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Making the transition to a leadership role

A TRADITION OF
INDEPENDENT
THINKING

UCC

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The session will cover

- Transition to a Research Leadership Role

- Different Leadership Styles

Transition to a Leadership Role

Leadership skills and abilities are critical to enable Universities to adapt, innovate, and attract and retain talent.

Leadership skills are also key capabilities for survival in the complex and competitive research environment.

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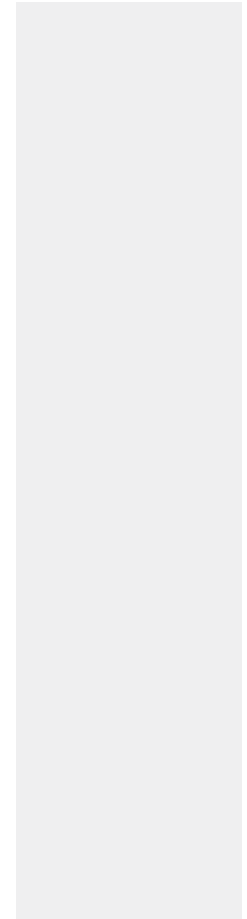# Transition to a Leadership Role

Traditionally research roles are defined by two main stages: PhD and Post PhD.

The PhD student will not usually decide their exact career path for at least four years (end of PhD).

Most research staff learn management and leadership skills in "real time" within the professional environment.

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What do you do?

You must make choices. Do you embrace the new role with all the new challenges?

Do you revert to your old ways and return to a pure research role?

Where to begin

Culture – (Do you understand the current culture? **Politics**?)

Team – (Do you know your team's capabilities?)

Yourself – (Have you done what it takes to get up to speed? Set boundaries?)

Stakeholders – (Do you understand your mandate and expectations of stakeholders (funders)?)

Transition to a Leadership role

Don't move too quickly - To be successful in transition, learn to move slowly.

Make sure you're prepared - To be successful in transition, learn to assess.

Become an effective collaborator - To be successful in transition, learn to share ownership.

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Transition to a Leadership role

Build a comprehensive view - To be successful in transition, know when to act.

Lead from within: The most successful transitional leaders must first go inward before they can be effective leading outwardly.

https://www.lollydaskal.com/leadership/how-to-successfully-transition-to-a-new-leadership-role/

Transition to a Leadership role: Remember…..

The experiences and skills that landed you the opportunity to transition to a leadership role may not be what allows you to succeed.

Be clear about what you won't do, not just what you will. Successful leaders are 1.8 times more likely than others to communicate explicit ideas about what to **stop**, not just about what to start.

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Give yourself time….

92% of external and 72% of internal hires take far more than 90 days to reach full productivity.

62% of external and 25% of internal hires admit that it took them at least six months to have real impact.

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Some guidelines

Identify your own **leadership style** and make it clear to everyone what you stand for, what's important to you and what you will not tolerate. Allow others to get to know you—make it personal and inspirational.

Avoid power trips. Treat your new leadership position with respect and work humbly on being able to adapt, transform and do what is right for your team.
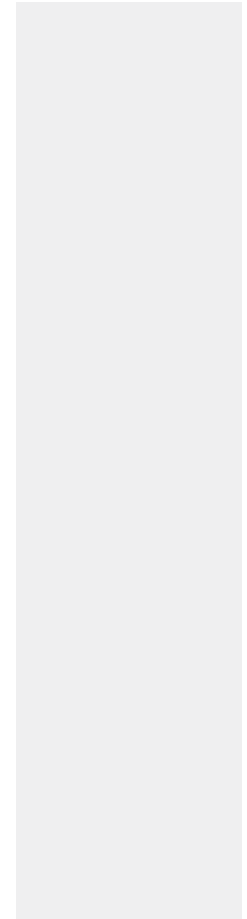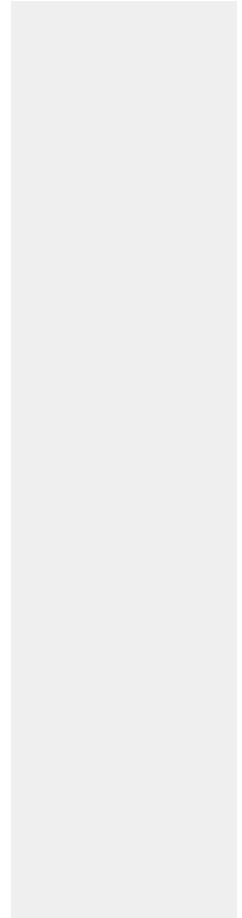
Some guidelines

Communicate who you are - Those who don't know what you stand for will find it hard to follow your lead.

