

CURRICULUM ON LEADERSHIP

Strand L4: Leadership Skills & Theories

Level 11

This Strand is composed of the following components:

- A. The Cadet
- B. The NCO
- C. The Officer



TABLE OF CONTENTS

C. THE OFFICER..... 3
 C1. Power & Influence. 4
 C2. Indirect Leadership 7
 C3. Coaching and Mentoring..... 9
 C4. Improving Your Organization..... 12
 C5. Management Principles. 13

C. THE OFFICER

Objectives

DESIRED OUTCOME

Cadets will be familiar with the theories of leadership at the higher levels, involving indirect leadership and management.

At the end of instruction, each cadet will be able to:

1. Name and describe the six bases of power and how they combine with influence to affect leadership styles.
2. Discuss the responsibilities senior cadet leaders have within the CA Cadet Corps, and how they influence the cadets and organization.
3. Discuss the three skills of coaching, mentoring, and counseling
4. Outline and discuss the process of determining goals for improvement and improving an area of the CA Cadet Corps program.
5. Discuss Fayol's 14 Principles of Management and how they apply to the role of a cadet officer in the CA Cadet Corps.

C1. Power & Influence.

“Power tends to corrupt, and absolute power corrupts absolutely.” A famous quote by Lord Acton. Is it relevant to your leadership training? Quite possibly!

Any discussion of leadership must address the means by which a leader gets the members of a group or organization to act and move in a particular direction. This is what we mean by "power" in this context.

Let's start with a few definitions:

- **Leadership:** the art of influencing and directing people (using different forms of power) to accomplish something
- **Power:** the capacity to cause a change. The exercise of power is a social process – the ability to affect the behavior of others.
- **Influence:** the leader's effect on the values, attitudes or behavior of others
- **Social Influence:** a change in the belief, attitude, or behavior of a person (the target of influence) which results from the action of another person (an influencing agent)

In 1959, John French and Bertram Raven defined five bases of power. In 1965, Raven added a sixth. They are divided into two types, Managerial (or Formal) Power, and Personal Power:

MANAGERIAL (or FORMAL) POWER – Power based on the organization

- **Coercive** – Using threats of some type of punishment to gain compliance
 - Personal* – threat of rejection or disapproval from a person who is highly valued
 - Impersonal* - when the follower believes the leader has the real power to do what's threatened

An example of someone using coercive power would be an autocratic boss or platoon sergeant. Coercive power is appropriate in situations that require immediate compliance – for example, a leader issuing orders to troops in a combat situation, or a supervisor seeing a situation that is a safety hazard and getting an employee to immediately change behavior. In general, however, it is not the best type of power to use, and often causes resentment and dissatisfaction. It's not the type of power to draw from in a participative leadership style.

- **Legitimate** – The belief that a leader has a formal right to make demands, and to expect others to obey them
 - Position* – a superior position of authority; boss, police, teacher, etc.
 - Reciprocity* – feeling of obligation to do something in return for someone who does something beneficial for us
 - Equity* – need for compensatory damages; feeling compelled to compensate someone who has suffered or worked hard, or who we have harmed in some way
 - Dependence* – need to help someone who is in need of assistance

Legitimate power is valid in the Cadet Corps when a leader is giving orders to subordinates. It's not the best basis of power for a cadet leader to use, but is acceptable. Because we are a cadet, and school based organization, however, it is important to remember that position power only goes so far. All cadets are essentially volunteers, and don't have to follow the orders of higher ranking cadets (though there may be consequences if they don't). A leadership relationship based on position power will only last as long as the cadets are compliant and willing to serve within the leadership model.

- **Reward** – Offering a reward of some type for doing what the leader wants
 - Personal* – receiving approval from a leader whose esteem you value
 - Impersonal* – promises of promotion, bonus, or socially based rewards
 Reward power is a valid way to motivate people, as long as the leader is fair in application of rewards to followers who have performed as expected. Using positive reinforcement falls in this category, and is a good way to reward cadets for doing what they're supposed to do, and for excelling behavior.
- **Information** – the result of possessing information others need or want
 - Direct* – information presented by the leader directly to the follower
 - Indirect* – information presented without trying to influence the follower, such as hints or suggestions
 - Socially independent of change* – change initiated through information, not the leader
 - Accessibility* – control of information
 - Tools/Mechanisms* – the ability to obtain relevant information in a timely way
 Sometimes information power can be based on the leader having more or better sources for information (i.e. a Battalion Commander who is also on 10th Corps Staff). They have this type of power because they can take advantage of others not having the same access to their sources of information. If they use this power to benefit their subordinates and unit, it's good. But if used in a way that denies information to subordinates, this type of power is negative, and not worthy of a good leader.

