

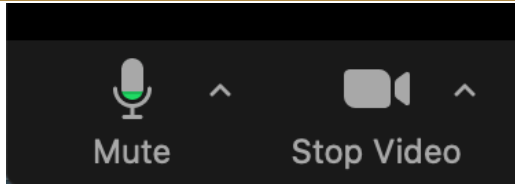
# ONE HEALTH— LEADERSHIP AND MANAGEMENT PROGRAMME

## Effective Leadership Week 4 Webinar 4 – 28<sup>th</sup> October 2020

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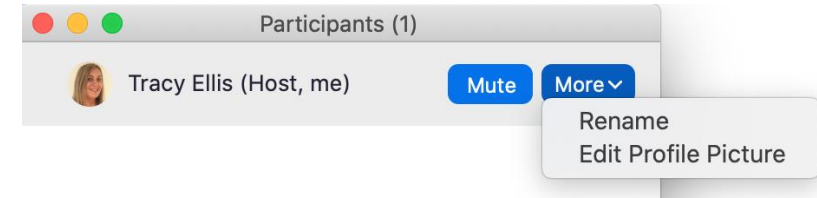


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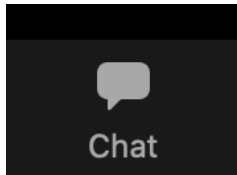
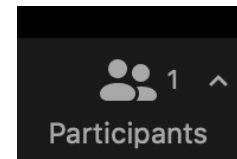


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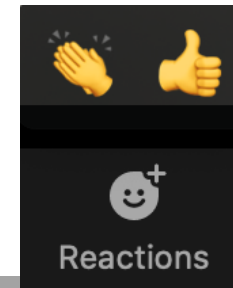
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# Effective Leadership

## LEARNING OBJECTIVES

- Understand the differences between leadership and management
- Be aware of some key leadership theories
- Understand various leadership styles and to consider what your preferred or default style may be
- Know what the key attributes and competencies of effective leaders are and how they can influence others within a work setting



# EFFECTIVE LEADERSHIP

## WEBINAR CONTENT

- Leadership vs Management
- Theoretical Frameworks
- Leadership Styles
- Trust
- Contemporary Motivational Theory
- Leading and Managing Remotely
- Managing Your Manager
- Influencing Skills
- Academic Leadership/Leadership Challenge

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# Leadership

Inspires a shared vision

Enables others

Acts as a trail-blazer

Encourages both the head  
and the heart

Inspires trust

Acts authentically. Is their  
own person and uses their  
own values

Asks 'what' and 'why'

Has a long-range  
perspective

Acts as an innovator

Challenges

Transforms

Focuses on people

Focuses on doing the right  
thing

Is committed to the cause

Gives purpose and  
meaning

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Implements and maintains  
Focuses on systems and  
structure  
Controls  
Imitates  
Complies: Is a good soldier  
Asks 'how' and 'when'

Adopts a short-term view  
Completes transactions  
Brings order and  
co-ordination  
Focuses on doing things  
right  
Focuses on performance  
Provides stability and  
supports the status quo  
Accomplishes tasks  
through others



# Leadership vs Management

- American researcher Michael Maccoby (2000) has argued that leadership is a *relationship* between leader and followers and management is a *function* that must be carried out in any organisation.
- Peter Drucker (1909-2005) “**Management** is doing things right; **leadership** is doing the right things.”



# In conclusion.....

- Leadership can be summarised as a relationship where one individual influences others towards the achievement of a goal or purpose
- Management can be summarised as the act of getting people together to accomplish desired goals and objectives using available resources efficiently and effectively





# Definitions

- “an interpersonal process through which a leader directs the activities of individuals or groups towards the purposeful pursuance of given objectives within a particular situation by means of communication” (Gerber *et al.*, 1996, p.343)
- “a relationship through which one person influences the behaviour of others” (Mullins, 1999, p.253)
- “ the ability to influence others to act toward the attainment of a goal” (Hellriegel *et al.*, 2004, p.286)
- “Leadership means... The understanding and sharing of a common purpose — without that there can be no effective leadership” (Adair, 2003, p.97)
- “Management is the process of making things happen. Managers define goals, determine and obtain the resources required to achieve the goals, allocate those resources to opportunities and planned activities and ensure that those activities take place as planned in order to achieve predetermined objectives.” Armstrong (2016, p. 28)



# IN SUMMARY

- **Leadership** can be summarised as a relationship where one individual influences others towards the achievement of a goal or purpose
- **Management** can be summarised as the act of getting people together to accomplish desired goals and objectives using available resources efficiently and effectively



