

Selfstart Leadership

How do you lead?

Leadership within Leiden University is based on four competencies that you can use in different roles. We believe that connecting with yourself and others is the basis for working together, taking responsibility and moving boundaries. These four leadership competencies help ensure that everyone's talent is utilized and together we shape a safe and stimulating environment for both staff and students. Would you like to develop your (personal) leadership within Leiden University? Or work on this as a team? Then these cards are interesting to use as a tool.

How does it work?

Each competency contains per leadership role (yourself, others, a team, the organization) 3 to 4 aspects, which are explained per card, one card for each aspect each card gives a clear definition and examples of the behavior involved. The reverse side gives examples to recognize whether it is a development point. The set contains 54 cards and can be picked up from your HR advisor. [The matrix](#) provides an overview per competency and role.

Competency matrix

	CONNECTIE MAKEN	SAAMWERKEN	VERAANTWOORDELIJKHEID NEMEN	GRENZEN VERLEGGEN
JEZUF	<input type="checkbox"/> Jezelfvertrouwen <input type="checkbox"/> Omgang met je erodes <input type="checkbox"/> Communicatie <input type="checkbox"/> Aansprakelijkheid	<input type="checkbox"/> De ander helpen <input type="checkbox"/> Involveren <input type="checkbox"/> Samenwerking	<input type="checkbox"/> Actiegerichtheid <input type="checkbox"/> Doelmatigheid <input type="checkbox"/> Verantwoordelijkheid	<input type="checkbox"/> Werkzucht <input type="checkbox"/> Leermotivatie <input type="checkbox"/> Vrijwillig status quo
ANDEREN	<input type="checkbox"/> Empathie <input type="checkbox"/> Samenwerkingsvriendelijkheid <input type="checkbox"/> Feedback	<input type="checkbox"/> Nieuw samenwerkingsverband zoeken <input type="checkbox"/> Focus op het gezamenlijke doel <input type="checkbox"/> Anderen betrekken	<input type="checkbox"/> Kaders en ruimte geven <input type="checkbox"/> Inklusiviteit <input type="checkbox"/> Aanspreken <input type="checkbox"/> Voortgang bewaken	<input type="checkbox"/> Overname van verantwoordelijkheid / Duur <input type="checkbox"/> Samenwerken <input type="checkbox"/> Schiedelen van kennis <input type="checkbox"/> Werkbaar werken
JEZUF EN TEAM	<input type="checkbox"/> Werkdruk <input type="checkbox"/> Samenwerkingsvriendelijkheid <input type="checkbox"/> Relaties bouwen	<input type="checkbox"/> Samenwerken van diversiteit <input type="checkbox"/> Samen denken zoeken <input type="checkbox"/> Werken met verschillende vijlen <input type="checkbox"/> Conflict Management	<input type="checkbox"/> Vertrouwen geven <input type="checkbox"/> Eigenaarschap <input type="checkbox"/> Samen	<input type="checkbox"/> Tijd aan de horizon <input type="checkbox"/> Begrijping van verandering <input type="checkbox"/> Verandering stimuleren <input type="checkbox"/> Samenwerken doorbreken
DE ORGANISATIE	<input type="checkbox"/> Aanspreekbaar <input type="checkbox"/> Rolmodel <input type="checkbox"/> Diverseiderschap	<input type="checkbox"/> Samenwerking <input type="checkbox"/> Samenwerkingsvriendelijkheid <input type="checkbox"/> Gedweld liderschap	<input type="checkbox"/> Richting geven <input type="checkbox"/> Doelmatigheid <input type="checkbox"/> Focus op het gezamenlijke doel	<input type="checkbox"/> Van buiten naar binnen <input type="checkbox"/> Bewustzijn creëren <input type="checkbox"/> Implementatie idee

Competency card

Zelfbewustzijn:

Je bent je bewust van je sterke punten, zwaktes, dat je een verantwoordelijkheid hebt en je wilt effect op anderen

Wat doe je? - Voorbeelden

- Ik weet mijn sterke punten en zwaktes, dat ik een verantwoordelijkheid heb en ik wil effect op anderen
- Maak een overzicht van je sterke en zwaktes punten en vraag aan anderen wat ze wel en niet hebben
- Ga bij jezelf na wat jou motiveert; is dat bijv. status, prestaties, anderen helpen of ergens bij horen?
- Ik kan mijn sterke punten naar voren brengen en negatieve overtuigingen in het zicht brengen, "wat ik nog niet kan, kan ik leren" of "ik mag geen fouten maken"

Tips and suggestions for individual applications

Self analysis for GROW conversation

Goal: identify strengths and development points



Step 1: Go through the cards at pace and intuitively as you read the brief descriptions. As you do so, make three stacks: one 'strength', one to be developed' and one 'neither' (not so relevant in the context in question). Incorporate your strength and the competencies to be developed into [the matrix](#) (use 2 colors). This way you have a clear overview.

Step 2: Choose 2 or 3 strengths that are most important and valuable to you right now. From the "to be developed" pile, choose 2 or 3 cards that are most important for you to develop right now (what do you need more of to do your job well?).

Step 3: Discuss with your supervisor how you can use and strengthen your strengths (even) more. And how you will strengthen your development points. Who or what can help you do this?

TIP

Are you working with the leadership cards for the first time and find this self-analysis a bit much? Then take a look at the matrix and select one of the competencies you want to focus on in the coming period and why.

Working with intention

Goal: change behavior, practice a competency in need of development

Step 1: You have identified a development point. This can be a competency, e.g., "moving boundaries" or an aspect such as "showing interest" or "utilizing diversity."

