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COMMAND AND STAFF TRAINING INSTITUTE BANGLADESH AIR FORCE



Individual Staff Studies Programme (ISSP)

MANAGEMENT AND LEADERSHIP PHASE-10 : PART-II

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MANAGEMENT AND LEADERSHIP
PHASE -10 : PART-II

First Edition : Jan 2012

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Approved vide Air HQ/10066/Air Trg//Vol-46/64A Date 18 Jan 2011.

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PHASE-10 : PART-II
CONDUCT OF THE PHASE
SUBJ : MANAGEMENT AND LEADERSHIP

Weeks: 06

Period: 60

Ser No	Topic		Pd Distr	Total Pd
1.	Introduction to Management			3
	Sub Topic	Introduction	2	
		Definition of Management		
		Roles of Manager		
		Function of Management	1	
2.	Management Process			2
	Sub Topic	Planning	1	
		Organizing		
		Coordinating	1	
		Directing		
		Controlling		
3.	Military Leadership			5
	Sub Topic	Introduction	2	
		Command and Leadership	3	
		Personal Qualities to Develop Leadership		
4.	Leadership Style and Approaches			13
	Leadership Style			
	Sub Topic	Introduction	3	
		Types of Leader		
		Factors Influencing Styles of Leadership	2	
		Skills of a Leader	2	
	Approaches to Leadership			
	Sub Topic	Traits App	3	
		Behavioral App		
		Situational App	3	
		Functional App		
5.	Management and Leadership			2
	Sub Topic	Introduction	1	
		Dichotomy Between Leadership and Management		
		Leadership part of Management	1	
		Leadership/Management Integrated		
6.	Principles and Practices of Leadership			
	Sub Topic	Be of Strong and Sound Character	2	4
		Know your Job		
		Set the Example		
		Be Accessible	1	
		Beware of Putting too Much Pressure on People		
		Don't over Criticize Junior Officers the First Time they Make a Mistake		
		Don't Over Control		
		Make Good Use of Time	1	

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Ser No	Topic		Pd Distr	Total Pd
7.	Command and Leadership			
	Sub Topic	Command	2	3
		Professional Knowledge		
		Ability to See Essentials Clearly		
		Courage and Mental Strength		
		Sound Judgment		
		Subordinate Commanders		
		Leadership	1	
8.	Morale and Ethical Value			
	Sub Topic	Morale	2	6
		Factors influencing Morale		
		Rules to Determine Morale		
		Effects of Good Morale		
		Ethics and Military Ethics	4	
		Ethical Responsibilities		
		Promote Ethical Development		
		Develop and Sustain Ethical Climate		
9.	Introduction of Motivation			
	Sub Topic	Introduction	1	6
		Definition		
		Behavioral Requirement of an Organization		
		Nature of Motivation	2	
		Process of Motivation	3	
		Maslow's Hierarchy of Needs		
10.	The Ten Rules of Good Followership			
	Sub Topic	Don't Blame the Superior	1	4
		Don't Fight the Superior		
		Use Initiative		
		Accept Responsibility	2	
		Tell the Truth and do not Quibble		
		Do Your Homework		
		Suggestion Implementation		
		Keep the Superior Informed	1	
		Fix Problem as They Occur		
		Put in an Honest Day's Work		
11.	Revision and writing the TAE Paper			12

Total Period: 58

INTRODUCTION TO THE PHASE

1. This phase is divided into two parts. Part-1 deals with the basic principles of Agenda & Minutes of Meeting, Brief, directives and instructions. Each task has elaborately been discussed with examples.

2. During this 5-week phase, you will be studying one of the most important aspects of a staff officer's work and the writing of Service Papers. They are the end-product of much work, especially of higher level. A good staff offr should be able to produce sound, well-written Service Papers, either to analyse facts or events or to present solutions to problems. When writing a Service Paper, therefore, we use a format which enables us to present our analysis or our solution accurately and conveniently.

Objective

3. In BAF, success of administration largely depends on the efficiency and know - how of an offr. At the end of this phase, you are expected to fulfill the fol training objectives:

- a. To recognize the basic principles which apply to the writing of Service Paper.
- b. To plan and write a simple Service paper which will present the solution to a problem.
- c. To know how the Agenda & Minutes of a Meeting is prepared & written.
- d. To acquaint with the different types of order & instruction.
- e. To enable an offr to write a brief.
- f. To guide an offr how to write different types of order.

TOPIC-1

INTRODUCTION TO MANAGEMENT

Introduction

1. One of the most distinctive features of our modern society is the predominance of organized group effort. Attainment of various objectives is seldom sought by individual efforts. Rather, groups of people combine their efforts to optimize the attainment of group and individual objectives.
2. This tendency is found in every phase of human life. Goods and services that satisfy our economic needs, for example, are principally produced and distributed by business units composed of more than one person. Again, the protection of our nation is a mission of a military organization consisting of millions of men, similarly, our political parties, our religious affiliations, our unions, our charitable and welfare institutions, and our recreational and social activities are characterized essentially by group efforts and relationships. Through such groupings, our specific needs are served more effectively and with greater personal satisfaction.
3. Each organized group, whatever its major purpose, brings together technical skills in a way that accomplishes more than could be done by the individuals acting independently. But this “bringing together” of human technical skills is not accomplished automatically. For example, typists in an office do not automatically co-ordinate their efforts with those for whom they perform such services. Or production workers do not automatically synchronize their output with the efforts of salesmen. Nor do such staff specialists as engineers, accountants, or personnel managers automatically serve the needs of production units.
4. Instead, co-operation among, and co-ordination of, these specialists must be achieved through the efforts of another type of specialist. The latter is responsible for getting the technical experts to work together effectively. He must unite the technicians of production, distribution, politics, recreation, or whatever the particular field may be. And he is as significant as are the technical experts themselves.
5. This “coordinator” is known by many names. In the political field he may be called president, governor, or mayor, to mention but a few. In the religious field, he may carry such titles as cardinal, bishop, or pope. In recreational areas, he may be called coach, manager or director. In the business field are found such titles as executive, superintendent, supervisor; and commanding officer or a chief of staff in the armed forces. Common to all these terms is the implication of group leadership. The job of each is to get results from his group.

6. The leader as a manager is a specialist, leading a group of technical experts or specialists. The chief engineer, for example, “manages” a team of engineers just as the drill-press foreman “manages” a team of drill-press operators. He must have a fund of managerial knowledge, a set of managerial skills, and acquaintance with managerial duties to lead his team of engineers or drill-press operators.

7. For a long time it was felt that managers either were “born” or could become so only after long years of practical experience. Such an attitude is bound to result in managerial growth that is slow and expensive. There is a growing recognition, however, that managers, like engineers, can be trained. This is supported by the fact that there is a growing body of knowledge in regard to the skills, tools, and functions of management.

Definition

8. Management is a word used by different people with varying meanings. It is used as a collective noun to refer to all those who manage within a particular organization including those who help the managers by performing a staff function. Definitions of some great pioneers of management are narrated below:

- a. **John F. Mee.** Management is the art of securing maximum results with minimum efforts so as to secure maximum prosperity and happiness for both employer and employee and give the public the best possible service.
- b. **Stanley Vance.** Management is simply the process of decision making and control over the action of human beings for the purpose of attaining pre-determined goals.
- c. **William Spriegel.** Management is that function of an enterprise which concern itself with the direction and control of the various activities to attain the business objectives. Management is essentially an executive function; it deals particularly with the active direction of the human effort.
- d. **George R. Terry.** Management is a distinct process consisting of planning, organizing, actuating, and controlling performed to determine and accomplish the objectives by the use of people and resources.

Roles of Managers

9. In 1973, Henry Mintzberg provided one of the first comprehensive studies of the nature of managerial work. A summary of Mintzberg's findings gives us a more complete picture of what a manager actually does. Mintzberg found that about one-third of a manager's time is spent in dealing with subordinates, about one-third in dealing with

external (outside the organization) matters, and the other third in a variety of activities, including contacts with superiors, tours of the workplace, and thinking.

10. Mintzberg grouped the basic roles performed by managers as interpersonal, informational, and decisional. These roles describe what managers actually do and what managers should do.

11. The interpersonal roles were: (a) A manager is a symbol, or a figurehead. This role is necessary because of the position occupied and consists of such duties as signing certain documents required by law and officially receiving visitors. (b) A manager serves as a leader- that is, encourages, fires, judges and remunerates. (c) A third interpersonal role is that of serving as liaison between outside contacts-such as the community, suppliers.

12. The informational roles found by Mintzberg were: (a) As monitors, managers gather information in order to be well informed. (b) Managers are disseminators of information flowing from both external and internal sources. (c) Managers are spokespersons or representatives of the organization. They speak for subordinates to superiors and represent upper management to subordinates. All three of these informational roles provide a communications network for the organization.

13. Mintzberg's decisional roles were: (a) Managers are initiators, innovators, problem discoverers, and designers of improvement projects that direct and control change in the organization. (b) As disturbance handlers, managers react to situations that are unexpected, such as resignations of subordinated, firings, or losses of customers. (c) A third decisional role is that of resource allocator. (d) Finally, managers are negotiators. At times, this role can be partially delegated: however, managers assume it when conflicts arise.

Functions of Management

14. One way to view the process of management is to identify the basic functions which together make up the process. These functions will be discussed in greater detail in next chapter. These functions are basic to managerial activities at all levels from the immediate supervisor to the chief executive. They are fundamental in all types of cooperative endeavor, including business firms, government agencies, and benevolent institutions. They form the core of activities in various applications such as marketing, manufacturing, financing, and public agencies.

15. Different authorities offer different names for the key functions of management; however, there is general agreement on most of the actual duties of a manager. The following seven functions will be used to describe the job of management:

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- a. **Decision making.** The process by which a course of action is deliberately chosen from available alternatives for the purpose of achieving a desired result.
- b. **Organizing.** The process by which the structure and allocation of jobs are determined.
- c. **Staffing.** The process by which managers select, train, promote, and retire subordinates.
- d. **Planning.** The process by which a manager anticipates the future and discovers alternative courses of action open to him.
- e. **Controlling.** The process that measures current performance and guides it toward some predetermined goal.
- f. **Communicating.** The process by which ideas are transmitted to others for the purpose of effecting a desired result.
- g. **Directing (Leadership).** The process by which actual performance of subordinates is guided in the direction of common goals. Supervising is one aspect of this function at lower levels where physical overseeing of work is possible.

16. All these functions are closely interrelated. However, it is useful to treat each as a separate process for the purpose of spelling out the detailed concepts important to the whole job of the manager. At times, it may be desirable to consider several functions jointly in order to show their close interrelationships. For example, communicating and controlling must be considered together in systems planning; organizing, communicating, and staffing may be viewed together in studying organization behavior.

17. A list of management functions is merely a useful analytical device for stressing the basic elements inherent in the job of management. At times it might be desirable to identify sub functions for purpose of emphasis. It should be obvious that the seven functions stated above do relate to what might be called "leadership", for our purpose, it is important to distinguish between leadership and management.

18. Leadership involves personal qualities which enable one person to induce others to follow. These qualities are particularly important to the directing function of management. Styles of leadership are important to the study of management, but management is a more comprehensive concept than leadership. Development of a manager can be achieved through academic study. The essence of leadership is interpersonal and action-oriented, and therefore can best be developed in practice.

TOPIC- 2

MANAGEMENT PROCESS

Introduction

1. The work management is applied in different ways to different aspects of business administration. Management can be looked upon as a process by which managers formulate, direct and operate organizations with coordinate human effort to attain predetermined objectives. The manager must be sure of the objective(s) he desires to attain. A precise and complete statement in this regard would make the objective clear and understood by all concerned who have to direct their activities towards its attainment. The desired objective is attained performing certain fundamental management functions or using his tools which can be grouped under five basic heads, namely:

- a. Planning
- b. Organizing
- c. Staffing/Coordinating
- d. Motivating/Directing
- e. Controlling

Planning

2. Planning is the first step in management. A leader makes decision, set objectives and determine how to take action in the planning phase. Planning can be defined as the designing of a scheme of operation and a line of action for the achievement of an objective. It is the means by which the organization is guided from the present into the future in order to accomplish a mission or objective.

3. William H Newman and Charles E Summer Jr, said that “the process of planning covers a wide range of activities. It is more than logic or imagination or judgement. It is a combination of all these that culminates in the decision – a decision about what should be done. The decision phase of planning is so important that we shall use the expression ‘decision making’ as a synonym of planning”.

4. Similarly, Richard N Farmer and Barry M Richman observed that –“the planning function determines organizational objectives and the policies, schedules, procedures, and methods for achieving them. Planning is essentially decision-making since it involves choosing among alternatives and it is also encompasses innovation. Thus, planning is the process of making decisions on any phase of organized activity”

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5. In order to accomplish satisfactorily anything of importance, it is necessary to plan in advance. All the facts relevant in situation have to be collected so that the action taken is in accordance with what the fact dictate. The facts when analysed will often generate more than one alternative course of action. The manager must select the alternative which has the highest probability of yielding the maximum benefit or gain for his organization. Planning involves forecasting of future problems and events and selecting course of action to handle them. A good manager will always consider the following resources before making a plan to achieve max result with min wastage.

- a. Men.
- b. Material.
- c. Equipment/Machine.
- d. Time.
- e. Space.

6. While planning for an objective, a supervisor must try to collect complete data on the following:

- a. What is to be done? (Objective)
- b. Who is to do it? (Men)
- c. How is to be done? (Material/Equipment)
- d. When is it to be done? (Time)
- e. Where is it to be done? (Space)

7. The following factors, if observed lead to successful execution of plan:

- a. A manager having fully understood the ultimate objective must thoroughly explain it to the workers.
- b. Divide the major objective into minor ones and explain them to the Workers, so that they know how these parts constitute the whole.
- c. Sequence of minor objectives and their priorities should be well determined and defined.
- d. The minor objectives should be well balanced.
- e. Flexibility in minor objective should not disturb the major objective and it should not amount to revision of the whole plan.

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- f. The human factor is considered to be the soul of successful planning. Thus every human being in the system must be told clearly as to what he is required to do.
- g. A good job must be appreciated and welcome a good suggestion from the worker.
- h. Keep their moral high by looking after their welfare.

8. Good manager endeavor to draft a plan which will make things happen in the desired way. This is also said "Good managers make things happen. Things do not just happen to them". The short planning is concerned with the fixing of objective, determining of strategies and policies and the prescription of procedures as guidance to future action.

Organizing

9. Organizing can be defined as the process of identifying and grouping the work to be performed, defining and delegating responsibility and authority and establishing relationships for the purpose of enabling people to work most effectively in accomplishing objectives. Organizing is the establishing of effective behavioral relationship among selected work persons, and work places so that the groups can work together efficiently.

