



UZH Leadership and Governance Academy lecture

Donnerstag, 7. März 2024
17.15 – 19.00 Uhr
mit anschließendem Apéro
Alte Kantonsschule
Rämistr. 59, RAA-G-01
8001 Zürich

Prof. Dr. Claudia Peus
Professorin für Forschungs- und
Wissenschaftsmanagement, Vizepräsidentin für
Talentmanagement und Diversity, TU München

Führend Wissen Schaffen?
Empirische Erkenntnisse und praktische
Empfehlungen zur Führung in der Wissenschaft

Moderation
Prof. Dr. Klaus Jonas
Direktor UZH Leadership
and Governance Academy,
CHES Leitungsausschuss-
mitglied

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Führend Wissen Schaffen?

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Vice President of TUM

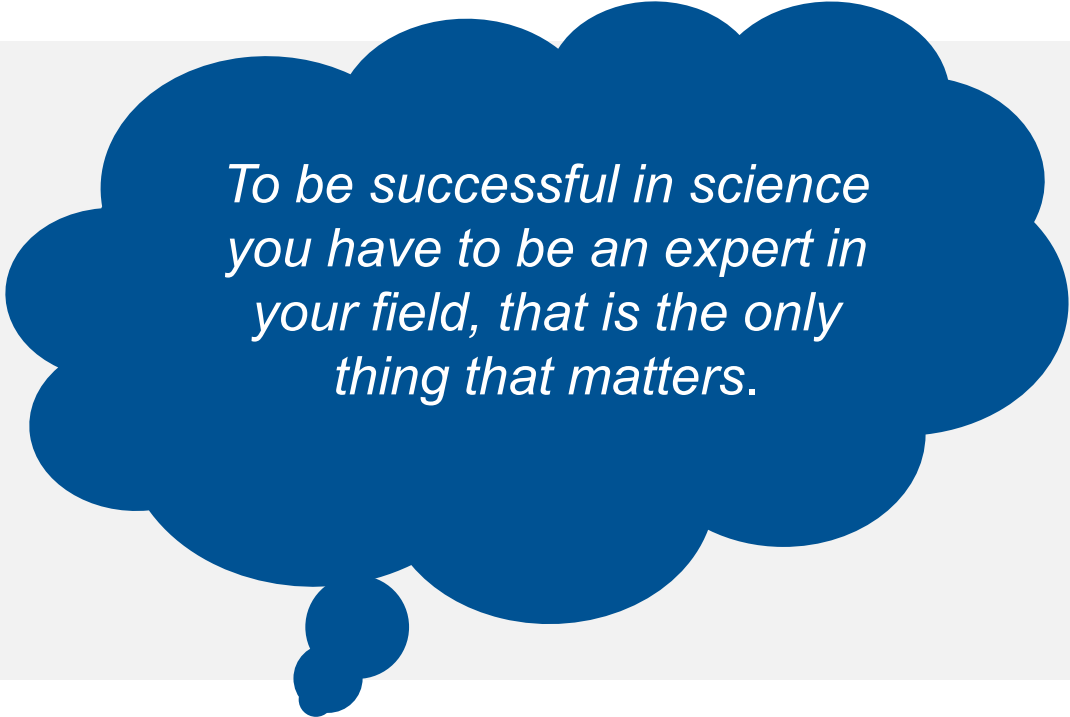
Chair of Research and Science Management

Director, TUM Institute for LifeLong Learning

www.ill.tum.de

UZH Leadership and Governance Lecture, 07.03.2024





*To be successful in science
you have to be an expert in
your field, that is the only
thing that matters.*

Professor at a large German research university (2011)

Method:

- Semi-structured interviews with professors (N = 30) in STEM fields on roles and requirements for advancement and success in academia
- Coding based on content analysis (Mayring, 2010)

Demographics:

Professors of different universities: KIT, LMU Munich, TU Munich, University of Stuttgart

- 13 female / 17 male
- Age: Average 52 (34-75)
- Fields: Mathematics, informatics, biology, chemistry, physics, engineering

Rehbock, S., Knipfer, K., Hubner, S., & Peus, C. (2018). *Born Researcher or Political Influencer? Professorial Identity in Higher Education*. Paper presented at the 78th Annual Meeting of the Academy of Management in Chicago, Illinois, USA.

