PRINCIPLES OF LEADERSHIP

CST 6935
BUILDING RESEARCH SKILLS
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There is a huge literature base that encompasses the practice of leadership. Leadership has been defined as a highly dynamic relationship between an individual and other members of a group in a specific environment.
• What really matters is not so much the traits of a leader but the kinds of things he or she DOES.
• Leadership is a process that encompasses the behavior of the leader, the behavior of the followers, and the environment of the situation.
Studies of leadership behavior have often focused on two dimensions. One dimension is focused on achievement of some specific group goal and the other is focused on the maintenance or the enhancement of the group.
Many terms have been used to describe these dimensions. The famous Ohio State Leadership Studies called these Initiating Structure (task-oriented) for the first dimension and Consideration (relationship-oriented) for the second dimension.
Military and public education studies have often showed that leaders who score high in both of these dimensions are very effective.
However, studies have also shown that the situation has an important effect also on which leadership style may be most effective at any one time.
For example, the Hersey and Blanchard’s Situational Theory of Leadership states that an important contribution of leadership is the level of maturity (not age but to the task) of group members is a critical factor in the situation that determines the effectiveness of a leadership style.
• When the maturity level is low (ie. the skill and willingness to set high but realistic goals and the skills and willingness to take responsibility for the achievement of the goals), the effective leadership style should emphasize task and place less emphasis on relationship. The leader sets the goals and supervises the work closely.
As the group becomes more and more mature, the leader focuses on high task, high relationship; then high relationship, low task, and finally low relationship and low task such that the group now is fully delegated the responsibility of the task at hand.
• Maturity of the group and change of leadership style must occur in an incremental sequence of steps over time. If the group flounders at any point, the leader reverts back only as far as needed to restart the group’s learning and maturation.
• As James McGregor Burns said, “To control things---tools, mineral resources, money, energy, is an act of power, not leadership, for things have no motives. Power wielders may treat people as things. Leaders may not.”
Attributes of Leadership
Contributed by Dean Petersen, College of Public Health (Slides 13-32)

• Having a vision of the future
• Effectively expressing your ideas to various audiences using a variety of methods
• Garnering support and commanding resources to support your ideas
• Developing and shepherding your ideas into successful policies, programs, and services
Attributes of Leadership

• Knowledge of the big picture and how various disciplines, entities, etc interrelate
• Strategic thinking, planning, and quality improvement skills
• Personal and professional leadership at the team, organization, community and societal levels
Attributes of Leadership

- Ability to foster partnerships that maximize achievement of goals
- Effective negotiation, mediation and conflict resolution skills
- Strong interpersonal and communication skills
Having a Vision

- Vision: something seen otherwise than by ordinary sight (as in a dream); a vivid picture created by the imagination; unusual wisdom in foreseeing what is going to happen; something seen, esp a lovely sight
- Visionary: DREAMER (impractical)
- Where we wish to be no matter where we are now
Effective Expression of Ideas

• A vision cannot begin to be realized if you cannot express your vision to others
• The audiences may be as diverse as your professional colleagues, elected officials, corporate and community leaders, your target population, or the public at large
• You must be able to express yourself to each and all of these diverse audiences and gain their acceptance and support of your ideas
Developing and Shepherding Ideas

• The vision will not be realized if there is not a plan behind it
• You must be able to translate the vision into logical, manageable steps that can be understood and approached methodically
• You must be able to maintain the energy to nurture this plan along, step by step as tedious as it may be
Tip . . .

• Celebrate EVERY accomplishment however small
• Acknowledge the efforts of others, no matter how small
• Keep the focus on the vision
• Keep expressing the vision, particularly as it will become clearer to others over time
Personal and Professional Leadership at all Levels

• Again, leadership is not defined by an organizational chart but by those qualities that attract other people: vision, integrity, positive outlook, humor, persistence, inclusiveness, communication

• Leaders emerge at all levels, in teams, in organizations, in communities and in society at large
Fostering Partnerships

• Visionary leaders instinctively understand the power of coalitions and partnerships in approaching their ultimate goals.