10. Following steps may be taken while organizing:

- a. Identifying the activities involved to attain the objectives.
- b. Grouping of similar activities on the principles of function with further sub-division into sections and ultimately to jobs.
- c. Defining of responsibility and accountability so that each person knows what is expected of him in terms of attainment of the objectives.
- d. Delegation of the requisite authority to enable such person to carry out his responsibility.
- e. Providing adequate physical facilities to discharge adequately the responsibility.
- f. Establishing of clear structural relationships among individuals and groups.

Staffing/Coordinating

11. Coordinating is getting the right people to do the right thing in the right place at the right time in the right amount. In other words, co-ordination is the process of securing unity of action for the achievement of a common goal in the given time. Different types of coordination are discussed below:

- (1) Vertical coordination. Between superior and subordinate workers.
- (2) Horizontal coordination. Between individual, groups or units of the same status.
- (3) Mechanical coordination. Combination of vertical and horizontal co-ordination.

Methods of Co-ordination

12. One or more of the methods may be used in a situation but the manager must know how, where, when and with whom they are to co-ordinate, the following are the methods:

- (1) Personal contact.
- (2) Group contact
- (3) Contact by staff liaison officer
- (4) Admin/Ops Order.

The standard of co-ordination depends on the appreciation of the need and how it is to be secured.

Directing/Motivating

13. Directing may be defined as the art of securing co-operation of the subordinates for the accomplishment of a mission. It is also a method of putting a plan into action. It is the executive function of management. Motivating is directing the effort of human beings towards the implementation of the plans in such a way as to make them do what is the interest of organization's objective or goal. A successful manager must have the following qualities:

- a. Ability to take decision.
- b. Knowledge of the people to be directed.
- c. Ability to ensure that orders are given properly and carried out as such.

14. A directive in general term is used to refer to all forms of oral or written instructions. These are mainly of four types:

- a. Direct command.
- b. Implied order(Indirect).
- c. Request.
- d. Call for volunteers.

You may have the best of the plans, best of the equipment and organization but if you lack in adequate motivation and direction and if you can not communicate it to the workers you are sure to end up a mission into a miserable failure.

Controlling

15. Controlling is the most important steps of management process. Control and planning are so closely related that often in practice, the terms planning and control are used inter-changeably eg. Whilst naming departments such as the production planning department or the production control department. At times the word 'control' is used preceded by an adjective to indicate a control, eg. quality control, production control, inventory control and even the administrative control. Few definitions of controlling are discussed below:

Definition.

- (1) **George R Terry.** Controlling is determining what is being accomplished that is evaluating the performance and if necessary, applying corrective measures so that the performance takes place according to plans.
- (2) **Henry Fayol.** Controlling consists in verifying whether everything occurs in conformity with the plan adopted, the instructions issued and principles established. It has for object to point out weakness and errors in order to rectify them and prevent reoccurrence.
- (3) **The Systems Definitions.** That function of a system which provides direction in conformance to the plan "or the maintenance of variations from system objectives within allowable limits."

The control Process. The control process involves three steps namely:

- (1) The establishment of standards for measuring performance.
- (2) The checking or appraising of performance against such standard.
- (3) The taking of corrective action.

Conclusion

16. The tools of the manager craftsman are planning, organizing directing, coordinating and controlling. All managers have responsibility for planning whether they are at the top, middle, or bottom of organizational structure. Organization involves the arrangement of component parts so that they will get done in the most efficient way. Control is the practice of making sure that events go as planned. Direction is advance control. Coordination is perhaps the closest thing to a true synonym for management. The challenge of coordination is to capitalize on individual differences while maintaining control. What the manager craftsman is trying to accomplish with all his tools is coordination. He wants everybody to cooperate in reaching the group goal.

TOPIC- 3
MILITARY LEADERSHIP

Introduction

1. There is much discussion these days of the inter-relationship between Command, Management and Leadership. In a peacetime, the functions of Command and Management are closely related. These are both primarily concerned with the business of efficiently running the day to day affairs of a unit or a business. It is the flair for leadership of the Commander or General Manager that determines whether one unit or business concern is better commanded or better managed than the next. In short, the Commander or General Manager cannot achieve success unless he has the full support of those who work for him and he can really motivate them to produce the best results.

Command

2. The prime responsibilities of Command are the creation and maintenance of an efficient and contented unit, which can be relied upon to give its best in all circumstances, be they active service conditions or routine life in peacetime. In peacetime this demands that the administration of the unit is first class, welfare is accepted as a matter of everyday concern, individuals and groups within the unit are motivated by a sense of purpose and find satisfaction in their daily existence. Troops cannot enter battle with a will unless they believe they will be successful; equally they cannot give their best in peacetime unless they believe their existence to be purposeful. The degree to which they achieve success in battle or achieve their ends as a peacetime unit depends ultimately however on the degree of leadership exercised by their Commander.

General Management

3. The major responsibilities of the *General Manager* are to ensure that his industrial or commercial organization is both productive and profitable. It is generally accepted that profit rather than people is his prime concern. Management styles have accordingly been adapted to increase worker participation, improve communication between employer and employee and provide better working conditions. Much attention has also been paid to a study of the motivation of individuals in determining how job satisfaction can best be achieved in the more mundane shop floor employment.

Leadership

4. Any kind of leadership, military or civilian, is a blend of 3 elements - persuasion, compulsion and example, a combination that makes other people do what the leader wants of them even when the task or effort is not essentially to their liking. Much can be done, even in an army, by persuasion rather than compulsion, but everybody in any particular organization must realize that if necessary, compulsion can and will be applied. The purest form of leadership is of course *Example*. The basic qualities of a leader, as described by Field Marshal Slim, are *courage, will power, judgement, mental flexibility, knowledge and integrity*. Other great leaders have listed other qualities, and they are all important both for successful military leadership and general management. For the problems met at the top of any great organization, whether military or civilian, are basically the same questions of organization, transportation, equipment, resources, the selection of men for jobs, the use of

experts and, above all human relations. However, while the problems are much alike, there are certain differences between the military and civilian approach to them and in the climates in which they have to be solved.

5. **Military Leadership.** This must be the projection of personality and character, and there has been a significant difference in the past between military leadership and general management. The leader and the men who follow him represent one of the oldest, most natural and most effective of all factors - human relationships. Leadership is of the spirit, compounded of personality and vision; its practice is an art.

6. It is in the training field that much effort must be devoted to bringing on the future *Commander* or *General Manager*. Most major industrial and commercial concerns now sponsor their own management schools. Following the lead given by Harvard University, several Universities now offer courses in Business Management. The aim being in all cases to produce an individual capable of analysing and explaining a problem to a Commander or Board, obtaining a decision, planning, promulgating and executing a solution, and finally monitoring the feedback.

Personal Qualities to Develop Leadership

7. To gain power with people, you must first be leader. There are at least eleven personal qualities you must have and develop to be able to lead and control others. These eleven qualities of leadership must be pronounced and positive characteristics in you if you are to lead others. If even one of these qualities is noticeably lacking, you will have extreme difficulty in succeeding as a leader. If all are present and prominent, you can develop into an outstanding and powerful leader of people.

a. **Strength of Character.** Character applies to the moral qualities that determine the way a person thinks, feels, and acts in important matters of life, especially in relation to the basic principles of right and wrong. If you have character, you will instinctively know the difference between right and wrong. Not only will you know the right thing to do, but you will also have the moral courage to do it. You will be person of honor. You are to be trusted. Your word will be your bond. You will not lie, cheat, or steal; no matter what advantage you would gain by doing so. Character is the derivative of personal decision.

b. **The Power of Making Sound and Timely Decisions.** It does not take much strength to do things, but it requires great strength to decide what to do. You must be able to make sound and timely decisions if you want to become a powerful leader of people. When you can make sound and timely decisions, people will trust you and have confidence in you. They will be motivated to their best for you. It is not enough that you use logic and reasoning in making an estimate of the situation. Many people can do that, but only a rare few have the strength of character it takes to make that decision at the right time and then announce it without hesitation. Today's problems will never be solved with tomorrow's solutions. You will never learn to make your own decisions if you constantly turn to someone else for answers. Sooner or later you'll have to fly on your own.

c. **The Wisdom to Plan and Order.** Once you have made your decision, you must develop a workable plan to carry it out. Definite and specific tasks must be given to your people. Your plan must answer certain questions: What is to be done? Who will do it? Where will it be done, when, and how? The wisdom to plan and order is one of the essential characteristics you will need if you are to lead, control, manage, and gain power with people. When its time to issue your order, make sure it is easy to understand.

d. **The Courage to Act.** Even though you have the power of making sound and timely decisions, of making excellent plans to accomplish your mission, and formulating the necessary orders to get the job done, you will still be far from gaining your goals unless you have the courage to act. If you are a brilliant thinker with the faint heart, you invite only disaster through inaction or hesitancy to move, becoming a thinking coward or a fighting fool. You must have the courage to do what has to be done, despite the costs, the hardships, the hazards, and the sacrifices. If you don't do anything, nothing will ever get done. But if you do something, even if it's wrong, you have the opportunity to correct your mistake and it will come out right in the end.

e. **The Capacity to Manage.** To be a strong and powerful leader of others, you must develop the capacity to manage. The capacity to manage is the systematic approach to the attainment of specific goals. It requires administrative skills and know-how. Management is a tool of good leadership and a key to power with people. It is quite easy to take the perfect combination of abundant and well-trained people, all the desired supplies and equipment, unlimited funds, and indefinite time to complete a project. The real challenge to your management ability comes when you have to make the best use of whatever you have on hand to get the results that you want. You will always be measured more by what you actually get done under such conditions than by what you do under ideal conditions.

f. **Integrity.** You must possess integrity if you are to become a powerful leader of people. A person with integrity is always able to tell right from wrong, and will have the moral courage to do what is right. Integrity is an absolute must for a person who wants to succeed in a leadership position.

g. **How to Seek and Take Responsibility for Your Actions.** If you want to become an effective leader, you must learn to seek and take responsibility for your actions. You will never progress by avoiding tough assignments. When you look for added responsibility, you will raise your confidence in yourself and in your own abilities to do the job. Your superiors will also have increased confidence in you and so will those who work for you. There's a big benefit you will gain when you take responsibility for your actions: When your people know you are willing to take full responsibility for your decisions and your actions, you will gain their willing obedience, their loyal cooperation, and their full support. You'll be able to motivate them to do exactly what you want them to do, and that, is unlimited power with people.

h. **How to Prove Your Reliability to Others.** Reliability is a personal quality you'll have to develop if you want to gain unlimited people power with both your superiors and your subordinates. Reliability means to be trustworthy and dependable. It means that you will always do what is required with only the minimum supervision. Reliability can also be defined as your superior's faith in your present and your future performance of duty based upon the facts of your performance in the past.

j. **How to Develop Loyalty to Both Superiors and Subordinates.** Loyalty is a must if you want to gain power with people. Unless you keep your people well informed, you are asking for blind loyalty. This will not work. Only after you've proved to them that you are dependable, trustworthy, and loyal to them, they will give you their loyalty without question. But at first you'll have to earn it.

k. **How to Be More Enthusiastic and Optimistic.** Enthusiasm implies that you have a cheerful and optimistic attitude. If you are enthusiastic in your work, you will always try to do the best job you can under all conditions. Your cheerful enthusiasm can set the example for others to follow. Enthusiasm is especially important when you're doing detailed work that tends to become tedious or boring such as school. Some people have the wrong idea about what enthusiasm actually is. You don't have to go around bubbling all over the place to be enthusiastic – but a good smile, now, that's different, and it doesn't cost you a thing either. However, it can be the spark of enthusiasm that is needed at the moment to motivate one of your people to do the right thing.

l. **How to Improve Your Initiative and Ingenuity.** All the good things we have today came into being because of some person's initiative and ingenuity. Never underestimate the brainpower of your people just because they happen to be your subordinates. Good ideas come from a person with an active imagination, no matter who he is or what he does.

Conclusion

8. Social developments and advances in technology have not changed the functions of Command and Management, although they have become more complex, more comprehensive and more demanding. The aim however remains the same, which is to run an efficient, well motivated unit or business organization in the 20th century. The skills associated with Command and Management can be developed and their effectiveness increased by training and experience, and the functions of leadership can likewise be taught.

9. Military Leadership and Management have much in common, but in the last resort there will always remain a subtle difference. Personal qualities you should develop so that you can become a powerful leader of others on your first day to unlimited power with people.

TOPIC- 4

LEADERSHIP STYLE AND APPROACHES

Introduction

1. Each person has an individual style of leadership, which generally falls into one of the following types: authoritarian, democratic, or free-rein. We will discuss these three so-called leadership styles in some details.

Authoritarian Leadership

2. **Characteristics.** The authoritarian leader delegates no authority. He makes decisions himself and is usually iron-fisted and inflexible. He structures the complete working situation for his followers and allows little or no participation in the thinking by subordinates. They are to do what they are told and nothing more. The leader exercises full authority and takes full responsibility for everything that goes on in his organization. He uses his own solutions to satisfy employee needs, rather than group decisions and maintains very tight control of his subordinates often fostering fear and insecurity in order to get them to maintain organizational standards. At times he punishes subordinates who make decisions and thereby encourages dependency and discourages new ideas. In his attempts to do this, he often stifles communication among group members. The leader becomes the focal point of the group and thus destroys lines of communication between subordinates.

3. **Strengths.** Authoritarian leadership is very effective in combat situations where strict security measures and immediate reaction to orders is necessary. In this type of situation, authoritarian, control is the most efficient, time-saving, and secures method for directing an organization. Subordinates who have a well developed sense of mission understand the necessity for it and willingly accept authoritarian methods. This leadership style is very effective when time is a major factor in making decisions. It is used to make quick, on the spot decisions without the necessity of calling his peoples together to discuss the situation and come up with suggestions.

4. **Weaknesses.** In a military situation, the authoritarian leader can function very effectively for short periods of time. This time period may be extended if there is a good reason and the reasons are recognized and accepted by the followers. Conversely, during peace time and when there is no apparent reason for handling people with this style of leadership, a more democratic approach is usually more effective. Generally people respond better when they have a chance to participate in decisions. The authoritarian style of leadership has other weaknesses in that most organizations that employ this style extensively tend to collapse when the leader is absent because he has not delegated his authority, developed his personnel, or kept his people informed. As a result, morale is often low and people generally do only what they are required. Suggestions are not encouraged, creativity is usually stifled, and the leader does not accept change. A lot of good talent and ideas are wasted in an organization that is predominately authoritarian.

