# Module 1: Leadership vs. Management: Thinking Like a Manager

## Overview

Welcome to Module 1!

Have you ever worked as a team leader, supervisor, or as a manager or assistant manager in an organization or business? Perhaps it was (or is) a fast food restaurant, a retail shop, a small business, or even a large corporation. There are certain skills and knowledge that are common to management roles in these organizations. Leadership skills are a key component for all of these roles, but they also require management skills. The business needs to operate smoothly and efficiently to effectively meet the goals of the organization. For example, a restaurant that regularly runs out of certain food due to poor planning will not last long. A retail shop that is poorly organized, or has too few or too many clerks may not maximize sales and will lose profit. A dental office where serious interpersonal conflict amongst the employees is not addressed will soon create a toxic environment where both employees and patients may leave.

Just like these other organizations, educational institutions also require management skills for effective and efficient operation. While the goals may be related to the learning and education of student, rather than sales and profit, educational organizations still need leaders that can “manage things.”

The purpose of this course is intended to provide you with an opportunity to develop the management knowledge, skills, and attitudes necessary to be an effective educational leader. Some of the course topics, such as human resources, or dealing with conflict, are not significantly different than those one might find in a training course for an entry-level supervisor or manager. However, other course topics, such as student discipline, will be specific to education.

As this is a graduate level course in education, there is also an expectation to go a bit deeper into the topics than one might find in an entry-level manager’s training course. As a graduate student, you will be expected to analyze the course readings critically and to reflect upon them both personally and professionally in order to learn in a meaningful and transformative manner. In addition, you will be expected to connect theory with practice, especially in your professional context. In particular, while this course will have significant time devoted to practical management skills and knowledge, you will be expected to consider these practical topics through the lens of transformative leadership and ethical decision-making.

To start the course, this module will give you a brief orientation to the online learning environment. Then the module will encourage you to start thinking like a manager and to understand the interconnectedness of leadership and management.

Let’s start!

## Learning Outcomes

After you have successfully completed this module, you will be able to:

* Describe the concept of leadership
* Compare and contrast leadership and management
* Describe the roles, functions, and activities of managers
* Explain how theory and experience are important in developing management skills and attitudes

## Module Activities and Assessments Checklist

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| Topic 1 | Self-introduction |
| Topic 1 | Read *Course Guide* |
| Topic 2 | Watch video, read chapter 1, and add to reflective journal |
| Topic 2 | Read Gronn article. Post to online discussion forum |
| Topic 2 | Read chapters 2 and 3, and add to Reflective Journal |
| Topic 3 | Read Bush article section. Post to Online Discussion forum |

### Getting ready

If you have not already familiarized yourself with the course learning environment, before you start into the Module 1 activities, make sure that you have read the Getting Started, Course Guide, Suggested Study Schedule and Assignments information located on the Home Page. The information includes how to use the Learning Management System and you will also find information on using the discussion tool and assignment tools.

### Online Discussion: Self-Introduction

Post a short (about 100 words) online message introducing yourself to your Open Learning Faculty Member and fellow learners. Include a bit of information about yourself, what community or organization you are from, and why you are taking this course. Identify your location, i.e. where you are living at this time. Include a description of your current or past experience as a manager or leader (it doesn’t matter if it’s in education or not – you can write that you were once the assistant manager of a fast food restaurant!). If you feel comfortable doing so, share a picture of yourself. Please have this self-introduction done by the end of Week 1 of the course.

Remember to use the informal, ungraded Student Café area to ask your peers any questions you may have during the course or to communicate freely with them about matters of mutual interest. If you find a website or video that is especially useful, please share the link or information with other students.

Remember to be positive and encouraging to your fellow students. When you see another learner seeking help, please offer your assistance, if possible. This sharing of knowledge and expertise with others is an important strategy that can lead to success in an online course.

When a course activity requires you to access a web-based resource, a link to the resource is provided within the module. Occasionally you may find that a link does not work. While this can be frustrating, you can oftentimes locate the resource yourself by typing a few of the key terms naming or describing the resource into your web browser. For example, one way to access an article would be to type the exact name of the article in quotation marks into your favourite browser. Practice searching for a few resources right now.

### Topic 1: To manage or to lead?

To manage or to lead? Or both? There has been much debate about whether management and leadership are related or separate, and whether one is valued more than the other. Chapter one in the text gives an overview of leadership and leadership theories along with an introduction to the leadership/management debate. It is important to understand the definitions of leadership and to be familiar with leadership theories as you progress through this course.

#### Learning Activities

1. First, watch the introductory video “Managing Leader/Leading Manager” [production please link to presentation (with Jon in media)].

Read Chapter 1 of Yukl’s book (the text for this course):

Yukl, G. (2013). *Leadership in Organizations.* (8th ed.). Upper Saddle River, NJ: Prentice Hall.

1. **Journal entry: Understanding leadership**

To fully understand the tensions between management and leadership, it’s important to have a strong understanding of leadership. Using your reading from chapter one of the text, please do the following:

One of your assignments will be entries in a reflective journal. Before you get started on this activity, go to the assignments description on your course homepage for more detail and the assessment criteria.

For this first journal entry, reflect on what leadership means to you. You may wish to consider the following questions: What is your definition of leadership? Is leadership a role that involves management? Is leadership a personality trait that managers may or may not demonstrate? What types of leadership theories fit your understanding of management roles in education?

