Leadership through the lens of Six African-American Limited Duty and Chief

Warrant Officers of the San Diego Navy Mustang Association

Dissertation

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LEADERSHIP THROUGH THE LENS OF SIX AFRICAN-AMERICAN LIMITED

DUTY AND CHIEF WARRANT OFFICERS OF THE SAN DIEGO MUSTANG

ASSOCIATION

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By
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ABSTRACT

This study will bring to light the voices of today's African-American Limited Duty and Chief Warrant Officers who have made it through the ranks of an enlisted member to the ranks of an officer.   To accomplish this purpose, four research questions were developed to guide the direction of this research project. A qualitative research methodology was used. Six African-American Active Duty LDOs and CWOs were interviewed using an opened-ended survey question methodology. Interviews were conducted utilizing a face-to-face interview over coffee in their perspective work environments to ensure putting all the interviewees at ease.   All participants were selected under the LDO and CWO program and have served more than 10 years of active duty service in the United States Navy.

Participants were initially contacted by telephone and electronic mail. The survey questions were provided to them prior to the interview with a consent form allowing the information provided to be utilized for this dissertation study. At the leisure of the LDOs and CWOs chosen for this study, they were asked to choose the time and place in which the interview was to be conducted. Interviews were recorded and transcribed using the dragon speak program as a tool to assist in capturing valuable information for the purpose of data analysis. Those results will be discussed in terms of limitations and implications for future research and for future leaders to come.

DEDICATION

This work is dedicated to God whom is the head of my life and blesses me with
strength from day to day.
To my wonderful daughter, LaKera, who is the reason I work so hard and to make her
proud to call me MOM.
And to Atiya and Nasiir, the apple of their Granny's eyes, I LOVE YOU, BOTH!

"For I know the plans I have for you, declares the Lord,
plans to prosper you and not to harm you, plans
to give you a hope and a future ."

(Jeremiah 29:11)

Acknowledgements

This doctoral journey has been one of excitement and one of great

commitment to me. One that I know was going to be of many long nights and days,

but I thank God for his tender mercies and allowing me to shed those that was not to

take the journey along with me. What I found amusing throughout this journey is the

fact that the very one who chose not to take this journey with me is the same one that

talked me into and encouraged me in the beginning to take this task on, but seen fit to

go on their own journey to do other things. At first it was painful, but I understand

that God's plan for my life is always bigger than my own. He will allow you to go

down a path for so long until he steps in and need I say always on time and put a halt

to what could one day destroy your life. For this I thank you, Lord for you are truly

worthy of all my praise. But for those that stood by me, I would trade nothing for

them and I must give them their just do. Thank you from the bottom of my heart.

Thanks to my Chair, Dr. Alexson for the mentoring and pearls of wisdom

throughout my dissertation journey. I also would like to thank my dissertation

committee members; Dr. Fonda Harris, Dr. Morris, Dr. Raymond Hanna and

Bridgette Johnson (editor) for all the guidance and your patience throughout has been

greatly appreciated.

I thank my daughter, LaKera. I thank you for understanding that your mother

has a dream and that even though it may have taken away time away from our girl

talks or shopping sprees, it never took away my thinking about how important and an

inspiration you have been. When I get up every morning and go to work it has all

been to show you how a woman can balance work, church, family and still find time for herself. I am a living witness it can be done, but it takes dedication and hard work to do. Keep striving, my daughter and know that even when I am not able to spend that time you may need to just have me listen, I am never out of reach or sight for you to reach out to.

Secondly, Granny's pride and joy, Atiya and Nasiir. The two of you are the apples of mine eye. I never thought I could love anything more than your mom, my daughter, but then the two of you came along. My movie buddies and when you are old enough, you will be my traveling partners. I love you both very much!

Lastly, I want to say many thanks to Nigel, my four legged companion. You have given me a total appreciation for Jack Russell terriers, which the word terrier should be replaced with terror. I thank you for just having the patience as a puppy to know that mommy is busy and barking at me when you needed your time and not marking the house up to prove that I am lacking on taking you out as needed.   You truly barked enough to show me that you needed your time too, but none the less mommy loves you baby.

"I will lift up mine eyes unto the hills, from whence cometh my help. My help cometh from the Lord, which made heaven and earth."

(Psalm 121:1-2)

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CHAPTER 1 – INTRODUCTION

Leadership can be defined as the art, science, or gift by which a person is enabled and privileged to direct the thoughts, plans, and actions of others in such a manner as to obtain and command their obedience, confidence, respect, and loyal cooperation. The U.S Naval Academy in 1984 stated that leadership is the art of accomplishing the Navy's mission through people (Montor, 1998). For the Naval leader at sea, he or she must know how to use weapons, and possess the skills necessary to run a ship or air squadron. But most importantly, the leader must be able to lead people, which is the most difficult of the three must-haves of the naval leader according to Montor (1998). As you delve into the qualities of the select officer corps, you will discover what made these individuals successful in their careers and what took them from enlisted status to becoming naval officers. You will also discover if support networks and mentoring was an intricate part of their career choices in the upward mobility through their ranks of promotion.

Success in leadership cannot be as clearly defined and is not as tangible as success in the number of kills one gains or the number of weapons placed on target, or the number of times an officer pulls alongside another ship to perform a refueling evolution without dropping fuel in the water, or without a collision (Montor, 1998). For a naval officer it is not even the number of times he or she pulls a ship in and out of a foreign or domestic port, without damaging the ship or other ships within the harbor. The ultimate success of a naval leader's responsibility will become apparent much later in his or her career than in any other profession (Montor, 1998).

Being an officer in the United States Navy is challenging as well as it is rewarding. Not many corporations will assign a young woman or man straight out of college the power to take control of equipment costing anywhere from 4.5 to 9 billion dollars. Nor are college graduates allotted the control of 100s of people's future development, and possibly leading them into battles that may take their lives along with the lives of those they are entrusted to lead. The reward of being in control and leading multitudes of personnel comes with stress and long hours. In the midst of that Naval Officers must remain clear within himself or herself on how to manage in difficult situations (Montor, 1998).

During the reorganization of the Navy, the Navy wanted to create a corps of officers that were productive and well educated in regards to the demands of their profession (Montor, 1998). They found this type of sailor in their senior enlisted ranks, which they promoted from within to the officer ranks, which came to be called the Limited Duty and Chief Warrant Officers Corps. One might ask who are they and what makes them special? Why did the Navy need such a corps of officers? And why are they called Mustangs?

Limited Duty Officers (LDOs) are technical oriented officers who perform duties limited to specific occupational fields and require strong managerial skills. Chief Warrant Officers (CWOs) are technical specialists who perform duties requiring extensive knowledge and a skill of a specific occupational field at a level beyond what is normally expected of a Master Chief Petty Officer (MCPO). These officers were prior enlisted personnel in the occupation in which they are considered

technical Subject Matter Experts (SMEs). LDOs and CWOs were created in the

1800's to provide the Navy with technical experts in select occupational fields and

preserve specialists in the officer ranks to assist in mentoring junior and senior

officers in the wardroom.

      LDOs and CWOs are also called Mustangs. A Mustang is an officer who has

promoted up from the ranks of the Navy enlisted personnel through an in-service

procurement program, with no interruption of his/her active duty status. This

Mustang officer is a career sailor, and considered a unique part of naval service.

They serve in a role unlike other commissioned officers in that they serve from their

senior enlisted ranks as technical managers who possess the necessary experience and

technical knowledge to perform task that call for the officer rank and protocol to carry

out, but require the heart of an enlisted person to get things accomplished.

      The term Mustang prior World War II was considered a sea-service term that

describes a prior enlisted person having more than four years of active duty

experience. It speaks literally of the mustang horse, having a wild spirit, not of a

thoroughbred, but serves as the greatest helpmate of this country (Stillman, 2008).

      The purpose of this research is to shed light on the unique leadership

experiences of African-American Limited Duty and Chief Warrant Officers of the

United States Navy based out of the San Diego Mustang Chapter. One of its

objectives is to provide an understanding of how their perceptions and experiences

have made a significant impact on their current and future advancement through the

ranks from enlisted to officer. To describe how the foundation of their support

systems were in place to assist in guiding their careers and providing them a

foundation in which to build upon. To shine light on how having someone mentor

them played a major role in the modeling of the six African-American mustangs on

their leadership and techniques in them becoming successful leaders at work and in

the community. Due to the lack of books and documentation that capture the unique

leadership experiences of African-American Naval Officers who are selected to

LDOs or CWOs, this study will show how important their insight and experiences are

in analyzing, documenting, and putting a voice to African-American naval leaders

who have gone from enlisted to officer through a very competitive program.

Although the number of African-American LDOs and CWOs in the Navy are low,

their impact of service to country and community is worth capturing for future leaders

seeking to join the Navy. This study will also provide insight how sailors who may

not plan to make the Navy a career can have the upward mobility through a program

that offers a commissioning opportunity to sailors that have little to no college

education. Further, this study will capture how the impact and importance of a

support network can affect ones success in their career if positive and trusting.

Moreover, the Navy documents lack information on LDOs and CWOs leadership

contributions in Navy leadership and in Navy history. This study will begin a

foundation in which future studies can build upon.

STATEMENT OF THE PROBLEM

More organizations are focused on developing the wide variety of talent

within the organization to address the need for a successful succession plan. An area

of interest that must be addressed in securing the growth and likelihood of the United

States Navy into the future is the development of its officers in the workplace.

African-Americans have served in the Navy before there was a republic, but their

contributions even their numbers aren't widely known (Williams, 2001). The unique

leadership experiences and what has made these leaders successful Limited Duty and

Chief Warrant Officers remain silenced in literature, documents, and history within

the United States Navy. "For more than a century Navy authorities estimated 10,000

African Americans had served. But after recent discovery new evidence changes

history, the real number is twice as high" (Williams, 2001, p. 1).

A major concern facing the military today is who will take the place of their

current leaders in the future. Military Organizations need to start now to build a

strong leadership pipeline that demonstrates the right competencies. Because of the

shrinking talent pool, organizations must build their own leadership pipeline from

within (PWC, 2008). Leadership development and promotion within the organization

are important contributors to addressing these troubling issue as described by Douglas

& McCauly,(1999); Hernez-Broome & Hughes, (2004). A major component of the

leadership development efforts of the United States Navy is the concept that

individuals play a major role in developing their relief. In developing leaders, there

are support systems outside of the Navy that have played a role in developing the

naval leaders of tomorrow. This study will capture some of those support networks

and provide insight as to the roles these networks may have played in the lives of the

interviewees. It will examine the connections and links between leadership

development, mentorship, and support networks among African-American LDOs and

CWOs in the military, specifically the United States Navy.

Mentoring in the United States Navy is a program designed to develop future

leaders, but the program over time has failed to take into consideration the specific

needs of the LDOs and CWOs in the organization. To date the Navy does not have a

mentoring program for LDOs and CWOs. The new selectees to the LDO and CWO

program get their initial mentoring through video teleconference by a senior LDO or

CWO that is assigned to speak to the graduating class as a whole and does not offer

one-on-one mentoring (BUPERS, 2013). The research problem is it is unknown as to

what factors lead to Mustang leadership success.

<div align="center">Conceptual Framework</div>

According to Ravitch & Riggan (2012), conceptual framework will lead to

new ideas and understandings. This research study will conceptualize and identify

the components of leadership through the experiences of LDOs and CWOs of the

U.S. Navy.   This study is grounded in the concepts of inner leadership drive,

mentoring and the supporting networks that have influenced the lives of the LDO and

CWO in the U.S. Navy. No leader has achieved anything extraordinary without the

talent and support of others. Leadership is a team sport that engages others in the

cause (Kouzes & Posner, 2010). According to the authors, it takes more than just the

leader to be successful, "for leadership is a shared responsibility and just as much as

others need you, you need them" (p. 73).

The framework of this investigative study is positivism of leadership utilizing qualitative methodologies; with a phenomenology design implemented to capture the viewpoint of the interviewees. A systematic approach to the collection of the data to be analyzed allowed for designed steps to be followed in the process. This ensures that everything captured could be analyzed efficiently and without bias. Within the positivist framework a correlation between the interviewees on the leadership qualities will be examined as well as how mentoring and support systems helped develop their leadership skills both in the Navy as well as in their respective communities.

The basic philosophy of leadership rests upon an impeccable foundation of high moral values and integrity (Department of Leadership & Law, 1984). In order for the foundation of such to be built it must be developed. Results of this study will conclude that the foundation that built the integrity, sense of obligation, and personal relationships of LDOs and CWOs started outside of the Navy, through mentorship and support networks. Montor (1998) states that some people have the misconception that ethics as they pertain to civilian life do not constitute professional military ethics. However, many ethical standards, no matter where they are acquired, influence sailors and marines.

As a framework, the philosophy of leadership in a non-corporate organization such as the United States Navy is founded upon six specific themes that have been founded in the existing leadership literature (Montor, 1998):

1. Leaders and leadership can be developed, but the development processes are not the same.

2. Leadership is contextual, both within and across the organizations.

3. There are various approaches that must be taken in leadership.

4. Leadership development is not restricted to skills and traits, but includes cognitive and attitudinal elements.

5. Full development, including a move to new levels of leadership requires acceptance of new roles, self-reflectiveness, mentorship and support.

6. Mentoring and support systems are relative in the success of leaders.

In developing a context for analysis and evaluation of existing literature, this review organizes these six themes into three broad areas: Power of Leadership (Inner Leadership), The Power of Mentoring (Peer Mentoring) and the Power of Support Networks. These three areas of inner leadership drive, peer mentoring, and support networks directly contribute to effective Mustang leadership success as shown in

diagram 1.

Mustang Leadership Success
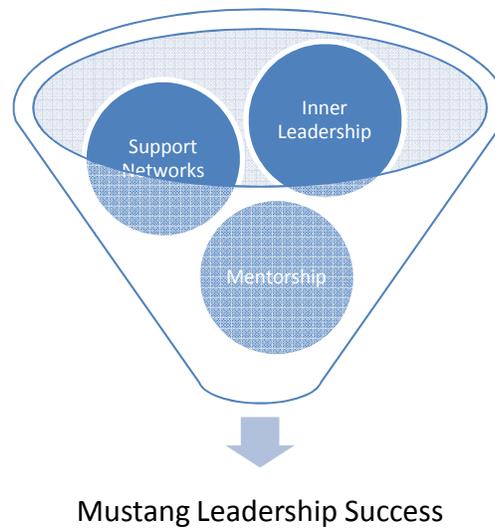
Figure 1: Mustang Leadership Success

Purpose of the Study

The first decades of the 20th century brought increasing restrictions on the role

of African-Americans in society and in the Navy, according to naval historians. The

enlisted rates remained open to all men, but African-Americans were pushed into

servant roles (Bureau of Navy Personnel, 1947). Major changes in the Navy's

approach to African-Americans came between 1965 to 1972 during the Vietnam War

and the civil rights struggle. Samuel L. Gravely Jr. was promoted to Rear Admiral in

July 1971, making him the first African-American to reach flag rank (Williams,

2001), yet nothing is documented or recorded to inform others of what he did through

his rise of success that could help other fellow officers in leadership.   The purpose of

this study is to bring to light the voices of today's African-American Limited Duty

and Chief Warrant Officers who have made it through the ranks of an enlisted

member to the ranks of an officer. They have been on both sides of the Navy ranking structure and capture the success of what it takes to be a successful leader, the support networks and the mentorship that molded and shaped them to be successful in today's Navy, through their eyes.

<div align="center">Research Questions</div>

The objective of this study is to capture the unique leadership experiences, support networks and mentorship support of African-American Limited Duty and Chief Warrant Officers in the United States Navy members of the San Diego Mustang Association. In this study, four research question were identified for this research:

Question 1: How do LDOs and CWOs of the San Diego Mustang Association define successful Leadership?

Question 2: What mentoring strategies do African-American Limited Duty and Warrant Officers of the Mustang Association possess and utilize in their retention and progressive success?

Question 3: What is the perception of African-American Limited Duty and Chief Warrant Officers of their personal and/or professional support networks and its impact on their success in the United States Navy?

Question 4: Describe the relationship between inner leadership, mentoring and support networks as they relate to the success of the African-American Limited Duty and Chief Warrant Officer?

Definitions and Concepts

1. African-American – An American of African or black African descent (Merriam-Webster, 2003).

2. Chief Warrant Officers (CWOs) – Officers of the line of regular Navy and Navy Reserve appointed to CWO for the performance of duty in the technical fields indicated by former enlisted rating groups. All are prior senior enlisted with extensive experience and technical expertise (OPNAVINST 1420.1B, 2009).

3. Limited Duty Officers (LDOs) – Officers of the line of regular Navy and Navy reserve appointed for the performance of duty in the broad occupational fields indicated by their former warrant designators or enlisted rating groups. All are prior senior enlisted with extensive experience and technical expertise (OPNAVINST 1420.1B, 2009).

4. Mentoring – The process by which a more experienced and knowledgeable person (mentor) provides advice, support, information, and encouragement to a less knowledgeable person (mentee). A mentor shares information regarding actions a mentee can take to prepare and develop their career as well as accomplish goals. Mentors also serve as a resource for communicating the unwritten rules of the organization, and for providing information and/or assistance on other areas as identified by the mentee (USMEPCOM, 2012).

5. Persistence – The act of continuance of an effect after its cause is removed. The ability to progress resolutely to one's identified professional goal in spite of

opposition or importunity. Persistence is the behavior of never giving up despite obstacles (Merriam-Webster, 2003).

6. Restricted Line – Officers of the line of the regular Navy and Navy Reserve who are restricted in the performance of duty having designated for aviation duty, engineering duty, aerospace engineering duty, or special duty (OPNAVINST 1420.1B, 2009).

7. Support Networks – associations between and among individuals including professional networks, social, and personal bonds, and collegial relationships (Merriam-Webster, 2003).

8. Support Systems – A system of relationships between individuals including family, community, religion or spirituality, and mentoring (Merriam-Webster, 2003).

9. United States Navy – The branch of the Uniformed Armed forces that maintain, train, and equip combat-ready naval forces with capability of winning wars, deterring aggression and maintaining freedom of the seas. (Navy.com, 2012).

Assumptions and Limitations

The exploration of African-American U.S. Navy LDOs and CWOs perceptions of their leadership was formulated around qualitative research methodology based primarily on interviews, direct observations, and review of records conducted by the researcher on a group of 6 male LDOs and CWOs.

The efficacy of the study is dependent on several assumptions. First, those interviews and observations conducted by the researcher provided sufficient qualitative evidence to formulate conclusions on the nature of these Officer's

perceptions associated with their leadership development. The interviews and

observations adequately represented the phenomenon as a lived experience for the

respondents. Researcher's ability to collect, understand and interpret the qualitative

evidence and draw meaningful accurate findings and conclusions.

Second, the researcher had sufficient access to a representative, purposeful

sampling of the population, defined by LDOs and CWOs who have been the subjects

of the San Diego Mustang Association and that the sample was representative of the

total African-American male population. All subjects of the research were willing to

participate and provide the time out of their extraordinarily demanding schedules.

Finally, the prevailing assumption of this study was that all of the participants

were trustworthy during the interview and respondent bias or reactivity was minimal.

Guarantees of anonymity, other validity enhancements as detailed in Chapter 3, as

well as, core values of honor, courage, commitment and a leadership responsibility to

better the organization permitted honest perceptions to dominate.   The specific

results of this study were limited to leadership development of the LDOs and CWOs

sampled in the Mustang Association of San Diego, California. There is no attempt to

generalize from the conclusions of these particular participants to make claims about

what will always happen. While the purposeful sample demographically represented

the entire population of interest, their perceptions of their lived experience may not

represent the full population. Moreover, while the results are not generalizable, the

findings are available to inform future studies or provide the foundation for other

more generalizable or universal theories on leadership in organizations with strong

cultural role values, and limited talent transferability from outside the organization,

such as the Navy or other military services.

