

## NS2 Leadership

### Chapter 2 - Approaches to Leadership, (Pages 167-172)

**Name:** \_\_\_\_\_ **Platoon:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Having discussed traits of leadership, let's talk about how to apply one's abilities in the leadership role. This is a question all leaders must answer for themselves. Different leaders approach problems in different ways; all may get good results. In this chapter we will talk about some of the ways to achieve the best results.

Webster's New World Dictionary defines **authority** as "the power or right to give commands, enforce obedience, take action or make final decisions." There can be no doubt about who has authority. The person in authority is the person in charge. This is the best definition for authority in the Navy.

To be in charge is exciting. As with everything else in this world, however, there is another side to the coin. In fact, in the Navy, there are two special burdens on the leader. With authority goes **responsibility**, and with them both goes **accountability**.

The commanding officer has total responsibility for all things within his or her command. He or she is totally responsible for the performance of the ship and crew. There is no way to avoid or delegate this responsibility.

Whoever has authority is also held accountable for all that occurs in that command. A leader who is unsuccessful in a mission or brings disaster to the ship or crew must answer for what happened. A naval leader is accountable for deeds and results—not good intentions. It must be this way. Without this accountability, there would be no confidence or trust in those who are in authority. Men and women will not trust leaders who are not accountable for what they do.

#### **Authority in Civilian Life**

Authority is a little different in civilian life. It does not carry the same amount of accountability. But it does mean a responsibility to influence and guide the things others do. Civilian leaders may be held

accountable in many cases only if they break the law, or cause financial harm, or in the case of sports, fail to have a winning record.

In spite of this, they should still be willing to accept the responsibility of carrying out their acts in a highly professional manner. Your parents have authority over you because they are responsible for your actions. And they are legally responsible for what you do until you are legally an adult.

Your teachers have the responsibility for teaching you, and are held accountable by the principal and superintendent. Local police, civil, and school authorities have a responsibility to keep law and order. They get their authority from the people, through laws.

Your naval science instructors have authority over you and your fellow cadets. This authority arises from the agreement each cadet makes when he or she becomes a member of the cadet corps. The authority also comes from the school district and the Navy. These authorities require your instructors to present the NJROTC course in the best way possible.

### **Discipline and Self-Discipline**

**Discipline** is an orderly way of doing things. In both military and civilian life, discipline is a way of guiding people toward the right actions. Discipline, properly handled, is not harsh or unfair. Therefore, it is not something to fear.

**Self-discipline** is the control of yourself. It is an inner thing that comes from the experiences and training you have had. There are certain jobs you have to do yourself—like keeping your room clean, being home on time, attending classes, doing your homework, and wearing your uniform when required. Self-discipline is what makes you do those things, even when there are other things you'd rather do.

The NJROTC program is designed to teach self-discipline. It helps cadets learn how to manage their time well. Cadets learn to follow directions and make decisions. These are the traits needed by leaders in both military and civilian life. Without orderly conduct, it would be impossible for a military organization to function.

Self-disciplined people make the military, and all society, work. Self-disciplined people are dependable. They will take care of their responsibilities on their own. Self-discipline begins with

self-control. This must be practiced. Self-control will help build better habits. The person who has self-control can stand up to hardship and danger.

Self-disciplined people follow regulations well. They have high morale.

## **Drill and Discipline**

One way of learning self-discipline is to take part in **unit drill** and **ceremonies**. In order for drills to be good, the unit must practice regularly until every routine is perfect. Drill teaches self-discipline because it requires the unit to act as one person. Every cadet must know what to do because everyone must act together. When the order “By the right flank, march!” is given, everyone must carry out the order at the same time. Anyone not doing so will not only stick out like a sore thumb, but he or she may also get run over!

Drill in uniform can give each cadet a sense of belonging. It is a matter of “All for one, one for all!” When cadets wear the uniform correctly, they will look good. By “looking good” as a unit, each cadet has a sense of belonging to a super group. Drilling is not a punishment or an endless routine. It is a good way to build pride in each member of a unit, and in the whole unit. Practice, preparation, and more practice are the hallmarks of well-prepared and well-led organizations.

Likewise, unit ceremonies require each participant to have the self-discipline to practice and learn the part they are assigned to carry out or do. A well conducted and sharp performance on the part of all who take part immediately gains the respect and admiration of all honored guests and spectators. On the other hand, a sloppy or poorly conducted ceremony has the opposite effect on all who observe it.

