

## Leadership vs. Management, the differences and benefits of each one

### Abstract:

There are many diverse definitions of leadership. Some theorists believe that leadership is no different from the social influence processes occurring among all group members, and others believe that leadership is everything someone does to lead effectively. Management is assigned and confers authority and accountability, with access to resources, to achieve defined objectives. However, leaders cannot be appointed with an assurance of success. Some of the business models are introduced very briefly because the force of each one on managing or leading in an organization will be discussed. Different models and standards to evaluate the benefits of each one and the strengths or weaknesses of leadership and management are done in the article. Some of these models are Balance Score Cards (BSC) or European foundation for quality management model (EFQM)

**Keywords:** Leadership, Management, Business models, Excellency

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### 1- Introduction

There are many diverse definitions of leadership. Stogdill concluded that "there are almost as many definitions of leadership as there are persons who have attempted to define the concept." While Peter Drucker sums up that: "The only definition of a leader is someone who has followers. To gain followers requires influence but does not exclude the lack of integrity in achieving this" (Yukl, 1989). Some theorists believe that leadership is no different from the social influence processes occurring among all group members, and others believe that leadership is everything someone does to lead effectively.

The classic question of whether leaders are made or born still concerns many researchers. Is it charisma or something that

can be taught? The answer to this question varies. Although it is unexceptionable that leading is not easy, leaders should have some essential attributes such as vision, integrity, trust, selflessness, commitment, creative ability, toughness, communication ability, risk-taking and visibility (Bohris & Vorria 2008).

#### 1-1- Leadership vs. Management when to apply which

The amount of leadership and/or management required depends upon the complexity involved and the change required in the role. The more stable the environment, the more management required; the more change in the environment, the more leadership required.

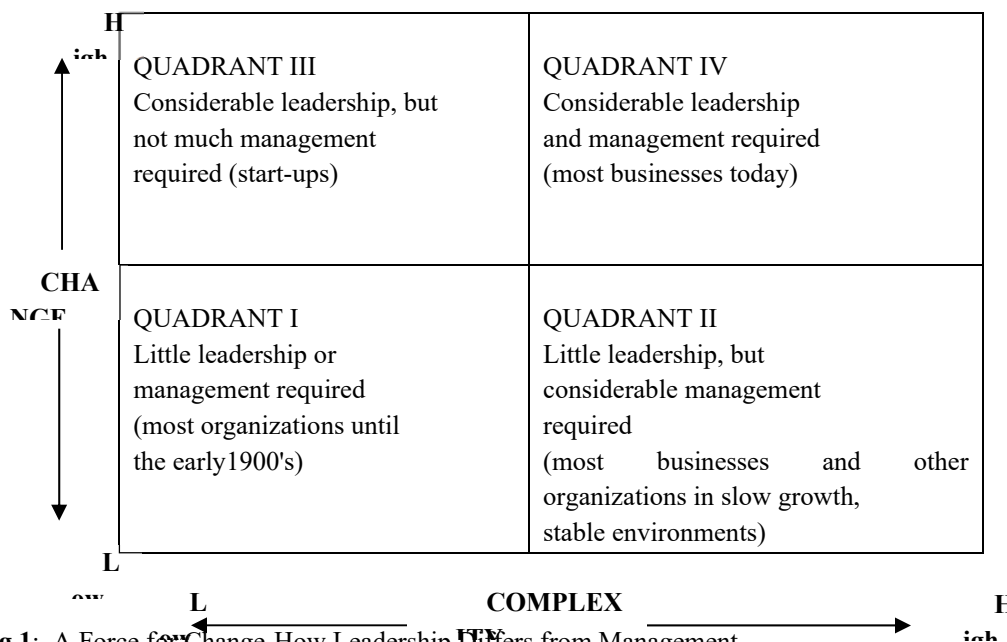


Fig 1: A Force for Change-How Leadership Differs from Management

Too much of a good thing can have unintended consequences, and penalties may be associated with overemphasizing or underutilizing either leader or manager roles. (Fig 1)

### **1-1-1- Weak Leadership / Strong Management**

Management is seen broadly as the exercise of planning, execution and control, using all resources to achieve objectives. However, the leadership concept has developed momentum and captured the attention of behaviorists enthused about exploring all its permutations, with the underlying message that it is the finger-post towards personal and organizational success. (Rabey, 2005)

Management can be taught. The objectives are clear, and the components and boundaries can be defined. Leadership principles can also be taught, but it is assessed by the leader's actions, which are often unpredictable and not always foreseen. Those who seek to teach it may show their credibility by the scars of their experience. (Rabey, 2005)

Management is assigned and confers authority and accountability, with access to resources, to achieve defined objectives. However, leaders cannot be appointed with an assurance of success. Their positions are defined by followership and demonstrated by the voluntary responses of those they lead. They will fail if their vision and influence do not create and maintain followers. (Rabey, 2005)

Emphasis: Emphasis on short time frames, details, eliminating risks, and scrupulous rationality. Little focus on the long term, the big picture, strategies that take calculated risks or people's values.

