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VR 2011:06



# LEADERSHIP MANDATE PROGRAMME

THE ART OF BECOMING A BETTER CENTRE DIRECTOR

ELIZABETH NEU MORÉN & PEDER HÅRD AF SEGERSTAD

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**Author:** Elizabeth Neu Morén & Peder Hård af Segerstad

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# **Leadership Mandate Programme**

**THE ART OF BECOMING A BETTER CENTRE DIRECTOR**

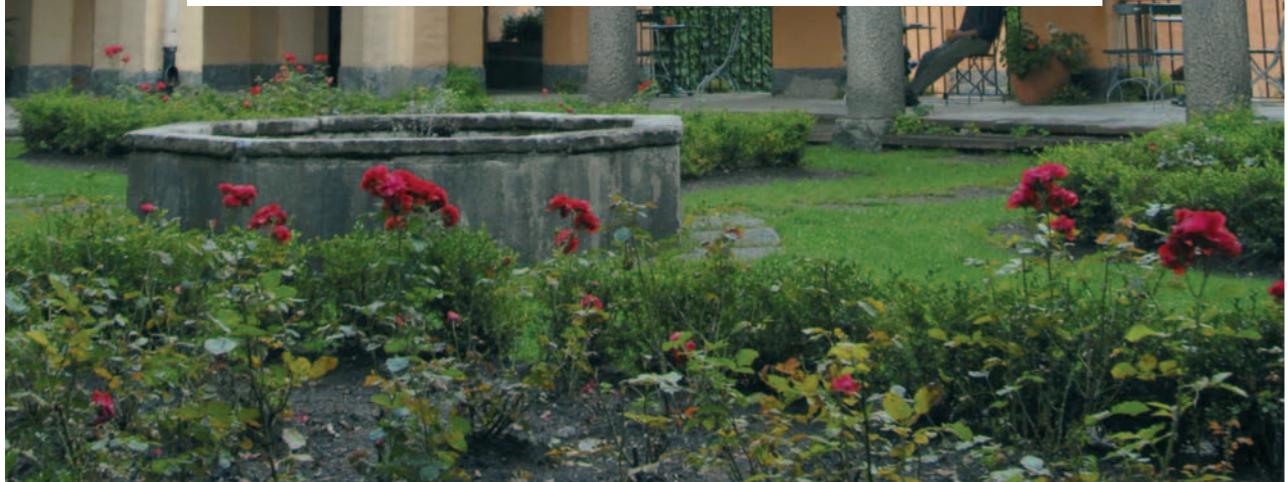


# Leadership Mandate Programme

THE ART OF BECOMING A BETTER CENTRE DIRECTOR



An attempt to summarise, describe and define the scope of the Leadership Mandate Programme, originally titled UPPDRAG LEDARE. The Programme, in the form of six two-day workshops, was conducted during 2008-2010. Concurrent to the actual Programme, visits were organized to some of the centres represented, as a way of illustrating the themes being covered.



# Contents

This book was produced by Aspgren Ledarresurs AB (Leadership Resources), the Institute for Personnel and Corporate Development (IPF) at Uppsala University, and Knalten Marknadskommunikation (Marketing Communications) et al, under the aegis of VINNOVA.

**Text:** Elizabeth Neu Morén and Peder Hård af Segerstad, both of the Institute for Personnel and Corporate Development (IPF).

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# Introduction

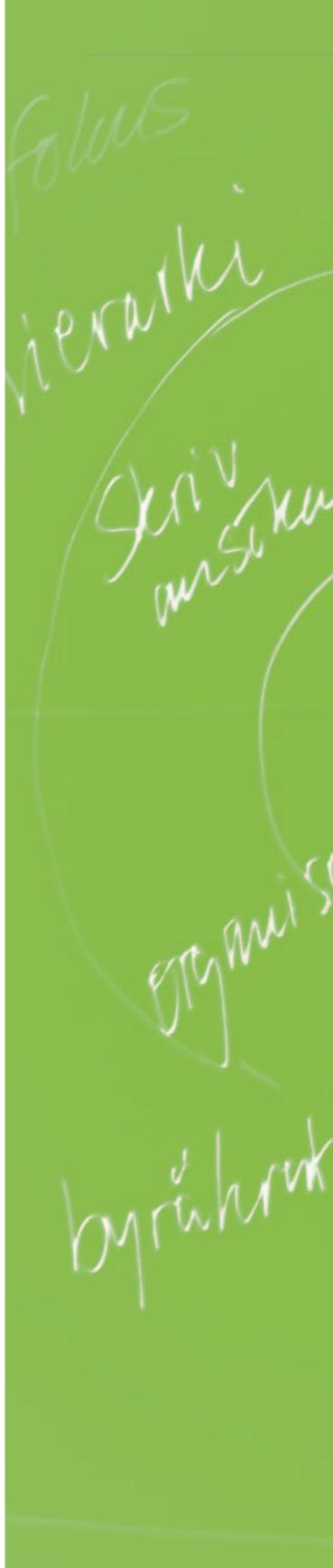
WHAT IS the purpose of this book, and for whom is it written? What is the layout, and how should it best be used? The questions are many, and the answers to the most basic ones can be found here in this introductory chapter.

## Why this book?

The book you are holding is not an ordinary leadership manual. Undoubtedly, there are some similarities to other books used in management and leadership courses; namely that scientific theories and models are presented and discussed, but this book is about so much more. It contains the accumulated experience and deliberations of leaders of successful research and innovation environments, adding a practical dimension to theories – making them vibrant, “alive”.

The book is derived from an invitation issued by VINNOVA to leaders of strong research and innovation environments to attend a Leadership Mandate Programme, originally called *Uppdrag Ledare*. The invitation targeted the centre directors at VINN Excellence Centre, Berzelii Centra, Institute Excellence Centres – all long-term programmes granted research funding from VINNOVA – as well as directors from a variety of centres with other financial sources. Consequently, the 70 or so individuals, who then attended the Leadership Mandate Programme, represented a diverse range of centres. The Programme extended over a period of 1½ years, with the participants meeting on a regular basis for joint reflections and mutual exchange of their experience regarding the various topics addressed during the course of the six two-day workshops.

This book is intended as a multi-purpose resource with the first objective being to provide the participants of the Leadership Mandate Programme with feedback to refresh their memory. How was the Programme as a whole? What was the general impression? What were the key themes discussed? And not least of all, did the Programme make a difference?



However, to avoid having the book perceived solely as documentation of a course, the second objective is to develop the themes discussed during the workshops, and in so doing be a source of inspiration to further deliberation. For this reason, the chapters in the Leadership Mandate Programme are in thematic sequence and not dedicated to individual workshops, as some themes recurred often during the Programme. Some themes also required more space than others and this is reflected in the lengths of the chapters.

The general idea is to take the theories and models discussed during the Programme one step further, thus providing a deeper knowledge and understanding. To avoid being just a “dry run”, actual examples from the workshops have been cited, i.e. from the participants’ own discussions.

*One of our aims has therefore been to carefully weave together the centre directors’ own experiences with selected aspects of current social and behavioural science research.*

To further illustrate the themes discussed during the Leadership Mandate Programme, cases in point, significant of the day-to-day work at a few selected centres, have been incorporated into the text. The intention is to highlight the real work going on at different centres in relation to the themes discussed during the Programme: topics such as how various centres handle their external communications, their equal opportunity and gender equality projects, etc.

A third objective is that the book should serve as a source of inspiration to those who have not actually participated in the Programme. What is centre leadership really about and what are the key issues a centre director needs to consider? What situations could a centre director expect to encounter, and what are the skills required to manage them?

Hopefully, this will draw attention to the complexity of centre leadership and allow for a deeper understanding of a centre director’s day-to-day work, and ultimately improve the conditions for cooperation and effectiveness in strong research and innovation milieus.

## Contents and structure

This book can be read in a number of ways. Obviously, it should follow a logic that makes it interesting to read from cover to cover, and consequently, it begins with two short chapters which lay out the context for the reader.

The Introduction is followed by a chapter detailing the contents of the Leadership Mandate Programme and its execution. This chapter also discusses the concept of the centre, i.e. what a centre is, and what being a centre director implies.

After the two introductory chapters, there are five main chapters dealing with thematic issues – LEADERSHIP, ORGANIZATION AND STRUCTURE, STRATEGY, LEADING TEAMS and COMMUNICATIONS. These chapters may be studied in sequence, but the general idea is that the reader should also be able to use the book as reference literature. When issues such as those pertaining to equal opportunities or conflict management, etc. arise within their business operations, a reader should be able to refer to the chapter titled “Leading Teams” for inspiration and/or guidance. Simply browsing through, beginning with the section that seems most interesting, is yet another way of reading the book! The goal has therefore been to let the book follow a thread, yet without necessarily having to read the chapters in any given order.

The chapter titled LEADERSHIP deals with the concept of leadership and what is unique about a type of leadership that spans organizational boundaries; as is the case with centre directors. This chapter also presents the *Triple Helix concept*, which is a concept intended to reflect cooperation between the public sector, academia and industry in a dynamic process.

The chapter on ORGANIZATION AND STRUCTURE opens with an in-depth look at the concept of organizational structure and what is actually being organized when setting up a centre. Other sections in this chapter deal with areas such as understanding the ambiguity of organizations and what should be taken into consideration when leading change work.

In the chapter on STRATEGY, the meaning and implications of strategic work is addressed in detail and some distinctions are also made between the concept of strategy and that of tactics. The chapter also includes a section on strategy as part of a learning curve.

The next chapter, LEADING TEAMS, focuses on the importance of leaders having the capacity to be self-critical and the ability to understand others. *The Myers-Briggs Type Indicator* is introduced as an instrument as the basis for discussions about personality preferences. This is followed by sections that address issues such as conflict management, gender equality and equal opportunities, etc.

The final thematic chapter has been called COMMUNICATIONS and includes a section on both internal and external communications. What are the channels available and accessible for sharing information about the centre's activities, externally?

The chapter DEVELOPMENT IN PROGRESS is the book's concluding chapter and includes a section on future scenarios and another section that summarises the general impression the participants have about the Programme – what they have learned and how they can continue with the development work “at home”.

## About the tone

Finally, a mention should be made about the tone struck in the book. The intention has been, as far as the text is concerned, to mix the centre directors' own understanding and experience - cited directly from conversations or assertions on flip charts during the workshops – with thorough analyses of the theories and models presented. This may, however, put the reader at a slight disadvantage.

*Where posters from the workshops are reproduced, if the language used was English, these are presented in their original form, if Swedish, these have been translated.*

To avoid losing the gist of what the centre directors actually said or wrote, all effort has been made to reproduce such material in their original wherever possible. Consequently, some of this material appears in colloquial English, in different tenses and even as incomplete sentences, the intention here being to give a more vivid impression. To limit the alternating between this material and the more theoretical discussions in the book, the number of references has been kept to a minimum. It should also be mentioned that this book has evolved concurrent to the LEADERSHIP MANDATE PROGRAMME. The models and theories presented in the following chapters have been selected in two stages. In the first stage, models and theories were selected when the Programme was being designed, i.e. these then served as the theoretical content of the workshops. The second stage was when the book was actually being written, and here models and theories were selected as appropriate complements to the discussions held during the Programme. Originally the selection of references were based primarily on accessibility, regrettably for the English edition this means a number of Swedish references.



## CHAPTER 2

# MANAGEMENT DEVELOPMENT PROGRAMME Leadership Mandate

THIS CHAPTER discusses the purpose of the Leadership Mandate Programme, and why the emphasis has been on development rather than education. The reader will also learn what the themes of the six two-day workshops were as well as the identity of the guest speakers. There will also be a discussion about the centre concept itself and what it actually means to be a centre director. In addition, there are brief introductions of the individuals behind the layout, design, execution and documentation of the Programme, and the names of the centres that the participants represented by the participants.

As mentioned in the previous chapter, invitations to the Leadership Mandate Programme targeted directors and other members of senior management at a variety of research centres. Consequently, the 70 or so individuals who then attended the Programme were representative of a wide range of environments, such as VINN Excellence Centre, Berzelii Centres, Institute Excellence Centres, as well as other centres funded by sources other than VINNOVA.

The Programme was in the form of six two-day residential workshops held during the period October 2008 - February 2010. To promote mutual understanding and facilitate networking, the participants were divided into two teams with each workshop therefore being repeated. Participants could effectively choose which of the two identical workshops they wished to attend, which allowed for a certain flexibility regarding dates.

## Aim and educational concept

The aim of the Programme was, as stated in the invitation: “to develop and enhance the capacity of centre directors to lead the business activity”.

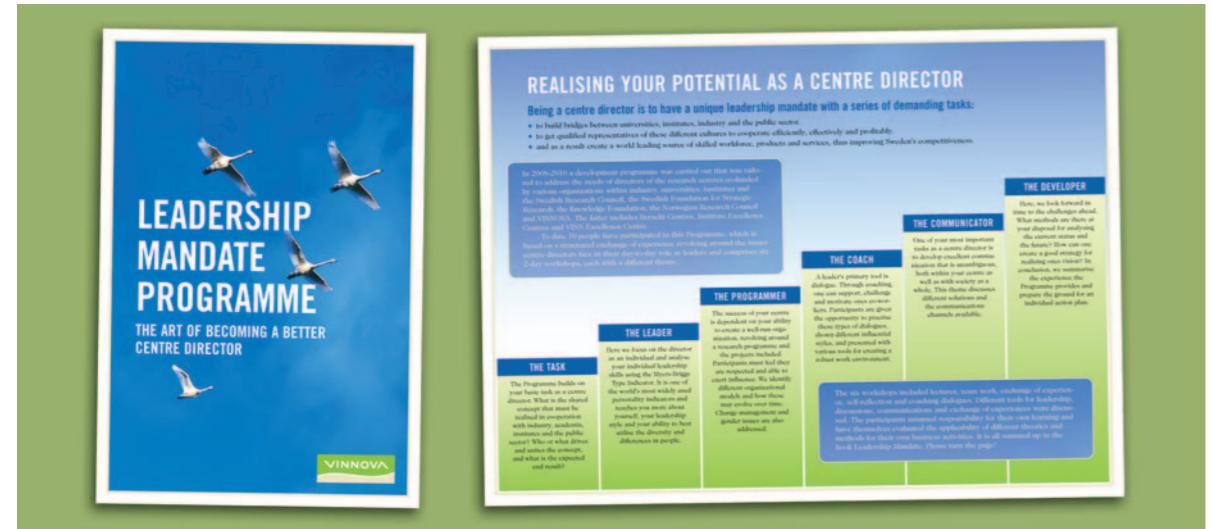
The objective was that the Leadership Mandate Programme should:

- Provide the opportunity for reflection, contemplation and to get a deeper understanding of ones own leadership.
- By exchanging experience based on proven models, be a factor in expanding and advancing an understanding of the art of leading research centres.
- Contribute towards ensuring centres become even more successful research and innovation environments.

The invitation stressed that the Programme should not be construed as a management training course, i.e. the type of course that deals with issues such as labour laws, the obligations, responsibilities, rights and procedures to be observed by those in managerial positions – courses that are routinely offered to newly-appointed managers. Instead, the Programme should be considered a development programme aimed at “creating scientific excellence through interdisciplinary, cross-functional leadership”.

With the emphasis on development rather than on education, this meant that the approach was characterised by a teaching method in which the participants' own experience of management and leadership was highlighted and formed the basis for reflection and professional exchange of experience.

An overview of the Leadership Mandate Programme is presented as a four-page A5 leaflet, which can be ordered from VINNOVA by those who would like to have a presentation in a condensed form.



Consequently, the practical execution of the Programme included several discussions, group projects and hands-on exercises in dialogue techniques, feedback, coaching and other tools vital to good leadership.

Successful leadership demands the capacity for self-criticism, and as such another important feature of the Programme was the personality assessment – Myers-Briggs Type Indicator – which the participants all took and which formed the basis for numerous discussions about the similarities and differences between individuals, and about the significance our way of grasping information and solving problems has on collaboration and joint progress.

The Leadership Mandate Programme was a residential programme held at the Sigtuna Foundation, a calm and inspiring atmosphere, rich in culture and tradition, which proved to be an excellent backdrop.

Each workshop included the following:

**THEME – IN-DEPTH ANALYSIS** according to the model – introduction, short lecture, application of tried and tested models and group discussions.

**PROBLEM SOLVING AND EXCHANGE OF EXPERIENCE** based on real problems and issues (team supervision and coaching in pairs).

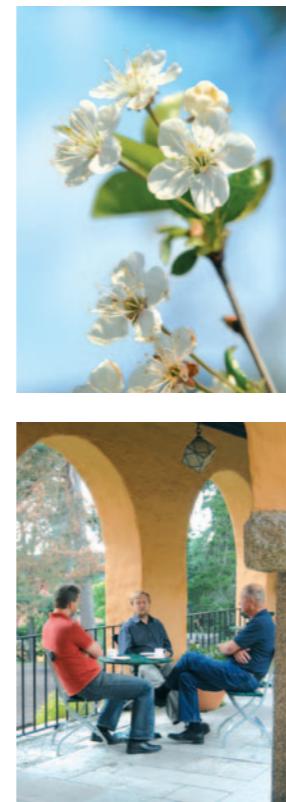
The second day of a two-day workshop invariably began with a look in the "rear-view mirror", i.e. a short session in which the participants were invited to reflect on and talk about what had occurred the previous day, and the insights gained. Specially invited guest speakers were also a regular feature at a number of workshops.

## Structure and contents

Each two-day workshop had an overall theme, as follows:

**THE TASK.** The Leadership Mandate Programme kicked off with the point of reference being the basic task of a centre director, which, by nature, is cross-functional and inter-disciplinary. What is the shared concept that must be realized in cooperation with industry, academia, institutes and the public sector? Who/what drives and unites the concept and what is the expected end result?

**THE LEADER.** During the second workshop, the participants were invited to consider their individual leadership skills using the Myers-Briggs Type Indicator,



The Programme's six two-day workshops were held at the Sigtuna Foundation during the period October 2008 to February 2010. The participants have thus been able to follow the changing seasons away from the academic spaces.

since self-criticism, self-awareness are keys to recognising and generating appropriate conditions for others. The Myers-Briggs Type Indicator is one of the world's most widely used personality indicators and teaches how to recognise ones leadership style and ability to best utilise the diversity and differences in people.

**THE PROGRAMMER.** Within this theme, different organizational models and their evolution over time were discussed. Other issues addressed were the combined experience gained about the art of designing programmes and projects, and how to manage unavoidable changes in different phases. Gender equality and equal opportunities were also important points in this workshop.

**THE COACH.** A leader's primary tool is the dialogue. This theme involved practising coaching as a dialogue technique, and here the issue of conflict management was addressed as well as ideas and suggestions for creating a robust work environment. How can one best utilise diversity and differences? How can one generate ideal conditions for creative human encounters?

**THE COMMUNICATOR.** Communication and networking are two keys to success in all leadership. Consequently, an important task for a centre director is to develop clear and unambiguous communication, both within the centre as well as with society as a whole. This theme also addressed a variety of communication channels and a range of dialogue techniques.

**THE DEVELOPER.** During the final workshop, the participants were invited to cast a glance backward, and forward, in time. The backward glance was intended to give the participants the opportunity to reflect over the Leadership Mandate Programme and its outcome. Looking forward in time allowed them to contemplate the challenges ahead and how these could be met.

## Guest Speakers

Guest speakers were an important feature in the programme, and the following individuals participated in the series of workshops:

*John Alexander*, spoke about “storytelling” as a means of effective communication.

*Katarina Berg*, from 3, the Mobile Operator, about the importance of internal and external communication.

*Thomas Fürth*, Kairos Future AB, spoke about future scenarios and changing trends in society.

*Catharina Hiort* and *Gunnar Jonnergård* from Chalmers presented the results of a study on academic leadership, “The Academic Space”.

*Staffan Hjorth*, VINNOVA, spoke about creating and leading successful centre projects.

*Pia Höök*, the Royal Institute of Technology and Stockholm School of Economics, and *Anna Wahl*, the Royal Institute of Technology, who spoke about gender equality and equal opportunities.

*Thomas Jordan*, the University of Gothenburg, spoke about designing and establishing constructive and creative work environments.

*Tõive Kivikas*, former President of Studsvik, spoke about leadership and relationships.

## Those behind the Leadership Mandate Programme

The book you are holding is the result of collaboration between several different players.

The client and patron is VINNOVA who, throughout the Programme, was represented by Mattias Lundberg and Erik Litborn.

*Mattias Lundberg* is programme manager at the VINN Excellence Centre, and has been primarily responsible for the Leadership Mandate Programme.

*Erik Litborn* is the programme manager with responsibility for the Berzelii Centres Programme as well as the VINNMR and VINNPRO mobility programmes. He has a PhD from the Royal Institute of Technology and has worked with the Nanochemistry Programme, which was funded by the Swedish Strategic Foundation, as well as with industrial research and development at the biotechnology company, Gnothis AB.

Anna Aspgren of Aspgren Ledarresurs AB and Peter Lysell of Sharing Insight were responsible for the execution of the Programme. Together they planned each workshop, developed the material, were themselves speakers and were responsible for inviting other guest speakers. The first two workshops were

planned and executed in collaboration with Barbro Mellberg of the Swedish Institute for Non-profit Leadership.

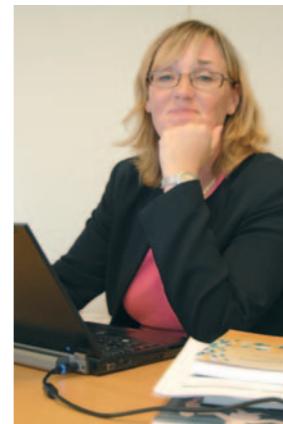
*Anna Aspgren* who holds an MSc in Mechanical Engineering runs her own consulting firm, Aspgren Ledarresurs AB, offering services in leadership and strategy development. Anna has several years of experience in leadership and technological development, both as manager and project leader within Ericsson. She also has extensive experience of collaboration with, and assignments within, academia and the public sector.

*Peter Lysell* is a partner and consultant at Sharing Insight. With previous experience as a manager within the chemical industry and as director of a centre of excellence, Peter currently works in the international arena, providing insight into techniques that can be adopted to get co-workers and organizations to grow and realise their full potential.

*Barbro Mellberg* of the Swedish Institute for Non-profit Leadership has been an organizational consultant and partner at the Institute, since 1993. Barbro has several years of managerial experience from ideological organizations, and works as a consultant in organizational, leadership, team and individual development.

Elizabeth Neu Morén and Peder Hård af Segerstad, both of the Institute for Personnel and Corporate Development (IPF) AB, are responsible for documenting the Leadership Mandate Programme as well as being the authors of this book.

From left: Elizabeth Neu Morén and Peder Hård af Segerstad, authors of this book, and Anna Aspgren, who executed the programme in conjunction with Peter Lysell.



*Elizabeth Neu Morén* holds a Ph.D. in Business Administration and, in addition to her post as lecturer at Uppsala University, works part-time as a consultant for the Institute for Personnel and Corporate Development AB, specialising in leadership development programmes and investigations. Elizabeth has a special interest in researching into management work and has also taught and developed courses in the fields of the theory of organizations and financial and business operations control.

*Peder Hård af Segerstad* is Associate Professor in Sociology at Uppsala University and has also worked as a lecturer in Media and Communication Science. He has previously worked as a senior consultant at the Institute for Personnel and Corporate Development AB for a number of years, where he was actively involved in leadership development programmes and carried out investigative and evaluation assignments. He is particularly interested in human communication and has written several books on the subject.

## What is a centre?

In the general sense, a centre is more or less a formal organization of various players with shared interests. Initially, each player usually has a different organizational affiliation, but chooses to actively participate in creating a centre to focus on a specific, narrow area. The subject to be the focal point is usually defined in a jointly developed research programme that is then executed and further developed together.

The purpose of a centre is usually to enhance cooperation between a university and/or a research institution and society as a whole through various types of research and development projects. What is unique for a centre is thus that it represents *a single structure between structures*, or in other words, *an organization linking different organizations*. This means that those who are part of a centre often identify with several groups simultaneously. One of the participants in the Leadership Mandate Programme describes this as something quite natural:

*The Centre is indeed a team, we are a team. But as an individual, one is accustomed to switching identities, which is not at all unusual. I am a lecturer in business administration and I also work part-time at the centre. As well as being a part of my previous research team, I also lecture at university.*



Barbro Mellberg, the Swedish Institute for Non-profit Leadership, participated in the planning and implementation of the first two workshops, with the theme "The Task" and "The Leader".

Those invited to participate in the Programme, were, as mentioned previously, directors of various types of centres: a list of the centres represented in the Programme can be found later in this chapter. When examples are given in the book, they are therefore from a distinct group of centres; even though, within this constellation, these may differ regarding organization, focus and other issues.

## VINNOVA's role

VINNOVA is a Swedish government agency – under the Ministry of Enterprise, Energy and Communications – whose aim is to increase the competitiveness of Swedish researchers and companies. To this end, VINNOVA is at the forefront in funding needs-driven research and development of effective innovation systems.

As a financier, VINNOVA plays a vital role in the creation of centres, although the actual funding of a centre is split between VINNOVA, other research financial backers, the public sector, a university and industry. The following is a detailed description of three different programmes where the creation of centres was actively promoted. The reason these programmes are described here is that the directors of these three centres constituted the majority of the participants in the Leadership Mandate Programme.

**VINN EXCELLENCE CENTRE** is a major investment on the part of VINNOVA. The aim is to establish 25 centres to be funded for a period 10 years. During this period, each centre will have a turnover of approximately 200 million SEK. Both basic research and applied research are to be conducted and these centres are expected to contribute towards ensuring that new knowledge and new technologies lead to new products, processes and services. Research funding has been provided to 19 centres.

**BERZELII CENTRES** is a joint venture between VINNOVA and the Swedish Research Council, the aim of which is to promote a more rapid utilization of excellent basic research. A clear aspiration to collaborate actively with stakeholders from industry is a prerequisite in order to achieve the commitment pledged after a period of five years. Funding, to a total of approximately 170 million, over a maximum of ten years, will be provided by the Swedish Research Council, VINNOVA, the host university and industry/the public sector. Research funding has been provided to 4 centres.

**INSTITUTE EXCELLENCE CENTRES** is a joint venture between VINNOVA, the Knowledge Foundation (KK-stiftelsen) and the Swedish Foundation for Strategic Research (SSF). At this type of centre, research institutes that collaborate with a university and industry are provided funding for a maximum of six years in order to conduct research, development and innovation activities in areas of vital importance to the future growth and development and competitiveness of Sweden. Research funding has been provided to 8 centres, each of which is forecast to have a turnover of approx. 120 million SEK over a 6-year period.

## The key concept – the Triple Helix

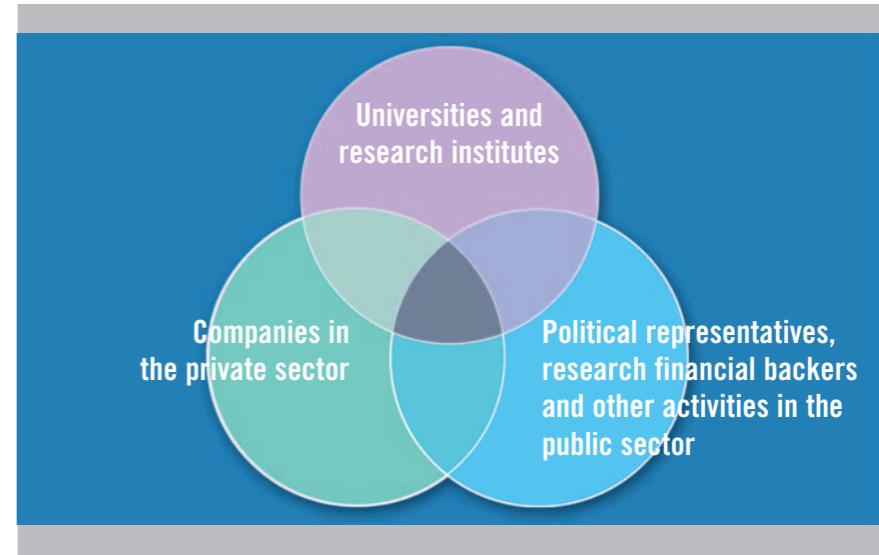
A fundamental concept at the centres is the Triple Helix concept, which represents *active cooperation between researchers at universities and research institutes, businesses in the private sector and the government through politicians, research financial backers or other public sector activities*. To effectively impact growth and development in Sweden, the interaction between these categories of players must function optimally, and one of the prerequisites for this is *mutual learning and the utilization of the accumulative knowledge and expertise*.

