AFLOAT SURFACE LINE COMMANDING OFFICER LEADERSHIP:

A COMPREHENSIVE STUDY

A Report

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by

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INTRODUCTION

Purpose of the Study

The purpose of this study was to identify the prevailing leadership styles among commanding officers of United States Navy ships assigned throughout the world and to what degree, if any, age, rank, education, commissioning source, ethnicity, and ship community may have influenced that leadership style.

Need for the Study

The United States Navy will be comprised of approximately 500,000 persons assigned throughout the world as the force begins to draw down personnel assets, reduce material acquisitions, and sharply curtail new ship building programs. The officers and enlisted personnel within the surface warfare community hold the responsibility for operating the Navy's 450 operational ships within the guidelines established by Fleet and Type Commanders' directives. The commanding officer's ability to lead effectively, above all else, establishes the atmosphere, working environment, and overall success that

permeates the entire chain of command. Thus, inspirational leadership is the cornerstone for operating ships effectively and efficiently while maintaining the highest possible levels of combat readiness.

Maintaining today's existing operational tempo and commitments worldwide while simultaneously reducing manning, funding, new ship construction, and reducing fleet size from 600 to 450 ships creates an extremely challenging environment, demanding effective management of Navy policies and programs and superior leadership to lead ship's crews successfully through the never ending hurdles that prevail.

This study focused on the perceived personal leadership styles of commanding officers and the perceived leadership styles of commanding officers by their executive officers using a modified instrument by Blanchard Training and Development, Inc. This type of instrument was originally developed in 1945 at Ohio State University by the Bureau of Business Research. Directive and Support behavior was measured using the Blanchard Leader Behavior Analysis II™ "Self-A" questionnaire and the Leader Behavior Analysis II™ "Other" questionnaire. These questionnaires identified differences in perceived leadership behavior and/or style. The resulting leadership styles may range from High Directive, High Supportive, to Low Supportive, Low Directive behavior.

Importance of the Study

This study provided an independent source of data that was not directly affiliated with or a product of the Naval Education and Training Command (CNET) or of the Navy's Leadership and Management Course of instruction.

Time will be the factor that will determine the importance and significance of this study, but its potential should be far reaching. Historically, military leadership was associated with an autocratic, high task initiating structure and production orientation. Motivation by instilling fear and coercion to a captive community gradually gave way to more participative leadership techniques associated with the human aspects of subordinates. This is commonly known as consideration and employee orientation and is also used with today's highly educated and technically skilled voluntary naval force. Significant investments in today's sophisticated and technologically advanced ships and weapon systems demand positive and effective motivation and leadership to maintain efficiency and retention.

The environment that ships operate within are typically extremely stressful. Time constraints force the leaders to operate under considerable self-imposed and external pressures to succeed. That situation may be viewed as being analogous to a "pressure cooker"

environment. Fortunately or unfortunately, this helps to expose the true leadership philosophy of the commanding officer.

Additionally, leadership styles may be influenced by rank, ship type and class, commissioning source, education, age, and ethnicity.

Limitations of the Study

This study did not attempt to identify or insist that any one particular style of leadership was best. While some researchers contend there was, most supported the thesis that

> One best style of leadership--a style that
> maximizes productivity and satisfaction, and
> growth and development in all situations,
> further research in the past several decades
> has clearly supported the contention that there
> is no one best style of leadership. Successful
> and effective leaders are able to adapt their
> style of leadership to fit the requirements of
> the situation. (Hersey & Blanchard, 1988, p.
> 100)

Nor did this study attempt to recreate the pressure-filled environment in which commanding officers worked while this study was conducted. This study did, however, help to identify the perceived prevailing leadership styles of afloat commanding officers in an effort to identify those styles and determine whether or not intervention and leadership awareness or perhaps measures to modify leadership philosophies should be implemented

Navy-wide. Additionally, significant leadership differences by commanding officers from the various commissioning sources might warrant further examination.

Finally, this study focused on commanding officers of afloat commands due to the unique challenges that these commanding officers and crews face.

Assumptions of the Study

For the purpose of this study, it was assumed that:

1. Individuals completing the self-administered questionnaire answered the questions honestly, candidly, and confidentially.

2. Responses to questionnaires were based on personal professional experience.

3. Comments provided by the respondents were candid and focused on the content and intentions of the instrument.

4. The sample population of the study was a representative sample of all the United States ships in commission.

5. The information provided from independent sources was unbiased towards the subject matter.

Definitions of Terms

For the purpose of this study, the following terms were defined:

Amphibious Ship (AMPHIB) - Ships designed with the primary mission of power projection by moving Marines and their equipment to enemy-held shores by way of landings, boats, and helicopters.

Chief of Naval Education and Training (CNET) - The second echelon command in Pensacola, Florida, under whose direction naval education and training policies are formulated and instituted.

Chief of Naval Operations (CNO) - The highest ranking Admiral in the Department of the Navy. His responsibilities are analogous to the CEO of a major corporation.

Combat Logistic Force (CLF) - Those support ships designed to provide food, ammunition, fuel, repair parts and other goods either at sea or at an advanced base.

Command - A naval organization with a specific function, such as a shore establishment or a ship. Each command consists of officers and enlisted personnel.

Commanding Officer (CO) - The officer charged with the absolute legal and moral responsibility for the safety, well-being and efficiency of his assigned command, except when relieved by competent authority.

Commissioning Source - The primary avenue to a commission. Commissioning sources include: the United States Naval Academy, Officer Candidate School, Naval

Reserve Officer Training Corps, and other direct or indirect means of officer procurement.

Cruiser/Destroyer (CRUDES) - Cruisers, Destroyers and Frigates designed to provide multi-mission support of Battleship or Aircraft carrier Battlegroups in offense or defense of air, surface and subsurface threats.

Detailer - A person assigned to the Naval Military Personnel Command who matches the type and location of billets and qualified Navy personnel. For those personnel in the Navy who are due to transfer to new billets, the detailer takes into consideration the needs of the Navy and the individual's desires for location, type of duty, and type of orders.

Executive Officer (XO) - The second ranking officer assigned to a ship. He is responsible for setting all administrative policies and procedures of a ship. He is analogous to the executive vice president of a corporation.

Fleet Commander - An Admiral responsible for the operation and administration of all naval forces afloat and ashore located within a defined area of operations.

Junior Officer - An officer serving in the United States Navy who holds the rank of Lieutenant Commander (O-4) or below. Junior ranks include: Lieutenant Commander (O-4), Lieutenant (O-3), Lieutenant (junior grade) (O-2), and Ensign (O-1).

Naval Bureau of Personnel (BUPERS) (formerly Navy Military Personnel Command) - The second echelon command, located in Washington, D.C., under whose command all personnel and associated administrative policies are formulated and implemented.

Naval Reserve Officer Training Corps (NROTC) - A scholarship program located at selected outstanding universities throughout the United States. Students combine traditional education courses with military training which leads to a commission as an officer upon graduation.

Officer Candidate School (OCS) - Upon graduation from an accredited college or university, Officer Candidates attend a rigorous four-month program in Newport, Rhode Island. Upon successful completion, candidates are commissioned in the United States Navy as Ensigns.

"Other" Commissioning Sources - Those officers commissioned by other means to include direct and Aviation OCS.

Senior Officer - An officer serving in the United States Navy who holds the rank of Commander (0-5) or above. Senior ranks include: Commander (0-5), Captain (0-6), Rear Admiral (lower half) (0-7), Rear Admiral (upper half) (0-8), Vice Admiral (0-9), and Admiral (0-10).

Standard Navy Distribution List (SNDL) - A list of all naval commands and addresses. Includes both shore and sea commands.

Surface Warfare Officer - A naval officer whose specialty lies in the operation and maintenance of naval surface ships.

Surface Warfare Officers School (SWOS) - The initial officer training school attended after commissioning, designed to prepare junior officers within the surface warfare community to assume their roles as surface warfare officers.

Type Commander - An Admiral responsible for the administration and training and readiness of the operational surface, air or submarine forces assigned. The Type Commanders concerned with this study are the Type Commanders for the surface forces on the East and West Coasts of the United States.

United States Naval Academy (USNA) - Established in 1845, the United States Naval Academy offers midshipmen academic and professional education. Upon completion, graduates receive a baccalaureate degree and a commission in the United States Navy or United States Marine Corps.

CHAPTER II

REVIEW OF THE LITERATURE

Historical Information

Chapter II of the study dealt with a review of the literature. The Navy has been specifically interested in leadership and management practices since the middle 1960s, when the Navy identified critical leadership skills and styles needed by effective fleet personnel. This occurred as a result of major personnel problems that developed in the late 1950s and the early 1960s. The country's bitter division over our involvement in the Vietnam War, citizen concerns for civil rights, exploding racial tensions and changes in youth cultures further impacted upon naval personnel and demanded drastic responses from the top echelons of the Navy Department.

> For the Navy these problems were reflected in high attrition rates among first term enlistees, low retention rates among career personnel, and high desertion and absenteeism rates. A major congressional study identified the single most important factor in these problems was lack of leadership and management skills of Navy middle management personnel. The unforeseen shift to an all-volunteer military service increased the urgency of an effective response to these problems. (Ecker, 1987, p. 1)

> In 1970, Admiral Zumwalt issued directive Z-55
> which established a task force to make
> recommendations concerning people and
> communication areas in the Navy. After
> studying four different approaches, the task
> force eventually recommended Blakes' and
> Mouton's grid concept as the basis for
> leadership training in the Navy. (Ecker, 1987,
> p. 1).

This was subsequently discontinued after approximately one year when the Navy determined that "optimal leadership style was situationally determined, and that, therefore, no single leadership style was appropriate in all situations" (Ecker, 1987, p. 1).

In 1974, the Navy had conducted Leadership and Management Training (LMT); however, a 1975 study determined that this training failed to modify skills and behavior or increase knowledge in line with recognized superior performance.

BUPERS then contracted with a civilian consulting firm of McBer and Company, a Boston-based firm to help the Navy develop a new leadership and management education program. This program was "based on empirically derived competencies, defined as knowledge, skill, and motivation variables which could actually be shown to predict effective performance in Navy leadership billets" (Ecker, 1987, p. 2).

Neither of the studies conducted by Navy specialists nor studies conducted by outside sources had been

previously able to successfully determine the essence of
leadership.

> The predictive validity of characteristics
> identified in the management literature was
> also disappointingly low. In wartime some
> explicit characteristics of good leaders
> emerged, but the Navy could not wait for the
> development of such a high-stakes leadership
> laboratory to identify and develop its present
> and future leaders. The Navy had to have
> superior leaders in place when and if war
> became necessary. (Ecker, 1987, p. 6)

In 1976 Dr. David McClelland, founder of McBer and
Company, was instrumental in the development of a job
competency assessment. The method had reliably achieved
validity coefficients accounting for 36% of variance in
leadership performance, which was three times as
successful as studies previously conducted. Twenty-eight
competencies were identified as being more prevalent in
individuals identified as superior leaders. Those 28
competencies were then consolidated to 16. These
characteristics were:

TAKES INITIATIVE	PLANS AND ORGANIZES
OPTIMIZES USE OF RESOURCES	DELEGATES
MONITORS RESULTS	REWARDS
DISCIPLINES	INFLUENCES
TEAM BUILDS	DEVELOPS SUBORDINATES
SETS GOALS	SELF-CONTROL
POSITIVE EXPECTATION	REALISTIC EXPECTATIONS
UNDERSTANDS	CONCEPTUALIZES

The new Navy Leadership and Management Education Training (LMET) was developed. Enthusiasm spread throughout the Navy. Then Chief of Naval Operations, Admiral Hayward "became convinced of the positive impact LMET was having on leadership and management throughout the Navy. His enthusiastic endorsement and interest in the LMET effort spearheaded the thrust for the diffusion and implementation of LMET training" (Ecker, 1987, p. 48).

Later, work was conducted to specifically target perspective CO and XO candidates. Competency-based training programs were refined to allow individuals to be taught how to deal with various situations that would arise. This increased the practicality of this approach and enhanced student buy-in, particularly among more senior officers headed for CO and XO billets.

Finally, the 1980s brought the entire command into focus rather than just the individual. What were some characteristics that separated the superior commands from the average ones? The studies resulted in key characteristics in three major categories: people, relationships, and activities. "The command excellence study obtained data on people, from the crew to the CO, relationships throughout the command, and activities to include planning, maintaining standards, communicating,

building esprit de corps, and training and development"
(Ecker, 1987, p. 62).

The Situational Leadership Model was based on an
interplay among (1) the amount of guidance and direction
(task behavior) a leader gave, (2) the amount of
socioemotional support (relationship behavior) a leader
provided, and (3) the readiness level that followers
exhibited in performing a specific task, function or
objective (Hersey & Blanchard, 1988). The Situational
Leadership Model was based on the fact that there was no
one best way to influence people. The leadership style a
leader should choose was based on the readiness level of
the group or individual the leader was attempting to
influence. The four leadership styles were:

```
(S1) High Direction/Low Support    (Telling)
(S2) High Direction/High Support   (Selling)
(S3) High Support/Low Direction    (Participating)
(S4) Low Support/Low Direction     (Delegating)
```

The four corresponding follower readiness levels
were:

