



Commonwealth Scholars Training

# Leadership models and decision making

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AccessEd

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# Welcome to today's workshop



## Zoom Housekeeping:

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- Please ensure you are muted if you are not speaking to the group.
- We will pause for questions as we go.
- If you have a question as we go, please use the chat function.
- If you are having connectivity issues, please try turning off your camera during the presentation. These can be turned on during discussion sections.
- For breakout groups, we encourage use of your camera if possible please!
- If you have any technical issues please privately message Hannah in the chat for her help.

# AccessEd: Who are we?



- AccessEd is a non-profit organisation committed to supporting postgraduate researchers in their professional development and university access programmes to increase social impact globally.
- AccessEd has expertise working with international students and social enterprises, as well as delivering courses in transferable skills for the 21st century. AccessEd bridges the gap from education to the professional and public sectors.



# Introduction to your trainer

Nicola Vermooten



Registered as an Industrial Psychologist in South Africa, with experience in training and development.

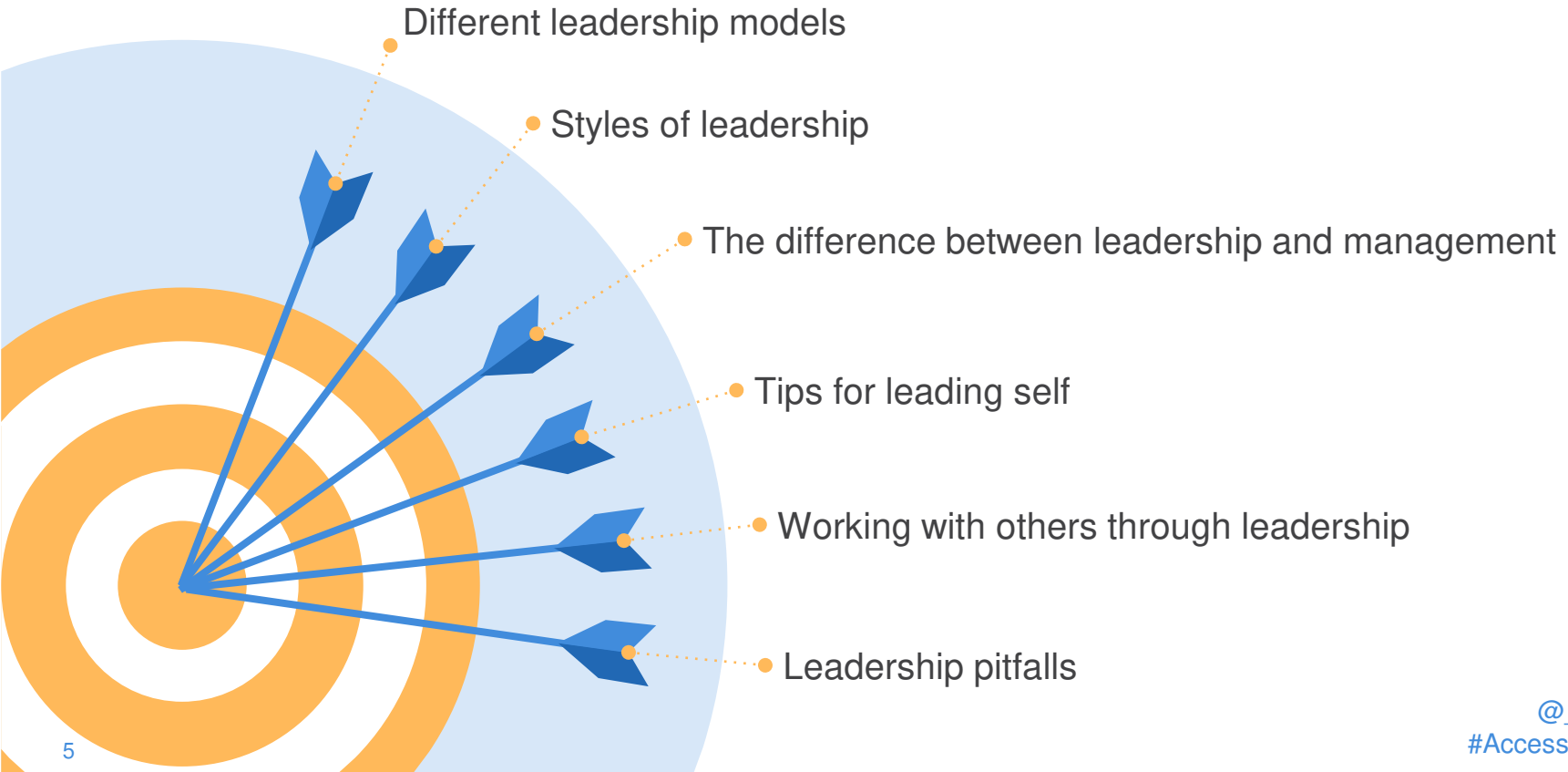
Holds a PhD in Industrial Psychology.

Has worked in the education sector, both nationally and internationally.