# Leadership Theories



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# Leadership: Theoretical Frameworks

- The qualities or traits approach
- The functional or group approach
- The approach which sees leadership as a behavioural category
- The leadership styles approach
- The situational approach and contingency models
- Transformational vs Transactional leadership
- Inspirational leadership

(Mullins 2010, p376)



# LEADERSHIP STYLES

- **Autocratic:** leaders have a lot of power over their people
- **Bureaucratic:** leaders follow rules rigorously, and ensure that their people follow procedures precisely.
- **Charismatic:** leaders inspire enthusiasm in their teams and are energetic in motivating others to move forward
- **Democratic/Participative:** Democratic leaders make the final decisions, but they include team members in the decision-making process. They encourage creativity, and team members are often highly engaged in projects and decisions.
- **Laissez-Faire:** This French phrase means "leave it be," and it describes leaders who allow their people to work on their own.
- **People/Relations-Oriented:** leaders are totally focused on organising, supporting, and developing the people on their teams.



# LEADERSHIP STYLES

- **Servant:** This term, created by Robert Greenleaf in the 1970s, describes a leader often not formally recognized as such. When someone at any level within an organization leads simply by meeting the needs of the team, he or she can be described as a "servant leader."
- **Task:** Task-oriented leaders focus only on getting the job done and can be autocratic. They actively define the work and the roles required, put structures in place, and plan, organize, and monitor work.
- **Transactional:** This leadership style starts with the idea that team members agree to obey their leader when they accept a job. The "transaction" usually involves the organization paying team members in return for their effort and compliance.
- **Transformational:** Transformational leaders are inspiring because they expect the best from everyone on their team as well as themselves. This leads to high productivity and engagement from everyone in their team.



# LEADERSHIP STYLES: Authentic Leadership

## Authentic leaders:

- are self-aware and genuine
- Trust creates a firm foundation in terms of leading others
- are mission driven and focused on results
- lead with their heart, not just their minds
- focus on the long-term



# Trust: The foundation of effective leadership





# What is Trust?

- Trust means confidence. The opposite of trust is suspicion. When you trust people you have confidence in them. When you distrust them you are suspicious of them – of their integrity, their agenda, their capabilities or their track record.
- Four decades ago 60% of the British population believed other people could be trusted, in 2005 it was down to 29% (David Halpern, 2005)



# WHO ARE WE INCLINED TO TRUST?

## We are not inclined to trust people...

- Who we experience as selfish and self-absorbed
- Who do not demonstrate an interest in the needs of others
- Who are not willing to accept responsibility for their actions
- Who gossip/talk about others behind their back
- Who blame others without looking at their role in the experience
- Who make snap judgments and draw conclusions before hearing all the information
- Who are not open and receptive to the ideas and views of others; people who consistently feel that they know all the answers and their way is the only way and the right way
- Who change the rules all the time
- Who are inconsistent in their behaviour so we don't know what to expect from one interaction to the next
- Who distort the truth by omitting information for their own purposes.



# WHO ARE WE INCLINED TO TRUST?

## **We are inclined to trust people...**

- Who are self-aware
- Who take responsibility for their role in the relationship
- Who demonstrate that they consider the best interests of others, rather than just themselves
- Who do what they say they will do
- Who practise the values they tell us are important to them
- Who are willing to recognise and consider both sides of the story
- Who listen and respond to our needs and interests
- Who are willing to think about what they have to give as well as what they hope to receive.



# A lack of trust slows things down

- When Trust is low, Speed goes down and cost goes up
- Trust is the hidden variable in organisational success
- Organisations that foster trust are more profitable
- Trust in management is the most valued determinant of job satisfaction



# How do you know trust has broken down in the workplace?

People may-

- Be less engaged, less committed and more cautious and sceptical
- Resist volunteering for assignments
- Be talking about others behind their backs
- Feel discomfort about something you've said or done
- Feel caught in the middle of office politics or co-workers' interpersonal conflicts
- Be just going through the motions
- Miss work or often arrive late



# Rebuilding trust in 7 steps

- Observe and acknowledge what happened
- Provide people with non- threatening environments in which to express their feelings and begin to work through them
- Get and give support
- Help people to see the bigger picture, such as the business reasons behind a set of decisions
- Hold yourself accountable and also help others take responsibility and hold themselves accountable too.
- Forgive yourself and others
- Let go and move on



# Self-Determination Theory (SDT)

- Self-Determination Theory: This contemporary model of motivation developed by Deci and Ryan, is an important tool for leaders and managers to have in their toolkit. This model consists of three elements:
  - **Mastery:** People have an innate desire to do the best they can when carrying out tasks/their role as such are driven by learning new/different skills to be competent and successful.
  - **Purpose, Connection or Relatedness:** People have an innate need to have a meaningful sense of purpose and have a sense of belonging and attachment to other people.
  - **Autonomy:** People need to feel trusted and in control of their own behaviours and goals.



