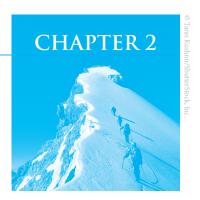# UNDERSTANDING THE DIFFERENCE BETWEEN LEADERSHIP AND MANAGEMENT

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CHAPTER OBJECTIVES

- Understand the origins and conceptual evolution of management and leadership.
- Understand the perceived similarities between leadership and management.
- Differentiate between leadership and management.
- Identify tools important to both managers and leaders in sport.
- Develop a working definition of leadership.

CASE STUDY

USA Canoe/Kayak

When explaining the interplay between leadership and management, it is not surprising that Joe Jacobi, chief executive officer (CEO) of USA Canoe/Kayak, the national governing body for the Olympic sports of flatwater sprint and whitewater slalom as well as the Paralympic sport of para-canoe, might use a boat analogy.

> I'm a Stephen Covey guy. . . . Leading is setting the destination on the map, where the boat needs to go. Management is operating the boat to get it there. . . . I believe in the destination of where we are going. I can also see having gone through a positive period with USA Canoe/Kayak after going through a real negative one that even if I didn't fully agree with every little part of the destination, I can definitely see the importance of operating the ship to go on that course and doing it the right way. I think that is a big part of the integrity of an

(*continues*)

organization and defining those roles between leadership and management. In our case, we had "managers" that are a big part of setting the destination as well. And that is a different hat for sure, setting the course on the map and actually steering the ship to go down that course. (J. Jacobi, personal communication, March 28, 2013)

In December 2011, USA Canoe/Kayak (USA C/K) announced its move from Charlotte, North Carolina, to the boathouse district in Oklahoma City, Oklahoma, where voters approved a 1-cent sales tax in 2009 to finance a $60 million kayaking and canoeing complex. The move to Oklahoma City has allowed USA C/K to be the only Olympic sport based in Oklahoma; it also showed the commitment of Oklahoma City leaders to change the national perception that Oklahomans live in a dust bowl (Team USA, 2012).

USA C/K's move encompasses several aspects of leadership discussed in this chapter: adapting to change, understanding mutual purposes, and creating a vision and strategy. CEO Jacobi credits the leadership of board chairman Bob Lally, who oversaw strategic planning sessions in November 2011 that helped transform USA C/K from simply paying lip service to its goals and mission to making those goals and mission part of the language of the organization. When key stakeholders of USA C/K meet now, they discuss their progress with regard to their five goals:

1. Generate the resources needed for USA Canoe/Kayak to achieve its mission and goals.
2. Develop new and innovative paths of access to competitive paddle sports that expand our base of participation.
3. Win medals at premier international events.
4. Set high standards for performance and sport culture, founded in a strategy and structure that coordinates, collaborates, and empowers leadership at all levels of our sport.
5. Expand global presence and influence.

It is USA C/K's adherence to these goals that allows it to formulate strategy going forward. Jacobi has said that each goal comes with four to six strategies—along with tactics—for achieving the goals (J. Jacobi, personal communication, March 28, 2013). This is a classic case of management and leadership working together. The nuts-and-bolts aspect of talking through and formulating strategies, goals, and tactics for an organization falls under management tasks in that it informs how employees do their work in the present. However, these strategies, goals, and tactics allow leaders to establish and articulate what an organization really values. These values—which have to be lived by the organization and its employees and not simply spoken—signal to outside organizations what mutual benefits can be obtained from partnerships. USA C/K now has two strong partners in the Oklahoma City Boathouse District and the American Canoe Association. These partners have positioned the organization to build its base of participants through its Paddle Now! grassroots initiative.

Questions for Discussion

1. Using one organization from professional sport and one from collegiate sport, can you identify organizational activities that would differentiate between management and leadership based on Jacobi's quoting of Covey?

2. What do strategies, tactics, and goals mean to you, and how would you differentiate them? Again, use a couple of sport organizations as context.

3. USA C/K has five organizational goals it follows. Can you think of two more that the organization could add? Feel free to look at the organization's website: http://www.teamusa.org/USA-Canoe-Kayak.

4. Read the chapter to learn about the differences between management and leadership. Based on what you know, what management functions are likely to take place at USA C/K? What leadership functions can be expected?

INTRODUCTION

Because the focus of this text is on leadership within the sport management field, it is crucial to distinguish between the two concepts of leadership and management to understand perceived differences and similarities. Since Zaleznik's classic article, "Managers and Leaders: Are They Different?" in the *Harvard Business Review* in 1977, the debate about whether management and leadership are distinct activities continues. Research exploring the differences between management and leadership has grown considerably (Bennis, 2009; Kotter, 1990a; Macoby, 2000; Perloff, 2007; Toor, 2011; Weathersby, 1999; Yukl, 1989; Zimmerman, 2001). Although the debate is far from over, there tend to be three major assumptions present in current research. First, management and leadership are essentially the same because attempts to distinguish the two remain vague and confusing, and thus, impractical (Mangham & Pye, 1991). The second view of management and leadership acknowledges that the two concepts are intertwined, but believes they are distinct on some levels. Scholars have described the relationship such that (1) leadership is a form of management in that it is good or excellent management, and (2) leadership is a function of management. The final approach considers management and leadership as distinct with respect to what they are, how they are conceptualized, and the functions they serve.

Despite the different views, this text takes the position that *management* and *leadership* are different. Before moving on to why we consider management and leadership to be discrete activities, it is instructive to review the development of leadership studies. To this end, we begin the chapter with the two prominent ways that management and leadership have historically been associated with each other. Then, we consider how management and leadership are distinct activities and why it is important to see them this way. Finally, we examine the differences in detail and offer examples from the sport management literature and recent research to show the differences.

