

STARFLEET ACADEMY

The Scholastic Division of
STARFLEET, The International Star Trek Fan Association, Inc.



STARFLEET ACADEMY FLAG OFFICER SCHOOL ESSAY COURSE MANUAL

2006 Revised Edition

STARFLEET Flag Officer's School

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Colophon

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Friendship, Leadership, Association and Goals

We have all joined STARFLEET for the friendship and camaraderie with like minded persons and through this great fan association we have that opportunity. With the Academy being the bright and shining star in STARFLEET we have the opportunity to share and learn from each other. You have taken the most natural step in your pursuit in the Leadership Track and completing the Flag Officer's School Exam will set you on the top of the Leadership ladder. By now you have hopefully completed the Officer's Training School and Officer's Command College so now let's work on the Flag Officer's School. By taking this exam you will be associating yourself with some of the most elite persons within STARFLEET so you will upon completion be known as one of the best of the best. Our goals for this exam will be to go beyond what you have learned in your OTS and OCC exams and to complete your Leadership skills in STARFLEET and prepare you for a Leadership role in a Regional or International role. Good luck and God speed.

Sources for information used in this manual:

- US Army Correspondence Course "Command Staff Procedures"
- Joseph-Susan Burk. US Army Correspondence Course "The Fundamentals of Leadership Part r" Managing Effectively
- Blanchard K and Hersey P. "The Situational Leadership Model"
- The Six Step Problem Solving Process

This course is about Leadership and Command skills. Reading and reflecting on the material in this manual should help you to realize your objective of being a better leader both in STARFLEET and in real life.

WHAT YOU WILL FIND IN THIS MANUAL:

The first part of this course manual will discuss basic leadership traits and techniques to help you as you develop your STARFLEET career and skills we hope will be applicable to your job, your family, your friendships, and the rest of life. The concepts introduced are meant to help you better understand to be able to better communicate on the STARFLEET Regional and Fleet levels.

The second part of this course manual contains the examination. The exam will cover various aspects of STARFLEET and will cover some situations that you may encounter in your future roles.

THE BASIC PREMISES USED IN THIS MANUAL:

This course manual is intended to will include several basic concepts. How you choose to implement the ideas is entirely up to you, but the following are basic to this course:

- The Officer's Code of Conduct as outlined in the STARFLEET Membership Handbook
- Membership Rights and Responsibilities and Due Process as outlined in the STARFLEET Membership Handbook
- The qualities and traits of a good leader described in this manual
- The Six Step Problem Solving Process

OFFICER'S CODE OF CONDUCT

(From the manual from the Officer's Command College and the STARFLEET Membership Handbook)

1. I will always behave in a manner that brings credit to the Fleet, my ship and myself.
2. I will always praise in public and critique in private.
3. I will show courtesy to my subordinates, fellow officers and superior officers at all times.
4. I will never assume, but always verify.
5. I will be resolute in the performance of my duty and the execution of Fleet policy and regulations.
6. I will always strive to defuse confrontations, not cause them.
7. I will listen to both sides of a dispute and act upon fact, not innuendo.
8. I will strive for impartiality and fairness in judgment and disqualify myself from decisions where my judgment may be compromised.
9. I will be the first to praise and the last to criticize
10. I will always strive to be part of the solution, not part of the problem.

LEADERSHIP DEFINED

Leadership is a tough job, but you can learn it and practice it just as you would any other skill. In many instances, leadership is learned by trial and error.

Leadership can be defined in many ways.

Leadership may be said to be "the ability to gain influence with others without the exercise of physical force or reliance on authority. It is being able to have others willingly accept specified goals as their own and to work wholeheartedly for the achievement of those goals. Leadership is the art of influencing people in such a way as to obtain their confidence, respect, loyalty, and cooperation to accomplish a task; in addition, leadership based primarily on position and authority and lacking empathy will, in the long run, prove ineffective."

The Merriam-Webster dictionary defines the word lead as "to guide on a way" or as "to direct the operations, activity, or performance of" or as "to go ahead of, be first" [leadership is simply an adjective to describe the verb]

The United States Air Force defines leadership as "the art of influencing people in a way that will win obedience, confidence, respect, and loyal cooperation in achieving a common objective."

To be a good leader, it is suggested that you must pick a good example, a leader to follow, study the weaknesses and strengths you find there, and build your own style. It is true that imitation is the truest form of flattery, but it also the best way to reach your objective: to be a good leader.