Chapter three presents the Triple Helix concept in detail, but to understand the challenges a centre director encounters, it was deemed necessary to introduce the concept already at this stage. The various players often have different requirements and expectations, which a centre director often has to process.

During the first Leadership Mandate workshop, the participants were invited to discuss the business concepts of their individual centres. The result of this exercise was that 50% of the participants stated that their business concept was to develop new research, while the other 50% stated that for theirs the commercialisation of research results was just as important as the actual research. On this issue there thus emerged a contradiction between the interest of science, on the one hand, and of the industrial sector, on the other. This contradiction, the extent of which should not, however, be exaggerated, does not arise so much from the actual content of the activities, but rather stems from different cultures and different perceptions and ways of evaluating success.

Within the world of research and that of academic careers for instance, with regard to appointments, having specialist knowledge often outweighs the ability to practically apply that knowledge and transform it into commercial gains.

With the right cooperation, the various representatives of Academy, Industry and Society could create a positive spiral in terms of research activities and their results, for the benefit of the parties involved as well as for society as a whole.



Likewise, scientific skills and theoretic knowledge have a higher status than practical/administrative skills, or the capacity to lead an organization. And scientific research – including those conducted in a team – is largely a solo project, simply because it is based on knowledge. It is a job that is carried out using purely the brain, and with the specialist knowledge acquired by the researcher. That does not mean that the task of motivating and leading other scientists in their research projects is unimportant; it is simply that it is not afforded the same amount of attention as ones own research. A scientific paper often outweighs ever so important leadership endeavours, especially in the competition for academic positions.

Another difference between the “two worlds” is based on the perception of the results and on the interpretation of time. For industry, time is money in a way that differs from publicly funded universities, and consequently, within the private sector there is more pressure to deliver commercially valuable results than in academia. This difference is obviously, by and large, an illusion – the public sector is obviously basically subject to the same financial terms as the private sector – but the tradition within the university segment is dissimilar, and in some instances even characterised by a pronounced lack of interest in having success in the commercial market, and financial gain.

## Centres represented at the Leadership Mandate Programme

The centre directors who participated in the Programme came from the following centres:

### VINN EXCELLENCE CENTRES

- Antidiabetic Food Centre, Lund University, Sweden
- BiMaC Innovation, KTH Royal Institute of Technology, Sweden
- BIOMATCELL Vinn Excellence Centre of Biomaterials and Cell Therapy, University of Gothenburg, Sweden
- Centre for Sustainable Communications, KTH Royal Institute of Technology, Sweden
- Chase – Chalmers Antenna Systems Excellence Centre, Chalmers University of Technology, Sweden
- Faste Laboratory – Centre for Functional Product Innovation, Luleå University of Technology, Sweden
- FunMat – Functional Nanoscale Materials, Linköping University, Sweden
- GigaHertz Centrum, Chalmers University of Technology, Sweden
- HELIX – Managing Mobility for Learning, Health and Innovation, Linköping University, Sweden
- HERO-M – Hierarchic Engineering of Industrial Materials, KTH Royal Institute of Technology, Sweden
- iPack Center – Ubiquitous Intelligence for Paper and Packaging, KTH Royal Institute of Technology, Sweden
- Mobile Life Centre, Stockholm University, Sweden
- NGIL – Next Generation Innovative Logistics, Lund University, Sweden
- ProNova Vinn Excellence Centre for Protein Technology, KTH Royal Institute of Technology, Sweden
- SAMOT – Service and Market Oriented Transport Research Group, Karlstad University, Sweden
- SuMo Biomaterials Vinn Excellence Centre, Chalmers University of Technology, Sweden
- Wingquist Laboratory Vinn Excellence Centre, Chalmers University of Technology, Sweden
- WISENET, Uppsala Vinn Excellence Centre for Wireless Sensor Networks, Uppsala University, Sweden

### BERZELII CENTRES

- Berzelii Centre EXSELENT on Porous Materials, Stockholm University, Sweden
- Uppsala Berzelii Technology Centre for Neurodiagnostics, Uppsala University, Sweden

### INSTITUTE EXCELLENCE CENTRES

- Acreo Fibre Optic Centre, Acreo, Sweden
- Centre for Networked Systems, Swedish Institute for Computer Science, SICS
- CIC – Casting Innovation Centre, Swerea SWECAST, Sweden
- PRISMA – Center for Process Integration in Steelmaking, Swerea MEFOS, Sweden
- CODIRECT – Controlled Delivery and Release, YKI Institute for Surface Chemistry, Sweden
- EcoBuild – Competence Centre for eco-efficient and innovative wood-based materials, SP Technical Research Institute of Sweden
- FOCUS – FOI Centre for Advanced Sensors, Multisensors and Sensor Networks, FOI Swedish Defence Research Agency
- IMAGIC – IMAGING Integrated Components, Acreo, Sweden

### CENTRES FINANCED BY THE SWEDISH FOUNDATION FOR STRATEGIC RESEARCH, SSF

- MRTC – Mälardalen Real-Time research Centre, Mälardalen University, Sweden
- MIVAC – Mucosal Immunity and Vaccines, University of Gothenburg, Sweden

### OTHERS

- Lean Wood Engineering, Luleå University of Technology, Sweden
- Lighthouse, Chalmers University of Technology, Sweden
- Road Technology, VTI, Swedish National Road and Transport Research Institute
- Tromsø Telemedicine Laboratory, University of Tromsø, Norway
- ViP – Virtual prototyping and assessment by simulation, VTI, Swedish National Road and Transport Research Institute
- Waste Refinery, SP Technical Research Institute of Sweden

## What does it mean to be a centre director?

An essential prerequisite for successful leadership is a clear understanding of the mandate and the ensuing demands on the organization. In most organizations the mandate is determined by the principal – the owner, the organization, the Board – and the executive leader's role is to ensure that the mandate issued by the principal is executed accordingly. It is very rare for a mandate to remain completely unchanged over time, and for this reason, the executive director is often involved in drafting the mandate. Nevertheless, it is important to state unequivocally that the principal always has the final say. This applies to both private enterprise as well as those in the public sector. In the case of the private sector, it is the shareholders, usually represented by the Board, or in the case of the public sector, the political leaders, represented by the head of the particular government department, who ultimately draft the mandate.

It also means that in order to be able to realise a solid, long-term venture, all those working in the organization must fully comprehend and, preferably, be included in the mandate. But individuals also have personal motivations and aspirations – individual missions, shall we say – and this raises the specific issue which is about achieving compatibility; about *combining the organization's task with the personal goals and ambitions of those involved*.

Just this, to get individuals to work together to execute a mandate that has ultimately been drafted by others, is usually described as the most important challenge – and the most difficult – for a leader. This task becomes even more complicated when the organization comprises several stakeholders, all strongly committed to the mandate; a feature that is very characteristic of the centres that are the focus here.

Balancing and addressing a series of different and sometimes conflicting demands and expectations from a variety of stakeholders is an integral part of the day-to-day working life of a centre director. Added to this is the complexity of managing an exceedingly professional organization, where the co-workers are often highly educated and expect to work relatively independently, and solely on the basis of their knowledge and skills. An expert or a well-established researcher with a doctorate often has a certain authority and influence within their immediate environment, which can bring matters to a head at a centre where several wills are expected to acquiesce and go in a given direction. Leading a professional and knowledge-intensive business operation at the point

of intersection, with the demands and expectations of different stakeholders, is obviously a complicated task, to say the least.

From the following thematic chapters, it is obvious that a centre director faces a multitude of issues at both the strategic and the more operational level. However, it also becomes evident that there are tools that provide support, i.e. theories and models that a centre director can utilise, partly to understand an issue, and partly to solve it.

### Centres referred to in the book



#### **BIOMATCELL VINN Excellence Centre of Biomaterials and Cell Therapy, University of Gothenburg, Sweden**

BIOMATCELL is currently conducting a research programme involved in researching into how an implant works when attached to the human skeleton, with the aim of the project being to develop materials and methods that would restore to the patient as much of the lost or damaged functions as possible. The focal point of the basic research conducted at the Centre is on the cellular and molecular mechanisms of tissue-friendly (biocompatible) materials. In the applied or clinical stage, this is about developing regenerative medicine, i.e., finding treatments with new materials, cells and pharmaceuticals that would promote rapid and sustainable regeneration of bone tissue, for example after a surgical procedure.

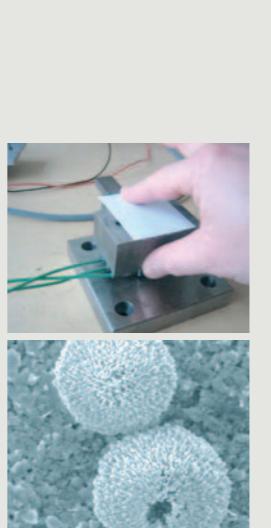
#### **SAMOT – Service and Market Oriented Transport Research Group, University of Karlstad, Sweden (VINN Excellence Centre)**

SAMOT conducts research on public transport systems. The aim is to acquire knowledge and skills that promote the long-term development of sustainable systems for public transport. Both the economy and the environment would benefit greatly from a significant increase in the number of people using public transport. One challenge is to get the structure as well as the culture of public transport to be more in tune with the wishes and attitudes of travellers. In other words: how to convince more travellers to choose public transport over the car, when and wherever possible?

Cont'd Centres referred to in the book

**CODIRECT – Controlled Delivery and Release, the Institute for Surface Chemistry, YKI, Sweden** (Institute Excellence Centre)

CODIRECT has an ongoing research programme aimed at developing methods to control the delivery and release of active substances to ensure the right amount of chemicals is released at the right site, at the right time and at the right speed. There are several application areas. The products for which controlled delivery and release are particularly useful are, for example, pharmaceuticals, detergents, paints and foodstuff.



**Faste Laboratory – Centre for Functional Product Innovation, Luleå University of Technology, Sweden** (VINN Excellence Centre)

The Faste Laboratory conducts research programmes aimed at getting companies' business offers - particularly in heavy industry - to focus on offering a function rather than a product (hardware). The background is that the customer - for example, a vehicle manufacturer or a mining company - is primarily interested in the function that a product delivers, not in the hardware itself. In its most advanced form, this means that it is the manufacturer who owns the product throughout its entire life cycle, and subsequently also assumes responsibility for the maintenance and service, and any adaptation and development of the product that may be deemed necessary. Finally, it is also the manufacturer of the product who deals with and reycles the used equipment. Applying this novel business model creates an incentive for suppliers to develop a function that integrates both hardware and support systems that work in synchrony, as economically and environmentally friendly as possible.

**Uppsala Berzelii Technology Centre for Neuro-diagnostics, Sweden**

Uppsala Berzelii Technology Centre for Neuro-diagnostics conducts research aimed at developing new analytical methods for chronic pain and neurodegenerative diseases such as Alzheimer's, Parkinson's and ALS. Within the Centre, research is conducted in biology, chemistry, pharmacology, medicine, material sciences and nanotechnology. One of the goals of the Centre is to identify relevant biomarkers that can enable early diagnosis of diseases.

HUR FINNA  
PERSONER



## CHAPTER 3

# Leadership

ARE THE TERMS "manager" and "leader" synonymous, and if not – what is the difference? This chapter discusses the most important challenges a centre director faces and three of the foremost perceptions of a leader's tasks. Excellent cooperation within the Triple Helix knowledge triangle has become a formula for success, locally as well as nationally. Achieving such cooperation between academia and industry can be facilitated by having shared values – but is this just a Utopia?

## "Manager" and "leader" – not always the same thing!

*When we were looking for funding for our Centre, I saw myself as the initiator. After some time had passed and the business had begun to develop, I suddenly realised that people were expecting me to be a manager: that I should be the one making the decisions.*

CENTRE DIRECTOR, 24<sup>th</sup> March 2009

There are different preconceptions of what it means to lead an activity. One person may see himself as a researcher, who, in order to develop concepts together with others, organizes a centre, but, as time goes by, discovers that people want him or her to be a manager, not just research leader. Being an initiator or an entrepreneur may imply certain things, while the formal managerial position places entirely different demands. But what is the difference between being a manager and a leader and, in practice, is there really a difference?

In literature, a distinction is generally made between "managers" and "leaders", with the word "manager" referring to the formal position in an organization. The word "leader" implies an individual with influence in one way or another, which does not necessarily assume that he or she holds a formal



managerial position. The term *informal leaders*, as such, refers to individuals who, despite holding no formal management position, for some reason or other, can wield influence over others. On the other hand, there are also formally appointed managers who fail in their effort to get people to be compliant. In brief, a leader does not need to hold a formal management position, and all managers are not automatically, neither do they automatically become, leaders. This can be particularly awkward within academia, where successful researchers often work very independently and wish to continue to do so. A centre director puts it like this:

*It is a balancing act. Researchers often demand to be proactive in decisionmaking processes, while at the same time it is impossible to always reach a consensus. Many people consider it a relief if someone else makes a decision, even though they may wish to whine a bit. But again it is also more likely linked to different phases. In the beginning, we consented to a variety of projects, but when we had to focus research more towards a common goal, not all projects could be implemented. At this stage much tougher decisions had to be made, such as which projects should continue to receive funding within the Centre, and which should not.*

An oft-quoted description of the difference between management and leadership can be found in John Kotter<sup>1</sup>. He argues that management entails working with certain administrative tasks such as planning and budgeting and organizing and staffing the business. In addition, Kotter argues that a manager is responsible for controlling the business and solving problems. Leadership, on

the other hand, is about creating a vision for the future, aligning people to work towards the vision, and at the same time motivating and inspiring them. The conclusion to be drawn may therefore be that to drive a business forward successfully, both management and leadership are prerequisites. The essence of leadership may, however, be slightly more elusive and the depiction less straightforward than that of management, which explains why a large number of development programmes designed for managers is precisely about leadership development. Subsequently, this distinction between a manager and a leader is significant, even in practice.

## Leadership Research – a century-old tradition

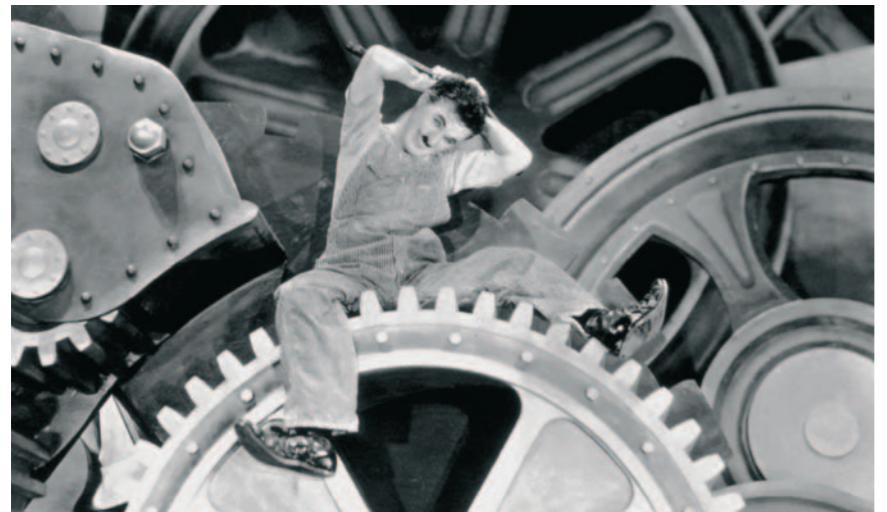
When researching organizations and their leadership, the true significance of leadership has not always been recognised and/or understood. Those organization theories that originated in the early 1900s deal more or less exclusively with management. Authors such as Frederick Taylor (1856-1915) and Henri Fayol (1841-1925), whose works are now considered classics, describe a manager as being an individual, who by reason of his/her formal position, has power and control over an organization. A basic assumption in Taylor's book, *The Principles of Scientific Management*<sup>2</sup> is that the principal object of management is to think and make decisions, with the role of the employees being to implement the manager's decisions. The thought process should therefore, according to Taylor, be separate from the actual implementation. According to Fayol, in his book titled *Industrial and general administration*<sup>3</sup>, there should be clearly defined roles and rules within an organization, with everyone being aware of what is required of them, which ultimately leads to improvement in rationality and efficiency. As far as these theories are concerned, there is not much room for leadership as defined by Kotter, i.e. to motivate and inspire employees.

Later on in the 1900s, however, theories began to abound about leadership rather than management. One school of theories emphasised the significance of certain personal characteristics of a leader, so-called trait theories, and consequently focused on aspects such as leadership style and leadership behaviour. Today, some aspects of these theories are awarded less credence, such as the notion that height, appearance or intelligence determines how successful an individual will be as a leader. Theories of leadership styles tend to apply too

<sup>1</sup> Kotter, J.P., *A force for change. How leadership differs from management*. New York: The Free press, 1990.

<sup>2</sup> Taylor, F.W., *The Principles of Scientific Management*, 1911/2007, BiblioBazaar.

<sup>3</sup> Fayol, H., *Industrial and general administration*, London, Pitman Publishing, 1916/1972.



The film "Modern Times", starring Charlie Chaplin, is sometimes used to illustrate Taylorism. In the opening scenes of the film, the factory worker, played by Chaplin himself, is seen performing monotonous repetitive movements at a conveyor belt and is subjected to ever higher performance demands from the management until, finally, he goes berserk and ends up in a mental hospital. There are tremendous class differences. The workers are constantly being controlled, monitored and disciplined. They are subjected to management's experimental methods aimed at improving worker productivity and efficiency, such as, for example, an automatic feeding machine intended to eliminate the need for a lunch break.

simplistic a definition of different leadership behaviour, and therefore do not contribute significantly to the issue of which traits are characteristic of successful leadership.

Towards the mid-1900s, leadership research focused more on the actual meaning of leadership. Typical for this research, is the assumption that all leadership is multi-dimensional and includes control, consideration and development. Here, there is therefore less emphasis on a leader's personality or style, and more on what the leader must accomplish in his leadership role. Situational leadership theory has become a popular model that encompasses the dimensions of relationship-oriented leadership and task-related leadership, with the emphasis being on the leader's acuity to recognise the employees' willingness to solve their tasks. During the '70s and '80s, this research was supplemented by theories of the significance also of taking into consideration the leadership context, i.e., the specific organizational conditions and the life cycles of organizations. One concept that is interrelated is that a leader needs to apply different techniques, depending on the phase in the life cycle in which an organization finds itself.

Is it at all feasible to draw conclusions about successful leadership? It is not easy, but it may be safe to say that we have now abandoned the notion that leadership is primarily based on specific individual characteristics or personal ability. Likewise, today we believe less in authoritarian leadership and more in democratic leadership. In other words, we believe less in *transactional* leadership, the basis of which is a contract between a manager and co-workers with contingent rewards and warning of sanctions, and more in *transformative* leadership, i.e. a style of leadership related to the co-workers' ideals and moral values, and which strives to create a constructive alliance between a leader and those being led. Thus, a more modern approach to leadership emphasises the *relationship* between the leader and those being led and the significance of shared values and visions. This in turn has led to increased interest in the use of *communication* as an instrument in companies and organizations.

#### Issues to reflect over and discuss:

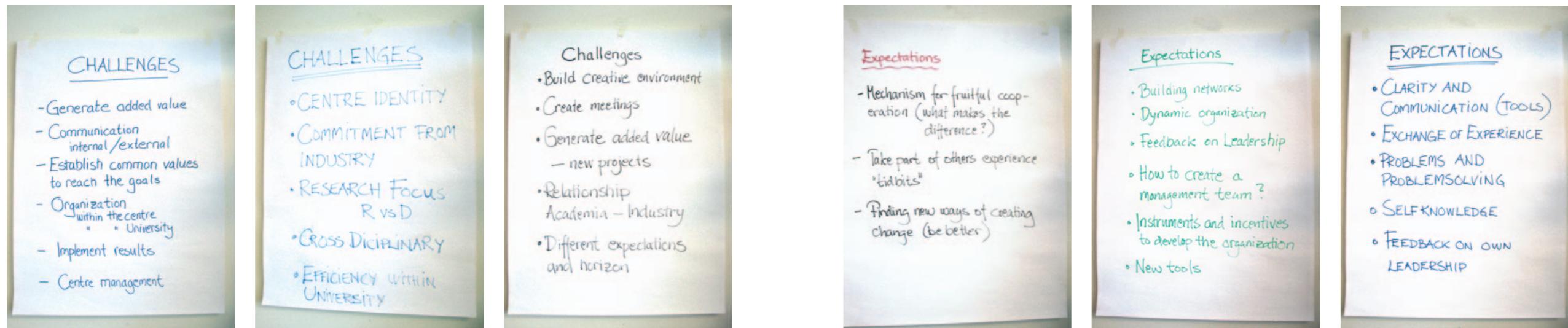
- How would you describe the difference between management and leadership as far as you are concerned? Does it make sense to make a difference between the two?
- What characterises your leadership based on the theories outlined above? Would you benefit from developing other traits in your leadership?
- Which tasks do you consider as central to your leadership?

## Centre leadership challenges – in practice

Leadership is one of the factors of tremendous significance to the effective functioning and performance of an organization. At the same time, leadership is also the organizational factor that is hardest to implement, manage and control; the reason being that leadership, without a doubt, is strongly linked to human behaviour and social processes<sup>4</sup>.

But what does it actually mean to lead? What are the duties of the leader? And what are the challenges? According to Jacobsen and Thorsvik's definition of leadership:

<sup>4</sup> Cf. Abrahamsson, Bengt & Andersen, Jon Aarum, *Organisation – att beskriva och förstå organisationer*, Liber, Malmö 2000, Chapter 4.



*Our point of reference is that leadership is a specific type of behaviour that people intentionally adopt in order to influence the thoughts, attitudes and conduct of others. When there is management within the framework of an organization, the intention is usually to get others to work to realise certain goals, to motivate them to accomplish more, and get them to enjoy working. This means that leadership is primarily a process between individuals, where the actual practice endeavours to influence others.<sup>5</sup>*

There are three lines of reasoning of particular importance in this definition: leadership is a type of *behaviour* practised by individuals, leadership is intended to *influence*, and the overall aim of leadership is to ensure the organization realises its *goals*.

During the first Leadership Mandate workshop, the participants were asked to review and, in small groups, discuss what they perceived to be the most important challenges of their own leadership. From this session, the following challenges were identified, presented here in random order:

- Cooperation between industry, institutes and a university – different cultures and different business concepts.
- Creating an identity and cohesion within the centre.
- Better communication, externally as well as internally, clear leadership.
- Converting a vision into practical work.

During the first workshop - with the theme "The Task" – the participants were invited to have group discussions and draw up lists of what they themselves perceived as major challenges in their leadership ...

... after which it was time to discuss and list similarly their expectations of the development programme they had just embarked on.

- Working with applied research – to adapt to the market; the approaches differ greatly in academia and business.
- Designing creative environments – inspiration.
- Finding the right people.
- The leadership role is different at a centre, how does it evolve? There may be different goals, how does one get a consensus regarding the goals?
- Getting everyone to feel a sense of belonging and commitment.
- How does one deal with commercial competitors?
- Combining several different disciplines into a joint programme.
- Being accessible to co-workers, listening.
- Leading scientific teams to solve joint problems, inter-disciplinary work.
- Applying more structure vs. inspiration in leadership. Not just acting on the spur of the moment without there being any "thought" behind it.
- Thinking long-term.

This account of the challenges – that is to say the tasks facing a centre director – while being a description of their perception of their leadership, makes it abundantly clear that centre directors have a high opinion of the strategic value of their personal leadership skills and styles. The challenges mentioned are primarily related to general issues pertaining to objectives, relationships with other stakeholders, and communication and identity, in contrast to tasks of a more operational and/or administrative nature. It is also apparent that several of these challenges concern cooperation with companies and universities, as the concept of Triple Helix seeks to capture and describe.

<sup>5</sup> Jacobsen, Dag Ingvar & Thorsvik, Jan, *Hur moderna organisationer fungerar*, Studentlitteratur, Lund 2007, page 473.

Similarly, the participants were invited to discuss and list their expectations of the development Programme, and the outcome was, as such, a clear indication of the areas in which the participants thought there was room for improvement:

- Inspiration
- Exchange of experience
- Developing ones leadership style
- Reflecting on oneself and ones organization
- Getting feedback on ones own leadership style
- Networking
- More informal contact with VINNOVA
- Gaining greater personal insight
- How to cope?
- Acquiring tools to analyse and deal with situations
- Listening and learning from each other
- Being initiated – the “leadership tricks” available?
- Instruments to manage, and incentives to develop the organization

At the same time as this account of the challenges suggests a mature perspective of their own leadership styles, so do the expectations of the Programme reflect an awareness of the need for self-knowledge, of the importance of continually learning and developing, and of a willingness to learn from the experience of others, as leaders. The significance and value of exchanging experience, and the need for time for reflection were also comments that recurred frequently throughout the Programme.

A fair conclusion would be that the participants' descriptions of the challenges implicit in the leadership role, and their expectations of the course suggest a considered view of their own leadership styles and a willingness to be proactive in the Leadership Mandate Programme.

## A leader's tasks

What then, on a more general and fundamental level, are the tasks of a leader? In a study of senior managers in state administration, Louise Moqvist<sup>6</sup> identified three main categories of tasks, while being careful to highlight that these rarely occur in a pure form, but that most managers attend to all three categories, even if they expend most of their time and effort in one of the areas:  
 1. Expert-oriented work, 2. Mandate-oriented work, 3. Strategy-oriented work.

<sup>6</sup> Moqvist, Louise, *Expert, generalist eller strateg – om chefsroller och ledarskap i statsförvaltningen*, Synopsis no. 9, Swedish Administrative Development Agency, Stockholm 2005.



Sigtuna Foundation's green farms are an ideal setting for recreation and meaningful discussions. Could this be, perhaps, the leadership's fifth space?

### Expert-oriented work

The term *expert-oriented work* refers to work in which the emphasis is firmly placed on the factual matters for which the organization is responsible, and the managers interviewed in Moqvist's study were very much inclined to rank this at the very top. Examples of expert-oriented work may include research and qualified studies and investigations; all tasks that presuppose highly skilled and qualified professionals. As such, it is the expert field and individual expertise that the expert-driven managers relate to when speaking about skills, promotion and the organization's role and position. Co-workers and other players – the public sector, organizations, companies – are quite simply assessed based largely on their expertise. Furthermore, these managers also perceive the role of a leader as being primarily an expert role, rather than an organizational or supervisory role, and for them it seems natural to give priority to other experts when recruiting for management assignments. This can sometimes, but obviously not necessarily, lead to an organization losing an excellent expert, a good scientist, and getting instead a leader who may not be quite as good.

### Mandate-oriented work

Another way of looking at a leader's task is to relate it to the *mandate* entrusted to the organization. The point of reference then becomes the mandate from the principals, with the focus being on how this is going to be executed, on organizing the work and on planning and staffing the various projects with which the organization is involved. The mandate and the conditions are seen as given, and their own freedom to manoeuvre is mainly within the spheres of the organization of the work and the design of the working methods. Leaders who apply this approach tend to become more like process managers, supervisors, who perceive their main task as being to ensure that the mandate is accomplished efficiently and cost-effectively. In contrast to the expert role, this approach usually implies a greater level of interest in the organization's internal issues, staff issues and the inner workings of the organization.