Democratic Leadership

5. **Characteristics.** The authoritarian leader uses his own ideas and ability to run his organization. The democratic leader magnifies his own abilities through his followers. Democratic leadership does not decentralize managerial authority; the leader's decisions arise from consulting with his followers, but the decisions are his and his alone. The followers have a part in arriving at decisions which affect both personnel and organization policy. Under this type of leadership, the subordinates are kept informed and are encouraged to submit ideas and make suggestions. Whereas the authoritarian leader keeps full control of his authority, the democratic leader exercises control by delegating his authority and using the forces within the group for the betterment of the organization.

6. **Strengths.** The strength in the democratic organization is the strength of the group as a whole. People are usually better informed and they know that their leader encourages them to make suggestions and contribute their ideas. Most people prefer working under this style of leadership. The democratic leader develops his people, thus when the leader is away, his organization tends to operate normally. The people know what to do because they have been well trained and have participated in developing the organization. If everything runs smoothly without the presence of the leader he has done an effective job in developing his subordinates. In the long run the democratic leader has higher morale and high productivity in his organization.

7. **Weakness.** Democratic leadership takes time to arrive at group decisions, and there are always certain individuals who won't respond to this style. Some leaders start off by employing this style of leadership; but, soon find them afraid to make a decision on their own. They resort to conferences every time a problem comes up, so that their people can make the decision. In this manner the leader is always hiding behind the decisions of subordinates. When used as a crutch, rather than as a tool, democratic leadership becomes a method of shirking responsibility or "passing the buck."

Free-rein Leadership

8. **Characteristics.** The free –rein leader primarily depends upon subordinates to establish goals and work out problems. Group members are also responsible for their training and motivation. The leader acts as a contact man with outside persons in order to bring his group the information and resources needed to accomplish the mission.

9. **Strengths.** This style of leadership is very effective in certain situations. In supervising several men who are top producers and who are self-directed without close control the free rein approach usually obtains the best results. This style often gets good results in a creative atmosphere where people with specialized talents and creative skills are allowed to work at their own pace. Many individuals when tightly controlled produce less work or work of poorer quality than when left to themselves. Many of our greatest scientists, scholars, doctors, artists, musicians, writers and engineers have produced their best work at times when they were completely free of control.

10. **Weakness.** Unfortunately, many of the free-rein leaders who we see in operation today are not free rein because they are afraid that their people, having individual differences might perform too well under this style of management. Some use the free-rein approach because they find it easier. They don't have to worry about motivating their people, conducting meetings and conferences, etc. They also don't have to spend as much time in planning, organizing, etc. However, they usually get their reward of confusion and chaos. The leader who fails to provide his people with motivation and clearly defined goals is often asking for trouble.

11. Of the three leadership styles, democratic leadership has the maximum potential for achieving maximum productivity and job satisfaction. However, in certain situations the authoritarian and free-rein approaches have advantages. The flexible leader will most likely use all three approaches in a single day when faced with different situations. A leader's main goal should be to get familiar with his people and to know what style to use with each. He should also have a good feel for which style to use when directing the group as a whole. When a leader is aware of individual differences and also knows how his group responds as a whole, he is well on his way toward successful leadership. Of course, there are other factors that may influence one's style of leadership.

Factors Influencing Styles of Leadership

12. The style of leadership will vary with the situation as well as the individual differences of subordinates. The following factors will influence the choice of style:

a. **The Time Available to Accomplish a Certain Job.** Time is an important factor in determining what style of leadership should be used. As a leader, you have to be realistic and use common sense in determining which style is best for the situation. It would be foolish to call a conference to determine whether or not a man who is bleeding to death should be sent to the hospital. It would be just as ridiculous to make a snap or authoritarian decision to double the wing flying commitment without first determining if adequate time and equipment are available to support the load.

b. **The Experience, Age, and Training of Followers.** Generally older, more experienced, and capable men such as higher ranking NCOs resent tightly controlled, iron-fisted supervision (especially from inexperienced junior officers). They do, however, enjoy working for a boss who allows them to share their background and experience to help make improvements in the organization. With these individuals, the democratic and sometimes even the free-rein approach is usually preferred. However, there will always be someone who is the exception to the rule, who will only do his job well if he is handled in an authoritarian manner.

c. **Your Familiarity With the Situation.** When the new officer arrives in the field, he is usually not familiar with everything that is going on. From his background he has learned something but he does not have sufficient knowledge to jump right in and immediately start employing authoritarian methods. He usually does better by starting with the democratic or free-rein approach. Later on as he learns more about the job he may select the style that he finds most effective.

- d. **The Degree of Acceptance of the Mission by the Followers.** When men readily accept responsibility and are reasonably satisfied with the mission, they generally perform best under the democratic style of leadership. Occasionally, an individual is dissatisfied and methods of positive motivation should first be employed to get the individual on the right track. This may take the form of counseling session. If this doesn't work, authoritarian methods should be applied. If this ends in failure, more server means of handling the individual should be considered.

Skills of a Leader

13. Previously we mentioned that a leader should constantly strive toward self-improvement and work toward refining his skills. A skill may be defined as "the ability to translate knowledge into action." A leader does not really possess a skill unless he uses it. The military officer should be concerned with developing certain basic skills, to satisfactorily perform his job. These skills are: technical, human and conceptual. In practice they are inter-related, but for instructional purposes, we will consider them separately.

a. **Technical Skill.** This skill is defined as the ability to use knowledge, methods, techniques and equipment necessary for the performance of tasks. Throughout your career you have been learning many technical skills. At times you have probably felt that if you were to be a manager, why must you learn a lot of technical details? You have a point, your main job is to manage, and it is more important that you manage effectively and not know all of the technical niceties. However, you will be more effective as a leader in you have a good common core of knowledge with your men and understand them when they describe a particular malfunction. You will also save yourself a great deal of embarrassment when asked to inspect aircraft forms for errors if you know when they are filled out properly, Chances are that you may never be required to use much of the technical knowledge that you have learned; however, being familiar with it will give more insight into the mission from the men's point of view.

b. **Human Skill.** This skill is defined as the ability and the judgment in working with and through people, including an understanding of motivation and an application of effective leadership. You have been working at developing the human skill all of your life; almost everyone has. But isn't it funny that some people never learn to use it properly? The leader who develops the human skill has the ability to interact effectively with people and build teamwork. If a person never develops the human skill he may hold a leadership position but will never earn the respect of his subordinates.

c. **Conceptual Skill.** This skill is defined as the ability to understand the complexities of the overall organization and were one's own operation fits into the whole system. This skill enables the manager to see overall relationship in his organization and to utilize this relationship in creative thinking. Conceptual skill deals with ideas, whereas the technical skill deals with things, and the human skill is concerned with people. Conceptual skill helps the manager to set up plans, devise models, and to see their relationships among the various working groups. The manager who applies conceptual skill is in a much better position to apply his human skill. The leader who has poorly developed conceptual skill often misuses his human skill. He is more likely to make poor decisions when working with his personnel. The conceptual skill is thus a prerequisite to the effective use of the human skill.

d. **Skill Mix.** The appropriate mix of these three skills varies as officer advances in his career from supervisory to top management positions. To be effective, less technical skill tends to be needed as one advance from lower to higher levels. Managers at supervisory levels need considerable technical skill because they are to guide and develop operators. At the other extreme, top managers do not need to know how to do all the specific tasks at the operational level. While the technical and conceptual skills needed at different levels of management vary, the common denominator that appears to be crucial at all levels is human skill. This illustrated in the following diagram.

Top Management level	Tech Skill	Human Skill	Conceptual Skill
Middle Management level	Technical Skill	Human Skill	Conceptual Skill
Supervisory Management level	Technical Skill	Human Skill	Conceptual Skill

14. As the officer moves up in higher positions of management and authority, he must be able to apply this conceptual skill to a much higher degree. This is necessary because he will be dealing with long-range plans, broad relationships, and other obstructions. Various studies conducted in civilian organizations, for example, have reported that successful higher level managers definitely scored better than lower level managers on tests designed to measure ability to work with concepts and human relations problems. In this same respect, higher level managers who failed usually failed primarily because they were unable to apply conceptual skill. Analysis of this type may help to explain why an outstanding OIC of a Flight may make a poor OC of a Wing or a Base. Different functions and different levels of management often require different combinations of leadership skills. The different needs and different skill mixes should be a warning to all leaders not to try to force all people into a stereotyped skill pattern. In reality, the technical skills are most important for the men at the lowest level; and the conceptual skill becomes increasingly more important to higher levels managers.

APPROACHES TO LEADERSHIP

1. Leadership has been studied from different views and for various purposes. It has been studied for determining what qualities of head and heart make an effective leader. It has been studied for finding out the relative importance of the situation and characteristics of the group members in the successful functioning of a leader. It has also been studied as a dynamic phenomenon giving more importance to the interaction between the leader, the group, and the situation than to any single factor. Studies have also been conducted to determine what can be done by the leader when either the situation is too complex and dangerous or when the group members are relatively immature and inexperienced. In fact, these studies have tried to link leadership with the art of persuasion and other methods of eliciting compliance and co-operation from group goal. Efforts have also been made to determine the role of behavioral concepts like discipline, esprit-de-corps and morale in the exercise of leadership, and what steps can be taken by a leader for developing these qualities in his group members. However, in the study of leadership the defence services have been mainly concerned with:

- a. Developing methods of assessing the candidates who want to join the Services as leaders.
- b. Devising training programmes for developing the potentials of prospective military leaders.

2. The most significant observation of leadership studies has been that no new finding has completely negated the relevance of earlier ones. Each new finding is linked with and built upon the earlier ones. However, each gives us more insight into the precept and practice of leadership. Each has helped in tackling the leadership problem in the prevailing and future circumstances and together these make it easier to train leaders to be more effective as also to improve the power of those that are less gifted. Tracing the historical perspective of leadership, therefore, becomes necessary for us.

3. To understand the art of leadership, one should visualise the various approaches to leadership. This is truer in case of military leadership as some military leader would always try to conceptualize his approach to leadership for the betterment of his under command as well as his own. There could be many approaches to military leadership. But in this précis only 'Traits Approach', 'Behavioural Approach', 'Situational Approach' and 'Functional Approach' are discussed. In reality there can be other practical approaches in combination of some of these approaches.

Traits Approach

4. "A trait is any distinguishable, relatively enduring way in which an individual differs from others", writes JP Guilford (1959). However, the traits approach to leadership has failed to find favour with the assessors of leadership for three reasons. Firstly, it is linked with the assumption that a leader is born -- if a person has certain traits, he is a leader; if he does not have those traits, he is not a leader. This goes against the dynamic nature of human personality and underestimates the role of behaviour modification and trainability. Secondly, behavioural scientists in their extensive researches on this subject have failed to find even a few traits which could be common to all leaders. In fact, the more common

observation in this regard is that each leader has a unique personality with one or two dominant traits which constitute the central point of his personality. For example, Frederick the Great was a frightful bully, Alexander the Great was full of youthful buoyancy, Nelson was known for his affection for junior officers and sailors, Napoleon was highly assertive egotist, Montgomery was conservative, Patton was a show man while Mountbatten achieved his successes through personal charm and magnetism. Thus, no two leaders were alike; each had his own strengths and weaknesses. Thirdly, the list of human traits is too long to prove of any practical use for assessing or developing leadership. The Webster's dictionary lists some 18,000 adjectives, which define various aspects of human behaviour. Even in our defence services, the list of traits used by the Services Selection Boards for assessing the personality of a candidate differs from the one, which is used for assessing the leadership performance of the same person in the unit. These differences, in reality, refer to the varied types of situational requirements of human behaviour, and indicate the limitation of strait jacketing the personality of a leader in terms of traits.

Traits Approach for Training Junior Leaders

5. Despite numerous limitation of the traits approach cited by behavioural scientists, what is incontrovertible is that individuals require a minimum level of potential in various qualities to be leaders and that a number of traits have been found to be positively correlated to good leadership. For example, above average intelligence, power of expression, courage, etc are certainly correlated positively whereas height, weight, looks etc may not be. Traits approach to leadership, therefore, continues to be relevant at the stage of initial selection to assess the potential and plays a very important part in training cadets and junior officers to be effective military leaders. For them, they can serve as the basis and the signposts to develop personality. The cadets and junior officers can mould their behaviour in the light of desired traits and become effective leaders. .

Personality Quality of Courage

6. Of all the traits of military leaders, there is one about which there is little dispute, and that is courage, both moral and physical. Almost all-military strategists are of the view that it is very difficult to think of a military leader wanting in this personality quality. It is probably so because, in the words of Sir Winston Churchill, "Courage is the quality that guarantees all others".

7. There is one more aspect of courage, which is worth mentioning here. Anthropological studies have revealed that no one is a born coward or a dare-devil. Fear and courage are two sides of the same coin. But there is a subtle difference between the two: fear is an involuntary human response to danger while courage is a voluntary one. The voluntary response is developed over a period through positive reinforcements. A person who is brought up in an enabling home atmosphere, where he is spontaneously and genuinely appreciated for his achievements, and is encouraged to work in an imaginative and creative manner, has every chance of becoming courageous. As against this, one who is made to feel inadequate at every step develops fear of failure. He often runs away from situations endangering safety.

8. Traits approach whilst useful for assessing potential at the selection stage and training junior officers has not been able to satisfactorily explain the achievements of many successful leaders with one or more personality defects and also conversely the failures of those who appear to have the basic leadership traits in adequate measure.

9. The implicit assumptions of traits theory are that individuals rather than situational circumstances make the difference, that traits are carried around by individuals and operate independently from the situation; and that thoughtful and relevant decision making, communication and other behaviours will flow naturally from the one who exhibits certain personality characteristics, therefore, are of questionable validity. Indeed, research has shown that no dependable trait can be isolated which reliably differentiates leaders from non-leaders. Because traits theory has not proved to be very useful in accurately predicting leadership ability, researchers turned their attention to an examination of actual leader behaviour which in turn developed into the Behavioural Approach to leadership.

Behavioral Approach

10. The 'traits' theory having been found inadequate to understand fully the leadership process, the next approach that the researchers took was the behavioural approach, that is, not what leaders are but how they behave. They argued that the function of leaders was to facilitate co-operative goal attainment among followers while providing opportunities for their personal growth and development. One of the definitions of leadership under this approach, as developed by Hemphill (1977) states, "Leadership may be defined as the behaviour of an individual while he is involved in directing group activities". The researchers, therefore, attempted to first study the more important types of leader behaviour and thereafter analysed the styles that they adopted in various situations. These are:

- a. Symbolic Behaviour.
- b. Decision-making Behaviour.
- c. Concern for Men.
- d. Concern for Task.