Delimitations

This study was delimited to active duty African-American Limited Duty and

Chief Warrant Officers that are members of the San Diego Mustang Association.

There was one group of career military officers who have completed over 10 years of

military service in the United States Navy that are members from the Mustang

Association in San Diego, California. These officers will range in rank from Chief

Warrant Officer 2 through Commander. This study is based solely on the comparison

of African-American LDOs and CWOs. While there are other officers in other

designators, they were not studied under this research.

Organization of the Remainder of the Study

The study examines the questions in four steps, represented by the four

remaining chapters of this work. Chapter 2 reviews the literature pertinent to the areas

of leadership: Overview of leadership, Mentorship and Support Networks. Chapter 3

describes the methodology and procedures, including the design, population and

sample, Qualitative Research, data collection and data analysis used in the

examination of the leadership views of the LDOs and CWOs. Chapter 4 describes the

data analysis and findings of the study. Chapter 5 describes the conclusions and

recommendations as well as recommendations for further study.

Chapter 2 – Literature Review

Goal of the Literature Review

This study will not provide final answers to an understanding of the African-American Navy Limited Duty and Chief Warrant Officers understanding of leadership, but it will represent a new way to examine the subject of leadership, mentorship, tacit knowledge and support networks and their correlation as it pertains to the success of the Navy Mustang. It will encompass a review of literature regarding leadership, mentorship, tacit knowledge and social networking. The LDOs and CWOs in the United States Navy have been around since the 1800's and yet there is limited information as to the impact they have had on naval history. This study will attempt to capture and document the leadership views of the LDOs and CWOs and provide an understanding of what leadership is through their lived experiences. This study will establish an understanding of how these LDOs and CWOs have either participated or have provided successful mentoring that has benefitted their careers or the careers of the persons they are molding to be their relief. The Navy has benefitted from capturing tacit knowledge of the LDOs and CWOs to ensure the continuity follow-on of knowledge in the Navy.

The Navy was established in World War II and through years of study found that they lacked leadership and wanted to look into more ways in which to build the leadership of its people from within the organization (Petrullo & Bass, 1961). The Navy looked into starting a leadership research by employing the Office of Naval Research (ONR) to begin a leadership study (Macmillion, 1948). The ONR's

recommendation from Macmillion on ways to test the leadership of the Navy's

current populous of leaders:

> Just as the individuals at some time must operate, within a group, so these
>
> groups operate under various forms of leadership. Whether the leader is
>
> selected by higher authority, elected from within the group, or emerges
>
> spontaneously under pressure of combat or immediate crisis, his contribution
>
> is often a determining factor in the group's effectiveness.
>
> Research was aimed at:
>
> (a) Analysis of different types of leadership – for example, does the
>
> conference or administrative leader face different problems than the combat or
>
> action group leader?
>
> (b) Determine of criteria of good and bad leadership.
>
> (c) Analysis of the characteristics of the leader, to provide for more effective
>
> training of leaders.
>
> (d) Analysis of the process of leadership is to provide for more effective
>
> training of leaders.
>
> (e) Analysis of what conditions of group life will ensure that appropriate
>
> leadership will develop at the appropriate time. (Petrullo & Bass, 1961, Pg.
>
> xxv).

The goals of this chapter are to present an overview of the power of

leadership, mentoring and social networking. Though the subject of leadership is old

(Petrullo & Bass, 1961) this study will represent a pioneering venture in discovering

leadership through the lived experiences of the Limited Duty and Chief Warrant

Officers.

Leadership Defined

Leadership has as many definitions as there has been people who have tried to

define it (Kouzes & Posner 2010, Hesselbein et al, 2009; Antonikis, Cianciolo &

Sternberg, 2004; Bass, 2008; Bryman, 1992; Gardner, 1990; Hickman, 1998;

Mumford, 2006; Rost, 1991). Leadership theory can be organized into three

divisions: leaders, groups, and behavior (Petrullo & Bass, 1961). According to

Northouse (2010), leadership is: (a) A process; (b) Involves influence, (c) Occurs in

groups, and (d) Involves common goals. Leadership can be defined as the art,

science, or gift by which a person is enabled and privileged to direct the thoughts,

plans, and actions of others in such a manner as to obtain and command their

obedience, confidence, respect, and their loyal cooperation. (Montor, 1998). Simply

stated, leadership is the art of accomplishing the mission through people. While there

are several hundred definitions of leadership in the academic literature, the simplest

way to know is see whether that person has followers. If one thinks that they are a

leader and they turn around and no one is following, then they are simply out for a

walk (Kouzes & Posner, 2010, p. 62).

Leadership concerns human relations, and specifically the relationship

between one person and a group, or between leader and followers (Montor, 1998).

"Leadership is not about the leader per se. It is not about you alone. It`s about the

relationship between leaders and their constituents" (Kouzes & Posner, 2010, p. 63).

It is an identifiable set of skills and abilities that are available to everyone; it is a

relationship between those who aspire to lead and those who choose to follow

(Kouzes and Posner, 2007c).   A leadership process usually involves a two-way

influence relationship aimed primarily at attaining mutual goals. Followers need to

alert to leaders, and leaders to followers. Furthermore, in many organizational

activities being a leader can also mean being a follower (Montor, 1998).

<p align="center">Leadership Theories</p>

Great Man

Initial attempts to define leadership and find out what makes a leader

concentrated on the notion that leaders are born not made has analyzed to uncover the

reasons for their ability to lead others (Fairholm, 2011). Significant people are the

administrative elite who control others because they do significant jobs and are

superior to everyone else. The result in improved efficiency will enable the elite to

handle crisis situations better than others might (Scott, 1977). While, this theory-

building effort did deal specifically with values, it introduced aspects of personhood

of leaders and was precursor to later introductions and values of foundations for

leadership actions (Fairholm, 2011).

Transformational

Transformational leadership as the term implies, the "transforming" leader

changes a situation in significant, positive, and identifiable ways rather than in

"business as usual" (Keohane, 2010, p. 43). Transforming leadership always involves

values according to Keohane, (2010): the leader lifts his followers to "higher levels of

motivation and morality" (p. 44). At the heart of transformational leadership is a

consciousness within the self and ability to raise the consciousness in others (Hacker

& Roberts, 2004).

Transformational leaders motivate followers by raising an awareness of the

importance of value of the organizational mission and goals, getting followers to

transcend their own self-interests, and shifting followers' needs from lower to higher

levels (Bass, 1985). The heightened levels of motivation among followers toward an

increased level of performance have also been linked to how identified followers are

with the unit's vision, mission, and culture (Shamir, House & Arthur, 1993).

Transformational leaders help followers focus on long-termed oriented and high-end

needs such as the need for achievement, self-esteem and self-actualization, instead of

short-term-oriented and low-end needs for safety and security (Bass, 1985).

Military

According to Outcalt, Faris and McMahon (2001), in the military theory, the

leader assumes control of the group and takes responsibility for the actions of each of

its members. The leader's control is exercised for the actions of each of its members.

The leader's control is exercised hierarchically – in other words, each group member

is responsible for following the members above him or her in the group's structure,

with ultimate control residing with the overall leader. In this theory, the leader is the

focus of the group and its practices (Bass, 1981) and is in privileged position relative

to other group members. Military leaders are (or seek to be) in control. Rogers

(1996) summarizes this theory as a model that features a leader who "operates from a top-down philosophy and is decisive, tough-minded, and in control" (P. 243).

Transactional Leadership

Chemers (1997) states "the first and most influential transactional leadership theory was developed by Edwin Hollander. Hollander defined leadership as a social exchange, and legitimacy as the currency of that exchange. Central to Hollander's theorizing is the notion that leadership is a dynamic process involving on-going interpersonal evaluations by followers and leaders. In this transaction, the leader provides task-related vision and direction, as well as recognition of followers, and followers reciprocate with heightened responsiveness to the leader, essentially legitimating the leader's authority to exert influence" (p. 65). "The transactional theories of leadership are focused on how leaders can motivate followers by creating fair exchanges and by clarifying mutual responsibilities and benefits. In doing so, however, they direct our attention to the importance of a relationship between leader and follower that may, in fact, transcend the transaction" (p. 77).

Situational Leadership

According to Yeakey (2002), the military has used Situational Leadership Theory (SLT) to train and develop their leaders. "To develop subordinates to become effective leaders and operate as cohesive teams, leaders must be adaptable in their own leadership styles to move toward delegating leadership, and then empower the subordinate through delegation of authority" (p.1). The Situational Leadership Model in figure 2, suggest that the leadership style chosen depends on the followers'

readiness level. If follower maturity is high, then a delegating leadership style should

be adopted. The leader's leadership style should match the follower readiness.
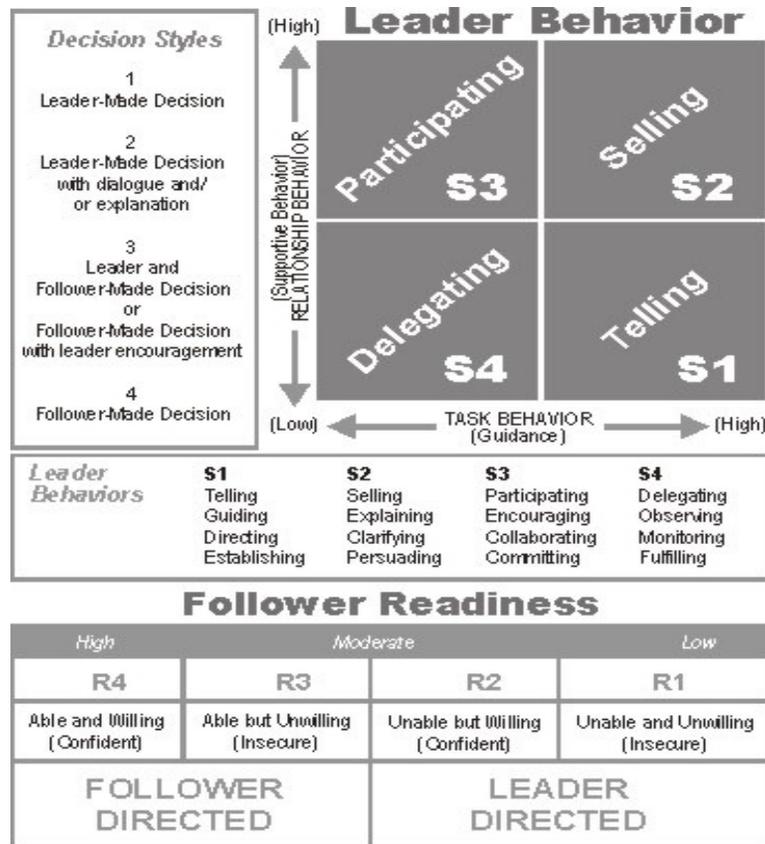
Figure 2. Expanded Situational Leadership Model
(Hersey, Blanchard, and Johnson, 1996)

Figure 2 Expanded Situational Leadership Model

(Yeakey, 2002)

Situational leadership assist senior officers in altering their leadership styles

based on the junior officer's readiness to accept greater responsibility. By adopting

the appropriate leadership style, the "leader can take advantages of the skills and

knowledge of experienced subordinates" (p. 1). "The ability to recognize the

importance of the leader being active in developing the subordinates to an R4 state, where empowerment is practical, is the utility of the situational leadership model" (p.1).

Charismatic Theory

Weber (1968) first introduced the concept of charisma, which he defined as "a certain quality of an individual personality by virtue of which he is set apart from ordinary men and treated as endowed with supernatural, superhuman, or at least specifically exceptional powers or qualities" (p. 241). According to Weber, charisma is a God-given gift and an element of crisis is needed to bring out this gift. He subsumed vision within charisma as he defined a charismatic leader as one who possesses eminent visions and the ability to convey these visions to the masses.

The Contingency Theory of Leadership Effectiveness

Fielder (1964) advanced the first theory using the contingency approach, the contingency theory of effectiveness. The main idea of this early theory is that leadership effectiveness (in terms of group performance) depends on the interaction of two factors: the leader's task or relations motivations and aspects of the situation. The leader's task or relations motivation is measured through the Least Preferred Coworker 1 scale (LPC). Fielder argued that an "individual with a high LPC score is motivated to maintain harmonious interpersonal relationships, whereas an individual with a low LPC score is motivated to focus on task accomplishment" (p. 45).

Power of Leadership

Leadership is an aspect of power, but it is also a separate and vital process in itself. All leaders are actual or potential power holders, but not all power holders are leaders (Burns, 1978).

Power over other persons, has been noted and exercised when potential power wielders, motivated to achieve certain goals of their own, marshal in their power base resources (economic, military, institutional, or skill) that enable them to influence the behavior of respondents by activating motives of respondents relevant to those resources and goals (Burns, 1978). It presupposes that there is indeed a will, a consuming motivation that the individual chooses to impose, through command, persuasion, or some other means, on subordinates (Montor, 1998).

The essence of leader-follower relation is the interaction of persons with different levels of motivations and of power potential, including skill, in pursuit of a common or at least a joint purpose (Burns, 1978). Leaders have to be able to make an emotional appeal to inspire people. Consciously or unconsciously they have to be able to use their personalities to inspire the imagination of others, to rally them to a cause, and to lead them to perform seemingly impossible feats (Montor, 1998). Leaders are usually initiators of action. However their initiatives can be accepted or not be accepted by followers. The essential point is that followers are responsive to leaders and what they say and do. In other words, leaders usually hold the attention of followers, and the leader's behavior often is taken as a positive or negative sign to followers (Hollander, 1978).

Naval Leadership

Montor (1984) states that Admiral William V. Pratt set the stage for the naval

officer this way: "The greatest problem facing the career naval officer is

leadership. Yet this most important factor in a man's life frequently is

allowed to grow like a choice flower in a garden surrounded by rank weeds.

So may feel that if they follow the average course of naval life, experience

will finally give them the qualities of the great leader, and opportunity may

reward them with a high command. Few realize that the growth to sound

leadership is a life's work. Ambition alone will not encompass it, and if

ambition alone be a man's sole qualification, he is indeed a sorry reed to lean

upon in time of stress. The path of qualification for leadership is long and

hard road to travel. It is a path of life. It envisages all of a man's character,

his thoughts, aims, and conduct of life. It requires the wisdom and judgement

of the statesman, the keen perception of the strategist and tactician, the

executive ability of the seaman: but above all, it requires sterling worth of

character and great human understanding and sympathy" (p. 77).

Naval Leadership is appointive. When one is appointed they are leaders that

are elected by their fellow men and women, whom have worked or fought their way

up the corporate ladders with selfless motives in mind. According to Montor (1984),

the appointment system for which the naval service derives its greatest strength

allows the needs of the military and the nation to dictate the capability to move

personnel from one geographical area of the world to the next efficiently and with

ease. The efficiency of transfer suggests that an officer be able to transit from one

organization within the naval structure not limiting on geographical area, but

operational area to another without requiring long lag time in between.   .

The military is not a democracy. Former Chief of Naval Operations Admiral

Arleigh A. Burke states, "Requirements for performance should be reasonable, just,

and fair, but an individual in the military cannot decide which requirements will be

met and which will be ignored, nor determine under what conditions these

requirements will be met" (Montor, 1984, p6). It is command, higher headquarters

authority from which direction is determined and elected leadership will not survive

in the military when a vote has to be taken on whether to follow a leader into battle

(Montor, 1998).

Because leadership is an art, many people are of the opinion that leadership

cannot be taught, that it is an innate gift and therefore cannot be learned. Harrari

(2002) argues that the modern concept of leadership can be taught and is not

something that is endowed at birth, but does embody a scientific approach.

Leadership is the art of accomplishing more than the science of management. Montor

(1998) states that for every artistic talent can be further developed and can be applied

to military leadership. A naval leader must possess the knowledge of the factors of

leadership and be able to practice leadership in which they are being taught (Montor,

1998). An effective leader sets the example by adhering to and displaying leadership

traits such as setting the example, taking the lead, a good follower, consistently

seeking responsibility, keeping his or her subordinates informed, training

subordinates as a team and making sure the task is understood, supervised and

accomplished (Kouzes & Posner, 2010).

The Navy builds its foundation of trust, leadership and strength of its victories

achieved off three basic principles Honor, Courage, and Commitment (U.S. Navy,

2012). Honor according to the Merriam-Webster dictionary (2003) is principled

uprightness of character; personal integrity. Montor (1998) states the difficulty of

having honor in the Navy or a military without having loyalty to those with whom

you work. As quoted from Montor (1998, p. 28). Admiral Kelso believes that "honor

groups all of the core values together and states that a liar doesn't have much honor in

my view. A person, who is disloyal to their organization, or the people they worked

with, or subordinates, doesn't have much honor. I want to emphasize that the

American people look up to the military in a way they don't look upon any other

group of people. As a result some of the bad publicity we've had in the Navy, some

of the American public has lost faith in the military. However, we could very easily

lose their respect if they really believed that we were a dishonorable organization and

not a reputable group of dedicated people". The U.S. Navy (2012) stated that sailors

will:

- Abide by an uncompromising code of integrity, taking full

  responsibility for your actions and keeping your word.

- Conduct yourself in the highest ethical manner in relationships

  with seniors, peers, and subordinates.

- Be honest and truthful in your dealings within and outside the Department of the Navy.

- Make honest recommendations to your seniors and peers and seek honest recommendations from junior personnel.

- Encourage new ideas and deliver bad new forthrightly.

Courage according to the U.S. Navy (2012) is the value that gives the moral and mental strength to do what is right, with confidence and resolution, even in the face of temptation or adversity. A sailor will:

- Have courage to meet the demands of my profession.

- Make decisions and act in the best interest of the Department of the Navy and the nation, without regard to personal consequences.

- Overcome all challenges while adhering to the highest standards of personal conduct and decency.

- Be loyal to the nation by ensuring the resources entrusted to the sailors are used in an honest, careful, and efficient way.

The most ancient and most time-honored military requirement of a leader of any fighting person is courage. Having morale courage means to simply have the courage of your convictions, the fortitude to call things as you see them, and the readiness to admit a mistake (to yourself as well as to others) when it is made (Montor, 1984). Courage then is not being without fear; it is suppressing fear and carrying out the assigned duties despite the recognition of manifest danger.

U.S Navy (2012) defines commitment as the day-to-day duty of every man and woman in the Department of the Navy join together as a team to improve the quality of our work, our people and ourselves. A sailor will:

- Foster respect up and down the chain of command

- Care for the personal and spiritual well-being of my people.

- Always strive for positive change and personal improvement.

- Exhibit the highest degree of moral character, professional excellence, quality, and competence in all that you do.

To be a successful naval officer, an individual must, among other things, willing to analyze his own character and to accept criticism from other people and to work to rectify any short-comings that are revealed (Montor, 1984). They must be able to understand the difference between being a leader and a manager.

Leader vs Manager

A leader is a person(s) who articulate(s) and/or personify a group transformative vision made salient by crisis or opportunity. Leadership is vision made salient by system-threating crisis or transformative opportunity (Burtis & Turman, 2010). Leaders have followers, not subordinates. They do not have formal authoritative control as that belongs to the manager position. To inspire those that follow him/her requires a leader to be able to appeal to them, showing them that they are more than an employee number, but in fact what interest and motivates them also is of interest to you (Burns, 1978). Leaders are good with people and not afraid to give credit to others and take the blame when things may not have gone as planned.

They are not afraid to empower good men and women to accomplish their goals.

They have the self-restraint to trust in those they empower to do the task (Strock,

2003).   Leaders concentrates on the long-term, seeks vision, sets direction, facilitates

decisions, appeal to the heart of their people, shape the culture, are proactive, have a

transformational style, like striving, want achievement, take risks, break rules if

necessary, use conflict to maximize production of the team, are forward-thinking, are

concerned with what is right, give credit, and take the blame for their people (Montor,

1998).

