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Leadership models

On being a leader

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1) We have responsibilities towards individuals: As work and organizational psychologists, we must keep the wellbeing of individuals at heart when doing our research and place it central in our research questions, above and beyond business interests.

2) We have responsibilities towards ourselves: We must be aware of the enormous workload and pressure in academia and protect our own wellbeing in the midst of the mental health crisis in academia.

3) We have responsibilities towards reducing inequality: We must strive to reduce inequalities in academia and to protect all academics who are in unstable, precarious positions.

4) We have responsibilities towards our community: We need to break the silence in our communities, share our experiences and show active solidarity.

5) We have responsibilities as supervisors and managers: We must place the wellbeing of individuals at the heart of

management and organize work in ways that protect the health of (academic) employees.

6) We have responsibilities towards how work is organized in universities: We must democratize the ways we set our goals and objectives to allow ourselves to be intrinsically motivated in our work.

7) We have responsibilities towards how the publication system is organized: We need to redesign the competitive, “publish-or-perish”, publication system and business model that operates on the basis of using unpaid academic labor, and create better ways to communicate about our research to the scientific and non-scientific community.

8) We have responsibilities towards how our financing is organized: We have to stop relying largely on competitive grants to obtain the financial means to do our work, and have to debate how financial means can support rather than distract us from doing our core work.

9) We have responsibilities towards society: We need to be critical about how our work impacts society at large, and keep societal interests in mind when doing our research.

10) We have responsibilities towards our students: We have to engage in an open dialogue with our students to find sustainable ways to benefit students, their learning processes, wellbeing and health, and their development to become responsible citizens and Work and Organizational Psychology-practitioners.

Manifesto for the future of work

‘Together we can make academia an environment where we thrive’

[Doci et al, 2019]

<https://www.tandfonline.com/doi/pdf/10.1080/1359432X.2019.1602041?needAccess=true>

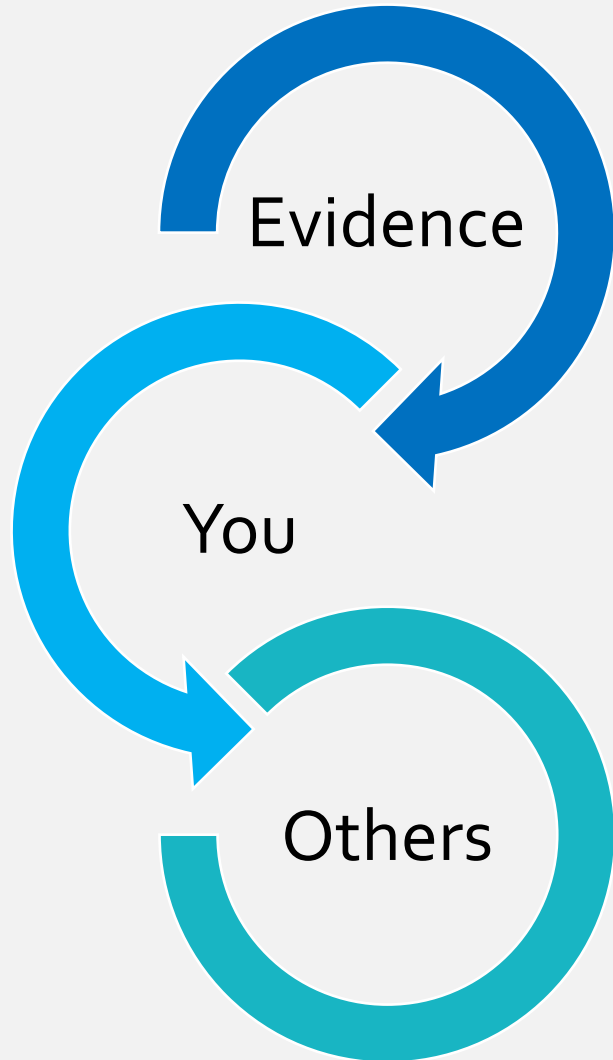
Manifesto for the future of work: We have responsibilities towards...

'Together we can make academia an environment where we thrive' [Doci et al, 2019]

1. Towards **individuals**
2. Towards **ourselves**
3. Towards reducing **inequality**
4. Towards our **community**
5. As **supervisors and managers**
6. Towards how **work** is organized in universities
7. Towards how the **publication** system is organized
8. Towards how our **financing** is organized
9. Towards **society**
10. Towards our **students**

Overall approach

Input, relevance, reflection, application...



