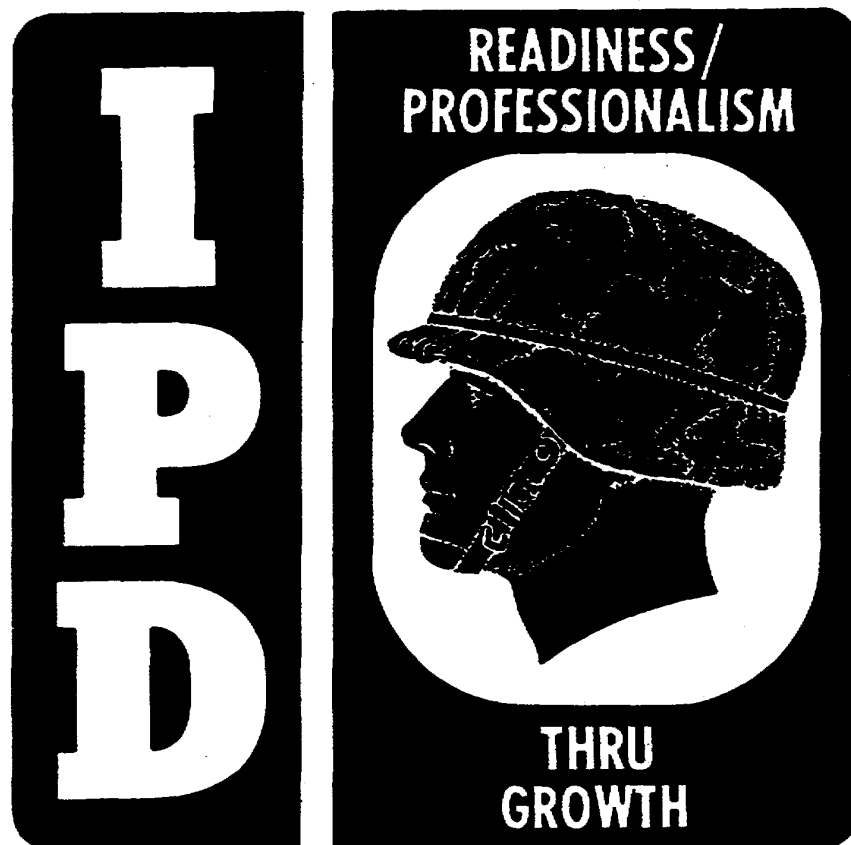


UNIT MINISTRY TEAM LEADERSHIP



**THE ARMY INSTITUTE FOR PROFESSIONAL DEVELOPMENT
ARMY CORRESPONDENCE COURSE PROGRAM**

UNIT MINISTRY TEAM LEADERSHIP

SUBCOURSE CH0607

Edition A

United States Army Chaplain Center and School
Fort Jackson, SC 29207-7035

3 CREDIT HOURS

General

Unit Ministry Team Leadership provides the senior chaplain assistant with applications of Army leadership doctrine to the UMT, and reviews those characteristics and traits of leaders that will enable the noncommissioned officer to effectively perform as a leader.

This subcourse supports Task No. 161-167-4001.

TASK: The chaplain assistant will display understanding of and the ability to apply Army leadership doctrine to Unit Ministry Team action situations.

CONDITION: Given information about Army leadership doctrine and UMT applications.

STANDARD: The student will complete a performance-based, multiple-choice subcourse on Unit Ministry Team application of Army leadership doctrine with 70% accuracy.

NOTICES

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Disclaimer Statement: Whenever possible, we prepare training material in "gender neutral" language. Occasionally material will use he, him, and his to mean male and female.

TABLE OF CONTENTS

	<u>Page</u>
Title Page	i
Notices	ii
Table of Contents	iii
Introduction	iv
Chaplain Assistant Leadership	
Lesson 1 - Approaches to Chaplain Assistant Leadership	1
Lesson 2 - Practical Leadership	11
Lesson 3 - Contingency Leadership	27
Lesson 4 - Applications	57
APPENDICES	
A - Army Management Philosophy	A-1
B - UMT Management Reading	B-1
C - Army Leadership Readings	C-1

INTRODUCTION

This subcourse is designed to provide sustainment training on Army leadership doctrine for chaplain assistants who have graduated from the Basic Noncommissioned Officer Course. It builds upon the instruction on leadership presented in BNCOC in order to present an application of doctrine which is suitable to Unit Ministry Team operations.

This instruction is closely integrated with that presented to newly commissioned chaplains in the Chaplain Officer Basic Course so that both members of the UMT will have the same theoretical foundations in leadership and management.

In this way the new chaplain and the experienced chaplain assistant will be able to work together in complementary ways.

NOTE: This subcourse makes reference to FM 25-100, Leadership. It is the fundamental document about leadership in the Army. If you have not read it or have not re-read it recently, you should. However, it is not necessary to read it to pass the subcourse examination.

LESSON ONE

APPROACHES TO CHAPLAIN ASSISTANT LEADERSHIP

GENERAL

The word "leadership" means different things to different people. It is an abstract concept like "honor," or "loyalty," or "patriotism," which cannot be seen, or felt or touched as, for example, that pencil in your hand. Nevertheless, it is very real, and the results of leadership are visible and lend themselves to easy quantification (i.e., they can be observed and measured). For example, it is an observable truth that "good commanders do not lead bad units, nor do bad commanders lead good units," particularly in combat, because in either case the unit's effectiveness reflects the commander's leadership.

We believe that leadership, more than any other single factor, determines the success or failure of an organization, but that does not clarify its meaning. Is it the art of persuading others to accept your ideas? Could it be defined as the ability to get people motivated to get the job done regardless of difficulties? Can it be said of a leader that he is the man who has the authority to give orders? And how does he gain this power? If not by legitimate power and authority alone, then is it possible that leadership is the ability to get the willing cooperation of subordinates through persuasion? Finally, can leadership be explained as

the ability to give advice, handle conflicts, inspire loyalty, and motivate subordinates to be effective? Or, must an individual be born to lead?

WHAT IS LEADERSHIP?

It's qualities are difficult to define. But they are not so difficult to identify.

Leaders don't force other people to go along with them. They bring them along. Leaders get commitment from others by giving it themselves, by building an environment that encourages creativity, and by operating with honesty and fairness.

Leaders demand much of others, but also give much of themselves. They are ambitious - not only for themselves, but also for those who work with them. They seek to attract, retain and develop other people to their full abilities. Good leaders aren't "lone rangers." They recognize that an organization's strategies for success require the combined talents and efforts of many people. Leadership is the catalyst for transforming those talents into results.

Leaders know that when there are two opinions on an issue, one is not bound to be wrong. They recognize that hustle and rush are the allies of superficiality. They are open to new ideas, but they explore their ramifications thoroughly.

Successful leaders are emotionally and intellectually oriented to the future - not wedded to the past. They have a hunger to take responsibility, to innovate, and to initiate.

They are more content with merely taking care of what's already there. They want to move forward to create something new. Leaders provide answers as well as direction, offer strength as well as dedication, and speak from experience as well as understanding of the problems they face and the people they work with.

Leaders are flexible rather than rigidly conforming. They believe in unity rather than conformity and they strive to achieve consensus out of conflict. Leadership is all about getting people consistently to give their best, helping them to grow to their fullest potential, and motivating them to work toward a common good. Leaders make the right things happen when they're supposed to.

A good leader, an effective leader, is one who has respect. Respect is something you have to have in order to get. A leader who has respect for other people at all levels of an organization, for the work they do, and for their abilities, aspirations and needs, will find that respect is returned. And all concerned will be motivated to work together.

The idea of the "born leader" can be dismissed; probably no more than a dozen men in all recorded history would qualify for the title. But we can state that leadership is manifest in all the factors mentioned above -- and more. Leadership is a complex arrangement among people in which members of a group let one person, the leader, make certain decisions and judgments in order to accomplish the group task. Leadership can exist only in groups where people interact for a common purpose. And military leadership is the process of influencing men in such a manner as to accomplish

the military mission -- ultimately success in combat. It involves the personal relationships of one person to another, the ability of a commander to use his personality to influence directly the behavior of his subordinates. In a sense leadership is an art that can be learned by almost anyone willing to invest time and effort to study human behavior and the principles which have guided military leaders for centuries. The techniques by which these principles are applied can be improved by diligent study and innovative approaches derived from experience. This lesson will offer you the opportunity to learn the fundamentals of leadership, the principles and guidelines to achieve success as a military leader, and a brief look at the factors of professionalism -- ethics and discipline. It is not intended to be the final answer to leadership in the Army, but to serve as a foundation upon which all leaders can build.

At Appendix C-1 is a case study on Small Unit Leadership.

READ IT NOW.

AN APPROACH TO LEADERSHIP

The story of "Leadership in Battle" shows the effects of a lack of leadership. The nature of modern war will place a premium on leadership, on unit cohesion, as well as on effective, independent operations. The conditions of combat on the next battlefield will be less forgiving of mistakes and more demanding of leadership skills, imagination, and flexibility than ever before.

Leadership training must be effective. If our soldiers are to "be all they can be," our leaders must likewise be all they can, and they must lead from a personal position of moral and ethical behavior. Army leaders must also demonstrate technical and tactical competence, and an ability to get the mission accomplished.

Leadership training centered on FM 22-100, Leadership, in the early 1960s. Traditionally, military leadership emphasized traits and principles such as: "Set the example" and "Train soldiers as a team." Leadership training incorporated practical examples and case studies.

As the Army moved into the 1970s, leadership traits and principles were not commonly taught in the service schools. Some leadership courses were based on models of leadership derived from the business and academic world and were inserted basically unaltered into military leadership instruction.

Throughout the '70s, the Army continued to study the state of leadership training. A series of leadership boards, studies at the Army War College, and leadership training conferences all pointed out possible areas of improvement.