Step 2: Choose a concrete work setting, e.g. a task to be performed individually, a conversation or a work session with colleagues.

Step 3: Actively use this competency during this work setting. Write the competency in a visible place as a reminder. Preferably share your intention with the people you are working with.

Step 4: While working, consciously think about your intention a few times: If I have the intention to do more [moving boundaries], how can I do more of that here?

Step 5: Look back at how it went. To what extent did it succeed in following through with the intention? Where did it go well? Where was it difficult and what makes it so?

Always link working with the competencies to a concrete situation at work. e.g.: 'in this group' or 'linked to my role of xxx'. This is how you put leadership into practice.





Competency Cards front and backside

Color and symbol 'Making connection'

Aspect and description

Behavior to which you recognize this



Symbol leadership role

When is it a point for development

Leadership Roles



Yourself: You take control of your own development and performance

Others: You work together with others and/or lead a few others formally or informally

A team: You are part of a team or group and/or lead a team or group

The organization: You contribute to the organization, a faculty or unit and/or you lead one

Tips en suggestions for a team or group

Steering as a manager

Goal: discuss behavior change

Step 1: You realize you want to see different behavior from an employee.

Step 2: Scan the card set and set aside the cards that may be relevant. In doing so, grab both the strength and development cards. You can ask the employee to make their own analysis based on the cards.

Step 3: Using the examples on these cards, look for descriptions of behaviors that you miss (colored front), or behaviors that you find ineffective (dark blue back).

Step 4: For these aspects, formulate concrete examples of the ineffective behaviors you see now and formulate what behaviors you would like to see or see more of.

Step 5: Discuss constructively with the employee the desired behavioral change in concrete situations. What do you want the employee to do or do more of?

TIP

We learn the most from whatgoing well. Name and acknowledge behaviors that are effective.

Complimentshower

Goal: Learning to give and receive feedback, developing strength

Step 1: Each group member chooses a card for each of the others with an aspect that is a strength of that person.

Step 2: Exchange cards. This can be done at the table, or also walking. See what powers you have received.

Step 3: Give your response to the cards you were given (in pairs or in the group).

Helpful questions: What do you recognize, what don't you recognize? What is it like to receive these cards? Share with each other concrete behavior/example situations in which this strength comes to the fore. Where and how could you use this strength even more?

TIP

If it feels safe for the group, you can go through the same steps with development points.

Teamanalysis

Goal: insight into existing team picture and the resulting opportunities and development points

Step 1: Each group member does self-analysis (beforehand) with your group, project or theme in mind.

Step 2: Team Overview: Take two competency matrices, one for strengths and one for development points. Draw each team member's most important on [the matrices](#).

Step 3: Analysis: Engage in a conversation about the picture you have now.

Helpful questions: What stands out? Is there a clear emphasis/common denominator somewhere and is there also "a gap"? To what extent is that in line with the work or is there a risk/concern? Are there complementary group members (strengths and development points)? Etc.

Step 4: After today: decide how to move forward with the insights gained. How will you leverage the strengths? How will you move forward with (joint) development points?

Complementary Strengths

Goal: strengthening individual development points and utilizing diversity

Step 1: Build on the individual self-analysis (e.g., from the Team Analysis Step 1)

Step 2: Everyone is transparent: Which competency is your strength?

Step 3: Identify a participant who has a strength, where your development point lies. Engage in conversation (perhaps while walking) in such pairs.

Questions in this regard are: What is difficult and in what situations? How does the other person deal with such situations? What do you need to develop this competence/aspect? What could be your first step?

TIP

If the distribution across competencies is not even, the conversation can take place in a group. In that case, make sure everyone is covered equally.





MAKING CONNECTION

Self awareness:

You are aware of your own strengths, weaknesses, motives and beliefs and your effect on others

What do you do? - Examples

- Frequently evaluate your own approach and behaviour – what works well, and what could you do better or differently?
- Create an overview of your strengths and weaknesses, and ask others what they do or do not recognise
- Explore what motivates you: Is it status, performance, helping others, or a sense of belonging?
- Investigate your positive or negative beliefs, such as ‘what I cannot do yet, I can learn’ or ‘I’m not allowed to make mistakes’



Self awareness

What do you find difficult? - Examples

- 'I'm not used to thinking about these kinds of things; how can I apply this in my daily work?'
- 'I've taught myself to do things in a certain way, and I find it hard to change'
- 'I'm sometimes surprised by how people respond to me or how they see me'
- 'I'm not entirely clear on what I find important or what motivates me'



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MAKING CONNECTION

Dealing with your emotions:

You recognise and understand your own emotions, and you are able to deal with them in a positive way

What do you do? - Examples

- Explore which emotions you do or do not express, which emotions you find OK, and which you see as weak, bad, or negative
- When you are angry, tense, or irritated, ask yourself: Where does this come from? Is this something I should - or want to - do something about here and now?
- If someone does something that upsets you, take a moment to feel what emotion this triggers in you





Dealing with your emotions

What do you find difficult? - Examples

- 'When I feel irritated or insecure, I sometimes cannot remain calm and I lose control of my emotions'
- 'I often suppress my feelings, and prefer not to share them with others'
- 'Some people or situations bring out the worst in me'



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MAKING CONNECTION

Communication:

You communicate clearly with others in an authentic way

What do you do? - Examples

- Communicate your message clearly
- Be honest and consistent in your communication – what you say is in line with your intentions and your actions
- Use words that the other person understands, and avoid unnecessary jargon
- Support your message with your posture and gestures





Communication

What do you find difficult? - Examples

- 'I'm not always aware of my posture, intonation, or facial expression when I talk to others'
- 'I can be vague or unstructured in my communication, as a result of which my message or intention fails to come across'
- 'In a difficult conversation or when I have to call someone out on their behaviour, I find it hard to be direct and clear'



