

Leadership Theory and Application

Unit 2

Chapter 6

Leadership Principles

Lesson 1

Power Bases and Influence



Key Terms

coercive power
defensive
developmental
expert power
legitimate power
referent power
relinquishing
reward power

What You Will Learn to Do

- Outline a personal plan to build strong relationships with team members

Linked Core Abilities

- Take responsibility for your actions and choices
- Apply critical thinking techniques

Skills and Knowledge You Will Gain along the Way

- List the different types of power and influence
- Describe the appropriate application of power and influence
- Discuss how individual and system power can be used to increase performance
- Define key words contained in this lesson

Chapter 6

Introduction

Leaders can often experience tremendous confusion as they exercise power and influence. If they provide too little influence, their followers will drift aimlessly. If they exert too much power, the follower will shut down. In this lesson you learn about the bases of power available to leaders and how to use them effectively. You will also learn about four different approaches to influencing.

Power is the capacity to which you can influence someone else to behave in accordance with what or how you want them to. The amount of power you have is contingent on the level of dependency that person has on you. The greater the dependency, the greater the power. You only have power if you have something that the other person wants. As a high school student living at home, you are highly dependent on your parents for financial support. Once you graduate and get a job, the level of dependence significantly decreases.

The two concepts of leadership and power are closely intertwined yet have important differences. Leadership focuses on the attainment of a goal. Power does not need to have a goal, just dependence. Leadership most often refers to a downward influence and power does not. Power is focused on gaining compliance.

Source of Power

A leader can experience confusion and frustration when trying to gauge how and when to exert power. Leaders used to draw their power from the fact that they were the “boss.” The followers were dependent on the leader for distribution of rewards and punishments; however, it has been learned that leading from the position of boss with these controls can yield average performance. To energize followers, leaders must grasp a broader understanding of and relationship to power. Five power bases from which power is yielded include coercive, reward, legitimate, expert and referent.

Coercive power is defined as a power that is yielded by fear — fear that negative results might occur if one does not comply. Fear is generated from the belief that someone might inflict pain, restrict movement or withhold basic needs.

Reward power is seen when people comply with the wishes of another because they may be given something of value in return — that there is a positive benefit for doing so.

Legitimate power is given to the person in the position within the hierarchy. Positions of authority can use both coercive and reward power. Most often, because of the position they hold, when they speak, the followers listen and comply.

Expert power comes from the result of specific expertise, knowledge or special skills. Those who exert expert power are seen as the expert in the field (such as technology, medicine, politics, and religion) and their advice is sought after and followed.

Key Note Term

coercive power – power that is yielded by fear.

reward power – when people comply with the wishes of others to get something in return.

legitimate power – power given to the person in the position within the hierarchy.

expert power – power resulting from specific expertise, knowledge, or special skills.

Referent power is based on admiration. This power is used often in the advertising world. Tiger Woods is admired by the world and can influence what people buy through his endorsement of the product. The product is purchased in hopes to be seen more like him.

Table 6.1.1 shows examples of the different types of power covered in this lesson.

Key Note Term

referent power – a type of power that is used to influence others.

Table 6.1.1: Examples of Power

coercive	The person yells at others and you want to avoid making him angry.
reward	The person gives rewards to people and you want to trade favors with him.
legitimate	The person is the supervisor and you are the subordinate and she has the right to ask for compliance.
expert	The person has the knowledge and experience in the task at hand and you defer to her judgment.
referent	You really like this person and search for opportunities to do things for him.

Understanding Influence

Influence can be thought of as power in action. It is difficult to know how much influence to exert with followers and in teams. The challenge is to know when and how to exercise more or less influence on the follower or the team. Four types of influence available to the leader are: controlling, relinquishing, developing, and defensive.

Controlling is a one-way approach. It involves exerting pressure, using authority or attempting to persuade someone into doing something the way you feel it should be done.

It is best to use this approach when you have all or most of the facts, experience, or knowledge related to the problem at hand, there is an emergency situation or speed is important, the resistance to a course of action is low, and/or the need to develop collective commitment and understanding is low.

Even if you have all the facts, unless others recognize your expertise (expert power), they will resist the controlling approach. There are a few situations where any one person has all the facts or knowledge related to the problem. No one of us is as smart as all of us. And finally, this method is less effective when there are expectations of employee involvement.

Key Note Term

relinquishing –
giving up;
submitting.

Relinquishing is also a one-way approach and it involves giving up influence and reducing one's contribution or role in the situation. The leader may accommodate or comply with the wishes of others. This one-way approach puts others in the influencing position.

It is best to use this approach when the team has most of the facts and experience related to the problem, the problem is highly personal and not work-related, and/or the team is highly motivated and can learn from the experience.

Be careful that you are not using the relinquishing approach to avoid “rocking the boat.” Sometimes discussions are hard and people are not always happy. Don't use this approach to avoid dealing with the issue. If you have been controlling and feel the need for change, don't run all the way to this point to compensate from previous behavior.

Key Note Term

developmental –
sharing opinion of
fact.

The **developmental** approach is a two-way or mutual approach. It involves sharing opinions or facts. This approach is used most often when there is a need for consensus.

This approach is best used when the individuals involved do not have all the experience and knowledge about the situation, collective commitment is important, there is resistance or a difference of opinion, and/or new ideas are needed.

Just a word of caution here. The developmental approach takes more time and energy on the part of everyone. Some may feel this is a rather soft approach and may be uncomfortable with it. It is important that you have strong communication and listening skills.

Key Note Term

defensive –
withdrawing.

The **defensive** approach occurs when the person withdraws from the situation. This withdrawal can be seen visibly by someone leaving the room, or invisibly, by tuning people out. The person in this behavior cannot be influenced or influence others.

This approach is best used when there is insufficient information to explore the issue any further, and/or there is a legal, moral, or ethical consideration that prevents discussion of the issue. But patience is important here. Don't continue to push and if withdrawal occurs, be willing to come back at another time to better understanding of the situation.

Different situations require you to select the appropriate approach; used appropriately, each approach can be effective. Effective two-way communications and a win/win attitude about conflict are key ingredients to the developmental approach and most often the benefits of the developmental approach outweigh the others. When in the developmental approach process there is a great amount of give-and-take of information, ideas, and opinions between the leader and the follower or the team. If disagreement exists, instead of saying you don't agree, explore the reasons behind the idea. You could ask “Why do you think that is important? What would happen if we did that?” The assumption that one person is right or wrong is set aside and all ideas are considered. There is a desire to hear what is being said. Clearly this is not the type of influence you are most likely familiar with. You might be more used to the controlling (being told what to do) or the relinquishing (withdrawing from the discussion). You might also be used to how those two approaches feel to you; after you experience the developmental approach, as either the leader or the follower, you will want to lead or follow that path again.

As a leader in an organization you will often feel caught between the needs of your organization and the needs of your team for they are not always the same. The beginning of this lesson defined power as “the capacity to influence people,” and you learned about where power comes from and different approaches to influencing others. You can broaden this definition and its application. An expanded definition of power can be “the capacity to influence the larger system to survive and adapt.” It is important that you know how to use the power and influence you have in your organizational role as well as the role of team/unit leader. You will have information from different parts of the organization and can see the total picture more clearly than either the team or the organization. It is your responsibility to facilitate integration of both viewpoints.

Leaders can serve an integrating function by moving back and forth between working with their teams and working with other team leaders in the organization. When you are with your team you are working independently from other team leaders. You will use your influencing skills within your team. You will focus on what is working, what the team needs, and what difficulties the team is experiencing. When you are meeting with other team leaders, however, there is a sharing of what they have heard while working with their own teams.

The potential knowledge pool for team leaders is substantial. Team leaders create a forum for sharing information with each other and affecting the organization as a whole. Often this is known as gaining “critical mass.”