In 1980, TRADOC designated the Combined Arms Center (CAC) at Fort Leavenworth as the leadership proponent. The Command and General Staff College now has the mission to emphasize - both in schools and in units - the human dimension of battle.

Researchers at the US Army Command and General Staff College realized that old leadership lesson plans could not be extracted from the vaults, dusted off, and circulated as "new" leadership instruction.

Crucial ingredient of previous leadership training was missing - actual examples. The "old salt" company leaders - those who developed and nurtured their leadership style in units and then served as mentors, coaches, and teachers for young leaders - are no longer part of the Army. Army leadership was good, but a training philosophy was needed to carry out the Army leadership goal.

THE PHILOSOPHY

Leaders can be trained and leadership skills can be developed. Military traits and principles play an important role in training leaders to develop, discipline, and inspire soldiers. Leaders are teachers. They must continuously set the example; the leader as role model is the most important aspect of leadership.

The Combined Arms Center followed the Chief of Staff's leadership philosophy of character, knowledge, and application and moved forward.

This leadership philosophy focuses on what a leader must

- o Be
- o Know, and
- o Do

The key principles of "be, know, and do" retain many of the traditional themes of leadership, revise some of the best ideas of previous leadership doctrine, and present a comprehensive view of leadership.

Leadership is an individual skill executed in a different manner at different levels. A comprehensive plan for training leaders throughout their careers is needed. Sequential and progressive leadership training programs being developed will provide training continuity for all leaders, regardless of level.

Service schools will be able to adapt and add to the instruction to meet their specific branch needs. Then, as the leader progresses in rank and responsibility, leadership concepts will be increased and new concepts introduced. Be, know, and do provides a framework upon which sequential and progressive leadership training programs can be developed.

Be, know, do as a focus has stimulated fresh discussions of effective military leadership. This new method means training a leader to accomplish the mission while mastering complex equipment and tactical concepts, and to have sincere concern for the dignity, well-being, and development of soldiers. This approach to what a leader must strive to be, know, do can help in building cohesive, disciplined units composed of soldiers who have confidence in themselves, their buddies, their leaders, and their unit. The approach makes leadership personal.

The concepts of be, know, do are interrelated and support each other. Each component is essential and, taken as a whole, provides the opportunity for individual leadership to be greater than the sum of its parts.

BE, KNOW, DO

These three words embody the underpinnings of current military leadership theory. **Be**, in the leadership philosophy, refers to the traditional traits of character, Army values, and soldierly qualified. This is what the leader is made of. Character cannot be separated from leadership; it is the foundation of effective leadership. And values are at the core of character. **Know** means technical and tactical proficiency. To be effective, a leader must be competent in his job. A leader must understand himself, his role, and his soldiers. It implies a consistent effort to refine one's leadership abilities. **Do** requires analyzing situations, motivating soldiers, and implementing missions. It is probably the most involved part of leading soldiers. It incorporates the requirements and concepts for fighting the AirLand Battle as outlined in FM 100-5. Operations Modern Warfare presents complex situation under difficult circumstances, and demand flexibility and reliance on the initiative of Junior leaders.

Many of you came into the Army when leadership theory did not embody close study of leadership traits and principles. Be aware that there is more to leadership than just case studies of management. The leadership principle and traits are still important, and are outlined in Appendix A.

READ THEM NOW.

Leadership for the senior chaplain assistant presents a particular range of problems because those junior chaplain assistants whom he or she leads are widely dispersed over the other units in the command. Very rarely do all the individuals he or she leads sit in the same office or chapel center. At the same time the senior chaplain assistant is expected to be part of a leadership team which leads new chaplains who have very little experience with the Army. As such the senior chaplain assistant leads them.

The challenge in both cases is to exercise leadership over a wide span of control. Adding to the complexity of the situation is the need for the chaplain assistant to demonstrate a moral leadership which is above and beyond that expected of other NCOs.

LESSON TWO

PRACTICAL LEADERSHIP

GENERAL

Lesson one set forth the current theory of leadership, along with those traditional traits and principles that have characterized military leadership. In this lesson, we will look at one tool for applying leadership at the lowest level. The following article provides an approach to leadership that you can use with your troops.

COMMON-SENSE, COMPANY-LEVEL LEADERSHIP

"ABLE AND WILLING"

D. M. Malone

Let me lay out for you a fine tool for developing soldiers. All it is is two simple words... ABLE and WILLING.

At this point, you probably already know that developing soldiers - building skill and will. And you know that building skill or training is the primary task and principal responsibility for any company-level leader this side of the battlefield, and that every time you build skill, you automatically build will. These things apply, in general, to developing all soldiers. But every soldier is a different individual, and what you probably need are some "how-to's"

for developing individual soldiers. What works well for building skill and will in one soldier may not work at all for the next. It would if soldiers were machines ... but they ain't.

The standard for you in the task of developing soldiers is to produce a man who is both able and willing. Some soldiers are able and willing all the time. They have the skill and the will, no matter what task you give them to do. Some have the will--they try hard--but not the skill--whatever they touch turns to mud. Others have the ability to do the task you give them, but not the will--you have to stand over them and flat-out make them do the task.

What all the above says is that if you want to develop soldiers as individuals, then start by sizing up each soldier in terms of "HOW ABLE IS HE? and HOW WILLING IS HE?" Make an estimate. Check his headspace. With an "able and willing gauge." This simple basic estimate works, saves you time, helps you do the right things right and, in addition to all that, it's logical. It makes good sense for a leader to come down hard on a soldier who has the ability to do a task but won't do it. On the other hand, it makes no sense at all to come down hard on a man who is trying his damndest, but has never really been taught the skills required to do the task.

Knowing how to judge a soldier in terms of "able and willing" is the first step in developing soldiers as individuals. Listed below are some ballpark traits and characteristics of soldiers in each of the four different

categories of "able and willing." As you study these, think about your immediate subordinates. Right now. Each one. As an individual. Very few individuals will fit clearly and completely in any one category. But if you'll think about your man, you'll see that one of those four categories seems to describe him better than the others. Go ahead and try it. With each of your subordinates. In which category would Smith fit best? And Jones? And so on down the line. If you know your man, as the 6th Principle of Leadership requires, you'll get the right man in the right category about 90% of the time.

I. Able and willing

- o Has done the task right before.
- o Never seems satisfied until work is done "right."
- o Accepts the need to put in extra time when necessary to get the job done.
- o Works out ways to get the job done better.
- o Recent performance has been satisfactory.

II. Unable but willing

- o Has never performed task before or can't recall it if he did.
- o Recent performance has been enthusiastic, particularly on tasks similar to what you want him to do now.
- o Pays close attention to your instruction.
- o Watches others doing same task; asks questions.

- o Spends some of his "own time" learning or practicing.

III. Able but unwilling

- o Recent performance has been off and on. Sometimes to standard, sometimes below standard.
- o Has done the job right before, but keeps asking for instructions and assistance.
- o Doesn't appear to be concentrating. Work is sporadic, poorly planned.
- o Lacks confidence in himself and his work.

IV. Unable and unwilling

- o Has never performed the task to standard before.
- o Recent performance has been below standard, even when he has received a lot of assistance and instructions.
- o Works only when closely supervised.
- o Seems satisfied with below standard results.
- o Pays little attention to instructions; half-listens.

The descriptors for each of the four categories above are only rough indicators. The point to remember is that individuals are each different. And the differences that are most important to you in developing soldiers are the differences in skill and will. The ability to judge a subordinate on how well he measures up on both sides of the

"able and willing" scale is another one of those basics that you must learn, practice, think about, and turn into an instinct. Soldiers aren't machines. They are men, each one different from the other. A big part of our job is knowing those differences, then using that knowledge to lead better and smarter. Now how do you work with each type of soldier?

A soldier who is fully "able and willing" is the living standard for you in the task of developing soldiers. You work with an "able and willing" like you were a COACH with a good quarterback. He can operate with mission-type orders and probably call most of his own plays. He does the right things right. He should not be given close supervision. What this soldier does best is get your job done, and save your time. He earns your trust. This is the kind of man you want to start "grooming" to bring into the leadership ranks. And finally, if you want to do the tricky business of "developing" right, delegate important jobs only to these soldiers that you feel are able and willing. The others will seldom get the job done.

The "willing but unable" soldier is the one that usually comes to you in the replacement stream. The new guy. You work with this man like you were a TEACHER. There will be much that he doesn't know. AIT and OSUT will have only given him maybe 2/3 of the skills that his MOS calls for. And he's probably never seen an operational "unit." These soldiers need careful handling. They believe most of the rumors they hear. In all the confusion, they can become discouraged and frustrated very easily. Or get led off on the wrong track.

They need patient instruction, and a lot of feedback. They will eat up much of your time, but, in this case, putting in the extra time is like putting money in the bank.

The "able but unwilling" soldier is your main challenge. You know you got a good horse, and you take him to the water, but he just won't drink. You work with this man like you were a FATHER. His unwillingness may be only a lack of confidence. All he needs is a nudge...an opportunity and some encouragement. On the other hand, this "able but unwilling" soldier might have a real problem--like with a young wife, or a big debt, or with himself. The one best thing you can do is let him tell you about it. Listen to him. But listen carefully. About 5% of the time, the able but unwilling soldier may just be getting over on you. Shirking. So, in either case--the man with the problem, or the shirker--insist that they complete the task, and make them do it to standards. The man with the problem will feel he's done something worthwhile; and the shirker will learn that, with you, the "shirk" don't work.

The "unable and unwilling" soldier shouldn't be in your unit in the first place. Somewhere along the line, a poor leader knowingly passed him on, or let him slip through. You work with this man like you were a WARDEN. He doesn't know how to do his job, and he doesn't care about learning. He is a "quitter." If you punish a quitter, then what that means is that he is smarter than you are. Instead of punishing him when he quits on you, make him complete the task. Why? Well, if he doesn't want to do his job and you punish him instead

of making him do it, then he gets what he wanted. He got out of doing the job. You actually rewarded him. He outsmarted you.