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MAKING CONNECTION

Assertiveness:

You stand up for your own needs, opinions or interests, with respect for yourself and others

What do you do? - Examples

- Pause for a moment and be aware of your thoughts and emotions in a difficult situation
- Express what you feel, think, and want or don't want in a calm, open, and respectful way
- Be open about not understanding something, or disagreeing with someone
- Ask for help if something doesn't work out, or is too difficult or too much to do on your own





Assertiveness

What do you find difficult? - Examples

- 'Because I'm afraid of other people's criticism or want to avoid a confrontation, I don't easily express my opinion'
- 'I find hard to set my boundaries, and say no or ask for help'
- 'I often feel like a victim of the situation, and am unable to see what I can do to change it'
- 'I always try to take others into account, even at my own expense'



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MAKING CONNECTION

Empathy:

In your contact with others you show that you understand their feelings, attitude and motives, and that you are open to that

What do you do? - Examples

- Make the other person feel at ease, and listen or ask questions without a value judgement
- Listen with your full attention to the feelings and needs of the person you are in a conversation with in the moment
- Make eye contact, pay attention to non-verbal signals such as posture, facial expression or breathing, and name what you see
- Ask what the other person needs right now





Empathy

What do you find difficult? - Examples

- 'I can come across as formal or distant'
- 'I often don't know how to respond when someone gets emotional'
- 'I find it difficult to be understanding when I completely disagree with the other person or when the other person blames me for something'
- 'My tendency is to help the other person by offering solutions or advice, or by putting things into perspective'



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MAKING CONNECTION

Show interest:

You are curious about others, listen actively and show an interest in what motivates and concerns others

What do you do? - Examples

- Encourage others to share their thoughts by asking open questions, summarising, and asking follow-up questions
- Show that you are listening through eye contact, an open attitude, and encouraging gestures or sounds
- Show interest in important life events for your colleague and their views, and try to understand these
- Make sure that you can give your time and full attention to the conversation by setting aside your own agenda and avoiding distractions



Show interest

What do you find difficult? - Examples

- 'In my mind, I'm already busy with the next question or with my own thoughts, which prevents me from listening with an open mind'
- 'I often interrupt someone in a conversation because I want to ask or check something'
- 'I don't really have enough time and space to give a colleague my full attention'
- 'People don't tell me much about themselves and I find it difficult to initiate conversations about this'



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MAKING CONNECTION

Feedback:

You challenge yourself and others to engage in self-reflection and to learn by asking for and giving constructive feedback

What do you do? - Examples

- Ask someone to give you specific feedback based on an experience or situation
- Ask other people for personal feedback on what you could do differently, and what you should continue to do
- Point out other people's ineffective behaviour – what you saw and felt, and what effect it had on you. Leave room for silence, emotions, and questions.
- Give positive feedback in the form of a personal, genuine, and concrete compliment



Feedback

What do you find difficult? - Examples

- 'I find it stressful to ask someone for feedback about myself'
- 'I tend to always look at what people could do better; I don't often give positive feedback or compliments'
- 'I find it difficult to give someone negative feedback, and therefore tend to procrastinate or avoid doing it'
- 'How do I make sure that the feedback I give strengthens rather than hinders our work relationship?'



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MAKING CONNECTION

Work climate:

You ensure a working environment where everyone can be themselves, feels treated equally, and is addressed with respect

What do you do? - Examples

- Actively encourage everyone to contribute their perspectives, thoughts, and opinions, and express your understanding and appreciation for this
- Engage in dialogue with your team about team values, way of working, or role division, and make team agreements
- Share your own doubts, mistakes, and pitfalls and ask for help and feedback from team members
- Show appreciation when others are open and honest, and dare to speak up to you or to each other



Work climate

What do you find difficult? - Examples

- 'I mostly have one-on-one contact with the people in my team, and I'm less focused on the group as a whole, or how we work together'
- 'I have clear opinions, and I don't always leave enough room for opinions and ideas that are different'
- 'In my team, people don't usually resolve friction or issues themselves, but instead come to me for solutions'
- 'I find it difficult to show vulnerability to the people in my team'



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MAKING CONNECTION

Support and attention:

You give support to the people in the team and you pay attention to everyone's well-being

What do you do? - Examples

- Offer support after a setback, when something didn't work out, or when someone made a mistake
- Be approachable and available and offer your help when this can benefit someone
- Frequently ask colleagues or team members how they are doing, about their work-life balance, and if they need anything from you





Support and attention

What do you find difficult? - Examples

- 'I sometimes miss signals from people when they don't feel well, for example due to too high work pressure, or because something is going on in their private life'
- 'When I'm under pressure myself, I have little space or attention for the people in the team'



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MAKING CONNECTION

Talent development:

You are aware of the ambitions, talents and development areas of each team member, and you stimulate them to achieve their full potential

What do you do? - Examples

- Discuss the ambitions, qualities, and development of your team member, and create a development plan together
- Express trust in the abilities and learning potential of the employee
- Give people concrete challenges and opportunities to learn new things and gain experience
- Have coach conversations and provide clear and constructive feedback on someone's achievements or new learning experiences





Talent development

What do you find difficult? - Examples

- 'I find it difficult to find time and focus to talk about someone's development or career'
- 'I advise or tell people about what I think is best, instead of helping them to find their own way'
- 'If there is no next career step for a person, or if they have unrealistic expectations, I don't really know what do to'
- 'I find it difficult to give someone a task that they have never done before, because things could go wrong'



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MAKING CONNECTION

Building relationships:

On behalf of your team, initiate and strengthen your contact and connection with others, inside and outside your own department or organization

What do you do? - Examples

- Make contact with others outside your own department for inspiration, problem-solving, or to learn from each other
- Stimulate initiatives or projects that involve collaboration with employees from other departments or organisations
- Devote time and attention to creating a personal relationship with people with whom you (or your team) work a lot





Building relationships

What do you find difficult? - Examples

- ‘My contact with people outside my team is more ad hoc, and tends to focus on organising things and solving problems’
- ‘I often find joint projects with other teams or departments complex or slow and I prefer to do things myself’
- ‘Where would I find the time for networking or knowledge sharing?’



