

# Curriculum on Leadership Skills & Theories

**“The Officer”**



# The Officer Agenda

C1. Power & Influence

C2. Indirect Leadership

C3. Improving Your Organization

C4. Management Principles



# POWER & INFLUENCE

C1. Name and describe the six bases of power and how they combine with influence to affect leadership styles.



# Power and Influence

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.



# 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)



# 6 Bases of Power

- Coercive
- Legitimate
- Reward
- Information
- Referent
- Expert

**Managerial (or Formal)  
Power**

**Personal Power**



# Coercive Power

- 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

- Appropriate in situations requiring immediate compliance, like in combat or safety incidents
- Otherwise not the best type of power to use
- Tends to reduce morale/job satisfaction
- Doesn't work well with participative or democratic leadership style





# Legitimate Power

- 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
- An example of legitimate power is a squad following the orders of their Squad Leader



# Legitimate Power

- An acceptable basis of power, but doesn't generally lead to high morale or feelings of esprit de corps
- Questionable in a volunteer organization where there's no legal basis to the chain of command



# Reward Power

- 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
- An example of reward power is a cadet obeying an NCO because he seeks and values the approval of the NCO



# Reward Power

- Valid basis upon which to motivate people
- Works best when leader is fair and treats followers equally
- Includes positive reinforcement, actual rewards such as time off, awards, extra pay, promotion



# Information Power

- 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
- An example of information power is a Battalion S3 who also serves on the 10<sup>th</sup> Corps Staff, who knows what's going on in the Cadet Corps at state level and keeps his battalion informed



# Information Power

- Can be a leader who has good/better sources of information
- Can take the form of suggestions or hints
- Can be the act of withholding or controlling information to someone's advantage
- Can enhance a leader's status



# Referent Power

- 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
- An example of referent power is the admiration of a new cadet for more senior cadets



# Referent Power

- One of the two Personal powers – based on the individual, not his/her position
- Positive type of power to use
- Generally takes a long time to develop
- Don't take advantage of followers' esteem for you





# Expert Power

- 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
- An example is the power a drill sergeant uses regarding questions of drill and ceremonies. Followers trust his/her knowledge, accept his/her expertise, and do as he/she says



# Expert Power

- Most coveted of power bases
- Leader earns this as a result of mastering something



# Influence

- “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 Balance

- Mission accomplishment
- How they treat and care for organizational members



# Caring for Subordinates

- Create/sustain a positive climate
- Open communications
- Trust
- Cohesion
- Teamwork
- Good training
  
- These build referent power, and your ability to accomplish the mission is increased



# Leader-Follower

- Every leader is also a follower
- Learning to be a good leader also means learning to be a good follower
  - Loyalty
  - Subordination
  - Respect
  - How and When to express disagreement



# Continuum of Influence

*Followers do  
what they're told  
and no more*

*Initiative*

*Motivation*

*Responsibility*

*Followers  
willingly act for a  
higher purpose*

**Compliance**

**Commitment**

**Autocratic  
Leadership**

**Transformational  
Leadership**



# Mitigate Resistance to Leadership

## Determine Cause of Resistance:

- Anticipate what others value
- Their reactions to influence
- Their shared understanding of common goals
- Their commitment to the organization
- Their commitment to the mission
- Their trust in the organization and leader

## Leader Can:

- Build or restore relationships
- Determine shared goals
- Remove perceived threats
- Clarify how influence action relates to their personal values





# Trust

- Positive relationships involve trust
- Leaders build trust by being honest and dependable, by their integrity
- Without trust, there will be no relationship, no commitment, not effective communication



# Negative Leadership

- Can occasionally exist in an organization
- Can decimate a previously effective organization
- Toxic leadership usually results from self-centered attitudes, motivations and behaviors that have adverse effects on subordinates, the organization, and mission performance
- Leader lacks concern for others
- Often involves deception, intimidation, coercion, and punishment by leader
- Very little commitment from followers



# Power and Influence

- In a hierarchical organization, the person with the power has the influence
- In a flat, team-based organization, the person with the influence has the power



