

CHAPTER 3

LEADERSHIP

LEARNING OBJECTIVES

Upon completion of this chapter, you should be able to do the following:

1. Describe how to apply sound leadership practices to managerial abilities.
2. Interpret command or departmental instructions and documents used to formulate division work requirements.
3. Analyze division material and personnel readiness.
4. Identify the steps necessary to monitor the progress of overall division work efforts.
5. Identify the methods used to determine division timelines.
6. Identify the methods used to monitor the assignment of division personnel.

This chapter addresses the topics of leadership and management. The chapter should provide you with an introduction to the fundamentals of leadership and management required at the chief petty officer level. Topics covered in this chapter include effective management, leadership, personal characteristics, and Total Quality Management (TQM). An in-depth discussion of the topics presented in this chapter is beyond the scope of this text. However, *Management Fundamentals:*

A Guide for Senior and Master Chief Petty Officers, NAVEDTRA 10049, gives an excellent general overview of leadership and management fundamentals used by chief petty officers.

SUPERVISORY RESPONSIBILITIES

Within the formal Navy management structure, management begins at the chief petty officer level (fig. 3-1). Top-level management is composed of

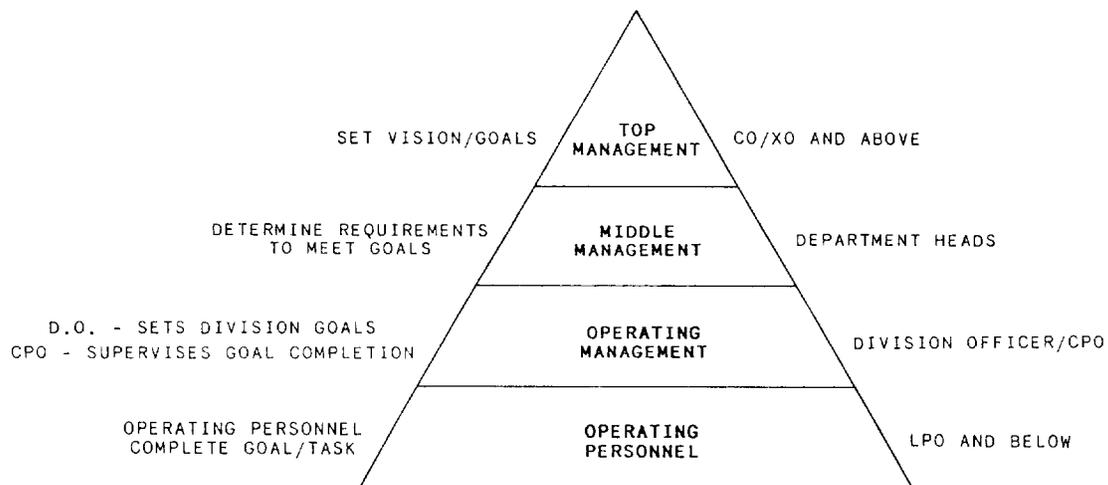


Figure 3-1.-Levels of management.

executive officers and above. Those officers are responsible for setting the direction and vision of the command. In short, they set the major goals the command is to accomplish.

Middle management is composed of department heads. The department heads determine which elements of their department are required to meet each of the specific goals set by upper management. Department heads also assist in coordinating action between their divisions or interaction with other departments.

Operating-level management is composed of division officers and chief petty officers. Personnel at that level are responsible for fulfilling the supervisory function of management. The operating level of management is responsible for taking the goals and determining a plan of action to accomplish the goals. The operating level is also responsible for ensuring the workers accomplish the goals in a timely manner. The elements of management chief petty officers are involved in include planning, staffing, controlling, organizing, and leading.

PLANS

Plans are methods devised to achieve a goal. They are like road maps—they set the course the command will follow. All levels of management are involved in one type of planning or another. At the chief petty officer level, you will probably be involved in only one type of planning.

All plans fall into one of three general groups: strategic plans, standing plans, and single-use plans. Although you will normally be involved in single-use plans, understanding all levels of planning will help you meet your planning requirements.

Strategic Plans

Strategic plans involve activities that will take place in 2 to 5 years. The type commander (TYCOM) or higher authority uses the strategic plans of an organization to set its organizational mission and objectives. The commanding officer may set additional organizational objectives such as receiving the Golden Anchor Award or passing the operational propulsion plant examination (OPPE) with no discrepancies.

ORGANIZATIONAL MISSION. —The organizational mission states the intended purpose of the command. The *Ship's/Command's Organization and Regulation Manual (SORM)* contains the organizational mission.

ORGANIZATIONAL OBJECTIVES. —Organizational objectives are long-range objectives. They serve as the goals for management in achieving the organizational mission. The type commander or squadron-level commanders set organizational objectives. You can find those objectives in your command's five-year plan, yearly schedule, and quarterly schedule. Examples of organizational objectives are the board of inspection and survey (INSURV), the operational propulsion plant examination (OPPE), the operational readiness inspection (ORI), and deployment schedules.

You can use those long-range objectives to assist you in planning your work center objectives. An example of a work center objective is preparing for an upcoming board of inspection and survey (INSURV) visit.

As a work center supervisor, you will probably discover an upcoming inspection the month before it occurs. You could, however, find out the approximate date of the inspection 2 or more years in advance so that you could begin correcting or documenting discrepancies. That type of planning eliminates crisis management.

Standing Plans

Standing plans are those the Navy uses for recurring or long-range activities. They include *United States Navy Regulations, 1990 (Navy Regs)*, *Standard Organization and Regulations of the U.S. Navy (SORN)*, *SORM*, SECNAV instructions, OPNAV instructions, captain's night orders, technical manuals, and so forth. Chief petty officers use standing plans to determine routine work requirements within the division or work center.

POLICIES. —Policies are broad general statements of expected behavior. You should become familiar with the command policies stated in the *SORM*. You could be tasked with helping the division officer develop divisional policies. Divisional policies involve areas such as the command sponsor program, extra military instruction (EMI), extension of work hours, and routing of request chits. As a general rule, your division will already have division and command policy statements; your job is to ensure your subordinates carry out those policies.

PROCEDURES. —Procedures are detailed standing plans. Procedures define the exact steps in sequence personnel should take to achieve the

organizational objective. Examples are an electrical tag-out procedure, a maintenance requirement card (MRC), or a command check-in/out sheet. Ensure personnel comply with your division's established procedures, and submit requests for correction whenever a procedure becomes outdated or is in error.

RULES AND REGULATIONS. —Rules and regulations are standing plans that specifically state what personnel can and cannot do in a given circumstance. Commands use them to ensure personnel adhere to policy. *Navy Regs, SORN,* and command regulations fall into this category.

Although you should enforce rules and regulations, you don't have to place everyone who violates a rule or regulation on report. As a chief petty officer, you have some latitude in applying corrective measures, depending on the severity of the infraction.

Single-Use Plans

Single-use plans are those used for short-range nonrecurring activities. You should excel in this area of planning. Make short-range planning a part of your daily activity. Use strategic plans and standing plans to determine short-range planning requirements. Short-range plans should include monthly, weekly, and daily plans. Types of single-use plans you will develop include programs, projects, and budgets.

PROGRAMS. —Programs are single-use plans that state a specific goal and give the major steps, the timing of those steps, and the resources required to meet the stated goal. Examples of programs include the Personal Excellence Program, the National Apprenticeship Program, and the Overseas Duty Support Program.

PROJECTS. —Projects are the separate tasks you must plan to meet program goals. When you make plans to paint divisional spaces, you are planning a project required to meet the goals of the Habitability Program. When you fill out a training schedule, you are planning a project required to meet the goals of your command training program.

Become familiar with the Navy's programs. Doing so can help you to lead and manage your work center more efficiently because you will be aware of what is expected of you. You will also have steps to follow in reaching program goals. You can then devise projects to meet those goals,

BUDGETS. —Budgets are planned revenue and expenditures of money, time, personnel, equipment, and so forth, expressed in numerical terms, usually by category and over a period of time. Most people think of budgets only in relation to money. You should think of a budget as a detailed plan of how you will use *all* of your resources,

When you plan a project, make a budget of the time allowed, the personnel assigned, and the material resources and funding required.