A good leader must also first be a good teacher, educating those in subordinate positions in ways that the desired goals may be achieved.

As a leader you are ultimately responsible for any decision you make and must take into full account factors influencing the accomplishment of the task. Because tasks are given to and accomplished by humans, the success or failure of any task depends upon your ability to recognize the limitations of the person to whom a task is assigned, to understand human behavior, and to translate that understanding into appropriate leadership techniques. You must recognize and understand the attitudes, aspirations, and motivations of your people. In any group effort, the individual members must be able to look to someone for guidance and direction of their efforts.

CHARACTERISTICS OF GOOD LEADERS

A good leader will display many of the following characteristics:

Bearing: A good leader must create an image that inspires admiration and a desire to imitate. Be conscious of appearance, attitude and projection. You are what people see, not what you think they see. Carry yourself with dignity, but be sure it doesn't appear that you are proud. Create a favorable impression, but don't be remote. If you are shy you may be perceived as being indifferent.

Common Sense: Common sense is, basically, proper use of good judgment. It is exercising tact, observing good manners at all times, and maintaining control.

Competence: Competence is more than being able to do the job; competence is knowing the skills and limitations of the person to whom a task is given so that you might realize their full potential.

Courage: Courage is much more than facing danger. Courage is the ability to accept responsibility as well as strength to stand up for what is right in the face of popular disfavor. A leader who has moral courage will admit his errors, but will enforce his decisions when he is sure he is correct. He will stand up for what is right in the face of popular disagreement and will accept blame when he is at fault. Be prepared to face assaults on your character, your judgment, and your personal life. If you want the spotlight, be prepared to have that light shine upon your faults. You will be criticized. That goes with the job. Learn to keep records that will authenticate our actions and be ready to live in a goldfish bowl.

Decisiveness: A Leader who seems unable to make up his mind; who wavers back and forth between possible alternatives, cannot inspire the confidence of his people. Make our decisions with authority and express them in a clear and forceful manner.

Dependability: A leader is one who can be relied on to carry out any plan with willing effort. The people with whom you are dealing must be made aware that you have their best interests at heart at all times. Keep your promises. If you say that a job will be done, DO IT! There are always good reasons why things don't go according to plan, but if you have stated that a plan of action will be followed, do your best to carry through. If for some reason things go awry, make a public statement to that effect, give the causes and the steps being taken to correct the matter, and then define an alternative route that will be taken. People tend to lose confidence in a leader who makes promises and fails to deliver.

Endurance: Because you are the focus of attention, you are not allowed to falter. If you have delegated authority wisely, you should have aides who can help you carry the burden. Don't try to do everything yourself: You may be able to do the job better than anybody else, but you cannot spread yourself too thin or you will have no substance at all.

Enthusiasm: A leader's optimism, cheerfulness, and enthusiasm are contagious. You must be willing and determined to do the best job possible, and to this end, should display sincere interest and zeal in the performance of your duties. If your cause is well founded, you will get more support if you can show excitement and are thrilled about your project. If you are hesitant or doubtful, you will get a negative response to your suggestions. Be sincerely interested.

Fairness: People will overlook shortcomings in a leader if they are convinced that he is fair in his dealings with them. This is most important in giving awards and promotions. Never let it be felt that personal friendship is being rewarded rather than personal achievement or effort.

Humility: A good leader is modest in his sense of his own importance. Do not be arrogant in your demands.

Humor: A wise leader knows that in some circumstances a certain amount of joking is helpful. During periods of discouragement, humor may impart confidence or relieve tension. You must be able to see the humor of the grimmest situation. Often humor is well received as a means of implying sympathy and understanding or cooperation in the midst of difficulty. The introduction of a lighter tone may spark creativity and make it easier to get over rough terrain. Humor may lead to a different kind of thinking, which, in turn, can lead to different solutions.

Initiative: People respect a leader who meets new and unexpected situations with prompt action. You will encourage initiative in your people if you assign them tasks equal to their experience level. While it doesn't hurt to copy something that has worked well for someone else, for nothing succeeds like success, try to come up with some original ideas. Look at something that has worked in the past and see if there is a way that you can give it a new twist or put a new spin on it. Schedule brainstorming sessions with your people and throw any and all ideas into a pot. Generally something will rise to the surface that will spark your imagination and merit further discussion.