Symbolic Behaviour

11. Symbolic behaviour is a given as well as an acquired aspect of a leader. He enjoys a positional or legal authority conferred on him by the organisation. This is the given part of his leadership. In the defence services, an officer wears epaulettes, ribbons and medals of decoration as earned. They create a halo around him and lend him dignity and status. They are the apparent signs of his authority, power, competence, and concern for group members. They are supposed to boost his morale and inspire him; it is only the inspired leader who can inspire his group members. The symbolic role of a leader also comes to the fore when he inspires his group members to work enthusiastically through personal example. "A gram of example is worth a kilogram of exhortation", says John Adair.

Personal example influences the group members in many ways. It conveys to them that the leader is like them and one of them. In an indirect and subtle way, it explains to them the basic and implied meanings of the term leadership. It reinforces their faith and confidence in the leader and the goals he pursues. It accords validity to the role and position of a leader.

Decision Making Behaviour

12. Decision making is the key function of a leader. It is the most important aspect of his behaviour. It is his prerogative as well as his responsibility. Psychologically speaking, decision making ability of a leader is deeply rooted in his:

- a. **Self-concept.** His estimation of himself in his own eyes.
- b. **Risk-taking Ability.** The ability to stick out his neck when faced with a critical situation.
- c. **Tolerance for Ambiguity.** The ability to keep calm and deliberate about different aspects of a problem in spite of uncertainties and pressures.
- d. **Internal Vs. External Control.** The ability to have more faith in one's own abilities and efforts to solve a problem than to believe in the factors of chance and fate.

13. Effective decision making is a valuable asset of a military leader. He is trained to take prompt decisions in situations where time is short and stakes are high.. Researches have rev group members prefer a leader who in situations fraught with danger, gives them a definite and firm order to follow a course of action, as against the leader who tries to hide his indecisiveness behind the facade of participative leadership. Decision-making can be considered from the point of view of Napoleon who believed in sifting the chaff from the corn, and concentrating only on a few essentials of the problems. This process, however, has a lot to do with the tolerance for ambiguity of a leader as discussed earlier. All in all, effective decision making is a skill which can definitely be learnt by our leaders.

Concern for Men

14. The type of relationship which develops between the leader and the leader in the defence services is deep and subtle. It is based on the noble human values of loyalty, fidelity and integrity. As is clear, these values transcend material gains and benefits. Moreover, this relationship takes years of collective living, shared experiences and common suffering to develop. It gives birth to a 'corporate soul', which in the Services language is called esprit-de-corps. For developing this corporate soul, however, the leader has to keep close and frequent touch with his men. He has to look after their daily needs as well as help them in solving their personal problems. In doing so he has to ensure that his official position does not get compromised.

15. It is said that Bangladeshis are emotional people and that they can be reached more easily through feelings and emotions than through rational explanations. In the past one cared a lot about maintaining a good name among the members of his family, friends and near relations. One also cared a lot about "Self Respect". Over a period of time these things might have changed on the surface but they cannot change easily at the basic level. Probably today there is a need for our officers to operate through empathy rather than sympathy in relating themselves to their men. They should ensure that the needy member of the group receives the required help but there is no need for him to feel obliged to any person as such for receiving that help. This would reinforce the 'corporate soul' and the leader would also rise in the estimation of the one who receives the help. Modest behaviour has a very strong appeal for the Bangladeshis psyche!

Concern for Task

16. Each organisation has an objective and for the achievement of that objective, groups are formed in the organisation. Each group is assigned a task and more often than not a group leader is also appointed to ensure the completion of the task. Thus we see that leadership is of task performance. The primary duty of the commander is the accomplishment of his assigned mission. Other considerations are secondary. Elaborating the same point, Field Marshal Montgomery says, "The best way for a leader to gain the confidence of his soldiers is to give them victories. If a commander gives his soldiers victories, they will follow him anywhere". Therefore, in the practice of effective leadership, there is no scope for compromise on task performance and goal achievement.

17. There is also another aspect of a leader's concern for task. Group members hope to satisfy their individual needs through the completion of group task. If the leader fails in making them complete the group task, they get disappointed and the group gets disintegrated. However, there are certain leaders who have very high concern for task. They tend to ignore human considerations drive the group members instead of leading them, and judge them only on the basis of results produced. In their behaviour towards the group members, they believe in the policy of 'carrot and stick', but in practice, they use the stick more often than the carrot. No doubt they get the job done, and on time also, but overall morale of their group members remains low. Sooner or later the suppressed feelings of the group members explode and put the whole process of leadership into reverse gear. An effective leader, however, ensures that such a stage is never reached.

Situational Approach

18. The traits approach to leadership laid emphasis on the inborn qualities of a leader and the behavioural approach gave importance to his behaviour. The situational approach to leadership, however, gives overriding importance to the situation. It maintains that it is always the situation which determines who will emerge as the leader. Jenkins (1947) writes, "Leadership is specific to the particular situation under investigation. Who becomes a leader of a particular group engaging in a particular activity and what the characteristics are in the given case, are a function of the specific situation..." To elaborate this point John Adair (1984) gives

the example of the survivors of a shipwreck landing on a tropical island. "The soldier in the party might take command if natives attacked them, the builder organises the work of erecting house and the farmer might direct the labour for growing food. In other words, leadership would pass from member to member according to the situation.-.."Change the situation - change the leader."

19. The situational approach to leadership, in reality, challenges the implied omnipotence of the born leader, it stresses that the leader's role is played by a human being, and all human beings have limitations and imperfections. Maj Gen YN Sharma writes (1975), "Many a leader of proven ability and effectiveness has failed to adapt to the dynamics and demands of new situations. This may have been due to their insensitivity to the situation or rigidity of style. The rejections of Churchill's leadership in the post-war period, Wavell and Auchinleck in North Africa, and Mac Arthur in Korea are, vivid examples of situational considerations overtaking highly reputed leaders." Thus we see that if the characteristics of a leader are not matching with the requirements of the situation, these may become his demerits and come in the way of his proving effective. However, John Adair's observation - "Change the situation change the leader" does not necessarily mean physical change of the leader; it also includes the leader changing his style of functioning to meet the requirements of the new situation.

Skill Development

20. There are three main aspects of a leader which help him in solving problems. These are:

- a. Position of the leader (job title, badges of rank, appointment).
- b. Personality of the leader (the natural qualities of influencing behaviour).
- c. Knowledge (technical, professional).

21. These three aspects are interrelated and make the integrated whole known as the leader's personality. Among these, however, Knowledge is the most amenable to improvement. It is also entirely within the control of the leader. An in-depth knowledge about one's own strength and weaknesses, about the needs and values of the group members, and about the specific technical and professional requirements of the situation, can definitely help a leader in rising to the occasion and solving the problem. Moreover, it has been found that it is easier for a leader to change himself with regard to the technical and professional requirements of a new situation but it is relatively difficult for him to change in relation to its human requirements. In a study conducted on 20 United States Naval officers who were to be transferred to new positions, and the 20 officers who were to replace them, it was found that after several months, the transferred officers resembled the officers whom they had replaced, in patterns of work performance. However, they changed little in their interpersonal behaviour. From the point of view of leadership effectiveness, therefore, this aspect solves only part of the problem. To meet the requirements of a new situation, Reddin (1970) recommends that a leader must learn to develop the following behavioural skills in him:

- a. **Situational Sensitivity.** An ability to read a situation by analysing its interacting elements. This is a diagnostic skill.
- b. **Style Flexibility.** An awareness of one's strengths/ weakness and ability to flex one's style to match the needs of the situation. This is an applied skill.
- c. **Situational Management Skill.** An ability to modify certain elements of the situation, when a total change of style is not desirable. This too is an applied skill.

Functional Approach

22. In the minds of most of us, the term leadership is equated with the term leader. But fact of the matter is that leadership is a process and leader is a person. That means leadership is the result of the interaction of three main factors: The Leader, The Group and The Situation. No one has proved an effective leader in all types of situations; no two groups are similar with regard to their background and extant characteristics; and also no two problematic situations are alike. There are many characteristics of leader which functioning singly or in a combination with others comes to the fore to meet the demands of a group or contingencies of a situation. Similarly, there are many characteristics of a group which operating singly or in combination with others make different types of behavioural demands on the leader. The same thing can be said about the situation also which is never static and rarely repeats itself. Leadership therefore, is a function of leader's ability and style, group members' needs and values, and demands of the situation.

Characteristics of the Leader

23. **Mental Ability.** This aspect of a leader has two dimensions: his basic intelligence and breadth of his interests and aptitudes. So far as basic intelligence is concerned, it is necessary that a leader has more of it than the average intelligence of his group, but he need not be exceptionally superior to the group, in intelligence. This means that the leader, to be successful, must be able to reach his group members and convey his ideas to them in a simple and clear language. The leader who is vastly superior in intelligence often has difficulty in making himself understood to his group members. A leader, however, must have a wide range of interests. He must have an inquisitive mind and must be interested in reading books and magazines on various subjects. He must have good general knowledge, and aptitudes for quite a few skills. He must have the ability to appreciate the intensity and gravity of the difficulties faced by different members of his group. Above all, he must have a flair for planning and directing others' activities rather than getting lost in the performance of a few of the own. Let us not forget that the main job of a leader is to work with and through his men.

24. **Courage.** It is the most important requirement of a military leader. The courage of a man is correlated with his risk taking ability. The risk taking ability, however, is neither an in-born quality nor a general ability like intelligence. It is circumstantially determined and situational related. A man may take high order risk and show tremendous amount of

courage in safeguarding the cause he is fully convinced about, but he may not prove equally brave in fighting another man's battle. A man takes risk for the thing he values, and it is the degree of the value of a thing to him which determines the level of his courage. Also, it has been found that no man has an unlimited amount of courage. In the battlefield every one is likely to come to the end of his store of courage. That may happen because of fatigue, loss of sleep, witnessing the death of his comrades, or receiving a 'shell shock'. People do come out of such a state if given adequate rest and proper care. That means, in many cases courage is revisable. Moreover, it has been observed often that when a person is revived from the state of exhaustion, he tends to fight with greater vigour and enthusiasm. Probably, familiarity with the situation helps him to improve his confidence and resolve. Courage, therefore, is a behavioural characteristic which can be developed in a prospective leader by exposing him to situations of risk gradually and encouraging him to handle those with tenacity and grit.

25. **Motivation.** This term refers to the inner desire of a person to do his job better in relation to others as well as in relation to the results he himself has achieved earlier. A leader is an inspired soul, "with fire in his belly". He has a high need for achievement which keeps him driving on and on towards excellence. A leader, however, has to care not only about his own motivation but of his group members also. He motivates the members of his group in two ways: first, through personal example of working in an active and involved manner; and second, by providing them challenging tasks. He treats them as the experts of the jobs and in handling them follows Emerson's advice: "Trust men and they will be true to you". An effective leader firmly believes in giving spontaneous feedback to his men. He publicly recognizes a job well done and, if possible, rewards it without undue delay. Though he invariably shares with the group members the credit for the results achieved by them, yet he is the last man to pass on the blame for the failures to them.

26. **Energy.** A military leader should be active and agile. He has to ensure that things move fast and properly under his command. For that he has to set a personal example. However, energy gets manifested in the behaviour of a leader in two forms: application to the task and physical endurance in the face of obstacles. The positive extreme of application is represented by those determined leaders who exercise themselves to the limit of their powers for the completion of the task assigned to them, and its negative extreme is represented by those who prove lazy and lethargic and are inclined to shirk work. So far as endurance is concerned, one has to admit that physical strains and stresses have special relevance to the life of a military leader. He has to possess extraordinary powers of endurance to withstand stress. When two parties are engaged in a trial of strength, the one which can endure the stress longer has greater chances of success. "Every battle resolves itself into a tussle between the wills of the two opposing commanders," wrote Field Marshal Montgomery. The endurance required of a military leader, therefore, can be called a combination of will power and physical sturdiness.

27. **Social Orientation.** This is a wider term and can cover behaviours related to social adaptability, co-operation, team work, persuasion, etc. A leader may or may not be popular among his group members but he should know how to influence their behaviour and how to win them over. That objective may be achieved by him through the

genuineness of his behaviour, personal example, convincing arguments, mutual regard, courtesy or the combination of such behavioural qualities, He knows fully well that the success of his role lies in taking the members of his group with him. He, therefore, is at pains to learn interpersonal skills. The crux of interpersonal skills consists of listening actively and communicating effectively. A leader, therefore, listens to the job related matters affairs as well as personal grievances of his men attentively, He may not be able to do much to ameliorate them, but knows that merely listening to them is sure to improve the men's morale to a certain degree. Similarly, a successful leader takes utmost care to reach his men clearly and precisely. He keeps his message short, simple, and direct and demands its confirmation to ensure that it has been understood correctly. In addition to these steps, a socially well oriented leader takes as much interest as possible in the activities of his group members, and encourages them to function in an interdependent manner. These measures, in the long run, help him in winning the confidence of his men, which, in turn, facilitates mission accomplishment.

28. **Maturity**. A mature person has a pattern of behaviour which is admired by all those who come in his contact. He has a philosophy of life and is guided by a rational moral code. He is free of prejudices and does not allow his thinking to be clouded by pre-conceived notions. He is resilient and quite capable of taking inevitable failures and disappointments of life in his stride. He works with confidence and is seldom found indulging in self-pity. He makes use of his competency, capitalising especially on his unusual talents. He identifies himself with a small selected group. His social activities are formal and his interests though few are deep. Considered from the point of view of leadership effectiveness, maturity can be defined as the "capacity to set high but obtainable goals (achievement-motivation), willingness and ability to take responsibility, and education and/or experience of an individual or a group". However, hallmark of the personality of a mature leader is that he is tolerant of the genuine mistakes of his group members and has the knack of utilising the strengths of each one of them for the benefit of the group.

Characteristics of the Group

29. To form a group and to function in a group is a natural desire of man. To meet others, to talk to them, to help them and receive help from them are the sources of great emotional satisfaction to him. No doubt people have their individual needs but through experience they have learnt that it is easier to satisfy them by making a common cause with others, than struggling individually for their satisfaction. In fact, it is relatively more true for the satisfaction of man's higher order needs of recognition, esteem, etc. Emphasising this point John Adair (1983) writes, "Underlying them all is the fact that people need each other, not just to survive but to achieve and develop personality. This growth occurs in a whole range of social activities - friendship, marriage, neighbourhood -but inevitably work groups are extremely important because so many people spend so much of their waking time in them." Man's desire to get together and move and work in groups, therefore, is important to him not only for living but also for progressing. This desire has been given many names like gregarious instinct, herd tendency, in-group feeling, need for belonging, need for social warmth, group cohesiveness, etc. The relatively more important characteristics of a group are discussed in the succeeding paragraphs.