Making the unable and unwilling soldier complete a task to standards has another advantage. Maybe you'll lead him to something he's never learned much about...success at some skill. And maybe that success at some skill will build a little more willingness. And he'll try another skill, and...there he goes! A finally turned-on soldier. Salvaged. That will happen about one time out of five, after you have invested more hours in these five problem soldiers than in all of your other men put together. Putting a lot of time in with the unable and unwilling soldier is noble and humane. It is not, however, "leadership effective" in terms of the effort you must invest, the return our Army gets on that investment, and the other soldiers who will benefit far more from your time and effort. Don't pass this man on or let him slip through. There is no place for him on the battlefield when that "thing" we called a unit does its work.

So there's the "able and willing" tool--a simple and practical "how-to" for identifying four different categories of soldiers, and a simple strategy for developing individuals in each different category. The differences have nothing to do with race, creed, color, sex, etc. The differences have to do simply with skill and will, which is what you, as a leader, are responsible for developing in your soldiers. When you size up a soldier, you should be sizing him up on skill

and will. Skill + Will = Performance. Performance is what gets the task done. And the purpose of leadership is...to accomplish the task.

Figure 2-1 summarizes the "Able and Willing" Leadership Method. Able and willing is a simple situational approach to leadership at lower organizational levels to test your understanding, complete the following exercise:

"Able and Willing: Follower and Leading Style" is an example of contingency leadership analysis.

FOLLOWER TYPE	LEADING STYLE
Able & Willing	Coach
Unable & Willing	Teacher
Able & Unwilling	Father
Unable & Unwilling	Warden

Figure 2-1, Leading Styles

Using the preceding leadership tool, the "Able & Willing" analysis, identify at A each of the following examples with the appropriate response:

A & W = Able and Willing
UA & W = Unable and Willing
A & UW = Able and Unwilling
UA & UW = Unable and Unwilling

After you have made your classification, identify the appropriate leading style as "Coach," "Teacher," "Father," or "Warden."

After completing the exercise, check your answers on the page following.

Example	A	B
	_____	_____
		Eager Chaplain Assistant (CA), fresh from USACHCS, who must serve as driver for battalion chaplain but does not possess a valid driver's license.

(The correct answer is "UA & W" for "Unable and Willing" and the correct leading style is "teacher.")

1. _____ _____ Thirteen-year-old, first-time volunteer
for Vacation Bible School staff.
2. _____ _____ CA who on his own initiative arrives
early for Sunday worship to remove snow
from sidewalks.
3. _____ _____ Chapel Council member who does not
contribute to team effort, but
continually is critical of programs,
activities, and personnel.
4. _____ _____ Chapel youths who shy away from
invitation to lead Youth Sunday
worship.
5. _____ _____ CA who repeatedly avoids typing the
weekly bulletin; and when made to do
so, he is indifferent to errors of
format, spelling, and information.
6. _____ _____ Sunday School teacher who organizes and
conducts memory work achievement
program within her class.

7. _____ _____ New replacement choir director who arrives shortly before the big holiday concert, replacing ill director.
8. _____ _____ CA who won't fold and stuff the bulletin because "it's not my turn."

PRACTICAL EXERCISE #1: "Able and Willing"

ANSWER KEY

Correct Answer

	A	B	
1.	<u>UA & W</u>	<u>Teacher</u>	Young volunteer is willing to teach but has no experience and thus must be taught.
2.	<u>A & W</u>	<u>Coach</u>	CA has shown initiative to get the job done right instead of merely following specific instructions. This type of behavior should be rewarded and encouraged.
3.	<u>UA & UW</u>	<u>Warden</u>	As long as this member is unwilling to participate positively, he is unable to contribute positively to the team effort and must be "warded" by the chaplain.

- | | | | |
|----|--------------------|----------------|---|
| 4. | <u>A & UW</u> | <u>Father</u> | The youths are able to lead in the chapel Youth worship but are unwilling to do so. They must be led and influenced to reconsider their decision. |
| 5. | <u>UA & UW</u> | <u>Warden</u> | CA has repeatedly shown himself unwilling and, when pressed, unable to do task of typing bulletin. It may well be that his lack of ability has soured his attitude and that additional skill enhancement is in order. Until he is willing to try to improve, he must be "warded." |
| 6. | <u>A & W</u> | <u>Coach</u> | This Sunday School teacher has shown herself able and willing and can become a model or resource for other teachers. |
| 7. | <u>UA & W</u> | <u>Teacher</u> | The initial experiences of the new director must be led with a "teaching" style of leadership, in order to quickly familiarize her with the situation of the choir. She may be well able to lead a choir but must be taught the specifics of the present |

situation in a manner which will allow both her and the choir to succeed.

8. A & UW Father

CA is acting like "spoiled child" with an unwilling attitude, and must be parented.

"Able and Willing" is obviously a very simplified model since it only takes into consideration two types of followers and four styles of leadership. Real life is considerably more complicated and our leadership styles more flexible and less susceptible to easy labels.

At Appendix B-1 is a Summary of those things that troops under your leadership have a right to expect of you.

READ THEM NOW.

LESSON 3

CONTINGENCY LEADERSHIP

A contingency leadership model called LOGOS provides a more sophisticated guide to leadership.

LOGOS is actually an acronym for memory jogging.

L eadership Characteristics

O rganizational Goals

G roup Characteristics

O rganizational Structure

S ubordinate Characteristics

LOGOS--Leadership Characteristics

Much has been said of the traits that characterize an outstanding leader. Each authority puts together a list of traits that proves his or her point. Logic, however, seems to indicate that we should be able to identify those elements that make a good leader and then work to develop those traits in others. The following list contains about all the elements that have been connected with leadership:

- o Knowledge
- o Dependability
- o Endurance
- o Decisiveness
- o Initiative
- o Enthusiasm
- o Loyalty
- o Integrity
- o Humility
- o Judgment
- o Fairness
- o Tact
- o Unselfishness
- o Bearing

Not all leaders (even successful ones) exhibit all these traits to the ultimate degree. Nevertheless, the traits are what we as followers would like to see in those who are leading us. For a second, think back on the portraits of the leaders presented in FM 22-100. The portrait of Colonel Chamberlain is presented in such a way as to highlight almost every one of these virtues. The portraits are presented to you so that you can modify your behavior to be like them.

LOGOS--Organizational Goals

Leadership without reference to the organization's mission can present problems, especially in an army. Leadership not informed by the mission may be a dangerous trait. General Douglas MacArthur had undeniably exceptional leadership qualities but lost sight of the goals established by the civilian leadership.

Organizational goals must exist and must be clear in establishing what should be done and what priorities must be set.

Organizational goals make productive leadership possible. The leader must willingly abide by those goals. A chaplain section must have a clearly defined mission. Individuals within it must abide by that mission. Management By Objective for Results forms the mission or organizational goals of a chaplain section. MBOR shapes those mission and organizational goals to those of the unit, the Chaplaincy, and the Army as a whole.

LOGOS--Group Characteristics

If anything is made clear by this subcourse it should be that good leadership is contingent--contingent on the situation and on the characteristics of the followers.

Factors such as group size, values, cohesiveness, territoriality and member composition determine how to lead that group. Let's compare for example, the leadership requirements of an all-volunteer army, with that of any army of conscripts. The volunteer force is more homogeneous and

will probably be more willing to follow. Conscripts will be more diverse and willingness to follow will have to be trained in many.

A chaplain assistant is called upon to lead a number of different groups with different compositions and needs. The unit ministry team (UMT) (chaplain and assigned chaplain assistant). The battalion, and battalion families look to the chaplain assistant for different kinds of leadership. What the chaplain assistant does depends on the characteristics of the chaplain and on the various groups.

LOGOS--Organizational Structure

Most chaplain assistants operate within two structures: the Army and the unit parish.

The Army

The structure of the Army needs almost no mention here because you should be thoroughly familiar with it. Its starkly hierarchical structure with power delegated from the top down and clearly delineated structure is in sharp contrast with the organization of most parishes, including Army ones.

The Unit Parish

While the military structure of the unit is clear (somebody always reports to somebody else), the organizational structure of the unit parish is more like a network with independent individuals and groups interacting in various ways. It is not so strictly hierarchical, even though the influence of rank flows over into unit parish relationships. The following essay on chapel organization is a network-oriented discussion on how a chapel community organizes itself for work. It also applies to a parish composed of members of a unit.

BASIC ORGANIZATIONAL CONCEPTS

(Adapted for U.S. Army Chaplain Board)

Introduction

In thinking about the chapel as an organization, it is helpful to consider some basic concepts and models of organizations, many of which have value for the chapel. The material that follows is based on the work of Dr. Rensis Likert and his colleagues at the Institute for Social Research at the University of Michigan. All material has been adapted to meet the organizational needs of the chapel.

This material is designed to provide a theoretical basis for the feedback part of the survey-feedback process in which you are engaged.

CONCEPT I: THE ORGANIZATION AS A NETWORK OF LINKED GROUPS

It is helpful to think of a chapel organization as being made up of a network of interrelated groups (or leadership teams) whose work fits together in such a way that the chapel accomplishes its goals. The emphasis needs to be placed upon the group concept of the organization. This means that when we approach the task of chapel organizational change, we must give careful attention to the interrelated terms that provide the leadership for the chapel.

This emphasis upon interrelated terms is quite in contrast to the way most people think about organizations. People often assume that an organization is a collection of individuals whose jobs fit together in such a way that work gets done. Careful studies of organizations has shown this individualized concept to be inadequate.

When we think about the chapel organization as a group of interrelated teams, we can readily see the need to apply organizational change efforts to the leadership teams of the chapel. Studies have shown that when organizational change efforts are applied to leadership teams, the organization tends to change quite rapidly, become more open and vital, more alert, productive, and creative.