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(R1) Unable and Unwilling or Insecure.
(R2) Unable but Willing or Confident.
(R3) Able but Unwilling or Insecure.
(R4) Able and Willing or Confident.
```

Readiness level (R1) and (R2) were leader directed
and corresponded to leadership styles (S1) and (S2).
Readiness levels (R3) and (R4) were follower directed and
correspond to leadership styles (S3) and (S4). The

following descriptors help to distinguish the different
leadership styles:

      (S1) -   Telling, Guiding, Directing, Establishing.
      (S2) -   Selling, Explaining, Clarifying, Persuading.
      (S3) -   Participating, Encouraging, Collaborating,
               Committing.
      (S4) -   Delegating, Observing, Monitoring,
               Fulfilling.

Much work has been done to identify characteristics
and abilities of superior leaders and commands. While
this investigation and course development is extremely
important, there still remains both superior and
ineffective leaders and commands.

CHAPTER III

METHODOLOGY

Overview

The purpose of this study was to provide a comparison of self-leadership style perceptions of United States Navy commanding officers with executive officers' perceptions of commanding officers and which, if any, other influences might affect that leadership. The cross section of views were those of the commanding officers and their executive officers assigned on board Navy ships from the Amphibious, Cruiser-Destroyer and Combat Logistic forces located throughout the world. This study provided insight on the leadership styles and differences of perception between the commanding officer and his executive officer.

Description of Research Methodology

The research methodology utilized in this research was two 26-question surveys using multiple choice answers. Part 1, Background Information, consisted of six questions developed to collect data to describe the demographics of the sample population. Part 2, Leader

Behavior Analysis II™, "Self-A" and "Other," were
instruments developed by Blanchard Training and
development, Inc. These questions were designed to
accurately measure perceived leadership styles of self
and others that corresponded to four leadership styles.
These were:

  (S1) - High Directive, Low Supportive Behavior
  (S2) - High Directive, High Supportive Behavior
  (S3) - High Supportive, Low Directive Behavior
  (S4) - Low Supportive, Low Directive Behavior.

Research Design

The intent of this research was to determine the
leadership styles that existed in the fleet at the time
of this study and to determine if commissioning source,
rank, age, ship type/class, education, and ethnicity
influenced those leadership styles. Rather than reinvent
the wheel, an existing valid and reliable instrument was
desired to measure leadership styles. The instrument was
selected from Blanchard Training and Development, Inc.,
largely due to their significant work in leadership
research and consultation. Although the instrument was
specifically designed for the business community, the
role of a commanding officer is similar in many ways to
that of a business executive. Therefore, it was
determined that the results of the instrument could be
generalized to the Navy.

The Blanchard Training and Development, Inc., instruments determined the leader's primary, secondary, and developmental leadership styles. The primary leadership style was that style the leader used predominantly. The secondary style was that style, if any, that was used next most often. A developmental style was a style that was not consistently used in situations where it may have been appropriate. Therefore, it was a style that could be developed by the leader. Additionally, this instrument determined leadership style flexibility and effectiveness. Flexibility was how well the leader was able to adjust leadership styles to meet existing situations. Effectiveness was how well the leader chose those leadership styles. The survey instrument also rated how well the leader chose styles to answer the survey questions. Lastly, it determined if a leadership style was consistently selected in situations where that style choice was considered poor, and if so, it would identify that style.

Selection of the Subjects

Selection of the sample population was determined to keep data collection manageable and within the scope of this study. Surface ships were selected from the three primary disciplines of the surface Navy: Amphibiou

Cruiser-Destroyer, and Combat Logistic Forces. They were selected from the Standard Navy Distribution List in an attempt to select an accessible population that would be representative of the United States Navy surface forces. Probability stratified sampling was used to select ships. Strata identified were: (1) Rank, Captain and Commander; (2) Ship Type/Class, Amphibious, Cruiser-Destroyer and Combat Logistics; and (3) Location - from East and West Coasts of the United States. The ships of the United States Navy were divided into the three strata identified and random probability was used to select ships from the list. A list of ship name, ship type, and location is found in Appendix D.

Field Procedures

Questionnaire packages were assembled and mailed to selected ships (Appendix D) from the University of San Diego NROTC Unit, Alcala Park, San Diego, California. Package contents included:

1. Cover letter (Appendix A).

2. Directions for administering the questionnaires (Appendix B).

3. 164 serialized questionnaires to 82 ships (Appendix C)

4. Return envelope.

Data Collection and Recording

Each questionnaire package mailed-out included a return envelope to facilitate timely turn-around by each of the respondents. Additionally, each questionnaire was serialized to allow for an accountability procedure.

Data Processing and Analysis

The raw data were processed and analyzed using the "Statistical Package for Social Sciences," SPSS release 4.0 VAX/VMS San Diego State University on UCSVAX: V5.4. The machine is the Digital Equipment Corporation 6000-320.

Methodological Assumptions

The methodological assumptions for this study were:

1. Responses to the questionnaire were based on personal professional experience and philosophy.

2. The sample population of the study was representative of the total United States surface fleet.

3. The instrument questions were easily generalized to the Navy environment.

CHAPTER IV

ANALYSIS AND EVALUATION

Demographic Summary

The demographic summary for the sample population can be found in Tables 1-15. There were 47 (57.3%) commanding officers who responded completely to the leadership style survey from 82 ships selected. Additionally, 47 executive officers completed the surveys.

Of all the commanding officers who responded, 32 (56.1%) were Captains and 25 (43.9%) were commanders (see Table 1).

Commissioning source information was 19 (41.3%), commanding officers commissioned from the United States Naval Academy. Ten (21.7%) were products of the NROTC programs. Twelve (26.1%) were by way of OCS and 5 (10.9%) were from other means. Commissioning source information was not provided by 11 of the total respondents (see Table 2).

Educational levels achieved show that 17 (37%) had completed Bachelor Degrees; 25 (54.3%) had completed Master Degrees, and 3 (6.5%) had completed Ph.D. Degrees.

Education level information was not provided by 11 respondents (see Table 3).

Ship responses by community included: 27 (47.4%) ships from the AMPHIB community, 19 (33.3%) from the CRUDES community, and 11 (19.3%) from the CLF community (see Table 4).

Among the variables to determine leadership style differences were age and ethnicity. However, the ages of the commanding officers were much too similar to draw any conclusions. Additionally, there were no minority commanding officer respondents. Therefore, age and ethnicity were not tested (see Table 5).

Forty-five commanding officers answered the survey questions to identify primary, secondary, and developmental leadership styles. Of these 45, 14 (31.1%) were identified as having a primary style of (S2) high direction and high support; 25 (55.6%) had (S3) high support and low direction; 6 (13.3%) had (S4) low support and low direction leadership style (see Table 6).

Secondary styles identified were: 1 officer (2.4%) had (S1) high direction and low support; 3 officers (7.1%) had (S2) high direction and high support; 13 officers (31.0%) had (S3) high support and low direction; and 25 officers (59.5%) had (S4) low support and low direction styles (see Table 7).

Developmental styles, or those styles rarely if ever used, and which should be developed, included: 42 (93.3%) were identified as needing to develop (S1) high direction and low support style; 3 (6.7%) were identified as having to develop (S4) low support and low direction style (see Table 8).

Style flexibility is the respondent's ability to shift leadership styles based on the prevailing situation. The means value for style flexibility is 16.63 on a scale of 0-30. Standard deviation is 4.47.

Answer selection rating was determined by matching the respondent's style selected to the instrument situation or scenario. The selection rating ranges were: poor, fair, good, and excellent. Twelve (26.1%) respondents provided "fair" answers; 7 (15.2%) provided "good"; and 27 (58.7%) provided "excellent" responses (see Table 9).

Poor style use was defined as using a style that would be considered a "poor" choice in a specific situation. It was determined by a respondent selecting a poor style in four of the 20 questions, or 20% of the time. Thirty-six (78.3%) respondents were identified as providing "poor" selection; 10 (21.7%) were identified as not providing "poor" selections (see Table 10).

Those commanding officers who did provide "poor" selection were isolated as follows: 1 (2.8%) poorly

selected (S3) high direction and low support style where it would be considered inappropriate; 5 (13.9%) used (S2) high direction and high support where it would be considered inappropriate; 23 (63.9%) selected (S3) high support and low direction; and 7 (19.4%) selected (S4) low support and low direction as inappropriate styles (see Table 11).

Respondents were equally divided from the East and West Coasts: 29 (50.9%) were located in the East; 28 (49.1%) were located in the West (see Table 12).

The executive officers also provided their opinion of what their commanding officer's primary leadership style was. Three (6.7%) identified their CO as having a primary style of (S1) high direction and low support; 21 (46.7%) chose (S2) high direction and high support; 15 (33.3%) gave (S3) high support and low direction; and 6 (13.3%) had (S4) low support and low direction primary leadership styles (see Table 13). Table 15 compared the commanding officer's primary leadership style as determined by the CO's and XO's.

Style effectiveness was determined by how well the respondents identified leadership style solutions to the situations or scenarios provided in the survey instrument. The CO's were determined to have a leadership effectiveness mean value of 51.49 with a standard deviation of 5.82 on a scale of 20 to 80. The

executive officers identified the commanding officer leadership style effectiveness with a mean of 49.07 with a standard deviation of 7.08 (see Table 14).

An interesting finding was determined by analyzing received responses by ship community. Only 44% of the Cruiser-Destroyer surveys were returned as compared with 65.5% of the Amphibious and 55% of the Combat Logistics Force (see Table 16).

Table 1
Rank

CAPTAIN   COMMANDER

Respondents

Captain
56.1%

Commander
43.9%
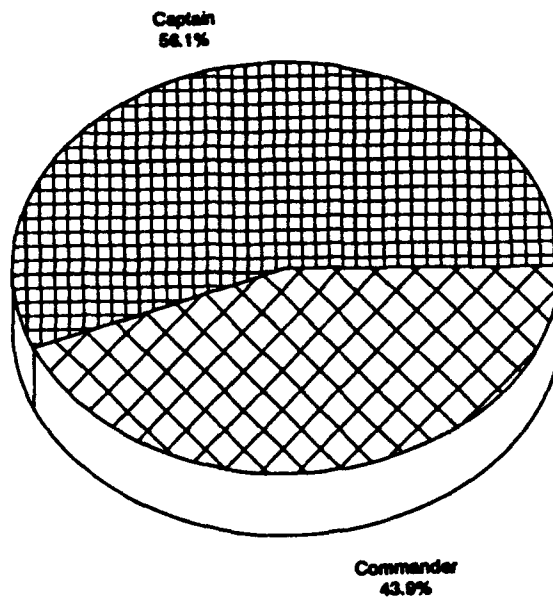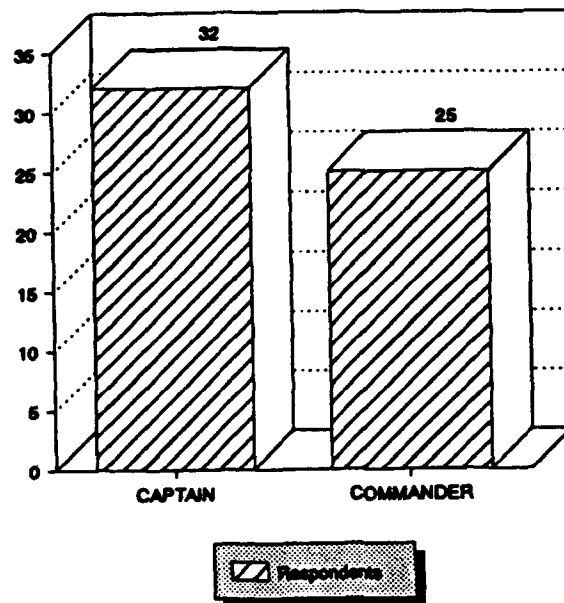
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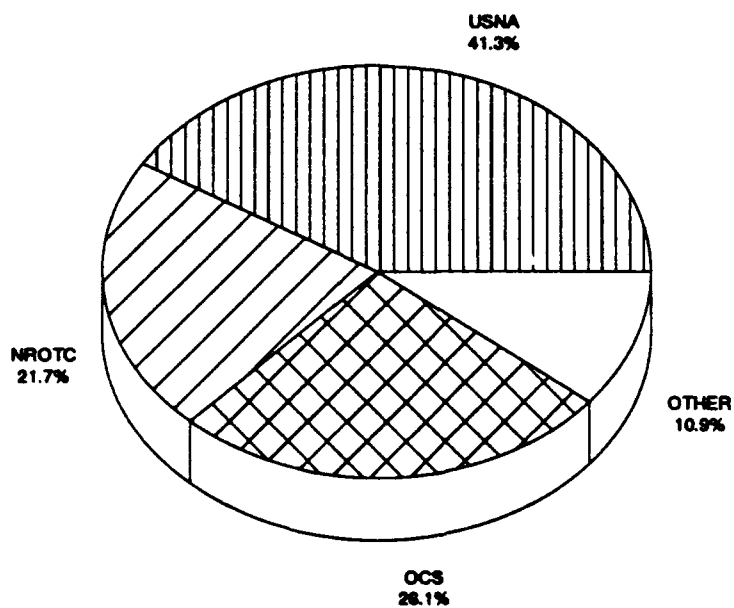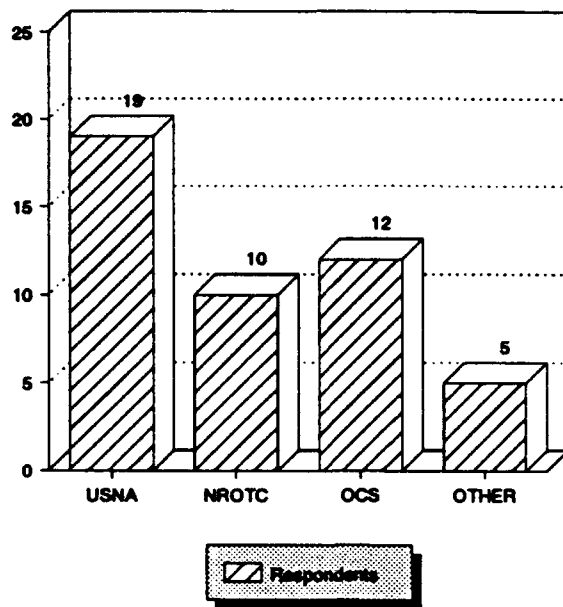
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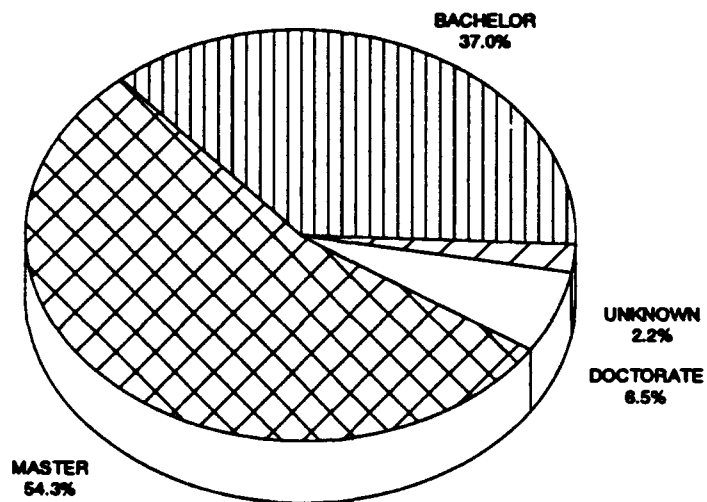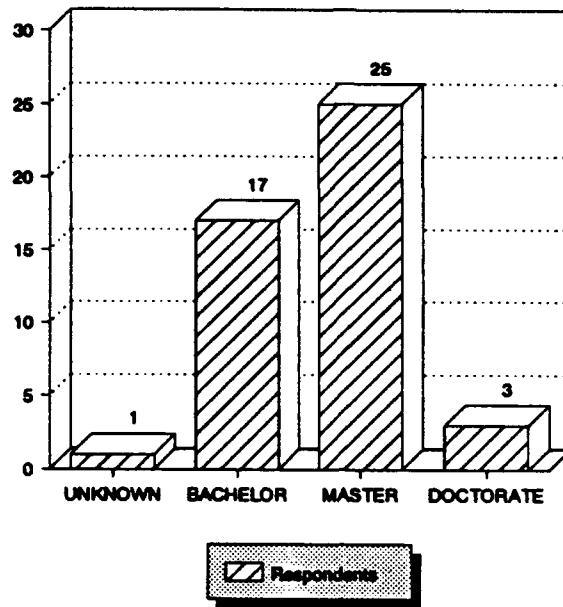
Table 4
Ship Community

Table 5
Ethnicity

	BLACK	HISPANIC	WHITE	OTHER
Respondents	0	0	47	0
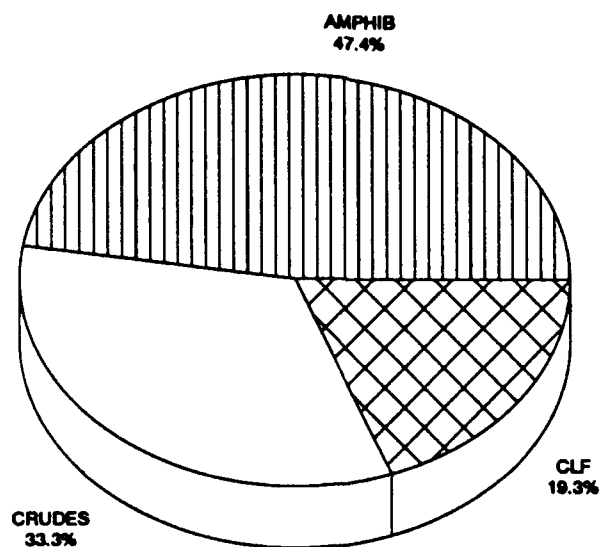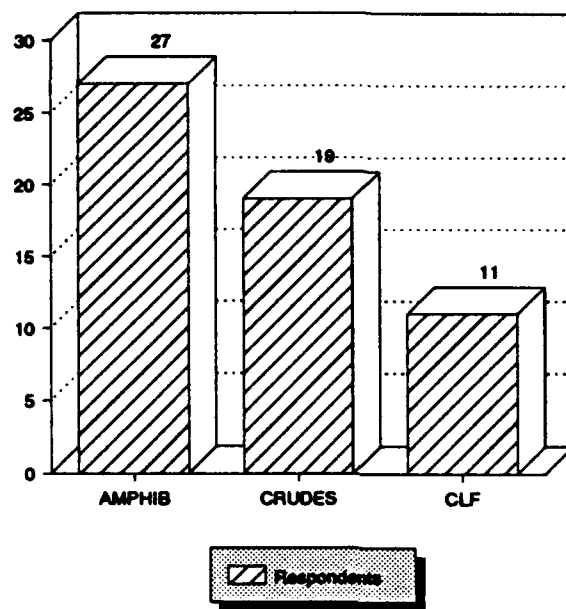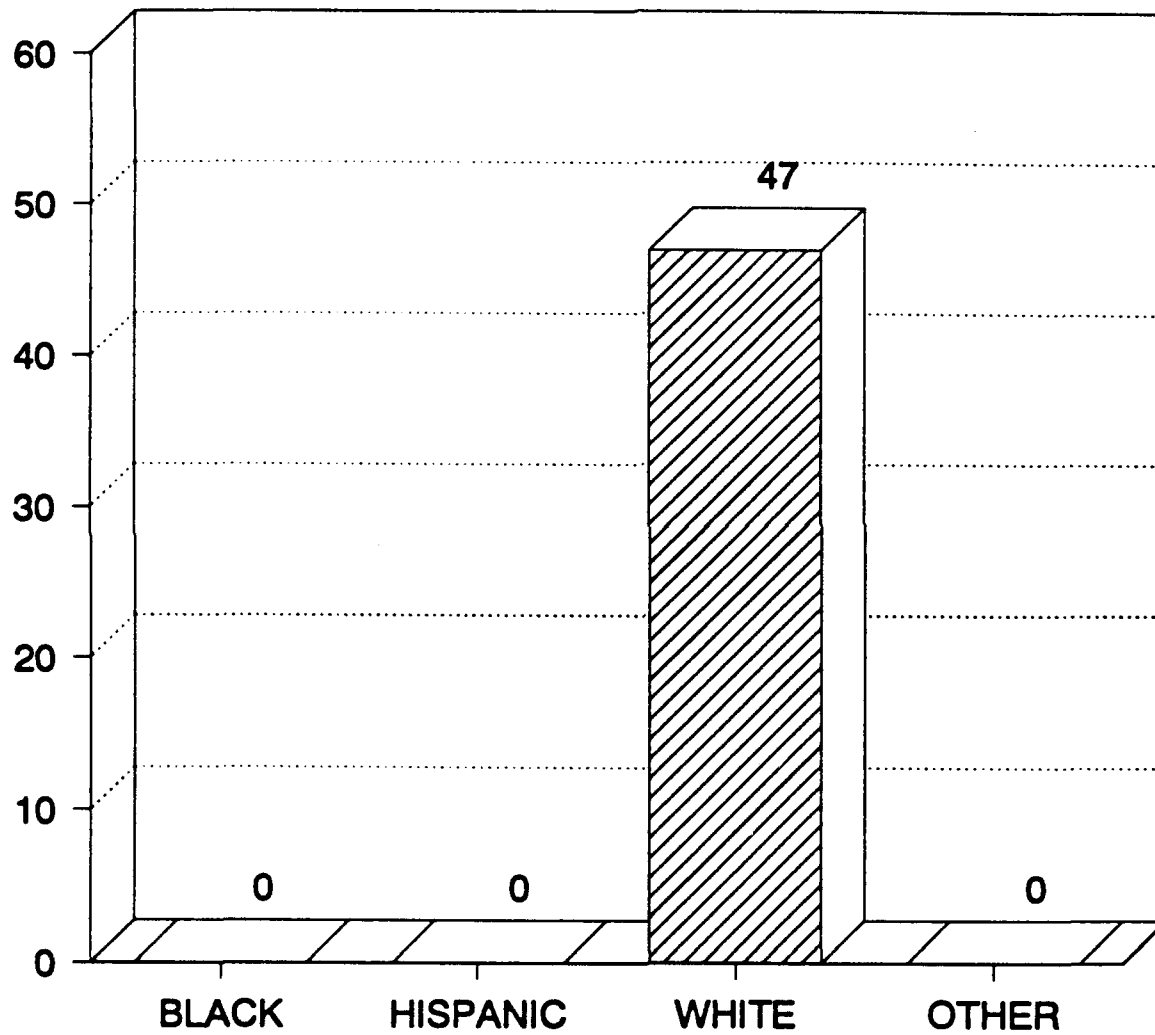
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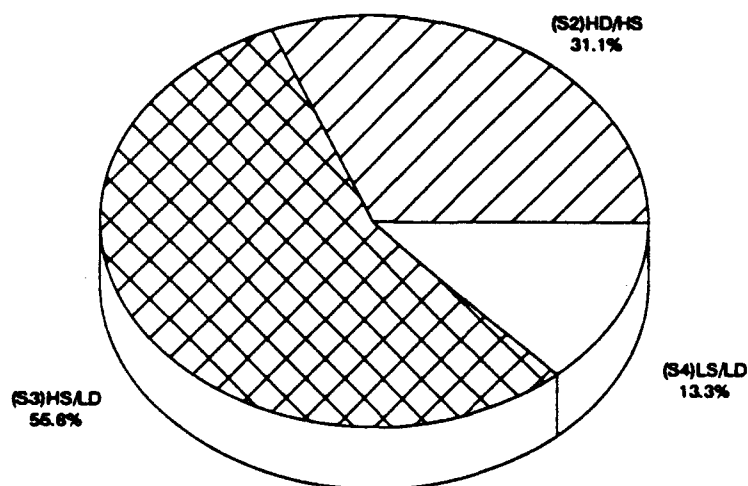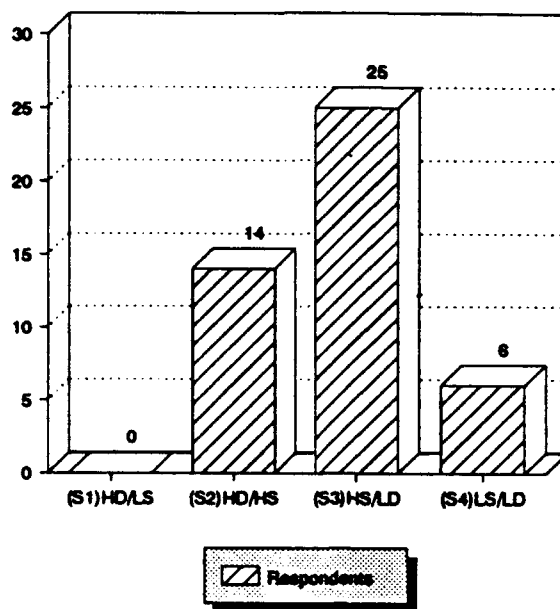
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Secondary Leadership Style
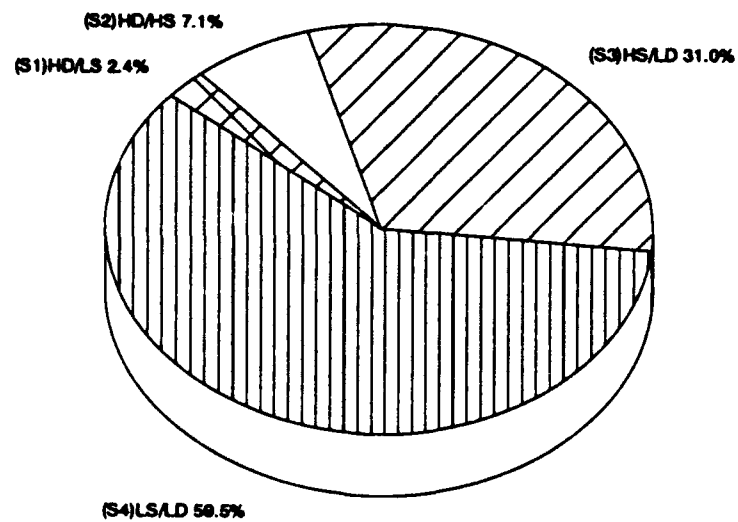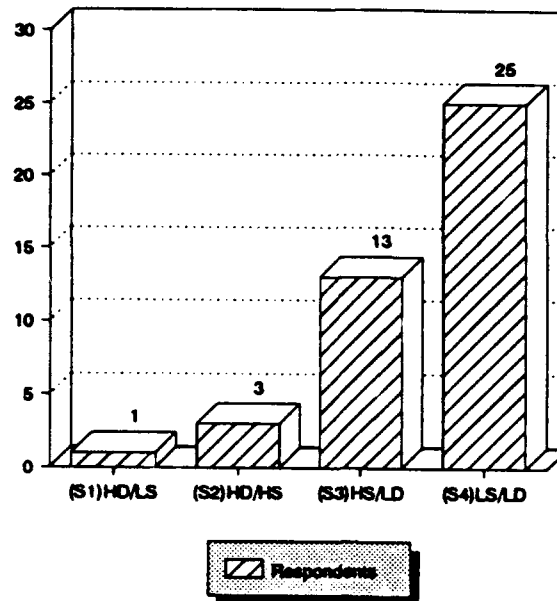
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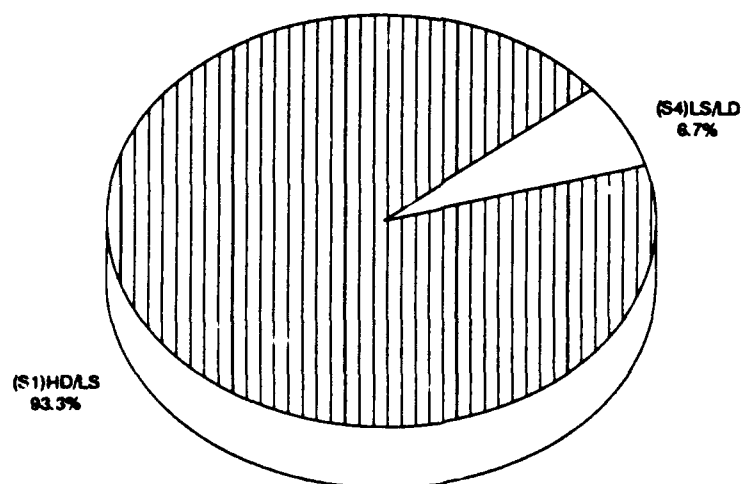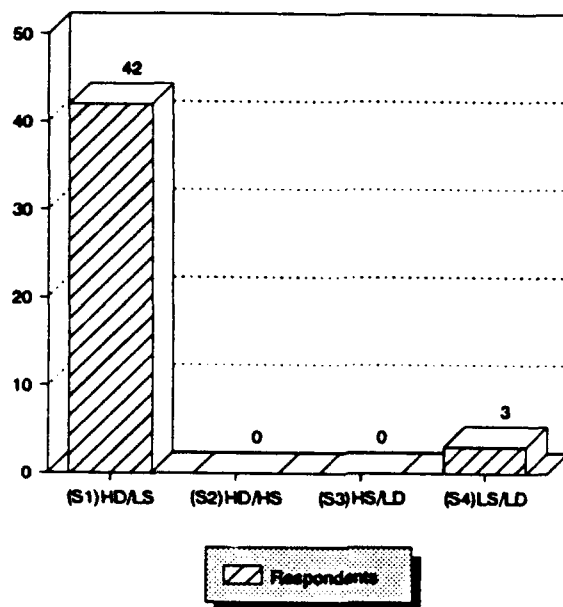
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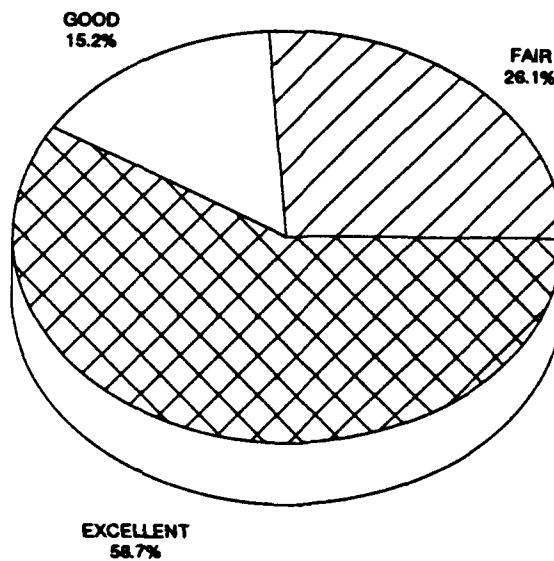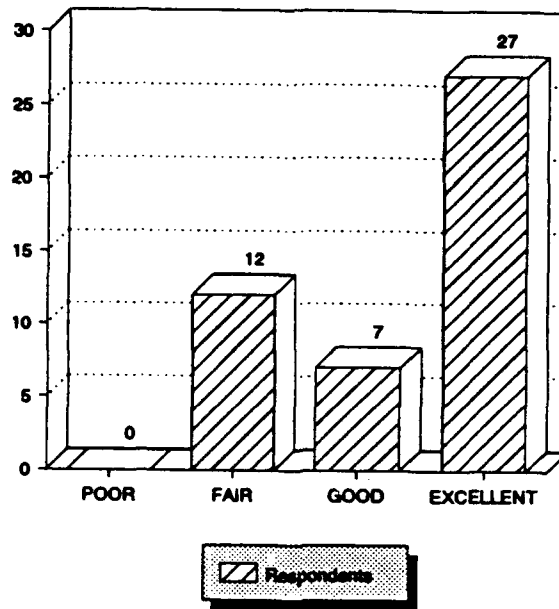
Table 10
Poor Style
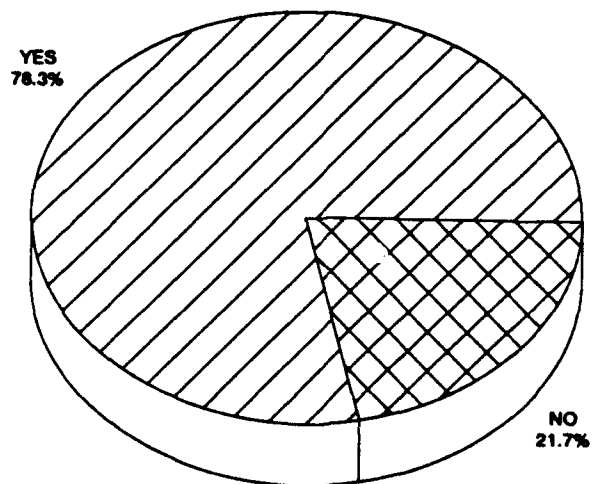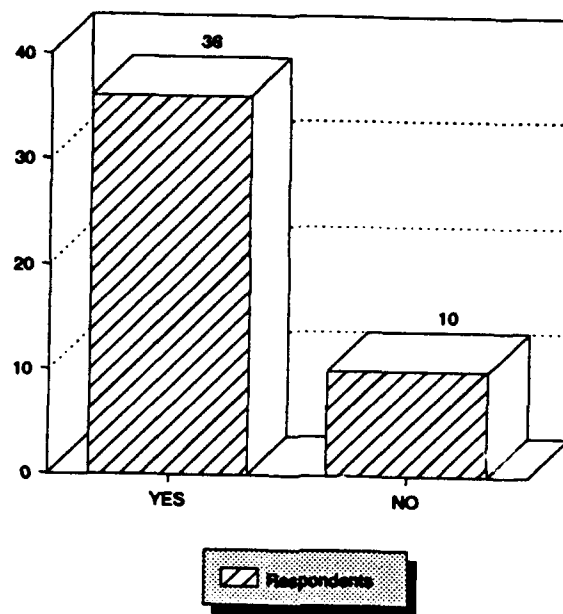
Table 11
Poor Style Used

Table 12
Coast

35
30
25
20
15
10
5
0

29   28

EAST   WEST

Respondents

EAST
50.9%

WEST
49.1%
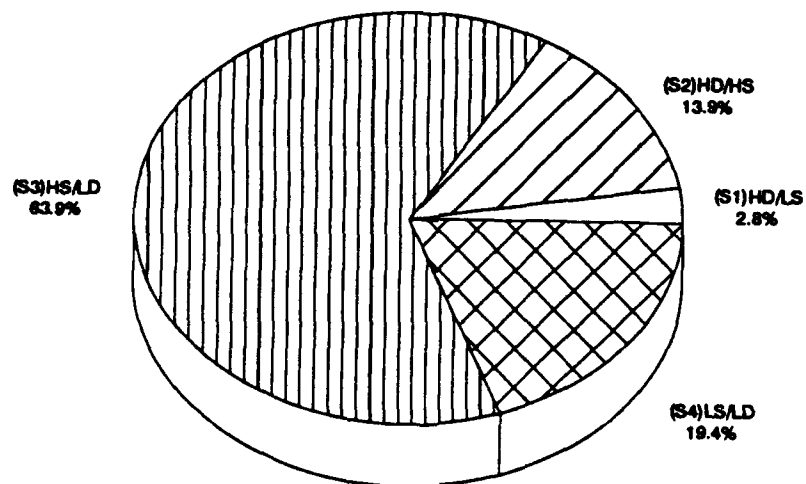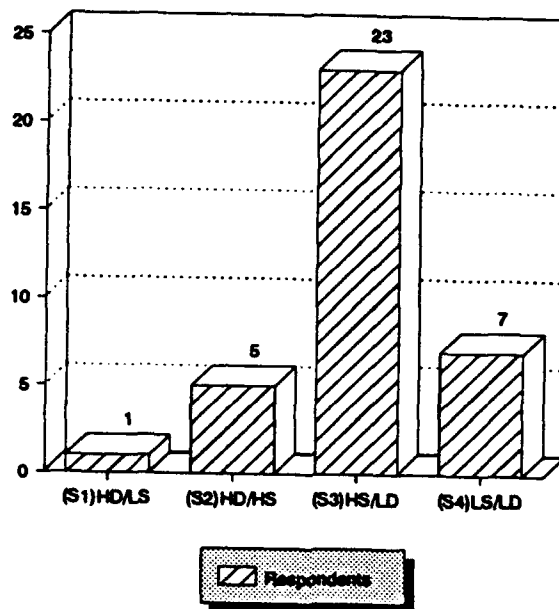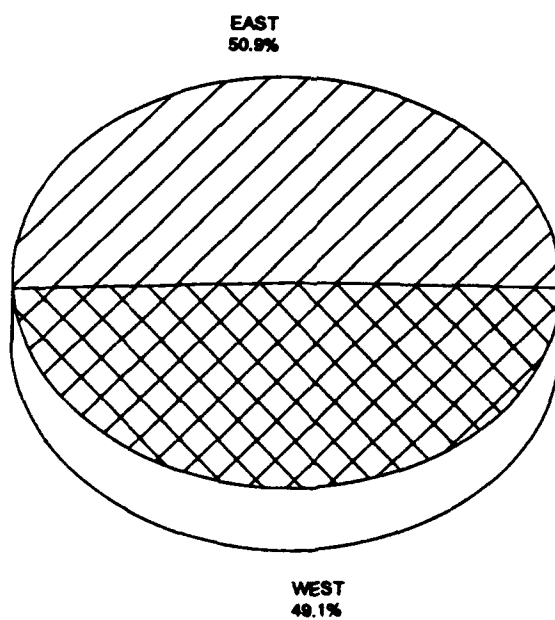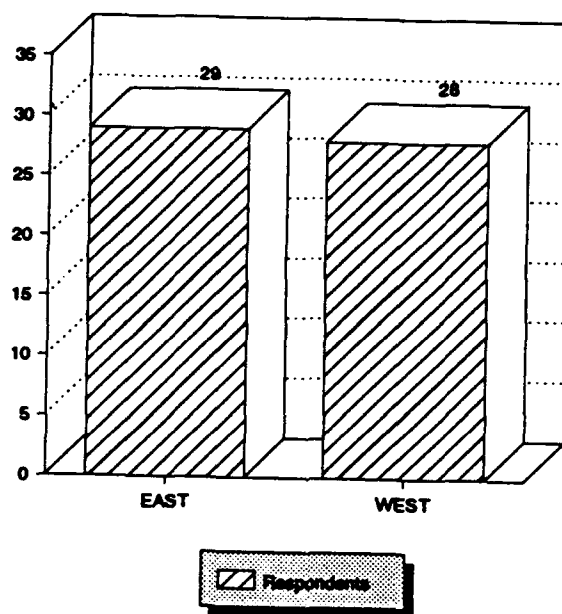
Table 13
XO Evaluation of CO Style
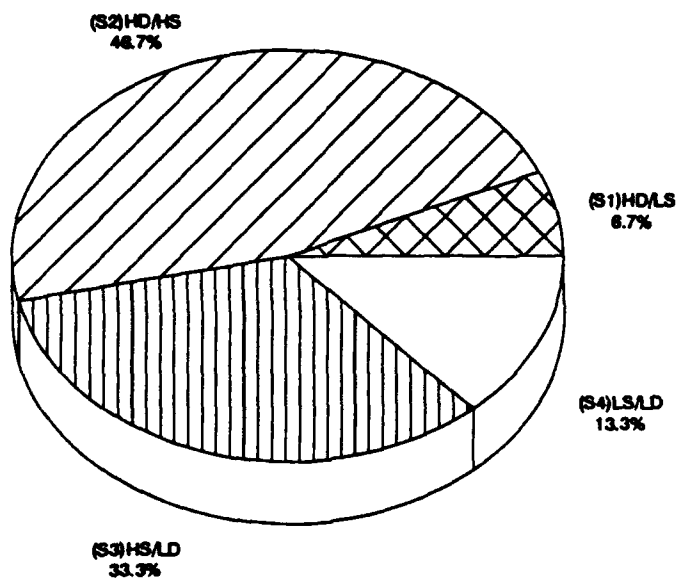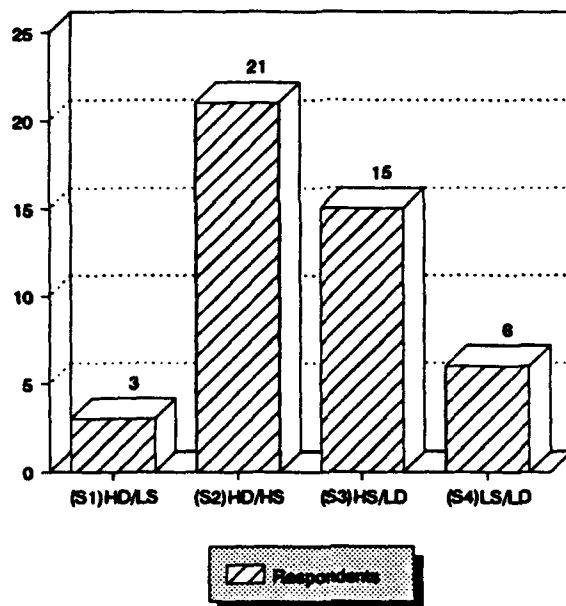
Table 14
Leadership Style Effectiveness

51.5 CO EVAL

49.1 XO EVAL OF CO

Mean Score
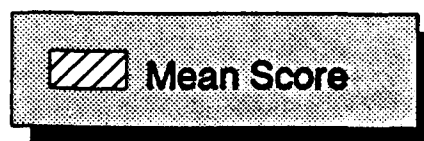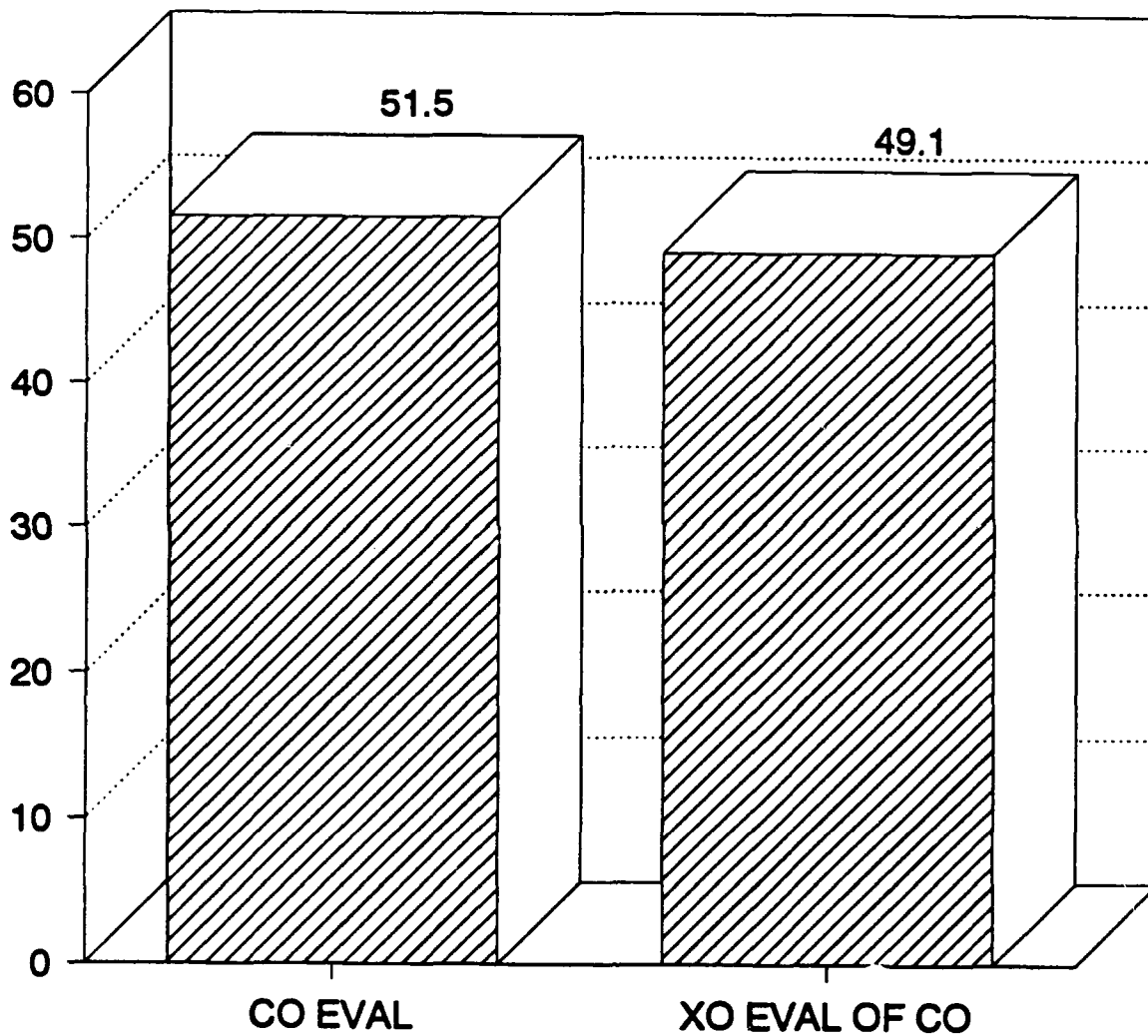
Table 15

Table 6
Primary Leadership Style
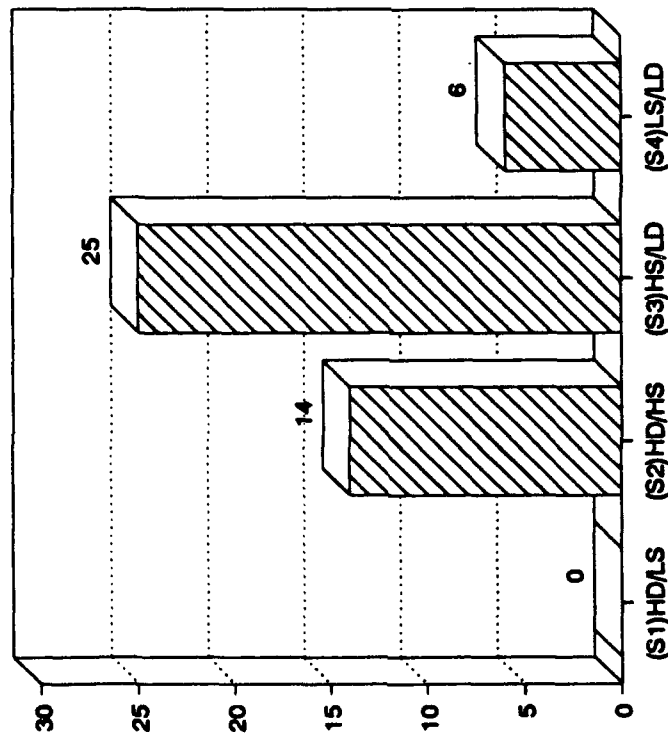
Table 13
XO Evaluation of CO Style
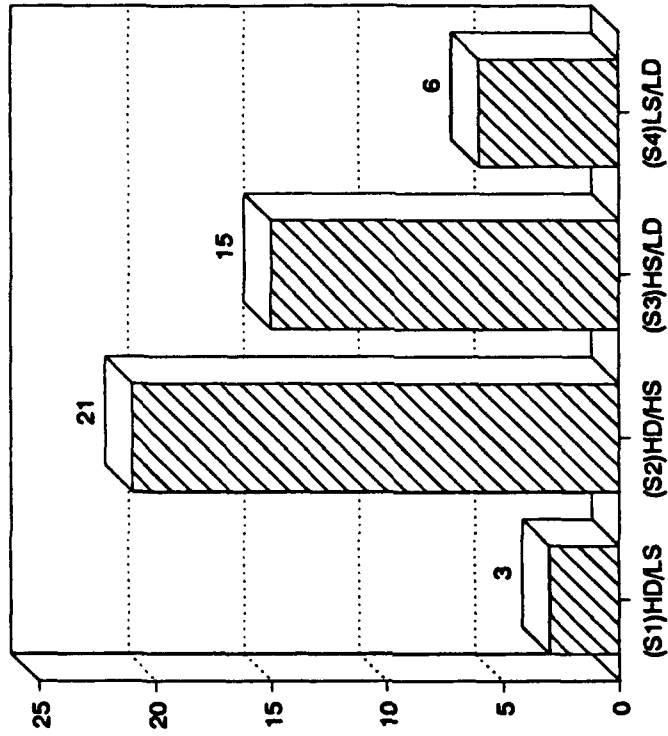
Table 16
% of Responses by Ship Type
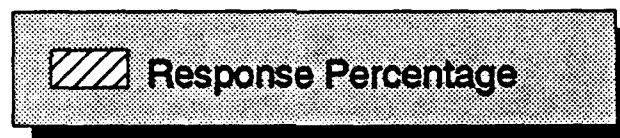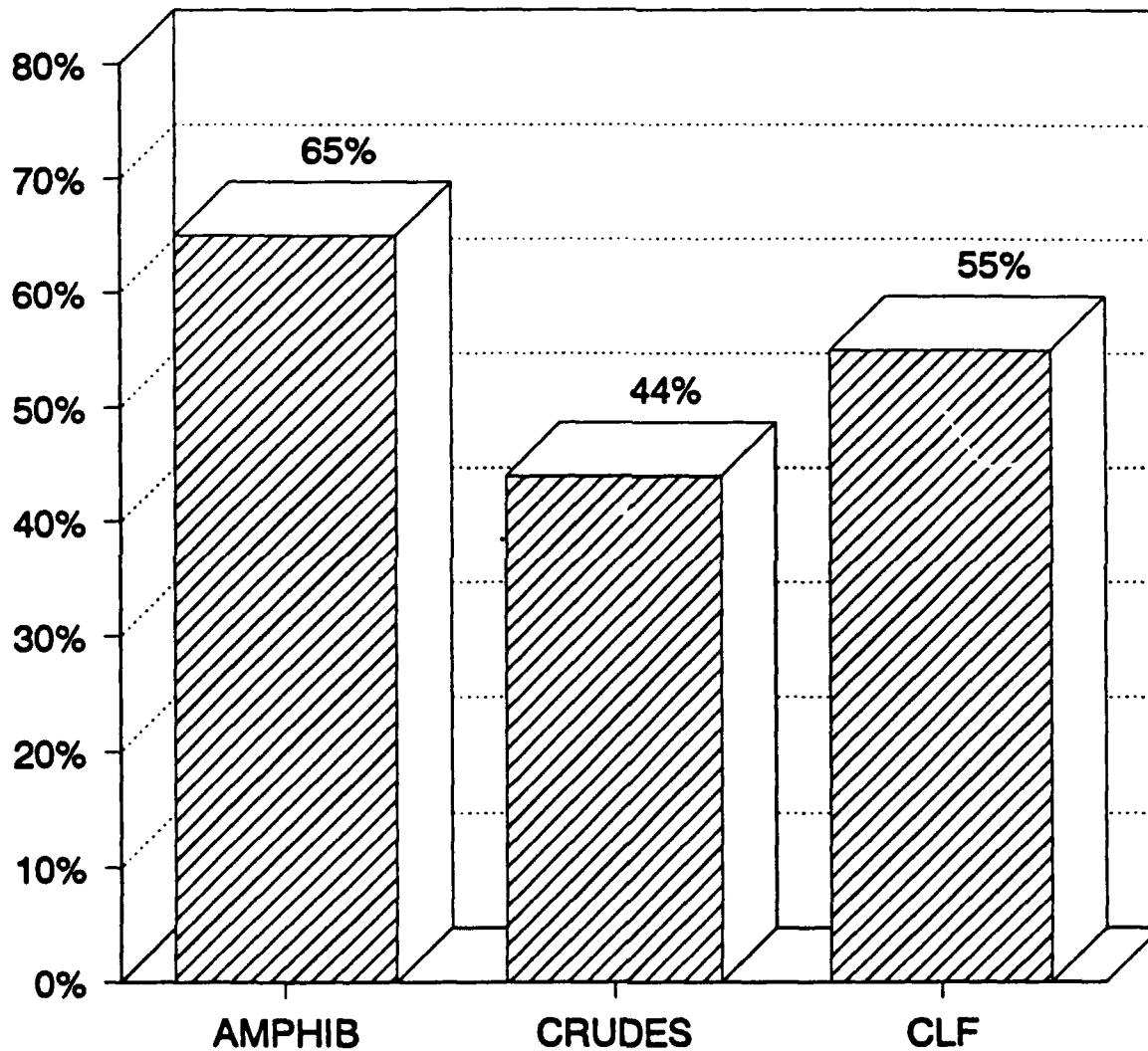
Research Question Analysis

Tables 17-58 are presented below and represent the statistical findings associated with the corresponding research question on the Leader Behavior Analysis II™ questionnaire (see Appendix B).

Table 17

Research Question 1

IS THERE A SIGNIFICANT DIFFERENCE IN COMMANDING OFFICER LEADERSHIP EFFECTIVENESS AS PERCEIVED BY THE EXECUTIVE OFFICER AND RANK?

Significance level set at .05 -- One-way ANOVA						
Group	n	Mean	S.D.	F-Ratio	F-Prob.	Sig
Captain	25	49.40	7.77	.1222	.7883	No
Commander	20	48.65	6.27			

Table 18

Research Question 2

IS THERE A SIGNIFICANT DIFFERENCE IN COMMANDING OFFICER LEADERSHIP EFFECTIVENESS AND RANK?

Significance level set at .05 -- One-way ANOVA						
Group	n	Mean	S.D.	F-Ratio	F-Prob.	Sig
Captain	27	51.80	6.29	.2146	.6455	No
Commander	19	51.00	5.21			

Table 19

Research Question 3

IS THERE A SIGNIFICANT DIFFERENCE IN
COMMANDING OFFICER LEADERSHIP FLEXIBILITY AND RANK?

Significance level set at .05 -- One-way ANOVA						
Group	n	Mean	S.D.	F-Ratio	F-Prob.	Sig
Captain	17	17.07	4.89	.6378	.4289	No
Commander	19	16.00	3.84			

Table 20

Research Question 4

IS THERE A SIGNIFICANT DIFFERENCE IN
COMMANDING OFFICER LEADERSHIP EFFECTIVENESS AS
PERCEIVED BY THE EXECUTIVE OFFICER AND
CO COMMISSIONING SOURCE?

Significance level set at .05 -- One-way ANOVA						
Group	n	Mean	S.D.	F-Ratio	F-Prob.	Sig
USNA	12	51.66	8.76	1.1433	.347	No
NROTC	9	50.11	7.06			
OCS	10	48.20	5.39			
OTHER	4	44.75	.96			

Table 21

Research Question 5

IS THERE A SIGNIFICANT DIFFERENCE IN
COMMANDING OFFICER LEADERSHIP EFFECTIVENESS
AND COMMISSIONING SOURCE?

Significance level set at .05 -- One-way ANOVA						
Group	n	Mean	S.D.	F-Ratio	F-Prob.	Sig
USNA	19	53.47*	3.50	4.2694	..0103	Yes
NROTC	10	52.60*	6.55			
OCS	12	50.66	5.48			
OTHER	4	43.50	7.77			

* Denotes pairs of groups significantly different at the
.05 level.

Commanding officer responses indicate that CO's

commissioned by way of the USN and NROTC programs have

significantly higher leadership effectiveness.

Table 22

Research Question 6

IS THERE A SIGNIFICANT DIFFERENCE IN
COMMANDING OFFICER LEADERSHIP FLEXIBILITY
AND COMMISSIONING SOURCE?

Significance level set at .05 -- One-way ANOVA						
Group	n	Mean	S.D.	F-Ratio	F-Prob.	Sig
USNA	19	18.00	4.01	.9343	.4328	No
NROTC	10	16.10	6.08			
OCS	12	15.83	4.04			
OTHER	4	15.00	2.58			

Table 23

Research Question 7

IS THERE A SIGNIFICANT DIFFERENCE IN
COMMANDING OFFICER LEADERSHIP EFFECTIVENESS AS
PERCEIVED BY THE EXECUTIVE OFFICER AND
CO EDUCATION LEVEL ACHIEVED?

Significance level set at .05 -- One-way ANOVA						
Group	n	Mean	S.D.	F-Ratio	F-Prob.	Sig
BACHELORS	17	47.41	4.45	1.7274	.1939	No
MASTERS	16	51.06	8.61			
DOCTORATE	2	54.50	9.19			

Table 24

Research Question 8

IS THERE A SIGNIFICANT DIFFERENCE IN
COMMANDING OFFICER LEADERSHIP EFFECTIVENESS
AND EDUCATION LEVEL ACHIEVED?

Significance level set at .05 -- One-way ANOVA						
Group	n	Mean	S.D.	F-Ratio	F-Prob.	Sig
BACHELORS	16	52.50	6.10	.7836	.4635	No
MASTERS	25	51.12	5.45			
DOCTORATE	3	55.00	4.00			

Table 25

Research Question 9 •

IS THERE A SIGNIFICANT DIFFERENCE IN
COMMANDING OFFICER LEADERSHIP FLEXIBILITY
AND EDUCATION LEVEL ACHIEVED?

Significance level set at .05 -- One-way ANOVA						
Group	n	Mean	S.D.	F-Ratio	F-Prob.	Sig
BACHELORS	16	16.69	3.81	.0197	.9805	No
MASTERS	25	16.96	4.95			
DOCTORATE	3	16.66	5.03			

Table 26

Research Question 10

IS THERE A SIGNIFICANT DIFFERENCE IN
COMMANDING OFFICER LEADERSHIP EFFECTIVENESS
AS PERCEIVED BY THE EXECUTIVE OFFICER
AND SHIP COMMUNITY?

Significance level set at .05 -- One-way ANOVA						