PERSONAL POWER – Power based on the individual

- **Referent** – based on a leader's attractiveness, worthiness, or right to others' respect
 - Positive* – uses a shared personal connection or shared belief
 - Negative* – actions in opposition to the intent; i.e. judging based on dislike for the affiliation or traits a leader has
 Referent power is one of the two Personal powers. They are based on the individual, not the position they hold. This is a good type of power to use, but takes a long time to build. Senior cadets in a battalion may be able to use referent power because of the esteem new cadets hold for them. It's important not to take advantage of cadets who may look at more senior cadets as heroes. But you can use this power to influence others in good ways, especially to become better cadets or students.
- **Expert** – based on what one knows, experience, and special skills or talents
 - Positive* – do as the experts says based on the assumption of the expert's correct knowledge
 - Negative* – acting in opposition if the follower feels that the expert has personal gain motives
 Expert power is probably the most coveted type of power because the leader earns it as a result of mastering something. A good cadet leader who has a strong base in cadet knowledge earns the respect of his/her peers, superiors, and subordinates.

So you're a cadet NCO, maybe a Platoon Leader, Platoon Sergeant, or even higher position. How does this affect you? What does it matter?

You don't select a power like you might (if it's possible) select a leadership style to use. But your leadership is based on the type of power you have. You can work on developing the right kinds of power. You can become your unit's expert on drill and ceremonies, or be the cadet who can guide cadets through the curriculum and ensure they know what they need to pass promotion tests. You can use the power of your position to do the tasks that must be done, and choose to use reward power over

coercive power as you're working to motivate your cadets. Power and leadership styles go hand in hand, and having an awareness of the types of power helps you to use it in the right ways.

In Lesson B4, we discuss **influence** as important in the Cadet Leadership Model. We defined influence as "how people create and relay their messages, behaviors, and attitudes to affect the intentions, beliefs, behaviors, and attitudes of others." As leaders, influencing other people is one of the most important things we do. It's how we get others to do what we want them to do.

Leaders must balance successful mission accomplishment with how they treat and care for organizational members. Taking care of people involves creating and sustaining a positive climate through open communications, trust, cohesion, and teamwork. When followers trust that their leaders will do right by them, the followers are more willing to work hard for the leaders, and even sacrifice for them. The trust you build with your followers builds your referent power, and your ability to accomplish the mission is increased.

Given the hierarchical structure of the military organization (and the CA Cadet Corps), every CACC leader is also a follower. Learning to be a good leader also needs to be associated with learning to be a good follower—learning loyalty, subordination, respect for superiors, and even when and how to lodge candid disagreement.

Influence falls along a continuum from commitment, where followers willingly act for a higher purpose, to compliance, where followers merely fulfill requests and act in response to the leader's positional power. The degree of commitment or compliance affects initiative taken, motivation to accomplish missions, and the degree of accepted responsibility. Transformational leaders (see Lesson B17) motivate their followers in such a way that they act on their own (show initiative), they fully buy in to the mission, and they accomplish more than anyone thought they could. Trust, commitment, and competence allow the unit to accomplish its mission and motivate its members to achieve more than just the basic standard.

Leaders can encounter resistance when attempting to influence others internal or external to their unit. Leaders can mitigate resistance by anticipating what others value, their reactions to influence, their shared understanding of common goals, and their commitment to the general organization or the purpose of the mission and their trust in the organization and the leader. After taking measure of underlying causes of resistance, leaders can work to build or restore relationships, determine shared goals, remove perceived threats or other actions, and clarify how the influence action relates to their personal values.

Trust characterizes positive relationships. Leaders build trust by being honest and dependable – by their integrity. Without trust, there will be no relationship, no commitment, and no effective communication among parties.

