

TEACHING LEADERSHIP USING CONCEPT MAP: A CASE STUDY FOR THE RELATIONSHIP BETWEEN MANAGER AND LEADER

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ABSTRACT

Usually teaching using concept map, is able to make everything clearer than if we use descriptive approach. But we cannot use concept map in all subjects. Teaching in science and mathematics subject can easily use concept map but not in teaching art. Leadership subject is an art, but in some cases we can use concept map too. In this case, we are focusing at the topic: "Relationship between Manager and Leader".

Keywords: *teaching leadership, concept map, manager, leader*

ASBTRAK

Biasanya, mengajar menggunakan concept map dapat membuat sesuatu lebih jelas daripada menggunakan pendekatan deskriptif. Akan tetapi, concept map tidak dapat digunakan untuk semua mata kuliah. Concept map dapat digunakan untuk mengajar mata kuliah ilmu pengetahuan dan matematika tetapi tidak dapat digunakan untuk mengajar seni. Mata kuliah kepemimpinan merupakan mata kuliah seni tetapi dalam beberapa kasus, concept map dapat digunakan untuk mengajar mata kuliah tersebut. Dalam artikel ini difokuskan pada topik: "Kaitan antara Manajajer dan Pemimpin".

Kata kunci: *pengajaran kepemimpinan, peta konsep, manajer, pimpinan.*

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INTRODUCTION

This case study would like to tell about Hartono's experience in teaching Leadership subject to his students in the fifth semester this year. He is my colleague. He usually teaches Algorithm, Computer Programming, or Mathematics (all science and mathematics) subjects. He has never taught an art subject, because engineering is his education background. After many years Hartono teaching in science and mathematics, he feels that science and mathematics are very logical and exact, then made him boring because his teaching experiences and his working experiences cannot synergize to make him grow in his knowledge.

With his working experience in management, Hartono tries to teach Leadership this semester. He thinks if he teaches Leadership, he can tell his students about his working experience and also he can grow his knowledge. He feels that teaching, working experiencing and knowledge can grow easily, if he does it in line. He knows that experience is understanding something by doing and teaching is knowing something by reading, learning, and sharing. All of this will enrich his knowledge. Because he has experiences in teaching mathematics, he teaches Leadership also uses a mathematic logical. He teaches use a concept map.

Relationship between Manager and Leader

In the first session of the module he must explain to the students about the relationship between manager and leader. Using a *constructivist method*, he starts to ask the students about what had they known about the relationship between manager and leader. And he got many ideas from the students as follows.

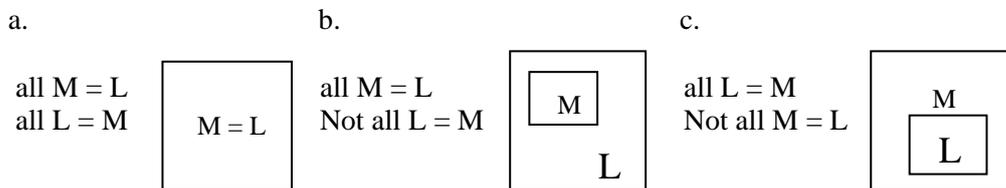
- a. Andi said that manager is a leader and leader is a manager. He read it in the newspaper that "The leaders of the ABC company successfully did all the spectacular plan". From this statement he thinks that the leader is meant manager.
- b. Budi said that a leader is more than a manager. All the managers are leaders but not all the leaders are managers. He said that because there are formal leaders, who is the same with managers and also there are non-formal leaders; who are not the same with managers.
- c. Tuti told what she had read from the reference "*People in Organizations, an Introduction to Organizational Behavior*", by Terence and Mitchell that "Leadership as a managerial role", "... Being a leader, in other words, is an important managerial role. But it is not the only role that a manager plays. There are others. Mintzberg (1973), for example, has identified ten distinct roles that are played by almost every managers. These ten roles fall into three categories: Informational roles (monitor role,

disseminator role and spokesperson roles), Decisional roles (entrepreneurial role, disturbance handler, resource a locator, negotiator) and Interpersonal roles (figurehead role, liaison and leadership role)".