HISTORICAL PERSPECTIVE: MANAGEMENT VERSUS LEADERSHIP

Manager and management have a history grounded in the industrial revolution when factory owners were interested in maximizing profits by making sure that work processes in place were streamlined, rational, and consistent. Efficiency and control were paramount. Management theory grew out of these concerns. Although defined in many different ways, management has consistently been about organizing people to achieve organizational goals using limited resources (Chelladurai, 2009). Three distinct

phases characterize the meanings of management and the function of managers.

The first phase was called the *scientific management movement*. Essentially codified in 1911 with the publication of *The Principles of Scientific Management* by Frederick Taylor, management in this context was about motivating employees through extrinsic rewards to perform prescribed, efficient movements. It was entirely focused on the work of organizations with little regard for either the psychological or sociological concerns of employees. A reaction to this work-centered approach marked the second phase. This phase, called the *human relations movement*, took place during the late 1920s and early 1930s. In this movement, management became more concerned with motivating workers intrinsically. Finally, the last phase, organizational behavior, considers efficiency and human relations aspects to examine organizational success.

Unlike management, leadership study has not been defined by movements, or defined much at all. Although the word "leadership" appeared in English dictionaries in the early 17th century (Rost, 1993), it was not until Webster's *An American Dictionary of the English Language* in 1828 that a definition of leadership appeared in this country. Webster omitted any definition of leadership from its dictionaries until 1965, when several definitions were listed in the third edition of the *New International Dictionary of the English Language*. Furthermore, formal studies of leadership appeared only sparingly in the 19th century, but more prominently in the latter half of the 20th century.

Leadership and Management as Synonymous

The strong presence of management as a concept early in the 20th century coupled with the absence of the word "leadership" from dictionaries may simply reflect the lack of perceived need to distinguish the two concepts. Rost (1993) explains this lack of clear distinction as a natural and logical result of the historical context:

> They [scholars and practitioners] were reflecting the reality as they saw it. Their perception of leadership as management was the reality they perceived in the industrial era in which they lived and worked. They did not distinguish between leadership and management because in their minds there was no need to do so. They were one phenomenon. (pp. 92–93)

Indeed, the 1925 *Thesaurus Dictionary* by March and March listed synonyms for "take the lead" as "leading-following, management" and a synonym for "leader" as "manager."

With the onset of the human relations phase of management, more scholars became interested in identifying what was lacking in scientific management and needed in order to attend to the human side of organizations. As a result, the concept of leadership, although simply defined in dictionaries, began to be framed as a more human-oriented skill. Notably, there was a shift from the idea of a leader as someone who controls and directs to one who influences. Schenk (1928), a prominent voice in this shift, says, "Leadership is the management of men by persuasion and inspiration rather than the direct or implied threat of coercion" (p. 111). Although leadership appears to take on a form of its own, it is clear from this definition that leadership is never clearly disassociated from management.

As the concept of leadership developed during the second half of the 20th century, leadership studies, articles, and books abounded. However, what is more remarkable is that despite clearly writing about leadership, scholars often failed to provide specific definitions of leadership (Rost, 1993). Furthermore, two trends indicate the extent to which leadership and management were thought of as indistinguishable. First, throughout the

1980s, leadership was defined as achieving organizational goals, resulting in confusion between management and leadership. Many scholars from fields such as education, the military, business, feminist research, and political science included the idea of achieving organizational goals within either their definitions or notions of leadership (Hersey & Blanchard, 1988; Hollander, 1985; Jago, 1982; Segal, 1981; Sergiovanni, 1984). Dating back to the 19th century, there has been consistent agreement among management scholars and practitioners that management is the process of achieving organizational goals. Thus, leadership scholars who insist on organizational goals being accomplished as an indication of leadership create confusion because two distinct words have been given the same characteristics. Second, several scholars during the 1980s overtly conceded the indistinguishable qualities of leadership and management. For example, Kuhn and Beam (1982) concede, "The term leadership is already applied so widely to formal executives, officers, squad leaders, and the like that we may simply accept it and say that leadership is the performance of the sponsor, or managerial, function . . ." (p. 381). Also, in Yukl's (1989) widely used textbook, he states, "The terms leader and manager are used interchangeably in this book" (p. 5). To reflect this perspective, Yukl employs the phrase "managerial leadership." Today, a significant number of scholars remain unsure as to whether the debate is useful because the distinctions between leader and manager remain obscure in practice and research (Mangham & Pye, 1991). Furthermore, current debates often demonstrate that "a common confusion remains that leadership and management are similar and that leaders and managers play similar roles [such that] sometimes leaders manage and sometimes managers lead" (Toor, 2011, p. 311). Northouse (2010) says that it makes sense for researchers to "treat the role of managers and leaders similarly and do not emphasize the differences between them" (p. 11).

Leadership and Management Overlap

The idea that leadership and management are distinct but still overlap is the most prominent idea in leadership research today. Two distinct views about how leadership and management overlap are common in the literature. The first view imagines leadership as a higher form of management; that is, leadership is management done well. The second view comes from the stance that management is what goes on in organizations. Leadership is simply an essential skill of managers. The logic that management subsumes leadership makes sense given the historical dominance of management study, the lack of a coherent leadership theory, and the ultimate concern that the majority of people occupy management positions by title or collective understanding. This way of thinking has experienced resurgence since the exponential growth of organizations (Kotterman, 2006).

LEADERSHIP AS EXCELLENT MANAGEMENT

Concurrent to the idea that management and leadership were synonymous, the concept of leadership as good management became increasingly prominent during the explosion of the leadership literature in the 1980s. Rost (1993) coined the phrase, "the industrial paradigm of leadership" (p. 94) to identify this development, which he considers to be the most important unifying factor among leadership literature through the 1980s. Upon review of hundreds of leadership articles, Rost noted that management and leadership were often described as being different in degree. What emerged during this time was an underlying sense that leadership could not possibly be just any kind of management. As a result, scholars and practitioners began to frame leadership as not simply management, but rather good or excellent management.