Trust your new team. When you become a leader, you may inherit a team that you may not have had a hand in selecting.

Give them a chance to align with you and start building trust.

Some guidelines

Identify your **priorities**. Show others what's most important to you by identifying the priority areas to improve the research and sustainability of the team.

Start by dividing your priorities into **short- and long-term** goals. Share it and let your people know what you expect from them and from yourself.

Be impact-driven, not calendar-driven.

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Transition to Principal Investigator

What to expect?

- *As a postdoc, you are responsible for yourself and maybe one or two students, but there is always someone taking care of the final things, and then from one day to the other, you are responsible for other people, money, students, and so on….*

- *The freedom to pursue your own ideas, running your lab how you want, and gaining more recognition—come with new responsibilities and challenges*

Please identify these responsibilities and challenges

As PI your Priorities within your Group

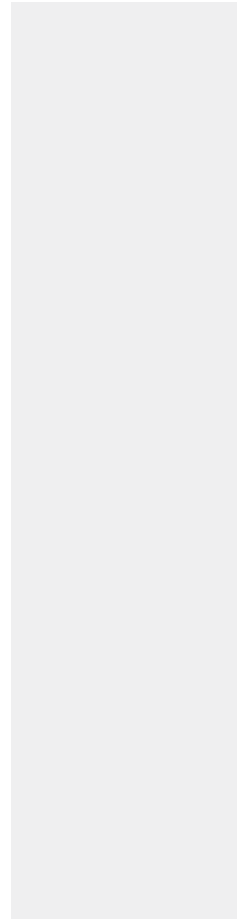Funding your Research

Advancing your Research

Research Collaboration

Communicating your Research

Managing your Research Team

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Priorities within the Organisation and Beyond….

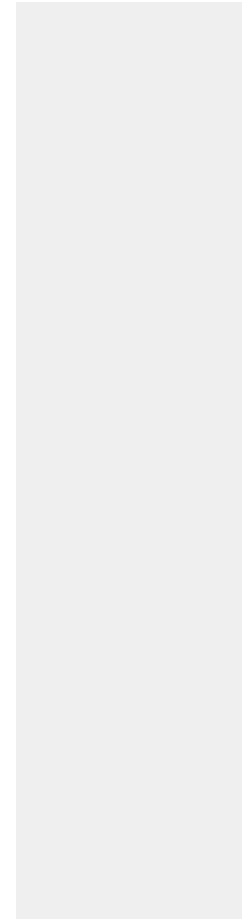Policy of Organisation

Politics within the organisation

Governance – chain of command

Managing up **and** managing down

Administration – Hiring, Accounts, Equipment, Space, Research Quality Reviews, audits etc.
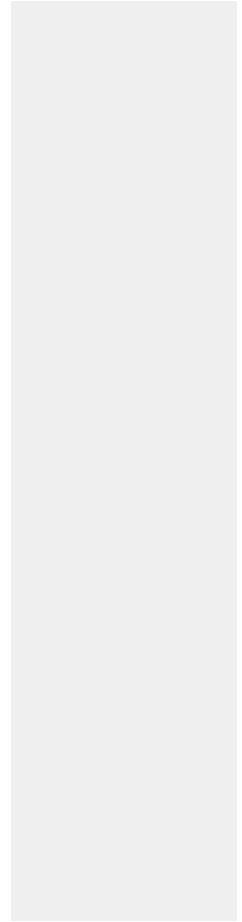
Building Blocks: Communication

One of the most important things in leadership is that communication is key. Leaders must be able to clearly articulate their goals and expectations to their teams and stakeholders, be open to feedback, recognize the team for successes, and reassure them in failure.

https://www.sigmaxi.org/news/keyed-in/post/keyed-in/2019/07/16/6-ways-to-improve-your-leadership-skills-for-research

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Building Blocks:
Building relationships

Relationships are about building trust with others so that you have a network that you can use to give and receive support and knowledge. Strong relationships help you work better in teams and find opportunities such as jobs, funding, and mentorship.