Focus on specialization, fitting people into jobs, and compliance with rules; little focus on integration, alignment, and commitment.

Focus on containment, control, and predictability, with little emphasis on expansion, empowerment and inspiration.

Unintended Consequences: A company that is rigid, not innovative and incapable of dealing with changes in A)The market, B)The competition, C)Technology, and D)Customer expectations. Performance deteriorates slowly if the organization is in a strong market position, quickly if not. (Lipp, 2006)

### **1-1-2- Strong Leadership / Weak Management**

Emphasis: Strong long-term vision without short-term planning and budgeting.

An almost cult-like culture without much specialization, structure, or rules. Inspired people who tend not to use control systems or problem-solving discipline.

Unintended Consequences: A situation that eventually gets out of control. Critical deadlines, budgets and promises are

not met, threatening the organization's very existence (Lipp, 2006).

### **1-2- Leading and Managing Hierarchy**

There are five levels of managing and leading each organization, and any organization is included in one. Most business models such as EFQM, ISO 9000, and Malcolm bald ridge award try to move the organizations to level five as an executive. These five levels are:

*Level 1: Highly Capable Individuals* - Makes productive contributions through talent, knowledge, skills, and good work habits,

*Level 2: Contributing Team Member* -Contributes to achieving group objectives and works effectively with others in a group setting.

*Level 3: Competent Manager* - Organizes people and resources to effectively and efficiently pursue predetermined objectives.

*Level 4: Effective Leader* - Catalyzes commitment to and vigorous pursuit of a clear and compelling vision; stimulates the group to high-performance standards, and

*Level 5: Executive* - Builds enduring greatness through a paradoxical combination of personal humility plus professional will (Collins, 2001).

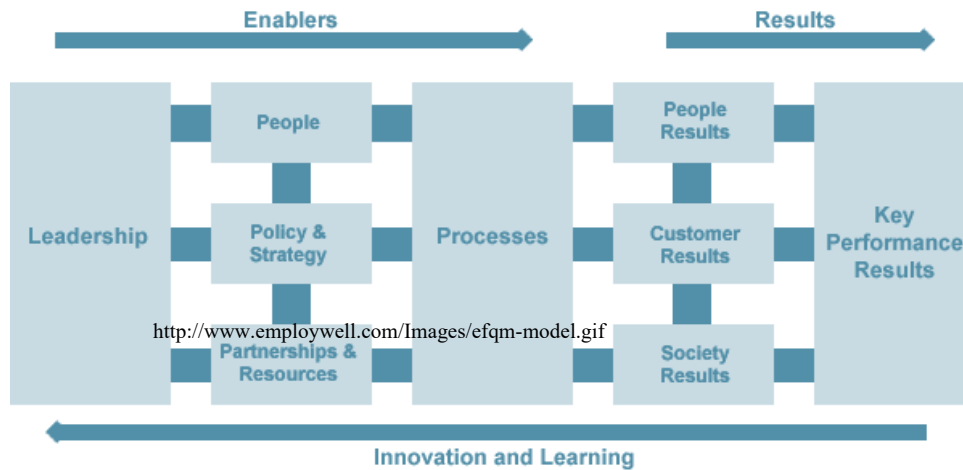
### **1-3- Business Models**

In this part, some of the business models are introduced very briefly because the force of each one on managing or leading in an organization will be discussed and the next part of this research. This research mostly focused on EFQM, Balance Scorecard, Performance pyramid or SMART system and performance prism.

#### **1-3-1- EFQM Excellence Model**

The EFQM Excellence Model is a framework based on 9 criteria. The first five are "Enablers," and the last four are "Results." The "Enabler" criteria cover what an organization does. The "Results" criteria cover what an organization achieves. There are two approaches to explaining the model. One approach is based on the idea that the "Enablers cause the results," and the second enablers\_are improved using feedback from "Results." The Model is based on the premise that:

Excellent results with respect to Performance, Customers, People and Society are achieved through Leadership driving Policy and Strategy that is delivered through People, Partnerships and Resources, and Processes. ([www.efqm.org](http://www.efqm.org), accessed on March 2009).

