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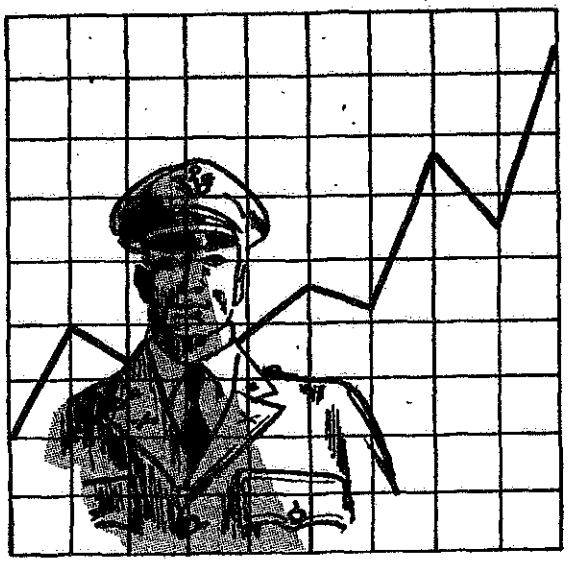

The Military Leadership Grid

Robert R. Blake, Jane S. Mouton, and
Colonel E. Dale Bryson, *United States Army*

The views expressed in this article are the authors' and are not necessarily those of the Department of the Army, Department of Defense, or the US Army Command and General Staff College.—Editor.

SOME dramatic breakthroughs in the behavioral sciences during the past decade have important implications for the art and science of military leadership. These discoveries offer opportunities for improving the performance of military leaders in all services—Army, Navy, Marines, and Air Force. They can have great impact on the future, and, of perhaps greater importance, these discoveries can be taught and learned.

These emerging theories about leadership and its effect on performance of those being led are not incompatible with all of that which has previ-

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ously been written and spoken on the subject. In fact, many traditional concepts gain new meaning within the framework of these theories. Where folklore is at variance with the new theories, the framework opens the door to understanding the basis for exceptions.

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The basic framework for the new theories about military leadership can be depicted as a function of the relationship between two dimensions.[1] These dimensions are common to all military organizations. One of these is people. The other is the mission. It is the military leader's job to accomplish missions through the efforts of people. It is the amount and character of emphasis he places on each of these elements that reveals his basic attitudes, assumptions, and orientations.

The basic attitudes a leader holds toward people and toward mission performance can best be seen in graphic portrayal. The two dimensions involved are shown in Figure 1. On the horizontal axis we find concern for the mission. The vertical axis represents concern for people.

The phrase "concern for" is not meant to indicate how well the mission is performed or how well the needs of people are actually met. Rather, it portrays the degree of emphasis the leader places on each in terms of a scale. The scale, in this case, is expressed from one to nine. One is very low concern, while nine is the highest. Thus, there are 81 possible positions on the grid, each of which describes a relationship between the two dimensions. Our basic theories about leadership, however, can be described sufficiently by an analysis of the four corners and the midpoint.

[1]This formulation of leadership styles is patterned after the extended treatment of managerial styles in *The Managerial Grid* by Robert R. Blake and Jane S. Mouton, Gulf Publishing Co., Houston, Texas, 1964. It is based upon much research on leadership behavior and includes references to over 500 original articles. A model for application in the industrial setting may be found in *Corporate Excellence Through Grid Organization Development* by Blake and Mouton, Gulf Publishing Co., Houston, Texas, 1968.