# Session learning outcomes



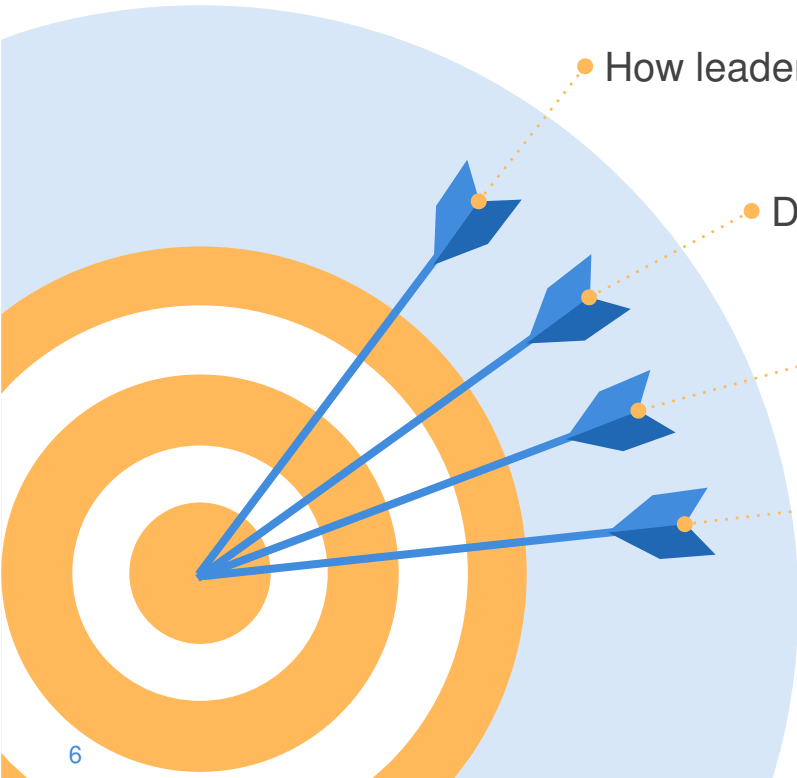
## Understanding of:





# Session learning outcomes

## Practical experience in:



- How leadership models play out in real life scenarios
- Determining personal leadership style
- Identifying leadership pitfalls
- Using the G.R.O.W model for yourself and others in decision making

# Why leadership models and decision making training?



**This training is good for researchers who:**



Want to understand different leadership models



Want to understand and know how to apply different leadership styles

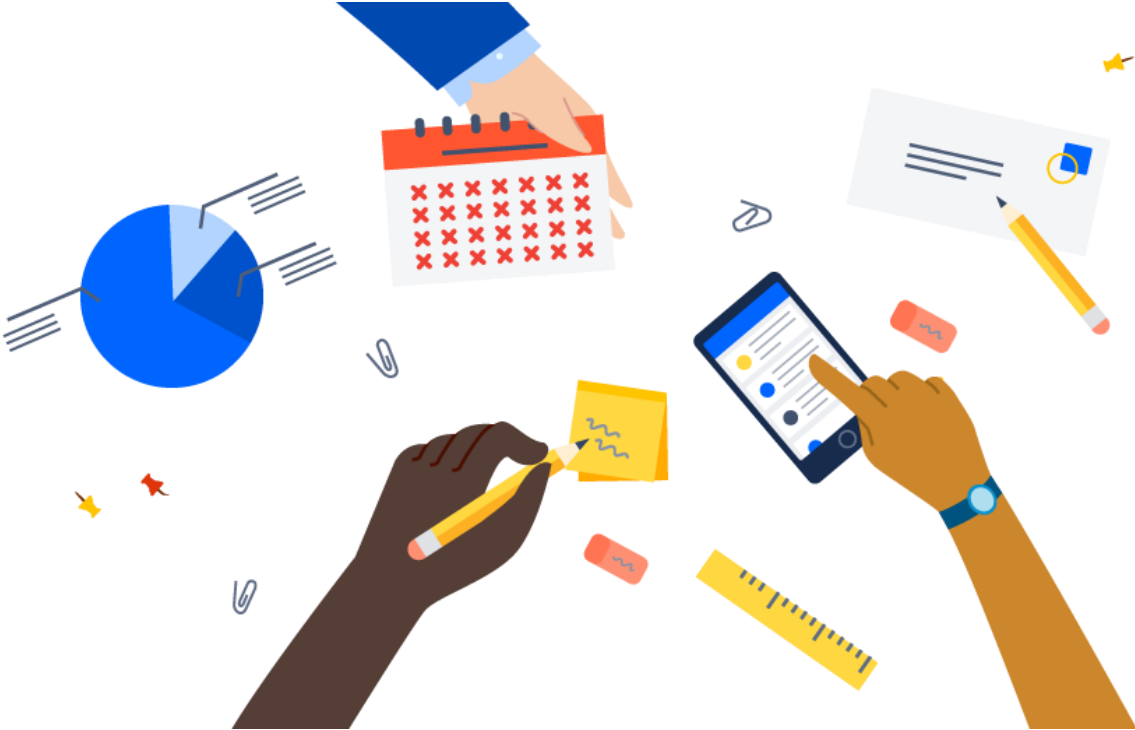


Want to understand how to be a leader and support good leadership in their work even when not in a formal leadership position