Occasionally, negative leadership occurs in an organization. Negative leadership generally leaves people and organizations in a worse condition than when the leader follower relationship started. One form of negative leadership is toxic leadership. Toxic leadership is a combination of self-centered attitudes, motivations, and behaviors that have adverse effects on subordinates, the organization, and mission performance. This leader lacks concern for others and the climate of the organization, which leads to short-and long-term negative effects. The toxic leader operates with an inflated sense of self-worth and from acute self-interest. Toxic leaders consistently use dysfunctional behaviors to deceive, intimidate,

coerce, or unfairly punish others to get what they want for themselves. The negative leader completes short-term requirements by operating at the bottom of the continuum of commitment, where followers respond to the positional power of their leader to fulfill requests. This may achieve results in the short term, but ignores the other leader competency categories of *leads* and *develops* (see the Cadet Leadership Model). Prolonged use of negative leadership to influence followers undermines the followers' will, initiative, and potential and destroys unit morale.

Encouragement and inspiration characterize leadership whereas coercive techniques run counter to our leadership principles. Subordinates respond well to leadership that encourages commitment to achieve shared goals, thus improving the leader's ability to use indirect influence in situations where clear lines of authority do not exist. Leadership seeks to influence others through the communication of ideas and common causes. Positive, empowering influence comes by knowing how to lead, relate to others, and free others to manage tasks.

Discovery Learning, Inc. determined five influencing styles or skills: (Work in Progress, 2011)

- **Asserting:** you insist that your ideas are heard and you challenge the ideas of others
- **Convincing:** you put forward your ideas and offer logical, rational reasons to convince others of your point of view
- **Negotiating:** you look for compromises and make concessions to reach outcomes that satisfy your greater interest
- **Bridging:** you build relationships and connect with others through listening understanding and building coalitions
- **Inspiring:** you advocate your position and encourage others with a sense of shared purpose and exciting possibilities

As in other areas of leadership, knowing yourself – how you normally act – helps you determine the influencing skills you need to strengthen or work on

C2. Indirect Leadership

As a Squad Leader, your job was simple. Build a team of cadets. It wasn't easy to do, because the responsibility for other cadets is a big one. If you did it right, you directly influenced the cadets in your squad – how they wore their uniform, whether they knew their memory work, how well they progressed toward promotion, how good they were at drill and ceremonies, and even just whether they showed up to class and activities on time. If you had that job now, as a cadet officer, it would be easy! But our program doesn't want to give you an easy job, we want to challenge you throughout your cadet career to push yourself to do your best, learn, advance, and grow. That means when you start to become good at one job, it's time to move to the next! As a Squad Leader, you didn't need to work through subordinate leaders to get the job done. You just had to work with a bunch of individual cadets and personally (directly) influence them to continue to learn and improve themselves.

As senior leaders, we have direct influence over few followers, and yet we influence more people than we did as junior leaders. How does this happen? Who do we influence as senior leaders? Certainly, we influence those followers who report directly to us as leaders. This is usually only 5-7 people. But if we're being the leaders we're supposed to be, we're indirectly influencing many more than just the few cadets who report to us.

We influence the people who report directly to those individuals as well, though not in as direct a way. As you follow the chain of command down, you influence more people, but not one-on-one. This is one reason communications is an important part of leadership. As a senior leader, how do you reach the people that you need to influence? We all know from the childhood game of "Telegraph" that a message quickly gets distorted as it passes from one person to the next. If you just depend on your subordinate leaders to pass on your message, from one person in the chain to the next, you can imagine how it's going to come out when it gets to the people on the other end of the chain! Do you try to gather everyone together to communicate directly? That's not usually possible, and certainly not practical. Do you put your message in writing, or in a video, to reach subordinates just as you drafted it? How do you know they'll see it? What messages are important for you to get down the chain of command? If you flood them with trivia, they won't be able to discern the important from the unimportant. In your position and organization, how you communicate with ALL your subordinates is something you have to consider. Don't be afraid to try new ideas, and don't give up! You need to communicate if you're going to influence your followers. As a senior cadet leader, you need to spend more time coordinating, thinking, and reflecting about what you are doing and how you are doing it. Develop clear policies and procedures to control and monitor execution of your plans and programs.