Conclusion

In this lesson you learned about the bases of power available to leaders and how to use them effectively. You also learned about four different approaches to influencing people.

Lesson Review

1. List and give brief explanations of the five power bases.
2. Compare and contrast relinquishing and developing influence.
3. What is the difference between leadership and power?
4. What is the main downside to controlling influence?

Chapter 6

Lesson 2

Styles of Leadership



Key Terms

directing
delegating
leadership style
participating

What You Will Learn to Do

- Assess personal leadership style

Linked Core Abilities

- Take responsibility for your actions and choices
- Apply critical thinking techniques

Skills and Knowledge You Will Gain along the Way

- Describe different styles of leadership
- Explain which leadership styles are best suited for different situations
- Identify ways to improve management skills
- Define key words contained in this lesson

Introduction

To command respect and obedience as a leader, you must be prepared to lead. Because your actions and attitudes set the example for others to follow, you must also be ready for any type of situation that may occur. Therefore, how you lead — or your style of leadership — can mean the difference between success or failure of a mission. This lesson introduces you to three basic leadership styles: **directing**, **participating**, and **delegating**. You will have the opportunity to develop a style that works for you as you progress in rank in Army JROTC.

Leadership styles are the pattern of behaviors that one uses to influence others. You can influence others in many different ways. Those patterns will be perceived by others as your **leadership style**.

It's important to understand the differences between autocratic and democratic styles of leadership as well as sources of leadership behavior. Autocratic leaders use positional power and direct authority to influence others; democratic leaders use personal power and involve their followers in the decision-making and problem-solving processes. You can use a continuum with autocratic on one end and democratic on the other to learn if your style is either one or the other. When the historical perspective of leadership was discussed in the lesson, "Leadership Reshuffled," you learned that leadership styles did not have to be an either/or set of behaviors. In fact you learned that the situation the leader was faced with affected his/her choice of behaviors.

Think of your classmates who are leaders: the student body president, the cadet battalion commander, and group project leaders. These individuals have certain responsibilities so they can accomplish their goals. The manner in which they carry out those responsibilities and the way they interact with others is their style of leadership. The three basic leadership styles are directing, participating, and delegating.

Directing Style

Leaders use the directing leadership style when they tell their team members what they want done and how, when, and where they want it done, without getting others' advice or ideas. They then supervise closely to ensure team members follow their directions precisely.

This style is clearly appropriate when:

- **Time to complete the mission is short and only you know what needs to be done and how to do it.**
- **You must lead people who lack experience at a certain task and you must direct their behavior.**

Key Note Term

directing – a leadership style where the leader tells team members what to do and how to do it.

participating – a leadership style where the leader consults with, obtains advice from, or asks the opinions of one or more followers before making a decision.

delegating – a leadership style where the leader delegates problem-solving and decision-making authority to a teammate or to a group of followers.

leadership style – patterns of behavior that a leader uses to influence a team or group of followers.

Normally, most people will not resent this close supervision because you will be giving them exactly what they need and want.

Note

Sometimes people think that leaders are using the directing style when they yell, scream, threaten, or intimidate followers. This is not a directing style — it is simply an abusive, unprofessional way to treat people. Do not confuse emotion or anger with styles of leadership.

Case 1

Jon is normally an average student; however, when he takes charge of a group to complete a project, his work and the finished effort of the group are always outstanding.

When asked about his group's results, his teammates proudly answer, "Jon makes it easy for us to complete our tasks. He helps us and makes suggestions when we need help, but he lets us do the work. If we have a problem, he always listens to our ideas on how to fix it.

"Because he is always excited about what he is doing, we get excited, too. He seems to know all he can about a task before we get started on it. While we are doing the task, he respects our views about how to complete it, he effectively uses the talents of everyone on the team, and he makes smart decisions. He is always there for us if we need him and, somehow, he still finds the time to do his share of the project. Because of his effective work habits, he instills good work habits in us also.

"He accepts responsibility for the outcome of our tasks, whether good or bad. None of us want a project to be done poorly, but he does not blame others for any mistakes that he or the team may have made. After finishing one task, we are always glad to begin the next project under his direction."

Participating Style

Leaders use the participating style when they consult with, obtain advice from, or ask the opinions of one or more followers before making a decision. Although leaders may ask for such information or recommendations, they are still the ones who make, and are responsible for, the final decision.

This style is appropriate for leadership situations when those whom you are leading are fairly competent and support your goals. Allowing them to participate can be a powerful team-building process. It will increase confidence and support if everyone has a part in developing the final plan.

Do not think that obtaining good advice from a teammate or using another member's plan or idea is a sign of weakness on your part. It is a sign of strength that your followers will respect; however, you are responsible for the quality of your plans and decisions. If you believe that your follower's idea is not a good one, you must reject it and do what you believe is right, regardless of pressure to do otherwise.

Case 2

Marla knows exactly what her position is all about. She gets excited whenever an instructor assigns her a project because she knows that she can get it done. Sometimes, she even suggests projects to her instructor. Based on her ideas, the instructor usually assigns them to her and her team.

Marla is highly motivated and has very structured work habits. She likes to map out a project in which everything is her decision. She then tells her team members how to do each step of their tasks according to her direction. She watches everything that her team members do, and if they appear to be doing a task differently from her plan, she criticizes them.

Marla got upset once when a teammate was caught stealing. At first, she was afraid to talk to that person about the incident, and she did not know what to say to her peers who had also heard about it. Finally, after asking herself how she would like to be treated if she were the one involved, she called a team meeting.

At the meeting, Marla informed everyone that all team members make mistakes, not only as a team but also as individuals. She hoped that if they ever had any problems, they would turn to her and/or to another team member for help. They agreed.

Delegating Style

The delegating style is the most efficient. It requires the least amount of your time and energy to interact, direct, and communicate with your team members. Leaders use the delegating style when they delegate problem-solving and decision-making authority to a teammate or to a group of followers.

This style is appropriate when:

- **Dealing with mature followers who support your goals and are competent and motivated to perform the task delegated.**
- **Certain key members of your team are able to analyze a problem or situation, determine what needs to be done, and do it.**

Remember, you are still responsible for the results of their actions and decisions.

Case 3

Brian is an easy-going person. He wants to complete projects with plenty of time left so that he and his friends on the team can relax. After he assigns tasks to each of his team members, he lets them figure out the best way to complete the tasks — without giving them any help, direction, or supervision. Plus, he rarely makes any decisions.

Then, when the time comes to complete the project, he still turns it in even though parts of it are not finished. When the final grade comes back, his group makes the lowest mark in the class, prompting an instructor to ask, “Why wasn’t your project done?”

Brian passes the blame on to his team members by saying, “They didn’t complete their parts as they should have. I don’t believe that I should have to be responsible for or receive a bad grade because of their sloppy efforts.”

When the other team members find out their grades, they approach Brian, “Why didn’t you tell us everything that we were supposed to do? We could have worked harder and done it better if we had just known.”

Keep in mind that no one style is superior to another. What works in one situation may not work in another. You must develop the flexibility to use all three styles and the judgment to choose the style that best meets the situation and the needs of your team. In fact, you may want to use all three styles or different styles:

- **With different followers or in different situations.**
- **When you receive a new project, you receive new personnel, or your supervisor changes.**
- **If the competence, motivation, or commitment of your team changes.**

Do not fall into the trap of believing that there are some leadership techniques that must always work. You must evaluate every situation carefully when choosing the right style. Keep in mind that the best strategy in one situation may be inappropriate in another.

Situational Leadership Model

Ken Blanchard and his colleagues built upon existing research and continued discussions with successful leaders on how the follower affected leadership behaviors. They developed the Situational Leadership Model from their research. This model identifies four leadership styles (sets of behaviors) and four developmental levels of the followers and the relationship between the two.