The effective local chapel, post chaplain office, or other chapel organization is made up of many groups or teams which are connected to each other through linking persons. A linking person is someone who serves as a member of more than

one team in the organization, and who is responsible for helping both teams equally to achieve organizational objectives.

A chapel congregation (for example, a Parish Council) includes several persons who link other chapel teams and groups to each other. The diagram below (Figure 1) shows a portion of a Parish Council. Note the linking persons who serve both on the Parish Council and some other leadership group.

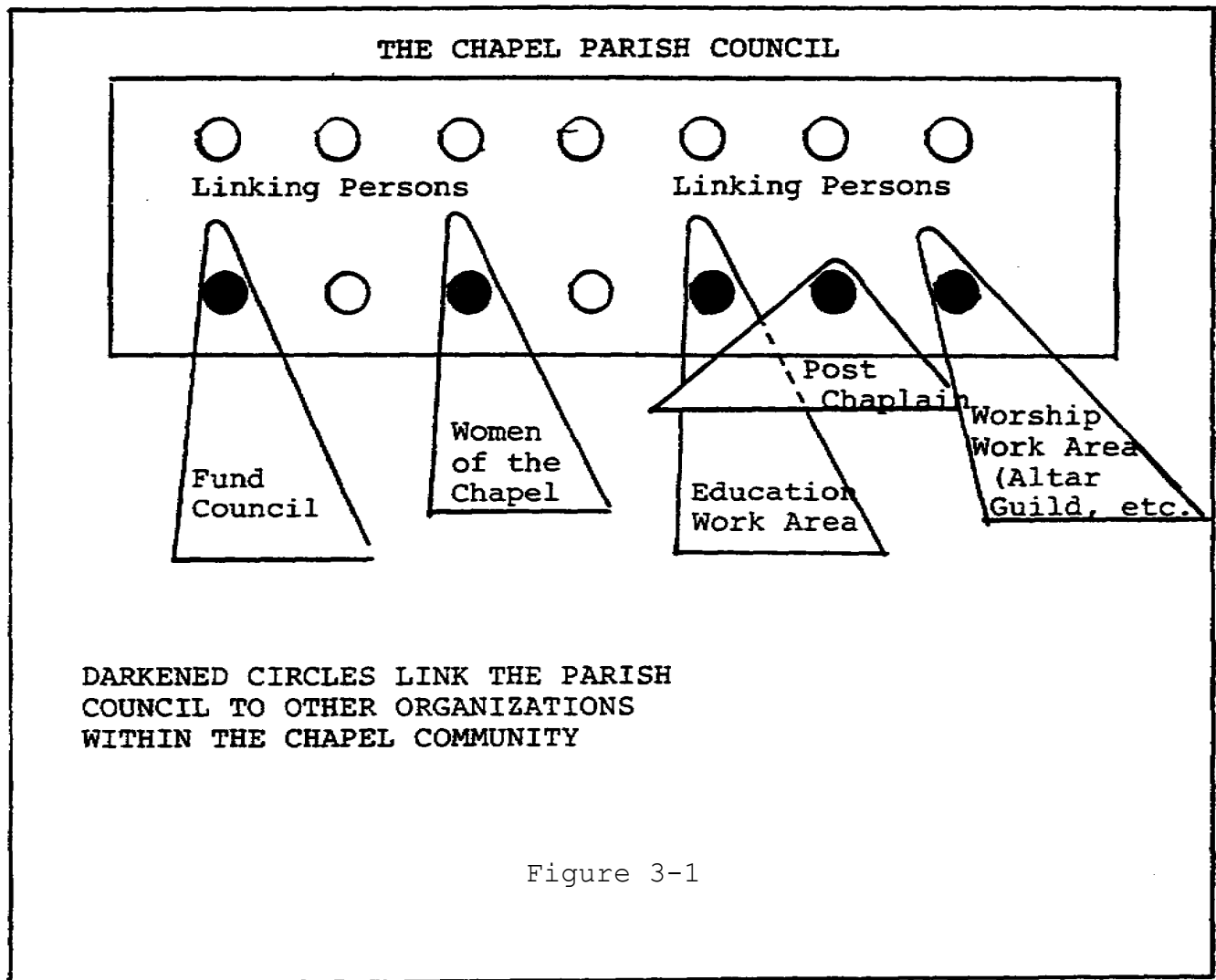


Figure 3-1

Linking persons are the connectors of these teams with each other. They are essential to organizational functioning. Too often, however, little attention is given to helping linking persons identify their role in the organization. The linking persons and the teams which they connect need help in understanding the linking process and the concept of the chapel as a network of linked groups.

a. Functions of the Linking Person

An important point to remember is that the linking person is genuinely a functioning member of both groups which s/he links, not a representative from one to the other. Persons in the linking role fill the following functions:

1. Coordinated problem-solving. As the only person who knows what is occurring in each of two groups, the linking person is responsible for helping the two groups work in a coordinated way and at the same rate of speed. Neither group should be allowed to run too far ahead of the other and confront the other with its own solution. Also, neither group should be allowed to go off on its own agenda without coordinating this with the other.
2. Information-flow. Linking persons who provide an accurate flow of information between two groups are far more effective for promoting good communication within a church than are newsletters, memos, or public announcements. The members of the Council on Ministries, for instances, need to know what members of a Work Area are thinking, feeling, and vice versa. Any linking person should be expected to report such

information back and forth between two groups. Group members have the right to seek this kind of information from their linking person.

3. Reciprocal Influence. The linking person is responsible for enabling each linked group to influence other groups. The Education Work Area may be planning a Christmas program for the same evening on which the Worship Work Area is planning an Advent Music Festival. At the Parish Council meeting, each linking person learns of the other group's plans. The two groups can negotiate with each other about alternative dates, or they can plan to cooperate in presenting a combined program, or some other alternative. Each group knows that it can influence the other.
4. Clarify criteria. Linking persons are responsible for helping both of the linked groups in which they participate understand the objectives set by the other for effective problem-solving. These objectives will probably not be the same since each group usually has a relatively well-defined role or task. However, they must be compatible and mutually supportive of the total organization is to function effectively. When each group knows the other group's objectives, it is easier for each to reach decisions acceptable to the other.

b. Linking Persons are not Representatives

Tempting as it may be to think of them in this way, linking persons are not representatives. There are important differences between linking persons and representatives, as outlined below.

Linking Person

Representative

- | | |
|---|---|
| 1) Is multi-directional, concerned for more than one group in the chapel promotes coordination and cooperation. | 1) Is uni-directional, may be an advocate for one group, which can cause competition and conflict with other groups in the chapel organization. |
| 2) Sees self as an active participant in decision-making and planning in both groups. | 2) Sees self as only a bearer of information from one group to the other, a reporter back to the primary team. |
| 3) Is an accepted member of both groups being linked, knows the values, needs, goals, and jargon of each group. Both groups help the linking person feel like an insider. | 3) Is a member of only one group even though s/he sits in another group for certain assignments. May see the other group as "different," and certainly feels like an outsider while sitting in. |

- | | |
|---|---|
| <p>4) Is concerned for pacing in other to keep one group from running too far ahead of the other. Seeks cooperation from both groups.</p> | <p>4) May try to get her/his primary group sufficiently ahead so that it can confront other with its solution. May seek special advantages for one group.</p> |
| <p>5) Can create reciprocal responsibility to live by and implement the decisions reached jointly by the two groups.</p> | <p>5) May be trusted by only one group, not by the other. Can only commit one group to live by implemented decisions reached jointly.</p> |

The basic difference between a linking person and a representative is in the effect the different styles have on a chapel. Linking persons tend to help create and reinforce the spirit of cooperation, coordination, friendly concern, and supportiveness. The emphasis is upon win/win norms. Effective linking persons move the congregational climate toward high participative, collaborative behavior, where persons and teams freely express caring for each other (Likert's System 4).

When people operate on the assumption that they are representatives, they tend to create and reinforce competitive, win/loss norms in the church. Such norms may be low-key, but they influence the climate of the organization. Groups talk about "selling" their ideas and plans to other groups, rather than involving lots of others in a mutual effort to build plans which all groups can own. Success is measured by representatives on how well their team was able

to persuade, co-opt, or pressure others into doing their will. This diminishes trust in the chapel and moves the congregation toward coercive behavior (Likert's System 1).

BASIC ORGANIZATIONAL CONCEPTS: II

CONCEPT II: THE PRINCIPLE OF SUPPORTIVE RELATIONSHIPS

Once we have understood the concept of a church organization as a network of linked groups, we can understand how the principle of supportive relationships contributes to such feelings, resulting in increased motivation on the part of church members.

As a result of his research efforts in organizational theory, Rensis Likert formulated the principle of supportive relationships:

"The leadership and other processes of the organization must be such as to ensure a maximum probability that in all interactions and all relationships with the organization each member will, in the light of her/his background, values, and expectations, view the experience as supportive and one which builds and maintains her/his sense of personal worth and importance"

Several aspects of this principle deserve special attention.

1. This principle emphasizes the fact that people are highly motivated by a strong desire to achieve and maintain such deeply-rooted values as a sense of personal worth and importance. If their work on church leadership teams, boards,

councils, committees, rewards these deeply-rooted values, people will be motivated to do additional work. If these values are not rewarded, people will become discouraged and look to other organizations in order to satisfy their personal needs.

2. This principle also assumes that the only people in a position to evaluate the supportive nature of the church organization are the members, not the leaders. Emphasis in the principle is not upon how well the pastor or other leader thinks s/he is being supportive, but upon how the members of the church view the experience. In order for the church leaders to discover how well they are providing support, they must ask the members. Reliable feedback from members to leaders will help leaders assess their own supportive behavior.