Want to know how to develop their own leadership style

# Ice breaker







# Leadership

## Definitions and models



# What is leadership?

## Leadership is...

- 1 Performing one or more acts of leading
- 2 Affecting human behaviour so as to accomplish a mission
- 3 Influencing a group of people to move towards a common goal of people and organisations
- 4 Encouraging and helping others to work enthusiastically towards objectives



# Trait vs behaviour theory



1

There are several different theories that can be applied to leadership

2

In oldest theories of leadership are two camps known as **trait theory** and **behaviour theory**

3

Trait theory states that leaders have inborn traits

4

Behavioural theory rejects inborn virtues of leaders and states that leaders can be trained

4

Behaviour theory more common now, alongside other models we'll cover



# Leadership models: 8-theory approach

<b>1</b>	<b>Democratic Leadership</b>	“What is your opinion?”
<b>2</b>	<b>Autocratic Leadership</b>	“Do what I tell you”
<b>3</b>	<b>Laissez-Faire Leadership</b>	“Whatever you think is best”
<b>4</b>	<b>Strategic Leadership</b>	“Let’s change the world”
<b>5</b>	<b>Transformational Leadership</b>	“Leave your comfort zone”
<b>6</b>	<b>Transactional Leadership</b>	“Work on your goals”
<b>7</b>	<b>Coach-style Leadership</b>	“Try this”
<b>8</b>	<b>Bureaucratic Leadership</b>	“Follow the rules”

# Breakout room activity: Leadership models



Each person in the breakout room gets assigned one of the different 8 leadership styles from previous slide.

Scenario is presented to researchers.

Each researcher talks through what their approach to dealing with the situation would be in their leadership style.

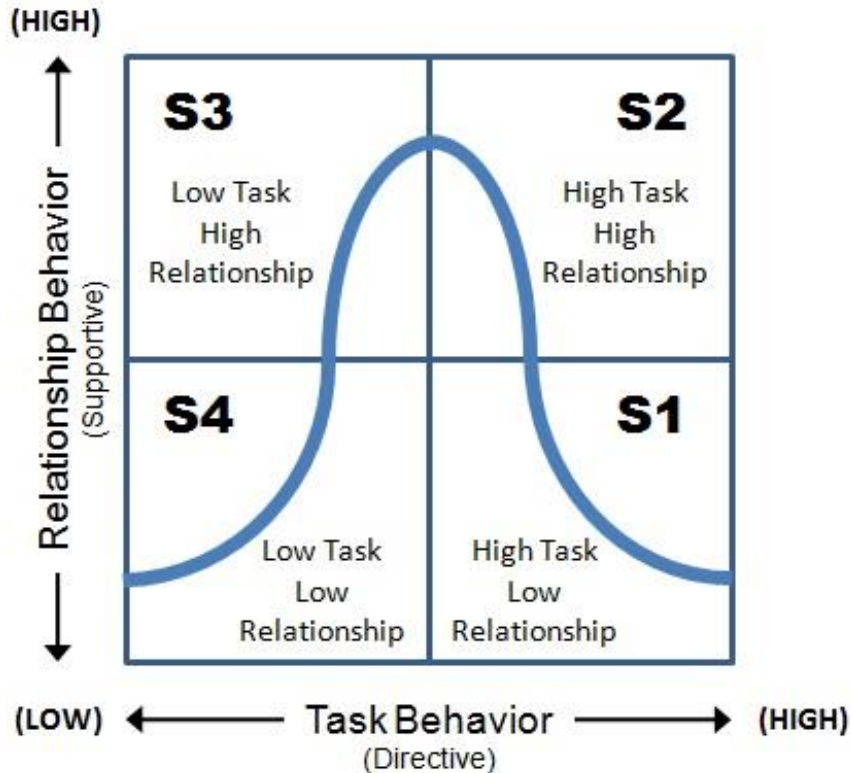


# Leadership models: Situational Leadership Model (SLM)



## The Hersey Blanchard Situational Leadership Theories

- 1 S1 - Directing
- 2 S2 - Coaching
- 3 S3 - Supporting
- 4 S4 - Delegating



# Group discussion



Based on the quiz, what leadership style do you tend to have?

Can you share an example with the group of when this has worked well, or maybe where it was not effective?

Think of times you've been in a team, leading a project or a formal work role.