Note

To learn more about Ken Blanchard, his background, his books, and his company, check out www.kenblanchard.com.

The leadership styles in this model are based on the leader providing either directive or supportive behaviors.

Directive behavior is defined as how much structure, control, and supervision the leader provides to the follower.

Supportive behavior is defined as how much praise, listening, and facilitating the leader provides the follower.

These styles also vary in three ways: the amount of direction given, the amount of encouragement and support provided, and the amount of involvement the follower has in decision-making.

The four styles are known as:

Style 1	Directing
Style 2	Coaching
Style 3	Supporting
Style 4	Delegating

They are similar to the three styles discussed earlier in this lesson.

The behaviors that are present when using Style 1 will be more directive and less supportive. The follower will be told what, how, when, and where to do the task. There is little to no involvement from the follower in decision-making. Communication is one-way.

The behaviors present when using Style 2 will be providing equal amounts of directive and supportive behaviors. Here, the leader will provide lots of direction, but will ask the follower for ideas and suggestions. A more two-way communication style exists; however, the leader is still in control of the decisions.

Style 3 behaviors are high supportive and low directive. While using this style the leader allows the follower to take control of the day to day decisions. The leader's job is to listen and facilitate the problem-solving process. The decision-making process begins to shift from the leader to the follower.

Style 4 requires low supportive and directive behaviors. Here the leader behaviors change to allowing the follower to make the decisions on how to solve an agreed upon situation or task.

You learned earlier in this lesson that there is no ONE best way to lead. The most effective leader matches his/her behaviors to the situation and the follower. The amount of decision making and involvement the leader allows the follower depends on the situation or the task (have they ever been in this situation before or done this task before) and the level of confidence and competence (how sure of and how skilled in performing the task) the follower possesses.

Now that you know the four leadership styles and the pattern of behaviors in each, turn to the four developmental levels of the followers. These levels are based on the competence (the level of knowledge to do the task) and commitment (a combination of confidence and motivation).

The development level of the follower is based on his/her level of competence and confidence. There are four developmental levels:

Level 1	low
Level 2	low to moderate
Level 3	moderate to high
Level 4	high

Level 1 exists when the follower has a high level of commitment (very motivated and confident) with a low level of competence (knowledge of how the task is to be done). An example of this situation can be your first day of drill in the leadership lab. You were probably most excited and motivated to perform as a platoon leader or sergeant. You did not know how to perform this task, but you were committed to making it happen. It required your leader to give you exact directions on how to do the task. You listened and did what you were told so you could learn the routines. The leader matched his style of leadership to your developmental level.

Level 2 happens after you have been given direction and you have practiced enough to feel competent to perform the task. Your level of commitment to practice begins to drop. You are getting somewhat bored with the repetition of drill. This level is described with having low commitment and some competence. The leadership style now needs to change from directing to coaching. Letting you get involved in the process and asking for ideas, suggestions, or shared leadership will be more effective at this time. The focus here is to keep your confidence on the rise while recharging your commitment. You are not ready to take charge yet and the leader recognizes you still need direction and practice to be able to perform outstandingly.

Level 3 is when you have high competence (the ability to perform well) but your commitment level is not consistent. The supporting leadership style is more appropriate now. It is time to get you involved in making the task happen and shifting the responsibility from the leader to the follower. Again, the follower can perform the task, but for some reason is not highly committed to making it happen. The focus is to keep the performance high AND consistent.

Level 4 is when the follower is highly committed and highly competent in performing the task. The follower not only knows how to perform the task well, but WANTS to perform the task well. The leader will focus on recognizing the performance.

As you progress through the JROTC program, you will be asked to take a leadership role in the leadership lab where you can practice the directing, coaching, supporting and delegating role with new cadets. You will also be involved in service community projects that will allow you to practice the leadership styles. These assignments will be made based on YOUR performance and developmental level. You will be very competent at drilling tasks; however, this may be the first time you will experience a leadership role. You will be energetic and motivated because you know how to drill; however, the task of leading others in drill is new to you and you will need direction from your instructor so you can build your competence and commitment through the process. As you become better skilled in matching leadership style to developmental level, your instructor will begin to coach, support, and finally, delegate the role of leadership to you.

When in a leadership position, you must assess your team's capability to perform its mission, and then develop a plan that accomplishes it. You should use the style that your experience tells you is most appropriate after you have assessed the team's level of competence, motivation, and commitment to accomplish its mission.

A good rule of thumb to follow is to be flexible in your thinking. Approach each leadership situation as an opportunity to improve your leadership potential, ability, and style.

Conclusion

As you have learned, leadership styles are the pattern of behaviors that one uses to influence others. You now know that you can influence others in many different ways. Those patterns are perceived by others as your leadership style.

Lesson Review

1. Compare and contrast the directing, participating, and delegating styles of leadership.
2. Which directing style do you feel best suits you as a leader? Why?
3. List the four styles of the situational leadership model.
4. Choose two developmental levels of followers and explain them.

Chapter 6

Lesson 3

Management Skills



Key Terms

management
mandatory
procrastinate
resources
visualize

What You Will Learn to Do

- Assess personal management skills

Linked Core Abilities

- Take responsibility for your actions and choices
- Apply critical thinking techniques

Skills and Knowledge You Will Gain along the Way

- Identify five management principles
- Compare management skills and leadership skills
- Define key words contained in this lesson

Introduction

Good **management** is an essential tool of leaders in the performance of their duties and responsibilities. The skillful execution of basic management principles by leaders is seldom an accident. It is normally the result of clear purpose, earnest effort, and intelligent direction. This lesson defines management, introduces you to five basic management principles (planning, organizing, coordinating, directing, and controlling), and compares management to leadership.

Good management is also the sound use of the available means (or **resources**) to accomplish a task. It requires careful planning by a leader to employ those resources to achieve the desired results. Because it is rare that leaders will have everything they need or want, they must strive to succeed with what they have. As you will see, the principles of management have broad application to many leadership situations.

Key Note Term

management – the act of managing; control or direction.

Key Note Term

resources – a source of help or supply.

Management Defined

Management is the process of planning, organizing, coordinating, directing, and controlling resources such as people, material, time, and money to accomplish a mission; however, the presence of these resources does not guarantee success or mission accomplishment. How well the leader uses these resources is much more important than the fact that the resources are available.

Of all the resources available to the leader, people (or manpower) is the most important. Because leaders must use people to coordinate time, material, and money, this resource is the foundation for the use of the other three. Leaders can control and/or influence this vital resource by properly applying techniques such as the principles and factors of leadership.

We can divide the five management principles into two stages: preparation and execution. During the preparation stage, a leader must plan, organize, and coordinate. During the execution stage, a leader must direct and control. The execution stage cannot begin until after the leader has made plans, developed the necessary organization to accomplish those plans, and completed all required coordination.

Planning

Planning is the basis for the problem-solving and decision-making processes — what goes on in planning affects what is done in those two processes. Leaders spend many hours in planning the activities of their organization. They must consider what the objectives are and how they are going to accomplish them.

When planning, leaders must **visualize**, examine, consider, realize, and reflect on the factors involved in accomplishing the mission. Planning is not an easy process and it requires a lot of work. To help, there are four basic steps to planning. They are:

Key Note Term

visualize – to form a mental image.

- **Define the objective.** In this step, leaders begin to determine the tasks and conditions that are necessary to complete the objective. Timing is very important. Leaders must ensure that their team members can do all tasks within the specified time frame.
- **Study the situation.**
- **List and examine possible courses of action the leader could take.**
- **Select the course of action that will achieve the objective.**

Additionally, there are four factors that leaders must consider when using the planning process to make and implement plans.