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MAKING CONNECTION

Ambassador:

You connect yourself with the vision and mission of Leiden University and convey what we stand for

What do you do? - Examples

- Make choices and set priorities that contribute to the strategic goals of the University
- Take part in external networks, initiatives, and partnerships as a representative of Leiden University
- Study the vision and core values of the University, explore what these mean to you, and bring them to the attention of your organisation or area of focus





Ambassador

What do you find difficult? - Examples

- 'The University as an organisation feels far removed from me; I identify more with my faculty, institute, or department'
- 'If I have to choose, I prefer to devote my time to the content of the work of my own organisation than external activities or meetings'



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MAKING CONNECTION

Role model:

You facilitate open discussion of controversial issues and act as a role model for our core values

What do you do? - Examples

- Share your thoughts and ideas unasked, especially when there is resistance or when it would be easier not to do so
- Be aware of the impact your behaviour and decisions have on the people in the team and the organisation
- Act consistently and in line with the core values of the University and be personally accountable for your actions
- Openly and honestly address behaviour and values in your team and organisation, paying attention to dilemmas and challenges, including your own



Role model

What do you find difficult? - Examples

- 'I sometimes regret not raising an issue when it was the right thing to do'
- 'I find it difficult to call my colleagues out on behaviour that is not OK'
- 'When I'm under pressure, I have a tendency to adapt or choose the path of least resistance'
- 'I'm not always aware of the impact of what I say and do, and the example this sets for others'



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MAKING CONNECTION

Servant leadership:

You prioritise the interests of others and the organisation; identify what is needed to look after them and act accordingly

What do you do? - Examples

- Openly support goals and decisions that are good for the entire organisation and the long term, even if their effect in the short term is not positive
- Consider where you, in your role, can make the most valuable contribution. What is the best way to serve the people and the organisation?
- Give others praise, compliments, and recognition for their performance, and put their interests first





Servant leadership

What do you find difficult? - Examples

- 'My attention goes primarily to the goals and interests of my own team or department; I feel less connected with those of the organisation as a whole'
- 'I'm often insufficiently aware of other people's interests because I am so passionate about what I want to contribute and achieve'
- 'I'm so focused on what others need that I sometimes neglect my own needs'



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TAKING RESPONSIBILITY

Action orientation:

You identify opportunities or problems and take action without being asked

What do you do? - Examples

- Initiate action to change or improve something if this has a positive effect on your work and/or that of others
- Remain alert to problems and try to prevent or limit them by taking swift action
- Make maximum use of the decision power and freedom you have and do not wait for the approval of others





Action orientation

What do you find difficult? - Examples

- 'I often hesitate about the best course of action, as a result of which I fail to take action, or take action too late'
- 'I'm sometimes too passive and hope that others will take the initiative, or wait until someone asks me'
- 'If I'm not sure whether something is part of my job or responsibility, I hesitate to pick it up'



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TAKING RESPONSIBILITY

Perseverance:

You take responsibility for the goals you have agreed upon and persevere until the result is achieved

What do you do? - Examples

- Formulate concrete and feasible goals and sub-goals for yourself and stay focused on the result
- After a setback, make extra efforts to still achieve the desired result
- Persevere in the face of resistance, disappointment, or setbacks until you achieve your goal or if it becomes evident that this is impossible





Perseverance

What do you find difficult? - Examples

- 'I often start too many things simultaneously and then fail to meet all my commitments'
- 'If a project or activity doesn't go the way I imagined, I quickly lose my energy and motivation'
- 'I can sometimes become bogged down in something or continue to work on it for too long, and ask too much of myself'



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TAKING RESPONSIBILITY

Clear expectations:

You clearly communicate what others can and can't expect from you

What do you do? - Examples

- In response to questions or requests from others, quickly and clearly communicate what is feasible and what not
- Keep asking questions until you understand clearly what is asked of you before saying yes or no to a request
- Set clear boundaries for yourself and make sure that the tasks you take on are realistic and match a healthy balance





Clear expectations

What do you find difficult? - Examples

- 'I'm often too optimistic and say yes to things that I don't really have time for'
- 'I sometimes take on a task only to find out later that I did not, or only partially, do what the other person expected of me'



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TAKING RESPONSIBILITY

Providing frameworks and space:

You make sure that roles, goals and approach for a project or initiative are clear and you let colleagues decide for themselves how to do the work

What do you do? - Examples

- Discuss the goal, desired result, and context of your project or research with the colleagues involved from the start
- Make agreements on the division of roles and tasks, and provide clarity or additional context when people ask for it
- Clearly indicate when something should be ready, and give others freedom to plan and execute this in their own way





Providing frameworks and space

What do you find difficult? - Examples

- 'I often start with a project without having made concrete work agreements with my colleagues'
- 'I find it difficult to let people do the work in their own way'
- 'I often think that I am clear about expectations and frameworks, only to find out that this is not always the case'



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TAKING RESPONSIBILITY

Decisiveness:

You make timely decisions after considering the opinions and interests of others, even if not all desired information is available

What do you do? - Examples

- Quickly assess a situation and make a decision, even if you doubt or lack information
- Make choices based on a balanced judgement and keep other people's interests in mind
- Stand for your decision, explain it and take full responsibility for what you decided





Decisiveness

What do you find difficult? - Examples

- 'I spend too much time trying to find the best solution, as a result of which I'm not quick enough to take action'
- 'I sometimes get stuck in the details or in the quantity of information'
- 'Am I really in a position to take certain decisions?'