# Leading and Managing Remotely

- Watkins (2013) identified 10 basic principles for making virtual teams effective:
- - Get the team together (face to face) early on and reconnect regularly as much as possible thus helping foster relationships and building trust
  - Be clear about work processes, clarifying who does what when
  - Be clear about how the team will communicate
  - Make best use of collaborative technologies e.g. Zoom, MS Teams, Google Meet
  - Use collaborative technology to hold regular meetings
  - Agree on a shared language if the team is multinational
  - Encourage informal interactions





# Managing Your Manager

- **1. Be a problem solver, not a problem creator.** Problems will always be with us, but sometimes the easiest way to solve a problem is to first stop participating in it. A good problem solver is someone who doesn't create drama or adds to the crisis. Work to never bring a problem to your boss without at least one good strategy for dealing with it. At the heart of great leadership and successful management is being the best problem-solver you can be.
- **2. Stay calm even when everything around you is in a state of chaos.** When everything is falling apart and breaking down, the last thing you want to do is lose your cool. It is easy to be great when things are calm but if you truly want to stand out, the smart thing is to learn to be calm in the chaos. When everybody else is losing their temper or showing their irritation, the smartest thing to do is to keep your reaction level-headed and reasonable.
- **3. Don't blame others but always hold yourself accountable.** Your life, your business, your reputation are all what you make them. Don't blame others if you mess up or fail. Instead, demonstrate your accountability with a summary of what you did wrong, what can be done to make it better, and how you will prevent it from happening again. Accountability is increasingly rare, which makes it even more valuable.
- **4. Set up healthy boundaries.** It's easy to fall into the trap of thinking that your boss wants 100 percent of your every waking moment, but setting up reasonable boundaries shows that you're smart, you know how to take care of yourself, and you're willing to be assertive. Don't justify, rationalize, or apologize--just set your boundaries calmly, firmly and respectfully.
- **5. Never make excuses.** It's normal to want to get yourself off the hook, but the fact is that excuses don't work and they make you look bad. At the end of the day, nobody cares about excuses. Minimize your damage by being responsible and owning your own problems as you work to do better.
- **6. Make your boss look good.** No one has ever made themselves great by putting someone else down. Especially if your boss is doing badly, do what you can to help shore things up. When you make them look good, you invest in a critical relationship and make yourself look even better in the process.
- **7. Be a consistently positive force.** Discipline yourself to seek the positive in every situation. Think, speak, and act with positivity. When everyone else is complaining about an unreasonable restriction, find the work-around. It makes you a valuable team member and sets you apart.
- In short, treat your relationship with your boss as you would any other important relationship in your life. Invest time, energy, and creativity into making them happy, show your best self as much as possible, and create the habits in yourself that cultivate trust



# Influencing Skills

- **1. CREATE RAPPORT**

- Create rapport with the person you are trying to influence – it may sound like common sense but if they like and trust you there is a greater possibility that you will be able to persuade them

- **2. LISTEN**

- Listen and show you are listening. If someone feels valued they are more likely to be persuaded to your point of view

- **3. ASK THE RIGHT QUESTIONS**

- Use questioning techniques to lead people towards the answers you want

- **4. BE AWARE OF BODY LANGUAGE**

- Mirror the other person's body language to create better rapport

- **5. SELL THE BENEFITS**

- Sell the benefits of your argument to the other person and try to see your position from their perspective

- **6. BE RELAXED**

- A relaxed and natural demeanour is more likely to achieve a successful outcome rather than an emotional or demanding approach. Demonstrating a natural confidence will help to persuade others that your ideas are good

- **7. INVEST YOUR TIME**

- Influencing isn't a quick fix. It can take time to develop empathy and awareness but you are more likely to get what you want if you play a long game



# Leadership: some evolving themes/styles

- Shared/distributed leadership
- Leader-member exchange (LMX)
- E-leadership
- Leading in a VUCA world
- Coaching Style of Leadership
- Positive Psychology and Leadership



