**PGD IN LEADERSHIP AND MANAGEMENT**

**FINAL EXAMS**

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# Introduction

Leadership is a process by which a person influences others to accomplish an objective and directs the organization in a way that makes it more cohesive and coherent. Leadership is a process whereby an individual influences a group of individuals to achieve a common goal. Managers do things right, leaders do the right thing. Leadership is just one of the many assets a successful manager must possess. The principal aim of a manager is to maximize the output of the organization through administrative implementation. To achieve this, managers must undertake the following functions: organization, planning, staffing, controlling and directing.

The key purpose of leadership and management is to ‘provide direction, facilitate change and achieve results through the efficient, creative and responsible use of resources’. Effective management is the process of harmonizing individual endeavour to the common good.

At the course whole study, we learnt lot about different aspect of Leadership and Management. In this final phase, we are going to talk about the differences between leadership and management. The advantages and disadvantages to using groups to make decisions. The difference between transactional and transformational leadership. The qualities of charismatic leaders that differentiates them from non-charismatic leaders. An ethical and socially responsible culture. The leadership skills for a project manager. The cultural differences and diversity in the work place. The general process of decision making adapted by organizational leaders. How increase creativity in organizations; and the best leadership style for the team/department/organization.

# Identify and discuss the differences between leadership and management

Leadership and management are two notions used to describe two related concepts. Managers do things right, leaders do the right thing. But this distinction is too facile and too simple. Leadership has two implied meanings. It can be defined in terms of position, as in being in a leadership position. A more fruitful way to think about leadership concerns the distinction between occupying a leadership position and being effective in that position. Leadership ought to be evaluated in terms of the performance of the group over time. It relates directly to the ability to build and maintain a group that performs well compared to its competition. In this section, these differences are discussed, explaining why both terms are thought to be similar.

Leadership is just one of the many assets a successful manager must possess. The principal aim of a manager is to maximize the output of the organization through administrative implementation. To achieve this, managers must undertake the following functions: organization, planning, staffing, controlling and directing.

Leadership is an important component of the directing function. A manager must manage as well as lead. Managers need formal authority to be effective. This involvement cannot be delegated.

Some commentators link leadership closely with the idea of management, some regard the two as synonymous, others consider management a subset of leadership and yet others praise leadership and demonize management.

Bennis (1989) identified 12 invidious distinctions between managers and leaders:

1. Managers administer; leaders innovate.
2. Managers ask how and when; leaders ask what and why.
3. Managers focus on systems; leaders focus on people.
4. Managers do things right; leaders do the right things.
5. Managers maintain; leaders develop.
6. Managers rely on control; leaders inspire trust.
7. Managers have a short-term perspective; leaders have a longer-term perspective.
8. Managers accept the status quo; leaders challenge the status quo.
9. Managers have an eye on the bottom line; leaders have an eye on the horizon.
10. Managers imitate; leaders originate.
11. Managers emulate the classic good soldier; leaders are their own person.
12. Managers copy; leaders show originality.

More positive distinctions between management and leadership were made by Kotter (1991), as set out in the table below:

|  |  |
| --- | --- |
| **Management** | **Leadership** |
| Focusing on managing complexity by planning and budgeting with the aim of producing orderly results, not change. | Focusing on producing change by developing a vision for the future along with strategies for bringing about the changes needed to achieve that vision. |
| Developing the capacity to achieve plans by creating an organization structure and staffing it – developing human systems that can implement plans as precisely and efficiently as possible. | Aligning people by communicating the new direction and creating coalitions that understand the vision and are committed to its achievement. |
| Ensuring plan accomplishment by controlling and problem-solving – formally and informally comparing results to the plan, identifying deviations and then planning and organizing to solve the problems. | Using motivation to energize people, not by pushing them in the right direction as control mechanisms do, but by satisfying basic human needs for achievement, a sense of belonging, recognition, self-esteem, a feeling of control over one’s life and the ability to live up to one’s ideals. |

The answer to the issues raised by these various comparisons is that management and leadership are indeed different. Management is concerned with the effective use of all resources, including people, while leadership concentrates on getting the best out of people.