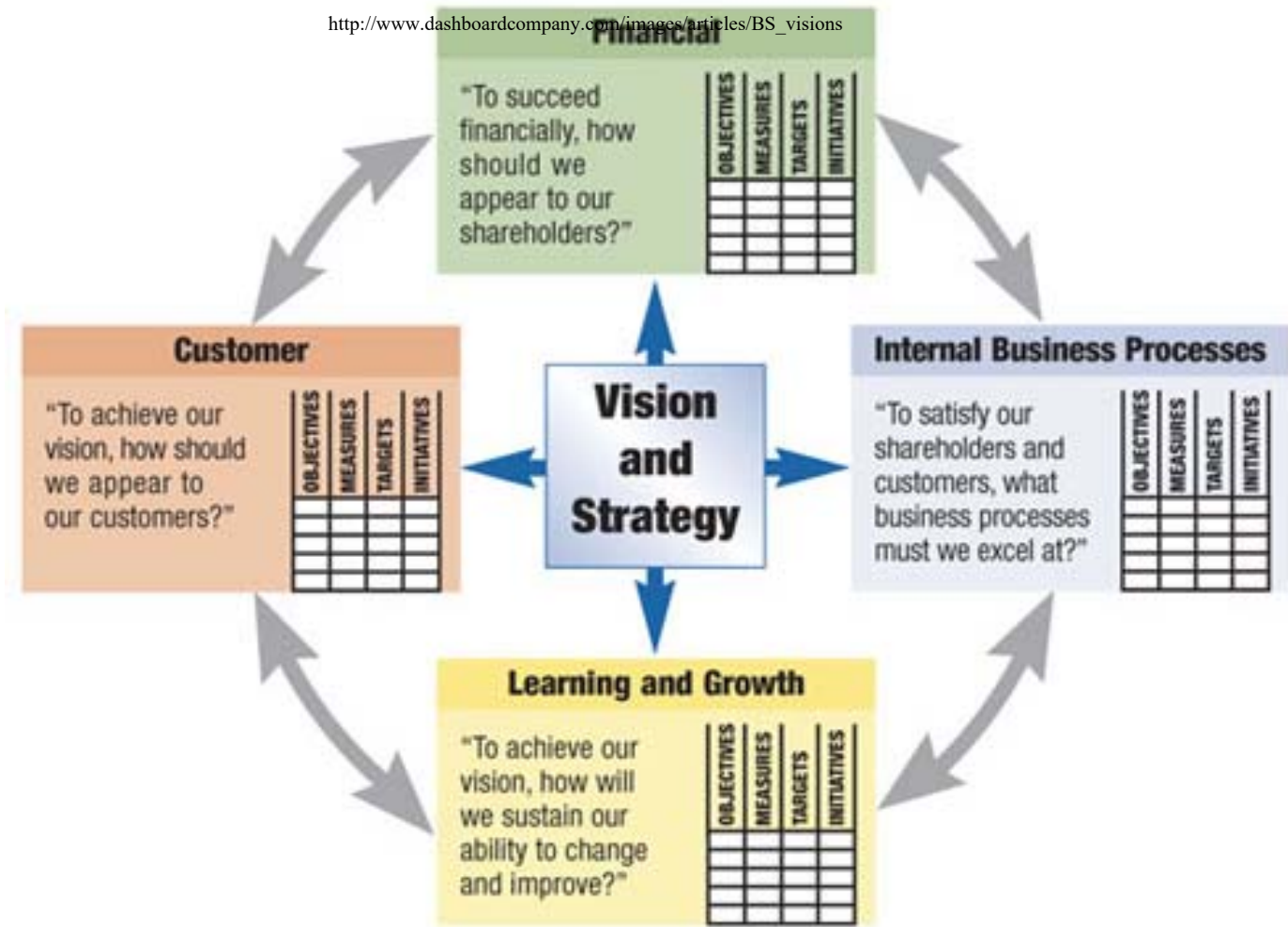


**Fig 2:** EFQM Model

**1-3-2-Balanced Scorecard**

In the early 90s, David Norton and Robert Kaplan developed a comprehensive framework named Balanced Scorecard. This framework aims to give managers and leaders a

comprehensive view of the business and allow them to focus on critical areas, such as customer perspective, financial perspective, Internal Business perspective and Innovation and Learning (Wongrassamee, Gardiner and Simmons, 2003).



