle assignment and request some new people.

☐ c. seek advice and assistance from individuals who have had similar experience in the past.

☐ d. tell your boss you'd like to work with the less-motivated, more troublesome subordinates

## FEEDBACK

### Part 1

Your leadership style is probably relationship-motivated. This is indicated by an easygoing manner and past ability to resolve conflicts. Your present problems have probably arisen out of the effects of extended job experience. You have good relations with subordinates, and your experience has increased the structure of your job. You have moved into a situation which is very favorable and not compatible with your leadership style. In such highly favorable situations, relationship-motivated leaders become bored and perform less well. (If you had trouble identifying the leadership style, you should review pages 8-13.)

### Part 2

Having determined that you are relationship-motivated and that you are now in a very favorable situation, you would want to move back into a zone of moderate favorableness which matches your leadership style.

The most effective means for achieving this would be to ask your commanding officer to reorganize your group or to let you work with the less-motivated subordinates. You might also ask for a more difficult task to increase your job stress.

Getting advice on how to do your job would make the situation even more favorable, and this might make your performance problem even worse.

If you got this one right, go on to the next probe. If you missed this last part, be sure to review this chapter before going on.

PROBE #22

You are the NCOIC in the aviation maintenance section. You have an LPC score of 78 so you are relationship-motivated. You were promoted one year ago and your unit's performance was very good at the outset. You attended the usual training programs and seem to know the job quite well.

In the last six months your unit's performance has fallen slightly and there appears to be a slow downward trend. You have completed a situational favorableness rating and determined your situation as "very favorable."

In deciding on various courses of action, which ones might be best?

- ☐ 1. Stop worrying. The downward trend in performance will probably reverse itself.
- ☐ 2. Ask your boss to reassign some of your subordinates and replace them with new personnel.
- ☐ 3. Seek additional training.
- ☐ 4. Ask for a transfer to a new assignment with greater responsibility.
- ☐ 5. Ask for a transfer to another structured job with new subordinates, e.g., a different unit.

FEEDBACK

     1

  X   2

     3

  X   4

  X   5

All three of the above checked choices would have the effect of lowering situational favorableness so as to match your style more appropriately. The other choices involve improving your situational favorableness, which is exactly opposite to the course of action necessary.

Of the three potentially valid choices, either 4 or 5 is preferable to 2. Transfer to a new situation is probably the best way to improve your performance if you are a relationship-motivated leader. You indicated that you are quick to learn and gain control of your situation. Reassignment would place you in a new and challenging situation and does not involve any negative actions.

ENGINEERING THE SITUATION TO FIT THE STYLE OF YOUR SUBORDINATE LEADERS

As we said earlier, you have a considerable amount of freedom in changing the leadership situation for your subordinate leaders by assigning different types of tasks, by increasing or decreasing your support, by changing the membership of the group and by giving more or less position power. Even though you may have difficulty in changing your own situation, you should be able to apply this training to engineer the jobs of your subordinate leaders. Seeing what you can do as the leader in charge of other leaders will also help you see ways you can change your own job situation.

The suggestions given in the early part of this chapter for changing your own job are especially appropriate for modifying the jobs of subordinate leaders. Rather than discussing this material again, we will simply provide you with some probes which illustrate the use of these techniques.

(If it has been some time since you read the first part of this chapter on job engineering, you should probably review it before attempting the next set of probes.)

PROBE #23

Second Lieutenant Vashon is an inexperienced young officer who is assigned as a platoon leader in your company. He was very good at organizing his new unit, and he got on well with his platoon sergeant and his squad leaders. When things were stressful and deadlines tight, he handled it by concentrating on the job and not getting involved in unproductive side issues.

Now that the unit has been trained and he has become more experienced in his job, he seems less able to perform well. His relations with his NCO's are often touch-and-go, he has paid less attention to details on the job, and he seems dissatisfied.

In analyzing his situation, you determine that he is in a moderately favorable situation at this time. He performed well at first when things were disorganized, and he was inexperienced, that is, while the situation was still unfavorable for him. Now that the unit is running smoothly and his subordinates are making more demands on him, he is unable to function well. You have reason to believe that Lt. Vashon is

☐ Relationship-motivated

☐ Task-motivated

Your best action to help him improve would be to:

☐ a. assign him to another new platoon

☐ b. get to know him better and work closely with him

☐ c. transfer him to a platoon which has a lot of problems

☐ d. give his platoon the more difficult assignments and place him under some stress

☐ e. wait a while longer to give him a chance to learn more

FEEDBACK

Your answer should have been that the officer is a task-motivated (low LPC) person. This seems likely because he was very good at organizing his new unit when things were stressful and confused and that he concentrated on the job at hand. After the situation improved and tended to become moderately favorable, his performance went down. You should remember that a brand new, inexperienced second lieutenant, working with experienced NCO's will be at a considerable disadvantage. His rank will not give him much power over knowledgeable and experienced noncommissioned officers who have been in the service five or ten years, and on whom he must depend to keep him on the right track. The situation will, at first, be unfavorable, but gradually become moderately favorable as his experience increases, he gets to know his subordinates, and his platoon shapes up.

Your best action to help this young officer would, in this case, be to choose a, that is, to assign him to another new platoon, which would challenge this task-motivated individual. Alternatively, c or d would also be effective that is to transfer him to a platoon which is undergoing some problems, or to give his platoon more difficult and stressful jobs. Any of these choices would serve the purpose.

Getting to know him better, that is, giving him more support, or just waiting and giving him more time would make the situation remain in the moderately favorable zone unless you waited long enough, perhaps as much as a year, for the situation to become very favorable. Chances are that you do not have that much time to wait for Lt. Vashon to improve.

PROBE #24

You are a lieutenant colonel serving as the G3 training officer of a large training post. You have been assigned Captain Kirkland, whom you placed in charge of an instructor's committee. He is a bright young man who should be an asset to your unit. Unfortunately, his early performance has not been good. You informed him of this and his reaction was to come down very hard on his men, making the problem worse. His leadership situation is as follows:

His staff consists of three sergeants first class and several NCO's serving under the HCOIC's. The job is fairly well structured, but Kirkland hasn't learned all the aspects of it yet.

You would like to get the committee back to high efficiency, but you really don't want to hurt Captain Kirkland in his new assignment. You look over the evidence relating to his leadership motivation and the situation and then ponder the following courses of action. Check each of the actions below which are likely to improve Kirkland's performance.

- ..... 1. Assign some men from other committees into his unit who will challenge him.
- ..... 2. Reassign Kirkland to a new committee for a fresh start.
- ..... 3. Give Kirkland some personal encouragement and let him know that you support him and will help him out.
- ..... 4. Transfer some of the difficult NCO's and assign some easygoing men to Kirkland.
- ..... 5. Give Kirkland as much training, formal and informal, as possible to help him learn his way around.
- ..... 6. Put more pressure on Kirkland by threatening him with a poor performance report.

FEEDBACK

From the description of Kirkland, especially his tendency to come down on his men under stress, he is probably task-motivated. His difficulties with his subordinates and his lack of experience probably make his job only moderate. Thus, anything which will improve the situational favorableness should improve his performance. (An alternative would be to make his situation very unfavorable. Because of Kirkland's lack of experience, this is not a sound plan.)

1. Assign some men from other committees into his unit who will challenge him. Our capt. already has leader-member relations problems and his style is not well suited to deal with them. Making his situation more stressful is probably counterproductive.
2. Reassign Kirkland to a new committee for a fresh start. This action would have the effect of making his job even less structured when, in fact, this young captain seems to need more structure and time to learn his job.
3. Give Kirkland some personal encouragement and let him know that you support him. This is a good idea. It will lower the stress and increase favorableness.
4. Transfer some of the difficult HCO's and assign some easygoing men to the new captain. This is probably the most effective action to take. Improving leader-member relations will have a strong effect on improving situational favorableness. It is sometimes hard to take command over subordinates who have been at their job longer than you and treat you as a "greenhorn." Giving Kirkland a couple of newer subordinates will help improve his confidence and his group relations.
5. Give Kirkland formal and informal training. This is a very good course of action. Once this leader can confront a structured job with improved leader-member relations, he is likely to do quite well.
6. Put more pressure on Kirkland by threatening him with a poor performance report. This is not a good course to take. You want to lighten the stress on this man rather than increase it.

PROBE #25

You are in the Preventive Maintenance section of post engineers of an Army installation. One of your HCOIC's, Jack Delong, heads the section which is in charge of maintenance and repair. Delong has not been performing very well. Since he is obviously qualified to perform the supervisory functions of his job, you begin to wonder whether you could help him to improve. You really don't want to see him get a poor performance report since he has done well in other jobs.

You first look at the type of task which he performs. This is in building maintenance. There are various Army regulations about how this is to be handled, and the job has been done many times before. Various civilian employees assigned to Delong have been there quite a while and know the way things are to be done. There are also fairly good ways of evaluating whether the work was done right.