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Building Blocks: Strategic thinking

Having a plan in place that defines goals and approaches that you will take to reach those goals time-bound, measurable objectives that define the desired outcomes

tools that you will use to do it all ensuring that your team knows your expectations and the plan to get where you need to go

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Building Blocks

- **Project management:**
  1. Execution
  2. Decision Making
  3. Communications
  4. Strategy Development
  5. Team Management
  6. Research Acumen
  7. Technical Competence
  8. Critical thinking
  9. Leadership

Questions for later

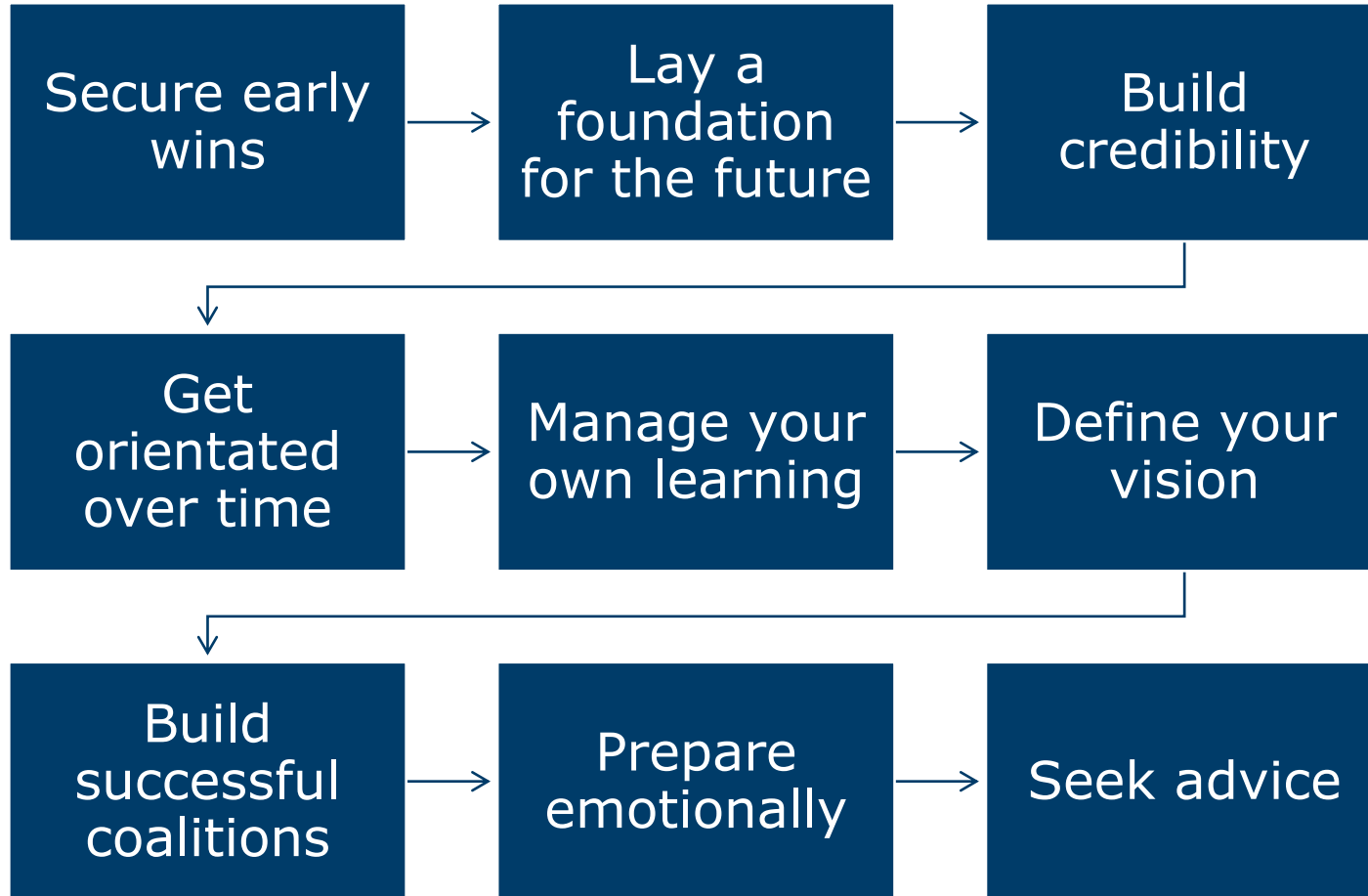What are UCC's expectations of you as a Research Leader?

