Leading for Research Fellows

Module 1: Self-leadership

Module 1 – Self-leadership

Aim

The aim of this module is to help you define and establish your personal leadership style and identify how best to apply and adapt approaches to influence and connect with others.

Objectives:

By the end of this module you will be able to:

1. Identify how to be an even more inclusive leader
2. Identify a range of leadership styles, and explain when each might be appropriate or not
3. Recognise the importance of emotional intelligence
4. Describe the advantages and limitations of their preferred leadership style(s)
5. Develop strategies to influence others with integrity

Your objectives for this module

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Personal leadership is the
process of keeping your vision and values before you and aligning your life to be congruent with them.
c.   Stephen Covey

Inclusive Leadership

The following inclusive leadership definition and framework was developed by a project group from Cohort 7 of Leading at Manchester.

What is inclusive leadership?

Through embracing Inclusive Leadership at every level of the organisation, the University will nurture an environment where all can succeed, regardless of background. We will celebrate and encourage diverse voices whilst being courageous in recognising our inherent biases and challenging our established behaviours and processes.

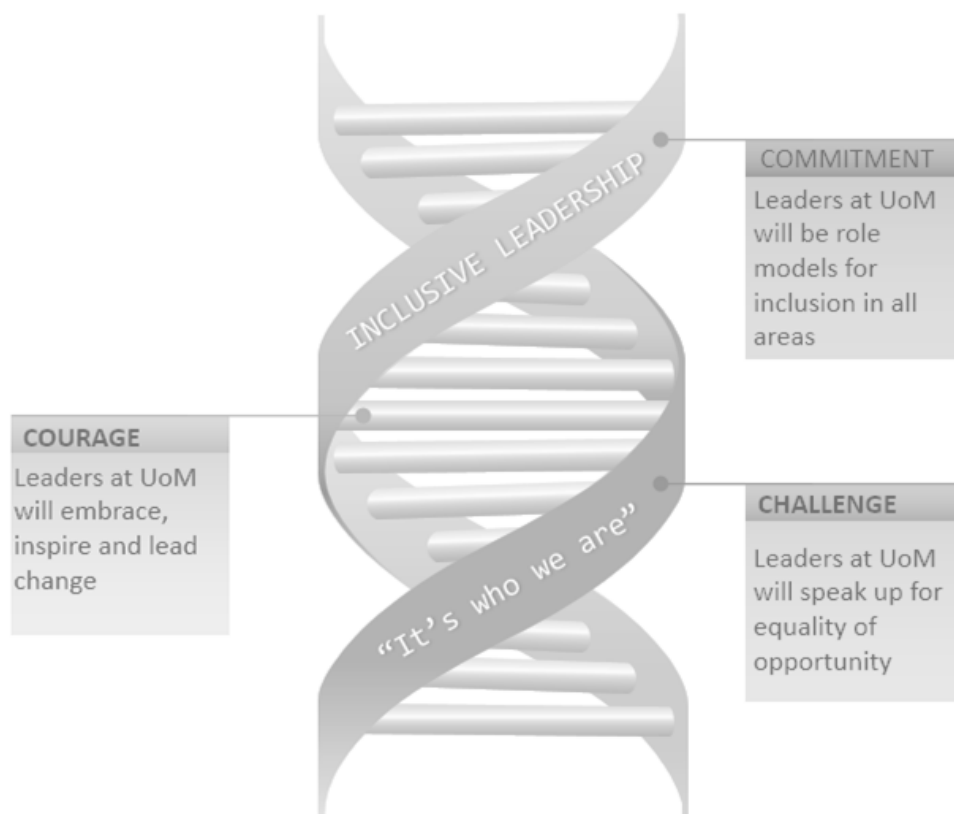| Be courageous in understanding our biases and active in challenging our behaviours and processes	Seek diverse views & celebrate them	Expression without judgement	Support radical thinking	Hear when we listen

The DNA of our leaders

COMMITMENT
Leaders at UoM will be role models for inclusion in all areas

COURAGE
Leaders at UoM will embrace, inspire and lead change

CHALLENGE
Leaders at UoM will speak up for equality of opportunity

INCLUSIVE LEADERSHIP

"It's who we are"

MANCHESTER 1824
The University of Manchester

The Inclusive Leadership Framework

Our leaders will…	Our leaders consider…	Our leaders…
…have courage	• the need to embrace, inspire and lead change in order to effect real, transformational inclusivity within the University	• will proactively learn, understand and act upon their own intrinsic biases, privileges and development needs in an open and transparent way • will admit to mistakes and engage with others to learn from, and where possible, rectify those mistakes without fear of judgement or retribution
…have commitment	• the barriers to equity faced by different groups at all stages of work and study both within the sector and our City	• engage with diverse groups of individuals to gain different perspectives and demonstrate that they have incorporated these views in the application of their work • ensure that all decisions affecting our stakeholders are based fairly on merit and empower their teams to make decisions that directly impact them
…challenge	• whether the 'norms' or 'status quo' within the University are conducive to building a truly inclusive organisation	• will question those norms that inhibit an inclusive culture and hold peers and senior colleagues to account for their actions • will prioritise fairness, openness and equity above reputation or awards

Inclusive leadership at the University

- How visible are these behaviours in leaders across the University?
- What are some of the barriers that can prevent inclusive leadership behaviours?
- What steps are required to ensure inclusive leadership behaviours are adopted throughout the University at all levels and roles?
- What is our individual responsibility?