30. **Understanding of Goal.** The higher the understanding of goal to be achieved by a group the better would be the commitment of its members to achieve it. The understanding of goal can help the members in matching their responses to various stages of the process of goal achievement. Understanding of a goal can also save them from the adverse effects of rumours which often spread fast and wide in the absence of valid information. A leader in charge of a group with high understanding of the goal cannot afford to operate in an autocratic manner, at best he can participate in the action plan they are developing. On the other hand, if understanding of the goal is low among group members, they would not be aroused from within to achieve it. Under the circumstances, they would require constant goading to move towards the goal. That would imply use of authoritarian type of leadership; however, the military leader must learn to appreciate that intelligence and general awareness of the average people has increased since independence. Many things which he took in good faith in the past are examined critically today. The leader, therefore, must accept this behavioural change in his men to prove effective.

31. **Sense of Responsibility.** In essence this refers to the degree of involvement of group members with the achievement of the group goal. The higher the involvement, the more responsible they would feel to achieve it. One thing which goes a long way in increasing the sense of responsibility of group members to goal achievement is delegation. Theoretically speaking, delegation is in the hierarchy of the defence services, but in practice it does not get operationalised to the extent desired. Delegation, in fact, is another name of trusting your deputies and men as capable of performing their tasks. And if in addition to this the leader can convey them the message that for the successful completion of their tasks they would get all the credit, but for their failures he only would be accountable to the higher authorities, he can then increase the group members' readiness for shouldering responsibility to a great extent. But more often than not, the fear of failure of a leader does not allow him to delegate responsibility to his juniors. Either he tries to do everything himself or after normally delegating responsibility, he indulges in close supervision. Neither of these methods speaks of an effective leadership style. A leader to prove successful must learn the art of delegating authority and thereafter monitoring the activities of his juniors by establishing appropriate control measures.

32. **Need for Autonomy.** It is a very strong need of the adult and intelligent persons working in our organisations. It does not reflect a person's desire to be free from all types of controls and disciplines. It only reflects his desire to be a master of his own job situation. The more competent and skilful a person is, the greater is his need for functioning in an autonomous manner. Studies have revealed that even unskilled mechanics want to work without interference of their supervisors (Stogdill, 1974). In fact this need which is primarily responsible for creative and innovative working. There is no dearth of this need in our Personnel, democratic practices but the organisational climate of the defence services has been authoritarian all these years. To a certain degree it is required also. The military leaders of the future, therefore, have to learn to balance the desire for work-related autonomy of their men within the norms of discipline of the services.

33. **Interest and Motivation.** Motivation is a self-propelling force within a man which keeps prompting him to improve his performance, to do his job better. A motivated person works more often for intrinsic rewards like challenge of the task, recognition by his group, actualisation of his potentials through the performance of job, etc, than for extrinsic rewards. It does not mean that he does not accept extrinsic rewards of money and materials when those are offered to him for doing his job well; it only means that he does not run after them. It has also been found that a motivated person proves more imaginative and innovative in his efforts and makes greater contribution than others, in giving a push forward to his organisation. Since motivated persons are self-propelled, they, therefore, require no goading from the leader to achieve their objectives.

34. **Knowledge and Expertise.** Knowledge gives confidence to a person and expertise lends a shine to his personality. Both these characteristics fill him with a sense of importance and help him in improving the quality and quantity of his job. These days not only the general awareness of our personnel countrymen has improved, but their desire to equip themselves for better opportunities through learning has also become strong. The introduction of more and more sophisticated weapons in the services also demands that the officers and men be knowledgeable and become experts in operating intricate machines. A leader; however, has to be a discerning type in handling the expert members of his group. They need challenging jobs, and when engaged in the performance of those, do not want undue interference. To get best results from them, it is much better if the leader maintains an attitude of studied deference towards them.

Characteristics of the Situation

35. The role of heredity and environment in the development of human personality has been a subject matter of discussion for long among the psychologists. However, researches conducted by them during the last few decades have established beyond any doubt that environment plays a very important role in the shaping of an individual's personality. In fact, what we call the pattern of behaviour of a man is nothing but the way of his responding to certain types of stimuli more often than others. A leader, however, is more selective and alert in this regard. He contends with more and varied type of stimuli emanating from his group members as well as from the problematic situations faced by him and his group. We have already discussed the characteristics of the group which he has to take into account while performing the role of a leader. The important aspects of a situation which have to be considered by him for proving effective are discussed in the succeeding paragraphs.

36. **Danger.** This refers to the gravity of the situation. This could involve threat to life, threat to status, and/or threat to certain material gains of the group members. The different types of threat involved in a situation would demand different types of behaviour from the group leader. Among them, however, threat to life is the most serious. This arouses the maximum amount of anxiety in men, and living with anxiety is the most discomforting state

for them. In a situation involving threat to life, therefore, a leader must relieve the group members from the state of anxiety at the earliest. For that, he must take a clear and firm decision, convey it to the group members with confidence, and help them to put it into action without any undue waste of time. The next in importance comes the threat to the public image or status of the group members. This aspect is linked with the process of conditioning of their behaviour with certain ideas and values. The stronger the conditioning the more it can be relied upon for meeting the threat. In fact, the threat of extreme danger can be best countered with a strong ideology - process of deep and strong conditioning of behaviour with chosen altruistic ideas. In the fast changing socio-political scene of our country, certain old concepts are losing their appeal. There is a need, therefore to evolve a new conceptual framework and ideology to inspire our officers and men.

37. **Pressure.** Pressure can be felt by a leader coming from different sources. Taking the example of a military leader, he can feel the pressure of the enemy's proximity, force strength, equipment superiority, better entrenchment, etc. He can also feel the pressure of his own official hierarchy's interest in the success of his campaign. A psychological pressure can be built around a military leader by the successes or failures of other troops operating in his area. If they have suffered reversals, the pressure felt by the leader would be high. But if they have been succeeding in their efforts, the morale of his troops would be high and pressure felt by him would be less.

38. **Time.** "Time is the scarcest resource, and unless it is managed, nothing else can be managed." says Peter Drucker. An effective leader learns this truism early in life. He also understands that time has a tendency to slip through one's fingers in dribblets, and once spent, it cannot be retrieved. It is common knowledge that with regard to the use of time, people fall into patterns. A military leader, for example, is trained to work quickly. This method, however, if not matched with the need of the situation, can become the habit of working hastily. For using time properly, therefore, a leader must learn to work systematically and he must cultivate "an eye for detail". He must learn to generate alternative solutions to a problem, evaluate each one of them carefully, and then choose the most useful one. Such a habit developed during peace time conditions can definitely help him in emergent condition. Let us not forget that insightful learning is developed only through trial and error learning. Moreover, a habit of systematic time management fills the leader with a confidence of its own type. It helps him not to get flurried when faced with a sudden dangerous situation. A commanding officer, who, in the face of sudden enemy fire, walks to the nearest trench with measured graceful steps, infuses spirit in his troops which goes a long way in boosting their morale. But another commanding officer who, under the similar circumstances, rushes to the trench injects fear and commotion in them. The fact of the matter is that when time is short to meet a challenge, hasty action is no answer. It can, in fact, worsen the situation. Developing an insightful approach to problems by inculcating the habit of systematic working, therefore, is the best way of managing time. The earlier the leaders start practising is the better.

39. **Job Demands.** Considered as a variable of situation, job demands are linked with the structured and unstructured nature of a job. A job which is started from scratch and is performed for the first time is an extreme example of an unstructured job, but the one which has been performed many times before and is repeated, is an extreme example of a structured job. However, certain jobs are inherently more unstructured than others. For example, the job of an infantryman is relatively more unstructured than of a soldier belonging to the Corps Services. However, highly structured jobs need authoritarian type of leadership, the jobs, which have scope of innovation and creativity, require the democratic type of leadership. It implies that for the purpose of relating a situation to the process of leadership, the degree of the structure of the job itself needs to be gone into finer detail. For example, raising of a new unit in the defence services and making up a team of scientists to produce optimum results, both present unstructured job situations. But successful handling of the first requires an authoritarian leader, and of the second, a democratic leader.

TOPIC- 5
MANAGEMENT AND LEADERSHIP

Introduction

1. The nature of leadership has been a source of debate throughout the history, but there has never been any doubt about its importance. The complexities of modern warfare and the trends of the future battlefield characteristics made the military leadership very challenging. Therefore, the highest standard military leadership is the demand of time today. Our arm forces primarily being responsible for safe guarding the sovereignty of the nation also demand the highest standard of military leadership to perform its sacred duties effectively.

2. Good leadership cannot be maintained without sound management. However, leadership is concerned with the achievement of more distant goals and leadership and good management are virtually inseparable. Leadership can be considered as a function of management, because it is only by the exercise of sound leadership that the best use can be made of human resources. However, leadership is essentially a matter of personality. Management and, in particular, management training is more concerned with techniques for improving efficiency and performance.

3. Command is a legally backed authority vested on one man over others. A Commander is concerned to get his job done purely by exercising his authority. Leadership is essentially a human activity dealing with a group of people for a specific purpose. Field Marshal Montgomery defined leadership as “The capacity and the will to rally men and women to a common purpose and the character that will inspire confidence”. The leadership is defined in US Air Force as “The art of influencing and directing people to accomplish the task”. Management defined as the process of organizing, employing, coordinating and controlling available resources to accomplish determined objective of mission. It may be defined as the means of making the best use of human and material resources to achieve the commander’s aim.

Dichotomy Between Leadership and Management

4. Management deals primarily with management science (Quantitative aids, material resources and logistic support systems), whereas leadership emphasises the human dimension.

5. The following attributes further highlight the distinction between leadership and management:

a. Managers supervise people; if their people are not willing to accept and follow the supervisory authority, the managers are not leader- subordinates may comply with supervisory authority out of fear but such compliance is not response to leadership. Similarly, not all leaders are managers. Some leaders may have followers but no formal authority to manage, hence they are not managers. For example, informal leaders in a work group are leaders but not managers.

b. Managers are expected to use their analytical minds in establishing and achieving organizational goals, problem solving and decision making whereas leaders are expected to be charismatic people with great vision who can alter the mood of their followers and raise their hopes and expectations.

- c. Both managers and leaders are responsible for meeting the organizational demand as well as those of its members. However, managers are more concerned with achieving organizational goals and achieve these in an impersonal manner while leaders are expected to be more deeply involved with their followers in doing so.

Leadership Part of Management

6. In discussing leadership versus management, it can be said in general, that management connotes the five functions of planning, organizing, directing, coordinating and controlling the resources of both men and material to accomplish a mission whereas leadership stresses the influencing and directing of men to accomplish a mission. From this it would appear that management connotes the “whole” with leadership as one of its parts to be mastered by all good managers.

Leadership/Management Integrated

7. There is no doubt that in military, the leader and the men who follow him represent one of the oldest, natural and most effective of all human relationships. The manager and those he manages is very much a later product with neither so romantic a past nor so inspiring a history. The fact however, remains that in an organizational context where, a superior must work with and through people to achieve organizational goals, regardless of whether he is called a manager or a leader, if he is to achieve results of a high order he needs to not only manage resources available to him effectively but also influence his subordinates in such a way as to obtain their willing obedience, confidence, respect and co-operation. Particularly in the military, it is impossible to persuade men to risk their lives for little or no material reward without a powerful substitute. The substitute must always be a moral factor, which is created by high quality leadership. We, therefore, need to continue to emphasize the pre-eminence of human factor in military affairs and our officers should accordingly be trained and influenced to consider themselves primarily as leaders and implicit in this term should be the ability to manage effectively the material resources as well as to achieve the goals of the organization. However, if “management” encompasses not only management sciences but also all aspects of human relations, as indeed its definition envisages, it must be admitted that leadership, which is the most important aspect of human relations, would logically form a part of management. This does not either reduce the importance of leadership or preclude the use of the term ‘leader’, in preference to ‘manager’, for the reasons outlined above.

Conclusion

8. To become a good leader one must have the human qualities. The leadership is an art of influencing and directing people to accomplish the task. Management is optimum utilization of human and material resources for achieving organizational objective. Leadership and management are equally important for an effective leader. They are neither synonymous nor interchangeable. It is essential that, good civilian managers must lead and good military leaders must manage. Both qualities are essential to success. The size and complexity of today's armed force, given an abundance of resources requires the use of managerial techniques. Their use is essential if we are to maintain and improve our standard. Accordingly such training and practice are important. But the leader must know when and how to apply them, never forgetting that the purpose of armed force is to fight. To fight effectively it must be led. Both over management and under management are bad for the unit. Leaders need to be active to identify both the extremes and should follow the balanced management system.

TOPIC- 6

PRINCIPLES AND PRACTICES OF LEADERSHIP

1. Leadership is an awkward subject to discuss. Anyone who talks on the subject automatically appears to presents himself as an expert when, in fact there are very few real experts on this slippery subject. It is important to develop yourself as a person than it is to invent what you think will be effective leadership devices. The higher you rise in the military, the more your responsibilities increase, thus it becomes more important to have a sound character, a good mind, a wholesome moral outlook, a solid professional base, and a genuine concern for the soldier than to have the most clever bag of leadership gimmicks.

