



California Cadet Corps Curriculum on Leadership



L3/C: Leadership and Management



Agenda

C1. Management vs Leadership

C2. Delegation: Authority, Responsibility, & Accountability

C3. Leadership Counseling



MANAGEMENT VS LEADERSHIP

C1. Explain the differences between Management and Leadership, and how manage and lead successfully.



Management vs Leadership

OBJECTIVES

Cadets who complete this section of the Leadership Roles Strand will be better prepared to work within the structure of the CACC Brigade and 10th Corps, and to serve successfully in leadership positions within the California Cadet Corps.

Plan of Action

1. Explain the differences between Management and Leadership, and how to manage and lead successfully.

Essential Question: What are the differences between Management and Leadership, and how do you use both to be a good leader?



Definitions: Leadership

- ***Leadership is the process of influencing and directing people by providing purpose, direction, and motivation while operating to accomplish the mission and improving the organization.***
- ***to influence, motivate, and enable others to contribute toward the effectiveness and success of the organization***
- ***Leadership is getting people to want to do what you want them to do***



Definitions: Leadership

- *influencing people to change direction*
- *showing the way for others, either by example or by promoting a new direction*
- *Leadership is the art of motivating a group of people to act towards achieving a common goal*





Definitions: Management

- ***Efforts to direct resources (human, financial, material, intellectual and intangible) to assist in the accomplishment of the mission and betterment of the organization***
- ***Directing and controlling a group of one or more people or entities for the purpose of coordinating and harmonizing that group towards accomplishing a goal***
- ***Achieving goals in a way that makes the best use of all resources***





Definitions: Management

- ***Management gets things done in a manner that makes best use of all available resources***
- ***Management is a process with a social element. It requires the efficient use of resources combined with the guidance of people in order to reach a specific organizational objective. It involves responsibility to achieve the objectives and to fulfill specific organizational purposes through economical and effective planning and regulation. It's about taking charge and ensuring focus is placed on the things and aspects of the business that help achieve the vision and the goals***





Definitions: Management

Management is the practice of setting and achieving goals by exercising related functions: planning, organizing, leading, and controlling, through the use of resources (people, information, money, or materials).





4 Functions of Management





Comparisons

Leadership

- **Personality Styles:** Are often called brilliant and mercurial, with great charisma. Yet, they are also often seen as loners and private people. They are comfortable taking risks, sometimes seemingly wild and crazy risks. Almost all leaders have high levels of imagination
- **Orientation:** People-oriented
- **Focus:** Leading people
- **Outcomes:** Achievements

Management

- **Personality Styles:** Tend to be rational, under control problem solvers. They often focus on goals, structures, personnel, and availability of resources. Managers' personalities lean toward persistence, strong will, analysis, and intelligence.
- **Orientation:** Task-oriented
- **Focus:** Managing work
- **Outcomes:** Results



Comparisons

Leadership

- **Approach to Tasks:** Simply look at problems and devise new, creative solutions. Using their charisma and commitment, they excite, motivate, and focus others to solve problems and excel.

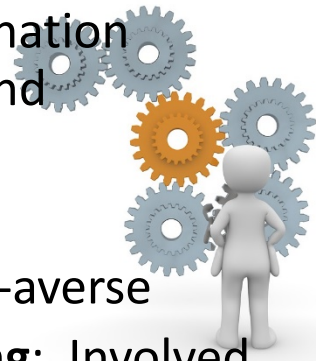


- **Approach to Risk:** Risk-taking
- **Role in Decision-Making:** Facilitative

Management

- **Approach to Tasks:** Create strategies, policies, and methods to create teams and ideas that combine to operate smoothly. They empower people by soliciting their views, values, and principles. They believe that this combination reduces inherent risk and generates success

- **Approach to Risk:** Risk-averse
- **Role in Decision-Making:** Involved





Comparisons

Leadership

- **Styles:** Transformational, Consultative & Participative
- **Power Through:** Charisma & Influence
- **Organization:** Leaders have followers
- **Appeal to:** Heart

Management

- **Styles:** Dictatorial, Authoritative, Transactional, Autocratic, Consultative & Democratic
- **Power Through:** Formal authority & Position
- **Organization:** Managers have subordinates
- **Appeal to:** Head