A manager is a person(s) in a position vested with formal authority over some

grouping resource(s) (Burtis & Turman, 2010). A manager gives the history behind

past successes and what made them reach their points of accomplishment. Managers

have subordinates. Their position is one of authority vested in them by the company,

and the subordinates work for them (Burtis & Turman, 2010). Manager's focus on

managing the work, concentrating on the short-term, seeking objectives, plains the

details, makes the final decisions, has the formal authority, is reactive, transactional,

wants results, minimizes risk, makes the rules, avoids conflict, and takes credit

(Montor, 1998).

McLean's (2005) recent study of British police officers, dispelled the distinction

myths of leader and manager and found that to be effective supervisors, police leaders

had to have both management competencies and leadership skills. Mintzberg (2004)

preached,

"Let's stop the dysfunctional separation of leadership and management…anyone with an idea and some initiative can be a leader", (p. 22). Sayles (1999) presented managers as leaders with multiple causality and theoretical perspectives. Osborn (1999) states, "efforts are embedded not only in an organizational and environmental context, but within a dynamic and unfolding history of role-bounded interpersonal relationships" (p. 14).

You are not born a doer, follower, or leader; a direction-giving type is not inherent in your personality. Instead, you can act as a doer, follower, guide, manager, and/or leader (Burtis & Turman, 2010). These roles can be filled at various times throughout a group by different people, except for leader and manager positions. In order to be a good direction-giver, you must also be able to be on the receiving in as well (Montor, 1998).

Gardner (1990) wrote that leaders distinguish themselves from managers in several ways:

1. They think longer term-beyond the day's crises, beyond the quarterly report, beyond the horizon.

2. In thinking about the unit they are heading, they grasp its relationship to larger realities—the larger organization of which they are a part, conditions external to the organization, global trends.

3. They reach and influence constituents beyond their jurisdictions, beyond boundaries. In an organization, leaders extend their reach across bureaucratic boundaries—often a distinct advantage in a world too

complex or tumultuous to be handled "through channels." Leaders'

capacity to rise above jurisdictions may enable them to bind together the

fragmented constituencies that must work together to solve a problem.

4.   They put heavy emphasis on the intangibles of vision, values, and

motivation and understand intuitively the non-rational and unconscious

elements in leader-constituent interaction.

5.   They have the political skill to cope with the conflicting requirements of

multiple constituencies.

6.   They think in terms of renewal. The routine manager tends to accept

organizational structure and process as it exists. The leader or

leader/manager seeks the revisions of process and structure required by

ever-changing reality. (p. 4)

The merits of leadership and the merits of management are needed to balance

both approaches to mission accomplishment. The effective leader/manager does not

lose sight of either the mission or the sailors under his/her care (Montor, 1998).

The Assessment of Successful Leadership

Numerous models exist that attempt to define the desired qualities of a

successful leader. The competencies of one's technical skills, judgment, character,

trustworthiness, managing diverse groups, planning, and implementing change are

generally accepted competencies associated with successful naval and civilian

leaders. Additionally, these desired leadership practices as it pertains to the naval

leader must include consideration of the trends toward globalization, technology, and

a return on investment (Hernez-Broome & Hughes, 2004). The model included in

this study is the Five Practices of Exemplary Leadership (Kouzes & Posner, 2007).

     Five Practices of Exemplary Leadership Kouzes and Posner (2007) report the

most common traits "that followers look for and admire in a leader [are] someone

who is honest, competent, inspiring and forward looking" (p. 24).

    *Model the Way***.** Modeling the Way is comprised of the leadership commitments

of clarifying personal values and aligning values with actions. Modeling the Way

refers to the leader's gift of making the values they espouse known. The leader sets

the example both in words and through actions.

    Inspire a Shared Vision. The ability to envision the future as it should be is a

trait that is essential to leadership. The leadership commitments dictate that, along

with having the vision, the leader must enlist the support of others to ensure the vision

is realized. The process of enlisting this support is accomplished, in part, through the

leader's ability to paint a vivid picture of the future through the identification of

common aspirations.

    *Challenge the Process***.** Challenging the process incorporates the commitments

of exploring ways to change and grow while experimenting and taking risks through

small wins. Challenging the process requires the leader, through the employment of

modeling the way and inspiring a shared vision, to ensure small victories along the

path of the unknown. The fear of the unknown often causes inaction. This approach is

ineffective when the objective of goal achievement requires taking steps in new

directions, accepting calculated risks, learning from mistakes, and celebrating small victories along the way to success.

Enable Others to Act. Trust, interdependence, and the sharing of power are central to enabling others to act. Each individual needs to know that the other will give and take equally. The commitments of this practice are promoting cooperative goals and sharing power. From the leader's perspective, this includes empowering individuals with the authority and responsibility to successfully accomplish the determined goals. A key factor in enabling others to act is ensuring that individuals are connected with those who possess the information and resources necessary to enable success. This facilitates goal achievement through the passing on of confidence and competence.

Encourage the Heart. Leaders encourage the heart by setting the standards and expecting them to be achieved. Accountability, recognition, and appropriate feedback, given with sincerity and passion provide encouragement that is contagious. Leaders perpetuate these successes through the commitments of celebrations of accomplishment and public, meaningful recognition.

The LPI is an assessment instrument that measures the specific practices that exemplary leader's exhibit. The LPI is used as an assessment instrument to measure the degree of competency of individuals in each of these five practices listed above.

African-Americans in Leadership

One of the recurrent features of African-American life is the need for an identifiable leadership class. Individuals who seek leadership positions are driven by

a variety of motives. Some individuals seem psychologically wired to speak out and

lead others whereas social forces conscript others. These forces seem to carry the

drafted along without much agency on the part of the selected leader. Whatever the

source, the result has been an impressive array of African-American men and women

assuming the challenge of leadership (Nelson, 2003). In the quest for human rights

and racial advancement, African-Americans have managed throughout their history to

draw leaders from their own ranks. It should be noted that the scarcity of power,

prestige, and ideological differences in the African-American community has resulted

in African-American leaders sharing a common destiny and values for the respect of

human dignity; they differ markedly in ideologies, leadership styles, and tactics

(Gordon, 2000).

        The key to understanding the idea of African-American leadership is to

examine the subject within the literary context of leadership as a universal human

experience (Gordon, 2000). Equally important is an understanding of the role of

African-American leadership in American life. Both contexts, the universal and the

American, are critical to the understanding and appreciation of the contributions of

African-American leaders to the American society and the human race (Gordon,

2000).

        The study of goal behavior (Stewart & Scott, 1947) concluded that the

phenomena of dominance and leadership were not correlated, but the results of two

separate learning processes. Another, quite different, biological emphasis in the study

of leadership is the assumption of male leadership, especially at the higher levels of

power. In this context, power may be defined as the ability to control what others

want (Lassey & Sashkin, 1983). Researchers have made note that to lead

successfully and permissively, a group member must have the power to impose

restrictions on what other members are permitted to do, and must have the ability to

know when would be best to avoid such impositions (Godon, 2000).

According to Gordon (2000), in scientific study of leadership in the United

States, the concept of leadership, despite its obvious centrality in American politics,

has not been sharply defined. This ambiguity in the general concept of leadership is

reflected specifically in African-American leadership literature. It is even debatable

as to whether there is such a thing as African-American leadership, let alone the

notion of any academic inquiry of the subject (Gordon, 2000).

A pioneer scholar of leadership according to Gordon (2000), James

MacGregor Burns (1978) writes, "If we know all too much about leaders, we know

far too little about leadership. We fail to grasp the essence of leadership that is

relevant to the modern age and hence we cannot agree even on the standards by

which to measure, recruit, and reject it". He goes on to say that "one of the most

serious failures in the study of leadership has been the bifurcation between the

literature of leadership and the literature of followership" (Gordon, 2000, p. xvi).

The history of the African-American struggle for civil rights and political and

economic equality in America is deeply tied to the strategies, agendas, and styles of

African-American leaders (Marable, 1998).

"African-American leaders must always be lions like Frederick Douglas or Martin Luther King Jr. They cannot be foxes, or else they are accused of being Uncle Toms or resembling Richard Nixon" (Norrell, 2008, p. 439).

"People forget that great leaders, like beautiful women, are only made more compelling for their imperfections. One learns that both the splendor and the blemishes, for that is how God has chosen to speak through them. The surprise should not be that men are flawed, but the surprise should be that people are so surprised,"(Mansfield, 1999, p. 25).

"For a leader to call for sacrifices he is himself unwilling to make or to summon character he does not himself possess or to chart a path for others that he himself is too cowardly to walk – that is not leadership. It is theater (Mansfield, 1999, p.262).

Convinced that "none of us ever get to the point where we do not have someone to serve, where there is not somebody above us" stated Booker T. Washington (p. 6) in his address to Harvard Alumni dinner. He understood that an inability to serve meant an inability to rise, for every station of life involves serving others if it is to be tended with success. "To be great, and yet the servant of all is the passport to all that is best in the life of our republic, and the Negro must possess it or be debarred" (Washington, 1896, p. 6)

.   According to Mansfield (1999), the greatest danger of African-American leaders is, that in the great leap from slavery to freedom they may overlook the fact that the masses of them are to live by the productions of their hands, and fail to keep

in mind that they shall prosper in proportion as they learn to dignify and glorify

common labor and put brains and skill into the common occupations of life; shall

proper in proportion as they learn to draw the line between the superficial and the

substantial, the ornamental gewgaws of life and the useful. No race can prosper till it

learns that there is as much dignity in tilling a field as in writing a poem. It is at the

bottom of life that African-American leaders must begin, and not at the top. Nor

should they permit their grievances to over-shadow their opportunities (Mansfield,

1999).

<p align="center">The Power of Mentorship</p>

United States Military Entrance Processing Command (USMEPCOM) (2012),

describes mentoring as the process by which a more experienced and knowledgeable

person (mentor) provides advice, support, information, and encouragement to a less

knowledgeable person (mentee). Department of the Navy (2009), established a

priority for developing 21st Century leaders. The goal of the program is to provide

guidance for all military and civil service workforce members in the effort to institute

a formal approach to develop 21st century leaders, retain talent, support the Navy's

diversity initiatives, and enhance career development. The improvement of

individual performance is achieved through the enhancement of one's knowledge,

skills, and abilities (Montor, 1998). The building of networks through mentoring

helped build the social capital aspect of development. Human capital theory stresses

that organizations reward individuals for improving themselves (VanDerLinden,

2005). Some investments in human capital include formal and informal education and mentoring.

Mentoring can thus be viewed as the relationship between an experienced leader – the mentor – and an inexperienced leader – the protégé (Schlecter, 2003). Having a mentor may aid the protégé by increasing his or her power or influence in the organization (Collins & Scott, 1978; Scandura, 1998). Defining the process of mentorship is challenging as there are as many definitions as there are organizations that use such a process. Notwithstanding, there are commonalities among the descriptions offered by various researchers who have conducted studies of mentorship in civilian or private sector organizations. Mentoring brings together people in a new social environment (Shea, 2003). (Montor, 1998).

Hernez-Broome & Hughes (2004) points out that mentoring has become an increasingly key element of leadership development. Scandura & Williams (2004) reiterate the fact that a growing number of organizations are interested in the development of leadership and mentoring skills of their managers. The benefits to the organization of employee development include improved attitudes and increased productivity (Ragins, Cotton, & Miller, 2000). The assumption is that there is a relationship between the success of leaders and the quality of the mentoring relationship(s) that have assisted them throughout their naval careers.

Tactics of Mentorship

Mentoring is one of the oldest forms of human development. It is the willingness to share special skills and knowledge that a person has accumulated

through work and from others in their field that laid the foundations for the earlier

sailors before them (Shea, 2003). More important than defining it, is to explain it.

There are four tactics used to achieve proper mentoring Waldron (1991) as discussed

in Tepper (1995). The four tactics are:

> 1. Personal tactics, which include informal communications. This tactic can be
>
> seen when mentor/protégé conversations are carried out during joking, or
>
> perhaps when both participants are sharing personal experiences with one
>
> another or interacting at social events.
>
> 2. Direct tactics, which involve communications or conversations of personal
>
> views such as opinions, expectations of one another, or perceptions.
>
> 3. Regulative tactics, which involve efforts to limit or manage contact,
>
> communication, and display of emotions when dealing with senior personnel.
>
> 4. Contractual tactics, which are involved in formal communications such as
>
> agreements, accepting criticism, or showing respect.

According to Waldron's findings (1991), junior personnel who were part of a group

often used personal or direct tactics when addressing senior mentors. Such action

resulted in a more stabilized relationship. On the other hand, junior personnel who

were not members of a group were more prone to use regulative tactics. The reason

for this is not the protégé per se, but the mentor, who assumes dominant postures

toward those not in his or her group or circle.

Mentoring in the Military

Perhaps even more important, extensive literature reviews of three decades of research on mentoring outcomes in civilian organizations reveal that mentoring clearly fosters career success (Chao, 2003). Across organizations, settings, and research designs, those who report having a mentor enjoy more rapid promotions, greater productivity, better professional confidence, higher competence, lower levels of job-related stress, more positive attitudes toward work, more career satisfaction, and even a greater perceived chance of becoming eminent in their fields. What's more, mentored employees are more committed, both to their organizations and to their careers (Colarelli, 1990). Most extensive meta-analytic cross disciplinary review of mentoring research to date reviewed that there are some 15,131 articles and reports on the topic of mentoring (Ebby, 2008). Findings from 112 studies that satisfied the rigorous inclusion criteria of that review revealed that mentoring had significant positive correlations with work performance, retention, organizational citizenship behavior, positive work attitudes, personal health, and quantity of interpersonal relationships, greater career recognition, and general career competence. Although a variety of other variables clearly influence career success (e.g., ability, personality, motivation), it is clear that the positive effects of mentoring are pervasive and consistent (Bryne, 2008).

There is one published study on the mentoring experiences of flag-rank officers in the Navy (McGuire, 2007). Six hundred ninety-one retired admirals responded to a Navy wide survey of their mentoring experiences while in the fleet. A

full 67 percent reported having at least one salient mentor during their careers as officers, and most had had at least three important mentors. In most cases, the mentorships formed due to the mentors' initiative or through mutual interest. Admirals who had been mentored were extremely satisfied with the experience, more satisfied with their Navy careers than were non-mentored respondents, and significantly more likely to rate mentoring as extremely important for the Navy (Johnson & Andersen, 2010).

Navy Personnel Command (NAVPERSCOM) (Department of the Navy, 2009) defines mentoring as a process that provides the workforce with the opportunity for personal growth, professional development, and the transfer of knowledge and expertise through mentoring relationships. This process links senior personnel (mentor) to junior personnel (protégé) to assist the junior person to help them with career development and professional growth. The process only works if the mentor and the protégé work together to reach specific goals that are outlined and proficient feedback is given to ensure goals outlined have been reached (Department of the Navy, 2009). The process has a number of critical steps according to the Department of the Navy (2009) (see Figure 3):

1. A need for mentoring must be identified and the road to a productive mentoring relationship is paved and should be immediately grounded.

2. Prospective participants complete an Office of the Chief of Naval Operations (OPVAV) 53300/5, Mentor Profile Request and/or OPNAV 5300/6, Protégé Request as applicable.

3. Protégé select prospective mentors no more than two pay grades above

themselves. The two pay grades are recommending for the benefit of the protégé.

4. Once a match occurs, the two parties should develop a partnership with a

Mentoring Partnership Agreement (Appendix A). At this meeting a time span of how

often the mentor and protégé will meet, date, and select times.

5. Have an initial kick-off meeting to set-up an Individual Development Plan

(Appendix B). This will be what the mentor and protégé use as what the goals are of

the protégé and the plan in which to implement to get to the short and long terms goal

set.
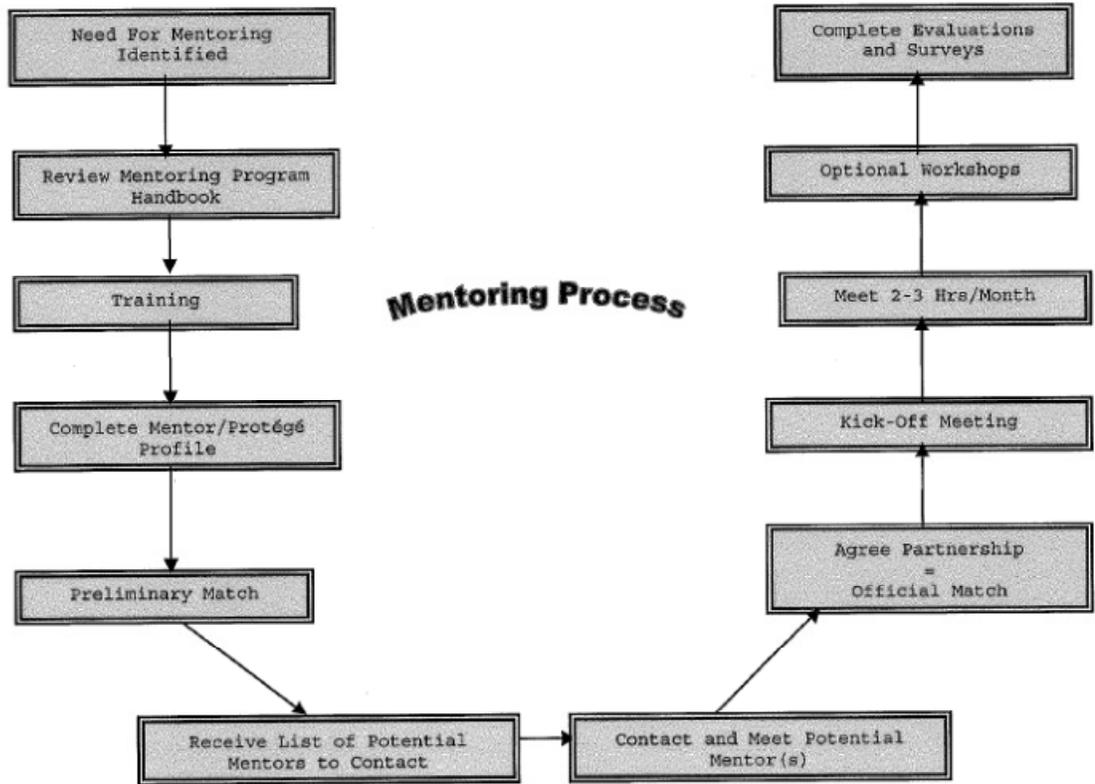
Figure 3: Mentoring Process

Roles and Responsibilities

According to the Commander of Naval Personnel (2009) successful mentoring assumes an active, collaborative effort between mentoring participants, their department director or first-line supervisors. Each has a specific role to play:

a. Mentor.

1. A mentor according to the Commander of Naval Personnel (2009) is a trusted counselor or guide who is involved in the development and support of one who is less experienced. The mentor will:

(a) Promote and maintain the professional nature of the partnership. Fraternization is against command policy and will not be tolerated; and

(b) Maintain the confidentiality of mentor-protégé communications, except as mission requirements or other superseding command interest's demand

(c) Fulfills training requirements and developmental activities to best prepare them to be a suitable and effective mentor.

(d) Serves as a role model and teacher to assist with the development of the protégé.

(e) Assists in career path planning and reinforces the integrity of the relationship between the protégé and chain of command.

(f) Instructs in social, technical, and management skills, effective behavior, and how to function in the organization.

(g) Counsels on work-related and personnel issues.

(h) Encourages less experienced workforce members to seek new challenges.

(i) Transmits value systems.

(j) Shares relevant experiences.

 (k) Provides constructive feedback on observed performance.