Integrity: Because you will be in the spotlight and all your faults will be out in the open, magnified, be prepared to take the censure. You must be like Caesar's wife: above suspicion. If you aren't prepared for the flak, step back. As Harry Truman said, "If you can't stand the heat, get out of the kitchen."

Judgment: Be careful in making judgments. You can get bogged down in a real bed of quicksand if you don't have all of the issue, and then seek the advice of a disinterested party before making an irreversible judgment. There are far too many people whose only joy is making other people miserable. The use of the Internet has caused more grief than is readily believable and all because too many people have time on their hands and use that time to cause mischief. Be sure of your facts before you make a decision.

Knowledge: There is no such thing as too much knowledge. You must be selective in facing a problem with departmental structure. If you have a problem, try as many resources as possible to arrive at a workable solution. Don't hesitate to delegate some of this research to others. A task shared with the right people is half the task.

Resourcefulness: The ability to deal with a situation in the absence of normal resources or methods is a trait closely associated with initiative. Caution, judgment and discretion must be used in reaching decisions. To aid development of initiative, recognize the task that needs to be done and then do it.

Selflessness: The selfless leader is one who avoids providing for his own comfort and personal advancement at the expense of others. You must decide on a "one tie, all tie" policy; be equal in your attention as well as your interest. When your group achieves a goal, don't take the credit for a job well done; praise the people in your group who contributed so that it is obvious that the success was a result of a joint effort.

Tact: Tact is an acquired skill. A leader shows TACT by his ability to deal with others in a respectful manner. By being courteous when dealing with others, you encourage courteous treatment in return. A calm, courteous, firm approach will usually bring a cooperative response without creating ill feeling. There is never any reason for discourtesy. Keep a pleasant expression on your face, keep tension out of your voice, and count to ten before you open your mouth. If you have doubts, count to twenty before saying or doing something you may have cause to regret.

Leadership and Presentation

As a leader, you must also be a good salesman. You have two products to sell: your idea and yourself, and though a good idea has the potential of selling itself, selling the other product requires more work.

Leadership is therefore in some sense presentation and good presentation technique begs the following questions:

Is your posture confident? Body language is often overlooked when we check our appearance, but a posture of confidence and ease can set the tone of any gathering.

Do you have nervous habits? Do you play with things on your desk while you are speaking or listening? Do you doodle or tap a pencil while you are being spoken to? All of these can convey a message to the people speaking to you that you are not giving full attention and that you consider the time you are sharing an intrusion. You also divert attention by twitches and twiddles that will create disinterest when it is your turn to be heard.

Check yourself in the mirror. Stare at yourself, does it make YOU nervous? Are the eyes staring back at you aggressive or friendly?

Eye contact: You have been told that direct eye contact is a sign of honesty, that you have nothing to hide. However, too steady a scrutiny makes people feel that you are trying to search their souls or read their minds. If at all possible, lean toward the person with whom you are conversing, conveying the idea that you really care about what is being said and you don't want to miss a word of it. When speaking to crowds, it is best to maintain broad eye contact, sweeping the room and making eye contact from individual to individual.

If you are standing, check your stance. Crossing your arms over your chest conveys the message that you are not receptive that your mind is closed to what is being said to you. Such posture tells people that you are guarding yourself and that there is no place for them in your space. You distance yourself.

People are naturally attracted to beauty, but you see people only the first time you meet them. After several meetings you tend to ignore the smaller defects. It is only the major faults; the lisp, the stutter and the nervous titter that call attention to them and divert the interest from the conversation or speech.

Avoid conversational roadblocks. General Eisenhower had a nervous habit when making a speech, he repeatedly filled gaps with an aggravating "err-r-r" which, after a time, so diverted the listener from what was being said that the general idea of the speech was lost.

Avoid meaningless phrases. Filler expressions like "Do you see what I'm saying?" or "Know what I mean?" cause your listener to wonder if you have anything constructive to say. You have proven that you haven't thought things through and are fishing for an idea. You are not speaking; you are making a companionable noise. People will turn you off because they feel that you have nothing of interest to say.

Learn to listen. Be prepared to feed back into the conversation what you have just heard. It is easier to listen than it is to speak because you have two ears and only one mouth. There is nothing so flattering as a good listener. While you listen, give the appearance of total attention. It will give the impression that you are quite intelligent.

LEADERSHIP STYLES

There are three styles of leadership: authoritarian, permissive, and equalitarian. Let us look at them more closely.