Group	n	Mean	S.D.	F-Ratio	F-Prob.	Sig
AMPHIB	22	47.55	5.65	1.8419	.1711	No
CRUDES	14	52.00	9.00			
CLF	9	48.22	6.14			

Table 27

Research Question 11

IS THERE A SIGNIFICANT DIFFERENCE IN
COMMANDING OFFICER LEADERSHIP EFFECTIVENESS
AND SHIP COMMUNITY?

Significance level set at .05 -- One-way ANOVA						
Group	n	Mean	S.D.	F-Ratio	F-Prob.	Sig
AMPHIB	21	50.43	7.49	1.3364	.2735	No
CRUDES	14	53.57	4.22			
CLF	11	50.82	2.89			

Table 28

Research Question 12

IS THERE A SIGNIFICANT DIFFERENCE IN
COMMANDING OFFICER LEADERSHIP FLEXIBILITY
AND SHIP COMMUNITY?

Significance level set at .05 -- One-way ANOVA						
Group	n	Mean	S.D.	F-Ratio	F-Prob.	Sig
AMPHIB	21	16.10	3.96	2.5664	.0885	No
CRUDES	14	18.71	5.00			
CLF	11	15.00	4.07			

Although not significant, it is notable that
commanding officers from the Cruiser-Destroyer community
are more flexible with leadership styles than their
counterparts in the Amphibious and Combat Logistics
communities.

Table 29

Research Question 13

IS THERE A SIGNIFICANT DIFFERENCE IN
COMMANDING OFFICER LEADERSHIP EFFECTIVENESS AS
PERCEIVED BY THE EXECUTIVE OFFICER AND
SHIP LOCATION COAST?

Significance level set at .05 -- One-way ANOVA						
Group	n	Mean	S.D.	F-Ratio	F-Prob.	Sig
EAST	24	49.13	6.26	.0034	.9537	No
WEST	21	49.00	8.07			

Table 30

Research Question 14

IS THERE A SIGNIFICANT DIFFERENCE IN
COMMANDING OFFICER LEADERSHIP EFFECTIVENESS
AND SHIP LOCATION COAST?

Significance level set at .05 -- One-way ANOVA						
Group	n	Mean	S.D.	F-Ratio	F-Prob.	Sig
EAST	21	50.86	6.30	.4342	.5134	No
WEST	25	52.00	5.47			

Table 31

Research Question 15

IS THERE A SIGNIFICANT DIFFERENCE IN
COMMANDING OFFICER LEADERSHIP FLEXIBILITY
AND SHIP LOCATION COAST?

Significance level set at .05 -- One-way ANOVA						
Group	n	Mean	S.D.	F-Ratio	F-Prob.	Sig
EAST	21	16.24	4.45	.2925	.5914	No
WEST	25	16.96	4.55			

Table 32

Research Question 16

IS THERE A SIGNIFICANT DIFFERENCE IN
COMMANDING OFFICER PRIMARY
LEADERSHIP STYLE AND RANK?

Significance level set at .05 -- Chi-square
PRIMARY LEADERSHIP STYLE BY RANK

	Rank		
Primary Style	CAPT	CDR	Total
(2)HD/HS	10	4	14/31.1%
(3)HS/LD	13	12	25/55.6%
(4)LS/LD	3	3	6/13.3%
TOTAL	26/57.8%	19/42.2%	45/100 %

CHI-SQUARE = 1.60   DF = 2   P = .42

Not significant

Table 33

Research Question 17

IS THERE A SIGNIFICANT DIFFERENCE IN
COMMANDING OFFICER PRIMARY LEADERSHIP STYLE
AND COMMISSIONING SOURCE?

Significance level set at .05 -- Chi-square

PRIMARY LEADERSHIP STYLE BY COMMISSIONING SOURCE
Commissioning Source

Primary Style	USNA	NROTC	OCS	Other	Total
(2) HD/HS	5	3	4	2	14/31.8%
(3) HS/LD	12	6	5	:	24/54.5%
(4) LS/LD	2	0	3	1	6/13.6%
TOTAL	19/43.2%	9/20.5%	12/27.3	4/9.1%	44/100 %

CHI-SQUARE = 6.05   DF = 6   P = .42

Not significant

Table 34

Research Question 18

IS THERE A SIGNIFICANT DIFFERENCE IN COMMANDING OFFICER PRIMARY LEADERSHIP STYLE AND SHIP COMMUNITY?

Significance level set at .05 -- Chi-square

PRIMARY LEADERSHIP STYLE BY SHIP COMMUNITY

	Ship Community			
Primary Style	AMPHIB	CRUDES	CLF	Total
(2)HD/HS	9	3	2	14/31.1%
(3)HS/LD	10	8	7	25/55.6%
(4)LS/LD	2	2	2	6/13.3%
TOTAL	21/46.7	13/28.9%	11/24.4%	45/100 %

CHI-SQUARE = 2.70   DF = 4   P = .60

Not significant

Table 35

Research Question 19

IS THERE A SIGNIFICANT DIFFERENCE IN
COMMANDING OFFICER PRIMARY
LEADERSHIP STYLE AND SHIP LOCATION COAST?

Significance level set at .05 -- Chi-square

PRIMARY LEADERSHIP STYLE BY COAST

Primary Style	Coast		
	East	West	Total
(2)HD/HS	7	7	14/31/1%
(3)HS/LD	10	15	25/55.6%
(4)LS/LD	4	2	6/13.3%
TOTAL	21/46.7%	24/53.3%	45/100 %

CHI-SQUARE = 1.49	DF = 2	P = .48

Not significant

Table 36

Research Question 20

IS THERE A SIGNIFICANT DIFFERENCE IN
COMMANDING OFFICER SECONDARY
LEADERSHIP STYLE AND RANK?

Significance level set at .05 -- Chi-square
SECONDARY LEADERSHIP STYLE BY RANK

Rank

Primary Style	CAPT	CDR	Total
(1)HD/LS	1	0	1/ 2.4%
(2)HD/HS	2	1	3/ 7.1%
(3)HS/LD	7	6	13/31.0%
(4)LS/LD	15	10	25/59.5%
TOTAL	25/59.5%	17/40.5%	42/100 %

CHI-SQUARE = 1.28   DF = 3   P = .73

Not significant

Table 37

Research Question 21

IS THERE A SIGNIFICANT DIFFERENCE IN
COMMANDING OFFICER SECONDARY LEADERSHIP STYLE
AND COMMISSIONING SOURCE?

Significance level set at .05 -- Chi-square

SECONDARY LEADERSHIP STYLE BY COMMISSIONING SOURCE

Commissioning Source

Primary Style	USNA	NROTC	OCS	Other	Total
(1) HD/HS	1	0	2	0	1/ 2.4%
(2) HD/HS	1	0	1	1	1/73.0%
(3) HS/LD	4	2	5	2	13/31.7%
(4) LS/LD	13	7	3	1	24/58.5%
TOTAL	19/46.3%	9/22.0%	9/22.0	4/9.8%	41/100 %

CHI-SQUARE = 9.86   DF = 9   P = .36

Not significant

Table 38

Research Question 22

IS THERE A SIGNIFICANT DIFFERENCE IN
COMMANDING OFFICER SECONDARY LEADERSHIP STYLE
AND SHIP COMMUNITY?

Significance level set at .05 -- Chi-square

SECONDARY LEADERSHIP STYLE AND SHIP COMMUNITY

	Ship Community			
Primary Style	AMPHIB	CRUDES	CLF	Total
(1) HD/LS	1	0	0	1/ 2.4%
(2) HD/HS	0	2	1	1/ 7.1%
(3) HS/LD	6	4	3	13/31.0%
(4) LS/LD	13	7	5	25/59.5%
TOTAL	20/47.6%	13/31.0%	9/21.4%	42/100 %

CHI-SQUARE = 5.66   DF = 6   P = .46

Not significant

Table 39

Research Question 23

IS THERE A SIGNIFICANT DIFFERENCE IN
COMMANDING OFFICER SECONDARY LEADERSHIP STYLE
AND SHIP LOCATION COAST?

Significance level set at .05 -- Chi-square
SECONDARY LEADERSHIP STYLE BY COAST

	Coast		
Primary Style	East	West	Total
(1)HD/LS	1	0	1/ 2.4%
(2)HD/HS	2	1	3/ 7.1%
(3)HS/LD	7	6	13/31.0%
(4)LS/LD	8	17	25/59.5%
TOTAL	19/42.9%	24/57.1%	42/100 %

CHI-SQUARE = 4.26   DF = 3   P = .24

Not significant

Table 40

Research Question 24

IS THERE A SIGNIFICANT DIFFERENCE IN
COMMANDING OFFICER SECONDARY
LEADERSHIP STYLE AND RANK?

Significance level set at .05 -- Chi-square

DEVELOPMENTAL LEADERSHIP STYLE BY RANK

	Rank		
Primary Style	CAPT	CDR	Total
(1)HD/LS	23	19	42/93.3%
(4)LS/LD	3	0	3/ 6.7%
TOTAL	26/57.8%	19/42.2%	45/100 %

CHI-SQUARE = 3.45	DF = 1	P = .06
Cont. Corr. .86	1	.35

Fisher's Exact Test
        One-Tail   .18
        Two-Tail   .25

Not significant

Table 41

Research Question 25

IS THERE A SIGNIFICANT DIFFERENCE IN
COMMANDING OFFICER DEVELOPMENTAL LEADERSHIP STYLE
AND COMMISSIONING SOURCE?

Significance level set at .05 -- Chi-square

DEVELOPMENTAL LEADERSHIP STYLE BY COMMISSIONING SOURCE

Commissioning Source

Primary Style	USNA	NROTC	OCS	Other	Total
(1)HD/LS	17	9	12	3	41/93.2%
(4)LS/LD	2	0	0	1	3/ 6.8%
TOTAL	19/43.2%	9/20.5%	12/27.3%	4/9.1%	44/100 %

CHI-SQUARE = 4.62   DF = 3   P = .20

Not significant

Table 42

Research Question 26

IS THERE A SIGNIFICANT DIFFERENCE IN
COMMANDING OFFICER DEVELOPMENTAL LEADERSHIP STYLE
AND SHIP COMMUNITY?

Significance level set at .05 -- Chi-square
DEVELOPMENTAL LEADERSHIP STYLE BY SHIP COMMUNITY

Primary Style	Ship Community			
	AMPHIB	CRUDES	CLF	Total
(1)HD/HS	18	13	11	42/93.3%
(4)LS/LD	3	0	0	3/ 6.7%
TOTAL	21/46.7%	13/28.9%	11/24.4%	45/100 %

CHI-SQUARE = 4.82   DF = 2   P = .08
Not significant

Although not significant, it is notable that
AMPHIB CO's tended not to use (S4) when it might have
been appropriate.

Table 43

Research Question 27

IS THERE A SIGNIFICANT DIFFERENCE IN
COMMANDING OFFICER DEVELOPMENTAL
LEADERSHIP STYLE AND SHIP LOCATION COAST?

Significance level set at .05 -- Chi-square

DEVELOPMENTAL LEADERSHIP STYLE BY COAST

	Coast		
Primary Style	East	West	Total
(1) HD/HS	20	22	42/93.3%
(4) LS/LD	1	2	3/ 6.7%
TOTAL	21/46.7%	24/53.4%	45/100 %

CHI-SQUARE = .23	DF = 1	P = .63

Cont. Corr. .00	1	1.00
Fisher's Exact Test		
One-tail		.55
Two-tail		1.00

Not significant

Table 44

Research Question 28

IS THERE A SIGNIFICANT DIFFERENCE IN
COMMANDING OFFICER LEADERSHIP STYLE AS
PERCEIVED BY THE EXECUTIVE OFFICER AND RANK?

Significance level set at .05 -- Chi-square

CO LEADERSHIP STYLE BY RANK

Rank

Primary Style	CAPT	CDR	Total
(1) HD/LS	2	1	3/ 6.7%
(2) HD/HS	12	9	21/46.7%
(3) HS/LD	10	5	15.33.3%
(4) LS/LD	1	5	6/13.3%
TOTAL	25/55.6%	20/44.4%	45/100 %

CHI-SQUARE = 4.82   DF = 3   P = .19

Not significant

Table 45

Research Question 29

IS THERE A SIGNIFICANT DIFFERENCE IN
COMMANDING OFFICER LEADERSHIP STYLE AS PERCEIVED BY
THE EXECUTIVE OFFICER AND COMMISSIONING SOURCE?

Significance level set at .05 -- Chi-square

CO LEADERSHIP STYLE BY COMMISSIONING SOURCE

Commissioning Source

Primary Style	USNA	NROTC	OCS	Other	Total
(1)HD/LS	0	1	0	1	2/ 5.7%
(2)HD/HS	5	3	5	1	14/40.0%
(3)HS/LD	3	5	4	2	14/40.0%
(4)LS/LD	4	0	1	0	5/14.3%
TOTAL	12/34.3%	9/25.3%	10/28.6	4/11.4%	35/100 %

CHI-SQUARE = 12.31   DF = 9   P = .20

Not significant

Table 46

Research Question 30

IS THERE A SIGNIFICANT DIFFERENCE IN
COMMANDING OFFICER LEADERSHIP STYLE AS PERCEIVED BY
THE EXECUTIVE OFFICER AND SHIP COMMUNITY?

Significance level set at .05 -- Chi-square

CO LEADERSHIP STYLE BY SHIP COMMUNITY

Ship Community

Primary Style	AMPHIB	CRUDES	CLF	Total
(1)HD/LS	2	1	0	3/ 6.7%
(2)HD/HS	11	7	3	21/46.7%
(3)HS/LD	6	4	5	15/33.3%
(4)LS/LD	3	2	1	6/13.3%
TOTAL	22/48.9%	14/31.1%	9/20.0%	45/100 %

CHI-SQUARE = 3.66   DF = 6   P = .76

Not significant

Table 47

Research Question 31

IS THERE A SIGNIFICANT DIFFERENCE IN
COMMANDING OFFICER LEADERSHIP STYLE AS PERCEIVED BY
THE EXECUTIVE OFFICER AND SHIP LOCATION COAST?

Significance level set at .05 -- Chi-square

CO LEADERSHIP STYLE BY COAST

| | Coast | | |
Primary Style	East	West	Total
(1)HD/LS	2	1	3/ 6.7%
(2)HD/HS	11	10	21/46.7%
(3)HS/LD	8	7	15/33.3%
(4)LS/LD	3	3	6/13.3%
TOTAL	24/53.3%	21/46.7%	45/100 %

CHI-SQUARE = .25   DF = 3   P = .97

Not significant

Table 48

Research Question 32

IS THERE A SIGNIFICANT DIFFERENCE IN
COMMANDING OFFICER LEADERSHIP STYLE
CLASSIFIED AS "POOR USE" AND RANK?

Significance level set at .05 -- Chi-square

POOR USE STYLE BY RANK

	Rank		
Poor Style	CAPT	CDR	Total
(1) HD/LS	1	0	1/ 2.8%
(2) HD/HS	3	2	5/13.9%
(3) HS/LD	14	9	23/63.9%
(4) LS/LD	3	4	7/19.4%
TOTAL	21/58.3%	15/41.7%	37/100 %

CHI-SQUARE = 1.82   DF = 3   P = .61

Not significant

.

Table 49

Research Question 33

IS THERE A SIGNIFICANT DIFFERENCE IN
COMMANDING OFFICER LEADERSHIP STYLE CLASSIFIED AS
"POOR USE" AND COMMISSIONING SOURCE?

Significance level set at .05 -- Chi-square

POOR LEADERSHIP STYLE BY COMMISSIONING SOURCE

Commissioning Source

Poor Style	USNA	NROTC	OCS	Other	Total
(1) HD/LS	0	1	0	1	1/ 2.9%
(2) HD/HS	1	1	2	1	5/14.3%
(3) HS/LD	11	4	5	2	22/62.9%
(4) LS/LD	2	1	3	1	7/20.0%
TOTAL	14/40.0%	7/20.0%	10/28.6	4/11.4%	35/100 %

CHI-SQUARE = 6.10   DF = 9   P = .73

Not significant

Table 50

Research Question 34

IS THERE A SIGNIFICANT DIFFERENCE IN
COMMANDING OFFICER LEADERSHIP STYLE
CLASSIFIED AS "POOR USE" AND SHIP COMMUNITY?

Significance level set at .05 -- Chi-square

POOR LEADERSHIP STYLE BY SHIP COMMUNITY

Poor Style	Ship Community			
	AMPHIB	CRUDES	CLF	Total
(1)HD/LS	1	0	0	1/ 2.8%
(2)HD/HS	3	0	2	5/13.9%
(3)HS/LD	10	6	7	23/63.9%
(4)LS/LD	3	3	1	7/19.4%
TOTAL	17/47.2%	9/25.0%	10/27.8%	36/100 %

CHI-SQUARE = 5.86   DF = 6   P = .44

Not significant

Table 51

Research Question 35

IS THERE A SIGNIFICANT DIFFERENCE IN
COMMANDING OFFICER LEADERSHIP STYLE CLASSIFIED AS
"POOR USE" AND SHIP LOCATION COAST?

Significance level set at .05 -- Chi-square
POOR LEADERSHIP STYLE AND COAST

Poor Style	Coast		
	East	West	Total
(1)HD/HS	1	0	1/ 2.8%
(2)HD/HS	2	3	5/13.9%
(3)HS/LD	12	11	23/63.9%
(4)LS/LD	2	5	7/19.4%
TOTAL	17/47.2%	19/52.8%	36/100 %

CHI-SQUARE = 2.85   DF = 3   P = .42

Not significant

Table 52

Research Question 36

IS THERE A SIGNIFICANT DIFFERENCE IN
COMMANDING OFFICER EDUCATION LEVEL ACHIEVED
AND PRIMARY LEADERSHIP STYLE?

Significance level set at .05 -- Chi-square

EDUCATION LEVEL BY PRIMARY STYLE

Education Level

Primary Style	Bachelors	Masters	Doctorate	Total
(2)HD/HS	5	7	1	13/30.2%
(3)HS/LD	8	15	1	24/55.8%
(4)LS/LD	3	2	1	6/14.0%
TOTAL	16/37.2%	24/55.8%	3/7.0%	43/100 %

CHI-SQUARE = 2.08   DF = 4   P = .72

Not significant

Table 53

Research Question 37

IS THERE A SIGNIFICANT DIFFERENCE IN
COMMANDING OFFICER EDUCATION LEVEL ACHIEVED
AND SECONDARY LEADERSHIP STYLE?

Significance level set at .05 -- Chi-square

EDUCATION LEVEL BY SECONDARY LEADERSHIP STYLE

Education Level

Secondary Style	Bachelors	Masters	Doctorate	Total
(1) HD/LS	1	0	0	1/ 2.5%
(2) HD/HS	3	0	0	3/ 7.5%
(3) HS/LD	3	7	2	12/30.0%
(4) LS/LD	8	15	1	24/60.0%
TOTAL	15/37.5%	22/55.0%	1/1.8%	40/100 %

CHI-SQUARE = 10.21   DF = 6   P = .12

Not significant

Table 54

Research Question 38

IS THERE A SIGNIFICANT DIFFERENCE IN
COMMANDING OFFICER EDUCATION LEVEL ACHIEVED
AND DEVELOPMENTAL LEADERSHIP STYLE?

Significance level set at .05 -- Chi-square

EDUCATION LEVEL BY DEVELOPMENTAL LEADERSHIP STYLE

Education Level

Poor Style	Bachelors	Masters	Doctorate	Total
(1)HD/LS	14	24	3	41/95.3%
(4)LS/LD	3	0	0	2/ 4.7%
TOTAL	16/37.2%	24/55.8%	3/7.0%	43/100 %

CHI-SQUARE = 4.12   DF = 2   P = .13

Not significant

Table 55

Research Question 39

IS THERE A SIGNIFICANT DIFFERENCE IN
COMMANDING OFFICER EDUCATION LEVEL ACHIEVED
AND EXECUTIVE OFFICER PERCEPTION OF
THE CO'S LEADERSHIP STYLE?

Significance level set at .05 -- Chi-square

EDUCATION LEVEL BY CO LEADERSHIP STYLE

Education Level

CO Style	Bachelors	Masters	Doctorate	Total
(1)HD/1S	1	1	0	2/ 5.7%
(2)HD/HS	7	6	1	14/40.0%
(3)HS/LD	7	7	0	14/40.0%
(4)LS/LD	2	2	1	5/14.3%
TOTAL	17/48.6%	16/45.7%	2/5.7%	35/100 %

CHI-SQUARE = 3.17   DF = 6   P = .79

Not significant

Table 56

Research Question 40

IS THERE A SIGNIFICANT DIFFERENCE IN
COMMANDING OFFICER EDUCATION LEVEL ACHIEVED
AND LEADERSHIP STYLE CLASSIFIED AS "POOR USE"?

Significance level set at .05 -- Chi-square

EDUCATION LEVEL BY POOR LEADERSHIP STYLE

Education Level

Poor Style	Bachelors	Masters	Doctorate	Total
(1)HD/LS	0	1	0	1/ 2.9%
(2)HD/HS	2	2	1	4/11.8%
(3)HS/LD	7	13	2	22/64.7%
(4)LS/LD	3	4	0	7/20.6%
TOTAL	12/35.3%	20/58.8%	2/5.9%	34/100 %

CHI-SQUARE = 3.15   DF = 6   P = .79

Not significant

Table 57

Research Question 41

IS THERE A SIGNIFICANT DIFFERENCE IN
COMMANDING OFFICER PRIMARY LEADERSHIP STYLE AND
EXECUTIVE OFFICER PERCEPTION OF THE
CO'S LEADERSHIP STYLE?

Significance level set at .05 -- Chi-square
COMMANDING OFFICER PRIMARY LEADERSHIP STYLE
BY CO LEADERSHIP STYLE

Leadership Style

	(1)HD/LS	(2)HD/HS	(3)HS/LD	(4)LS/LD	Total
CO	0	14	25	6	45/50 %
XO	3	21	15	6	45/50 %
Total	3/3.0%	35/38.8%	40/44.4%	12/13.3%	90/100%

CHI-SQUARE = 14.36   DF = 3   P = .01

Significant

There is a significant difference between commanding officers' primary leadership style and the executive officer's perception of the CO's leadership style.

Table 58

Research Question 42

IS THERE A SIGNIFICANT DIFFERENCE IN COMMANDING OFFICER LEADERSHIP EFFECTIVENESS AND
EXECUTIVE OFFICER PERCEPTION OF THE CO'S LEADERSHIP EFFECTIVENESS?

Significant level set at .05 - t-tests for paired samples

Var	Num Cases	Mean	Std. Dev.	Diff. Mean	Std. Dev.	Std. Err.	Corr.	2-Tail Prob.	t Value	DF	2-Tail Prob.
XO-Coeff	35	49.51	7.0								
				-2.54	8.97	1.52	.067	.70	-1.68	34	.103
Coeff	35	52.06	6.09								

Not significant

Although not significant, there was a notable
(p < .10) difference between commanding officer
leadership effectiveness and the executive officer's
perception of the commanding officer's leadership
effectiveness. The CO's rated their effectiveness higher
than the XO's.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

For over two hundred years the leaders of our great Navy have led naval forces with pride, distinction, and great success. These brave men, through hard work and dedication, have enabled our Navy to be what it is today, the greatest seagoing power on the face of the planet Earth. The challenges which these great leaders faced still face today's generation of leaders. There is a continuing need for the most effective and efficient method of leadership styles that will serve the Navy into the 21st century. The challenges which this nation faces at sea in the 21st century indicate the continuing need for the most effective naval leadership humans can provide.

Summary

The purpose of this study was to determine the prevailing leadership styles of U.S. Navy Ship commanding officers and to what degree, if any, age, rank, education, commissioning source, ethnicity, and ship community may have influenced that leadership.

The review of pertinent literature identified the Navy's total commitment to intensified leadership training in 1976. Shortly thereafter, the Navy adopted the Situational Leadership model because it was felt that no one style of leadership was effective in all situations. The effective leaders were able to adjust leadership styles to meet existing challenges and maintain combat readiness levels of subordinates. The Navy instituted leadership training to train personnel on these and other facets of effective leadership. Very positive results were obtained particularly among mid-level supervisory personnel.

The leadership instrument used in this study was chosen from Blanchard Training and Development, Inc., because of its significant research and experience in leadership studies.

Subject sampling was conducted using probability stratified random sampling from all major communities using the SNDL. This allowed equal representation from AMPHIB, CRUDES and CFL ships from both the East and West Coasts.

Survey questionnaires were sent to selected ships with a separate instrument for the CO and XO. The responses were collected at the NROTC USD/SDSU office at the University of San Diego.

Although there were several significant findings, commanding officer leadership style, flexibility and effectiveness were not significantly influenced by other sources such as rank, education, ship community, and coast.