 (l) Ensure that mentoring relationship is voluntary in both perception and reality and that advice given from the mentor are understood to be suggestions, not orders. No level of coercion will be tolerated. If at all possible, it is recommended that a mentor and protégé not work in the same supervisory chain of command; and

 (m) Refer potential mentors to a protégé, if unable to take on additional protégé.

b. Protégé

(1) According to the Commander of Naval Personnel (2009) a protégé, or mentee, as it has commonly been referred as the more junior person being mentored. No other connotations found in the various definitions of this word are applicable. The protégé will:

(a) Seek out and initiate communication with potential mentors;.

(b) Ensure execution of a partnership plan;

(c) Show willingness to assume responsibility for growth and development.

(d) Be receptive to feedback and coaching.

(e) Works to succeed at one or more levels above the present position in the organization.

(f) Seeks challenging assignments and new responsibilities; and

(g) Raises issues of concern regarding career development.

Mentorship is no leadership group. The leadership passes from person to person depending on who has the best ideas, the greatest knowledge, or the most applicable experience related to the problem at hand (Shea, 2003). Mentoring requires a high level of training, sophistication, and maturity, but it harnesses most cooperatively and effectively all of the brainpower of the team and their support system (She, 2003).

Although formal mentoring programs are multiplying in the military and other organizations, there is relatively little research evidence bearing on the design, key ingredients, and ultimate efficacy of these programs (Allen, Eby & Lentz, 2006). Further, very few organizations have strategically aligned their mentoring programs with long-term objectives (Friday & Friday, 2002). Like other organizations, the military has implemented formal mentoring programs in the absence of a corporate- or command-level mentoring strategy. Getting the programmatic cart before the strategic horse may help to explain the negative emotional reactions that the term mentoring tends to elicit in some surveys of military personnel (Martin, 2002).

The Power of Support Networks

The concept of social networking allows the relationship to incorporate the advantages of each of the various types and functions. Higgins & Kram (2001) describe this developmental network as the concepts that include the relationships, the

strength of the relationships, and the diversity of each of the relationships. Social

networking provides associations between and among individuals including

professional networks, social, and personal bonds, and collegial relationships

(Merriam-Webster, 2003).

The concept of social capital relates to value created for an organization based

on the relationships between the organization's people (Cross & Parker, 2004;

Smedlund, 2008). Even though the leadership within an organization may change or

people may come and go within the organization the social networks remain intact

and increase in times of organizational change (Scalzo, 2006). In the Navy people

transfer and new personnel come into the organization, the knowledge that is built

over time is transferred amongst the community of people.

Interactions between peers can result in voluntarily developed communities of

practice and increased innovation (Liebowitz, 2005). Communities of practice have

emerged in response to the need to personalize and contextualize tacit knowledge in

ways accessible to users (Parise et al., 2009). Communities of practice promote and

nurture human networks and motivate users to share and create knowledge

(Vorakulpiplat & Rezgui, 2008). Social networks exist as the people whom others

seek for advice in both virtual and actual environments (Cross & Parker, 2004).

The research and literature is scarce in providing an analysis on the effects of

support networks for African-American LDOs and CWOs in the United States Navy.

The powerful influence of peer groups in molding social attitudes is as evident to the

casual observer as it is in the findings of numberless studies (Burns, 2006). Although

a lack of research does not include the importance of support systems that include

spirituality, family, and mentoring, they have been important components in African-

American Officers succeeding and excelling in their fields (Informant 1, 2014).

Knouse & Webb (2000), speaks of diversity not being the only issue the

military members have in obtaining mentoring and support networks. The military

environment itself makes mentoring difficult for most of its members, because of

their frequent changes of station, many times every two to four years make extended

mentoring relationships difficult. The option of retirement after 20 years (or even

less) of military service removes potential mentors from the system.

According to Roldan & Stern (2006), networking can add to your career

advancement tool kit. Learning the skills of networking can help you to level the

playing field and provide an equivalent chance of moving up. The more adept you

are at networking, the more you can use it to advance your career, find mentors, learn

about job opportunities, and boost your skills. Networking is like mentoring, the

more you can network, the more you can open opportunities beyond the company you

work for (Roldan & Stern, 2006).

According to Roldan & Stern (2006) one must link networking with their

strategic plan. Networking won't make things happen in and of itself, but it can serve

as a catalyst to open doors and make things happen. Roldan & Stern (2006) offer

some steps of action to make one successful in networking (p. 114-115):

1. No matter what your personality, shy or gregarious, start networking on a

small scale.

2. Join an affinity group at your company. Start introducing yourself around. Participate in committees and conferences.

3. Practice being upbeat and enthusiastic. Start exchanging business cards and see how connections made can help you.

4. Seek senior managers that can clue you in on what it will take to advance.

5. During networking sessions, focus on one person that you're engaged with. Concentrate on listening and getting to know the person, rather than scanning the room and seeing whom you can meet next.

6. Create an exchange program with some of the people you network with. Let networking expand your horizons beyond your company. Don't stagnate and think that the world revolves around your business or division. See what other options are out there. Use networking to benchmark your progress.

Although most human resources leaders still think in terms of traditional one-on-one mentoring when formulating mentoring programs, recent theoretical and empirical developments support the comparative virtues of developmental networks or mentoring constellations. One team of researchers defines a developmental network as the set of people a protégé names as taking an active interest in and action to advance the protégé's career by providing developmental assistance (Higgins & Kram, 2001). Rather than place the entire burden for career and personal development on a single mentor, military organizations should recognize the value of multiple short-term mentors, peer mentors, mentoring groups, and online support

communities. The more diverse an individual's developmental network, the greater the depth and breadth of career support (Johnson & Andersen, 2010).

Lack of African-American LDOs and CWOs in Senior Leadership Positions

African-Americans have made great strides in the military since it was integrated 60 years ago, but they still struggle to gain a foothold in the higher ranks, where less than 6 percent of U.S. general officers are African-American (Baldor, 2008). "My hope and expectation is that, in the years ahead, more African-Americans will staff the armed forces at the highest levels," Defense Secretary Robert Gates told a crowd that included many African-American former service members "We must make sure the American military continues to be a great engine of progress and equality" (Baldor, 2008, p. 2). While African-Americans make up about 17 percent of the total force, they are just 9 percent of all officers, according to data obtained and analyzed by The Associated Press (Baldor, 2008).   In general, it was found by Hosek, Timeyr, Kilburn, Strong, Ducksworth & Ray, 2001) in their study of *Minority Gender Differences in Officer Career Progression* that African-American male officers throughout the military generally failed promotions in higher proportions than did their white counterparts. However those who were promoted were more likely to stay until the next promotion point.

The rarity of African-Amerericans in the top ranks is apparent in one startling statistic: Only one of the 38 four-star generals or admirals serving as of May was of African-American decent. And just 10 African-American men have ever gained four-star rank _ five in the Army, four in the Air Force and one in the Navy, according to

the Pentagon (Baldor, 2008). Hosek, Timeyr, Kilburn, Strong, Ducksworth & Ray,

2001) in their study of *Minority Gender Differences in Officer Career Progression,*

found that retention differences were offsetting, so overall, African-American and

Caucasian male officers had essentially the same chance of reaching the career stage

at O-4. Combining promotion and retention rates, they found that 37 percent of white

men and 36 percent of African-American men made it to the O-4 rank.

      According to Pentagon data, as of May 2008 (Baldor, 2008):

- 5.6 percent of the 923 general officers or admirals were African-American.

- Eight African-Americans were three-star lieutenant generals or vice admirals.

- Seventeen were two-star major generals or rear admirals.

- Twenty-six were one-star brigadier generals or rear admirals.

- Three of the African-American one-stars were women.

      The reasons for the lack of African-Americans in the higher ranks are many

and complex, ranging from simple career choices to Congress and family

recommendations. Most often mentioned is that African-American recruits are

showing less interest in pursuing combat jobs, which are more likely to propel them

through the officer ranks (Baldor, 2008).

      The first recorded African-American Officers in Naval History were

commissioned in 1944. The 12 commissioned officers and one Warrant Officer

became known as the Golden Thirteen (Bureau of Naval Personnel, 1947). President

Truman ended formal racial segregation in the armed forces in 1948 by means of an

executive order, which opened the door of opportunities gradually expanded for

African-Americans in the Navy and in American Society from the late 1940's and

1950's, a time marked by the Korean War and the Cold War (Williams, 2001). On

January 14, 1865, the Secretary of the Navy, Gideon Welles published the U.S.

General Order No. 4 of 14 January 1863, which is simply President Lincoln's

Emancipation Proclamation order resubmitted but in the form of a naval order

(Bureau of Naval Personnel, 1947). This was to inform all naval personnel currently

serving in the Navy that African-Americans are found to be healthy and in suitable

condition would be received into the armed services of the United States to man

vessels of all sorts and that the Navy would maintain the freedom of such persons.

During an interview between Baldor (2008) and Navy Rear Adm. Sinclair

Harris, he vividly remembers his white commander on the frigate USS Jarrett, a tough

Pittsburgh Steelers fan from western Pennsylvania. "Tough love," said Harris, who

was a lieutenant at the time. "He insisted I take my command qualifications test, and

when I didn't do well, he had me take it again,"(p. 1). Harris, deputy director for

expeditionary warfare for the Navy chief, said networking and relationships are

critical. But he cautions that mentoring is a two-way street that hinges on what the

recruits do with the help they get. "You can't get lazy in this man and this woman's

Navy," he said "You have to keep learning to stay ahead"(p. 1).

The fashioning of African-American leadership as a distinctly modern trope of

normative African-American masculinity – and here the author uses trope

deliberately, as opposed to history, or phenomenon, to call attention to "African-American leadership" as a cultural ideal rather than static social structure – corresponded to the restructuring of the relationship between African-Americans and the emerging industrial capitalist order after slavery (Edwards, 2012, p. 6)

According to the December Mustang (BUPERS, 2013), LDOs and CWOs are in the process of generating a mentorship program under which it is made mandatory to have someone assigned leading them through the labyrinth of their careers as in other Navy warfare communities. The Navy LDO and CWO community managers are venturing forth with assigning senior LDOs and CWOs to now mentor in the form of speaking to graduating classes of LDOs and CWOs, but nothing of assigning permanent mentors to each one of the newly selected officers as a means of assisting and monitoring their careers.

Colin Powell stated that "As long as there is one young kid out there who grows up wondering, 'Can I dream in America? Can I go to the very top?' The answer has to be, `Yes, you can.'" "And we have to make that dream a reality" (Baldor, 2008, p. 2).

Tacit Knowledge

LDOs and CWOs were created in the 1800's to provide the Navy with technical experts in select occupational fields and preserve specialists in the officer ranks to assist in mentoring junior and senior officers in the wardroom with the knowledge that has been formed over the years through experience (Bureau of Naval, 1947) . This knowledge the Navy wanted to carry on was that of Tacit Knowledge.

Tacit knowledge is the descriptive term for those connections among thoughts that

cannot be pulled up in words, a knowing of what decision to make or how to do

something that cannot be clearly voiced in a manner such that another person could

extract and re-create that knowledge (understanding, meaning, etc.) (Bennet &

Bennet, 2008, p. 3).

Although tacit knowledge is difficult to transfer, it resides and flows through

groups with close relationships by means of conversations, stories, and shared

experiences (Singh, 2008). Due to the highly personalized nature of tacit knowledge,

it is difficult to transfer without active communication by the knowledge holder as

teacher (Dhanaraj, Lyles, Steensma, & Tihanyi, 2004). Once the knowledge holder is

gone, others can no longer capture and retain the tacit knowledge he possesses.

As an individual develops competence in a specific area, more of the knowledge

about the area is tacit, creating a challenge for the individual to articulate how they

know what they know (Bennet & Bennet, 2008). However, tacit knowledge often

determines action on explicit knowledge; therefore, tacit knowledge is required for

the correct application of explicit knowledge (Zhao, 2009). Tacit knowledge can be

thought of as action-oriented knowledge gained from practical experiences and

applied to new situations based on personal knowledge (Sternberg, Wagner, Williams

& Horvath, 1995).

Tacit knowledge is a valuable, yet immeasurable, predictor of future success

for individuals as well as groups (Insh, Mclntyre, & Dawley, 2008). Tacit knowledge

is closely tied to the concept of intellectual capital and has been used as a source of

valuing an organization's intangible knowledge assets since the early 1990s (Harlow, 2008). The level of tacit knowledge transfer correlates positively with innovation capability and organizational performance (Rhodes, Hung, Lien, Wu, & Lok, 2008). Hansen, Nohria, and Tierney (1999) discovered that tacit knowledge sharing is more important for organizational performance than codified knowledge sharing.

Sternberg et al. (1995) posited that tacit knowledge is a more accurate predictor of success than general intelligence. Insch et al. (2008) found that high levels of tacit knowledge directly influence grade point average in students. Wagner (1987) found a strong correlation between tacit knowledge and career success. Taken together, the studies indicate that tacit knowledge is important for both academic and professional success (Insch et al, 2008; Sternberg et al., 1995; Wagner, 1987).

Tacit knowledge relates inherently to management (Insch et al., 2008). Wagner (1987) proposed that tacit knowledge consists of knowledge of how to manage oneself, manage tasks, and manage people. Mulder & Whiteley (2007) found that people are better able to capture tacit knowledge under bounded conditions when there is a sense of shared purpose. Successful transfer of tacit knowledge is dependent on the knowledge management strategy employed and the organizational structure of the institution (Joia & Lemos, 2010). Successful tacit knowledge transfer also depends on an environment of trust, involvement, and due diligence (Foos et al, 2006).

Researchers may retrieve tacit knowledge by observing and discussing the role of emotions, intuitions, and personal feelings about decision making with leaders

(Bennet & Bennet, 2008). Individuals require a high level of trust to authentically

represent and share tacit knowledge (Zhao, 2009). Bennet & Bennet (2008) suggest

embedding tacit knowledge throughout the organization by educating employees

about tacit knowledge and its importance for the organization, encouraging discussion

and dialogue about experiences, feelings, and intuitions, conducting after-action

reviews, and facilitating audits of policies, practices, and historical themes.

Identifying and embedding tacit knowledge into organizational process creates an

area of competitive advantage competitors will be unable to duplicate (Bennet &

Bennet, 2008; Zhao, 2009). Constructive and relationships that are helpful speed up

the communication process, enabling members of the same organization to be able to

share their personal knowledge and to discuss their ideas freely. "Overall, good

relations purge a knowledge-creation process of distrust, fear, and dissatisfaction"

(von Krogh, 1998, p. 136).

<div align="center">Limited Research on African-American LDOs and CWOs</div>

A limited amount of research has been conducted regarding the retention of

African-American LDOs and CWOs in the Navy. Although there are articles

scattered about on Navy African-American officers, there is still nothing that brings

to life the voices and the experiences and retention strategies of these officers

(Williams, 2001). If any information has been obtained about the specifics of the

number of African-American LDOs or CWOs serving, it is under Navy control and

will not be released for public viewing or for a study.

According to Baldor (2008), African-Americans have made great strides in the military since it was integrated 60 years ago, but they still struggle to gain a foothold in the higher ranks, where less than 6 percent of U.S. general officers are African-American. Less than four percent to eight percent of the Navy Officer population are of the African-American decent. The decline of the African-Americans coming into the military is said to be because family members and other adults who influence young people have become less likely to recommend military service (Baldor, 2008).

<div align="center">Chapter Summary</div>

Ever since men first began to associate with one another, there have been leaders. The first leader was Adam, who was placed in charge of the all the creatures of the earth. Then the son of God appeared. As society became more complex leaders became more of a specialist of things and as one looks today they will see that leaders are representing all types of interest and activities ranging in this technology driven way of life. Leaders are so occupied with the business of leading that they seldom can find time for even a clinical study of what it is that makes leaders tick (Petrullo & Bass, 1961).

As quoted from Petrullo & Bass (1961), "In leadership there are few absolutes. The tools of leadership can be discovered, catalogued, and studied, but don't try to apply them across the board – and don't try to find all of them in every leader"(p. vi),   For all leaders don't have the same qualities and they all may use different methods in which to carry out their leadership. "Which is why they say

there are leaders and there are leaders – in the broad sense of the word" (Petrullo &

Bass, 1961, p. vii).

Chapter 3 – Research Methodology

Chapter Introduction

This chapter outlines the research methods utilized to answer the questions

posed for this study. Topic areas include the research design and methodology, the

role of the researcher, participant sampling strategies, data collection and analysis,

trustworthiness of the study, and limitations. This study provides rigorous inquiry into

the research questions:

1: How do LDOs and CWOs of the San Diego Mustang Association define

successful Leadership?

2: What mentoring strategies do African-American Limited Duty and

Warrant Officers of the Mustang Association possess and utilize in their retention and

progressive success?

3: What is the relationship between the perception of African-American

Limited Duty and Chief Warrant Officers of their personal and/or professional

support networks and its impact on their the success in the United States Navy?

4: What is the relationship between inner leadership, mentoring and support

networks as they relate to the success of the African-American Limited Duty and

Chief Warrant Officer?

Limited research and documentation to date does not provides a means of

support to allow for measuring and understanding the Limited Duty Officer and the

Chief Warrant Officers and their leadership and impact in the Navy. As a result, this

study had to be designed to be exploratory in nature. In order to understand and

describe the leadership experiences of African-American LDOs and CWOs in the

United States Navy that are members of the San Diego Mustang Association a

qualitative, specifically phenomenological, research design was utilized for this study.

This methodology brings to light their voices and their unique experiences during

their Navy careers, perceptions of leadership and what they feel is appropriate and

meaningful aids in developing a full analysis and understanding of their realities.

Purpose of the Study

The first decades of the 20th century brought increasing restrictions on the role

of African-Americans in society and in the Navy, according to naval historians. The

enlisted rates remained open to all men, but African-Americans were pushed into

servant roles (Bureau of Navy Personnel, 1947). Major changes in the Navy's

approach to African-Americans came between 1965 to 1972 during the Vietnam War

and the civil rights struggle. Samuel L. Gravely Jr. was promoted to Rear Admiral in

July 1971, making him the first African-American to reach flag rank (Williams,

2001), yet nothing is documented or recorded to inform others of what he did through

his rise of success that could help other fellow officers in leadership.   The purpose of

this study is to bring to light the voices of today's African-American Limited Duty

and Chief Warrant Officers who have made it through the ranks of an enlisted

member to the ranks of an officer. They have been on both sides of the Navy ranking

structure and capture the success of what it takes to be a successful leader, the support

networks and the mentorship that molded and shaped them to be successful in today's

Navy, through their eyes.

Significance of the Study

This research study was to shed light on the unique leadership experiences of

African-American Limited Duty and Chief Warrant Officers of the United States

Navy based out of the San Diego Mustang Chapter. To provide an understanding of

how their perceptions and experiences significantly impact their advancement

through the ranks of enlisted to officer. Given the lack of research material

documentation capturing the unique leadership experiences of African-American

Naval Officers who are selected to LDO or CWO, their insight and experiences create

a framework for future analyzing and documenting. This study is putting a voice to

their experiences as leaders who have gone from enlisted to officer through a very

competitive process.

Qualitative Research Method and Design

Given the exploratory essence of this research study, qualitative research

methodology and protocol were utilized to "tell the story" (Patton, 2002, p. 196)

about the unique leadership experiences of African-American Limited Duty and Chief

Warrant Officers who are or have served in the United States Navy and are members

of the San Diego Mustang Association. As the literature has shown there is a lack of

research on the experiences of African-American Officers in the United States Navy

(Williams,2001; Knouse & Webb, 2000; Baldor, 2008). This study also allowed for

the examination of internal and external influences on the lives of LDOs and CWOs

that have molded and shaped them into who they are today. I took the qualitative

approach so I could utilize authentic voices of African-American Officers to look for

commonalities and the differences between them; what has made them successful in moving up, and what led to them being promoted as leaders in the United States Navy. With the research questions and the gaps in the information that was available, qualitative research was the most appropriate method of study of the African-American LDO and CWO community of the San Diego Mustang Association. And it was most fitting for telling their personal stories and helped to bring light of their unique leadership experiences within the Navy.