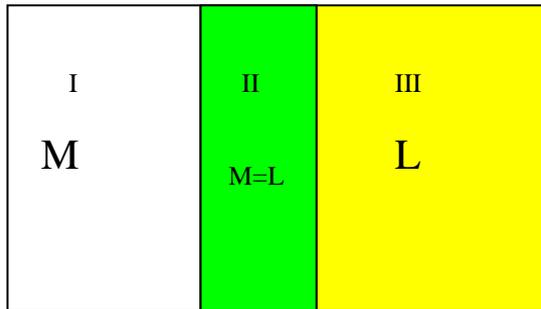
She told that its means manager is more than leader, all the leaders are managers but not all the managers are leaders.

From all those statement, he asked the students whose statement are right, Andi's, Budi's or Tuti's statement? They are very confusing because Tuti's and Budi's statement are very different. Then he simplify those three relations, using relational diagram as follow.

If M = Manager and L = Leader, then we could draw those three conditions as:



And Amir said that he also could draw another condition as follow.



From this picture we can see that there are three area, those are:

1. Area I, will represent area for manager, who are not a leader;
2. Area II, will represent area for manager, who are also a leader,
3. Area III will represent area for Leader, who is not a manager.

At the end of the discussion he closed his lesson and said to them that all of the statements are right and they had to take attention if they want to choose one of those statements, they must mention who is the author or what is the argument. If the argument was rational and logical every body will declare that statement is right. Then he asks to every ones, must be wise to hear and take attention to the other opinions.

Case Commentaries

a. Central Character

That story told about my experience as a lecturer who explain the students to understand the difference between leader and manager used a mathematical diagrams. The lecturer used all the background of his knowledge to explain what he wants to teach. He used also the constructivist method, tried to build the understanding of his students up to their knowledge. His engineering background and his experiences teaching sciences and mathematics helped him to teach an art easily. His habits to think logical and mathematical very helpful to teach other subjects.

After he taught this unit, he likes to teach Leadership because he could use his background also his work experience to make his students understand better, for example: he could use relational diagram (a concept map) to tell his students about the difference between manager and leader. The students also very happy with this style, and then they can develop their knowledge better and better.

b. Trainee Teacher

This was a wonderful story. Reading that case, it would inspire me to teach an art subject using a mathematical diagram which many people did not realize before. My background is management studies, and this semester got a duty to teach Leadership. In my class I told the students the same topic but I don't use a diagram. I only use an example in daily activity. My students get confuse about this topic, and I try to explain more and more. I need much time to make them understand. Also I read from that case that the students very enthusiastic to follow the lesson, they participate very well and also they can explore their knowledge better and better. After I read this case, I think I will use this method another time. It was much clearer than I did.

c. Senior Lecturer in Leadership

This story was interesting. Partly, he succeeds in encouraging the students to express their perceptions about the relationship between the concept of Manager and Leader, in relational diagram. And the message is clear. Based on this diagram, the students realized that, there is no one universal answer to the problem put by this question (relation between manager and leader) and by the leadership in general. On the other side, the students learn to appreciate the others opinion, their peers.

However, the very point is how to pattern their map, where all possible relations are included. In this regard, perhaps Venn diagram (or Elle's diagram) is helpful. So, beside those three diagrams, we have another one, that there is a different between manager and leader. And this idea increasingly supports by many writers, since the publication of Abraham Zaleznik's article twenty years ago in Harvard Business Review

(1976). In short, by mapping all the possible relationship, the students come to understand, not only the relationship between the manager and the leader, but also, the necessity to borrow the tools (concept) from another field. So, they also gradually aware the multidisciplinary nature of the field.

DISCUSSION

I don't write the story about teaching science or mathematics, because from this semester I don't teach science and mathematics any more. This semester I start teaching Leadership. I interest with Hartono's experience because I have the same background with him. At the first time I decided to teach Leadership, I never imagine that I can use mathematical diagram to teach an art subject. After Hartono told me about his experience, I think that is a good case for me.

From this lesson I can learn if we looking for the relation between two things, always we can use relational diagram to draw it. And then it made clear all we have discussed. And I can use my multidisciplinary background to support what I want to teach. I may not to divide field by field, but I must combine as necessary. Finally, I aware that in teaching I can use my multidisciplinary background to make my students understand better also from the students side, they can use all their multidisciplinary experience to construct their knowledge.

CONCLUSION

From this case study, I feel that collaboration and sharing experiences among peers will grow our understanding and also our knowledge. Constructivist approach is the best method to build our knowledge and also students knowledge. Finally, case study helped somebody understand better about the topic because it was a real story around us.

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