## **Leadership Styles**

There are several styles of leadership. Each is very different from the other. They range from the **autocratic** to the **democratic styles**. Most leaders’ styles fall somewhere in between the two extremes.

*Autocratic style.* The autocratic or authoritarian style of leadership is centered on the leader. It is direct and often impersonal. It demands a fast response, as in a drill or an emergency situation.

The autocratic leader has the responsibility to direct a group effort. Subordinates don't openly question this leader's commands. They are seldom free to use their own initiative. The emphasis is on carrying out orders.

The autocratic leader uses position as the basis for leadership. He or she isn't much concerned about relationships with subordinates. This approach won't build a closely-knit group. It doesn't encourage a free exchange of ideas between the leader and the group.

Autocratic leadership will get the job done quickly. Groups working under this type of leader produce well for short periods of time, when the leader is present. But production usually goes down over longer periods, or when the leader isn't around. Followers depend so much on the leader that they can't act independently when the leader is not there.

The purely autocratic approach has its place for all leaders in certain situations. But in most day-to-day conditions, the leader should be more sensitive to the needs of subordinates. Then he or she will get a better response when direct orders are really required.

*Democratic style.* The democratic style means participation of followers, as well as the leader, in the leadership process. It is more time consuming. It requires skills in dealing with people. It is good for long-term situations.

The democratic leader encourages the group's members to help set up procedures, make decisions, and discuss problems. To make the democratic style work, a leader needs cooperation from his or her people. The democratic leader can encourage his or her subordinates to do their part. They will accept his or her leadership. Then everyone will be more willing to work to get the job done.

The democratic leader allows people some leeway or freedom in carrying out their tasks, as long as they get the job done. The people doing the job can then have some of the authority for getting it done. They develop pride in their work, and teamwork grows.

Democratic groups produce better over longer periods of time than autocratic groups do. They can also keep producing when the leader is not present.

## Range of Leadership Styles

How should the leader try to get people to do the job? **Effective leadership is based on results.**

Use of authority alone may not always produce the best results. Conversely, a completely democratic style in which the leader avoids taking responsibility and simply goes along with the group is seldom appropriate either.

Within the range of leadership styles from autocratic to democratic, there are five different approaches to leadership.

*Telling.* In the telling style, the leader keeps all authority and gives the group little freedom. The leader decides and the group follows. The group does not take part in the decision making.

*Selling.* In the selling style, the leader “sells” and the group accepts. The leader makes the decision, then persuades the group that this decision is the “best” for the group. The leader shows how the group will benefit from carrying out the decision.

*Testing.* In the testing style, the leader tests, the group reacts, and then the leader decides what to do. The leader states the problem and picks a possible solution. He or she lets the group react to this solution and may accept suggestions. He or she then makes the final decision and informs the group.

*Consulting.* In the consulting style, the leader presents the problem and asks for ideas from the group members. The group makes recommendations. The leader then selects a solution and informs the group of his or her decision.

*Joining.* In the joining style, the group decides and the leader follows. Here the leader is just another member of the group. He or she agrees to carry out whatever decision the group makes.

No matter what leadership style they use, leaders cannot be everywhere all the time, nor can they—or should they—try to do everything themselves. Therefore, regardless of their style, it is frequently necessary for leaders to **delegate** (give) authority to individuals and groups in order to get the job done. For example, the commanding officer (CO) of a ship might delegate to the officer-of-the-deck (OOD) authority to conduct a routine maneuver in a safe manner at a time when the CO is not on the bridge.

When delegating authority, it is important to set clear and concise limits for the individual or group to operate within, as well as to specify the goal and any time constraints that may apply. Then, as long as the individual or group can stay within the given limits, decisions as to how to proceed can be made by the individual or group without any further presence of or direction by the leader. Should it become necessary to exceed the limits, the leader must be so advised in all except emergency conditions before proceeding. Depending on the situation, alternatives may be presented for consideration and approval by the leader, or further directions may be requested from him or her.

## **Leadership and Communication**

To become a good leader one has to be able to **communicate**. The four skills necessary for communication are reading, writing, listening, and speaking. Let's discuss each of these briefly.

*Reading.* The ability to be an effective reader is essential to any leader. He or she must be able to read directives and understand them so he or she can have the group carry them out. On longer articles, instructions, or books, it is a good idea to scan the material first, to pick out the main ideas. Next, the material should be read for details.

