

# LEADERSHIP QUALITIES: SELF-ASSESSMENT



Keeping in mind your personal circumstances and research goals, rate the extent that you are happy with your current level of the leadership qualities listed below.

*Not at happy at all -  
Need to develop!*

*Very happy -  
No need to develop!*

0      1      2      3      4      5      6      7      8      9      10

Adaptability	_____	Listening	_____
Assertiveness	_____	Initiative / Ability to act	_____
Communication	_____	Motivating / Inspiring	_____
Confidence	_____	Networking	_____
Courage	_____	Perserverance	_____
Decision-making	_____	Problem-solving	_____
Delegating	_____	Recruitment	_____
Emotional Intelligence	_____	Resilience	_____
Empathy	_____	Time management	_____
Expertise	_____	Values alignment	_____
Focus	_____	Vision setting	_____
Goal-setting	_____	Warmth	_____

Please capture any thoughts here:

# LEADERSHIP & ME: LEADERSHIP TIMELINE



## 1. Examples of Past Leadership

On the timeline overleaf, describe at least two times that you have demonstrated research leadership **in the past**. It doesn't matter if you can only think of relatively small leadership roles.

It can be helpful to consider the people that might have previously considered you a leader (even if you didn't necessarily feel like one) and different roles you've occupied.

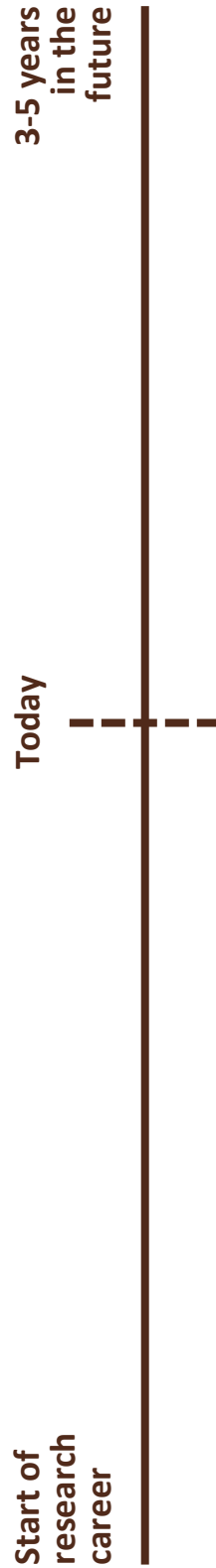
## 2. How are you leading now?

Now identify two opportunities for leadership that exist for you **today**. Think about roles that currently require you to demonstrate any of the leadership qualities on the previous.

## 3. Future Opportunities for Leadership

Finally, consider two opportunities for leadership that could exist **in the future**. Specifically, focus on opportunities that excite and motivate you, and align with your ambitions.

# LEADERSHIP & ME: **LEADERSHIP TIMELINE**



# LEADERSHIP: HURDLES

It can be helpful to identify potential hurdles to your research leadership development that might act as barriers to your development. Once you have identified a potential hurdle, consider how you might overcome it.

Examples of hurdles include:

- current lack of vision
- not feeling confident
- not identifying as a leader
- lack of institutional support

When considering how you might overcome each hurdle, some helpful questions include:

- What if you HAD to overcome this hurdle?
- Can you break the hurdle down in to a manageable size?
- What advice would you give to a friend or colleague?