# Leadership context: adapting your style to the situation



- Your leadership style may be flexed depending on the situation
- The best leaders will be aware of the context and situation and match their style accordingly

## Tips for matching style to situation – questions to ask yourself to guide your approach:

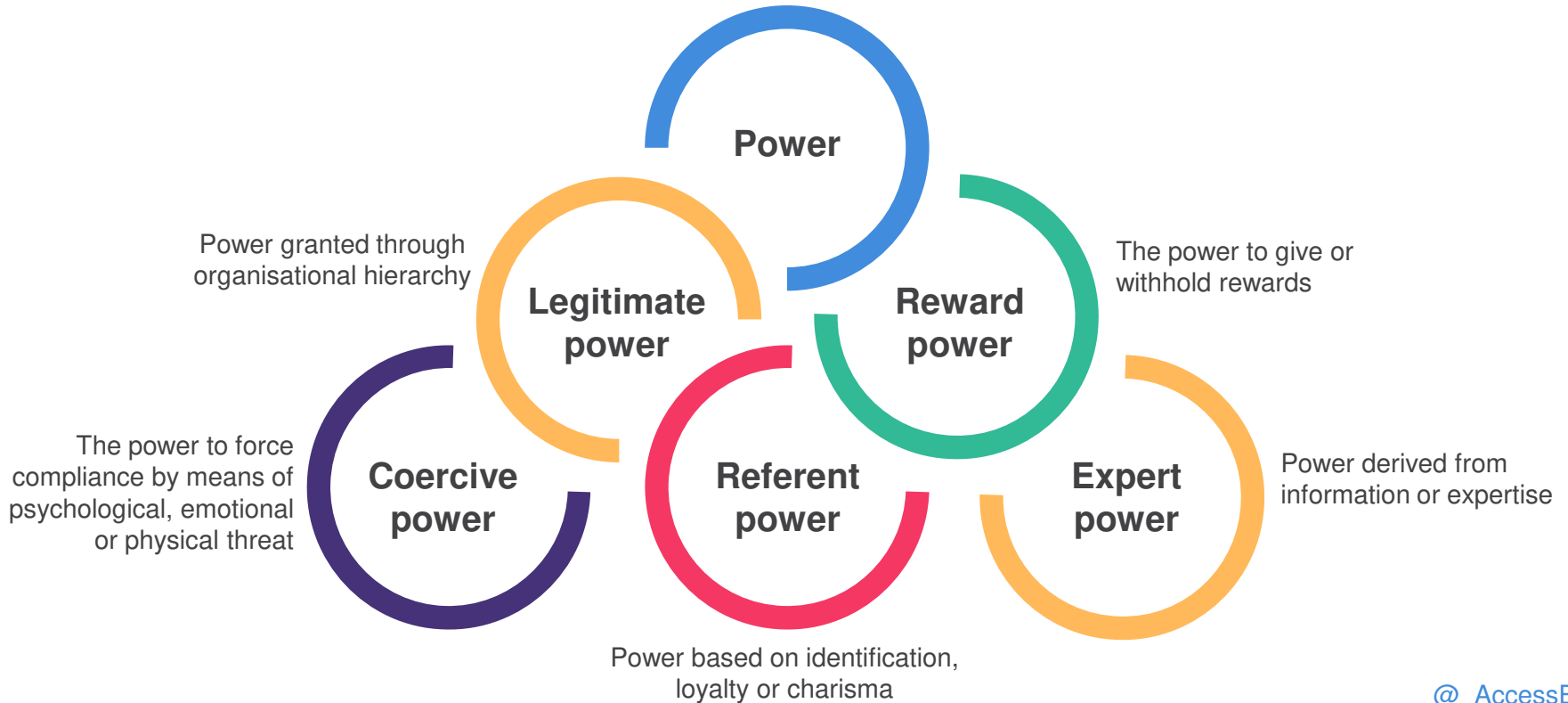
- Who has the information. Is it you, another person, or the whole team?
- How well are team members trained?
- How is experienced with the task at hand? What expertise will you draw on?
- How much time is available?
- What is the nature of the task: structured, unstructured, complicated or simple?
- Are relationships based on respect and trust, or do you need to work to earn trust?
- Are there conflicts to consider?



# Leadership and power



The ability to affect the behaviour of others



# 4 dimensions of relational work



How can you use this as a leader with your team?

Enables you to observe what motivates the people you work with

Notice the gaps that may be in your team

Bring someone on board who is a good fit

Match roles and tasks to the right person

## Influencers:

- Persuasive
- Use their network
- Engage in negotiation
- Build a team around them
- Make strategic connections

## Relational creativity individuals:

- Are able to motivate others to act
- Use ambiguity to find opportunity
- Focus on relationship building



## Interpersonal facilitators:

- Sense emotions and motivations
- Help people cope with issues and conflict
- Try to align team member values
- Tend to work from behind the scenes

## Team leaders:

- Successful in interactions with others
- Enjoy working with others to achieve goals
- Interested in both people and process

# Leadership is distinct from management



Leadership	Management
Rely on influence	Rely on authority
Strategic thinking	Rational thinking
Asking people	Telling people
Inspirational, visionary	Methods, processes, calculations
Monitoring	Organisation
Pull-approach	Push approach



# Group discussion



Think about the leadership pitfalls:

Not making objectives clear

Avoiding conflict

Taking on unnecessary work

Lacking vision

Failing to understand what motivates

Not giving feedback



Where have you been in a situation that a leader maybe was having an issue with one of these, and how did it create a negative result?