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TAKING RESPONSIBILITY

Addressing behaviour:

You can be held responsible for your behaviour or commitments made, and you can address others on their behaviour or commitments made

What do you do? - Examples

- Respond calmly when someone confronts you, and show understanding for the effect you have on the other person
- Be clear, brief and factual when calling someone to account, and do this one-on-one
- Ask for a response or explanation when you speak to a colleague about their behaviour or them not meeting agreements, and offer help or advice if this might help





Addressing behaviour

What do you find difficult? - Examples

- 'I often don't dare to confront colleagues about their behaviour or them not meeting agreements because I'm afraid of their response'
- 'It doesn't always feel safe to speak up; how do I know that it won't be used against me?'
- 'I sometimes react strongly in the moment when someone calls me out on my behaviour'



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TAKING RESPONSIBILITY

Monitoring progress:

You take corrective action timely, make adjustments or ensure that others take action in order to achieve the goals agreed

What do you do? - Examples

- Check on a regular basis whether your own work and that of others is going according to plan
- Address when people do not meet deadlines or when the results are not satisfactory
- Make concrete agreements after a meeting on who will be doing what and when, and monitor that this happens





Monitoring progress

What do you find difficult? - Examples

- 'I sometimes find out too late that we're behind schedule'
- 'I find it difficult when someone doesn't do what we agreed, and I don't know how to solve it'
- 'I'm sometimes too controlling when I want to know for sure that things are going as planned'



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TAKING RESPONSIBILITY

Give confidence:

You express confidence in team members and make maximum use of available expertise and experience

What do you do? - Examples

- Delegate work and assignments as much as possible, in line with the employee's capacities
- Let your team members know that you trust their knowledge, experience, and judgment
- Take a step back in important presentations or meetings, and let another team member take the stage





Give confidence

What do you find difficult? - Examples

- 'I like to be in control and I tend to do too many things that others are perfectly capable of doing'
- 'I easily delegate tasks, but I let go too fast when someone still needs direction, feedback, or guidance'



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TAKING RESPONSIBILITY

Ownership:

You promote ownership with others and hold them accountable for their own performance and results that they can influence

What do you do? - Examples

- Give team members full responsibility and decision-making power for a project or task they can handle
- Actively involve employees in decisions that affect their own work, and integrate their ideas or feedback
- Make clear result agreements with each team member, and evaluate these regularly together





Ownership

What do you find difficult? - Examples

- 'I find it difficult to call team members to account when they fail to do what they agreed to do, in which case I often just take over and do it myself'
- 'I become irritated if an employee blames external factors for a goal not being achieved'



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TAKING RESPONSIBILITY

Balance:

You safeguard the balance between the team's capacity and what is required of them

What do you do? - Examples

- Ask for clear expectations and priorities from your own manager
- Maintain an overview of your team's work load, and decide in consultation with the team how the work can best be divided
- If too much is being asked of your team, set new priorities and clear boundaries, and where possible, offer alternatives





Balance

What do you find difficult? - Examples

- 'I usually say yes to new requests even if we don't have the capacity for it. Who would do it otherwise?'
- 'I don't have a clear idea of the work load of each team member, or whether this is temporary or structural'
- 'How do I maintain balance if I have no influence on the priorities of the department or organisation I am part of?'



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TAKING RESPONSIBILITY

Giving direction:

You provide clarity and give direction to others in the face of complex or ambiguous challenges or issues

What do you do? - Examples

- Make it clear what the goals and ambitions are, and what the direction is for the organisation
- Create alternative scenarios or plans for complex problems and situations that may occur, and actively share these
- Foster a sense of community that sends a message of trust that together, big challenges can be overcome and desired results can be achieved





Giving direction

What do you find difficult? - Examples

- ‘At what moment do I intervene when we are at risk of veering off course?’
- ‘What do I personally do, and what do I ask of others, in terms of giving direction to the organisation?’



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TAKING RESPONSIBILITY

Vigor:

You step forward and act decisively in ambiguous or uncertain situations, even if the consequences are not 100% predictable

What do you do? - Examples

- Say yes to a large or complex challenge or question where many aspects are unclear and the outcome is hard to predict
- Act decisively and make decisions when the situation requires it, even if other people don't agree with you
- Openly confront others, whoever they are, when this is in the interest of the organisation





Vigor

What do you find difficult? - Examples

- 'I'm not likely to say yes to a project or challenge if I'm not sure whether it will be successful or whether I am able to do it'
- 'I avoid confrontations where possible, and prefer to look for consensus'



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TAKING RESPONSIBILITY

Focus on the bigger picture:

You link the goals of your project, team or organisation to the ambitions of the University to increase our impact for society and science

What do you do? - Examples

- Immerse yourself in the strategy and ambitions of the University and how these relate to the challenges and ambitions of your project, team or organisation
- Invite people to contribute with ideas and goals and how these can be linked to the goals of the University
- Make it clear what results your project, team or organisation has achieved and how they add value to the University





Focus on the bigger picture

What do you find difficult? - Examples

- 'I sometimes have very specific challenges that I have to prioritise, in some cases at the expense of devoting attention to something that is required at University level'



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MOVING BOUNDARIES

Resilience:

You adapt quickly to changing circumstances or new opportunities and you are not deterred by obstacles or setbacks

What do you do? - Examples

- Remain optimistic in the face of obstacles, focus on what you can influence, and accept what is outside your control
- Adjust your goal or approach if your initial plan turns out to not be feasible





Resilience

What do you find difficult? - Examples

- 'I find it difficult to switch gears when things don't go as expected'
- 'How do I remain positive when faced with things I have no control over?'