Anna Aspgren, Aspgren Ledarresurs, was responsible for the execution of the Programme, in conjunction with Peter Lysell (behind the camera). Here she can be seen giving the participants some practical information about the Programme's agenda.



For a centre director, their own research may be regarded as expert-oriented work and the management of the centre as mandate-oriented work. There is obviously no answer to the question of where the emphasis should lie, however, at one of the leadership development Programme workshops there were a few different perspectives:

*As a centre director, it is obvious that I cannot devote my time and energy to my own research. That has to wait. I cannot be seen to act irresponsibly; I have a duty to concentrate on trying to lead the other researchers in their work.*

Another centre director, on the other hand, says exactly the opposite, namely:

*One of the reasons that I lead a centre is that I would like to promote my own research; that is the actual driving force.*

The first centre director clearly believes that there is a conflict of interest between the task of leading, and that of conducting ones own research, while the other director does not appear to be concerned about this aspect. This may be dependent on the fact that different centres are organized differently, and on who decides on the various issues, but it may also be a purely ideological standpoint.

### Strategy-oriented work

A third group of managers in Moqvist's study describes their work in more comprehensive terms, with the focus being more on supporting and leading the organization and its members in their work to realise the organization's overall objective, that is to say *strategy-oriented*. These leaders invest most of their time and energy on making decisions, communicating, providing support and on being the driving force, rather than on producing expert statements and reports themselves, or on organizing the operational aspects of the business. For these leaders, it is the cohesive whole that matters, and they attach great import to inspiring and involving their co-workers with regard to the organization's objectives. Compared to the other two work orientations, this approach entails much more focus on co-workers, and also allows more scope for a personal leadership style. In common with the experts, strategy-oriented managers are often highly aware of what is going on in society as a whole – world-oriented.

They are interested in what is happening “out there”, because “out there” there are opportunities for, as well as sometimes also obstacles to, successful problem-solving.

When the participants were asked to describe the factors they considered distinguished successful leadership, the following points were mentioned, among others:

- The ability to get specialists to work for the cohesive whole.
- The ability to create a successful academic environment in which scientists work together in cooperation with industry.
- The ability to understand the driving forces of the individual scientist.
- The ability to get everyone to take responsibility for the mandate and the goal.
- The ability to get a consensus.

By and large, centre directors describe their work as being strategy-oriented when the focus is on the cohesive whole, communication and consensus.



In the book, *The Cultural Revolution in Studsvik*, Hans K Krona relates the story of how Studsvik, under Töive Kivikas' leadership and management, was transformed in just a couple of years from a negative equity state-owned research unit into a profitable, high-tech Group.

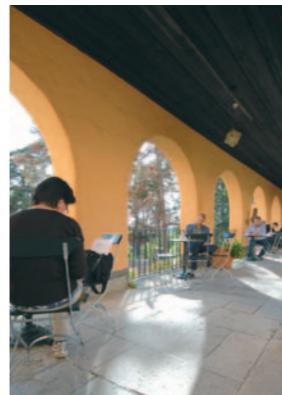
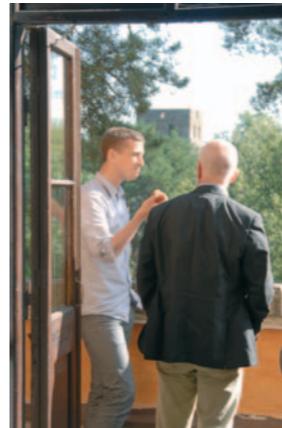
## “99% of a manager's problems are relationship problems”

TÖIVE KIVIKAS, former CEO of Studsvik AB and guest speaker at the Programme, opened by reminding the audience that “99% of a manager's problems are relationship problems”, and proceeded to stress the importance of having the confidence of ones co-workers, recapping with the statement that “confidence is something others have in you: it is not an inherent quality”, i.e., confidence is something that must be earned, must be deserved, and ultimately substantiated by others.

According to Kivikas, the primary task of a manager is to be a staff leader – the reason for this being unreservedly that

the staff, the co-workers, are an organization's most important resource.

Focusing on co-workers in turn leads to communication becoming a manager-leader's most effective instrument, and he related this point to Axel Targama and Jörgen Sandberg's emphasis on the twofold meaning of understanding, both on the sending and on the receiving side. What one does not fully understand oneself, one can hardly be expected to be able explain to others, and, for the recipient, this means that he/she can hardly do otherwise than in accordance with his/her own understanding. The conclusion to be drawn from this observation is naturally that we have every justification for expending time and energy on establishing a common understanding of the task we are faced with and for genuinely ensuring that everyone involved is of the same understanding.



The fact that centre directors are also world-oriented should be in the nature of things, as cooperation with industry is integral to the work of these leaders. The ability to successfully manage the different players within the Triple Helix is therefore considered essential to these leaders.

### Issues to reflect over and discuss:

- What challenges are you, as a leader/centre director, facing right now?
- What tasks do you see as being central to your leadership?

## Triple Helix – the knowledge triangle

The Triple Helix, or the knowledge triangle as it is also called, represents cooperation between universities, innovation-oriented industry and the public sector.<sup>7</sup> In recent years, this concept has evolved to become a successful concept that is perceived in Europe and the United States not only as a strategy for rapidly converting basic research into products and services, but also as a way of addressing the increasing competition, primarily from China and India.

The Triple Helix concept is a point of reference for many centres, although the concept itself is now being questioned and possibly replaced by a more advanced concept, the Multiple Helix. This concept suggests that cooperation is often not confined to just the three players, but extends to include several. In spite of this, the actual essence of what was originally intended by the Triple Helix, i.e., a dynamic cooperation between players from different contexts, still remains.<sup>8</sup>

The cooperation referred to here, however, is not necessarily a new phenomenon; on the contrary, this was already common practice when industrialisation was in its infancy. In Sweden, names such as Christopher Polhem, Carl von Linné (Carl Linnaeus) and Anders Berch recall how, already at an early stage, interest for research was twofold – there was the practical focus as well as its useful application.

In his speech to the winners of the Prize in Economic Sciences at the Nobel banquet in 2009, Professor Tor Ellingsen made mention of the fact that the

founders of the Royal Swedish Academy of Sciences, already in 1739, emphasised that one of the duties of the Academy was to promote the useful application of research results, all with the purpose of contributing to the advancement of society and social welfare.

Ellingsen further explained that industry and social welfare institutions are integral to our capacity to process and transform research results into products and services for the happiness and prosperity of mankind. Perhaps the most immediate example of one such value creating cooperation is that between medical research, the public healthcare sector and the pharmaceutical industry. The ability to generate and commercialise medical research would probably have been much more limited if we had not simultaneously had a progressive pharmaceutical industry, and a well-functioning healthcare system.<sup>9</sup>

According to Henry Etzkowitz, the challenges facing the Triple Helix can be described as:

*Academic-industry-government cooperation requires new learning, communication and service routines on part of the institutions that produce, diffuse, capitalise, and regulate processes of generation and application of useful knowledge. The paradigmatic institutions are the university, the firm, and the government, and the paradigmatic relationship is interactive concerted action embedded in projects, communication, and new kinds of shared values.<sup>10</sup>*

Important prerequisites for the Triple Helix are therefore *shared learning*, and the instrument to achieve this is *communication*, and what all process leaders should constantly consider is what is the best way to stimulate learning and an exchange of information between the parties and within the teams.

When the participants were put into smaller groups and invited to discuss success factors for getting cooperation between various players to work optimally, the conclusions drawn were:

- Creation of a common language so that they can understand each other.
- Setting a common time perspective, or creating an understanding of different time perspectives.
- Having direct contact in the project teams, people being proactive in the projects.

<sup>9</sup> [http://nobelprize.org/nobel\\_prizes/economics/laureates/2009/presentation-speech.html](http://nobelprize.org/nobel_prizes/economics/laureates/2009/presentation-speech.html)

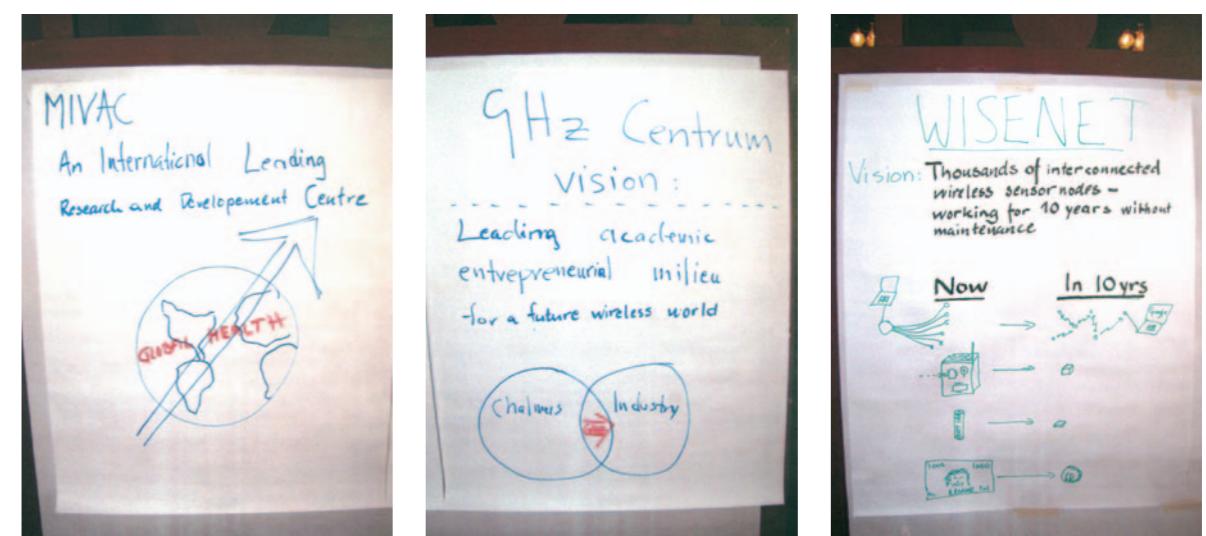
<sup>10</sup> Etzkowitz, Henry, "The Triple Helix of University – Industri – Government, Implications for Policy and Evaluation", working paper 2002:11, SISTER, Stockholm, ISSN 1650-3821, page 11.

- That there is a genuine interest in academia to meet the requirements of industry.
- Ensuring that the right individuals at the right level in the companies are involved.

From the joint discussions that followed, it became clear that it is not always easy to deal with the different demands and expectations of researchers and representatives of the private sector. The majority stated, however, that these rarely led to real conflicts, but that it is more about a balancing act between different languages, time perspectives and requirements.

## Cooperation with industry

Cooperation between industry, the public sector and academia is not straightforward; one reason for this being that there is very often a lack of "shared values" or, in other words, that different cultures are being represented. Industry demands of its own scientists that they must be subordinate to the corporate goal, and that they must stick to the budget and the schedule; demands which may sometimes conflict with the exigency for independence and some of the quality standards of the academic world. The research culture



prevailing in academia is characterised by concepts such as “independence”, “devotion to accuracy” and perhaps even, to a certain extent, “altruism”, with the activity, i.e. the research project, often being conducted on a long-term basis, and without any direct application envisaged.

On several occasions the participants discussed this contradiction, and when the issue was expounded to include the question of what gets the highest priority – developing new basic research or commercialising research – the discussions all ended up in favour of the former: developing new research. As far as the centre directors were concerned, commercialising research results is more the remit of the corporate world. When asked what would be considered as a result from a centre, the following were given:

- Patents
- Scientific publications
- New partners and supporters
- Skills development
- Cooperation
- New products and practices
- Achieving goals
- Efficient, well-functioning teams
- Growth in Swedish industry
- Pride and satisfaction
- Innovative “ways of thinking”

Some of these results generate more interest among certain players within the Triple Helix. Scientific publications, for instance, would be of more relevance to a researcher in his quest for academic merit, than they would be to a representative of the private sector, who may be more interested in patents. In the ensuing discussion, it emerged that it is not an open-and-shut case concerning the interests of the different players. Two participants said:

*Having articles published in scientific journals is not of direct interest to industry, but it does lend legitimacy to our research, which, indirectly, is of value to them.*

*The centre's results often end up in the periphery bordering the interests of various players and, is that not really the object of the exercise?*



## Cooperation with industry – a few voices from the field

**“BIOMATCELL has a number of stimulating joint projects with companies involved in a wide range of activities. For example, one company delivers cells to be used in our laboratory experiments, and, because of our partnership, they have adapted their range to suit our requirements. They have produced a whole new line of cells which is ideal for us, but can also be sold to others; and thus a rewarding joint venture. But many times it is a difficult balancing act between the demands of research and those of the companies. Our business should not be contract-based research: it must be possible to publish our research as well.”**

CAMILLA KARLSSON at BIOMATCELL, University of Gothenburg, Sweden

**“One of the challenges is to identify problems in collaboration with the companies. It is not always easy to jointly define research projects of interest to both parties. Without a corporate partner, we do not have any projects, and without a company, there is the risk that the research will simply culminate in a report. In the past, there were occasions when a company appeared solely as a name on paper, but without any firm commitment or involvement along the ranks, and the outcome of this was that an individual would dutifully turn up at the meetings. There must be firm commitment for a project on several levels within the company, for it to work well. One has to think long term. We have now become adept at creating conditions for long-term cooperation between the University and industry.”**

PETER JEPPESSON, Faste Laboratory, Luleå University of Technology, Sweden

**“We are involved with a few companies from USA, and what they feel is unique about our cooperation is that they are allowed to be proactive and influence the research issues, and thereby the orientation, the emphasis of the project. They are used to the university “owning” the issues.”**

ULLA ELOFSSON, CODIRECT, Institute Excellence Centre, Institute for Surface Chemistry, YKI, Sweden

**“For quite some time, we have had very close cooperation with a company called Veolia Transport. They have become so interested in research that they wanted to conduct their own studies within the company. We helped them apply for independent funding from VINNOVA, which they were granted. This just goes to show that cooperation with companies can lead to things one had not even considered in the beginning.”**

PER ECHEVERRI, SAMOT VENN Excellence Centre, Karlstad University, Sweden

Constructive cooperation calls for, at the very least, a minimum of shared values and standards, and, against this background, it would appear advantageous to create a consensus about common goals, which was a point centre directors also broached during their discussions. According to the centre directors, in order to create a balance between academic excellence and industrial benefit, both parties need to pay attention and be responsive; there must be close cooperation, a common language and an absence of conflict between basic and applied research.

#### Issues to reflect over and discuss:

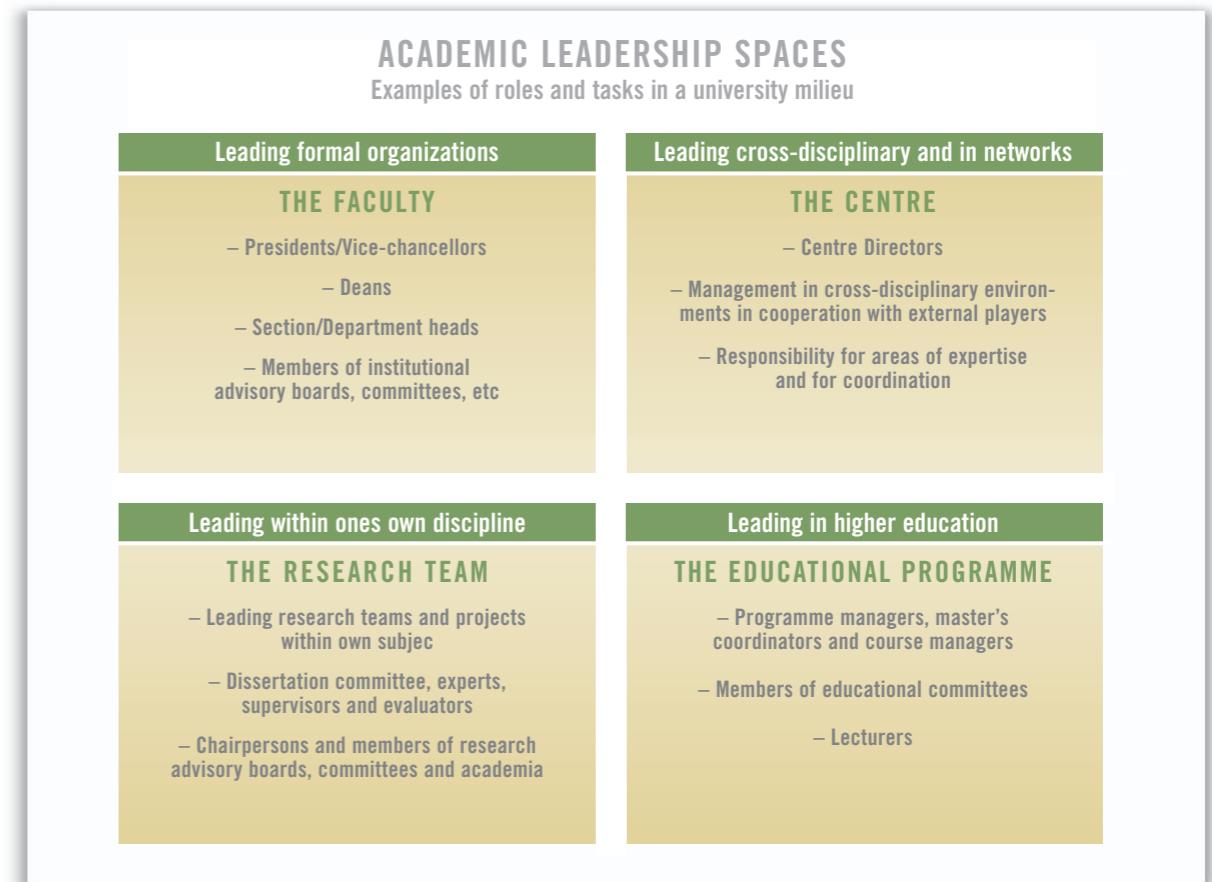
- How can (potential) conflicts between the views of academia and those of the private sector regarding results, skills and management be reconciled?
- What are the values that unite academia, industry and the public sector?
- How can one stimulate shared learning at ones centre?

## Four leadership spaces – different leadership roles

Academic leadership is a multifaceted, complex task. Leading a research centre, i.e. an organization that must *both* produce high quality research that is competitive in the scientific community – basic research – and provide practical useful knowledge and products to a competitive private sector – applied research – is an even more complicated affair.

In a study<sup>11</sup> from Chalmers University of Technology, Catharina Hiort and Gunnar Jonnergård, as guest speakers, in their presentation to those attending, described the four “leadership spaces” of academic leadership, i.e., the environments in which a leader performs his/her duties and where discussions about leadership take place. The four spaces are: 1) the faculty, i.e. the formal organization, 2) the research team, i.e. the subject-specific discipline, 3) the centre, i.e. the network and 4) the educational programme, i.e. the basic edu-

<sup>11</sup>Jonnnergård, G., Sewerin, T. och Birgersson, L., “Akademiska ledningsrum – en tankemodell”, work paper, Chalmers University of Technology, Göteborg, Sweden, 2009-12-16.



“The academic leadership’s four spaces” is a metaphor originating at Chalmers and which demonstrates the nature of multi-dimensional leadership work within academia, and the variety of roles a leader may assume.

cation. It is important to mention that the four leadership spaces are metaphors for the processes by which leadership is exercised. Academic management is about creating an understanding of the cohesive whole, a frame around each space.

The four spaces, in turn, correspond to different leadership roles and tasks. On the formal level, there are presidents/vice-chancellors, deans and department heads. Many of these, at least on the dean and department head level, are also researchers and thus participate in their own capacity as representatives of a subject, researching and tutoring in the scientific advancement of their disciplines. In these roles, they are usually also active in a variety of networks, where they have not only collaborated with other researchers, but also with financial backers and client representatives. And finally, they also generally have overall responsibility for administration and for the implementation of a comprehensive first, second and third-level educational programme.



In different stages in life and in ones career, obviously it is possible for ones focus and “presence” to be in different leadership spaces. Sometimes one may also shift between the spaces physically, without moving mentally, and, on such occasions, clashes may occur between needs and driving forces. But it is not only the diversity of tasks that makes leadership complex; even more important is probably the fact that the culture, the language, working methods and relationship to co-workers may vary significantly, both in the individual spaces and in the different types of organizations: academia and industry.

During the Leadership Mandate Programme, the participants were invited to reflect over the metaphors of the different “leadership spaces” and many, including those from research institutes, were of the opinion that it positively captured the complexity of their leadership task, while identifying potential conflicts:

*The problem is keeping up with all the roles while, at the same time, publishing scientific articles: that is difficult.*

*Some people opt out of an academic career, although they do not really want to. But is it really necessary to do so in order to be a good leader and manager?*

Jonnergård *et al* also brought together representatives of the different leadership spaces to discuss what they considered to be characteristic of the leadership in each space/culture and their perception of their leadership mandate. Two of the spaces – the research team, and the centre – appear to be particularly

Gunnar Jonnergård, one of the guest speakers from Chalmers University of Technology, presented his thoughts on Academic Leadership Space, a metaphor for the different dimensions within which leadership is exercised.

interesting for those running a research centre, which is why we have limited ourselves to a summary of the opinions the participating scientists from Chalmers had of leadership in these spaces.

### The research team

Leading a research team’s work is a key task – perhaps the most crucial at a university – and it is also here that criteria such as skills and quality are defined. The individual researcher’s professional identity is often dependent on what happens in the research team, and success in terms of articles published and invitations to international conferences is often a prerequisite for advancing ones career in the line organization. How then did the invited researchers at Chalmers perceive their leadership task?

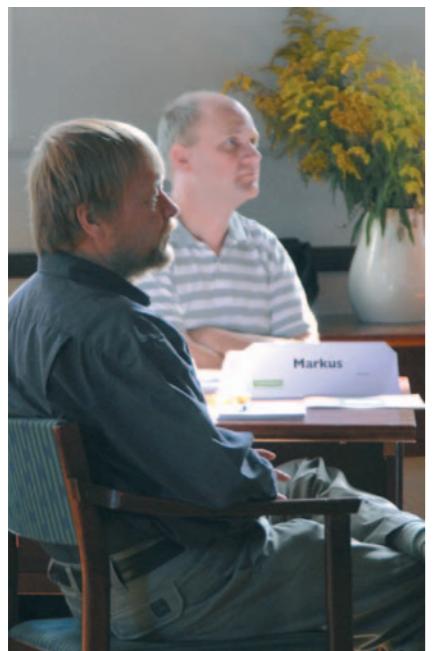
#### IMPORTANT TASKS FOR RESEARCH LEADERS<sup>12</sup>

- To maintain and develop skills and have their findings recognised by the scientific community, assume a proactive role in the acquisition of knowledge and in its dissemination, and create and promote their own independent research environment;
- To lead research projects with abstract goals, and continually interpret results;
- To establish and participate in the academic scenes via tasks that span national and international research environments;
- To lead staff and manage the social dimensions in unique research environments;
- To supervise and coach the next generation of scientists.

Leading and providing assistance to other researchers – individuals with a passion for the task at hand and who are deeply committed to their work – while developing ones own research and acquiring ones own merits requires an advanced capacity to balance ones own interests with the cohesive whole. Researchers within organizations usually describe this as managing the conflict between particularism and universalism. It is not always an easy matter, especially in an environment where careers are so highly dependent on the assessment afforded the performance of the individual by their peers. One way of approaching the issue of self-interest versus general interest in a team is to consider how the skills of the individual relate to those of the team. In other words, what impact does the collective have on the development and advancement of my own skills? <sup>13</sup>

<sup>12</sup> Jonnergård *et al.*, p. 3.

<sup>13</sup> For a discussion about the collective vs. the individual competence – see Sandberg, J. & Targama, A., *Ledning och förståelse*, Studentlitteratur, Lund 1998, p. 88 ff.



When the participants at the Leadership Mandate Programme were asked to contemplate the issue of what actually characterises academic leadership, the following response pattern emerged:

- The actual objective/vision is unclear – it is not always possible to state in advance what is to be accomplished.
- Quality is difficult to define and measure.
- Research, particularly basic research, is about working with a long-term perspective.
- Co-workers are usually very committed to their work, which is good, although this can sometimes lead to conflicts.
- The tasks are difficult.

In common with Chalmers scientists, centre directors also identify the discussions about the activity's goals as being crucial to academic leadership. Additionally, the significance of a universally shared vision cannot be overemphasised and is key to any attempt to develop a strategy for the business. The issue – strategy and policy development – will be discussed in more detail in Chapter 5.

### **Separate spaces – different tasks**

**CENTRE DIRECTORS AT DIFFERENT CENTRES DISCUSSING HOW THEY DIVIDE THEIR TIME BETWEEN DIFFERENT LEADERSHIP SPACES**

Centre Director, LENNART KARLSSON of the Faste Laboratory at Luleå University of Technology, speaks about his presence in all four “leadership spaces”. He becomes particularly passionate when speaking about the SIRIUS educational programme, in which context he means leading in an educational environment. SIRIUS is a conclusive (final year) course in which students conduct incisive product development projects on behalf of, and in collaboration with, industry partners.

*“We have received a lot of commendation for our educational programme. It is important for students to have interesting projects that are “incisive” at the end of their education, and as such collaboration with companies is vital. Contact is established directly between students and companies, and then it is up to the students themselves to maintain that contact throughout the duration of the project. ”*

Cont'd **Separate spaces – different tasks**

*“I spend most time in the “director’s seat”, but I would like to spend more time on research. In my role as director of the Centre, I would like to spend time as a scientific leader – someone who promotes scientific merit through publication – but the administrative aspect of the director’s role consumes a considerable amount of time. I am not responsible for personnel, but am heavily involved in producing information material, communicating research projects and submitting reports about them. I am also responsible to VINNOVA for the budget. In my role as a researcher, I work a lot with others in order to get articles published. I am involved in writing some of my own material, but this always takes second place to everything else. I manage to find time to do everything by occasionally working from home. As I also have young children, this works in my favour.”*

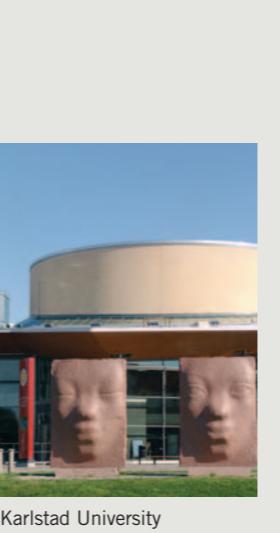
MARGARETA FRIMAN, Centre Director, SAMOT VINN Excellence Centre,  
Karlstad University, Sweden

At BIOMATCELL VINN Excellence Centre, Gothenburg University, leadership is shared. Formally, PETER THOMSEN is the director and JUKKA LAUSMAA assistant director, but in reality leadership is shared between these two individuals. Jukka Lausmaa says:

*“There is no formal division of assignments between me and Peter; generally we discuss our way through to a joint solution. There is, however, in practice, a division, which is that Peter handles everything pertaining to the university. The “Centre space” is what matters most to me. I am loyal to the centre and try to see how best it can be run. For me, the university, as an organization, is not my top priority, neither is gaining scientific merit.”*

Peter Thomsen confirms this picture, adding that quite frequently he actively finds himself in the “faculty space”. He is also professor of biomaterial research at the Sahlgrenska Academy, and as such has several roles. He enjoys his position and sees a value in BIOMATCELL being an excellent model for influencing old structures and working methods:

*“I would like to use the Centre as a lever for change. Within the University there is a need for influence from the outside. Our Centre is based on cooperation between academic research, clinics/health centres and industry, and as such new forms and approaches are required. Since BIOMATCELL was founded, one can say that officially “we now exist” and with this recognition comes the right to exert a modicum of pressure to bring about change.”*



Karlstad University

**The Centre**

This naturally leads to the issue of what is required in order to exercise leadership in the periphery that borders academia and industry; consequently, let us return to the Chalmers scientists and consider how they perceived the task of leading in what is called the network space.