<center>Quantitative Research Methods</center>

Qualitative vs Quantitative Research

This research study employs a qualitative methodology with a phenomenological design. Qualitative methods of research and Quantitative methods of research methods differ in numerous ways. Donald Campbell states that "All research ultimately has a qualitative grounding (Miles & Huberman, 1994, p. 40) and Fred Kerling states, "There's no such thing as qualitative data. Everything is either 1 or 0" (Miles & Huberman, 1994, p. 40). With all of that stated Neill (2007) takes the key points of Qualitative and Quantitative and puts them in a classic debate of the two found in Table 1.

QUALITATIVE	QUANTITATIVE
The aim is a complete, detailed description	The aim is to classify features, count them, and construct statistical models in an attempt to explain what is observed

Researcher may only know roughly in advance what he/she is looking for	Researcher knows clearly in advance what he/she is looking for
Recommended during early phases of research projects	Recommended during latter phases of research projects
The design emerges as the study unfolds	All aspects of the study are carefully designed before data is collected
Researcher is the data gathering instrument	Researches use tools, such as questionnaires or equipment to collect data
Data is in the form of words, pictures, or objects	Data is in the form of numbers and statistics
Subjective – individuals interpretation of events is important, e.g., uses participant observation, in-depth interviews, etc.	Objective – seeks precise measurement and analysis of target concepts, e.g., uses surveys, questionnaires, etc.
Qualitative data is more 'rich', time consuming, and less able to be generalized	Quantitative data is more efficient, able to test hypotheses, but may miss contextual detail
Researcher tends to become subjectively immersed in the subject matter	Researcher tends to remain objectively separated from the subject matter

Table 1: Quantitative vs Qualitative

The choice of a qualitative methodology for this research project has enabled the researcher to bring to life the voices of the Limited Duty and Chief

Warrant Officers and the experiences in which they have endured to become

successful leaders in today's Navy. Groenewald (2004) states that Richard H. Hycner

believes that the phenomenon dictates the method (not vice-versa) including even the

participants. Using the qualitative approach will allow the researcher to use a

naturalistic approach to the extent that it will take place in real world settings and the

researcher does not attempt to manipulate the phenomenon of interest (e.g., a group,

event, program, community, relationship, or interaction) (Patton, 2002). Everything

will unfold naturally in the observations. Their participants will be in their natural

place of work, with open-ended questions, in the environments and under the

conditions that are comfortable and familiar to them and conducive to the research

study.

<div align="center">Attributes of Qualitative Research</div>

Using qualitative and naturalistic approaches to inductively and holistically

understand human experience and constructed meanings in a context-specific setting

(Patton, 2002) will bring to light the voices of the African-American Limited Duty

and Chief Warrant Officers and their experiences that made them successful leaders.

The theoretical design that will be used for this research will be that of

phenomenology, which will allow the readers of this study to understand the social

phenomena through the officer's own perspectives on what it took for them to

become successful leaders.

Phenomenology

Phenomenology asks for the very nature of a phenomenon, for that which

makes a something what it is and without which it could not be what it is (Patton,

2002). Therefore, this research study will utilize a phenomenological design to

provide that insight and voice to the unique leadership experiences of the African-

American Limited Duty and Chief Warrant Officers of the San Diego Mustang

Association. To put it simply, the research foundation of phenomenology according

to Creswell (1998) is a strategy of inquiry where the researcher identifies the essence

of human experiences as described by the research subjects. Those engaged in

phenomenological research focus in-depth on the meaning of a particular aspect of

experience, assuming that through dialogue and reflection the quintessential meaning

of the experience will be reviewed (Rossman & Rallis, 1998). It involves looking

into a small group of participants for the study and takes them through an extensive

and prolonged engagement (Creswell, 2008; Moustakas, 1994). As it will show in the

data collection portion of this chapter, an extensive and engaging methodology will

be utilized to capture an understanding of the unique leadership experiences of

Limited Duty and Chief Warrant Officers of the San Diego Mustang Association.

The fountainhead of phenomenology in the 21st century, Edmund Husserl

(1859-1938) as described by Groenewald (2004) & Moustakas (1994) determined that

individuals can be certain about how things appear in or present themselves to, their

consciousness. Constructivism begins with the premise that the human world is

different from the natural, physical world and therefore must be studied differently

(Guba & Lincoln, 1990). In a social constructionist interpretation of this study, the

researcher engaged in "constructing knowledge about the reality" (Patton, 2002, p.

96). Through qualitative research we will examine the Limited Duty and Chief

Warrant Officers who currently serve or have served in the United States Navy with

over 10 active duty years. The exploration of their lives and experiences will unveil

the very nature and bring to life the pure phenomena of experiences as reflected,

described, and realized through the voices of these officers who have served their

country.

<div align="center">Population and participant Sample</div>

Six LDO/CWOs were research participants in this study. Within a qualitative

methodology, specifically phenomenology, it was vital to seek out depth of insight

into the lived experiences and the phenomenon of what it took for the African-

American Limited Duty and Chief Warrant Officers to be successful leaders.

Creswell stated that, "The procedure involves studying a small number of subjects

through extensive and prolonged engagement to develop patterns and relationships of

meaning" (Patton, 2002, p. 13). With that, the decision on a research size composed

of six personnel for this research study was made. Multiple methods of design will be

utilized in order to capture the very essence of their information: document analysis,

naturalistic observation, and formal interviews. The researcher will visit each of the

participants in their area of work, so that each participant can be observed in their

natural environment of work. By utilizing a small study this will allow for a deeper

look into the unique leadership experiences of African-American LDOs and CWOs of

the San Diego Mustang Association. As stated earlier in the literature review this

study will offer a more in-depth analysis, bring a voice to the void in research and

provide documentation of the African-American LDOs and CWOs and create a

framework for other Navy leaders that have and are still serving this country.

        The participants of this study were strategically selected based on them

meeting the following criteria for the perspective positions:

Limited Duty Officer Participant – Officers of the line of the regular Navy and Navy

Reserve appointed for the performance of the duty in the broad occupational fields

indicated by their for warrant designators or enlisted rating groups. Commissioned

under the Navy Limited Duty Officer Procurement Program and possess greater than

10 years of commissioned service as an officer (CNO, 2009, p. H-1).

Chief Warrant Officer Participant – Officers of the line of the regular Navy and Navy

Reserve appointed to CWO for the performance of duty in the technical fields

indicated by former enlisted rating groups. Commissioned under the Navy Chief

Warrant Officer Procurement Program and possess greater than 10 years of

commissioned service (CNO, 2009, p. H-1).

        Through purposeful sampling (Creswell, 2008) the voices and experiences of

these leaders were brought to life and will provide insight into how leaders of

tomorrow can use their experiences as stepping stones to building their future. As

noted by Groenewald, Welman & Kruger (2004) purposively chose sampling as "the

most important kind of non-probability sampling, to identify the primary participants

and those who had the experiences relating to the phenomenon to be researched" (p. 45).

Officers from the San Diego Mustang Association located in Southern California were chosen as the subjects for this study. This branch location has its primary headquarters in Washington, DC. The Navy Mustang Association was originally started in 1989 in the Washington D.C. area. The Association is interested in having a social and professional organization for limited duty and warrant officers. Membership is open to present and former officers of the Navy who after having enlisted as recruits in the Navy and who have received as a minimum the Good Conduct Medal with recognition of their superior leadership and professional skills have been selected through a sea service in-service procurement program, for and risen from the enlisted ranks and promoted to the officer ranks.

The six participants of this study represent varied characteristics within the Navy, years of leadership experience, technical expertise, and management savvy. Table 2 outlines each participant's profile, important characteristics and credentials of leadership they will add to this study.

Informant	Rank	Current Job Title	leadership Experience	Years in the Navy
1	CDR	Aircraft Immediate Maintenance Department	28 years	30 years
2	LCDR	Reactor Mechanical Officer	19 years	23 years
3	LCDR	Combat Information Systems	23 years	26 years

		Officer		
4	CWO4	Operations Technician	20 years	29 years
5	CWO4	Auxiliary Technician	27 years	29 years
6	CWO3	Nuclear Technician	20 years	25 years

Table 2: Participants Profiles

In an effort to preserve the confidential nature of this study, pseudonyms were used in

lieu of actual names to protect their individual identity and respective commands.

Data Collection Methods

Qualitative findings grow out of three kinds of data collection: (1) in-depth,

open ended interviews; (2) direct observation; and (3) written documents (Patton,

2002). To fully capture and grasp an understanding of the leadership experiences of

African-American LDOs and CWOs of the San Diego Mustang Association, this

study had to utilize multiple qualitative data collection methods, including

documentation analysis procedures, reviewing evaluations and fitness reports,

awards, department philosophies, and biographies of each of the participants,

personal one-on-one interviews with each participant, and direct naturalistic

observations of each participant at their place of work. The triangulation of the three

qualitative methods will lend to the validity of the information collected to provide a

robust data analysis and lend for future discussions.

In-Depth Interviews

The data collection will be done in three phases. The first phase of the process is the interview process with each participant followed by the reviewing of the documentation. Notes will be captured to bring insight. What was written could be read and expounded upon for clarifying information. There will be semi-structured, open-ended questions during the interview, which allow for exploring into the unique leadership experiences and perception of the journey of the LDOs and CWOs. These semi-structured questions will allow for each participant to share their experiences, career journeys, and identify obstacles along the way that have led to their success in their career fields. Groenewald in his article on *Phenomenological Research Design* cites Kvale (1996) who states that a qualitative interview "is literally an interview, an interchange of views between two persons conversing about a theme of mutual interest, where [the] researcher attempts to understand the world from the subjects' point of view, to unfold meaning of people's experiences" (p. 47).

During the interview process, demographic information will be asked of each participant to grasp where they are from. Their personal background, educational and professional experiences can be assessed. It will also be asked during the interview what is their philosophies for their departments or commands (if applicable). Grasping an understanding of their perceptions as senior leader's important to bring light to their management experiences in this study.

Settings will take place at the interviewee's place of work. Some of the interviewees are stationed onboard ships and some on shore duty and due to the

nature of their work it is more convenient for the interviews to be held at their place

of work and not take them away from any pending operational commitments. This

will also allow for them to feel comfortable and at ease in their own environment.

There may be distractions that may take them away for a brief moment depending on

the operational tempo. Other distractions especially for those that are onboard the

ships are the sounds of bells and announcements that are made over the 1MC. An

uninterrupted and quiet setting would be preferred, but understanding must be given

for those who protecting the country as their time are limited.

Interviews were expected to range anywhere from 2 to 3 hours

provided there are no interruptions and if the interviewees don't wish to expound

deeper on the open ended questions.

The twelve open-ended interview questions, related to the four research

questions assisted in the data analysis phase of this project. These below questions

were formed to focus from a qualitative view to provide open ended insightful

questions that may lead to looking into deeper questions that can be derived from the

one on one interview:

1. How long have you been in the current leadership role?

2. Have you been in a leadership role previous to the current position? If so, please

state for how long?

3. Can you describe what you consider as effective leadership? Can you provide

some examples?

4. Can you describe what you consider as effective leadership in the Navy? Can you provide some examples?

5. As a leader what short-term and long-term visions have you set for your department/divison?

6. How does this vision correspond with the Navy's vision?

7. How do you motivate the troops under your cognizance? Can you provide some examples?

8. What according to you constitutes fair and efficient leadership? Can you give some examples from your own experiences?

9. What efforts have you made to develop your people you have under your command/division/department? Can you provide supporting examples?

10. How will you describe your interpersonal skills? Can you support with examples?

11. What social networking tools, memberships or groups do you feel have benefitted you in becoming the person you are today? Provide supporting examples?

12. Are there any other points you would like to add?

Observations

In the second phase of the data collection process the participants were observed during meetings within their respective work areas. That allowed the researcher to provide a naturalistic observation of each participant and the observation of how they interacting with peers and subordinates. Creswell (2008) states that "research subjects should be seen behaving and acting within their context as this will provide

insight into how they will interact with peers, subordinates, and most importantly

their superiors" (p. 75). This creates opportunity for observations to allow for

gathering from the lived experiences of African-American LDO's and CWOs

(Creswell, 2008; Groenewald, 2004; Patton, 2002).

Documentation

In the third and final phase, reviewing of documentation will be vital in this

study. The documentation will consist of performance evaluations, fitness reports,

awards and mentor/protégé emails of the participants. This will provide insight into

the lives of the participants and offer a view of how their superiors view them. Patton

(2002) in his discussion on qualitative research, states that "Documents prove

valuable not only because of what can be learned directly from them but also as

stimulus for the path of inquiry that can be pursued only through direct-observation

and interviewing (p. 294). By viewing the evaluations, fitness reports, awards, and

any other supporting documents rendered by the participants for this study the results

will allow for the closer analyzing of their educational and professional growth over

their time spent in their Naval careers.   Interviewees will be given surveys to

assess their leadership behaviors as well as personality types.

Surveys

The Leadership Practices Inventory survey consists of the Five Practices of

Exemplary Leadership that are measured utilizing an interval Likert scale (Appendix

E). In the case of the LPI, these amounts are the values assigned from the self-

assessment results of the inventory. The practices that are measured are: Modeling the

Way, Inspiring a Shared Vision, Challenging the Process, Enabling Others to Act, and

Encouraging the Heart (Kouzes & Posner, 2007), see Table 4. These critical

dimensions were derived from a quantitative and qualitative process where individual

leaders described their personal best examples and these descriptions were analyzed

to determine commonalities (Kouzes & Posner, 2007).

Category	Questions
Model the Way (6)	1, 6, 11, 16, 21, 26
Inspire a Shared Vision (6)	2, 7, 12, 17, 22, 27
Challenge the Process (6)	3, 8, 13, 18, 23, 28
Enable Others to Act (6)	4, 9, 14, 19, 24, 29
Encourage the Heart (6)	5, 10, 15, 20, 25, 30

Table 3: Leadership Practices Inventory Category Questions

The surveys were emailed out prior to the interviews with a return receipt and a

notification of being read to be returned to the researcher. The emailed surveys were

requested to be returned to the researcher within 5 business days to allot for return

and comprising the information submitted. This will also allot ample time for time on

getting follow-on sit down interviews with the those LDOs and CWOs that will be

made up of the sample for the research.

According to Kouzes & Posner (2013) the Myers-Briggs Type Indicator

(MBTI) assessment helps individuals identify their personality types and understand

their relationship to leadership, team dynamics, performance, and other areas of their

work and personal lives When combined with the finding from the LPI Feedback

Report with the results of the MBTI assessment, the intersection of applied behavior

practices and personality preferences offers insight that can serve as the basis for

further study development and action planning.

LPI Leadership Practice	Questions	MBTI Preference(s)
Model the Way	Do you pay attention to the steps necessary to actualize the plan?	S, J
	How can you give people opportunities to question processes?	N, P
	Do you show flexibility and understanding with workload deliverables?	F, P
	Do you ask for people's input when creating standards to increase buy-in?	N
	Do you allow enough time to gather information in making decisions?	T, J
Inspire a Shared Vision	Can you align your vision with practical strategies to implement?	S, J
	How does your vision of the future affect the needs of the here and now?	S
	What steps do you take to include the necessary and diverse views?	S, N
	How do you translate the vision to action steps?	S
	Do you communicate the rationale behind your argument as much as you do your passion?	T
Challenge the Process	How do you include resources and limitations as a part of your plan?	S, J
	Do you use experience and success from past or similar projects as a guide?	S, J
	What kinds of risks yield the best results—calculated or process?	S, P
	How do you stay open to new information as it presents itself?	N, P
	What are the gold standards related to the project in which you are involved?	S, J
Enable Others to Act	How do you insert your views in a group discussion with multiple ideas?	E
	Are you strategic in your professional alliances and relationships?	T

	Do you become involved when you notice people struggling beyond their comfort zone?	F
	How do you avoid micromanaging when orders from above require your involvement?	N, P
	What methods do you use to keep people accountable?	T, J
Encourage the Heart	Are you comfortable challenging people and pushing them to be their best?	T
	Do you speak up when you disagree with a task or plan?	T, J
	How do you off er constructive criticism in the interest of improving performance?	T
	Do you tend to give people the benefit of the doubt too often?	T
	Do you spend as much time on tasks as you do on connecting with people?	S, T

Table 4: LPI to MBTI Preferences

Trustworthiness and Quality Assurance

Part of ensuring for the trustworthiness of a study is that the researcher

himself or herself is trustworthy in carrying out the study in as ethical a manner as

possible (Merriam, 2009). It is imperative that I as the researcher ensure that the

views of each participant is captured and transcribed as the information was relayed.

Since this research methodology is qualitative with a phenomenology design the

question of internal validity to the extent to which research findings are credible is

addressed by using triangulation, checking interpretations with individuals

interviewed or observed, staying on-site over a period of time, asking peers to

comment on emerging findings, and clarifying researcher biases and assumptions

(Merriam, 2009).

<div align="center">Data Analysis</div>

Key terms important to the research question were identified and defined prior

to coding the transcriptions. Some of the terms were revised based on the

participants' responses. Key terms and their definition are included in Appendix F.

Coding

During the process of open and axial coding, a story began to emerge that

described the participants' transition from being enlisted to officers. Open coding is a

process in which researchers can identify categories and group their data based on the

relevance of their gathered information and the phenomena being studied (Strauss &

Corbin, 1998). Creswell (2003) and Rubin and Rubin (2005) suggested that coding

should be the next step after transcribing interviews. According to the authors, coding

is a process of labeling the important pieces of data which later allows a researcher to

quickly and accurately retrieve information and excerpts from the transcribed

interviews (Creswell, 2003; Rubin & Rubin, 2005). The process of coding allows

researchers to sort their information by emerging themes and concepts, rather than by

the names of the participants of their study. The process of coding is a systematic

examination of themes which emerged during interviews. During this process

researchers should look for connections between the emerging themes and concepts.

Some participants of the study could use a different vocabulary than other participants

in order to describe the same phenomenon. In this case, researchers should take all the

descriptions into consideration and group them under the same code (Strauss &

Corbin, 1998). In this study, the data were analyzed according to the Strauss and

Corbin suggested coding system. The codes were created in accordance to the

participants' answers to the four principal questions which guided this study. For

example, when reviewing all of the interview questions to capture the leadership

theme from the LDOs and CWOs from their statements, the themes that stand out was

A leader is effective, leader is fair and efficient, leader must be self-reflective, LDOs

and CWOs must know their job, leadership is not limited to skills and traits, and there

is a lack of leadership training.

Rubin and Rubin (2005) added a very important concept of ranking the

gathered information. The authors stated that researchers should rank their data within

each code and that the participants of the study might feel very strongly about the

phenomenon being studied and give several examples to describe this issue (Rubin &

Rubin, 2005). Rubin and Rubin also suggested "weighing and combining" (p. 227).

According to the authors weighing and combining help researchers to "synthesize

different versions of the same event" (Rubin & Rubin, 2005, p. 227). By using this

method, researchers can look and analyze different points of view on the same

phenomenon and create a single cohesive description.

Role of the Researcher

As the researcher of this study I have to be reflective, to under-take an ongoing examination of *what I know* and *how I know it,* and to be reminded that the qualitative inquirer is to be attentive to and conscious of the cultural, political, social and ideological origins of one's own perspective and voice as well as the perspective and voices of those interviews and those who I report on (Patton, 2002). It was vital for me to identify this early in my research study and to ensure to keep in mind my involvement and the relationship in which I hold with the research subjects (Creswell, 2008). The researcher must also ensure to follow the process procedures of a Phenomenological inquiry as proposed by Creswell (1998) during the study:

1. The researcher needs to understand the philosophical perspectives behind the approach, especially the concept of studying how people experience a phenomenon

2. The investigator writes research questions that explore the meaning of that experience for individuals and asks individuals to describe their everyday lived experience.