# Influencing Styles

- **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



# Improving Your Influence

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



# Check on Learning

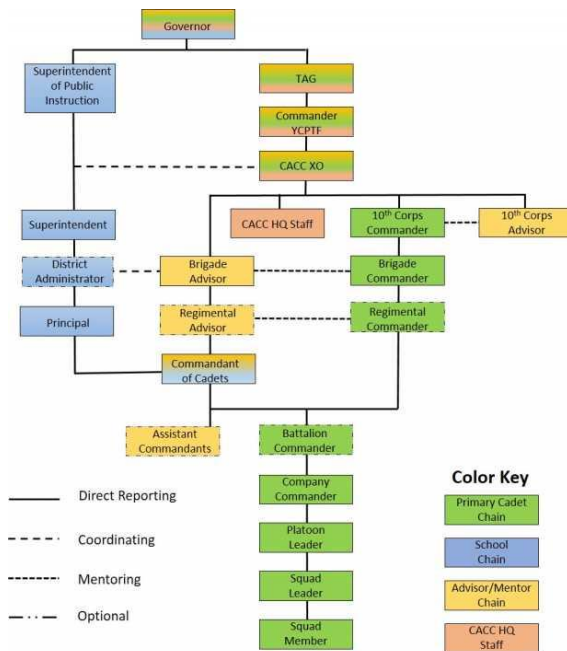


# INDIRECT LEADERSHIP

C2. Discuss the responsibilities senior cadet leaders have within the CA Cadet Corps, and how they influence the cadets and organization



# Indirect Leadership



- The higher you are in a complex chain of command, the harder it is to influence the people toward the bottom of the chain.
- But these are the people you NEED to influence. They are the heart of your organization!
- How do you reach them?
- What messages are important for them to hear?





# Need for Influence

- First, it's important to note the NEED for senior leaders to influence more than just the few leaders who report directly to them
- Your influence as a senior leader is key to your success
- You must find ways to influence other leaders, people throughout your organization, and people who are external to your organization but important to its mission accomplishment



# Influence in your Unit

- Your superiors
- Your subordinates (all the way down)
- Your peers
- Your commandant
- Your principal



# Influence Outside Your Unit

- Brigade Advisor and Staff
- Brigade Commander and Staff
- State Staff (HQ & 10<sup>th</sup> Corps)
- School District administrators
- School administrators and teachers
- Local veterans groups
- Local politicians
- Community groups
- Etc.



# Senior Cadet Responsibilities

- 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



# Senior Cadet Responsibilities

- 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



# Senior Cadet Responsibilities

- 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
- Coach and mentor your subordinate leaders



# Check on Learning



# COACHING AND MENTORING

C3. Discuss the three skills of coaching, mentoring, and counseling.





# 3 Senior Leader Skills

- Coaching
- Mentoring
- Counseling





# Guiding Subordinates

- As a boss, one of your important responsibilities is training your subordinates
- When you're a senior leader, your subordinates are usually mid-level leaders
- Your job is to coach, mentor, and/or counsel them to develop and train them



# Be Involved

- Be involved with your team
- Be present while the job is ongoing
- Develop relationships
- Build trust
- Motivate
- Encourage
- Get them to own the mission
- Support them and reward them
- Display your core values



# Who Needs What?

- You can use an assessment tool to determine where your subordinates fall regarding their competency and potential
- Talk to your subordinates, observe them while they're working, and get to know their strengths and weaknesses



# Assess

**Commitment to organization**

**Get along with people**

**Enthusiasm for position**

**Initiative Taker**

**Drive to excel**

**Willing to learn**

**Response to constructive criticism**

**Openness to change**

**Self-confidence/esteem**

After interviewing your subordinate and getting to know them, score each of these areas on a 1-10 scale



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- 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
- Primary coaching targets are those who achieve average or higher performance standards
- Your coaching helps them to improve their performance and go beyond 'just enough'
- Work with your subordinate over a long period of time, training and motivating them to achieve more



# Mentoring

- Primary mentoring targets are your above average subordinates
- Groom them to replace you, or to take on higher level leadership roles
- Teach them new skills
- Develop their critical thinking skills
- Instill the organization's core values





# Mentoring

- Growth-oriented
- Involves the whole person
- Give advice
- Relay stories of your experiences
- Share your wisdom
- Lead them into learning situations
- Let them explore situations they will eventually deal with



# Mentoring

- Mentoring is a time commitment
- Involves trust and sharing
- Share and develop personal goals
- Share and impart feelings for the organization
- Takes patience
- Long-term relationship