Being a leader:

What the literature says about leadership models & academic leadership

Leading yourself:

Knowing yourself, walking the talk, managing your own needs

Leading others:

Practical strategies working with other people, growing teams/groups, difficult conversations

Ideally by the end of this session

Input, relevance, reflection, application...



⇒ **Agenda:** raise awareness, give some points of reflection, some practical tips, and identify areas for future development

Academic context

Positive organisations & leadership

What makes (you and) people tick

=> You as a leader?

[Learnable, deliberate]
Small actions



Big impact

[Dutton & Spreitzer 2014.]

How academic leaders learn **how to lead**



Importance of
**informal networks, mentoring,
critical reflection,
sharing experiences**

[Inman 2009; others]

Flexible learning –
role-specific, practice-based,
peer-supported, self-managed;
Informal mentoring

[Scott et al 2008]

Setting the context of leadership in academia

What is particular about it?

What literature says about **academic leadership**

VUCA environment: Volatile, Uncertain, Complex, Ambiguous



Changing Academia

Internationalisation,
Competition

Managerialism,
Corporatisation



Leadership Challenges

Differences to
industry/business
leadership

Leadership at all levels



Middle-level Challenges

Increasingly important,
complex

Dean/HoD most difficult
academic leadership role

Metrics [Wilsdon et al, 2015]

Characteristics of Academia & academics

VUCA environment: Volatile, Uncertain, Complex, Ambiguous



Collegiality

Highly valued
Role tensions



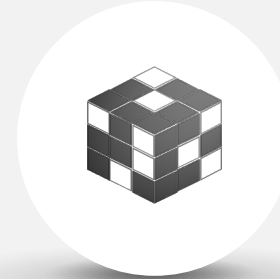
Autonomy

Professional standards
Academic freedom



Intrinsic Motivation

Calling is research &/or teaching
Disciplinary commitment over department
Contingent rewards



Clever People

Academic strengths
Being analytical, critical, reflective
Perfectionism
Imposter syndrome



What else?

Anything specific to your institution?

Often not a career path - stepping up from, and returning to, [peer ranks](#)



Leadership [at all levels](#)

Trend: Wellbeing impacts via increasing **stress & burnout**

Middle level leaders in general: Higher rates of depression, anxiety than elsewhere in the hierarchy
2017]

[Anincich & Hirsch



Academics in general

Majority of academics find their job stressful

Higher levels of burnout than general population

[Guthrie et al, 2017]



Leader Academics

Excessive work demands

Significant personal, health, wellbeing impacts

[Numerous authors]



Top leadership Issue

Balancing work-family life [Scott et al 2008]

80% mod-severe stress because of lack of balance

[Gmelch 2004]

Far from diverting attention from academic and research priorities, well-being is a critical enabling condition for academic success.

The science is clear:

balanced, happy people are more productive, more creative, more collaborative, better at long-term goal pursuit, more likely to find employment and more physically and psychologically resilient.

The Graduate Assembly

Graduate Student Happiness & Well-Being Report | 2014

Growing prevalence of **Early Career Researcher Stress**

VUCA environment – volatile, Uncertain, Complex, Ambiguous – on steroids

MENU ▾

nature
International journal of science

and other pressures faced by early-career researchers

Stress and long working hours are regrettably common among early-career researchers, reveals a survey by the Young Academy of Europe.

Toma Susi, Shaul Shalvi & Mangala Srinivas

<https://www.nature.com/articles/d41586-019-01914-z>

Exploring leadership models for academia

What fits?

Example leadership models - definitions, qualities...

In alphabetic order

Authentic leadership

Through self **awareness**, self **regulation**, positive **modeling**, behaviour congruent with **values** - develops **authenticity** in others, **motivates**, promotes effectiveness, work engagement, well being [Gardner; Shamir; Weiss; others]

Distributed leadership

Shared/collective/collaborative leadership; actions & interactions— researched largely wrt schools, higher ed. [Bolden& Petrov; Gronn; Spillane et al; Harris; others]

Servant leadership

Through **servicing** rather than leading, needs/growth of others as main priority; importance of **empathy**, **listening**, **stewardship**, commitment to **growth & community** building [Greenleaf; Spear; others]

Transformational leadership

Creates positive change in individuals, teams, organization, enhancing motivation, through idealized **influence (role model)** [Burns; Bass; Yukl; others]

Example leadership model [definitions, qualities...](#)

“*Transformational leaders* have

integrity and high **emotional intelligence** .