The significant or notable findings did show some differences, however. Commanding officer leadership flexibility was notably more flexible in the CRUDES community. Additionally, commanding officer leadership effectiveness did significantly differ by commissioning source. The CO responses were also significantly and notably different than executive officers concerning the CO primary leadership style and effectiveness, respectively.

Conclusions

The fact there were not many significant differences in commanding officer leadership styles, effectiveness or flexibility of other influences was a tribute to the Navy's officer development programs, evaluation, promotion policies, and the commanding officer selection processes.

Now that the study has been completed, several important observations and findings have been made. First, the confidence in the selected leadership instrument may have slightly reduced internal validity

based on several negative comments from both commanding and executive officers. These comments are summarized by the opinion that the situations and questions from the instrument do not generalize well or do not apply to the Navy environment. These views undoubtedly have had an effect on survey answers.

Ironically, for nearly every negative comment there was also a positive one about the importance of leadership in the Navy and the desire to know the conclusions from this study. The wide range in comments obviously reflect differing attitudes and opinions about leadership. Additionally, it was observed that the more favorable comments were obtained from those surveys that were the first to be returned, and the unfavorable comments were received later and increased in amount with the lateness of the returned survey. Furthermore, the 40% of the ships electing not to complete and return the surveys may be indicative of negative attitudes towards leadership and/or this study. Therefore, the findings of this study are a result of those commanding officers who responded but may not be representative of all commanding officers.

Secondly, there may be some sensitization to leadership or leadership studies within the Navy. Since leadership has come into vogue recently, especially with total quality leadership (TQL), suspicion has to be given

to survey responses by CO's answering as they would like or prefer to lead subordinates instead of how they actually do.

Lastly, there were no ethnic minority commanding officers of the 47 CO's who responded to the leadership surveys. This could have resulted by there not being any ethnic minority commanding officers included within the stratified sample or that they were among those who did not respond. Either way, there would have to be less than 1.8% ethnic minority commanding officer representation of the 47 responses received.

The significant and notable findings were interesting. Based on the statistical findings of research question 5, "Is there a significant difference in commanding officer leadership effectiveness and the CO's commissioning source?" this question was determined to be significant. Commanding officers commissioned from the United States Naval Academy and Naval Reserve Officer Training Programs had significantly higher leadership effectiveness than those commanding officers who were commissioned from Officer Candidate School and "other" sources. Executive officers did not respond in kind. There were no significant differences in XO responses. This finding needs to be taken with some caution due to the relatively low number of responses from "other" sources. Further investigation is warranted.

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Research question 12, "Is there a significant difference in commanding officer leadership flexibility and ship community?" was determined to be not significant; however, it is notable ($p < .08$) that the CRUDES community had more leadership flexibility. CRUDES CO's were more apt to adjust their leadership style to the existing circumstances than were CO's from the AMPHIB and CLF communities. This might possibly be caused by the myriad of mission areas that the CRUDES community encompasses.

Research question 23, "Is there a significant difference in commanding officer developmental leadership style and rank?" was determined to be not significant; however, it is notable ($p < .06$) that commanders who had developmental leadership styles tended to avoid using leadership style (S1) high direction and low support where it may have been appropriate. Conversely, captains who had developmental leadership styles tended to avoid using leadership style (S4) low support and low direction where it may have been appropriate. A developmental leadership style is a style that is not consistently chosen to handle a situation when it might be appropriate. This occurrence could be due to commanders typically having command for the first time. They may have lacked personal confidence and may not have been comfortable using the (S1) HD/LS style. Perhaps there

was a negative connotation associated with (S1). Also, since they may not have had as many preconceived views of "mind-sets" as captains do, commanders may have felt more inclined to delegate responsibility. Captains, on the other hand, usually have had a previous command assignment and have developed views based on those efforts and experiences that did and did not work. Therefore, those in this study may have been more uncomfortable relinquishing control and using the (S4) LS/LD style.

Research question 40, "Is there a significant difference in commanding officer primary leadership style and the executive officer's perception of the CO's leadership style?" was determined to be significant (p < .01). Executive officers identified CO's as having (S2) HD/HS leadership style. Commanding officers identified themselves as having (S3) HS/LD, as Table 15 illustrates. This is important because CO's were perceived to be more directive than they thought they were. Executive officers felt the CO was making the decisions when they should be participating more. The CO's felt the XO's were making the decisions with participation from the CO. The (S2) HD/HS is a leader directed style. The leader makes decisions but "provides the opportunity for dialogue and for clarification, in order to help the person 'buy in' psychologically to what the leader wants" (Hersey & Blanchard, 1988, p. 178).

This style is specifically suited to followers whose readiness is (R2) still unable but willing. These are people who lack skills or experience to complete the job but they are willing and will try their best. Executive officers probably did not see themselves with an (R2) readiness level. Commanding officers saw themselves predominantly using (S3) HS/LD. This style is follower directed decisions with participation from the leader. The follower readiness level (R3) for this style is, they are able to do the job but are unwilling or insecure. Either way, high amounts of support but low amounts of guidance are suggested by Hersey and Blanchard (1988, p. 178): "Since they have already shown that they are able to perform the task, it isn't necessary to provide high amounts of what to do, where to do it, or how to do it." Encouragement and communication are highly important.

Research question 41, "Is there a significant difference in commanding officer leadership effectiveness and the executive officer's perception of the CO's leadership effectiveness?" was determined to be not significant; however, very notable (p < .10). Executive officers identified CO's as having lower leadership effectiveness than the commanding officers, as Table 14 illustrates. Commanding officers saw themselves choosing the right leadership styles to given situations more often than did the executive officers.

Recommendations

Two findings described in the conclusion warrant further investigation. The higher leadership effectiveness reported by commanding officers commissioned from the USNA and NROTC over OCS and "other" needs to be confirmed and appropriate corrective action taken if necessary. Additionally, leadership awareness should be presented in commanding officer and executive officer training pipelines concerning the differing opinions of the predominant leadership style used by the CO. Additionally, a worthwhile study might also be conducted for CO's and XO's by administering the leadership style instrument while they are in the training pipeline and then again while they are in their at-sea assignment.

Since validity problems may be present, an instrument specifically designed to measure leadership styles of naval officers should be created and a duplicate study conducted. Additionally, the sample size should be increased to ensure representation of all commanding officers of Navy ships.

Finally, there should be a study conducted to determine attitudes concerning leadership and its importance in the Navy.

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APPENDICES

APPENDIX A

COVER LETTER

SDSU

DEPARTMENT OF NAVAL SCIENCE
COLLEGE OF PROFESSIONAL STUDIES
 AND FINE ARTS
SAN DIEGO STATE UNIVERSITY
SAN DIEGO CA 92182-0330

January 13, 1992

(619) 594-3730

Dear Captain,

I am a post department head surface line Lieutenant attending Navy Post Graduate education at San Diego State University in the Education Training and Management specialty (ETMS-XX37P). A graduation requirement is a research project. I have chosen a descriptive study to determine prevalent leadership styles of fleet Commanding Officers independent of any official studies. The results will be used to provide feedback to the Navy Leadership' curriculum, PCO school and CNET. Ships were chosen by random sampling techniques with equal numbers divided between east and west coasts. Cost considerations preclude involving all ships so your consideration in completing this survey is greatly appreciated.
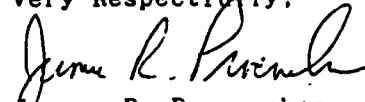
Enclosed are surveys to be completed by yourself and the Executive Officer. The survey instruments were designed by the Blanchard Training and Development, Inc. of Escondido California. Although specifically designed for business applications, the results of this survey will generalize to the military profession. The surveys include a Commanding Officer self perception of leadership style and an Executive Officer perception of the Commanding Officer leadership style.

The completed surveys will be held in the strictest of confidence. Names are not included and unassociated individual ship identification used only to identify the completed survey tally.

Approval to conduct this study was provided by Chief of Naval Education and Training code N-641 with concurrence by the Type Commander.

Enclosed is instructions, survey, and an addressed return envelope for yourself and the Executive Officer. If possible please return the completed surveys no later than 20 February. Again, your assistance and support are greatly appreciated.

Very Respectfully,

Jerome R. Provencher
Lieutenant, USN.

APPENDIX B

RESEARCH INSTRUMENTS

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LEADER BEHAVIOR ANALYSIS II™

Kenneth H. Blanchard, Ronald K. Hambleton,
Drea Zigarmi and Douglas Forsyth .

SELF-A

PERCEPTIONS OF LEADERSHIP STYLE

DIRECTIONS:

The purpose of the LBA II Self-A is to provide you with information about your perceptions of your own leadership style. The instrument consists of twenty typical job situations that involve a leader and one or more staff members. Following each situation are four possible actions that a leader may take. Assume that you are the leader involved in each of the twenty situations. In each of the situations, you must choose one of the four leader decisions. Circle the letter of the decision that you think would most closely describe your behavior in the situation presented. Circle only one choice.

btd

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1 You have asked a new employee to write a report to buy new equipment for the division. She needs to learn more about this equipment to make a sound decision about options and costs. She feels this assignment will stretch her already full schedule. You would...

A Tell her you want the report. Explain what you want in the report. Outline the steps she should take to become knowledgeable about the new equipment. Set weekly meetings with her to track progress.

B Ask her to produce the report. Discuss its importance. Ask her for a deadline for completion. Give her resources she thinks she needs. Periodically check with her to track progress.

C Tell her you want the report and discuss its importance. Explain what you want in the report. Outline steps she should take to learn more about the equipment. Listen to her concerns and use her ideas when possible. Plan weekly meetings to track her progress.

D Ask her to produce the report. Discuss its importance. Explore the barriers she feels must be removed and the strategies for removing them. Ask her to set a deadline for completion and periodically check with her to track progress.

---

2 Your task force has been working hard to complete its division-wide report. A new member has joined the group. He must present cost figures at the end of next week, but he knows nothing about the report requirements and format. He is excited about learning more about his role in the group. You would...

A Tell him exactly what is needed. Specify the format and requirements. Introduce him to other task-force members. Check with him frequently during the week to monitor progress and to specify any corrections.

B Ask him if there is anything you can do to help. Introduce him to other task-force members. Explore with him what he thinks he needs to get "up to speed" with the report. Check with him frequently during the week to see how he is doing.

C Specify the report format and information needed, and solicit his ideas. Introduce him to each task-force member. Check with him frequently during the week to see how the report is progressing and to help with modifications.

D Welcome him and introduce him to members of the task force who could help him. Check with him during the week to see how he is doing.

---

3 You have recently noticed a performance problem with one of your people. He seems to show a "don't care" attitude. Only your constant prodding has brought about task completion. You suspect he may not have enough expertise to complete the high-priority task you have given him. You would...

A Specify the steps he needs to take and the outcomes you want. Clarify timelines and paperwork requirements. Frequently check to see if the task is progressing as it should.

B Specify the steps he needs to take and the outcomes you want. Ask for his ideas and incorporate them as appropriate. Ask him to share his feelings about this task assignment. Frequently check to see the task is progressing as it should.

C Involve him in problem solving for this task. Offer your help and encourage him to use his ideas to complete the project. Ask him to share his feelings about the assignment. Frequently check to see that the task is progressing as it should.

D Let him know how important this task is. Ask him to outline his plan for completion and to send you a copy. Frequently check to see if the task is progressing as it should.

---

4 Your work group's composition has changed because of company restructuring. Performance levels have dropped. Deadlines are being missed and your boss is concerned. Group members want to improve their performance but need more knowledge and skills. You would...

A Ask them to develop their own plan for improving performance. Be available to help them, if asked. Ask them what training they think they need to improve performance, and give them the resources they need. Continue to track performance.

B Discuss your plan to solve this problem. Ask for their input and include their ideas in your plan, if possible. Explain the rationale for your plan. Track performance to see how it is carried out.

C Outline the specific steps you want them to follow to solve this problem. Be specific about the time needed and the skills you want them to learn. Continue to track performance.

D Help them determine a plan, and encourage them to be creative. Support their plan as you continue to track performance.

---

5 Because of budget cuts, it is necessary to consolidate. You have asked a highly experienced department member to take charge of the consolidation. This person has worked in all areas of your department. In the past, she has usually been eager to help. While you feel she is able to perform the assignment, she seems indifferent to the task. You would...

A Reassure her. Outline the steps she should take to handle this project. Ask for her ideas and incorporate them when possible, but make sure she follows your general approach. Frequently check to see how things are going.

B Reassure her. Ask her to handle the project as she sees fit. Let her know that you are available for help. Be patient, but frequently check to see what is being done.

C Reassure her. Ask her to determine the best way to approach the project. Help her develop options, and encourage her to use her own ideas. Frequently check to see how she is doing.

