



State of California – Military Department
California Cadet Corps

CURRICULUM ON MILITARY SUBJECTS

Strand L3: Leadership Roles

Level 11

This Strand is composed of the following components:

- A. Leadership Roles at the School Level
- B. Leadership Roles at the Brigade Level
- C. **Leadership and Management**



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C. Leadership and Management

Standard #3: Cadets emerge as experienced leaders ready to succeed in college and career.

Objectives

DESIRED OUTCOME (Leadership)

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:

1. Explain the differences between Management and Leadership, and how to manage and lead successfully.
2. Define authority, responsibility, and accountability; how they interact in the delegation process, and how leaders/managers delegate tasks to followers to accomplish a mission.
3. Describe why Leadership Counseling is important, how and when it is appropriate, and practice the process presented.

C1. Management vs Leadership

Related lessons on leadership and management in the California Cadet Corps curriculum are:

- M5 (CACC Basics) B2 (Leadership Definition)
- L4 (Leadership Skills & Theories) A1 (Leadership Overview)
- L4 (Leadership Skills & Theories) B (Leadership Styles)
- L4 (Leadership Skills & Theories) C1 (Power and Influence)
- L4 (Leadership Skills & Theories) C5 (Management Principles)

Since you're reading this section of the leadership curriculum, you're likely already both leading and managing within the California Cadet Corps. Congratulations on your achievements! Have you thought about how you're accomplishing the things you do in Cadet Corps? Undoubtedly, you are practicing both leadership and management. This lesson will define and look at both these concepts, help you understand how they differ, and help you continue to develop your skills in both these important areas.

Let me set one ground rule for this lesson: we don't make a judgement about whether leadership or management is better or more important. We acknowledge that both are important skills that are intertwined in how we get things done, and that neither exists successfully without the other. "Management," when compared to "Leadership," often gets a bad rap. Don't prejudice yourself against understanding and practicing both.

Some definitions of 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.

(US Army / CA Cadet Corps (Strand M5/B/2)

to influence, motivate, and enable others to contribute toward the effectiveness and success of the organization

(Diffen.com: Kate T., 2019)

showing the way for others, either by example or by promoting a new direction. (McCrimmon, The Changing Meaning of Leadership, 2019)

influencing people to change direction

(McCrimmon, What Is Management?, 2019)



Leadership is getting people to want to do what you want them to do.

(COL Grace Edinboro, CACC)

Leadership is the art of motivating a group of people to act towards achieving a common goal. (Ward, 2019)

Here are some definitions of Management:

Efforts to direct resources (human, financial, material, intellectual and intangible) to assist in the accomplishment of the mission and betterment of the organization. (US Army (FM 22-103)

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. (Diffen.com: Kate T., 2019)



achieving goals in a way that makes the best use of all resources.

(McCrimmon, What Is Management?, 2019)

management gets things done in a manner that makes best use of all available resources. (McCrimmon, Management Reinvented, 2019)

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. (Anastasia, 2017)

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). (LaFond,

2011)paraphrasing Warren R. Plunkett, et al, Management: Meeting & Exceeding Customer Expectations, 9th ed (Mason, OH: Thomson South-Western, 2008



According to Plunkett, the four functions of management are Planning, Organizing, Leading, and Controlling. As a leader, do you plan, organize, and control? Of course you do – you are leading **and** managing! (iEduNote, 2017)



Leadership versus Management Comparison Chart (Diffen.com: Kate T., 2019)

	Leadership	Management
Definition	Leadership means "the ability of an individual to influence, motivate, and enable others to contribute toward the effectiveness and success of the organizations of which they are members."	Management comprises 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.
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	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	People-oriented	Task-oriented
Focus	Leading people	Managing work
Outcomes	Achievements	Results
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.	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-taking	Risk-averse
Role in decision-making	Facilitative	Involved
Styles	Transformational, Consultative & Participative	Dictatorial, Authoritative, Transactional, Autocratic, Consultative and Democratic
Power through	Charisma & Influence	Formal authority & Position
Organization	Leaders have followers	Manager have subordinates

Leadership versus Management Comparison Chart (Diffen.com: Kate T., 2019)

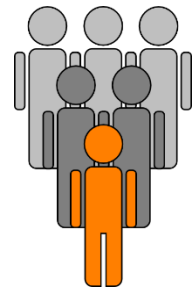
Leadership	Management
Appeal to Heart	Head

“Leadership is one of the several facets of management. Often the same people wear different hats - both leader and manager - at different points in time. Although not essential, it certainly helps a manager if he/she is also a good leader. Conversely, leaders do well if they have some degree of management skills because it helps them envision the implementation of their strategic vision.