Who else do we influence as senior leaders? Other senior leaders? People outside the organization who are in a position to help the organization in some way? In the Cadet Corps, school administrators and teachers, local veterans groups, parents, and CACC units at other schools and the brigade and state staff are all outside elements you may influence as a cadet leader. How do you influence them? Consider the different bases of power and how they might help you have more influence over some of these groups or people. If you become an expert in your field, you may be able to wield expert power, or referent power. Are there ways you can use the different types of legitimate power to influence peers and competitors? Do you control information in a way that you can benefit from information power? You can see that power and influence definitely go together, and work better when you understand how they interrelate.

As a cadet officer, how do you wield your power and influence? It can be pretty straightforward within your battalion – but as a commander or battalion staff officer, your success depends on your ability to influence others. Have you started to work with other leaders in your brigade? You have the opportunity to influence your brigade leaders in ways that will improve the organization and make your brigade a more effective part of the Cadet Corps. Have you thought of being on 10th Corps Staff? Why would anyone want to do that? It can be a lot more work! But it's also an opportunity to influence leaders from other brigades and state level. Do you have ideas on how to make the Cadet Corps better? If you want to make changes, you need to influence others – and the way to do that is to work with them, develop your reputation as a forward-thinking leader, and put yourself in a position to propose your ideas to those who can support you. You may go from a good local leader to someone who has a lasting influence on the whole Cadet Corps program!

Indirect leadership is a lot harder than direct leadership, but has more of an effect on the organization as a whole. Your responsibilities as a senior cadet leader include:

- Build teams of teams with discipline, cohesion, trust, and proficiency
- Translate complex concepts into understandable plans and decisive action
- Develop programs and plans and synchronize your systems to execute your plans
- Convey your commander’s intent
- Serve as a role model to cadets for the Cadet Code, Honor Code, and the CACC Core Values
- Instill pride in your organization
- Extend your influence to school leaders (adult and student), brigade, and corps
- Develop subordinates and empower them to execute missions and responsibilities
- Be active in getting your cadets to participate in activities outside the unit (Bde/State level)
- Set achievable standards
- Coordinate for resources to support your plans
- Lead by example
- Ensure shared understanding ; share as much information as possible
- Communicate openly and clearly with your Commandant and Staff
- Interact with the next-higher staff (brigade/corps) to understand plans and priorities
- Improve your unit – determine your goals (short and long term) and work toward them
- Recognize mistakes as opportunities to learn
- Create a culture of discipline within your organization

Part of indirect leadership is coaching and mentoring the leaders who report to you. The assistance you provide these leaders has great influence on your whole organization. It’s not the same as the direct leadership you have learned to provide to cadets. Learn more about that in the next lesson.

C3. Coaching and Mentoring

Every leader does a certain amount of coaching and mentoring, but junior leaders, such as Squad Leaders or Platoon Sergeants, spend less of their leadership time on this. Senior leaders who have mid-level leaders reporting to them engage in mentoring as their primary leadership role.

In her book *Coaching, Mentoring, Managing*, Micki Holliday defines the management role as a mixture of coaching, mentoring, and counseling. For subordinates who are achieving average or higher performance standards, the leader’s role is that of a coach. For subordinates exceeding the standards, you are a mentor. And for subordinates who are not meeting minimum performance standards, you engage more in counseling. (Holliday, 2001)

So how can you tell who needs what method, and what are the differences? Get to know the people who depend on you as a supervisor! Talk with them and observe them doing their job. You need to understand what motivates them, what problems they’re encountering, and their goals. Holliday uses an assessment tool to recap a subordinate’s potential after interviewing them:

Commitment to organization	1	2	3	4	5	6	7	8	9	10
Get along with people	1	2	3	4	5	6	7	8	9	10
Enthusiasm for position	1	2	3	4	5	6	7	8	9	10
Initiative Taker	1	2	3	4	5	6	7	8	9	10
Drive to excel	1	2	3	4	5	6	7	8	9	10
Willing to learn	1	2	3	4	5	6	7	8	9	10

Response to constructive criticism	1	2	3	4	5	6	7	8	9	10
Openness to change	1	2	3	4	5	6	7	8	9	10
Self-confidence/esteem	1	2	3	4	5	6	7	8	9	10
TOTALS										

Final Total _____

Add the numbers in each column and total them.
 A score of 27 or less probably indicates a need for counseling and/or coaching in several areas.
 A score of 54 or less points to the likelihood of coaching in several performance areas.
 A score of 63 or better indicates that greater results would come from mentoring.