You next consider Delong's position power. He is clearly in charge, and while he cannot hire and fire on his own, he can assign people to various jobs, he writes evaluations of their work, and he has some disciplinary powers.

You then look at his relations with subordinates. From what you can gather, these tend to be fairly good. The men seem to respect him and there are few grievances and complaints which have come to your attention.

To determine Delong's leadership style, you ask some people who have worked with him what he is like. It turns out that Delong is quite good at dealing with people. He is sensitive to their needs and enjoys being involved with them and with the group. He also seems to use his group in order to get the task done and lets them participate in working out a plan of action. You also know that he performed his job quite well at the beginning of his tour when he took over as section chief and things were a bit disorganized. This sounds like he is a relationship-motivated leader and after looking at his situation, you feel that he is in a favorable situation which doesn't match his leadership style.



You now decide to see what can be done to lower his situational favorableness to moderate, thereby hoping his performance will go up.

Your three most promising options are:

- ☐ 1. Do nothing and give DeLong more time.
- ☐ 2. Transfer him to another section.
- ☐ 3. Give him a more structured task.
- ☐ 4. Give him a less structured task.
- ☐ 5. Give him more position power and back him up whenever you have the chance.
- ☐ 6. Give him less position power.
- ☐ 7. See that he gets more training
- ☐ 8. Set tighter deadlines
- ☐ 9. Restructure the membership of his group.

Go to page 182 for feedback.

FEEDBACK

It is obvious from the information you have that Delong is currently mismatched. He is a relationship-motivated leader assigned to a very favorable situation. You, therefore, should decrease, not increase the favorableness of his situation. Additional training (7), giving him more structured tasks (3), letting him continue as before (1), or increasing his position power still further (5), will be counterproductive since these options will give him still higher favorableness.

Your best choices would be:

2. Transfer to another section. This is a very good choice if you can, in fact, manage this. This is a very effective way of lowering situational favorableness.

4. Give Delong a less structured task. This might be difficult under the circumstances, or it might be easy, depending on the types of functions his unit could be assigned. Some maintenance jobs require a completely new approach and considerable ingenuity, especially when money and material is scarce. You might be able to send these types of jobs to Delong's group.

8. Set tighter deadlines and put other types of pressure on Delong. This might be a good choice. It would require Delong to work harder and to use his ingenuity and resourcefulness to figure out how to do the job within shorter time periods. He may resent being singled out for this dubious distinction, but you may be able to convince him that it's good for him. This particular option has the advantage of permitting you to back off readily if it does not work. You can always let up if you find that the deadlines and the pressure make the job too unfavorable, or that Delong can't handle it. Transfer or reassignment are more permanent and irreversible solutions which you might not want to try.

9. Restructure the membership of Delong's group. This is a good option if you have enough manpower to do this. Assignment of people who are technically more competent than Delong, or assigning workers who have been known to be "difficult" might present a new challenge. Transfer some of his more familiar and dependable subordinates and give him several new and inexperienced people. This would also decrease his situational favorableness.

6. Give Delong less position power. Considering the traditions of the service and the type of job which Delong has, this might be difficult to accomplish. Some modification in his power is perhaps possible although it might undermine his morale. You could, for example, assign tasks to his group as a unit rather than working through him; you could give more authority to his assistant or you could leave him more on his own and not back up his recommendations so frequently. Remember, however, that changing position power might not be enough to move Delong into the moderate zone, you might also have to adjust task structure to achieve the desired result.

If you got this rather difficult exercise, you are doing extremely well. Try the job engineering quiz on the following page. If you missed this one, be sure to reread the chapter before completing the quiz.

### JOB ENGINEERING QUIZ

Listed below are several actions a leader might take to change his situational favorableness. After reading each one, indicate whether you think the action would increase or decrease the leader's situational favorableness.

Increase      Decrease

1. Frequently volunteer for new and different assignments.

Increase      Decrease

2. Ask your superior to let you make all leave decisions for your subordinates.

Increase      Decrease

3. Meet with your boss to work out goals and objectives for your department or unit.

Increase      Decrease

4. Encourage your subordinates to make suggestions on how to accomplish the job.

Increase      Decrease

5. Get your boss to agree to bring into your unit several subordinates with whom you have worked well in the past.

Increase      Decrease

6. Avoid close monitoring of your subordinates. Let them work on their own for relatively long periods.

Increase      Decrease

7. Keep close records on the effect of various procedures and methods for solving problems or making decisions related to your job.

Increase      Decrease

8. Volunteer to accept as subordinates, individuals who are trying to transfer out of other units or individuals newly assigned to the organization.

Go to page 185 for feedback.

FEEDBACK - JOB ENGINEERING QUIZ

      X        
Decrease  
Favorableness

1. Frequently volunteer for new and different assignments.

By changing jobs frequently, a leader does not allow him/herself to build up experience. Thus each new job will present less structured and more challenging problems to the leader.

      X        
Increase  
Favorableness

2. Ask your superior to let you make all leave decisions for your subordinates.

Having the organization give you decision power over such matters increases both your actual power and your subordinates' perception of your authority.

      X        
Increase  
Favorableness

3. Meet with your boss to work out goals and objectives for your unit.

Agreeing on goals and objectives helps to clarify job demands and provides a way to assess performance, thus increasing task structure.

      X        
Decrease  
Favorableness

4. Encourage your subordinate to make suggestions on how to accomplish the job.

By asking your subordinates to make suggestions, you are automatically telling them that they have some say in the running of the unit. The delegation of authority to subordinates lessens your control of the situation.

      X        
Increase  
Favorableness

5. Get your boss to agree to bring into your unit several subordinates with whom you have worked well in the past.

This is a powerful way to improve your leader-member relations. By choosing subordinates with whom you have had

a good working relationship, you increase the support and loyalty of your work group.

X  
Decrease  
Favorableness

6. Avoid close monitoring of your subordinates. Let them work on their own for relatively long periods.

When you allow subordinates to work on their own, you increase their power and lower yours. You also make it possible for a greater diversity of procedures to develop as each subordinate works out his or her own methods thereby lowering task structure. Both of these factors serve to reduce situational favorableness and increase job challenge.

X  
Increase  
Favorableness

7. Keep close records on the effect of various procedures and methods for solving problems or making decisions related to your job.

Good records provide structure. They allow you to assess what did and did not work before and then let you use this information in future situations.

X  
Decrease  
Favorableness

8. Volunteer to accept as subordinates, individuals who are trying to transfer out of other units or who are newly assigned to the organization.

While it may not be true in every case, you will probably receive your share of hard-to-handle subordinates. This will make the managing of your work group somewhat more unpredictable and more challenging.

By now you should have a good understanding of what we mean by job engineering and how you can increase or decrease situational favorableness. Examine your own job and organization and see how many of them are possible for you.

## CHAPTER 10

### SELECTION AND PLACEMENT OF LEADERS

Up to this point we have dealt with the more basic issues of leadership. We have talked about identifying the leader's style and how it affects performance under various conditions. We have also spelled out methods which allow you to diagnose the favorableness of the leadership situation, or the situation of the leaders whom you supervise. Most important, we have talked about ways in which you can match your leadership style and the favorableness of your situation in order to obtain effective performance.

In the next two chapters, we will talk about the nitty-gritty of command, especially where you have responsibility for others in leadership positions. Specifically, we will discuss how you can better select and place leaders, and how you can improve performance of subordinate leaders by proper reassignment and rotation.

Before going further, however, it must be stressed that we are talking only about leaders who are technically qualified to perform their functions. Nobody should head a brain surgery team until he has had surgical training. In the discussions which follow we are talking about leaders, or candidates for leadership positions, who already have the basic skills and knowledge their job requires.

The well-worn phrase has it that we must put round pegs into round holes and square pegs into square holes. This is good advice provided we are dealing with pegs and pegboards which do not change. Organizations do change, however, and so does the relationship of the leader to the position to which he is assigned.

We have spoken of the favorableness of a situation as if it were merely the property of the situation, that is, that the situation provides the leader with control and influence to the extent to which (a) the leader has a good relationship with his subordinates, (b) his task is structured, and (c) his position provides him with power to punish and reward.

However, situational favorableness is likely to change over time. First of all, a leader typically does not step into a group which immediately gives him ardent support. Support usually has to be earned, and this requires some time. Second, and perhaps more important, even the most structured task has to be learned, either by experience or by training.

This point will come home quickly to those who have occasionally helped out in the kitchen. Just pick up a cookbook, and turn to soufflés or a similar recipe. The directions are all described in step-by-step detail...separate yolks and whites of six eggs...beat egg yolks with sugar and lemon juice until light and fluffy...blend in sifted flour...beat egg whites until stiff...and fold in egg yolk...