3. This principle accepts the fact that each person in the church or other organization responds to an experience on the basis of its relationship, as s/he sees it, to her/his own values, goals, traditions, expectations and skills. This means that all reactions by members to the church are personally and culturally relative. If people have differing expectations of the pastor when the feedback begins to flow, the pastor will receive mixed feedback reflecting the differing expectations of the members. Such information will provide the kind of evidence which can be shared with the members themselves as a step in helping the members clarify their expectations.

4. This principle implies that the pastor, other professional and volunteer leaders in the church, must be relatively sensitive persons with responsible accurate insights into the feelings, actions, and behavior of others.

They must be supportive. Likert's Principle of Supportive Relations is based upon the need for organizational leaders to see themselves in a supportive capacity as their primary function. The following diagram illustrates this.

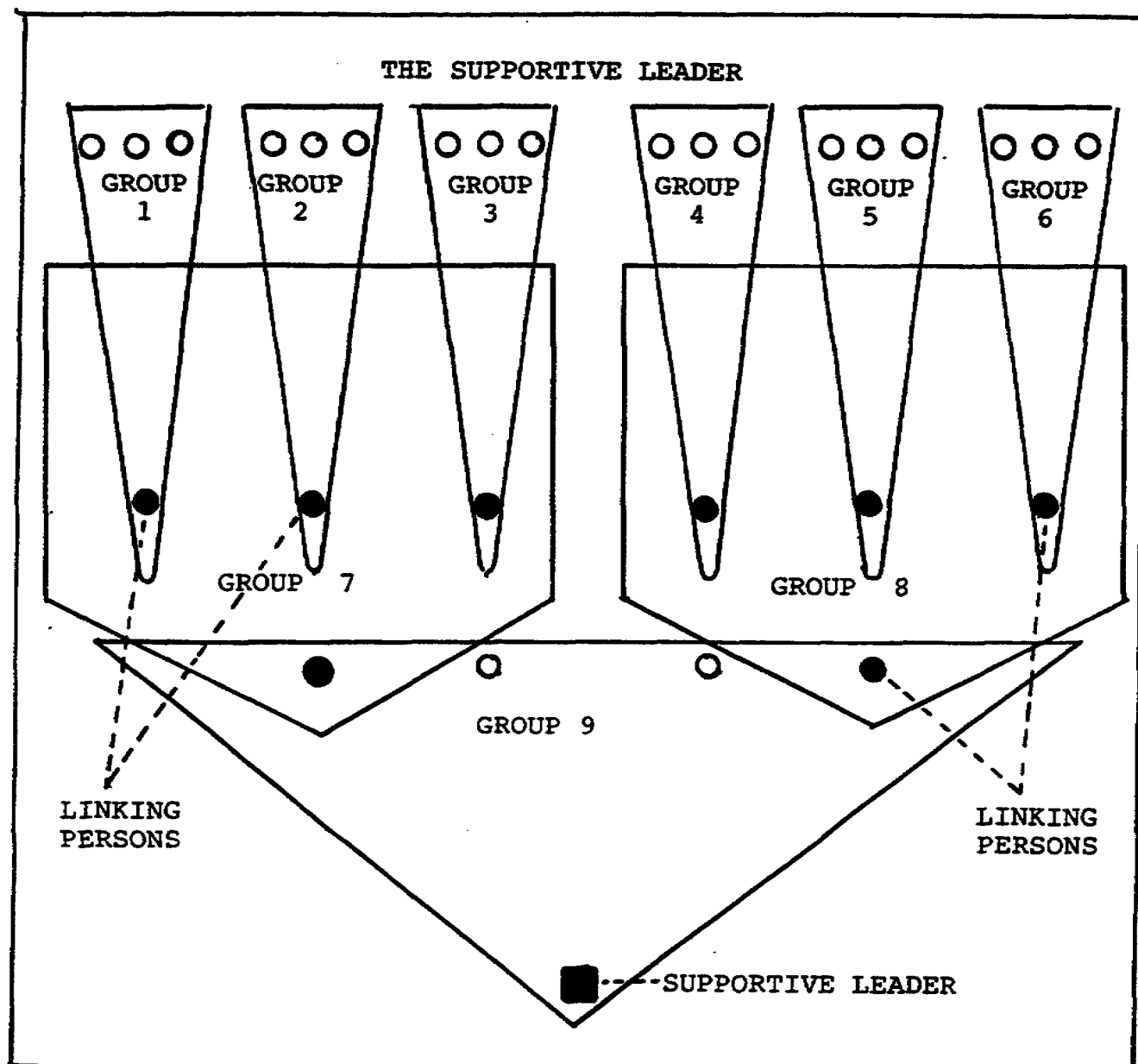


Figure 3-2

This diagram showing 9 groups and their linking persons, is inverted from the more typical presentation in order to emphasize in a graphic way that persons in leadership positions support the groups which they lead. In the more usual presentation of an organization the person above usually has more power and authority and therefore directs the groups which s/he leads.

The directive approach may be appropriate in crisis situations but has been demonstrated as less effective than a more supportive style of leadership in situations where the abilities of the persons involved are relatively high or the task is relatively difficult.

This understanding of the church should be familiar to most Christians who have long professed the importance of the professional clergy seeing themselves in the role of "enablers" and "equippers" to lay persons for their work of ministry in the world. If we take seriously the concept of the church as a witnessing community, a redemptive fellowship, fulfilling Christ's mission in the world, then the role of the pastor and other church professionals, as well as lay heads of church groups, is to be supportive.

5. Likert's research has shown that a supportive leader has at least the following characteristics:

- a. Is seen as friendly and easy to talk to.
- b. Listens well to others whether s/he agrees or disagrees.
- c. Encourages others to express their ideas fully and frankly.
- d. Displays confidence and trust in others whether or not the leader agrees.

- e. Seeks solutions which are as acceptable to those with whom the leader differs as to the leader.
- f. Helps people with their work.
- g. Helps teams develop and increase skills for doing their work.
- h. Has high goals for her/himself and for all church leadership teams.

END OF READING

The hierarchical structure is probably best displayed by the line and block chart that you will recognize as a "wiring diagram." The "wiring diagram" for USACHCS places the commandant securely in the top box with lines to each directorate. In the same way the wiring diagram for each directorate contains a box with the director's name in it and lines to each of the sections within the directorate. In theory, at least, if you had a piece of paper large enough you could draw a wiring diagram detailed enough to depict the flow of paper from the Commander-in-Chief to the ACCP project officer at USACHCS.

To jog your memory and for comparison to network structure, following is a blank line and block chart used to represent hierarchical structure:

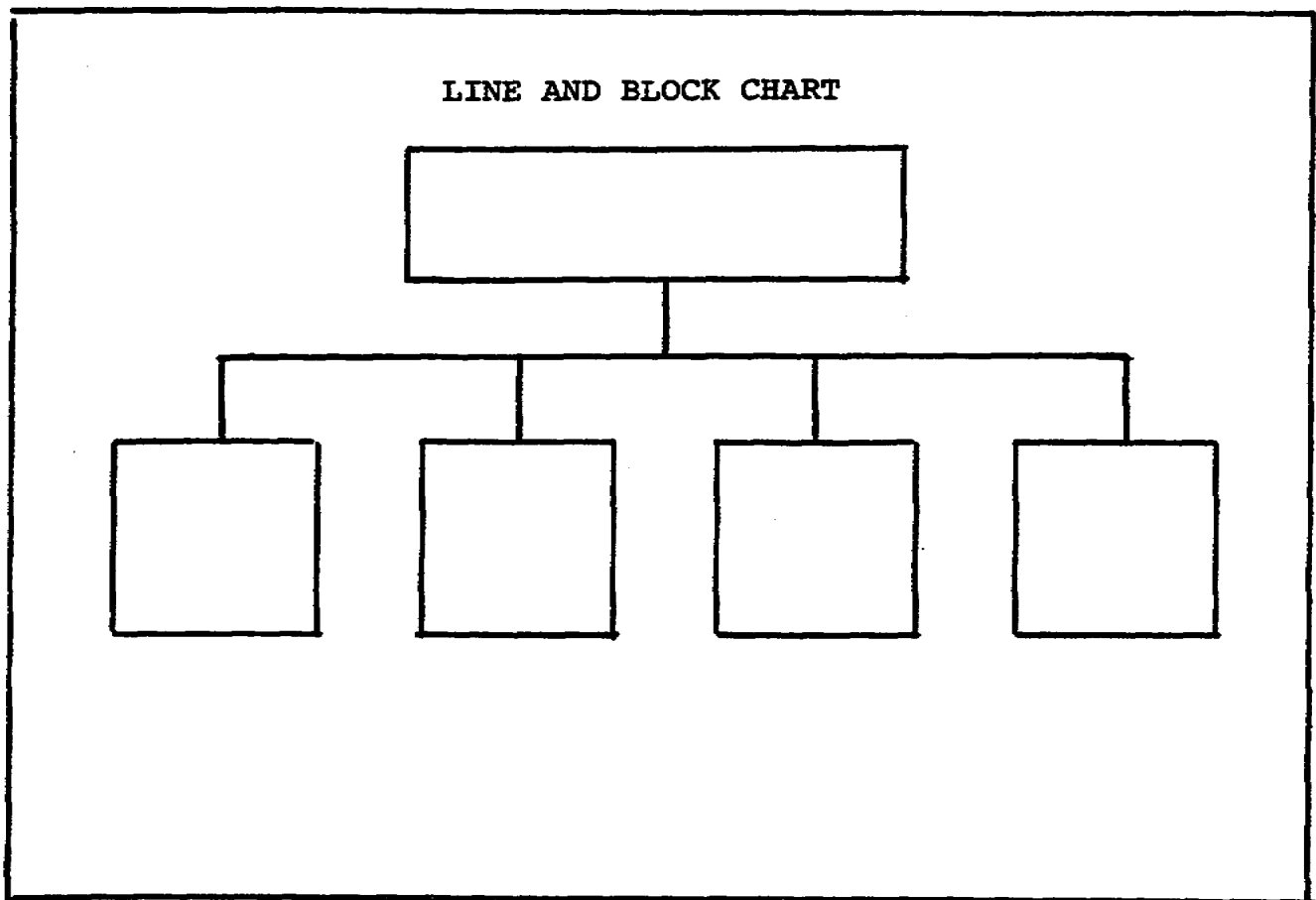


Figure 3-3

Network structure is not so neat either in reality or in representation. Parish structure is usually based on volunteerism and on the fact that people who volunteer for one thing usually will also volunteer for others. As a result you have overlapping membership in various organizations.

