

LEADERSHIP MONOGRAPH SERIES

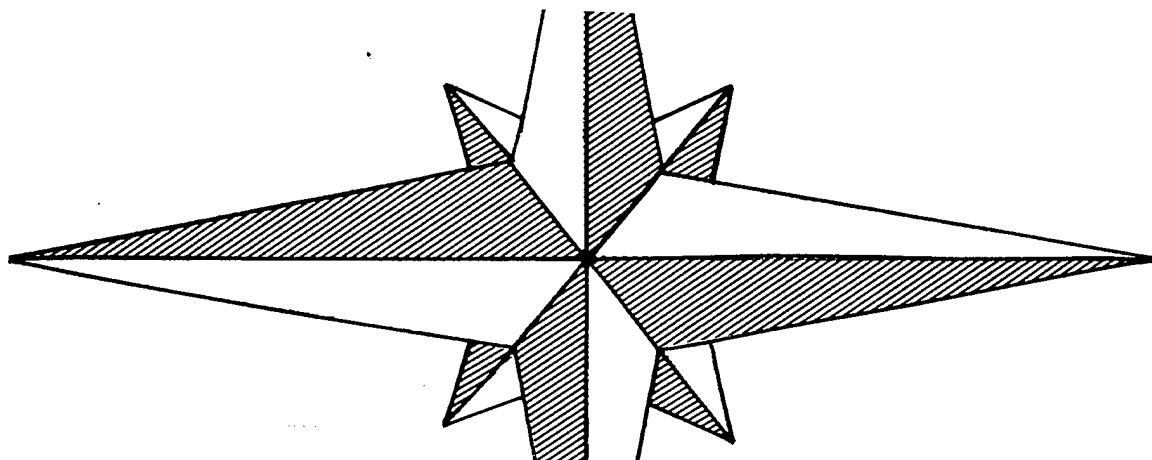
MONOGRAPH #4

SENIOR NCO LEADERSHIP

JANUARY 1974

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LEADERSHIP FOR THE 1970'S



**US ARMY WAR COLLEGE
STUDIES OF LEADERSHIP
FOR THE PROFESSIONAL SOLDIER**



DEPARTMENT OF THE ARMY
US ARMY WAR COLLEGE
STRATEGIC STUDIES INSTITUTE
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US ARMY WAR COLLEGE LEADERSHIP MONOGRAPH SERIES

PREFACE

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

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

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

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

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US ARMY WAR COLLEGE
LEADERSHIP MONOGRAPH SERIES

Monograph # 5
COMPANY GRADE OFFICER LEADERSHIP

by

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March 1974

MONOGRAPH # 5: COMPANY GRADE OFFICER LEADERSHIP

In this study, individuals serving in grades 0-1, 0-2, and 0-3 have been classified as Company Grade Officers. Monograph # 1, Demographic Characteristics of Army Leaders, describes the demographic breakout of the three officer samples (Company Grade Officers, their superiors, and their subordinates) upon which the information in this monograph is based.

General Bruce C. Clarke (USA-Ret.) has observed on several occasions that "leadership" is analogous to leading a horse by the bridle--the leader is out in front and the horse follows; "commandership" is analogous to a rider in the saddle--there is still direct contact between the rider and mount, however, the horse is guided by commands from the rider; and finally, that "generalship" is analogous to a driver with reins and a whip riding behind the horse in a sulky. In General Clarke's model, it is interesting to note that Company Grade Officers--primarily lieutenants--fill the only commissioned officer position specifically designated as a "leader," i.e., "Platoon Leader." Also Company Grade Officers--primarily captains--typically fill the initial or lowest "commander" position, i.e., Company Commander.