With the introduction of Burns's (1978) seminal work, *Leadership*, the idea of excellence

became much more highly correlated to leadership as compared to management. Excellence was still tied to goal achievement, but goals could be achieved through transactional or transformational leadership, two terms that Burns used to describe two styles of leadership. Transactional leadership provides employees rewards (e.g., a paycheck) in return for goal accomplishment. *Transformational leadership* sparks an interest in excellence beyond focusing on work processes. Burns essentially introduces the idea that leadership should help organizations not only realize purposes, but also achieve excellence by bringing employees to a much higher state of being and, subsequently, performance. Katz and Kahn (1978) capture a similar sentiment with their articulation of leadership versus management. They say, "we consider the essence of organizational leadership to be the influential increment over and above mechanical compliance [management] with routine directives of the organization" (pp. 302–303). This expanded view of excellence or something "over and above" as tied to leadership solidifies the idea that "leadership is that which is done by excellent managers and management is that which is done by average managers" (Rost, 1993, p. 116).

In his famous book, *The Managerial Mystique: Restoring Leadership in Business,* Zaleznik (1989) gives considerable attention to leadership as people-oriented. He argues that leadership is different from management. He proposes, "the distinction is simply between a manager's attention to how things get done and a leader's to what the events and decisions mean to participants" (Zaleznik, 1978, p. 12). Zaleznik describes this quality as being more human related. He says, "managers relate to people according to the role they play . . . while leaders, who are concerned with ideas, relate in more intuitive and empathetic ways" (Zaleznik, 1978, p. 11). Despite his attempt to distinguish leadership and management, Zaleznik ultimately frames a leader as a great manager. He talks about the actions of an "effective manager," defining this person as a

leader. He contrasts this with "ineffective managers," who remain simply managers. Again, despite his efforts to distinguish leadership from management, Zaleznik's language choices reflect the view that leadership is excellent management.

Leadership as a Function of Management

Another position that grew out of the "leadership as good management" perspective during the 1970s and 1980s was that leadership was an essential management skill. Although leadership was beginning to be distinguished from management, it could not entirely disassociate itself from management. Thus, when leadership began to be framed as distinct, it naturally developed as a function of management. Mintzberg (1973), a prominent scholar on business management, developed a list of 10 managerial roles from his study of executives. Being a leader is listed as one of those roles, which reflects the dominant thinking at the time. Yukl (2002) sums up this major assumption of several decades by saying, "Most scholars seem to agree that success as a manager or administrator in modern organizations necessarily involves leading" (p. 6).

Leadership as a unique management skill came about because of a growing sense that leadership as simply good or excellent management was not capturing the qualitative differences between leadership and management. Of this particular period of time, Bryman (1992) notes that

There was considerable disillusionment with leadership theory and research in the early 1980s. Part of the disillusionment was attributed to the fact that most models of leadership and measurement accounted for a relatively small percentage of variance in performance outcomes such as productivity and effectiveness. (p. 21)

These measures were focused on goal setting, providing direction and support, leader–follower

exchange relationships, and behaviors based on "cost-benefit assumptions" (Bass, 1985, p. 5). In other words, trying to measure leadership as some excellent version of management was not necessarily accounting for differences in performances. The resultant conclusion was that leadership must be a separate skill of management.

This special skill became associated with Burns's (1978) transformational leadership. As noted earlier, these skills were more human focused, based in values, and relied on interpersonal skills. As Burns frames it, transformational leadership is more focused on vision, inspiration, higher purposes, and charisma. Despite being discussed as distinct and being concerned with people versus work processes, leadership was seen as a complementary skill, or rather a skill to be developed as a manager to be effective.

Such thinking is evidenced in the various ways scholars and practitioners have talked about these skills. Gomez-Mejia, Balkin, and Cardy (2005) note that leadership is "a management function in which motivating people to achieve higher purposes, perform to the best of their ability, and work with other people to do so" (p. 11) is a key aspect. While exploring the notion of charisma, Conger and Kanungo (1994) use language that maintains the idea that leadership is a management function. They say, "managers in a charismatic leadership role are also seen to be deploying innovative and unconventional means for achieving their visions" (p. 443), and that they are attempting to "operationalize the charismatic leadership role of managers in organizations" (p. 443). This particular relationship between management and leadership also appears often in practitioner articles. One such example comes from the domain of human resources. McLean (2005) remarks that despite the differences between leadership and management, "there is the argument that leadership is a facet of management and therefore cannot be separated" (p. 16). In these instances, the inclination to keep management and leadership closely bound together is readily apparent.

THE CASE FOR DIFFERENTIATING MANAGEMENT AND LEADERSHIP

Without the distinction between the activities of management and leadership, organizations could be set up for failure. Without differentiation, management tends to be denigrated and leadership exalted. Several scholars (Kotter, 1990a, 1990b; Rost, 1993) warn that this confusion leads people to think of leadership as the remedy for all organizational dilemmas. Kotter (1990a) maintains that this is a dangerous view because both management and leadership are needed. If there is strong leadership but weak management in a complex world, the result is "a) emphasis on long term but no short term plans, b) strong group culture without much specialization, structure or rules, c) inspired people who are not inclined to use control systems or problem solving disciplines" (p. 17). The converse is also true. Organizations with strong management but weak leadership have trouble moving in new directions when the environment necessitates a change. In other words, efficient systems of organization operations are not enough when those systems need to be reconsidered altogether. Furthermore, without clear articulation of the differences, the myth that people want to be led, not managed, gains ground. Yet, this myth does not match reality (Rost, 1993). People do like to be managed. They like order, clear expectations, and having a strong sense of how their work fits into accomplishing organizational goals. The act of ordering chaos is management. Organizations cannot thrive without this kind of order. In short, organizations need both leaders and managers.