Now, how do you separate yolks and whites? And what is "light and fluffy" and how do you "fold in" egg yolk? After you've been in the kitchen for a while, you will know what these terms mean and you will learn how to perform the various operations without too much trouble. Your initial bewilderment will gradually give way to a feeling of competence. In effect, the task will have become more structured for you, and you will be less flustered and anxious as you go about following the various instructions.

A similar process occurs, of course, with nearly every new job you undertake. It takes a while to learn the ropes, and no matter how exact the instructions might be, there are innumerable problems which require us to improvise and innovate, or to find out from others how our predecessors have handled these

problems. This means you gain control and influence as you gain experience and, as we mentioned before, you gain the confidence and trust of your group members.

Clearly, then, the leader has a less favorable situation when he begins a new job than after he has been at work for some time. As a rule of thumb, we generally assume that a job which is very favorable for the experienced leader will be only moderately favorable for the inexperienced, new leader. We assume that the task which is moderately favorable for the leader who has been on the job for some time, will be unfavorable for the new leader.

How the same situation appears to the experienced leader and the new leader is shown below:

SITUATIONAL FAVORABLENESS

|                     |           |             |                       |
|---------------------|-----------|-------------|-----------------------|
| Experienced Leader: | Favorable | Moderate    | Unfavorable           |
| New Leader:         | Moderate  | Unfavorable | Extremely Unfavorable |

Let us go back to a point we emphasized throughout this program. Task-motivated leaders perform best in very favorable and unfavorable situations and relationship-motivated leaders perform best in moderately favorable situations.

What does this mean for selection? The answer depends, of course, on whether you need someone who will perform well immediately or whether you need someone who will perform well in the long run. It will also depend on how long the "long run" might be. Does it take only a few weeks or months to become an old experienced hand on the job--as is true of various simple leadership jobs with highly structured tasks; or is this a highly complex and difficult task in which it might take several years to become truly experienced?

Take for example the situation which is very favorable for the experienced

leader and moderately favorable for the new leader. Should you select the task-motivated leader who will eventually perform well in this situation when it becomes favorable, or should you select the relationship-motivated leader who will perform best now while he is still inexperienced and new and the situation is, therefore, only moderately favorable?

If you select a relationship-motivated leader, he will perform well at first because relationship-motivated people perform best in moderately favorable situations. However, as the leader gains in experience, the situation will move into the favorable zone and the relationship-motivated leader's performance will decrease.

If you select a task-motivated leader, he will perform rather poorly at first because task-motivated people do not perform at their best in moderately favorable situations. However, over time as he gains in experience, he will improve and eventually overtake his relationship-motivated counterpart.

The same holds true if you initially classify the job as moderately favorable for the leader. Until the leader has gained in experience, the situation will be unfavorable. Therefore, your selection problem again must involve the decision of whether to go with the task-motivated leader for immediate results while the situation is unfavorable or for the relationship-motivated leader who will start out poorly but improve over time when the situation becomes moderate in favorableness.

Selection then is a more difficult problem than you may have thought. At the risk of being repetitious, look at this problem in graphic form on the following page. This figure illustrates a leadership situation which is very favorable for the experienced leader and therefore only moderately favorable for the new leader who has just been assigned to the job. This is shown on the bottom of the graph.

The top of the graph indicates effective performance and the bottom half of the graph denotes poor or ineffective performance. The arrows show that the relationship-motivated NEW leader will start off with good performance while the situation is only moderately favorable but will gradually decrease in performance after he has become experienced and fully knowledgeable of the job requirements and the situation is favorable. The task-motivated leader who is NEW will start off poorly while the situation is still moderately favorable but will become more effective as he learns the job and the situation becomes favorable.

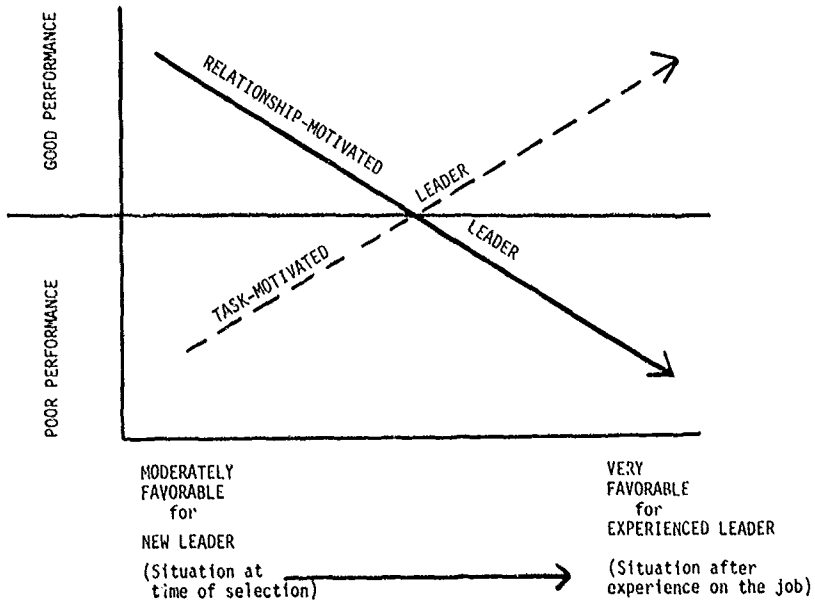


Figure 1

Figure 2 shows the same basic relationship but here the leadership situation is classified as moderately favorable for a fully trained and experienced leader and unfavorable for a new leader. Now the task-motivated leader will be more effective when he begins the job while it is unfavorable and the relationship-motivated leader will get better over time.

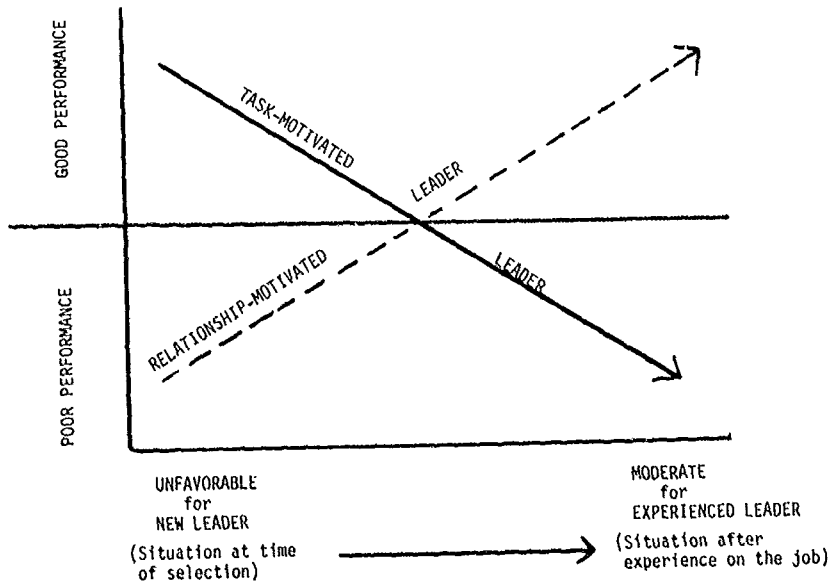


Figure 2

These predictions, however, are based on the assumption that the organizational environment will remain fairly constant. A change in the leader's mission or in organization itself may result in slowing down or reversing the new leader's progress and he may not achieve the predicted change in performance.

What does this mean to you as a leader of leaders? If your leadership functions call for the selection and placement of subordinate leaders, you have a number of options. Knowing the personality of your subordinate leaders and the situational favorableness of the job, you can now select and place leaders who will excell at the beginning, or the type of leader who will gradually mature into a great performer over time.

It is your responsibility, as boss, to see that the leader is either placed in a position where he can perform well or allowed enough time to reach a point where he can be effective. It is your responsibility, through job engineering to help him utilize his leadership potential to the fullest.

Let us consider the options open to you in selecting leaders for maximum performance.

1. First, analyze the job situation and determine the amount of situational favorableness for a leader who is highly experienced and knows the job. Then decide whether you need good leadership performance immediately or whether you need good performance in the more distant future and can afford to wait for the individual to develop the necessary skills and experience.

2. If you need immediate, short-run results, look at the table on page 194 for guidance. This table indicates how to proceed in each zone of situational favorableness for both types of leadership styles. You should also be aware that these leaders will not perform well if left too long on the same job. This may be a matter of months or of several years, depending on the job.

3. If you opt for long-range performance, examine the table of page 195. In this case, it is your responsibility to do everything you can to increase the situational favorableness for the leader to bring him up to the level which matches his leadership style. The sooner this is accomplished, the sooner the leader will reach his level of effective performance.