This uniqueness of the Company Grade Officer may be important for several reasons. First, it is at the Company Grade Officer level that most actual face-to-face leadership takes place. Second, this level is the interface between the officer corps and the enlisted soldier. Third, it is during the company grade years that an officer's style and technique of leadership is developed. Fourth, during this period the young officer must make the transition from "leader" to "commander." And fifth, if the informal contract between the enlisted soldier and the Army is going to work, (and, with volunteer sustainment, it must) the Company Grade Officer who administers this contract must be aware of the expectations and perceptions of his subordinates. The Company Grade Officer is, in effect, the critical, chief negotiator for the informal contract. This monograph focuses on these expectations and perceptions as well as the expectations of Company Grade Officers themselves and the expectations of superiors of Company Grade Officers. The information in this monograph may be used to answer many questions such as the following:

1. What are the most important leadership behaviors for the Company Grade Officer from the point of view of their superiors, their subordinates, and the Company Grade Officers themselves?
2. What do Company Grade Officers perceive as the most important leadership behaviors on the part of their superiors and subordinates?
3. Which leadership behaviors do Company Grade Officers perform or display most frequently, according to themselves, their superiors, and their subordinates?

4. Which leadership behaviors do Company Grade Officers believe their superiors and their subordinates perform or display most frequently?

5. Which leadership behaviors should be performed or displayed most frequently by Company Grade Officers according to themselves, their superiors, and their subordinates?

6. Which leadership behaviors do Company Grade Officers believe should be performed most frequently by their superiors and their subordinates?

7. For which leadership behaviors do superiors, subordinates, and Company Grade Officers themselves see the greatest shortfalls in Company Grade Officer leadership?

8. For which leadership behaviors do Company Grade Officers see the greatest shortfalls in their superiors and in their subordinates?

METHODOLOGY

On the following pages are presented summaries of several aspects of Company Grade Officer leadership.

Figure 1 focuses on the leadership behaviors seen as most important by Company Grade Officers themselves, by superiors of Company Grade Officers and by subordinates of Company Grade Officers. In Figure 1, as in each of the figures to follow, there are five lists of leadership behaviors. Three lists reflect the views of Company Grade Officers. These are: (1) the Company Grade Officer's view of his own leadership in the center; (2) the Company Grade Officer's view of the leadership of his superior in the upper right; and (3) the Company Grade Officer's view of the leadership of his immediate subordinates in the lower right. The other two lists in the figures are: (4) the views of immediate superiors of Company Grade Officers in the upper left; and (5) the views of immediate subordinates of Company Grade Officers in the lower left, with superiors and subordinates both describing the leadership of Company Grade Officers.

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

Figure 3 focuses on the leadership behaviors which individuals feel should be done most frequently. The five lists in Figure 3 are basically expectations or lists of desired behavior. On the left of the figure are listed the behaviors which superiors and subordinates expect or desire most frequently from Company Grade Officers. In the center are the

Company Grade Officer's expectations of himself and on the right the behaviors which he expects from his superior and the behaviors which he expects from his subordinates.

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

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

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

The largest shortfalls in Company Grade Officer leadership behavior as seen by superiors and subordinates are listed on the left of Figure 4. The largest shortfalls in their own leadership behavior as seen by Company Grade Officers themselves are in the center and the largest shortfalls which Company Grade Officers see in their superiors and in their subordinates are listed on the right.

LEADERSHIP BEHAVIORS THAT ARE SEEN TO BE MOST IMPORTANT

Superiors' View of Company Grade Officers

1. HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
2. HE SETS HIGH STANDARDS OF PERFORMANCE.
- 3.5. HE KNOWS HIS MEN AND THEIR CAPABILITIES.
- 3.5. HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
5. HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
6. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
7. HE ESTABLISHES AND MAINTAINS A HIGH LEVEL OF DISCIPLINE.
- 8.5. HE LETS THE MEMBERS OF HIS UNIT KNOW WHAT IS EXPECTED OF THEM.
- 8.5. HE APPROACHES EACH TASK IN A POSITIVE MANNER.
10. HE SETS THE EXAMPLE FOR HIS MEN ON AND OFF DUTY.

Company Grade Officers' View of Superiors

1. HE IS WILLING TO SUPPORT HIS SUBORDINATES.
2. HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
3. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
4. HE KNOWS HIS MEN AND THEIR CAPABILITIES.
- 5.5. HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
- 5.5. HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
7. HE IS APPROACHABLE.
8. HE LETS THE MEMBERS OF HIS UNIT KNOW WHAT IS EXPECTED OF THEM.
9. HE IS EASY TO UNDERSTAND.
10. HE SETS HIGH STANDARDS OF PERFORMANCE.