**If you were the leader in the situation**, what could you have done differently?

**If you were a team member**, what could you have done differently to support a better result?



# “Leading” when not a Leader

Most individuals do not come into an organisation in a technical position of leadership or management, and instead show their leadership skills by how they:

- 1 Lead in situations without having a formal leadership remit
- 2 Manage upwards





# “Leading” when not a Leader

## Examples of leadership when not formally in a leadership role:

### Motivating:

Recognising that there are members of your team that don't buy-in to what has been assigned, so you bring together a conversation to discuss why it is important to the organisation and how it could be useful to their own roles.

### Vision:

Report back to funders on time with quality reports.

### Being accountable:

Taking the time to make sure a presentation going out looks as professional as possible and no errors, even when it was your colleague's job; finding a way to talk to them privately about building in time to do this next time, instead of flagging with your manager.

# What about managing upwards?



**“Managing upwards” means...**






Acting in a way that makes your manager or boss' job easier. It means you show proactiveness and anticipate what is needed in a situation; that you can be relied upon. It can mean, too, you are good at managing your colleagues to see they are too providing this support, which is a sign of a good future leader.





# What about managing upwards?

## Why is this important?

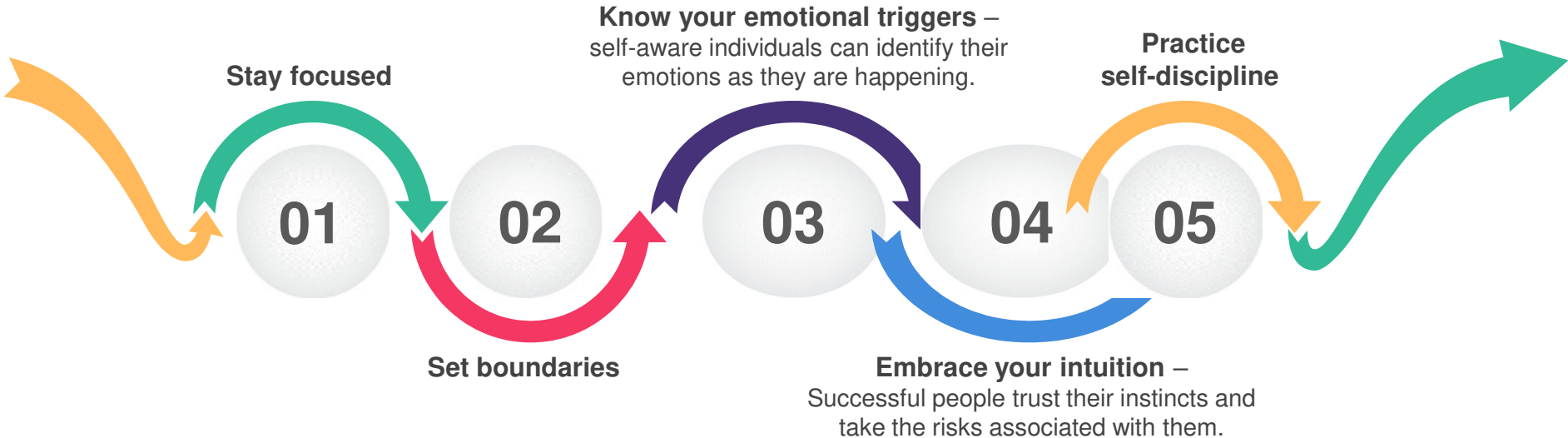
-  Most non-academic employment scenarios will expect this of you
-  It can reduce future work (what they'll ask you for anyway)
-  Every manager has pitfalls, and you will have to work with them and not against them – managing upwards can be an effective tool
-  It can help your boss see you understand the nature of what they do and recognise the stresses of their role, which can help you progress faster (e.g. promotions)
-  Even if you take issue with your boss' conduct, managing upwards effectively means better results for you, your team and the organisation – you become an asset to the wider organisation!