Self-motivated groups may not need a leader and may find leaders dominating. Alternatively, small teams may find a natural leader emerge based on his/her specialized skills. But this leader may be subordinate to the team manager in the organizational hierarchy, which may lead to conflicts.

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.”

(Diffen.com: Kate T., 2019)



Usually managers operate under the authority of the organization, and their subordinates work for them and largely do as they are told. Management style is most often transactional, in that the manager tells the subordinate what to do, and the subordinate does this not because they are a blind robot, but because they have been promised a reward (a salary, a valued role in the organization, an award, etc.) for doing so. Good managers who value the benefits of good leadership inspire their subordinates to accomplish the goals set by the organization, or even involve the subordinates in establishing the goals.

There is a difference between the role of subordinate and follower, and it's generally related to the role of manager vs leader. Managers have subordinates, while leaders have followers. A true follower is inspired by his leader to work toward a goal or vision. Subordinates do what they're told by someone in authority. Of course, reality is that the lines are blurred, and there are leaders/managers and followers/subordinates interacting in many ways in different situations.

Leaders are more often willing to accept risk than managers. Some of this comes from the passion with which they lead – they are devoted to a vision and will do a lot to reach their goals. Passionate leaders will treat risk as necessary to overcoming obstacles, and some may be willing to break rules to achieve their vision. Managers are more practical and will generally follow the risk environment set by their organization; they are much less likely to break rules to achieve goals unless rule breaking is viewed by their bosses (or organizational climate) as justifiable.



This table gives a sense of the differences between being a leader and being a manager. This is, of course, an illustrative characterization, and there is a whole spectrum between either ends of these scales along which each role can range. And many people lead and manage at the same time, and so may display a combination of behaviors. (ChangingMinds.org, 2019) Some of these (*) are from an outdated view of management that heavily favored leadership over management, and shouldn't be taken as true.

Subject	Leader	Manager
Essence	Change	Stability
Focus	Leading people	Managing work
Have	Followers	Subordinates
Horizon*	Long-term	Short-term
Seeks	Vision	Objectives
Approach	Sets direction	Plans detail
Decision	Facilitates	Makes
Power	Personal charisma	Formal authority
Appeal to	Heart	Head
Energy*	Passion	Control
Culture	Shapes	Enacts
Dynamic*	Proactive	Reactive
Persuasion	Sell	Tell
Style	Transformational	Transactional
Exchange	Excitement for work	Money for work
Likes	Striving	Action
Wants	Achievement	Results
Risk	Takes	Minimizes
Rules	Breaks	Makes
Conflict	Uses	Avoids
Direction	New roads	Existing roads
Truth	Seeks	Establishes
Concern	What is right	Being right
Credit*	Gives	Takes
Blame*	Takes	Blames

(ChangingMinds.org, 2019)

Leadership and management are not roles – they are processes, or functions (despite the title of this strand!). “It is vastly more empowering to define management as a type of activity, not as a role. After all, you can manage your time without being in any formal role. Because all employees can do some

managing, the managerial role is only one application of management, a special case. People in roles can use different styles but the function itself can be defined with no reference to style. Leadership reframed focuses on promoting a better way while management upgraded takes care of everything to do with getting work done through people. Management can thus be as inspiring, facilitative, empowering and developmental as it needs to be in a world of knowledge workers.” (McCrimmon, Management Upgraded, 2019)



The bottom line is that we are leaders AND managers, and we focus on accomplishing the mission. We get the job done by exercising various styles and functions, applying resources, making decisions, and inspiring the people we work with to work with dedication toward our common objective.