**Fig 3:** Balance scorecard Model

### 1-3-3- Performance Pyramid or "SMART" System

Cross and Lynch proposed the Strategic Measurement Analysis and Reporting Technique (SMART) system in 1992 due to dissatisfaction with traditional performance measures

such as productivity and financial variances. The objective was to devise a management control system with performance indicators to define and sustain success (Ghalayini, Noble, 1996).

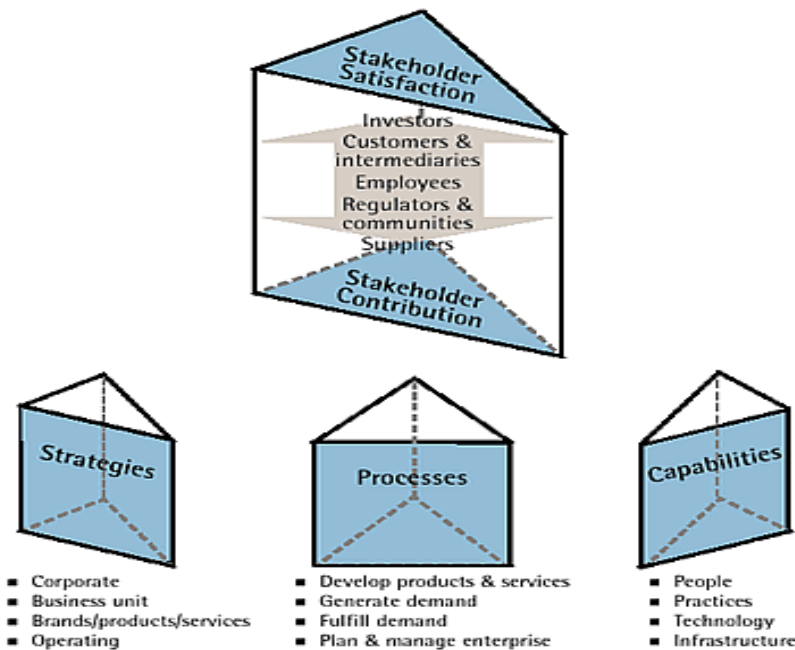


Fig 4: Performance Pyramid or "SMART" System

### 13-4- Performance Prism

The Performance Prism (Figure 4) is a performance measurement framework that addresses the key business issues to which a wide variety of organizations will be able to

relate. It asks critical questions and encourages managers and leaders to think through the links between measures in a way other frameworks do not intuitively suggest (Neely, Adams and Crowe, 2001).



[http://www.accenture.com/NR/rdonlyres/97C235A4-A73A-49AB-B99F-09DC0FE83DA3/0/pov\\_prism\\_fig1.gif](http://www.accenture.com/NR/rdonlyres/97C235A4-A73A-49AB-B99F-09DC0FE83DA3/0/pov_prism_fig1.gif)

**Fig 5: Performance Prism**

## **2- Manage**

Some writers trace the development of management thought back to Sumerian traders and ancient Egyptian pyramid builders. However, modern management as a discipline began as an offshoot of economics in the 19th century. Classical economists like Adam Smith and John Stuart Mill provided a theoretical background to resource allocation, production, and pricing issues. At around the same time, innovators like Eli Whitney, James Watt and Matthew Boulton developed technical production elements such as standardization, quality control procedures, cost accounting, interchangeability of parts, and work planning. By the middle of the 19th century, people like Robert Owen, H. Poor, and M Laughlin introduced the human element with theories of worker training, motivation, organizational structure and span of control.

By the late 19th century, marginal economists like Alfred Marshall and Leon Walras introduced a new layer of complexity to the theoretical underpinnings of management. The first tertiary-level course in management was offered in 1881 by J. Wharton. By 1900 we find managers trying to place their theories on a thoroughly scientific basis. Examples include H. Towne's *Science of management*, Frederick Winslow Taylor's scientific management, Frank Bunker Gilbreth's *Science of motion study*, and Henry L. Gantt's charts. J. Duncan wrote the first college management textbook in 1911.