## Hurdle 1:

## Possible solution:

# LEADERSHIP: **HURDLES**

**Hurdle 2:**

**Possible solution:**

**Hurdle 3:**

**Possible solution:**

# SELF REFLECTION: LEADERSHIP VALUES

Values are beliefs or principles that provide a sense of meaning or purpose, and they influence our behaviour and judgements across situations. Think about yourself as a leader and then identify three values from the list below that most resonate with you:

ACCEPTANCE  
ACCOMPLISHMENT  
ALTRUISM  
AMBITION  
AWARENESS  
BEAUTY  
BOLDNESS  
BRAVERY  
CALMNESS  
CHALLENGE  
COMMITMENT  
COMPASSION  
CONFIDENCE  
CONTENTMENT  
CONNECTION  
CREATIVITY  
CURIOSITY  
DECISIVE  
DEPENDABILITY  
DIGNITY  
DISCIPLINE  
DIVERSITY  
EMPATHY  
ENTHUSIASM  
EQUALITY  
ETHICAL  
EXCITEMENT  
EXPLORATION  
EXPRESSION  
FAIRNESS  
FAITH  
FAMILY  
FEARLESSNESS  
FOCUS  
FREEDOM  
FRIENDSHIP

GENEROSITY  
GRATITUDE  
GROWTH  
HAPPINESS  
HARD WORK  
HARMONY  
HEALTHY  
HONEST  
HOPE  
HUMILITY  
HUMOUR  
IMAGINATION  
IMPROVEMENT  
INCLUSIVITY  
INDIVIDUALITY  
INNOVATION  
INTEGRITY  
INTELLIGENCE  
INTUITIVENESS  
JOY  
JUSTICE  
KINDNESS  
KNOWLEDGE  
LAWFULNESS  
LEADERSHIP  
LEARNING  
LOGIC  
LOVE  
LOYALTY  
MASTERY  
MATURITY  
MEANING  
MODERATION  
MINDFULNESS  
MODERATION  
NATURE

OPENNESS  
OPTIMISM  
ORDER  
ORGANISATION  
ORIGINALITY  
PASSION  
PATIENCE  
PEACE  
PERSISTENCE  
PLAY  
POTENTIAL  
PRACTICALITY  
PRODUCTIVITY  
REASON  
RELIABILITY  
RESOURCEFULNESS  
SECURITY  
SELF-RELIANCE  
SELFLESSNESS  
SHARING  
SILENCE  
SIMPLICITY  
SKILFULNESS  
SPIRITUALITY  
SPONTANEITY  
STABILITY  
STRENGTH  
TEACHABILITY  
THOUGHTFULNESS  
TRUSTWORTHINESS  
TRUTH  
UNDERSTANDING  
UNIQUENESS  
WISDOM  
WIT

# SELF REFLECTION: LEADERSHIP VALUES

Using the three values that you orientated towards on the previous page, reflect on how your values align with your behaviour and how you can incorporate them into your leadership development.

Here are some prompts you might wish to consider:

- **Does your current behaviour align with all three values?**  
*If yes, how? If no, why not and how could you align your behaviour with your values?*
- **Do any of your values clash with each other?**  
*E.g., "being organised" might appear to clash with "spontaneity".  
If yes, is there any way you could resolve this apparent clash?*
- **Do any of your values clash with your leadership development?**  
*E.g., "humility might appear to clash with becoming a leader.  
If yes, resolving this conflict will be necessary to optimise your leadership development.*
- **Are there additional values you could orientate towards?**  
*E.g., incorporating "ambition", "courage", or "community" into your core values.*
- **How do you communicate your values to your followers?**  
*How will you let your followers know what your values are, through your words or actions?*

# VISION OF SUCCESS

Having a strong Vision of Success is a powerful tool in the researcher's toolkit. It can serve as your north-star while helping you prioritise your time, ensure your behaviour aligns with your values, and create a sense of optimism.

A good vision is:

- Vivid
- Aspirational
- Values-based
- Concrete
- Challenging
- Achievable
- Positive
- Exciting

In the space below, describe a vision of the future in **3-5 years time**, assuming everything that is under your control goes to plan. Try to be as detailed as possible. You might consider:

- What are you doing?
- Where are you?
- Who is around you?
- What excites you?
- Where are you publishing?
- Who reads your research?
- What challenges have you overcome?
- How do you spend your time?
- What projects do you focus on?
- What things are around you?

