

Lesson 6: Team Management and Leadership

Keywords

- Management vs. Leadership
- Leadership theories (Situational, Transformational, Transactional)
- Models of effective leadership
- Personality types and leadership styles (MMDI™)

Learning Objectives

③ ⑦ ⑭



Go to the exercise

<https://learningapps.org/watch?v=p0cddrvkn22>

Go to video

https://www.youtube.com/watch?v=ruz_ZuzRDa8&t=2s

Managing a research project means collaborating with **different actors and teams**: the PI and his/her scientific team, the funding agency and its contact points, the consortium partners (in case of collaborative projects) and its management teams, the other institutional offices and divisions involved (such as Human Resources, Procurement, Financial, Open Access/Library, Data Protection Officer, etc.), as well as the RMA colleagues at the office/institution.

Working in a team is a crucial competence in project management, especially for an RMA.

An RMA can also coordinate efforts from the different actors involved in project management as well as in project implementation. This lesson is thus devoted to **leadership**.

Management and Leadership

Management and leadership roles are interlinked but are not the same. There are several **definitions** of leadership, but the following one provided by Steve Myers* clearly states their differences

(*citation from <https://www.teamtechnology.co.uk/leadership/management/definitions-of-leadership-and-management>):

- **Management** controls or directs people/resources in a group according to **principles or values that have been established**.
- **Leadership** is setting a **new direction or vision** for a group to follow, i.e.: a leader is a spearhead for that new direction.

To better understand such differences, you can see some examples of [Leadership without Management](#) and [Management without Leadership](#) and the article [Three Differences Between Managers and Leaders](#).

Leadership theories

Studies about leadership span for more than 100 years, with different concepts of leadership being debated through time and numerous models and styles being proposed by several authors. In this regard, **three seminal leadership theories** stand tall.

1. Situational Leadership Theory

Proposed by [Paul Hersey and Ken Blanchard](#) in the 1970s, this theory considers how effective leadership requires a rational understanding of the situation and an appropriate response, rather than a charismatic leader with a large group of dedicated followers. Its key principle is that there is no single *best* style of leadership. Effective leadership is thus **task-relevant**, and the most successful leaders are those who adapt their leadership style to the individual or group they are attempting to lead or influence, also taking into account the task, job, or function that needs to be accomplished.

2. Transformational Leadership Theory

Developed by Bernard M. Bass (1985) as an extended work of Burns (1978), transformational leadership and transactional leadership are part of the [Full Range Leadership Model](#). Transformational leadership models emphasize the **role model of a leader** who works with teams to identify the need for change, creating a vision to guide this change through **inspiration**, and executing transformation together with committed members of a group.

3. Transactional Leadership Theory

Focuses on the exchanges that occur between leaders and followers, where **leaders promote compliance** in followers through both rewards and punishments. Transactional leaders differ from transformational leaders because they don't inspire others; they **reward good work** or positive outcomes.

Different reviews and critiques of all three models can be found in the 2014 [Situational, transformational, and transactional leadership and leadership development](#).

Leadership models

Building from the Transformational Leadership Theory, Dulewicz & Higgs bring together, in their 2003 article [A new approach to assessing leadership dimensions, styles context](#), the latest thinking on **competencies**, **emotional intelligence** and **intellectual ability** with concepts of lead performance. Here, the authors identify the following **features of effective leadership**:

Key competences:

- **Envision** – the ability to identify a clear future picture, which will inform how people direct their efforts and utilise their skills.
- **Engage** – finding appropriate ways for everyone to understand the vision and provide their contribution.
- **Enable** – acknowledging the talent and potential of individuals and creating the environment in which these can be released.
- **Inquire** – being open to real dialogue with those involved in the organisation and encouraging free and frank debate on all issues.
- **Develop** – working with people to enhance their capability and help them make informed contributions.

Personal characteristics:

- **Authenticity** – being genuine and not attempting to 'play a role'; not acting in a manipulative way.
- **Integrity** – being consistent in what you say and do.
- **Will** – a drive to lead and a persistence in working towards a goal.
- **Self-belief** – a realistic evaluation of your capabilities and a self-conscious belief towards achieving required goals.
- **Self-awareness** – a realistic understanding of 'who you are', how you feel and how others see you.

