

# CHAPTER 1



# An Introduction to MANAGEMENT

## Chapter Outline

### LESSON 1

#### What Is Management?

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#### Managing the Cadet Corps—An Overview

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#### Management and Leadership

*“That one can truly manage other people is by no means adequately proven. But one can always manage one’s self. Indeed, executives who do not manage themselves for effectiveness cannot possibly expect to manage their associates and subordinates. Management is largely by example.”*

Peter Drucker, 1985

# LESSON 1

## What Is Management?



### Quick Write

What do you think the story of Tom Sawyer and whitewashing the fence says about Tom as a manager? Would you call him a good manager or a bad manager? Why?



### Learn About

- the definition of management
- how managing is different from doing
- what management means for a JROTC cadet

**I**N A FAMOUS EPISODE in his book, *The Adventures of Tom Sawyer*, Mark Twain relates how his hero, Tom, gets out of a boring chore by talking his friends into doing it for him. He does this by convincing them that it's fun, not work. In fact he even gets them to pay him to let them do it!

Here's how it happens: After he's caught playing hooky from school, his stern Aunt Polly decides to punish him. She orders him to whitewash her fence, nine feet high and 30 feet long. But it's a beautiful summer Saturday morning in his riverfront town. He wants nothing so much as to go out to play with his friends. And he knows they will pick on him when they see him stuck whitewashing as they go off to have fun. He gets very glum.

But then inspiration strikes—"Nothing less than a great, magnificent inspiration," Twain writes. Tom picks up the brush and starts painting, just as his friend Ben Rogers comes by, "the very boy, of all boys, whose ridicule he had been dreading."

Tom now has a plan. He wields his paintbrush casually as Ben, sure enough, starts needling him about his chore. But then Tom steers the conversation around a bit. He asks a zinger of a question: "Does a boy get a chance to whitewash a fence every day?"

Actually, no, Ben realizes. And so within moments, he is pressing Tom to let him have a go with the brush. Tom holds off at first. Aunt Polly, he says, is "awful particular about this fence—right here on the street, you know."

But then Tom pretends to give in and lets Ben take over. By the time Ben tires, another boy shows up and is likewise enticed to take over, and then another and another. Each is eager for the “honor” of getting to swing that brush. Before too long, the fence is done, with three coats, no less. Tom has had to do almost no work—no actual whitewashing, that is. And he is “rolling in wealth” as he considers the treasures—a tin soldier, some firecrackers, a dozen marbles, among other items—his friends have given him in exchange for the privilege of painting Aunt Polly’s fence.



Mark Twain’s home in Hannibal, Missouri, with the fence that may have inspired the story of Tom Sawyer getting his friends to help with whitewashing

*Joseph Sohm/Shutterstock*

## Vocabulary



- organization
- management
- operatives
- first-line managers
- middle managers
- top managers
- management processes
- planning
- organizing
- leading
- controlling
- conceptual skills
- interpersonal skills
- technical skills
- political skills
- reciprocity ethic

## The Definition of Management

You may think of *management* mainly as something businesses do, especially big businesses. But in fact any organization needs management: small businesses as well as big businesses, nonprofits as well as for-profit enterprises. Management happens—or should happen—at all levels of an organization, and in all its parts. An **organization** is *a systematic group, arrangement, or structure of people brought together for a specific purpose: to make widgets, maybe, or to play soccer, or to elect a candidate to public office.*

*Organization* is an umbrella term. It covers a range of things, often only loosely connected. In this case, it covers all the different groups mentioned above: for-profit businesses of all sizes, educational and charitable groups, even things like your town's youth soccer league or your school club—or even your JROTC unit.

## A Working Definition of Management

**Management** is *the process of getting things done, effectively and efficiently, through and with other people.* That's one definition. Here's another from experienced entrepreneur and manager Everett T. Suters: "Management is a mental process of establishing, and then indirectly achieving, the right objectives in the right priority sequence with a sufficient amount of resources."

Note the distinctive element of this second definition: "the right objectives." Management is not about just getting things done, but getting the *right* things done. Doing something really efficiently doesn't count as good management if the something isn't worth the time, money, and energy you spend on it. It's like a sale on cat food at the supermarket: However low the price is, if you don't have a cat, it's no bargain! If something isn't the right thing to do, it doesn't matter how efficiently you do it.