Authoritarian Style: This is the leader who blames others when things go wrong, finds fault with whatever task has been done and is unable to organize functionally. If you see yourself giving orders and little help, you might just find that you are an authoritarian.

Permissive Style: This is the other extreme. The permissive leader blames himself and feels that people are weak and need love. He rewards work with kindness, trusts everyone and exerts no discipline. There must always be a little goodie for a job done. Doing a job well is its own reward.

Equalitarian Style: This is the preferred leadership style. This leader believes that people are intelligent, motivated, and know their own job best. He is secure without appearing over-confident. He provides a climate of motivation because he is motivated himself. He is comfortable to work with because he deals with people in a matter-of-fact way. When a problem arises, he looks for solutions rather than someone to blame.

THE SITUATIONAL LEADERSHIP MODEL

Ken Blanchard (author of "The One Minute Manager" series) and Paul Hersey developed the Situational Leadership Model to describe leadership styles that are adapted to various situations.

Information on the model can be obtained at:

<http://www.chimaeraconsulting.com/sitileader.htm> or <http://www.blanchardtraining.com/areas/situationall.cfm>

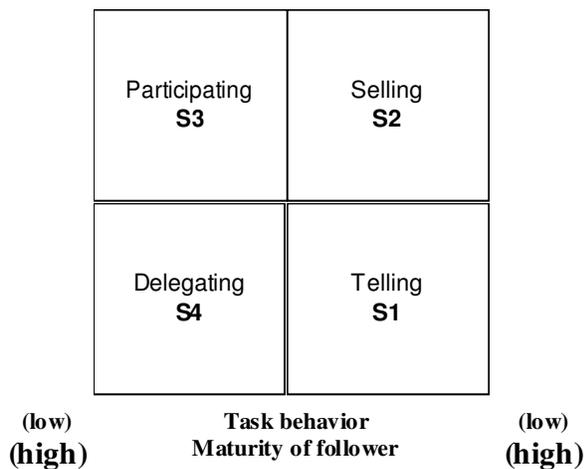
They define four styles of leadership based on three (3) variables:

- The task (how the followers should perform in a given situation)
- The follower task maturity (willingness and ability of followers to perform a task)
- Leader behavior

It is the role of the leader to determine the objective (task), assess the task "maturity" (skill) of the followers, and adapt task/relationship behavior to the maturity of the followers.

The result is four (4) styles of leadership:

- high task/low relationship or telling (high task expectation on the part of the leader, but little interactive relationship); this is one-way communication
- high task/high relationship or selling (high task expectation and high follower skill, followers will be convinced to “buy in” to the leader’s decision as part of a highly developed leader/follower relationship); this is two-way communication
- low task/high relationship or participating (low task importance but high follower skill and interactive leader/follower relationship); these situations allow for shared decision making by highly competent leaders and followers
- low task/low relationship or delegating (high task importance and expectation with little need for a directed relationship, i.e. the leader can allow the followers to “run the show”)



EXAMPLES:

The S1 or “telling” style:

A commanding officer tells his subordinate, a young cadet, to file a report using a specified format and gives a defined deadline.

The S2 or “selling” style:

The research director of a pharmaceutical corporation, a renowned biochemist, is tasked to create a new drug for cancer, and his team is composed of oncologists, biochemists, and researchers in the field of cancer; he has discussed his idea for the manufacture of the new drug based on Federal government criteria. His team has already developed a drug that does not meet the criteria, and the director discusses why his drug (not theirs) must be developed.

The S3 or “participating” style:

The same company is tasked to develop a new drug for fighting a rare cold-like virus that has been brought back from space to Earth by a recent mission to Mars. No drug like this has ever been developed before, but the research director and his team have all been to Mars and have studied virus-like particles discovered under Mars’ polar ice caps.

The S4 or “delegating” style:

A commanding officer is responsible for a visiting inspection team and his staff of Captains and Majors, all Protocol Officers, is tasked to handle the visit.

SOLVING PROBLEMS, INTERACTING, AND PROVIDING FEEDBACK

People have needs: comfort, encouragement, and feeling of belonging. Social acceptance is a physical need, the need to be an accepted member of the group. The person who cannot get along with others often has the feeling of “not belonging” and soon can think of little else. This may cause a breakdown in productivity and a lot of thought must be given to a method to bring the individual back into the group. Find a special task and trust the person with it saying something like, “I know that I can count on you for this.” If your help is needed, be prepared. If someone else can lend a hand, discuss the problem and enlist outside aid.