*Writing.* The second skill is to write in a way that others understand. The leader must often give written orders and instructions, so this is a very important skill. There are four important steps to be followed for effective writing. These are:

*Step 1. Clarify your purpose for writing.* Be able to say why you are writing, who will read it, and what you expect the reader to do after reading it.

*Step 2. Limit the subject* to material that suits your purpose as stated in Step 1. Do not waste readers' time with extra material.

*Step 3. List ideas* that you want to get across to your reader. As you read and research your material, write down ideas. You can add to or change these ideas later.

*Step 4. Organize ideas* into groups. This really amounts to an outline. Main ideas are followed by important subheadings, and in turn, by supporting information. In an essay or research paper, the main ideas can be listed under two or three main topics. An outline will help keep you on course and save you time when you actually start writing.

*Listening.* The art of **listening effectively** is picked up through practice and hard work. Poor listeners often try to place the entire burden on the speaker. There also are persons who want only to hear themselves speak. This is no way to build respect, or to manage people effectively.

By practicing the following rules, anyone can become a better listener. A good listener will be a better leader.

1. *Get ready to listen.* Do not place all the responsibility on the speaker. You must be alert!
2. *Take the responsibility for understanding.* Do some thinking as you listen. If you just listen to words, you will miss the purpose of the speech. In your mind, put the speaker's ideas into your own words. Repeat what you thought you heard to be sure. Don't go away in doubt.
3. *Listen to understand,* rather than to disagree. Listen and wait; try to understand first and evaluate second. Emotions should not cloud the matter. Question only after a speech or lesson is finished.
4. Listen for the main ideas. If you are listening to a teacher or other speaker, take notes. Come to classes and lectures prepared to do so. Taking notes will make you more alert for the main ideas. Alert listening requires effort. It is still the best way to get knowledge and understanding.

*Speaking.* The fourth skill is speaking. Everyone speaks, but not everyone effectively communicates! A speaker must make listeners understand what he or she is trying to say. You probably have listened to someone give directions and been more confused by what he or she said. Obviously, that person did not communicate effectively.

A speaker should use words that the listeners will understand. You will “turn off” your listeners if you use words they don’t understand.

Since leadership means getting things done through other people, you must be able to speak well. Of course, giving orders or instructions is not the same as giving a speech. But the same rules hold true in either case. These rules can be used for any speaking you may have to do as a student, cadet leader, or public speaker.

To speak well, you must organize your materials. There are five basic steps for preparing an effective speech. Some steps are like those for writing a paper.

*Step 1. Determine the purpose for the speech.* Having “zeroed in” on your purpose, stick to it. Don’t wander in your research or your writing.

*Step 2. Narrow the scope of your topic.* Do not try to cover too much in one speech. You will bore your listeners if you do. Most really good speeches can be given in fifteen minutes or less. The longer the speech becomes, the sleepier the audience becomes. They tune you out!

*Step 3. Choose a subject of interest to you and your audience.* Keep in mind the maturity of your listeners. Do not rely just on what you know about the subject. Do some research. Use examples such as stories, events, and people. And be sure your information is correct!

*Step 4. Make an outline to organize your speech.* Note facts and figures so you don’t make mistakes.

*Step 5. Practice your speech.* Say it in front of a mirror or use a tape recorder. Time it. Listen to yourself. Plan to use gestures. “Running through” your speech a few times out loud will give you confidence.

There will be more on communicating effectively and instructing in *Naval Science 3*.

### **Critical Thinking**

1. Which of the leadership styles described in this chapter would work best in your NJROTC unit? Why?
2. What are some of the most important skills necessary for effective communication by cadet leaders in your NJROTC unit? Why do you think these are important?



## **Study Guide Questions**

1. What does authority mean in the Navy?
2. What is the commanding officer of a naval vessel responsible for?
3. What is the difference between civilian authority and naval authority?
4. Why do parents have authority over their children?
5. Who gives authority to law enforcement and school officials to carry out their responsibilities?
6. Where do naval science instructors get authority to teach and manage the NJROTC unit?
7. What is the first step toward developing self-discipline?
8. Why does military drill help in learning self-discipline?
9. What are the two extreme styles of leadership, and what are the features of each?
10. Upon what is effective leadership based?
11. What are the five styles of leadership in the range from autocratic toward democratic?
12. What are the four skills necessary for effective communication?
13. What are the four important steps for effective writing?
14. What are the four rules for being a good listener?
15. What are the five basic steps to follow in preparing a speech?

## **Vocabulary**

accountability	democratic
authority	morale
autocratic	self-discipline
delegate	persuade