Czarniawska-Joerges and Wolff (1991) believe that the distinction serves important cultural purposes. They argue that the terms "leadership" and "management" embody certain archetypes that have distinct meanings for cultures at specific

points in time. Given that people operate based on shared understandings, clarity about the roles of managers and leaders is important. If an employee understands what is commonly accepted as typical activities of managers as opposed to leaders, they can more accurately discern their own feelings about their boss's relative strengths and weaknesses. These shared understandings allow for the culture to create itself in consistent ways. By eliminating confusion over the activities of management and leadership, organizational culture develops positively with fewer misunderstandings.

Furthermore, by clearly distinguishing management and leadership, it is possible to talk about good, bad, effective, ineffective, or mediocre management and leadership. In other words, distinguishing the two allows scholars and practitioners to recognize various levels of competency. When leadership is viewed as an excellent form of management, this distinction is impossible to make. In contrast, by distinguishing the two, not only can different skill sets be identified for each area, but also the competency with which they are done can also be evaluated. If those differences are not clearly articulated, confusion over the terms only brings about difficulties in performance assessments, hiring practices, and professional development. Simply put, misunderstandings about the differences, as culturally defined, ultimately hinder organizational practices. Distinction allows us to focus our efforts more clearly on developing people (Kotter, 1990b; Zacko-Smith, 2007). Organizations can more precisely assess relative strengths and weaknesses of people, focusing attention on developing the necessary skills or simply matching people to positions in which their strengths serve them well. As Kotter (1990b) puts it, "Once companies understand the fundamental difference between leadership and management, they can begin to groom their top people to provide both" (p. 104).

We stand in agreement with those who feel it is necessary to distinguish clearly between leadership and management in order to study, test, and develop the two skills within the sport industry. As such, we explore the conceptual, definitional, and functional differences between management and leadership in more detail.

Conceptual Differences Between Management and Leadership

Many scholars view management and leadership as distinct, but complementary activities, both of which are necessary for organizations to succeed. Reviewing the historical development of this idea, three aspects about management versus leadership surface. First, management deals with tangibles such as how to do work. In contrast, leadership operates on the level of intangibles such as establishing values and creating social worlds in which mutual purposes are co-created. Second, management works in the present whereas leadership is focused on the future. Third, management focuses on making complex systems run smoothly. Leadership involves moving an organization through change. Scholars who support the view that management and leadership are separate, different activities argue that both functions are needed for organizations to succeed.

One trend that has surfaced over the past 60 years regarding management and leadership is that management is a mechanistic process whereas leadership is a social process. Long before Zaleznik's (1977) classic article regarding the differences between management and leadership, various scholars have explored the idea that leadership is relational. Coming from an institutional leadership perspective, Selznick (1957) writes, "the task of building special values and a distinctive competence into the organization is a prime function of leadership" (p. 27). In this early account, Selznick points out a qualitative difference between management and leadership—namely, leadership is essentially a social phenomenon because establishing values is a social activity.

Continuing along this line of thinking, Hosking and Morley (1988) propose that leadership entails structuring not what people do, but what events and actions mean to people. Scholars who see leadership as clearly different from management assert that leadership is about constructing shared values and meanings (Drath, 2001) based on trust (Bennis & Nanus, 1985) and is entirely relational (Rost, 1993). Leadership is about how communities "construct one another, and become such things as leaders and followers" (Drath, 2001, p. xvi), whereas management is about the exercise of power and authority in accomplishing tasks (Rost, 1993).

A second theme that emerges in a review of the leadership literature is that management focuses on doing activities efficiently in the present moment, whereas leadership is future oriented and based in the notion of vision. Bennis (1977) posited that "leading is different from management; the difference between the two is crucial. I know many institutions that are very well managed and very poorly led" (p. 3). Further study of leadership prompted Bennis and Nanus (1985) to think that many organizations were overmanaged and underled. They conclude that many people in organizations

> excel in the ability to handle the daily routine, yet never question whether the routine should be done at all. . . . Managers are people who do things right and leaders are people who do the right thing. The difference may be summarized as activities of vision and judgment—effectiveness versus activities of mastering routines—efficiency. (p. 21)

The final theme that permeates the literature framing management and leadership as distinct has its roots in Burns's descriptions of transactional and transformational leadership. Burns's definition of transformational leadership marked an important step toward viewing management and leadership as fundamentally different. Although his definition of transformational leadership is lengthy, the distinction between transactional and transformational leadership remains rather simple at its core. Transactional leadership is effective for maintaining the status quo whereas transformational leadership is needed to move organizations through change while focusing on the growth and development of people. Kotter (1990a, 1990b) takes this difference seriously and puts forth the most cogent argument for distinguishing management and leadership in his famous book, *A Force for Change: How Leadership Differs from Management* (1990a). Kotter succinctly frames the difference by saying that management is about coping with complexity and leadership is about coping with change. He aligns transactional activities with management and transformational actions with leadership. Kotter (1990b) maintains that "leadership and management are two distinctive and complementary systems of action. Each has its own function and characteristic activities" (p. 103). In other words, Kotter posits that management (transactional) and leadership (transformational) are essential for organizational success. **Table 2.1** summarizes these major trends between management and leadership as described in the literature.