3. The investigator collects data from individuals who have experienced the phenomenon under investigation. Typically, this information is collected through long interviews.

4. The phenomenological data analysis: the protocols are divided into statements or horizonalization; the units are transformed into clusters of meaning, tie the transformation together to make a general description of the experience,

including textural description, what is experienced and structural description,

i.e how it is experienced.

5. The phenomenological report ends with the reader underlying better the

essential, invariant structure of the experience.

Limitations

Noteworthy limitations in this study starts with the fact that there is very little

information that has been documented as stated by Williams (2001) in any of the

Navy archives that could be obtained either by online means or by visiting on-base or

public libraries. There were not enough LDOs and CWOs who are holding high level

positions that could be interviewed that are a member of the Navy Mustang

Association that are the rank of O-6 or CWO5 . The highest rank of an African-

American that is a member of the Navy Mustang Association is that of a Commander.

Chapter Summary

The researcher examined the leadership qualities of the Limited Duty and

Chief Warrant Officers by conducting surveys, interviewing and reviewing

documentation. The qualitative research and phenomenology was described and the

use of the LPI survey that assisted in the gathering of data to be used in this research.

How the data was gathered was thoroughly explained also in this chapter. The

following chapter will present the findings from the interviews and the documentation

reviewed for this survey.

Chapter 4 - Presentation of Findings

Chapter Introduction

This study explores the unique experiences that led to the success of the

African-American LDOs and CWOs of the San Diego Mustang Association.

Although the LDOs and CWOs in this study represent various levels of military rank,

as well as commands, there were consistency in their experiences and a phenomena of

being an Africa-American LDOs and CWOs in the United States Navy. This chapter

presents the data analyzed from the transcripts and the similarities and differences of

the interpretation in coding the transcripts. Participants' interpretations of key terms

relevant to the research question are also presented in this chapter.

The Findings

Myers-Briggs Type Indicator

Each participant of the research was given surveys to assess their Myers-Briggs

Type Indicator (MBTI) personality and a Leadership Practice Inventory survey to

assess the intersection of applied behavior practices and personality preferences to

offer insight that can serve as the basis for further development and action planning

(Kouzes and Posner, 2013). Appendix D and E provides the surveys used to obtain

the information. Following are the results of the pre-interview surveys and a

summary of the responses. Table 5 shows the Myer-Brigg Type Inciators (MBTI)

results of the each of the participants of this research. All participants prefer to focus

on the outer world, which is displayed by the letter (E), which means Extraversion.

Only one of the participants seems to turn their focus on their own inner world, which

would be labeled as Introversion (I). As for the second character, which stands for

Information, all participants focus on the basic information they take in by utilizing

their Intuition (N). For the third character of the type indicator, the decision area, all

participants when making decisions prefer to look at logic and consistency or first

look at people and special circumstances by using their Thinking (T). The last and

final character in the determining the personality type, the Structure deals with the

outside world and how the participants prefer to get things decided or how they prefer

to stay open to new information and options. Each participant in this area utilized

Judging (J).

Informant	Rank	Personality Type		Informant	Rank	Personality Type
1	CDR	ENTJ		4	CWO4	INTJ
2	LCDR	ENTJ		5	CWO4	ENTJ
3	LCDR	INTJ		6	CWO3	ENTJ

Table 5: Interviewees MBTI results

LPI Data Summary

   Below chart summarizes the LPI scores for each of the Five Exemplary

Leadership Practices. The average (X) column shows the averages of the

interviewees' ratings. The Leadership Behaviors Ranking list theme that emerges in

terms of the highest and lowest scores of the Five Exemplary Leadership is placed as

follows in the order from Tables 6 – 10. A definition of each of the Five Exemplary

Leadership Practices can be found in Chapter 2.

All the participants in this study ranked Enabling Others as where they place

their emphasis on leading, with a mean score of 53.5, which the participants feel that

leading is about relationships, diversity, and developing competencies. The

relationship component includes the mentoring competencies of introducing,

advocating, sheltering, and socializing. The leader/mentor removes the barriers to

success through relationship building with individuals who possess the resources

required for success. The respect for the diverse considerations adds to the strength of

the relationship by facilitating personal growth, emotional support, and increased

skills development.

Enable Others to Act	X
4. Develops cooperative relationships	8.0
9. Actively listens to diverse points of view	8.5
14. Treats others with dignity and respect	9.5
19. Supports decisions other people make	9.3
24. Gives people choice about how to do their work	9.0
29. Ensures that people grow in their jobs	9.2
Total	53.5

Table 6: Enable Others to Act Results

Challenging the Process was ranked as second of the Five Exemplary

Leadership Practices with a mean score of 51.7.

Challenge the Process	X
3. Seeks challenging opportunities to test skills	8.2
8. Challenges people to try new approaches	8.7
13. Searches outside organization for innovative ways to improve	9.2
18. Asks What can we learn?	8.0
23. Makes certain that goals, plans, and milestones are set	9.0
28. Experiments and takes risks	8.7
Total:	51.7

Table 7: Challenge the Process Results

The third in ranking by the participants was encouraging the Heart with a mean

score of 51.2.

Encourage the Heart	X
5. Praises people for a job well done	9.0
10. Expresses confidence in people's abilities	8.0
15. Creatively rewards people for their contributions	8.7
20. Recognizes people for commitment to shared values	8.8
25. Finds ways to celebrate accomplishments	8.2
30. Gives team members appreciation and support	8.5
Total:	51.2

Table 8: Encourage the Heart Results

Model the way was ranked 4th in the Exemplary Leadership Practices by the

participants with a mean score of 49.3.

Model the Way	X
1. Sets a personal example of what is expected	7.5
6. Makes certain that people adhere to agreed-on standards	8.5
11. Follows through on promises and commitments	7.7
16. Asks for feedback on how his/her actions affect people's performance	9.0
21. Builds consensus around organization's values	7.7
26. Is clear about his/her philosophy of leadership	9.0
Total:	49.3

Table 9: Model the Way Results

Lastly in the ranking was Inspiring a Shared Vision was ranked 5th by the participants

with a mean score of 48.2.

Inspire a Shared Vision	X
2. Talks about future trends influencing our work	8.0
7. Describes a compelling image of the future	7.3
12. Appeals to others to share dream of the future	7.7
17. Shows others how their interests can be realized	8.3
22. Paints big picture of group aspirations	7.8
27. Speaks with conviction about meaning of work	9.0
Total:	48.2

Table 10: Inspire a Shared Vision results

Table 11 displays the Leadership Behavior Rankings from highest to lowest based off

the questions asked by the interviewees.

High	Practice	Self	Observer
14. Treats others with dignity and respect	Enable	0	9.5 *
19. Supports decisions other people make	Enable	0	9.3 *
13. Searches outside organization for…	Challenge	0	9.2 *
29. Ensures that people grow in their jobs	Enable	0	9.2 *
5. Praises people for a job well done	Encourage	0	9.0 *
16. Asks for feedback on how his/her actions…	Model	0	9.0 *
23. Makes certain that goals, plans, and…	Challenge	0	9.0 *
24. Gives people choice about how to do…	Enable	0	9.0 *
26. Is clear about his/her philosophy of…	Model	0	9.0 *
27. Speaks with conviction about meaning of…	Inspire	0	9.0 *
20. Recognizes people for commitment to…	Encourage	0	8.8 *
8. Challenges people to try new approaches	Challenge	0	8.7 *
15. Creatively rewards people for their…	Encourage	0	8.7 *
28. Experiments and takes risks	Challenge	0	8.7 *
6. Makes certain that people adhere to…	Model	0	8.5 *
9. Actively listens to diverse points of…	Enable	0	8.5 *
30. Gives team members appreciation and…	Encourage	0	8.5 *
17. Shows others how their interests can be…	Inspire	0	8.3 *
3. Seeks challenging opportunities to test…	Challenge	0	8.2 *
25. Finds ways to celebrate accomplishments	Encourage	0	8.2 *

2. Talks about future trends influencing…	Inspire	0	8.0 *
4. Develops cooperative relationships	Enable	0	8.0 *
10. Expresses confidence in people's…	Encourage	0	8.0 *
18. Asks, What can we learn?	Challenge	0	8.0 *
22. Paints big picture of group…	Inspire	0	7.8 *
11. Follows through on promises and…	Model	0	7.7 *
12. Appeals to others to share dream of the…	Inspire	0	7.7 *
21. Builds consensus around organization's…	Model	0	7.7 *
1. Sets a personal example of what is…	Model	0	7.5 *
7. Describes a compelling image of the…	Inspire	0	7.3 *

Low * Difference between Observers' and Self rating was greater than 1.5
Table 11: Leadership Behavior Rankings

A comparison of the competencies of a successful mentor and the Five Practices of Exemplary Leadership assessed using the LPI reveals sizeable overlap. The validity of the LPI as an assessment instrument, the inclusion of the concept of developmental networking (Higgins & Kram, 2001) into mentoring, and the comparison of leadership practices and mentorship traits supports the claim that the LPI should be a viable instrument for use in determining the leader's likely success in mentoring subordinates and contributing to the development of future naval leaders.

Interview Narratives

An informal interview process was utilized to process and correlate the obtained information from the participants to the conceptual framework of this study.

This study revealed the lived leadership experiences of the African-American LDOs and CWOs of the San Diego Mustang Association. The current research and delving into the lived experiences of the LDOs and CWOs of this study allowed for the capturing of the experiences and African-American LDOs and CWOs of the San Diego Mustang Association and how they view leadership. From the interviews the researcher was able to derive themes that stood out in their interviews. The intent of the researcher was to capture and give voice to those experiences and provide a means of enlightenment for the readers.

The data collected during the interviews were analyzed and provided a foundation for answering the following research questions and to answer the problem of what unique experiences have made the African-American LDOs and CWOs successful:

1: How do LDOs and CWOs of the San Diego Mustang Association define successful Leadership?

2: What mentoring strategies do African-American Limited Duty and Warrant Officers of the Mustang Association possess and utilize in their retention and progressive success?

3: What is the relationship between the perception of African-American Limited Duty and Chief Warrant Officers of their personal and/or professional support networks and its impact on their the success in the United States Navy?

4: What is the relationship between inner leadership, mentoring and support networks as they relate to the success of the African-American Limited Duty and Chief Warrant Officer?

In reviewing the interview questions to capture the leadership theme from the LDOs and CWOs from their statements, the themes that stood out was A Leader is Effective, Leader is Fair and Efficient, Leader must be Self Reflective, LDOs and CWOs must know their Job, Leadership is not limited to skills and traits and There is a lack of Leadership Training.

A Leader if Effective

According to Harshberger (2014) everyone will possess a varying view of what they feel effective leadership is. Effective leadership is getting the best possible results from all the resources available to him or her, human and capital by developing focused commitment by all stakeholders on attainment of the primary vision. Put plainly it means "getting the best from everyone and everything through commitment, communications and buy-in" (pg 1). From the participants each participant view of leadership varied, but all had the same theme that in order to be effective you have to include your personnel, guide and trust your people.

> Informant 1: An effective leader is one that is able to set direction and communicate that direction. Has the ability to empower others to reach a common goal, have a vision and ability to communicate that vision up and down the chain of command.

Informant 2: Not only tasking personnel but guiding them in training them to be your relief someday.

Informant 3: Effective leadership is when a leader can leave work in the capable hands of his people. Leaving them well trained and they have a strong sense of mission and vision as to what task has to be accomplished and when it has to be completed.

Informant 4: Effective leadership is the ability to motivate personnel to their maximum potential without your presence. Effective leadership in the Navy is the ability to accomplish the mission goals and enhance the Navy vision and project integrity throughout the organization an example of that is when men has achieved success in their career when they progress in rank and exhibit maturity in the stressful situations.

Informant 5: Being able to take organizational vision and develop processes and procedures to implement the vision statement. To effectively implement change there has to be communication openly to the workforce and you have to promote organizational buy-in.

Informant 6: Leadership by example, intrusive leadership, listen then speak, authoritative commanding leadership, leadership by allowing your subordinates to learn from their mistakes.

Fair and Efficient

Fair and efficient leadership according to Tadeo (2009) is the most admired trait for a leader to possess. It is when a leader has fair treatment to everyone regardless of personality, background, race and religion.

Informant 1: Treat everyone the same. Leader does not only hold others accountable but they hold themselves accountable.

Informant 2: Giving everyone the same opportunities the same privileges without second-guessing based on their ethnic background or gender.

Informant 3: Being consistent on your decisions you make. Making sure that for each case I make the same decision without wavering and without bias.

Informant 6: When you have given the sailor and opportunity to complete the task with the situation as it may be at that point in time.

Being Self-Reflective

A self-discovery is an exploration of self on one's conscious attempt to understand more about who they are, why they do what they do, and how they want to behave and think in the future (Ramsay & Sweet, 2009).

Informant 1: Leaders and those that are developing to be leaders should always take time for self-reflection. We can learn asking ourselves what could I have done better, what do I need to work on, and what was my thought process when I made that decision.

Informant 2: You have to self-assess yourself and not be afraid of what you

see in the mirror. You also have to be able to accept the poll of others and

what they think of you.

Informant 3: A leader at all times needs to do a self-reflection. Be able to

look yourself in the mirror and find ways in which you will need to improve.

Informant 4: In order for one to get to a point of full deployment once must

first do a self-evaluation (self-reflection). You have to know where you came

from to know where you are trying to go.

Know your job

Leadership ability, military qualifications, and technical expertise remain the key

factors leading to selection.(CNO, 2009).

Informant 1: You must know your job inside and out, take time to know

every instruction, directive, etc that applies to your job.

Informant 2: Be proficient at your trade in which the Navy hired you for.

Informant 3: Learn everything there is to know about your profession.

Informant 4: Try and be the best you can as you must first know yourself and

then learn everything there is about your job.

Informant 5: You have to know your job, know what it takes to be that officer

you are striving to be.

Informant 6: Learn and become that technical expert. Be the one that

enhances his or her leadership as well as technical skills.

Leadership is not limited to skills and traits:

Leadership is believed to be mainly a personal attribute, better leadership is thought to be a result by developing the knowledge, skill, and abilities (i.e. human capital) of individual leaders (Murphy & Riggio,2003).

Informant 1: I'm not sure if leadership development isn't restricted to skills and or traits. I guess you can say someone may have the knowledge or expertise in a certain area to lead but then again I know many people are very smart in what they do however they lack leadership skills. Skills like being a good listener, good follower, confident, the ability to influence others, and ability to effectively communicate.

Informant 2: Leadership development is not restricted to just honing in on growing one's skills and traits, but should be enriching their lives as a whole.

Informant 3: It is the experiences of certain situations that build ones skill and traits. It helps them to develop into a stronger officer.

Informant 4: When a person goes through leadership development training they are developing a database on leadership and its traits. Leadership goes well beyond just traits and skills it goes into who that person is as a leader and why they make the decisions that they do to get the job done.

Informant 6: To say that leadership development is only restricted to skills and traits limits the growth potential of people

Lack of leadership training:

Lack of leadership training is a prime reason for lost productivity. Without vision, support and guidance from a leader, employees guess at their goals and responsibilities or do nothing at all. Employees want to know job expectations and they want recognition when they do a good job. Properly trained leaders clearly communicate goals and expectations, set priorities, provide resources and show appreciation for a job well done (Dupree, 2014).

Informant 1: Only training LDOs and CWOs attend for training is in Rhode Island for a few weeks to get them to thinking on what being an officer is all about. The other lessons on leadership they learn is what they may have been through in their enlisted time and how they handled things. There is no other leadership training nor mentoring following that is Navy guided.

Informant 3: I can't remember any LDO and CWO formal training vice the training I received when I went to LDO and CWO school. There is no follow-on leadership training for LDOs and CWOs after they leave the formal training in Rhode Island, but some communities do have training sessions on the health of the community and career path training.

Informant 4: Once they become officers they attend a LDO and CWO training course, which get s them acclimated to being an officer. There are no leadership courses in which they attend following their initial LDO CWO training.

Informant 5: I don't recall their being a navy training program for us besides

the LDO and CWO etiquette training that we attend. I recall that the LDO and

CWO Managers are not starting a mentoring session for the newly selected

LDOs and CWOs that are in school. The session only gives them a question

and answer session for a few hours.

Informant 6: LDOs and CWOs don't receive any formal leadership training

beyond their formal LDO and CWO school they obtain after they get

commissioned. There is also no formal mentoring for LDOs and CWOs,

which for those striving to stay in are getting groomed for any senior

positions.

In reviewing the interview questions to capture the mentoring strategies from

the LDOs and CWOs statements of the following themes were captured: Motivation,

Trust, and Lead by Example, Supportive, Possess Interpersonal Skills, Be Direct and

Make Quality Time.

Motivation

Motivation according to the Management Study Guide (2014) is derived from

the word 'motive' which means needs, desires, wants or drives within the individuals.

It is the process of stimulating people to actions to accomplish the goals.

Informant 1: I like to use storytelling to help motivate my troops the ability to

cultivate stories with meaning is very powerful. I also motivate them by

trusting they will take ownership of different tasks.

Informant 2: My method of motivating sailors is constantly changing based on the situation.

Informant 3: Try to reward them with time off (liberty). Show them that hard work pays off and that what they do does not go unnoticed. Put them in for an award that is signed by the Commanding Officer

Informant 4: Let them feel that they are a part of the team and that everyone has something they can contribute to the team.

Informant 6: Acknowledgment of appreciation for their efforts, which is usually no more than a thank you, goes a long way.

Trust

Trust (Merriam-Webster, 2003) is the belief that someone or something is reliable, good, honest, effective, etc..

Informant 1: Motivate them by trusting

Informant 2: I trust my sailors, but I also verify what I'm being told.

Informant 5: Provide mediums for ownership. Put them in charge and hold them accountable.

Lead by Example:

According to Baldoni (2009) "All eyes are on the leader. But they are not watching his lips, they are watching his feet. That is, leaders are judged not by what they say, but what they do. Leading by Example is fundamentally getting people to believe in who you are and what you stand for" (p 1).

Informant 1: Lead by example as a LDO is vital as there were many times I helped carry generators from the hangar Bay to the flight deck. If I can do it they can do it. It's my way of letting them know I've been there and done that and I am here to support them.

Informant 2: We are the first to arrive at work and typically the last to leave. So with that I make it a point to make sure I am the ring leader in making things happen, so my sailors know that if I can do so can they.

Supportive:

Social support consists of many different types of support, including emotional support (empathy, love, trust, and caring); instrumental support (tangible aid and service); informational support or cognitive guidance (advice, suggestions, and information); and appraisal support (information that is useful for self-evaluation) (DuBois & Karcher, 2005).

Informant 1: As leaders we must be very supportive of those that we are trying to develop and we must also be patient and understanding that becoming a leader is a process.

Informant 3: If you have shown your people that you are not about self, but the betterment of all as a whole, then you will get the support you need to carry on the task, no matter at what level you are at in the food chain.

Informant 4: You have to allow for the mentoring and support of those who have been there before so you can be groomed for your position.

Informant 6: It may require us to reach outside of our comfort zone to obtain the mentoring and support from someone or people who have been there before.

Possess Interpersonal Skills:

One possessing interpersonal relationship skills is important in effective work and leadership for performance improvement and teamwork building skills (Madsen & Musto, 2004).

Informant 3: I am a people person. I walk through the passageways at work and speak to everyone. I speak because I want people to know that I am approachable. The bible states that in order to be a friend, one must first show themselves friendly. I am also a good listener, allot of times I have folks that maybe I have spoken to in the passageways that may come by my office and ask me if I have a moment for they want to run something past me and need my advice on something.