# Counseling

- Primary target is under-performers
- 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
- Confrontation isn't necessary
- Respect goes a long way to get cooperation



# Counseling Needed

- You may have to counsel subordinates regarding:
  - Ongoing attitudes
  - Not meeting performance standards/goals
  - Negatively affecting others' performance
  - Disrupting the learning environment



# Consider:

- Have you (or someone else) made clear what the performance standards are?
- Is the person willfully disregarding the standards, or is something else going on?
- Are you (especially as a cadet) the right person to counsel, or should it be the commandant or someone else?
- For junior cadets, can subordinate leaders do the counseling? Do they have those skills yet?



# Four Parts to Counseling

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



# Exchange Information

- Why the counseling is happening
- Their side of the story (listen actively!)
- Agree on what happened



# Performance Standards

Reiterate the performance standards, rules, or SOP, and come to an agreement with the cadet on what the standard is





# Correct and Refer

- Make necessary corrections
- Punishment or consequences if necessary
- Way ahead – what happens next
- Refer to someone or further information for further training or resources that will help the cadet move past this situation



# Positive Approach

- 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



# Check on Learning



# IMPROVING YOUR ORGANIZATION

C4. Outline and discuss the process of determining goals for improvement and improving an area of the CA Cadet Corps program.



# Improvement

- To improve, you need to identify where you are and where you want to go
- You must have some type of measurement system that defines the continuum from poor to excellent
- You must have a plan that allows you to improve





# Strategic Improvement

- Do you have a vision statement (where you want to be)?
- Have you developed goals and objectives that will get you to your vision?
- Have you defined what you want to improve?
- Who is managing the improvement?
- Have you communicated your improvement plan throughout the organization so all cadets are aware of the goals?





# Improve your CACC Program

How can you improve your 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





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# Example – 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





# AGI

- The Annual General Inspection is the Cadet Corps method of measuring success in our program
- If your goal is to improve (or get a Superior) on the AGI, you can do it!
- Study the rubric; determine what measurements can get you a better score
- Focus your activities and staff work on the areas you can improve
- Get your Commandant to let you plan activities that will help you meet your goal, like parades or a bivouac
- Measure your achievements and keep track of what needs to be done before the AGI



# Check on Learning



# MANAGEMENT PRINCIPLES

C5. Discuss Fayol's 13 Principles of Management and how they apply to the role of a cadet officer in the CA Cadet Corps.



# Management

- 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.



# Fayol's Management Principles

- Division of Work
- Authority
- Discipline
- Unity of Command
- Unity of Direction
- Subordination of Individual Interests to the general interests
- Remuneration
- Centralization
- Chain of Command
- Order
- Equity
- Stability of tenure of personnel
- Initiative
- Esprit de Corps



# Fayol's Management Principles

- Many of these are familiar concepts
- We have seen them in our studies on leadership
- They are key principles to running or managing an organization
- Managers plan, organize, direct, coordinate, control
- Leaders provide purpose, direction, and motivation to people
- There's a lot of overlap



# Fayol's Principles

- The principles of management are universal
- They apply to all kinds of organizations
- They apply to all levels of management
- They are flexible, dynamic guidelines, not static rules
- They may change as situations change
- The 14 principles are equally important
- They are all required to achieve organizational goals



# 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.





# 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.



# Discipline

A successful organization requires the common effort of workers. Penalties should be applied judiciously to encourage this common effort.



# Unity of Command

Workers should receive orders from only one manager



# Unity of Direction

The entire organization should be moving towards a common objective in a common direction.



# Individual vs General Interests

- The interests of one person should not take priority over the interests of the organization as a whole
- As Spock said in Star Trek 2, the needs of the many outweighs the needs of the few. Or the one!



# 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.



# 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.
- The Cadet Corps follows centralized planning and decentralized execution.



# Scalar Chain (Chain of Command)

- Managers in hierarchies are part of a chain-like authority scale.
- Each manager possesses 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 chain of command and adherence to it are necessary if the organization is to be successful.





# 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.



# Equity

All employees (or members of the organization) should be treated as equally as possible.



# 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.
- A Cadet Corps unit which starts with a completely new batch of cadets each year isn't as efficient or productive as a unit where there are 2<sup>nd</sup>, 3<sup>rd</sup>, etc. year cadets serving as leaders!