TABLE 1  
TO OBTAIN BEST SHORT-RUN (IMMEDIATE) PERFORMANCE

| If the situation for the experienced leader is: | The situation for the NEW leader is: | If the leader is:      | Proceed as follows:                                                                             |
|-------------------------------------------------|--------------------------------------|------------------------|-------------------------------------------------------------------------------------------------|
| FAVORABLE                                       | MODERATE                             | Task-motivated         | If possible, do NOT select. If selected, train, provide strong support, and structure task.     |
|                                                 |                                      | Relationship-motivated | SELECT if possible. Do not train, keep task structure low, provide low position power support.  |
| MODERATE                                        | UNFAVORABLE                          | Task-motivated         | SELECT if possible. Do not train or structure task more than necessary.                         |
|                                                 |                                      | Relationship-motivated | If possible, do NOT select. If selected, provide training and support and structure task.       |
| UNFAVORABLE                                     | EXTREMELY UNFAVORABLE                | Task-motivated         | SELECT if possible. Provide assistance, if needed.                                              |
|                                                 |                                      | Relationship-motivated | If possible, do NOT select. If selected, provide task structure, training, high position power. |

TABLE 2

TO OBTAIN BEST LONG-RANGE PERFORMANCE

| If the situation for the experienced leader is: | The situation for the NEW leader is: | If the leader is:      | Proceed as follows:                                                                                                                                                          |
|-------------------------------------------------|--------------------------------------|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| FAVORABLE                                       | MODERATE                             | Task-motivated         | SELECT if possible.<br>Structure task<br>Increase position power<br>Provide support                                                                                          |
|                                                 |                                      | Relationship-motivated | If possible, do NOT select.<br>If selected, try to keep situation moderate by providing low structure, low support. Do not train, restructure group membership periodically. |
| MODERATE                                        | UNFAVORABLE                          | Task-motivated         | If possible, do NOT select.<br>If selected, do not increase favorableness.<br>Provide stress and low support. Do not train.                                                  |
|                                                 |                                      | Relationship-motivated | SELECT if possible.<br>Move situation to moderate as quickly as possible by providing structure, training and strong position power.                                         |
| UNFAVORABLE                                     | EXTREMELY UNFAVORABLE                | Both leaders           | Assist in whatever way possible to get in appropriate situation.<br><br>If possible, do NOT select relationship-motivated. If selected, follow above recommendations.        |

What does this mean to you as the candidate for a leadership position?

You are usually given only limited options: You have been selected for a leadership position, or a promotion to a higher leadership job, and you have to accept it or in some situations, you can reject the offer. These jobs are usually those in which you are required to take special training or commit yourself to a specified re-enlistment period. If you decline, you may have to wait a long time for another chance. On the other hand, if you accept, you may have some elbow room in changing the leadership situation--job engineering. Below are some options which are open to you.

1. You may determine that the situational favorableness exactly matches your leadership style. In this case, of course, you will want to accept the new job with enthusiasm. However, you should be aware that you may become less effective as you gain in experience since the situational favorableness will increase over time. When this occurs, you will need to do some job engineering to keep yourself in a challenging and productive situation.

2. You may decide that the situational favorableness is a mismatch for your personality. Rather than risk failure you may decide to decline, if that option is open to you, and to explain to your boss why this is not likely to be a job in which you will do your best.

3. You decide that you are mismatched, but you can make some changes in the situation so that the job will suit you. This may require a discussion with your boss or you may have to do it on your own. You should explore whether you could obtain training or coaching from someone in a similar position. Or you may have to approach the job in a particular way. For example,

- a. You may arrange the job so that you can create considerable distance between yourself and your subordinates, e.g., by being rather formal in

your relations with them and by not socializing alot.

- b. You may actively seek support from your boss or you may decide not to lean too heavily on him for help.
- c. You may appoint an assistant and delegate some of your responsibilities to this person.
- d. You may request to have one or two immediate subordinates transferred with you to provide good group support.

Your best strategy is, however, to seek those jobs which best suit you. Knowing the type of person you are and the type of situation in which you tend to perform best, campaign actively for the sort of leadership positions which fit you and try to avoid those which do not. Volunteer for assignments you know you can do well. Whenever possible, let your boss know how he can best approach you and your situation to enable you to perform at your best.

4. If you accept a very favorable situation and you are relationship-motivated, you will perform quite well initially, as long as the situation is only moderate (that is, as long as you are inexperienced). This calls for a strategy of prolonging the time the situation will remain moderately favorable. You may wish to do one or more of the following:

- a. do not obtain a lot of training and coaching
- b. depend on your subordinates, use participative management
- c. volunteer yourself and your group for the more complex and unstructured tasks as time goes on, in order to keep the situation from becoming very favorable.
- d. don't let your situation with your subordinates get too comfortable.
- e. volunteer for new group members, where possible.

5. If you accept a position which represents a very favorable leadership situation and you are a task-motivated leader, the chances are that you will perform rather poorly at first since the situation will be only moderately favorable while you are still learning the ropes. This would call for a strategy which will more rapidly make the situation favorable for you. For example,

- a. obtain whatever training is available either formally or from coworkers, previous individuals in your position, or people in similar positions. Don't forget to work out a plan to utilize your boss' knowledge of your job.
- b. structure your job as much as possible and ask your boss for guidance.
- c. try to get as much support from your group as possible to improve your relations with them thereby increasing your situational favorableness.

The decision whether to look only for jobs which fit you or whether to take all jobs to which you are offered a choice and try to handle them as well as you can, presents certain problems which you must consider carefully. There is no simple or best answer.

If you take only those jobs which fit you exactly, you may deprive yourself of a chance to grow in your leadership experience and to learn how to cope with problems which are not exactly your cup of tea. You may also feel that a leader who doesn't take on every job, whether or not he is particularly suited for it, is shirking his responsibility.

These are complex issues. You might certainly want to try your hand at some jobs even though they may be tough to see whether you can measure up. There is nothing wrong with this approach as long as you know what you are doing. You will certainly benefit if you watch your performance as well as aspects of the situation which enable you to perform well and those which cause you problems. Learn from every experience and keep records of your performance.

The second argument, whether it is a moral responsibility of the leader to tackle every problem which comes along, is a matter of personal conscience. Is it cowardice to duck when you are asked to do a job you know you can't handle, or is it an act of conscience to refuse responsibilities for which you are not suited by temperament or by personality? Unless you try new jobs, you will not realize your full potential. If you fail, your career may be in jeopardy.

On the other hand, a general practitioner surely should not undertake open-heart surgery under ordinary circumstances just because he would feel bad to duck the challenge. Likewise, a military leader who volunteers for an important mission, even though he might perform poorly, is not doing himself, his organization, or his country a particular service. There are no simple answers for these problems and every leader will have to strike a balance which seems best to him in light of all he knows about himself and about the leadership situation he faces. Whatever he decides to do, it is important that the leader have enough information to make an informed choice. Examining a job in terms of situational favorables will provide more information to aid in this decision process.

On the following pages are several probes which illustrate the use of this program on selection and placement of leaders.

PROBE #26

You are in charge of a large supply store. The WCO in charge of one section just had a serious accident and has to be replaced since it is doubtful that she will be able to return to work for quite some time. You need someone who will fill in for her.

The situation in the unit is rather hard to define. It is a highly routine operation most of the time but the job requirements occasionally change depending on the availability of materials and the demand for supplies. The morale and satisfaction of this group leave much to be desired, and there are disciplinary problems that cannot be ignored. You need a person who will be able to manage under these conditions right now. Above all, you can't afford to have somebody in the job who'll mess things up.

- ☐ A. You pick a task-motivated (low LPC) person since you think that the situation for a new leader will be very unfavorable because of the change in command. Go to page 201 for feedback.
- ☐ B. You try to find a relationship-motivated (high LPC) person since you think the situation is complex at the moment and will be moderate in favorableness for a new leader. Go to page 202 for feedback.

FEEDBACK

You chose A: You pick a task-motivated (low LPC) person since you think that the situation for a new leader will be very unfavorable.

This is the best choice. You are correct in saying that the low LPC person will perform best in unfavorable conditions and for the new leader, this situation will be unfavorable.

The situation is generally structured and the personnel situation is poor. While the NCO in charge of such a unit ordinarily will have high task structure and high position power (making the situation moderate), a new leader will find this situation at first very unfavorable. You may, of course, have to replace the task-motivated leader after the job has become moderate in favorableness, that is, after the leader has learned the routines and improved the personnel situation. This may, however, take a long time depending on the complexity of the job. You can also aid in slowing down the increase in situational favorableness by providing low support and assigning challenging, stressful or unstructured tasks.

Since you need somebody who will perform well right now, the task-motivated leader is your best bet.

If you answered correctly go on to page 203.

FEEDBACK

You chose B: You try to find a relationship-motivated person since you think the situation is complex at the moment and will be moderate in favorableness for a new leader.

This is incorrect. The situation as described would, in fact, be unfavorable for a new leader. The personnel situation is poor, task structure for an experienced person would be only moderate and position power will be limited by the need to improve the personnel problem.