MANAGEMENT BY OBJECTIVES

Management by objectives (MBO) is a fancy term for the type of management most commands use. MBO means supervisors and subordinates take part in setting overall goals for the organization. Each individual has a responsibility for meeting a major area of the goal. The command expresses that responsibility as those steps it expects individuals to take in meeting those goals. The command then uses those expectations as a measuring device to gauge the successful completion of the job.

The Navy Leader Development Program (NAVLEAD) is based on MBO. It teaches Navy leaders to set goals. The leaders use management and supervisory skills, outlined later in this chapter, to achieve desired results in the work center or division.

Objectives

The purpose of MBO is to set clearly defined goals that all participants can easily understand. MBO helps managers plan, define jobs, motivate subordinates, interact with subordinates, evaluate worker performance, and link command objectives to division or work center objectives.

Basic Principles

MBO is based on two basic principles. The first is that if you get people committed to a goal, they are more willing to work toward that goal. The second is that if you allow people to set the goal, they will do everything possible to achieve that goal.

As a manager, your first job is to get people committed to a goal through joint decision making. When done correctly, your subordinates will have a personal interest in accomplishing the goal. The goal will no longer be just what the chief wants to do, but what your subordinates told you

they were capable of accomplishing. At that point the goal has become the personal goal of your subordinates.

Your second job is to work with your subordinates to set a goal. Goals should be realistic and attainable. When subordinates participate in goal setting, they help to set the standards and criteria you will use to evaluate their performance in reaching that goal.

Advantages and Disadvantages

MBO provides some advantages over other types of management styles. It involves subordinates in setting goals, forces leaders to focus on important objectives, increases communication, and establishes measurable performance goals.

However, MBO also has some disadvantages. An organization can use it only in certain situations. It requires more time to use, increases paperwork, and may overlook objectives that cannot be measured. In addition, MBO will work only if top leaders support it and people communicate as required. When leaders don't support MBO, the disadvantages can cripple an organization.

DETERMINING WORK REQUIREMENTS AND SETTING PRIORITIES

One of the most difficult and often overlooked jobs of the chief petty officer is to determine divisional work requirements and priorities. You will find the work requirements in your division's strategic plans, rules and regulations, and single-use plans. Once you have determined the requirements, you must determine the tasks needed to complete them. Then you will set priorities based on the order in which the division needs to complete each task.

Determining Work Requirements

To determine work requirements, you need a starting point to establish what your division is presently accomplishing (the real situation) in relation to what the division should be accomplishing (the ideal situation).

The work requirements your division should be accomplishing are outlined in your command's strategic, standing, and single-use plans. You should compare these work requirements to what your division is currently accomplishing. You may find your division is not following the work

requirements outlined in your command's various plans. In this case, you need to revise the division work requirements to conform to the command's plans. Or you may find your division has the correct work requirements, but the goals for those requirements are not being met. In this case, you need to revise the division's goals for accomplishing the work requirements.

The real-ideal model (fig. 3-2) is a flow chart you can use in setting new goals for your division's work requirements. The exact sequence of setting goals for work requirements should be done in the following order:

Recognize the real situation in your division.

Review strategic, standing, and single-use plans to determine the ideal situation for your division.

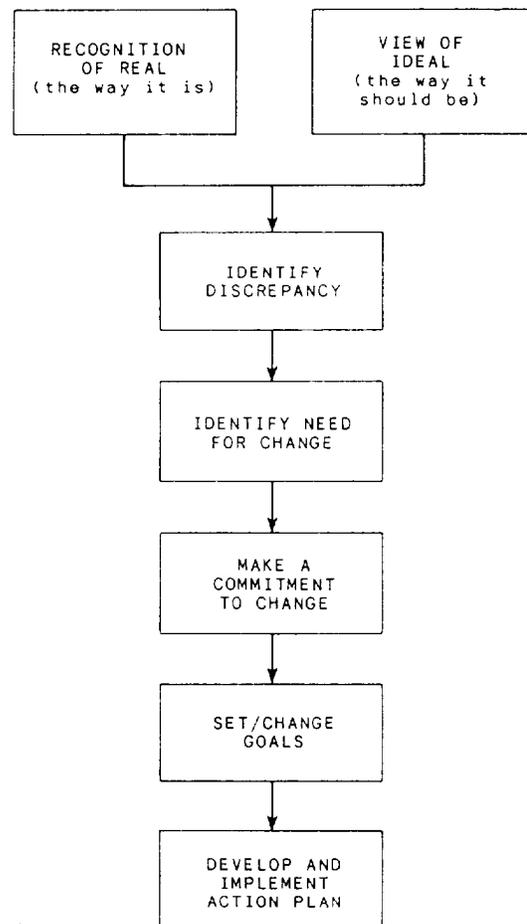


Figure 3-2.-Real-ideal model.

- Identify the differences between the real and ideal situation.
- Determine if the gap between the real and ideal is large enough to require corrective measures.
- Make a commitment to change if so required.
- Set the goals for accomplishing the change.
- Develop a single-use plan to implement the change.

After your goals for the work requirements are set, you should review them to ensure they will be effective. Effective goals for work requirements should meet four criteria:

1. Be behavior specific—specify the necessary action to take
2. Be measurable—specify criteria or checkpoints for accomplishing the goal
3. Be realistic but challenging—test your ability, but have at least a 50-percent chance of being attained
4. Be time-phased—provide a time schedule or deadline for reaching the goal

Priorities

You should now have determined your division or work center work requirements by using the real-ideal model. The next step is to prioritize the work requirements. To determine priorities, ask the question What is the purpose of my division? Then use the answer to this question to set your number one priority.

Next, at the top of a sheet of paper, write two headings: ROUTINE and NONROUTINE. In the routine column, list tasks that take place on a recurring basis. In the nonroutine column, list tasks that do not occur often and need your special attention. Within each column, label each task Important, Urgent, or Important/Urgent as appropriate. Important/urgent tasks require immediate attention; do those first. Do the Urgent tasks next and the Important tasks last. Some tasks may not fit any of the categories; do those tasks when you have time.

You have now divided all tasks into two columns and prioritized them. Which tasks do *you* do? You do only those which require your special skills. Delegate the tasks in the routine column

to subordinates. Delegate those in the nonroutine column if possible; however, monitor job progress closely.

Ensure you have trained your subordinates before delegating any work to them. When you delegate work, let your subordinates know you are available to help with any problems.

STRENGTHS, WEAKNESSES, OPPORTUNITIES, AND THREATS (SWOT)

You can use the strengths, weaknesses, opportunities, and threats (SWOT) analysis to help you determine the needs of the division. The objective of the SWOT analysis is to help you identify those areas in which the division (1) needs improvement (2) has available opportunities and (3) must overcome certain obstacles.

To perform a SWOT analysis, first take an objective look at your division. Make a list of its strengths. Those are the areas in which the division does a good job. Second, make a list of the division's weaknesses. Those are the areas in which the division needs to improve. Third, make a list of opportunities. Those are areas that could help the division, such as unfilled school quotas, surplus supply funds, personnel due to report, and maintenance availabilities. Last, make a list of threats. Those could be upcoming inspections, personnel losses, and cuts in funding. Perform the SWOT analysis before the beginning of each quarter, and then use it in developing your short-range plans.

STAFF

Every job the Navy has requires people. Each person is important to the overall mission of the Navy. Therefore, the staffing of personnel is an important part of your job. In determining personnel needs and qualifications to keep your division running smoothly, remember that people are your most important resource.

Personnel Needs

You will assist the division officer in reviewing the ship manning document to determine future manning requirements. Since your command may periodically request additional billets to cover personnel shortages, be sure to document your division's personnel requirements to justify those requests.

Additionally, you may be required to solicit or provide additional manpower from or to other divisions to accomplish assigned tasks. Careful planning and cooperation with other divisions can result in benefits for both divisions. Never ask for more people than you need, but be sure you have enough people on hand to meet special requirements.

Personnel Qualifications

You need more than just people to accomplish tasks—you need qualified people. Review personnel qualifications to ensure you assign qualified people to do jobs. When people are not qualified, assign a qualified person to help them in task accomplishment.

When reviewing personnel qualifications, make sure their service records document those qualifications. A person is not qualified until the required entries have been made in his or her service record. Don't put yourself in the position of having to endure a mishap investigation because your people were unqualified.

CONTROLLING

Controlling is another term for monitoring. Control ensures the Navy and your command, department, and division meet their goals. You must use different types of control to maintain stability within your division.

