

What's the diff:
looking more closely
at the distinctions
between leadership
and ...



What's the Diff: Looking More Closely at the Distinctions between Leadership and Management Much research has been done to identify proven means through which leaders managers may motivate their employees (Gagne & Deci, 2005). All executives - be they acknowledged as leaders or manager - ought to provide motivation and direction to all employee levels according to business goals, mission, and vision. Companies have many challenges including global competition, economic dislocation, and corporate downsizing (Jusela, 1994). These challenges call for leaders and managers to assess and advance in improving performance and individual development in a global competitive environment (Porras & Silvers, 1991).

These transitions come from the challenging situations managers confront. It requires the development of new concepts and ideas. Because of their experiences, global leaders and managers learn and adapt (Spreitzer, McCall, & Mahoney, 1997). Leaders and managers encounters a variety of situations where motivating others is necessary. Against this backdrop of dynamism and cutthroat competition, the current paper proceeds with presenting the distinction between leadership and management.

Distinguishing Leadership from Management Kotterman (2006) presents a thorough discussion of the differences between leadership and management. Both academicians and practitioners are keenly interested in drawing such distinction - learning the similarities and differences between these two constructs may have both conceptual and pragmatic benefits for contemporary business organizations. The first issue of contention that had to be addressed by Kotterman (2006) in making such a distinction was the measurement of management and leadership. Drawing on a review of <https://assignbuster.com/whats-the-diff-looking-more-closely-at-the-distinctions-between-leadership-and-management-flashcard/>

empirical management and leadership research, he has decided to measure these based on subordinates' evaluation of leader/manager effectiveness (Kotterman, 2006).

Historical Viewpoint: Leadership vs. Management Management is a fairly novel concept, which has been brought about by the birth of contemporary business entities amidst environments of dynamic competition and chaos. As such, it has been deemed necessary for management to exist to exercise both authority and control and to eventually install order in increasingly complex work environments. These efforts have not been futile as management functions of regulation and control allowed increased order and productivity within the workplace (Kotterman, 2006). On the other hand, leadership as a phenomenon has existed and has been a research focus for centuries.

There has been a continuous stream of research solely dedicated to its study. Why then is it deemed inevitable and crucial to draw the distinction between these two constructs? Without drawing such differences, there would be further confusion in the definition, measurement, testing, and observation of both. And yet, such ambiguity must, as much as possible, be addressed, since both phenomena are importance for the effectual functioning of today's organizations (Kotterman, 2006). Zaleznik (1998 in Kotterman, 2006) points out that there are indeed similarities and differences between the two concepts. One such similarity are the processes which both are engaged in, including providing directions, resource alignment, and keeping people's drive at work.

Ibrahim & Cordes (1996) summarizes the distinguishing characteristics of leaders and managers, respectively (refer to Table 1): Source: Ibrahim & Cordes, 1996, p. 43. Differences between Leadership and Management Visioning In the process of visioning, leaders are more distinct in their function of providing clear direction for their subordinates. On the contrary, the manager places greater premium in the subprocesses of budgeting and performance planning during such an exercise (Kotterman, 2006). Managers are also into the subprocesses of budget allocation, resource planning, and procedures. There is also high regard for deadlines.

In addition, they seem to be rather detached from the organization's thrusts and objectives. On the other hand, leaders are more concerned with visioning and in setting directions which are aligned to them, along with the corresponding strategies for their attainment. They seem rather attached with these goals and have infectious enthusiasm about them (Kotterman, 2006). Keller (1995) further states that a transformational leader is able to articulate and cascade a profound sense of mission and purpose. Setting Goals and Objectives One other process is the setting of goals and objectives, where differences between the two are also apparent.

Leaders are more focused on realignment of organizational strategies and are open and even prefer the setting of new goals and objectives. On the other hand, being more task-focused, the manager carries out the subprocesses of maintaining control and the allocation of resources (Kotterman, 2006). Developing Action Plans On the development of action plans, leaders place more emphasis on setting clear directions for the

organization, in broad strokes. Their intent is to inspire and to motivate their subordinates.

On the other hand, the details of getting there are captured by the manager, with his budget allocation, timelines, and point persons (Kotterman, 2006). Problem Solving There is a tendency for managers to focus on the problem at hand, while it is more important for leaders to ensure that their team has high morale and motivation (Kotterman, 2006). As such, when faced with a problem, leaders are more concerned in checking how his people feel about the issue and whether this has grave impact on the morale of his team. The manager, on the other hand, may have an undue emphasis on processes and procedures that may affect the problem at hand, but placing less emphasis on the people factor (Mason, 1992). Power and Authority Effectual leaders are capable of yielding advocacy and support from his subordinates. His authority stems from his effectual persuasion and influence.