# DO'S AND DON'T'S OF LEADERSHIP

- Do...
- **Invest in knowing yourself** – leaders who have a clear knowledge of self do better than their counterparts who lack self-knowledge. It is important to know what drives your engine and what you bring to this world to contribute meaningfully. This requires all leaders to be able to answer the question, “What is my purpose in life?” Your contribution should not stop within your organisation but should extend in areas of your life towards creating a better world and contributing to the greater good. Effective leadership is more about *being* who you are, not just *doing*. *“We can’t lead others if we can’t lead ourselves nor can we lead ourselves if we don’t know ourselves”*
- **Understand how you impact on others** – most leaders are aware of what they are good at and equally so, what they are bad at. What is seldom known when doing what we are good at or bad at is how it affects or impacts others. Effective leaders are aware of the impact they have on others through their actions or lack of actions. Leaders’ actions either lead to higher employee engagement or disengagement, hence leaders need to be intentional with their actions at all times.



# DO'S AND DON'T'S OF LEADERSHIP

- Do...
- **Make time to think** – Warren Buffett and Charlie Munger, owners of Berkshire Hathaway, have made it a habit to schedule thinking time in their diaries without compromising this important task. No wonder they experience the success that they do. Quality thinking is in the minority in business today because most leaders value doing, rather than thinking. To be effective as a leader you need to slow-down and think more before doing because quality thinking leads to quality actions.



# DO'S AND DON'T'S OF LEADERSHIP

- Do...
- **Read rigorously and let go of old ways** – It is said that, “*Leaders are readers*”. To lead effectively requires that we open ourselves up to the unknown and learn new ways (practices and tools) that will urge us to do things differently to create the results we desire. The better the mental models we hold, the better the decisions we make in these turbulent times.
- **Spread the energy of optimism** – effective communication remains the challenge of many leaders to move people to act in ways that takes the organisation forward. Effective leaders have learnt the value of communicating consistently and constantly to inspire their teams and infuse them with the optimism that gives energy to engage meaningfully with the business objectives. Leading by example by living the organisational values is the greatest way to spread the energy of optimism within the organisation. The old analogy still holds true today “*monkey see, monkey do*”. Teams will always do what their leaders are doing irrespective of what they say, so to spread the energy of optimism, let your behaviour be the loudest tool you use to communicate.



# DO'S AND DON'T'S OF LEADERSHIP

- Do not:
- **Assume you know** – Otto Schamer in his book, *'Theory U'* highlights the three stages of creating high-performing individuals and organisations alike. He says we need to have an *Open Mind, Open Heart and Open Will*. Assumption remains one of the hindrances in effective communication or getting the best from teams. Being an effective leader requires an ability to unlock people's potential by engaging in new unfamiliar ways. For that to happen we need to assume less about people and ask relevant questions to gain knowledge. Be willing to suspend what you think you know to listen attentively to your people. You will be surprised by what they know and how much you can learn.
- **Blame others** – According to Dr Brené Brown, a research professor at the University of Houston [Graduate College of Social Work](#), blame is defined as *a way to discharge pain and discomfort*, which means one who is blamed has a need to self-preserve from the discomfort and pain that's being directed towards them. This results in poor collaboration, low trust between individuals and teams, lack of accountability and ownership. Effective leaders engage in ways that lead to the truth without *discharging pain and discomfort* to others. We need to develop relationships of trust if we are to navigate our organisations into stable waters. When people feel safe (not blamed) they tend to trust and cooperate with each other to do amazing things. Effective leaders have learnt to engage teams in a manner that fosters trust and cooperation.





# DO'S AND DON'T'S OF LEADERSHIP

- Do not:
- **Micromanage your people** – Many studies have shown that what motivates people beyond money are autonomy, mastery and purpose. Giving people room to do what they need to do with clear guidelines, boundaries and expectations results in amazing things happening, whereas micromanaging people lowers creativity, innovation and perhaps engagement. Leaders need to learn to let go and trust more.





# DO'S AND DON'T'S OF LEADERSHIP

- Do not:
- **Always give instruction and engage/ by engaging** – If commitment, ownership and accountability is what leaders are looking for from their employees, then coaching should become the default behaviour rather than giving instructions. Engage individuals to understand by listening to their views, rather than to manipulate.
- **Hold experience in high esteem over learning** – The value of experience is untold; however, as the context of work changes, new experience is needed and that will mean letting go of the old to learn new ways to gain new relevant experience. Going back to Brian Eagar's comment, leaders need to learn to be comfortable to take old lenses off and try new lenses to create sustainable results.
- **The longer we hold on to what was once good**, the longer we will remain prisoners of the past. Effective leadership has a lot to do with being courageous and to be courageous one has to embrace the power of vulnerability, letting go of egos. As Ghandhi said "*...We need to be the change we hope to see in the world.*"