# What are the advantages and disadvantages to using groups to make decisions?

A group facilitator is to help the group reach conclusions in the shape of ideas and solutions. Facilitators do not exist to ‘chair’ the meeting in the sense of controlling the discussion and pressurizing the group to agree to a course of action. The group is there to make up its own mind and the facilitator helps it to do so. The help is provided by asking questions that encourage the group members to think for themselves. These can be challenging and probing questions but the facilitator does not provide the answers – that is the role of the group. Neither do facilitators allow their own opinions to intrude – they are there to help the group marshal its opinions, not to enforce their own ideas. However, by using questioning techniques carefully, facilitators can ensure that the group does thoroughly discuss and analyse the issues and reaches conclusions by consensus, rather than allowing anyone to dominate the process.

Facilitators ensure that everyone has their say and that they are listened to. They step in quickly to defuse unproductive arguments. They see that the group defines and understands its objectives and any methodology they might use. They summarize from time to time the progress made in achieving the objectives without bringing their own views to bear. Facilitators are there to ensure that the group makes progress and does not get stuck in fruitless or disruptive argument. But they encourage the group rather than drive it forward.

# Explain the difference between transactional and transformational leadership.

Recent research has suggested that transformational leadership builds on transactional leadership and, in particular, on contingent reward behaviours. Although conceptual in nature, the adaptive nature of this kind of leadership approach lends itself to differing conditions and constant changes present in organizations today. Young organizations respond favourably to transformational leadership, mature organizations to transactional leadership, and those in a decline or renewal stage need a transformational leader. It also recognizes the importance of the psychodynamic approach to leadership – the importance of being more self-aware and more insightful about oneself and ones capabilities.

**Transactional leaders**

Transactional leaders, as originally described by Burns (1978), identify the expectations of their followers and respond to them by establishing a close link between effort and reward. Power is given to the leader to evaluate, correct and train subordinates when performance needs to be improved and to reward effectiveness when the required outcomes are achieved.

**Transformational leaders**

Transformational leaders, as defined by Bass (1985), empower their followers and encourage them to ‘do more than they originally expected to do’. Transformational leaders motivate followers to perform at higher levels, to exert greater effort, and to show more commitment. Bass identified three principal leadership processes for achieving such outcomes: (1) heightening followers’ awareness about the importance and value of designated goals and the means to achieve them; (2) inducing followers to transcend their self-interests for the good of the group and its goals; and (3) meeting followers’ higher-order needs. Transformational leaders provide encouragement and support to followers; assist their development by promoting growth opportunities, and show trust and respect for them as individuals. They build self-confidence and heighten personal development.

More good news is that, transactional and transformational leadership behaviours can be learned through training program, which may make it additionally appealing to practitioners. Individuals can develop both leadership behaviours and can have a positive impact on both organizational learning and therefore, organizational performance.

# Describe and explain the qualities of charismatic leaders that differentiates them from non-charismatic leaders.

The charismatic leaders have compelling personalities and the ability to rouse people to follow them through the sheer force of the impression they make. As originally described by Weber (1947), charismatic leaders are achievement orientated, calculated risk-takers and good communicators. They achieve motivational outcomes through four mechanisms: (1) changing follower perceptions of the nature of work itself; (2) offering an appealing future vision; (3) developing a deep collective identity among followers; and (4) heightening both individual and collective self-efficacy (people’s belief in themselves and what they can do). There is a strong affinity between the charismatic and the transformational leader.

The charismatic leaders rely on their personality, their inspirational qualities and their ‘aura’. Non-charismatic leaders rely mainly on their knowhow (authority goes to the person who knows), their quiet confidence and their cool, analytical approach to dealing with problems.

# How do you as a leader, create an ethical and socially responsible culture?

Leaders have three essential roles. They have to:

1. **Define the task** – they must make it clear what the group is expected to do.
2. **Achieve the task** – that is why the group exists. Leaders ensure that the group’s purpose is fulfilled. If it is not, the result is frustration, disharmony, criticism and perhaps eventually disintegration of the group.
3. **Maintain effective relationships** – between themselves and the members of the group, and between the people within the group. These relationships are effective if they contribute to achieving the task. They can be divided into those concerned with the team and its morale and sense of common purpose, and those concerned with individuals and how they are motivated.

# What leadership skills would you need as a project manager?

A project is an interrelated set of activities that has a definite starting and ending point and results in the accomplishment of a unique often major outcome.