**IMPORTANT TASKS FOR CENTRE DIRECTORS** <sup>14</sup>

- To provide conceptual cohesion, to negotiate, create identity and lead with the focus on a concept that extends outside the boundaries of ones own subject.
- To lead the coordination of working with large applications.
- To maintain a balance between informal networks and fixed organizational structures. To be both a “node” and a “manager”.
- To pool resources, link and incorporate the needs and interests of different players into a contact network.
- To create and lead the work into new knowledge environments that promote innovations (a meeting between the conceptual worlds that frame new ideas and possibilities for action).

Jonnergård *et al* summarise the researchers' description of leadership in the centre space as follows:

*In this space, management is less about formal authority and more about the capacity to discern; adopt and create conditions that ensure common needs are met. The centres may initially be an informal search for contact, loose threads of possible consensus and cooperation, which then evolve and are formalised and afforded clear boundaries. Management of a centre is characterised by a sort of horizontal social aptitude, a sideways orientation, the ability to release ones own subject, without prestige, and incorporate and adopt others. It is crucial to understand the incorporating function of the centre, and what the different parties gain by being involved, to create added value for the participating players – an added value that must be constantly substantiated.*

The emphasis here is decidedly more on the personal, individual – some might even say “soft” – qualities such as “social skills”, “the ability to discern, to adopt”, “being able to release, without prestige, ones own subject” and to “crea-

<sup>14</sup> Jonnergård *et al*, p. 5.

te added value for the players concerned". It is not easy to give a clear-cut response to the issue of what these qualities actually mean. Quite often there is no clear-cut definition for the term "social skills", which is very much used today. It is, however, important to emphasise that these qualities are different to the previously mentioned individual characteristics, in the sense that they are impacted by the surrounding culture and can be learned and developed.

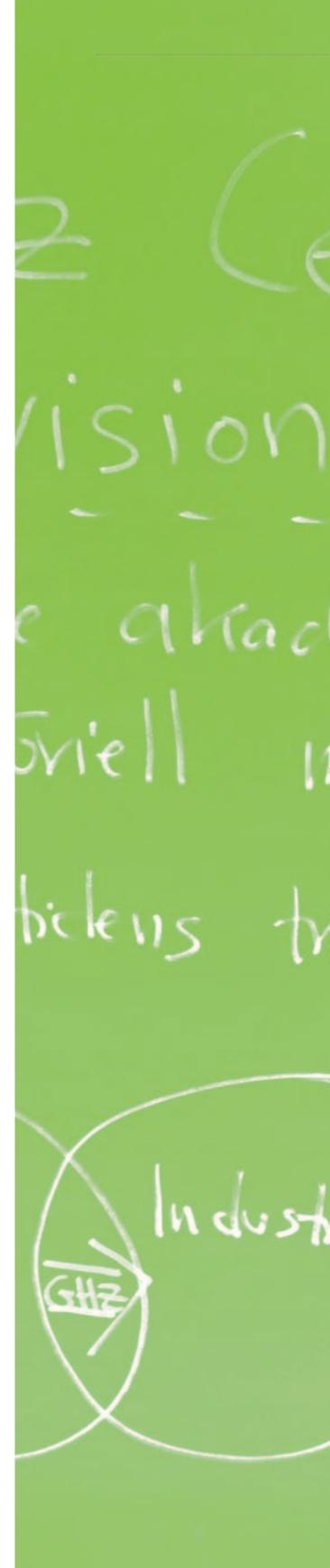
Here we return to the previously discussed distinction between a *manager* and a *leader*, where, as mentioned earlier, the word *manager* usually refers to the formal management position and its associated function, whereas the word *leader* is usually reserved for an individual, who, in some way leads a business activity. Something that complicates the picture of leadership within the academic world is that it is not unusual to find a series of (informal) leaders alongside the (formal) manager. The acknowledged and talented research leader may be in a more powerful position than the head or centre director, and how then does the latter deal with this situation?

According to Carin Eriksson, in her book *Akademiskt ledarskap* (Academic leadership)<sup>15</sup>, both roles – the manager as well as the leader – are equally as important, particularly in complex, multi-professional organizations such as universities and research institutes. Leading an organization, especially a knowledge-intensive research team, requires both the ability to inspire, motivate and actually lead the development of knowledge/research and, equally as important, the ability to look after the organization and those in it, to manage the finances and to take responsibility for the formal and legal aspects inherent in the employer's role.

#### Issues to reflect over and discuss:

- What are your motives and driving forces at work, focusing on the activities of the centre?
- What are the goals that unite you in the research team, with partners and others?
- In which "leadership space(s)" do you find yourself most? Is there any space you would like to spend more, or less, time in? What can you do to bring about a change?

<sup>15</sup> Eriksson, Carin B., *Akademiskt ledarskap*, Acta Universitatis Upsaliensis, Studia Oeconomica Negotiorum 43, Uppsala 1997, p. 17.



## CHAPTER 4

# Organization and Structure

IS HAVING a unique identity a requisite for an organization, and if so - how does one create such? There are economic, technological – from the production standpoint – as well as legal arguments in favour of organizing research and development in a centre. Having a long-term perspective creates a sense of security, which allows for self-assurance, daring! In this chapter, we also address why "just right" is best when the organization's structure is being designed, and some common "teething pains". Ambiguity creates uncertainty and therefore goals should be clearly defined and formulated. Last but not least - creating a consensus requires time and energy, as does the change work.

## The formal organization – five criteria

We all spend a great deal of our waking hours in various types of organizations, such as at school and at companies and leisure sport centres, etc. Sometimes we can also find ourselves as part of other organizations; for instance, as a patient at a hospital, or as a member of the audience at a theatre/cinema, etc. In some way or another, and to some extent, we are therefore participants in collective activities.

Kotter<sup>16</sup> describes the development as follows:

*A century and a half of technological evolution has produced communication and transportation technologies which make our entire planet a global marketplace. Industrial technologies, beginning with the steam engine, have led to larger and larger factories to produce products for that marketplace.... As a result of the changes brought about by technology, a typical executive today has to deal with thousands of interdependent relationships-linkages to people, groups, divisions or organizations that have the power to affect his job performance. And the diversity of goals, opinions, and beliefs among these players is typically enormous.*



On a day-to-day basis, one seldom reflects on what is meant by the term “organization”, and seldom gives thought to the fact that the activities in which one is engaged is of a collective nature, requiring management and control. As soon as there is any degree of involvement in any type of collective activity – such as, for instance, organizing a garden party – there is need for organization, of some sort. Who does what, and when, are fundamental issues when organizing even such a relatively simple task. But what is it that distinguishes an “organization” from the less structured, casual form of organized activities, such as a garden party? According to Forssell & Westerberg<sup>17</sup>, there are five criteria crucial to our definition of “organization”. These are:

*Organizations have a purpose or a goal.* Without a purpose or a goal, there is no reason justification for doing anything collectively. What distinguishes an organization from more lax forms of organized, collective activities - such as going bowling with friends - is that the purpose or goal of an organization's is formalised, i.e. communicated officially and formally.

*Organizations consist of people who are interchangeable.* In a formal organization, people are less important as individuals since they perform a function or fulfil a role that can be filled by someone else. This does not mean that when people belong to an organization they become less important, only that the organization as such does not stand or fall on separate individuals, as may be

Peter Lysell, Sharing Insight, was one of the Programme's project leaders, along with Anna Aspgren (behind the camera). Here he shares his insights on organizational and structural issues.

<sup>16</sup> Kotter, J.P., *Power and Influence: Beyond Formal Authority*, New York: Free Press, 1985, p 22.

<sup>17</sup> Forssell, A., & Westerberg, A.I., *Organisation från grunden*, Liber, 2007.

the case in a less structured, casually organized activity. Being a member of an organization involves having rights as well as obligations, as stipulated in a contract (formal or informal).

*Organizations have elaborate structures which designate responsibilities and authority.* Briefly put, this means that lines of communication and accountability relationships are formalised, or, in other words, the reporting and responsibility chains are predetermined.

*Organizations are characterised by stability, a sense of permanence, and continuity.* Unlike short-term organized activities, such as projects, a formal organization is assumed to be working from a long-term perspective to achieve its goals, the realisation of which is assured through planning and various types of continuous monitoring, such as financial accounting etc.

*Organizations have identities that make them unique.* To differentiate from other organizations, each formal organization has, firstly, its own name – confirming its existence. In addition, it is common practice to have unique logos and trademarks, but the identity can also be indicated by a special business orientation, asserted values and approaches.

The issue about an organization's unique identity was raised on several occasions in discussions throughout the Leadership mandate Programme, clearly indicating the importance of an identity for making people feel involved in an activity. At one of the workshops, the centre directors discussed the factors they considered would facilitate the creation of an identity for a centre, in other words, would help to achieve a “a centre touch” where various players feel involved. Some of the factors that emerged from this discussion were:

- Organizing joint social activities and workshops within the centre
- Having common physical workplaces, such as laboratories
- Organizing joint projects with several partners
- Developing a logo for the premises and marketing material
- Developing common goals and a shared vision that are firmly “entrenched”
- Marketing the centre internally and externally

According to the centre directors, a centre's identity is about a number of factors that contribute to a sense of cohesion and consensus; from logos and shared premises to social activities designed to get to know ones co-workers better.

One centre director says that:

*We are creating an identity within the Centre. At the very beginning we were far too dependent on one company, which was, and still is an important partner, but this has now changed. Crucial to our identity is the orientation of the research, the specific approach we adopt.*

This quote demonstrates the difficulty of balancing the relationship between business and the orientation of the research, while creating cohesion among all parties.

#### Issues to reflect over and discuss:

- What is it that distinguishes the identity of the centre to which you belong?
- What would your centre gain by strengthening its identity, and how should this be accomplished?

## Why do organizations exist?

A fundamental question is why human activities are organized, and the simple answer is that this is done to realise a goal that we would otherwise be incapable of achieving. It is, for example, quite simple to grow ones own vegetables, but to produce the tools needed to farm the land is far more complicated and resource-intensive. According to Forssell & Westerberg, literature dealing with the organization theory presents three arguments for organizing, namely:

*The economic argument.* Quite simply, a lot of time and energy is saved when there are relatively predictable organizations that carry out certain tasks. A large number of transactional costs can be avoided (costs associated with searching for data, finding people who can perform a given task, raising capital and other resources), when there are formal organizations that provide goods and services.

*The production-technical argument.* Certain types of production are impossible without a collective effort and this requires control, such as, for example, attendance at some workplaces, such as hospitals and factories, must be regulated to safeguard the production.

*The legal argument.* In formal organizations, accountability and liability may be demanded of the people filling certain functions or roles.

Chapter 2 of this book argues that a research centre is an organization of players with shared interests. From VINNOVA's perspective, the goal of forming research centres is to strengthen Sweden's competitiveness through the development of strong research and innovation milieus. But could this not be accomplished by funding research in those organizations that already exist, such as universities and research institutes? Creating new organizations is, after all, very time and energy-consuming? To understand this, let us apply the arguments presented above.

The *economic argument* helps to clarify the assumption that transactional costs will reduce when different players in a network are linked together in a formal organization. The fundamental idea behind the Triple Helix concept is close cooperation between the public sector, industry and academia, where joint learning is central. By linking together players with shared interests in a formal organization, there is a higher probability of these interests being realised, as compared with finding partners for each project, or every new idea.

The *production-technical argument* helps to clarify the assertion that formally organizing the players in the Triple Helix promotes long-term development. The formal organization, as represented by a centre, is to some extent a



guarantee for predictability and control. Research, by its very nature, is a complex business. When this is done in close cooperation between different players with different and parallel organizational affiliations, the cohesive whole becomes even more complicated. The formal centre organization thus supports the formalising of relationships between players, and promotes sustainability and continuity.

Finally, the *legal argument* cannot be dismissed as insignificant. Compared to other, more casual forms of cooperation, the formal centre organization provides a clarification of the allocation of responsibilities and results between different players.

### **What has creating a centre meant to the participants?**

When the question was put to a couple of participants, their responses were:

*Creating the Centre has meant quite a lot. It is a national recognition, a stamp of quality, and important to all the players in the Triple Helix. It confirms that our work is of high standard. It also ensures a long-term commitment. Acquiring research funding for 10 years is unique.*

*It provides security, but at the same time allows you to be somewhat exploratory, more daring.*

*We would not have been able to accomplish what we have without the funding from VINNOVA. It was a major mobilisation of resources. The funds made the research itself possible, and the time we get allows us time to build relationships with our partners. The Vinn Excellence Centre initiative provides continuity that we would not otherwise have had. We can work with a long-term perspective and avoid research becoming simple projects.*

Having a long-term perspective is therefore something that two centre directors highlighted as one of the major advantages of a centre. According to one of these directors, this perspective means that one can build long-term relationships with partners and, according to the other, a long-term approach creates security. Interestingly, security for this person does not imply that as centre director one can relax, but rather that one dares to be more exploratory in ones business activity.



Time and place for reflection and discussion in small groups are always important.

## **Organizational Structure**

In some languages, including Swedish, the translation or origin of the word “structure” is “inner nature or composition”.<sup>18</sup> But what does the *organizational structure* actually mean? In general one can say that the formal structure defines how different tasks are allocated within the organization, and schematically specifies who should report to whom. In other words, how the coordination of work is supposed to happen.<sup>19</sup>

As long as an organization is small and simple, direct and shared coordination may suffice, i.e. meetings are held during which issues, such as what is to be done, by whom and when, are addressed. But as soon as a business begins to grow and more people become involved, the need to assign duties and coordinate between players becomes apparent. Forssell & Westerberg<sup>20</sup> argue that:

*In order for a business to function, it must be able to coordinate several people who may well be located at different sites. In addition to the horizontal division of labour, there must be a vertical assignment of duties, between the various levels within the organization.*

In an organizational hierarchy, the relationship between the hierarchical levels and the power relations are defined. A centre director mentioned that when designing their centre, they had mistakenly created an organizational structure of too complex a nature:

*Right at the start, our structure was too pretentious. There were too many levels, and too much reporting, so we made some changes.*

### **Three dimensions**

There are many ways to characterise an organizational structure, but one way is to make an evaluation based on the three concepts of complexity, formalisation and centralisation.

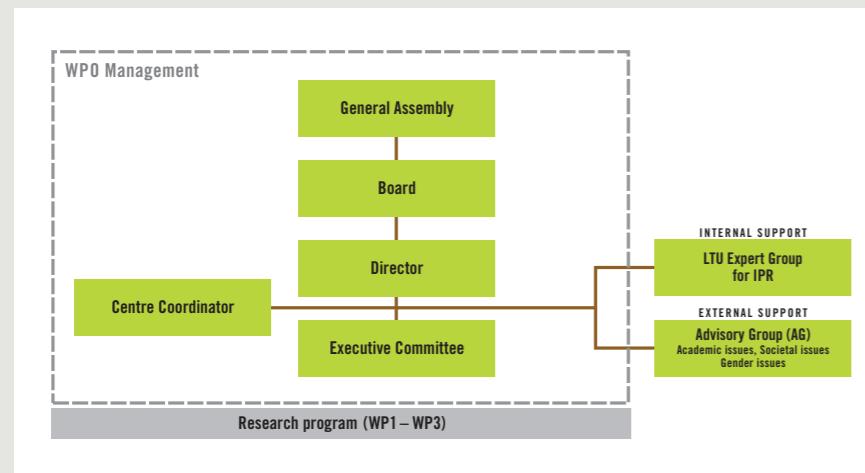
The *Complexity* concept encompasses the degree of differentiation within the organization, i.e. the extent to which there is job specialisation, how many hierarchical levels there are, and whether the organization's units are distributed geographically.

<sup>18</sup> SAOL, *The Swedish Academy Glossary*.

<sup>19</sup> Robbins, S.P., *Organization theory. Structure, design and applications*, Prentice-Hall International inc., 1990, page 5.

<sup>20</sup> Forssell, A., & Westerberg, A.I., *Organisation från grunden*, Liber, 2007.

### Illustrations of organizational structure

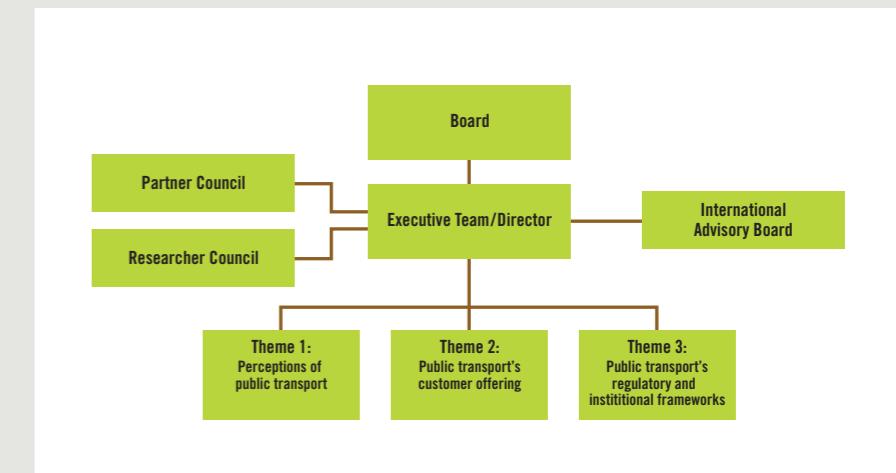


Within Faste Laboratory VINN Excellence Centre, the decision was taken to be organized in Work Packages (WP), with WP0 representing Faste Laboratory's management structure with an executive committee, Board, centre director, coordinators, management team and teams of advisors.

WP1 is the general work package in which all new research projects are introduced, and to which all research results are amassed. As such, WP1 "owns" the research issues, which are then delegated to the other two work packages. WP2 is called "Development of Functional Products", and here the focus is on research into the development of industry's functional offerings, i.e. the central concept on which Faste Laboratory is based. WP3 is called "Simulation-Driven Design, Knowledge Sharing and Global Product Development". In WP3, research is conducted to determine how simulation tools can best be used to drive appropriate function solutions already at an early stage in the development process. Even knowledge-related challenges and issues about collaboration between geographically dispersed development teams are addressed in WP3. As such, research within WP3 is therefore conducted independently while still being related to research in WP2.

Initially, there was another WP, but this turned out to be unnecessarily complicated, as there was too much reporting and too many different levels within Faste Laboratory. The decision was therefore taken to merge two WPs into one which resulted in the organization as described above.

### Illustrations of organizational structure



Research at SAMOT revolves around three main themes. Within each theme there are sub-projects that are supposed to contribute to the issues of the main themes. These issues are:

1. The actual experience of passenger transportation, both that of the traveller and of those working within the industry. Here it is not only the meeting between the traveller and staff that is of import, but also the perception of the efficiency of the means of transport.
2. Customer offerings and service development. The focus of this theme is on the organization of passenger transportation and on the coordination between different types of transport.
3. The market's underlying framework and rules of the game. This theme addresses the rules governing the customer offerings, and which ultimately impact the customer's experience.

*Formalisation* indicates the degree to which work within the organization is governed by rules and routines, i.e. standardised processes to ensure that all work is done in compliance with certain procedures.

*Centralisation* indicates where decisions are taken in the organization.

These characteristics can be rated on a scale from high to low, i.e. that an organization can find itself anywhere on a scale from high to low complexity, from high to low formalisation, and somewhere between centralisation and decentralisation. There may also be elements of, and/or tendency towards one or the other within the organization.

#### Issues to reflect over and discuss:

- How does the formal organizational structure impact communication between the centre's stakeholders?
- Could changes in the formal organizational structure facilitate joint learning between the players?

## The ambiguity of organizations

At one of the Leadership Mandate workshops the participants discussed the challenges that may exist when designing a research centre. Some of the points that emerged were:

- Being able to collaborate across organizational boundaries and obstacles, as everyone has a different “home turf”
- The centre is everyone’s and no one’s “baby”
- It is a relatively free organization, and sometimes even with a vague business concept
- Cooperation with companies is viewed with suspicion by the university management

It is therefore about being able to balance the need for structure and an “individual” centre identity with the fact that many people, who are part of the



Staffan Hjorth, VINNOVA, spoke of creating and successfully leading a centre's work, with comparative glances at the earlier centre of excellence programme.

centre, also have other organizational affiliations. One of the challenges facing a centre director is therefore to be able to accommodate different groups and projects with a degree of flexibility, while creating a system that fully meets the need for structure and reporting.

The challenges that the participants highlighted have a number of similarities to those mentioned in the report *Effects of the Swedish Competence Centres Programme 1995-2003*.<sup>21</sup>

A not uncommon “teething problem” for a centre is namely, according to this report, that the research programme can be a bit “dicey”, as at the outset there may be a lack of consensus among the stakeholders. In the initial phase, there is quite often an absence of clarity among the parties about the centre's goals. According to the report, one way to counteract this could be to focus the research towards common goals and, if required, limit the stakeholders to a focused and committed group.

<sup>21</sup> Arnold, E., Clark, J. & Bussillet, S., *Effekter av det svenska kompetenscentrumprogrammet 1995-2003*, VINNOVA analys (VA) 2004:06.

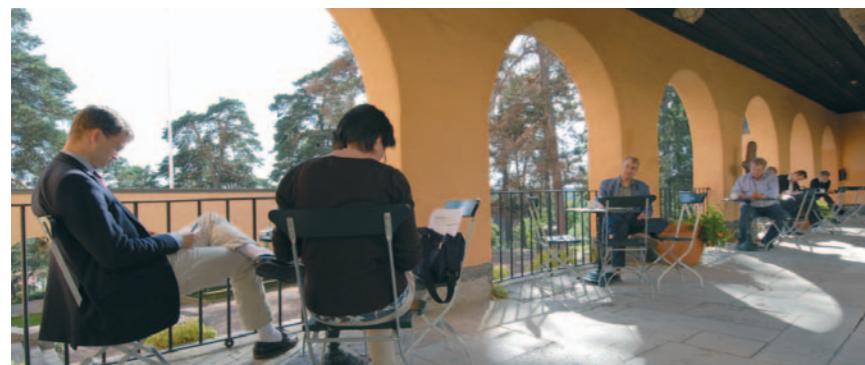
To succeed in the important work of creating a consensus and common goals among the parties, there must be ample time and opportunity to:

- Listen to and respect each other
- Understand each other
- Learn from each other
- Devise plans and do things together

Creating consensus and common goals is very time-consuming, a factor that was highlighted in the report. It is important to note however that this is not a unique phenomenon, but one that applies to organizations in general. However, it is undeniable that this creating consensus is much more complex when players have different interests, although there are common denominators.

A general problem within organizations is that there are often differences in opinions about the actual goal or goals of the business, and there may even be problems getting an overall picture of what is happening and taking place inside the organization. According to Bolman & Deal<sup>22</sup> a few reasons for this are that:

- Many organizations are complex, with a diversity of people, departments, technologies, goals and environments. It is almost impossible to get an exhaustive thorough picture as the data can never be complete.
- It can be difficult to foresee the consequences of a decision since different factors impact each other in chain reactions. To act in a certain way



<sup>22</sup> Bolman, L.G. & Deal, T.E., *Nya perspektiv på organisation och ledarskap*. Studentlitteratur, Lund, 1997.

can be like throwing a billiard ball in amongst several others. It is possible to predict the impact on some of the balls, but not perhaps on all.

- Organizations are vague, indistinct, owing to the fact that people want different things, and may sometimes not even be aware of what they want. People also have their own individual way of interpreting events, which may give rise to possible misinterpretation of the information being disseminated.

That it may take time to get a centre to work as an organization is a point the centre directors raised on several occasions during the Leadership Mandate Programme. Some examples of lessons learnt, are:

*Our project managers come from industry, and that works well.*

*We had to change the name of certain constellations because they became far too scientific; a situation those from industry were not comfortable with.*

*At our Centre we have several different projects of different durations, to create flexibility.*

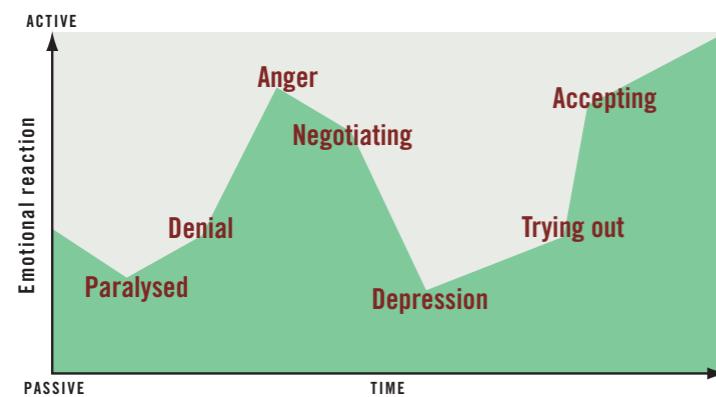
What is clear is that a centre with several parties with different interests must have some kind of structure, the mission of which is to realise the goals, but that this structure must have a degree of flexibility that accommodates change in the event conditions and demands should change.



# Leading change

During the Leadership Mandate Programme there were discussions about organizations and organizational structures, with the participants being invited to share their thoughts and ideas. The conclusion seems to be that there is no one single “perfect” organizational structure. In order to function well, different centres can be organized in different ways, but what is perhaps the most important factor is that change may be required, i.e. having to reorganize the centre as time goes by. Leading change can, however, be difficult, requiring special tools and skills, and subsequently, a segment of one workshop was devoted to this subject.

To give an idea of just how people's emotional reactions, when faced with change, can change over time, the following model was presented:



Obviously, this is a highly simplified and schematic model. Depending on the type of change a person, team or organization is facing, the actual reactions and the strength of them may naturally vary. The message is, however, that change work is a process that takes time, and often more time than initially anticipated. To become active in a process of change calls for an acceptance of the change, with the length of time to accept differing from individual to individual.

*Every change process has an optimal rate.*

*Too fast and you turn everyone off and the system will then slow down.*

*Too slow and you fail to capture either the market, or your people's imagination*

PETER SENGE,  
*The fifth discipline*<sup>2</sup>

Some of the participants' reflections over change efforts were:

*Often, the problem is that we are not entirely convinced about the new ideas, and then it is difficult to become involved.*

*What is often missing is that the change is not justified. Many times, changes are ill-conceived and completely pointless.*

These quotations reveal that the centre directors themselves have experienced change efforts in which they have not felt any particular involvement, and that as a leader the importance of creating motivation for an impending change should not be underestimated.

In order to provide the participants with a tool when they themselves are responsible for initiating and leading change, the following model was presented:



<sup>23</sup> Senge, Peter M., *The fifth discipline fieldbook: strategies and tools for building a learning organisation*, New York: Currency, 1994.

For each emotional reaction which, according to the earlier model, can occur prior to a change, there is a positive action, in the above model that can counteract passivity and foster constructive behaviour, which in turn can lead to successful change management.

## Why is leading change so difficult?

A well-known fact is that a lot of change efforts fails, i.e. it does not produce the desired results. Some of the reasons why so many so-called “change projects” fail, according to Dave Ulrich<sup>24</sup>, are:

- The change is considered as a “quick fix” and not as a long-term development project
- The perspective is far too short-sighted
- Expectations are far too great
- Leadership for change is missing
- The outcome of the change cannot be measured
- Inability to mobilise forces and commitment

Consequently, it is important to think in the long term when considering change, while at the same time continuously acknowledging the outcome of the change so as to create and sustain motivation. A point of vital importance is that there must be clear and firm leadership.

Is there a recipe for a successful change process? A well-known change researcher is John P. Kotter, whom we have also referred to elsewhere in this book, and who has launched a model detailing the eight steps for planning and implementing a change process:

**1. Create a sense of urgency.** To generate commitment to change, people in an organization must be made to feel that *something must be done NOW*. Kotter believes that there are tricks that can be applied to achieve this. One is to visualise the need for change by showing graphs, statistics, budget follow-ups or similar that make the need for change evident in the images.