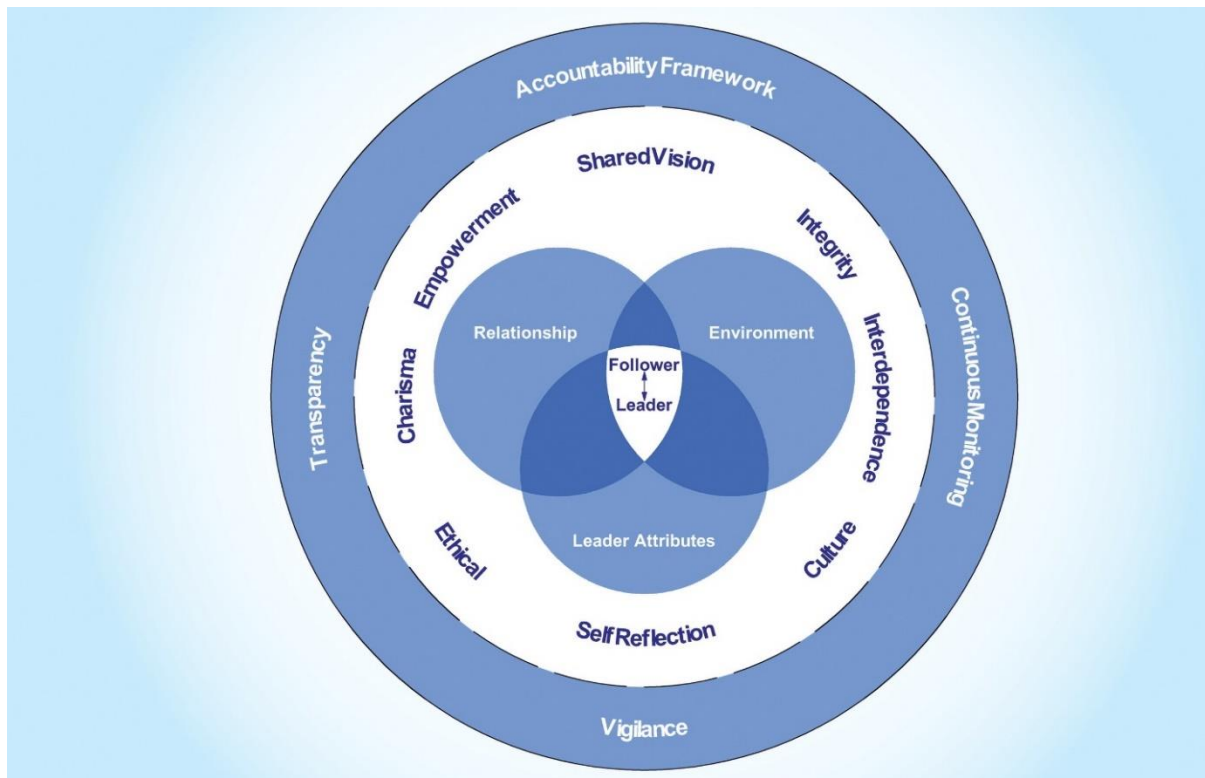


Figure 11 - Transformational Leadership Theory: what every leader needs to know
(Source: <https://doi.org/10.1016/j.mnl.2011.01.014>)

Personality types

Although the [latest studies](#) show that the composition of teams, in terms of personality profiles, does not seem to predict team development very well, the same findings suggest that the [Myers-Briggs Personality Types](#) (MBPTI) may be used as an instrument for **personal development** and as a vehicle for group members to gain a better understanding of each other.

The **Myers Briggs Personality Types** were developed by Katherine Briggs and Isabel Myers as an adaptation of **Carl Gustav Jung's theory of psychological types** from the 1920s. The assessment model started off with the goal of assisting women entering the industrial workforce for the first time. Since then, it was further developed and popularized and, from 1975 onwards, it has become the **best known and most used personality type assessment**.

In brief, the Myers-Briggs theory is based on **16 personality types**, which Jung viewed as **stereotypes**. Jung identified four preference points related to what type of person one prefers to deal with:

1. People and things (**Extraversion or E**) or ideas and information (**Introversion or I**).

2. Facts and reality (**Sensing or S**) or possibilities and potential (**Intuition or N**).
3. Logic and truth (**Thinking or T**) or values and relationships (**Feeling or F**).
4. A well-structured lifestyle (**Judgment or J**) or one that goes with the flow (**Perception or P**).

Related to these personality types, the same authors developed the [MMDI™ system](#), proposing **eight leadership styles** applicable to different situations, groups, or cultures.