They **motivate** people with a shared vision of the future,
and they **communicate** well.

They are typically **self-aware** , **authentic** , **empathetic** , and **humble** .

They **inspire** their team members because they expect the best from everyone, and
they hold themselves **accountable** for their actions.

They set clear **goals**, and they have good **conflict-resolution skills** .”

[MindTools, 2019]

Example leadership model [definitions, qualities...](#)

“***Inclusive leaders*** are:

[HBR, 2019]

Visibly committed to **diversity**

Humble

Aware of their own **bias**

Curious about others

Culturally **intelligent**

Effective **collaborators**”

[Others added:]

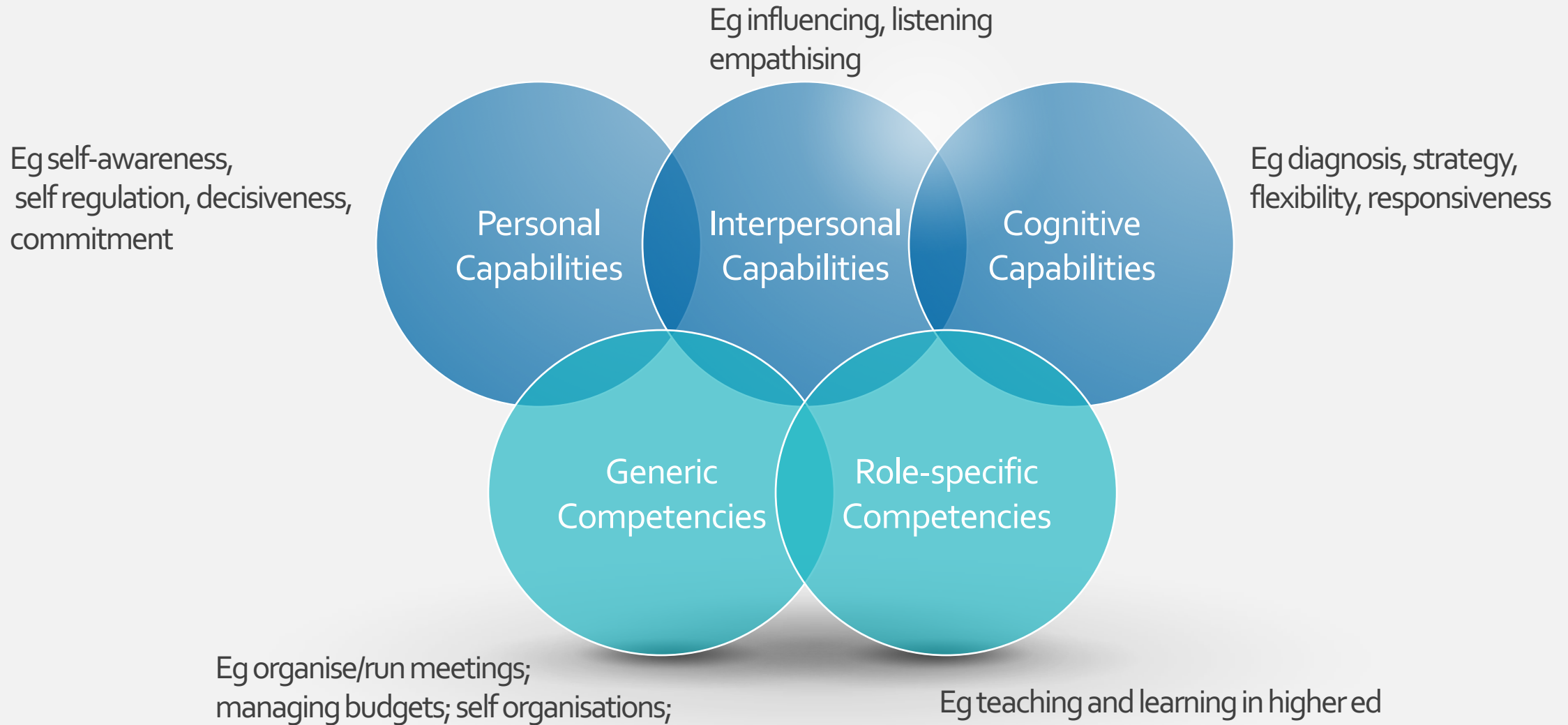
Not afraid to have hard conversations

Willing to let others lead

Inevitably going to make some mistakes along the way, but capable of taking responsibility for them