Informant 5: Very much approachable, very personable, and very direct. In a group setting I tend to listen more. I wait for the opportunity when something is not correct and then you react and provide corrective measures.

Informant 6: Usually my interpersonal skills often catch people by surprise because my outward appearance seems very intimidating. I have a human side meaning that I can relate or understand how they got into the situation they are in not alleviating them of fault but providing those with a way to correct the issue.

Be Direct:

"Being direct without judgement allows everyone to have all the relevant

information so that each can make free and informed choices about how to proceed

(Schwarz, Davidson, Carlson, McKinney and Contributors, 2005, p266)

Informant 4: I am one to be straight forward and not hold punches. It is

important for me to be real. Allot of time that is misinterpreted as being

mean, but it is me being honest with people as well as to myself.

Informant 5: I am very direct.

Make quality time:

According to Zachary (2012), a mentor must make the most of their time with

their mentee. How the mentor spends their time in the relationship is far more

important than the quantity of time spent together. A mentor must be fully present,

and plan for the use of time well.

Informant 1: I sit down with my sailors and discuss their career path, helping

them to develop a roadmap to reach their goals for their careers. Not just

spending time, but making it worth their while is important.

Informant 2: I take the opportunity to walk around and see how my sailors are

doing while they're on the job.

Informant 3: I listen to what their goals are and to see how they correspond to

the ones I have in accordance with the Navy's goal for their career.

Informant 5: I provided time, a medium and a desire to increase professional

knowledge.

The findings from the interviews provided the following sub-themes for the importance of the support networks as seen by the LDOs and CWOs of the San Diego Mustang Association and provided the experiences that made the support networks effective.

Provide Grounding:

According to Bailey (2007), staying ground means that you are actually living in your true self and not just believing that is a good idea. This security is who you are like a tree whose roots are firmly planted in the ground, able to withstand strong winds and adversity. It keeps you from entering other person's "reality" and taking on the resulting feelings of fear and anxiety they are experiencing (p134).

> Informant 3: The church has provided that way of staying grounded and rooted. To be around like minded individuals with the same values helps to keep you encouraged on your walk through life. That's where it is important to be rooted in your word and have the strong fellowship with a church so you will able to have a strong foundation.

> Informant 4: My mentor would tell me the truth even when it was something that I didn't want to hear, but what I needed to hear so it could keep me focused and grounded.

> Informant 6: When I sit and think about it, I can honestly say that it was family and church family that helped mold me into the sailor I am today. I first learned how important getting support was from how my family would come out to celebrate in my successes in school and now the military. It was

their input that provided me guidance on how the world owes me nothing, but

through hard work and perseverance I can do anything in which I put my mind

to. When I was at church the support I needed to remain on the right track

was vital in my becoming a man that can be respected by not only his

subordinates, but his peers and those who supervise him. Respect came from

within, but it was reflected in the way I conduct myself on and off work.

Builds Relationships:

Building a network involves establishing good relationships with other

members, groups, agencies, and communities. It is important to get to know others,

help them out long before you need them to help you. If you help, those you helped

will be more willing to assist you (Frishman & Lublin, 2014).

Informant 2: Coming through the ranks I was a member of the first class

Association. I also sought out other LDOs and warrants. I felt that if they can

excel so can I also joined the Mustang Association at each command that I

was assigned. Believe it or not I actually do try and seek out other officers just

to have really conversation or to get a laugh and relax. I find that you can

learn many things from people outside of your department and even the Navy.

Also my church group is very helpful with networking and getting to know

other people.

Informant 3: The Mustang Association is a means for mustangs and those of

us within the same communities to reach out to one another on issues and

even advice on career, troubleshooting and even touching base with someone
we may have lost contact with from our past.

Informant 4: We socialize in a network so we can learn not only that person,
but also the job they do. Social networking in the Navy allows you to get just
about anything you want done because each person can contribute something
to the path you know you want to use them for. You do have some people
that will only be your friend, because of something they think they can get
from you. But allot of times you find people want to build special
relationships that will make a bond and that will allow for them to work
together for the common goal. .

Social Networking is a tool:

In this ever changing environment, the emerging phenomenon of social
networking can create an extraordinary opportunity for savvy leaders and
organizations to achieve a competitive edge. Networking tools such as. Linkedin and
Facebook are accelerating and enhancing individual innovation, engagement, and
performance (Jue, Marr, & Kassotakis, 2010).

Informant 3: Some tools:

- Linkedin

- Facebooks

- Navy Portals

- Goat Locker

- Email

- Defense Connect

Informant 4: If a social network is strong then the people can get together and

talk about things that may come up and someone in the group may have been

through it and can provide some insight as to how you should handle

something. When you have a problem and need some assistance from

someone that may know how to operate what you a needing help with, then

you can reach out to that person and they will come help.

<div align="center">Chapter Summary</div>

The results presented in this chapter from the interviews and surveys collected

provided a voice and insight into the leadership behaviors and practices of Limited

Duty and Chief Warrant Officer in the San Diego Mustang Association. Their

leadership principles were seen through Kouzes and Posner's (2002) Five Exemplary

Leaders Practices Inventory in conjunction with the Myers-Briggs Type Indicator. In

the following chapter, the researcher provides a discussion of the findings and

provides recommendations for additional research.

Chapter 5 – Conclusions, Implications, and Summary

Introduction

The fifth and final chapter of this dissertation further expands on the phenomenology studied in order to provide an understanding and consideration of the broader implications of the leadership experiences of African-American Limited Duty and Chief Warrant Officers of the San Diego Mustang Association. This study explored the leadership experiences of the six African-American LDOs and CWOs combined, and their perspectives as leaders.   The participants for this study were comprised of African-American LDOs and CWOs, who are currently members of the San Diego Mustang Association, served more than 10 years in the United States Navy, and have served in a leadership role for more than 15 years.

This chapter begins by providing a brief summary of the study to include the qualitative methodology used, data analysis process, and a summary of the key findings in this study. The four research questions are then discussed to consider the parallels, consistencies and inconsistencies, with the published literature in addition to an analysis based on the identified frameworks. It is followed by the implications for practice for African-Americans who aspire to become LDOs and CWOs and any leadership roles in the United States Navy. The chapter concludes with the study limitations, and recommendations for future research on African-American leaders in the United States Navy.

Summary of the Study

This study emerged from a strong personal desire to bring to light the leadership experiences of African-American LDOs and CWOs of the San Diego Mustang Association. To address the lack of insight and the lack of published literature of the topic. Scholarly and Naval History pertaining to any of the experiences of African-American LDOs and CWOs is greatly absent in the literature on their experiences related to their impact on the Navy, their leadership styles, support networks, and how African-Americans LDOs and CWOs are perceived in the Navy. The literature review focused on the power of leadership, the power and roles of mentoring relationships and significance of support networks. Additionally, there was a minimal literature which could provide insight into the leadership experiences of LDOs and CWOs, as the published literature only provided analyses regarding African-Americans in the Navy and how to govern them in the Navy. Consequently, we know little about African-American LDOs and CWOs and their impact on the Navy and the military as a whole. Furthermore, this study strived to bring a voice to the leadership experiences of African-American LDOs and CWOs and provide an insight on what it took to make them successful.

The significance of this study is that it brings to the forefront and provide acknowledgement of the unique experiences of the African-American Limited Duty Officers of the San Diego Mustang Association, through the examination of the problem question of what factors lead to Mustang leadership success.

To evaluate and delve into this problem, the researcher analyzed the following research questions:

Research Question 1: How do LDOs and CWOs of the San Diego Mustang Association define successful Leadership?

Research Question 2: What mentoring strategies do African-American Limited Duty and Warrant Officers of the Mustang Association possess and utilize in their retention and progressive success?

Research Question 3: What is the relationship between the perception of African-American Limited Duty and Chief Warrant Officers of their personal and/or professional support networks and its impact on their the success in the United States Navy?

Research Question 4: What is the relationship between inner leadership, mentoring and support networks as they relate to the success of the African-American Limited Duty and Chief Warrant Officer?

This research contributes to the body of African-American Limited Duty and Chief Warrant Officers by providing an insight on the experiences through the purposeful research questions based on the literature, and the experiences through the research methodology utilized.

Qualitative research methods were used to examine the leadership experiences of African-American LDOs and CWOs of the San Diego Mustang Association. Specifically, a phenomenological approach guided the collection and analysis of data through the lived experiences (Moustakas, 1994) of the research participants, and to

identify the essence (Creswell, 2009) of their unique leadership experiences. This

study aimed to put a voice to their experiences, to uncover, understand, and share

with everyone who reads this study what it would be like to walk in their shoes as

LDOs and CWOs in the Navy. In order to achieve this, this study utilized the

reviewing of their Navy Fitness Reports, Enlisted evaluations, face-to-face interviews

with all participants and through the distribution of surveys and questionnaires. At

the time of the surveys there were only 6 male LDOs and CWOs that were African-

American. The surveys utilized were Kouzes & Posner's (2007) Leadership

Practices Inventory (LPI) and Myers-Briggs Type Indicator (MBTI). Utilizing the

two surveys combined insights from the two surveys in the approach for developing

effective and authentic leaders. These tools combined provide an understanding of

individuals' baseline leadership behaviors, how they can adapt, and how they can flex

their most comfortable self to be effective (Kouzes & Posner, 2013). The MBTI

assessment complements the Five Practices of Exemplary Leadership in two ways: It

allows leaders to learn more about their natural strengths and potential blind spots;

and it provides a framework for helping individuals understand the differences

between themselves and others in terms of personality preferences (Kouzes & Posner,

2013).

I wanted to understand the data from the participants of this study to see

things as they appeared through their words, their actions and free from my own

preconceived notions and prejudgements. In using the epoche (Moustakas, 2009)

approach and a phenomenological attitude shift (Patton, 2002) was attained through

peer-debriefing. I bracketed my own preconceptions and entered into what

Groenewald (2004) refers to as the research participants world to gather their

experiences, feelings, and perceptions through the data collected.

The six African-American LDOS and CWOs in this study discussed the

factors that they felt have made them successful LDOs and CWOs. Many of the

participants in this study identified others that saw something within them that they

did not see in themselves. They encouraged them to pursue higher education and

mobility in the Navy. Most of these individuals were either higher level supervisors,

as well as their shipmates in the Navy.

Discussion

The unique leadership experiences of African-American LDOs and CWOs

have non-existence in present published literature to include Navy History

documentation. While there is a sparse amount of literature which supports the

finding of this study, there are inconsistencies that have been discovered. As noted in

Chapter 2, most of the published research has primarily focused on the powers of

leadership, power of mentorship and power of support networks. A different

approach was taken for this study, and new insights emerged that are noteworthy. In

this section, I will interface the research questions and dominant themes that emerged,

with the literature and theoretical framework which guided this study.

Research Question 1: How do LDOs and CWOs of the San Diego Mustang

Association define successful leadership?

In conceptualizing the meanings of leadership based on the experiences ascribed from the LDOs and CWOs of this study, Kouzes and Posner (2007) found that the challenge of leadership is simply having a purpose and maintaining relationships. They contend that:

> No matter what term is used – whether purpose, mission, legacy, dream, goal, calling, or personal agenda – the intent is the same: leaders want to do something significant, to accomplish something that no one else has yet achieved. What that something is – the sense of meaning and purpose – has to come from within (p. 112).

The LDOs and CWOs that participated in this study showed that they had purpose. They were committed to their job and their leadership was defined by who they were internally, and they are committed to build and maintain relationships as they find those were crucial in increasing their effectiveness as leaders. The six participants each voiced their personal philosophies and authenticities as leaders, which they ascribed to the success of who they have become. They founded that their set of leadership skills and abilities were grounded in the core values, sense of purpose, trust and the commitment to their job.

What makes a successful LDO and CWO? What is it about them that other look on in amazement and makes them desire to model their career like them? As noted from the LDOs and CWOs in this study, they are all humble. Informant 1 stated, "To be a successful LDO or leader in general you must have self-efficacy but at the same time be humble enough to listen and learn from others" (2014). They

know that it was not just the fruits of their labor that has put them where they are today. Due to the years in which most of the LDOs and CWOs have been in they have been proven to be the ones that are in it for the long haul. Not going to be the one that once the going gets rough they fold in their tents and run for the hills. They are going to meet the challenges head on and ensure that they are all in when it comes to the betterment of their people and the Navy.

Being a leader isn't about managing people. It is not about whether a person has an official leadership title. Leadership is having the ability to make those around you better people than they believe they are. It is about encouraging those to look within them to bring out that leader that is within. Providing them with opportunities to excel and setting them up for success. Giving them the tools that will make them successful and providing them the freedom to do the job without interference.

Research Question 2: What mentoring strategies do African-American Limited Duty and Warrant Officers of the Mustang Association possess and utilize in their retention and progressive success?

As noted in the review of literature, there is a lack of literature specifically addressing the mentorship of African-American LDOs and CWOs. For this study I had to take a general view of mentorship as the LDOs and CWOs do not have a formal mentoring program. Aside from the importance of support networks, which will be addressed in the next section, there remains an unaddressed inquiry in the literature, the mentoring strategies utilized by African-American LDOs and CWOs of the San Diego Mustang Association and those in the United States Navy. Further,

there is no literature that shows how African-American LDOs and CWOs use their

strategies to position themselves for success within the Navy.

     The findings of this study lines up to support the literature with regards to

mentoring becoming an increasing key element of leadership development (Hernez-

Broome & Hughes, 2004). As stated by informant 4 (2014), As LDOs and CWOs we

are told to find our relief, well when we think back we were once someone's relief as

well. And that someone took us under their wing to mold and shape us to be the

officers we are today. So with that we must mentor those and also allow ourselves to

be mentored to become better as we move up through the ranks (p. 1). Three decades

of research on mentoring reveals that mentoring clearly fosters career success (Chao,

2003).

     The findings of the study support the theory that LDOs and CWOs who have

been mentored in their careers are more committed to the organization and to their

careers (Corarelli, 1990). LDOs and CWOs of this study have been in the Navy for

greater than 10 years. They have received mentoring from Chiefs, Officers and their

peers whom have taken them under their wing due to what they seen in them and

what they felt they could achieve. Some mentors of these LDOs and CWOs even

went as far as writing up the CWO package for commissioning. As they seen

something within them that maybe at that time they did not see in themselves. As a

consensus they stated that it took their mentors various ways in which to keep them

on track, but once there they have persevered and now carry on those mentoring

strategies to those in whom they mentor.

Mentoring strategies used by the LDOs and CWOs of this study have been motivation, trust, lead by example, being supportive, interpersonal skills, being direct and providing quality time. Being a mentor is not a full-time job, but it is a job that requires inventive ways in which to get and keep the attention of those you are mentoring and to keep them motivated to stay on track. Building their trust that you know what is needed to help them in their careers is vital. For the mentor wants to make sure that the protégé trust them to tell them their goals and admirations so they can provide them with positive and direct feedback. The protégé also needs someone that is going to not just talk about what to do, but they will be in the front leading the way. To lead by example as expressed by one LDO of this study was to be that first person to come into work in the morning and the last to leave. When your sailors see that they will be apt to do the same for they know that you hold yourself to the same standard they are being held against. Lastly, the LDO and CWO must be approachable. They must be the one that finds the time to listen and make each moment they spend with their protégé count and something possible is derived from it.

Research Question 3: What is the relationship between the perception of African-American Limited Duty and Chief Warrant Officers of their personal and/or professional support networks and its impact on their the success in the United States Navy?

A strong sense of kinship obligation has been pivotal for social organizations among African-Americans since pre-slavery (Staples and Johnson, 1993). The LDOs

and CWOs are few in the San Diego Mustang Association, which consists of 6 male

and 1 female African-American within the association. Even though they are few,

they have bounded together to effect many. The evolution of African-American

families from African family structures where co-residential, extended families were

the norm and family was defined in terms of community instead of blood ties

(Sudarkasa, 1993). The LDOs and CWOs of this study have done tours on ships

where they commented that they have come to depend on one another due to the

nature of the environment in which they work. These studies brought attention to the

informal social networks among African-American LDOs and CWOs were valuable

in mediating some of the stresses in their job. According to informant 1 (2014, p. 1),

"Having the ability express my vision as a maintenance department that is fully ready

and capable of supporting the Air Wing and each other, and having everyone embrace

that vision, resulting in 42 out of 43 programs passing when everyone thought we

would fail. It wasn't me, it was allowing and trusting people to take ownership is

what made us successful".

The extended family network has been the most visible in meeting the needs

of the African-American community (Taylor, Chatters, Tucker & Lewis, 1990). Most

personnel in the Navy has taken on the concept of military relationships with

shipmates are sometime closer than those of their own family. After being in an

environment, which can sometimes be nearly 9 months with the same personnel they

grown a bond with those they work with. They become like a family even though

they don't share the same blood. That person that is in a repair locker with you can

be the same person that saves your life in a time of casualty. They are the one that when you are in trouble or need help when going through training you have never received before they can get you back online.

A sense of faith was also noted amongst the LDOs and CWOs of this study. Honored to GOD was noted from 4 of the 6 participants as they expressed how they made their way through the ranks to where they stand today. Informant 3 gave reverence throughout the interview to GOD for being the source of his strength and for the true reason he has made it to where he stands today. All informants either attended, currently attend or participate very heavily in the church. They each have stated that they hold themselves to a higher standard due to the fact that GOD knows all and sees all (Informant 3, 2014). It was those mother's of the church, the Sunday school teacher, vacation bible school teachers, the men of the church, the pastor, the first lady and all of those strong Christians that prayed for them, lent a helping hand and provided the leadership and guidance to these young men. Gave them the guidance that kept them off the rough streets in which some of them grew-up and provided them the foundation and the esteem to honor GOD, themselves and others.

Research Question 4: Describe the relationship of inner leadership, mentoring and support networks as they relate to the success of the African-American Limited Duty and Chief Warrant Officer in the United States Navy?

The participants of this study all have given credit not only to themselves for being successful in their career as a LDO and CWO. They have also given credit to God, their previous chain of command (leadership), and the mentoring of those whom

have taken them under their wing and provided them with the skills of life that helped

to keep them driven and motivated (Informant 2 and 3, 2014, p. 2). One of the

statements given by Informant 1 stands out for he stated that, "It is not by my merit

alone that I am where I am. It was the drive that was instilled in me by my mother to

not settle for less, it was the mentoring provided by my Leading Chief Petty Officer

and the support of the First Class Association that provided me with being the Sailor

in which I am today".

LDOs and CWOs interviewed from in the study as shown that it takes having

personnel drive they get from within. This drive within is what I would refer to as

inner leadership.   They don't require someone pushing them to be great. They are the

first in and the last to leave work as stated by Informant 4. They know what needs to

be done and they go and get results without waiting for to tell them as stated by

Informant 5. Inner leadership requires self-evaluation. Knowing one's self, their

strengths and weaknesses helps them to be able to know what areas in which they

need to build upon within themselves.

There is so much to learn from others and networking is a great way in which

to learn and broaden your scope of understanding. LDOs and CWOs may possess the

tacit knowledge, but that knowledge base was built from surrounding themselves with

others whom too are savvy in their trades. They realize that they don't have all the

answers and are in tune with what their strengths and weaknesses are and in order

build those they must depend on others as well as educating themselves with book

and on the job training. They have to learn to take initiative and not wait to be told.

Seek the answers to solve problems and appropriately convey their findings. They

know that they alone can't solve a problem by themselves and that they have to bring

together people with proven expertise as stated by Informant 3. It takes bringing

together a gathering of people from different teams, divisions, groups and sometimes

outsiders of your organization to work solutions and gain new ideas.