Figure 3-3 is a representation of network structure. It is, of course, a theoretical one.

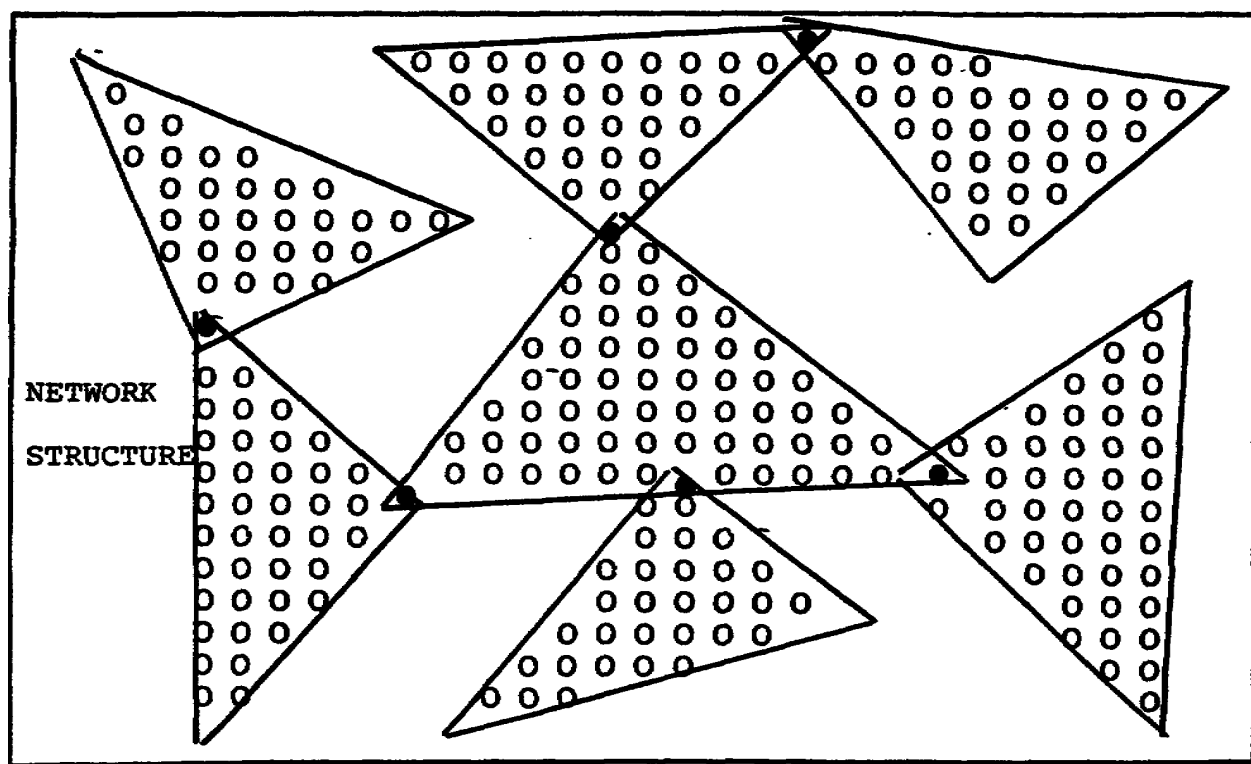


Figure 3-4

Now look at the chart in figure 3-4 as the Fort Opportunity religious community structure. Sitting at the center is the commander's staff officer for religious programs, the installation chaplain. Arrayed around the outside of that central triangle are the Post Chapel Staff. There are supervisory relationships that are determined by the organization of the chapel. These supervisory relationships do not cover much of the organization. The darkened circles represent the linking figures. These provide the glue that keeps the organization together by providing information and motivation to the other groups. In this instance the linking figures are the chaplains representing the major faith groups. The linking figure is the Roman Catholic chaplain. He, in turn, is a member of the Catholic Parish Council. The Catholic chaplain, although probably unable to command a parish council composed of volunteers, links it to the chapel staff. Within the central triangle, there is management by authority. Outside that central

triangle, there is management by influence. The Catholic chaplain must influence that part of the organization's structure so that he links it to the whole.

The essay at Appendix B is one chaplain's reflections on how a knowledge of the network structure of chapel organization can enhance battalion chaplain ministry.

READ IT NOW

LOGOS--Subordinate Characteristics

Subordinate characteristics are those traits of both leaders and followers which provide grist for the mills of those authorities who give advice to those who wish to mold themselves into leaders of followers. Any discussion of leadership and followership behavior usually deals with the following subordinate characteristics:

1. Leadership Attitudes
2. Motivation
3. Interchange
4. Authority
5. People and task

Theories of Subordinate Characteristics

Contingency leadership is pragmatic and flexible in that it adjusts the leading behavior to the situation and to the people being lead. In order to be a good "contingency" leader you must be aware of the major theories of subordinate characteristics.

For the purpose of instruction we have isolated one major management theory for each of the subordinate characteristics listed above. There are certainly other theories. The theorists discussed stray over into other characteristics; however, each theorist has made a major contribution to prevailing management doctrine.

1. Leadership Attitudes.

Theories about the nature of people are curious. They sound like platitudes but can have immense impact on individual behavior. An example: for centuries the notion that human beings were basically depraved provided structure to Western society. Laws were devised to correct human behavior and people acted toward others using the basic sinfulness of humanity as a guiding principle. The Eighteenth Century developed the notion that mankind was basically good but depraved by society. This idea made democracy at least an interesting concept.

But back to management. The management theorist Douglas McGregor has built an approach to management around a concept related to those above. McGregor observes that a manager's success in leading people relates, at least in part, to that manager's attitude toward the individuals being led or managed.

McGregor postulated two operating theories governing leader behavior: Theory X and Theory Y. The manager applying Theory X acts as if he believes that followers are essentially bad. The one applying Theory Y acts as if he believes that the followers are essentially good.

There are probably not many managers who, when asked, will assert that their employees are essentially evil. However, McGregor and others argue that this attitude toward employees seems to permeate management theory and is applied without conscious awareness of what has happened.

According to McGregor, the Theory X manager acts as if followers were:

- o Essentially lazy
- o Looking to avoid work and responsibility
- o Yearning to be dependent on and submissive to authority
- o Self-centered, indolent, and gullible
- o Resistant by nature to change

If this theory of follower behavior is correct, the best leader is the strong, assertive, controlling individual who can "bust chops" to get the job done.

It is easy to see, given this formulation, that McGregor and company have something better to offer.

Their better idea is the Theory Y manager who acts as if followers are basically good and cooperative individuals. The Theory Y leader sees followers as:

- o Needing meaningful work
- o Bright, creative, capable of self-direction
- o Needing growth, autonomy, independence, and challenge
- o Motivated internally
- o Preferring to be master of their own fates
- o Responsible

If followers are as the Theory Y leader believes, the preferred leadership style is more democratic and participative.

Our bias in this matter is probably clear. We believe that the Theory Y leader is more in line with values promoted within the chaplaincy. This approach need not be identified with softness; a Theory Y leader can be every bit as goal-oriented and as effective as a Theory X leader.

2. Motivation: Maslow's Hierarchy of Needs.

Probably anyone who has ever taken a psychology course has heard of Abraham Maslow's hierarchy of needs. For years Maslow's ideas have been among the most fruitful insights into human behavior.

Maslow postulated that humans possess a number of needs and seek to fulfill those needs in a certain sequence. For instance, the first level in Maslow's hierarchy is what he called basic needs (food, shelter). After these basic needs are met, comes safety. An individual seeks to fulfill basic needs first. After basic needs the individual seeks safety. Maslow's hierarchy places needs in this sequence.

- o Basic Needs
- o Safety
- o Belonging
- o Self-esteem
- o Self-actualization

Each of these needs motivates behavior. For instance, if I have unfulfilled basic needs (such as for food) I take action to fill those needs (contract to unload a boxcar for \$25.00). After I have filled that need, I move to fill the need for safety. It is easy to see how this analysis could be applied to management. If a leader understood the followers' needs, style of leadership could be adjusted to fit those needs. Followers with unfilled basic needs have different leadership needs than those whose unfilled needs are for Self-Actualization.

One appropriate application of Maslow's hierarchy might be to assert that Theory X management style would be more appropriate to followers having lower needs. Theory Y would fit those whose lower needs have been filled. As a matter of reality it would probably be futile to try to "bust the chops" of an individual with a high degree of self-worth in order to motivate that individual to self-actualization. Many parents have tried this with teenagers and it doesn't work.

3. Interchange: Likert's Four Styles of Leadership.

Rensis Likert (inventor of the Likert scale) has identified four style of leadership.

- a. Coercive
- b. Competitive
- c. Consultative
- d. collaborative

The coercive leader is probably an analog to the Theory X leader who kicks butts and busts chops in order to get things done. The leader is always the center in this style and has the power to get the followers to perform.

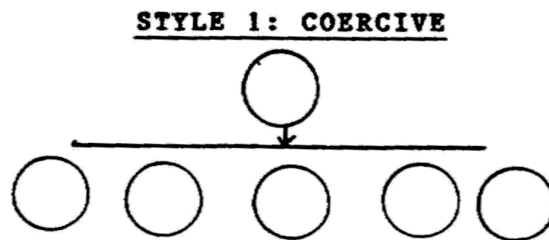
In competitive leadership style, the leader is still the center, but followers are placed in competition with one another so that the leader's will is carried out.