Combination

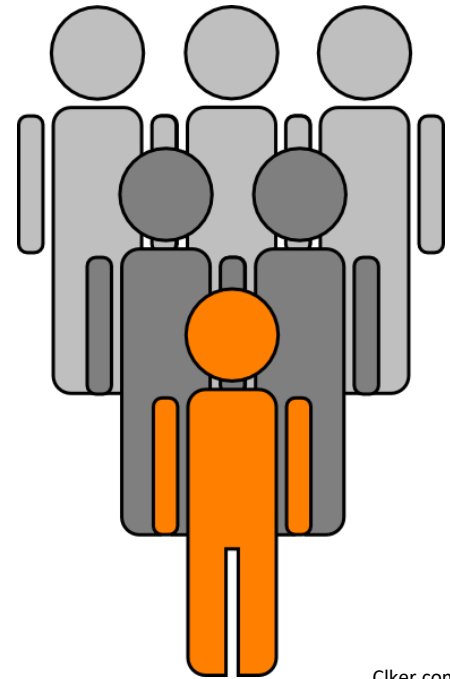
- Leadership is one facet of Management (the others are Planning/Decision-Making, Organizing, & Controlling).
- Managers must lead
- Leaders don't have to manage, but they won't accomplish goals if they don't





People naturally and willingly follow leaders due to their charisma and personality traits, whereas a manager is obeyed due to the formal authority vested in him/her. As a result, people tend to be more loyal towards leaders rather than managers.

Reality is that almost all leaders perform management functions, and all managers perform leadership functions.



Clker.com



Relationships

Leader



Betterworldinternational.org

Followers

Manager



Wordpress.com

Subordinate



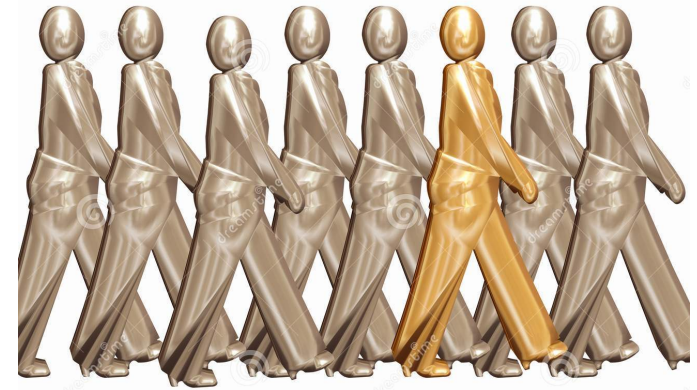
Some Differences

Subject	Leader	Manager
Essence	Change	Stability
Seeks	Vision	Objectives
Approach	Sets direction	Plans detail
Decision	Facilitates	Makes
Power	Personal charisma	Formal authority
Culture	Shapes	Enacts
Persuasion	Sell	Tell
Style	<u>Transformational</u>	<u>Transactional</u>
Exchange	Excitement for work	Money for work
Wants	Achievement	Results
Risk	Takes	Minimizes
Rules	Breaks	Makes
Conflict	Uses	Avoids
Direction	New roads	Existing roads



Bottom Line

- We are leaders AND managers
- We focus on accomplishing the mission
- We use various styles of leadership
- We apply resources
- We make decisions
- We inspire people to work with dedication toward our common objective





Check on Learning

1. Name the four functions of management.
2. What is your definition of leadership?
3. Put the description below in either the Leadership or Management column:
 - a) Plans detail
 - b) Passion
 - c) Breaks rules
 - d) Wants results
 - e) Sells



DELEGATION: AUTHORITY, RESPONSIBILITY, & ACCOUNTABILITY

C2. Describe how authority and responsibility work in a military setting.



Delegation: Authority, Responsibility, & Accountability

OBJECTIVES

Cadets who complete this section of the Leadership Roles Strand will be better prepared to work within the structure of the CACC Brigade and 10th Corps, to serve successfully in senior level leadership positions within the California Cadet Corps, and to contribute to the success of their program and activities through practice of leadership and management skills.

Plan of Action

Define authority, responsibility, and accountability; how they interact in the delegation process, and how leaders/managers delegate tasks to followers to accomplish a mission.

Essential Question: How do authority, responsibility, and accountability relate to delegation, and what part does delegation play in management?