So the last topic to discuss, to make this something other than just an academic exercise, is how do you improve your management and leadership? I'm sorry to tell you that there's no magic wand to make you a good leader or manager. But what you're doing in the Cadet Corps is exactly what you need to do: learn the academic theories and concepts, take every opportunity to practice by taking on leadership positions in the Cadet Corps and in other organizations you're associated with, seek out mentors who can guide you to being a better leader (and manager), and repeat!

C2. Delegation: Authority, Responsibility, and Accountability

Delegation is a key concept in management. If a manager doesn't delegate tasks, they aren't managing, so they're not a manager. The whole concept of getting one or more other people to do what you want them to do (one of our definitions of leadership) revolves around delegation – or giving orders.

Who can you give orders to, and why? If your organization gives you authority, that gives you the power to tell other people what to do. There are two types of authority (or power): formal (or official) and personal (these are discussed in detail in Lesson L4/C1). Formal authority relates to the power derived from your position (i.e. a unit commander has the power to give orders to soldiers in their unit, or a Sergeant has the power to give orders to Privates). Personal authority derives from the ability to influence others – in other words – leadership ability.

Authority is the right or power assigned to an executive or a manager in order to achieve certain organizational objectives. (Akrani, 2010)

Authority is tied to the organization. A Cadet Sergeant has authority over a Cadet First Class – but only under the supervision of the Commandant, and within the bounds of the cadet program. An Army Sergeant has authority over a Private First Class in his chain of command to such extent that he can lawfully order the PFC to something in combat that might cause his harm. This is obviously a very different level of authority, because the nature of the organization is quite different. A manager has authority over an



employee, and the employee could lose her job if she doesn't do what the manager tells her to do. She's responsible to do her job, and take orders from her superior.

Responsibility is an obligation to carry out a task or duty assigned by a superior.

If you are responsible for doing something, you take the **blame** if you don't do it successfully, and you take the **credit** if you do it successfully.

Characteristics of Responsibility: The essence of responsibility is the obligation of a subordinate to perform the duty assigned.

1. It always originates from the superior-subordinate relationship.
2. Normally, responsibility moves upwards, whereas authority flows downwards.
3. Responsibility is in the form of a continuing obligation.
4. Responsibility cannot be delegated.
5. The person accepting responsibility is accountable for the performance of assigned duties.
6. It is hard to conceive responsibility without authority.

(Akrani, 2010)



The best words that sum up authority and responsibility are **power** and **duty**. Authority is the power given by an organization to its leaders/managers, and responsibility is the duty or obligation to do something.

Accountability is an obligation or willingness to accept responsibility or to account for one's actions. (Webster, 2019)



Every employee/manager is accountable for the job assigned to him. He is supposed to complete the job as per the expectations and inform his superior accordingly. Accountability is the **liability** created for the use of authority. It is the **answerability** for performance of the assigned duties. (Akrani, 2010)

Responsibility means you take the blame or credit for the outcome of your actions. Accountability means you take the **consequences**, good or bad, for that outcome.

When authority is delegated to a subordinate, the person is accountable to the superior for performance in relation to assigned duties. If the subordinate does a poor job, the superior cannot evade the responsibility by stating that poor performance is the fault of the subordinate. A superior is normally responsible for all actions of groups under his supervision even if there are several layers down in the hierarchy. Simply stated, accountability means that the subordinate should explain the factors responsible for non-performance or lack of performance. (Akrani, 2010)

In the process of delegation, the superior transfers his duties/responsibilities to his subordinate and also gives necessary authority for performing the responsibilities assigned. At the same time, the superior is accountable for the performance of his subordinate. (Akrani, 2010)

A leader can delegate authority to a subordinate to accomplish a task, but the ultimate responsibility remains with the higher level leader. We say, "you can never delegate responsibility" which is technically true, but good leaders still develop a sense of responsibility in their subordinates to get a job done, and subordinates are still responsible for what they've been assigned. The higher-level leader remains ultimately responsible, but the subordinate leader should feel a sense of responsibility for getting the task accomplished

How do You Delegate?

Delegated tasks should be 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

Delegation can come in many forms. In the examples below you can see a continuum from **complete micromanagement** to **full delegation**. The level of authority grows with each level of delegation.

Ten 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.
- **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.
- **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.
- **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.

- **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.
- **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.
- **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)."
- **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.
- **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.
- **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.