# VISION SETTING: EXTRAS

## What is a SWOT analysis?

A SWOT analysis is an activity that helps you to identify your strengths, weaknesses, opportunities and threats for a given goal or project. You can think of each of these as:

- **Strengths:** Resources, skills or traits that will assist you in making this vision or milestone become a reality
- **Weaknesses:** Resources, skills or traits currently lacking and how you might overcome or develop them
- **Opportunities:** Opportunities that exist that will help your vision or milestone become a reality
- **Threats:** Hurdles that might get in the way and how you might overcome them

## SMART-AH Goals

People generally suck at setting goals. The SMART-AH acronym can help you to specify your goals in a way that makes it more likely you will be able to achieve them!

- **Specific:** What EXACTLY are you trying to achieve? Be as specific as possible - the more specific it is, the more useful it will be.
- **Measurable:** How will you know how far through the goal or you are, or if it has been achieved?
- **Achievable:** Ensure that you can actually achieve the goal by making sure it is realistic.
- **Relevant:** How does this goal align with your wider ambitions or vision?
- **Timeframe:** What is the deadline to achieve this goal?
- **Accountability:** How can you hold yourself accountable for doing these tasks? Can you book it in your schedule? Can you tell an accountability buddy? Don't avoid being held accountable - seek accountability out!
- **Hurdles:** You're going to have hurdles and challenges get in the way - anticipate them! What might prevent you from achieving this goal, and how can you prevent or overcome them?

## CREATING MILESTONES: 12 MONTHS

Now that you are crystal clear on your vision, let's start to plan the journey to getting there! In the space below, identify and describe where you need to be in **12 months time** in order to be on track for achieving your 5 year vision of success:

It can be helpful to conduct a SWOT analysis to identify your strengths, weaknesses, opportunities and threats to achieving your 12 month milestone (see page 6):

Strengths	Weaknesses
Opportunities	Threats

Specify up to two SMART-A goals that you can work towards that will help you achieve your 12 month milestone (see page 6):

(Specific, Measurable, Achievable, Relevant, Timeframe, Accountability)

First goal

Second goal

# CREATING MILESTONES: 3 MONTHS

Given that you have now considered where you need to be 1 year from now in order to achieve your 5 year vision of success, where do you need to be in **3 months time**?

Conduct a SWOT analysis to identify your strengths, weaknesses, opportunities and threats to achieving your 3 month milestone.

Strengths	Weaknesses
Opportunities	Threats

Specify up to two SMART-A goals that you can work towards that will help you achieve your 3 month milestone:

(Specific, Measurable, Achievable, Relevant, Time scale, Accountability)

First goal

Second goal

# CREATING MILESTONES: 1 MONTH

You've now reflected on your 5 year vision, and identified where you need to be 12 months and 3 months from now. With those in mind, where do you need to be in **1 month's time**, to be on track to achieving your vision of success?

Conduct a SWOT analysis to identify your strengths, weaknesses, opportunities and threats to achieving your 1 month milestone.

Strengths	Weaknesses
Opportunities	Threats

Specify up to two SMART-A goals that you can work towards that will help you achieve your 1-month milestone:

(Specific, Measurable, Achievable, Relevant, Time scale, Accountability)

First goal

Second goal

# UNDERSTAND OTHERS: LISTENING

Listening is an important skill in order to understand and empathise with others. However, most of us spend most of our time listening at a superficial level.

## Levels of Listening

It can be helpful to acknowledge the following 5 levels of listening and try to observe where you find yourself during conversations.