- **Time.** Leaders must consider time as they plan events, meet deadlines, and set goals; then they make plans and execute tasks according to an established time schedule. Effective leaders will schedule their time and the activities of their team to meet these events, deadlines, and goals.
- **Effort.** Leaders must exert effort to get things done. You cannot expect results if you do not work at putting your plan into action. Successful leaders are energetic. They work hard to accomplish goals — you should exercise that same type of effort.
- **Patience.** Patience is an ingredient that all leaders must possess. It is hard to be patient when challenges occur. To solve a difficult situation, you should re-examine the facts, coordinate with people who may be helpful, and readjust the plan, if necessary. Most important, do not give up. Exercise patience and maturity while the designated people carry out the plan.
- **Objective Attitude.** An objective attitude is the ability to see and consider the different sides of an issue or situation. It involves being flexible, listening to opposing points of view, making compromises, or making changes when necessary. Your objective attitude determines how much time, effort, and patience you are willing to exert to ensure mission accomplishment.

Finally, leaders must plan or estimate approximately how many people (or man hours) they will need to accomplish the objective. Before selecting these people or defining specific tasks (done under organizing), leaders must consider the requirements of the objective against the capabilities of their team members.

Organizing

Organizing is the process of creating the conditions necessary to effectively execute your plans. It involves systematically defining the tasks and arranging the resources with respect to the achievement of your objective. There are five factors involved in organizing. They are:

- **Determine/fine-tune each task.** Identify all the tasks and subtasks that the team must do to accomplish the objective. Be specific. Develop detailed lists to record them and set measurable standards for each task/subtask.
- **Select personnel.** After you have a detailed list of tasks and subtasks, assign people to them. You should base your assignments on what each task/subtask requires versus the capabilities of your team members.

- **Develop a working structure.** With a detailed list of tasks completed and people assigned to do them, you are ready to organize the list sequentially. Determine which tasks your team must do first, second, and so on until you have included everything necessary to carry out the plan. The next step, setting priorities, goes hand-in-hand with this step. You and your teammates cannot do everything at once.
- **Set priorities.** Because some tasks are more important than others or you must start them before others because of their degree of difficulty, organize a to-do list in terms of priority for every task and subtask you have identified. Establish priorities in categories such as priority A, priority B, priority C, and so on, for each item on the to-do list. Do the A priorities first, then the Bs, the Cs, and so on.

Allow sufficient time for each team member to do the job well. Not planning sufficient time for each task could result in the work being half-done or done “slipshod.” Finally, you should develop a system for checking each other and ensuring that team members accomplish their tasks according to set standards and on time.

A common fault among many people is that of spending too much time on tasks that are unimportant. Another fault is the tendency to **procrastinate**, or to put off those things that need to be done. When studying for an exam or doing a project, do you find yourself putting it off until the last minute? Then, you have to rush just to get the material studied or the project finished. Know what is **mandatory** and what is not when setting priorities and organizing your time.

- **Allocate resources.** In the final step of your organizing process, you must ensure that you have identified all required resources necessary for completing the objective, set aside all available resources, and planned for obtaining those that are not available.

Key Note Term

procrastinate – to put off or delay.

mandatory – something that absolutely must be done.

Coordinating

Coordinating is the active process of establishing contact and then keeping in constant touch with everyone involved to ensure the successful accomplishment of the objective. Coordination is an essential part of the planning process. Plans that are not properly coordinated cannot be properly executed, directed, or controlled.

A good rule of thumb to follow is to coordinate with everyone you think might be involved somehow or at some point in completing the objective. Through coordination, leaders secure the cooperation of people not under their direct control. A key to effective coordination is the use of friendly persuasion and mutual cooperation.

Directing

Directing is the active process by which a leader issues instructions to achieve a predetermined objective. The leader uses two common methods of directing — written or spoken. Be sure to include all the necessary details and information in your directions. In an office situation, many supervisors may decide to direct through the written word by passing out memos. After you have told everyone by written or spoken directions what is expected of them, you must supervise to ensure that they go by the rules you have laid down. There are four basic types of directing that leaders use. These are:

- **Demand.** A straightforward statement telling what must be done, who must do it, and when it must be done. For example, you tell cadets unexcused absences will not be tolerated.
- **Request.** A milder, more tactful approach to reaching the objective. The results usually would be the same if you requested, instead of demanded, specific behavior. In the Demand example, you would ask your cadets to please provide reasons for each absence.
- **Suggestion.** This type of directing is used only when a suggestion is strong enough to get the job done. It relies on the manners and good taste of those to whom you make the suggestion. Here the leader suggests what should be done but does not say, when, by whom, or how it should be done. You may suggest to cadets it is preferable to provide an authorized excuse for any absence as soon as possible.
- **Volunteer.** Leaders rarely use this method except when they want to get someone to do something that they cannot require them to do. Because volunteering means for someone to offer assistance, here you would ask your cadets who are consistently absent to schedule a counseling session to discuss any problems they are having attending class.

Controlling

Controlling is when leaders compare the tasks that their team members are actually doing to the tasks that they had directed and planned the team to do at any point in the project. Remember, you have direct control over the managerial actions of your teammates.

Then, based on your team's progress, your options may include proceeding with the way the plan is progressing, modifying the plan and continuing on with it, or stopping the action and starting over again. As the leader, it is your responsibility to ensure that the objective is met within the required standards and according to the established deadlines. Controlling is continuous until you complete the task.

Management vs. Leadership

Leadership deals with the personal relationship of one person to another. It is the way a leader influences subordinates to accomplish the mission. Management, then, is a set of activities or behaviors performed by those in senior positions to obtain, direct, or allocate resources to accomplish goals and tasks. A good leader will think and plan in a rational manner in order to efficiently utilize the talent and skills of the individuals that make up the team.

How do leadership and management relate? You must realize that although they are separate processes, you will almost never use them separately. At lower levels, you lead through face-to-face dealings with your people. You are still a manager, but higher levels of authority in the chain of command control most of the physical resources.

As leaders get promotions, they control more resources. Instead of just leading a group, they may now be responsible for the overall operation of the organization.

For example, if you were the assistant manager at a fast food restaurant, you would be behind the counter with your kitchen crew making sure they were performing their jobs correctly and in a responsible manner. If you were promoted to manager, you would not have as much face-to-face contact with the kitchen crew. Instead, you would be more concerned with putting together work schedules, hiring, and ordering food supplies and equipment. You would then check with your assistant manager to make sure that the employees were doing their jobs.

Time Management

In the reality of life, time will be one of your most valuable resources. As a leader, you must learn to use time wisely and to your best advantage.

Most everyone can benefit from timesaving techniques that will make them more efficient managers of time. The following list addresses various timesaving techniques. Keep these techniques in mind and try to incorporate as many of them as you can in your everyday life. By following these tips, you will become a more effective time manager and a better leader.

- **Goal setting is the first and foremost key to success. The key points and the importance of goal setting were covered earlier in this lesson. Try posting notes around your area that will remind you of your goals.**
- **Learn to set priorities. After you set your goals, determine your priorities. Learn to do first things first.**
- **Identify your attention span and schedule/do work accordingly.**
- **Thoroughly plan your work. In planning, learn to delegate authority. This will help so that you do not waste time and effort.**
- **Make use of your spare time.**
- **Learn to say no to yourself and others.**
- **Examine old habits that may prevent efficiency.**
- **Do not strive for absolute perfection.**
- **Learn to outline.**
- **Use a desktop or pocket diary.**
- **Use a file system.**
- **Set time limits on meetings.**

As a leader, you also need to be aware of “time wasters.” Create an effective time management environment within your team — both you and your team members should learn to avoid these pitfalls. The most common time wasters include:

- **Lack of organization**
- **Lack of priorities**

- **Lack of delegation**
- **Unclear objectives**
- **No plan available and no, or little, time spent planning**
- **No coordination**
- **No teamwork**
- **Procrastination**
- **Lack of self-discipline**
- **Lack of feedback**
- **Interruptions**

These management tips will help you to become a leader who is more efficient in managing your time as well as your team.