The University of Manchester Leadership Framework

The Leadership Framework identifies those leadership qualities and practices which will lead to more effective personal leadership at the University of Manchester.

The Framework was initially developed by participants on our Leading at Manchester programme, and was subsequently tested and finalised with leaders at all levels across the University before being established in its present structure. The Inclusive Leadership Framework fed into the work on this leadership framework ensuring inclusive practices were incorporated.

It consists of Leadership Qualities; key combinations of skills, behaviours and knowledge, which are broken down into Leadership Practices; specific examples of qualities in action.

The University of Manchester Leadership Framework

Leadership Quality	Definition	Leadership Practices	Links to Our Values
Acts with integrity	Our leaders build a culture of trust and mutual respect, setting the tone of personal conduct for their team	Honours commitments Challenges inappropriate behaviour. Holds themselves and others accountable Are consistent and fair in dealings with others	Humanity, Wisdom, Courage
Role model for inclusion	Through their personal example, our leaders encourage and inspire others to act inclusively, to engage and value the diversity of thought and background within and beyond their teams, and practice an inclusive approach	Encourages and inspires all those around them to engage in change that promotes diversity and inclusion Rewards inclusive behaviour and challenges non-inclusive behaviours in themselves and others Promotes diversity and equality of opportunity Fosters a 'one team' inclusive environment where all feel valued and can thrive	Wisdom, Pioneering Spirit, Courage, Humanity
Leads change	Our leaders anticipate, adapt to and make change happen successfully. They can create and communicate a new vision, and carry people with them	Engages people at all levels Demonstrates resilience and consistency of purpose Champions and manages change effectively and sensitively Promotes organisational development	Courage, Humanity, Pioneering Spirit

Leadership Quality	Definition	Leadership Practices	Links to Our Values
Thinks strategically	Our leaders understand the University's strategic plan and can draw from this strategic goals for their area, and are aware of the external context in which we operate	Can turn our strategic goals into achievable plans for their team or area Can capitalise on new opportunities through strategic thinking, taking a University perspective Maintains an awareness of relevant external developments Demonstrates system and organisational thinking	Pioneering Spirit, Courage, Academic Freedom, Wisdom
Delivers and develops performance	Our leaders build high performing teams committed to the success of University, motivate all their team to perform at their best, and build their individual and collective quality.	Understands how to turn a strategic goal into a set of coordinated actions for those they lead Builds effective distributed leadership and practices delegation Identifies potential in others and helps them achieve this Identifies and builds capability required in their team members	Knowledge, Humanity, Courage
Innovative and takes risks	Our leaders can take informed and managed risks and can encourage others to do so, establishing personal credibility and collaborating across boundaries.	Has humility and a healthy attitude to failure and learning Fosters an inclusive environment for creativity and innovation Investigate new ideas Continuously seeks to improve	Pioneering Spirit, Courage, Wisdom

Leadership Quality	Definition	Leadership Practices	Links to Our Values
Communicates and engages	Our leaders can articulate our vision to all staff, building enthusiasm and commitment through timely and effective communication.	Is clear on outcomes and how success is measured Includes diverse perspectives in decision making Builds strong networks and encourages collaboration Adapts communication style to suit the message and audience Communicates with clarity and impact	Humanity, Wisdom, Knowledge
Demonstrates emotional intelligence	Our leaders recognise the importance of positively managing their own emotions, and of responding appropriately to the emotions of others.	Empathizes with others Overcomes obstacles including cognizance of bias Defuses conflict effectively Is aware of their behaviour and how it impacts on others	Humanity, Wisdom, Knowledge
Influences and advocates	Our leaders can convince others to pursue a direction or goal, building the strength of relationships to achieve this.	Establishes personal credibility through their integrity Collaborates across established boundaries to build connections that enable success Is open and proactive Asks pertinent questions and listens powerfully	Pioneering Spirit, Courage, Wisdom

Leadership Framework Personal Reflection

Consider your leadership skills and behaviours, as well as your own personal values. Using the Leadership Framework consider the following questions and note down your thoughts:

- Considering the Leadership Practices, which of the Leadership Qualities would you say that you were most proficient at?