D Reassure her. Outline an overall plan and specify the steps you want her to follow. Frequently check to see how the steps are being implemented.

6 For the second time in a month, you are having a problem with one of your employees. His weekly progress reports have been incomplete and late. In the past year, he has submitted accurately completed reports on time. This is the first time you have spoken to him about this problem. You would...

A Tell him to improve the completeness and timeliness of his paperwork. Go over the areas that are incomplete. Make sure he knows what is expected and how to fill out each report section. Continue to track his performance.

B Ask him to turn in his paperwork on time and accurately, without pushing him. Continue to track his performance.

C Discuss time and completion standards with him. Listen to his concerns, but make sure he knows what is expected. Go over each report section, and answer any questions he may have. Use his ideas, if possible. Continue to track his performance.

D Ask him why the paperwork is incomplete. Listen to his concerns, and do what you can to help him understand the importance of timeliness and completeness. Continue to track his performance.

7 You have asked one of your senior employees to take on a new project. In the past, his performance has been outstanding. The project you have given him is important to the future of your work group. He is excited about the new assignment but doesn't know where to begin because he lacks project information. Your relationship with him is good. You would...

A Explain why you think he has the skills to do the job. Ask him what problems he anticipates and help him explore alternative solutions. Frequently stay in touch to support him.

B Specify how he should handle the project. Define the activities necessary to complete the job. Regularly check to see how things are going.

C Ask him for a plan for completing the project in two weeks and to send you a copy for your approval. Give him enough time to get started, without pushing him. Frequently offer your support.

D Outline how the project should be handled, and solicit his ideas and suggestions. Incorporate his ideas when possible, but make sure your general outline is followed. Regularly check to see how things are going.

8 One of your staff members is feeling insecure about a job you have assigned to him. He is highly competent and you know that he has the skills to successfully complete the task. The deadline for completion is near. You would...

A Let him know of your concerns about the impending deadline. Help him explore alternative action steps, and encourage him to use his own ideas. Frequently check with him to lend your support.

B Discuss with him your concerns about the impending deadline. Outline an action plan for him to follow, and get his reactions to the plan. Modify the plan if possible but make sure he follows your general outline. Frequently check with him to see how things are going.

C Specify the reasons for on-time completion of the assignment. Outline the steps you would like him to start following. Ask that the steps be followed. Frequently check to see how he is progressing.

D Ask him if there are any problems, but let him resolve the issue himself. Remind him of the impending deadline, without pushing him. Ask for an update in three days.

9 Your staff has asked you to consider a change in their work schedule. Their changes make good sense to you. Your staff is well aware of the need for change. Members are very competent and work well together. You would...

A Help them explore alternative scheduling possibilities. Be available to facilitate their group discussion. Support the plan they develop. Check to see how they implement their plan.

B Design the work schedule yourself. Explain the rationale behind your design. Listen to their reactions, ask for their ideas and use their recommendations when possible. Check to see how they carry out your schedule.

C Allow the staff to set a work schedule on their own. Let them implement their plan after you approve it. Check with them at a later date to assess their progress.

D Design the work schedule yourself. Explain how the schedule will work, and answer any questions they may have. Check to see that your schedule is followed.

10 Due to an organizational change, you have been assigned six new people whose performance has been declining over the past three months. They do not seem to have the task knowledge and skills to do their new jobs, and their attitudes have worsened because of the change. In a group meeting, you would...

A Make them aware of their three-month performance trend. Ask them to decide what to do about it and set a deadline for implementing their solution. Monitor their progress.

B Make them aware of their three-month performance trend. Specify the action steps you want them to follow. Give constructive feedback on how to improve performance. Continue to monitor performance.

C Make them aware of their three-month performance trend. Outline the steps you want them to follow, explain why and seek their feedback. Use their ideas when possible, but make sure they follow your general approach. Continue to monitor performance.

D Make them aware of their three-month performance trend. Ask them why their performance is declining. Listen to their concerns and ideas. Help them create their own plan for improving performance. Track their performance.

11 A member of your department has had a fine performance record over the last 22 months. He is excited by the challenges of the upcoming year. Budgets and unit goals have not changed much from last year. In a meeting with him to discuss goals and an action plan for next year, you would...

A Ask him to submit an outline of his goals and an action plan for next year for your approval. Tell him you will call him if you have any questions.

B Prepare a list of goals and an action plan that you think he can accomplish next year. Send it to him and meet with him to see if he has any questions.

C Prepare a list of goals and an action plan that you think he can achieve next year. Meet with him to discuss his reactions and suggestions. Modify the plan as you listen to his ideas, but make sure you make the final decisions.

D Ask him to send you an outline of his goals and an action plan for next year. Review the goals and plan with him. Listen to his ideas and help him explore alternatives. Let him make the final decisions on his goals and plan.

12 Your unit has had an excellent performance record over the past two years. However, they have recently experienced three major setbacks due to factors beyond their control. Their performance and morale have drastically dropped and your boss is concerned. In a group meeting, you would...

A Discuss the recent setbacks. Give them the specific steps you want them to follow to improve their performance. Continue to track performance.

B Ask them how they feel about the recent setbacks. Listen to their concerns, and encourage and help them explore their ideas for improving performance. Continue to track performance.

C Discuss the recent setbacks. Clarify the steps you want them to follow to improve performance. Listen to their ideas and incorporate them, if possible. Emphasize results. Encourage them to keep trying. Continue to track performance.

D Discuss the recent setbacks, without pressuring them. Ask them to set a deadline to improve performance and to support each other along the way. Continue to track performance.

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13 You were recently assigned a new employee who will perform an important job in your unit. Even though she is inexperienced, she is enthusiastic and feels she has the confidence to do the job. You would...

A Allow her time to determine what the job requires and how to do it. Let her know why the job is important. Ask her to contact you if she needs help. Track her progress.

B Specify the results you want and when you want them. Clearly define the steps she should take to achieve results. Show her how to do the job. Track her progress.

C Discuss the results you want and when you want them. Clearly define the steps she can take to achieve results. Explain why these steps are necessary and get her ideas. Use her ideas if possible, but make sure your general plan is followed. Track her performance.

D Ask her how she plans to tackle this job. Help her explore the problems she anticipates by generating possible alternative solutions. Encourage her to carry out her plan. Be available to listen to her concerns. Track her performance.

14 Your boss has asked you to increase your unit's output by seven percent. You know this can be done, but it will require your active involvement. To free your time, you must reassign the task of developing a new cost-control system to one of your employees. The person you want has had considerable experience with cost-control systems, but she is slightly unsure of doing this task on her own. You would...

A Assign her the task and listen to her concerns. Explain why you think she has the skills to handle this assignment. Help her explore alternative approaches if she thinks it would be helpful. Encourage and support her by providing needed resources. Track her progress.

B Assign her the task and listen to her concerns. Discuss the steps she should follow to complete the task. Ask for her ideas and suggestions. After incorporating her ideas, if possible, make sure she follows your general approach. Track her progress.

C Assign her the task. Listen to her concerns, but let her resolve the issue. Give her time to adjust, and avoid asking for results right away. Track her progress.

D Assign her the task. Listen to her concerns, and minimize her feelings of insecurity by telling her specifically how to handle this task. Outline the steps to be taken. Closely monitor her progress.

15 Your boss has asked you to assign someone to serve on a company-wide task force. This task force will make recommendations for restructuring the company's compensation plan. You have chosen a highly productive employee, who knows how her co-workers feel about the existing compensation plan. She has successfully led another unit task force. She wants the assignment. You would...

A Give her the assignment, but tell her how she should represent her co-workers' point of view. Specify that she give you a progress report within two days of each task-force meeting.

B Ask her to accept the assignment. Help her develop the point of view she will take on the task force. Periodically check with her.

C Give her the assignment. Discuss what she should do to ensure her co-workers' perspective is considered by the task force. Ask for her ideas and make sure she follows your general approach. Ask her to report to you after every task-force meeting.

D Give her the assignment. Ask her to keep you informed as things progress. Periodically check with her.

16 Due to illness in your family, you have been forced to miss two meetings of a committee under your direction. Upon attending the next meeting, you find that the committee is operating well and making progress toward completing its goals. All group members come prepared, participate and seem to be enthusiastic about their progress. You are unsure of what your role should be. You would...

A Thank the committee members for their work so far. Let the group continue to work as it has during the last two meetings.

B Thank the committee members for their work so far. Set the agenda for the next meeting. Begin to direct the group's activities.

C Thank the committee members for their work so far. Do what you can to make the members feel important and involved. Try to solicit alternative ideas and suggestions.

D Thank the committee members for their work so far. Set the agenda for the next meeting, but make sure to solicit their ideas and suggestions.

17 Your staff is very competent and works well on their own. Their enthusiasm is high because of a recent success. Their performance as a group is outstanding. Now, you must set unit goals for next year. In a group meeting, you would...

A Praise them for last year's results. Involve the group in problem solving and goal setting for next year. Encourage them to be creative and help them explore alternatives. Track the implementation of their plan.

B Praise them for last year's results. Challenge them by setting the goals for next year. Outline the action steps necessary to accomplish these goals. Track the implementation of your plan.

C Praise them for last year's results. Ask them to set the goals for next year, and define the action plan needed to accomplish these goals. Be available to contribute when asked. Track the implementation of their plan.

D Praise them for last year's results. Set the goals for next year and outline the action steps necessary to accomplish these goals. Solicit their ideas and suggestions and incorporate them if possible. Track the implementation of your plan.

18 You and your boss know that your department needs a new set of work procedures to improve long-term performance. Department members are eager to make some changes but, because of their specialized functions, they lack the knowledge and skills for understanding the "big picture." You would...

A Outline the new procedures. Organize and direct the implementation. Involve the group in a discussion of alternatives. Use their suggestions when possible, but make them follow your general approach. Track their use of the new procedures.

B Outline and demonstrate the new procedures. Closely direct the group in their initial use of the procedures. Track their use.

C Involve the group in a discussion of what the new procedures should be. Encourage their initiative and creativity in developing the new procedures. Help them explore possible alternatives. Support their use of the procedures. Closely track results.

D Ask the group to formulate and implement a set of new procedures. Answer any informational concerns, but give them the responsibility for the task. Closely track the use of the new procedures.

19 You were recently appointed head of your division. Since taking over, you have noticed a drop in performance. There have been changes in technology, and your staff has not mastered the new skills and techniques. Worst of all, they do not seem to be motivated to learn these skills. In a group meeting, you would...

A Discuss the staff's drop in performance. Listen to their concerns. Ask for their solutions for improving performance. Express your faith in their strategies. Emphasize their past efforts, but track performance as they carry out their strategies.

B Outline the necessary corrective actions you want them to take. Discuss this outline and incorporate their ideas, but see that they implement your corrective action plan. Track their performance.

C Tell them about the drop in performance. Ask them to analyze the problem, and draft a set of action steps for your approval. Set a deadline for the plan. Track its implementation.

D Outline and direct the necessary corrective actions you want them to take. Define roles, responsibilities and standards. Frequently check to see if their performance is improving.

20 You have noticed that one of your inexperienced employees is not properly completing certain tasks. She has submitted inaccurate and incomplete reports. She is not enthusiastic about this task and often thinks paperwork is a waste of time. You would...

A Let her know that she is submitting inaccurate and incomplete reports. Discuss the steps she should take and clarify why these steps are important. Ask for her suggestions, but make sure she follows your general outline.

B Let her know that she is submitting inaccurate and incomplete reports. Ask her to set and meet her own paperwork deadlines. Give her more time to do the job properly. Monitor her performance.

C Let her know that she is submitting inaccurate and incomplete reports. Ask her what she plans to do about it. Help her develop a plan for solving her problems. Monitor her performance.

D Let her know that she is submitting inaccurate and incomplete reports. Specify the steps she should take with appropriate deadlines. Show her how to complete the reports. Monitor her performance.

LEADER BEHAVIOR ANALYSIS II™

Kenneth H. Blanchard, Ronald K. Hambleton,
Drea Zigarmi and Douglas Forsyth

OTHER

PERCEPTIONS OF LEADERSHIP STYLE

DIRECTIONS:

The purpose of the LBA II Other is to provide a leader with
information about your perceptions of his or her leadership
style. The instrument consists of twenty typical job situations
that involve a leader and one or more staff members. Follow-
ing each situation are four possible actions that a leader may
take. Assume _____

<p style="text-align:center">(name of leader)</p>

is involved in each of the twenty situations. In each of the
situations, you must choose one of the four leader decisions.
Circle the letter of the decision that you think would best
describe the behavior of this leader in the situation presented.
Circle only one choice.

Leader's   o   Supervisor
         o   Associate