The desire for recognition, respect and appreciation are all aspects of another need: esteem. Often a simple “well done” will suffice, but there are times when a more public and formal display of appreciation is called for. If this is not enough, be sure that recognition is given and an award ceremony occurs. The greatest need one has is the need to achieve one’s full potential. This can be obtained through promotion, which should be given as a recognition of the individual’s worth to the group as well as to the community. However, the ultimate goal should be for the person to achieve a level of ‘self-actualization’ where goals are self-realized. Reward (or promotion) should never be expected or dangled like a carrot in front of an individual, and rewards and promotions should never be used at the

expense of others (particularly in civilian organizations or fan clubs like STARFLEET; real-world military promotions and awards are a different story and are part of developed military careers and won't be discussed here).

These are the needs of the individual, but the needs of the group must also be considered. Great stress is placed on fundraising projects, or adoption of a particular charity or community service. By involving the group in an effort that will enhance self-image, even if it is only "bragging rights," the good leader can give the group he leads a boost in morale that will make each succeeding effort a joy to behold.

A leader must provide goals for the group. These goals must be satisfying and create mutual self-esteem while creating an atmosphere of achievement and pride in that which has been done.

The key to successful command (and to problem solving and performance feedback) is good planning. Without such a plan there is no way to command effectively. There are certain steps to be taken in order to create an effective plan:

1. Define the objective desired.
2. List all steps from problem to resolution and the resources available that will allow a logical progression toward the objective.
3. Plan the sequence in which these steps must be performed.
4. Delegate responsibility.

METHODS OF ACHIEVING THE GOAL, i.e. "Problem Solving"

A Backwards Planning Method.

This method, used extensively by the military, is conceptually simple.

1. Begin with the desired result or objective.
 2. Work backwards from the desired result by identifying each prior section. As each task is identified, the time required to achieve it is estimated.
 3. After all tasks have been identified (in reverse order) and the time required for their completion has been estimated, it is possible to determine a start-up time. Good planning shows what is required before completion of the task and can often shorten preparation time.
- Planning takes practice in defining the desired objectives and then creating a logical sequence of events that will allow meeting those objectives.
 - The effective Commander does not jump into the job, although that approach may seem easier, it can lead to disaster.
 - The effective Commander is flexible. If the completion of a task or the achievement of a goal requires modification of the steps to that end, flexibility is essential. Dogged pursuit and determination to make something fit can lead to disaster.
 - Effective use of command requires delegation of duties to the people most effective for the job.

Ask these question: What is/are this person's strength(s) or weakness(es)?

- The good commander does not try to do all the work, nor does he over manage the job. Such action only results in frustration.
- A commander who delegates poorly limits the productivity of those in his command. You will want to observe the six guidelines below as you delegate tasks:
 1. Don't worry about being indispensable.
 2. Don't let crises become a habit.
 3. Don't try to do it all yourself
 4. Understand the task you are delegating.
 5. Trust your subordinates.
 6. Help your subordinates overcome their limitations.

You will find these five steps for delegating effectively to be of benefit:

1. Identify all tasks.

Keep a list. This forms a tracking system and serves to prevent problems from "falling through the cracks."

2. Delegate each task appropriately.

In order to delegate properly, you must identify the task and the skills required for its successful completion. Don't hesitate if your choice for the job does not fill the bill completely. Often, given a task, an unlikely candidate can grow to fit the job.

3. Explain each assignment.

Explain why the task is necessary. Make sure the subordinate understands what is expected. Explain the degree or initiative expected to complete the task: define the parameters.

4. Develop a plan for each assignment

If you let your subordinates take the lead in developing a plan (with you serving as an advisor rather than directing every action) they will generally do a better job of adhering to it.

5. Review progress.

Although you have delegated tasks, you are still responsible for their outcome. Schedule progress reviews as a part of the task.

B. The Six-Step Problem Solving Process

An alternative method for solving problems can be found in a systematic process that is dependent on defining the problem and developing the solution in a step-by-step fashion. Under this systematic process,

THE PRIMARY REASON SOLUTIONS FAIL IS FAILING TO PROPERLY IDENTIFY THE PROBLEM

The systematic approach involves the following:

Recognize the problem
Gather data related to the problem
List possible solutions
Test each of the solutions
Select the best solution
Implement the best solution

Remember this:

Really Good Leaders Try Several Ideas!