The first comprehensive theories of management appeared around 1920. People like H. Fayol and A. Church described the various branches of management and their inter-relationships. In the 1920s and 1930s, people like O. Tead, W. Scott and J. Mooney applied the principles of psychology to management. Also, in the early 20th century, people like E. Mayo, M. Follett, C. Barnard, Max Weber, Rensis Likert and C Argyris applied the principles of sociology to management. H. Dodge, R. Fisher, and T. Fry introduced statistical techniques into management. In the 1940s, Patrick Blackett combined these statistical theories with microeconomic theory and spawned the science of operations research. Operations research, sometimes known as "management science," has attempted to make a science of some aspects of management.

(<http://www.websters-online-dictionary.org/definition/manage>, access on March 2009)

### **2-1- Definition of Manager**

Some would define management as an art, while others would define it as a science. Whether management is an art or a science is not what is most important. Management is a

process that is used to accomplish organizational goals. That process is used to achieve what an organization wants to achieve. (Bohris & Vorria 2008).

Nevertheless, do leaders and managers have the same role? Can organizations have only leaders or only managers?

A well-balanced organization should have a mix of leaders and managers to succeed, and in fact, what they need is a few great leaders and many first-class managers (Kotterman, 2006)

### **2-2- Manager Traits**

Management is defined as requiring an ability to:

- Conceptualize symptoms, causes and effects;
- Analyze facts, explore options and their likely consequences; and
- Act by synthesizing all the factors (including appropriate knowledge and skill elements, leavened by "street smarts," plus inputs from the wider environment) into the optimum procedures. (Rabey, 2005)

### **2-3- Role of Managers**

The roles of a manager are:

1. A manager understands and conveys to his people the meaning of a system. He explains the aims of the system. He teaches his people to understand how the group's work supports these aims.
2. He helps his people see themselves as components in a system, to work in cooperation with preceding stages and with following stages toward optimization of the efforts of all stages toward achieving the aim.
3. A manager of people understands that people are different from each other. He tries to create everybody's interest, challenge, and work joy. He tries to optimize the family background, education, skills, hopes, and abilities, not by ranking the people but by recognizing differences between them and attempting to put everybody in a position for development.
4. He is an unceasing learner. He encourages his people to study. He provides, when possible and feasible, seminars and courses to advance learning. He encourages continued education in college or university for people who are so inclined.
5. He is a coach and counsel, not a judge.
6. He understands a stable system. He understands the interaction between people and the working circumstances. He understands that the performance of anyone who can learn a skill will come to a stable state — upon which further lessons will not improve

performance. A manager of people knows that telling the worker about a mistake in this stable state is distracting.

7. He has three sources of power:
  1. Authority of office
  2. Knowledge
  3. Personality and persuasive power; tact

A successful manager of people develops Numbers. 2 and 3; he does not rely on No. 1. He has nevertheless the obligation to use No. 1, as this source of power enables him to change the process—equipment, materials, methods — to bring improvement, such as to reduce variation in output. (Dr. Robert Klekamp.) He is in authority but lacks knowledge or personality (No. 2 or 3) and must depend on his formal power (No. 1). He unconsciously fills a void in his qualifications by making it clear to everybody that he is in a position of authority. His will be done.

8. He will study the results to improve his performance as a people manager.
9. He will try to discover who, if anybody, is outside the system and in need of special help. This can be accomplished with simple calculations if there are individual figures on production or failures. Special help may be only a simple rearrangement of work. It might be more complicated. He needs special help and is not in the bottom 5% of the distribution of others: he is clean outside that distribution.
10. He creates trust. He creates an environment that encourages freedom and innovation.
11. He does not expect perfection.
12. He listens and learns without passing judgment.
13. He will hold an informal, unhurried conversation with every one of his people at least once a year, not for judgment, merely to listen. The purpose would be to develop an understanding of his people, their aims, hopes, and fears. The meeting will be spontaneous, not planned.
14. He understands the benefits of cooperation and the losses from competition between people and groups.

([http://www.qualityamerica.com/knowledgecente/articles/CO\\_MMgrRole.html](http://www.qualityamerica.com/knowledgecente/articles/CO_MMgrRole.html) access on March 2009)

## **2-4- Managers in Business Model**

### **2-4-1- EFQM**

People Management is the third criterion of the EFQM Model. It refers to how organizations manage, develop and release the full potential of their people at an individual, team-based and organizational level. With a weight of 9%, this criterion proves that management at all levels, as an individual, as a team member and as a competent manager and effective leader, affects this aspect of the framework, as well. (REF) this model shows that management is a vital part

of each organization that should be available in every part from top to down. However, without leaders' skills, the managers are not complete for organizations. (Bohris & Vorria 2008).