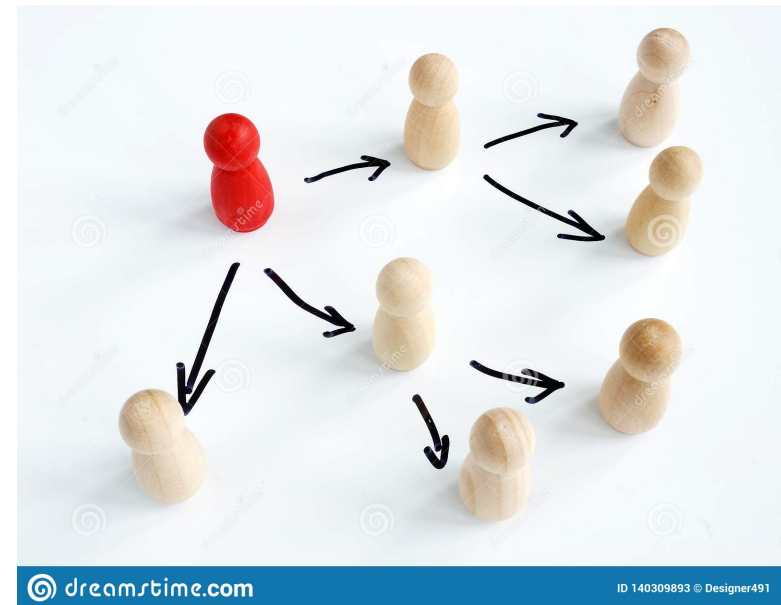


Definitions

Delegation:

The practice of turning over to a subordinate enough authority to do a specific task, and then holding that person accountable for the results.

(Gaurav Akrani)



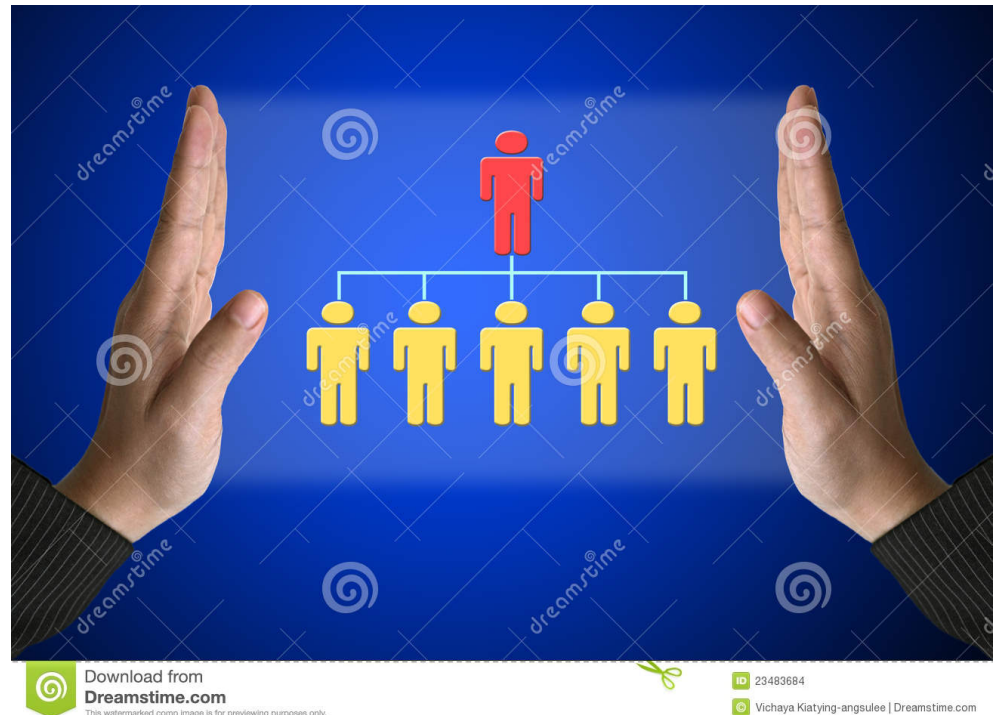


Definitions

Authority:

Authority is the right or power assigned to an executive or a manager in order to achieve certain organizational objectives.

(Gaurav Akrani)





Authority

- Tied to the organization
- Formal or Personal
 - Formal from position
 - Personal from ability to influence others
- Can be delegated – moves downward





Definitions

Responsibility:

An obligation to carry out a task or duty assigned by a superior.