Principles of Leadership

2. The principles of leadership are discussed below:

a. **Be of Strong and Sound Character.** The first principle is to be of strong and sound character. Your ability to lead is only as strong as your character. The nature of your character sets limits on what it is possible for you to accomplish as a leader. The most important aspect of character may be integrity. The troops will quickly distinguish if you have it, and your superiors will soon discover if you lack it. Integrity was the main root of General Marshall's strength as a leader. He was a man of towering intellectual honesty, interested only in the best solution to a problem based on open-minded examination of the merits of the issue. General Marshall never stooped to consider what would be the most popular solution or what would advance his own self-interest. His basic concern was always what was best for his command, his troops his Army and his nation, and not the fallout on him personally. Integrity involves not only refusal to cheat or steal or tell an outright lie, but whether you have intellectual honesty. Will you conceal your mistakes, or will you admit them candidly? Will you tell your superiors what the situation really is or what you think they would like to be? Are you willing to tactfully disagree when you think a wrong decision is about to be made? Will you be true to your convictions, even if you think they are un-popular with your superior? Will you fight for what you think is right as long as a subject is open for discussion? Your answers to these questions will reveal much about what sort of leader you might become.

b. **Know your Job.** The second principle is to know your job. This is another way of saying be professionally competent. Knowing your job means especially to know your equipment, tactics, and doctrine. Without such knowledge, you will never be a real commander the best you can ever become is a confused manager. It doesn't mean that you have know how to repair equipment, but you must be able to determine if it is operational and if it is working within prescribed tolerances. If you are really to learn your job, you must not be afraid to ask questions. Too often,

officers hesitate to ask questions of the more seasoned hands around them, thinking this to be a sign of ignorance or weakness. Not so at all, there is a limit to how much you can master through self-study alone, especially where complicated gear and advanced techniques are concerned. Actually, asking questions has hidden benefit. You will find your interest appreciated if you have in fact done some homework and your questions are worthwhile, But in the process of asking them, you will also find out who knows his business and who is faking or confused, and this is high-value information to the commander who wishes to avoid ugly surprises and guard against euphoria brought on by overly optimistic reports of others as to the state of his command.

c. **Set the Example.** The next axiom is set the example for your command. The troops , the staff, the subordinate commanders, all look to the commander's personal actions as a key to him as a person, as an index to the behavior he expects from the command, and as an indication of what he considers important. I seldom found a unit that needed much prodding to get it moving. Most outfits are eager to do what's wanted, if someone will only give them a clue as to what ought to be done and in what priority. When you find a unit that is floundering or dispirited, you will also find, more often than not, a commander who has confused that unit as to what is desired. The commander must also be careful that he does not emphasize more things than the unit can possibly accomplish, with the result that the unit is overwhelmed. So set the example, but be careful where you put the importance because this determines the response you will get from the command.

d. **Be Accessible.** Be genuinely accessible to those who look to you for leadership. We all probably agree on the wisdom of this principle, but violation of this principle is responsible for many breakdowns in leadership. The subordinate commander who needs guidance with a tough problem but can't make timely contact with his commander and goes off on his own, without benefit of counsel, and goes off with some unsound action. And the staff officer who wants to alert his commander to some potentially bad news but can't get in to see him is left with a bomb ticking in his hands and no way to defuse it. Interestingly, all commanders agree on the need to adopt an open door policy, but they don't always check to make sure that their open door policy is not being nullified by a closed door policy on the part of their staff officer or executive officer. Granted, the commander can't see everyone instantly, but he had better institute a system which permits people with real problems or vital information to receive expedited handling or he'll soon be presiding over a first class flap.

e. **Look at your Command and Staff from the Bottom up.** The next point - the need for the commander to get away from his desk and look at his command from the bottom up. You must get out to the end of the line and look back on your operation. When you do, you will often find that the view from the bottom up is more

realistic and less comforting than the view from the top down. One problem with operating primarily from your desk is that you will not learn about bad news in time to deal with the consequences effectively. Even the best of people hesitate to report bad news to the commander, primarily for fear they will be seen as partly responsible for the bad development. Good news you can wait to hear about forever because it won't get you in trouble. What you as a commander need most is a warning system that will alert you to what is going wrong so you can act before maximum harm is done. This requires the commander to encourage his staff and subordinate commanders to inform him in when they smell trouble and to assure them that they will not suffer for so doing.

f. **Beware of Putting too much Pressure on People.** The commander must take care that he does not apply so much pressure and raise standards so high that sensitive, well-meaning subordinate commanders either cheat to avoid failure or overreact to correct defects.

g. **Don't over Criticize Junior Officers the First Time they Make a Mistake** This leadership principle, all lieutenants will find mighty acceptable. The best way to amplify this principle is to quote General Omar Bradley. Many years ago he made a speech to a military audience in Washington calling for restraint and understanding in handling junior officers when they erred. He said we must not be so quick to criticize young officers that we make them so cautious that they would fear to exercise initiative. "Remember" he said, "that good judgment comes from experience, and experience comes from bad judgment". He was saying that to develop good judgment you must first live long enough to make enough mistakes to have an experiential basis for knowing what is right and what is wrong. What is sound and what is not, what works and what doesn't.

h. **Don't Over Control.** This principle rests on the theory that there is a limit to how much a commander can prescribe without getting his command so tied down that it can hardly operate on its own when it must. It also recognizes that the commander who likes to direct everything personally and in great detail may reduce his command to a collection of unimaginative robots who have difficulty adopting themselves to new situations. The commander must learn where to strike the balance in his specific situation between over control and inattention to details.

j. **Make Good Use of Time.** If a commander is to do all the things then he certainly needs to make good use of his time. He can't do everything himself and he must delegate the right responsibilities to the right people. How best to use one's time is probably the one problem the plagues all commanders at all levels. A distinguished World War II Cavalryman had a marvelous system for managing his paper work. "I take all the papers on my desk," he once explained, "and divide them in to two piles, those that are important and that are not, I give the unimportant

papers to someone else and keep the important ones myself. Then I divide the important papers in to two piles, one that consists of papers I have no chance of doing anything about and the second that includes those few papers the outcome of which I might possibly be able to influence. Again, I give the first pile to some one else and concentrate on the second pile". Not a bad system. Try it sometime, especially if you have a lot of talented "someone else" available to you.

k. **Don't Lose Heart Because of Setbacks and Bad Breaks, Expect Adversity and Learn to Live with it.** The last advice is - don't lose heart because you encounter setbacks and bad breaks along the way: expect adversity and learn to live with it. Because life in the Army is so competitive, many officers brood excessively and become prematurely disheartened when hit a bump along their career path. Certainly you should keep your standard high and pursue lofty objectives, but don't let system or the occasional heartbreak get you down. Just because you run into an obstacle is no excuse to come unglued. Don't get downhearted when they occur, keep charging, keep doing your best, learn from your experiences, and hope for compensating good breaks further down the line.

TOPIC-7
COMMAND AND LEADERSHIP

Introduction

1. Success in war depends more on moral than on physical qualities. Armaments, manpower, material resources and skill in the conduct of war are not sufficient; they must be backed by high moral qualities. The more important of these are courage and endurance, energy and determination, complete confidence in the cause for which the nation is fighting, and a bold offensive spirit.

2. The development of these moral qualities is the first consideration in the training of an air force; such development requires efficient and inspiring command backed by skilled and resolute leadership at all levels. Next in importance come discipline and skill in handling aircraft and weapons, which, in turn, depend on skilled leadership. One of the main objects of all training, therefore, must be the education, practical instruction and exercising of leaders and potential leaders.

Command

3. Although command and leadership are not synonymous, a commander cannot succeed without powers of leadership; in addition, he must possess good professional knowledge, the ability to think clearly, a resolute will, and sound judgment.

a. **Professional knowledge.** A commander must have a sound knowledge of the techniques of making war, not only as they apply to his own Service but also to the other Services. He must in every respect be up to date; military science is rapidly changing and he must be ever alive to the potentiality of new weapons and ideas which may affect old principles. Such knowledge will add to his self-confidence and will prevent him from fighting new battles with out-dated formulae.

b. **Ability to see Essentials Clearly.** Great commanders always reduce their military problems to a few essentials and evolve a plan accordingly. In this way they swiftly decide what to do. The resultant confidence inspires those under them to follow to the limit of their strength. This inspiration immeasurably increases the power of their forces to achieve what ever is asked of them. A commander must, therefore, continually look for the essentials in every problem and must avoid becoming too immersed in the detail which is the responsibility of his staff.

c. **Courage and Mental Strength.** A commander must have the quality of courage. Although physical courage may be more in demand at lower levels, the higher commander must develop his moral courage in order to withstand the stresses and strains inseparable from command in war. If all other factors are reasonably equal, success in war will go to the commander possessing the more unremitting will to win and the greater energy in giving effect to his decisions.

d. **Sound Judgment.** A commander must have a well balanced judgment. In war he must be able to assess the situation in the light of immediate and long term aims; he must know when to be audacious and when to be cautious; in his desire to win the battle he must not let possibilities outweigh probabilities. He must be able to think clearly and quickly in order to arrive at sound decisions. A commander must also be a good judge of his subordinates. He must be able to select them wisely and then he must use his judgment in dealing with them. All men are different, and each requires handling differently; a commander must know when to drive and when to persuade, when to be stern and when to give praise.

e. **Subordinate Commanders.** A commander should allow his subordinates to exercise their own initiative within the scope of the tasks allotted to them, and should encourage them to give their views. Against this, a superior commander must avoid giving too much responsibility to a subordinate. Every subordinate commander must make sure that he understands the wishes and intentions of his superior. Not only must he understand the orders which he receives, but he must know the intention that lies behind those orders. He must even be prepared, in exceptional circumstances, to depart from his orders if it is clear that they were given without due knowledge of the actual situation, or that the situation has unexpectedly changed since they were issued.

f. **Flying.** It is impossible to exaggerate the importance of commanders themselves setting an example of proficiency, determination, and courage in the air. However, the efficient operation in combat of future aircraft may well be beyond the proficiency that some senior commanders can acquire in the necessarily limited time available to them for this purpose. In such circumstances, the commanders concerned must ensure that they have at least a comprehensive knowledge of the tasks and difficulties that face their air crews.

Leadership

4. Leadership has been defined as a combination of the will to dominate and the character which inspires confidence. There are few activities of the Air Force, either in the air or on the ground, that do not call for some display of good leadership. Whether a squadron is flying under the leadership of its commanding officer or a small body of airmen

is fulfilling a minor duty under a junior non-commissioned officer, whether the task is being carried out in the face of the enemy or it is part of normal routine, in all circumstances the quality of the collective effort will depend on the qualities of leadership possessed by the leader.

5. The basic characteristics of leadership can be briefly summarized as:
 - (a) The influence of example arising from the character and ideals of the leader.
 - (b) The extent to which his professional ability and efficiency command respect.
 - (c) The affection that he inspires by attention to the administration and welfare in its widest sense of those under his leadership.
6. Leadership, therefore, depends on simple and straight forward human qualities, and the ingredients for successful leadership in the Air Force are basically the same as those required for leadership in any other walk of life. Above all, a leader must have the confidence of his subordinates; the leader who achieves this has the battle more than half won. The inspiration which he imparts to his men will carry them through to success in the face of difficulty or danger. Whatever demands he may make on them will be cheerfully and willingly met.
7. To some the qualities of leadership come naturally as part of their individual character, and these natural leaders are the best; by others the necessary qualities must be acquired. It is these latter in particular who must be trained in peace so that they will be ready to accept responsibility and be capable of exercising leadership in war. However, there is no book of rules to help a leader gain the complete trust and confidence of his men; he must, to a large extent, adopt the methods best suited to his personality. One thing is certain: to lead men requires a close study of human nature, for this is the raw material with which a commander has ultimately to achieve his aim; if the human factor is neglected the leader will fail.
8. A good leader should have the professional and personal qualities of a good commander if he is to win the respect and confidence of his men. In addition he must be sincere, enthusiastic for the task in hand, cheerful and optimistic in the face of difficulty or danger, and indifferent to hardships. A sense of humor is a priceless asset if it is properly controlled. Fairness and straight forward dealing engender loyalty in subordinates, which should be reciprocated by the leader. He should back them in their decisions and make them feel that their loyalty is well placed. From this corporate sense of loyalty, both upwards and downwards, springs pride in a unit and esprit de corps. This is the very foundation of true discipline, which it is the aim of leadership to inculcate.

9. The true leader should at all times be an example to those under him; he should pay careful attention to details of dress and bearing so that he can insist on a proper standard of military bearing in his men. A leader is never free from the close scrutiny of his men and his general deportment and sense of duty are carefully weighed. Strength of character is essential if an officer is to maintain a high standard of personal conduct at all times. A proper leader guards jealously the good reputation of his Service and ensures that his unit reflects credit on himself and the Air Force.

10. Finally, true leadership should be based on a proper foundation of ethical values. Although leadership which is evil may temporarily succeed, history shows that such leadership always bears within itself the seeds of its own destruction.

TOPIC- 8

MORALE AND ETHICAL VALUE

Introduction

1. Karl Von Clausewitz, a Prussian military general and military theorist, identified morale as a fundamental military principle. In the war history, Morale stood as prominent features. We feel the existence and importance of it but never can express as figurative terms. Morale, people and environment are interrelated aspects. The moral influences a human being in all sectors of life and again it is the environment which restores or destroy the morale of the people. It is an abstract entity within the man, which is susceptible to change with the change of environment of living.

2. Morale can be defined as the general spirit or state of mind of a group of men or individual as reflected by their behaviors under all conditions. The oxford dictionary defines morale as “the state of confidence, enthusiasm, and determination etc of a person or group at particular time.” The possession of high morale not only by members of armed forces but also by civilians is indispensable for the successful prosecution of war.

Factors Influencing Morale

3. Morale is not something that develops unbidden and unsought. Rather it is the product of planning and intensive cultivation. As it is said before that the morale is the mental state, which is susceptible to behavior and environment. Therefore, efforts must be taken to develop these areas, which influence human behavior and environment. However, steps may be taken to the following sectors to develop morale

- a. **Team spirit.** Esprit de corps in a unit diminishes the difficulties of peace and provides an antidote to the fear of danger in war.
- b. **Success.** The knowledge of having done well gives a great boost to morale, whether this takes the shape of commendation for work done or successful operations in war.
- c. **Good leadership.** Most of the qualities for leadership have direct effect on moral. Leadership must be able to unite the personnel as a team. All the personnel must be considered equally important and subordinates must be able to communicate their commander equally. The commanders must address the problems of the subordinates and help them to light the problem.
- d. **Full occupation.** The feeling that individual is doing a useful job and that he has enough to do is an important factor in morale. In this connection it is desirable that as far as practicable the individual should be doing the job for which he is best fitted.
- e. **Health.** Physical fitness, good food serves as aids to morale. When morale is high, temporary and unavoidable hardship will be cheerfully accepted.

Rules to Determine Morale

4. The following aspects may be taken care as the rules to determine the morale:
 - a. **Pride of services.** This is very important sentiment, which can determine to a great extent. Pride of the services must be installed into individual so strongly that they care for the honor, reputation and welfare of their service more than their own interests.
 - b. **Patriotism.** Patriotism is the sentiment, which over rules all the hardship and difficulties. A feeling must be installed among the personnel that serving in BAF is the best way of serving the motherland. Regular motivation lecture, war film can help to grow this unparalleled sentiment.
 - c. **Opportunity.** All the personnel must be given due chance to qualify the criteria for course abroad, UN mission, promotion etc.
 - d. **Supervision.** The state of morale must be regularly discussed and necessary actions must be taken to restore the morale in the BAF community. A Research and development (R&D) cell may be opened to carry out these tasks.