THE MILITARY LEADERSHIP GRID

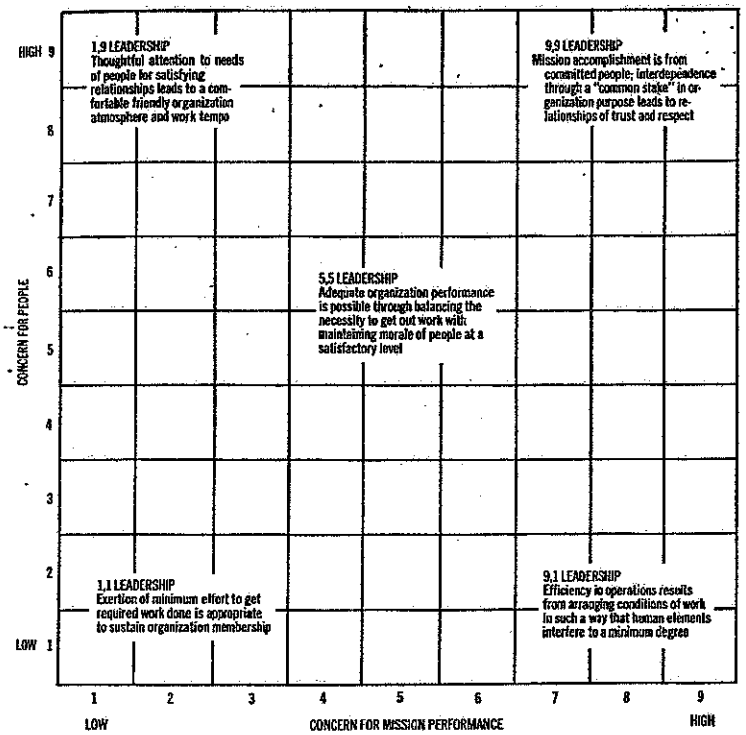


Figure 1.

By explaining theories surrounding these positions, we can see how the underlying assumptions a leader makes about people and missions affect his handling of specific situations.

The 9,1 Leadership Style

The 9,1 leader, in the lower right corner of the grid, places maximum emphasis on accomplishment of the mission. He views his subordinates as tools to be used in getting the job done. In his view, people's wants and desires must be subordinated to organization goals. He looks at the leader's job as one of making all the decisions and taking responsibility for everything his unit does or fails to do. He expects subordinates to carry out his plans, orders, and wishes without question.

He has complete faith in his own ability, based on past experience or training, to provide the ideas for his staff or unit. He establishes tight reporting practices and checks on his subordinates in the greatest detail. He determines the standards of performance that are acceptable and uses his "authority" to insure that they are met. He uses the rewards and punishments system to motivate his people. Strong, tough leadership characterizes 9,1.

There is evidence that many excellent results are obtained by strong 9,1 leadership. These results are most evident in combat situations and in terms of short-range goals. When the mission is to "seize that hill" or "destroy that enemy ship," compliant response to leadership pressure gets the job done. On the other hand, there are many missions in the military service where 9,1 leadership is undesirable and even fatal.

Commitment to Organizational Goals

Since the 9,1 theory places so much emphasis on the leader's taking all responsibility for setting standards, establishing goals, and judging results, it is inevitable that commitment from below will be diluted. The theory makes a clear distinction between planing and execution. The leader plans. The doers do.

The words used by the leader may be something like, "This is what I want done. Your tasks are such and such. Move out." The verbal response is apt to be, "Yes, *Sir*, Captain, if that's the way you want it." But the heart is not in the response. The attitude of dedication is lacking. The individual's commitment is to avoid the penalties or secure the rewards, not to do the best possible job. It has all too frequently been observed that obedience to commands is quite different than efficient accomplishment of missions.

General Harold K. Johnson, for example, recently stated, "As a people we (Americans) do not blindly follow, nor do we admire blind obedience. We reserve the right to examine the basis of a decision." While this quotation was in the context of accepting public dissent and debate as an element of the American political process, it reflects an awareness of the distinction between an open, democratic leadership and a closed, authoritarian one.

Influence on Creativity

The 9,1 leader's proclivity for providing all the ideas to his staff or unit might be thought to stifle ideas and creativity by subordinates. Not so. For 9,1 leadership will not prevent people from thinking. Unfortunately, when men are led in a 9,1 manner, the creativity is apt to go in an antiorganizational direction.

Highly creative ways are found to circumvent the directives that come down from the top. Production reports are "doctored." Burdensome equipment is "lost." Instructors stamp a foot when they mention a point that will be a test question in the final examination. Even Pentagon staff officers find that they can take an hour's break by wandering around the halls with a secret folder, under the guise of coordination. Creativity is not shut off, but it is not being used for the good of the individual or the organization. It is applied in directions that are detrimental to organizational goals.

Resolution of Conflict

Two aspects of the 9,1 theory on resolving conflict are most apparent. One deals with how the leader adjusts

to conflict with his superior or his peers. The other deals with handling conflict with a subordinate. Each leads to a similar result. When the 9,1 leader encounters disagreement or conflict with his boss or peers, his goal is to end the conflict by proving that he is right. He takes a "win-lose" approach, producing a victor and a vanquished.