### **2-4-2- Balance Scorecard**

Managers at all levels should also focus on those critical internal business processes that enable them to satisfy customers. Managers should participate in this procedure and suggest solutions. At last financial performance is regarding leaders and managers. Managers should know the results of the operational actions and their areas for improvement (Kaplan and Norton 1993, 2005). Regarding the BSC model, the manager is the main part of an organization related to customer satisfaction. They must care about the quality of products and services and cooperate with the organization's leaders. (Bohris & Vorria 2008).

### **2-4-3- Performance Pyramid or SMART System**

The second level of the pyramid indicates that managers set short-term targets when leaders determine long-term growth and market position goals. Middle managers bridge the gap between top-level and day-to-day operational measures, such as customer satisfaction, flexibility and productivity. Finally, first-line managers measure the daily effects on performance, such as quality, delivery, cycle time and waste (Tangen, 2004). According to this system, in all organizations, the leaders are at the top of the organization that they make mission and vision and long-term strategies, and this is the duty of the managers to translate them from short-term strategies to day-to-day tasks. (Bohris & Vorria 2008).

## **3 - Leadership**

### **3-1- Definition of Leadership**

Leadership is the human factor that binds a group together and motivates it towards goals, shaping and sharing a vision that gives purpose to the work of others and is demonstrated by their response. (Rabey, 2005)

Leadership is one of the most salient aspects of the organizational context. However, defining leadership has been challenging. The following sections discuss several important aspects of leadership, including a description of what leadership is and a description of several popular theories and styles of leadership. This page also dives into topics such as the role of emotions and vision and leadership effectiveness and performance. Finally, this page discusses leadership in different contexts, how it may differ from related concepts (i.e., management), and some critiques that have been raised about leadership

(<http://en.wikipedia.org/wiki/Leader>, access on April 2009)

### **3-2- Leadership Traits**

Leadership has several origins:

- The individualist who has an idea, a dream, develops and nurtures it towards its assumed potential. It is

successful. Others may choose to see its purpose and direction and seek support or guidance from the one they now see as its leader. Science and arts and crafts give many such examples. The followership is voluntary and carries neither commitment nor obligation; other leaders may arise in its development. Leaders have thus created their followers, and vice versa.

- The innovator. Here, too, someone had an idea, a dream, in which others see its potential, its marketing possibilities, and from this perception, a strategic plan is designed to set up an organization to launch it. The leader is acknowledged and probably retained in an advisory role, but a management group may implement the scheme.
- The team leader's personality, competence and ability to assess and master situations with skill attract others to listen and follow. The charismatic. (Rabey, 2005)

### 3-3- The challenges of leadership

Leadership can be challenging, frustrating, exciting, exhilarating, depressing, stimulating, dangerous, exhausting, and many other things. Throughout, the leader must keep a sense of personal balance, humility and integrity. Leaders must keep on growing, learning and developing if they are to continue to be effective leaders. The leader often has responsibilities and obligations beyond the narrow business sphere -- to family, community and the broader society within which he or she operates. (Gand, 2005)

These must be balanced with the leader's obligations toward the enterprise he or she leads and the people who trust their leadership.

Leadership is not for everyone and is not something that even good leaders always want to do. Above all else, leaders need to know when it is time to stop leading, to hand over the reins to someone else. The leader that outstays his or her willingness or capacity to lead will eventually do poor service to their followers, no matter how well they may have served them in the past. (Gand, 2005)

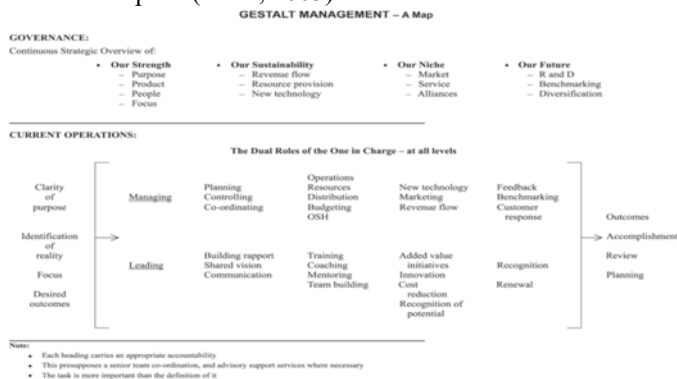


Fig 6: Gestalt Management: a map (Rabey 2005)