Academic Leadership **Capability Framework**

[Scott et al, 2008]



Key challenges & training **needs**

Identified across the literature

*** People matters - **leading**

- “interpersonal skills and managing people are mentioned repeatedly as key for HoD effectiveness and high-priority for training”



Dealing with...

Difficult people

Conflict management

Feedback on unsatisfactory performance

Faculty morale

And: Even better... focusing on

Strengths, capabilities, potential

Growing, developing

Enabling, empowering

Towards positive leadership

Principle 1. Framing matters

Thriving not just surviving

Deviance Continuum

Positive Organisational Research

[Cameron, 2012]

Positive

Thriving



What is **right**

Building on resources, capacities, strengths

'Normal'

Surviving, coping



What is **wrong**

Looking for causes, treating problems

Negative

Floundering



Deviance Continuum

Positive leaders

Great

Thriving



A great **leader** is someone who ...

cultivates, develops, supports

helps people achieve their potential

Good

Surviving, coping



A good **leader** is someone who ...

solves problems, doesn't get in your way

doesn't break the department

Bad

Floundering

Evidence for a focus on **'thriving'**

Numerous peer reviewed studies/explanations - from psychology, neurobiology, social-neuroscience, org studies etc



Broadens **mindset**

more **creative**, better problem **solvers**, think **outside the box**, more able to take a **bird's eye** view, more **integrative flexible** thinking, move from **me to we**, etc

Builds personal **resources**

physical (cardiovascular health),
social (maintain/create new relationships),
intellectual (problem solving, learning),
psychological (resilience, optimism, identity)

Broaden & Build Theory – [Frederikson et al, various]

Key qualities of **positive organisations**

Competencies & practices towards positive deviance



Strengths-based

Building on what is right

Org strengths as resources
to address challenges

[Cameron; Niemic; various]



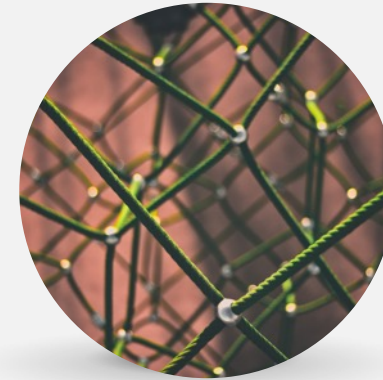
Growth 'agile' mindset

Learning, getting better

Embraces challenges,
rewards effort

Promotes learning from
successes & failures

[Dweck; Grant-Halverson; various]



High quality relationships

Psychological safety

Open communication

Collegiality, teamwork

Trust

[Edmondson 2002; Cameron; various]

Core characteristics of **positive leadership**

Strengths-based developmental approach – competencies & practices towards positive deviance



Self (awareness)

Core values

Strengths

What's important



Authenticity

Congruence

Values-based

People-oriented

Integrity, humility,
honesty



Role model

Ways of working

Working with self/other strengths

Focus on what is right/could be better

Listening, questioning; Prosocial
behaviours

Example: Google – What makes its **best teams** work so well

Project Oxygen (code-named Aristotle): Internal research project

How not who

How team members interact, structure work, view their contributions

Five key dynamics:

Built on **Psychological Safety**

(incl empathy & open communication)

Begins with team **leaders**



1

Psychological Safety

Team members feel safe to take risks and be vulnerable in front of each other.

2

Dependability

Team members get things done on time and meet Google's high bar for excellence.

3

Structure & Clarity

Team members have clear roles, plans, and goals.

4

Meaning

Work is personally important to team members.

5

Impact

Team members think their work matters and creates change.