Feedforward

Feedforward control is a way of trying to anticipate problems and make adjustments before the problems occur. You try to foresee possible problems and apply a solution to prevent them from occurring. The planned maintenance system (PMS) used aboard ship is an example of feedforward control.

Concurrent

Concurrent control involves making changes while an event is taking place. You constantly make little changes to keep your division moving toward your stated goal. An example of this type

of control is when the officer of the deck (OOD) makes course changes during navigation detail.

Feedback

Feedback involves making corrections after an event has happened. You monitor the event and then evaluate how to improve the outcome the next time. Examples of this type of control include performance evaluations, inspections, and captain's mast.

Inventory Control

The Navy supply system is designed to be an effective inventory control system when used correctly. However, most supervisors often overlook inventory control until they go to supply to request a part. Make sure you perform inventory control by monitoring division supplies. Ensure your coordinated shipboard allowance list (COSAL) is current and that supply has all the spare parts or required supplies listed in your COSAL inventory.

Quality Control

Quality control is a method of ensuring that your customers receive a product that meets performance expectations. Your customers are divisions or departments that use your division's work output. Your customers also include other commands and the American taxpayer. A basic quality control system involves some or all of the following measures:

- Setting standards so that quality goals can be established and then measuring or evaluating those goals
- Inspecting and comparing materials, parts, and services to a set standard
- Using statistics to measure deviation and determine if quality is within set standards
- Using measurements or inspections to evaluate or compare actual quality to division goals for quality

FEEDFORWARD QUALITY CONTROL. — Feedforward control, when used as a quality control device, is an inspection of the raw input for defects. An example is when you check parts received from supply to ensure they are of the correct type and number and are free of defects. If you find a problem, you should try to determine where it occurred. Did your division order the wrong part, wrong quantity of parts, or wrong style of part? Does the supply system have a quality control problem that should be identified and passed on to higher authority for action?

CONCURRENT QUALITY CONTROL. — Concurrent control, as a quality control device, uses inspections to identify potential defects while the work is taking place. An example is when you inspect surfaces to be painted before painting.

FEEDBACK QUALITY CONTROL. — Feedback, when used as a quality control device, occurs after the task has been completed. This technique is useful to improve future quality. However, if you omit feedforward and concurrent control and only rely on feedback, many tasks may require complete rework because of problems in quality.

STATISTICAL ANALYSIS. — When the number of items produced is too large for an inspection of each item, statistical analysis is used. Random samples are taken and measured against the stated quality goal. If the samples fail to meet expectations, then the entire batch or lot could have failed to meet quality goals. An example is a periodic planned maintenance system inspection by the type commander (TYCOM). TYCOM might make random maintenance inspections and use the results to form conclusions about overall maintenance within the command.

QUALITY CIRCLES. — Quality circles consist of small groups of workers within each division who look for ways to reduce defects, rework, and equipment downtime. The workers also make recommendations concerning morale, working conditions, and worker recognition for superior performance.

ZERO DEFECTS. — Zero defects is a type of quality control that is based on the theory of doing the job right the first time. Supervisors encourage workers to stop work to seek a solution when they identify a problem and to suggest methods of improvement. Supervisors follow up on suggestions and put into effect those which are feasible. Workers who practice this type of control save time because they do not have to rework a task.

Measurable and Nonmeasurable Control

To achieve control, you can use two methods: (1) measurable and (2) nonmeasurable.

MEASURABLE CONTROL. — You can use measurable control to determine the quality and quantity of the work output. This method of control involves the use of specific information and measurements, such as budgets, audits or inspections, Gantt charts, and performance evaluation and review techniques (PERT).

NONMEASURABLE. — You can use nonmeasurable control to measure overall division performance while performing other functions such as planning, staffing, organizing, and leading. You can also use it to control the attitudes and performance of workers. This method of control involves the use of techniques such as discussions with workers, oral or written reports, performance evaluations, inspections, and observations of work.

TYPES OF MEASURABLE CONTROL. — Most of the nonmeasurable controls are built into the Navy system or are self-explanatory. We will limit this discussion to the measurable methods of control most people may not be familiar with. These methods are the plan of action and milestones, Gantt chart, program evaluation and review technique (PERT), and critical path method (CPM).

Plan of Action and Milestones. — A plan of action and milestones (POA&M) could be considered a budgetary type of control. You use the POA&M to budget time, personnel, and resources necessary to complete a task. The basic POA&M defines the job to be done, resources required, steps to be taken, and progress expected

PLAN OF ACTION AND MILESTONES				
GOAL/PROBLEM STATEMENT _____				OVERALL RESPONSIBILITY _____
				(NAME) _____
				START DATE _____
				REVIEW DATE _____
				REVIEW DATE _____
				REVIEW DATE _____
				COMPLETION _____
ACTION STEPS/ TASKS	START DATE	COMP DATE	ACTION PERSON	REMARKS/POTENTIAL TROUBLE SPOTS/ MEASURES OF ACCOMPLISHMENT
1. _____	_____	_____	_____	_____
2. _____	_____	_____	_____	_____
3. _____	_____	_____	_____	_____
4. _____	_____	_____	_____	_____
5. _____	_____	_____	_____	_____
6. _____	_____	_____	_____	_____
7. _____	_____	_____	_____	_____
8. _____	_____	_____	_____	_____

Figure 3-3. Sample Plan of Action and Milestones (POA&M).

at specified times (see figure 3-3 for a sample POA&M). The POA&M is commonly used in commands throughout the Navy.

Gantt Chart. —The Gantt chart shows planned and accomplished work in relation to each other and in relation to time. The Navy uses it as the basis for more complicated charts, such as PERT and CPM. You will find the Gantt chart particularly useful in planning and controlling operational-level tasks.

The side of the chart indicates work output, and the top of the chart is divided into units of time. Refer to figure 3-4. The left side of the chart lists tasks to be completed. The top of the chart shows the time allotted for task completion. The unshaded bars represent the time allowed for each individual task. The solid bar represents how much of each task has been completed.

Program Evaluation and Review Technique. — The Navy developed the program evaluation and

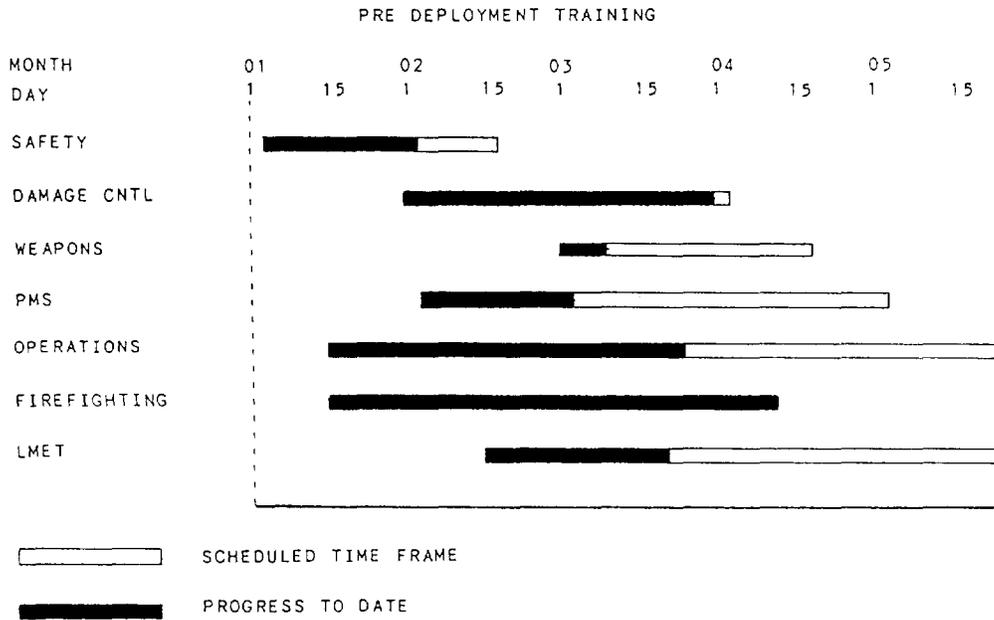


Figure 3-4.-Sample Gantt chart.

review technique (PERT) while constructing the Polaris fleet ballistic missile. It focuses on key points and steps that may present potential problems. You will find PERT helpful when scheduling complicated nonrepetitive tasks and as a device to evaluate and report progress.