<div align="center">Recommendations for Future Studies</div>

The implications for research evolved after careful review on this study, and

the elements which I felt were either missing or could have been expanded on, or

from my own personal desire to see more and know more. As mentioned numerous

times throughout this study, there is a lack of research that brings to voice the unique

leadership experiences of African-American LDOs and CWOs. The

recommendations for future research will help in further addressing the research gap.

Leadership and Positional Power of African-American LDOs and CWOs

After taking into account and reflecting on the leadership experiences of the

African-American LDOs and CWOs of this study, the question still remains as to how

leadership impacts the positional power and leadership effectiveness of the LDOs and

CWOs in the Navy. Bottom Line up front (BLUF) is providing insight into how

African-American LDOs and CWOs position themselves in the Navy to utilize their

leadership to impact and affect their departments and their command. Future research

to include with this data set would be the analysis through survey data and focus

groups to understand African-American LDOs and CWOs core leadership and target

on how they can use their positional power to aspire those who are aspiring to be

LDOs and CWOs.

How to mentor the Limited Duty Officer and Chief Warrant Officer in the Navy?

The current mentoring program for LDOs and CWOs is provided once

formally and that is when LDOs and CWOs are in their indoctrination course in

Rhode Island. During the time they are officers it is not other LDOs and CWOs

reaching back to mentor and provide guidance for junior officers and providing those

helpful hints that can bring a shipmate alongside that could assist them with some

lessons learned and possibly a career enhancing path they can pursue. There are

some LDOs and CWOs out there that want to lend that helping hand and provide their

insight on what others can do to get to where they are. They still desire to train their

relief and this information would be valuable to those sailors that are willing to listen.

Leadership Perceptions and Experiences of African-American Female LDOs and

CWOs

This study would aim to share the story of African-American LDOs and

CWOs from the San Diego Mustang Association. The experiences of these

participants were paralleled, and there were not distinct characteristics or

experiences based on the military organization. Future research would be the

question to understand the Perception of African-American female LDOs and

CWOs and their leadership experiences based on a single system (i.e.

organization, military service). The question could be posed in such a way to

capture a way to address their focus. However, the challenge would be the

number of African-American women LDOs and CWOs that could be obtained

for the study as the number could be limited per service.

Limitations

Noteworthy limitations in this study starts with the fact that there is very little

information that has been documented as stated by Williams (2001) in any of the

Navy archives that could be obtained either by online means or by visiting on-base or

public libraries. There were not enough LDOs and CWOs who are holding flag level

positions in which to interview on what led to their successes in the Navy.

Conclusion

The purpose of this study was to bring voice to the unique leadership

experiences of African-American Limited Duty and Chief Warrant Officers through

their perceptions and lens as they serve our country as members of the San Diego

Mustang Association. This study was emotional, yet enriching as it reminds me of

how I made it through the ranks of the enlisted. To be entrusted with equipment that

only people could dream about being in charge of is an honor. This research also

brings to the forefront what leading as a Mustang in the United States Navy really

means. It shows the depth and wealth of knowledge that is in the Navy and why it is

valued, but yet not documented for all to take advantage of as they progress through

the ranks. Utilizing the phenomenology approach as my research design fully

allowed for the exploration of the leadership experiences of the African-American

LDOs and CWOs and express how their experiences can help others to one day

possibly become their reliefs in the fleet. This analysis provides a meaningful

structure to capture what the officers may have forgotten along the beaten path. They

have paved the way for others to get to where they are now. It allowed for the record

of their history and gave voice and light to the leadership experiences of each

participant of the study.

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Appendix A

MENTORSHIP AGREEMENT

This agreement is established between:
(Mentor) _____ and _____ (Protégé).

A mentor is a trusted counselor or guide. Mentoring, therefore, is a relationship in which a person with greater experience and wisdom guides another person to develop both personally and professionally.

This program is not intended to replace the chain of command. Rather, it is intended to supplement a career tool belt with a network of Navy leaders whose individual experiences may closely match the unique situation and background of a protégé. Our goal is to create well-informed, knowledgeable and capable leaders for the future. Both the mentor and protégé should use this unique and special professional relationship as a continuing education and retention tool.

We plan to meet _____ times per week/month/year.

Expectations

I expect my mentor to:
1. _____
2. _____
3. _____

I expect my protégé to:

1. _____
2. _____
3. _____

Professional accomplishments (goals) I would like to achieve during my tour at this command.
_____
_____
_____
_____
_____
_____

Professional accomplishments (goals) I would like to work
towards achieving during my career.
_____
_____
_____
_____
_____
Personal goals I would like to achieve during my tour aboard.
_____
_____
_____
_____
_____
_____
_____

In conjunction with the evaluation, midterm-counseling and
the professional development boards, this mentoring
agreement and goal setting tool will be used to assist our
personnel with their personal and professional development.
Following periodic evaluation debriefs the mentor and the
protégé should meet to review and update established goals
of this mentor agreement. It is the responsibility of both
to determine what resources are available to achieve their
goals.

**As the mentor, I agree to provide encouragement, motivation
and positive feedback on a regular basis. I further agree
to be a positive influence, committed to your personal and
professional development through the acceptance and
achievement of this mentor agreement.
Mentor/Date:_____**

**As the protégé I'm willing to put the time and effort into
this mentoring relationship to foster its success. I will
continually strive to learn new skills in an effort to
achieve the goals outlined in this mentor agreement.
Protege /Date:_____**

Appendix (A)

Name:		Mentor:		Period Covered:			
Long Term Goals (Within the Next 12 Months)							
GOALS							
DEVELOPMENTAL GOALS	**GOALS TO MISSION**	**SKILLS DEVELOPED**	**DEVELOPMENTAL ACTIVITIES**	**TARGET DEADLINE**	**RESOURCES**	**ACHIEVEMENT REVIEW**	**DATE COMPLETE**
Long Term goals for the next 12 months:	**My goals have personal and organizational relevance because:**	**My goals involve developing the following competencies :**	**Activities I will pursue:**	**Target dates and Milestone Dates:**	**Resources I will need:**	**How will I measure my Progress:**	**This is the date I achieved my Goal:**
Goal 1:							
Goal 2:							
Goal 3:							
Short Term Goals (Next 1-4 Months) Appendix B							

Short Term goals for the next 1-4 months:	My goals have personal and organizational relevance because:	My goals involve developing the following skills:	Activities that will support my short term goals that I will pursue:	Target Dates:	Resources I will need:	Meetings with my Supervisor or Mentor will be:	This is the date I achieved my goal:
Goal 1:							
Goal 2:							
Goal 3:							
Goal 4:							
Goal 5:							

LIMITED DUTY OFFICER AND WARRANT OFFICER

LEADERSHIP QUESTIONNAIRE

The U.S. Navy's Limited Duty Officer and Chief Warrant Officer Community was established in the 1800's to provide the Navy with technical experts in select occupational fields and preserve specialist in the officer ranks to assist in mentoring junior and senior officers in the wardroom. Limited Duty Officers (LDOs) are technical oriented officers whom perform duties limited to specific occupational fields and require strong managerial skills.   Chief Warrant Officers (CWOs) are technical specialists who perform duties requiring extensive knowledge and a skill of a specific occupational field at a level beyond what is normally expected of a Master Chief Petty Officer (MCPO). These officers were prior enlisted in the occupation in which they are considered technical Subject Matter Experts (SMEs).

Your participation is completely voluntary. Your survey responses will remain anonymous and confidential. Please take time to give careful, frank answers. It will take no more than 15 minutes to complete this survey. Thank you for your participation.

PRIVACY ACT STATEMENT

Authority to request this information is granted under Title 5, U.S. Code 301 and Department of Navy Regulations.

PURPOSE: The purpose of this questionnaire is to collect data in order to gain a deeper understanding of the role of Limited Duty Officers and Chief Warrant Officers of the San Diego Mustang Association
.
ROUTINE USES: The researcher will analyze the information provided in this questionnaire and will maintain data files where they may be used to determine changing trends.

ANONYMITY: No one will have access to individual responses except the researcher. Your responses will be combined with those of others so that general statements about the considerations and voice of U.S. Naval Officer of the Mustang Association can and should have in meeting can be made. Your responses to this questionnaire will have no impact on you or your career.

PARTICIPATION: Completion of this questionnaire is voluntary. Failure to respond to any of the questions will NOT result in any penalties except possible lack of representation of your views in the final results and outcomes. There is no compensation provided for participation in this study.

Appendix (C)

Please do the following survey so that your Myer Briggs Type Indicator (MBTI) may be assessed, which will be also a part of the research process. Once you have your results please return the scores via email to the below email address. Follow the directions on the link: http://www.humanmetrics.com/cgi-win/JTypes2.asp.

Questions or concerns about this study can be addressed to LCDR Danielle Williams, USS RONALD REAGAN CVN 76, FPO AP 96616-2378 or emailed to williamsds@cvn76.navy.mil.

Appendix (C)

Name: **Years of Active Duty Time:**

Current Job Title: **Years in Leadership:**

This survey is online and can be accessed via the following link: http://www.humanmetrics.com/cgi-win/JTypes2.asp. Below is just a copy of the questions in which you will be asked for the Myers-Briggs Type Indicator, which will assess your Personality Type. Once you have completed the online test email the results to williamsds@cvn76.navy.mil. Thank you for participating in this survey.

1. You are almost never late for your appointments

    ⬚ YES ⬚ NO

2. You like to be engaged in an active and fast-paced job

    ⬚ YES ⬚ NO

3. You enjoy having a wide circle of acquaintances

    ⬚ YES ⬚ NO

4. You feel involved when watching TV soaps

    ⬚ YES ⬚ NO

5. You are usually the first to react to a sudden event, such as the telephone ringing or unexpected question

    ⬚ YES ⬚ NO

6. You are more interested in a general idea than in the details of its realization

    ⬚ YES ⬚ NO

7. You tend to be unbiased even if this might endanger your good relations with people

    ⬚ YES ⬚ NO

8. Strict observance of the established rules is likely to prevent a good outcome

    ⬚ YES ⬚ NO

9. It's difficult to get you excited

    ⬚ YES ⬚ NO

10. It is in your nature to assume responsibility

    ⬚ YES ⬚ NO

11. You often think about humankind and its destiny

    ⬚ YES ⬚ NO

Appendix (D)

12. You believe the best decision is one that can be easily changed

   ☐ YES ☐ NO

13. Objective criticism is always useful in any activity

   ☐ YES ☐ NO

14. You prefer to act immediately rather than speculate about various options

   ☐ YES ☐ NO

15. You trust reason rather than feelings

   ☐ YES ☐ NO

16. You are inclined to rely more on improvisation than on prior planning

   ☐ YES ☐ NO

17. You spend your leisure time actively socializing with a group of people, attending parties, shopping, etc.

   ☐ YES ☐ NO

18. You usually plan your actions in advance

   ☐ YES ☐ NO

19. Your actions are frequently influenced by emotions

   ☐ YES ☐ NO

20. You are a person somewhat reserved and distant in communication

   ☐ YES ☐ NO

21. You know how to put every minute of your time to good purpose

   ☐ YES ☐ NO

22. You readily help people while asking nothing in return

   ☐ YES ☐ NO

23. You often contemplate the complexity of life

   ☐ YES ☐ NO

24. After prolonged socializing you feel you need to get away and be alone

   ☐ YES ☐ NO

25. You often do jobs in a hurry

   ☐ YES ☐ NO

26. You easily see the general principle behind specific occurrences

   ☐ YES ☐ NO

27. You frequently and easily express your feelings and emotions

   ☐ YES ☐ NO

Appendix (D)

28. You find it difficult to speak loudly

    ☐ YES ☐ NO

29. You get bored if you have to read theoretical books

    ☐ YES ☐ NO

30. You tend to sympathize with other people

    ☐ YES ☐ NO

31. You value justice higher than mercy

    ☐ YES ☐ NO

32. You rapidly get involved in the social life of a new workplace

    ☐ YES ☐ NO

33. The more people with whom you speak, the better you feel

    ☐ YES ☐ NO

34. You tend to rely on your experience rather than on theoretical alternatives

    ☐ YES ☐ NO

35. You like to keep a check on how things are progressing

    ☐ YES ☐ NO

36. You easily empathize with the concerns of other people

    ☐ YES ☐ NO

37. You often prefer to read a book than go to a party

    ☐ YES ☐ NO

38. You enjoy being at the center of events in which other people are directly involved

    ☐ YES ☐ NO

39. You are more inclined to experiment than to follow familiar approaches

    ☐ YES ☐ NO

40. You avoid being bound by obligations

    ☐ YES ☐ NO

41. You are strongly touched by stories about people's troubles

    ☐ YES ☐ NO

42. Deadlines seem to you to be of relative, rather than absolute, importance

    ☐ YES ☐ NO

43. You prefer to isolate yourself from outside noises

    ☐ YES ☐ NO

Appendix (D)

44. It's essential for you to try things with your own hands

☐ YES ☐ NO

45. You think that almost everything can be analyzed

☐ YES ☐ NO

46. Failing to complete your task on time makes you rather uncomfortable

☐ YES ☐ NO

47. You take pleasure in putting things in order

☐ YES ☐ NO

48. You feel at ease in a crowd

☐ YES ☐ NO

49. You have good control over your desires and temptations

☐ YES ☐ NO

50. You easily understand new theoretical principles

☐ YES ☐ NO

51. The process of searching for a solution is more
    important to you than the solution itself

☐ YES ☐ NO

52. You usually place yourself nearer to the side
    than in the center of a room

☐ YES ☐ NO

53. When solving a problem you would rather follow
    a familiar approach than seek a new one

☐ YES ☐ NO

54. You try to stand firmly by your principles

☐ YES ☐ NO

55. A thirst for adventure is close to your heart

☐ YES ☐ NO

56. You prefer meeting in small groups over interaction
    with lots of people

☐ YES ☐ NO

57. When considering a situation you pay more attention to
    the current situation and less to a possible sequence of events

☐ YES ☐ NO

58. When solving a problem you consider the rational approach to be the best

☐ YES ☐ NO

Appendix (D)

59. You find it difficult to talk about your feelings

☐ YES ☐ NO

60. You often spend time thinking of how things
could be improved

☐ YES ☐ NO

61. Your decisions are based more on the feelings
of a moment than on the thorough planning

☐ YES ☐ NO

62. You prefer to spend your leisure time alone
or relaxing in a tranquil atmosphere

☐ YES ☐ NO

63. You feel more comfortable sticking to
conventional ways

☐ YES ☐ NO

64. You are easily affected by strong emotions

☐ YES ☐ NO

65. You are always looking for opportunities

☐ YES ☐ NO

66. Your desk, workbench, etc. is usually neat and orderly

☐ YES ☐ NO

67. As a rule, current preoccupations worry
you more than your future plans

☐ YES ☐ NO

68. You get pleasure from solitary walks

☐ YES ☐ NO

69. It is easy for you to communicate in social situations

☐ YES ☐ NO

70. You are consistent in your habits

☐ YES ☐ NO

Appendix (D)

LEADERSHIP PRACTICES INVENTORY (LPI)

Leadership Practices Inventory (LPI)

Permission granted for use by James M. Kouzes & Barry Z. Posner

On the next two pages are thirty statements describing various leadership behaviors. Please read each carefully. Then look at the rating scale and decide *how frequently you engage in the behavior* **described.**

Here's the rating scale that you'll be using:

1= *Almost Dever*   **6=** *Sometimes*

2= *Rarely*   **7=***Fairly Often*

3=*Seldom*   **8=***Usually*

4=*Once in a while*   **9=***Very Frequently*

5=*Occasionally*   **10=***Almost Always*

In selecting each response, please be realistic about the extent to which you *actually* **engage in the behavior. Do** *not* **answer in terms of how you would like to see yourself or in terms of what you should be doing. Answer in terms of how you** *typically* **behave – on most days, on most projects, and with most people.**

For each statement, decide on a rating and record it in the blank to the left of the statement. *Do not leave any blank incomplete***. Please remember that all statements are applicable. If you feel that any statement does not apply to you, in all likelihood it is because you do not frequently engage in the behavior. In this case, assign a rating of 3 or lower. When you have responded to all thirty statements, return this survey according to the instructions provided.**

After completing this survey:

Attach all completed materials (the Mentorship survey, the Particpant Letter of

Consent, and the Leadership Practives Inventory) via a digitally signed email to

Appendix (E)

To what extent do you typically engage in the following behaviors? Choose the number that best applies to each statement and *record it in the blank to the left of the statement.*

1	2	3	4	5	6 7 8	9	10
Almost	Rarely	Seldom	Once	Occasionally	Sometimes	Fairly	Usually
Very	Almost						
Never					Often	Frequently	ALways

_____ 1. I seek out challenging opportunities that test my own skills and abilities.

_____ 2. I talk about future trends that will influence how our work gets done.

_____ 3. I develop cooperative relationships among the people I work with.

_____ 4. I set the personal example of what I expect from others.

_____ 5. I praise people for a job well done.

_____ 6. I challenge people to try out new and innovative approaches to their work.

_____ 7. I describe a compelling image of what our future could be like.

_____ 8. I actively listen to diverse points of view.

_____ 9. I spend time and energy on making certain that the people I work with adhere to the principles and standards that we have agreed on.

_____ 10. I make it a point to let people know about my confidence in their abilities.

_____ 11. I search outside the formal boundaries of my organization for innovative ways to improve what we do.

_____ 12. I appeal to others to share an exciting dream of the future.

_____ 13. I treat others with dignity and respect.

_____ 14. I follow through on the promises and commitments that I make.

Appendix (E)

1   2   3   4   5   6   7   8   9   10
Almost Rarely Seldom   Once   Occasionally Sometimes   Fairly Usually
Very   Almost
Never   Often   Frequently   ALways

_____ 15. I make sure that people are creatively rewarded for their contributions to the success of our projects.

_____ 16. I ask What can we learn? when things do not go as expected.

_____ 17. I show others how their long-term interests can be realized by enlisting in a common vision.
_____ 18. I support the decisions that people make on their own.

_____ 19. I am clear about my philosophy of leadership.

_____ 20. I publicly recognize people who exemplify commitment to shared values.

_____ 21. I experiment and take risks even when there is a chance of failure.

_____ 22. I am contagiously enthusiastic and positive about future possibilities.

_____ 23. I give people a great deal of freedom and choice in deciding how to do their work.

_____ 24. I make certain that we set achievable goals, make concrete plans, and establish measurable milestones for the projects and programs that we work on.

_____ 25. I find ways to celebrate accomplishments.

_____ 26. I take the initiative to overcome obstacles even when outcomes are uncertain.
_____ 27. I speak with genuine conviction about the higher meaning and purpose of work.

_____ 28. I ensure that people grow in their jobs by learning new skills and developing themselves.

_____ 29. I make progress toward goals one step at a time.

_____ 30. I give the members of the team lots of appreciation and support for their contributions.

Appendix (E)

July 19, 2013

Danielle Williams
USS Ronald Reagan CVN 76
FPO, AP 96616-2378

Dear Ms. Williams:
Thank you for your request to use the Leadership Practices Inventory (LPI) in your dissertation. We are willing to allow you to *reproduce* the instrument in written form, as outlined in your request, at no charge. If you prefer to use our electronic distribution of the LPI (vs. making copies of the print materials) you will need to separately contact Ryan Noll (rnoll@wiley.com) directly for instructions and payment. Permission to use either the written or electronic versions requires the following agreement:

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If the terms outlined above are acceptable, would you indicate so by signing one (1) copy of this letter and returning it to me either via email or by post to; 1548 Camino Monde San Jose, CA 95125. Best wishes for every success with your research project.

Cordially,

Ellen Peterson
Permissions Editor
Epeterson4@gmail.com
I understand and agree to abide by these conditions:(Signed)_____Date: _____
Expected Date of Completion is: _____