Defining Management and Leadership

Despite some clear trends regarding the differences between management and leadership, defining the two concepts has always been difficult. Scholars and practitioners shape various definitions based on the nuances they observe in real situations. Many attempts have been made to capture the essences of each. The following definitions of management exemplify some of the major characteristics associated with this concept:

> Management consists of the rational assessment of a situation and the systematic selection of goals and purposes (what is

TABLE 2.1 Summary of Trending Differences Between Management and Leadership

Management	Leadership	Source
Status Quo Versus Change		
Regulates existing systems	Seeks opportunities for change	Zaleznik (1978)
Accepts the status quo	Challenges the status quo	Bennis & Goldsmith (1997)
Works within current paradigms	Creates new paradigms	Covey, Merrill, & Merrill (1994)
Mechanistic Versus Social		
Focuses on how things get done	Focuses on what things mean to people	Zaleznik (1978)
Makes complex systems work efficiently	Helps people accept and move through change	Kotter (1990a)
Involves telling others what to do	Involves energizing people to take action	Bennis & Goldsmith (1997)
Relies on control	Relies on trust	Bennis & Nanus (1985)
Monitors results through methodical means to bridge performance gaps and solve problems	Inspires people to surmount obstacles by satisfying basic human needs	DuBrin (1995)
Efficiency Versus Vision		
Achieves efficiency and effectiveness within the organization's mission	Creates vision, sells vision, evaluates progress, and determines next steps	Perloff (2007)
Is a function consisting of planning, budgeting, evaluating, and facilitating	Is a relationship that is composed of identifying and selecting talent, motivating, coaching, and building trust	Macoby (2000)
Present Versus Future		
Consists of routine and structure that deal with the present	Is oriented toward the future	Perloff (2007)
Focuses on short-range goals, keeping an eye on the bottom line	Focuses on long-range goals, keeping an eye on the horizon	Bennis & Goldsmith (1997)

to be done?); the systematic development of strategies to achieve these goals; the marshalling of the required resources; the rational design, organization, direction and control of the activities required to attain the selected purposes; and, finally, the motivating and rewarding of people to do the work. (Levitt, 1976, p. 73)

> Management is coordinating work activities so that they are completed efficiently and effectively with and through other people. (Robbins, Coulter, & Langton, 2006, p. 9)

Leadership definitions are surprisingly harder to find. Historically, scholars and practitioners tended to explain traits, behaviors, and characteristics of managers and leaders without offering a clear, succinct definition (Rost, 1993). Despite this lack, several scholars have tried to capture the essence of leadership in a definition. The following are a few that illustrate the most common qualities of leadership expressed in the literature.

> A shift in paradigm is in order. (Bass, 1985, p. xiii) . . . . To sum up, we see the transformational leader as one who motivates us to do more than we originally expected. (p. 20)

> Leadership is much more adequately seen as a *process of interaction*. This process includes everything that goes on in the group that contributes to its effectiveness. Leadership exists when group members deal with one another in ways that meet their needs and contribute to their goals. (Whitehead & Whitehead, 1986, pp. 74–75)

Definitional Differences Between Management and Leadership

Despite some similarities between the concepts, important differences are evident. According to Rost (1993) there are four perceptible differences between the definitions of management and leadership. These differences extend from the idea that language matters (Lakoff, 2000). A review of these definitional differences illustrates how management and leadership are conceptually different. Furthermore, it establishes a clear picture of why both management and leadership are important to organizational success.

Authority Versus Influence Relationship

Management is a relationship between managers and those they guide based on positional authority. Authority is determined by organizational structures, job descriptions, and contractual agreements. When people use authority to get others to do things, management is happening. Certainly, directives given by a manager may be either coercive or noncoercive. Coercive simply means telling people what to do. This type of management is efficient and practical. These types of directives are usually task oriented and to the point. For instance, the manager of game-day logistics for a Minor League Baseball team will likely train employees by giving them very specific procedures to follow. A noncoercive form of authority may involve some kind of democratic decision making about how to improve procedures on game day. Managers who ask for feedback and seek ideas for improvements about game-day procedures before making changes are operating in a noncoercive way. In either instance, everyone involved accepts the nature of this authority, and the fundamental arrangement is top-down.

Leaders are also involved in a relationship, but they guide people based on influence. Influence is perhaps the most widely articulated characteristic of leadership, and it involves the idea of persuasion. Leaders influence others by wielding all different kinds of power sources other than authority (Rost, 1993). They utilize sources such as charisma, rational arguments, expression of vision and ideals, perceptions, and symbols to move people toward action. Influence never involves coercion and often leads to intrinsic motivation on the part of the followers. For example, John Wooden not only focused on the details of playing basketball, but also used vision and ideals through

his Pyramid of Success to inspire his players to become their best.

Legendary basketball coach John Wooden's Pyramid of Success has inspired leaders to seek out the best in their followers.
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Manager/Subordinate Versus Leader/Follower Relationship

Understanding who plays what role in management and leadership is needed to identify when one or the other is occurring. When managers use their authority to guide work, it is helpful to frame this as a manager/subordinate relationship. *Subordinate* is by no means a derogatory term, but rather an indicator that an authority/compliance act is occurring. Similarly, when the relationship changes to one involving influence, then it is useful to describe the people involved in that relationship as leaders and *followers*. Such distinctions are necessary to determine what prompted people to do work in both relationships. More importantly, it is essential to recognize that both management and leadership do not occur simply

because a manager directs and a leader articulates a vision. Without subordinates complying and followers being moved to action, neither management nor leadership exists. This language, which includes both subordinates and followers, ensures that management and leadership are recognized as relationships.

Given that sometimes managers lead and leaders manage, this framework also allows us to distinguish when each is happening. It also allows each to happen within the same person, simultaneously or at different times depending on the organizational context or goals to be achieved at the moment. As such, this language provides a road map to understanding complex behavior. These distinctions in language also inform the ways in which managers and leaders make sure they are doing the right thing at the right time. Finally, identifying areas for professional development becomes an easier task.

In reality, many sport organizations are understaffed. As a result, people frequently take on various tasks that require different skills. For instance, a university recreation department director needs to make sure procedures are followed for safety reasons, resources are used judiciously, and students benefit from the programs. When discussing safety procedures and resource allocation with their staff, recreation directors would most likely be in a manager/subordinate relationship. Alternately, inspiring the staff to make sure that every student experience is positive and informed by current thinking would entail few routine directives and more likely the use of power sources to inspire staff toward action.