Conclusion

Becoming a leader means learning to manage your resources — people, money, material, and time — to their fullest extent. You must also continue to search for more effective ways of improving your management techniques. Whether you use the principles of management in your everyday life or as a member of the JROTC program, you must use them to your best advantage.

People with authority have the responsibility of leading and managing. To succeed, they must exercise leadership when dealing with subordinates while at the same time properly managing the resources of their organization.

Lesson Review

1. **What is the most important resource available to a leader? Why?**
2. **List the five basic principles of management.**
3. **What are the four basic types of directing?**
4. **Choose one time waster and discuss how this affects your life.**

Lesson 4

Communication



Key Terms

communication
decodes
emotional intelligence
encodes
feedback
message
transference
transmitted

What You Will Learn to Do

- Adapt communication to give direction and provide feedback to others

Linked Core Abilities

- Communicate using verbal, non-verbal, visual, and written techniques
- Treat self and others with respect

Skills and Knowledge You Will Gain along the Way

- Discuss how communication is important for effective leadership
- Explain the basic flow and purpose of informal communication
- Review the major elements of a communication model
- Review how to overcome barriers of effective communication
- Define key words contained in this lesson

Chapter 6

Introduction

It's not what you say, but what you do. This statement highlights the philosophy that actions speak louder than words. You are a model for others. They watch what you do and, if they admire you, will imitate your actions. Communicating is sending a message through a process that allows the receiver to understand the message as you intended. Many things affect this process. In this lesson, you learn about the process of communication, the barriers to that process, the power of emotional intelligence, and the process exchanging feedback.

Even though your actions speak louder than the words you use, words still influence others. To be effective, there must be an understanding of what is heard and alignment of actions with what you are saying. Effective communication is important in our lives. It is the number one cause of interpersonal conflict, and we spend over 70 percent of our waking hours communicating through some means (writing, reading, listening, speaking).

Communication is defined as the transference and understanding of a meaning. Note the two words **transference** AND understanding. It is not enough to just send a message. For the communication to be successful, it must be understood. This is no easy task.

The Communication Process

First, someone has something they want to say, a **message** to be sent. Then the sender **encodes** this message. That means the sender puts it into some symbolic form to be transmitted. After the message is encoded, it is **transmitted** through some medium. This could be written, spoken, nonverbal gestures or expressions, paper, television, audiotape, and so on. The receiver then **decodes** the message. He/she must put the message in some symbolic form that they understand. Finally, through **feedback**, the sender determines whether the message was received as intended. This is shown in Figure 6.4.1.

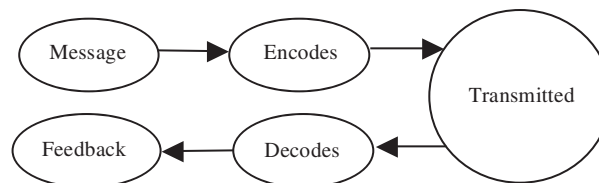


Figure 6.4.1: The communication process.

Key Note Term

communication – sharing of information.

transference – the act of transferring.

Key Note Term

message – a communication transmitted between persons by written or spoken words, signals, and so on.

encodes – converts.

transmitted – to send from one person to another.

decodes – translates.

feedback – verifying that a message was received in the manner it was intended.

Sounds easy, doesn't it? Well, it is much more complicated than that, and that is why most communication is not understood and often creates conflict. There are many hidden barriers affecting the process.

For example, the encoding and decoding process is greatly affected by the sender and receiver's skills, attitude and knowledge. His/her skills in reading, writing, listening, and reasoning influence what is said, how well it is said, and with what meaning it is sent or received. In an earlier lesson, you learned that attitudes can affect your behavior. When you are communicating, your attitude can affect the tone of your voice, the words you choose to use, and the readiness to listen. Your knowledge about the topic also has an impact on how well you can communicate about the message.

Additional barriers exist. We often filter what we say; we drop things out of the message based on what we think the listener needs to know or wants to know. We choose what to say. We listen selectively; we listen for what we want to hear. We are overloaded with information to the point of not knowing how to organize or use all this information. We might be defensive or apprehensive about the message and not want to hear what is being said. Languages, accents, and jargon affect what we hear and what we think it means. Is it any wonder we have difficulty being understood?

You will be building your skills around communication in speaking and writing techniques in other lessons. One barrier discussed in this lesson is one's emotions and how they interfere in the communication process. This can be done by understanding **emotional intelligence**.

Emotional Intelligence

Emotions are real. They create a need to "react" in a situation that faces us. When faced with a dangerous situation it is the brain quickly telling the rest of your body that something is not right and it is time to either run away or stand and fight. Emotions cannot be checked at the door and forgotten until the day is over. If you have a disagreement with your parents before school, the emotions around that disagreement are influencing your behavior the rest of the day, possibly the week. They will influence what you hear, what you say, and how you behave. They will become barriers to understanding or sending a message.

People who have a high degree of emotional intelligence have a greater degree of influence. Their behaviors reflect they are aware of what the emotion is that is present, understand why that emotion is there, and are able to separate the emotion and the reaction so they can manage the emotion rather than the emotion managing them.

There are five competencies or skills to managing your emotions: self-awareness, self-regulation, self-motivation, empathy, and effective relationships. These are covered in the following sections.

Key Note Term

emotional intelligence – the ability for one to monitor their emotions and use information about those emotions to guide one's thinking and actions.

Self-awareness

Self-awareness is the ability to “feel” the emotion and understand where it is coming from. Read the following list. What would you be feeling if you were in the following situations?

A slow line at the video store

Making a presentation in class

A surprise birthday party

Being told on Friday that you cannot go to the ballgame on Saturday

A phone call from an old friend

Different emotions can happen in similar situations. The slow line may not be a problem if you are not in a hurry; however, add to that situation that you have only a few minutes to get home on time or your parent will be grounding you for a week.

Now that you have identified the “feeling” that is going on inside you in those situations, think about the consequences those feelings might bring. For example, the slow line and your need to be home on time, could bring about your making comments to the people in front of you if they are not ready to ring up their purchase. Or it might make you moody and be abrupt with your friends who are waiting in the car for you.

The emotion will drive different “actions” or consequences. You need to know what the emotion is (fear, frustration, anger, disappointment) and why it exists (what consequences the situation might bring, therefore how you might react to the emotion).

Self-regulation

Self-regulation is the ability to control that emotion. Do not ignore or push aside the emotion, but rather recognize it and deal with it effectively. Take a pause between the emotion and your reaction to it. And more important, identify what you are telling yourself at that time — self-talk.

What you tell yourself goes immediately to your subconscious where it increases or decreases your anger or other emotions. Repeated negative self-talk leads to exaggerated and irrational thinking. Have you ever said these things to yourself?

They always take me for granted.

I’m always late.

No one ever helps me.

No one ever listens to me.

It will always be this way.

Everything I do is wrong.

I never get a passing grade.

Now think about why you say those things to yourself. For example, if you are always late, why are you late? Are you only late at certain times? Be more specific about your being late. After you have identified why you say those things to yourself, you can begin to identify the emotions around the reasons you are late which is driving the behavior to be late. It could be that you are not getting to bed early enough to get a good night sleep. It could be that you are not prepared for that class. It could be that you don't like that particular teacher. Whatever the reason, after you have identified it, you can change the self-talk from "I'm always late" to "I am late because I do not get enough sleep." The next question would be why don't I get enough sleep? Because I don't start my homework until after dinner. What can I do to start my homework earlier so I can get a good night sleep? You see it is a series of questions getting to the root of the problem, which is creating in you an emotion that is driving negative self-talk and negative behaviors.