- How would you be able to support others in developing these behaviours?

- Which are you least proficient at?

- How would you be able to develop these behaviours?

- Which of the leadership qualities would you say resonated with your personal values the most and the least?

When considering values and work behaviours, think about the experiences about the writer below.

When Your Values Clash With Your Company's

By Charalambos Vlachoutsicos *(found at When your values clash with your company's)*

Authenticity is rightly praised as a virtue. Like all virtues, however, it can get you into trouble, especially if your authentic expression of your values sets you on a collision path with the culture of your workplace.

In an ideal world, of course, you wouldn't be working in a job that clashed with your values, but leaving a job out of principle is a rare luxury that you can seldom afford. Instead, you have to find a way to bridge the gaps you find between your values and the culture you work in.

This may well involve a certain amount of what one could politely call creativity and it may even feel manipulative. But the truth is that effective management invariably involves a certain amount of manipulation. You do not always get your way by being direct. As the Italian writer Daniele Varè once put it: "Diplomacy is the art of letting other people have your way."

To illustrate, let me once more share a story from my own experience. As a student, I always worked during summer breaks. One company I worked in while studying for an MBA at Harvard was an electric appliance wholesaler managed by its founder, Mr. Vito Porto, autocratically and whimsically. Whenever an employee dared to have even a slightly different opinion to Mr. Porto's, his standard reply was: "I have spoken" and that was the end of the matter.

The one and only criterion he applied when rewarding salesmen was sales volume. Consequently, making a sale at any cost was deeply embedded in the company's culture, with the inevitable result that a certain amount of mis-selling had become standard practice. Mr Porto was even quite explicit about it — he would constantly repeat this mantra: "Sales Now No Matter How."

As a supposedly "smart MBA kid" I was appointed by Mr. Porto as the sales supervisor of the highly competitive and tough Bronx district. Now, you must understand that the sales culture at Mr. Porto's company did not sit easily with me as fairness has always been the cornerstone of my value system. So although I was selling aggressively, I was always emphasizing "honest" sales and not sales obtained under false pretences. Telling a customer that our

vacuum cleaner was the "fastest in the market" when it was not was a lie that I actively discouraged, even if it cost us a sale or two.

Inevitably, the salesmen ignored my urging and continued expanding on the completely fictional advantages of our products. Eventually, I decided to force the issue and called a meeting at which explicitly forbade them from lying to our customers on the grounds that the lies would inevitably backfire and do more harm than good. You could have cut the tension with a knife. People were deeply conflicted about the issue. On the one hand they wanted their commissions and they knew what Mr. Porto wanted. On the other hand, they were afraid that their fairy tales would catch up with them. And in many cases, they shared my ethical reservations.

I had to lance the boil. I knew that ignoring my values was not a solution I could live with. Furthermore, it would certainly backfire. At some point, I seriously considered leaving the company. This, however, felt like giving in and did not sit well with me either.

Finally, after a great deal of thought and preparation I decided to raise the issue with Mr. Porto himself. I asked for a meeting to discuss what I described as a "serious problem". At the meeting I told him a bald-faced lie. One of our biggest customers, I said, had called me to protest that he had been lied to by one of our salesmen about the features of one of our products. In light of this, I continued, my advice to Mr. Porto was that he needed to revisit his motto. "Sales Now No Matter How" should be "slightly amended", as I put it, by simply adding the word "honest" at the beginning: "Honest Sales Now No Matter How."

I told him that I was afraid that the company, by losing its greatest asset, the trust of its customers, risked a collapse in sales unless strict orders were given to salesmen not to lie to customers. I sensed that I had managed to scare him. He looked at me straight in the eye and replied: "OK, I will do this. And thank you. You are just here for the summer and yet you cared enough for my company to warn me."

What have I learned about my values from this story? The big takeaway was that some of my values are more important to me than others. In order to ensure that my colleagues and I were fair to our customers — a focal value for me I was prepared to violate a less important value for me, namely my respect for the truth, and consciously deceive my boss. It was a major insight for me at the time and it showed me that balancing the tensions between adhering to one's values and being effective may well demand uncomfortable compromises.

Bottom line: It's easy enough to be an authentic person. Being an authentic manager is a different challenge entirely, because a manager, unlike the individual, needs to be effective and therefore flexible.

This example may be an extreme one but consider how you will consolidate dissonance your personal values with required work behaviours.

We will consider values further next.

Values and Leadership

What is values-based leadership? Values-based leaders communicate organisational values that guide members how to behave in order to fulfil the organisation's mission. They talk about these values in a way that connects with employees' personal values, so that employees come to identify strongly with both the organisation and its mission. Such leaders focus on core values - the enduring guiding principles that capture the organisation's strengths and character. Because the core values represent the soul of the organisation, they are likely to remain steadfast in the face of changing market trends and fads.