It is also through such persuasion that he is able to transform change into tangible reality for the enterprise. In empowering others, he is able to maintain or improve high morale and satisfaction; towards the continued attainment of organizational goals (Ibrahim & Cordes, 1996). On the other hand, the authority vested on the manager stems from his position and his technical competence rather than his ability to persuade or influence others (Ibrahim & Cordes, 1996). Delegating Cohen (1992) shares that a leader allows his people to make mistakes when they are given an accountability to perform a task.

This is so that they are given “latitude to learn”. Moreover, he says that “great leaders never tell other people how to do their job” (Cohen, 1992, p. 18). They only provide them with directions on what needs to be attained and the parameters in which they could maneuver. On the other hand, because managers have the task of controlling and monitoring performance, they do delegate but tend to give full autonomy to their subordinates. This may come across as a lack of trust for some (Cohen, 1992).

CommunicatingThe vision of the leader must be “desirable, strategically developed and communicated” (Ibrahim & Cordes, 1996, p. 42). It is necessary for the leader to communicate the vision so that he is able to solicit commitment from staff towards its attainment. On the other hand, the manager is more concerned on the day-to-day tasks or activities that are in support of overall organizational goals.

The manager is more closely engaged in processes and procedures rather than the vision itself. In fact, Kotterman (2006) asserts that managers are quite detached from the vision of the organization. TeambuildingTeambuilding is an issue of primary importance to the leader who aims for both empowerment and developing esprit de corps within his team. They are keen on the formation of teams and of collaboration outside their department for increased synergy and cooperation.

On the other hand, a manager may be more concerned in the process of achieving the goals, and may not necessarily espouse team formation nor cross-functional support (DeMent, 1996). Consensus-buildingWhile managers do try to solicit the commitment of their staff prior to making decisions, they

normally decide on a myriad of tasks that involve customer, process, and people. They are detached in making such decisions and may not really show emotion in carrying these out for as long as they are within policy and protocol. On the other hand, leaders are concerned with making their people empowered and maintaining high morale.

They are highly affective and are attached to their people and to the organization's vision. As such, they try as much as possible to solicit their people's view on issues that affect them before having a final say on the matter (Ibrahim & Cordes, 1996). In recent years, decision-making models in business organizations have emerged as a significant factor in the determination of the organization's success or failure. Organizations require that individuals carry out job assignments dependably, make creative suggestions, and carry out self-training (Katz, 1998). However, the organization does not obtain all these behaviors simply through hiring the employee.

The right or optimal match between leadership style and motivational programs will thus lead to sustenance, if not an increase in employee's productivity. In other words, the leader and the manager must be able to empower their staff and allow them to participate in decision making, along with other motivational programs that will increase retention. Selecting & Training On the facet of selecting and training, managers are more systematic in terms of organization and staffing. They are rather keen on establishing and maintaining organizational structures in a coherent way.

They are also accountable for the delegating accountability as well as authority amongst their subordinates. They are also concerned about the leg
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work or the deployment of organizational goals and draft policies that support their attainment.

They do not exhibit strong affect and constrains the options made available to their staff. In contrast, the leader is more focused on strategic alignment, and in the articulation of the group's mission, vision, values, and objectives. They persuade the creation of teams and of networks for the realization of the vision, and are strongly affective in their responses. They empower employees by making more alternatives available to them (Kotterman, 2006).

Leaders and managers ought to think of innovative ways to motivate their employees and engaged them in activities that maintain or enhance their self-esteem. Self-esteem workshops. To increase self-esteem. Employees who can attend workshops or sensitivity groups in which they are given insights into their strengths.

It is thought that these insights raise self-esteem by showing the employee that he has several strengths and is a good person. Self-esteem training programs are aimed at increasing their self-esteem by learning how to think positively, discovering their positive qualities that may have gone unnoticed, and sharing their positive qualities with others (Gerstner, 2002). Experience with success. With this approach, an employee is given a task so easy that he will almost certainly succeed. It is thought that this success increases self-esteem, which should increase performance, then further increase self-esteem, then further increase performance, and so on. This method is based

loosely on the principle of self-fulfilling prophecy, which states that an individual will perform as well or as poorly as he expects to perform.