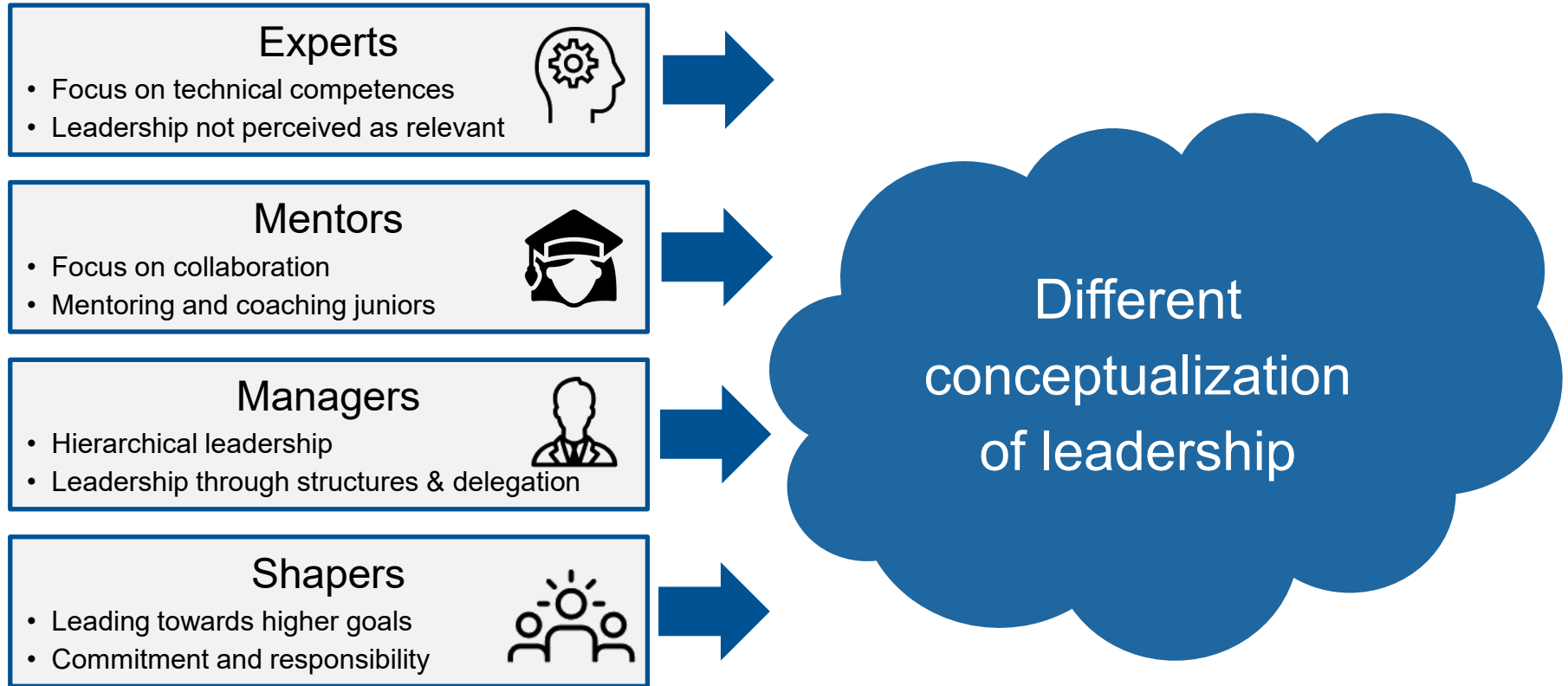
Rehbock, S. K., Hubner, S. V., Knipfer, K., & Peus, C. V. (2023). What kind of leader am I? An exploration of professionals' leader identity construal. *Applied Psychology: An International Review*, 72, 559–587.