The PERT uses a line chart to show the relationship of tasks and the time required to complete each task. The chart contains lines and nodes (circles) that represent the start and completion of tasks.

When using the PERT, you apply a mathematical formula instead of guesswork to figure the time needed to perform a task. You need three time estimates to complete the formula. First, estimate an optimistic time (T_o) based on a minimum of difficulties that could occur. Second, estimate a pessimistic time (T_p) based on the maximum difficulties that could occur. Third, estimate a normal completion time (T_n) based on the average time you could expect to complete the task. The formula for figuring estimated PERT time (T_e) is as follows:

$$T_e = \frac{T_o + T_p + (4)T_n}{6}$$

To construct a PERT network, follow the six basic steps applied to all PERT projects. First, identify the component task you will perform. Second, define the order in which you need to

complete the component task. Third, analyze and estimate the time required to complete each component task and for the entire project. Fourth, find the critical path. The critical path is the longest path from the beginning component task to the ending component task. Fifth, look for ways to improve the project through modifications. Sixth, control the project. See figure 3-5 for a sample PERT chart.

Critical Path Method. —The critical path method (CPM) is very similar to the PERT. The major difference is the PERT focuses on time without regard to cost. The CPM focuses on both time and cost. The CPM and PERT have three major differences. First, the CPM only requires a one-time estimate. Second, the CPM includes a cost estimate as well as normal and crisis time estimates. Third, the CPM is based on the assumption that you have at least some experience with the work needed to complete each component task.

Elements of Effective Control

Control systems such as quality control or inventory control need certain elements to be effective: controlled work activities, timeliness, effectiveness, accuracy, and acceptance. These elements of control influence how the work will be accomplished and how long work will take.

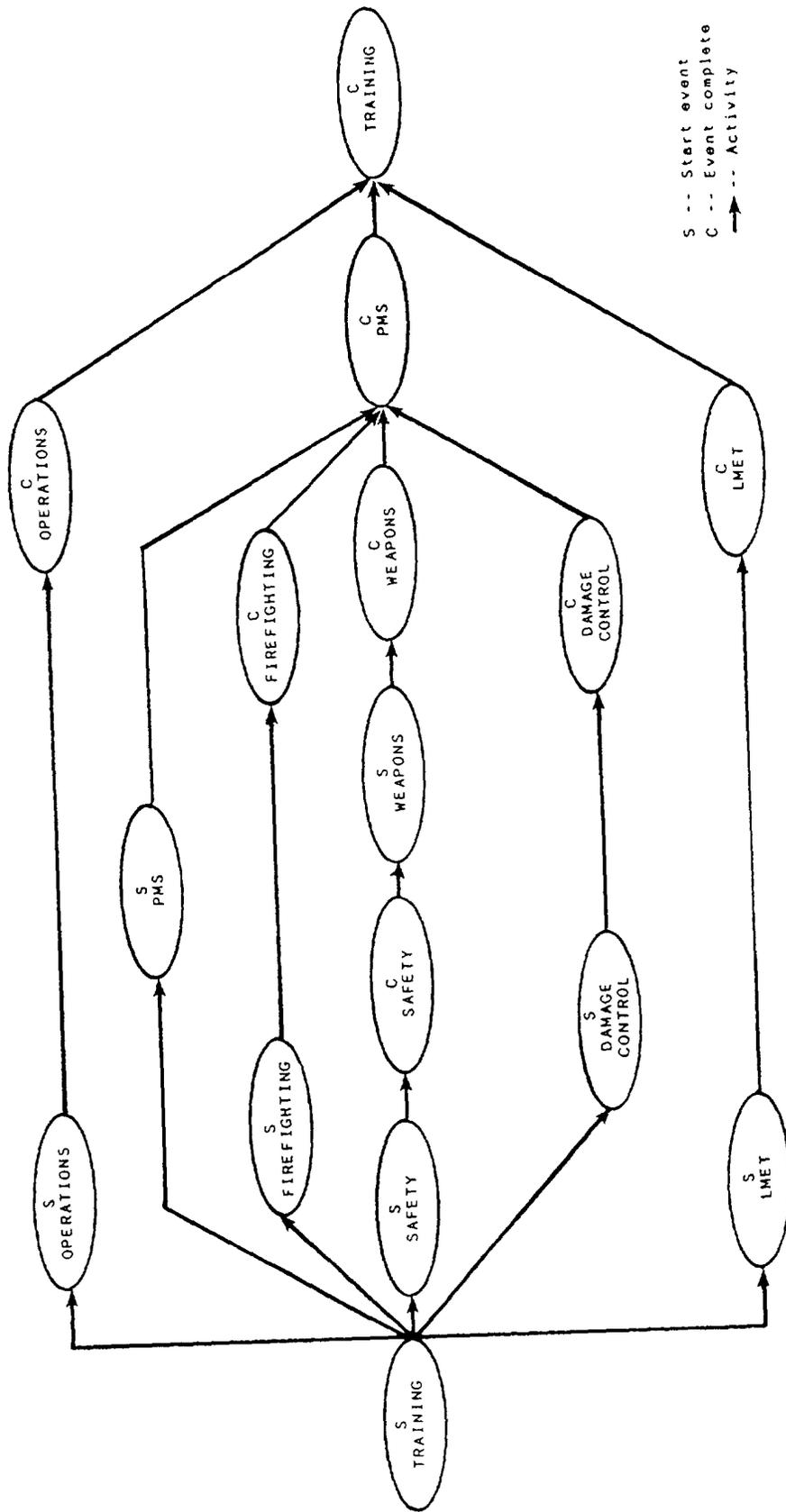


Figure 3-5.—Sample PERT chart.

ACTIVITIES. —Your subordinates expect you to control their work by comparing it to a set standard. When they know you will exercise that control, they will try to meet that standard.

TIMELINESS. —Since managers need time to take corrective action when tasks deviate from the normal standard, subordinates must make a timely report of those deviations. The “timeliness” of reports depends on the amount of time a manager designates as adequate—it could range from minutes to months. Therefore, when designing your control system, specify the amount of time you consider to be timely.

EFFECTIVENESS. —Control systems may involve additional cost. You should work to reduce the cost of your control system, while still retaining an effective system. Additional costs could result from the need for additional people, material, equipment, or time. Evaluate your control system to eliminate or modify needless costs .

ACCURACY. —Your control system monitors progress and serves as the basis for corrective action. Therefore, you should ensure it provides you with accurate information from which to make decisions. Be aware that since people are human, errors will occur in the reporting process. Also realize some people will present information in a manner that will reemphasize the negative while accentuating the positive. People usually present information in that manner to try to make themselves look good.

ACCEPTANCE. —People usually resist control. The strongest resistance comes when people perceive the control to be excessive. Excessive control gives the impression you do not trust your subordinates.

To avoid resistance, explain the purpose of the control system to your subordinates. Make them feel they have an interest in the success of the system. By explaining the purpose and generating interest in the control system, you have a greater chance of convincing subordinates to accept it.

ORGANIZATION

Organization is the process of arranging material and personnel by functions to attain the objective of the command. Organization establishes the working relationships among command personnel and establishes the flow of

work. It promotes teamwork and identifies the authority, responsibility, and accountability of individuals within the command.

An in-depth discussion of organization is well beyond the scope of this text. Therefore, this chapter will touch on only a few basic ideas and concepts of which you should be aware. Those ideas and concepts include types of organizations, organizational concepts, delegation of work, and authority and power.

Types of Organization

Of the many different types of organization used today, the Navy uses three specific types: line, staff, and functional.

LINE. —Line organizations refer to the major departments responsible for accomplishing the mission of the command. These departments are usually Deck, Engineering, Operations, Weapons or Combat Systems, and Air.

STAFF. —Staff organizations refer to personnel who advise, assist, counsel, and serve the line departments. Staff usually does not have authority over line departments. Examples of staff include the Supply Department, 3-M Coordinator, educational services officer (ESO), and drug and alcohol program advisor (DAPA).

FUNCTIONAL. —Functional organizations refer to special departments that are neither line nor staff. Usually a functional organization starts out filling a staff function and becomes so important to the success of the command that it is given special status. The manager has the authority to ensure all parts of the command perform as necessary to carry out that function. Examples of functional organizations include the Medical, Safety, Legal, and Administrative Departments.