Management typically involves working with groups rather than alone—although self-management is an important discipline to master, too. Management involves activities that unfold over time, often long time frames, with phases dependent on earlier phases. A company's office move, for instance, may have to wait until a contractor finishes the new electrical wiring in the new location. Management may involve repeating activities, too, such as your unit's military ball every spring. An organization's management often has to work with people in several different places.

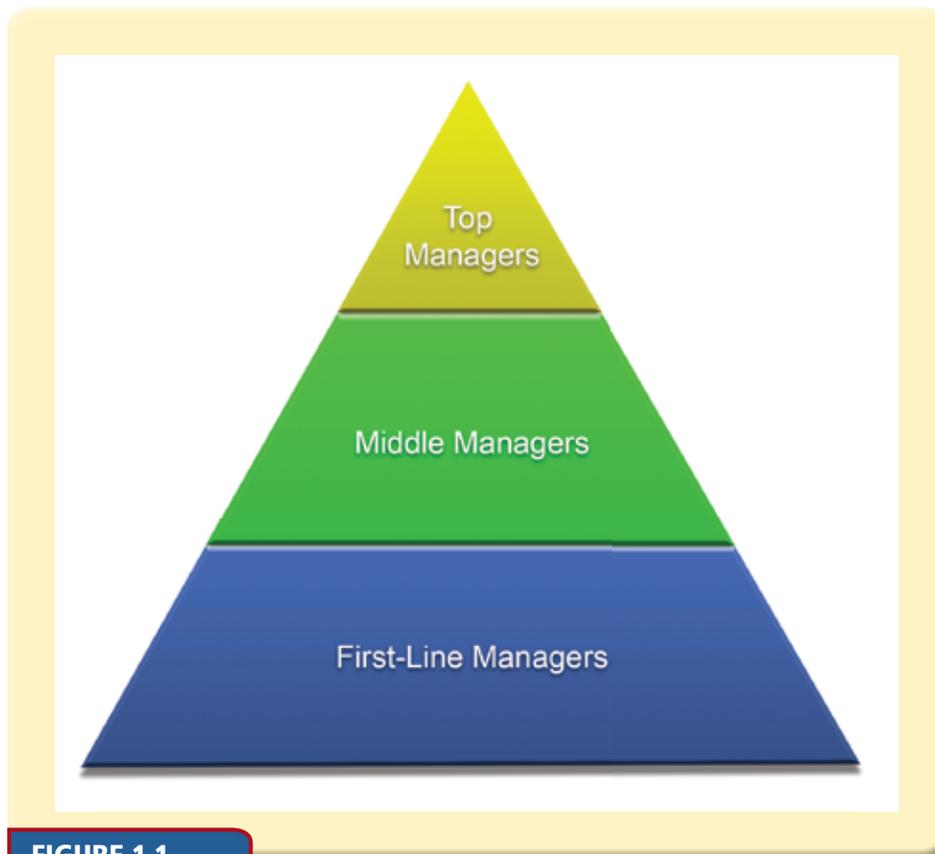
Management also has to work with people from different professional backgrounds and their different professional cultures. A manufacturing company may find it takes good management to ensure that the eager-beaver sales team hasn't gotten out in front of the product development team by promising customers something that isn't quite ready for the market yet.

## What Managers Do

Managers, in turn, are the people who carry out the responsibilities associated with management. They direct other people. They may supervise **operatives**—*people who work directly on a task and have no authority over anyone else*. Managers may also supervise other managers, or a mix of managers and operatives. Experts distinguish among three levels of management: first-line managers, middle managers, and top managers. Some organizations have more than three layers, but getting a grasp on the three described below will help you make sense of those more complicated situations. This terminology is particularly relevant to businesses, but it applies to other organizations as well.

### Three Levels of Management

The three levels of management can be illustrated as a pyramid. **First-line managers** are *the first layer of the managerial pyramid; they may also be known as supervisors, team leaders, or unit coordinators, or sometimes front-line managers*. They are responsible for the day-to-day operations of their operatives. They work where the rubber meets the road.



**FIGURE 1.1**

Experts distinguish among three levels of management—first-line managers, middle managers, and top managers.

They have direct contact with customers and operatives, not so much with higher-ups, especially in a large organization. Your squadron commanders and flight commanders are the first-line managers in your JROTC unit. Team leaders in school cafeterias would be other good examples of first-line managers. They keep an eye on things, and maybe work alongside the operatives, doing some of the same tasks.