Coaching. The key to coaching is motivation and interpersonal influence. As said before, your primary coaching targets are those subordinates who achieve average or higher performance standards. Your coaching helps them to improve their performance and go beyond ‘just enough.’ Coaching is a continuous process. Just as a football coach works with his team throughout the entire season, a leader works with his subordinates over a long period.

It’s important to be involved with your team – talk with them, be present while the job is ongoing, make sure they know you’re around and a part of what they’re doing. Developing that relationship builds trust, and you’ll need that trust in order to guide them along. Acknowledge your team members and the contribution they make to the mission. Motivate and encourage them to perform at high levels, and inspire them to exceed the minimum standards. You want to get them to own the mission – to be innovative about finding solutions to problems and better ways to do things. Support them and reward them. Free flow of communications is important – you want your subordinates to feel comfortable enough to come talk to you. Display your core values and encourage honesty and integrity as part of your unit culture. Finally, get buy-in when you talk to subordinates about changing how they’re working, adding more to their plate, and improving their standards.

Mentoring. Mentoring is for your above average subordinates. They are the ones you want to groom to replace you, or at least to take on higher level leadership roles within the organization. Mentoring involves teaching new skills and developing the ability to consider different outlooks on how the organization operates. Mentoring is an opportunity to instill the organization’s core values into an up-and-coming leader.

Mentoring involves the whole person, and is a much deeper process than coaching or counseling. A mentor is growth-oriented. A mentor teaches by giving advice, relaying stories of what has happened in the past, by sharing his/her wisdom. A mentor leads the mentee into learning situations, and lets them explore situations they will eventually deal with.

Mentoring is a time commitment involving trust and sharing. In addition to leading the mentee through new information and situations, it’s important to share personal goals and feelings about the organization and work. It takes a lot of patience to provide this long-term leadership.

Counseling. With under-performers, a leader’s approach is mostly through counseling. Counseling involves confronting and correcting people. You must be willing and able to talk with the person about the behavior or performance that is causing concern. You don’t have to be confrontational about it –

many people react aggressively to confrontation, but will admit they're wrongdoing when approached about it in a respectful way.

You may need to counsel subordinates regarding ongoing attitudes, not meeting performance standards or goals, or even negatively affecting others' performance goals (or disrupting the work environment). Some questions to consider are whether you (or someone else in the organization) have made clear what the standard is, whether the person is willfully disregarding the standards – maybe they're in the middle of a situation they can't control and need assistance with, and whether the behavior is ongoing or more of a one-time occurrence.

As a senior leader, you generally aren't counseling junior cadets unless the situation isn't solvable by your subordinate leaders. If you find yourself repeatedly needing to counsel a junior leader, you both may have to consider whether they are capable of carrying out the responsibilities of leadership they've taken on. One a cadet makes the transition from being a follower into the leadership ranks as an NCO or officer, they should be performing at higher levels.

You may have to counsel junior cadets if your junior leaders aren't able to do that themselves. This can be a good opportunity for coaching and mentoring your junior leaders, but you must also be careful they're ready to serve in the leader role. If your squad leader is not a cadet NCO in rank, he/she is probably not ready to counsel other cadets, even though he/she is in a leadership position.

There are four parts to counseling:

- Impart and receive information
- Agree on the performance standards
- Correct
- Refer

As you start the counseling process, you need to let the cadet know why he's being counseled – what brought about the decision to formally counsel him. This is also his opportunity to give his side of the story. It's important to give the cadet the chance to defend himself, and for you to listen to what he has to say. Once you have agreed on what happened, you can reinforce the standard that has been lacking. In the correction phase, which may or may not involve some type of punishment or corrective action on the cadet's part, you agree on a plan for a way forward that improves the performance. Finally, if needed, you refer the cadet to resources available to improve his performance. That may consist of other people who can train him in areas he's deficient, regulations or documents where he can learn procedures he doesn't know, or even a new situation in which he may be better capable of performing to standard.

A positive approach to counseling works better than 'chewing someone out.'