Project management is the planning and control of events that together comprise the project. Project management aims to ensure the effective use of resources and delivery of the project objectives on time and within cost constraints.

An activity or task is the smallest unit of work effort within the project and consumes both time and resources, which are under the control of the project, manage. The purpose of project management is to achieve successful project completion with the resources available. A good project manager can be characterized as follows:

* Planning and organization skills
* Personnel management skills
* Communication skills
* Change orientation
* Ability to solve problems in their totality
* High energy i.e. levels work under pressure
* Ambition for achievements
* Ability to take suggestions
* Understanding the views of the project team members
* Ability to develop alternative actions quickly
* Knowledge of project management methods and tools
* Ability to make self evaluation
* Effective time management
* Capacity to relate current events to project management
* Ability to handle project management software tools /packages
* Flair for sense of humour
* Solving issues /problems immediately without postponing them
* Initiative and risk taking ability
* Familiarity with the organization
* Tolerance for difference of opinion , delay ambiguity
* Knowledge of technology
* Conflict resolving capacity

# Why do you, as a leader, need to understand cultural differences and diversity in the work place

Leadership may be defined as the act of influencing others to work toward a goal. Leaders exist at all levels of an organization. Some leaders hold a position of authority and may use the power that comes from their position, as well as their personal power, to influence others; they are called formal leaders. In contrast, informal leaders are without a formal position of authority within the organization but demonstrate leadership by influencing others through personal forms of power. One caveat is important here: Leaders do not rely on the use of force to influence people. Instead, people willingly adopt the leader’s goal as their own goal. If a person is relying on force and punishment, the person is a dictator, not a leader.

Leadership is one of the most important aspects of studies of human behaviour in organization. It is the leader who creates working environment. The success of an organization depends upon the efficiency of the leader. It is the attributes, positive approach and the ability to solve problems that make a person leader. Leader should be able to turn the hopeless situation in favour.

# Although each leader will have a distinct style, generally, decision-making process involves key common phases. Describe and explain the general process of decision making adapted by organizational leaders.

Decision-making is about analysing the situation or problem, identifying possible courses of action, weighing them up and defining a course of action.

Ten approaches to being decisive

1. **Make decisions faster** –you do not have time to think about things. Do not sit on decisions.

2. **Avoid procrastination** –avoid the temptation to fill your time with trivial tasks so that the evil moment when you have to address the issue is postponed. Make a start. Once you have got going you can deal with the unpleasant task of making a decision in stages. A challenge often becomes easier once we have started dealing with it. Having spent five minutes on it, we do not want to feel it was wasted, so we carry on and complete the job.

3. **Expect the unexpected** – you are then in the frame of mind needed to respond decisively to a new situation.

4. **Think before you act** – this could be a recipe for delay, but decisive people use their analytical ability to come to swift conclusions about the nature of the situation and what should be done about it.

5. **Be careful about assumptions** – we have a tendency to leap to conclusions and seize on assumptions that support our case, ignoring the facts that might contradict it.

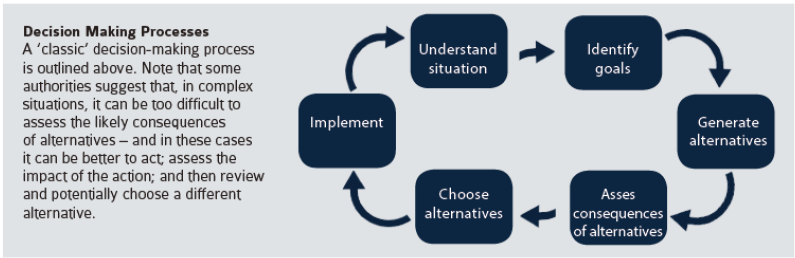
6. **Learn from the past** – build on your experience in decision-making; what approaches work best. However, do not rely too much on precedents. Situations change. The right decision last time could well be the wrong one now.

7. **Be systematic** –specify objectives (what you want to achieve), defining the criteria for judging whether they have been achieved, getting and analysing the facts, looking for causes rather than focusing on symptoms, developing and testing hypotheses and alternative solutions, and evaluating possible causes of action against the objectives and criteria.

8. **Talk it through** – before you make a significant decision talk it through with someone who is likely to disagree so that any challenge they make can be taken into account (but you have to canvass opinion swiftly).