Produce and Sell Goods/Services Versus Intend Real Changes

Managers and subordinates accomplish specific tasks and goals. This work is required for the organization to meet its most immediate goals. When people work together in the direct production or selling of goods or services, this work is

management. Much of the work in sport event operations falls into this category and involves managers and subordinates. The work of creating operational plans, securing sponsorships, and confirming facility needs is guided by managers and done by subordinates.

In contrast, work directed toward intended change requires leadership. Organizations need to change in order to stay competitive and thrive with shifting demands, demographics, and cultural contexts. The intention of creating change is sufficient to identify whether leadership is happening. Otherwise, leadership could only be identified after the fact, which is not ideal for recognizing what needs to happen in real time. In sport event management, working toward improving an event from one year to the next would best be accomplished by leadership with leaders articulating a compelling vision such that followers become excited about potential improvements so that they are intrinsically motivated to action.

Coordinate Activities Versus Establish Mutual Purposes

One of the most important defining aspects of management is that it is about coordinating activities of the organization so that differentiation and integration happen smoothly. Coordination emerges out of rational thought processes aimed at knowing what work is to be done, how it should be divided, and how it comes together to accomplish the goals of the organization. In larger organizations people typically are focused on their immediate tasks and hold individual goals specific to their tasks. It is the coordination of these disparate goals that is the work of the manager. Negotiated agreements, routine exchanges, meetings to share information, and compromises are characteristic of when coordination takes places. When a university athletics department goes through the process of restructuring and creating a new organizational chart, the actual negotiation of job responsibilities and authority is management at work.

The work of leadership is defined as establishing mutual purposes, which is different from coordinating activities in that it entails bringing a community together around shared understandings about why the organization exists. This work is intangible in some ways because it does not involve direct negotiation over actions. Leadership happens when leaders and followers work together to generate and clarify the essential purpose of the organization, not the work that will be required to carry out that purpose. For this kind of work to be considered leadership, the three other criteria must also be met. In the case of a university athletics department, stepping back and setting the specific purposes of athletics within the larger mission of the university is a leadership activity as long as the leader is relying on influence, followers are involved, and some sort of changes are mutually agreed upon.

FUNCTIONAL DIFFERENCES BETWEEN MANAGEMENT AND LEADERSHIP

Despite definitional differences, it is evident that management and leadership are both involved with carrying out an organization's mission, attending to human relationships, making sure that people take actions toward the mission, and assuming responsibility for the success of the organization. What differs are the ways in which these organizational objectives are accomplished; that is, management and leadership have different functions within an organization. As Kotter (1990a) and Kotterman (2006) remind us, both functions are needed for an organization to fulfill its mission, objectives, and goals. Management is tactical and leadership is strategic (Kotterman, 2006). Kotter (1990a) noted that managers work at making the organizational systems work "efficiently and effectively hour after hour, day after day" (Kotter, 2012, para. 5). In contrast, leadership imagines and creates the systems and constantly

looks toward the future (Kotter, 1990a). We now turn to the different functions in detail by looking at mission, human relationships, organizational processes, and key tasks.

Realization of Mission

MANAGEMENT PLANS AND BUDGETS

In order to realize its mission—or the organization's purpose—an organization must have plans in place about how to do so as well as allocate resources to the key activities outlined in those plans. Planning is a deductive process in which people decide what to do to get from A to B. This work entails setting specific goals and establishing measures to reach those goals. These types of goals are often called operational or *tactical goals* (Chelladurai, 2009) and are often found in strategic plans. As part of the realistic achievement of the mission, resources need to be allocated to accomplish these specific goals. Keeping track of the budget and making sure resources are used in ways that carry out the operational and tactical plans is the responsibility of management because this activity is part of the day-to-day agenda of an organization.

LEADERSHIP CREATES VISION AND STRATEGY

Ultimately, plans cannot be put in place or resources appropriately allocated without a clear vision and overall strategy about how an organization will fulfill its purpose. Understanding where an organization currently stands is part of the work of leadership. This is equivalent to knowing where A is when going from A to B. Establishing B is setting the overall direction of an organization. This is an inductive process that involves looking at industry patterns and relationships by asking questions such as who are our direct competitors, who is doing well, what kinds of things are they doing, and what are our strengths and weaknesses compared to them? This step involves many

people at different levels in order to gain accurate data. The next step involves establishing a *vision* in terms of what the company should be like. This includes ideas about organizational culture and business activity that are unique, desirable, and realistic. As Kotter (1990a) notes, a vision should be specific enough to provide something from which to plan but vague enough to remain relevant through changes and that would "encourage initiative" (p. 36). Whether a vision is desirable depends on the answer to the question, does it serve the needs of key constituents? Finally, leadership is responsible for determining a strategy based on all relevant data. This final step entails determining a sound strategy. In other words, what general implementation direction will the organization take that is realistic for achieving goals but not necessarily guaranteed? The vision and strategy concern moving toward something different, something not yet done before, but energizing and realistic. Although the leader is ultimately responsible for the vision and strategy, she or he seldom establishes these alone.

Human Relationships

MANAGEMENT IMPLEMENTS PLANS

Management is concerned with creating "human systems that can implement plans as precisely and efficiently as possible" (Kotter, 1990a, p. 49). Once plans and budget are in place, management is responsible for many of the human resource concerns such as creating organizational charts, establishing job descriptions, hiring the right people for the job, and ensuring progress toward goals. Organizational charts are about differentiation and integration. In other words, how will the work be divided and how will it be coordinated so that the mission is achieved? Specific job descriptions determine the details about the work assigned to specific people. At this level, management establishes what people do and delegates

responsibility. Then, managers hire the right people to fulfill those needs. Ultimately, managers are responsible for telling people what to do. As noted earlier, telling is not always a negative thing. In fact, telling is necessary in many instances, but there are other, more democratic methods that a manager can employ to establish the specific means to carry out plans. In short, management connects and integrates people so that work gets done efficiently and effectively.