Responsibility

- From superior-subordinate relationship
 - Hard to have without authority
- Moves upwards
- Cannot be delegated



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Definitions

Accountability

An obligation or willingness to accept responsibility or to account for one's actions



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- **Authority = Power**
- **Responsibility = Duty**
- **Accountability = Consequences**





Delegation - SMARTER

- ***Specific** – communicated clearly
- * **Measurable** – it will be clear whether the task has been accomplished
- * **Agreed** – the subordinate understands the task
- * **Realistic** – can be accomplished, is not impossible
- * **Time-bound** – can be accomplished in a reasonable time period
- * **Ethical** – is not illegal or immoral
- * **Recorded** – written down and agreed to in writing by the leader and subordinate
- whenever possible



10 Levels of Delegated Tasks

Level 1

**“Wait to be told” or “Do exactly what I say” or
“Follow these instructions precisely.”**

This is instruction. There is no delegated freedom at all.



10 Levels of Delegated Tasks

Level 2

"Look into this and tell me the situation. I'll decide."

This is asking for investigation and analysis but no recommendation. The person delegating retains responsibility for assessing options prior to making the decision.



10 Levels of Delegated Tasks

Level 3

“Look into this and tell me the situation. We'll decide together.”

This has a subtle important difference to Level 2. This level of delegation encourages and enables the analysis and decision to be a shared process, which can be very helpful in coaching and development.



10 Levels of Delegated Tasks

Level 4

“Tell me the situation and what help you need from me in assessing and handling it. Then we'll decide.”

This opens the possibility of greater freedom for analysis and decision-making, subject to both people agreeing this is appropriate. Again, this level is helpful in growing and defining coaching and development relationships.



10 Levels of Delegated Tasks

Level 5

“Give me your analysis of the situation (reasons, options, pros and cons) and recommendation. I'll let you know whether you can go ahead.”

Asks for analysis and recommendation, but you will check the thinking before deciding.



10 Levels of Delegated Tasks

Level 6

“Decide and let me know your decision, and wait for my go-ahead before proceeding.”

The other person is trusted to assess the situation and options and is probably competent enough to decide and implement too, but for reasons of task importance, or competence, or perhaps externally changing factors, the boss prefers to keep control of timing. This level of delegation can be frustrating for people if used too often or for too long, and in any event the reason for keeping people waiting, after they've inevitably invested time and effort, needs to be explained.



10 Levels of Delegated Tasks

Level 7

“Decide and let me know your decision, then go ahead unless I say not to.”

Now the other person begins to control the action. The subtle increase in responsibility saves time. The default is now positive rather than negative. This is a very liberating change in delegated freedom, and incidentally one that can also be used very effectively when seeking responsibility from above or elsewhere in an organization, especially one which is strangled by indecision and bureaucracy. For example, "Here is my analysis and recommendation; I will proceed unless you tell me otherwise by (date)."



10 Levels of Delegated Tasks

Level 8

"Decide and take action - let me know what you did (and what happened)."

This delegation level, as with each increase up the scale, saves even more time. This level of delegation also enables a degree of follow-up by the manager as to the effectiveness of the delegated responsibility, which is necessary when people are being managed from a greater distance, or more 'hands-off'. The level also allows and invites positive feedback by the manager, which is helpful in coaching and development of course.



10 Levels of Delegated Tasks

Level 9

“Decide and take action. You need not check back with me.”

The most freedom that you can give to another person when you still need to retain responsibility for the activity. A high level of confidence is necessary, and you would normally assess the quality of the activity after the event according to overall results, potentially weeks or months later. Feedback and review remain helpful and important, although the relationship is more likely one of mentoring, rather than coaching per se.



10 Levels of Delegated Tasks

Level 10

“Decide where action needs to be taken and manage the situation accordingly. It's your area of responsibility now.”

The most freedom that you can give to the other person, and not generally used without formal change of a person's job role. It's the delegation of a strategic responsibility. This gives the other person the responsibility for defining what changes projects, tasks, analysis and decisions are necessary for the management of a particular area of responsibility, as the task or project or change itself, and how the initiative or change is to be implemented and measured, etc. This amounts to delegating part of your job - not just a task or project. You'd use this utmost level of delegation (for example) when developing a successor, or as part of an intentional and agreed plan to devolve some of your job accountability in a formal sense.



Check on Learning

1. Which can be delegated, *authority* or *responsibility*?

2. Match up the following:

Consequences

Authority

Power

Responsibility

Duty

Accountability

3. Choose: A Level 1 delegated tasking gives the subordinate *more/less* authority than a Level 8 tasking.



LEADERSHIP COUNSELING

C3. Describe the components of Leadership Counseling, how and when it is appropriate, and practice the skills learned.



Leadership Counseling

OBJECTIVES

Cadets who complete this section of the Leadership Roles Strand will be better prepared to work within the structure of the CACC Brigade and 10th Corps, to serve successfully in senior level leadership positions within the California Cadet Corps, and to contribute to the success of their program and activities through practice of leadership and management skills.