Example: Google – Eight key **qualities of a great leader**

Project Oxygen: Internal research project



In order of importance:

1. Be a good **coach**
2. **Empower** your team and **don't micromanage**
3. Express interest in your team members **success and well-being**
4. Be **productive** and results-oriented
5. Be a **good communicator** and **listen** to your team
6. Help your employees with **career development**
7. Have a clear **vision** and strategy for the team
8. Have **technical skills** so you can advise the team

Evidenced-based outcomes from **positive leadership practices**

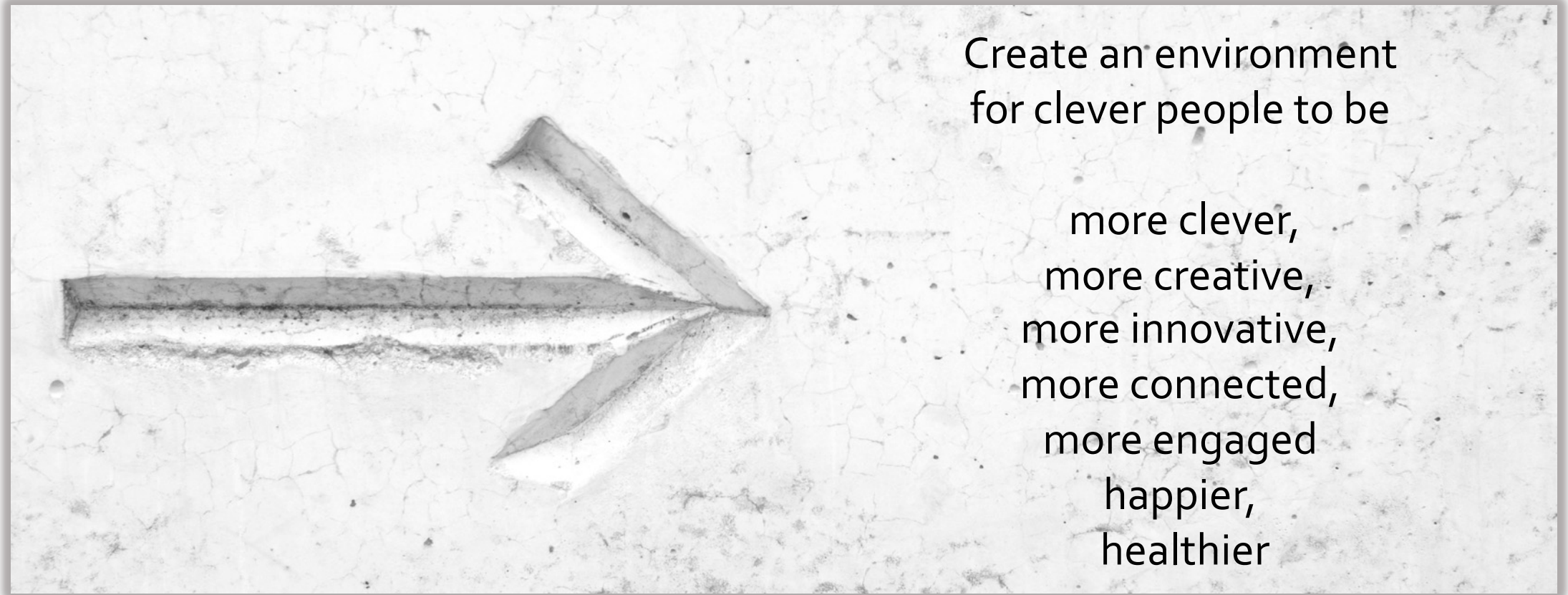
Delivering to both **performance** & **wellbeing** outcomes [Cameron, various]



- Increased productivity & **performance**
- Increased motivation, **engagement**
- Increased innovation, **creativity**
- Reduced stress, burnout, enhanced **mental health**
- Enhanced job **satisfaction**
- Decreased absenteeism, **turnover**
- Greater **resilience**
- Overflow impacts to **family/non-work life**

And why it matters in academia...

Difficult, challenging & demanding – skillfully choosing deliberate actions, behaviours, orientations to...



Managing difficult, challenging & demanding situations from a position of care, with a positive deviance lens...

How you **frame** the question or challenge matters – **generative, forward moving**

Beyond SMART - Forward looking, inspiring, energising ... constructive approach goals

Negative - problem focus, what we want to avoid

1. High student dropout rate
2. Low morale
3. Poor leadership

Normal – surviving, getting to status quo

1. Manage retention rate
2. Raise morale
3. Effective leadership

Positively deviant – what they/we want to occur

1. A supported engaging learning experience
2. A great place to work
3. Inspiring leadership

What is it we really want?