**2. Assemble a strong project team.** According to Kotter, it is important to know who is leading the change, and who is responsible for what. The members of the project team are also important as they must convey authority within the organization while having the power to drive the change, even when met with resistance.

**3. Develop a vision and a strategy for the change.** To create commitment to the change, people in the organization need to have a visual vision of a future scenario

<sup>24</sup> Ulrich, D., *Human Resources Champions: The Next Agenda for Adding Value and Delivering Results*, Boston; Harvard Business School Press, 1997.



The Programme contained numerous practical exercises. Here, the participants' ability to cooperate is put to the test in a proposed change process with several pitfalls.

presented to them. It is also important to show exactly how the change will be implemented.

**4. Communicate the vision.** The next step is to consolidate the vision throughout the entire organization by means of communication.

**5. Enable the change in the organization.** This means identifying and removing obstacles, such as systems and rules and regulations that prevent the change from being implemented. The implication of this, however, is that employees must be empowered so their actions can be in compliance with the change required.

**6. Acknowledge short-term gains.** To avoid people becoming bored, tired, it is important to celebrate short-term milestones.

**7. As each success is acknowledged, it should be consolidated in the organization.** This means not giving any opponents the opportunity to sabotage the success, but instead ensures all success is reinforced. Endurance and patience are important qualities here.

**8. Establish new cultural approaches and attitudes.** If the old values remain entrenched in the organization, these may counteract the stabilisation of the changes. Consequently, new attitudes, norms and approaches must become a natural part of the organization's culture.

## Different degrees of change

When talking about change it is easy, on the one hand, to make the association with momentous changes that affect significant parts of, or perhaps our entire existence, and, on the other hand, point to the fact that much in our existence is constantly changing. What is “change work” in the sense that it would differ from other (development-oriented) work may, in light of this, be slightly hard to define. A scientist by the name of Paul Watzlawick argued that it may be productive to talk about change of *the first and second order*.<sup>25</sup>



A successful residential workshop programme presupposes that the participants can also have fun together in a relaxed atmosphere - both at mealtimes and during evening entertainment activities.



<sup>25</sup> Watzlawick, P., *The Language of Change*, W. W. Norton & Company, 1993.

In this context, change of the *first order* would refer to the day-to-day, development-oriented work aimed at renewal or adaptation. Here, the term renewal implies, for example, that the organization needs new equipment, is changing the focus of a new product, or introducing new rules and procedures. And likewise, adaptation would mean that an organization needs to change to address new demands from society. The changes are however, relatively minor and inconsequential.

Change of the *second order*, however, represents a new direction or innovative approaches and attitudes within the organization. Examples would be reorganization on a scope that requires new approaches and new ways of thinking. This type of change requires time, effort and commitment in an entirely different way to changes of the first order.

Watzlawick's categorisation does not simply make an interesting distinction between different degrees of change; it can give some indication of the tremendous struggle facing an organization, and the considerable effort that will have to be expended in order to succeed.

When leading change was discussed during the Leadership Mandate Programme, one centre director commented:

*We often forget the time factor, i.e., that it often takes quite a long time to develop a concept. When one then has to communicate the concept, one must be prepared to give others the time to become as committed to it as you yourself are.*

Another centre director who has experience of resistance to change, stated:

*One has to listen to people who are angry or on the defensive when there is a change on the way, otherwise there is nothing to negotiate.*

One idea is that there may just be an opportunity here to take advantage of the energy being expressed as protests, and not to consider such reactions as being solely negative. In other words, it is perhaps possible to recognise energy even among those who, initially, were regarded as opponents to a proposed change, and reverse that negative energy into something positive.

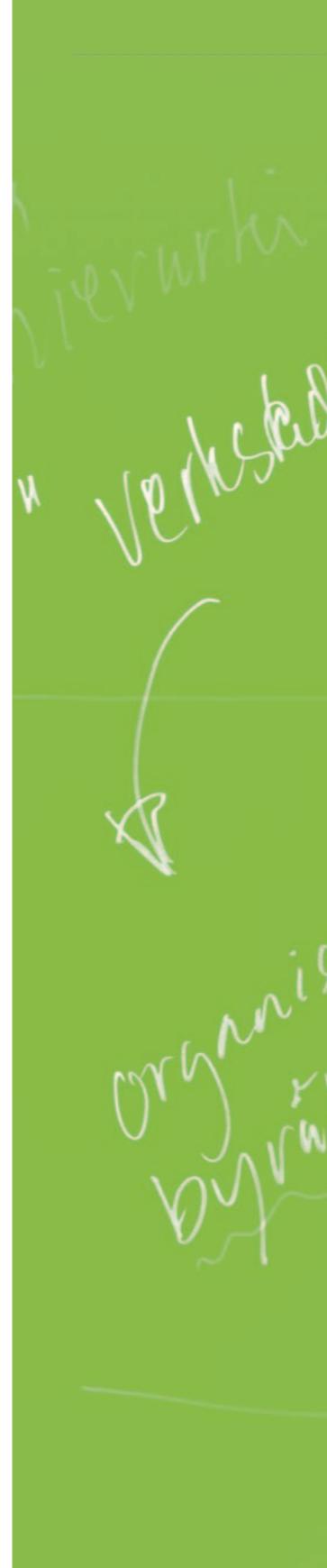
A point that should not be neglected is that the prerequisites for a successful change process should be carefully deliberated over. Or, as one of the participants put it:

*If one implements changes too often, there is a decided risk of everyone losing commitment to the process.*

One conclusion to be drawn against the background of this is that it is an important balancing act between continuous change and perceived stability, i.e., periods that allow for any changes to stabilise.

#### Issues to reflect over and discuss:

- Has our organization undergone many or few changes recently?
- What is the scope and impact of the changes implemented in our organization? Can they be characterised as changes of the first or second order?
- How can we create the optimal conditions for the changes we would like to implement?



## CHAPTER 5

# Focus on strategy

THE PATH from vision to strategy is well trodden by concept drivers, visionaries, but not everyone arrives at their destination. It is not possible to develop a good strategy if one is unable to visualise the purpose of the organization and coordinate its resources - including those one may not be consciously aware of. A good centre director can take lessons from the army and others in command (such as football coaches). Strategy and tactics are two sides of the same coin – goal-oriented actions. And it is not the actual nature of the action, but its relationship to the organization's overall goals, that determines whether it is strategic or tactical. One of a centre director's most important - and most difficult - tasks concerns the paradox of strategic work. Did you know that strategic work can be seen as a two-dimensional learning process in four steps?

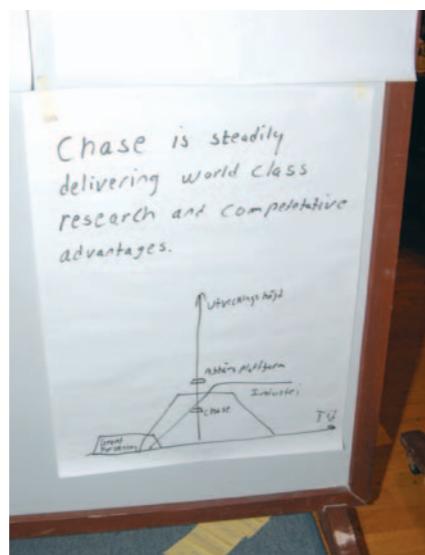
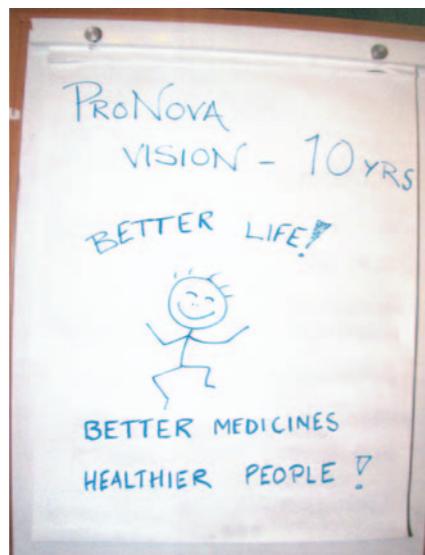
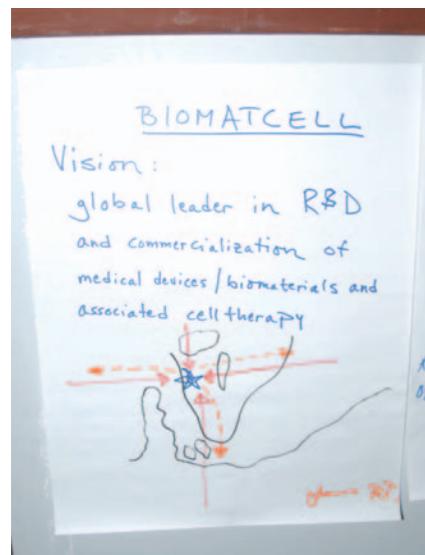
## Concept and vision

*Concept, vision, strategy and tactics* are crucial in any leadership context, making these themes more or less integral to the Leadership Mandate Programme.

As an introduction to the first workshop the participants were asked the questions:

- What is your concept?
- What is it that characterises what you do?
- What is it that makes others interested in you and your business activity?
- Who are the visionaries in your organization?

An analysis of the responses to these questions indicates that a number of the participants perceived scientific research to be the most important business concept, while almost as many felt the commercialisation of research results to be equally as important as the research itself. Already, at this stage the classic controversy between basic and applied research, between the interests of academia and industry, becomes apparent.



When the participants were asked to formulate the visions for their centres, two patterns clearly emerged from the responses received. The first was that there are quite different – and vague – ideas about what a vision is, and the role it plays in the strategic work. The second was that the participants were inclined to express their vision in terms such as “we shall be best at X research” or “in ten years we shall be a world leader in Y research”, while ideological or moral visions, such as “we would like to solve problem Z and thus be able to

Successful strategic work requires having a vision or a goal to work towards. During the Programme the participants were invited to present their centres' visions. Here are some of them.

work together with our partners to develop a product/service/process that would enhance the quality of life for mankind”, were less common.

So what are the meanings of the terms *concept* and *vision*, and how do they relate to each other? And in the same way: *visionary* and *strategist*? Do these terms represent completely different things, or are they really synonymous?

The term “vision”, originally meaning “sight”, is perhaps more abstract than the term “concept”. In essence, however, they are synonyms and denote a more or less well-considered notion of a (future) state. In other words, both a vision and a concept are the answer to the question of what one would like to achieve, and is in this sense synonymous with the organization’s goals.

“Visionaries” are all those who personify the goal, who identify with and consistently communicate the goal. Having visionaries is in turn a prerequisite for developing a successful strategy. However, not all visionaries are necessarily competent strategists. This requires additional skills.

#### Some visions:

“New methods and tools have been developed enabling functional products with optimised lifecycle cost and customer value.”

Fastelaboratoriet Vinn Excellence Centre, Luleå University of Technology, Sweden

“Public transport that succeeds in combining the individual’s requirements for simple, effective and flexible transportation with society’s goals regarding the long-term, sustainable development of cities and regions.”

SAMOT Vinn Excellence Centre, Karlstad University, Sweden

“CODIRECT is the leading innovator of novel controlled delivery technologies.”

CODIRECT Institute Excellence Centre, Institute for Surface Chemistry, YKI, Sweden

We received the following feedback from one of the participants after the series of workshops:

*The Leadership Mandate Programme gave us direct inspiration to hold a “vision workshop” within CODIRECT. During the discussions about visions at one of the workshops, we realised how important it is to have a brilliant vision, and that the vision is not just a group of words written on paper. This led to a concrete exercise, and then to a new vision for the Centre.*

ULLA ELOFSSON, CODIRECT Institute Excellence Centre,  
Institute for Surface Chemistry, YKI, Sweden

## Strategy and strategic work

James B. Quinn<sup>26</sup> defines the term *strategy* as follows:

*A strategy is the pattern or plan that integrates an organization's major goals, policies, and action sequences into a cohesive whole. A well-formulated strategy helps to marshal and allocate an organization's resources into a unique and viable posture based on its relative internal competencies and shortcomings, anticipated changes in the environment, and contingent moves by intelligent opponents.*

Four things here are of particular significance: the goals, the resources, the coordination (viable posture) and the environment (the last includes competitors and rivals). Most important, however, is the *goal*. One can never develop a strategy if an organization's goals and objectives are not entirely clear. This can never be overemphasised.

Another essential aspect of strategy is the resources including knowledge of the resources at the organization's disposal. It is not uncommon for managers and leaders to have an incomplete picture of the resources available within the organization, which may lead to a manager lacking a clear understanding of the organization's cumulative expertise. The consequence of this may, in turn, be that resources are procured from outside, at a cost in terms of both money and experience, as this often ends up proving to be less effective and efficient.

<sup>26</sup> Quinn, James B., "Strategies for Change", i Mintzberg, H. & Quinn, J.B., *The Strategy Process*, Prentice-Hall International, New Jersey 1996, p. 4.

### Fundamental issues of strategy

In this simple short nursery rhyme from 1902, Rudyard Kipling, author of *The Jungle Book*, very briefly and concisely captured the fundamental issues of strategy:

*I keep six honest serving-men  
(They taught me all I knew);  
Their names are What and Why and When  
And How and Where and Who.*

Rudyard Kipling:  
“The Elephant's Child”  
in *Just So Stories*,  
London 1902.

### Explore/Utilise what you have!

In addition to understanding, embracing and being able to communicate the goals, it is important for every manager to form an opinion of the nature and scope of the expertise present and available among the organization's employees. And the leader who seriously and systematically endeavours to take stock of the organization's qualifications and skills is usually surprised to discover just how much is readily available “in-house”.

Once the goal has been clarified and an inventory taken of the resources, or the resources mobilised, the actual coordination is often the easiest part of the strategic work.

The last component of Quinn's definition – the environment and the opponents – is perhaps more relevant to a centre's industrial partners than to the research teams. The former operates in a competitive market, where two products, even if they differ in a technical sense, can perform the same function and thus compete with each other. By tradition, the scientific community is quite open and transparent, with scientists generally being fairly aware of the “competition”. Moreover, it is seldom that competition among research teams leads to one team being completely obliterated. In research, there is always new knowledge to be gained, and, at the same time, given the inherent complexity of knowledge, it is seldom to find two researchers working concurrently with exactly the same problem, or arriving at identical results.

## Strategy and tactics

As a summary of the multifaceted term “strategy”, Quinn's definition (as discussed above) could be formulated as follows:

**Strategy = the art of marshalling all the organization's resources to achieve the goal**

To be able to work strategically, one should first recognise and understand the overall goal. Secondly, one should also be aware of the resources available – and be in a position to mobilise them. Thirdly, one must be able to marshal the resources, i.e. organize and lead the business.

As such, tactical-operational measures represent everything that has to be done to solve the various sub-tasks, such as mobilising and coordinating resources,

and here it is not about working strategically, but also about possessing tactical-operational competence and skills.

The above-mentioned terms are originally from literature dealing with the science and art of warfare. Using one of their analogies, one might say that a general can hardly coordinate a major military operation without knowing how the various defence troops, arms and units work. One cannot therefore be a general without having started out as an ordinary soldier and then moving up the ranks acquiring a good knowledge of the tactical operational conditions for each level of the military system. In short, you cannot act strategically without mastering the area's tactical operations. This observation explains what is sometimes called “the paradox of strategic work”, which will be discussed later.

One way to illustrate the meaning of strategy is to observe what team managers and the coach of a football team do before a match. On close inspection, this can be very revealing. In addition to the club and its organization, one needs a lot of peripheral resources (a football pitch, a coach, footballs and outfits) and, most importantly, one needs players who need to be coached and trained. It is work with these things that constitute the concrete expression of the club's strategy, and the ability to manage this task is often the deciding factor that determines the outcome of matches.

In this context, the term tactics refers to the dispositions and plans decided on the day of the match – choice of players, game plan, security arrangements –



#### An example of strategy for one of the participating centres:

**“We have invested in what we do best. But everything we do within CODIRECT must be of strategic significance to the Institute for Surface Chemistry if the research is to prevail after the Institute Excellence Programme winds up.”**

KATRIN DANERLÖV, CODIRECT Institute Excellence Centre,  
Institute for Surface Chemistry, YKI, Sweden

and what happens during the actual match, “what the coach calls out to the players on the pitch”.

The same applies to the public sector and other organizations; extensive and long-term work is required on several levels before, for example, one can begin producing a product or providing a service. But even while the work is in progress, a strategic watch must be kept on the organization to ensure growth and development, and avoid the collapse of the business. Strategy is therefore not something simply to be applied in the planning stages, but rather an activity that is in continuous progress and evolving.

## Strategy from a historical perspective

The word *strategy* derives from the Greek “*strategia*”, and originally meant “the art of military command”, and its breakthrough as a key concept within organization theory came as a result of Carl von Clausewitz<sup>27</sup> famous work, *On War*. Clausewitz opens his presentation of the concepts of *strategy* and *tactics* like this:

*The conduct of War is, therefore, the formation and conduct of the fighting. If this fighting was a single act, there would be no necessity for any further subdivision, but the fight is composed of a greater or less number of single acts, complete in themselves, which we call combats,---, and which form new units. From this arises the totally different activities, that of the FORMATION and CONDUCT of these single combats in themselves, and the COMBINATION of them with one another, with a view to the ultimate object of the War. The first is called TACTICS, the other STRATEGY.<sup>28</sup>*

<sup>27</sup> Carl von Clausewitz (1780-1831) was a General, and his book *On War*, completed by his wife Marie von Clausewitz, was published posthumously, 1832.

<sup>28</sup> von Clausewitz, Carl, *On War*, Book 11 as translated by COLONEL J.J. GRAHAM, Routledge & Kegan Paul Ltd, 1908.



Three words are of particular substance in this argument about strategy, namely the *formation* (organization), *acts* and *object* (goal). One cannot understand an organization's strategy or act strategically without knowing the activity's goals; goals and means are as Clausewitz pointed out inextricably linked.

If one switches the words “war” and “fighting” with “management” and “organization”, Clausewitz’s foresight becomes obvious. Although his book deals with territorial war and the conduct of the armed forces in light of his experience during the Napoleonic Wars in the early 1800s, there is nothing that prevents it being read as a modern thesis in organization theory. What is novel about Clausewitz’s philosophical analysis is namely the emphasis on the goal’s superior position, and the importance of the means being subordinate to the organization’s goals. For the vast majority of people today, this seems so evident, but this was in the early 1800s when the available action repertoire, not least within the art of war, was oftentimes what determined the focus of the activity.

Through its emphasis on the importance of the cohesive whole and the value of seeing the connection and mutual dependence between the components of the system, Clausewitz’s analysis could, therefore, be attributed to what is now called systems theory. Clausewitz goes on to summarise the relationship between strategy and tactics as follows:

*Tactics and strategy are two activities mutually permeating each other in time and space, at the same time essentially different activities, the inner laws and mutual relations of which cannot be intelligible at all to the mind until a clear conception of the nature of each activity is established.<sup>29</sup>*

A fundamental assertion of Clausewitz is thus the close connection between strategy and tactics; these terms represent, so to speak, a different aspect of the same thing, namely, goal-oriented action. And to understand their meaning, it is necessary first of all to carefully define them and, secondly, to relate them to each other.



## Strategy Pyramid

This figure is a graphic description of the strategy process that relates well to Clausewitz’s reasoning, and shows the close relationship between the three fundamental terms of *concept*, *goals* and *resources (means)*. The triangle represents the person or group engaged in strategic thinking, and by inserting the key elements of the process within the framework, the close relationship between these are emphasised. The concept, goals and resources elements should not be considered as three different steps in a chain, but rather as three activities in a dialectical process. The two-way arrows between the different strategic elements signify their mutual dependence.

Strategic thinking can therefore not occur without thought and consideration being given to means and methods – that is, in other words, a tactical dimension in all strategic work or, in other words, strategic thinking is also an operation, an act to be performed and which requires very specific methodological knowledge.

It is not the nature of the action, but its relation to the organization’s overall goals, that determines whether it is strategic or tactical. Let us take an example:

<sup>29</sup> a.a., page 93.



If an organization employs an accountant to manage the accounts and draw up profit and loss statement, this type of recruitment is tactical-operational. If, however, the same accountant, in addition to accounting and reporting, is hired also to develop the finance function so that it better serves the needs of the organization, then the recruitment is classed as a strategic action. The same action – the recruitment of an employee – could thus be a tactical or strategic action; the determining factor is how the action relates to the organization's overall goals.

An important conclusion to this line of reasoning would be that there is always a tactical aspect to all strategic work. What are the tactical tasks of a leader of a research centre? What are the day-to-day duties of a research leader? Yes, in addition to the more practical research – such as carrying out experiments, compiling material, registering data, to name just a few – most of their time revolves around talking to employees. This occurs mostly as quite informal conversations in the corridor, or over a cup of coffee, but sometimes even as formal exchanges such as in meeting rooms or at a scientific conference. Conversations and discussions, sometimes heated debates, are crucial to all research work, and represent the tactical operations by which the overall strategy is realised.

The organization, driving the process, communicative actions and, not least, the performance evaluation are therefore examples of tactical measures that

require specific skills; an observation which in turn leads to what could be called “the paradox of strategic work.”

#### Issues to reflect over and discuss:

- What is your main strategic task?
- What tactical operations are associated with your main strategic task?
- How do you divide your time between strategic work and tactical work?

## Paradox of Strategic Work

One of a leader's main tasks is, in the dual capacity of recipient and dispatcher, to manage the organization's strategic issues, i.e. both interpret and put into operation the strategic plans formulated on the executive level in the organization, and define and communicate strategic plans and decisions for their own area of responsibility.

This dual role – to be both subject to and initiator of strategic decisions and plans – leads to what could be described as the paradox of strategic work, as formulated by James B. Quinn (referred to earlier in this chapter), in the following:

*What appears to be a “tactic” to the chief executive officer (or general) may be a strategy to the marketing head (or the lieutenant) if it determines the ultimate success and viability of his or her organization.*

The reason for this is that the actual communication of strategic plans is a tactical measure from the dispatcher's (the strategist's) perspective, but a strategic starting point for the recipient, whose task is, in turn, to “translate” these into tactical measures. This process –transforming strategic plans into tactical

measures – is the leader's most important task while at the same time being the most difficult of all in the leadership role.

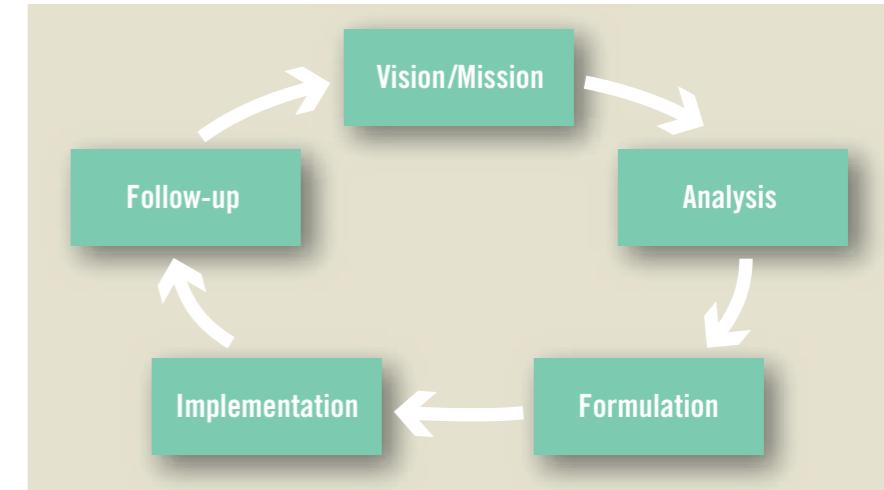
There is also a belief that strategy is somehow “superior” to tactics; that strategy is something engaged in by the executive staff, boards of directors and management teams, while tactics is something that others do. In other words, the strategy represents higher level and more advanced thinking, while tactics denotes the implementation of the strategic plans, i.e. something preferably left to employees further down the hierarchy. For this reason it is important to emphasise that all tasks within an organization have, by nature, both strategic as well as tactical elements.

Each strategic measure thus has a tactical counterpart, just as every thought, to become a reality, must be followed by action, and an important task for any manager is to identify their strategic mandate and the tactical measure related to it.

It can also be argued that the tactical side of strategic work is often the most difficult part of this work, whereas the actual planning phase is often easier. It is clear that strategic planning calls for expertise, competence and skills, but is often performed under relatively calm setting – perhaps sitting around a conference table – and not infrequently in ones capacity as a leader, help is readily available from others; from experts, consultants, and now also software programmes.

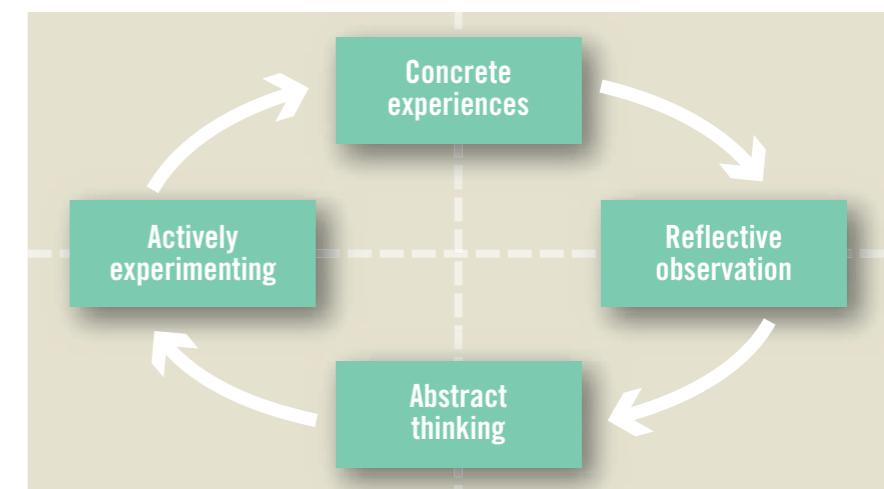


Peter Lysell, Sharing Insight, was one of the Programme's project managers. He himself has been a director of a competence centre, so speaks from personal experience.



One of the most famous of these learning models is Kolb's "learning cycle"<sup>30</sup>, which can be described, in a somewhat simplified form, like in the figure below.

Kolb's theory is that learning and problem-solving, distinct from pure *trial and error*, work in this way. That is, as a process that goes through four cycles, but where individuals may show different patterns with respect to the course of events. For some of us, concrete experiences are the starting points, experiences which we then reflect over in order, perhaps, to develop a theory that can be actively tested. Others begin with a purely theoretic approach, to proceed with experimentation and reflective observation of experience gained.



## Strategic work as a learning process

The workshop in the Leadership Mandate Programme in which vision and strategy were discussed, and which is referred to in the beginning of this chapter, ended with a session that addressed the issue of working with strategy development on a concrete level. The following model was used as a starting point for the discussions.

From this picture it is remarkable the extent of the similarity between strategic work and the learning processes. In fact, strategy work may very well be described as a form of problem-solving or as a learning process, and within educational research, there are several theories that describe learning in a similar way.

<sup>30</sup> Kolb, David A., *Experimental learning: experience as the source of learning and development*, Englewood Cliffs, N.J., Prentice-Hall, 1984.

And Kolb's model can also be described two-dimensional, where the vertical represents a conceptual dimension (experience/thinking about), while the horizontal dimension (experimentation/reflective observation) represents practical action.

#### Issues to reflect over and discuss:

- How is the strategic work in the centre kept alive as a continuous process?
- How would you describe your way of working with strategy development based on Kolb's model?