Organizational Concepts

At certain times you must report items such as personnel readiness or material readiness to higher authority. The method used to make these reports will vary from command to command. However, certain basic concepts are common to all methods: the chain of command, unity of command, span of control, and specialization.

CHAIN OF COMMAND. —The chain of command is the order of authority among Navy

members. The chain of command begins with the commanding officer (CO) and flows down to the seaman recruit. All members use the chain of command when they communicate about orders, responsibilities, reports, and requests from higher to lower authority or lower to higher authority. Members also use the chain of command when they communicate with others who have the same level of authority, such as a counterpart in another division.

UNITY OF COMMAND. —Unity of command is the order of control of an organization. It gives one person control over one segment of the organization. It ensures that a person reports directly to and receives orders from only one individual. The person in control issues all orders and receives all reports from his or her segment of the organization. To ensure all personnel know whom they direct and to whom they report, commands should have clearly set lines of authority.

Use of the chain of command and an organizational chart will help you maintain unity of command. Be sure you clarify your position both to your superiors and subordinates.

SPAN OF CONTROL. —Span of control refers to the ideal number of people one person can effectively supervise. The ideal number is based on the scope of the assigned functional responsibilities and the time available to the supervisor. Normally a supervisor is responsible for at least three but not more than seven people.

SPECIALIZATION. —Specialization refers to the division of work. The organizational chart normally shows the division of work. Work centers are highly specialized by ratings. Divisions usually contain personnel in similar ratings, and departments contain personnel in ratings that perform similar tasks.

Delegation of Authority

The American citizens delegate authority to the President, who, in turn, delegates authority down the chain of command to you. You delegate authority to the lowest level competent to handle the specific responsibility. Although you may delegate authority for a task, you have the final responsibility for the completion of that task.

When you delegate authority to your subordinates, let them make their own decisions about how to handle problems that arise. If they make

wrong decisions, they will learn from their mistakes. However, encourage and train your subordinates to come to you if they need help in making a decision. Since you are training your subordinates to fill a higher position of authority, help them, but do not do the delegated work yourself.

WHY YOU SHOULD DELEGATE. — Delegating allows you to accomplish more than if you try to complete every task yourself. It allows you to focus your attention where it is most needed and to train and develop subordinates. Delegation also allows you to make good decisions outside your area of expertise. For example, because of specialization, you may not have the knowledge level required to make the correct decision about how to complete a task. In that case, you would be wise to delegate the task and have the subordinate report back to you with alternative courses of action. You would then review the alternatives and make your decision based on the information presented.

FAILURE TO DELEGATE. —Many supervisors fail to delegate, or they delegate poorly. Some people refuse to delegate because they feel more powerful when they make all the decisions. Others avoid delegating because they think subordinates might exercise poor judgement. Some supervisors have a fear of letting subordinates make decisions they will be responsible for. Some supervisors are afraid the subordinate will be more effective and thus threaten their position. Still other supervisors do not believe subordinates want the opportunity to have more authority and decision-making responsibility.

Make sure you train your subordinates through delegation of authority. Both you and your subordinates will be happier and have more time.

SUBORDINATES' ROLE IN DELEGATION. —When you delegate the authority to complete a task, your subordinates' role is to accept that authority. Along with that authority, they must accept the additional responsibility and accountability that go with it.

Subordinates sometimes are unwilling to accept authority for the following reasons:

- They don't want to risk making a decision.
- They have a fear of being criticized.

- They have a lack of self-confidence.
- They want to avoid the pressure of additional responsibility.

Counsel any of your subordinates who show these signs of unwillingness. Help them overcome their fears and learn to accept authority and responsibility.

AUTHORITY AND POWER

With authority comes power. Power is the ability to influence people toward organizational objectives. However, you have limits on your authority and power. View your authority and power as a funnel, broad at the top and narrow at the bottom. Always assume you have enough authority and power to meet your obligations, but do not exceed that limit.

Authority

Authority only exists when subordinates accept the idea that the supervisor has authority over them. Subordinates can fail to recognize authority through disobedience, denial, or work delays. Subordinates usually accept authority readily; however, abusing your authority as a supervisor can make you ineffective.

Although most authority in the Navy results from a member's rank or position in the chain of command, many types of authority exist. Most authority in the Navy is delegated.

LINE AUTHORITY. —Line authority is the authority you have over subordinates in your chain of command. This type of authority corresponds directly to your place within the chain of command and does not exist outside the chain of command.

STAFF AUTHORITY. —Staff authority is the right of staff to counsel, advise, or make recommendations to line personnel. This type of authority does not give staff the right to give line personnel orders that affect the mission of the line organization.

A chief from another work center or division could, by virtue of his or her rank, exercise staff authority over a person in your work center or division by counseling or advising him or her to get a haircut. Failure to follow the advice or counsel may result in nonjudicial punishment (NJP) for the subordinate. The other chief would

not, however, have the authority to enter your work center or division and make changes that only you and your superiors have the authority to make.

FUNCTIONAL AUTHORITY. —Certain staff organizations are granted functional authority to direct line units within the area of the staff's specialty. Examples of staff organizations with functional authority include the Legal, Equal Opportunity, and Safety Departments.

Power

In conjunction with your authority, you use power to influence others toward the accomplishment of command goals. You can use power for personal gain or for the good of the organization. However, if your subordinates believe you use power for personal gain, you will soon suffer an erosion of that power. On the other hand, if subordinates believe you use power to accomplish the organizational goals, your power to influence them will become stronger. Your power will also become stronger when you share it through delegation of authority.

Of the six types of power—reward, coercive, legitimate, informational, referent, and expert—you may use one or more in various combinations. Each situation will determine the one or ones you use.

REWARD POWER. —Reward power stems from your use of positive and negative rewards to influence subordinates. Positive rewards range from a smile or kind word to recommendations for awards. Negative rewards range from corrective-type counseling to placing a person on report.

You will find one of the best ways to influence your subordinates is through the use of your reward power. As a chief, you are responsible for starting the positive reward process. First, write a recommendation for the award. Once the recommendation is typed in the command's standard award letter format, forward it up the chain of command for approval. Your job does not end here. Always follow-up on the recommendation, using your influence and persuasion to get the award to the proper command level.

Frequent use of positive rewards will amplify the effect of a negative reward. Give positive rewards freely, but use restraint in giving negative rewards. If you use negative rewards frequently, subordinates will begin to expect a negative reward. Their expectation of a negative reward will lessen your power.

COERCIVE POWER. —Coercive power results from the expectation of a negative reward if your wishes are not obeyed. For example, suppose you have counseled a subordinate twice for minor infractions of regulations. At the third counseling session, you threaten the subordinate with NJP. At the next occurrence of the undesirable behavior, you place the subordinate on report.

Coercive power works, but is not the preferred method of leading subordinates. It works best if used when all else fails and you feel sure you can carry through with a threat. Before giving a threat, you should have some insight as to how the CO will handle the case. You do not want to recommend maximum punishment only to have the CO dismiss the case at mast.

LEGITIMATE POWER. —Legitimate power comes from the authority of your rate and position in the chain of command. You use this power in day-to-day business. Although legitimate power increases with added responsibilities, you can decrease that power if you fail to meet all of your responsibilities.

To increase your legitimate power, assume some of the division officer's responsibilities. At first, the division officer will be glad to have the help. In time, the division officer will view the responsibilities as yours and formally delegate additional authority to you. That would increase your legitimate power without diminishing the power of the division officer.

Just as you can increase your legitimate power by assuming more responsibility, you can decrease that power by losing responsibility. For example, if you permit the division officer to assume some of your responsibilities, the division officer will eventually begin to view your responsibilities as his or hers. You will then have less legitimate power. However, when a subordinate wishes to assume some of your responsibilities, formally delegate those responsibilities to the subordinate. That makes the subordinate accountable to you. You then increase the subordinate's power while retaining your power.

INFORMATIONAL POWER. —Informational power depends on your giving or withholding of information or having knowledge that others do not have. Use informational power when giving orders to subordinates. Give orders in such a manner that your subordinates presume the order originated at your level. When forced to comply with orders you do not agree with, don't introduce the order by saying "The division officer

said. . ." Phrase and present the order in a manner that leaves no doubt you initiated it.

