

# 2.4

## Leadership



<p><b>Goal</b></p>	<p>The aim of this course is to bring the topic of leadership closer to PhD students (especially different approaches to leadership) so that they know what to notice, what to appreciate and what to avoid, either towards others or when they themselves act in this role (coordinating teams, working with students on school, etc.).</p> <p>The training covers skills of various contemporary approaches to leadership (transitional, transactional, facilitative, “followership”, etc.) and focuses on communication and soft skills. Students get opportunity to discuss, exercise, and experiment during workshops, games, exercises. It examines whether an introvert scientist can be a good leader and what she/he needs to know to be one. It gives students the necessary insight into the topic, which they can use when they themselves need to act as leaders (team coordination, etc.).</p>
<p><b>Format</b></p>	<p>Training — online/offline</p>
<p><b>Recommended duration</b></p>	<p>6 hours</p>
<p><b>Content of the training activity</b></p>	<p><b>Topic 1: Various approaches to leadership (1/3)</b></p> <ul style="list-style-type: none"> <li>● 5 leadership practices (J. Kouzes and B. Posner)</li> <li>● Situational Leadership model (Hershey, Blanchard, Johnson)</li> <li>● Leader’s roles in 55 life phases of the organization (A. Ward)</li> <li>● Lead like the great conductors (Itay Talgam)</li> </ul> <p><b>Topic 2: Characteristics of a good/bad leader (1/3)</b></p> <ul style="list-style-type: none"> <li>● Whom I consider to be the best leader for me? What are my preferences?</li> <li>● What was my worst experience with the person who was expected to lead me?</li> <li>● What is my advantage then I am in position of the leader? What do I have to learn in this area?</li> </ul> <p><b>Topic 3: Situations from practice (1/3)</b></p> <ul style="list-style-type: none"> <li>● Critical feedback (rules for giving and getting feedback,</li> <li>● How to disagree/refuse the ideas/proposals of the other person (Acceptable “NO”)</li> <li>● Leading in case of mixed roles (sources of conflict, intrinsic motivation)</li> </ul>
<p><b>Expected learning outcomes</b></p>	<p>After taking this training activity, the PhD student should be able to:</p> <ul style="list-style-type: none"> <li>● know different leadership styles and know which of them they prefer</li> <li>● know their strengths and weaknesses (from a leadership perspective)</li> <li>● know how to lead a group where people are equal, but also groups with mixed roles</li> <li>● be able to give and receive critical feedback and know how to politely disagree with people or how to reject them</li> </ul>
<p><b>Link to career opportunities in life-sciences</b></p>	<p>The training enables PhD students to learn about a wider range of ways of leading groups (while coordinating teamwork, giving instructions, evaluating projects, giving feedback), from which they can choose the ones that suit them best and which they want to practice themselves.</p>

<b>Sector specifics to be considered</b>	In some cases, the group requires a different leadership style than the person prefers or has tried. Despite preference or preparation, it will sometimes be necessary to adapt and do what has a chance to succeed and be effective.
<b>Recommended further steps</b>	<ul style="list-style-type: none"> <li>● A list of recommended literature (an option for those who are interested in the topic)</li> <li>● Tracking new trends in this topic and subsequent trainings</li> <li>● Creating opportunities to test these skills in practice</li> </ul>
<b>Trainer/facilitator qualification</b>	The trainer should have extensive experience in leading people in different conditions (individuals, groups, more and less cooperative collectives, long-term and short-term cooperation, colleagues and strangers, linear and hierarchical relationships, multicultural groups, etc.).

### Recommendations and suggestions for course/activity setup and methods used:

<b>Course/activity set-up and methods used</b>	<b>Duration</b>	<b>Activity description</b>
	15 min	Introduction + initial brainstorming — As a researcher, what does leadership mean to you? In what situations do you encounter it (that someone leads you or that you lead someone)?
	20 min	Theory — a bit of history. Jim Kouzes and Barry Posner (searching for the characteristics of the “ideal leader”, 5 leadership practices), situational leadership model, leader’s roles in 5 life phases of the organization.
	20 min	Introductory questions in small groups (discussion) — Can a leader be a friend, or should there be a distance? Is it good to be directive when one is supposed to lead others?
	25 min	Video (TED Talk, Itay Talgam: Lead like the great conductors) — selected parts followed by a conversation about different leadership styles and their dis/advantages.
	15 min	Theory — intrinsic motivation, causes of conflict, recommendations for giving feedback.
	30 min	Roleplay (preparation, playing, feedback) — three situations (critical feedback, how to refuse proposal of the other person, leading in case of mixed roles)
	30 min	Short videos from different parts of the world and life situations and/or examples from pop culture — discussion of what is good (bad) practice in terms of leadership and feedback.
	10 min	Wrap-up and final reflection.
<b>Recommended number of participants</b>	Min: 6 Max: 20	