### 3-4- Role of Leaders

To be an effective leader of either a private- or public-sector organization requires you to do five things: Understand and interpret the environment in which you operate; Develop winning strategies; Execute them brilliantly; Measure the impact of your strategies systematically, adjusting strategies as indicated; and Develop organizationally, departmental, team and personal capabilities. (Gand, 2005)

#### 3-4-1- Understand and interpret the environment in which the enterprise operates

A leader must be able to sense what is coming up ahead, see opportunities that should be the target of the action, and see threats before they materialize. (Gand, 2005)

Furthermore, the view has to be well into the future. As a colleague of mine once noted, "It is no good mistaking the edge of the rut for the horizon."(Professor Richard (Dick) Hodgson, a gifted teacher of Leadership at the Western Business School, often used this phrase).

#### 3-4-2-Formulate winning strategies

If leadership is about getting results, then the role of the leader is to develop the right strategies to get those results *winning* strategies. Businesses make money by creating value for a customer and capturing some of it from what the customer pays for that value. (Gand, 2005)

Strategies are needed at all levels of organizations, from the CEO's office to the individual salesperson's strategy for their territory. Furthermore, these strategies must be integrated and coordinated to be well executed.

#### 3-4-3- Execute those strategies, brilliantly

Strategies are only valuable if they can be executed well. Moreover, the execution of any plan is only valuable if the strategy is right. Arguing which is more important is, therefore, pointless. Both are critical to success. (Gand, 2005) Unique strategies are rare. Some years ago, I received a copy of a large bank's marketing strategies and plans before I had signed a confidentiality agreement. A day later, I received a phone call from a very agitated executive asking me to return them immediately. I did so, but without adding that they were indistinguishable from the strategies of four other banks I had reviewed in the previous three years. The competitive advantage is unlikely to come from the uniqueness of the strategies; far more likely, the company that executes the strategy with brilliance will win.

#### 3-4-4- Monitor the results and make strategic adjustments

The perfect strategy, flawlessly executed, is the exception rather than the rule. Leaders recognize the probable imperfections of any plan and monitor the outcomes systematically and thoroughly, always being prepared to make adjustments or completely change the strategy. (Gand, 2005)

#### 3-4-5- Build organizational capabilities

Highly effective leaders act simultaneously for both the short- and the long-term. So, while they are surveying their environments, developing winning strategies, executing them brilliantly, and monitoring them systematically, they are also investing time, effort and money in building their organization's core competencies, management and leadership talents. (Gand, 2005)

In this context, the role of the leader then becomes to: identify the goals so that people want to be associated with them; encourage and enable people working individually and in teams to achieve them; and give appropriate recognition to their attainment.

Create an attitude of positive discontent to seek improvement or innovation. One of the strongest motivations is the ability to make a difference and be given recognition for its effectiveness.

Nevertheless, innovation should be more than grasping an opportunity to create something new. There should be a pause to consider whether this is complete within itself or the first step on a new path.

### **3-5- Leaders in Business Model**

#### **3-5-1- EFQM**

For EFQM, leadership relates to the behavior of the executive team and all other levels of management in as much as how leaders develop mission and vision and values, are personally involved, support continuous improvement, are involved with stakeholders, motivate and recognize employees' loyalty and efforts and identify and set the direction for change (Wongrassamee, Gardiner and Simmons, 2003).

Leadership criterion in EFQM Model refers mainly to Level 5 Hierarchy: Executives. However, a more severe study of the model indicates that management at all levels also plays an important role in the criteria of enablers in the EFQM Model. Although the leader is a separate criterion in enablers in organizations regarding the EFQM model, the management's role and importance should not be forgotten by the auditors and the people. Leaders without managers and managers without leaders can not do well.

#### **3-5-2- Balance Scorecard**

To put this framework to work, leaders should be aware of these four requirements and determine relevant goals. Leaders need to know how the organization is going and develop the policy and strategy. On the other hand, they have to identify their company's core competencies and critical technologies and give all the resources to succeed in customer delight. However, the targets for success keep changing. Global markets and strong competition command organizations to make continuous improvements to their existing products/services and processes and have the ability to introduce new products into the market. (Bohris & Vorria 2008)

Leaders are responsible for identifying the need for change and setting the directions. The responsibility of leaders to identify the needs and to move the organization is very important. However, as mentioned in the management part, the role of management regarding this model is very important to taking care of customer and customer satisfaction and product procedures.