# Leading self



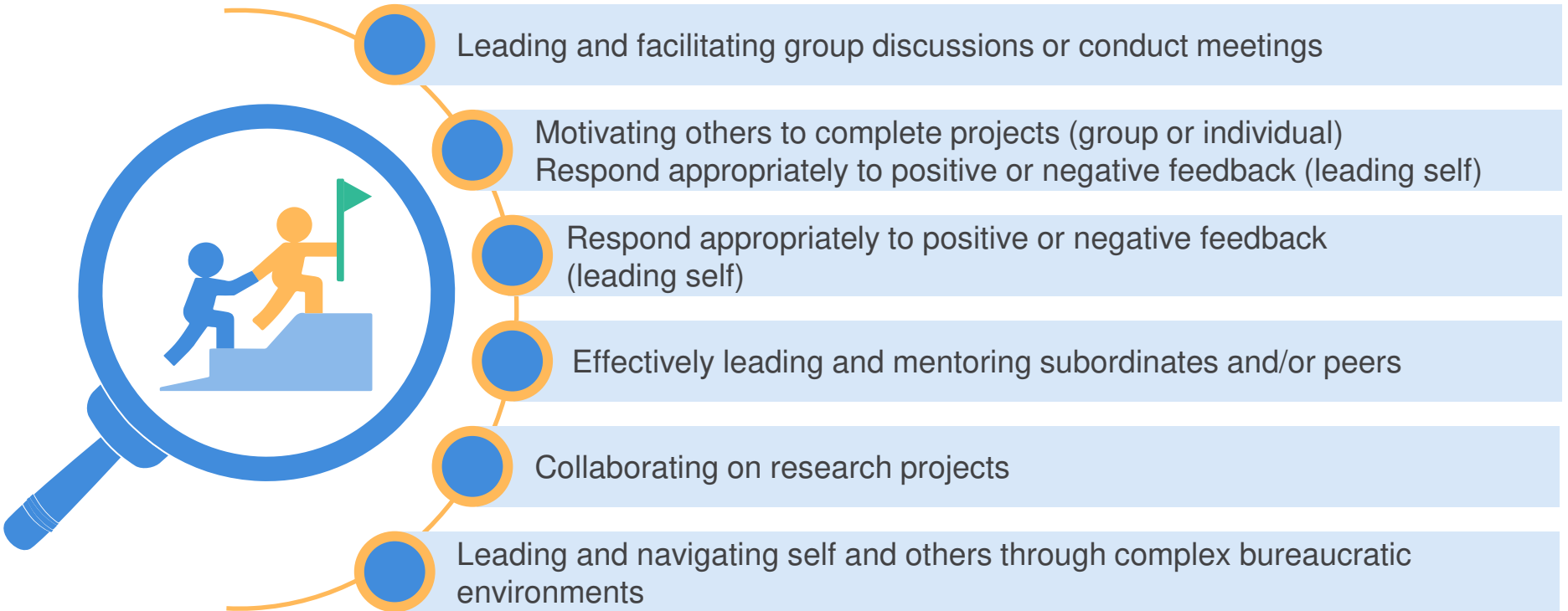
An important part of leadership – before and whilst leading others – is leading yourself.



# Leadership as a researcher



## Where will you encounter leadership skills during research?



# Transferrable leadership skills as a researcher



Setting purposeful goals but staying flexible in your approach



Consistently innovate and always be improving operational effectiveness



Care through listening; others have good ideas too



Analyse the talents of others to work strategically



# Summary: being an authentic leader

## Characteristics of an authentic leader:

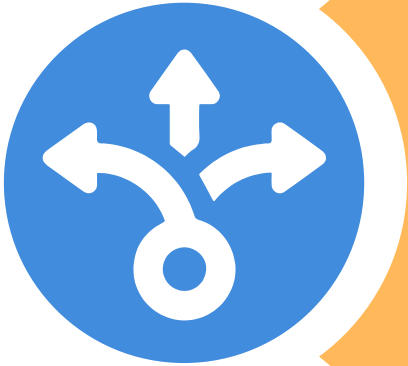




# Decision making in leadership



# Decision making: accountability



1

Being able to effectively make individual and group decisions is one of the primary actions

2

Often you might be in a non-leadership position but you can support good decision making

3

Every success, every mishap, every opportunity seized or missed is the result of a decision someone made or failed to make

4

Therefore effective leaders must be able to make important decisions in a timely fashion

# Decision making: an essential leadership skill



1

A crucial part of making decisions is being able to take responsibility for the resulting consequences of turning those decisions into actions

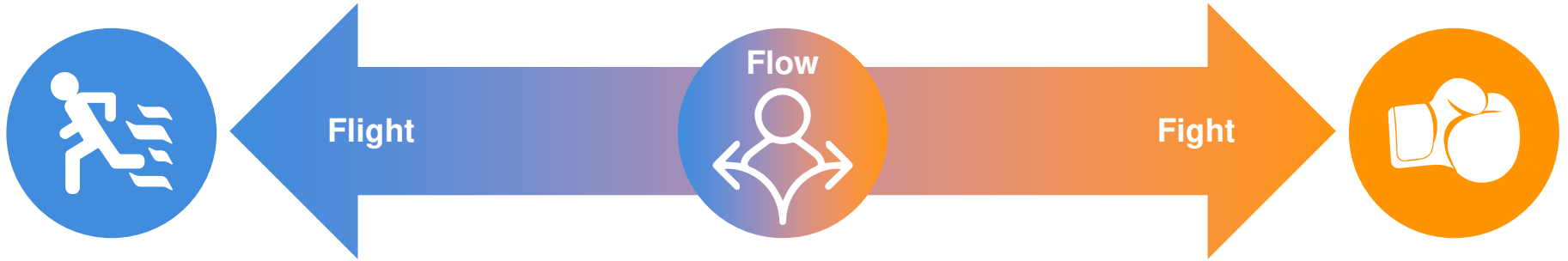
2

Some people don't like making mistakes, so they avoid problematic decisions. People often hope to avoid accountability from decisions that go wrong

3

However, an effective leader must not be afraid to accountable for all the decisions he or she makes, whether or not they turn out to be right or wrong