         o   Team Member

btd

Blanchard Training and Development, Inc.
125 State Place, Escondido, CA 92029
(800) 728-6000   (619) 489-5005

LBAII™

1 A new employee has been asked to write a report to buy new equipment for the division. She needs to learn more about this equipment to make a sound decision about options and costs. She feels this assignment will stretch her already full schedule. This manager would...

A Tell her when the report is needed, and what should be in the report. Outline the steps the employee should take to become knowledgeable about the new equipment. Set weekly meetings with her to track progress.

B Ask her to produce the report, and discuss its importance. Ask her for a deadline for completion. Give her the resources she thinks she needs. Periodically check with her to track progress.

C Tell her when the report is needed, and discuss its importance. Explain what the report should include. Outline steps the employee should take to learn more about the equipment. Listen to her concerns and use her ideas when possible. Plan weekly meetings to track her progress.

D Ask her to produce the report, and discuss its importance. Explore the barriers the employee feels must be removed and the strategies for removing them. Ask her to set a deadline for completion and periodically check with her to track progress.

2 This manager's task force has been working hard to complete its division-wide report. A new member has joined the group. He must present cost figures at the end of next week, but he knows nothing about the report requirements and format. He is excited about learning more about his role in the group. This manager would...

A Tell him exactly what is needed, and specify the format and requirements. Introduce him to other task-force members. Check with him frequently during the week to monitor his progress and to specify corrections.

B Ask him if there is anything he or she can do to help. Introduce him to other task-force members. Explore with him what he thinks he needs to get "up to speed" with the report. Check with him frequently during the week to see how he is doing.

C Specify the report format and information needed, and solicit his ideas. Introduce him to each task-force member. Check with him frequently during the week to see how the report is progressing and to help with modifications.

D Welcome him and introduce him to members of the task force who could help him. Check with him during the week to see how he is doing.

3 This manager has recently noticed a performance problem with an employee. He seems to show a "don't care" attitude. Only this manager's constant prodding has brought about task completion. The manager suspects this employee may not have enough expertise to complete the high-priority task that has been given him. This manager would...

A Specify the steps this employee needs to take and the desired outcomes. Clarify timelines and paperwork requirements. Frequently check to see if the task is progressing as it should.

B Specify the steps this employee needs to take and the desired outcomes. Ask for his ideas and incorporate them as appropriate. Ask him to share his feelings about this task assignment. Frequently check to see the task is progressing as it should.

C Involve this employee in problem solving for this task. Offer help and encourage him to use his ideas to complete the project. Ask him to share his feelings about the assignment. Frequently check to see that the task is progressing as it should.

D Let this employee know how important this task is. Ask him to outline his plan for completion and to send the manager a copy. Frequently check to see if the task is progressing as it should.

4 The composition of this manager's work group has changed because of company restructuring. Performance levels have dropped. Deadlines are being missed and the manager's boss is concerned. Group members want to improve their performance but need more knowledge and skills. This manager would...

A Ask the group to develop their own plan for improving performance. Be available to help them, if asked. Ask them what training they think they need to improve performance, and give them the resources they need. Continue to track performance.

B Discuss a plan to solve this problem. Ask the group for their input and include their ideas in the plan, if possible. Explain the rationale for the plan. Track performance to see how it is carried out.

C Outline the specific steps the group should follow to solve this problem. Be specific about the time requirements and the skills they need to learn. Continue to track performance.

D Help them determine a plan, and encourage them to be creative. Support their plan and continue to track performance.

5 Because of budget cuts, it is necessary to consolidate. A highly experienced department member has been asked to take charge of the consolidation. This person has worked in all areas of this manager's department. In the past, she has usually been eager to help. While this manager feels she is able to perform the assignment, the employee seems indifferent to the task. This manager would...

A Reassure her. Outline the steps she should take to handle this project. Ask for her ideas and incorporate them when possible, but make sure she follows the manager's general approach. Frequently check to see how things are going.

B Reassure her. Ask her to handle the project as she sees fit. Be patient, but be available to help. Frequently check to see what is being done.

C Reassure her. Ask her to determine the best way to approach the project. Help her develop options, and encourage her to use her own ideas. Frequently check to see how she is doing.

D Reassure her. Outline an overall plan and specify the steps she should follow. Frequently check to see how the steps are being implemented.

6 For the second time in a month, an employee's weekly progress reports have been incomplete and late. In the past year, he has submitted accurately completed reports on time. This is the first time this manager has spoken to him about this problem. This manager would...

A Tell him to improve the completeness and timeliness of his paperwork. Go over the areas that are incomplete. Make sure he knows what is expected and how to fill out each report section. Continue to track his performance.

B Ask him to turn in his paperwork on time and accurately, without pushing him. Continue to track his performance.

C Discuss time and completion standards with him. Listen to his concerns, but make sure he knows what is expected. Go over each report section, and answer any questions he may have. Use his ideas, if possible. Continue to track his performance.

D Ask him why the paperwork is incomplete. Listen to his concerns, and do what can be done to help him understand the importance of timeliness and completeness. Continue to track his performance.

7 A senior employee has been asked to take on a new project. In the past, his performance has been outstanding. The project he has been given is important to the future of this manager's work group. He is excited about the new assignment but doesn't know where to begin because he lacks project information. The manager's relationship with him is good. This manager would...

A Explain why this employee has the skills to do the job. Ask him what problems he anticipates and help him explore alternative solutions. Frequently stay in touch to support him.

B Specify how this employee should handle the project. Define the activities necessary to complete the job. Regularly check to see how things are going.

C Ask this employee for a plan for completing the project in two weeks. Ask him to send a copy for approval. Give him enough time to get started, without pushing him. Frequently offer support.

D Outline how the project should be handled, and solicit the employee's ideas and suggestions. Use his ideas when possible, but make sure the manager's general outline is followed. Regularly check to see how things are going.

8 A staff member is feeling insecure about a job that has been assigned to him. He is highly competent and this manager knows that this employee has the skills to successfully complete the task. The deadline for completion is near. This manager would...

A Let the employee know of his or her concerns about the impending deadline. Help him explore alternative action steps, and encourage him to use his own ideas. Frequently check with him to lend support.

B Discuss his or her concerns about the impending deadline. Outline an action plan for the employee to follow, and get his reactions to the plan. Modify the plan if possible but make sure the employee follows the general outline. Frequently check with him to see how things are going.

C Specify the reasons for on-time completion of the assignment. Outline the steps the employee should follow. Ask that the steps be followed. Frequently check to see how he is progressing.

D Ask the employee if there are any problems, but let him resolve the issue himself. Remind him of the impending deadline, without pushing him. Ask for an update in three days.

9 The staff has asked this manager to consider a change in their work schedule. Their changes make good sense and the manager is well aware of the need for change. Members are very competent and work well together. This manager would...

A Help them explore alternative scheduling possibilities. Be available to facilitate their group discussion. Support the plan they develop. Check to see how they implement their plan.

B Design the work schedule and explain the rationale behind the design. Listen to their reactions, ask for their ideas and use their recommendations when possible. Check to see how they carry out the schedule.

C Allow the staff to set a work schedule on their own. Let them implement their plan after the manager has approved it. Check with them at a later date to assess their progress.

D Design the work schedule and explain how it will work. Answer any questions they may have. Check to see that the schedule is followed.

10 Due to an organizational change, this manager has been assigned six new people whose performance has been declining over the past three months. They do not seem to have the task knowledge and skills to do their new jobs, and their attitudes have worsened because of the change. In a group meeting, this manager would...

A Make them aware of their three-month performance trend. Ask them to decide what to do about it and set a deadline for implementing their solution. Monitor their progress.

B Make them aware of their three-month performance trend. Specify the action steps they should follow. Give them constructive feedback on how to improve their performance. Continue to monitor performance.

C Make them aware of their three-month performance trend. Outline the steps they should follow. Explain why the steps are important, and seek their feedback. Use their ideas when possible, but make sure they follow the general approach. Continue to monitor performance.

D Make them aware of their three-month performance trend. Ask them why their performance is declining. Listen to their concerns and ideas. Help them create their own plan for improving performance. Track their performance.

11 A department member has had a fine performance record over the last 22 months. This employee is excited by the challenges of the upcoming year. Budgets and unit goals have not changed much from last year. In a meeting with him to discuss goals and an action plan for next year, this manager would...

A Ask this employee to submit an outline of his goals and an action plan for next year for the manager's approval. Tell the employee to expect a call if there are any questions.

B Prepare a list of goals and an action plan for the employee to accomplish next year. Send it to him and meet with him to see if he has any questions.

C Prepare a list of goals and an action plan for the employee to achieve next year. Meet with him to discuss his reactions and suggestions. Modify the plan while listening to his ideas, but make the final decisions.

D Ask this employee to submit an outline of his goals and an action plan for next year. Review the goals and plan with him. Listen to his ideas and help him explore alternatives. Let him make the final decisions on his goals and plan.

12 This manager's unit has had an excellent performance record over the past two years. However, they have recently experienced three major setbacks due to factors beyond their control. Their performance and morale have drastically dropped and this manager's boss is concerned. In a group meeting, this manager would...

A Discuss the recent setbacks. Give them the specific steps they should follow to improve their performance. Continue to track performance.

B Ask them how they feel about the recent setbacks. Listen to their concerns, and encourage and help them explore their ideas for improving performance. Continue to track performance.

C Discuss the recent setbacks. Clarify the steps they should follow to improve performance. Listen to their ideas and incorporate them, if possible. Emphasize results. Encourage them to keep trying. Continue to track performance.

D Discuss the recent setbacks, without pressuring them. Ask them to set a deadline to improve performance and to support each other along the way. Continue to track performance.

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13 This manager was recently assigned a new employee who will perform an important job in the unit. Even though this employee is inexperienced, she is enthusiastic and feels she has the confidence to do the job. This manager would...

A Allow her time to determine what the job requires and how to do it. Let her know why the job is important. Ask her to be in touch if she needs help. Track her progress.

B Specify the desired results and timelines. Clearly define the steps the employee should take to achieve results. Show her how to do the job. Track her progress.

C Discuss the desired results and timelines. Clearly define the steps she can take to achieve the results. Explain why these steps are necessary and get her ideas. Use her ideas if possible, but make sure the manager's general plan is followed. Track her performance.

D Ask her how she plans to tackle this job. Help her explore the problems she anticipates by generating possible alternative solutions. Encourage her to carry out her plan. Be available to listen to her concerns. Track her performance.

14 This manager's boss has requested a seven percent increase in the unit's output. This manager knows this can be done, but it will require his or her active involvement. To free the manager's time, the task of developing a new cost-control system must be reassigned. The person chosen has had considerable experience with cost-control systems, but is slightly unsure of doing this task on her own. This manager would...

A Assign her the task and listen to her concerns. Express confidence in her skills to handle this assignment. Help her explore alternative approaches if she thinks it would be helpful. Encourage and support her by providing needed resources. Track her progress.

B Assign her the task and listen to her concerns. Discuss the steps she should follow to complete the task. Ask for her ideas and suggestions. After incorporating her ideas, if possible, make sure she follows the manager's general approach. Track her progress.

C Assign her the task. Listen to her concerns, but let her resolve the issue. Give her time to adjust, and avoid asking for results right away. Track her progress.

D Assign her the task. Listen to her concerns, and minimize her feelings of insecurity by telling her specifically how to handle this task. Outline the steps to be taken. Closely monitor her progress.

15 This manager's boss has asked to have someone assigned to serve on a company-wide task force. This task force will make recommendations for restructuring the company's compensation plan. This manager has chosen a highly productive employee, who knows how her co-workers feel about the existing compensation plan. She has successfully led another unit task force. She wants the assignment. This manager would...

A Give this employee the assignment, but tell her how she should represent her co-workers' point-of-view. Specify that she give the manager a progress report within two days of each task-force meeting.

B Ask this employee to accept the assignment. Help her develop the point-of-view she will take on the task force. Periodically check with her.

C Give this employee the assignment. Discuss what she should do to ensure her co-workers' perspective is considered by the task force. Ask for her ideas and make sure she follows the manager's general approach. Ask her for a report after every task-force meeting.

D Give this employee the assignment. Ask for updates as things progress. Periodically check with her.

16 Due to a family illness, this manager has been forced to miss two meetings of a committee he or she directs. Upon attending the next meeting, this manager finds that the committee is operating well and making progress toward completing its goals. All group members come prepared, participate and seem to be enthusiastic about their progress. This manager is unsure of what his or her role should be. This manager would...