• Because success is dependent not only on money but on the buy-in and support of stakeholders (community, corporate, political), it is critical that partners be identified and cultivated, obvious and not hidden.
Negotiation, Mediation

- Work toward the achievement of a vision often invites negativism, cynicism and opposition
- The ability to resolve conflicts, to negotiate and to mediate may spell the difference between success and failure: at the level of the team, the organization or the community
Interpersonal and Communication Skills

• Strong interpersonal skills are essential as are good communication skills in multiple formats for different audiences
  – Written and verbal
  – Media
  – Policy/legislative
  – Corporate
  – Community
Leadership Skills

- Leadership also entails the willingness to take risks, “to boldly go . . .”
- How you handle risk affects your professional and personal growth
- Risk involves exposing yourself to discomfort or loss for the sake of moving beyond your present limitations
Risk-taking = Change-ready

• Common traits of “change-ready” people
  – Resourceful
  – Optimistic
  – Adventurous
  – Driven
  – Adaptable
  – Confident
  – Tolerant of ambiguity
Change-ready: Resourceful

- See more than one way to achieve a goal
- Create new ways to solve old problems
- Every problem has a solution
- Discover innovative ways to deal with change
- Challenge the status quo
Change-ready: Optimistic

- Positive view of the future
- Recognize opportunity and possibility
- Optimism is highly contagious
- Enthusiastic and positive about change
- Though, if overly optimistic, may lack creative thinking skills
Change-ready: Adventurous

• Inclination to take risks
• Desire to pursue the unknown
• Loves a challenge – hates repetition
• Walks the path less taken
• Proactive
• Though, if overly adventurous, may have a tendency to be reckless
Change-ready: Driven

• Combination of physical energy and mental desire – passionate
• Undaunted and determined
• Though, if overly driven, may be bullheaded or obsessed
Change-ready: Adaptable

- Flexible and resilient
- Not wedded to specific outcomes
- Capacity to rebound from adversity
- Nimble and quick-thinking
- Though, too adaptable may indicate a lack of commitment or stick-to-itiveness
Change-ready: Confident

- Handle whatever comes your way
- Strong sense of self-esteem
- Unafraid of failing
- Though, over-confidence may indicate a cocky, know-it-all attitude and a lack of receptivity to feedback
- You want to be confident without being arrogant
Change-ready: Tolerant of Ambiguity

• Ability to deal with uncertainty
• Values educated guesses and hunches
• Comfortable dealing with issues when answers are not clearly spelled-out
• Though, too much tolerance of ambiguity may indicate difficult finishing tasks and making decisions
• What about leadership skills related to Research?
  – We will discuss fully in the section on Research Integrity and Compliance.
  – PI leadership skills are as follows:
Leadership of a Principal Investigator (PI)

• Primary individual in charge of and responsible for activities on a sponsored project

• Responsible for:
  – The overall scientific, fiscal, and administrative conduct of the project.
  – Meeting the terms and conditions of the award.
  – Representing the project to the sponsor.

Refer to: http://www.research.usf.edu/files/training/ResearchRoles&Responsibilities.xls#PIIA3
Other responsibilities include:

- Developing and submitting the research proposal.
- Participating in awareness and certification programs required by the University.
- Adhering to all regulatory requirements.
- Disclosing all related financial interests and informing other key personnel of their obligation to do so.
- Obtaining necessary reviews & approvals.
- Managing the award budget (reviewing monthly financial reports and ledgers to monitor encumbrances and expenditures, and initiating budget transfer requests as appropriate).
- Complying with USF effort reporting & outside activity policies.
- Retaining the scientific data garnered from the research project.

Refer to: [http://www.research.usf.edu/files/training/ResearchRoles&Responsibilities.xls#PI1A3](http://www.research.usf.edu/files/training/ResearchRoles&Responsibilities.xls#PI1A3)
• THANK YOU!!!