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## CHAPTER 6

# Leading Teams

HAVING A SENSE of self-awareness is an essential quality, both for a centre director and for his/her co-workers. An instrument that can help in the process of becoming more self-aware is the Myers-Briggs Type Indicator, which identifies four pairs of personality preferences. This chapter, in addition to addressing the issue of self-awareness also addresses conflict management, and offers some practical advice in the section “Difficult Workplace Conversations”. If one would prefer to avoid such conversations, one option is try to build a robust work environment, and thus reduce the risk for conflict. Last, but not least, we deal with equal opportunity, and try to answer the question of why there are so few female managers.

## The importance of self-awareness in leaders

In Chapter 3 of this book, we argued that a contemporary view of leadership emphasises the relationship between the leader and those who being led as well as the importance of shared values and visions. Leadership is therefore considered as being very much about social processes in which communication is crucial. In view of this, it is important to the development of a leader that he/she not only understands him/herself, but also others. Through heightened



self-criticism, a leader can become aware of the pitfalls he or she may encounter, or of the qualities their co-workers possess that tend to be rewarded or punished. But it can also be a way to fully comprehend and recognise the differences in people working in teams. The term “differences” not only refers to different demands and expectations, but also differences in motivations and preferences. One example of how wrong things can get was presented by a speaker during one of the Leadership Mandate workshops:

*As a new manager, my own manager told me that I should ask my colleagues what it is that makes them look forward to coming to work. Three of them replied that they did not at all look forward to coming to work, and that this was because of me! I had given them too little structure, I was too intuitive, and they required more concrete goals. We then sat down and discussed our differences, and subsequent to this, I set out different terms and conditions for different individuals. As leaders, in the absence of due reflection, we tend to give to people that which we ourselves would like, and this can be completely wrong.*

There are various methods and tools available to leaders in order to acquire a better sense of self-awareness. By applying some relatively simple questions, a leader can be made aware of his or her values and of how these are reflected in his or her leadership style and performance. It is also possible, through coaching in pairs together with another individual, to recognise those thought

#### About differences in leaders:

*“Katrín Danerlöv, who is deputy director of the centre, and I have a mutual understanding of our differences. This understanding is quite often the basis for allocating tasks. We each work with what we are good at and passionate about, and consequently this usually works out very well.”*

ULLA ELOFSSON, CODIRECT Institute Excellence Centre,  
Institute for Surface Chemistry, YKI, Sweden



A simple test to explain the word “preference”: Try to sign your name with your left hand if you are right-handed, with your right hand if left-handed. It is quite difficult! It however gets easier with practice. The theory is that the preference is there, i.e. that we prefer certain things, but, at the same time, we can also adjust if necessary. We all use preferences – we must in order to survive – but to different degrees. What the Myers-Briggs Type Indicator attempts to measure is an individual’s tendencies, i.e. where an individual puts the emphasis in their choice between different preferences.

patterns that govern ones own behaviour. Both of these techniques were applied during the Leadership Mandate Programme.

A more advanced approach in order to achieve better self-awareness is to apply the Myers-Briggs Type Indicator, MBTI, personality inventory, which was also done during the Programme. By responding to a rather comprehensive questionnaire, which was then compiled and weighted, based on a variety of dimensions, the subject can gain insight into his or her more prominent personality type and preferences. Prior to the Leadership Mandate workshop, all participants had been invited to complete the questionnaire that had been compiled, and the results were then discussed at the next meeting in Sigtuna, Sweden.

MBTI is only one among many similar instruments for discussing an individual’s behaviour, and as is the case with other personality inventories, its scientific basis has been questioned. Critics argue that there is no scientific evidence that the dimensions measured would be distinctive of different personality types. Another criticism is that it has not been scientifically proven that individuals could, on the whole, be categorised in the way the instrument suggests.<sup>31</sup> In the contexts in which this type of instrument is applied, it is important to emphasise that the results of the questionnaire completed by an individual constitutes the basis only for discussions aimed at raising the awareness of a person’s preferences. It is also important to have feedback, i.e. discourse about the results so as to clarify the issues and emotions that may surface.

During the Leadership Mandate workshop at which the results of the MBTI instrument were discussed, there was appreciation as well as criticism of the instrument. The participants who expressed appreciation were generally of the opinion that the recognition factor was high, i.e. that one could recognise oneself in the description of ones own personality type as provided by the instrument. There were also many who thought it interesting to understand how differences in a group of individuals could give rise to problems, but also contribute to creativity and to different perspectives being illustrated. The criticism that emerged was that the instrument was perceived perhaps as being superficial, offering too narrow a perspective. The positive comments dominated throughout the workshop.

The reason for applying the MBTI inventory in the Programme was to create conditions for a deeper self-awareness among the participants, as well as to

create a better understanding of the differences in others. If a leader understands where others get their energy, their point of reference when making decisions, and their preference when organizing their work, it may be easier to create a work environment in which everyone can thrive. In order to avoid conflicts escalating, it may also be useful to understand how one responds to stress and to conditions one is not satisfied with, and likewise for others. An important starting point for a discussion based on the MBTI instrument, is the assertion that there are no right or wrong preferences, or right or wrong combinations of preferences.<sup>32</sup>

## Myers-Briggs Type Indicator

*Myers-Briggs Type Indicator personality inventory* is an instrument for understanding normal personality differences, i.e. differences in how individuals function. The instrument was developed by Katharine Cook Briggs (1875-1968) and Isabel Briggs Myers (1897-1980), and the following description of the instrument is based on copyright material.<sup>33</sup>

A basis for the instrument is the notion that people can roughly be categorised into different psychological types with the point of reference being the Swiss psychiatrist, Carl G. Jung's (1875-1961) theory. Jung argued that the variations in people's behaviour are the result of an individual's innate tendencies to use their mental resources differently. When people act in accordance with these tendencies, different patterns of behaviour emerge. According to the MBTI, human behaviour can be understood by studying eight personality preferences that everyone uses at different times. In the MBTI instrument, these eight preferences are divided into four opposing pairs (dichotomies) as described below.<sup>34</sup>

### Where an individual gets their energy – Extraversion (E) / Introversion (I)

According to MBTI, an *extravert* is an individual who prefers to get their energy from the outer world of people, activities and things. He or she likes to be involved in a variety of tasks, is often impatient with long-term projects and often acts quickly, sometimes without thinking first. He or she likes to be around people and to work in teams.

The *introvert*, on the other hand, prefers to focus on their inner world of ideas and gets their energy from reflection on their thoughts and memories. He or she wants peace and quiet and private space to be able to concentrate, and pre-

<sup>32</sup> Hillström, Björn, *En introduktion till Myers-Briggs Type Indicator®*, Psykologiförlaget Consulting AB, Karlstad 1996.

<sup>33</sup> MBTI and CPP are registered trademarks owned by Myers-Briggs Type Indicator Trust in USA and other countries.

<sup>34</sup> Briggs Myers, Isabel, *Introduction to Type®*; Krebs Hirsh, Sandra & Kummerow, Jean M, *Introduction to Type® in Organizations*.



fers working with long-term projects without interruption. He or she will think before acting and prefers working alone or in small groups.

### How an individual takes in information – Sensing (S) / Intuition (N)

The preference *sensing* means that an individual prefers to take in information through their five senses and is concerned with what is actual and real. According to MBTI, an individual with this preference enjoys when he or she can use knowledge already honed, and is seldom wrong about facts. He or she likes to see the practical use of things and wants to present details only on completion of a job.

The preference *intuition* means that an individual prefers to grasp patterns and focusing on connections between facts and seek new possibilities. According to MBTI, an individual with this preference likes solving new, complex problems, learning new things and being innovative. He or she rarely ignores abstract theories or impressions, but can overlook facts, wants to present the big picture rather than the details on completion of a job, and prefers to act according to his or her flashes of inspiration.

### How an individual makes decisions – Thinking (T) / Feeling (F)

The dichotomy of *thinking* and *feeling* describes differences in how people make decisions. An individual with the *thinking* preference prefers to organize and structure information in order to make decisions logically and objectively. He or she can sometimes upset other people by ignoring their feelings and sometimes making decisions in an impersonal manner. He or she is inclined to be rigid and critical. An individual with this preference wants acknowledgement on completion of a job.

An individual with a *feeling* preference prefers to organize and structure information in order to make decisions in a personal value-oriented manner. He or she works best in harmony with others and is concerned about what is best for others. He or she lets the approval of others affect their decisions and dislikes telling others unpleasant things. An individual with this preference wants acknowledgement throughout the entire process when he/she is given a job.

### How an individual approaches to life – Judging (J) / Perceiving (P)

The preference pair *judging* and *perception* is about how an individual deals with the outer world and what kind of lifestyle he or she prefers. An individual with the preference *judging* prefers to live in a planned, orderly way, seeking

to regulate and manage their lives. He or she works best when they can plan their work and then adhere to the plan so that the job is organized and completed accordingly. He or she focuses on what needs to be completed and can ignore new information.

An individual with the preference *perceiving* prefers to live in a flexible spontaneous way, seeking to experience life rather than control it. He or she enjoys starting new things and leaves them open to respond to last minute changes. He or she also wants to include as much as possible and therefore tends to postpone things that really need to be completed. An individual with this preference feels restrained by too much structure and wants to be open to respond to new experiences.

## 16 personality types

By combining the eight preferences with each other in a matrix (type table), 16 combinations of letters are created, which in MBTI is called “personality types”. The combination ESTJ, for instance, represents a personality that draws energy from the external world (E), prefers to use Sensing (S) to process incoming information, makes decisions by using Thinking (T) and uses Judging (J) to approach life.

<b>ISTJ</b>	<b>ISFJ</b>	<b>INFJ</b>	<b>INTJ</b>
<b>ISTP</b>	<b>ISFP</b>	<b>INFP</b>	<b>INTP</b>
<b>ESTP</b>	<b>ESFP</b>	<b>ENFP</b>	<b>ENTP</b>
<b>ESTJ</b>	<b>ESFJ</b>	<b>ENFJ</b>	<b>ENTJ</b>

The analysis instrument Myers-Briggs Type Indicator, MBTI, lists eight personality preferences, which can be combined in a matrix to give 16 different personality types.

During the workshop, when the participants' profiles were being discussed, several exercises were done to emphasise what the MBTI would like to illustrate. One such exercise involved dividing the participants into two groups, one with the emphasis on Sensing and one with those whose emphasis was on Intuition. An oil painting was displayed for about ten seconds and then removed. When the participants were asked what they had seen in the painting, distinct differences were observed between the two groups. The group with the emphasis on Sensing described the painting primarily in terms of details and facts:

*There was a boat and the sea. There was a rope on the deck. There were people in the picture.*

The group with the emphasis on Intuition described the painting more in terms of feelings and impressions:

*It looked troubled and unpleasant, like there was storm brewing. There were bright colours, the sea and the sky.*

Another exercise involved participants with the emphasis on Extraversion being asked to stand on one side of the room, and those with the emphasis on Introversion being asked to stand on the other. They were then all asked to reflect over the pros and cons of the other group in comparison with their own group. The exercise was then repeated with all four preference pairs, and participants expressed several interesting reflections, such as:

*An individual who makes decisions based on the preference THINKING often follows rules and logic, which can be a good thing. On the other hand, an individual who makes decisions based on the preference FEELING may perhaps be better at taking relationships and other people's feelings into consideration.*

*A mixture of Extravert and Introvert is perhaps a good thing, as one can get a lot of ideas and speed from the Extravert, but reflection and some "brakes" from the Introvert.*

Discussions about the MBTI also included conversations – held in pairs – of a more confidential nature among the participants when they were invited to talk

to someone with a profile that differed from their own, to compare and discuss differences. Some of the comments made by the participants following this exercise were:

*What is pleasant to some may be a source of anxiety to others.*

*I think the exercises were excellent; I immediately began thinking about group dynamics at my workplace. This may be important when recruiting. I am also considering combining young and old.*

*I have a clearer understanding now of why I choose to work with certain people, but maybe I should work with those who are more different from me in order to create more dynamics.*

*I usually seek out people that I know I need, such as a “brake” personality, to slow down the pace. I need someone whom I must enthuse.*

Participants also got to experience the strengths and development potential in their personalities by engaging in two different exercises that involved solving problems in homogeneous (i.e. individuals with the same personality type), and in mixed groups. The final discussion about the MBTI addressed the need to reflect over ones own weaknesses and try to develop ones “veiled side” in order to be better equipped to cope with stress and other negative conditions.

#### Issues to reflect over and discuss:

- What are the group dynamics at the centre? Is there a balance between the different personalities?
- In which way will the co-workers' preferences become apparent under pressure? How can you as a leader handle this?

#### Differences that complement each other can be a strength:

Discussions based on the Myers-Briggs Type Indicator were something that MAGNUS KARLBERG, Coordinator at Faste Laboratory, considered very useful. His comment was:

*“The exercises based on the Myers-Briggs Type Indicator have created an understanding of the differences we have in our management team. The Centre Director, Lennart Karlsson, and I have always worked well together, but, as individuals, we are very different, and now we understand better how to deal with this. He understands why, for example, I have a hard time dealing with questions that are non-specific, or open to interpretation. I want to see the entire chain of thought, and have a structure in front of me in order to get the picture.”*

## Conflict Management

Given the rather extensive discussions about personality types, and the pros and cons of diversity in people's behaviour, the natural progression was to address the issue of creating a robust work environment and avoiding conflicts in the workplace.

Thomas Jordan, associate professor and researcher at the Department of Work Science, University of Gothenburg, Sweden, was invited as guest speaker for this theme. He began his lecture by presenting a definition of the concept *conflict* as an interaction between two parties, where at least one party

- has requirements considered too important to renounce, and
- perceives the other party to be an obstruction, impeding their chance of having their requirements met.<sup>35</sup>

This definition implies that for a conflict to arise, it is not enough for two individuals to have different agendas, or simply dislike each other. An essential prerequisite for a disagreement to escalate into a conflict is for one party to feel afflicted/obstructed and decide to take measures to remove this obstruction.

<sup>35</sup> Jordan, Thomas, *Att hantera och förebygga konflikter på arbetsplatsen*, the Swedish Teachers' Union in 2006, p. 10.

According to Jordan, there are basically two types of workplace conflicts:

- Disputes – meaning conflicts in factual matters.
- Relationship conflicts – meaning conflicts regarding feelings and/or values.

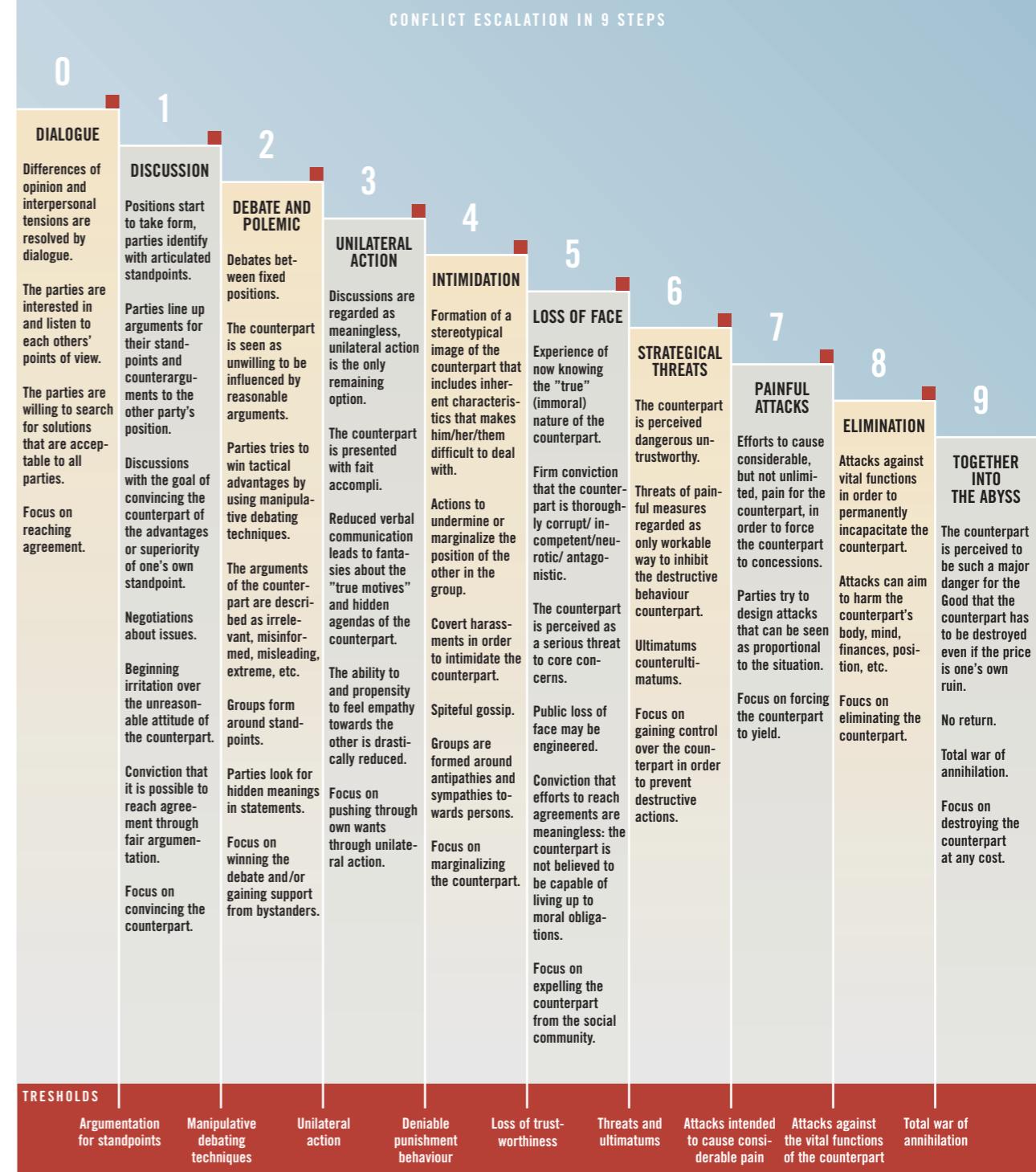
Disputes are often relatively easy to recognise and often even possible to live with. Typical examples of disputes are competition for resources, dissent over who should get what position or disagreement over organizational policy questions. The latter, differences in organizational policy questions as well as other disputed issues have, however, a tendency to develop into relationship conflicts. Relationship conflicts affect co-workers' confidence and respect for each other, and hence their ability to work together. In this way, a dispute about who should get what position in the organization can quickly escalate into an intense relationship conflict.

As with any other crisis, it is therefore important that measures can be employed as early as possible to subdue and ultimately avert the conflict event, and for this purpose, the Austrian scientist, Friedrich Glasls' conflict escalation model has proven to be useful.

The starting point is conceivably that a conflict has arisen, but as long as the parties are at stage 0, an attempt can be made to solve the conflict through dialogue. But already in the next stage, stage 1, the conflict has begun to escalate (harden), in the sense that the parties can no longer agree, but have begun to impose "defeat" tactics on each other, albeit still verbally.

The next stages then represent the increasing antagonism, which, already in stage 3, implies that the discussion or debate is being discarded and replaced by actions, for instance a decision that is not cemented and which one party tries to push through against the will of the counterpart. Finally, stage 9, represents a total collapse or breakdown, and it is obvious that a lot of things must transpire before a conflict can fully escalate to this level. Most of us have, however, if we think about it, probably witnessed conflicts that have gone so far that it has no longer been possible to resolve them. Subsequently, one important conclusion of Glasls' model is that it is important to pay attention to, and manage conflicts at an early stage, preferably so that they never even escalate beyond stage 2.

Escalation stairs, adapted by Thomas Jordan, Department of Work Science, University of Gothenburg, Sweden, 2007 after F. Glasls (1997) Conflict Management. Ein Handbuch für Führungs-kräfte, Beraterinnen und Berater, 5. Auflagen. Bern: Paul Haupt Verlag.



## Difficult Workplace Conversations

On the theme of conflict management, several of the participants wanted to have concrete tools to work with and the “conflict stairs” model described above was appreciated as an apt illustration of how conflicts can escalate if nothing is done. But how does a leader act when there is an apparent need to intervene and hold a conversation that may feel difficult and uncomfortable, i.e. a conversation about a serious problem with a subordinate? This individual is important for the business, which means you want him/her to remain in the organization. As such, the solution is not to remove the individual from their job, but rather to convince him/her to change their behaviour or attitude.

In most cases, people are aware of their failings and shortcomings, their wrong-doings and personal problems, so immediately it is mentioned that you would like to speak to the individual in question he/she generally understands what it is you would like to talk about, and as a result most likely gets a feeling of discomfort, becomes nervous, anxious or even aggressive.

One should therefore begin with a caution: “what I am about to say will certainly be unpleasant for you to hear, but I do not think it comes as a direct surprise”. The latter – your saying that you do not believe that what you are about to say will come as a surprise – gives the employee an opportunity to raise the issue him/herself, which is usually a good thing.

Then get straight to the point. Tell it as it is:

- I have noticed that you have been absent a lot recently.
- We have received several complaints from customers who are dissatisfied with your work.
- I have been told that your behaviour towards one of our co-workers is unacceptable.
- I am disappointed that you have not yet sorted out our computer system (or whatever the case may be).

Please note the expression – “**I** have noticed, **I** am disappointed, **we** have received complaints” – i.e. communicate an **I**-MESSAGE – talk about what **you** have observed, what **you** feel, what **you** think, otherwise it is easy to get into a debate about what has actually happened.<sup>36</sup>

<sup>36</sup> One description of conversation techniques, difficult workplace conversations and the importance of I-messages, can be found in Nilsson, Björn & Waldemarsson, Anna-Karin, *Kommunikation – samspel mellan människor*, Studentlitteratur, Lund 2001, Chapter 4.

Then explain why these shortcomings are unacceptable:

- This job and your duties demand that you arrive on time, and are at the office/on site during working hours.
- Quality and safety are some of our key competitive advantages, and if there are too many faults, our customers will go elsewhere, which jeopardises the long-term survival of the company.
- It is important that all employees enjoy coming to work, and consequently we cannot accept anyone being ill-treated, least of all owing to gender (or whatever the case may be).
- The computer system must function, it is vital both for our internal administration and for our contacts with the outside world.

The key here is to clarify that it is the individual's behaviour and the impact this has on work and the organization that is the problem, not that you are angry or disappointed because the individual in question is not doing what you want, or does not live up to your expectations of how people should think and be.

This should then be followed by giving the other party an opportunity to voice his/her views, by saying, for example:

- Now I would appreciate hearing your point of view in the matter, or
- Why have things got like this, or
- Why are you away so much, or
- Why do you behave like this to your colleague?

Listen carefully to the other party's version. Communicate an understanding for his/her feelings and the underlying factors – there may be personal and social reasons and explanations for these problems – BUT NEVER ACCEPT UNACCEPTABLE BEHAVIOUR. Say, for example:

- I can see that you are sad/disappointed/angry, but here at work, you must learn not to allow your personal feelings and your private life to affect your duties or relationships with colleagues.
- If you think you do not have time to finish an assignment, you must tell me so that we can talk about your duties and your work situation.

- Even though customers can at times make impossible demands, you must do your utmost best, and your opinion of them can wait until later when you can discuss it with us, with me and your colleagues, so that perhaps we can change something in our procedures, or in our information to our customers.
- Even if you do not particularly like your colleague; even if you think they are not particularly good at their job, you are not allowed to treat them badly or condescendingly, and if you do not think you can work with them, then you should tell me.

The one you are having this talk with will most likely defend him/herself, which is entirely natural. Allow them to do so without getting drawn into an argument about one thing or the other. Do not judge other people's feelings – do not say "that is nothing to worry about" or "you cannot think like that".

How people feel and think is their own business; your task is to correct their behaviour, their actions, and ensure that they fulfil their duties properly, and that they behave in an appropriate manner towards suppliers, customers and colleagues. Your primary responsibility is towards the organization and its activities, not other people's emotional lives and personal issues. Therefore never say: I understand exactly how you feel, because, most likely, you do not. However, it is important to listen and try to find solutions to the actual, specific issue. This in no way prevents you as a manager from being sympathetic and expressing sympathy and kindness.

## Creating a robust work environment

Talking about conflict and conflict management may have a negative impact on ones thoughts. According to Thomas Jordan, it is therefore better, in an organization, to talk about creating a robust work environment, i.e. an environment in which, hopefully, conflicts do not arise.

In order to discuss the issue of how to create a robust culture of cooperation, Jordan presents a simple table<sup>37</sup> that describes the four main components of the workplace.

<sup>37</sup> Jordan, a.a., p. 71.

The attitudes and behaviour of the individual, the individual co-worker, have tremendous significance on the culture and the climate of cooperation at a workplace. At the same time, these are not impossible to influence; on the contrary, this is very much affected by the structure, culture and leadership characteristic of the workplace. Personal maturity and sense of responsibility, for example, are hardly qualities that can quickly be learned at any workshop or in a single conversation, but qualities that can be acquired in our social interactions with others. This can occur through reflection and conversations about projects and approaches and, not least of all, by searching out role

The four main components at the workplace when creating a robust work environment, i.e. a work environment in which conflicts are less likely to arise, according to Jordan.



models, and observing how they work and relate to colleagues and other stakeholders. A manager/leader has a crucial role to play regarding just this point, just as parents and teachers do at earlier stages in people's lives. In fact, leadership is one of the most important prerequisites for a sound, creative culture in the workplace, and perhaps especially when conflicts are brewing. As long as a conflict is about a factual matter, what Jordan calls a dispute, a leader has a chance to positively influence the course of events by taking a stand for what he/she considers should be the case. This is particularly applicable to workplaces where the individual's contribution is crucial to success, and is exceptionally so for the research centres that are the focus of this book.

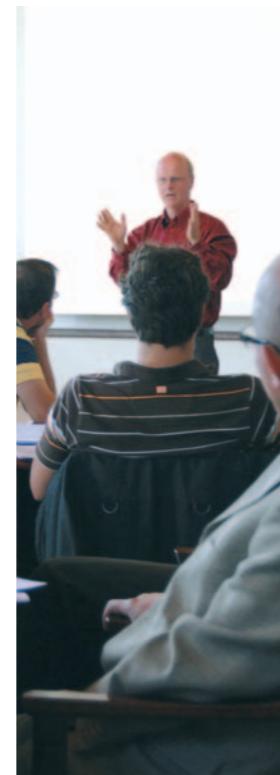
Culture, as defined by Jordan are “*the values and norms that permeate the organization, atmosphere, relationships, forms of communication and patterns of behaviour*”, i.e. what is sometimes referred to as an organization’s “soft” qualities, which, by and large, is a direct reflection of the attitudes and behaviour of those in positions of authority. Not least, the manager/leader’s way of communicating – both listening and speaking – is crucial here. The communication style, i.e. the way one talks about co-workers, partners, competitors, customers and other stakeholders, significantly impacts people’s values and behaviour, and here also it is the manager/leader who sets the standard. The question of the organization’s structure, and its importance on the behaviour of its members is discussed in more detail in Chapter 5, where it is also noted that the allocation of responsibilities and roles in an organization is crucial to collaboration and learning, and therefore also to the organization’s ability to perform and deliver.

In conclusion, Thomas Jordan presents the six factors which he considers contribute significantly to fostering a constructive culture of cooperation:

- The leadership
- The communication style
- The culture
- The individual maturity of the co-workers
- Shared experiences
- Crises and successes experienced

## Gender equality work

In both the discussions about the MBTI and in the section dealing with creating a robust work environment, issues about equal opportunity were raised. Centre directors expressed an awareness of how important it is that attention is paid to equal opportunity and gender equality issues in the workplace, but there were several who said that these themes may themselves be difficult to address without knowledge of the areas. Consequently, Pia Höök and Anna Wahl, both



Thomas Jordan, Department of Work Science, University of Gothenburg, Sweden, talked about designing constructive, creative work environments with few conflicts.

from the Department of Industrial Engineering at the Royal Institute of Technology, Stockholm, Sweden, (KTH), were invited to talk at one of the workshops.