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MOVING BOUNDARIES

Learning agility:

You are curious about other approaches and ways of working, you try them out and learn from it

What do you do? - Examples

- Look for new ideas, knowledge, and experience from various sources (colleagues, external, online)
- Be open to new experiences and suggestions from other people, and try these out
- Explore successful projects or approaches to find out why they work and how you can apply them in your work
- Openly admit mistakes or things not working out as planned, evaluate, and see what you can learn from them



Learning agility

What do you find difficult? - Examples

- 'I find it difficult to make time for activities that are not immediately required for my daily work'
- 'I see that some things within our department or my work don't go well, but I don't know how to change them'
- 'I prefer to avoid mistakes, and when I do make mistakes, I don't like to admit it'
- 'I'm used to doing my work in a certain way, and the idea of having to change this makes me feel anxious'



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MOVING BOUNDARIES

Challenge status quo:

You challenge the status quo when you see opportunities for innovation or improvement and come up with new ideas

What do you do? - Examples

- Ask yourself openly why activities or processes are done in a certain way
- Proactively contribute ideas or solutions for problems or opportunities you see
- Come up with some new ideas, explore which of these ideas has the most chance of success, and develop them into a plan
- Question assumptions or things that are self-evidently 'the way things are done here' if you believe there is a better or smarter way



Challenge status quo

What do you find difficult? - Examples

- 'When things work well enough, I don't really think about what could be done differently or better'
- 'I don't think of myself as a creative person with innovative ideas; I'm more of a doer'
- 'I do have ideas on how to improve things, but I'm hesitant to share them'



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MOVING BOUNDARIES

Entrepreneurship / Courage:

You identify opportunities and potential for development and improvement, act on them and dare to take calculated risks

What do you do? - Examples

- Put forward a daring new approach, even if there is a chance that it will be rejected
- Set challenging goals for yourself and others that have a real chance of failing
- Actively approach colleagues or others outside the organisation with an interesting idea or proposal





Entrepreneurship / Courage

What do you find difficult? - Examples

- 'By nature, I'm not someone who finds it easy to take risks'
- 'I only initiate things when someone else indicates that it is important or approves of me doing so'
- 'The goals I set are realistic, but also a bit on the safe side'



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MOVING BOUNDARIES

External view:

You draw on external knowledge and inspiration and involve people and expertise from various disciplines in your own ideas, proposals and projects

What do you do? - Examples

- Be curious and look for ideas from a variety of different and less obvious sources
- Stay informed of external developments that are important to your field of work
- Invite people from outside the organisation to share knowledge and inspiration





External view

What do you find difficult? - Examples

- 'I'm too internally focused, and not sufficiently aware of trends and developments in the outside world'



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MOVING BOUNDARIES

Stimulate learning:

You stimulate others to experiment, make room for mistakes and provide others with learning opportunities and new experiences

What do you do? - Examples

- Respond enthusiastically to new or unusual ideas from other people
- Give yourself and others interesting and challenging tasks
- Show understanding when mistakes are made and use these examples as a learning experience
- Challenge yourself and others to do something in a very different way than they are used to





Stimulate learning

What do you find difficult? - Examples

- 'I say that mistakes are allowed, but still act irritated or disappointed when it happens'
- 'I find quality and predictability important and am unlikely to experiment with something new unless I'm sure of what it will bring'
- 'When faced with an unusual idea, I tend to focus on why it will not work, as opposed to how it might work'



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MOVING BOUNDARIES

Agile working:

You translate an idea or plan into small steps, try things out and use feedback to improve and adjust where needed at each step

What do you do? - Examples

- First thoroughly map needs and desired outcomes, before creating a proposal or plan
- Use methods, such as 'agile', for working towards goals with colleagues in a flexible and structured way
- Test your concept or plan and ask for feedback at different moments, and adjust or change course where needed





Agile working

What do you find difficult? - Examples

- 'I prefer to wait before sharing my work or results with others until it is completely finished and I'm satisfied with the quality'
- 'I could devote more time to understanding the needs of the users or target group of my plan, concept, or research'



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MOVING BOUNDARIES

Dot on the horizon:

You formulate an inspiring ambition and vision for the future together with the team and clarify how everyone contributes to this

What do you do? - Examples

- Share your high-level vision for the future and long-term goals for your team, group, or department
- Ask everyone in the team to provide input for the shared ambition and goals, and distill ideas and insights from this process
- Engage in dialogue with everyone in your team about what they find important and what shared goals they see and want to work towards





Dot on the horizon

What do you find difficult? - Examples

- 'My focus lies primarily on the results that we want to achieve in the short term and not so much on our direction for the long term'
- 'I am surprised when it is unclear to someone how their own work contributes to what we do as a team'



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MOVING BOUNDARIES

Guiding change:

You involve people in shaping the change and clearly communicate the 'why' and 'what' of a change

What do you do? - Examples

- Talk to the team at an early stage about why and when goals or priorities change
- Involve the team in finding solutions for problems and in dealing with the practical aspects of the change
- In all phases of the change, emphasize why this step is important and needed and what people can expect
- Provide plenty of room and invite people to ask questions and express their concerns