How do you know?

Where to find sources of info on expectations of research team leaders in UCC?

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Some tips:

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Secure early    →    Lay a          →    Build
wins                 foundation          credibility
                     for the future
                                              │
        ┌─────────────────────────────────────┘
        ▼
Get            →    Manage your    →    Define your
orientated          own learning        vision
over time
                                              │
        ┌─────────────────────────────────────┘
        ▼
Build          →    Prepare        →    Seek advice
successful          emotionally
coalitions
```

Manager v's Leader

A manager...	A leader...
Administers	Innovates
Maintains	Develops
Imitates	Originates
Focuses on systems/structures	Focuses on people
Relies on control	Inspires trust
Has a short-range view	Has a long-range perspective
Asks how and when?	Asks what and why?
Looks at the bottom line	Looks at the horizon
Accepts status quo	Challenges status quo
Does things right	Does the right things

www.vitae.ac.uk
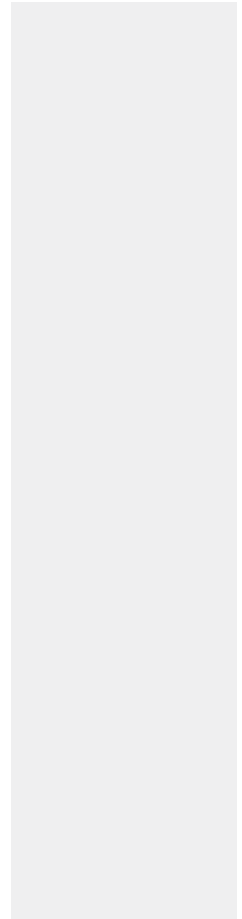
Development Plan

Your plan for your own development might include some or any of the following:

Opportunity awareness: gain a wider knowledge of the academic sector to identify, create, investigate and seize areas for personal and professional development. Identify possible sources of information and support within your institution

Decision making: understand your personal priorities and constraints (internal and external), so that each developmental opportunity and career step can be made following an informed decision. You need to be able to match these to your core skills, knowledge, values and motives, etc.

Development Plan

Networking: develop networks of contacts. You should be able to define, develop and maintain a support network for advice and information

Self presentation and promotion: define and promote your own agenda. Promote your own strengths in a convincing way

Goal setting and action planning: move your career forward in a structured way through planning and implementing an effective course of action, organising time effectively and preparing contingency plans.

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Leadership Styles – What's Yours?

R Tannenbaum and W H Schmidt, 'How to Choose a Leadership Pattern'

Tell - Autocratic

Sell – Be in control

Consult – Others opinions count

Empower – allow others their freedom

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Educational Settings

- Servant Leadership
- Transactional Leadership
- Emotional Leadership
- Transformational Leadership

These are four major styles of leadership which apply well in educational settings. While each of these styles has its good points, there is a wide berth of variation, and in fact, transformational leadership is truly an amalgamation of the best attributes of the other three.

https://www.theedadvocate.org/4-major-types-of-educational-leadership/

Educational Settings

Servant Leadership

- Servant Leadership takes the focus from the end goal to the people who are being led. There is no sense of self-interest on the part of the leader, who steps back and supports only the interests of the followers. Guidance, empowerment and a culture of trust are hallmarks of this style of leadership. A servant leader puts complete trust in the process and in his or her followers, assuming that those within the organization will align with its goal.
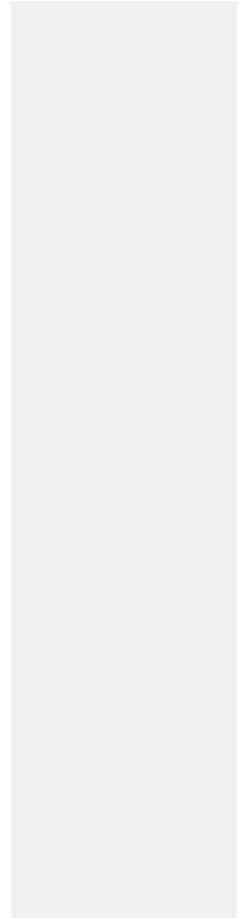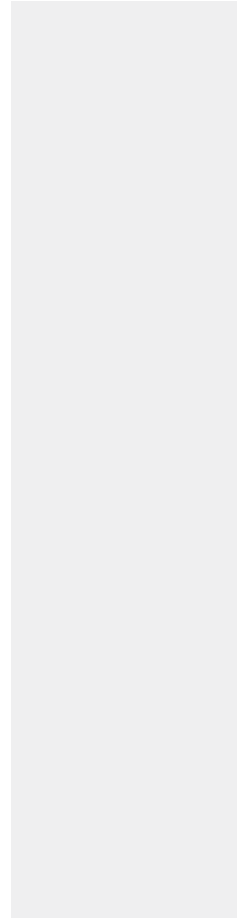