C3. Leadership Counseling

Leadership Counseling: Feedback is necessary for an individual to learn and grow. Feedback based on observation and assessment provide information to confirm or increase a cadet's self-awareness about the progress he's making. Part of a leader's job is to monitor performance, teach, coach, and mentor the cadets subordinate to them, and give them feedback as to how they're doing, what they can do better, and how to improve. Counseling is central to leader development. Leaders who serve as designated supervisors must prepare their subordinates to be better cadets.

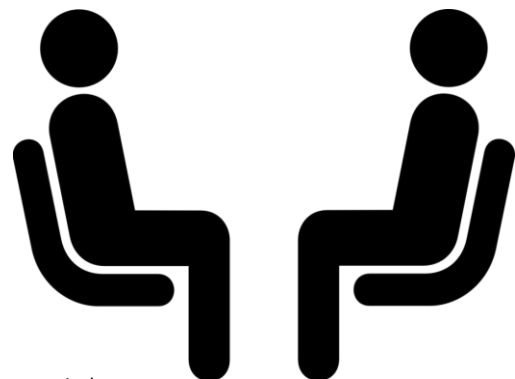


Good counseling focuses on the cadet's performance and issues with an eye toward tomorrow's needs (both the needs of the cadet and the needs of the unit). Cadets need to be active participants in their own leadership development, seeking constructive feedback. Counseling cannot be an occasional event but should be part of a comprehensive program to develop leadership. Leaders should give regular feedback to their subordinates as to how well (or poorly) they're performing as cadets, their development as leaders, and how to continue to improve their leadership in the future.

Counseling is the process used by leaders to guide subordinates to improve performance and develop their potential. Subordinates are active participants in the counseling process. During counseling, leaders help subordinates to identify strengths and weaknesses and create plans of action.

As an aspiring leader yourself, we don't expect that you can do everything an experienced Army NCO or officer could. But you don't have to be a trained social worker to counsel your subordinates. Much of this job is based on knowing your cadets, noting their strengths and weaknesses, and talking to them about how to improve. You should make every effort to talk to each of your cadets regularly – not just as a fellow student or cadet, but as their 'boss'. Think of it as if you had to grade each of your cadets – and you want them to get an "A". You can't just wait until grades are due to drop the result on them. Early in the process, start a dialogue that gives them your feedback on what their current 'grade' is, and what the standards for improvement and success are. Help them come up with a plan to do better, and when they do, make sure they know they're being successful.

Performance Counseling: Sometimes, you'll have to deal with cadets who are showing attitude, or misbehaving, or just aren't getting the job done. You may have to step in and do some performance counseling. How do you go about that? We offer a simple process you can use to talk to the cadet.



www.pixabay.com

Until you gain experience in performance counseling, you should probably make a plan before you sit down with the cadet. Often performance counseling will be on the spot – pull the cadet out of formation or class and find a place to have a private conversation. It's important that if a cadet is behaving in ways that disrupt fellow cadets or take away from their own learning, that you address the situation immediately, or as soon as possible, and try to get them back on track quickly. That may just be a quiet correction, but it may need a slightly longer conversation.

If a cadet becomes a frequent problem, a more planned counseling session may be necessary. Put some thought into the behaviors you want to cover, find an appropriate time, and approach the situation calmly, with the goal of getting the cadet back on track.

In any counseling situation, make sure you follow the rules in CR 2-1: have your conversation so that no one else can hear what's going on, but don't shut yourself in a room one-on-one. Either keep the door open, or go to the side of a large room where no one can listen in on your conversation, or take a walk outside in view of at least one other person. If you need to, you can invite an impartial observer to sit in the room with you. If you choose to do this, don't draw them into the conversation – they're there just to provide a witness to the discussion.

Think a little about the cadet in question. What kind of attitude do they convey during class or drill? What is their motivation for being in Cadet Corps? Obviously, it's a lot easier to get a cadet who generally likes the program and wants to succeed to stop negative behavior than a cadet who doesn't care about the class and doesn't want to be there. There are also factors you may be unaware of – problems at home, problems with other people, or even significant social problems. Part of being a good leader is to know when you're out of your depth. At this point, seek advice from your Commandant!

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
- 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: Follow Through: Implement and 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.

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