Guiding change

What do you find difficult? - Examples

- 'When priorities shift, or there is a new development, I don't sufficiently involve my team upfront'
- 'I find it hard to deal effectively when I get difficult questions or resistance from colleagues'



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MOVING BOUNDARIES

Stimulate innovation:

You share successes and acknowledge when people look beyond boundaries, seek new solutions and try these out

What do you do? - Examples

- Stimulate people to take initiative, for example by formulating relatively global assignments and providing room how to approach it
- Openly express appreciation when someone takes initiative or tries out new things, and emphasize the importance and impact of these initiatives
- Share and celebrate successes and innovations with the team and encourage desired behaviours





Stimulate innovation

What do you find difficult? - Examples

- 'I do give people compliments, but I don't necessarily share this in the team with the other colleagues'
- 'I mostly focus on achieving goals and could devote more attention to small successes and initiatives'



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MOVING BOUNDARIES

Break down barriers:

Where possible, you eliminate barriers to change and innovation for the team and provide necessary resources

What do you do? - Examples

- Make sure that the required knowledge, capacity, resources, and information are available for the team to do their work
- Oversee the situation in case of problems or blockages, see what needs to be done, and act swiftly and resolutely where possible
- Understand underlying problems and political 'powers' within the organisation and take these into account when making requests or proposals for solving problems





Break down barriers

What do you find difficult? - Examples

- 'I sometimes ask more from the people in my team than they can handle, and I'm not sufficiently aware of this'
- 'I can get frustrated when something that is very important to my team is not possible because of a specific policy or procedure'



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MOVING BOUNDARIES

From the outside in:

You translate developments in society and your field of expertise into challenges and opportunities for your own organisation

What do you do? - Examples

- Look for sources of inspiration, and focus on external visions related to your own role or field of expertise
- Translate expected relevant social and political changes into consequences for your own organisational unit
- Sketch a clear vision of the future of your own department or organisation and its environment





From the outside in

What do you find difficult? - Examples

- ‘How do I turn the complexity and multiplicity of what is happening in the outside world into a clear and cohesive vision of what this means for us?’
- ‘I don’t easily find inspiration in the outside world’



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MOVING BOUNDARIES

Creating awareness:

You create awareness about the need for change (in the organisation) and communicate the benefits of this for the future

What do you do? - Examples

- Anticipate future situations and take action to create opportunities or avert future crises that are not yet visible to others
- Engage in dialogue concerning the need for movement or change, and use engaging language and examples in doing so
- Make room for other people's perspectives and give them time to integrate what you share with them





Creating awareness

What do you find difficult? - Examples

- 'I don't engage in dialogues about what we could do better or differently (as an organisation)'
- 'If I don't yet have all the answers, I don't feel comfortable talking about future changes'



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MOVING BOUNDARIES

Inspiring vision:

You develop and communicate an inspiring long-term vision for the organisation and explicitly link plans, goals, decisions or changes to it

What do you do? - Examples

- Create an ambition and vision for the organisation that engages and inspires people across departments, institutes, faculties, or units
- Indicate where opportunities and possibilities for the future of the organisation lie
- Take time to think about the long-term goals of your organisation and validate the clarity of your vision with your colleagues





Inspiring vision

What do you find difficult? - Examples

- 'I would like to be more inspiring'
- 'I find it difficult to get my vision and ideas on the agenda outside my own organisational unit'



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WORKING TOGETHER

Helping others:

You share information, knowledge and experience, and offer help when colleagues need it

What do you do? - Examples

- Ask a colleague whether you can help, for example when you notice that they are getting stuck or struggling to finish something
- Check before you make a suggestion or share your experience to see whether your colleague is open to that
- Proactively share important or interesting information with your colleagues





Helping others

What do you find difficult? - Examples

- 'I have a tendency to "rescue" people or take over when someone gets stuck or asks for help'
- 'I don't want to interfere too much, so I take a passive stance when it comes to offering help'



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WORKING TOGETHER

Flexibility:

You respond constructively to other people's ideas and adjust your own opinion based on new information or arguments

What do you do? - Examples

- Actively ask for ideas and opinions from others to test or adjust your own opinions and ideas
- Think of how you can meet the other person's ideas, building on their ideas ('yes, and...'), instead of opposing them ('yes, but...')
- There are many roads leading to Rome – remain open to other people's ideas that can also get you from A to B together





Flexibility

What do you find difficult? - Examples

- 'I'm not easily convinced by others if I've already taken the time to think something through'
- 'I often get defensive when someone disagrees with me'
- 'People often find me too critical'



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WORKING TOGETHER

Adaptability:

You adapt your way of communicating or collaborating to the preferences and needs of others

What do you do? - Examples

- Check or ask how someone likes to work, and take this into account in your approach and communication
- Leave the content of the conversation aside if you notice that you are not moving forward, or there is some resistance, and raise this point: 'I notice that... How is it for you?'
- Try a different and better suited style or approach if you notice that the collaboration or conversation is not going smoothly





Adaptability

What do you find difficult? - Examples

- 'I find it difficult when colleagues have a completely different work approach than I do'
- 'I find it difficult when people don't just say what they want or how they feel about something'
- 'I do notice when communication or collaboration is not smooth, but I don't know how to change it'



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WORKING TOGETHER

Search for new collaboration:

You take the initiative to establish relationships or collaborations with people outside your own field of expertise, department or organisation

What do you do? - Examples

- See what expertise you lack for a project or research and look internally or externally for people with this experience
- Discuss with colleagues from other departments or institutes topics that can be interesting to work on together
- Focus on co-creation in your approach to collaboration





Search for new collaboration

What do you find difficult? - Examples

- 'I have little contact with peers'
- 'How do I make sure that collaboration moves beyond good intentions and actually takes off?'