Understanding what makes (clever) people tick

Principle 2: Know yourself/others, & teams

Understanding what makes people tick & thrive - holistic wellbeing needs

PERMA(H) Theory of Wellbeing [Seligman, various]

Health 



Positive emotion

Feeling good

Optimism

Enjoyment

Engagement

Flow

Immersion

Fulfilling

Relationships

Authentic
connections

Belonging

[Fairness]

Meaning

Life purpose - why

Bigger picture

Achievement

A sense of
accomplishment

Realistic goals,
ambition

[Academic profile]

Understanding what makes people tick & thrive - **Employees' needs**

Survey of 19000 respondents [Schwartz & Porath 2014]



Renewal
Physical

Renew energy during the day



Value
Emotional

Trust & security



Focus
Mental

Attention



Purpose
Spiritual

What matters



[Impact]
Engagement

Performance

Based on understanding what makes people tick & thrive - **three basic needs**

Self Determination Theory [Deci & Ryan 1984 & numerous other pubs] & **intrinsic motivation**



Autonomy

Need to have some agency and **control** over their own behaviours, lives



Competence

Need to develop **mastery** over tasks that are important to them; achievements, knowledge, skills



Relatedness

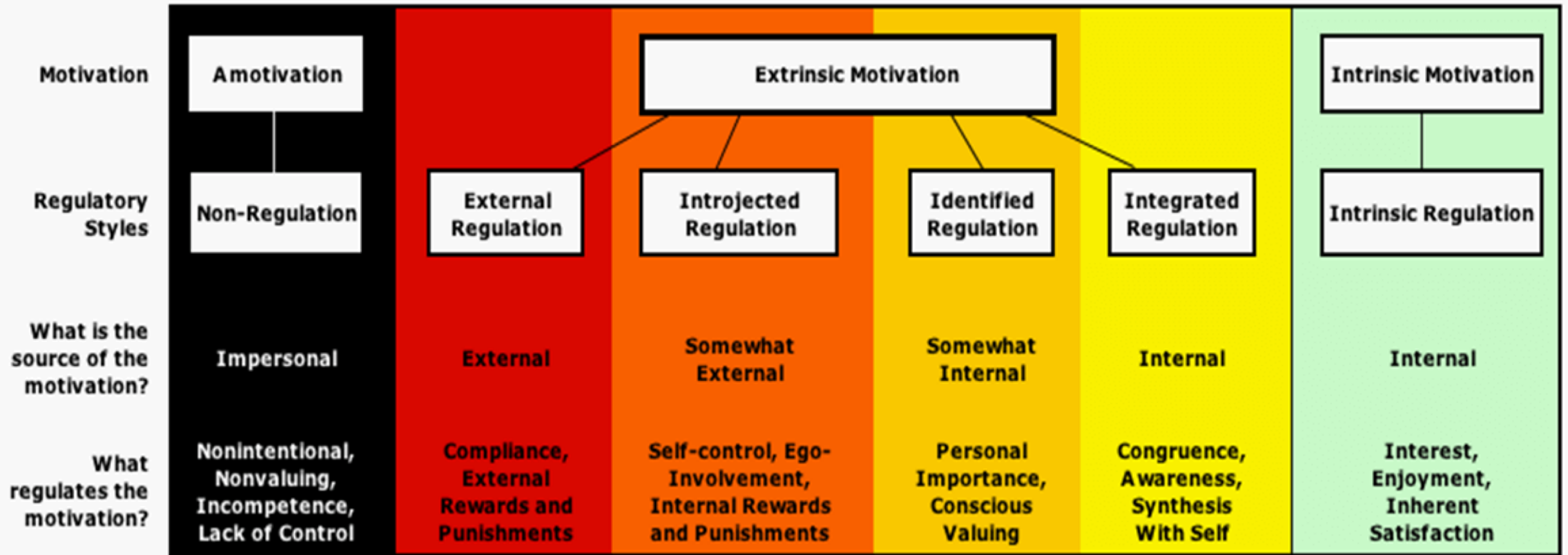
Need to have sense of **belonging** and connectedness with others

In group – out group

The Self-Determination Continuum

Nonself-Determined

Self-Determined



(Based on Ryan, R.M. & Deci, E.L. (2000). Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being. American Psychologist. 55(1), 68-78.)