A Thank the committee members for their work so far. Let the group continue to work as it has during the last two meetings.

B Thank the committee members for their work so far. Set the agenda for the next meeting. Begin to direct the group's activities.

C Thank the committee members for their work so far. Make the members feel important and involved. Try to solicit alternative ideas and suggestions.

D Thank the committee members for their work so far. Set the agenda for the next meeting, but make sure to solicit their ideas and suggestions.

17 This manager's staff is very competent and works well on their own. Their enthusiasm is high because of a recent success. Their performance as a group is outstanding. Now, this manager must set unit goals for next year. In a group meeting, this manager would...

A Praise them for last year's results. Involve the group in problem solving and goal setting for next year. Encourage them to be creative and help them explore alternatives. Track the implementation of their plan.

B Praise them for last year's results. Challenge them by setting the goals for next year. Outline the action steps necessary to accomplish these goals. Track implementation of the plan.

C Praise them for last year's results. Ask them to set the goals for next year, and define the action plan needed to accomplish these goals. Be available to contribute when asked. Track the implementation of their plan.

D Praise them for last year's results. Set the goals for next year and outline the action steps necessary to accomplish these goals. Solicit the group's ideas and suggestions and incorporate them if possible. Track implementation of their plan.

18 This manager and his or her boss know that the manager's department needs a new set of work procedures to improve long-term performance. Department members are eager to make some changes but, because of their specialized functions, they lack the knowledge and skills for understanding the "big picture." This manager would...

A Outline the new procedures. Organize and direct the implementation. Involve the group in a discussion of alternatives. Use their suggestions when possible, but see that they follow the general outline. Track their use of the new procedures.

B Outline and demonstrate the new procedures. Closely direct the group in their initial use of the new procedures. Track their use.

C Involve the group in a discussion of what the new procedures should be. Encourage their initiative and creativity in developing the new procedures. Help them explore possible alternatives. Support their use of the new procedures. Closely track results.

D Ask the group to formulate and implement a set of new procedures. Answer any informational concerns, but give them the responsibility for the task. Closely track the use of the new procedures.

19 This manager was recently appointed head of the division. Since taking over, there has been a drop in performance. There have been changes in technology, and this manager's staff has not mastered the new skills and techniques. Worst of all, they do not seem to be motivated to learn these skills. In a group meeting, this manager would...

A Discuss the staff's drop in performance. Listen to their concerns. Ask for their solutions for improving performance. Express faith in their strategies. Emphasize their past efforts, but track performance as they carry out their strategies.

B Outline the necessary corrective actions they should take. Explore alternatives and incorporate their ideas. Modify the plan if appropriate, but see that they implement it. Track their performance.

C Tell them about the drop in performance. Ask them to analyze the problem, and draft a set of action steps for approval. Set a deadline for the plan. Track its implementation.

D Outline and direct the necessary corrective actions they should take. Define roles, responsibilities and standards. Frequently check to see if their performance is improving.

20 This manager has noticed that an inexperienced employee is not properly completing certain tasks. She has submitted inaccurate and incomplete reports. She is not enthusiastic about this task and often thinks paperwork is a waste of time. This manager would...

A Let the employee know that she is submitting inaccurate and incomplete reports. Discuss the steps she should take and clarify why these steps are important. Ask for her suggestions, but make sure she follows the manager's general outline.

B Let the employee know that she is submitting inaccurate and incomplete reports. Ask her to set and meet her own paperwork deadlines. Give her more time to do the job properly. Monitor her performance.

C Let the employee know that she is submitting inaccurate and incomplete reports. Ask her what she plans to do about it. Help her develop a plan for solving her problems. Monitor her performance.

D Let the employee know that she is submitting inaccurate and incomplete reports. Specify the steps she should take with appropriate deadlines. Show her how to complete the reports. Monitor her performance.

APPENDIX C

RESEARCH INSTRUMENT SCORING PROCEDURES

LEADER BEHAVIOR ANALYSIS II[SM]

Kenneth Blanchard, Ronald Hambleton,
Douglas Forsyth, Drea Zigarmi

SCORING-A

DIRECTIONS:

1. Record your answers from the Leader Behavior Analysis II
   form in the columns labeled S1, S2, S3 or S4 under Style
   Flexibility. For each situation (1-20), circle the letter that
   corresponds to your answer.
2. Once this step is completed, repeat the procedure in the
   columns labeled P, F, G or E under Style Effectiveness.
3. Add the number of circled letters in each of the eight
   columns on the scoring sheet, and enter the sums in the
   boxes labeled "Totals."

btd

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LBAII ™

STYLE FLEXIBILITY

1 The column headings under Style Flexibility correspond to the four leadership styles.

S1 - High Directive, Low Supportive Behavior
S2 - High Directive, High Supportive Behavior
S3 - High Supportive, Low Directive Behavior
S4 - Low Supportive, Low Directive Behavior

The column (S1, S2, S3 and S4) with the largest number of circled letters is your **primary** leadership style. Enter this number in the circle in the appropriate quadrant on the

Primary Style Matrix. For example, assume that the column with the largest number of circled items is column S3. If eight items have been circled, you would enter the number 8 in the S3 circle on the Primary Style Matrix. If you have a tie for your primary style (two or more columns with the same number of items circled), enter the numbers from each of these styles in the appropriate quadrants.

2 Any column with four or more circled letters, other than your primary style(s), indicates a secondary leadership style. Enter this number(s) in the appropriate triangle(s) on the Secondary Style Matrix.

	STYLE FLEXIBILITY			
	S1	S2	S3	S4
1	A	C	D	B
2	A	C	B	D
3	A	B	C	D
4	C	B	D	A
5	D	A	C	B
6	A	C	D	B
7	B	D	A	C
8	C	B	A	D
9	D	B	A	C
10	B	C	D	A
11	B	C	D	A
12	A	C	B	D
13	B	C	D	A
14	D	B	A	C
15	A	C	B	D
16	B	D	C	A
17	B	D	A	C
18	B	A	C	D
19	D	B	A	C
20	D	A	C	B
Totals				

DIFFERENCE BETWEEN

5   5   5   5   **Subtotal**

☐ + ☐ + ☐ + ☐ = ☐

Subtract the number in the Subtotal box from 30 to get your

Style Flexibility Score ☐

Primary Style Matrix

Secondary Style Matrix

Developing Style Matrix

Style Flexibility Graph

High ─ 30
── 25
── 20
── 15
── 10
── 5
Low ─ 0
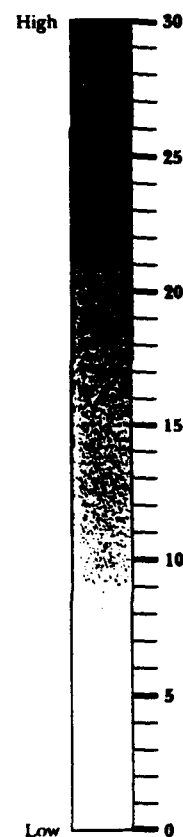
Leader Behavior Analysis II™

3 Any column with less than four circled letters should be considered a style you may want to develop. Enter this number(s) in the appropriate box(es) on the Developing Style Matrix.

STYLE FLEXIBILITY SCORE

1 To obtain your Style Flexibility Score, calculate the difference between 5 and each total. Subtract in either direction. Disregard the plus or minus sign. Enter these numbers in the shaded boxes at the bottom of the Style Flexibility columns. For example, if the total in column S2 is 2,

then the difference between 5 and 2 would be 3, and a 3 should be entered in the box. If the total is 6, then the difference between 5 and 6 would be 1, and a 1 should be entered in the box.

2 Add all four numbers in the shaded boxes and enter this sum in the Subtotal box. Subtract the Subtotal from 30 and enter this number in the Style Flexibility Score box. Scores can range from 0-30. Draw an arrow at the corresponding number along the Style Flexibility Graph. A lower score indicates low style flexibility, which means that you select the same one or two styles for every situation. A higher score indicates high style flexibility, which means that you use all of the four styles more or less equally.

STYLE EFFECTIVENESS

To score high on style effectiveness, you must not only show a high level of flexibility in style selection, but you must also choose the leadership style that is most appropriate for each situation. The Style Effectiveness columns are headed by poor (P), fair (F), good (G) or excellent (E) ratings. The totals at the bottom of these columns indicate how often you choose a poor, fair, good or excellent answer.

STYLE EFFECTIVENESS SCORE

1 To obtain your Style Effectiveness Score, multiply each total entered in the P, F, G and E columns by the number below each total. Enter the products in the shaded boxes at the bottom of the Style Effectiveness columns. Add all four numbers and enter the sum in the Style Effectiveness Score box. Scores range from 20-80. A lower score indicates low style effectiveness, which means that you chose a greater number of fair or poor leader style choices for the 20 situations. A higher score suggests high effectiveness, which means that you chose a greater number of good and excellent leader style choices.

2 Draw an arrow at the corresponding number along the Style Effectiveness Graph.

	STYLE EFFECTIVENESS			
	P	F	G	E
1	B$_4$	D$_3$	A	C
2	D$_4$	B$_3$	C	A
3	D$_4$	C$_3$	A	B
4	A$_4$	D$_3$	B	C
5	D$_1$	B$_4$	A	C
6	A$_1$	C$_2$	B	D
7	C$_4$	A$_3$	D	B
8	C$_1$	B$_2$	D	A
9	D$_1$	B$_2$	A	C
10	A$_4$	B$_1$	D	C
11	B$_1$	C$_2$	D	A
12	A$_1$	C$_2$	D	B
13	A$_4$	D$_3$	C	B
14	D$_1$	B$_2$	C	A
15	A$_1$	C$_2$	B	D
16	B$_1$	D$_2$	C	A
17	B$_1$	D$_2$	A	C
18	D$_4$	C$_3$	A	B
19	C$_4$	A$_3$	D	B
20	B$_4$	C$_3$	D	A
Totals				

MULTIPLY BY

$$\boxed{}^{1} + \boxed{}^{1} + \boxed{}^{3} + \boxed{}^{4} = \boxed{}$$

Style Effectiveness Score

Style Effectiveness Graph

High — 80

— 70

— 60

— 50

— 40

— 30

Low — 20

STYLE DIAGNOSIS

To better understand how you might improve your effectiveness score, it is helpful to examine the appropriateness of your style selections. The numbers in subscript in the poor and fair Style Effectiveness columns are the leadership styles you chose when you circled responses A, B, C or D. Record the number of Style 1 choices you made in the poor and fair columns and place that number in the oval in the S1 quadrant on the Style Diagnosis Matrix. Repeat this procedure for Style 2, Style 3 and Style 4 choices within the poor and fair columns. A pattern of four or more answers in the fair and poor categories in one leadership style means that you may not be taking the development level of the person or group with whom you are working into consideration when choosing a leadership style. Go back to your LBAII Self form, and reanalyze the situations to see if you can better understand why you may be using those styles inappropriately.

Style Diagnosis Matrix

S3	S2
S4	S1

LEADER BEHAVIOR ANALYSIS II™

LEADERSHIP STYLE PROFILE™

Patricia Zigarmi, Drea Zigarmi

_____

(Name)

bĩd

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The Purpose of the LBAII™ Leadership Style Profile™

The LBAII Leadership Style Profile will help you contrast your perception of your leadership style with those of your boss, associates (colleagues, peers) and team members (people that report to you). These people's perceptions were solicited through the LBAII Other. In completing that instrument, they were asked to make a judgment about how they think you, as a manager, would handle twenty work situations. Those situations are the same ones you responded to on the LBAII Self.

Specifically, the LBAII Leadership Style Profile helps you answer four questions about your leadership style:

1. **Do I See Myself as Others See Me?** In other words, does my boss and do my associates and team members perceive me as using the same leadership style(s) as I see myself using?

2. **Am I Flexible?** In other words, do I tend to use more than one leadership style to get things done?

3. **Do I Manage People Differently?** In other words, does my boss and do my associates and team members see my primary style differently?

4. **Do I Diagnose Well?** In other words, am I effective in matching my choice of leadership style to the needs of the situation?

Perceptions of Leadership Style Percentage Data

Percentages are obtained by dividing the total number of responses in each question by the total number of possible answers. The total number of possible answers is obtained by multiplying the number of people rating the leader times 20.

BOSS'S PERCEPTIONS

Supportive Behavior	%	%
	S3	S2
	%	%
	S4	S1

Directive Behavior

SELF PERCEPTION

Supportive Behavior	%	%
	S3	S2
	%	%
	S4	S1

Directive Behavior

ASSOCIATES' PERCEPTIONS

Supportive Behavior	%	%
	S3	S2
	%	%
	S4	S1

Directive Behavior

Number of Associates Rating Leader ☐

TEAM MEMBERS' PERCEPTIONS

Supportive Behavior	%	%
	S3	S2
	%	%
	S4	S1

Directive Behavior

Number of Team Members Rating Leader ☐

1. Do I See Myself as Others See Me?

The first question you can answer from the LBAII Leadership Style Profile is, "Does your perception of your leadership style and the perceptions of others match? Do you see yourself the same way as others see you?"

Congruent perceptions are desirable. A high level of agreement would imply effective communication between you and others in your work setting. If there isn't agreement—if you see yourself differently—then you need to look more closely at why your perception differs from those of others.

To understand how closely your perception of your leadership style compares to the perceptions of others, examine the Percentage Data. Percentage Data is a summation of all the responses to the Leader Behavior Analysis II from your boss, self, associates and team members. Percentages are obtained by dividing the total number of responses in each quadrant by the total number of possible answers. The total number of possible answers is obtained by multiplying the number of people rating the leader at the associate and team member levels by 20. At the self and boss levels, the *total number of possible answers is 20.* If there are no percentages recorded in these boxes, it is because you may not have had people in those categories or it is because their responses about your leadership style were not received in time to be included in this profile.

Directions. Circle the highest percentage in the box labeled *Self Perception.* The highest percentage tells you what you think your primary leadership style is. (If you have a tie, you have two primary styles.) Circle the highest percentage under your boss's perception, associates' perceptions and team members' perceptions. For associates and team members, these percentages represent the combined aggregate perception of all associates and all team members.

If the highest percentage of your boss's, associates' and team members' perceptions fall in the same quadrant as your highest percentage falls, you have an accurate perception of your leadership style. The research compiled on the LBAII Leadership Style Profile shows that a difference of more than 13 percent between others' perceptions and your perception of your primary style would mean you do not see yourself accurately. For example, if a manager's self perception shows that 55 percent of the answers fall in the S3 quadrant, and team members' perceptions show 40 percent in S3, that manager would not have an accurate perception of his or her leadership style.

Do I see myself accurately?   Yes   No

Learnings/Questions/Next Steps

_____

_____

_____   .

_____

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_____

2. Am I Flexible?

To understand how flexible you are as a leader, look at the four percentages in the box labeled Team Members' Perceptions. You would be seen as moderately flexible if your team members perceive that you use at least two styles, and very flexible if you use three styles. To determine whether you use more than one style, examine the differences between the percentages. If the differences between the two or three highest percentages are less than 13 percent, you use more than one style. For example, if team members' perceptions were S1 = 10%, S2 = 45%, S3 = 40% and S4 = 5%, this manager would be seen by his or her team members as flexible with only two of the four styles: Styles 2 and 3. Using another example, S1= 5%, S2=35%, S3=34%, and S4=26%, this manager could flexibly use three styles: Styles 2, 3, and 4.