Rely on your own resources to stay fully informed instead of depending on others. Subordinates may present unreliable information in a manner that makes it appear to be true. Superiors may become so involved with projects they forget to keep you informed of tasks being assigned or upcoming inspections. Information is power. Stay informed!

REFERENT POWER. —Referent power derives from your subordinates' identification or association with you. You have this power by simply being "the chief." People identify with the ideals you stand for.

The chief has a pre-established image. You can enhance that image by exhibiting charisma, courage, and charm. An improved image increases your referent power. Always be aware of how others will perceive your actions. A negative image in the eyes of others will lessen your power and render you ineffective. Maintain a positive image!

EXPERT POWER. —Expert power comes from your knowledge in a specific area through which you influence others. You have expert power because your subordinates regard you as an expert in your rating. Subordinates may also have this type of power. When you combine expert power with other types of power, you will find it an effective tool in influencing others. However, when you use it by itself, you will find it ineffective.

LEADERSHIP

Good leadership is of primary importance in that it provides the motivating force which leads to coordinated action and unity of effort. Personnel leadership must be fused with authority since a leader must encourage, inspire, teach, stimulate, and motivate all individuals of the organization to perform their respective assignments well, enthusiastically, and as a team. Leadership must ensure equity for each member of the organization. Concerning actions in his or her area of responsibility, the leader should never allow a subordinate to be criticized or penalized except by himself or herself or such other authority as the law prescribes.

*—Standard Organization and
Regulations of the U.S. Navy*

Leadership is often talked about and discussed without thoroughly being explained. Exactly, what is leadership? Are leaders born or can they be trained? Management specialists have been searching for the correct answers for over 90 years.

The Navy defines leadership as the ability to influence others toward achieving the goals and objectives of the organization. Leadership involves inspiring, motivating, and developing others.

Many theories have been developed to explain the leadership process. The theories range from Douglas McGregor's Theory X and Theory Y to William Ouchi's Theory Z. The Japanese used Theory Z to develop the Total Quality Management (TQM) leadership style, discussed later in this chapter.

Based on Theory X, the leader assumes people are basically lazy; will avoid working if possible; must be coerced, controlled, directed, or threatened; wish to avoid responsibility; have no ambition; and want security. People who base their leadership style on that theory use threats to motivate subordinates.

Theory Y proposes that the leader assumes people like to work; will seek additional responsibility when the proper work environment exists; will exercise self-direction and self-control; and have a high level of imagination, ingenuity, and creativity. People who pattern their leadership style after this theory help subordinates perform work assignments.

According to Theory Z, people who don't fit either Theory X or Theory Y are really a combination of the two. People who develop a leadership style based on Theory Z use different styles of leadership with different people, depending on the situation.

Relation to Management

Civilian management sees leadership as just one of its five functions. It expects its managers to plan, organize, control, staff, and then apply leadership to motivate employees. The Navy sees leadership as all-encompassing. The Navy leader first and foremost motivates subordinates. The Navy then applies the management functions of planning, organizing, controlling, and staffing as needed to meet organizational goals.

Although the views of the civilians and the Navy seem to be different, both have one element in common. Effective leadership involves planning, organizing, controlling, and staffing. Good

leaders plan well, establish an effective organization, set up an efficient and effective control system, and staff required jobs with the right people. Finally the leader excels at inspiring and motivating subordinates.

Leadership Styles

What's your style of leadership? Do you practice one style of leadership all the time, or do you vary your actions according to the particular situation or type of people with whom you are working? You might have asked yourself, How do I maintain respect for my position of authority and at the same time allow my people to voice their opinions? How can I take the time to get their point of view when I'm under pressure to get the job done? These questions are puzzling, and they have no easy answers. A leader must walk a tightrope when it comes to solving these dilemmas of leadership.

As a leader, you can practice leadership in many ways. Research on leaders and leadership has identified several leadership styles. Most people have a preferred range of styles. No one leadership style is right or wrong; the appropriate style depends on the people being led, the situation, and the requirements of the job.

In any situation, a leader must perform six tasks that in some way involve or affect subordinates. A good leader takes the following actions:

- Listens to subordinates to diagnose or solve problems
- Sets goals and develops short- and long-range action plans
- Gives directions about who is to do which tasks to what standards
- Provides feedback on task performance
- Rewards or disciplines task performance and personal characteristics
- Develops subordinates

The way these six tasks are handled at any one time varies with the nature of the jobs. A different leadership style should be used for routine tasks than for innovative tasks or for situations that require crisis management. Similarly, tasks of short duration often warrant a different style from those that extend over long periods.

You can adapt the six different leadership styles (coercer, authoritarian, affiliator, democratic, pacesetter, and coach) to meet the requirements of different situations.

COERCER. —In this style of leadership, subordinates are expected to do the job the way the leader tells them to do it. Coercer leaders provide clear directions by telling subordinates what to do and how to do it. They don't listen to the subordinates nor permit much subordinate input. They expect immediate compliance and obedience to orders, and they control the jobs very tightly. This style of leadership requires many detailed reports on the job, including progress and problems with the job. Coercer leaders give more negative and personalized feedback than positive feedback and frequently resort to name calling to accomplish the job. They motivate their subordinates by threats of discipline or punishment.

AUTHORITARIAN. —Authoritarian leaders are firm but fair. They tactfully provide clear direction but leave no doubt about what is expected or who makes the final decisions. They solicit some input from subordinates on how to do the job and ways to make the job easier. Authoritarian leaders see their influence as a key part of their job. They persuade subordinates to do the job by explaining the "whys" behind decisions. They monitor all jobs closely and provide negative and positive feedback to their subordinates.

AFFILIATOR. —In this leadership style the people are the leader's first concern. Affiliator leaders consider concern for subordinates and personal popularity as the most important aspect of their job. They don't provide clear direction, standards, or goals. They provide for job security and fringe benefits to keep their subordinates happy. Affiliators avoid conflicts that might cause hard feelings. They reward personal characteristics rather than job performance, and they rarely punish subordinates.

DEMOCRATIC. —This style of leadership relies on participation of the group. Democratic leaders believe subordinates should take part in the decision-making process. They base decisions on the consensus of opinion of the entire group. They consider specific direction and close supervision unnecessary in completing the job when trust has been established. They frequently hold meetings and listen to their subordinates.

Democratic leaders usually reward average performance and rarely give negative feedback or punishment.

PACESETTER. —Pacesetter leaders would rather do the job themselves. They set high standards, and they lead by example. They are loners. They expect self-direction of themselves and others. Pacesetter leaders have trouble delegating because they believe they can do the job much better than their subordinates. They become coercive when their subordinates have difficulty or when things go wrong. Pacesetter leaders don't develop subordinates because they are continually taking away the subordinates' responsibility and exerting their own authority.

COACH. —In the coach style of leadership, leaders are concerned with the development of their subordinates. They are concerned with high standards but have trouble communicating these high standards to subordinates. Coach leaders see their job as developing and improving the performance of their subordinates. They direct by having subordinates set their own goals. They get their workers to develop plans and identify solutions instead of giving them clear, concise instructions on what to do and how to do it.

Advantages and Disadvantages of the Leadership Styles

Each of the six leadership styles has advantages and disadvantages. Usually a good leader is a combination of several of these styles. You must tailor your personal leadership style to fit each situation.

The coercer style is especially effective during a wartime situation when the command is in combat or under fire. However, this style of leadership can have some negative effects if the command, work center, or individual is performing at a high rate of efficiency. Subordinates will not respond well to the repeated use of threats during normal situations.

You might find the authoritarian leadership style useful when seeking information on a particular situation or before inspections. However, it is normally not a good style to use in personal counseling sessions. This leadership style doesn't allow enough flexibility to provide alternative solutions to subordinates' personal problems. Using this style by jumping in and taking over in situations when you have technically competent workers is counterproductive.

The affiliator style of leadership is especially well adapted to the role of counselor. It is also effective when you need to recognize someone for doing a good job. However, the affiliator has a negative effect when the work center has a tight deadline or when you are in a leadership role for long periods.

People who use the democratic leadership style listen to subordinates. Therefore, you could benefit from this style when showing a new maintenance procedure or how a new piece of equipment works. You would also find it helpful when planning social events based on a consensus of opinion. Using this style when preparing for an inspection would be harmful because you would lack control. It would also be harmful during drills or combat because you would not have time to hold meetings. You would have to tell subordinates what to do or the entire command could be lost.