A relationship-motivated leader will not perform well in a situation which is unfavorable, although if you had time to wait til the leader gets control and gains experience, the relationship-motivated leader eventually would do a good job. However, you can't afford to wait in this situation so the task-motivated leader would be the better choice.

If you missed this one, you should review this chapter before going on to the next probe.

PROBE #27

You are the commander of a tank company and are about to move out on an important training mission. Your motor sergeant has just been transferred at your request, and you must pick a new person to replace him.

You regard the job as fairly routine and well structured. The only problem is that the last NCO made some serious mistakes with his group, and morale is quite low. There is a lot of tension, and you feel that leader-member relations are likely to be fairly poor for the new leader.

Because of the importance of the pending mission, you would like to have the maintenance section at peak efficiency as soon as possible. Here are the men available:

Sgt. Leonard Glass. Sgt. Glass is a bright young NCO who has a reputation for close relations with his subordinates. In his present assignment, he is a tank commander in the first platoon. His early ratings in that assignment were very good, but his Lt. thinks he is now getting bored and is ready for a transfer.

Sgt. John Stone. Sgt. Stone is a cool and efficient NCO who is known for the orderly way he approaches any task. He is a tank commander in the second platoon. His Lt. reports that, after a shaky start, Stone's crew has been and still is steadily improving into a very efficient team. Stone, however, is due for reassignment.

Whom would you choose?

- A. Sgt. Glass because he is task-motivated, and a firm approach is needed for fast action. Go to page 205 for feedback.
- B. Leonard Glass because he is relationship-motivated which, given the present situation, will be immediately effective. Go to page 206.

- C. John Stone because he is task-motivated and will shape up the maintenance section and the personnel problems. Go to page 207.
- D. John Stone because he is relationship-motivated and will give good performance right away. Go to page 208 for feedback.

FEEDBACK

You chose A: Leonard Glass because he is task-motivated, and a firm approach is needed for fast action.

This is not correct. Sgt. Glass is known for close relations with his men and his tendency to get quickly bored with a task. This does not sound like a task-motivated leader.

Also, which zone of favorableness will a position fall in if leader-member relations are poor, structure is high, and power is high?

Rethink this one and try again.

FEEDBACK

You chose B: Leonard Glass because he is relationship-motivated which, given the present situation, will be immediately effective.

Right on! Sgt. Glass' close relationship with his group and his boredom with his role after experience made the situation favorable, indicates that he is a relationship-motivated leader. He will probabaly do well almost immediately in this moderately favorable situation.

Go on to Probe 28 on page 209.

FEEDBACK

You chose C: John Stone because he is task-motivated and will shape up the maintenance section and the personnel problems.

You have accurately assessed Sgt. Stone's leadership style, but it represents a bad match for this situation. Which zone of favorableness will a position fall in given poor leader-member relations, high structure and high position power? If Sgt. Stone were to come into this situation with a directive, punitive style, problems of morale would probably get worse.

Rethink this one and try again.

FEEDBACK

You chose D: John Stone because he is relationship-motivated and will give good performance right away.

This is not correct. Sgt. Stone's leadership behavior and his performance history point to a task-motivated leadership style.

Reread the probe and try again.

PROBE #28

A foreign government of a country located in Africa has requested American aid in the development of its military forces. The U.S. has agreed to send a large training mission to the country. The training mission will be starting from scratch, including base construction, development of training programs, and eventually preparation for full military readiness.

Assume that it is your responsibility to make a recommendation on which of four available officers should be sent to head the mission. This is likely to be a very ticklish assignment. The present condition of the target country's armed services can best be described as chaotic. The commanding officer will be starting from scratch. In addition, cultural differences exist that can lead to misunderstanding and conflict. The U.S. government is very interested in using this as an example of international cooperation and good will.

Listed below are the officers available for this mission. Consider all aspects of situational favorableness and leadership style and select the best person for the job.

\_\_\_\_A. Col. Nelson (Relationship-motivated). This officer has an excellent record. He has considerable experience in training and development missions in overseas assignments. He has been involved in several cross-cultural situations and has served one tour of duty in the target country.

\_\_\_\_B. Lt. Col. Ballard (Task-motivated). Lt. Col. Ballard is a line officer with an excellent record. His experience rests largely in the area of infantry operation. Most of his past experience involves neither training nor cross-cultural situations.

\_\_\_\_C. Col. Lesley (Task-motivated). Col. Lesley has served in military intelligence operations for many years. He is a skilled linguist and intercultural communicator. He has had extensive training in the target country. He is also reasonably knowledgeable with regards to "setting up" operations.

\_\_\_\_D. Lt. Col. Fletcher (Relationship-motivated). Lt. Col. Fletcher is the least experienced officer in this group. He was recently promoted to his present rank, primarily due to his competent and valorous conduct in combat. He has little experience relevant to the present assignment.

Go to page 211 for feedback.

### FEEDBACK

This is a difficult problem which has many facets and requires considerable thought--in other words, a typical leadership problem.

Your first step should be to try to estimate the situational favorableness for this assignment. The CO is starting from scratch with a low readiness group. The problem is compounded by extreme delicacy of the situation. This assignment could not be even close to a highly favorable situation. For a highly trained and experienced man with a good intercultural background, the situation is probably low-moderate initially and high-moderate after he's been on the job awhile. It is certainly an unfavorable situation for an inexperienced person.

Here we threw you another curve. Basing your judgment only on the theory presented in this manual would allow you to choose either Col. Nelson (a relationship-motivated officer whose experience and training place him in a moderately favorable situation) or Lt. Col. Ballard (a task-motivated officer whose lack of experience make the situation unfavorable). While both of these choices fit the program, they are not equally good. Given the difficulty and delicacy of this assignment, it would be very unwise to send an inexperienced and untrained man. The potential for disaster is too high. Therefore, Col. Nelson is your best choice.

LTC. Lesley would be a good alternate choice. He, too, has had considerable cross-cultural experience. However, while he may be better than Col. Nelson during the first months of the assignment, his task-motivation and with it, the higher priority of accomplishing the concrete task rather than the management of the very difficult interpersonal relations and diplomatic problems might make him seem too abrasive and tactless when things are under control. In comparison with Nelson, he seems more of a risk. Col. Fletcher, although relationship

motivated, simply does not have the necessary experience, and this would make the assignment a highly unfavorable situation with which this relationship-motivated officer is unlikely to cope well.

This exercise helps to illustrate an important point made way back in the introduction. The Leader Match training will not replace sound military thinking, but it will help augment it. The government would certainly want to send a well-trained and experienced man to head such a mission. The method detailed here helps select which trained and experienced man is likely to have the most effective leadership style in addition to his other resources.

If you picked Col. Nelson, congratulations! That was very good work. If you missed this one, don't feel too bad because it was a difficult exercise.

SUMMARY

This chapter dealt with selection and placement of leaders, stressing that the situation changes as the leader gains in experience on a particular job. Therefore, we cannot merely place a task-motivated leader in a favorable or unfavorable situation, and a relationship-motivated leader in a moderate situation. Rather, we must consider that the new leader will experience the situation as lower in favorableness until he/she has established good group relations, and until the task is learned.

The time period it takes for a leader to reach his/her full level of competence and experience will vary, according to the job. Leaders who are assigned to relatively simple tasks will take less time than those who are assigned to very complex and difficult tasks. Leaders who are given extensive training will take less time than those who are untrained. And leaders assigned to "difficult" groups will take longer to develop good relations (if they can do so at all) than will leaders who are assigned to "easy," congenial, highly homogeneous groups.

Sound strategy calls for selecting and placing leaders for long-or short-run needs. Choose leaders whose best performance is required immediately but who can be expected to become less effective over time, or leaders who may perform rather poorly at first but who will become increasingly better as the situation begins to match their leadership style. Job engineering should be used to increase or decrease the favorableness of the situation for the new leader depending on the needs for immediate or long term performance. The tables on pages 194 and 195 will help you with the best strategies for selection and placement of leaders.

## CHAPTER 11

### ROTATION AND TRANSFER

Moving from one job to another is an accepted part of life in the military services. If moves are made as particular jobs need to be filled, and if they benefit the organization, they are usually called transfers or promotions. When these moves are part of a systematic policy which calls for periodic reassignment to broaden the leader's experience and perspective, they are considered part of a rotation program.

Whatever the reasons for moving, very few leaders in the armed services remain in the same position for more than a few years. Until recently, almost nothing was known about the impact of rotation and transfer on the effectiveness of an individual or on his or her unit. The general assumption has always been that it must be good for the organization since it develops leaders with broader backgrounds; whether it is good for every leader is another question.

Let us consider the effects of transfer and rotation in light of the Leader Match program. What are the possible results of changing jobs, and of such related experiences as high turnover of one's superiors or subordinates?