Effects of Good Morale

5. Morale development includes the possible effects of good morale. These effects are:
 - a. **Immediate effect.** Good morale produces some important results for management. Management finds that, subordinate are willing to follow its requests and command with enthusiasm and respect. Indeed, work is done without command or supervision. This is a very pleasant condition for executive. More over, he will find that the subordinate will work hard in the face of all difficulties. If holiday work is called for, the response will be prompt. If emergency orders are given to complete the work without adequate tools and materials, the subordinate will respond with willingness if they are morally good.
 - b. **Ultimate Effects of Good Morale.** The immediate effects of good morale will lead to some desirable results which are called ultimate effects. In organization, there is higher output of better quality at lower costs and in turn there will be more consistent, higher gains. To the subordinate, more secure jobs and a higher standards of living is ensured. To society in general, more goods and services obtained more effectively from its limited supply of resources.
6. Morale is one of the most important factors to operate smoothly with the highest commitment and dedication of its personnel. Morale influences human behavior and skill to a great extent. A high state of morale inspires individuals to rise to heights of achievement, which they could not attain by professional skill alone. It is more necessary in defence where the personnel must be ready to die for the cause of the country. Morale is susceptible to environment and behavior. Morale is not something that develops unbidden and unsought. Rather it is the product of systematic planning and intensive cultivation. Therefore, for better functioning and peaceful living the all out efforts must be taken to restore morale of the BAF personnel.

Ethical Value

7. To achieve the results required by their vision and to be standard bearers, developers, and integrators, those at senior levels ensure their actions are firmly rooted in the ethical system embraced by the Bangladesh Armed Forces. This system has two components. First, it is drawn from our Constitution, the values of society, and the ethical principles that flow from these values. Second, it depends on established ethical soldierly habits that flow from the hard values of the battlefield and are relevant to the life and death issues military professionals must be prepared to confront. Together, these components place proper restraints on professional behaviour that sustains public trust and confidence in peace. They provide the springboard to gain moral ascendancy over any potential opponent in war.

8. Ethics set the standard and the framework for correct professional action. They serve as a link between soldierly habit and what is moral, determining the trust citizens have in their Armed forces and its ability to defend their vital interests. Most important, in the hands of competent leaders or commanders, professional ethics provide the capability to relate institutional values to the tasks that need to be accomplished.

9. In times of danger, the ethical element of leadership bonds soldiers and units together, enabling them to withstand the stresses of combat and ultimately gain victory. If that capability has not been nurtured, shaped, and sustained by leaders through the maintenance of proper ethical example and standards, the organization will fail just as surely as if the weapons of war had been taken from its soldiers, hands.

10. The key to clarity where ethical matters are concerned depends on those at senior levels standing for something by doing what is ethically correct for the profession. They must train and maintain an Armed force that can fight and win, be honest stewards of the charge to defend and support the Constitution; be selfless, courageous models of ethical behaviour; and respect and understand the ethical positions of others.

Ethical Responsibilities

11. Leaders and commanders have specific ethical responsibilities to their organizations. These responsibilities flow directly from the attributes required of leaders to successfully implement their vision. First, they are worthy role models. Second, they promote the ethical development of their subordinates by teaching them how to reason clearly about ethical matters. Finally, they sustain an ethical climate that promotes trust and professional commitment.

12. **Be a Role Model.** Ethical behavior is lived; therefore, it has to be modeled to be understood. Whether they like it or not, leaders are on display at all times. Actions telegraph their true philosophy and must be consistent with what they say. Finally, the reactions of leaders to unforeseen events tell their organization and soldiers how they should act in similar situations. Thus, leaders cannot ignore the effect of their own behavior. They accept the obligation to be role models because they know that their personal and professional conduct does make a difference.

13. How leaders select and use their personal staffs, sponsor those they coach, react to those who disagree with them, uniformly apply policies, share hardships, regard those who take unpopular ethical positions, and stand up for their organization all involve ethical judgment and conduct to some degree. Therefore, several aspects of leader's ethical conduct deserve special consideration as one discharges the responsibilities to be a role model.

14. **Subordinate Perceptions.** What may appear to be ethical to leaders or commanders may not be seen that way by subordinates or others in the organization. In particular, leaders must be sensitive to those who may not agree with their actions. Key in evaluating ethical behaviour understands the reasoning behind decisions. Consequently, those in leadership positions should constantly check to ensure that their sub-ordinates perceptions are consistent with the message they intend to convey. Where they do not match, senior leaders are obligated to make a special effort to communicate and explain the rationale for their actions. As an example, leaders must be extremely careful at all times in their use of official transportation. Ordinary instances occur where soldiers perceive that these resources have been used inappropriately when, in fact, the use was correct and proper.

15. **Routine Actions.** Many routine actions are so far below the normal "noise" level that they receive only cursory consideration by those in leadership positions. But they too have an ethical dimension and their volume can have an enormous impact on the credibility of leaders as role models. No action is so routine or so mundane that leaders shouldn't be sensitive to its ethical implications.

16. **Loyalty.** The matter of loyalty has important implications for leaders' effectiveness as role models. Loyalty generally is something that goes up as well as down. Leaders and commanders as well as subordinates need to guard against confusing personal loyalty with loyalty to higher ideals. When this happens they believe that their personal judgements and actions define the greater good by virtue of their station or their relationship to another professional, rather than mission or need.

17. **Expediency.** Leaders and commanders need to remind themselves constantly to guard against using sophisticated rationalizations for expedient actions that support mission accomplishment. When they fall into this trap because of political pressures, weighty obligations, or more subtle ethical considerations characteristic of their positions, they create double standards. The double standards, in turn, undermine trust and confidence in organizations, establishing the conditions for subordinates to rationalize that much unethical behaviour is acceptable.

Promote Ethical Development

18. Leaders and commanders promote organizational ethical development through personal contact. Every tactics class, every discussion with soldiers, every staff meeting, is an opportunity to do this. Here subordinates are taught how to reason clearly about ethical matters. While every action or decision leaders make will not have an ethical component to it, leaders teach their subordinates how to recognize and be sensitive to those actions or decisions, which do.

19. Ethical sensitivity is the precondition for clear ethical reasoning. By sharing their reasoning processes and highlighting the ethical implications of the situation, leaders and commanders teach and coach their subordinates on the ethics of their profession.

20. Ethical decisions also sometimes involve tough choices rather than mechanical application of academic principles. Therefore, leaders take the time to talk through possible solutions with subordinates. They cannot dictate specific actions, but they can, through their experience, communicate the range of behaviours, which generally will be acceptable.

21. The aim of leaders is to develop shared ethical perspectives so that units and soldiers have a common base to cope with the confusion and uncertainty of operations. Unless subordinates have learned how to think through ethical issues and have the moral strength to do what they believe is right, they often behave improperly. Leaders or commanders stand accountable if the organization does not develop ethically.

Develop and Sustain The Ethical Climate

22. Leaders are responsible for developing and sustaining a healthy ethical climate. It establishes the way people feel about their responsibilities and interact with others and the degree to which they will commit themselves to organizational tasks. In turn, a healthy ethical climate has a direct bearing on readiness. Will soldiers be honest and work to improve their shortcomings or will they cover things up? Will the units train hard or just go through the motions?

23. Most trust and confidence problems in organizations can be traced to the ethical climate. Where the climate is characterized by threats, lack of ethical clarity, incompetence, and conflicting policies, subordinates receive the wrong signals of expected behaviour. Moreover, those at command levels are unaware of the attitudes and impressions they convey to others.

24. To develop and sustain the correct ethical climate, leaders and commanders reach out to their organizations, know the intricacies of their job, trust their people, and take risks in their behalf. Recognizing that actions speak more powerfully than words, they encourage openness and even criticism, listen and support subordinates who show initiative and are tolerant of honest mistakes made in the process of learning. Tolerating the honest mistakes of subordinates is not accepting failure for its own sake. Rather it creates a climate that fosters opportunities to succeed by recognizing that errors are inevitable in the process of growth and learning. As a minimum leaders and commanders should:

- a. Create sensitivity to ethical questions.
- b. Reward correct ethical behaviours.
- c. Establish a sense of ethical purpose for organizational activities.
- d. Shield units and soldiers from the hostile ethical winds of unhealthy ambition and form over substance.
- e. Stick up for soldiers and units.
- f. Promote a sense of belonging and trust.
- g. Specify clearly what behaviours are considered unethical and correct accordingly.

- h. Speak through action as well as words.

Ethical Tips and Image of a Leader

25. It has been revealed from the previous discussion that enough logics are available to be ethical in approach. Hardly, any logic is left for unethical action. The following ethical tips can really help the military leaders to be ethical, rational and successful:

- a. Never consider any unethical act to be small. Ignoring smaller deed might lead to disaster.
- b. Never try to hide your mistakes (unethical). Mistakes not admitted become crimes.
- c. Do not take credit for being able to cover your unethical act without being noticed. If it is discovered, you will lose your credibility and may become liable for punishment.
- d. Try to do the right thing even when no one is looking at you.
- e. Remain consistent in your behavior. Do not allow your emotions and whims to take you over.
- f. Discuss and seek for solution from seniors, or peers as appropriate, if you are in a dilemma.
- g. Use the chain of command to resolve problems.
- h. Know the rules, regulations and laws-ignorance of those will make no excuse.
- j. Treat others, as you like to be treated.
- k. Take pride in your profession but do not develop a false ego or showmanship.

Conclusion

26. The professional demands placed on leaders and commanders require that they uphold and abide by the highest standards of ethical behaviour. They set the ethical example to achieve moral ascendancy over their opponent. If there is one factor sets leaders and commanders apart, it is their ethical visibility.

27. To discharge their ethical responsibilities, leaders have three obligations. First, they serve as role models worthy of emulation. Second, they promote ethical development in subordinates. Finally, they develop and sustain the ethical climate. Fundamental to all that to be accomplished ethically, leaders and commanders are to be morally tough. A leader who possesses moral toughness provides his unit the will to fight and the ability to gain the ascendancy required to win.

TOPIC- 9
INTRODUCTION TO MOTIVATION

Introduction

1. The study of motivation and behavior is a search for answers to perplexing questions about the nature of man. Recognizing the importance of the human element in organizations, we will attempt in this chapter to develop a theoretical framework that may help managers to understand human behavior, not only to determine the “whys” of past behavior but to some extent to predict, to change, and even to control future behavior.

2. Motivation is an incitement of the will to do something, organic state that prompts to an action or that which incites or tends to incite to determination or action. Human behavior is generally motivated by a desire to attain some goal. This goal may or may not be consciously known to the individual.

Behavioural Requirements of an Organization

3. The topic of motivation at work has received considerable attention in recent years in the three services. The services must look into three behavioural requirements of the human resources. These are:

- a. People must be attracted not only to join the services, but also to remain in it.
- b. People must perform the tasks (entrusted to them) and must do so in a consistent, dependable and exemplary manner.
- c. People must transcend this dependable role performance and engage in creative and innovative work so as to make the organization more effective.

The Nature of Motivation

4. The word motivation was derived from the Latin word "movere" (meaning 'to move'). This, however, is inadequate to understand its meaning. A brief selection of representative definitions will indicate the more appropriate meaning of the term motivation. According to these, motivation is:

- a. How behavior gets started, is energized, is sustained, is directed, is stopped and what kind of subjective reaction is present in the organisms while all this is going on (Jones, 1955).
- b. A process governing choices made by persons or lower organizers among alternative forms of voluntary activity (Vroom, 1964).

- c. The self propelling force within a man which keeps prompting him to improve his performance, his behaviour. It is his will and keenness to achieve not what he is supposed to achieve but what he sets for himself to achieve (SL Dass).
 - d. Attempting to mobilize the self to apply it in the pursuit of one's goal or objective (Pulin K. Garg).
5. A close scrutiny of these definitions will highlight three very important aspects of motivation. These are:
- a. What energizes human behaviour.
 - b. What directs or channelizes such behaviour, and
 - c. How this behaviour is maintained or sustained.
6. Each of these aspects represents an important factor in our understanding of human behaviour at work. Firstly, this conceptualisation indicates the presence of certain energetic forces within individuals that "drive" them or make them in certain ways and the environmental forces which, so very often trigger these drives or impulses. Secondly, there is the notion of goal orientation on the part of the individuals, in other words their behaviour is directed towards achieving certain goals. Finally, motivation must be viewed with a system orientation. What is meant is that we must consider and study those forces within the individuals and in their environment that provide the feedback to the individuals either to reinforce the intensity of their drive or to reduce and redirect their efforts.

The Process of Motivation

7. The basic inputs of a simple motivational model are:
- a. Needs or expectations.
 - b. Behaviour or action.
 - c. Goals or incentives.
 - d. Some form of feedback that would modify the inner state of an individual or his behaviour.

8. A simple model motivation is shown in Figure 1 below:

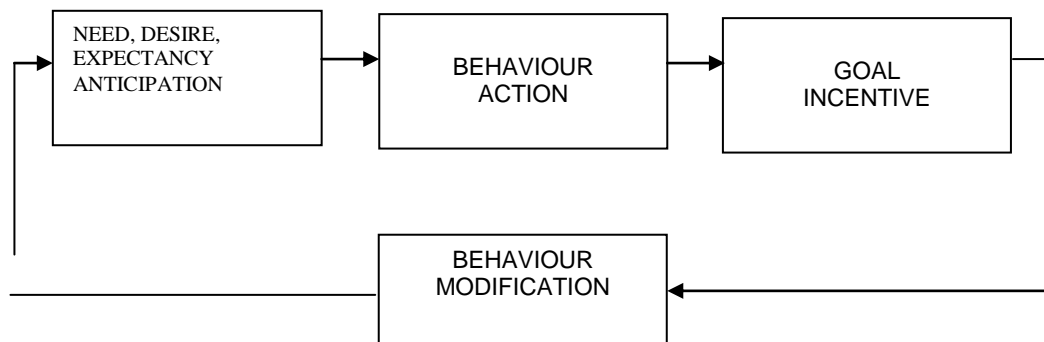


Figure 1: Process of Motivation

9. Basically, this model suggests that individuals possess a multitude of needs, desires or expectations in varying intensity. The emergence of such a need generally creates some sort of imbalance within the individuals which in turn gives rise to certain actions. The initiation of such actions then sets up a series of reactions, either within the individuals or from the environment, providing feedback concerning the impact of behaviour. Such feedback may enable one to modify the present behaviour or pursue the present course of action.

10. Though the general model is apparently quite simple, certain complexities exist. First of such complexities is, that motives cannot be seen, and can only be inferred from behaviour. Even in drawing such an inference one is likely to face difficulties as follows:

- a. Any single act may express a number of motives.
- b. Motives may be disguised.
- c. Several motives may be expressed through similar or identical acts.
- d. Similar motives may be expressed through different behaviour.
- e. Cultural or individual backgrounds may influence the modes of expression of certain motives.

11. The second complexity is that not only do motives change, but they may also be in confrontation with each other. For example, the desire to spend extra hours at work to complete some work may be in direct conflict with the desire to spend more time with one's family. Therefore, given the changing nature of an individual's particular set of motives, and given their conflicting nature, it becomes extremely difficult to observe motives, or measure them with certainty.