# Decision making: risk-tolerance continuum



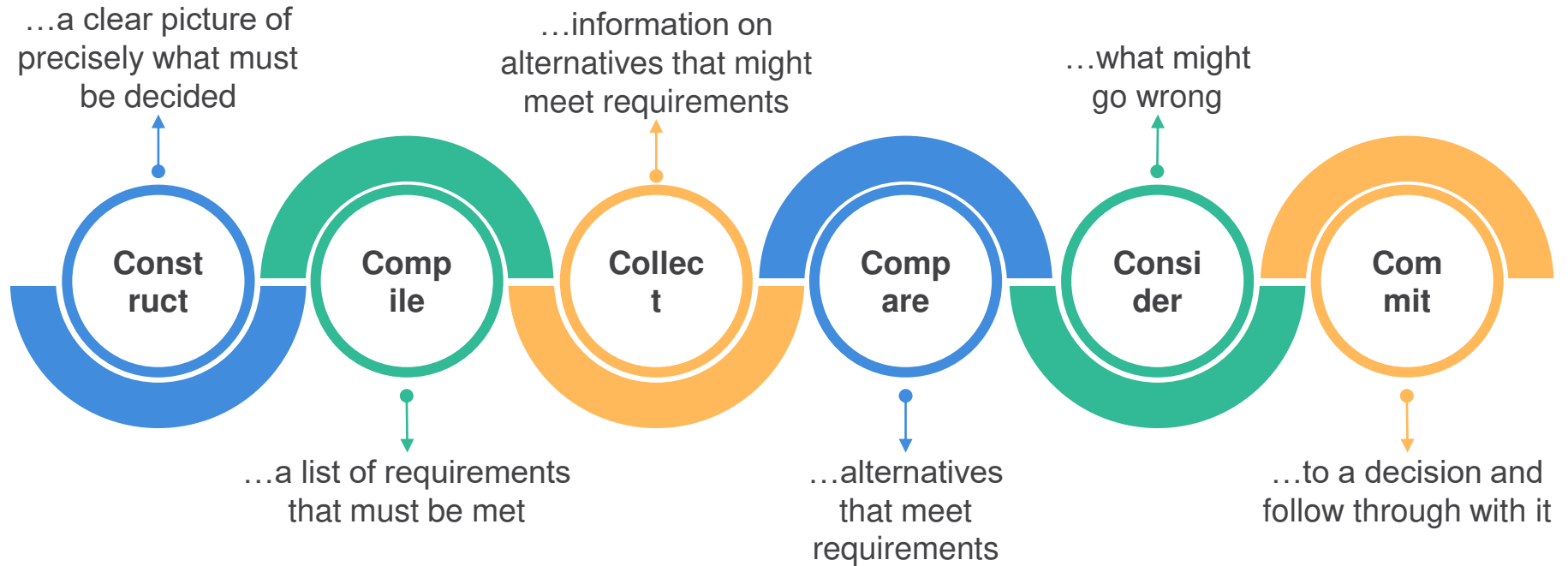
Avoiding risk, confrontation and change can lead to procrastination in decision making

A balance of the extremes based on experience is the best way to maintain balance

Seeing challenges in decisions without worrying about risk can lead to gut decision making



# Decision making: framework for effective decision making





# Decision making: inherent vs system traps

These decision making traps should be considered as part of leading yourself during your research and leading others as part of a team or in the workplace

## Personal

Trying to play it safe

Letting fears and bias affect your thinking and analysis

Getting lost in the minute

Seeking unanimous approval

Trying to make decisions which are outside your realm of authority

## System

Willing to begin with too little, or inaccurate working information

Failure to clearly define results you expect to achieve

Overlook viable alternatives

Spend too much time considering alternatives which have no realistic prospects



# Decision making: leading productive conversations

## G.R.O.W model.

Use this as a leader to have productive conversations with others to **help them make decisions** and help coach them

<b>G</b>	<b>Goal</b> – what do you want to achieve?
<b>R</b>	<b>Reality</b> – what is the reality now?
<b>O</b>	<b>Options</b> – what are their options for change?
<b>W</b>	<b>Way forward</b> – what are the next steps and concrete actions to take resulting from the conversation?

This can be used to:

Step through solving a problem for someone you are leading

Work through a tricky situation

Structure a 1-1 conversation

Remove elements that might make someone defensive

# Breakout room activity: G.R.O.W model



Go into break out rooms and practice using the GROW model using the following questions. One person to report back to the group on how this worked.