On the other hand, conflict with subordinates is dealt with by suppression under an authority-obedience formula. A variety of suppression strategies are available, from "chewing-out" to courts-martial. Such disciplinary measures, like the "win-lose" approach, may end the conflict. But they do not correct the underlying causes that produced the conflict in the first place. Feelings based on personal victory or defeat or on punishment are not a particularly good basis for relationships between leaders and the led. They do not promote cooperation and mutually productive effort. The result is more likely to be hidden conflicts that will again arise in different or disguised ways.

The 1,9 Leadership Style

The 1,9 leader, in contrast to the 9,1, shows maximum concern for his men and minimum concern for his organizational mission. In his view, if you take care of people's needs, wants, and desires, they will accomplish the task. His concern is with the morale and *esprit* of his unit or office. Relationships among people are all-important to him. He believes that, if people are not crossed, and if their happiness is not disturbed, they will produce.

He goes all out to encourage loyalty by his subordinates. He solicits good working conditions, and pleads for higher pay and shorter hours. He picks people who will be congenial and practice "togetherness." He would rather show how than tell, console than command, request than be authoritative. He may do for his subordinates those

Under the 9,1 leader, the staff officer takes a break under the guise of coordination

more difficult tasks for which he has the technical know-how rather than expect them to struggle for themselves. He maintains an "open door" policy, giving warmth, acceptance, and understanding with the expectation of devoted loyalty in return. Weak, soft leadership distinguishes the 1,9.

The continued application of 1,9 leadership in some military organizations can occasionally give the appearance of producing desirable results. Reenlistment rates are apt to be high, courts-martial and absent without leave rates low. Few efforts are likely to be made to get out of the unit. The togetherness climate produces a high degree of security and group loyalty. Yet the satisfactions are based on social relationships, not performance, and can often be shown to be detrimental to military goals and objectives.

Commitment to Organizational Goals

The basic assumption of the 1,9 leader, that subordinates will perform if their needs, wants, desires, and morale are taken care of, has never been proved in practice. The fallacy is in confusing "going to work" with "doing work." Taking care of one's men may have an influence on getting them out of bed in the morning, getting them on the job, or keeping them in the service, but, unless the leader is concerned with accomplishing the mission, it is unlikely that his subordinates will develop much dedication in that direction.

It is frequently assumed that high interest in service careers is an end in itself. However, if that interest is based on drawing a steady salary, building up time for retirement, having an opportunity for travel, or other similar recruiting appeals, the military service might be better off without the men so motivated. Few military organizations have a mission of keeping men in the service. The point here is that the 1,9 leader would be well advised to recognize the real purpose of his particular element or unit and develop concern for getting that job done. His subordinates will have little commitment or dedication to the true organizational goals without his example.

Influence on Creativity

The 1,9 leader's overriding concern for the wants, needs, and desires of people does not encourage a climate that is productive of creativity, innovation, change, and progress. It produces an atmosphere of passive acceptance of the *status quo*. The reason is that the fat, happy, easygoing organization will cease to strive for change and improvement. Relationships based on togetherness contain the seeds of their own destruction.

Resolution of Conflict

When the leader's orientation is in the 1,9 direction, he is not likely to be comfortable with conditions of competition or conflict. When it arises within his crew or unit, he tries to smooth it over. He can do this by social concessions or by appeals to "forget it for today."

Conflict with superiors is not likely to arise because the 1,9 leader strives to conform to his rating officer's way of thinking. Negative reports to superiors are avoided. The result is that conflict, which may need to arise if a unit is to be involved and committed, is smothered. This is, perhaps, the worst feature of 1,9 leadership. If disagreement and controversy are unable to arise, there can be little hope for innovation, creativity, progress, involvement, commitment, dedication, or, indeed, mission accomplishment.

The 1,1 Leadership Style

The 1,1 leader is represented in the lower left-hand corner of Figure 1. This is the man who has minimal concern for people and minimal concern for the mission. This is obviously not

leadership. Yet the military services, like other large bureaucratic organizations, have many people in leadership positions with 1,1 orientations. Because of its prevalence, it should be understood.

The leadership philosophy of 1,1 is to assign people jobs and leave them alone. The goal of this man is to keep out of trouble, to keep his desk clean, and to hang on until retirement. He is a specialist in nonself-involvement. He follows the regulations blindly, keeps extensive "protection" files, and never gets out on a limb. He is adept at passing messages between his boss and his subordinates. This man is apt to have become 1,1 rather than to have started in this position, perhaps, as a result of promotion passover or other personal defeat. It may be that the "system" is to blame for the presence of 1,1's, but they do exist in the services today.