In other words, if he believes he is intelligent, he should do well on tests. If he believes he is dumb, he should do poorly. So if an employee believes he will always fail, the only way to break the vicious cycle is to ensure that he performs well on a task (Gerstner, 2002). Need for achievement. Employees who have a strong need for achievement desire and are motivated by jobs that are challenging and over which they have some control, whereas employees who have minimal achievement needs are more satisfied when their work involves little challenge. Employees who have a high need for achievement are not risk takers and tend to set goals that are challenging enough to be interesting but low enough to be attainable.

Employees with a high need for achievement need recognition and want their achievements to be noticed (Gerstner, 2002). Individual differences theories postulate that some employees are more predisposed to being motivated than others. Such things as genetics and affectivity are involved in the extent to which some people tend to always be satisfied with their jobs and others always dissatisfied. However, rather than genetics and affectivity, self-esteem, need for achievement, and intrinsic motivation tendency are the individual differences most related to work motivation (Gerstner, 2002). It is a scientifically proven fact that men and women are different from each other (Ridley, 1999). They also differ in their motivational styles.

While men find it easier to motivate using the basic needs and tangible rewards, women may be better at using higher levels of needs and intangible

factors (Gerstner, 2002). All good managers, regardless of gender, should combine their abilities to motivate using all the tools available (Sachs, 1995). Individual differences theory postulates that some variability in job satisfaction is due to an individual's personal tendency across situations to enjoy what she does. Thus, certain types of people will generally be satisfied and motivated regardless of the type of job they hold. The idea also makes intuitive sense.

We all know that people who constantly complain and whine about every job they have, and we also know people who are motivated and enthusiastic about every job or task (Sachs, 1995). There is perhaps a strong tendency for the manager to be involved only in processes and procedures and place less importance on people issues. It is very important for key talent to feel that they are highly regarded and for them to feel good about themselves. Leaders and managers, in effect, ought to take all these means into consideration. Coaching & Counseling When distinguished in these facets, Bennis (in Cohen, 1992) states that there are five traits that mainly differentiate a leader from a manager. These are "technical competence, people skills, conceptual skills, judgment and character" (p.

17). Considering these traits the leader may be a more viable coach than a manager because of the requisite people skills that are involved in the coaching process. Because the manager is quite detached from people (Kotterman, 2006), he may not be as effective in providing feedback, listening to his people with empathy, maintaining or enhancing their self-esteem, and soliciting their input on important issues (Kotterman, 2006).

There is a need to exercise these interpersonal techniques for effective
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coaching and counseling towards breakthrough

performance. Controlling Managers are tasked to manage the attainment of the organization's vision, mission, and strategies and they strive to attain it within a specified period of time. Thus, they have a high need for the exercise of control.

Moreover, they are expected to present results on a regular basis to top management. On the contrary, leaders are advocates of change, whether this be in the form of new products or novel approaches to relations with the workforce (Kotterman, 2006). Kotterman (2006) asserts that managers are rather detached and show little or no emotion in the deployment of plans towards the achievement of organizational goals. In effect, if violations are committed by the employee which come in the way of goal achievement, he shall easily be reprimanded and penalized based on corporate policies and procedures. On the other hand, because the leader places great premium on the motivation and satisfaction of workers, he will use better judgment and affect in deciding on discipline cases.

This does not mean that all transgressions shall be shrugged off by the leader; it just shows that there are other equally important considerations that a leader makes in making a disciplinary action or decision apart from policies, procedures and goal attainment. The individual employee - his followers - are his bloodline he places great importance on them (Kotterman, 2006). Motivating Employees In the execution of the organization's vision, the manager puts high premium on process control and problem identification.

There is also a strong thrust towards solving problems and tracking outcomes.

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They are also very concerned about reasonably managing risk. On the other hand, the main emphasis of the leader in the execution of the vision is to be able to drive and motivate his followers. He empowers them so that they may surpass the obstacles they confront for change to be possible. They maintain high morale and address primary human needs. They are also high risk takers (Kotterman, 2006).

Ibrahim & Cordes (1996) further assert that the primary difference between a leader and a manager is the effectiveness of the relationships they have forged within the enterprise. Which Should be Dominant in the Following Functions? Nebeker and Tatum (in Kotterman 2006) assert that management is mainly concerned with the four functions of planning, organizing, supervising and controlling resources. The ultimate end is the achievement of corporate goals. Planning By definition, planning is related to addressing the needs of the client and crafting a systematic way in doing so (Kotterman, 2006).