# G.R.O.W questions



## Use these questions to guide your conversation

Goal	Options
<ul style="list-style-type: none"><li>– What do you want to achieve?</li><li>– What is important to you right now?</li><li>– What would you like to get from the next 30 minutes?</li><li>– What areas do you want to work on?</li><li>– Describe your perfect world</li><li>– What do you want to achieve as a result of this session?</li><li>– What will make you feel this time has been well spent?</li></ul>	<ul style="list-style-type: none"><li>– What are your options?</li><li>– How have you tackled this/ a similar situation before?</li><li>– What could you do differently?</li><li>– Who do you know who has encountered a similar situation?</li><li>– Give me 5 options</li><li>– If anything was possible what would you do?</li><li>– What would your best friend /mother suggest?</li><li>– What else?</li></ul>
Reality	Way forward
<ul style="list-style-type: none"><li>– Where are you now in relation to your goal?</li><li>– On a scale of 1 -10 where are you?</li><li>– What has contributed to your success so far?</li><li>– What skills/knowledge/attributes do you have?</li><li>– What progress have you made so far?</li><li>– What is working well right now?</li><li>– What is required of you?</li></ul>	<ul style="list-style-type: none"><li>– Which options work best for you?</li><li>– What one small step are you going to take now?</li><li>– What actions will you take?</li><li>– When are you going to start?</li><li>– Who will help you?</li><li>– How will you know you have been successful</li><li>– How will you ensure that you do it?</li><li>– On a scale of 1 -10 how committed /motivated are you to doing it?</li></ul>

# Decision making: leading productive conversations



## I.C.E model

Use this as a leader to have productive conversations with others to work through issues

I	<b>Intellect</b> – Tell me more – what happened?
C	<b>Convert to</b> – What have you tried? What isn't working?
E	<b>Emotional</b> – How does this impact you on a personal level?

This can be used to:

Structure a 1-1 conversation

Show you care as a leader

Get feedback

Uncover the root cause of something

# Learning Portfolio reflections



As a group, discuss what have you learnt in relation to your Learning Portfolio aims?



# Interested in more?



## **Books:**

Start with Why (Simon Sinek)  
On becoming a leader  
(Warren Bennis)

## **Podcasts:**

TED radio hour  
The Growth Show  
The Carey Nieuwhof  
Leadership podcast

## **Blogs:**

Entrepreneur  
Harvard Business Review  
Lead Change Group

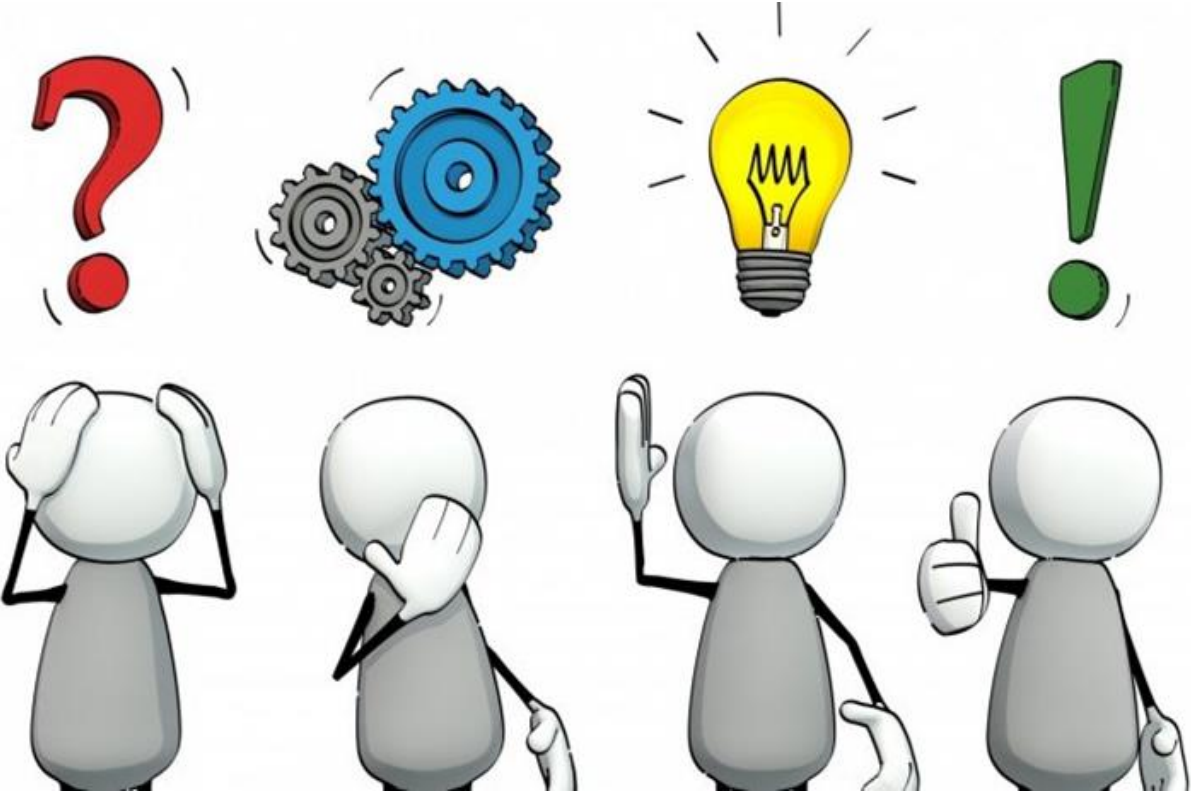
## **Look out for our future courses on:**

Writing and communicating in  
diverse environments  
Developing great professional skills  
Transitioning to a career: mapping  
opportunities





# Reflections





# Evaluation form

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