Study: Roles of Professors

Pure Researcher	Cultivating Teacher	Stimulating Mentor	Enabling Manager	Political Shaper
<p><i>"So right now I would say I'm a researcher, born to research."</i></p> <p><i>"I would consider myself primarily a scientist, a researcher."</i></p>	<p><i>"Actually, in fact as a teacher. Although that's not a great thing to say right now..."</i></p> <p><i>"So when someone asks me what I am, I say I'm a university teacher."</i></p>	<p><i>"I try to think of myself as a coach."</i></p> <p><i>"I feel like I would have a responsibility for another career other than my own one."</i></p>	<p><i>"It is then less own research and more research management (...) so it is also a normal personnel management job."</i></p>	<p><i>"So my role in the research business is different; is more like spiritus rector."</i></p>

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Challenges:

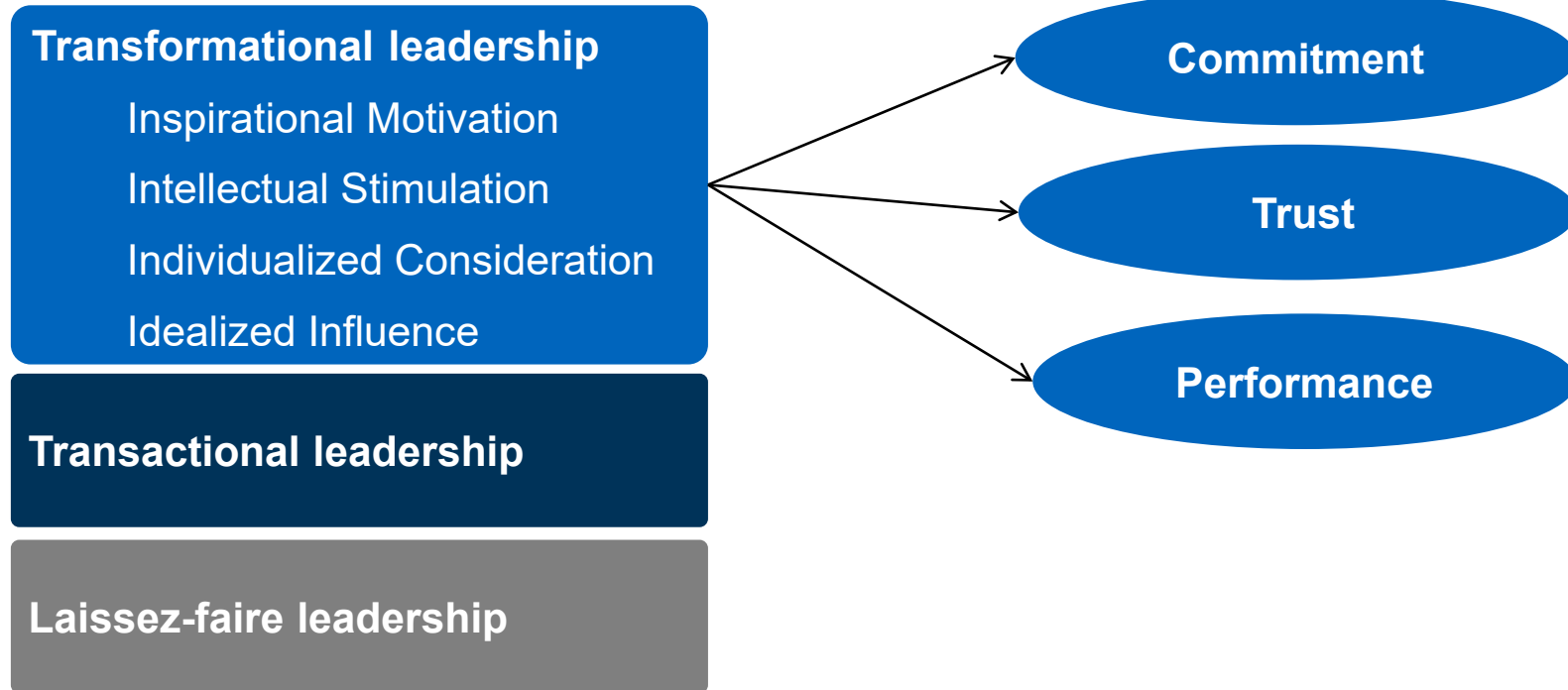
- Autonomy vs. organizational strategy
- Continuous change vs. rigid structures
- High levels of uncertainty
- Diversity of team members
- Leaders question their leadership role

Peus et al., 2015; Raelin, 1995

Over 90% of publications in natural & engineering sciences are produced in teams



Full Range of Leadership Model (Bass & Avolio, 1998)



Braun, Peus et al. (2013); Deng et al. (2023) Hoch et al. (2018) Judge et al. (2005); Peus et al. (2010); Peus (2012); Peus et al. (2013)

Research Questions:

- What is the impact of transformational leadership on job satisfaction and publication performance?
- What are key mediating mechanisms at different levels?