Plan of Action

Describe why Leadership Counseling is important, how and when it is appropriate, and practice the process presented.

Essential Question: When and how does a leader counsel subordinates, and what is one process you can use?



Leadership Counseling



Leadership Counseling = Feedback



Leader's Job

- ✓ Monitor performance
- ✓ Teach
- ✓ Coach
- ✓ Mentor
- ✓ Give Feedback



Counseling

- Focuses on cadet's performance
- Discusses issues the cadet is having
- Needs the active participation of both counselor and cadet
- Should take place informally throughout the semester – not just when something happens
- Identifies strengths and weaknesses
- Discusses ways to improve



Performance Counseling

Sometimes you'll have to deal with cadets:

- Showing negative attitude
- Misbehaving
- Not performing well



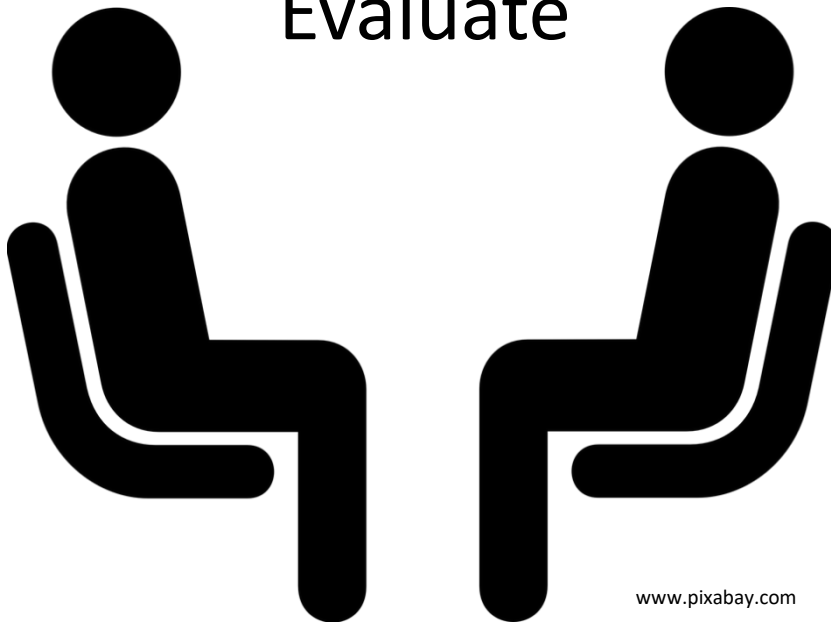
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Performance Counseling

- Step 1: Examine the Situation
- Step 2: Problem Solve
- Step 3: Follow Through – Implement and Evaluate





Step 1: Examine the Situation

- Find out from the cadet why the behavior is happening
- Misbehavior is almost always caused by
 - Boredom
 - Lack of motivation
 - A need to get attention
 - A need for acceptance
- Sometimes “external” factors cause the misbehavior
 - Maslow’s Hierarchy of Needs (See Lesson L4/A/6)



Step 1: Examine the Situation

- Ask the cadet
 - Listen to the response
 - Restate the response
- Ask clarifying questions if need be
- Help cadet understand how misbehavior affects others
- Try not to let the cadet get away with the answer “just because” or “I don’t know”
- With enough examination, we all can come to understand why we do the things we do
- Allow cadet to examine with you the alternatives to the misbehavior



Step 2: Problem Solve

- Consider solutions to the misbehavior
 - Warning
 - Moving the cadet's squad
 - A shared “signal” to let the cadet know the behavior is popping up again
 - Proximity of the leader – standing by the cadet can change the behavior
 - Making sure the cadet understands routines and practices them
 - Pairing up the cadet with a “model” cadet
 - A behavior contract
- Other ideas?



Step 3: Implement & Evaluate

- Implement the plan you have selected – consistently
- The cadet needs to agree to the plan
- Monitor progress
- Evaluate the effectiveness of the plan
 - Ask the cadet if s/he thinks it is working
 - Share your thoughts with the cadet
- Adapt or start over if necessary
- Take mental notes about what worked and didn't work so you have a frame of reference for next time.



Check on Learning

1. Which best sums up Leadership Counseling?
 - a) Chew Out Session
 - b) Feedback
 - c) Punishment
 - d) Evaluation

2. What are the three Steps to Performance Counseling?