In order for employees to believe in the sincerity and depth of the organisation's values, the leadership team must lead by example and communicate the values on an ongoing basis to the entire workforce. The effectiveness of values lies in how well they are embodied by the organisation as a whole.

What does values-based leadership mean to you?

Our University Values

As an autonomous institution, we will strive to bring our shared values to life. They are:

- **Knowledge** - We are ambitious in our pursuit of new ideas, greater understanding and discovery.
- **Wisdom** - We share and apply our knowledge and experience to guide balanced and evidenced decisions for ourselves and for society.
- **Humanity** - We embrace and celebrate difference, respect and support each other and act with integrity to benefit society and the environment by transforming and enriching lives.
- **Academic freedom** - We support with enthusiasm and vigour the principles of freedom of thought and speech.
- **Courage** - We think and speak freely, and act boldly to challenge assumptions and to shape our future for the greater good.
- **Pioneering spirit** - In the radical Manchester spirit, and inspired by our people, history and scale, we create the exceptional.

Your Values as a Leader

Consider the questions below to help you define your personal leadership values:

- What are your 'non-negotiables' for you in your leadership role?
- What do you expect from yourself – even in difficult times?
- What do you expect from others?

A list of values to aid your reflection is available here: <u>Values.pdf (brenebrown.com)</u>

a.

Reflect on your answers to the questions above and consider what the key themes are. See if you can express these as defined values you in your role.

Next, consider these in relation to the University's values.

- Where do you notice overlap?
- Are there any differences or inconsistencies?
- Which of the University's values resonate the most and the least with you? Why do you think this is?
- What does this mean for your leadership at the University?

b.

Goleman's Six Leadership Styles

	Commanding	Visionary	Affiliative	Democratic	Pacesetting	Coaching
The leader's modus operandi	Demands immediate compliance	Mobilizes people toward a vision	Creates harmony and builds emotional bonds	Forges consensus through participation	Sets high standards for performance	Develops people for the future
The style in a phrase	"Do what I tell you."	"Come with me."	"People come first."	"What do you think?"	"Do as I do, now"	"Try this."
Underlying emotional intelligence competencies	Drive to achieve, initiative, self-control	Self-confidence, empathy, change catalyst	Empathy, building relationships, communication	Collaboration, team leadership, communication	Conscientious-ness, drive to achieve, initiative	Developing others, empathy, self-awareness
When the style works best	In a crisis, to kick start a turnaround, or with problem employees	When changes require a new vision, or when a clear direction is needed	To heal rifts in a team or to motivate people during stressful circumstances	To build buy-in or consensus, or to get input from valuable employees	To get quick results form a highly motivated and competent team	To help an employee improve performance or develop long-term strengths
Overall impact on climate	Negative	Most strongly positive	Positive	Positive	Negative	Positive

What is your preferred leadership style? _____

What does this mean for your leadership at the University?

Leadership Style Scenarios

<u>Scenario 1</u>

You have learned that your Principal Investigator has resigned without notice. You are one of two of their direct reports (the other post is vacant). Given the swiftness of their departure, the team is left without the key decision maker and some important, immediate decisions need to be made.

Everyone has their own idea of what needs to happen and people are challenging each other about what decisions to make. You realise that nothing is going to get done unless someone takes charge.

What style will you apply in this scenario? Why?

<u>Scenario 2</u>

In order to better meet some of the outputs expected by your team, you've decided to reallocate some work and the way it is done. The techniques and processes you've developed are radically different from the ones that your team are used to.

You are excited about the changes as they will make a real difference to what is required of your team and you want them to reap the benefits.

What style will you apply in this scenario? Why?

Scenario 3

After a difficult year, your line manager has left the organisation. They were proficient at their job, but their style was harsh and direct. It didn't matter what they had to do or whose feelings got hurt – meeting goals was the top priority.

You have been asked to take over their position. You're excited about the opportunity, but the team is emotionally battered and untrusting.

What style will you apply in this scenario? Why?

Scenario 4

Your team has failed in attaining some key outputs over the past two planning cycles. You're anxious to reverse this – you know that if you can't figure out how to make your team productive soon, something radical (and unpleasant) will have to be done. You call a meeting with your team and explain the situation.

What style will you apply in this scenario? Why?

Scenario 5

It's the middle of December and your Principal Investigator gives you and your team a large piece of work to do before the end of the calendar year. Christmas and New Year break is two weeks away, it's been a tough term, and you've already asked a lot of your team who are completing a few major projects. Your team is motivated, but they're also tired. They're not looking forward to a last minute push right before the break.

What style will you apply in this scenario? Why?

Scenario 6

A new member of the team is having trouble fitting in to their new role. They've only been with the University for couple of months, but you can tell they're dissatisfied. They have started to slip in their probation objectives and their team seems to be slipping on some of their output deadlines. You also get the feeling that they would like a position with more responsibility.