Rotation has generally been seen as beneficial but "organizational turbulence," (turnover among subordinates, changes in job requirement or mission, changes in command and so forth) has been viewed as disruptive and leading to poorer performance. Upon closer inspection though, you can see that the effect on the leader's day-to-day interaction with superiors, subordinates, and peers should be identical whether rotation, transfer, promotion, or "turbulence" has occurred. In each case, the leader must learn to adjust to changes in his or her situation.

It is important to remember, however, that an experienced military leader will be more used to organizational change than someone who only recently joined the service or became a leader. If a leader has gone through innumerable changes in assignment, and has worked with a wide variety of bosses and subordinates, he will have learned how to handle these new situations better than a new leader. He will, therefore, enter the situation under more favorable conditions.

What are the specific elements which change? A change in superiors requires the leader to learn what the new boss' standards and expectations are, and what idiosyncracies on the part of the new boss have to be taken into consideration in order to get along. Whatever the outcome may be, there will be a period of time, varying in length, when the leader will need to live with a certain amount of anxiety and insecurity until he knows how to manage the new boss.

In like manner, there will be a certain amount of time before the leader can trust new subordinates. Do they really know what they are doing? Can they be relied upon to do the job right? If I get into trouble, will they support me? Who, in this group, are the key people with whom I have to deal if I want to change attitudes or improve morale?

And if it is the leader who changes jobs, it usually takes some time to learn the ropes. What do I have to know about the work itself? How is it done here, how do you troubleshoot, how do you get things fixed, who are the experts in the organization on whom I have to depend, and to whom should I turn for help? What is this new job about? Whom do I see if I run into trouble with other units, with higher command levels, with others at my level of the organization?

These are all important questions whether or not the move was made for the purposes of rotation or promotion, voluntarily or involuntarily, or whether change came from "organizational turbulence." Practically all these effects

lower the favorableness of the leadership situation. The major exception is a move by a leader from an unfavorable situation to a new job which involves a more favorable situation, from being the disliked officer of an unstructured staff division to a well-liked line officer with a structured task.

Since most rotations and transfers change the leader's situational favorableness, it is obvious they will improve the performance of some leaders but decrease the performance of others. This has been shown by research conducted in the military services using actual leaders in different situations.

As we have already seen, staying on the same job too long lowers the performance of some people. They become stale, bored with the job, no longer interested and challenged by the problems they have to tackle, and no longer as motivated as they were at first. Others, however, will like the continuity and see constant improvement and repetition of tasks as a challenge of a different sort. Different people obviously have different strengths and weaknesses as leaders.

Consider, for example, your best troubleshooter who is sent out to fight brush fires. If you leave him at the same unit or trouble spot so long that there are no more fires to extinguish, he is likely to become bored and disinterested. There is no more action to challenge him and he will now either stir up trouble--which you don't need--or he will pay less attention to his job and become correspondingly less effective.

Others, the "late bloomers," simply need more time to become maximally effective. They take pride in learning the job inside out. And some leaders are cut out for the routine administration of departments or units and do this superbly. But these same people frequently are less able to handle conflict and difficulties. Obviously, therefore, rotation and transfer should

take into consideration the individual's leadership style as well as the favorableness of the situation if his effectiveness and the performance of his unit are important.

What is the best time to rotate or to transfer leaders from one job to another? When do they reach the "burnout" point? In principle, the best time comes when the relationship-motivated leader, by virtue of his experience and training, is no longer working in a moderately favorable situation, or the task-motivated leader is no longer working in a very favorable or relatively unfavorable situation. Accurate diagnosis is here essential. You must maintain a careful record of leader performance. When the performance of a leader begins to slip, even though he did an excellent job earlier on, then it is time to consider whether the job has become too routine or too structured and has become no longer challenging enough to meet the leader's needs. Then you must decide whether to attempt to restructure the job as we discussed earlier or, failing that, to rotate or transfer him.

It will always be useful for you to collect information about the relationship of time on the job to favorableness for all the positions under your direction. In some cases, where not much information is available, you will have to make an educated guess. Based on your knowledge of the job, you might be able to make a rough estimate of time it takes before you call a man or woman on a particular job experienced, and a change occurs in situational favorableness.

You can do this more systematically if there are a large number of leaders in similar positions who have varying time on the job tenure. You could have them fill out the rating forms for their positions. From their situational favorableness scores you may then be able to see a pattern emerge which shows the best time for rotating leaders.

Another procedure is to keep careful records on the performance of each of your subordinates over a period of time to see when his performance turns up or down. You can add to this information by having each subordinate fill out periodic situational favorableness ratings.

In all of these procedures, you are trying to find out about how long it takes to increase favorableness in a particular situation. That information will allow you to make a better decision on whom to rotate or transfer from one job to another, or whether you should try job engineering.

We want to stress that there is no substitute for keeping careful records of performance for any organization which seeks to develop an effective leadership program.

Now try the probes on the following pages.

PROBE #29

You are the commanding officer of a Navy base. Navy policy requires the periodic rotation of officers, generally every two years. However, you know that certain types of people need longer, others need less time to reach their maximum performance levels.

LTC Caldwell, the post engineer, has been on the job for 17 months. Her division deals with engineering, supply and maintenance problems, a highly structured task. Caldwell started off on the right foot. Her relations with subordinates were excellent, she was enthusiastic about the job, and she liked to tackle new problems. She was known as an approachable and friendly person. About two months ago, her relationship with subordinates began to deteriorate. You have the feeling that she is trying to impress you, and that she is no longer involved with the work itself. You finally decide that:

\_\_\_\_ 1. Caldwell is a task-motivated person who needs to be transferred to a new job which is more highly structured. Go to page 220 for feedback.

\_\_\_\_ 2. Caldwell is relationship-motivated, and what you see is simply the consequence of moving from a moderately favorable to a favorable situation. You therefore rotate her to a new job which is moderately favorable since she has only seven more months on the base. Go to page 221 for feedback.

\_\_\_\_ 3. Caldwell is task-motivated. Her situation was unfavorable to begin with, and it has become moderately favorable. She therefore needs another unfavorable situation, and you plan to change her job to that of troubleshooter for the radar section. Go to page 222.

\_\_\_\_ 4. Caldwell is relationship-motivated, and you decide she needs to remain on the job until she gets her feet back on the ground. Go to page 223.

FEEDBACK

You chose 1: Caldwell is a task-motivated person who needs to be transferred to a new job which is more highly structured.

This is incorrect. All indications are that you are dealing with a relationship-motivated person. Her good performance initially when the situation was still only moderately favorable, as well as her good rapport with subordinates at that time, point to that conclusion. Likewise, the fact that Caldwell now is trying to impress you and is less concerned with subordinates points to the behavior of a leader who is relationship-motivated and in a very favorable situation.

Remember that relationship-motivated leaders become somewhat inconsiderate of their subordinates if the situation is highly favorable. Caldwell's situation appears to be highly favorable now that she has been on the job for quite some time. She has position power, a highly structured task and good group support (although perhaps not quite as good as it was at the beginning).

You missed on this one. You may need to review Chapter 2 before trying again.

FEEDBACK

You chose 2: Caldwell is relationship-motivated, and what you see is simply the consequence of moving from a moderately favorable to a favorable situation. You therefore rotate her to a new job which is moderately favorable since she has only seven more months on the base.

Right you are! Caldwell is indeed relationship-motivated as can be seen by her friendly approachable manner and concern for subordinates as well as her attempts to impress you and her recent lack of interest in her group.

The situation is very favorable since Caldwell has high position power, a structured task, and has established good group support and high morale. Her lack of interest in the job is a result of moving into a situation which does not match her leadership style.

Since her job is highly structured and routine, there is really no easy way to apply job engineering to lower the favorableness of the situation. With so little time left on post, there is probably no point in trying to change the personnel assigned to her.

Rotation to a new job which will initially be moderately favorable for her is probably the best way of improving her performance quickly. Besides, since you know she was good at getting her unit running efficiently, you may as well utilize her ability in some other trouble spot on post.

Go on to page 224 and try probe #30.

FEEDBACK

You chose 3: Caldwell is task-motivated. Her situation was unfavorable to begin with, and it has become moderately favorable. She therefore needs another unfavorable situation, and you plan to change her job to that of troubleshooter for the radar section.

You are not correct in your diagnosis. Caldwell would be more concerned with the task if the situation were moderately favorable, but the evidence here is that she is really bored and disinterested. She would not be likely to butter you up at this point, if she were task-motivated, nor would she have had such good relations with her subordinates right at the beginning.

Secondly, the situation described is not an unfavorable one. Caldwell has high position power, a very structured task and good group support, i.e., a favorable situation.

Better try this one again.

FEEDBACK

You chose 4: Caldwell is relationship-motivated, and you decide she needs to remain on the job until she gets her feet back on the ground.