# Academic Leadership

## Vision and Goals

- 1. Establish a stable, shared long-term vision and a common sense of purpose
- 2. Identify what is happening to, or affecting, results (teaching, research, productivity)
- 3. Set clear, short-term achievable goals
- 4. Ensure flexibility in all levels of planning
- 5. Consider views of stakeholders and partners
- 6. Ensure plans start with understanding performance relative to institutional purpose
- 7. Ensure staff embrace institutional aims & culture (vision, goals, understand the system)
- 8. Get people to measure performance relative to aims in teaching, research and enterprise
- 9. Advocate good governance: institutional, departmental, academic, and in complex projects
- 10. Ensure congruency between plans, action on the ground, and results



Leadership Capabilities for Higher Education adapted from Black, Groombridge & Jones (2011)

# Academic Leadership

## Hands-on Leadership

- 11. Be orientated towards 'hands-on' management, working with staff
- 12. Possess highly developed academic and/or operational skills appropriate to the institution
- 13. Be able to prioritise the work by asking key questions
- 14. Know people's strengths; channel their energy and passion to maximum effect
- 15. Understand cultural differences and manage people's expectations and views sensitively
- 16. Check results with staff and empower them to get the job done
- 17. Involve the people doing the work in data analysis, decisions and implementing changes
- 18. Place responsibility and control of information in the hands of people who do the work
- 19. Ensure that an understanding of what matters to teaching & research steers people's work
- 20. Have two-way communication meetings, with an emphasis on clarifying, testing & listening
- 21. Ensure managers lead; spending time with staff, listening to concerns and enabling contributions



# Academic Leadership

## Improvement and Learning

- 22. Give people the opportunity to ask for training and provide it on a just-in-time basis
- 23. Be receptive to (and seek out) alternative solutions
- 24. Enable staff to challenge, share and learn from mistakes, without fear
- 25. Expect, and support staff, to strive for-high standards
- 26. Expect the institution (and its needs) to evolve through time
- 27. Understand risk factors and make suitable contingencies
- 28. Judge the system rather than people; manage morale, celebrate success, learn from failures
- 29. Improvements are guided by understanding student, research & process performance, not arbitrarily defined targets
- 30. Recognises the difference between neglect and lack of capability (training, experience, resources)
- 31. Allow people doing the work freedom to experiment with method to improve performance



# Academic Leadership

## Work Details and the Big Picture

- 32. Focus both internally and externally, understanding intra- and inter-organisational dynamics
- 33. Know the institution's sphere of influence and identify the solvable problems
- 34. Establish budgets and a clear fund-raising strategy (grants, fees, philanthropy, sponsorship)
- 35. Examine financial and non-financial measures; which predict and cause institutional results
- 36. Base information, technology and resource needs on how they help people's core work
- 37. Create attitude of co-operation with external partners, sharing information to improve work
- 38. Anticipate unexpected outcomes
- 39. Be prepared to seek specialist advice from external sources
- 40. Integrate management flexibility alongside professional and academic rigour
- 41. Determine whether data on staff, communities or society would be useful to the institution

## One Health Leadership Programme



# The Leadership Challenge

The results of a study (Kouzes & Posner, 2002) showed that people preferred the following characteristics, in order:

- |                    |                     |
|--------------------|---------------------|
| 1) Honest          | 11) Cooperative     |
| 2) Forward-looking | 12) Determined      |
| 3) Competent       | 13) Imaginative     |
| 4) Inspiring       | 14) Ambitious       |
| 5) Intelligent     | 15) Courageous      |
| 6) Fair-minded     | 16) Caring          |
| 7) Broad-minded    | 17) Mature          |
| 8) Supportive      | 18) Loyal           |
| 9) Straightforward | 19) Self-controlled |
| 10) Dependable     | 20) Independent     |



# The Leadership Challenge

Five actions that Kouzes and Posner identify as being key for successful leadership:

**Model the way** - Modelling means going first, living the behaviours you want others to adopt. This is leading from the front. People will believe not what they hear leaders say but what they see leader consistently do.

**Inspire a shared vision** - People are motivated most not by fear or reward, but by ideas that capture their imagination. Note that this is not so much about having a vision, but communicating it so effectively that others take it as their own.

**Challenge the process** - Leaders thrive on and learn from adversity and difficult situations. They are early adopters of innovation.

**Enable others to act** - Encouragement and exhortation is not enough. People must feel able to act and then must have the ability to put their ideas into action.

**Encourage the heart** - People act best of all when they are passionate about what they are doing. Leaders unleash the enthusiasm of their followers this with stories and passions of their own.



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