Evidence-based value of self determination & intrinsic motivation



[Di Domenico & Ryan, 2017]

- Predicts enhanced learning, performance, creativity, development, wellness
- Connects to autonomy, meaningfulness, accomplishment, satisfaction
- Neurochemical burst
- Patterns of activity across large scale neural networks



Understanding what makes people tick & thrive - **capacities and drivers**

What people bring ... whole selves, all aspects of identity/life



Strengths

Individual strengths

Good at & like doing



Values

Beliefs

About what is
important,
right/wrong

Internal compass



Drivers/purpose

Bigger picture

Meaning

'Why'

Values ... as north star

Or compass Whatever metaphor works for you

Values

What is important for you

Giving direction

Less likely to change over time of
priorities

Shaping decisions

Translating values to actions

Making choices congruent with values

Guiding what you want to be doing with life, where/how
you spend your time, goal setting, prioritizing

Relation to

meaning/purpose...

What are your core values?

Numerous versions of lists & exercises on the web...



Authenticity	Creativity	Justice	Respect
Achievement	Curiosity	Kindness	Responsibility
Adaptability	Determination	Knowledge	Risk
Adventure	Fairness	Leadership	Security
Authority	Faith	Learning	Self-Respect
Autonomy	Fame	Love	Serenity
Balance	Family	Loyalty	Service
Beauty	Friendships	Meaningful Work	Sharing
Boldness	Fun	Openness	Solitude
Compassion	Growth	Optimism	Spirituality
Challenge	Happiness	Peace	Stability
Citizenship	Hard work	Pleasure	Success
Commitment	Honesty	Poise	Status
Common sense	Hope	Popularity	Trustworthiness
Community	Humor	Recognition	Wealth
Competency	Influence	Religion	Wisdom
Contribution	Harmony	Reputation	

Adapted from <https://jamesclear.com/core-values>,
<https://scottjeffrey.com/core-values-list/>

Meaning – coherence, purpose, significance [Martela & Steger 2016]

Your

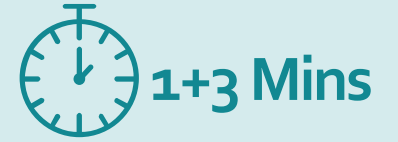
'WHY'

What difference you want to
make in the world ...

what mark you want to
leave

Note: there's a difference
between role title and
purpose

Why are you an academic (leader)?



“There’s a difference between a role or title and purpose. Multiple people may be called an **academic** –

For some it is about solving hard **complex problems**,

for others it might be about being able to shape the **leaders of the future** through mentoring and teaching,

for someone else it might be more about the **creativity** aspect of exploring new horizons and coming up with new innovations.

Same role, but motivated by different sense of purpose.

This also says you might change your role but you are likely to still seek ways to connect to that same **core purpose.**” [from a Goodlife project post]

Exploring the motivation behind the role ... the 'DNA/Sparke'



The Maker
driven to create



The Scientist
driven to solve



The Maven
driven to learn



The Essentialist
driven to distill



The Performer
driven to perform



The Warrior
driven to lead



The Sage
driven to teach



The Advocate
driven to advocate



The Advisor
driven to guide



The Nurturer
driven to give care



Strengths – signature/key strengths, our 'superpowers'

Underpin who we are as people – valuable resources!

Things you like doing and are good at

Doing what you do best, what comes more naturally, feel absorbed by, find enjoyable, engaging, energizing

Using well developed neural pathways... role of practice

Weaknesses can be turned into strength, or at least made stronger, with focus, attention, practice

Context can also influence what strengths come into play when

Evidence-based outcomes: People who know & use their strengths...