Figure 2 – MMDI Leadership styles

(Source: <https://www.teamtechnology.co.uk/leadership/styles/>)

The eight leadership styles of the MMDI™ system are described below:

Participative leadership

Participative leaders achieve through people, teamwork and collective involvement in the task. They promote ownership amongst followers to make them feel jointly responsible for the decisions taken and the resulting achievements. Participative leaders make the group itself become the focus of the team, as the team members achieve through their **relationships and collaborative work**.

Ideological leadership

Ideological leaders achieve through the promotion of certain ideals and values. They are founded on a **strong belief system** that is shared by the group. Ideological leaders make the group focus on supporting those beliefs or advocating causes with which they are associated.

Change-oriented leadership

Change-oriented leaders achieve through the **exploration of new/better ways** of doing things or by trying to uncover the hidden potential in people, issues or situations. They promote change based on a better future (even if they don't know yet what lies ahead) and then **learn from experimentation** where that potential might lie. Initiatives that succeed are pursued further to uncover even more potential.

Visionary leadership

Visionary leaders develop an **astute sense of the unknown** and can often envisage, in general terms, the various ways in which the organisation might respond to future challenges and help position the organisation to meet those challenges. They present a vision, a **direction**.

Executive leadership

Executive leaders achieve through the introduction of a structure in the ways things are done, such as creating an organisational structure, naming processes and procedures, identifying skills/competencies of people involved, etc. Executive leadership can lead, directly and/or indirectly, to **development of a control structure** or a quality assurance process.

Theorist leadership

Theorist leaders try to **identify the best models** or explanations of how the organisation works and how it can improve its performance. They acknowledge the latest research about leadership theories and incorporate the winning ones into their understanding of how the organisation they are leading operates.

Action-oriented leadership

Action-oriented leadership involves acting and **leading through example**. These types of leaders achieve by focusing on the task at hand and its completion. Often other team members act as supporters of the action-oriented leader, who is the **prime achiever**.

Goal-oriented leadership

Goal-oriented leadership involves setting clear, specific and achievable goals. This type of leadership is based on experience/previous knowledge and characterised by a **realistic outlook**, taking into consideration the context in which the organisation operates, and the risks being taken. These leaders may establish a **hierarchy of goals** or define a step-by-step approach towards a long-term objective.

Students may be invited to try out this **personality/leadership test**: <https://www.teamtechnology.co.uk/tt/t-articl/mb-simpl.htm>. They may be asked to share their results to generate a discussion around personality types, main characteristics of each type, strong points, how these personality types can fit into teamwork, and how to avoid conflict by acknowledging that each person has different characteristics (and this very diversity represents an added value inside a team, rather than a problem).

Leadership in action: when RMAs take the lead

Working for an R&I institution and/or for many of the different types of private and public actors that compose the R&I ecosystem, an **RMA can perform leadership roles**, such as leading the R&I management office, guiding a group of RMA colleagues in a particular task force or being the responsible for the management of an R&I project.

When looking at leading a team, it is important to understand the leadership processes and their development over time. In the article [Leadership in Teams: A Functional Approach to Understanding Leadership Structures and Processes](#), McMorgeson et al. identify **15 leadership-driven operations**, divided into two mutually dependent phases of team activity: **transition phase** (planning activities) and **action phase** (towards goal accomplishment).

1. **Compose the team** – bringing together the **best available people for the job**, considering complementary competencies and ability to work together towards a common goal.
2. **Define the mission** – clarifying the team's **purpose**.
3. **Establish performance expectations** - setting appropriately challenging and motivating team **goals**.
4. **Structure and plan** – assigning tasks and responsibilities, **scheduling** and so on.
5. **Train and empower team members** – including **coaching sessions** performed by the leader.
6. **Sense-making** — defined as *identifying essential environmental events, interpreting these events given the team's performance situation, and communicating this interpretation to the team.*

7. **Provide feedback** – both to individuals and to the collective team.
8. **Monitor the team** – examining the team’s processes, performance, and the external context.
9. **Manage team boundaries** – representing the team’s interests to individuals and groups outside the team, both to protect the team from interference as well as to persuade others to support the team; coordinating activities with other teams.
10. **Challenge the team** – stimulating its performance, assumptions and ways of working.
11. **Perform team tasks** – participating in, intervening in, or otherwise performing some of the team’s task work.
12. **Solve problems** – diagnosing and resolving issues that prevent performance.
13. **Provide resources** – for example, information, equipment, finance and people.
14. **Encourage team self-management** – empowerment, accountability and responsibility.
15. **Support the team’s sociality** – encouraging positive and supportive behaviours between team members

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