Procedure:

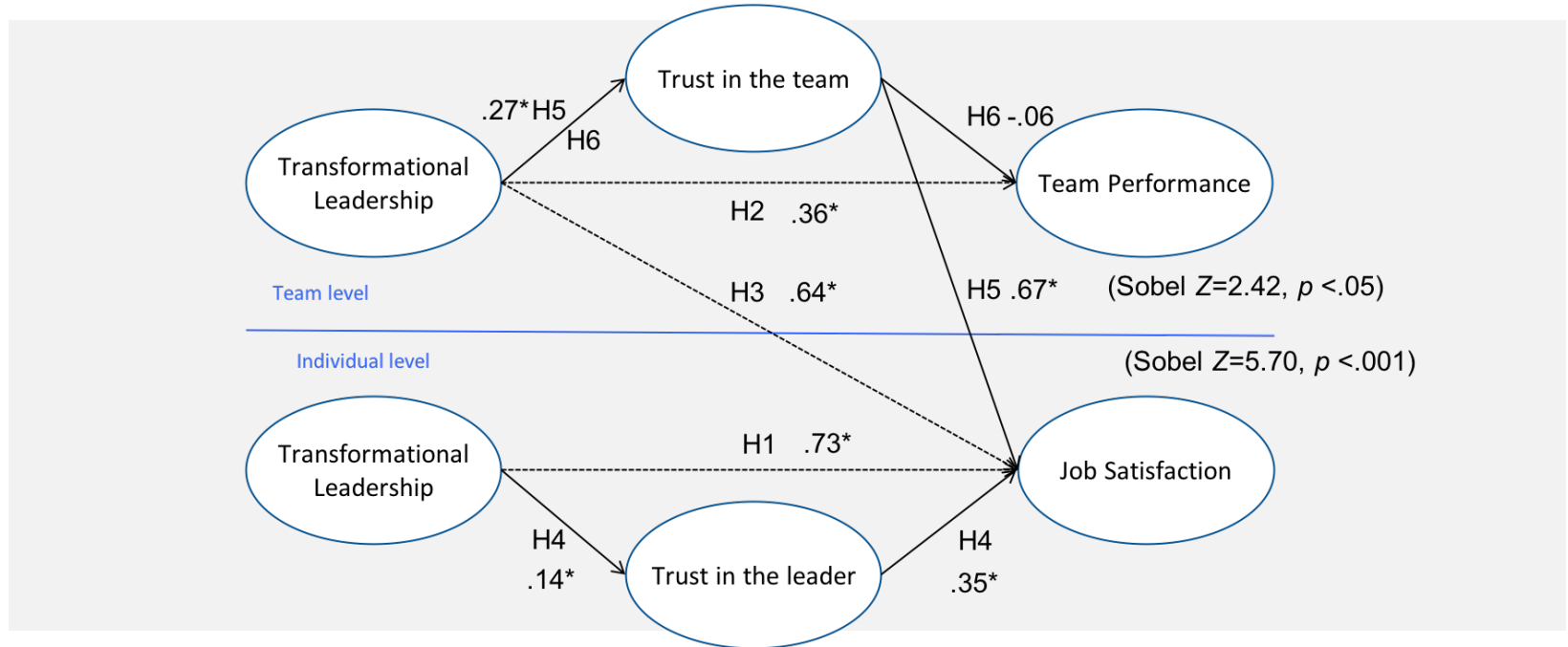
- Two-Step online survey
- Outcome variables: Job satisfaction and publications in peer-reviewed journals

Sample:

360 employees of 39 scientific teams
(68% female, 55% natural sciences, 57% doctoral candidates)

Braun, S.*, Peus, C.*, Weisweiler, S., & Frey, D. (2013). Transformational leadership, job satisfaction, and team performance: A multilevel mediation model of trust. *The Leadership Quarterly*, 24, 270-283. [*equal contribution]

Study: Transformational Leadership in Academia



Braun, Peus et al. (2013)

