

The difference between leadership and management

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Leadership in Nursing Leadership in Nursing Leadership has become the most important aspect for nursing. It has been defined as a way to influence on the psychological dimensions, such as beliefs, attitudes, feelings and behaviors of others (Spector, 2006). Based on the definition, it can be deduced that the leadership is not only related to the one aspect but has overarching impact on the interaction between and among people. However, it is still important to realize that the leadership cannot be absolute (i. e. having one type of behavior and effect on others) but is relevant, which means it has different and situational requirement and effect on others. As a result, leadership in nursing also requires a separate set of leadership traits and qualities which must include all those skills and basic activities which take into account the issues relating to the field of nursing.

Learned or biological leadership

This discussion has been carried out for many decades. Gentry et al., (2012) have contended that if people are born leaders, in that case, it will be very challenging to prove the validity of such claims because there are numerous styles of leadership and each has its own distinctive features or traits. Based on assertion, it can be deduced that leadership can be developed by closely working on those areas of human activity which are normally carried out by leaders. For example, American Association of Colleges of Nursing (2013) has clearly highlighted a set of characteristics highly essential for clinical nurse leaders and they include: determining patient-care delivery and practices and this encompasses collaboration and caring for the patients and critical evaluation of expected outcomes relating to patients; searching out the gaps between expected and actual results and taking essential measures

for diminishing the effects of gaps in patient care practices; risk analysis relating to patients and their medical and psychological condition; managing and ensuring team leadership along with intra-department and inter-department cooperation ; determining and developing evidence-based practices; using information technology and systems for improving the performance of clinical facilities.

In other words, clinical leadership can be developed with a comprehensive clinical education framework. For instance, Curtis et al., (2011) explain that nursing leadership courses should be commenced at the undergraduate level in which nursing leadership, leaders in nursing both theoretical and practical approaches, frameworks and parameters must be taught to the new students entering in the field of nursing; they also contend that through this nursing practice, there would be better chances for developing leadership qualities and traits in the professionals working in this field. However, it will not be an easy task for achieving the expected type and expected level of performance from the nursing graduates because the difference between managers and leaders is considerably thin and sometimes it is very hard to distinguish between the role of manager and leader as well.

In conclusion, despite a very thin difference between leadership and management, certain specific benchmark can be set for developing certain qualities of nursing leadership. And through this framework, a targeted work on specific leadership traits will be helpful for creating leadership qualities in nurses.

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