- Correctly identifying the problem leads to the correct solution for the situation
- Gathering data may occur in many ways:
 - Facts are observable entities
 - Criteria define the limits or boundaries (may also be bound by resources)
 - Assumptions may or may not be true
 - Definitions explain words or terminology
- Listing solutions may involve meeting other people, brainstorming, etc.
- Testing each solution involves determining the degree to which each solution meets your criteria for success (and which solutions may in fact be possible under given limitations)
- Selecting the best solution may not be feasible, additional tests may be required
- Implementing the solution should also allow for application in similar future situations

Ex. Two chapters each have members who desire to start a new Chapter-in-Training. Chapter A has 13 members (4 of whom want to form part of the new chapter core), Chapter B has 16 members (1 of whom plans to join the new chapter) and 5 additional members have been recruited into the new chapter. Chapters require 10 members. How can the new chapter form while allowing the existing chapters to remain intact?

Problem:

If the new chapter forms as planned, Chapter A will not meet the criteria to stay intact

Data:

Facts: The number of members available - 13 on Chapter A, 16 on Chapter B, plus 5 additional members allows for up to 3 members to move from Chapter A, up to 6 from Chapter B; 5 members are needed.

Criteria: Each chapter must have 10 people to be a valid chapter.

Assumptions: It doesn't matter from which chapter the people move (there are no preferences for people to stay with or leave a given chapter) and the most equal disbursement of members is preferable and no more than 10 members will be needed for the new chapter.

Definitions: A "chapter" is made of 10 people or more.

List solutions that fit the criteria:

Varying numbers from Chapter A and B go to the new chapter [1 from A and 4 from B, 2 from A and 3 from B, 3 from A and 2 from B]

Test solutions:

Any of the 3 solutions will allow for a move of members and meet criteria for valid chapters [resulting in chapter strengths of: A 12 B 12 C 10, A 11 B 13 C 10, or A 10 B 14 C 10, respectively]

Select the best solution:

If equitable sharing of member strengths is preferred, then the first option, 1 member from A and 4 members from B going to the new chapter is the best solution, resulting in chapter strengths of A 12, B 12, C 10

What is FEEDBACK?

Feedback is defined by the Merriam-Webster dictionary as “response especially to one in authority about an activity or policy”

However, feedback is much more than that, and it is bi-directional, not unidirectional as defined in this way.

Feedback is CONTROL, it is a systematic way for individuals, both leaders and followers, to examine outcomes and performance in such a way to improve the process (corporations and military are often fond of the term “performance improvement”).

Feedback should be provided from leaders and supervisors to subordinates and followers as counseling.

Feedback should be provided from subordinates to leaders through the same counseling sessions.

The goal here is not to develop counseling techniques, but to give some basic criteria for feedback and counseling sessions (whether they be the preferred method of face to face, or through electronic or telephone or printed media).

Counseling

You may have occasion to counsel a subordinate, but if everything is running smoothly, you may be able to get by with a pat on the back and an occasional “Good job!”

Remember, “If it ain't broke, don't fix it!”

From time to time, however, allow for counseling “sessions” where both individuals can ask if there are any problems or if anything is needed. If you are the supervisor, show that you are interested in the subordinate's job, but don't breathe down his/her neck. Offer compliments on a job well done where appropriate, and offer career-broadening advice and mentoring and **KNOW OUR SUBORDINATE'S GOALS.**

If you are a subordinate, make your goals known and your expectations of your leaders known. They must know your goals in order to facilitate you meeting them.

If you determine that there is a problem, however, try to have all the facts when you speak with the people involved and have as many possible solutions as you can present, ready for consideration. Ask the people involved if they have a solution of their own.

Subordinates who develop and implement their own solutions are most likely to succeed!

Be certain that you are not a part of the problem:

- Have you given a task that is beyond the capabilities of the person to whom you gave the task?
- Have you given too little time or information for the successful completion of the task assigned?

GEMS:

- If you schedule a meeting to discuss problems, schedule enough time (1 hour is recommended)
- Don't just hear - LISTEN!
- If possible, rephrase or paraphrase what is said to you to be certain that what you hear is what the person is really saying (what that person means) until you are confident that you understand.
- Be fair, ambitious for yourself as well as for your crew or department, and be open to suggestions.
- Keep in mind that you might not agree with the orders that come from above, so temper your orders to those in lower ranks.