LEADERSHIP ALIGNS PEOPLE

Leadership connects and integrates people in different ways than management. One important function of leadership is to align people within and beyond the organization in order to achieve the mission. Kotter (1990a) defines alignment as " a condition in which a relevant group of people share a common understanding of a vision and a set of strategies, accept the validity of that direction, and are willing to work toward making it a reality" (p. 60). Whereas management is concerned with the orderly division and coordination of work, alignment involves connecting people in ways that are much less routine. Kotter explains that leaders establish informal networks, creating "spider-like" webs of relationships depending on needs and timing. Alignment also results from communicating the vision frequently and consistently. Although such a task seems simple, Jack Welch, former CEO of General Electric, admits that "communicating the vision and the atmosphere around the vision has been and is continuing to be, by far the toughest job we face" (Welch as cited in Kotter, p. 510). The goal of alignment is to link various visions so that people feel compelled to work together rather than compete with each other as they work to achieve their specific goals. The unity created through alignment is a powerful force that influences the creation of teams, coalitions, and partnerships made of people who believe in the mission (Kotterman, 2006). Often, organizations decide to decentralize and democratize so that

people have more control over how to implement that vision. Again, exactly how this happens is the work of management, but alignment of people allows management to happen in less coercive and more democratic ways. Finally, alignment results in organizational culture that is self-sustaining and directed toward achieving the mission.

Processes

MANAGEMENT OVERSEES

Another important function of management is to control the process and problem solve to make work more efficient, but still effective (Kotter, 1990a). It is about keeping things working smoothly, on time, on budget, and with quality. As Kotter reminds us, managers help people "complete routine jobs successfully, day after day" (p. 62). Controlling involves measuring processes such as return on investment (ROI), systems analyses, and satisfaction of those who are primarily served by the organization. Management is responsible for sustaining those processes, reducing variation, and anticipating short-term needs. Managers are responsible for making sure benchmarks and goals are in place so that people can see real progress toward goals and adjust when necessary. Although they can approach their work in a wide variety of ways, "managers take responsibility for those processes and are constantly seeking to improve them" (Kotterman, 2006, p. 15).

LEADERSHIP MOTIVATES

Leadership appeals to shared values, involves people, supports efforts, and recognizes successes in order to motivate people to do work. One way to describe leadership's role in getting work done is that unlike management, which is about getting people to do work based on control, leadership motivates people by "satisfying very basic human needs; for achievement, belonging, recognition, self-esteem, sense of control over one's life and

TABLE 2.2 Summary of the Functions of Management and Leadership

Organizational Aspects	Management	Leadership
Realization of mission	Plans and budgets (Kotter, 1990a)	Creates vision and strategy (Kotter, 1990a) Establishes organizational culture (Kotter, 1990a)
Human relationships	Implements structure • Organizes and staffs (Kotter, 1990a) • Delegates responsibility and authority (Kotterman, 2006)	Aligns people • Communicates vision • Influences creation of teams, coalitions, and partnerships made of people who believe in mission and vision (Kotterman, 2006) • Uses informal networks (Kotter, 1990a) • Creates and sustains organizational culture
Processes	Oversees • Controls and problem solves (Kotter, 1990a) • Monitors results (Kotterman, 2006)	Motivates (Kotter, 1990a) • Appeals to shared values • Involves people • Supports efforts • Recognizes successes

living up to one's ideals" (Kotter, 1990a, p. 63). This type of motivation includes articulating a vision that aligns with people's values; involving people in creating the control processes; offering support in the form of development, training, and feedback; and recognizing the efforts of others in some public fashion (Kotter, 1990a). **Table 2.2** summarizes the key tasks of leadership and management.

A Working Definition of Leadership

Clearly, the complex world needs both managers and leaders, but it is leadership that is essential to meet the demands of a rapidly changing world. As sport organizations grow and adapt to external forces and as technology improves—something sport observers have seen a lot of over the past decade—processes become so complex that management alone will not serve the organization well (Kotter, 1990a). Incremental improvements no

longer lead to a competitive advantage. Kotter's research shows that for organizations to gain a competitive advantage in the 21st century, leadership is required alongside good management. Searching for new directions, innovations, and services becomes even more important in the current environment.

Given the conceptual, definitional, and functional differences between management and leadership and the fact that this text takes the view that leadership is distinct from management, we offer the following definition of leadership:

> Leadership is an influence relationship aimed at moving organizations or groups of people towards an imagined future that depends upon alignment of values and establishment of mutual purposes.

At its core, leadership is a dynamic process that involves developing and influencing relationships (Hosking & Morley, 1988; Rost, 1993). Leaders influence people such that they are inspired to do

work, feel as though their values align with the organization, and become co-creators of organizational culture. Leaders know that their work is dynamic because it is based in the notion of possibility. They stay focused on the future and often take the view from 30,000 feet. From this vantage point, they are able to see a future that might be difficult to accomplish, but possible and realistic. They envision what the organizational culture might look like or what purposes will become important for long-term success. Leadership is about moving organizations or groups of people toward this imagined future. Leaders rely more on personal power such as friendship, loyalty, expertise, charisma, and dedication instead of positional power such as formal authority, rewards, punishments, and control of information. In doing so, leaders understand their work consists of establishing meanings for organizations and is extremely relational in nature. Good leaders embody the values of the organization and work hard to establish mutual purposes by appealing to shared values and being authentic in doing so.

Summary

The concepts regarding management and leadership have evolved over many years. The industrial revolution marked a significant move toward organizing on a large scale. During this time efficiency was paramount, facilitating the definitional and functional overlap of management and leadership. Since that time, the work of organizations has diversified, bringing more attention to the concept of leadership. We maintain that new complexities in organizations and rapid environmental change require people in organizations to make the distinction between management and leadership. Articulating conceptual differences regarding the purposes of management and leadership provides an important way of thinking about how each contributes to the success of organizations. Specific definitional differences help people identify the distinct roles of managers and leaders and functional differences clarify overall tasks. Once distinctions are made, assessment of leadership and leadership development are more easily achieved.