- Team approach – "we have a problem", not "you have a problem"
- Be positive and helpful
- Focus on the behavior or performance, not the person
- Use the opportunity to build great performance, not criticism
- Be specific
- Encourage cooperation
- Be human – we all are

C4. Improving Your Organization.

In the corporate and military worlds, “continuous improvement” has floated around as a management ideal for the past thirty years or so. There are many systems that organizations use to improve. This lesson looks at the general concept of organizational improvement and how you can use it to improve your Cadet Corps unit.

To improve, you must have some idea of where you are and where you want to go, and have some type of measurement system in place that defines the continuum from poor to excellent. The Cadet Corps evaluates a unit by using our Annual General Inspection (AGI) program. The AGI may be a portion of your improvement plan, but improvement within a cadet unit should be so much more than just what the AGI measures.

Many improvement systems start with defining your organization in terms of strategic improvement. Does the unit have a vision statement (where you want to be)? Have you developed goals and objectives that will get you to your vision? In other words, have you defined what you want to improve? Who is managing the improvement, and how actively are you working on it? Have you communicated the improvement plan throughout the organization so all cadets are aware of the goals?

Any new commander coming into an assignment should look at his/her organization, ensure he/she understands its mission, its structure, and its personnel (and their strengths and weaknesses). In the Cadet Corps, our units change every semester (and have a lot of turbulence during the semester too), so improvement in a meaningful way is likely to occur at battalion level, not below. Of course, what the companies do to meet the battalion goals are how you improve as a battalion, and using the motivation that inter-company competition can provide is an excellent tool to effect short-term improvement.

Improvement in Cadet Corps units can be strategic, but that’s likely to be managed by the Commandant, working with battalion commanders as they rotate through the position. Strategic, or long-term, high level change, in an organization like ours is difficult because of the fleeting nature of our leadership and the fact that our ‘senior’ leaders are cadets themselves. Still, cadets are capable of achieving amazing things, and we just need to focus on the right things and let them accomplish it through leadership!

So how can you build a better Cadet Corps program within your school?

- Determine what areas you want to focus on
- Make sure you have working systems to measure how well you’re doing in these areas
- Develop objectives in the areas – goals to work toward
- Develop a plan for each objective on how you will make the improvement

For example, let’s say one of your areas to improve is Drill & Ceremonies.

- You’re going to use the scoresheets in CR 3-8 to measure drill proficiency
- You put together a team of experienced cadets who will score all subordinate units. They will develop a baseline score, and will judge each unit once a month throughout the semester.
- Each squad and platoon in your battalion is judged by the team, and is given feedback on what they need to improve on.

- You conduct a leadership school for Squad and Platoon Leaders/Sergeants that focuses on how to lead their unit, teach drill, and give feedback to cadets
- You keep a spreadsheet with the results of each time the judges evaluate your units. The spreadsheet is posted on the bulletin board so everyone can see the current status. This improves the competitive spirit between the units, and motivates the cadets to really work at improving their drill
- At the end of the semester, the top three squads and platoons receive an award

Another example:

- One of your goals is to improve cadets' Memory Work so you can do well in that area at the AGI.
- You develop a list of the memory work you want cadets to know based off the Cadet Handbook
- You give a Memory Work Quiz every week
- You keep a spreadsheet showing by individual, platoon, and company, the results from the quizzes.
- You host a Leader Course after school where you work with all your leaders from squad, platoon, and company level on how to motivate cadets, what the standards are for memory work, and to motivate the leaders to be role models for their cadets
- You incorporate the lessons on the various memory work modules from the curriculum into the training schedule so your cadets will understand the meaning of the different memory work pieces, not just memorize it without understanding it
- You host a battalion formation once a month including an inspection where each cadet is asked three random memory work questions, much like during the AGI. The inspections results are included on the overall spreadsheet.
- End of semester awards are given to the top individuals, squads, platoons, and company.
- Your AGI prep includes formation practice with the inspection and memory work quiz

You can make improvements similar to this in many areas of the cadet program. It gets challenging if you try to improve everything – a bit part of actually improving is having your junior leaders emphasize the standards and work with their cadets to improve. If you have too many priorities, nothing actually gets done.