Company Grade Officers' View of Themselves

1. I AM TECHNICALLY COMPETENT TO PERFORM MY DUTIES.
2. I COMMUNICATE EFFECTIVELY WITH MY SUBORDINATES.
3. I AM WILLING TO SUPPORT MY SUBORDINATES.
4. I KNOW MY MEN AND THEIR CAPABILITIES.
5. I AM AWARE OF THE STATE OF MY UNIT'S MORALE AND DO ALL I CAN TO MAKE IT HIGH.
6. I LET THE MEMBERS OF MY UNIT KNOW WHAT IS EXPECTED OF THEM.
7. I AM EASY TO UNDERSTAND.
8. I SET HIGH STANDARDS OF PERFORMANCE.
9. I EXPRESS APPRECIATION WHEN A SUBORDINATE DOES A GOOD JOB.
10. I AM APPROACHABLE.

Subordinates' View of Company Grade Officers

1. HE IS WILLING TO SUPPORT HIS SUBORDINATES.
- 2.5. HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
- 2.5. HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
4. HE KNOWS HIS MEN AND THEIR CAPABILITIES.
- 5.5. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
- 5.5. HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
7. HE IS EASY TO UNDERSTAND.
- 8.5. HE SETS HIGH STANDARDS OF PERFORMANCE.
- 8.5. HE IS APPROACHABLE.
10. HE LETS THE MEMBERS OF HIS UNIT KNOW WHAT IS EXPECTED OF THEM.

Company Grade Officers' View of Subordinates

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

Figure 1

LEADERSHIP BEHAVIORS THAT ARE DONE OR DISPLAYED MOST OFTEN

Superiors' View of Company Grade Officers

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

Company Grade Officers' View of Superiors

1. HE IS APPROACHABLE.
2. HE APPROACHES EACH TASK IN A POSITIVE MANNER.
3. HE SETS HIGH STANDARDS OF PERFORMANCE.
4. HE ASSIGNS IMMEDIATE SUBORDINATES TO SPECIFIC TASKS.
5. HE IS WILLING TO SUPPORT HIS SUBORDINATES.
6. HE SETS THE EXAMPLE FOR HIS MEN ON AND OFF DUTY.
7. HE TAKES APPROPRIATE ACTION ON HIS OWN.
8. HE IS EASY TO UNDERSTAND.
9. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
10. HE LETS THE MEMBERS OF HIS UNIT KNOW WHAT IS EXPECTED OF THEM.

Company Grade Officers' View of Themselves

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

Subordinates' View of Company Grade Officers

1. HE IS APPROACHABLE.
2. HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
3. HE APPROACHES EACH TASK IN A POSITIVE MANNER.
4. HE IS WILLING TO SUPPORT HIS SUBORDINATES.
- 5.5. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
- 5.5. HE IS EASY TO UNDERSTAND.
7. HE SETS HIGH STANDARDS OF PERFORMANCE.
8. HE ASSIGNS IMMEDIATE SUBORDINATES TO SPECIFIC TASKS.
9. HE SETS THE EXAMPLE FOR HIS MEN ON AND OFF DUTY.
10. HE LETS THE MEMBERS OF HIS UNIT KNOW WHAT IS EXPECTED OF THEM.

Company Grade Officers' View of Subordinates

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

Figure 2

LEADERSHIP BEHAVIORS THAT SHOULD BE DONE OR DISPLAYED MOST OFTEN

Superiors' View of Company Grade Officers

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

Company Grade Officers' View of Superiors

1. HE IS TECHNICALLY COMPETENT TO PERFORM HIS DUTIES.
2. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.
3. HE IS EASY TO UNDERSTAND.
4. HE SETS HIGH STANDARDS OF PERFORMANCE.
6. HE LETS THE MEMBERS OF HIS UNIT KNOW WHAT IS EXPECTED OF THEM.
6. HE IS WILLING TO SUPPORT HIS SUBORDINATES.
6. HE KNOWS HIS MEN AND THEIR CAPABILITIES.
8. HE IS APPROACHABLE.
9. HE APPROACHES EACH TASK IN A POSITIVE MANNER.
10. HE SETS THE EXAMPLE FOR HIS MEN ON AND OFF DUTY.