#### **3-5-3- Performance Pyramid or SMART System**

Leaders develop vision (the first level of the system) and translate stakeholders' needs into individual business and unit objectives. This model suggests that the top of any organization should be a leader to understand and change the stockholder needs to the organization's strategies or goals and vision for managers even in the middle or down level to reach them. (Bohris & Vorria 2008)

The role of leaders in this model is completely separated from managers. Because as it mentioned before, in this model, leaders are the head of the organization and their duties are developing the vision and translating the stakeholders' needs for managers.

#### **3-5-4- Performance prism**

This framework suggests that stakeholders' wants and needs must be considered first. Then leaders can formulate the strategies, identify capabilities and plan processes (Tangen, 2004).

On the other hand, managers of all levels participate in the procedures and follow instructions. This model did not pay attention to the managers and mostly focused on leaders. In this model, managers should just do their job in procedures and participate with the leaders. The leaders are the bridge between stakeholders and the organization, and the managers manage the procedures there.

### **4- Conclusion**

Managers are the people to whom this management task is assigned, and it is generally thought that they achieve the desired goals through the key functions of planning and budgeting, organizing and staffing, problem-solving and controlling. On the other hand, leaders set a direction, align people, motivate, and inspire (Kotter, 2001).

The leader has soul, passion and creativity, while a manager has the mind, rationale and persistence. A leader is flexible, innovative, inspiring, courageous and independent, while a manager is consulting, analytical, deliberate, authoritative and stabilizing (Capowski, 1994).

The most important differences between leaders and managers concern the workplace and are concluded in the table:

Process	Management	Leadership
Vision Establishment	<input type="checkbox"/> Plans and budgets <input type="checkbox"/> Develops process steps and sets timelines <input type="checkbox"/> Displays impersonal attitude about the vision and goals	<input type="checkbox"/> Sets direction and develop the vision <input type="checkbox"/> Develops strategic plans and achieve the vision <input type="checkbox"/> Displays very passionate attitude about the vision and goals
Human Development and Networking	<input type="checkbox"/> Organizes and staffs <input type="checkbox"/> Maintains structure <input type="checkbox"/> Delegate responsibility <input type="checkbox"/> Delegates authority <input type="checkbox"/> Implements the vision <input type="checkbox"/> Establishes policy and procedures to implement vision <input type="checkbox"/> Displays low emotion <input type="checkbox"/> Limits employee choices	<input type="checkbox"/> Align organization <input type="checkbox"/> Communicates the vision, mission and direction <input type="checkbox"/> Influences creation of coalitions, teams and partnerships that understand and accept the vision <input type="checkbox"/> Displays driven, high emotion <input type="checkbox"/> Increases choices
Vision Execution	<input type="checkbox"/> Controls processes <input type="checkbox"/> Identifies problems <input type="checkbox"/> Solves problems <input type="checkbox"/> Monitor results <input type="checkbox"/> Takes a low-risk approach to problem-solving	<input type="checkbox"/> Motivates and inspires <input type="checkbox"/> Energizes employees to overcome barriers to change <input type="checkbox"/> Satisfies basic human needs <input type="checkbox"/> Takes a high-risk approach to problem-solving
Vision Outcome	<input type="checkbox"/> Managers vision order and predictability <input type="checkbox"/> Provides expected results consistently to leadership and other stakeholders	<input type="checkbox"/> Promotes useful and dramatic changes, such as new products or approaches to improving labor relations

sensitive, achievable and measurable, so those who have more managing traits are more successful in this part of the organization.

(Kowoske 2006), (Supovitz 2000)

**Fig 7:** differences between management and leadership

The last point is that in an organization, leaders and managers are vital elements for moving and improving; the leaders can make just things for a long time without any time sensitives, but the managers are those people living in reality. They are most sensitive to the time and directions to achieve the goals identified by the leaders or stakeholders. Maybe, in reality, an organization (especially in small firms) only sees the managers, not leaders or just leaders, not the manager; they must know they must have both traits to move.

Regarding the business models, most top managers and leaders should have more leadership and fewer manager traits. An organization's middle or down level ought to have more managerial traits than leadership ones.

Because in top of the organization, mostly the long-term goals and visions are implemented that they need to come as wishes, but in the lower level of organization, most strategies and goals are short-term that they must be real, time-

## 5- Financial support, Ethical statement, Conflict of interest

This article has no conflict of interest, financial support or any special ethical statements

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