**This supervisor training apprentices in mixing concrete at a building site is a good example of a first-line manager.**

*Monkey Business Images/Shutterstock*

But they are managers, and they have a certain authority. If there's a mishap in the kitchen, say, or a dispute between employees, they are the first responders.

The supervisor of a construction crew building a new house in a neighborhood is still another example of a first-line manager. If an apprentice on the site accidentally backs a van into a neighbor's rosebushes, the supervisor is the one to knock on the neighbor's door to explain what happened, apologize, and set in motion the process of making good on the damage.

Next up the pyramid are **middle managers**—*people who typically manage mostly other managers*. They may also have some operatives reporting directly to them. Middle managers may have titles such as department head, project leader, unit chief, or branch or district manager. The cadets in command and staff positions are the middle managers in your unit.

Middle managers don't always have the same kind of direct contact with operatives and customers as first-line managers. And they don't provide the same high-level direction for a company or other organization as its top managers. But in a well-run organization, middle managers have lines of communication both up and down within the organization.

**Top managers** are *managers at or near the top of an organization*. They have titles like chair of the executive board, chief executive, or chief operating officer. Just below them are people with titles like president or vice president, or often senior or executive vice president, or maybe managing director. These people, too, are considered top managers. Top managers set goals and policies that affect everyone within the organization. Your teachers are the top managers of your JROTC unit.

Of course, organizations vary in their size and complexity. At a small manufacturing business, the IT department may be just a supervisor plus a couple of employees. They may be focused on keeping the network going in the home office, supervising occasional hardware and software upgrades, and supporting sales staff out in the field. That supervisor would be essentially a first-line manager.

By contrast, a company for which technology is central to the mission may have someone called a *chief technology officer*. This person would be considered a top manager and part of a group of what are known as *C-suite executives*. These are the corporate officers whose job titles include the word *chief*. These executives typically include a chief executive officer, a chief operating officer, and a chief financial officer, and often others as well, such as a chief information officer, or chief information security officer.



At a company with a *chief technology officer*, that person is generally considered one of its top managers, sometimes referred to as *C-suite executives*.

*Tashatuvango/Shutterstock*

This concept of a managerial pyramid is most relevant to the business world. But as you observe organizations you're part of, including your JROTC unit, you'll see this three-layer model reflected there, too.

## Management Processes

**Management processes** are the main activities all managers perform at some level: *planning, organizing, leading, and controlling*. **Planning** means setting goals and figuring out how to achieve them. **Organizing** means figuring out what must be done, and by whom; who reports to whom; and where decisions are to be made. **Leading** refers to motivating, directing, and communicating with others, as well as resolving conflicts. **Controlling** refers to monitoring performance, comparing it with goals, and making course corrections as needed. In this model, one process leads to another to form a loop that is continually repeated.

## Managerial Roles

Another way to look at what managers do is to consider managerial roles. Henry Mintzberg studied actual managers doing actual managing, at different levels in different types of organizations. Then he identified 10 different managerial roles.

**TABLE 1.1** *Mintzberg's Managerial Roles*

<b>Role</b>	<b>Description</b>
<b>Interpersonal</b>	
Figurehead	Serves as symbolic head; performs routine legal and social duties
Leader	Motivates followers; responsible for hiring, training, and personnel
Liaison	Communicates with people inside and outside the organization to keep things running smoothly
<b>Informational</b>	
Monitor	Tracks changes inside the organization and developments outside it
Disseminator	Distributes needed information to organization members
Spokesperson	Represents the internal team to higher-ups or the organization to the outside world
<b>Decisional</b>	
Entrepreneur	Looks for new opportunities within the group and new ways to solve problems
Disturbance Handler	Takes corrective action when things go wrong or an unexpected crisis erupts
Resource Allocator	Makes decisions regarding budget, number of workers, needed supplies
Negotiator	Represents the team or organization at major internal and external negotiations

He grouped them under three broad headings: interpersonal, informational, and decisional. Table 1.1 gives the full list of these roles, with their descriptions and with examples of the activities each includes. As you look this table over, give some thought to how you see managers fulfilling these roles in organizations you're familiar with—maybe a club you belong to, a store where you often shop, your family business, or even your JROTC unit.