- **Level 1:** Waiting to speak
- **Level 2:** Listening to tell our story
- **Level 3:** Listening to give advice
- **Level 4:** Listening to understand
- **Level 5:** (Intuitive Listening - listening to what is said AND isn't said, body language, tone, etc)

## Facilitative Questions

Facilitative questions serve as a powerful tool to help you develop your ability to understand other people. Here is a list of questions you can ask that will help you better understand other people:

- How do you feel that will affect you?
- Tell me more about your concerns?
- What leads you to that conclusion?
- What would you like to see happen from here?
- What do you want to happen?
- What do you think is the worst thing that could happen?
- What stands in the way of achieving this?
- What do you think are the key issues here?
- How do you think we could overcome these obstacles?
- How can you help to achieve that?
- Tell me what success would look like in this situation?
- What key things do you think need to happen to achieve this change?
- What kind of support would help you to implement this change?
- What contribution do you feel you could make?
- What contribution do you feel I could make?
- How can we gather support for this?

## Reflecting Back Understanding

Reflection involves you responding in a way that demonstrates your understanding of the person's message. It means paraphrasing what the person has communicated to you, both verbally and non-verbally.

Useful formats for reflecting are:

- "So what you are saying is..."
- "It sounds as if you..."
- "You seem to be feeling..."

### Activity

Ask your partner to talk about a hobby, interest, or something that has annoyed them recently.

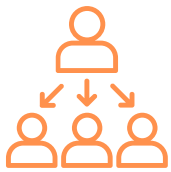
- Observe what level of listening you tend towards
- See if you can avoid thinking/talking about yourself
- Practice using facilitative questions and reflecting back

# INFLUENCING OTHERS: TYPES OF POWER

Here are six steps to follow as a leader when looking to influence other people.

1. **Define what you want to achieve**
2. **Identify who you need to influence / assess the views of**
3. **Define your influencing power - see below!**
4. **Communicate appropriately**
5. **Provide space for discussion and feedback**
6. **Do the thing!**
7. **Conclude**

Once we have considered who we need to influence, we need to assess whether we have any power to influence in this situation. In 1959, French and Raven developed their taxonomy of power sources which over the years has been adapted to the following eight underlying sources of influence.



**Authority Power.** There are many situations in which the underlying capacity we have to influence comes from the position that we hold. This is sometimes referred to as legitimate power and comes when someone is given a role by their organisation or society that has authority vested in it.



**Hazard Power.** This capacity to influence involves outlining risks or consequences to someone in order to persuade them to behave in a different way. Examples of this could be explaining to someone the legal implications of a certain action or letting a colleague know that something contravenes university policy.



**Expert Power.** Sometimes an individual will be able to influence us because we perceive that they have an expertise in a particular area. This expert power may come from their qualifications, skill or experience.



**Connection Power.** This is the power that comes from being connected to someone who can exert influence. This is used quite a lot in organisations where the hierarchy is quite flat - so telling someone that you need information from them for a report you are putting together for the Chief Executive is using the power of connection.



**Association Power.** We are influenced by those who we associate with certain qualities that attract us. If we associate someone with success, expertise, prestige etc and these are qualities we respect or are attracted to then we will be influenced by them. The tendency to assume people with positive traits have other positive traits (such as trustworthiness), is referred to as the 'halo effect'.

# INFLUENCING OTHERS: TYPES OF POWER



**Reward Power.** Influence is exerted through the provision of a tangible reward - this can be financial or a more intrinsic reward such as praise, recognition or visibility. We are influenced by those who can either directly or indirectly provide us with rewards we seek.



**Personal Power.** We are influenced by certain people simply because we like them or care about them. The way in which we behave and use our interpersonal skills is the foundation of this source of influence. It is our own interactions with people and the relationship we have built with them that creates our power to influence them.



**Information Power.** Providing the right information to support a case is a very definite source of influence. Statistics, facts and examples can all help to support a position.

Two key things to remember here are:

- Power used appropriately is a strong aid to influence and results in commitment, cooperation and acceptance.
- Power used inappropriately usually fosters resentment and makes people resistant to being influenced – it may result in compliance but this is not the same as truly influencing.

## Activity

Reflect on how you might influence people using the different types of power described above. Don't forget that the type of power you use will be dependent on, among other things:

- Your position relative to other people's
- Your preferences to use, and other's openness to each
- The specific circumstances