LEADERSHIP PERSPECTIVE

Gina Gotch.
Courtesy of Gina Gotch

Gina Gotch is Vice President of Gear at Amer Sports, a publically traded sports equipment company with internationally recognized brands including Salomon, Wilson, Precor, Atomic, Suunto, Mavic, and Arc'teryx. Prior to Amer Sports, Gotch led teams through the design and production of apparel for Sugoi and Outdoor Research.

Q: What are some skills and attributes a good manager should possess?

For me, management is working toward a goal and organizing people or processes and taking steps to achieve a certain goal. In management, you have to already know the direction because you are working to get to that place. A manager needs to be super-consistent in how they deal with people and how they handle themselves. A manager is more technical and short-term focused. They make things happen today. They work within a defined timeframe and a set of parameters. I think a good manager considers their people and how they are motivated and how to get them to agree on a position, which isn't the same as being the leader on the project.

Q: What are some skills and attributes a good leader should possess?

Leadership is more about defining and heading up those goals. It is more of a "what you want to be" and management is more of how you get there. A leader doesn't have to be a leader with a specific title or position in a company as long as you help provide a direction or an idea. I mean some people may be in the middle of an organization, but they really help move people along with seeing what could be or how things could be different. You know, having an ability to lead by example and show the way things can be done rather than having accountability to make somebody change or do something different. I think a leader has a little more leeway in how they can act because they are expected to do things a little differently. A leader has to have the ability to see long-term, to think about things in broader terms and be more strategic—it's about setting priorities. At first, this means getting in small groups and face to face. I'm finding this is important and then doing what you say. That's a big thing at the leadership level. If you don't follow through on what you're going to do, it makes it difficult.

Q: In your experience, what are some of the pitfalls to avoid as a leader?

I've known some leaders who are very good at having a vision and what is needed to move the business forward and get other people inspired about an idea, but when it actually comes to communicating the specifics about how that's going to happen or what needs to happen, they sometimes just don't get how their message is coming across to others. For example, they might talk about an idea in an hour meeting, which at the end the decision is made, but they didn't leave time for feedback or the message was delivered poorly. Not being a good "people person" can affect your leadership in a negative way because it can get people to question what you're doing.

Q: How would you describe the relationship between management and leadership?

You are a better leader if you can manage. I don't think you need to be a leader to be a good manager. For example, if you are in a leadership position, I think you need to have some management skills, but if you are a manager, I don't think you need to be a good leader. You need to be really good at executing but not necessarily good at having a vision, but you need to be able to execute that vision. There are always good leaders throughout a business, but you need to have the managers in place to make sure that vision happens. To be a good manager you really have to understand what's the best message, like for some people, you need tell them all the good. Understanding how to change your message to match people you are talking to. I don't think a leader necessarily needs that. It helps, but as a leader you need to communicate big ideas to a broad audience. A manager needs that level of detail where there's a goal and follow-up to make sure the goal actually happens.

A leader simply needs to make sure people are headed in the right direction, but they themselves don't necessarily need to make sure that the details of that are happening.

Q: What does it take to move a company through change?

Sugoi was interesting because when I went there, part of my role was to transition from 100% factory in Canada to doing things offshore. It was really interesting—getting people to buy into and understand why they needed to change and then put a process in place to make sure that we *could* change. And there were a few steps to that. You know whenever you try to change something, there's often resistance. And we had to help people see that vision of how big we could be and how fast we were growing and how we could no longer produce in the same way that we had been because we just no longer had the capacity in Canada. Ultimately, it's really about drawing out people and their potential. When you're looking at the growth of people, I think it's a little bit of a mix between leadership and management. You really have to inspire them, which is the leadership part, but guidelines or rules help you manage them toward those goals. That management toward those goals is confidence building because they can see success.

Q: How do you move people through change?

It was a lot of time just talking to people about the opportunities for growth and how much bigger our company could be. Once people understood that, then being able to start the process that supported it and do things that bring that to life. We tried to get certain people who were interested in the idea, get them more involved, give them some responsibilities for projects. It was a really flat product structure but by finding a couple of leaders within the department who were on board with things moving forward and could see more of that future—giving them some extra responsibilities and holding them accountable. It really helped bring along the whole group to respond positively to the change. It gave them power to be part of the process rather than just be dragged along into it. They got to help define how it would work, give input with some changes concerning management. It really was about finding leaders within that flat organization and then putting them in positions of authority and giving them clear goals and responsibilities. It really helped turn the group around and made them much more a team to help them execute. More interestingly, this approach really helped develop some people into leaders. There were several women who were there as pattern makers. I remember one woman who would ask a question every time she changed one line on a pattern, but at the end of this process, she ended up being promoted to a product manager, actually making decisions about what products were going to be made.

KEY TERMS

followers
human relations movement
leadership
management
manager

scientific management movement
subordinates
tactical goals
transformational leadership
vision

DISCUSSION QUESTIONS

1. Is it possible for a manager to be a good leader and a leader to also be a good manager? Explain your answer.
2. If an organization has strong leadership and weak management, what problems can this cause? If an organization has weak leadership and capable management, what issues can arise?
3. Now that you know the definitions of management and leadership, give some thought to a former or current work situation. How would you describe the quality of leadership and management? Do you see aspects of both? Neither? One or the other? Give examples.
4. Researchers Bennis and Nanus (1985) wrote, "Managers are people who do things right, and leaders are people who do the right thing." How do you interpret this statement?
5. What characteristics of the sport business environment are likely to change in the future, thus requiring effective leadership of sport organizations?

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