### **Management Skills**

Good managers need four general skill sets to work through the four management processes and fulfill these managerial roles. **Conceptual skills** are *the skills that allow managers to analyze complex situations in order to solve problems*. Suppose one team within a company keeps missing deadlines. It may be that the team needs more people. The production schedule may be unrealistic. The team leader may not be practicing good time management. Or something else may be going on. It may take a little digging to find out. But conceptual skills help a manager get to the root of the problem.

**Interpersonal skills** are the skills that help managers communicate with others, understand them, mentor them, and motivate them—individually and in groups. **Technical skills** are the skills that involve knowing how to do a particular job. A manager of computer programmers needs his or her own coding skills. The head of the welding shop should be a good welder. As managers rise within an organization, though, they won't necessarily have the same degree of hands-on expertise as lower-level managers. Still, they need some understanding of the activities they manage. The conductor of an orchestra, after all, can't necessarily play all the instruments, but needs some understanding of them all in order to lead the whole orchestra.

Managers also need political skills. In this context, political skills have nothing to do with red (Republican) states or blue (Democratic) states. **Political skills** are the skills that managers use to get the resources and establish the connections they need, and generally further their agendas within the organization.

You may be aware of how different units of government have budgets. At every level, from town meetings to the US Congress, people lobby for their interests—pushing for more money for schools or the armed forces, for instance, or for tax breaks for their industry. Something similar goes on in all sorts of other organizations, too. There's competition for resources, such as money, space, or staff or volunteer hours. Sometimes you even have to compete to get a few minutes of someone's undivided attention to talk to him or her. Good managers have strong political skills to help them with all these tasks.

## How Managing Is Different from Doing

By now you have a working definition of management and know where to look for it—everywhere! And so it may be time to think a little more about the Tom Sawyer story that opened this lesson.

Not everyone feels it's a good story to illustrate the concepts of management. Some people see it as an illustration of manipulation. They point out that *The Adventures of Tom Sawyer* was first published in 1876, when the catchphrase "There's a sucker born every minute" was much in the air.

Mark Twain himself seemed to see the story as showing the difference between work and play. "Work," he wrote, "consists of whatever a body is *obliged* to do," while "play consists of whatever a body is not obliged to do."

Another lesson here, Twain wrote, is that "in order to make a man or a boy covet a thing, it is only necessary to make the thing difficult to attain." That's what Tom was doing when he held back the paintbrush when Ben first asked for it.

But the story has been included in this lesson because it does illustrate an important point about managing: It's not the same as doing. Tom got the fence whitewashed by getting others to do the work, not by doing it himself. He did, however, have to come up with a strategy to make Ben and the other boys eager to do it. The boys wanted to paint because Tom made work seem like play. And he made them eager to prove themselves worthy of the task—capable of pleasing Tom's "awful particular" Aunt Polly.

If you ever have to motivate volunteers to give their all to a task you all know is really drudge work, you may remember the story of Tom and the fence. And you may think of it too if you ever have to try to recruit talented people to work for you when you can't offer them much, or any, money.

And note that Tom did have to keep supervising his workers. He did only a small part of the actual painting, but he did have to hang around to keep an eye on his recruits. He didn't just bolt off to go swimming.

Some people, at least, would have found it easier to paint the fence themselves, however much they hated the work, than to try to talk someone else into taking the job off their hands.

### **Doing It Yourself Is Not Managing**

Everett T. Suters, whose definition of management is at the beginning of this lesson, wrote a book titled *The Unnatural Act of Management: When the Great Leader's Work Is Done, the People Say, "We Did It Ourselves."* (The subtitle is a quotation from the ancient Chinese philosopher Lao Tzu.) It's a long title, but it pretty well summarizes the whole book.

Suters's basic point is that management is something people have to learn because it involves working *indirectly*, through others. This indirect approach often feels unnatural to managers, compared with just going in and doing the tasks themselves. Sales managers often make too many sales calls themselves rather than helping their staffs develop their own selling skills.

But a manager who gets the knack of doing something that Suters says doesn't come naturally can empower the people who work for him or her. And when that happens, Suters maintains, the people really will say, "We did it ourselves."

Doing something yourself can seem easier than teaching someone else to do it. And it's often much easier than having a difficult conversation with someone who should have already learned to do it. And so as you start supervising other cadets, you'll be faced with the temptation to cover for them occasionally.

Now, there are times when you perform a task yourself to show someone how it is to be done. Tom proved that with his paintbrush. But in general, it's good to bear a simple rule in mind: Doing a task yourself is not managing.