The consultative leader is less the center of the group. Consultation between the leader and members of the group opens up lines of communication. The consultative leader increases followers feelings of self-esteem and importance in the way decisions are reached. The consultative leader is probably exercising Theory Y management style.

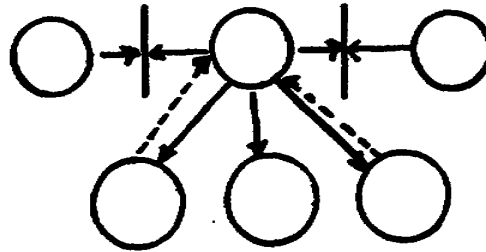
According to Likert, the highest management style is the collaborative style in which the leader functions as a facilitator of group efforts. The leader in this style is an individual who promotes interchange among members of the group to enable individual ideas and talents to reach fulfillment.

The four diagrams illustrate the power and communication pattern existing in each leadership style.

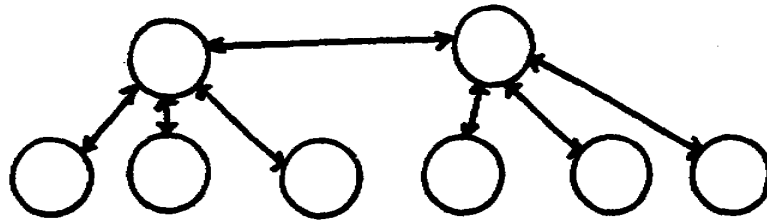
STYLE 1: COERCIVE



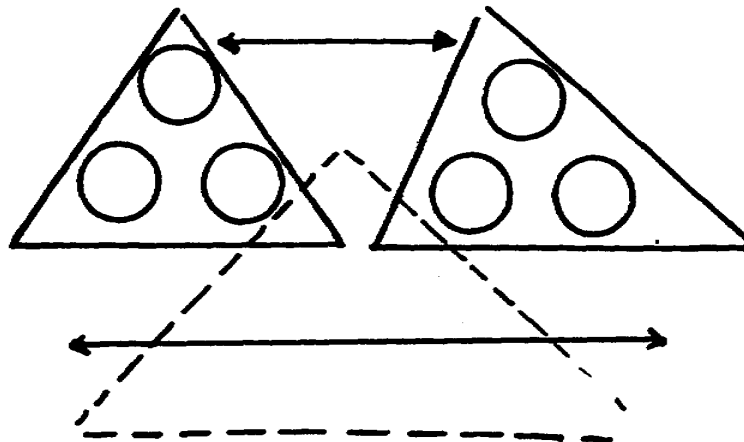
STYLE 2: COMPETITIVE



STYLE 3: CONSULTATIVE



STYLE 4: COLLABORATIVE



4. Tannenbaum and Schmidt's Continuum of Leadership Behavior

Authority, and the use and reactions to it, has been increasingly an object of concern to management and leadership experts. Authority is the power by which one individual gets another to do something. It may be formally invested, informally assumed, or just emerge from a situation. Your experience with group work at USACHCS should have given you some understanding about how authority manifests itself in groups.

In an article in the Harvard Business Review of May-June 1973, entitled "How to Choose a Leadership Pattern," Robert Tannenbaum and Warren H. Schmidt presented a much more sophisticated management analysis than those we have dealt with earlier. While management analysis like McDonnell, Likert, and Maslow formulated categories of leader, Tannenbaum and Schmidt postulated a leadership continuum representing a range of leadership behavior. On one end of continuum is "Boss-centered behavior," that behavior where the boss retains all the authority, control, and initiative. On the other end is "subordinate-centered leadership" where the manager permits the group to make the decisions. Here the manager functions as a communicator of the problem to the group. As with any continuum of behavior, pure examples of extreme behavior, are difficult to find. Nevertheless, military leadership as presented in the first lesson is strongly "boss-centered" even though consideration for the troops is an important element in the ideal of Army leadership. Consider again Colonel Chamberlain: Given the conditions of battlefield decision-making, boss-centered

leadership was his only option. If you consider also the responsibility of military command, and the difficulty of subordinate-centered leadership in battlefield becomes clear.

On the other hand, this subcourse's treatment of other management theories displays a clear bias towards subordinate centered leadership. A chaplain managing volunteer programs within a chapel religious program almost has to exercise subordinate-centered leadership.

The following chart is an adaptation of one in the essay by Tannenbaum and Schmidt.

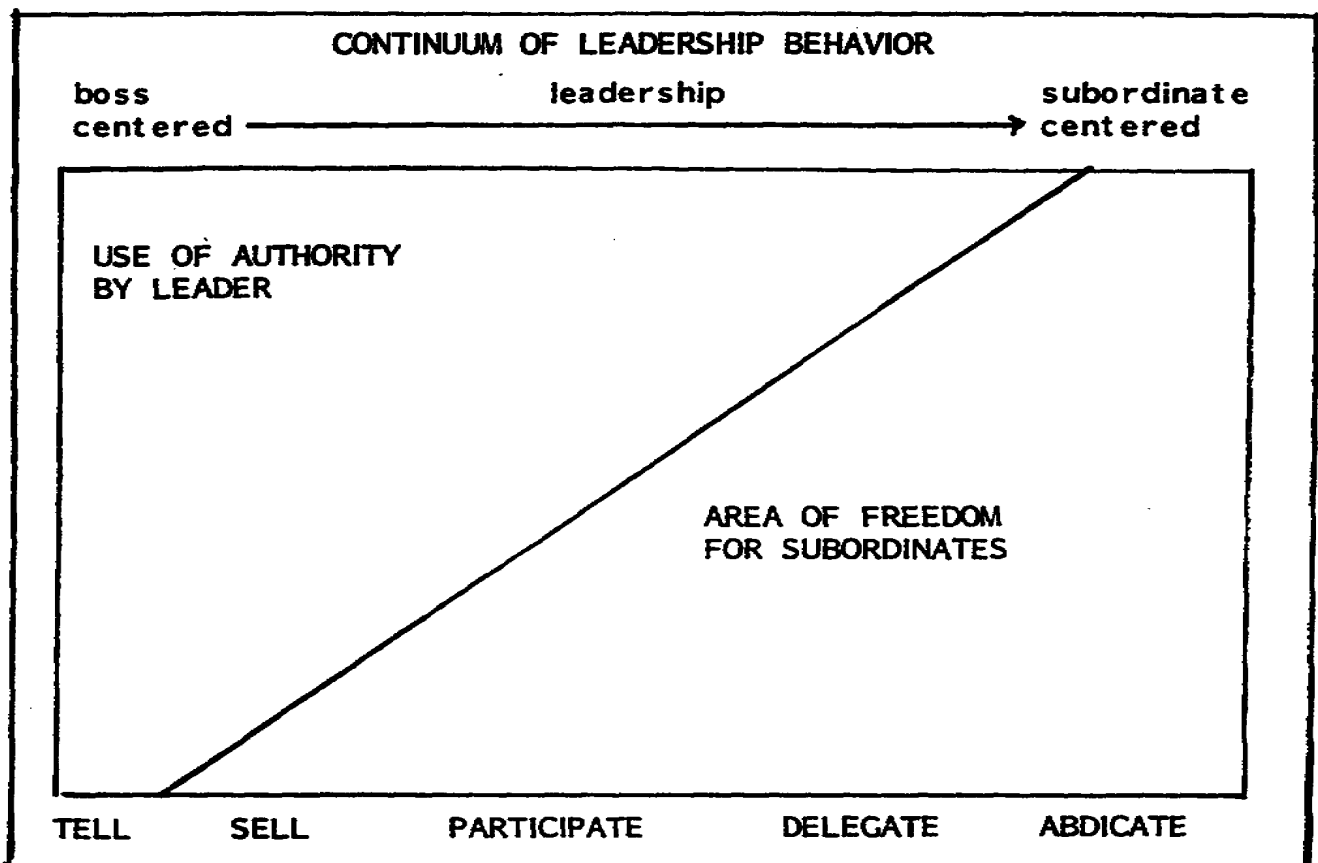


Figure 3-6

From the perspective of Tannenbaum and Schmidt there are a number of factors that influence where, on this continuum, any particular leader would, or should, fall. Factors such as:

- o Personality of the leader
- o Nature of the individuals being led
- o Nature of situation
- o Nature of decision to be made
- o Nature of the organization
- o Amount of time to make the decision
- o Willingness of individuals involved to tolerate ambiguity

All play an important part in the final decision as to how to make the decision.

Perhaps the most obvious example of how these factors come into play is what happens when time is at a premium. If a decision must be made at once (or if it is seen as having to be made at once), a leader must exercise boss-centered decision-making. Also, since some individuals (leaders as well as subordinates) have a low subordinate centered manner, the outcome of subordinate centered leadership is less certain than if the boss decrees it from above. Some individuals have a need for certainty and cannot function when the outcome of a decision may be in doubt.

The styles of leadership arrayed along the bottom of the chart are not as rigid as earlier classification. They are attempts to describe how a leader relates to subordinates as the leader attempts to get the subordinates to accomplish a task:

1. The leader tells the subordinate to accomplish the task.
2. The leader sells the subordinate on the task.
3. Leader and subordinate accomplish the task together.
4. The leader delegates responsibility to the subordinate.
5. The leader abdicates responsibility.

You should note that, in the military environment, the leader can delegate the authority necessary to accomplish a task but not the responsibility for accomplishing it. The same is true in business. If a decision is not made, the superior is held responsible rather than the subordinate.

LESSON 4

APPLICATIONS

We have explained to you and have even done some preaching at you on the subject of leadership. Undoubtedly along the way you have reacted to our message and perhaps have tried to fit yourself into the various categories and continuums. This practical exercise is a chance to do this more systematically.