The military organization—whether the equivalent of a squad, platoon, company, battalion, or higher echelon—that is led by a 1,1 soon reflects the orientation of the leader. The byword becomes, "don't rock the boat" or, "don't make waves." A defeatist attitude prevails. Marking time becomes a way of life. Goldbricking or soldiering becomes the group norm. No one volunteers for anything. Over a period of time, this type of organization is doomed to be disbanded or abolished, but it usually takes a 9,1 to wield the hatchet or a 9,9 to bring about a confrontation that can induce change.

Commitment to Organizational Goals

If goals are considered in the usual sense, there is little evidence of commitment to them under the 1,1 leader. Goals, if present, are related neither to missions, production, and accomplishment, nor to morale, human relationships, or people's needs. Rather, the goals of people who serve under a 1,1 are frequently observed to be related to off-duty pursuits. Subordinates obtain their satisfaction from hobbies, youth work, community service, or "moonlighting" jobs. Like their leader, they only do enough to get by, to keep out of trouble, and to look busy so as to avoid attracting attention.

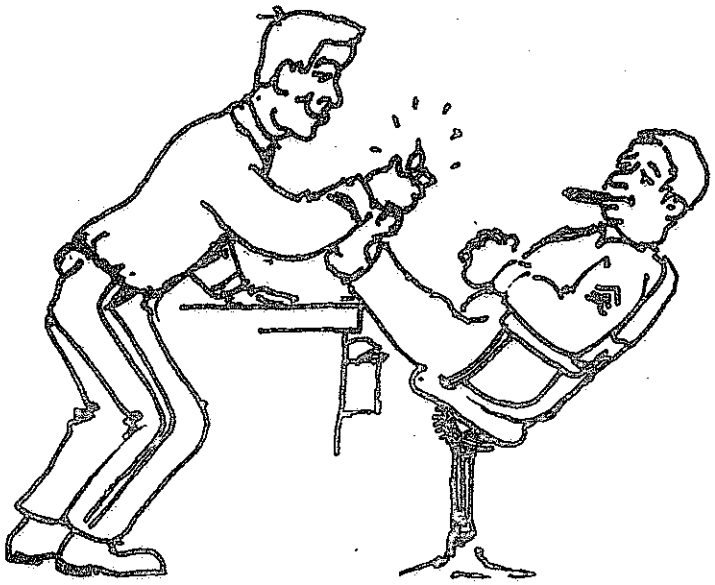
Influence on Creativity

Few ideas for change or improvement are apt to emerge under 1,1 leadership. Rather, the men who serve a 1,1 leader soon learn that the way to survival is to be inconspicuous—to blend into the background like a chameleon. Creativity and imagination might result in getting involved. Questioning established procedures and traditions would attract attention. So the group norm becomes one of avoiding all risks. Typical comments are, "I'm not sticking my neck out," or "I don't want to be a dead hero!"

Resolution of Conflict

The true 1,1 leader has few or no problems with conflict. He avoids it. He maintains strict neutrality. He develops a host of strategies for withdrawing or isolating himself from situations which might produce conflict. A disturbing memorandum from higher headquarters can be "inadvertently filed." Pressing problems can be referred to a committee or an investigating officer. Decisions can be delayed "while we gather more data." Letters from Congressmen can be indorsed to the next lower command for reply. A person can always wink when he sees something wrong and deny to himself that he saw it and keep his mouth closed and thereby avoid being challenged.

The result of these strategies is that the 1,1 leader rarely has to take a stand, voice an opinion, or choose a course of action. But by maintaining his neutrality, he abdicates his responsibility. The people under him never know where they stand. The whole climate of the organization becomes one of distrust and emotional withdrawal. Little or no loyalty exists, either up, down, or sideways. This is the crowning frustration of serving under a 1,1. When conflicts are blunted by inaction and lack of response, the only courses open are to transfer out or become 1,1 like the boss.



The 1,9 leader shows maximum concern for his men

The 5,5 Leadership Style

In the center of the Military Leadership Grid, at 5,5, is the middle-of-the-road leader. This man constantly strives for a balance between the needs of people and the need for mission accomplishment. He pushes or directs enough to produce at the average, but tries concurrently to respond enough to people's frustrations and dissatisfactions to avoid low morale or active hostility.