## Management as a Force Multiplier

*Force multiplier* is a military term for some attribute or factor that increases, or multiplies, the effectiveness of a thing or a group. An improved guidance system for a particular class of missiles is an example of a force multiplier. The guidance system helps the missiles reach their targets more effectively. Another example might be an improved rifle or new system of body armor that could be a force multiplier for an infantry unit.

Bringing in a force multiplier gives you more bang for the buck, as the expression goes. And the concept of force multiplier can be extended to other realms—including management.

Suppose there are cadets in your unit who really stand out for their habit of showing up on time. You notice they always come fully prepared for any activity. They're not only always on time—they're usually even a few minutes early, in fact. They always have all the equipment they need. If the notice about the unit trip has a reminder to bring sunscreen, they've got sunscreen in their packs. They may even have extra water bottles or energy bars with them in case someone else needs them.

Wouldn't it be wonderful if everyone in the unit were like them? Unfortunately, everyone is not. But if these cadets can be put into leadership roles within the unit, they can coach others in developing the same good habits as they have. Giving someone like this management responsibilities serves as a force multiplier because it can help spread their good practices across the whole unit. These model cadets will benefit from leadership roles, too, because coaching others will reinforce their good habits in their own minds.

### **What Management Means for a JROTC Cadet**

Management is one of those subjects on which a *lot* has been written. It will take you no more than a few minutes of searching online to see that. Most of the management books you'll find are aimed at helping people run for-profit enterprises. These are the companies that researchers and theorists (and other people who write books) typically study.

This book is meant to teach you about management principles as a body of knowledge you'll draw on over your whole lifetime, wherever your career takes you. But the particular focus of the book is management for JROTC cadets. It's meant to help you and your fellow cadets manage your unit.



**An AFJROTC color guard at a Kansas City Royals game in Kansas City, Missouri. JROTC units don't have investors, the way corporations do, but they do have people who are invested in them.**

*Courtesy of Colonel Stan Cole, AFJROTC Unit MO-941*

Managing your unit is different from running a major corporation—but not completely different. You don't have investors, the way corporations do, but you do have people who are invested in you—teachers, fellow students, families, neighbors, and others in the community who value what you are doing in your unit. They are rooting for you to succeed. You don't produce goods or services—but you do provide services your school and larger community have come to count on. The management processes, roles, and skills described in this book were worked out to make sense of the business world. But as you review them, you should be able to find ways to apply them to your JROTC role, too.

### **What Cadet Managers Do**

What do cadet managers do? Just about everything that managers in the business world do, or very nearly so. Take another look at the table showing Mintzberg's managerial roles. How many of them do you see represented, at least in some way, in your JROTC unit? Can you identify specific activities to illustrate each of those roles?

## How Cadet Managers Can Explore New Skills

Part of a manager's responsibility is to ensure that learning is always taking place within the organization. Sometimes the focus is on the individual. As a cadet manager, for instance, you may need to consider what new training and skills a particular cadet needs in order to advance.

At other times the focus is on the group. You may realize that your whole unit needs to do better at drill practices in order to be more competitive at drill meets. Or you may realize that your unit would manage its projects better if more cadets were better at tracking them on spreadsheets.

Identifying what's needed is the first step. Once you have a clear idea about that, you can create an action plan.

Perhaps you and your teachers can develop an action plan for the individual cadet who wants to advance. Getting your unit to do better at drill and ceremonies, on the other hand, may be a matter of scheduling some extra practice, or maybe even finding an outside coach. Maybe there's a local retired veteran who would be thrilled to be back working with young people again. To help with mastery of spreadsheets, maybe your unit has one or two cadets who are whizzes on Excel and would be willing to tutor others.