Statistics indicate that 50 percent of the managers in our data base only have one style from their team members' perspective. 30 percent of the managers in our data base use two styles from their team members' point of view and 19 percent use three styles. Only 1 percent of the managers have flexibility in using all four styles. Look at the range of percentage data from your boss and your associates and make a similar assessment.

Am I perceived as a flexible manager?   Yes   No

Learnings/Questions/Next Steps

_____

_____

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_____

_____

4 LBA II Leader Behavior Analysis II™ — Raw Scores

SELF

	S1	S2	S3	S4
1	A▲	C●	D	B
2	A●	C▲	B	D
3	A▲	B●	C	D
4	C●	B▲	D	A
5	D	A▲	C●	B
6	A	C	D●	B▲
7	B●	D▲	A	C
8	C	B	A●	D▲
9	D	B	A▲	C●
10	B	C●	D▲	A
11	B	C	D▲	A●
12	A	C	B●	D▲
13	B●	C▲	D	A
14	D	B	A●	C▲
15	A	C	B▲	D●
16	B	D	C▲	A●
17	B	D	A▲	C●
18	B●	A▲	C	D
19	D▲	B●	A	C
20	D▲	A●	C	B
Totals				

	● × 4 =	
	▲ × 3 =	
	Blanks × 1 =	

Style Effectiveness Score [ ]

BOSS

	S1	S2	S3	S4
1	A▲	C●	D	B
2	A●	C▲	B	D
3	A▲	B●	C	D
4	C●	B▲	D	A
5	D	A▲	C●	B
6	A	C	D●	B▲
7	B●	D▲	A	C
8	C	B	A●	D▲
9	D	B	A▲	C●
10	B	C●	D▲	A
11	B	C	D▲	A●
12	A	C	B●	D▲
13	B●	C▲	D	A
14	D	B	A●	C▲
15	A	C	B▲	D●
16	B	D	C▲	A●
17	B	D	A▲	C●
18	B●	A▲	C	D
19	D▲	B●	A	C
20	D▲	A●	C	B
Totals				

	● × 4 =	
	▲ × 3 =	
	Blanks × 1 =	

Style Effectiveness Score [ ]

ASSOCIATE A

	S1	S2	S3	S4
1	A▲	C●	D	B
2	A●	C▲	B	D
3	A▲	B●	C	D
4	C●	B▲	D	A
5	D	A▲	C●	B
6	A	C	D●	B▲
7	B●	D▲	A	C
8	C	B	A●	D▲
9	D	B	A▲	C●
10	B	C●	D▲	A
11	B	C	D▲	A●
12	A	C	B●	D▲
13	B●	C▲	D	A
14	D	B	A●	C▲
15	A	C	B▲	D●
16	B	D	C▲	A●
17	B	D	A▲	C●
18	B●	A▲	C	D
19	D▲	B●	A	C
20	D▲	A●	C	B
Totals				

	● × 4 =	
	▲ × 3 =	
	Blanks × 1 =	

Style Effectiveness Score [ ]

ASSOCIATE B

	S1	S2	S3	S4
1	A▲	C●	D	B
2	A●	C▲	B	D
3	A▲	B●	C	D
4	C●	B▲	D	A
5	D	A▲	C●	B
6	A	C	D●	B▲
7	B●	D▲	A	C
8	C	B	A●	D▲
9	D	B	A▲	C●
10	B	C●	D▲	A
11	B	C	D▲	A●
12	A	C	B●	D▲
13	B●	C▲	D	A
14	D	B	A●	C▲
15	A	C	B▲	D●
16	B	D	C▲	A●
17	B	D	A▲	C●
18	B●	A▲	C	D
19	D▲	B●	A	C
20	D▲	A●	C	B
Totals				

	● × 4 =	
	▲ × 3 =	
	Blanks × 1 =	

Style Effectiveness Score [ ]

ASSOCIATE C

	S1	S2	S3	S4
1	A▲	C●	D	B
2	A●	C▲	B	D
3	A▲	B●	C	D
4	C●	B▲	D	A
5	D	A▲	C●	B
6	A	C	D●	B▲
7	B●	D▲	A	C
8	C	B	A●	D▲
9	D	B	A▲	C●
10	B	C●	D▲	A
11	B	C	D▲	A●
12	A	C	B●	D▲
13	B●	C▲	D	A
14	D	B	A●	C▲
15	A	C	B▲	D●
16	B	D	C▲	A●
17	B	D	A▲	C●
18	B●	A▲	C	D
19	D▲	B●	A	C
20	D▲	A●	C	B
Totals				

	● × 4 =	
	▲ × 3 =	
	Blanks × 1 =	

Style Effectiveness Score [ ]

ASSOCIATE D

	S1	S2	S3	S4
1	A▲	C●	D	B
2	A●	C▲	B	D
3	A▲	B●	C	D
4	C●	B▲	D	A
5	D	A▲	C●	B
6	A	C	D●	B▲
7	B●	D▲	A	C
8	C	B	A●	D▲
9	D	B	A▲	C●
10	B	C●	D▲	A
11	B	C	D▲	A●
12	A	C	B●	D▲
13	B●	C▲	D	A
14	D	B	A●	C▲
15	A	C	B▲	D●
16	B	D	C▲	A●
17	B	D	A▲	C●
18	B●	A▲	C	D
19	D▲	B●	A	C
20	D▲	A●	C	B
Totals				

	● × 4 =	
	▲ × 3 =	
	Blanks × 1 =	

Style Effectiveness Score [ ]

LBA II Leader Behavior Analysis II — Raw Scores

TEAM MEMBER A

	S1	S2	S3	S4
1	A▲	C*	D	B
2	A*	C▲	B	D
3	A▲	B*	C	D
4	C*	B▲	D	A
5	D	A▲	C*	B
6	A	C	D*	B▲
7	B*	D▲	A	C
8	C	B	A*	D▲
9	D	B	A▲	C*
10	B	C*	D▲	A
11	B	C	D▲	A*
12	A	C	B*	D▲
13	B*	C▲	D	A
14	D	B	A*	C▲
15	A	C	B▲	D*
16	B	D	C▲	A*
17	B	D	A▲	C*
18	B*	A▲	C	D
19	D▲	B*	A	C
20	D▲	A*	C	B
Totals				

* × 4 =
▲ × 3 =
Blanks × 1 =

Style Effectiveness Score

TEAM MEMBER B

	S1	S2	S3	S4
1	A▲	C*	D	B
2	A*	C▲	B	D
3	A▲	B*	C	D
4	C*	B▲	D	A
5	D	A▲	C*	B
6	A	C	D*	B▲
7	B*	D▲	A	C
8	C	B	A*	D▲
9	D	B	A▲	C*
10	B	C*	D▲	A
11	B	C	D▲	A*
12	A	C	B*	D▲
13	B*	C▲	D	A
14	D	B	A*	C▲
15	A	C	B▲	D*
16	B	D	C▲	A*
17	B	D	A▲	C*
18	B*	A▲	C	D
19	D▲	B*	A	C
20	D▲	A*	C	B
Totals				

* × 4 =
▲ × 3 =
Blanks × 1 =

Style Effectiveness Score

TEAM MEMBER C

	S1	S2	S3	S4
1	A▲	C*	D	B
2	A*	C▲	B	D
3	A▲	B*	C	D
4	C*	B▲	D	A
5	D	A▲	C*	B
6	A	C	D*	B▲
7	B*	D▲	A	C
8	C	B	A*	D▲
9	D	B	A▲	C*
10	B	C*	D▲	A
11	B	C	D▲	A*
12	A	C	B*	D▲
13	B*	C▲	D	A
14	D	B	A*	C▲
15	A	C	B▲	D*
16	B	D	C▲	A*
17	B	D	A▲	C*
18	B*	A▲	C	D
19	D▲	B*	A	C
20	D▲	A*	C	B
Totals				

* × 4 =
▲ × 3 =
Blanks × 1 =

Style Effectiveness Score

TEAM MEMBER D

	S1	S2	S3	S4
1	A▲	C*	D	B
2	A*	C▲	B	D
3	A▲	B*	C	D
4	C*	B▲	D	A
5	D	A▲	C*	B
6	A	C	D*	B▲
7	B*	D▲	A	C
8	C	B	A*	D▲
9	D	B	A▲	C*
10	B	C*	D▲	A
11	B	C	D▲	A*
12	A	C	B*	D▲
13	B*	C▲	D	A
14	D	B	A*	C▲
15	A	C	B▲	D*
16	B	D	C▲	A*
17	B	D	A▲	C*
18	B*	A▲	C	D
19	D▲	B*	A	C
20	D▲	A*	C	B
Totals				

* × 4 =
▲ × 3 =
Blanks × 1 =

Style Effectiveness Score

TEAM MEMBER E

	S1	S2	S3	S4
1	A▲	C*	D	B
2	A*	C▲	B	D
3	A▲	B*	C	D
4	C*	B▲	D	A
5	D	A▲	C*	B
6	A	C	D*	B▲
7	B*	D▲	A	C
8	C	B	A*	D▲
9	D	B	A▲	C*
10	B	C*	D▲	A
11	B	C	D▲	A*
12	A	C	B*	D▲
13	B*	C▲	D	A
14	D	B	A*	C▲
15	A	C	B▲	D*
16	B	D	C▲	A*
17	B	D	A▲	C*
18	B*	A▲	C	D
19	D▲	B*	A	C
20	D▲	A*	C	B
Totals				

* × 4 =
▲ × 3 =
Blanks × 1 =

Style Effectiveness Score

TEAM MEMBER F

	S1	S2	S3	S4
1	A▲	C*	D	B
2	A*	C▲	B	D
3	A▲	B*	C	D
4	C*	B▲	D	A
5	D	A▲	C*	B
6	A	C	D*	B▲
7	B*	D▲	A	C
8	C	B	A*	D▲
9	D	B	A▲	C*
10	B	C*	D▲	A
11	B	C	D▲	A*
12	A	C	B*	D▲
13	B*	C▲	D	A
14	D	B	A*	C▲
15	A	C	B▲	D*
16	B	D	C▲	A*
17	B	D	A▲	C*
18	B*	A▲	C	D
19	D▲	B*	A	C
20	D▲	A*	C	B
Totals				

* × 4 =
▲ × 3 =
Blanks × 1 =

Style Effectiveness Score

6

TEAM MEMBER G

	S1	S2	S3	S4
1	A▲	C●	D	B
2	A●	C▲	B	D
3	A▲	B●	C	D
4	C●	B▲	D	A
5	D	A▲	C●	B
6	A	C	D●	B▲
7	B●	D▲	A	C
8	C	B	A●	D▲
9	D	B	A▲	C●
10	B	C●	D▲	A
11	B	C	D▲	A●
12	A	C	B●	D▲
13	B●	C▲	D	A
14	D	B	A●	C▲
15	A	C	B▲	D●
16	B	D	C▲	A●
17	B	D	A▲	C●
18	B●	A▲	C	D
19	D▲	B●	A	C
20	D▲	A●	C	B

Totals

● × 4 =
▲ × 3 =
Blanks × 1 =

Style Effectiveness Score

TEAM MEMBER H

	S1	S2	S3	S4
1	A▲	C●	D	B
2	A●	C▲	B	D
3	A▲	B●	C	D
4	C●	B▲	D	A
5	D	A▲	C●	B
6	A	C	D●	B▲
7	B●	D▲	A	C
8	C	B	A●	D▲
9	D	B	A▲	C●
10	B	C●	D▲	A
11	B	C	D▲	A●
12	A	C	B●	D▲
13	B●	C▲	D	A
14	D	B	A●	C▲
15	A	C	B▲	D●
16	B	D	C▲	A●
17	B	D	A▲	C●
18	B●	A▲	C	D
19	D▲	B●	A	C
20	D▲	A●	C	B

Totals

● × 4 =
▲ × 3 =
Blanks × 1 =

Style Effectiveness Score

3. Do I Manage People Differently?

To understand whether or not your team members perceive that you use different leadership styles in different situations, examine the Frequency Data on page 7. Frequency data is a count of the actual number of responses recorded per quadrant on each Leader Behavior Analysis II form that was completed. In other words, the numbers in the quadrants correspond to the total number of times each respondent (boss, associate, or team member) chose a S1, S2, S3 or S4 answer in predicting how you would manage each of the twenty situations on the LBAII Other. The style choices from each LBAII Other that were scored are recorded in boxes labeled Boss, Associate (A-D) and Team Member (A-H). The numbers in the box marked Self Perception are, of course, your responses to the LBAII Self. These scores reflect your responses to twenty situations. Remember that, while the percentage data represented the accumulative perceptions of all of the individuals that were surveyed about your leadership style, the frequency data in each box represents one individual's perceptions.

Directions. Identify your primary style under self perception by circling the number that is the highest—either the number in quadrant S1, S2, S3 or S4. If you have a tie, circle both numbers. Complete this step for each person who rated your leadership style—your boss, each associate, and each team member. If two different primary styles are circled by at least two team members or two associates, you are perceived as managing people differently.

Do I manage people differently? ☐ Yes ☐ No

Learnings/Questions/Next Steps

_____

_____

_____

_____

Now go back and draw triangles around your secondary leadership style— any responses with four or more choices that were not your primary style(s) for each category of respondent—boss, associates, and team members. This exercise will give you more information on how differently you manage people.

Boss and Peer Perceptions of Leadership Style

The most reliable source of feedback on your leadership style is the perceptions of those people who directly report to you. You may "manage your image" differently with your boss and associates. If perceptions are different, trust the perceptions of your team members and share your profile with your boss. Point out the discrepancies and differences in opinion. Then, ask for examples of situations that have shaped your boss's perception.

Similarly, associates' perceptions are not as reliable or predictable as your team members' perceptions, because associates probably have the least amount of contact with you as a "leader"—directing, coaching, supporting or delegating. Your associates' responses can help confirm or disconfirm team members' perceptions. Your associates are your best source of information if you have a staff position, but they would probably see your primary leadership style as a Style 2 or 3.

Perceptions of Leadership Style
Frequency Data

ASSOCIATE A

Supportive Behavior

S3 | S2

S4 | S1

Directive Behavior

BOSS

Supportive Behavior

S3 | S2

S4 | S1

Directive Behavior

ASSOCIATE B

Supportive Behavior

S3 | S2

S4 | S1

Directive Behavior

ASSOCIATE C

Supportive Behavior

S3 | S2

S4 | S1

Directive Behavior

SELF

Supportive Behavior

S3 | S2

S4 | S1

Directive Behavior

ASSOCIATE D

Supportive Behavior

S3 | S2

S4 | S1

Directive Behavior

TEAM MEMBER A

Supportive Behavior

S3 | S2

S4 | S1

Directive Behavior

TEAM MEMBER B

Supportive Behavior

S3 | S2

S4 | S1

Directive Behavior

TEAM MEMBER C

Supportive Behavior

S3 | S2

S4 | S1

Directive Behavior

TEAM MEMBER D

Supportive Behavior

S3 | S2

S4 | S1

Directive Behavior

TEAM MEMBER E

Supportive Behavior

S3 | S2

S4 | S1

Directive Behavior

TEAM MEMBER F

Supportive Behavior

S3 | S2

S4 | S1

Directive Behavior

TEAM MEMBER G

Supportive Behavior

S3 | S2

S4 | S1

Directive Behavior

TEAM MEMBER H

Supportive Behavior

S3 | S2

S4 | S1

Directive Behavior

8

Effectiveness Scores

Self ☐

Boss ☐

Associate A ☐

Associate B ☐

Associate C ☐

Associate D ☐

Average Associate Score ☐

Team Member A ☐

Team Member B ☐

Team Member C ☐

Team Member D ☐

Team Member E ☐

Team Member F ☐

Team Member G ☐

Team Member H ☐

Average Team Member Score ☐

4. Do I Diagnose Well?

To completely understand how you might improve your effectiveness as a manager, it is helpful to examine the appropriateness of the styles others predict you would use in each of the 20 situations on the LBAII.

Directions. Effectiveness scores were computed for each respondent. Notice the symbols printed next to the style choices on pages 4 and 5. An "*" indicates a match—this respondent predicted you would use a leadership style that would match the development level of the individual or group in the situation. An "*" is an excellent answer. A "▲" symbol indicates a good selection. Poor or fair responses are left blank. Effectiveness scores were computed by multiplying the excellent answers by 4, the good answers by 3, and the poor or fair responses by 1, and adding the four numbers together. Your effectiveness score (self perception) and those of your boss, associates and team members are summarized in the column to the left.

Our data base shows an average score by team members to be 57 +/- 3. If your team members' effectiveness scores for your leadership style average is above 60, you are seen by your team members as diagnosing their needs and using the appropriate leadership style.

When you diagnose well, research shows that employees will tend to have high morale, experience less job-related stress, see the organization as positive, and see the managers as interested in their professional development.

Do I diagnose well?   ☐ Yes ☐ No

Learnings/Questions/Next Steps

_____

_____

_____

_____

_____

_____

_____

brd

Blanchard Training and Development, Inc.
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Item # 120 II

APPENDIX D

SHIP LISTING

SHIP LISTING

Ship Name	Type/Hull Number	Fleet Post Office		
USS Arleigh Burke	DDG-51	New York	09565-1269	X
USS Austin	LPD-4	New York	09564-1707	CX
USS Barbour County	LST-1195	San Francisco	96661-1816	CX
USS Barnstable County	LST-1197	New York	09565-1818	
USS Briscoe	DD-977	New York	09565-1215	
USS Bristol County	LST-1198	San Francisco	96661-1819	CX
USS Boulder	LST-1190	New York	09565-1191	CX
USS Butte	AE-27	New York	09565-3005	CX
USS Camden	AOE-2	Seattle	98799-3013	C
USS Charleston	LKA-113	New York	09566-1700	
USS Copeland	FFG-25	San Francisco	96662-1481	
USS Concord	AFS-5	New York	09566-3034	C
USS Curts	FFG-38	San Francisco	96662-1493	
USS Dubuque	LPD-8	San Francisco	96663-1711	CX
USS Durham	LKA-114	San Francisco	96663-1701	
USS El Paso	LKA-117	New York	09568-1704	CX
USS Elrod	FFG-55	Miami	34091-1509	CX
USS Fahrion	FFG-22	Miami	34091-1478	
USS Fairfax County	LST-1193	New York	09569-1814	X
USS Frederick	LST-1184	San Francisco	96665-1805	
USS Germantown	LSD-42	San Francisco	96666-1730	C
USS Gettysburg	CG-64	Miami	34091-1184	CX
USS Gridley	CG-21	San Francisco	96666-1145	C
USS Guadalcanal	LPH-7	New York	09562-1635	CX
USS Haleakala	AE-25	San Francisco	96666-3004	CX
USS Harlan County	LST-1196	New York	09573-1817	X
USS Harry W. Hill	DD-986	San Francisco	96667-1224	
USS Ingersoll	DD-990	San Francisco	96668-1228	C
USS Iwo Jima	LPH-2	New York	09561-1625	CX
USS Josephus Daniels	CG-27	New York	09567-1150	X
USS Jouett	CG-29	San Francisco	96669-1152	
USS Kansas City	AOR-3	San Francisco	96670-3025	CX
USS Lake Champlain	CG-57	San Francisco	96671-1171	CX
USS Leahy	CG-16	San Francisco	96671-1140	CX
USS Leftwich	DD-984	San Francisco	96671-1222	CX
USS Leyte Gulf	CG-55	Miami	34091-1175	C
USS Manitowoc	LST-1180	New York	09578-1801	CX
USS Mars	AFS-1	San Francisco	96672-3030	
USS Mauna Kea	AE-22	San Francisco	96672-3001	
USS Mobile	LKA-115	San Francisco	96672-1702	C
USS Mobile Bay	CG-53	San Francisco	96672-1173	CX
USS Monongahela	AO-178	New York	09578-3019	
USS Monterey	CG-61	Miami	34092-1181	C*
USS Moosebrugger	DD-980	Miami	34092-1218	C
USS Mount Baker	AE-34	Miami	34092-3010	CX
USS Mount Whitney	LCC-20	New York	09517-3310	*
USS Nashville	LPD-13	New York	09579-1715	CX
USS Newport	LST-1179	New York	09579-1800	
USS Normandy	CG-60	New York	09579-1180	
USS Nitro	AE-23	New York	09579-3002	
USS Paul F. Foster	DD-964	San Francisco	96665-1202	
USS Peoria	LST-1183	San Francisco	96675-1804	
USS Philippine Sea	CG-58	Miami	34093-1178	X
USS Peterson	DD-969	New York	09582-1207	CX

USS Reeves	CG-24	San Francisco	96677-1148 CX
USS Roanoke	AOR-7	San Francisco	96677-3029 CX
USS Sacramento	AOE-1	Seattle	98799-3012
USS Saginaw	LST-1188	New York	09587-1809 CX
USS Saipan	LHA-2	New York	09549-1605 CX
USS San Bernardino	LST-1189	San Francisco	96678-1810 CX
USS San Diego	AFS-6	New York	09587-3035
USS San Jose	AFS-7	San Francisco	96678-3036 *
USS Santa Barbara	AE-28	Miami	34093-3006 CX
USS Savannah	AOR-4	New York	09587-3026
USS Schenectady	LST-1185	San Francisco	96678-1806 C
USS Sides	FFG-14	San Francisco	96678-1472
USS Simpson	FFG-56	New York	09587-1510 *
USS Spartenburg County	LST-1192	New York	09587-1813 CX
USS St. Louis	LKA-116	San Francisco	96678-1703 CX
USS Sterett	CG-31	San Francisco	96678-1154 *X
USS Sumpter	LST-1181	New York	09587-1802 CX
USS Suribachi	AE-21	New York	09587-3000 C
USS Tarawa	LHA-1	San Francisco	96622-1600 CX
USS Thach	FFG-43	San Francisco	96679-1498 X
USS Thorn	DD-988	Miami	34093-1226
USS Tripoli	LPH-10	San Francisco	96626-1645 CX
USS Tuscaloosa	LST-1187	San Francisco	96679-1808 CX
USS Underwood	FFG-36	Miami	34093-1491
USS Vincennes	CG-49	San Francisco	96682-1169 CX
USS Wabash	AOR-5	San Francisco	96683-3027 CX
USS Wainwright	CG-28	Miami	34093-1151
USS White Plains	AFS-4	San Francisco	96683-3033 CX

C = Commanding Officer responded to the survey and data contained within this report.

X = Executive Officer responded to the survey and data contained within this report.

* = Denotes returned survey but data not contained within this report.

ABSTRACT

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Afloat Surface Line Commanding Officer Leadership:
a Comprehensive Study

This thesis explored the leadership styles of Navy commanding officers of afloat commands to determine if there were any differences in leadership styles and the effect, if any, of rank, age, commissioning source, education, ethnicity, location, and ship community type that influenced that leadership style.

A review of the literature indicated that the Navy adopted the Situational Leadership Model in 1976. The Navy concurred with the philosophy that there was no one style of leadership that was optimal in all situations, but rather, styles should change to reflect the existing circumstances and the readiness of subordinates.

This study was conducted in January 1992 using sample responses from commanding officers and executive officers of Amphibious, Cruiser-Destroyer and Combat Logistic Forces around the world.

The measuring instrument was developed by Blanchard Training and Development, Inc., that consisted of the Blanchard Leader Behavior Analysis II™ "Self-A" Questionnaire and the Leader Behavior Analysis II™ "Other" Questionnaire.

The results reflected no significant differences in leadership styles of commanding officers by rank, education, ship type, or location.

There was a significant difference in the commanding officer's leadership style from the commanding officer and executive officer perspectives. Commanding officers tended to feel that they were more participative while executive officers felt commanding officers were more directive. Additionally, commanding officer leadership style effectiveness was significantly higher for those commanding officers who graduated from the United States Naval Academy and Naval Reserve Officer Training Corps than those commanding officers who were commissioned by Officer Candidate School and other sources.