COMMANDING INDIVIDUALS AND STAFF

As you increase your level of responsibility from individuals to larger staff, understand that command is the authority a leader exercises over subordinates by virtue of rank or assignment. A commander must effectively use available resources for planning, organizing, coordinating, directing and controlling a group to accomplish assigned objectives.

- *Planning:* Selecting and developing the best course of action to accomplish the objective; relies on problem identification, data gathering, listing solutions, testing solutions, selection of the best solution, and implementation [does this sound like the Six-Step Problem Solving Process?]; it is also important to set the objective and communicate it to those who will see it through
- *Organizing:* Establishing the structure and allocating resources

- *Coordinating:* Obtaining the cooperation of other organizational elements that may either aid in the task or be affected by it
- *Directing:* Implementing, putting the plan into action (this involves issuing instructions, communicating with personnel, and supervising)
- *Controlling:* This is the formal measurement and analysis of how the task is performed; it involves feedback, comparing results to set standards, and corrective action where necessary. This should never be used solely for advantage, punishment, or retribution, nor should corrective action be assumed to be punitive in nature

No one individual, regardless of how completely capable, how well educated, how thoroughly experienced, or how highly energetic he may be, can do all that is necessary to personally direct, coordinate, and supervise an organization the size of STARFLEET (or any large organization for that matter). He must have assistance. This assistance is given by a group of officers organized as a staff.

The commander and his staff should be considered as one. The staff officer must have a thorough knowledge of the policies of the commander. In cases where no policy has been established, he initiates action to secure a policy. His principal duty is to free the commander to focus his attention on the essential aspects of command.

What is the command responsibility? It is a moral and legal accountability that involves everything that STARFLEET (or any organization) does or fails to do. A commander may delegate as much authority to subordinates as he considers necessary, but under no circumstances may he delegate any part of his responsibility. A staff officer has no command authority except over the members of his own staff section and as otherwise delegated to him by the commander. It is the duty of the staff to prepare orders and to supervise their execution; however, the commander is responsible for any ensuing actions, even though he may not have seen or heard the order as actually issued.

An established chain of command reduces the demand on a commander's time and energy. Through this chain, he holds subordinate commanders responsible for the execution of assigned duties. He is also able to direct and supervise the execution of his plan without becoming involved in the details of planning, directing and controlling the actions of each of the subordinate elements of his department. By delegating authority, a commander can lessen certain command functions that must remain with him such as: the processing and dissemination of information, the development of estimates and plans, insuring coordination of the effort of the command, and supervising the execution of his decisions. He obtains assistance in these areas by designating deputies or assistant commanders and organizing a staff.

What is the importance of a staff? A commander cannot supervise the running of any one aspect of STARFLEET alone. The staff assists by relieving the commander of many routine administrative duties so that he can serve in a leadership role as intended.

What is the staff responsibility? Staff officers are assigned specific functional areas of interest for which they are responsible. Assignment of staff responsibility for a particular activity improves the efficiency of the staff by providing the following features:

- The Commander is provided a single staff agency for advice and assistance in a particular function area of command interest.
- The staff and subordinate elements of the command are provided with a commander's representative, for a particular functional area of command interest, with whom they coordinate or consult as necessary.
- There is positive assurance that all command interest receives staff attention.
- Staff officers are able to give their complete attention to a manageable part of command interests.
- The assignment of staff responsibility does not mean that a particular individual has command authority over other staff members or over any element of command.

What is the staff authority? The authority of the staff, or any particular staff officer, is the authority specifically delegated by the commander. The commander normally delegates authority to the staff to take final action on matters within the commander's policy. When a staff officer, acting within his delegated authority issues an order, responsibility for the effect of the order remains with the commander. The commander alone is responsible for all that his subordinates do or fail to do. He cannot delegate this responsibility. The effectiveness of his staff depends on the professional qualifications of its members. Staff officers must possess the qualities of leadership and the ability to apply them in a staff role.

What are the staff characteristics? The primary purpose of a staff is to assist the commander in accomplishing his task and implementing his plan. Responsibilities must be clearly delineated and delegation of authority must be commensurate with the successful completion of the task. Authority for making decisions must be coequal to the level at which appropriate actions should be taken. Related activities must be grouped physically to save time and work; unity of effort must be insured, and an effective span of control must be established.

This concludes the Leadership Manual