The 5,5 approach is not to command or direct, but to motivate and communicate to get the mission accomplished. The 5,5 leader does not exert his

formal power in a strict authority-obedience way. He does not seek to obtain unquestioning obedience as does the 9,1 leader. Rather, his approach is to persuade, request, and sell. He avoids the type of conflict that direct criticism produces; he tries to get his point across by questions.

An understanding of the theories surrounding the 5,5 style is tremendously important because there is evidence that over three-fourths of the military leaders in the US Armed Forces today operate under assumptions, beliefs, and convictions akin to 5,5.[4] There is also evidence that some of the training given in service schools has an implied objective of producing middle-of-the-road leadership. A predictable result is that 5,5 oriented leaders are picking their 5,5 oriented juniors for promotion, and the entire system is in jeopardy unless the trend can be reversed or the direction reoriented.

When the military leader concentrates on balancing the needs of people against the requirements of the mission, he is dissipating his energies in two directions. Since he views the two concerns as incompatible, he assumes that he must be a string puller or manipulator. He believes, like the 9,1 leader, that his subordinates are to be used, but he has at least a superficial awareness of the dangers of letting them know it.

He does not have enough faith in human nature to believe that people can obtain genuine gratification from accomplishments so he stresses the external symbols of status and satisfaction. These are usually thought of in terms of recognition, security, and social approval. Recognition may take the form of promotions, decorations, awards, or other public evidence of approbation.

Security appeals may be short term, like "kill or be killed," or long term, like "don't jeopardize your retirement." Social approval is stressed in all aspects of goal setting and motivation. The 5,5 measures his progress by the norms of his peers, subordinates, or superiors. Seldom will he risk "stepping on the toes" of either his own men or higher echelons. Cooperation is sought as an end in itself rather than a means to an end.

The thinking underlying the 5,5 approach is found in many phrases—traditions of the service, seniority, policy and precedent, rules and regulations, and chain of command. Each of these phrases characterizes a point of view that idealizes stability, uniformity, conformity, and rigidity. Each is the antithesis of risk-taking, change, progress, improvement, and innovation.

The value judgments of the 5,5 leader are not all negative. In fact, it is often said that "we need this type of man" who is not particularly creative, who can be depended upon to stick to the system, and do as he is told, and who will thus make steady progress throughout his career in the service. Yet the strategies employed —involving balancing, compromising, and manipulation—often lead to side effects that are less than desired.

The influence of 5,5 leadership on a military organization has been observed to be what one would predict —an average unit. With its emphasis on the outward manifestations of cooperation and on social approval as the criteria for goals and objectives, the

[4]Changes in Managerial Philosophies as a Result of Training. *Research Report 65-1.* US Army Management School, Fort Belvoir, Virginia, January 1965.

results are watered down. The course of action selected is the one which is acceptable to the least daring of the people involved. The reluctance to engage in free, open, and honest dialogue inhibits the mavericks and rebels and the genuinely curious and challenging as well. Thus, ideas which could produce quantum jumps in performance are unlikely to get a hearing. All progress is measured in terms of evolution from the present. Revolutionary breakthroughs just do not occur.

Commitment to Organizational Goals

Because he wants to keep people with him, the 5,5 leader sets reasonable goals in terms of average ability of subordinates performing under moderate pressures. He does not abandon his planning responsibility, as is often true under 1,9, nor is he thoughtless of the needs of those beneath him to be involved in planning to some degree, as is true of the 9,1 leader. He makes every effort to explain the reasons why the mission must be performed according to his plan. In addition, he is flexible in that he listens to others and modifies plans to some degree to meet unforeseen objections and to avoid undue resistances. In a word, the 5,5 leader wants his plans,

The 1,1 leader

goals, and standards to be workable and to adhere to the thinking of those around him—above, below, and laterally.

The criteria for goals set in this manner are derived from averages. Staffing guides are consulted to determine the average number of people to perform a similar mission in similar organizations. Other service schools are canvassed to arrive at the average student-faculty ratio. Field manuals are used as guides for battalion frontages. Dollar costs are collected from other services to arrive at average costs to do comparable jobs.

Production schedules of other agencies are reviewed to determine the average time it takes others to do similar projects. Then the 5,5 leader sets his organizational goals and standards at the average or midpoint and makes his appeal for a fair day's work. He asks not for excellence, but for a steady pace, not for dedication, but for reasonable progress.