- Transformational leadership predicts job satisfaction and (objectively measured) team performance
- In addition to trust in supervisors, trust among team members is relevant

Practical implications

- Leadership matters in academia!
- Transformational leadership is a useful framework

Study:

Changing Leadership Requirements in Academia

Procedure:

- Semi-structured interviews with professors (N = 26) on requirements for advancement to and success in academic leadership positions
- Use of photo elicitation task
- Coding of requirements and success factors (Mayring, 2010)

Sample:

- 26 professors from STEM fields (8 female / 18 male)
- Age 34 - 75 (average 52)

Rehbock, S. K., Knipfer, K., & Peus, C. (2021). What got you here, won't help you there: changing requirements in the pre- versus the post-tenure career stage in academia. *Frontiers in Psychology*.

Study:

Changing Leadership Requirements in Academia

*Stereotypically male

**Stereotypically female

Pre-Tenure

Professors see agentic requirements such as self-discipline and perseverance as critical for advancement to a leadership position

Codings

- Agentic*: 196
- Communal**: 30

Post-Tenure

For success in the leadership role, they cite requirements such as collaboration skills and supporting others as most important

Codings

- Agentic*: 144
- Communal**: 285

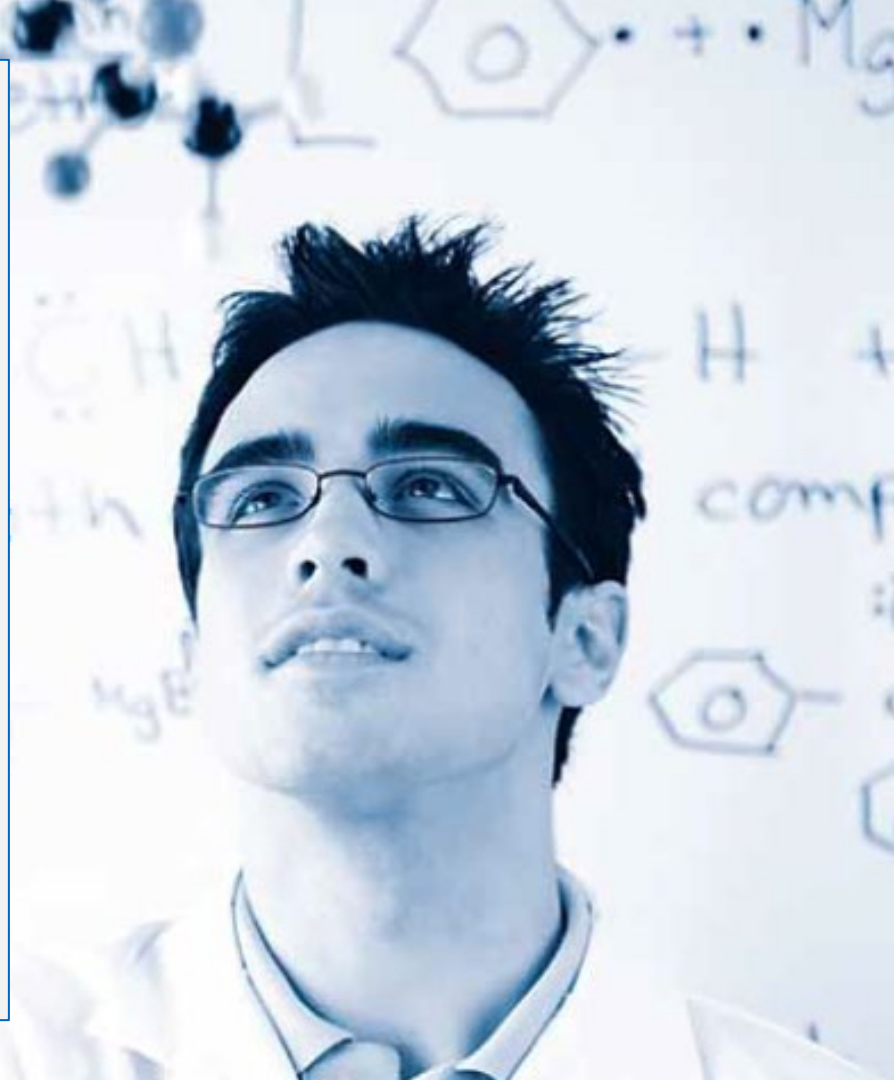
Rehbock, Knipfer, Peus (2021)

Professors fulfil multiple roles beyond research and teaching.