Company Grade Officers' View of Themselves

- 1.5. I COMMUNICATE EFFECTIVELY WITH MY SUBORDINATES.
- 1.5. I AM TECHNICALLY COMPETENT TO PERFORM MY DUTIES.
3. I AM EASY TO UNDERSTAND.
4. I LET THE MEMBERS OF MY UNIT KNOW WHAT IS EXPECTED OF THEM.
5. I AM APPROACHABLE.
6. I KNOW MY MEN AND THEIR CAPABILITIES.
7. I SET HIGH STANDARDS OF PERFORMANCE.
8. I APPROACH EACH TASK IN A POSITIVE MANNER.
9. I AM AWARE OF THE STATE OF MY UNIT'S MORALE AND DO ALL I CAN TO MAKE IT HIGH.
10. I SET THE EXAMPLE FOR MY MEN ON AND OFF DUTY.

Subordinates' View of Company Grade Officers

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

Company Grade Officers' View of Subordinates

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

Figure 3

LEADERSHIP BEHAVIORS HAVING THE HIGHEST SHORTFALL

Superiors' View of Company Grade Officers

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

Company Grade Officers' View of Superiors

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

Company Grade Officers' View of Themselves

1. I SEE TO IT THAT PEOPLE UNDER ME WORK UP TO THEIR CAPABILITIES.
2. I AM EASY TO UNDERSTAND.
- *3. I AM SELFISH.
4. I LET THE MEMBERS OF MY UNIT KNOW WHAT IS EXPECTED OF THEM.
5. I KNOW MY MEN AND THEIR CAPABILITIES.
6. I AM TECHNICALLY COMPETENT TO PERFORM MY DUTIES.
7. I COMMUNICATE EFFECTIVELY WITH MY SUBORDINATES.
8. I AM AWARE OF THE STATE OF MY UNIT'S MORALE AND DO ALL I CAN TO MAKE IT HIGH.
- *9.5. I ESTABLISH AND MAINTAIN A HIGH LEVEL OF DISCIPLINE.
- 9.5. I SET HIGH STANDARDS OF PERFORMANCE.

Subordinates' View of Company Grade Officers

1. HE IS AWARE OF THE STATE OF HIS UNIT'S MORALE AND DOES ALL HE CAN TO MAKE IT HIGH.
2. HE KEEPS ME INFORMED OF THE TRUE SITUATION, GOOD AND BAD, UNDER ALL CIRCUMSTANCES.
3. HE SEES TO IT THAT PEOPLE UNDER HIM WORK UP TO THEIR CAPABILITIES.
4. HE KNOWS HIS MEN AND THEIR CAPABILITIES.
5. HE STANDS UP FOR HIS SUBORDINATES EVEN THOUGH IT MAKES HIM UNPOPULAR WITH HIS SUPERIOR.
- *6. HE ESTABLISHES AND MAINTAINS A HIGH LEVEL OF DISCIPLINE.
7. HE TRAINED AND DEVELOPED HIS SUBORDINATES.
8. HE CONSTRUCTIVELY CRITICIZES POOR PERFORMANCE.
9. HE LETS THE MEMBERS OF HIS UNIT KNOW WHAT IS EXPECTED OF THEM.
10. HE COMMUNICATES EFFECTIVELY WITH HIS SUBORDINATES.

Company Grade Officers' View of Subordinates

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

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

Figure 4

DISCUSSION

The preceding four figures are direct answers to the eight questions listed in the introduction. These answers are based on averages of large groups of individuals in many different jobs throughout the Army and do not fit any one single Company Grade Officer precisely. The questions and the answers, however, should be an adequate guide and starting point for a Company Grade Officer in examining his own leadership or in developing that of his subordinates.

Superior-Subordinate Roles.