And these are what he gets. His subordinates recognize that they are not being challenged by excellence. They are well aware of how much effort it will take to meet the average goals established. No one aspires to be a rate buster. Each accepts the standards of the leader and becomes a good "organization man."[3] Each knows he will be promoted in his turn when he has enough seniority.

Influence on Creativity

The 5,5 leader is for creativity, but not as part and parcel of the decision-making process. He does not really listen for ideas from subordinates. He looks upon creativity as a separate program, preferably relegated to some staff agency, where it can be pointed to with pride, but where it will not interfere with the real work. He associates the word and concept with various gimmicks and techniques, like suggestion systems or brainstorming sessions. He looks upon these gimmicks and techniques as a release for the creative energies of his people—a contribution to keeping them reasonably happy—not as tools for getting missions accomplished.

This attitude, coupled with the point of view that idealizes stability, uniformity, and conformity, insures that 5,5 leadership will be unproductive of creativity. Subordinates of 5,5 leaders are rarely, if ever, free to exercise their imagination, experiment with new methods, or risk the chance of failure.

Resolution of Conflict

It is in the matter of conflict resolution that the 5,5 leader's real values come through clearly. Political expediency, compromise, and "splitting" are the accepted strategies. In searching for the middle of the road, the 5,5 leader must push and yield, turn and bend, fire and fall back. He seldom confronts conflict head-on because then someone wins and someone loses. He avoids the risk of exposing hot emotions of the moment. He prefers to back off and let the situation cool awhile. A little breathing time gives him a chance to think of a middle ground.

Frequently, he finds it possible to take some of one man's idea and a little of another's and add them together. The solution he comes up with may be far from perfect, but it will probably be acceptable and workable because some of the thinking of each

[3]William H. Whyte, Jr., in *The Organization Man*, Simon & Schuster, New York, 1956, has offered a scorching but accurate analysis of 5,5 as an approach to management. The translation to an approach to military leadership is easy to make.

of the contending factions is represented in it.

The emphasis on compromise as the basis for resolving conflict situations is inherent in the 5,5 leader's philosophy. He sees nothing bad about compromising. His own values are a compromise between wanting to see the mission accomplished and wanting to keep the good will of his men. But when it is looked at from the standpoint of his superiors or his subordinates, a paradox appears. The paradox is in the fact that, while a 5,5 leader sees himself as being realistic in the shift to a middle ground to reduce conflict, others, particularly subordinates, are likely to see him as a person lacking in character, integrity, and internal strength.

The use of compromise in most conflict situations means moving away from the position that was causing the conflict, not in terms of altered understanding of the problem, but in terms of solving its surface manifestations. The real source of the difficulty is never confronted, so it smolders below the surface to appear in other ways on other days.

The use of splitting strategies for resolving conflict can be seen as another form of compromise. If two subordinates fall into disagreement, the 5,5 leader separates them, talks to one, then talks to the other, searches for a middle ground that will give each a little of what he wants, then brings them together to propose his solution. Or the organization chart may be redrawn so that the conflicting elements will have different reporting channels. Or, more commonly, one of the contending parties is transferred —the problem is given to someone else. All of these splitting tactics have the effect of keeping the conflict low, giving everyone a little of what he wants, but leaving everyone with reservations about what he did not get. The results attained are less than optimum.

The 9,9 Leadership Style

There is another quadrant on the grid. The highest concern for mission performance can be integrated with the highest concern for people. In the upper right-hand corner of Figure 1 is 9,9 leadership. It is here that we find a new set of assumptions about interactions between people and mission performance.

The 9,9 leader views his responsibility as that of achieving organizational performance through participation and involvement of people and their ideas. The production unit is rarely several individuals working alone where the output of each is added to get the total output. Rather, the building block of the 9,9 situation is the team or work group. This team may be an office, a section, a staff, an aircraft or missile crew, a research group, a platoon, or any other aggregation of individuals with a common definable mission.

This concept of team unity recognizes the phenomenon that a well-led unit is more than the sum of its parts. It also recognizes the interdependence among members where personal gratification and sense of contribution result from success in accomplishing missions of the organization. It differs from the concepts in 5,5 where the leader maneuvers people to keep them moderately satisfied and moderately productive. It avoids the task-centeredness of 9,1 with its concept of people as tools to be used. And it is not to be confused with 1,9 person-

centeredness with its minimum concern for mission accomplishment.