Self-motivation

Self-motivation is the ability to change the way you think about things to get them done. There are things about our lives, school, family, and community that we don't enjoy doing. But they must be done. Learning to connect to those things in a positive way is a big part of emotional intelligence. Can you identify a few things about school that make you feel uncomfortable or bored? Now answer the next two questions: Why are these things important? How might you think about these things differently so that you can take greater satisfaction in them?

Empathy

Empathy is the ability to share your feelings with others more openly so they will open up and trust you, improving communication overall. Think of someone you are close to. Someone you tell everything to. Do you trust that person? Do they trust you? Then think of someone you tell very little to. What is your trust level with them? Each relationship will build a different trust level; however, it begins with you. The greater the trust, the more open the communication. The more open the communication the greater the trust. Kind of like the story, which came first the chicken or the egg?

The four levels of communication are shown in Table 6.4.1.

Table 6.4.1: The Four Levels of Communication

Superficial	"Hi!" "How are you doing?"
Fact	"It is raining."
Thought	"I think you are good at that."
Feeling	"I feel you don't care about your homework."

With some people, you never get past the first two levels. To open the trust and communication you will want to reach the fourth level.

Effective Relationships

Effective relationships are about what occurs from your ability to be self-aware, to self-regulate and self-motivate and to create empathy with others. It creates an enthusiasm, which is contagious. It is about finding those things you love about what you are doing and creating such an energy level around those things that dealing with those things you don't like can be easier. Earlier we thought about things you did not like about school. Now think about things you like best in school. What makes those things so appealing?

The communication process of sending and receiving a message is successful when the message is understood. Many barriers exist that get in the way of our message being understood. Your behaviors speak louder than your words. Your overall communication is increased by your ability to engage in your emotions, rather than keeping them at bay. Emotional intelligence allows you to become aware of the emotions, regulate their consequences, find ways to motivate yourself to complete tasks you may not like to do, feel empathy with others and build effective relationships — increasing the likelihood that the message sent is the message received.

Exchanging Feedback

Although feedback is seen as the final loop back to the sender, it is present throughout the process. How and when to give feedback is important to the process. Having a high degree of emotional intelligence increases the effectiveness of providing and receiving feedback.

Feedback is something you give as well as receive. Whether the gift is welcome or not depends on knowing when and how to share your reflections so that others accept, value, and seek out your point of view. When you give feedback in a caring and skillful way, you open a window on the world.

In the give and take of effective feedback, you need the skills to create a zone of safety in which honest and constructive information can be exchanged. Those who are people smart are adept at inviting others to give them constructive feedback. They are also talented at getting invited by others to give them feedback. They are able to give feedback that is constructive and enlightening.

You might have had bad experiences with feedback. Perhaps you were on the receiving end of too much criticism from people in authority (parents, teachers, supervisors), or felt put down by peers when we were most vulnerable. However, you can structure the feedback process in ways that create a sense of safety for yourself and for others.

To receive feedback you need to let others know that they want it; that they are receptive to hearing both the positive and negative story. To avoid being overburdened by too much feedback you need to be specific in your request for feedback. Specify why you want the feedback, what areas you want feedback in, and how much feedback you want. The following is one example of how to ask for feedback.

“Sarah, the more I’m learning about leadership, the more I’m coming to understand that receiving feedback is important to making me a better leader specifically, listening to others’ ideas. I really want to make a difference in our unit and I want to understand how my behavior affects the team. I’d like you to help me with this by sharing your honest opinions with me. Would you be willing to do that?”

“You can help me today by answering two questions. What are some things I do that make it easier for you to convey your ideas, and what is one thing I could do differently?”

Compare the previous request for feedback to this one:

“Sarah, the team leader told me I needed to get some feedback from others about my listening skills. I listen to others don’t I?”

Getting feedback from only one source could lead you down the wrong corrective road. Getting the feedback and agreeing with it are two separate things. That is why you want to broaden your circle of feedback sources. Your Success Profiler is a good tool to use to receive feedback from any sources around the same questions. Also, posing the same questions to a number of people can validate what you are told. If most of the people you ask have similar input, you can assume there is some validity in their comments. Even if you are uncomfortable with it.

If you are not ready to receive feedback (or if someone else is not ready to receive your feedback) you will most likely deny, discount, or defend yourself instead of listening to it. To be invited to give feedback entails four key behaviors. You need to:

- **Ask for permission**
- **Share rather than insist**
- **Time your input**
- **Check others’ perceptions**

By asking permission to share feedback, you can set the stage for your input and assess the recipient’s readiness to listen. Some ways to seek permission might be:

- **Is this a good time for you to hear some feedback about...**
- **Would you be open to hearing some input about...**
- **I have some input on how you handled... Would you like to hear them?**
- **May I share some reactions with you about...**

Finding the right time and the right level of receptivity will enhance the likelihood the feedback will be heard. That is the same for you as the receiver. If it is not a good time for you to receive feedback, let them know that and agree to a better time and place.

Share your feedback in a form of a hypothesis rather than to insist that it is a fact. There might be a reason behind the behavior you were not aware of. By not insisting you are right, you help your recipient trust you and feel safe. The following is an example:

Sarah has accepted your offer to share some feedback about her presentation to the class. You had noticed that Sarah was speaking very fast and seemed to be cramming in too much information into the presentation. You ask: “I was wondering if you felt pressured to cover every aspect of the topic in your presentation?” When Sarah agrees that this was the case, you ask: “If you could only address three main points, what would they be and why?”

The timing of the feedback is essential to it being heard. Feedback is most effective when it is immediate. Old stuff is not relevant. Memories fade quickly. Whenever possible go for an instant replay while the behavior in question is fresh; however, being sensitive to the circumstances is important as well. Providing feedback in public can be embarrassing. Think through the impact that the time and setting will have so you can reduce distractions and increase the usefulness of your input.

Checking the recipient’s perceptions about your feedback is a final closing point to the feedback process. Ask them how they felt about what you said, was there agreement or disagreement, was your input helpful or confusing, and/or does the person need more information? It helps to use effective listening skills such as paying attention to people’s words and body language, and clarifying the meaning of their reactions. If there has been miscommunication or feelings have been hurt, often clarification can help the situation.

Feedback is most useful if it is constructive, concise, and specific. People are more open to positive feedback than negative. If you can tell them what they are doing right, they will most likely listen and repeat the behavior in the future. Informative feedback includes specific behaviors, is limited, and provides suggestions.

Global statements are not correctable. Specific behaviors are. Compare the following two statements:

Global: You have an attitude problem.

Specific: You sounded rather impatient at the team meeting today.

Behaviors can lead to some conclusions about personal values that can be misinterpreted. Be sure you avoid being personal and dig deep to find the behavior that needs to be challenged. Look at the following examples:

Personal: You are sloppy and disorganized.

Behavior: There is a lot of clutter in your locker. How do you find what you need?

Personal: You are lazy.

Behavior: You often procrastinate, don’t finish the task, and return late from breaks. Why do you think you do this?

Personal: You are well organized.

Behavior: You are consistent in your prioritizing of assignments, setting deadlines and keeping materials readily available.

In each of these examples, the specific behaviors convey more information than the personal statements. People can hear the message more easily, can see the behaviors you are speaking about and are not confronted with labels that provide no direction — either good or bad.

Have you ever been confronted with a list of things you do wrong? You might start off with a high degree of listening, but after a while, it gets difficult. Keep your feedback focused on the main point.

Show your concern for the recipient's growth by suggesting ways they can build on their strengths and overcome deficits. Your suggestions should be specific, realistic, positive, and tactful.