Leadership is an important aspect of those.

Transformational leadership seems to be a useful model.

Specific leadership requirements change over the course of the academic career.





Workshops

Our workshops focus on topics that are tailored to the current needs and challenges of professors.



Consulting

In a personal conversation, we will discuss which TUM resources could be most useful for you, given your current needs.



Leadership Profiles

Our personal Leadership Profiles are designed to support you in further developing teamwork.

Leadership in Academia: systematic development

1. **Assessment:**
Self- and external assessment and identification of individual development areas
(Peus, Knipfer, & Schmid, 2015)
2. **Personalized development plan:**
Individual determination of goals and tools
(Schmid, Knipfer, & Peus, 2016)
3. **Qualification and certification :**
Completion of various modules within a curriculum
(z.B. „Leadership Academy“, „Women Leadership Program“)
(Braun, Peus, Weisweiler, & Frey, 2013)
4. **Training transfer:**
Coaching und structured self-reflection
(Sparr, Knipfer, & Willems, 2017)
5. **Sustainable assurance of qualification success :**
Building reflective capacity
(Knipfer & Peus, 2015)



Leadership in academia: Individual feedback

Intellectual Stimulation:

Leader promotes creative thinking, questions assumptions and processes, and encourages creativity.

Individual Appreciation:

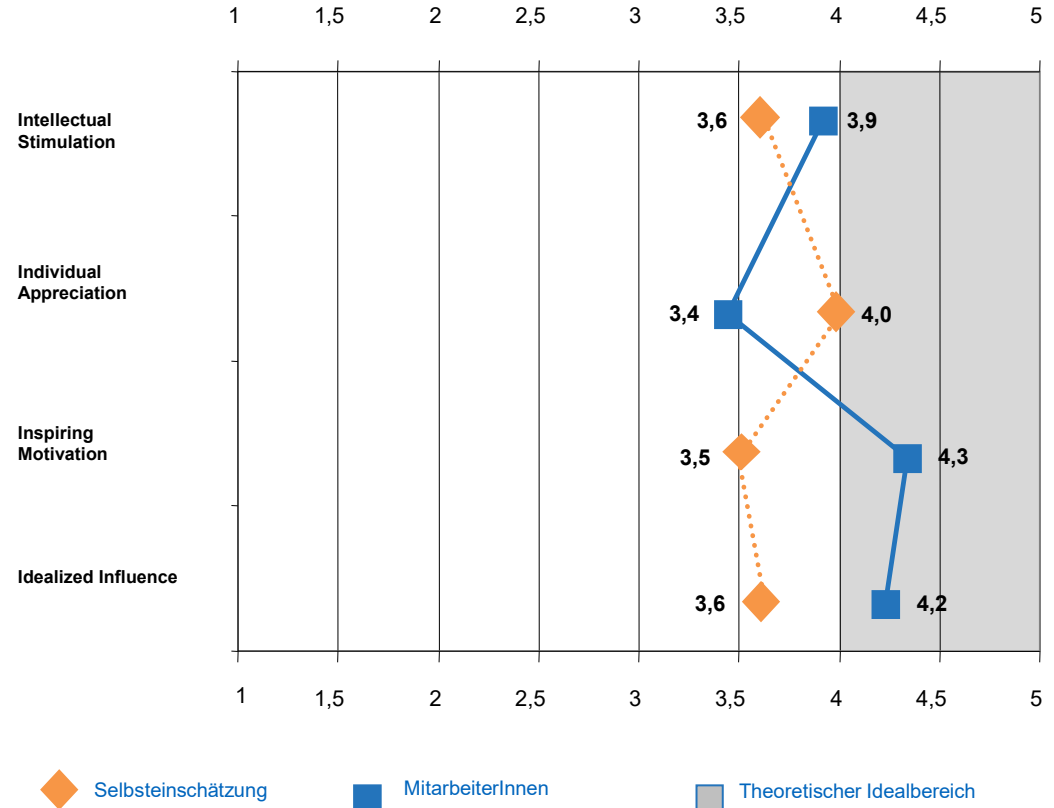
Leader supports and nurtures employees individually, acting as a coach/mentor.