[Large body of research e.g., Seligman, Peterson, Linley, McQuaid etc]

Are happier

Experience less stress

Feel healthier

Have more energy

Feel more satisfied with their lives

Are more confident

Experience faster growth & development

Are more creative & agile at work

Feel more satisfied

Experience more meaning at work

Are more engaged in their work

VIA Classification of Character Strengths and Virtues

The Character Strengths of a Flourishing Life

WISDOM	COURAGE	HUMANITY	JUSTICE	TEMPERANCE	TRANSCENDENCE
 <p>Creativity Originality; adaptive; ingenuity</p>	 <p>Bravery Valor; not shrinking from fear; speaking up for what's right</p>	 <p>Love Both loving and being loved; valuing close relations with others</p>	 <p>Teamwork Citizenship; social responsibility; loyalty</p>	 <p>Forgiveness Mercy; accepting others' shortcomings; giving people a second chance</p>	 <p>Appreciation of Beauty and Excellence Awe; wonder; elevation</p>
 <p>Curiosity Interest; novelty-seeking; exploration; openness to experience</p>	 <p>Perseverance Persistence; industry; finishing what one starts</p>	 <p>Kindness Generosity; nurturance; care; compassion; altruism; "niceness"</p>	 <p>Fairness Just; not letting feelings bias decisions about others</p>	 <p>Humility Modesty; letting one's accomplishments speak for themselves</p>	 <p>Gratitude Thankful for the good; expressing thanks; feeling blessed</p>
 <p>Judgment Critical thinking; thinking things through; open-minded</p>	 <p>Honesty Authenticity; integrity</p>	 <p>Social Intelligence Emotional intelligence; aware of the motives/feelings of self/ others; knowing what makes other people tick</p>	 <p>Leadership Organizing group activities; encouraging a group to get things done</p>	 <p>Prudence Careful; cautious; not taking undue risks</p>	 <p>Hope Optimism; future-mindedness; future orientation</p>
 <p>Love of Learning Mastering new skills & topics; systematically adding to knowledge</p>	 <p>Zest Vitality; enthusiasm; vigor; energy; feeling alive and activated</p>			 <p>Self-Regulation Self-control; disciplined; managing impulses & emotions</p>	 <p>Humor Playfulness; bringing smiles to others; lighthearted</p>
 <p>Perspective Wisdom; providing wise counsel; taking the big picture view</p>					 <p>Spirituality Religiousness; faith; purpose; meaning</p>



{where the world finds strength}
www.viacharacter.org

WISDOM

Creativity

Curiosity

Judgement

Love of learning

Perspective

COURAGE

Bravery

Perseverance

Honesty

Zest

HUMANITY

Love

Kindness

Social intelligence

JUSTICE

Teamwork

Fairness

Leadership

TEMPERANCE

Forgiveness

Humility

Prudence

Self-regulation

TRANSCENDENCE

Appreciation of excellence

Gratitude

Hope

Humour

Spirituality

Example: CliftonStrengths™: (work) domains & themes

Analytical
Context
Futuristic
Ideation
Input
Intellection
Learner
Strategic



Achiever
Arranger
Belief
Consistency
Deliberative
Discipline
Focus
Responsibility
Restorative

Activator
Command
Communication
Competition
Maximizer
Self-Assurance
Significance
Woo



Adaptability
Connectedness
Developer
Empathy
Harmony
Includer
Individualization
Positivity
Relator

And the **flip sides** ...

The flip side for many intelligent clever people...

- Overusing strengths ... imbalance
- Perfectionism
 - Self oriented, socially prescribed, other-oriented
- Obsessive passion
- Fear of failure, of loss of status
 - Avoidance, moving away from threats
 - Inaction
- Fear of being found out - Imposter syndrome



Identifying people's motivations, values, strengths

Understanding who you are working with so you can work with them in the best way



1+3 Mins

1. Consider someone in your group/team: What are their strengths, what motivates them? How do you know?

What are they good at **and** particularly enjoy doing?

What do they choose to do first? What do they volunteer for? What energises them?

How else could you get to know?

2. Example ideas:

Create informal settings for getting to know people better

Ask them what they liked most about a recent successful project/activity.

Ask them what they do in their spare time (social, sport, community)

Invite filling out questionnaires, assessment tools

How self-aware do you think you are?

95% of people they think are self-aware

Only 10-15% actually are

[Eurich 2018]

Moving forward

Taking action

Towards positive deviance - developing as a leader?

What small actions could you try out?



- What has resonated?
- Which one thing could make the biggest difference?
- What will you commit to yourself to try?

Who are you (or who do you want to be) as a leader?

Write your OWN leadership statement



Guided by my values of

I am leader who

In particular I use my strengths of

to