<b>Forms of active engagement</b>	<p>Brainstorming, individual work, discussion in groups, video evaluation, roleplay</p> <p>The training purposefully approaches the topic of leadership on a wide range of examples — from experts who dealt specifically and in detail with this topic through an orchestra conductor to random people and situations from life. The goal is to show the characteristics of “good leader” not only on people who are leaders at first glance, but also on people whom we would not guess as leaders at the first moment. The training also works purposefully with a wide range of methods — it provides some basic factual data and methodology, but also works with individual work, with discussion in small groups, with videos, etc. Alternation of methods helps to bring the topic closer to a wider audience (the topic has a chance to reach more people — those who like theory but also practice, those who like the written word but also those who prefer audio-visual stimuli etc.).</p>
<b>Follow-up activities/ Take home messages</b>	<p>Participants may be asked to identify examples of good/bad leadership after gaining new knowledge and insights in the training. It is enough for them to look at articles, billboards, pop culture (movies, series) from a different (new) point of view within a day or two after the training.</p> <p>Another possible assignment for participants: to give feedback to someone after the training. It may be related to their work, but they can easily start in an informal environment. Let them try to praise someone, evaluate something and give someone critical feedback.</p>
<b>Training handouts</b>	<p>Presentation, videos.</p>
<b>Reflection questions</b>	<ul style="list-style-type: none"> <li>● Which approach to leadership is closest to you and why?</li> <li>● What do you like about people you consider to be leaders? On the contrary, what hinders you?</li> <li>● What do you think you are a good leader at? What do you need to improve on? How do you achieve this?</li> <li>● What activities are not a problem for you (as a leader)? On the other hand, which responsibilities in the position of leader you don't like? How do you manage them?</li> <li>● When you are going to give feedback to someone, what is important to think about (before, during and after the feedback)?</li> </ul>
<b>Venue requirements</b>	<p>NO</p>
<b>Technical and material requirements</b>	<p>If the training is online: nothing special (a platform allowing screen and sound sharing). If the training is offline: computer, projector, speakers.</p>
<b>Resources to explore</b>	<p>Suggestions for videos to be used:</p> <ul style="list-style-type: none"> <li>● <a href="http://www.ted.com/talks/itay_talgam_lead_like_the_great_conductors">www.ted.com/talks/itay_talgam_lead_like_the_great_conductors</a></li> <li>● <a href="http://www.youtube.com/watch?v=feDJ3zL23qw&amp;feature=emb_title">www.youtube.com/watch?v=feDJ3zL23qw&amp;feature=emb_title</a></li> <li>● Chris Moore, The Mediation Process — Causes of conflict</li> <li>● Andrew Ward, The Leadership Lifecycle — Leader's roles in 5 life phases of the organization</li> <li>● James M. Kouzes and Barry Z. Posner — The Leadership Challenge</li> </ul> <p>TED Talks regarding feedback and leadership, for example:</p> <ul style="list-style-type: none"> <li>● <a href="http://www.youtube.com/watch?v=FQNbaKkYk_Q">www.youtube.com/watch?v=FQNbaKkYk_Q</a></li> <li>● <a href="http://www.youtube.com/watch?v=wtI5UrrgU8c">www.youtube.com/watch?v=wtI5UrrgU8c</a></li> <li>● <a href="http://www.youtube.com/watch?v=qp0HIF3Sfl4">www.youtube.com/watch?v=qp0HIF3Sfl4</a></li> </ul>
<b>Additional tips</b>	<ul style="list-style-type: none"> <li>● Instead of a lecture, prefer training (a lot of active involvement of participants).</li> <li>● Alternate the type of activities (so that everyone can find something that is close to them and to keep the attention of the participants).</li> <li>● You should prepare more activities than you will actually use (so that you can flexibly adapt to what kind of group you have, what the mood is, how much energy they have, etc.).</li> </ul>