9. **Leave time to think it over** – swift decision-making is highly desirable but you must avoid knee-jerk reactions. Pause, if only for a few minutes, to allow yourself time to think through the decision you propose to make. Confirm that it is logical and fully justified.

10. **Consider the potential consequences** –every decision has a consequence and you should consider very carefully what that might be and how you would manage it. When making a decision it is a good idea to start from where you mean to end – define the end-result and then work out the steps needed to achieve it.



# How can you increase creativity in organizations?

It is indeed often said that ‘there are no problems, only opportunities’. This is not universally true of course, but it does emphasize the point that a problem should lead to positive thinking about what is to be done now. It is not the time for recriminations. If a mistake has been made, the reasons for it should be analysed so that it does not happen again. The following are 10 steps for effective problem-solving:

1. **Define the situation** – establish what has gone wrong or is potentially going to go wrong.

2. **Specify objectives** – define what is to be achieved now or in the future to deal with an actual or potential problem or a change in circumstances.

3. **Develop hypotheses** – come up with theories about what has caused the problem.

4. **Get the facts** – find out what has actually happened and contrast this with an assessment of what ought to have happened. Obtain information about internal or external constraints that affect the situation. Nietzsche (1883) wrote: ‘There are no facts, only interpretations’. Try to understand the attitudes and motivation of those concerned. People will see what has happened in terms of their own position and feelings (their framework of reference).

5. **Analyse the facts** – determine what is relevant and what is irrelevant. Diagnose the likely cause or causes of the problem. Do not be tempted to focus on symptoms rather than root causes. Test any assumptions. Dig into what lies behind the problem.

6. **Identify possible courses of action** – spell out what each involves.

7. **Evaluate alternative courses of action** – assess the extent to which they are likely to achieve the objectives, the cost of implementation, any practical difficulties that might emerge and the possible reactions of stakeholders.

8. **Weigh and decide** – determine which alternative is likely to result in the most practical and acceptable solution to the problem. This is often a balanced judgement.

9. **Plan implementation** – timetable, project management, and resources required.

10. **Implement** – monitor progress and evaluate success. Remember that a problem has not been solved until the decision has been implemented. Always work out the solution to a problem with implementation in mind.

# Based on your study of this course, identify the best leadership style for your team/department/organization. Identify the reasons behind your choice.

There is no such thing as an ideal leadership style. The situation in which leaders and their teams function will influence the approaches that leaders adopt. It all depends. The factors affecting the degree to which a style is appropriate will be the type of organization, the nature of the task, the characteristics of the group and, importantly, the personality of the leader.

An achievement-orientated approach may be appropriate when expectations of the results the team has to produce are high and team members can be encouraged to rise to the occasion. A task-orientated approach (autocratic, controlling and directive) may be best in emergency or crisis situations or when the leader has power, formal backing and a relatively well-structured task. In these circumstances, the group is more ready to be directed and told what to do. In less well-structured or ambiguous situations, where results depend on the group working well together with a common sense of purpose, leaders who are concerned with maintaining good relationships (democratic, participative or supportive) are more likely to obtain good results.

Good leaders are capable of flexing their style to meet the demands of the situation. Normally democratic or participative leaders may have to shift into more of a directive mode when faced with a crisis, but they make clear what they are doing and why. Poor leaders change their style arbitrarily so that their team members are confused and do not know what to expect next.

Effective leaders may also flex their style when dealing with individual team members according to their characteristics. Some people need more positive direction than others. Other people respond best if they are involved in decision-making with their boss. But there is a limit to the degree of flexibility that should be used. It is unwise to differentiate too much between the ways in which individuals are treated.

The kind of leadership exercised will indeed be related to the nature of the task and the people being led. However, it also depends on the context and, of course, on leaders themselves. People who have a natural leadership style that works have to be careful about changing it arbitrarily or substantially.

# Conclusion

Management and leadership are indeed different. Management is concerned with the effective use of all resources, including people, while leadership concentrates on getting the best out of people. However, both are needed. Instead of isolating leadership, we need to diffuse it throughout the organization. It is time to bring management and leadership down to earth.

Managers have to be leaders and leaders are often, but not always, managers. It is necessary to allow for a reciprocal relationship between leadership and management, implying that an effective manager should possess leadership skills, and an effective leader, at least in business, should demonstrate management skills.

# References

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