Example: "You often interrupt when others are speaking. When you do that to me, it makes me feel you do not value what I have to say. I think you would be a more effective team member if you practiced better listening skills. Would you be willing to work on this during the next team meeting? When you feel yourself ready to speak before the other person is finished, could you take a deep breath and hear them out? If you would like, I can sit next to you and if you begin to interrupt someone, I can gently tap your arm so you are aware of your behavior."

When you follow-up on your feedback, the recipient feels you care. In the example you just read you could continue the feedback process after the team meeting by asking:

"I saw you really working at this today. You caught yourself the first time and stopped, apologized and took a deep breath. When I tapped your arm, you were able to sit back in your seat and let the team talk through the problem. By the end of the meeting you seemed much more comfortable in waiting your turn to speak. You also did a great job summarizing what others had said. How did it feel to you when you were able to stop yourself and let the others finish? Was it helpful to have me tap your arm? What would you like to do next?"

If you were not at the meeting you could follow up by asking them:

"How did the meeting go? Were you able to practice your deep breathing? How did that work for you? What do you think you need to do next?"

Feedback is an important part of the communication process. Emotional intelligence is an important part of feedback. Being able to manage your emotions and to give and receive informative feedback reduces many of the barriers to effective communications.

Conclusion

Communication skills take practice, but when you understand the basics and use these skills often, you can present your message in an understandable manner and get/receive feedback in a positive way.

Chapter 6

Lesson Review

Lesson Review

1. Describe the communication process.
2. List the five competencies for managing your emotions. Do you have one at which you excel? Which one and why?
3. Why is it important to exchange feedback?
4. Define the term “emotional intelligence.”

Lesson 5

Motivation



Key Terms

alleviate
complement
intangible
prejudicial

What You Will Learn to Do

- Employ motivation strategies that inspire others to achieve goals

Linked Core Abilities

- Take responsibility for your actions and choices
- Treat self and others with respect

Skills and Knowledge You Will Gain along the Way

- Identify how individual performance within a group is influenced by expectations, ability, and motivation
- Explain the 14 principles of motivation
- Define key words contained in this lesson

Chapter 6

Introduction

Leaders spend a great deal of time and effort studying the technical aspects of their jobs; however, to lead effectively, they must also know what makes people “tick.” By studying human behavior, leaders learn why people act and react in certain ways. Plus, leaders who care about their subordinates and are attentive to their needs are more able to influence them in accomplishing unit goals. This lesson identifies those basic needs and it explains how they can be satisfied.

Studying human behavior helps leaders to acquire the knowledge they need to better understand themselves and those they lead.

It is important that leaders learn why human beings act and react in certain ways and to identify various types of behavior. They also must learn how to influence the behavior of subordinates so that their personal goals **complement** or reinforce the goals of management.

Key Note Term

complement – complete.

Leaders’ Concern For Group Needs

Leaders must provide purpose and goals for the group. By selecting the best course of action to reach a goal, they provide purpose. By explaining the reasoning behind decisions and demonstrating their own enthusiasm for the task, they provide direction and assistance in accomplishing the goal. This direction should also include information on the required standards of performance.

Leaders must realize that, although they are recognized as leaders because of their position, they will not be accepted until they earn the respect and confidence of the group by satisfying its needs. Successful leaders, therefore, must be more concerned with the well-being of their people than they are with themselves. They must go out of their way to give time, energy, and counsel to help their subordinates live up to their potential. By constantly showing this level of concern to their subordinates, these leaders receive a high degree of respect and loyalty from their subordinates along with their desire to accomplish team goals.

Note

Unselfish leaders avoid providing for their own comfort and personal advancement at the expense of others. Leaders should place the comfort, pleasure, and recreation of subordinates before that of their own. It is difficult to respect leaders who seek their own comfort over that of their subordinates or who hoard credit for achievement made possible by subordinates. True leaders place themselves last in priority and share the dangers and hardships with their subordinates.

Motivating by Satisfying Needs

Needs form the basis for actions. They motivate people to behave in certain ways and to do certain things. Consequently, motivation is a total process that is determined by the interaction of human needs, the situation, and the combination of personal and group needs. The leader's part within this interaction is to:

- **Thoroughly understand human needs and stay directed toward satisfying them. Keep a broad point of view on human nature and motivation. Do not hold to a narrow view that people are motivated only by fear, or believe the opposite—that people are all good and will always be motivated to do the right thing. Instead, a complex array of forces can motivate people, and leaders must be open to every situation.**
- **Satisfy individual and group needs by establishing goals or tasks for individuals and groups to reach, leading to goal/task accomplishment.**
- **Understand how to motivate to obtain the behavior and conduct (confidence, competence, professionalism, and so on) needed from subordinates.**
- **Establish and maintain loyalty and teamwork within the unit.**
- **Create a caring climate within the unit—one that promotes trust and respect as well as an understanding and acceptance of the “why” of subordinates’ actions.**
- **Create self-motivation in subordinates—this is the most powerful and lasting form of motivation. Most people can become self-motivated if taught leadership attributes.**

14 Principles Of Motivation

Although there is no simple formula for motivation, you can understand a basic view of what motivates people. Keep in mind that this view is a simplification for you to use as a guide. It assumes that needs motivate people and that a person's motivation to reach a goal depends on whether the person perceives that the goal will satisfy any of those needs. Realizing that different people react to varying needs will allow you to arrive at appropriate decisions and actions in a particular situation.

People are motivated by many forces—values, self-interest, kindness, worthy causes, and other forces. Some of these forces are internal—such as fears and beliefs; and some are external—such as danger, the environment, a chance for promotion, or pressures from a senior, subordinates, or one's family. Forces combine to determine what a person is motivated to do in a given situation.

Because needs form the basis for actions and leaders must motivate by understanding these needs, leaders must understand how needs drive individuals, people, or groups to action. The following is a discussion of 14 practical principles (guidelines) that flow from this basic view of motivation.

Note

Do not confuse these principles with the 11 leadership principles.

Principle 1

Make the needs of subordinates coincide with unit tasks and missions.

Subordinates will have a natural desire to work to satisfy their own needs. When leaders link these interests and needs with those of the group, they have a powerful way to motivate.

Principle 2

Reward individual and team behavior that supports unit tasks and missions.

The opportunity to win a reward is a sound motivator. A ribbon, a medal, a certificate, or a letter are only small tangible objects, but they mean a great deal to someone psychologically. These rewards have motivating power because they are a way of satisfying social and higher needs. Awards symbolize a proud achievement. After the higher needs are awakened by such rewards, the motivation to keep working for more recognition normally increases.

Rewards can also include a simple “well done” or a “pat on the back,” a promotion, or a favorable evaluation.

Principle 3

Counsel subordinates who behave in a way that is counter to unit tasks, missions, and standards.

The previous two examples were the “carrot” or the reward approach. This principle is the opposite; it is the “stick.” Use this principle only when it is necessary to motivate people who do not respond to positive motivation. Before resorting to this approach; however, be certain that the task, mission, or standard was clearly communicated prior to the infraction.

Every leader in the chain of command must be involved in the discipline of the organization. This shows subordinates that even their immediate supervisor has the power of “the stick.” Each case requiring counseling or disciplinary action also provides an opportunity to teach subordinate leaders how to counsel and take disciplinary action. Remember: conduct reprimands, counseling sessions, and other corrective actions as privately and as quickly as possible after an infraction. Do not humiliate or embarrass someone in front of others.

Principle 4

Set the example in all things.

If leaders show their subordinates how to act, they are teaching them at the same time. If leaders follow regulations and unit operating procedures, they are demonstrating the expected policies to be followed. By doing these actions, leaders are also proving their own degree of self-discipline.

A word of caution is in order here. No one is superhuman, and subordinates do not expect that. While they want leaders to set the example in all things and to share hardships with them, they do not want their leaders to take unnecessary

risks. If they see leaders taking unnecessary risks, they may lose confidence in their judgment, affecting the morale, cohesion, and discipline of the unit.