# Initiative

Management should take steps to encourage worker initiative, which is defined as new or additional work activity undertaken through self-direction.

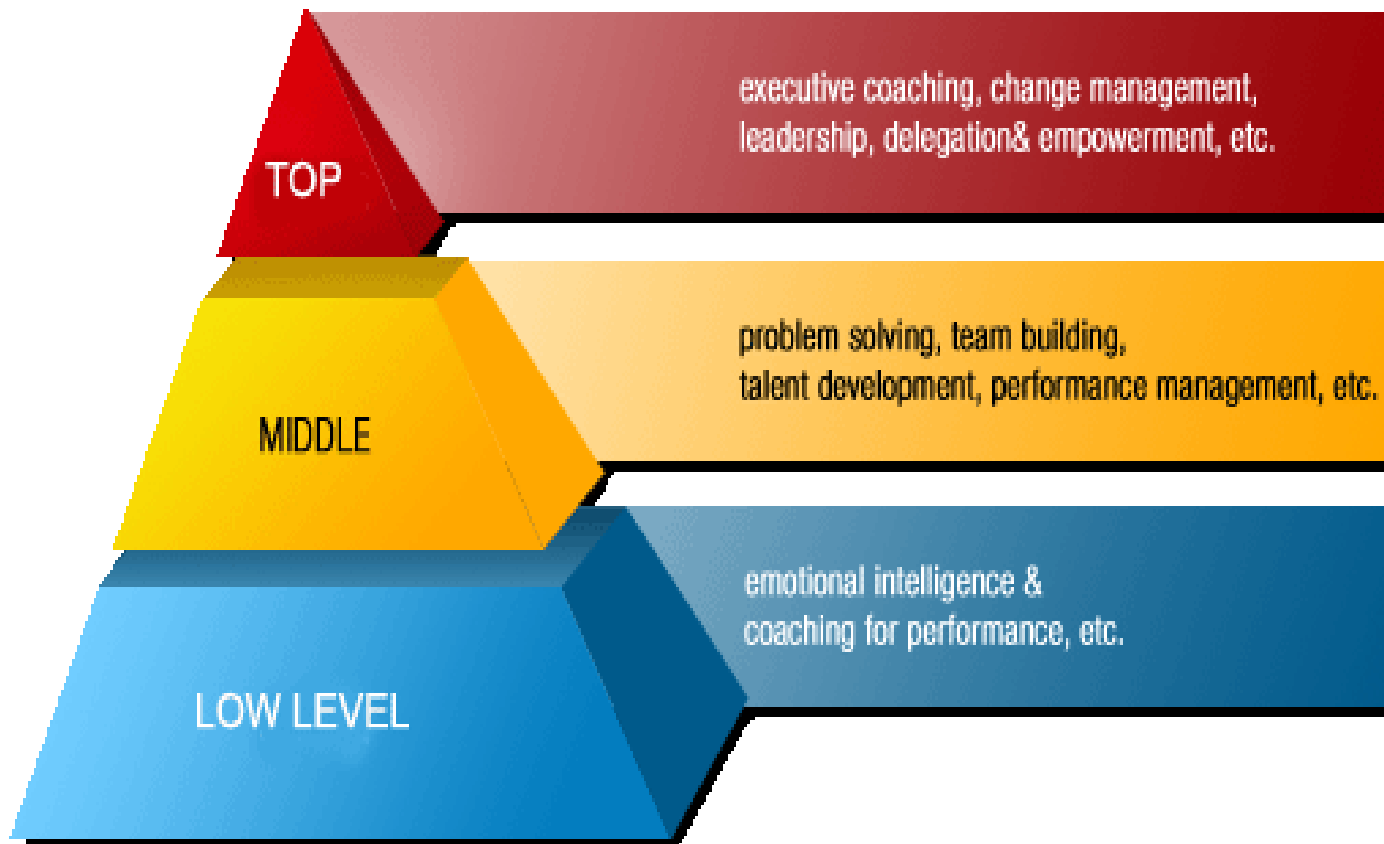


# Esprit de Corps

Management should encourage harmony and good feelings among employees. Pride in the organization and what it accomplishes motivates members to work harder and achieve more.



# Levels of Management





# Check on Learning