You are correct in diagnosing Caldwell as relationship-motivated, but you missed an important point in this description. Caldwell's job involved routine, structured operations, and her position power is high. Her leader-member relations were not bad either. The situation was, therefore, favorable. Relationship-motivated leaders do not perform well in favorable situations, and there is no reason to believe that Caldwell would do even better staying on the job for the rest of her tour of duty on post. In fact, she is likely to become less effective as time goes on.

Try this one again.

PROBE #30

You are the First Sergeant of your MP detachment which consists of several units, each headed by an E-5. The main job is military police duty which, by and large, is a moderately structured task in this area. The sergeants have to use a good deal of discretion and common sense in deciding when to take action, and how to deal with a variety of problems which come up, and which cannot be predicted in advance. It is also important to remain alert in case an unexpected emergency arises, and in these instances, the sergeant is on his own.

The detachment commander has been on your back recently about the performance of one of the sergeants, whose unit has been slipshod in its performance and whose discipline has become rather poor. He wants you to do something, or recommend what needs to be done.

You have known Sgt. Renton for quite a few years, and you recall that he is well trained, competent, and performed quite well when the detachment was formed. He got the unit into shape in very little time, and he ran a sharp outfit. However, the detachment commander is quite right in thinking that the unit is not as good as it might be. This is particularly puzzling since Renton and his men really seem to like each other and get along unusually well. You consider the problem and make the following recommendation:

- ☐ A. Demote Renton for not performing his job well. Go to page 225.
- ☐ B. Transfer Renton to the unit which currently is performing passably well, if not brilliantly, and where the men do not get along with their sergeant. Go to page 226.
- ☐ C. Transfer Renton to the unit which is the best in the company at this time, and which gets along well with its sergeant. Go to page 227.

FEEDBACK

You chose A: Demote Renton for not performing his job well.

This is not correct. Recall that Sgt. Renton performed well before, that he is competent and trained, and that you would, therefore, be losing a valuable man. The leadership situation is moderately favorable--the leader is well accepted by his men, but the task is unstructured, and while position power is nominally high, you might consider that the men go out in small teams by themselves and while they are on patrol, Renton will have very little control over their actions and behavior.

The chances are that Renton is a task-motivated leader: he performed well when the unit was first formed, and discipline decreased after everything in the unit was under control. This looks like a mismatch, a task-motivated leader in a situation which has become moderately favorable.

Reread this probe in light of the above comments, and try again.

FEEDBACK

You chose B: Transfer Renton to the unit which currently is performing passably well, if not brilliantly, and where the men do not get along with their sergeant.

Correct. This is a good recommendation. You probably noted that Sgt. Renton is likely to be a task-motivated leader. He performed well when the situation was unfavorable: when the unit was new and less well organized, and when his relations with his group were still less cozy. Now, that he has things going better and he and his men get along, the discipline has begun to slip.

It is, of course, generally unwise to move someone into a very unfavorable situation. In this particular case, however, there is no way in which this situation can be made highly favorable. The task is unstructured and the leader's control over his men, while they are on patrol, usually in pairs of two, will be less than it would be if he were with his men all the time.

Moving Renton to another unit in which his relations with the group would be uncertain, especially in a unit which has had a history of not getting along with its sergeant, seems like an ideal way of making full use of Sgt. Renton's leadership skills and increasing unit performance.

Go on to page 228.

FEEDBACK

You chose C. Transfer Renton to the unit which is the best in the company at this time, and which gets along well with its sergeant.

This is not likely to work. You have been told that the situation is moderately favorable, and you quite correctly figured out that Renton is a task-motivated individual--he performed best right at the beginning before his unit had shaken down, and before he and his men had developed such a close relationship. You probably thought, therefore, that you should move Renton into a highly favorable situation by giving him a unit which has good relations and which is already performing well. This would, of course, go along with our previous warnings that it is generally not a good idea to make situations unfavorable.

In this case, however, reducing Sgt. Renton's situational favorableness seems exactly right. You know that he performed well with a unit which had just been formed, and where his relations were not too good at first, and you know, of course that the job of an MP detachment in the situation which we described will not be highly structured under any conditions. The situation, even with a better operating unit, is likely to remain only moderately favorable.

Reread the probe and try again.

SUMMARY

Leadership situations change over time as your knowledge and ability as a leader change. As you gain in experience, ability and knowledge of your job, each assignment will become more routine and less challenging.

One important way to increase the challenge of the job and thereby decrease the favorableness of the leadership situation is systematic rotation and transfer of leaders to other jobs. Some leaders, however, do not benefit from this constant change and should be left as long as possible in the same job so that they can perform at a high level of effectiveness. Keeping good performance records will help you judge the most appropriate time for rotating or transferring a subordinate leader.

## CHAPTER 12

### A FINAL NOTE

You have now completed the training program which is designed to make you a more effective leader. If you have successfully worked through all the exercises and probes, you should have a fairly good understanding of the principles which will enable you to manage groups so that they will be more productive. Let's review a few points which are essential if your leadership performance is to improve and to remain high.

First, this manual has been concerned with effective leadership. Although the direction and supervision of others is the single most important task, leadership involves many other functions. Leaders must also counsel their subordinates, they must provide a climate in which their subordinates can grow in professional skills, and they must try to develop a satisfied group which is motivated to work toward the common goal. This requires human relations skills with which we have not dealt in this manual. You may or may not feel the need of training in these areas. Having a satisfied work group is not necessarily related to good performance, but it is a goal which we should attempt to achieve for its own sake, as well as for the sake of those who work with us.

Second, this program is designed to introduce you to a set of principles. It is not designed to be a cookbook or a rule book to which you can turn for specific answers to every problem. Management is an art, not a science, and this manual can only assist you to become aware of some important factors determining success or failure in a leadership situation. It provides you with

some ground rules for changing the leadership situation so that your chances for success are improved. It does not guarantee success. There is no substitute for sound judgment, and an attempt to apply the principles of this program uncritically to every problem which you face in your leadership job is almost certain to bring frustration and disappointment.

When you learned to swim, you were not told how to jump into the Kansas City Municipal pool or how to swim on Waikiki beach. When you were taught to write, you were not given specific instructions on how to write to your Aunt Edna. You were instructed in the principles which, after practice, allowed you to swim any place, or to write to anyone.

Similarly, you should not expect to find exact answers to your leadership problems in this program. You will need to practice what you have learned in these pages and observe how well the various principles and guidelines apply to your particular situation, given your particular leadership style. You will have to try out a variety of methods before you finally find the ones which seem to work best for you.

Third, leadership is an extremely complex relationship, and many factors determine how well a particular group operates at any one time. You, as a leader, cannot expect to control all of the many things which affect the performance of your group. You cannot singlehandedly change the state of the economy, the military mission, the favor or disfavor with which the powers that be regard your unit or your superiors, nor, in many cases, the types of people who are assigned to you as subordinates.

However, the organization that makes evaluations of your own and your group's performance allows you to become aware of the situations and the conditions under

which you perform best. We urge you to seek out these evaluations or to develop good performance criteria so that you can monitor and continually improve your leadership skills as well as your ability to seek and develop situations in which you are most likely to succeed.

You can reasonably expect your group's performance to increase considerably when the situation matches your personality and you can hope that your new skills will increase the number of times that you can make this happen. And if you can improve the number of times your group performs better, you will indeed, be way ahead of the game.

### LEADER MATCH REVIEW

Here is a short review of the new terms to which you have been introduced in LEADER MATCH.

#### Leadership Style

There are two different leadership styles which are measured by the Least Preferred Coworker scale:

1. Relationship-motivated (High LPC--score of 64 or above)

These leaders seem to be most concerned with maintaining good interpersonal relations and accomplishing the task through these personal relationships. Sometimes the high LPC leader becomes so concerned with relating to group members that it interferes with completion of the assignment or mission. In relaxed and well-controlled situations, this type of leader tends to reverse this behavior and become more task conscious in order to impress the boss.

2. Task-motivated (Low LPC--score of 57 or below)

These leaders place primary emphasis on task performance. Low LPC leaders work best from guidelines and specific directions and if these are lacking, the low LPC will make the organization and creation of these guidelines the first priority. However, under relaxed and well-controlled situations when the organization is running smoothly, the task-motivated leader takes time to attend to the morale of group members.

#### Situational Favorableness

There are three kinds of job situations which are determined by the leader's control and influence.

1. Favorable situations: the leader has a great deal of control and influence and an "easy" setting in which to direct the work of others. There are no pressures, little stress and things are running smoothly.

2. Moderately favorable situations: the leader has mixed problems, some stress and a creative task. This situation is characterized by either good relations with subordinates but an unstructured task and low position power, or the reverse, poor relations with group members but a structured task and high position power.
3. Unfavorable situations: The leader's control and certainty is very low. Stress or group conflict also may contribute to the difficulty of the situation. Some leaders find these situations challenging and stimulating, others find it difficult if not impossible to cope under these conditions. In this situation the group does not support the leader, and neither the task nor position power give you much influence.