How does the 9,9 leader obtain participation and foster involvement? The answer to this question is found in the deep-rooted assumptions that 9,9 holds about other people's motives. These assumptions are vastly different than those held by leaders of 9,1, or, indeed, those of 1,9, 5,5, or 1,1 approaches. The distinction has been expressed in terms of two contrasting views which are summarized in Figure 2.[4] The assumptions of Theory X are at the center of 9,1 thinking and can be compared with those of Theory Y which are of the 9,9 character.

When the leader fully understands and firmly subscribes to the six propositions of Theory Y, which are intrinsic to the 9,9 concept of leadership, he has the basis for establishing conditions of mutual respect, mutual confidence, and mutual understanding. With this foundation, each of the functions of leadership takes on new meaning.

Planning the missions or tasks is accomplished under conditions where the team members have a voice in setting the goals. Organization of the resources to be used is done more effectively when objectives are understood and a commitment to them is obtained. Direction and control are far more rigorous when self-imposed, agreed to, and endorsed as a matter of personal commitment than they are when based on commands from above.

An important point is that control is not less, and actually may be more, rigorous under 9,9 leadership than under any of the other styles. The critical issue is not the amount of control, but how it is achieved. A good illustration can be seen in the difference between the number of reports required of a military unit during peacetime and during a war. When the chips are down and the fate of the nation is at stake, there is less requirement for tight reporting practices on a myriad of administrative details. The larger issues are clearly understood and each member of the team identifies with the mission of his organization. He understands the purpose and objectives and exercises self-control with a high sense of personal responsibility to regulate his own performance.

Commitment to Organizational Goals

The leadership style characterized as 9,9 applies the principles of human behavior in a manner such that individual needs and organizational goals are geared to one another. Individual needs have been identified and characterized as falling into a hierarchy, so that, as lower needs are satisfied, those at the top take on greater importance.[5] At the bottom of the pyramid are the physiological or survival needs. Above these are found the security or safety needs. The third level contains the social or affiliative needs. Above these are the ego needs. Last, at the top of the hierarchy, are self-realization or self-actualization needs.

As the organization provides the basis for the satisfaction of lower level needs, the individuals in the team can place greater emphasis on achievement, accomplishment, and performance. The 9,9 leader sees his job as merging these individual needs with organizational purposes. This is by no means an easy task. The highest

[4]Douglas McGregor. *The Human Side of Enterprise*, McGraw-Hill, Book Co., New York, 1960, pp 33-49.

[5]This formulation is from *Motivation and Personality* by Abrahsm Maslow, Harper, New York, 1954, pp 80-106. Several other writers and researchers in the behavioral science field have arrived at similar conclusions.

BASIC ASSUMPTIONS	
Theory X	**Theory Y**
• The average human being has an inherent dislike of work and will avoid it if he can.	• The expenditure of physical and mental effort in work is as natural as play or rest. The average human being does not inherently dislike work.
• Because of this human characteristic of dislike of work, most people must be coerced, controlled, directed, and threatened with punishment to get them to put forth adequate effort toward the achievement of organizational objectives.	• External control and the threat of punishment are not the only means for bringing about effort toward organizational objectives. Man will exercise self-direction and self-control in the service of objectives to which he is committed.
• The average human being prefers to be directed, wishes to avoid responsibility, has little ambition, wants security above all.	• Commitment to objectives is a function of the rewards associated with their achievement.
	• The average human being learns, under proper conditions, not only to accept but to seek responsibility.
	• The capacity to exercise a relatively high degree of imagination, ingenuity, and creativity in the solution of organizational problems is widely, not narrowly, distributed in the population.
	• Under the conditions of modern industrial life, the intellectual potentialities of the average human being are only partially utilized.

Figure 2.

leadership skills are needed to motivate men in this manner. When it can be done, however, the results attained constitute their own reward.

Influence on Creativity

Creativity is high under 9,9 leadership for several reasons. Because of this emphasis on participation and involvement of people in mission-connected activities, innovation in the work setting itself is likely to arise. As conflict is recognized as legitimate and even encouraged relative to task assignments, an interplay of ideas can

produce a new idea that was in no one's mind when the discussion started.

Another attribute of 9,9 associated with creativity is the willingness to experiment. Looking for alternate ways of doing things invites experimentation. This approach suggests moving forward onto new terrain as contrasted with relying on tried and true methods of the past. The aim of 9,9 is not change for change sake, but rather change which is tested actively at decision-making points for real possibility of improvement.