Using the pacesetter style of leadership is helpful when you are working with a new work center or teaching a new maintenance procedure by example. However, if you begin doing other people's work, rather than training, monitoring, and developing subordinates, the pacesetter style becomes harmful to the work center.

The coach style of leadership is helpful when a worker is attempting to learn a new procedure or master a new technique. It is also effective when you need to counsel a subordinate who frequently arrives late at the work center. However, this style of leadership has no effect on a subordinate who knows how to perform a job or task but refuses to do the work.

Factors Affecting Leadership Styles

The following six elements interact to determine your leadership style:

- Motives and values
- Past experiences
- Past and present supervisors
- Jobs or tasks
- Organizational culture and norms
- Situations

MOTIVES AND VALUES. —Your leadership style reflects those motives and values you see as

important. If power is important to you, you may emphasize the coercer style of leadership. If you value friendship, you may tend to emphasize the democratic or affiliator style of leadership.

PAST EXPERIENCES. —If a particular leadership style has worked in the past, you will probably use it again in similar situations. If a certain style didn't work, you will avoid using it again. Therefore, past experiences influence your leadership style.

PAST AND PRESENT SUPERVISORS. — Since supervisors serve as role models, subordinates frequently imitate their behavior; therefore, your supervisors influence your dominant leadership style.

JOB OR TASKS. —The job or task your work center performs affects your leadership style. A new procedure or the installation of a piece of equipment may call for the pacesetter style of leadership. An emergency situation may cause you to be coercive.

ORGANIZATIONAL CULTURES AND NORMS. —Civilian businesses provide a service or product to society. Since the products and services provided by businesses differ, the needs and requirements of their workers also differ. The same is true for the Navy. The Navy provides a service to its country. Each organizational level of the Navy performs a specific job or provides a product that contributes to that service. Therefore, the needs and requirements of the workers at each level also differ. This difference creates different work environments (cultures) and different relationships (norms) between the workers. The culture of your organization has a great impact on your leadership style. Your leadership style changes to fit the organizational culture of your work center. In short, you will change your leadership style to meet the expectations of your superiors.

SITUATIONS. —Specific situations determine your leadership style because each one could involve a different number of people and a different amount of pressure or stress. For example, you might use the democratic style when assigning a daily task because you would have time to explain the "why" of doing it. However, you would be unable to use that style during an emergency. Can you imagine explaining why you want the electrical power secured during a fire aboard ship?

Management and Supervisory Skills

Maintaining an effective and efficient work center or division requires five management and supervisory skills. Those skills are a concern for standards, a concern for efficiency, planning and organizing, supervising for effective performance, and monitoring. Develop these skills in supervising your people.

CONCERN FOR STANDARDS. —Emphasize the importance of doing a job right and enforce high standards by doing the following:

- Ensuring tasks are done safely and according to regulations
- Seeing that required documentation is updated
- Being intolerant of poor performance

CONCERN FOR EFFICIENCY. —Define and organize each task to best use your work center's or division's time and resources as follows:

- Identify inefficiencies.
- Improve the efficiency of existing systems.
- Delegate tasks to improve efficiency.
- Encourage superiors to use efficient ways to accomplish tasks.
- Build preparations for inspections into the day-to-day routine of the work center or division.

PLANNING AND ORGANIZING. —Take the following steps to carefully and systematically develop thorough and specific plans and schedules:

- Set priorities, goals, and deadlines.
- Develop detailed, step-by-step plans.
- Develop schedules that optimize the allocated manpower.
- Coordinate schedules with others.
- Anticipate obstacles and plan accordingly.

Use the skills of planning and organizing to determine the status and impact of your division work on the work of other divisions. Become proficient in your planning of divisional work by applying the strategic, standing, and single-use plans discussed earlier in this chapter. Become efficient at setting goals, and then analyze your plans to reach those goals by using the SWOT analysis.

SUPERVISING FOR EFFECTIVE PERFORMANCE. —Get the best results from your subordinates by coordinating their actions. Set challenging standards and demand high levels of performance; then supervise your subordinates' performance as follows:

- Set and clearly communicate your expectations for the level of performance in your work center or division.
- State up front the consequences for violations of conduct or nonperformance.
- Hold subordinates accountable for poor performance.
- Match people and jobs to get the best performance.
- Promote cooperation and teamwork for effective performance.

MONITORING. —Develop the habit of routinely gathering information and keeping track of ongoing work to monitor work center progress by doing the following:

- Observe procedures and processes.
- Monitor records, equipment, and resources.
- Ask questions to assess the readiness of your subordinates.

Monitoring is a control function of management, as previously discussed in this chapter. You can use inventory control, one of the six types of quality control, or a control method such as the POA&M, the Gantt chart, CPM, or PERT to help you in monitoring.

Effective Leadership

To be an effective leader requires certain skills. The Navy has identified six skills effective leaders

have in common. These skills are commitment to the command's mission, self-image as a leader, communication, influencing, development of others, and a concern for subordinates. Let's look at how you should apply those skills in leading others,

COMMITMENT TO COMMAND'S MISSION. —Take the following steps to show subordinates you have a strong dedication to the Navy, the command, and the work center:

- Act with the best interest of the command in mind.
- Put the Navy, the command, and the work center needs above concern for any individual.

SELF-IMAGE AS A LEADER. —Identify yourself as a leader and a key factor in the successful performance of the command or work center as follows:

- Clearly define your role and responsibilities to both superiors and subordinates.
- See yourself as a leader.
- Set the example for subordinates.
- See yourself as someone who makes things happen.

COMMUNICATION. —Use the chain of command to provide and receive information to help all levels of the chain of command understand task-related issues more easily. Improve communication throughout the chain of command in the following ways:

- Keep others informed.
- Give clear directions and assign specific responsibilities when delegating.
- Listen to suggestions from subordinates.
- Make yourself available to answer questions.

INFLUENCING. —Influence others toward task accomplishment by using a variety of strategies, such as the following:

- Persuading others by pointing out how they will benefit

- Using threats or your authority to influence others
- Presenting logical reasons or information to persuade
- Using the proper setting and timing for optimum impact
- Acting to motivate subordinates
- Giving reasons for your decisions
- Devising and using a strategy for influencing others

DEVELOPMENT OF OTHERS. —Use routine tasks to train division personnel to function effectively in your absence. Give enough guidance to the leading petty officer (LPO) to allow him or her to complete delegated tasks proficiently. Train the LPO to assume your job so that when his or her turn comes to make chief, he or she will be ready. Develop the performance of your subordinates through the following methods:

- Making training opportunities, different jobs, and expert help available
- Providing constructive feedback
- Using delegation as a tool to develop subordinates
- Using the opportunities presented by routine tasks to train subordinates

CONCERN FOR SUBORDINATES. —Actively support subordinates who must overcome problems by showing concern for them as follows:

- Expressing positive expectations
- Taking the action required to provide rewards, recognition, or special liberty for your subordinates
- Helping your subordinates in overcoming problems

Effective Personal Characteristics

Successful chief petty officers exhibit certain personal characteristics that support command leadership and management policies. You should

develop these characteristics and make them part of your personality profile. Effective personal characteristics include concern for achievement, analytical problem solving, interpersonal awareness, initiative, persistence, and assertiveness.