What style will you apply in this scenario? Why?

Emotional Intelligence

Emotion intelligence is the capability of individuals to recognise their own emotions and those of others, discern between different feelings and label them appropriately, use emotional information to guide thinking and behaviour, and manage and/or adjust emotions to adapt to environments or achieve one's goals.

	self	others
awareness	Self Awareness	Social Awareness
action	Self Management	Relationship Management

PERFORMANCE
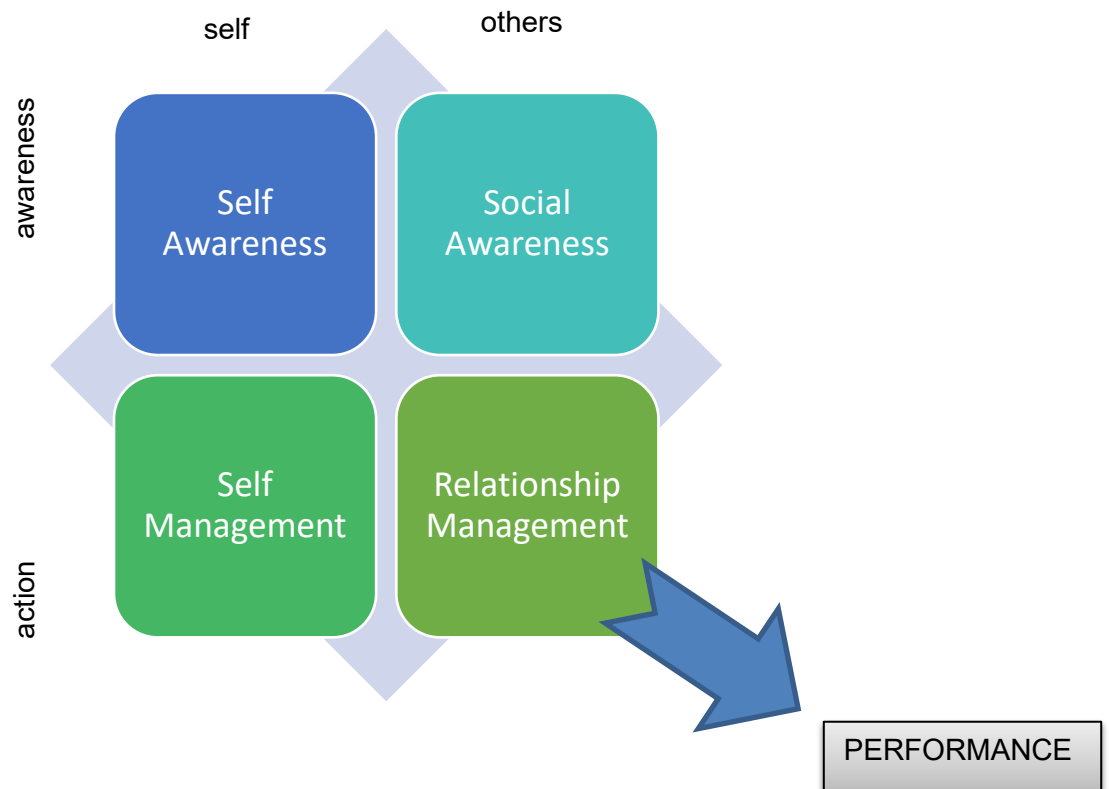
Your notes on Emotional Intelligence:

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Decide where these attributes fit in the model:

Behaviour /Attribute	Quadrant (Self/Other and Awareness/Action)
Awareness of your emotions	
Collaborating with others	
Openness to change and new ideas	
Persistence – despite obstacles and setbacks	
The energy to do your best	
Sensing others' feelings and perspectives	
Self-control – especially under pressure	
Honesty in your positive and negative biases	
Reading the organisation – the influencers, the networks and the dynamics	
Having a positive impact	
Insight into your emotions impact on your performance	
Turning conflict into agreement	
Bringing out the best in others	
Bringing people together to get the job done	

Why is emotional intelligence important for managers?

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Think of someone you consider to have high EQ – what behaviours or practices do they demonstrate?

Which of these could you develop more for yourself as a manager?