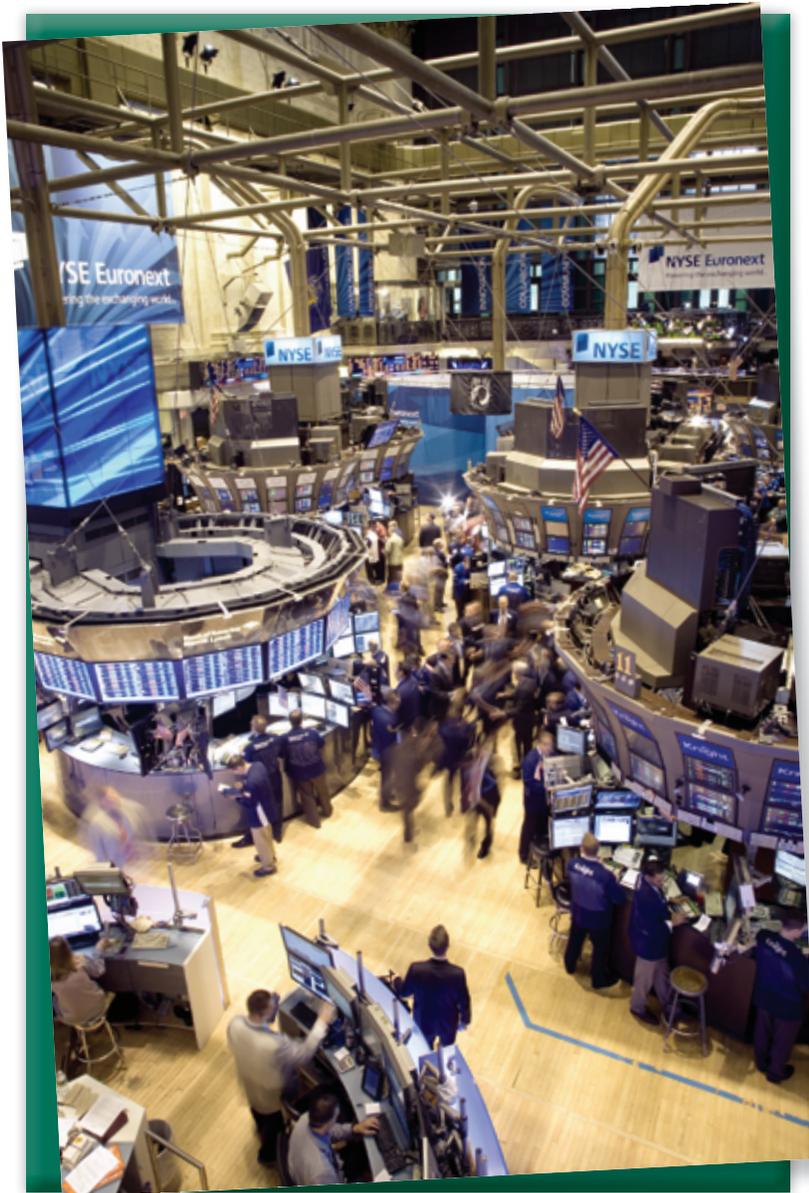
Take a few minutes to think about the four kinds of management skills you read about earlier in this lesson—conceptual skills, interpersonal skills, technical skills, and political skills. Think about all the different tasks your unit performs, and what skills each requires. Where does each of those tasks fit into the four kinds of skills you read about earlier: conceptual, interpersonal, technical, and political?

Where do you see room for growth and improvement in your own performance within your unit? And where do you see opportunities to learn for your unit as a whole?

## How Cadet Managers Continue Thinking about Ethics

As you move into new responsibilities in your JROTC unit, you are beginning your career as a manager. And so it's important to continue thinking about ethics—in your unit, as well as in other parts of your life.

As you have read in earlier courses, *ethics* are rules of conduct that people should follow. They are the moral principles that govern right and wrong conduct. They guide people into honest and upright lives. Sometimes *ethic* is used in the singular. You may have heard people speak of *an ethic of service*, for instance, or a *work ethic*. You've probably been taught, "Do unto others as you would have them do unto you." This Golden Rule embodies the **reciprocity ethic**. That's *an ideal that "what's fair for me is fair for you, too."* Another way to say it is "Turnabout is fair play."



**The trading floor at the New York Stock Exchange, 22 September 2011. People in the financial industry know that professional ethics require them to keep quiet about inside information that comes their way.**

*Bart Sadowski/Shutterstock*

Ethics can refer to broad moral principles. But the word is often used to describe proper behavior in a specific field. Many professional fields have their own specialized codes of ethics—such as journalists, accountants and other financial professionals, health-care workers, lawyers, and real estate brokers. These codes often cover issues that simply don't come up for those not in that field. And they often cover fairly subtle points. That's not to say ethical codes aren't important, or that they don't provide clear right or wrong answers. But the provisions of ethical codes often have to be learned.

For instance, people in the financial industry know they are supposed to keep quiet about inside information that comes their way—nonpublic information that's likely to boost the price of a company's stock once word gets out. Someone who takes advantage of inside information to get rich can go to prison. On the other hand, people not in that field don't have to worry about inside information at all—because they never know about it.