CONCERN FOR ACHIEVEMENT. —If you have concern for achievement, you seek new challenges and work to reach higher levels of accomplishment. Four traits show you have a concern for achievement:

- Taking on new challenges with enthusiasm
- Trying to persuade your work center or division to outperform others or to exceed the set standard
- Assessing the work center's level of performance using comparative measures
- Feeling frustrated when situations or other people prevent you from completing your assigned task in a timely and effective manner

ANALYTICAL PROBLEM SOLVING. —Analytical problem solving involves analyzing complex situations and evaluating information to choose the best solution to a problem. The following are some traits you will exhibit when using analytical problem solving:

- Identifying the causes or central issues involved in a problem
- Weighing the pros and cons of each alternative course of action
- Drawing inferences and seeing the implications of problems and solutions
- Relating present situations to similar past experiences

INTERPERSONAL AWARENESS. —When dealing with subordinates with whom you have problems, try to anticipate their behavior before deciding on a course of action. Anticipating their behavior requires a sense of interpersonal awareness through which you gain insight into what is causing the behavior. The following traits show that you have a keen sense of interpersonal awareness:

- Thinking about the impact of your actions or the actions of other people
- Trying to assess the motives or perspectives of other people

INITIATIVE. —Taking the initiative means you are a self-starter who sees problems and takes action to correct them without being told. If needed, you take action to make changes in work center operations. You don't hesitate to investigate and tackle difficult situations. The following are some other traits that show you have initiative:

- Searching out information needed to accomplish tasks or make decisions
- Developing new plans, procedures, or systems
- Taking calculated risks
- Taking an active role in critical situations and exhibiting the pacesetter style of leadership when required

PERSISTENCE. —You show persistence when you expend extraordinary effort to complete a task or overcome an obstacle. You usually get your own way by showing persistence because people become tired of listening to you and will do anything to help solve your problem. The following traits show you are a person with persistence:

- Doing whatever is ethically needed to complete a job
- Taking repeated action to overcome obstacles and ensure your goals are met
- Making yourself and your subordinates available to work the hours needed to accomplish your goals

ASSERTIVENESS. —When you show assertiveness, you confront issues directly and insist others recognize your place in the chain of command. You do not become emotionally involved in stressful situations and show restraint when required. The following traits indicate you are a person with assertiveness:

- Addressing key issues and conflicts you have with other people
- Acting forcefully and with confidence when you are dealing with superiors or peers

- Always insisting on having full responsibility for each task you are assigned
- Demonstrating self-control in a conflict or when you are provoked

Total Quality Management (TQM)

A major problem facing the armed services today is a lack of money. The budgets of our forces are not going to increase in the foreseeable future. Indeed, they will probably continue to shrink. Although our present system of doing business is adequate, it doesn't allow for many improvements in productivity. We have done an excellent job with our present system. To wring any more bang from our buck, however, will mean a change in the way we do business.

Management by objectives is a time-honored principle of management. However, we now must change our objectives. Today's managers must set their sights on a larger, system-wide objective. That objective is increased productivity through better quality.

The Department of the Navy (DON) has recently adopted the concept of Total Quality Management (TQM) as the means of meeting DON needs into the 21st century. Executive Order 12637, signed April 27, 1988, establishes the Productivity Improvement Program for the federal government. TQM IS THE NAVY'S ANSWER TO THAT ORDER. The Navy has adopted the civilian TQM concept and changed the name to a more military sounding name—Total Quality Leadership (TQL).

TQM, What Is It?

TQM focuses on the process by which work gets done. The person most familiar with that process is the individual worker responsible for making it work. Often, a process is either unmanageable or just plain unworkable. In a rigid bureaucracy, for workers to persuade upper echelons of a need to change a procedure is nearly impossible. Under TQM, management is responsible for making a particular job as easy as possible for workers. Supervisors and managers monitor the work process and respond to suggestions from the work force concerning unworkable procedures. Sailors in particular are infamous for coming up with nonstandard (but workable) solutions to problems. In some cases, this results in unsafe practices. However, these solutions are often extremely practical. We must

develop the ability to ferret out these improvements and incorporate them into standard procedures. That serves a dual purpose. First, it ensures the recommended improvement is usable and meets all applicable standards. Second, the improved method is made available to everyone involved in that process. Both of these purposes serve a practical application of "working smarter, not harder."

Benefits of TQM

A popular myth among military managers holds that increased quality results in increased costs and decreased productivity. In reality, improved quality ultimately results in decreased costs and increased productivity. How can this be? A focus on quality extends the time between failures on equipment and improves the efficiency of our operations. It reduces rework requirements as well as the need for special waivers of standards. It also reduces mistakes and produces monetary savings through more efficient use of scarce resources.

Direct benefits of TQM are as follows:

- Increased pride of workmanship among individual workers
- Increased readiness
- Improved sustainability caused by extended time between equipment failures
- Greater mission survivability
- Better justification for budgets because of more efficient operations
- Streamlined maintenance and production processes

The bottom line of TQM is "more bang for the buck."

The Concept of Quality Management

The concept behind quality management revolves around a change from management by results to management by process (quality) improvement. Managers are tasked with continuously improving each and every process in their organization. That means combining quantitative methods and human resource management techniques to improve customer-supplier

relations and internal processes. This cultural change in management practices has certain basic elements:

- Management must clearly state the organization's mission. It must state the mission clearly and make it available to all employees, suppliers, and customers. A clear, public-mission statement prevents individuals from generating their own definitions of work priorities.
- Managers and supervisors must ensure their actions clearly support the organization's mission. This support includes setting priorities and assigning tasks.
- Management must focus its efforts toward a common goal. This focus is an important part of team building.
- Management must make a long-term commitment to quality improvement. Individual managers must set an example by providing consistent, focused leadership.

TQM Focus on Process

Quality management achieves results by focusing on the procedures and processes that get the work done. Under TQM, management must strive continuously to improve the work process. The primary emphasis of this effort is the prevention of defects through quality improvement rather than quality inspections. Quality cannot be inspected; it must be managed from the beginning. Conforming to established specifications is only part of quality improvement. Management must not be satisfied with minimum standards. As standards are met, we, as managers, must look for new ways to improve our product. Find the means to further tighten standards and improve quality. That's your job.

Customer-Supplier Relationship

Another aspect of the TQM concept is the necessary relationship between customer and supplier. No matter what your job, it probably involves a customer-supplier relationship. The Intermediate Maintenance Department of a command is a customer of and supplier to the Supply Department. Aircraft squadrons and supply departments have the same dual roles. At one point, a supply department must establish a

working arrangement with a squadron that clearly defines each department's needs and realistic expectations. A career counselor must ensure customers' needs are met. On the other hand, customers must have a realistic understanding of the service the career counselor can render. This mutual understanding of needs and capabilities is needed to achieve customer satisfaction.

Leadership and TQM

The essential ingredient of TQM success is leadership involvement. Management controls the process that accomplishes the mission. Quality, however, is in the hands of the workers who do the job. Management, therefore, has the responsibility to drive out the natural fear of change and innovation that is part of most people's basic psychology. TQM must be supported from the top down. That doesn't mean the department head level. TQM must start with SECNAV/CNO-level support and be supported and carried out all the way to the bottom of the chain of command. From admiral to deck seaman, TQM requires a total effort.

SUMMARY

Effective management involves the use of planning, staffing, controlling, organizing, and leading. Planning is the use of strategic plans, standing plans, and single-use plans. Effective planning requires you to determine work requirements; set priorities; and use the strengths, weaknesses, opportunities, and threats (SWOT) analysis.

Staffing is a means by which you match the correct person to the job for optimum performance. You should continually evaluate your personnel needs and make sure documentation is updated when subordinates complete personnel qualifications standards.

You use control to monitor your division or work center. Types of control include feed-forward, concurrent, and feedback. Control also includes inventory control and quality control. Types of quality control include feedforward, concurrent, feedback, statistical, quality circle and zero defects. Methods of control include the plan of action and milestones, Gantt chart, program evaluation and review technique (PERT), and critical path method (CPM). Elements of effective control are activities, timeliness, effectiveness, accuracy, and acceptance.

Organization refers to the relationships of people within the command or work center. The types of organization common to the Navy are line, staff, and functional organizations. Organization functions are based on organizational concepts. The Navy uses the organizational concepts of the chain of command, unity of command, span of control, and specialization.

The delegation of work is an important part of management and leadership. Delegating work frees you to concentrate on the most important tasks and trains your subordinates for higher levels of responsibility.

The Navy recognizes three types of authority: line, staff, and functional. Authority involves six types of power: *reward*, *coercive*, *legitimate*, *informational*, *referent*, and *expert*. Your power is limited by the perception subordinates have of you. Misuse of power for personal gain can render you ineffective.

Leadership involves influencing others toward accomplishing goals. You may use one or more of the six leadership styles: *coercer*, *authoritarian*, *affiliator*, *democratic*, *pacesetter*, and *coach*. You will find each leadership style effective when matched with the proper situation.

The Navy used to manage tasks and people based on Management by Objectives (MBO). Today the Navy has made a commitment to a management program called Total Quality Management (TQM). The Navy has changed the

name to Total Quality Leadership (TQL). The basis of TQL is quality control. Through TQL, your work center or division can provide outstanding service to the person or organization receiving your products.

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