Educational Settings

Transactional Leadership

- Give and take is the hallmark of transactional leadership – it is indeed modelled just like a business transaction. Of course the employer/employee relationship is largely transactional as is. Employers need work done and employees do that work in exchange for money. That "quid pro quo" ("something for something") is the heart of the workplace, and everyone is generally happy with this arrangement, but it only works if everyone involved sees it that way.

Educational Settings

Emotional Leadership

- Where transactional leadership was concerned primarily with the exchange of goods and services, emotional leadership is concerned with the feelings and motivations of followers.

- It takes the focus completely to the other side of the spectrum – demanding that leaders be emotionally intelligent themselves and then to motivate through the use of that emotional intelligence.

Educational Settings

Transformational Leadership

- Transformational leadership takes from each of the other kinds of leadership its best qualities and then uses those, along with a deep sense of shared purpose, to motivate subordinates. While the other forms of leadership focus on one singular aspect or another, transformational leadership takes a broad view of the issues surrounding leadership and then uses those as a driving force for meeting the overall goals of the organization.
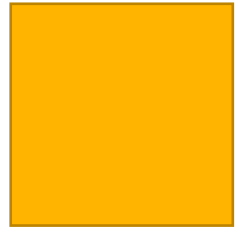
Educational Setting

Transformational Leadership

- For education/research in particular, transformational leadership offers the best of everything – from tapping into the emotions of workers to offering the compensatory core that is the case for all forms of business, to guiding from a place of support.

Leadership Style
Daniel Goldman et al

Identified six effective leadership styles

- Pacesetting

  "Do it my way"

- Commanding

  "Do it because I say so"

- Visionary

  "Let's remind ourselves of the larger purpose"

- Affiliative

  "People first, task second"

- Democratic

  "Let's work it out together"

- Coaching

  "Let me help you develop"

Leadership Style

Typically, the best, most effective leaders act according to one or more of six distinct approaches to leadership and skilfully switch between the various styles depending on the situation.

Four of the six styles – visionary, coaching, affiliative and democratic – create the kind of resonance that boosts performance. Two others – pacesetting and commanding – [...] should be applied with caution.

What do followers look for in their leaders?

Authenticity

Followers want leaders who are extremely good at what they do, but who have not lost sight of where they have come from, or who they are.

Significance

Followers tend to respond to leaders who make them feel like their contributions matter.

Community

Followers also look for their leaders to create a sense of common purpose at work, and a desire within the group to relate and interact with each other.
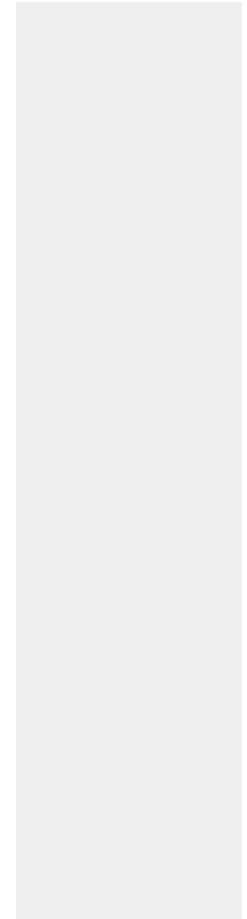
Excitement

What followers really want is to get a buzz and feeling of excitement from their leader.

Goffee and Jones, 'The Art of Followership', *European Business Forum* (Summer 2006), p 24.

How to develop your leadership skills

Reflect and identify the skills that you need to lead effectively and create an action plan to develop these

Ask for feedback from work colleagues and your manager

Take opportunities to lead – in work, volunteering etc. and reflect and learn from this experience

Seek training, development and consider mentoring

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Go Raibh Maith Agaibh

Mary O'Regan HR Research UCC April 2020