Finally, when ideas have been generated in a climate of participation and involvement, there is apt to be a much more effective "pickup." The ideas so generated will get more acceptance and use.

Resolution of Conflict

As people think together and work together in the planning and performance of missions, feelings and emotions arise. Conflict is one result. When several people are working on problems and planning work, it is almost certain that there will be different points of view. When people have intense feelings about their own positions, conflict is likely to appear.

The 9,9 approach to managing conflict is clear. The solution to the problem is that of direct *confrontation.* Direct confrontation means facing up to the conflict and getting it out on the table where it can be examined and evaluated by all who are a party to it. People can speak with candor while respecting relationships of authority. In this way, the underlying reasons for it can be examined and assessed. The conditions for its resolution, then, can be discussed by those who are involved.

Although getting conflict into the open constitutes the most valid approach to its resolution, the thought of doing so meets strong resistance in our military culture today. Such resistances spring from several considerations. A 1,9 resistance stems from fear that, in exploring the conflict situation, someone will be hurt. The inclination is to avoid open confrontation by the various ways of smoothing as discussed earlier.

A 5,5 inclination comes from the conviction that adequate conflict control can be gained by oblique maneuvering. It is believed that such approaches, involving the various splitting mechanisms, can get the job done in a quiet and sophisticated way without spilling blood. The 9,1 inclination seems to come from the attitude that handling conflict is weak, and that to deal with emotions directly is unmanly, soft, and debilitating. Fear of personal inadequacy in coping with conflict directly leads to the strong solution—suppressing it and seeing to it that "heads roll" when suppression fails.

The question, then, is, "With all these resistances, why is the position maintained here that direct confrontation does, in fact, contribute the most effective way of dealing with conflict?" The answer is that, when people who work together are hampered from fully coordinated effort by tensions that produce closedness, or the necessity for maneuvering, or avoiding tackling the problems that would cause tension, needed actions in terms of organization purpose are sacrificed. In addition, much personal energy is employed and wasted in applying effort that, at best, detours around problems rather than resolves them.

There are many disadvantages of

the failure to confront conflict when examined from the standpoint of the individual. Included are such commonly observed reactions as swallowing tensions to keep peace in the unit —but kicking the dog in the driveway —excessive fatigue, accident proneness, and a host of other disturbed physiological and psychological reactions.

The implication of all this is that, if conflict is best managed by directly confronting and correcting its causes, then it follows that those involved in the confrontation should be those who have a vested interest—a stake—in the outcome of the conflict. The leader operating under a 9,9 orientation naturally meets with his own subordinates to talk through areas of friction that prevent them from working well together. In addition, he purposely brings together subordinates who are entangled in conflict so that they can work their differences through, get right with one another, and move forward with full power on.

The 9,9 Approach and Combat

A word needs to be said about 9,9 leadership and the combat situation. There is no implication that the battalion commander holds a meeting when he receives his order to "move out." Much is made in the military services of the concept that the battle is the payoff, that all training, all staff work, all management, or all logistics is geared to success in battle. Even though most officers will spend less than one-twentieth of their careers in combat, it should be understood that 9,9 leadership is not thrown out when the chips are down. Nor is it suggested that the tank commander, the airplane commander, or the ship's captain hesitate to make a decision, take a risk, or commit his forces when he should.

The first 9 in 9,9 leadership is identical in degree with the 9 in 9,1. Concern for the mission is in the same amount for each of these two styles. The difference in the combat situation is in what has gone on before.

When a leader has operated in a 9,9 way in garrison, through training cycles, during the planning phases, and in his administration and logistics, he has built his team on a strong foundation of interdependence. He has undergirded his relationships with his subordinates with mutual respect, common goals, trust, and understanding. He has built up the operational skills essential for unexcelled achievement. Under these circumstances, the likelihood is at the maximum that the desired response will be forthcoming in emergencies.

Of more importance, the same results are more likely to be achieved by his successor. Should the leader be absent, or become a casualty, the unit does not fall apart. The team has the capability to close ranks and fill the void left by the absent leader. The fact that a replacement is preselected, normally on the basis of seniority, contributes to the smooth transition. If the vacancy is filled from within or without, the new incumbent benefits from the climate built up by his predecessor. The test of any man's leadership style, in combat or noncombat situations, is what happens when he is no longer present. The 9,9 style best meets this test.