The terms used by Wahl et al<sup>38</sup> are:

- Gender
- Gender order, which denotes the power relationship between the genders at a structural level
- Gendering, which means positions, occupations, industries, etc. associated with one gender
- Gender research as a title of the area of expertise

A key distinction that was emphasised during the workshop in Sigtuna was that between gender research and gender equality work. According to Anna Wahl and Pia Höök, it is important to distinguish between, on the one hand, gender research that deals with definitions, interpretations and explanations and, on the other hand, gender equality work which is about trying to effect changes. Gender equality work can be said to be an application of the research in the area, whilst there is a problem in the relationship between researchers and activists, politicians and others who want to work for change, since scientists are keen to protect their neutrality.

During her presentation, Anna Wahl argued that there is also an issue about gender equality in organizations:

*Gender equality work can create negative reactions in the form of unease when faced with these issues, negative problem creation, guilt, belonging to the other side and powerlessness when confronting change. Men, in particular, may feel awkward and a sense of guilt. Wages and working conditions are perhaps better for men than for women and this creates a sense of guilt. But it is not about identifying the culprit! And it may be best to apply organization theory since it is about illustrating structures, and not about drawing attention to individuals.*

<sup>38</sup> Wahl, A., Holgersson, C., Höök, P. & Linghag, S., *Det ordnar sig. Teorier om organisation och kön*, Studentlitteratur, Lund 2001.



Anna Wahl and Pia Höök (not seen here), both from the Department of Business Administration at the Royal Institute of Technology, KTH, Sweden, spoke about gender issues and gender equality work.

With the organization theory as a tool, it can thus be easier to approach the difficult issues, since it is not about singling out individuals. It is about illustrating the gender structure (the distribution of the number of men and women), gender labelling (the division between women and men with regard to tasks and occupations) and the hierarchical division of power between men and women in organizations.

The questions the participants posed during this theme dealt largely with how to go about the work on gender equality on a practical level. It is one thing to understand that gender equality is important, but quite another thing to actually implement it in practice. How should one know what is important to change, and which actions are the right ones? The advice the participants were given was to start with their own research teams and consider how equal they are by asking some rather simple questions:

- What is the distribution in terms of gender, if one just “counts heads”?
- Is there gender disparity in terms of positions, occupations, professions, tasks, etc.?
- What is the division of power between the genders?

Another piece of advice was simply that research leaders should focus on creating equal conditions for men and women within their organization. This way one can accomplish a lot without needlessly having to be concerned about whether there are striking differences between the genders and, in such a case, how they should be addressed.

## Equal opportunity work at the Faste Laboratory

There is an ongoing project, linked to the Faste Laboratory, that is designed to extend the companies' recruitment base and thus, by extension, contribute to growth and a more sustainable development in society. The project is expected to generate new ideas for product development and the creation of new markets.

This project is a cooperative effort between Faste Laboratory, the Department of Gender and Innovation Association, Luleå University of Technology, and Professor Ewa Gunnarsson. The project has been organized together with equal opportunity players from those companies that comprise Faste Laboratory, i.e.: AB Sandvik Coromant, BAE Systems Hägglunds AB, Gestamp AB, Hägglunds Drives AB, LKAB, Volvo Aero, Volvo Car Corporation and Volvo Construction Equipment.

The project focuses on the following four processes or gateways:

- Division of labour regarding gender/patterns of segregation
- Symbols, conceptions and discourses
- Identity and personal approach
- Interaction, i.e. the interplay between people

The approaches applied in the project are partly various interactive networks, and partly six two-day sessions. During these sessions, the participants were educated with regard to equal opportunity and gender equality, and given the chance to share their experiences, and thus develop their knowledge and understanding of these issues.

## Why are there so few female managers?

Occasionally, the public debate focuses on the fact that there are more men than women in managerial positions at the top hierarchical levels. The debates are about the underlying causes, and about the measures that can be taken to bring about a change. Initially, research on women in managerial positions focused on women as individuals, and the male dominance among managers was not generally considered problematic.<sup>39</sup> The issues revolved around whether women could fill managerial positions, and, in such a case, on their subsequent performance as managers. This research tradition has come to be known as *Women in Management*, and illustrates, to a large extent, the conditions for pursuing a career, and the possibility for women to adapt to these conditions in organizations.<sup>40</sup> Within this research tradition, according to Anna Wahl, there is “the debate about the inadequacy of the woman”. By this is meant a perception that the reason fewer women become managers is that they have the wrong background, use the wrong patterns of speech and mannerisms, etc. In other words, more women could become managers if they adapted better to the conditions that prevail.

Criticism of this perspective on the individual emphasises the fact that research cannot focus on individuals, but must take into account structures (as described above in terms of gender structure, gender labelling and division of power). The question then shifts from how women perform as managers to why there are so few women in managerial positions. A well-known study in this context is *Men and Women of the Corporation* (1977) by Rosabeth Moss Kanter. In her book Kanter states that there was a high degree of homogeneity and conformity among managers which can be explained by the fact that managerial work is characterised by insecurity, communication and total dedication. One consequence of the lack of objective measurement for how a manager should be then becomes that men choose men – what has come to be known as homosocial reproduction. Male dominance among managers implies that men have the prerogative to decide what constitutes a good leader’ and that the male dominance is duplicated when men choose other men for managerial positions.

One consequence of male dominance is that women in managerial positions are often in a minority position, a token position (tokenism). According to Kanter, being in a token position primarily creates three types of structural effects, visibility, assimilation and contrast, which in turn force women to behave in a certain way:

<sup>39</sup> Wahl et al, a.a.

<sup>40</sup> Wahl et al refer to two texts within these research traditions; *The Managerial Woman*, 1976, by Hennig & Jardim, and *Breaking the Glass Ceiling*, 1987, by Morrison, White & Van Velsor.

### About shared leadership:

*“I think that there has been a shift in attitude and that many implicit truths are disappearing. Previously, it was generally accepted that one had to be able to work as much as possible if ones goal was to be a manager, which is not compatible with having young children, not for women or for men. Sharing the leadership at the Centre has worked well for Ulla Elofsson and me, as we have been able to drive different issues, and at the same time we have been able to alternate our parental leave, privately”*

KATRIN DANERLÖV, CODIRECT Institute Excellence Centre,  
Institute for Surface Chemistry, YKI, Sweden

**VISIBILITY** – Women in minority positions are more visible than men and this may, on the one hand, lead to them being identified as exceptional or, on the other hand, considered as representative of all women. One example of being seen as exceptional could be that a woman is referred to as extremely competent, a “superwoman”. In the event of failure, the completely opposite may occur, i.e. that the woman is seen as representative of a group with a track record for failing. A man in a managerial position is actually known to have said: “I have had a woman on the management team; that was no good, I shall never make that mistake again.” One consequence of this visibility is perhaps that women have to constantly prove that they have made it to their position on their own merit. As a result, the performance expectations are often much greater, while being too clever can be dangerous, as one then stands out even more.

**ASSIMILATION** – Assimilation means that tokens are not allowed to be individuals, but are judged based on existing stereotypes and generalisations about women. This assigns women familiar roles that may be perceived as restrictive, such as “the mother”, “the seductress”, “the mascot” and “iron maiden”. Stereotypes create expectations of a certain type of behaviour based on the role, which in turn confirms the stereotype.

**CONTRAST EFFECT** – This means that the majority become aware of their own culture when a token joins the team. This can lead to the majority reinforcing their own culture more than they did previously in order to indicate the difference to the individual in the minority position. A token may also be required

to undergo some sort of loyalty test by showing gratitude, putting up with jokes, etc. All this can lead to women becoming “gatekeepers” who keep other women outside. There is also the risk of tokens becoming isolated in the culture.

During her talk at the Leadership Mandate Programme, Anna Wahl commented on the homosociality concept by saying that it is a process over time that may be difficult to identify, but that it results in inclusion and exclusion, creating segregation. She further stated that skills are usually used as an argument for women getting, or not getting, managerial positions and, at times like these, skills are then considered as being objective and measurable. According to Wahl, desirable skills are often something to be negotiated in organizations. What is considered as desirable skills changes depending on who holds power.

#### Issues to reflect over and discuss:

- What is the distribution in terms of gender at your centre?
- Are there tasks and projects at your centre where it is particularly beneficial to bring together people who are different with respect to skills, ethnicity, gender, etc?
- Are there any differences at your centre between the work situation for men, as opposed to women – and, if so, what are they?



## CHAPTER 7

# Communications

A LEADER'S most important instrument is communication and, for a centre director, communicative skills can be as important as scientific expertise. But do not confuse information with communication; the difference lies in the listening. And the tool coaching in pairs is not a form of co-existence therapy, but a dialogue technique characterised by “tough concern”. In this chapter we shall also discuss ways of treating and using the media advantageously. Finally, you will have the opportunity to learn the art of conversation and allow your meetings to be “help sessions” rather than “hell sessions.”

## Our main tool

Communication is mankind's universal and most significant outward manifestation of behaviour, and undoubtedly a leader's most important instrument. We talk to colleagues and partners, to customers and suppliers and, naturally, to “loved ones”, and mostly this occurs in small groups and in casual, informal settings. At some point in time we, especially as managers and business leaders, are required to address larger groups in a more formal manner, but this is the exception.<sup>41</sup>

Our ability to receive, process, refine and transmit information, i.e. to communicate, is also fundamental to our ability to jointly solve the theoretical and practical problems that materialise throughout life. Mankind's sophisticated communication skills are in fact a requisite for the evolution of human culture, i.e. for establishing a community, research and technological development, as well as for things such as art and literature, ethics and morals, etc.

The basis for human communication is our natural language, with the help of which we can give “names to concepts”, and thus share our thoughts, exchange experiences and learn from each other. Animals are also capable of doing this, but only to a limited degree, since they lack a sufficiently diverse and flexible language. Nature has simply been forced to reserve

animals' ability to express themselves to a few vital features such as warning cries and mating calls, and perhaps some common signs signalling well-being.

By contrast, we humans have been given a language that enables us to agree on how we should talk about all the phenomena in our world: it can be a physical phenomenon, abstract concept, social norms and feelings, or even phenomena whose existence many doubt.

Mankind's ability to process an extensive vocabulary and, in addition, "invent" new words, with the expansion of knowledge, is due to our language having an element that linguists call *double articulation*. This means that the language can be analysed into two structural levels, namely, the sound level and the word level. Put in another way: our natural language consists of hundreds of thousands of words. These, however, are composed of a very limited number of verbal sounds, called phonemes. If we humans had been relegated to the combination of *one undivided sign = one word*, our capacity to express ourselves would have been limited to a small number of vital functions just like animals. We would probably have survived, but hardly developed the knowledge society we live in today.<sup>42</sup>

<sup>41</sup> Hård af Segerstad, Peder, *Kommunikation och information – en bok om människans förmåga att tala, tänka och förstå*, Uppsala Publishing House, Uppsala 2002, p. 27.

<sup>42</sup> See, for example, Linell, Per, *Människans språk – en orientering om människans språk, tänkande och kommunikation*, Liber, Lund 1978, p. 23.

## Coaching in pairs

The *coaching in pairs* method was used on several occasions during the Leadership Mandate Programme, with participants being invited to practise this dialogue technique with each other. The coaching was defined as "something that transports people from where they are to where they want to get". The purpose of coaching in pairs was not to have general conversations, but rather to practise helping another individual recognise solutions and opportunities to realise a goal.

As a guide to coaching in pairs, the GROW Model was presented:

- GOAL
- REALITY
- OPTIONS
- WILL

The starting point for the conversation should therefore be to outline the goal or outcome an individual wishes to realise, and then in the next step attempt to describe their current reality - what is happening right now? When these have been done, the conversation progresses to explore the possible options the individual considers he/she has to realise the goal and, finally, establish his/her motivation and will to work towards attaining the goal. Some advice to the participants was to try to listen effectively, but not so much that they risked being drawn into the other person's story. In order to help another individual one must dare to be a bit tough, maintain a certain distance and reflect what the individual is saying. Coaching in pairs should be characterised by "tough concern".

## Communicative skills

In most cases, communication is a means to an end and not an end in itself, which implies that, as a rule, communication is subordinate to goals established on a higher level. Within organizational and working life these greater goals usually represent the organization's strategic, overall objectives for the business activity. All organizational communication, internal as well as external, is therefore a tool to be used to support and promote the organization's overall goals.

John Alexander, who participated in the Leadership Mandate Programme as a guest speaker, began his lecture with the question: "What kind of skills do we need to communicate effectively?" After a brief discussion with the participants, three groups of skills were identified, all of which in their own way are necessary for us to be able to call ourselves skilled communicators, namely:

**RELATIONSHIP ABILITY**, i.e. the ability to establish and maintain good relationships with those around us.

**LINGUISTIC SKILLS**, i.e. the ability to express ourselves linguistically, and to use language as an instrument to establish mutual understanding.

**CULTURAL AWARENESS**, i.e. awareness of the importance of the socio-cultural context in which the communication process takes place.

The first skills can be considered as social-psychological in nature, where interest in others, a certain understanding of how people work, and the capacity to listen are important. Language skills presuppose a degree of purely formal knowledge that can be learned and developed, but also include some more complex elements pertaining to style, and of a pragmatic nature. How does one express oneself most appropriately in different contexts and situations? What is a correct and proper means of expression? How does one use humour, or irony? Obviously, the skilful communicator knows exactly how and when to use different communication styles, or in the words of Erik Axel Karlfeldt, has the ability to "speak to farmers in the language of farmers, and to scholars in Latin".<sup>43</sup>

### High-context and low-context cultures

The importance of cultural awareness was illustrated by John Alexander when he introduced Edward Hall's dual notions of *high-context culture and low-*

*context culture*. The basis for these terms is that culture, such as a national culture or an organizational culture, also carries implications, values and social norms. As such a culture is not merely a setting or background for something else, but also a source of communication that provides specific information. A *high-context culture* is a culture in which these messages are implicit and taken for granted, while in a *low-context culture* these are explicit, and more explanation is needed.

Japan is often cited as an example of a *high-context culture*. In Japan, an elderly man in an executive position within a large, reputable company, solely by virtue of the role culturally ascribed to him, has more authority, regardless of his actual competence and skills; his words are not questioned. In Sweden, described as a *low-context culture*, it is the actual acquired skills and qualifications that matter, and what an individual says is usually interpreted and assessed based on the content of the message, not on the individual's cultural status. Most of those who collaborated or negotiated with international players have experienced the meaning of cultural differences, but John Alexander's point is that cultural differences are much closer to home than we think. They can exist between men and women, between different generations, between people from different branches, industries, etc, and although we cannot obliterate them all, which may not perhaps even be a good idea, it makes things easier if we are aware of them, and understand how they work.<sup>44</sup>

#### Image versus text

In connection with John Alexander's lecture, the participants were given the opportunity to practise their oral presentation skills with the help of images, a technique known as "Pecha Kucha". In this exercise, the participants were divided into teams and invited to talk about a centre, and produce images as a means of communicating the centre's activities. Each team also gave their presentation to the other teams. The instructions were that there should be a maximum of ten images without text, and that one individual would be allowed to talk along to each image for about 20 seconds - the tone should also be quite informal. In this way, a centre's activity could be presented in minutes. After each presentation the other teams then provided feedback on how the message was received by the audience.

Some lessons learned from that exercise is that many centres have far too much text in their presentations, and the text is often too technically complicated. During this exercise, many centre directors were made aware of the

<sup>44</sup> The examples of Japan and Sweden should primarily be seen as illustrations, rather than as archetypes. Even in Sweden, of course, culturally and socially determined notions of people's role play a big part, and words, the content of what is said, is obviously also important in Japan.

John Alexander talked about "storytelling" as a means of effective communication. He described the new technique "Pecha Kucha", which in simple terms means that an oral presentation is accompanied by images without text.



importance of good, illustrative images. With regard to the actual oral presentations, the majority of the centre directors were experienced speakers, so the only criticism made here was also that the contents sometimes became too complicated. It was apparent that talking about a complex research activity in a simple manner was something of a challenge.

## The art of discourse

To illustrate that where gravity and personal contact are concerned different levels may apply when speaking; the centre directors attending the Uppdrag Ledare programme were invited to do an exercise. To begin the exercise, the participants were first given time to reflect over the following levels that often exist when individuals speak to each other:

**1. INTRODUCTORY LEVEL** – the conversation is kept on a superficial level and is about relatively neutral topics, such as the weather, or the fact that the bus is late, etc. The conversation soon loses momentum, leading nowhere in particular, and as a result quickly dies away.

**2. FACTUAL LEVEL** – the conversation goes slightly deeper and is about something that concerns us. It may be about sporting results, TV shows, hobbies, or any topic that arouses our interest. We can sustain conversation on this level for quite some time.

**3. INDIRECT LEVEL** – the conversation goes even deeper, but we are still not taking full responsibility for what we think and feel about the individual with whom we are conversing. Examples of this level may be when speaking about someone who is not present.



The difficult art of conversing was practised by two people speaking about a third person who was present, i.e. a conversation on the third, “indirect” level.

#### **4. DIRECT LEVEL** – on this level, we become personal, speaking plainly and directly to each other, using *I* messages.

The participants were then allowed to practise having conversations on levels one to three; first superficially and briefly on a neutral topic, and then a little deeper about something of interest. To practise speaking on the indirect level, two individuals were asked to speak about a third person who was present, which most of the participants found themselves uncomfortable with. One of the things this exercise was intended to reveal was that it is very difficult to have a meaningful conversation with someone with whom one is not well acquainted. For a conversation to be personal, one has to work through all the various levels and be prepared to invest a little time.

Following this joint exercise, there was an exercise involving coaching in pairs with the emphasis on personal development, and the instruction was to try to keep the conversation on level 4, i.e. on the personal, direct level. The participants were asked to submit, anonymously, a personal question or a personal problem that they would like to discuss with one of the participants present. Some of the issues that participants wanted coaching in at this particular time were:

- How do I handle the situation when I feel that I am stuck in the role of managing the centre, but would also like to carry out my own research?
- How do I manage a person sitting on the board as a representative for a number of minor stakeholders, and doing a good job, while at the same time running his own area within the centre and urging others in a certain direction?

- How can I wind up my activities as centre director in a way that is good for me, for my successor, and for the centre and its partners?
- How can I maintain enthusiasm and commitment when the workload is too much?
- How can I gain acceptance of my leadership even though I am not from the scientific community?
- How should I know if I want to resume my research? What is it that drives me? Am I apprehensive about just being a leader?
- How can I, as a woman, gain respect in the male-dominated environment of the university?

Apparently there are a number of important issues that centre directors have on their minds; anything from the various roles of a leader to how to address and deal with other influential people to how to maintain their motivation regarding gender issues.

#### **Issues to reflect over and discuss:**

- What are my strengths in terms of communicative skills, and which aspects do I need to develop?
- How can I develop my communicative skills?

## **Internal and external communication**

Until recently, it was not unusual for companies and organizations to have two separate communications departments, namely, one for internal and one for external communication. These functions were called *information* departments, a term that reflected the prevailing notion that the job was to produce information: information which would then be disseminated with the help of different techniques and channels in order to provide data about the company's



business operations and position and status. Nowadays, the term *communications department*<sup>45</sup> is gaining ground, which indicates that it is generally accepted that information is a communications issue where what is crucial is the building of long-term relationships based on mutual trust with all of the organization's stakeholders. Only then, when good relationships have been established, can one count on being able to communicate one's message. To put it briefly, communications is the social process that produces information. Today, it is also recognised that there is no clear distinction between an organization's internal and external communication, and subsequently the concept of *integrated communications*<sup>46</sup> has been introduced.

A simple comparison with the human body can be used to illustrate this relationship. Our outward behaviour, our statements and the signals we give off, in short, everything that we communicate is a reflection of our mental processes, our thoughts, our inner dialogue and our accumulated experience. Even lies, dissimulation and "speaking against our better judgement" originate from somewhere inside us. In a similar way, an organization's external communications are linked to the internal processes.

The pivotal role communication plays in all cooperation and coordination is also the fundamental idea behind Gary Kreps' organizational model<sup>47</sup> in which the actual starting point is that communications is the social process that produces information, which in turn is a tool that helps elicit cooperation. Communication is quite simply a prerequisite for organizing and organization.

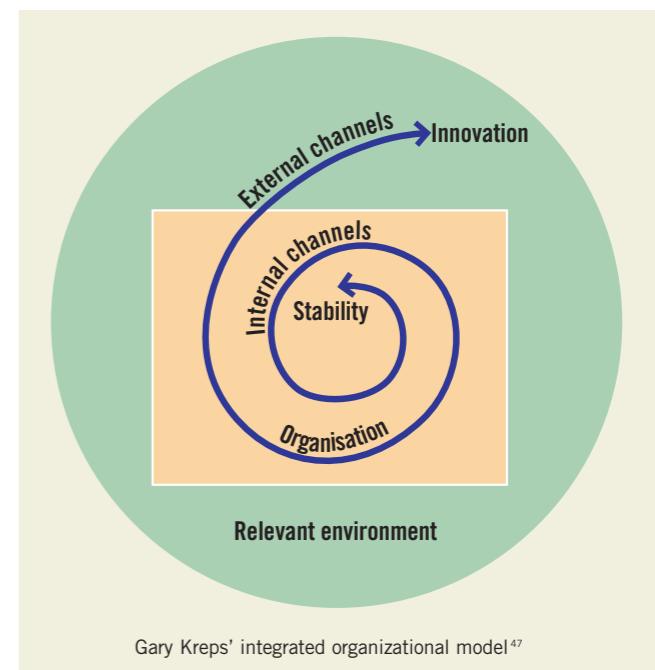
In this model, the rectangle represents the organization while the circle indicates the organization's environment. The two-directional arrow, the model's key element, represents the connection between internal and external communication. The terms "stability" and "innovation" also imply a certain division of

<sup>45</sup> A search for "communications manager" generated considerably more hits than "information manager" (Google, February 2010).

<sup>46</sup> See, for instance. Falkheimer, Jesper & Heide, Mats, *Strategisk kommunikation*, Studentlitteratur, Lund 2007, p. 22-25, 59-62.

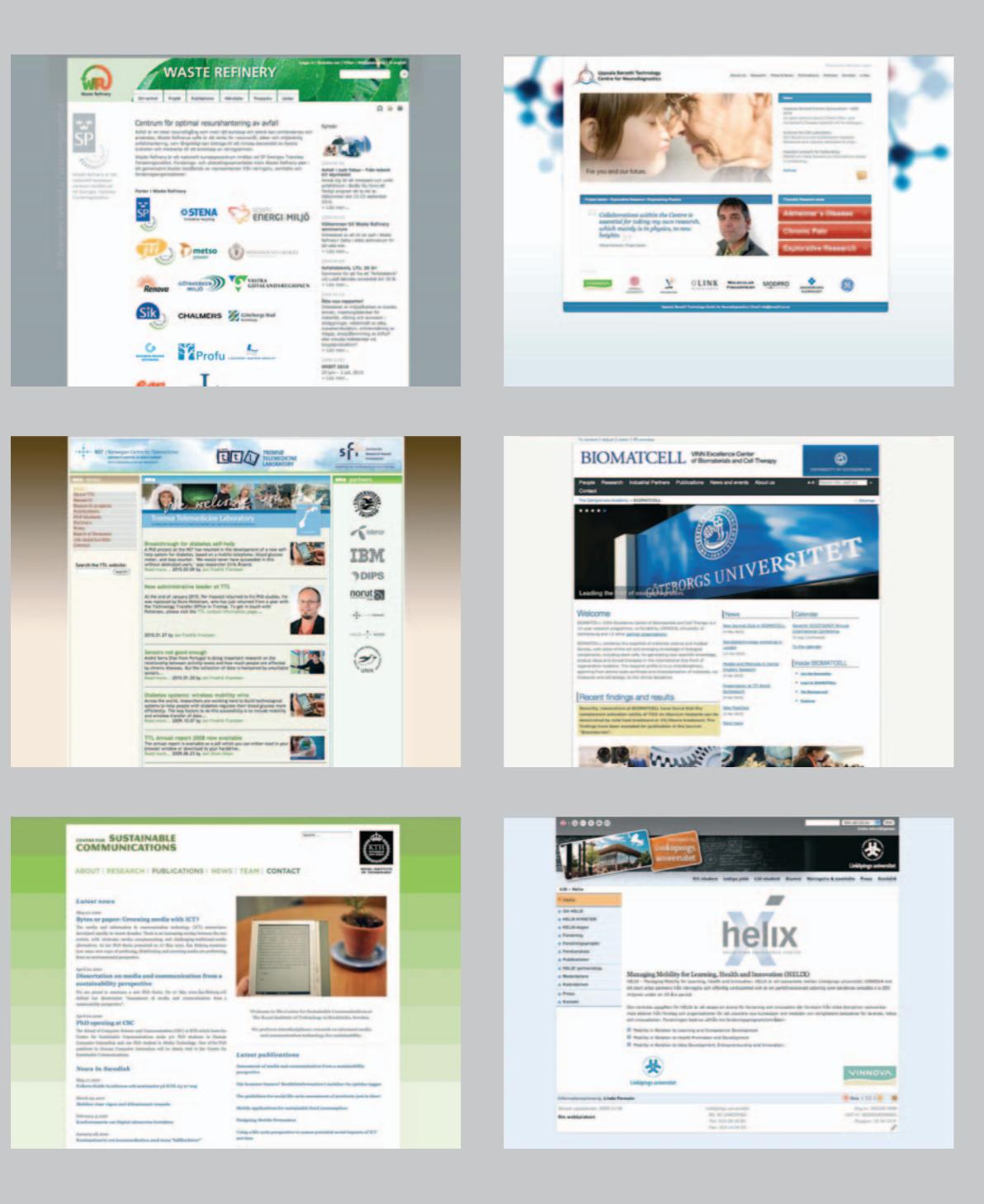
<sup>47</sup> Kreps, Gary L., *Organizational Communication*, Longman, New York 1990, p. 12.

roles. The primary function of internal communication is to maintain stability and order so as to safeguard the organization's structure and activities. Exaggerated stability, however, runs the risk of turning into stagnation, and consequently external innovative impulses are essential. It is also important to keep abreast of what is happening "out there" so as to avoid being caught by surprise by changes in the world. In fact, many of today's communicators are equally involved in compiling information from the outside world and forwarding it on within their own organizations, as they are with producing and distributing information about their own business operations.



Gary Kreps' integrated organizational model<sup>47</sup>

Thus, Kreps' model defines communication as a vital part of an organization's infrastructure, and hence is a reminder of the importance of developing and nurturing it. Obviously, this does not refer solely to the physical communication system, but just as much to such aspects as communication style, communication patterns and the parlance. To ensure good and efficient communication within the organization is one of the manager/leader's main tasks.



## Websites – a critical review

On the theme of external communication, the participants attending the Programme were divided into groups and took turns at reviewing and critically examining their centres websites on the Internet. Following this review, the participants realised that the design of their websites differed somewhat, and that there were many excellent examples, but also that for a number of them, there was potential for improvement. From those websites considered to be exemplary, the following were highlighted:

- The centre's identity comes across clearly
- The texts are well structured
- There are illustrative images
- Clarity in terms of partners and roles
- Clear personal contact information
- List of publications with links
- Information which is posted regularly on what is happening – a calendar
- Newsletters that can be downloaded
- Information that can be downloaded
- Excellent presentation of results
- Excellent presentation of projects
- Partners who describe the benefits of the cooperation

On the theme of “potential for improvement”, the participants thought that:

- Some websites were difficult to find
- On some websites there was relatively little information
- More images were needed on several of the websites
- Updates should be more frequent
- “Success stories” were missing
- There was too much body text on the main pages, link instead
- Simplify the language to avoid duplication and misunderstanding

Here, we can see examples of the websites of some of the centres represented. Probably a number of them have some room for development (nothing is that good that it cannot be improved).