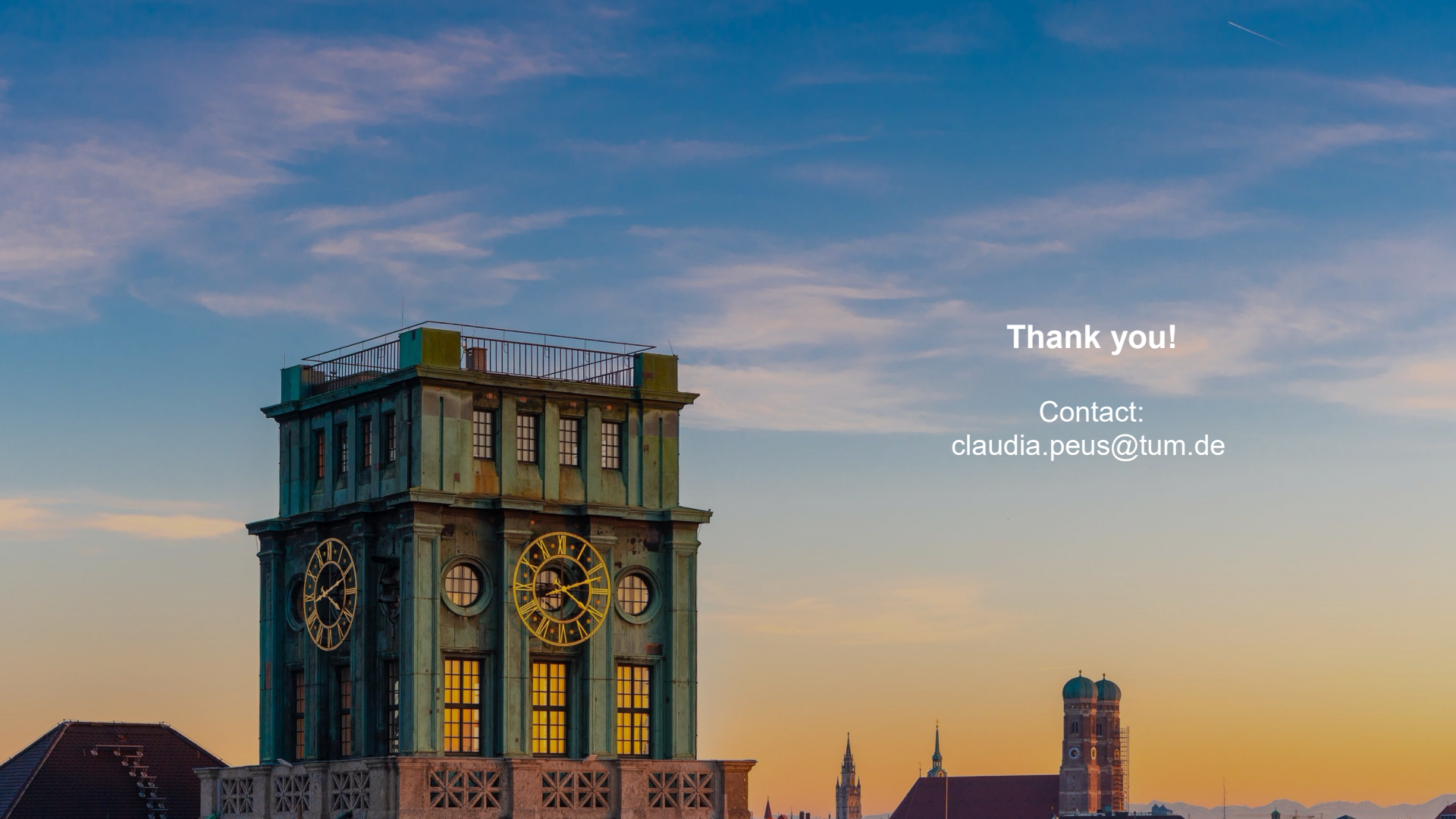
Inspiring Motivation:

Leader conveys visions of the future and inspires employees toward their goals.

Idealized Influence:

The leader sets an example; words and actions align, and ethical/moral principles are the cornerstone of their actions.





Thank you!

Contact:
claudia.peus@tum.de