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WORKING TOGETHER

Focus on the common goal:

You emphasize the common goal and shared interests in your own projects and initiatives and encourage others to contribute to them

What do you do? - Examples

- Make clear how your project or initiative is linked to the goals of the organisation
- Show where the interests of colleagues and groups involved align and where not, and encourage an open dialogue
- Actively invite people to provide input and contribute to your plans or projects





Focus on the common goal

What do you find difficult? - Examples

- 'I find it difficult to get everyone aligned when people have different needs or expectations'
- 'How do I convince people to make time and contribute?'
- 'How do I stay focused when the goals or priorities of the organisation change?'



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WORKING TOGETHER

Involving others:

You involve people with different perspectives and opinions to contribute in order to get support and to find better solutions

What do you do? - Examples

- Map all the stakeholders you are dealing with and their interests, and meet with them
- Ask people with different perspectives, opinions, roles, and experiences for input for your idea or plan
- Check with the right people whether there is adequate support for your plan or proposal





Involving others

What do you find difficult? - Examples

- 'At what point have I sufficiently involved others and can I proceed?'
- 'I'm sometimes surprised by other people's resistance to something I propose'
- 'I often already know how I want to do something, and I'm no longer open to other ideas or outcomes'



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WORKING TOGETHER

Leveraging diversity:

You build a team with a wide range of talents, knowledge and skills, make use of these talents and create valuable learning experiences for everyone

What do you do? - Examples

- Think about what competencies you need in the team, and make sure you have a good mix of knowledge, experience, and talents
- Empower people by giving them tasks or roles that match their specific qualities and preferences
- Invite people to learn from each other, for example by sharing knowledge, jointly evaluating activities or projects, or working together with a colleague





Leveraging diversity

What do you find difficult? - Examples

- 'I see too little diversity in my team, but I don't know how to change this'
- 'I don't know enough about the preferences of people in my team'



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WORKING TOGETHER

Setting goals together:

Together with the team members, you determine the goals, how to achieve those goals, and each person's role and contribution

What do you do? - Examples

- Share the goals of the organisation, and together translate this into ideas and goals for your own team
- Jointly look at the planning, what you need, and potential obstacles to achieving the team goals
- Make sure that each goal is assigned to someone in the team, and that everyone has a role that matches their competencies and learning needs





Setting goals together

What do you find difficult? - Examples

- 'How much space do I give and when do I steer or make decisions?'
- 'I've already thought about the goals and priorities and tend to leave little room for ideas from the team'



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WORKING TOGETHER

Working with different styles:

You show different behavioural styles and adapt your own leadership style to the situation or person to achieve the best result

What do you do? - Examples

- You switch between a coaching, directive, supporting, and delegating leadership style
- You take into account task maturity and the employee's motivation in how you steer and guide
- In leading your team, you take into account the team's development and challenges





Working with different styles

What do you find difficult? - Examples

- ‘When do I use which leadership style and behaviour?’
- ‘How do I make sure that my using a different style is not a ‘trick’, but that it’s authentic and also suits me?’
- ‘When under pressure, I can completely move into my preferred style, even when this is not helpful’



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WORKING TOGETHER

Conflict Management:

You overcome disagreements and different views between people and prevent conflicts or help to resolve them in a constructive way

What do you do? - Examples

- Create space for healthy disagreement within the team or in work relationships
- In case of conflict, talk to those involved and encourage open communication, understanding, and personal responsibility
- Remain calm, even if the discussion becomes emotional, help those involved to feel comfortable, and treat them with respect
- Clarify the conflict issue and underlying interests and needs, and help people to find a solution





Conflict Management

What do you find difficult? - Examples

- 'I don't really know how to respond when the discussion becomes heated and emotional'
- 'What can people expect from me (as a supervisor) in the event of conflict?'
- 'I only become aware of conflicts when they're getting out of hand. Why do I not notice these things earlier?'



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WORKING TOGETHER

Bringing people together:

You engage and mobilise (groups of) people around a shared challenge, ambition or goal

What do you do? - Examples

- Connect others, with energy and enthusiasm, to the ambition and goals of the organisation
- Use powerful and personal stories and anecdotes that spark people's imagination
- Organise input and decision-making so that everyone can make a contribution and a strong base of support is created





Bringing people together

What do you find difficult? - Examples

- 'I'm not a great story-teller, and I prefer to leave that to someone else'
- 'How can I realise broadly supported decisions without them turning into compromises that no one is happy with?'



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WORKING TOGETHER

External collaboration:

You establish strategic partnerships or alliances with external parties aimed at long-term (societal) impact

What do you do? - Examples

- Initiate and maintain valuable contacts and relationships, and participate in strategic networks outside the University
- Create win-win situations with external partners by looking at common benefits and interests, and everyone's expertise and added value
- Make clear agreements about intentions, objectives, and the type of partnership with all parties involved





External collaboration

What do you find difficult? - Examples

- 'It is often difficult to reach an agreement on how to collaborate'
- 'I'm not visible enough to external parties'



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WORKING TOGETHER

Shared leadership:

You are open to peer collaboration and work together on the basis of shared responsibility and equality

What do you do? - Examples

- Together with your colleagues, define your shared task or situation, and what qualities and leadership style are required
- Be prepared to set aside your formal role or position, and to share or delegate your leadership task
- Recognise and acknowledge each other's qualities, and create an atmosphere of trust in collaboration, in which you support and challenge one another





Shared leadership

What do you find difficult? - Examples

- 'If there is more than one leader, I find it difficult to take up my own role'
- 'I find it difficult to step back; I feel responsible on the basis of my position'



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