On the other hand, with regards to planning, the leader “ takes charge, makes things happen and translates dreams into reality” (Nanus 1989 in Ibrahim & Cordes, 1996). He takes charge of providing directions in broad strokes and may also give input on strategizing - how to get there. Getting employees warmed up is good, but it is not enough. After getting them initially motivated, the manager has to help each one establish and achieve higher goals.

Motivation can be a useful tool in goal setting by pointing out targets that will bring employees out of their comfort zones (Hiam, 1999). With goal

setting, each employee is given a goal, which might be a particular quality level, a certain quantity of output, or a combination of the two. For goal setting to be most successful, the goals themselves should possess certain qualities. First, they should be concrete and specific (Locke, 1969). Setting more specific subgoals can also improve performance (Klawnsky, 1990). Second, a properly set goal is high but reasonable (Locke & Latham, 1990).

Planning may be more appropriately taken with a managerial role, since the latter is more hands-on in the specifics - budgeting, controlling, and allocating resources that would allow the plan to be realized within an agreed upon time frame (Ibrahim & Cordes, 1996). Motivation is a useful tool, not only when setting higher work performance goals, but in assessing the success or failure of employee efforts. Through the use of positive reinforcement and negative reinforcement, managers can sustain organizational morale and help employees overcome falling enthusiasm or a lack of personal ambition (Heller, 1998). Organizing Organization and supervision are concerned with drafting the corporate structure, rewards, and means of managing employee performance (Kotterman, 2006). This function is more aptly undertaken by the manager since he is tasked to oversee the day-to-day tasks of his subordinates.

It is the manager's accountability to be on top of the daily operations of the organization, organizing both projects and people (Ibrahim & Cordes, 1996). Directing The directing function should also be taken on with a predominantly managerial role, instead of that of a leader. As Kotterman (2006) suggests, a manager denotes an individual who " holds a directive

post in the organization, a person who organizes functions, allocates resources, and makes the best use of people” (Kotterman, p. 14).

To increase the effectiveness of goal setting, feedback should be provided to the employee on his progress in reaching his goal (Locke, 1969). Feedback can include verbally telling an employee how he is doing, placing a chart on a wall, or displaying a certain color of light when the employee’s work pace will result in goal attainment and a different color of light when the pace is too slow to reach the goal. Feedback increases performance best when it is positive and informational rather than negative and controlling. Good feedback giving ought to be a practice of both leaders and managers in carrying out the directing function. Controlling Controlling is focused on processes in manufacturing, tracing the roots of variances and answering to short-term objectives. Managers are accountable for these functions and are continuously looking for means to enhance these procedures.

On the contrary, leadership has a more sustainable and long-term view, and has globalization and sustainability in crafting strategies and plans (Kotterman, 2006). In the controlling role, the task of a manager is more appropriate because they work for stability, predictability and the maintenance of order. On the other hand, leaders tend to break off the status quo, create turmoil, and breed impending change (Kotterman, 2006). Moreover, contemporary managers are implicitly perceived as “administrative experts” (Ibrahim & Cordes, 1996, p.

42). Conclusion Indeed, it is exceptional to find one individual who ideally fits both leadership and managerial roles. There is a strong preference for

exclusively developing management skills over leadership skills, especially in companies with highly complex processes. While many organizations expend money, time and effort in sending their senior managers to leadership training, they often find themselves unable to exercise leadership or are prohibited from doing so.

In the process, these individuals end up with feelings of disappointment and indifference. Leaders and managers are the ones that provide motivation and vision to any organizational undertaking. The person should possess the capabilities, abilities, and skills of a leader in order to create a motivating, working environment (Gregersen et al. 1998). Only in having such effective and motivational leadership can the organization be assured of a healthy, sustainable, and committed workforce.

Membership motivation results from a favorable inducements-contributions balance. Employees must perceive a continuing favorable balance if they are to remain members. The motivation to perform represents a much more complex psychological contract between the individual and the organization involving perceived alternatives, perceived consequences of these alternatives, and individual goals (March & Sharipo, 1987). Organizations have no choice but to provide membership motivation if they wish to remain organizations. In the final analysis, there should be a healthy balance in the number of persons in authority who are actually leaders and/or managers.

Too many acknowledged leaders may not always be beneficial as they will certainly have different ways of viewing things and may cause more confusion than clear direction. On the other hand, there should also be those

tasked to oversee the day-to-day routines of the team. This optimal balance will ensure the healthy functioning of the department and of the enterprise as a whole. Nonetheless, before choosing to exhibit skills related to any of these two, it is necessary to have a clear understanding of their differences. This will allow managers to exercise prudence on which one to use, depending on the context and the person/s involved.

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