Self-awareness and Johari's Window

The Johari window is a technique that helps people better understand their relationship with themselves and others. It was created by psychologists Joseph Luft (1916–2014) and Harrington Ingham (1916–1995) in 1955.
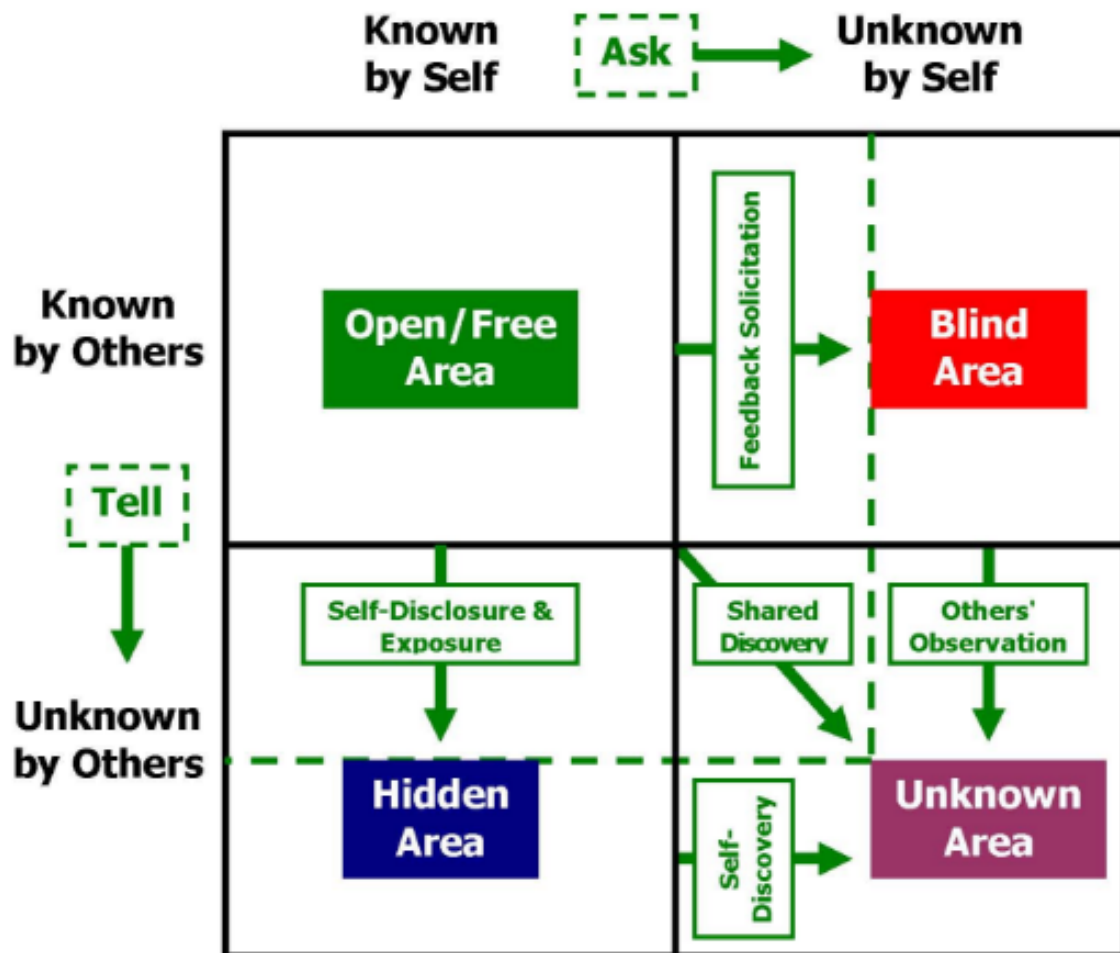
Raising awareness is the first step to raising capability…

- ✓ You can only change what you already know about yourself.
- ✓ Know more – you can change more.
- ✓ Ask for feedback – you know more.

Learning reduces your blind area
Sharing what you've learned reduces your **hidden area**
Doing both reduces your unknown area
How do we get others to give us feedback?

What can you do to get feedback on your blind area?

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What are your strengths and major skills?

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In your open area, what do you need to work on?

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What behaviours do you think might be in your blind area?