In Monographs # 3 and 4 dealing with Junior NCO and Senior NCO leadership, it was noted that there was a marked similarity between the views that subordinates held of NCOs and the views that the NCOs held of their superiors. The same similarity existed between the superior's view of the NCOs and the NCO's view of their subordinates. Within the Company Grade Officer module, this similarity between groups in comparable roles is much less noticeable, although still present to some extent.

This difference may result from the leader-commander distinction mentioned in the introduction. Essentially subordinates of Company Grade Officers looking up at their superior are viewing a "leader," while Company Grade Officers looking at their own superior are viewing a "commander." To the extent that this distinction is perceived by those involved, a difference in expectations would be predictable.

Shortfalls in Company Grade Officer Leadership.

Both Company Grade Officers and their superiors agree that the greatest shortfall in Company Grade Officer leadership is "seeing to it that people under him work up to their capabilities." Even subordinates, who might be expected to be less concerned with such directly task-oriented, see this as the third largest Company Grade Officer shortfall. The shortfall in this particular behavior strongly substantiates that time-proven verity of basic Army leadership which stresses, "Know Your Men." It says, in effect, that the Company Grade Officer should put far more time and effort into knowing in detail the characteristics and capabilities of each subordinate. There is much latent potential there, untapped and unused, perhaps because personnel turbulence or a multitude of other requirements drain away the Company Grade Officer's precious reserves of time.

In the list of ten greatest Company Grade Officer shortfalls as seen by Company Grade Officers themselves, three behaviors are listed which do not appear on either the superiors' or subordinates' lists. These behaviors are "I am easy to understand," "I am selfish," and "I am technically competent to perform my duties." Since neither superiors nor subordinates see these as particularly significant shortfalls, this would indicate that these three areas are probably not as great a source of problems as Company Grade Officers believe them to be.

The superiors' list and the subordinates' list of Company Grade Officer shortfalls each contain only one behavior which is unique. For superiors, this behavior is "he sets the example for his men on and off duty" and for the subordinates the unique shortfall is "he stands up for his subordinates even though it makes him unpopular with his superior." The minimum amount of uniqueness illustrates well that the Company Grade Officer is not subject to the widely divergent expectations on the part of his superiors and subordinates which were found for Senior NCOs (see Monograph # 4, Senior NCO leadership).

Superiors and subordinates of Company Grade Officers agree on only three leadership shortfalls which do not appear on the Company Grade Officers' own list. These shortfalls are, "he trained and developed his subordinates," "he keeps me informed of the true situation, good or bad, under all circumstances," and "he constructively criticizes poor performance." Obviously, these are potential leadership problem areas, especially difficult to solve because they are not seen as significant by the Company Grade Officers. However, with the exception of these three behaviors, it appears that Company Grade Officers are relatively aware of the shortfalls they do have. This would tend to substantiate the finding from the original Leadership for the 1970's study that Company Grade Officer leadership is in comparatively good shape.

Monograph # 6.

The next monograph in the series, Field Grade Officer Leadership, will focus on the leadership of officers in grades 0-4, 0-5, and 0-6. Its format will be similar to this paper and will attempt to answer the following questions:

1. What are the most important leadership behaviors for the Field Grade Officer from the point of view of their superiors, their subordinates, and their own point of view?
2. What do Field Grade Officers perceive as the most important leadership behaviors on the part of their superiors and subordinates?
3. Which leadership behaviors do Field Grade Officers perform most frequently according to themselves, their superiors, and their subordinates?
4. Which leadership behaviors do Field Grade Officers believe their superiors and their subordinates perform most frequently?
5. Which leadership behaviors should be performed most frequently by Field Grade Officers according to themselves, their superiors, and their subordinates?
6. Which leadership behaviors do Field Grade Officers believe should be performed most frequently by their superiors and their subordinates?

7. For which behaviors do superiors, subordinates and Field Grade Officers themselves see the greatest shortfalls in Field Grade Officer leadership?

8. For which behaviors do Field Grade Officers see the greatest shortfalls in their superiors and in their subordinates?

READER RESPONSE

US ARMY WAR COLLEGE LEADERSHIP MONOGRAPH SERIES

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

Please complete the following items:

1. Organizational or individual address:

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

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

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

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

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

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

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

6. Free Response:

Thank you.

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

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

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