Some businesses and educational institutions promote formal written codes of ethics, or offer special courses or other training in ethics. And at other places, people just say, "No written code can cover all possible ethical dilemmas, so we're not going to bother with one." Or maybe, "Ethics are too important to put off into a separate course. We expect our managers (or faculty) to talk about ethical questions with their employees (or students) every day."

There's another thing to bear in mind: Some actions are legal but not really ethical. There are some things that are within your legal rights to do—but that you really shouldn't do, especially if you aspire to set a good example as a real leader. You might think of ethics, especially those of your specialized field, as an overlay on top of what the law requires of you.

Here's an analogy: You've maybe noticed that different parking lots are striped differently. Some lots have just a single white stripe between spaces. As long as you pull in somewhere between the stripes, you're OK. Other lots have double stripes between spaces. In these lots, you're clearly expected to park between the inner stripes. That means you have less space, and you have to maneuver a little more carefully as you park. But the double stripes make a buffer between one car and the next. That cuts the risk of dings and paint scrapes and people not being able to open their doors because someone has pulled in too close beside them.

As you go through your career as a cadet manager in your JROTC unit, you'll be asked to park between the inner stripes. And you'll want to hold yourself to that higher standard.

### Handling Privileged Information Confidentially

Your family may have brought you up not to gossip, and to avoid unnecessary talk about other people's problems. As a cadet manager, though, you often find out about things that otherwise would be none of your business. Handling such information appropriately is likely to be one of the important practical lessons in ethics.

As you are tasked with evaluating fellow cadets and their performance, either to promote them or to discipline them, you may have to talk candidly about them with others in a way that may be uncomfortable or at least unfamiliar. And then you'll have to remember that the conversation shouldn't leave the room.

Also, you may find out that the cadet you've noticed looking distracted at school or at JROTC events is struggling with illness or family difficulties. You may find that a fellow cadet needs someone to talk with and just unloads, telling you perhaps more than you wanted to hear.

But being there for others is part of managing and leading. You want to be known as someone who can be trusted to keep confidences. And so you can cultivate a habit of asking yourself, when someone shares sensitive information, Should I keep this confidential? How shall I protect it? And how can I share what I've heard if I need to involve others to help?



**Being there for others is part of managing and leading. Like this woman, you want to be known as someone who can be trusted to keep confidences.**

*Monkey Business Images/Shutterstock*

In such situations, you can learn how to say what you need to say without saying too much. For example, you might say, “Jim will need a ride to Saturday’s event. Who lives near him and can give him a lift?” You may know why Jim needs a ride in the first place: His father has started drinking again and just totaled the family car. But you won’t mention that. You’ll also avoid saying or doing anything to suggest there’s more to the story than you’re letting on. Such behavior will just tempt others to ask you questions that you shouldn’t answer.

### Handling Privileged Access Ethically

As you develop as a cadet manager, you may have access not just to sensitive information but to other things as well. You may be entrusted with keys, codes, or passes of various kinds. You may have certain special permissions—to leave school during the day for an appointment, maybe. You may have access to special areas like the unit storerooms. You may even have access to your unit’s stash of candy bars. But remember—they’re there to be sold to raise money for your unit. They’re not there for you to snack on.

With privilege comes responsibility. When you’re given certain privileges, it is because your teachers and cadet officers trust you to do the right thing. They’re counting on you to behave with restraint and not take unfair advantage. When you do behave correctly, you validate others’ trust in you. Handling privileges responsibly is another one of your important lessons in ethics.



**As a cadet manager, you may be entrusted with keys, codes, or passes of various kinds. When you handle such privileges correctly, you validate others’ trust in you.**

*Lu Yao/Shutterstock*

 **CHECKPOINTS**

## Lesson 1 Review

Using complete sentences, answer the following questions on a sheet of paper.

1. How many levels of management are there, and what are they?
2. What are the four management processes?
3. How did Tom Sawyer get Aunt Polly's fence whitewashed?
4. How will model cadets benefit from being put into leadership roles?
5. Which ethic is the Golden Rule an example of?
6. What happens when you behave with restraint and don't take unfair advantage of certain privileges you have been given?

### APPLYING YOUR LEARNING

7. Describe three of Mintzberg's managerial roles—one interpersonal, one informational, and one decisional—that you see fulfilled in your unit, whether by you, your teachers, or your fellow cadets.