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Emotional Intelligence

Research has shown that the people who **really improve their EI** have some **surprising** things in common:
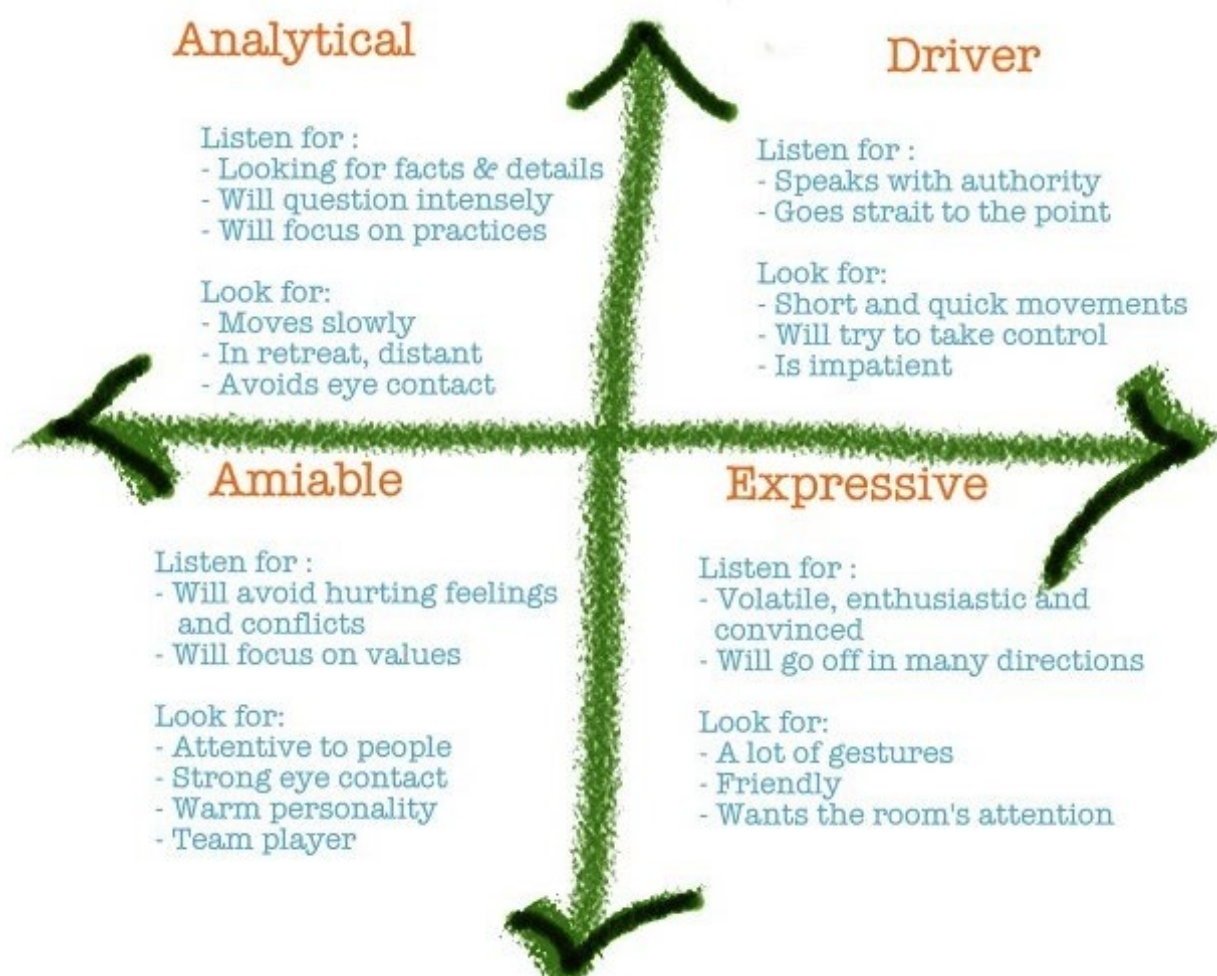
- ❖ They **don't bite off more than they can chew**

- ❖ They are **really clear about the payoff** – for them and others – if they change

- ❖ They **focus on their strengths** and make the most of them before looking at their weaknesses

- ❖ They are **feedback junkies** – tenacious about asking those around them how they're doing

Social styles

The social style model helps us to see that within a person's seemingly haphazard behaviour there is far more order than most people suspect. Much behaviour is habitual and fairly predictable. The patterns fall into two crucial dimensions – assertiveness and responsiveness. If you can learn to locate a person on these dimensions, you can determine their predominant social style.

Everyone will have one particular natural preference. There is no right or wrong style – they are just preferences. Our social or communication style is based on how other people perceive us, not on how we see ourselves: views may either match or conflict.

There are four social styles, **none of which is better or worse** than any of the other styles.

Analytical

Listen for :
- Looking for facts & details
- Will question intensely
- Will focus on practices

Look for:
- Moves slowly
- In retreat, distant
- Avoids eye contact

Driver

Listen for :
- Speaks with authority
- Goes strait to the point

Look for:
- Short and quick movements
- Will try to take control
- Is impatient

Amiable

Listen for :
- Will avoid hurting feelings and conflicts
- Will focus on values

Look for:
- Attentive to people
- Strong eye contact
- Warm personality
- Team player

Expressive

Listen for :
- Volatile, enthusiastic and convinced
- Will go off in many directions

Look for:
- A lot of gestures
- Friendly
- Wants the room's attention

Qualities of High Performing and Dysfunctional Teams

This is based on Patrick Lencioni's book, The 5 Dysfunctions of a Team.