**Examples of strategies for external and internal communication:**

*“At CODIRECT, all research is strictly confidential until publication, and all research is not published either, since it is quite often closely associated with the company’s product development. As many of our corporate partners are in direct competition with each other, some projects are even inaccessible to other parties within the Centre. This implies that we have worked extensively with our formal agreements, and that the truly major successes may perhaps remain confidential. Together, this means that we must be very careful with our external communication, while at the same time we are keen to be recognised for our research.”*

ULLA ELOFSSON, CODIRECT Institute Excellence Centre,  
Institute for Surface Chemistry, YKL, Sweden

*“Regarding our internal communication, we have deliberately implemented a system whereby the participants in the Centre must actively seek information on CODIRECT’s internal website. Agendas for meetings, minutes of board meetings, etc. are not sent out via e-mail, instead each individual must personally download the documents.”*

KATRIN DANERLÖV, CODIRECT Institute Excellence Centre,  
Institute for Surface Chemistry, YKL, Sweden

**Own material**

During the discussions about external communication, it became apparent that different centres are at different stages in the process of developing their own communications material. In connection with this exercise, a centre director made the following comment:

*We’ve been working on our own imagery and brochures.  
It may feel a bit foolish to have a complete power-point presentation prepared, but it is good to have when introducing the Centre. We have also printed our own business cards. Employees at the Centre are supposed to use our business cards.*

Discussions also touched upon different perceptions and traditions that may impact the mode of communication i.e. that research has traditionally been communicated through scientific publications and conferences, and that many researchers are therefore unaccustomed to communicating via other channels.

During the workshop, several of the participants mentioned, however, the possible significance of appearing in other forums.

**Issues to reflect over and discuss:**

- How do you describe your centre when an outsider asks you to talk about what you do?
- Which channels of external communication do you use today, and which would you like to use?

**Media Contacts**

Information about what is going on within the scientific community and the research world is highly newsworthy and most journals/newspapers and several broadcast media also have special science editors and reporters who themselves have a background in research. For these reasons, amongst others, sound relationship with the media is a crucial strategic issue for a centre director.

The first rule of thumb for sound media relationship is transparency and a readiness to respond to the media’s need for information and instructions/explanations. A good way to demonstrate this transparency is to regularly provide information to the editors and reporters who are known to be interested in the activities conducted at ones own centre.

There are essentially three ways to maintain contact with the media:

1. Press releases
2. Press conferences
3. Personal contacts

Press releases and press conferences are two ways of posting information in the media; whether it be information about an innovation, a response to criticism or managing an emerging crisis.

**A few more examples of how communication is perceived at one of the participating centres:**

At BIOMATCELL, the goal is to improve external communication.

Centre Director PETER THOMSEN said:

*“We have designed our own communications plans, but our information channels are fairly underdeveloped, and can definitely be improved. Consequently, we have allocated a relatively large sum for this work in the budget.”*

Assistant Centre Director JUKKA LAUSMAA agreed, adding that:

*“We are going to get help with the graphics for our information material and develop a logo. Our vision is to be world leaders, to create quality of life and to work on an interdisciplinary level. All this will have to show up in our external communication and we will have to put more effort and energy into it.”*

During a meeting of BIOMATCELL'S Management Team, external communication was an item on the agenda. Peter Thomsen explained that the Centre must become better at communicating with the outside world, and that there was a need for outside help, while at the same time adding that individuals from the Centre must be in charge. His comment was:

*“This is not something we intend to simply hand over to an external agent; we want to have an overview ourselves.”*

During the meeting, however, it became apparent that, within the University, there are a number of rules and regulations that must be taken into account; such as the use of a university's logo, what is the procedure for designing ones own personal profile on the website, etc. Here Peter Thomsen made reference to the exercise at the Leadership Mandate workshop when they looked at websites of other centres. His remark was:

*“Now we know what other centres' websites look like, and what we think is good and what is not.”*

One measure decided upon during the meeting concerning BIOMATCELL'S website was to make it easier to find by changing the domain name. One suggestion was also to add more images and think through the imagery carefully in order to ensure the right message is conveyed. The Centre has more recipients of communication than a traditional research centre.

Information about scientific research, particularly that provided to local news media, and by an institute with a solid reputation, is, as mentioned, highly newsworthy. For this reason, it is generally relatively easy to post such information in the media, but when designing a press release or inviting the press to a conference, it is essential to bear in mind that the media serves dual functions. The first is that of a publicist nature, i.e. to provide information on events occurring in the world at large, reflect the prevailing times and public opinion, and subject companies, institutions and policymakers to critical scrutiny. The second task is to make money for its owners. As such, the media is also a player in a highly competitive milieu, added to which many of them work with relatively small financial margins.

**News has a short shelf life**

In addition to news having a short shelf, is the fact that everything must often happen quickly. A newspaper has a short shelf life; it is a fresh product, freshly “produced” each day to be consumed the next day. Consequently, reporters

**“A strong I leads to a strong team”**

This heading comes from Katarina Berg from the Mobile Operator 3, who was a guest speaker at the Leadership Mandate Programme and spoke about communication as a strategic instrument. She emphasised the importance of the relation between the internal and external communication, and stressed that all development flows from the inside and out. A prerequisite for being able to motivate employees to long-term peak performance is to involve them in all stages and aspects of the work process and give them the opportunity to develop a shared understanding of the goal and purpose of the organization.

This means that the employees, “internees”, are the organization's most important ambassadors. What they say about the organization, its activities and the

people there, and how they say it, is of manifold importance to the surrounding world's point of view, much more so than any extravagant PR campaigns. Employees are therefore the most significant drivers of the organization's concept.

Another interesting upshot of this theory of the significance of the internal process, as Katarina Berg emphasised, is the value of starting all problem resolutions with an examination of ones own affairs. This is not always easy as there is a risk that the fault may be recognised as being ones own, or that of the organization itself, but it should be reasonably easier to correct any faults in one's own behaviour or the internal processes than to change people and circumstances outside ones own organization.

Katarina Berg



and editors work under tremendous pressure where time is concerned, from the initial commission until the newspaper comes off the press. Anyone who wishes to attract media attention about one issue or another should be acutely aware of the following:

1. What is the purpose of the press release or conference?
2. Who should I contact and invite?
3. How can I stimulate interest in my cause?
4. How can I make my press release as brief and to the point as possible?
5. What additional information can the recipients require from me?

Before satisfactory answers to these five questions can be obtained, one should refrain from making any contact with the media.

Sometimes, and especially if something extraordinary has occurred, as manager or employee, one may be called up by a reporter asking questions. In such a case, the basic rule is *not to lie and not to answer questions outside your brief*. It can be difficult not to be on the defensive when being pressured by an eager journalist: at times like that it would be best to respond with: “I am terribly sorry, but I cannot answer that question, but I will readily get back to you with a reply. Could I call you?”

Even if one does not consider it necessary to obtain further information about what has happened, it is still advisable to get a little breathing space and respite before answering reporters’ questions, and this is one way. But then obviously reality sets in, and the call must be made as scheduled, even though at this stage one believes there is nothing to be said. There is always the option of asking to read what the reporter has written, and with today’s technology it is easy to arrange such communication. Those who are “exposed” by the mass media are also, in principle, entitled to a rebuttal, but even here it is ultimately the editor who is responsible for what is written or said in the media.

But, as in working life in general, a sound personal relationship constitutes the best basis for constructive cooperation. Why not invite representatives of the media to visit the centre, look around the facilities, learn about the research and development work conducted at the centre, meet different co-workers, and get a chance to speak to partners from industry?

<p><b>ALWAYS</b></p> <p>when in contact with the media – the dos</p> <ul style="list-style-type: none"> <li>• Allow yourself ample time</li> <li>• Think before giving an answer</li> <li>• Stick to your own field</li> <li>• Say if you do not know, or are not able or allowed to answer the question</li> <li>• Stick to the facts</li> <li>• Assume that everything is “on record”</li> <li>• Be firm, fair and honest</li> </ul>
<p><b>NEVER</b></p> <p>when in contact with the media – and the don'ts</p> <ul style="list-style-type: none"> <li>• Lie, guess or have your own theories</li> <li>• Become upset or outraged</li> <li>• Allow yourself to feel pressured by the situation or the reporter</li> <li>• Use jumbled speech/technical terms</li> <li>• Discuss classified information</li> <li>• Use the phrase “no comment”</li> <li>• Talk about things that are outside your area of expertise</li> </ul>

Several organizations have produced lists of “always” and “never” when in contact with the media. This is the Swedish Civil Contingencies Agency’s variant, which has been copied by a number of companies and the public sector.

## Good meetings – about making time, listening and truly understanding

A prerequisite for constructive communication is the ability to listen. It may sound obvious, but in many contexts, not least of all at formal meetings, we are so busy planning our own contributions that we do not register what others are saying. It is also easy to let ones thoughts stray when someone else is speaking, simply because thinking is a much faster process than speaking! And more time and energy are also expended on courses in oral and written presentations, i.e. on producing different messages rather than on receiving, listening. Obviously, it is good to be able to get ones message across, but, as Björn Nilsson and Anna-Karin Waldemarsson pointed out:

*But the effectiveness of communication is more dependent on our listening and grasping correctly than on our remitting correctly. We do not need to remit in order for the recipient to get a message. It is really the listener who is the deciding factor for whether or not communication occurs.<sup>48</sup>*

Active listening focuses on understanding, even if we do not share the speaker’s perspective.



<sup>48</sup> Nilsson, Björn. & Waldemarsson, Anna-Karin, *Kommunikation – samspel mellan människor*, Studentlitteratur, Lund 1994, p. 62.



#### Examples from the case studies:

Bo ENQUIST at SAMOT says that the Centre's strength as a research environment is based, to a large extent, on the inclusive culture we have created. According to Bo, they have worked hard within the Centre to create good, constructive meetings. He had a play with words and said:

*“Seminars and supervisory meetings should serve as help-sessions and not as hell-sessions!”*

Active listening implies that we are concentrating on the speaker, looking at the speaker, providing feedback in the form of nods and an attentive expression, asking when we do not understand, and acknowledging to assure ourselves that we, the listeners, and the speaker have understood what is being said in the manner intended.

Active listening is therefore more a question of confidence and good relationships than of technique, and each leader has tremendous influence on – and thus responsibility for – the group's style of discourse.

In his personal and self-critical book, *Universitetet som arbetsplats* (“The University as a place of work” – available only in Swedish), Billy Ehn maintains that after having presented a strategy memo, in his capacity as prefect on the department's management team, he had the following experience:

*Since no-one objected, I assumed that it also represented the point of view of everyone else. But I never looked into that properly. In the urgency that prevailed during the first year, we on the management team did not give ourselves time to sit back quietly and find out what the employees thought about the future of the institution and to consolidate our own ideas.<sup>49</sup>*

The quote above illustrates common mistakes that enthusiastic and ambitious executives make in their eagerness to drive the business forward, both at formal meetings and during informal discussions. The first, forgetting that others either do not understand or do not share their point of view, is often the result of the fact that, as manager or leader, one has had the time and opportunity to form a considered opinion about an issue, which perhaps others have not.

<sup>49</sup> Ehn, Billy, *Universitetet som arbetsplats*, Studentlitteratur, Lund 2001, p. 82-83.

Not infrequently, it is also true that employees who do not respond or object, have, in fact, already decided against the proposal set out. It may be that a decision has already been made to adopt a completely different approach, thus going against the proposal, even if it has been approved at the meeting. It is therefore extremely important to determine without any doubt whether or not the proposal submitted has been understood and accepted. In ones leadership capacity, one way of doing this is to actively invite staff to voice their opinions, for example by allowing everyone, in turn, to have their say. In short, the ability to see a question and/or a proposal from others' perspective is an excellent quality for successful leadership – and successful meetings and conferences.



## CHAPTER 8

# Development in progress

FUTURE RESEARCH and scenario planning technique are ways to boost our readiness for change and thus our ability to meet the future. But it is important to differentiate between forecasts and future scenarios. In this final chapter we also touch on issues such as how to deal with the diversity in the values of different generations. And is the virtual world becoming as real as the real world? The evaluation of the Programme revealed the preponderance of a rather prosaic perception - namely, that people are different.

## Foreseeing the future

The final Leadership Mandate workshop was held in February 2010. During this workshop, participants were asked to cast a backward glance over all the workshops, and a forward glance into their own situation, and that of their activities.

The workshop began with the glance into the future and, as an inspiration for this theme, Thomas Fürth of Kairos Future AB was invited. Thomas Fürth commenced by emphasising that it is obviously very difficult to foresee the future, and any such attempt is therefore likely to be based on critical uncertainties. He went on however, with reference to Peter Schwartz<sup>50</sup>, to say that future research and scenario planning technique are ways of being more prepared for changes, and thus our ability to meet the future. In his presentation, he differentiates between forecasts and future scenarios. A forecast can be developed based on the noticeable trends and tendencies, but it can also apply to short-term events. In order to look further ahead, it is possible to create future scenarios, i.e. images of a future reality. One purpose of this is to boost readiness for what will eventually happen, and to identify possible threats and opportunities. Already by imagining and discussing alternative future scenarios, the ability to manage change and possible problems improves.



As introduction to a joint discussion with the participants, Thomas Fürth then spoke about how society has changed and how this, in turn, has affected the companies' competitive status. He made reference to the development from an agricultural society, which was followed by the industrial society, and then over to the service society, suggesting that we are now living in an experience society, i.e., a society where people want to have experiences more than ever before, and where a salesperson is more an organizer of experiences than a supplier of a physical product. Thomas Fürth clarified this by saying that an individual's basic needs are quite simply food, rest and love. Everything else we want is really not based on need, but on desire. In today's society, desire for variety and experiences has increased, and therefore one can speak about an "experience society" and a shift in values from demand to desire. With this introduction as a starting point, the participants were invited to discuss the implications the changes in society may have on their own research, and on the role of research in a social perspective.

### Different values

Thomas Fürth also initiated a discussion about the different values of different generations, which impose new demands on managers in our organizations. How today's leaders should respond to and motivate younger generations that often have entirely different values from theirs, was an important issue here. Another key discussion point was the claim "It will not be long before the virtual world is considered to be just as real as the real world", i.e. the ramifications of technological development are such

<sup>50</sup> Schwartz, Peter, *The Art of the Long View*, John Wiley & Sons, 1998.

that experiences do not necessarily have to be staged in the real world, but might just as well be taking place in the virtual world.

In order to practise the scenario planning technique, the participants were asked to discuss possible future scenarios for their own centre and its mission. As a starting point for this exercise, the question "What happens in the outside world concerning economy, values, power relations and technological development, and what are the implications for your organization?" was presented. At the same time, it was pointed out that it may be useful to develop several different scenarios in order to:

- Clarify optional trends and perspectives
- Recognise it is the perception of the future as created by the various images combined that is of interest

The purpose of the exercise was to identify future challenges and fashion a readiness for them.



## Leadership Mandate – has the Programme made a difference?

As mentioned earlier, the final workshop was also intended to review the entire Programme. To do so, the participants were invited to interview each other to determine what they had got from the Programme. The purpose of this exercise was partly to evaluate the Programme as a whole, and partly to encourage centre directors to reflect over the difference the Programme may have made to them as leaders.

As mentioned earlier, the participants were drawn from a wide variety of centres. A key issue for the Programme Management was therefore to determine whether the participants had recognised themselves, i.e. if the Leadership Mandate Programme had been perceived as a programme for everyone. One centre director representative of a type of centre in the minority responded:

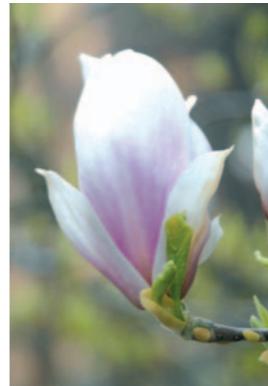
*I think I recognise myself in most of the discussions.*

*Occasionally, a particular type of centre stole the spotlight, but that was an exception rather than the rule. The majority of themes and issues discussed are common to all types of centres, and this goes a long way towards making the Leadership Mandate Programme an invaluable experience*

In order to encourage the participants to begin reflecting over what the Programme had given them, a short evaluation was conducted halfway through, i.e. after three workshops. On that occasion, two questions were posed (see below). Since the responses varied greatly, a content analysis was made that resulted in the responses being categorised as follows, ranked in order of frequency:

I think that so far the Programme has given me as a leader:

- Exchange of experience
- Tools and methods
- Perception
- Contact network



- New knowledge
- Opportunity for reflection
- Self-awareness
- Ideas

With regard to the activities I lead, the programme has contributed to the following:

- Concrete changes
  - Better, more dynamic meetings
  - Methods for team exercises
  - Clearer vision and strategy
  - Clearer formulation of goals
- Tips and ideas
- Understanding and insight
- Examples of what others have done

At the final workshop, a more comprehensive evaluation was conducted and for this purpose the questions were more specific. The first question asked was what were the most important observations provided by the Programme, and how these affected the participants as leaders. From the answers to this question, a content analysis was made which resulted in the following categories of responses, again presented with the most frequent answer first:

- The realisation that people are different, and the significance of diversity
- The importance of communication, and of being more attentive as a leader
- Exchange of experience, comparison with other centres
- Understanding of the importance of vision and strategy
- Heightened self-awareness, enhanced self-confidence in my leadership role
- Insight into what constitutes good meetings and interactions



To determine whether the Programme had made a difference to the participants, they were asked, during the final workshop, to compile a list of what they had taken on board with their future work in mind. Both insights and opinions were noted.

The most frequent answer, “the realisation that people are different”, may seem somewhat prosaic, but based on the comments, the participants made it is clear that this insight is crucial to leadership. There were some who wrote in their evaluation that the realisation that people are different had made them aware of the importance of the fact that different people are motivated in different ways and need different conditions to achieve peak performance. There were also some who wrote in their evaluation that after the Programme they now have a better understanding of why conflicts arise between individuals and consequently how to counteract them.

### Improved self-confidence

From the comments received, it was apparent that many centre directors felt more secure in their leadership role after the Programme as opposed to prior to attending. They had become more attentive, tried to communicate better and understand the importance of visions and strategy – that these are not just “words on paper”. As regards to the exchange of experience and comparisons with other centres, many of the comments revolved around the realisation that “I am not alone”, i.e. that there are a number of other leaders with similar problems as their own. Other comments had to do with the statement that “we may not be so bad after all”, i.e. also a kind of confirmation that other centres



have problems of various kinds, and that they are basically at different stages in the developmental processes. A participant said:

*The Programme was worth it for me since, through it, I have gained more self-confidence as a leader. It feels like a confirmation that what we are doing as leaders is important: being in charge, building structures and ensuring that everything is held together. Not everyone understands that resources are needed to accomplish this*

When asked what tools and methods they were taking away with them from the Programme, the participants replied:

- Coaching techniques
- Model for conflict management
- Techniques for group discussion and better meetings
- Methods for vision and strategy work
- Presentation skills
- Techniques for exchanging experience (open space)

Here, it is clear that many centre directors not only gained valuable insights, but also thought they had received tools and methods that could be put to practical use. As outlined in Chapter 2, the aim of the Programme is “to develop and enhance the capacity of centre directors to lead the business activity”.

The objective was that the Programme should:

- Provide the opportunity for reflection, contemplation and to get a deeper understanding of ones own leadership
- By exchanging experience based on proven models, be a factor in expanding and advancing an understanding of the art of leading research centres
- Contribute towards ensuring centres become even more successful research and innovation environments

Based on the above summary of the evaluations, it can evidently be concluded that the first two objectives of the Leadership Mandate Programme have undoubtedly been accomplished. Whether or not the third objective has been achieved is perhaps too early to tell, and there will probably have to be a follow-up at a later date in order to determine this. However, from the participants' evaluations it is obvious that the majority were very satisfied with Programme and the knowledge and insights they took away with them, and that they now have models and tools to put into practical use.



## VINNOVA's addendum

VINNOVA is a Swedish government agency – under the Ministry of Enterprise, Energy and Communications – whose aim is to increase the competitiveness of Swedish researchers and companies. To this end, VINNOVA is at the forefront in funding needs-driven research and development of effective innovation systems.

A Competence Centres Programme was held in 1995-2007 and already, when the first evaluation was being conducted by international experts, it became apparent that there was a need for leadership training. This resulted in the implementation of a leadership development programme “Concept-driven leadership in a university milieu”.

When VINNOVA, in the early 2000s, began to plan a new centres programme, the plan also included the idea of holding a management development programme, eventually. The first four Vinn Excellence Centres opened in 2005, and were followed by a further 15 in 2006. Concurrent to the opening of these centres, the Swedish Foundation for Strategic Research (SSF) and the Norwegian Research Council also invested in centres. Consequently, when VINNOVA was sending out invitations to the Leadership Mandate Programme, it was natural to invite, in addition to the directors of the VINNOVA-funded centres, directors of centres funded by other research financial backers.

Over a period of time, VINNOVA has noticed the importance of leadership when building and developing the type of joint venture such as these centres, and is of the firm conviction such investment will pay off in the form of better cooperation between universities, research institutes, companies and the public sector, and, most importantly, lead to visibly increased earnings when research ideas are further developed in businesses. VINNOVA intends to evaluate the effects of this investment in a couple of years.

Also included in the task of implementing the Leadership Mandate Programme was the job of documenting the Programme in such a way as to be beneficial and provide added value to the participants. The aim was that the documents compiled would also serve as inspiration and a reference source for the new centre directors, and others interested in leadership. The result is this book, originally published in Swedish, and now translated into English in line with VINNOVA's mission to promote internationalization.

For the implementation of the Programme and the production of the book, we would like to express our gratitude to all participants, speakers and consultants – without whom neither would have been possible. And finally, we extend a special thanks to Professor Per Claesson of the Royal Institute of Technology, former centre director of the Competence Centre for Surfactants based on Natural Products at the Institute for Surface Chemistry (YKI); Dr. Christina Björklund, Head of Leadership Development at Karolinska Institute; Dr. Kerstin Waldenström, MD, VINNOVA, and Dr. Pär Larsson, VINNOVA, who took the time to read the original script and make some invaluable comments.

VINNOVA April 2011

Mattias Lundberg & Erik Litborn

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# VINNOVA's publications

April 2011

See [www.VINNOVA.se](http://www.VINNOVA.se) for more information

## VINNOVA Analysis VA 2011:

- 01 Smart ledning – Drivkrafter och förutsättningar för utveckling av avancerade elnät
- 02 Framtid med växtervärk – Kan hållbara städer möta klimatutmaningarna?
- 03 Life science companies in Sweden including a comparison with Denmark
- 04 Sveriges deltagande i sjunde ramprogrammet för forskning och teknisk utveckling (FP7) – Lägesrapport 2007-2010, fokus SMF. *Only available as PDF*

## VA 2010:

- 01 Ladda för nya marknader – Elbilens konsekvenser för elnät, elproduktionen och servicestrukturer
- 02 En säker väg framåt? – Framtidens utveckling av fordonssäkerhet
- 03 Svenska deltagandet i EU:s sjunde ramprogram för forskning och teknisk utveckling – Lägesrapport 2007-2009. *Only available as PDF. For brief version see VA 2010:04*
- 04 SAMMANFATTNING av Sveriges deltagande i FP7 – Lägesrapport 2007-2009. *Brief version of VA 2010:03*
- 05 Effektanalys av stöd till strategiska utvecklingsområden för svensk tillverkningsindustri. *For brief version in Swedish and English see VA 2010:06 and VA 2010:07*
- 06 Sammanfattning – Effektanalys av stöd till strategiska utvecklingsområden för svensk tillverkningsindustri. *Brief version of VA 2010:05, for brief version in English see VA 2010:07*
- 07 Summary – Impact analysis of support for strategic development areas in the Swedish manufacturing industry. *Brief version of VA 2010:05, for brief version in Swedish see VA 2010:06*
- 08 Setting Priorities in Public Research Financing – context and synthesis of reports from China, the EU, Japan and the US
- 09 Effects of VINNOVA Programmes on Small and Medium-sized Enterprises – the cases of Forska&Väx and Vinn NU. *For brief version in Swedish see VA 2010:10*
- 10 Sammanfattning – Effekter av VINNOVAprogram hos Små och Medelstora Företag. Forska&Väx och Vinn NU. *Brief version of VA 2010:09*

- 11 Trämanufaktur i ett uthålligt samhällsbyggande – Åtgärder för ett samverkande innovationssystem. *Only available as PDF*

## VINNOVA Information VI 2011:

- 01 Framtidens personresor – Projektkatalog
- 02 Miljöinnovationer – Projektkatalog
- 03 Innovation & Gender
- 04 Årsredovisning 2010
- 05 Vinn Excellence Center – Investing in competitive research & innovation milieus

## VI 2010:

- 01 Transporter för hållbar utveckling
- 02 Fordonsstrategisk Forskning och Innovation FFI
- 03 Branschforskningsprogrammet för skogs- och träindustrin – Projektkatalog 2010
- 04 Årsredovisning 2009
- 05 Samverkan för innovation och tillväxt. *For English version see VI 2010:06*
- 06 Collaboration for innovation and growth. *For Swedish version see VI 2010:05*
- 07 Cutting Edge. A VINNOVAMagazine in Chinese/English
- 08 Vinnande tjänstearbete – Tio forsknings- & utvecklingsprojekt om ledning och organisering av tjänsteversamhet. *Only available as PDF*
- 09 NO WRONG DOOR Alla ingångar leder dig rätt – Erbjudande från nationella aktörer till SMF – Små och Medelstora Företag
- 10 Därför behöver Sverige en innovationspolitik
- 11 Omställningsförmåga & kompetensförsörjning – Projektkatalog. *Only available as PDF*
- 12 Smartare, snabbare, konvergerande lösningar – Projektkatalog. Adresserar området IT och data/telekommunikation och ingår i IKTprogrammet ”Framtidens kommunikation”
- 13 Mobilitet, mobil kommunikation och bredband – Projektkatalog. Branschforskningsprogram för IT & telekom

## VINNOVA Policy VP 2010:

- 01 Nationell strategi för nanoteknik – Ökad innovationskraft för hållbar samhällsnytta
- 02 Tjänsteinnovationer för tillväxt. Regeringsuppdrag – Tjänsteinnovationer. *Only available as PDF*

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- 02 Gender across the Board - Gender perspective on innovation and equality. *For Swedish version see VR 2009:20*
- 03 Visioner och verklighet - Några reflexioner kring eHälsosstrategin för vård och omsorg
- 04 Hälsa genom e - eHälsorapporten 2010
- 05 Halvtidsutvärdering av branschforskningsprogrammet för skogs- & träindustrin – Mid-term evaluation of the Swedish National research programme for the forest-based sector
- 06 Leadership Mandate Programme – The art of becoming a better centre director. *For Swedish version see VR 2010:18*

## VR 2010:

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- 03 VINNOVAs satsningar på ökad transportsäkerhet: framtagning av underlag i två faser. *Only available as PDF*
- 04 Halvtidsutvärdering av TSS – Test Site Sweden – Mid-term evaluation of Test Site Sweden. *Only available as PDF*
- 05 VINNVÄXT i halvtid - Reflektioner och lärdomar. *For English version see VR 2010:09*
- 06 Sju års VINNOVA-forskning om kollektivtrafik – Syntes av avslutade och pågående projekt 2000 – 2006. *Only available as PDF. For brief version see VR 2010:07*

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An attempt to summarise, describe and define the scope of the Leadership Mandate Programme, originally titled Uppdrag Ledare. The Programme, in the form of six two-day workshops, was conducted during 2008-2010. Concurrent to the actual Programme, visits were organized to some of the centres represented, as a way of illustrating the themes being covered.



VINNOVA develops Sweden's innovation capacity  
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VINNOVA, SE-101 58 Stockholm, Sweden Besök/Office: Mäster Samuelsgatan 56  
Tel: +46 (0)8 473 3000 Fax: +46 (0)8 473 3005  
VINNOVA@VINNOVA.se www.VINNOVA.se