1. **Online Discussion: Is leadership more important than management?**

Peter Gronn’s article provides a critique of leadership as a concept. He identifies a number of tensions and includes an interesting discussion on the tension found in separating leadership and management. Please read this article, and carefully consider his description of an interview with a Lead Teacher in a school.

Gronn, P. (2003). Leadership: Who needs it? *School Leadership & Management, 23*(3), 267–290. [Production please link to Gronn article]

In this course, you will be regularly required to submit one posting in response to assigned questions in an online discussion forum. You will also respond to the postings of a minimum of two other learners. The postings need to be approximately 500 words in length and must follow APA [link to <http://www.tru.ca/library/pdf/apacitationstyle.pdf> citation] guidelines when you refer to the text or other sources. Make sure you review the Online Discussion Criteria in the Assessments folder that will be used to grade your discussions.

In chapter 1, Yukl gives a brief explanation of the debate about the difference between leadership and management. In the introduction to his article, Gronn suggests that the concept of management has been demonized in favour of the term “leadership.” Often school principals state that they don’t wish to be managers—rather they should be instructional leaders. Please post one comment and reply to two posts by other students about why you agree or disagree with the question. Your post must make refer to the leadership definitions and/or theories found in the text.

### Topic 2: What do managers do?

To start thinking like a manager, you need to understand the nature of managerial tasks and roles. In chapter 2 of the text, Yukl outlines Mintzberg’s taxonomy of managerial roles as well as describing a number of other factors in the work of managers. Chapter 3 puts these tasks and roles in the context of leadership behaviour and the associated research. The two chapters together help to provide some basic theoretical background for both management and leadership.

#### Learning Activities

1. Read Chapters 2 and 3 in your course textbook.

2. Journal entry: Working and thinking like a manager

In your online journal, reflect on the categories of management roles and leadership behaviours. Ask yourself the following questions: Are the taxonomies of management tasks and leadership behaviours complete? Why or why not? Which of the tasks/behaviours is most comfortable to you? Which is most uncomfortable? How might you address the uncomfortable ones?

### Topic 3: How to become a manager: Theory or practice?

First, read the quote from Tony Bush's web page below. You are welcome to go to the website and read the whole module, but you really only need to read the quote. The purpose of this reading is to make the connection between management (and leadership) theory, which is a significant part of this course, and experience which is what you live day-to-day at work. His argument is that theory is important to inform decisions that you will make as a manager.

[Bush,](http://cnx.org/member_profile/bush) T. (2006). *Theories of Educational Management.*OpenStax CNX. Sept. 15, 2006 <http://cnx.org/content/m13867/latest/>

*The Relevance of Theory to Good Practice*

If practitioners shun theory then they must rely on experience as a guide to action. In deciding on their response to a problem they draw on a range of options suggested by previous experience with that type of issue. However, “it is wishful thinking to assume that experience alone will teach leaders everything they need to know” (Copland et al, 2002, p. 75).

Teachers sometimes explain their decisions as just “common sense.” However, such apparently pragmatic decisions are often based on implicit theories. When a teacher or a manager takes a decision it reflects in part that person’s view of the organization. Such views or preconceptions are coloured by experience and by the attitudes engendered by that experience. These attitudes take on the character of frames of reference or theories, which inevitably influence the decision-making process.

Theory serves to provide a rationale for decision-making. Managerial activity is enhanced by an explicit awareness of the theoretical framework underpinning practice in educational institutions. There are three main arguments to support the view that managers have much to learn from an appreciation of theory, providing that it is grounded firmly (Glaser & Strauss, 1967) in the realities of practice:

1.Reliance on facts as the sole guide to action is unsatisfactory because all evidence requires interpretation. Theory provides “mental models” (Leithwood et al, 1999, p. 75) to help in understanding the nature and effects of practice.

2.Dependence on personal experience in interpreting facts and making decisions is narrow because it discards the knowledge of others. Familiarity with the arguments and insights of theorists enables the practitioner to deploy a wide range of experience and understanding in resolving the problems of today. An understanding of theory also helps reduces the likelihood of mistakes occurring while experience is being acquired.

3.Experience may be particularly unhelpful as the sole guide to action when the practitioner begins to operate in a different context. Organizational variables may mean that practice in one school or college has little relevance in the new environment. A broader awareness of theory and practice may be valuable as the manager attempts to interpret behaviour in the fresh situation.

Of course, theory is useful only so long as it has relevance to practice in education. Hoyle (1986) distinguishes between theory-for-understanding and theory-for-practice. While both are potentially valuable, the latter is more significant for managers in education. The relevance of theory should be judged by the extent to which it informs managerial action and contributes to the resolution of practical problems in schools and colleges. (Para 3.)

#### Learning Activity

1. **Online Discussion: Is theory or practice more important in learning how to think like a manager?**

The “theories” of educational management that you will study in this course range from “macro” theories that are broad and conceptual (ethics/values, leadership theory, organization theory) to “micro” theories that are specific and more about specific practice (investigations, health & safety).

Bush gives three arguments for why learning about theory (grounded in practice) is important (and more important that just experience). In the online discussion forum, please respond to one of these three arguments, stating your reasons why you agree/disagree. Your response should reflect your own professional context and experience. The purpose of having your response posted in the forum is so that other students can learn more about your context and experience, as well as your ideas. This forum topic does not require follow-up comments or a back and forth debate. However, you are expected to read the posts of the other students in the class.