Principle 5

Develop morale and esprit within the unit.

Morale is the mental, emotional, and spiritual state of an individual. It is how a person feels—happy, hopeful, confident, appreciated, worthless, sad, unrecognized, or depressed. Morale has a tremendous impact on motivation. High morale strengthens courage, energy, and the will to get things done. Because everything a leader does affects morale in one way or another, a leader must always be aware of how his or her actions and decisions affect it. Give subordinates something to hope for, because hope builds morale.

Esprit means team spirit—it is the spirit, soul, and state of mind of the unit. It is a product of cohesion; the overall consciousness of the unit that the subordinate identifies with and feels a part of.

Principle 6

Give subordinates tough problems, and challenge them to wrestle with them.

Coach subordinates on their problem-solving, decision-making, planning, and implementing skills. This principle:

- **Encourages (by teaching and coaching) the development of junior leaders.**
- **Motivates people who must carry out the plan.**
- **Makes communication clearer—giving everyone a better understanding of the mission and what they must do as individuals and as a team to achieve it.**
- **Creates an open, trusting communication bond between the members of the chain of command.**

Principle 7

Have subordinates participate in the planning of upcoming events.

Participating in the planning of future events can be a highly motivating experience. By contributing ideas to a plan, subordinates then have a personal interest in seeing the plan succeed. Plus, it improves communication, which improves teamwork. Improved communication also gives everyone a clearer picture of the objective so that they can use their initiative to achieve it. Clear understanding of the mission and the plan prevents ill-founded rumors and fears based on a lack of knowledge.

Also, by involving subordinates in planning, leaders show that they recognize subordinates' abilities and appreciate them. Recognition and appreciation from respected leaders are powerful motivating forces.

Key Note Term

alleviate – to relieve.

Principle 8

Alleviate causes of the personal concerns of subordinates so that they can concentrate on their jobs.

Everyone has a unique combination of experience, values, character traits, knowledge, and skills, causing a person to have a unique way of dealing with life. Things that seem of no importance to leaders may be of critical importance to subordinates.

Some people may have family problems that leaders must empathize with before they can help them. Others may not know how to handle money, have meaningful relationships, stay out of trouble, balance the demands of school or work with the needs of the family, or grow professionally and personally.

Leaders should strive to help their subordinates as much as they can by keeping them informed of situations and decisions, encouraging feedback, and through counseling—when necessary. For those people who are having real or perceived challenges, these difficulties will cause them to worry, consume their energy, and prevent them from being productive. To help **alleviate** these causes of personal concerns, leaders should teach subordinates how to handle their lives in a healthy, constructive way.

Principle 9

Ensure that subordinates are properly cared for and have the tools they need to succeed.

Simply put, this principle means caring for subordinates. Leaders at all levels of the chain of command must do all they can to help subordinates meet their physical, safety, social, esteem, and self-fulfillment needs. Teach them all you know. You want them to have the right values, character traits, knowledge, and skills because these are the tools that will allow them to grow, and to live happy, productive lives.

Principle 10

Keep subordinates informed about missions and standards.

Keep clear, open communications with subordinates so that they can accomplish their mission as a team and use initiative in the absence of orders.

Principle 11

Use positive peer pressure to work for you, the leader, and the unit.

Peer pressure can be a powerful motivating force, but leaders must be careful how they apply it. If not used properly, it can backfire with serious consequences. On the other hand, positive peer pressure that is based on professional norms and values is healthy.

Principle 12

Avoid using statistics as a major method of evaluating units and motivating subordinates.

Statistics in themselves are not necessarily bad or good. Leaders should use them sparingly and carefully because they are only the “mask” of a unit and they may present a false image. They are surface indicators or symptoms that leaders need to check into further. Perhaps they indicate a serious problem; perhaps not. Leaders simply do not know until they look into the true causes of the symptoms.

Improper use of statistics has a devastating effect on trust, morale, and motivation. Valid evaluation systems and effective leaders require much more than statistics. They require ways to get beneath the “image” to the real substance—the true strengths and weaknesses that influence effectiveness and the real leadership causes of those strengths and weaknesses. Good leaders make the time to get out and to see the real substance of a unit.

Principle 13

Make the jobs of subordinates as challenging, exciting, and meaningful as possible.

Make each subordinate feel special. Experience and study have proven that people need meaningful work. They need to believe that what they are doing, even if it is tiring and unpleasant, is necessary and important. When people feel that their jobs are important and that they have responsibility, they feel needed and motivated. This principle encourages the delegation of authority. This “power down” approach helps leaders get the best out of their subordinates. Leaders give responsibility to subordinates who have the skill and will to handle it, and they strive to make subordinates feel that they are as responsible as them for achieving unit standards and goals.

Principle 14

Do not tolerate any form of prejudicial talk or behavior.

Racial, sexual, or other **prejudicial** talk and behavior are contrary to the principles on which America was founded. If a person feels that he or she is the object of prejudice, that person's motivation can be seriously damaged. Prejudice can also destroy teamwork, cohesion, and discipline within a unit.

Although these 14 principles of motivation are different from the 11 leadership principles, there are similarities. Did you recognize any?

Key Note Term

prejudicial – to form an opinion without knowing or in spite of the facts.

Building Motivation

People will have little motivation to do something if they believe they cannot succeed. Likewise, if they are not convinced that good performance is the best way to satisfy their needs, their motivation will be low and they will have little or no interest in doing their best. However, when subordinates are convinced that their chances for success are good enough to warrant the effort, this belief will help them to achieve their own goals (or needs) as well as those of the group. Therefore, leaders must know their subordinates' capabilities, establish challenging goals within those capabilities, and employ them in accordance with those capabilities (one of the leadership principles). Leaders can also build confidence by offering support, encouragement, and assistance.

Creating assurance that good performance will be rewarded is based on three factors:

- **The leader has a consistent record of checking and evaluating performance.**
- **The leader has an equally consistent record of using rewards in respect to improving performance.**
- **The leader knows that some team players feel that completion of the task itself is sufficient reward.**

Tangible and Intangible Rewards

People work for the opportunity to receive tangible (a plaque) or **intangible** (a “pat on the back”) rewards, and the need to believe that their work is necessary and important. If supervisors never compliment them on a job well done, however, it is easy for subordinates to feel that they never do good work or that their leaders are not interested in their work. Either of these beliefs can destroy motivation.

On the other hand, if leaders recognize and confirm each person's importance and value to the organization, motivation will be strong. Highly motivated teams with high morale usually have leaders who take a personal interest in them and are understanding.

People resent a lack of respect and will respond with that same disrespect by doing only what is necessary to get by. Leaders must build bonds of mutual respect, trust, confidence, and understanding that are fundamental to a disciplined, cohesive team.

Key Note Term

intangible – that which has a value not dependent of physical makeup.

Conclusion

This lesson explained one of the most important aspects that you, as a leader, must KNOW to DO your job properly—the understanding of human nature and how that understanding impacts on what you must KNOW about yourself, your job, your subordinates, and your unit. This knowledge will give you a stronger foundation for what you must BE and what you must DO; then, what you do as a leader—the application of these skills—flows from this “being” and “knowing” foundation.

Invisible threads weave together many of the techniques and attributes of leadership. This lesson illustrated how understanding needs is intertwined with a leader’s values, ethics, and character and with various leadership traits and principles. Your knowledge and proper application of human nature is essential—it is the bedrock of your character as a leader.

Lesson Review

1. Compare and contrast tangible and intangible rewards.
2. How do the 14 principles of motivation compare to the 11 principles of leadership? What are the similarities? What are the differences?
3. Choose one of the 14 principles of motivation and explain it.
4. Why is it important to establish and maintain loyalty and teamwork within the unit?