12. The third complexity arises out of the fact that considerable differences may exist among individuals concerning the way in which they select certain motives over others, and the intensity with which they pursue such motives. For example, an individual who has a high need for achievement may satisfy this need by working very hard and achieving success, and then turn his attention to other needs. Yet another individual may be spurred one by one success to try for a higher achievement in the future. Interestingly, behavioural scientists have found that a high need for achievement may be related to performance only when certain other needs, such as affiliation needs, were not aroused. In other words, it is important to realize that differences exist among individuals which significantly affect what they desire and how they pursue such desires.

13. A final complication of the model is the likely impact of goal attainment on subsequent motives and behaviour. The intensity of certain motives such as hunger, thirst etc, is considerably reduced upon gratification. When this happens, other motives come to the forefront. However, the attainment of certain other goals may lead to an increase in the intensity of some motives. For example, giving a person a pay rise does not necessarily satisfy the need for more money. Similarly, promoting an individual to new and more challenging position may intensify the drive to work harder in anticipation of further promotions. Thus, while the gratification of certain needs, desires and expectations may at times lead individuals to shift their focus to other motives, at other times, such gratification can increase the strength of the motive.

14. It must be remembered that the model at Figure 1 is a very rudimentary model of human behaviour. Considerable research has been done to define the nature of relationships between the major variables in the motivational process, particularly as they relate to behaviour in the work situation. This basic model has been presented to provide a basic frame work for the understanding and analysis of various theories.

Maslow's Hierarchy of Needs

15. There are various theories about the number of human needs and their importance in human motivation. One of them has been propounded by late Abraham H. Maslow, who was Professor of Psychology in Brandies University, USA. He postulated that man has a hierarchy of needs which begins with the basic needs of physiological well-being and goes

up to the realisation of one's potential called self-actualisation. A summary of the needs as put forth by Maslow is discussed in succeeding paragraphs.

16. **Survival Need.** It is need to stay alive. The need for food, drink, warmth, stimulation is among the elemental drives. They are the most basic needs; they underline all other needs. They are also the basic of all troubles, if denied. A man on the verge of starvation has essentially no thoughts other than that of food. Mahatma Gandhi once said, "To the poor man, God must appear in the form of bread". People with high need for survival, however, remain closely tied to their physical environment.

17. **Security and Safety Need** It refers to the need for protection from wild beasts, natural or economic catastrophe, another human being, or any other type of threat. Many fears, especially of children are rooted in safety needs. Concern for security represents a step up from survival, because it covers a wider range of interests and a longer time frame. Physiological and security needs, however, are of great importance to the people belonging to underdeveloped and developing countries.

18. **Love and Belongingness Need.** It reflects the need to be a part of something bigger, to give and to receive, to love and be loved. This gets manifested in a man's caring about the family, group; in his sharing, having concern for others, and developing roots. Therefore, this becomes of greater importance for social living than the earlier needs. In the services, the need is the basis of team spirit, group cohesiveness and esprit-de-corps of our troops.

19. **Esteem Need.** It is a two-pronged need. It is the need to attain self-respect, sense of adequacy, independence, freedom, confidence, status and importance. It is also the need to have others think well of you. A deeper reflection, however, would reveal that defence services efficiency and effectiveness are primarily linked with how best the belongingness and esteem needs of their officers and men are utilised for motivating them.

20. **Growth and Self-Actualisation Need.** It represents the ability of the psychologically mature human being to express fully the complete range of his interests, tapping all his talents, in the manner that is natively his own. The motive is to achieve inner potential, not outer display of fame for its own sake. In fact, the deeds of bravery and excellence which are shown by the officers and men of the services in battle field and under other stressful circumstances are more often the manifestation of their need for self-actualisation than anything else.

21. **Need Mix.** On the whole, however, the combination of needs a serviceman would have at the time of joining the service, during peace time, and during war, are depicted in Figure 2.



Figure 2 - Needs Mix Under Different Conditions .

TOPIC-10
THE TEN RULES OF GOOD FOLLOWERSHIP

Introduction

1. Often discover articles written by great leaders, generals, politicians, even businessmen that list the properties and attributes of good leadership. These lists are usually similar, noting the importance of intelligence, physical and moral courage, stamina, compassion, and so forth. These characteristics are not only fairly general, but they seem to fall into the great leaders are born, not made category.

2. Moreover, the entire subject of leadership principles always strikes me as a bit grandiose because the authors are usually great men or women who have performed impressive deeds. Although they provide useful advice for those chosen few who will someday command troops in battle or direct the operations of large organization, what about the rest of us? It occurred to me that there is a subject more relevant to all men and women, regardless of rank or duty position, throughout the military services-followership!

3. How does one become a good follower? This is a responsibility no less important than that of leadership. In fact, it enables good leadership, yet is often ignored. As we dedicate ourselves to service to nation, it is likely most of us will be followers more often than we will be leaders for my part. Here are Ten Rules of Good Followership gleaned from those years.

Do not Blame the Superior

4. Do not blame your superior for an unpopular decision or policy. Your job is to support, not undermine. It is insidiously easy to blame an unpopular policy or decision on your superior. "I know this is a dumb idea and a pain for everyone, but that is what the boss wants, sorry". This may garner some affection from your subordinates but it is certainly showing disloyalty to your superior.

5. Unquestionably, the desire for popularity is strong, but it may have unpleasant side effects that can weaken unit cohesion. One colleague I served with several years ago indulged in periodic gripe sessions with his subordinates in which he would routinely criticize the commander and his decisions in front of the youngest troops. When asked why he was undermining the boss, he replied sanctimoniously that his integrity would not allow him to lie. He thought the policies were idiotic and he had a duty to tell his people how he felt. He said he was exercising "good leadership" by telling the truth as he saw it. Rubbish!

6. Leadership is not a commodity to be bought at the price of followership. If a subordinate asks you whether or not you agree with a particular decision, your response should be that the question is irrelevant. The boss has decided and we will carry out his

orders. That is what good subordinates are expected to do. Loyalty must travel both up and down the chain of command.

Do not Fight the Superior

7. Fight with your superior if necessary, but do it in private. Avoid embarrassing situations and never reveal to others what was discussed. Chronologically, this rule should come first, but I felt the above principle so important it deserved priority. Before the decision is made, however, you will generally have the opportunity to express your opinion to the boss. Speak honestly and frankly. Do not be a yes - man. There is always a tendency to tell the boss what you think he or she wants to hear. Resist the temptation. In fact, if you have strong reservations about an issue under discussion, you have an obligation to express them. Fight for your people and your organizations, but do not roll over on principles or issues that you believe are detrimental to the unit's mission accomplishment.

8. As a rule of thumb, you should be willing to revisit an issue three times. Do not give up after the first discussion or even the second if you are in earnest (not considered here are decisions that are illegal or immoral; there are other avenues to resolve those issues). Remember, do this in private. A weekly staff meeting is not the time to challenge the boss, because human nature will take over and your stance may be seen as a threat, making the boss dig in his heels. However, if you are able to sway a decision or deflect a policy, it will be natural to boast to your troops about it once again, you may have just won points for yourself but at the expense of your superior.

Use Initiative

9. Use initiative - make the decision and then run it past the boss. No one likes to work for a micro-manager. We all believe we are smart enough and mature enough to get the job done without someone hovering around and providing detailed guidance. Help the superior out by taking a load off his mind. Always try to provide answers and not questions. As trust and understanding develop between you and the superior, begin acting on those answers once you have arrived at them. Then tell the superior what you have done. Initiative is something I always look for in subordinates, but as the next rule notes, it is often in short supply.

Accept Responsibility

10. Accept responsibility whenever offered. When I was in basic training, an instructor gave me what he thought was sage and sane advice - do not volunteer for anything. It took me several years to realize his suggestion was worthless. The military or any topflight organization cannot work effectively or continue to grow and evolve unless it is composed

of risk takers willing to assume responsibility. This can be difficult because no one wishes to risk failure or embarrassment.

Tell the Truth and Do Not Quibble

11. Your boss will be giving advice up the chain of command based on what you say. Mighty oaks from little acorns grow. The same could be said for major miscalculations that were based on minor indiscretions. Another unfortunate human reaction is to hide or cover up mistakes before they are discovered by others. When asked if you accomplished a certain task, wrote a point paper, made a phone call, reserved a conference room-and you have not done so the temptation is great to respond affirmatively, curse softly and hurriedly complete what you had forgotten to do earlier.

12. Such instances of deceit are minor and not likely to cause misfortune, but it is not hard to imagine how similar white lies can easily become magnified. Take the example of an alert aircraft that is being checked out following a minor maintenance problem. You "fudge" by reporting the aircraft as mission capable in order to avoid telling the commander you are not ready to respond to an alert condition. Your nightmare begins if an alert is declared before that aircraft is ready. In organizations as large and multilayered as the military services are today, each level must scrupulously adhere to the truth. If each supervisor exaggerates unit achievements or capabilities even a little, the combined error of the message will be enormous by the time it reaches the boss. We have all seen examples of this phenomenon, but the most publicized recently are those regarding procurement programs for new weapon systems where wishful thinking and sloppy reporting allowed things to get out of control. Because those at all levels bent the truth or told the boss what he wanted to hear, great harm was done to the nation and the military's reputations.

Do Your Homework

13. Give your superior all the information needed to make a decision. Anticipate possible questions. Being a good staff officer is harder than it looks - do your homework. When given a problem to solve by the boss, you must become an expert on the subject before you attempt to propose a course of action. Read up on the issue, talk to the offices that will be affected by the decision, pulse your network of friends and co-workers to gain insights - in short, do your homework! Most important, think through the implications of the problem, what it means and whom it affects, not just now but down the road. Anticipate the type of questions your superior will ask and prepare suggested answers. Be creative here. Ask the second and third - level questions, not just the obvious ones. Remember; if your superior will be taking this proposal to his superior, you must prepare him properly to avoid his being embarrassed.

Suggestion Implementation

14. When making recommendations, remember who will probably have to implement them. This means you must know your own strengths and limitations. Once you have finished studying a problem in depth and are about to make a recommendation you want the boss to ratify, remember that you will likely be tasked to implement your own suggestion. After all, who can better carry out a policy than the person who just became an expert on it? In other words, do not propose solutions that are impracticable. It is one thing to recommend a course of action that is designed for an ideal world but quite another to suggest something that is workable under prevailing circumstances and constraints. This does not imply that you always look for easy fixes or latch on to the lowest common denominator. Yet, there is a calculus you must make that will reveal whether the ideal solution is worth the effort or if a 90 percent solution might be more efficient. Be prepared to brief the perfect answer, but note how much extra it will cost. At the same time, bear in mind your own role in this process, as it is crucial to have a clear understanding of your weaknesses as well as your strengths. Some people are originators, while others are organizers. Some are drivers, others are facilitators. Some work better in groups, others perform more successfully alone. Know who you are and put yourself in positions that maximize your strengths while masking your limitations. This will make you a more successful subordinate.

Keep the Superior Informed

15. Keep the superior informed of what is going on in the unit. People will be reluctant to tell him or her problems and successes. You should do it for them and assure someone else will tell the boss about yours. One thing you will notice as you advance in rank and responsibility is that people will be less inclined to talk to you. As a result, what you hear about the unit may be heavily filtered. Staying informed on the true state of affairs is a constant but essential challenge. Subordinates who routinely drop the superior notes or mention tidbits in passing can really help a boss stay in touch.

16. Most of us feel a bit uneasy about blowing our own horn to the boss. If something important happens in our life or career, we are embarrassed to tell anyone for fear it will sound self - serving. Similarly, we hesitate to mention our troubles, because it sounds like we are complaining. Humility is an attractive virtue. That is when we need to take care of each other. Tell the boss about your co-workers' successes and assume they will reciprocate for you. This type of mutual support helps build esprit and cohesion within a unit. At the same time, remember that the boss needs to know everything that is going on - the bad as well as the good. If there are problems in the unit, do not let the boss be last to know. Most difficulties can be short-circuited and solved quickly if the boss knows about them. Keep him informed.

Fix Problems as They Occur

17. If you see a problem, fix it. Do not worry about who gets the blame or praise. Army Chief of Staff General George C. Marshall commented that there was no limit to the amount of good people could accomplish as long as they did not care who received the credit. Although this rule might look similar to my earlier calls for initiative and accepting responsibility, my point here is to stress selflessness. When you see something has gone wrong or is about to go wrong, fix it. Too often we notice a bad situation developing and shake our heads and mumble "it's not my problem". It is our problem. Do not get wrapped around the axle wondering if you are directly affected by the problem or if you stand to benefit from its solution. We all serve for the greater good, so every time difficulties are straightened out, we, our unit and the service are better off.

18. As you can tell by now, I am an optimist who truly believes that good deeds will eventually be rewarded. The military, in particular, is an equal opportunity society that recognizes and responds to merit. It is not necessary to have the attitude of one major league baseball player of whom it was said "held give you the shirt off his back; then call a press conference to announce it to the world".

19. The essence of military life is teamwork. Do your job quietly, confidently and professionally, and trust your colleagues to do likewise. But if you do come across a problem, just go ahead and take care of it. We are all in this together.

Put in an Honest Day's Work

20. Put in more than an honest day's work, but never forget the needs of your family. If they are unhappy, you will be too, and your job performance will suffer accordingly. Americans believe in hard work. It is a matter of great pride for us that we have a strong work ethic and are among the most productive societies in the world. The military is certainly no exception.

21. It has always been an honour for me to be associated with military men and women, of all ranks and services, because I am constantly amazed at how hard working, conscientious and dedicated they are. That is a high standard to maintain and why I exhort all of you to give more than an honest day s labour, but be careful not to become a "workaholic, and let your job become your life. Certainly, there will be times in war, crisis situations or during inspection visits when you will have to double your work efforts. Do not make a habit of this and do not let your subordinates either. There was a popular T-shirt a few years back that stated: "If mama ain't happy, ain't nobody happy". That's the way it was in my house growing up and still is. In addition, if things are miserable at home, you will probably bring those troubles to the office. Your family is married to the service every bit as much as you are. They, too, must pick up and move, change jobs and schools, leave

friends behind and start over with each new assignment. That periodic turmoil exacts a price from them. Make sure you pay your family back for all they have done for you and your career. Remember, families are forever.

22. These are 10 rules of good followership. All of us are subordinate to someone, and learning how to serve our boss well is an important responsibility. If we can master this task, and master it well, then we in turn will be better leaders when the challenge comes. After all, even our greatest military leaders started at the bottom. We must learn to follow before we can lead. I hope you find these thoughts useful in your own professional journey.