CR 1-6, the Annual General Inspection regulation, is a good source of ideas for what is important within the Cadet Corps program. If you want to work at improving, thoroughly study the inspection rubric in Appendix A. If your goal is to improve your AGI score, thoroughly understand how the different areas are scored, and use your staff to address the items in each area. The staff must coordinate some of the improvement areas with the unit leadership; others are just a matter of paperwork or proper planning by the staff itself.

C5. Management Principles.

We compare management and leadership in Lesson L3/C2 – Management vs Leadership. Now let's take a closer look at management. The higher you get in an organization, the more time you spend managing and the less time you spend leading. You'll always do some of both – they're pretty intertwined, but the likelihood is that as you raise in rank, you'll become mostly a manager. And don't get a negative idea about management – it's as necessary as leadership. When you're in charge, you both manage and lead, and you can't be successful without doing both. So what is a manager, anyway?

Managers direct resources (human, financial, material, intellectual and intangible) to assist in the accomplishment of the mission and betterment of the organization. Planning, organizing, directing, coordinating, and controlling are the primary responsibilities of a manager.

Just about 100 years ago, in 1916, Henry Fayol came up with 14 Principles of Management in his book *General and Industrial Management*. This was a time when the Industrial Revolution had transformed the modern world, and assembly lines were coming into manufacturing. So that's the background behind these principles. But even after all this time, they remain fundamental truths about management.

Henry Fayol's 14 Management Principles (ManagementStudyGuide.com):

1. **DIVISION OF WORK:** Work should be divided among individuals and groups to ensure that effort and attention are focused on special portions of the task. Fayol presented work specialization as the best way to use the human resources of the organization.
2. **AUTHORITY:** The concepts of Authority and responsibility are closely related. Authority was defined by Fayol as the right to give orders and the power to exact obedience. Responsibility involves being accountable, and is therefore naturally associated with authority. Whoever assumes authority also assumes responsibility.
3. **DISCIPLINE:** A successful organization requires the common effort of workers. Penalties should be applied judiciously to encourage this common effort.
4. **UNITY OF COMMAND:** Workers should receive orders from only one manager.
5. **UNITY OF DIRECTION:** The entire organization should be moving towards a common objective in a common direction.
6. **SUBORDINATION OF INDIVIDUAL INTERESTS TO THE GENERAL INTERESTS:** The interests of one person should not take priority over the interests of the organization as a whole.
7. **REMUNERATION:** Many variables, such as cost of living, supply of qualified personnel, general business conditions, and success of the business, should be considered in determining a worker's rate of pay.
8. **CENTRALIZATION:** Fayol defined centralization as lowering the importance of the subordinate role. Decentralization is increasing the importance. The degree to which centralization or decentralization should be adopted depends on the specific organization in which the manager is working.
9. **SCALAR CHAIN (Chain of Command):** Managers in hierarchies are part of a chain-like authority scale. Each manager, from the first line supervisor to the president, possess certain amounts of authority. The President possesses the most authority; the first line supervisor the least. Lower level managers should always keep upper level managers informed of their work activities. The existence of a scalar chain and adherence to it are necessary if the organization is to be successful.

10. **ORDER:** For the sake of efficiency and coordination, all materials and people related to a specific kind of work should be treated as equally as possible.
11. **EQUITY:** All employees should be treated as equally as possible.
12. **STABILITY OF TENURE OF PERSONNEL:** Retaining productive employees should always be a high priority of management. Recruitment and Selection Costs, as well as increased product-reject rates are usually associated with hiring new workers.
13. **INITIATIVE:** Management should take steps to encourage worker initiative, which is defined as new or additional work activity undertaken through self-direction.
14. **ESPIRIT DE CORPS:** Management should encourage harmony and general good feelings among employees. Pride in the organization and what it accomplishes motivates members to work harder and achieve more.



The principles of management are universal, and are applicable to all kinds of organizations - business & non business. They are applicable to all levels of management. They are flexible, dynamic guidelines and not static rules. They can be modified as per the requirements of the situation. The 14 principles of management are equally important. No particular principle has greater importance than the other. They are all required together for the achievement of organizational goals.

Extracted from http://managementstudyguide.com/managementprinciples_features.htm and http://managementstudyguide.com/management_levels.htm