High Performing Teams		Dysfunctional Teams
• High performance, team based results • Highly motivated team	**Results**	• Poor performance & results • High turnover
• Poor performers are managed & held accountable • Same standards for everyone	**Accountability**	• Missed deadlines & key deliverables • Poor performance is tolerated and creates environment of resentment
• Aligned on common objectives • Clarity on direction & priorities • Highly engaged team members	**Commitment**	• Ambiguous direction & priorities • Revisit discussions again & again • Absenteeism
• Confront problems & issues quickly • Develop practical solutions • Get input from team, minimal politics	**Conflict**	• Go around the problems • Do not confront touch issues • Lack of transparency drives confusion
• Safe environment to speak up • Team members help each other • Leverage strengths for the team	**Trust**	• Hesitate to ask for help • Conceal weaknesses from others • Dread meetings and avoid team

The Role of the Leader

Focusing on...	Results	Focus on Collective Outcomes
Embracing...	Accountability	Confront Difficult Issues
Achieving...	Commitment	Force Clarity and Closure
Mastering...	Conflict	Mine for Conflict
Building...	Trust	Be Vulnerable

Building Trust

The first requirement of a functional team is trust. Members of great teams trust one another on a fundamental, emotional level and are comfortable being vulnerable with each other about their weaknesses, mistakes, fears, and behaviours. They get to the point where they can be completely open with one another, without filters.

Describe the environment when there is:

An Absence of Trust	Trust in Abundance

Teams that lack trust:

- conceal their weaknesses and mistakes from one another
- hesitate to ask for help or provide constructive feedback
- don't offer help to people outside of their own areas of responsibility
- jump to conclusions about the intentions and aptitudes of others without attempting to clarify them
- fail to recognize and tap into one another's skills and experiences
- waste time and energy managing their behaviours for effect
- hold grudges
- find reasons to avoid spending time together

As a leader, how can you build an atmosphere of trust?

Members of trusting teams:

Attribute	Your Team Assessment
Admit weaknesses and mistakes openly	
Ask for help	
Accept questions and input about their areas of responsibility from others	
Give one another the benefit of the doubt before arriving at a negative conclusion	
Take risks in offering feedback and assistance	
Appreciate and tap into one another's skills and experience	
Focus time and energy on important issues, not politics	
Offer and accept apologies without hesitation	
Look forward to meetings and other opportunities to work as a group	

Leadership style for a high performing team

10 Key HPT Leadership Characteristics:

1. Role models trust and vulnerability

2. Competent in allowing Conflict to be resolved

3. Role models healthy conflict and debate

4. Uses adult-to-adult style of management

5. Able to facilitate groups to closure

6. Comfortable holding self and others to account

7. Recognises that mistakes are valuable learning opportunities

8. Able to use the 'delegation' style from Situational Leadership

9. Gives praise to the team, and recognises both results and contribution

10. Is an authentic self (people see consistency of word and deed)

My Self-Assessment:

Your Action Plan:

What are 2 or 3 things that you're doing well right now in building relationships?

_____

_____

What 2 or 3 things you would like to improve in your relationships at work?

_____

_____

List one specific thing that you will apply from this module.

_____

_____

Follow-up tips:

1. Discuss your learning with your manager and team members
2. Identify your strengths
3. Identify areas for development
4. Choose one or two specific actions
5. Use the "Rule of 2" - Review your progress in 2 days, 2 weeks and 2 months
6. Ask your manager for support and guidance
7. Find a mentor/Coach

Notes

Resources – Self-leadership

Daniel Goleman - Emotional Intelligence: Why it Can Matter More Than IQ

Emotional Intelligence: How Good Leaders Become Great
https://www.youtube.com/watch?v=HA15YZlF_kM

Ovans, A. How emotional intelligence became a key leadership-skill, HBR, 2015.
https://hbr.org/2015/04/how-emotional-intelligence-became-a-key-leadership-skill

Goleman, D. What makes a leader, HBR, 2004.
https://hbr.org/2004/01/what-makes-a-leader

Goleman, Boyatzis, McKee Primal Leadership: Learning to Lead with Emotional Intelligence, January 1, 2004.

Simon Sinek: If You Don't Understand People, You Don't Understand Business
https://www.youtube.com/watch?v=llKvV8_T95M

Simon Sinek: Why good leaders make you feel safe
https://www.ted.com/talks/simon_sinek_why_good_leaders_make_you_feel_safe

The power of vulnerability, Brene Brown
https://www.ted.com/talks/brene_brown_on_vulnerability

Want to Lead? Learn to Ask the Right Questions
http://bigthink.com/think-tank/want-to-lead-learn-to-ask-the-right-questions

Business Insider: The 7 Types Of Power That Shape The Workplace
http://www.businessinsider.com/the-7-types-of-power-that-shape-the-workplace-2013-7?IR=T

French and Raven's Five Forms of Power
https://www.mindtools.com/pages/article/newLDR_56.htm

A Step-By-Step-Guide-to-Influencing-Effectively by Deborah Dally and Lois Burton
http://www.deborahdalley.com/publications/a-step-by-step-guide-to-influencing-effectively/