Instructions: Describe your most recent practical exercise ministry situation using the LOGOS contingency leadership model.

L = Leadership Characteristics Briefly list by role the leaders in your situation. Characterize their strong and weak points.

LEADER	STRENGTH	WEAKNESS
o		
o		
o		

O = Organizational Goals o Is there a set of organizational goals?

- o Are the goals clear?
- o Do the goals set the priorities?
- o How were the goals arrived at?
- o What are the goal of your organization?
- o Do the people in your organization understand its goals?

G= Group

Characteristics Describe your group (size, norms, territoriality, cohesiveness, member composition, etc.).

O= Organizational
Structure

- o What kind of organizational structure do you have?
- o Briefly sketch the structure

S= Subordinate
Characteristics

Describe your leadership in terms of the models

- o Leader Attitudes: _____ Theory X
_____ Theory Y
- o Motivational Needs: _____ Self-actualization
_____ Self-esteem
_____ Belonging
_____ Safety
_____ Basic Needs
- o Styles of Leadership: _____ Coercive
_____ Competitive

_____ Consultative

_____ Collaborative

o Authority/Freedom:	Boss	Subordinate
	Centered	Centered

Tell Participate Abdicate

Sell	Delegate
------	----------

Now, for the purposes of instruction, repeat the same process for another situation you have experienced. Try applying it to a business, professional, or social organization to which you once belonged.

L= Leadership

Characteristics

Briefly list by role the leaders in your situation and characterize their strong and weak points.

LEADER

STRENGTH

WEAKNESS

- o
- o
- o

O= Organizational

Goals

- o Is there a set of organizational goals?
- o Are the goals clear?
- o Do the goals set priorities?
- o How were the goals determined?
- o What are the goals of your organization?

- o Do the people in your organization understand its goals?

G= Group

Characteristics Describe your group (Size, norms, territoriality, cohesiveness, member composition, etc).

O= Organizational o What kind of organizational structure do you have?

- o Briefly sketch the structure

S= Subordinate

Describe your leadership in terms of the models.

- o Leader Attitudes: _____ Theory X
_____ Theory Y
- o Motivational Needs: _____ Self-
of followers: actualization
_____ Self-esteem
_____ Belonging
_____ Safety
_____ Basic Needs
- o Styles of Leadership: _____ Coercive
_____ Competitive
_____ Consultative
_____ Collaborative
- o Authority/Freedom: Boss Subordinate
Centered Centered

Tell

Participate

Abdicate

Sell

Delegate

The two exercises above should display what type of leader you perceived yourself to be in two different situations. Probably the two situations provoked various responses from you. Commercial inventories of leadership styles are available that try to probe, by questioning, behind your perceptions.

PEOPLE AND TASK

Whatever style of leadership is chosen by the leader, there is a significant impact on the tenor of the organization. Again, your experience will serve as a starting point. Think back on the various organizations that you have been part of. These organizations that you have been part of. These organizations can be work, social, or family. List them on the Table below.

ORGANIZATION	LEADER	LEADERSHIP STYLE	ORGANIZATIONAL TENOR
--------------	--------	------------------	-------------------------

1.

2.

3.

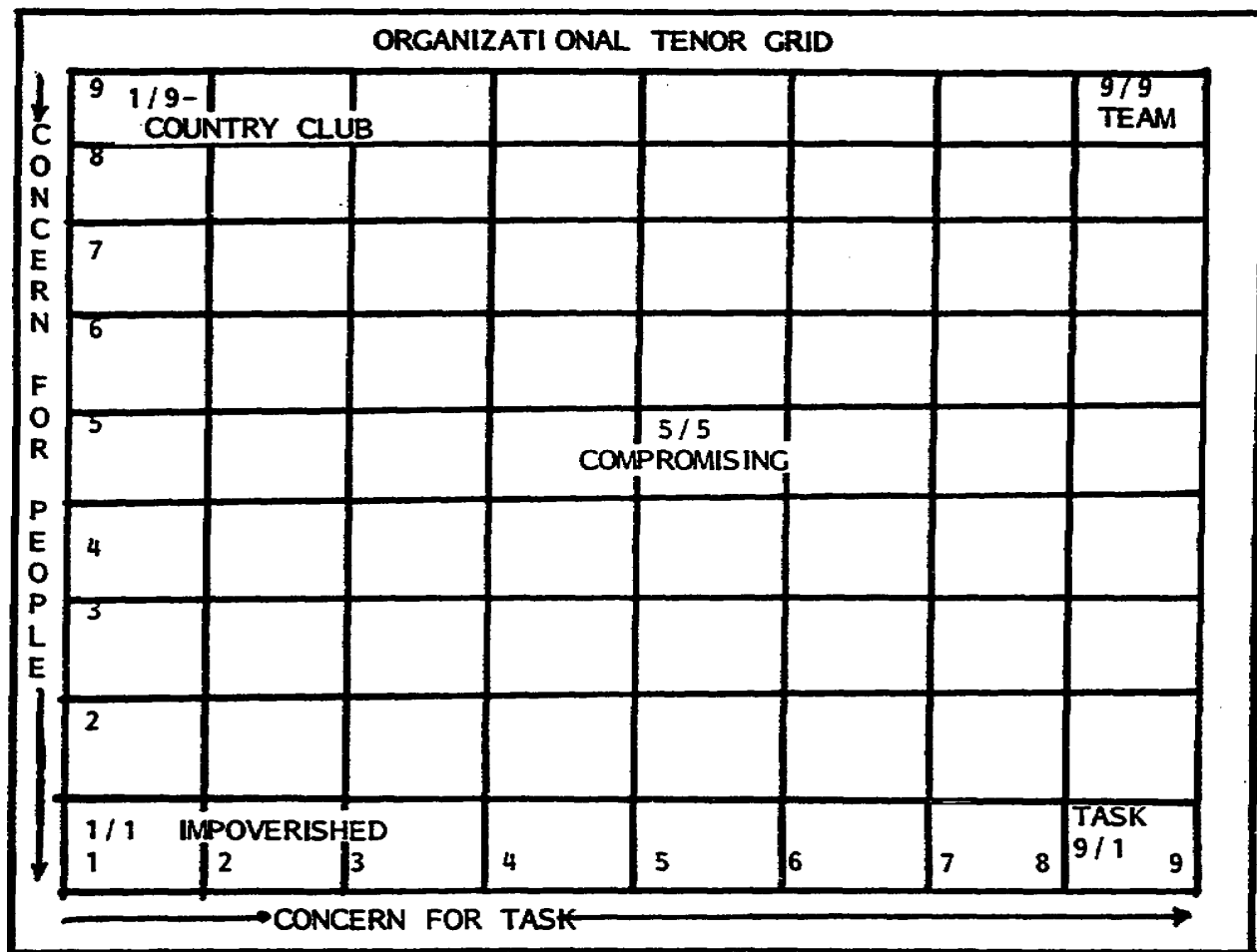
4.

5.

6.

Of course your characterizations of the above leaders and organizations will be biased by your relationship with the leader and how that leader treated you. Nevertheless, your subjective reactions should show a positive relationship between democratic leaders and favorable organizational tenors. However, you may also have experienced the situation where organizational tenor is favorable but productivity is low because of undesirable leadership (or followership) behavior.

The organizational theorists Blake and Mouton have used a grid to display this relationship between a leader's concern for task and people and the overall tenor of an organization.



Blake and Mouton label various points on the grid as characteristic environments. For instance, 1/9 (highest on concern for people but lowest on concern for task) is the "country club" while 9/1 (high on task but low on people orientation) is the task oriented environment. Point 9/9 (high on both task and task and people orientation) is the team style. Organizational impoverishment it at 1/1.

Return to your list of organizations you have participated in and characterize the organizations according to Blake and Mouton.

Try predicting organizational styles with the following case studies.

Unit Chaplain A leading a section composed of newly trained and newly assigned personnel (both chaplains and chaplain assistants) into a highly stressful Field Training Exercise. Chaplain sees himself as a "strong military-type leader."

PROBABLE LEADERSHIP STYLE: _____ Concern for People

_____ Concern for Task

Probable Organizational Style _____

Unit Chaplain Assistant B recently rotated into an organization with established relationships and experience in providing ministry to a widely dispersed DISCOM unit. Sees herself as a strong pastoral leader.

_____ Concern for Task

_____ Concern for People

Probable Organizational Style _____

Unit Chaplain C. Is soon to depart the service after a not-too-successful stint as installation chaplain at a small DARCOM post. A short-timer from the very outset, his eyes were on the looming retirement at a nearby church.

_____ Concern for Task

_____ Concern for People

Probable Organizational Style _____

INTERPRETATIONS: Generalizations about how individuals will behave are always risky. Scenarios always assume that people will behave in certain ways that may be or not be true. The following interpretations are based on some assumptions.

Unit Chaplain A seems to be in a situation that demands a heavily task oriented leadership. His personal orientation toward "military style leadership" will probably reinforce this.

High concern for task
Lot concern for people
Task organizational style

Unit Chaplain Assistant B with her concern for pastoral leadership will probably be high on concern for people. The situation, since it is a widely dispersed ministry with people who know their jobs and are working well can be high on task as well.

High concern for task
Low concern for people
Task organizational style

Unit Chaplain C is almost a text-book example of the alienated leader. With neither concern for the people nor the task, he is in a perfect position to torpedo the organization.

Low concern for task
Low concern for people
Impoverished organizational style

What to do with this information? Nobody, no subcourse, no instructor can tell someone precisely how to lead or manage individuals in any particular situation. One objective of this instruction has been to make you aware of your inherent leadership tendencies. Certainly this is an important first step. A leader must understand him or herself.

A leader also has to understand results. A leader has to understand that followers are at least as important in accomplishing the mission.