#### Measuring Situational Favorableness

There are three factors in the situation which help you determine the favorableness of a job. These are measured by specific scales and are weighted in importance.

1. Leader-member relations: how well the group and the leader get along and how much the leader can depend on the group for support.
2. Task Structure: how clearly defined and specific the job is to do.
3. Position Power: the amount of authority the leader has to hire and fire and reward or discipline the group.

#### The Match

In matching leadership style to situational favorableness, we find that:

1. Relationship-motivated leaders perform best in moderately favorable situations.
2. Task-motivated leaders perform best in favorable or unfavorable situations.

LEADER MATCH SUMMARY TEST

The following test has been designed to let you assess how well you have understood the LEADER MATCH concepts. After you complete the test, you should score it using the answers beginning on page 238.

1. According to LEADER MATCH, relationship-motivated leaders perform best in:
  - a. unfavorable situations
  - b. favorable situations
  - c. moderately favorable situations
  - d. all of the above
2. According to this manual, a leadership style is:
  - a. a variable, almost random set of attitudes and behaviors
  - b. a set of personality traits which are associated with effective leadership
  - c. a motivational pattern or set of needs or goals which the leader seeks to satisfy in the work situation
  - d. a basic behavior pattern, such as giving orders or asking for suggestions, which the leader shows in all situations
3. A structured task is one in which
  - a. it is difficult to determine whether the job was done right
  - b. the goal or outcome is clearly stated or known
  - c. there are many ways to accomplish the task
  - d. there are many possible solutions or outcomes
4. Three basic factors which differ in importance are used to measure the situational favorableness of a leadership position. If 1 = most important and 3 = least important, which of the following orders is correct:
  - a. 1 = position power  
2 = leader-member relations  
3 = task structure
  - b. 1 = magnitude of rewards  
2 = position power  
3 = organizational size
  - c. 1 = task structure  
2 = leader-member relations  
3 = position power
  - d. 1 = leader-member relations  
2 = task structure  
3 = position power

5. Much of the discussion in LEADER MATCH focused on methods of changing situational favorableness. Why weren't methods of changing LPC discussed?
  - a. LPC is a stable trait that is difficult to change
  - b. only high LPC persons can change their LPC
  - c. only low LPC persons can change their LPC
  - d. no one knows what LPC is
6. Sergeant Y displays the following behavior. Under some stress or uncertainty in the job, Y tends to seek the support and advice of subordinates. Y avoids conflict and tries to create a warm personal group environment and seldom uses punishment. Diverse and challenging problems are exciting to Y and performance is good in these situations. This sergeant is a:
  - a. high LPC leader (relationship-motivated)
  - b. low LPC leader (task-motivated)
  - c. Y does not fit clearly into either of the above categories
7. If you were asked to summarize the most important aspect of a situation for the leader, which of the items listed below would you pick?
  - a. The degree to which the situation enables the leader to predict with certainty the effects of his or her behavior.
  - b. The degree to which the leader feels attracted to group members.
  - c. The degree to which the situation gives the leader formal power over subordinates.
  - d. The potential for tangible rewards available to the leader and the group.
8. If you wish to increase situational favorableness for a leader, which course of action would be MOST effective?
  - a. Give the leader a more complex task with fewer guidelines.
  - b. Allow the leader to decide who gets salary bonuses among group members.
  - c. Give the leader greater authority.
  - d. Allow the leader to choose his or her own subordinates from available personnel.

9. Leaders will often vary in the amount of job training and experience they have. This is thought to be an important aspect of leadership. What is the impact of training and/or experience?
  - a. Generally, training and experience make a leader more task-oriented and more directive.
  - b. Experience and, to a lesser extent, training will markedly improve the performance of all leaders.
  - c. Training and experience generally make the task more structured, thereby increasing and improving situational favorableness.
  - d. Training and experience usually make a leader more sensitive to the needs of group members.
10. If you had a job in which the leader's situation tended to be very good in terms of support from followers, clarity of job demands, and formal and informal power, which leader type would be likely to perform best?
  - a. task-motivated
  - b. relationship-motivated
  - c. either of the above
11. Consider the situation described above (#10). Now assume there were some major changes in personnel which reduced the group's support of the leader and created group conflict and dissension. Who would be likely to perform best as leader?
  - a. task-motivated
  - b. relationship-motivated
  - c. either of the above
12. The degree of favorableness a situation presents for a leader can be changed by modifying various aspects of the situation. Which of the following, if changed, will have the most drastic effect on situational favorableness?
  - a. position power
  - b. task structure
  - c. leader-member relations

13. You have a leadership situation with the following characteristics:

Leader-member relations are quite good and power is moderate to high.  
The task is one which has a reasonably high degree of structure but is quite complicated and requires the leader to learn quite a bit about it.

The situational favorableness of this position is likely to be:

- a. moderate for an inexperienced leader; high for an experienced leader
  - b. low for an inexperienced leader; high for an experienced leader
  - c. high for an inexperienced leader; moderate for an experienced leader
  - d. low for an inexperienced leader; moderate for an experienced leader
14. Which of the following organizational procedures is likely to decrease situational favorableness for the organization's leaders?
- a. Channeling all relevant organizational information through group leaders.
  - b. Allowing leaders to pick their own group members.
  - c. A general policy of rotation.
  - d. A broad program of training.

Go to page 238 for feedback.

FEEDBACK FOR SUMMARY TEST

1. (c) moderately favorable situations

The relationship-motivated leader performs best in the moderately favorable situation. The task-motivated leader performs best in the favorable and unfavorable situations. (See Chapter 8 for review.)

2. (c) a motivational pattern or set of needs and goals which the leader seeks to satisfy in the work situation

Leadership style is a measure of the individual's motivational pattern and a measure of what goals in the work situation are important to him. If leadership style were a changing, random set of behaviors, this program would not be possible. (See Chapter 2 for review)

3. (b) the goal or outcome is clearly stated or known

This is the only choice which reflects a structured task. The other answers describe an unstructured task. (See Chapter 5 for clarification.)

4. (d) 1 = leader-member relations, 2 = task structure, 3 = position power

Leader-member relations are twice as important as task structure which is twice as important as position power. These values are reflected on the scales used to measure situational favorableness. Leader-member relations is worth 40 points, task structure scores 20 points and position power gets only 10 points. (See Chapter 7 for review.)

5. (a) LPC is a stable trait which is difficult to change

LPC is a reflection of your leadership personality and your basic leadership style. It is nearly impossible to change your personality; however, it is fairly simple to change various aspects of your leadership situation. (See Chapters 2 and 9 for review).

6. (a) high LPC leader (relationship-motivated)

This is an accurate description of the high LPC leader. If you missed this one, review the descriptions of the two styles in Chapter 2.

7. (a) The degree to which the situation enables the leader to predict with certainty the effects of his or her behavior.

If the leader has a favorable situation, he or she can predict with certainty the outcome of the groups and their own behavior. This is the most important aspect of the situation for the leader--to know that decisions and actions will have the intended result. This should not be confused with choice

(b) which is similar to leader-member relations--the most important factor in measuring situational favorableness. (See Chapter 3 for clarification).

8. (d) Allow the leader to choose subordinates from available personnel.

Because leader-member relations are the most important factor in situational favorableness, allowing the leader to choose his or her own subordinates will improve leader-member relations quickly and thereby increase situational favorableness. Choices B and C would also increase favorableness but not as much as a change in leader-member relations.

9. (c) Training and experience generally make the task more structured, thereby increasing and improving situational favorableness.

Experience and training for some leadership styles will improve performance. However, in this program, we emphasize the effect that experience and training have on task structure and its increase of situational favorableness (See Chapter 5 for a discussion of training and experience.)

10. (a) task-motivated

The situation described here is one of high favorableness which is best suited for the task-motivated leader. (See Chapter 8).

11. (b) relationship-motivated

Because the leader-member relations are now poor with high task structure and position power, the situational favorableness is moderate. The relationship-motivated leader performs best in this type of situation. (See Chapter 8).

12. (c) leader-member relations

As discussed above, a change in leader-member relations will have the greatest impact on situational favorableness because this is the most important factor in measuring situational favorableness. (See chapter 7).

13. (a) moderate for an inexperienced leader; high for an experienced leader

The situation described here is favorable for an experienced leader but only moderate for the new leader. After the new leader has been on the job for quite some time and learns the task, the situation will become highly favorable. (See Chapters 9 and 10).

14. (c) a general policy of rotation

A system of general rotation is an effective way to decrease situational favorableness for leaders within an organization. Choices a, b, and d have the effect of increasing situational favorableness. (See Chapters 9, 10, and 11).

BIBLIOGRAPHY OF SUGGESTED READINGS

Most public libraries or university campuses should have one or more of the following suggested readings available.

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