NUTRIGENOMICS
ERA CHAIR | WELCOME2

This project has received funding from the European Union's Horizon 2020 research and innovation programme under grant agreement No 952601

Institute
of Animal Reproduction and Food Research
Polish Academy of Sciences
in Olsztyn

RMA

RISING MANAGERS' ACADEMY

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ERA CHAIR | WELCOME2

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Institute
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Effective collaboration in research

Patrycja Radek

RMA
RISING MANAGERS' ACADEMY

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Agenda

1st day

- Teambuilding
- Research projects
- Leadership in innovation
- Flexibility
- Vision

Work 9 am – 4 pm
Coffee break 11 am
Lunch 12:30 – 1 pm
Coffee break 2:30 pm

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TEAM CANVA / 1ST EXCERCISE

TEAM NAME / LOGO	**VISION**	**TEAM VALUES**	**STRONG COMPETENCIES**
TEAM DESCRIPTION	**TEAM ROLES**	**PRINCIPLES AT WORK**	**LACKING COMPETENCIES**

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INNOVATION

- …is the creation of something both **novel and useful**"
- innovation is about **challenging the status quo** and introducing new and, one hopes, better products, processes, services or management approaches
- innovation **requires curiosity, experimentation and openness to change**

(Hill L.A., Brandeau G., Truelove E., Lineback K., 2014).

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THE SPECIFIC ASPECTS OF THE INNOVATION BASED PROJECTS

- innovation needs **breaking the rules**
- it is always a **risky process**: complex, complicated and full of challenges as well as contradictions
- Ii means that managing innovation processes is **special mission for the leader**

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WHY INNOVATION IS SO DIFFICULT?

- finding solutions that are new and useful **is not easy**
- the is **messy and full of the tensions**
- It's **very risky and turbulent**
- tasks are **nonroutine**
- it's **challenging to predict** the achievments
- **complex tasks**, requiring deep up to date knowledge, technical skills in multiple areas and scientific facility (devices, gases, reagents...)

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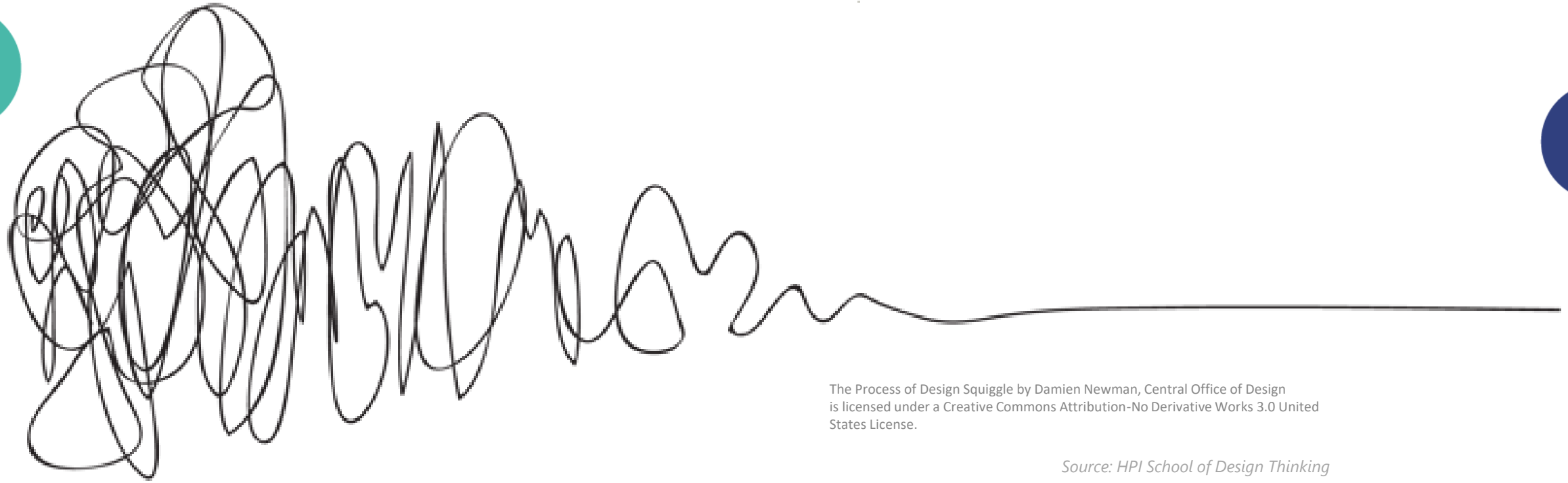
FROM THE CHAOS TO THE SOLUTION



Source: HPI School of Design Thinking

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LEADERSHIP & STRATEGY

- Leaders must combine multidisciplinary knowledge with strong social skills
- Managing people and projects requires communication, empathy, and strategic thinking
- Visionary leadership
- Strategic alignment
- Decision-making
- Innovation management
- Goal-setting & KPIs (SMART)
- Change management

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TEAM DYNAMICS & COLLABORATION

- Modern science is a team effort, not a solo journey
- Talents with different skills and experience
- Success relies on multidisciplinary collaboration and shared goals
- International cooperation
- Cultural differences
- Knowledge-sharing
- Effective communication
- Conflict resolution
- Trust & psychological safety & strong relationships

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PERFORMANCE & PRODUCTIVITY

- Project management in R&D
- Involves idea generation, critical evaluation, and implementation
- Metrics for success
- Public funds
- Administrative support for the project
- Talent development
- High-performing teams
- Continuous learning & upskilling
- Projects need substantial funding, infrastructure, and time

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DIVERSITY & INCLUSION

- Inclusive leadership
- Equity in innovation
- Gender balance in STEM
- Role models
- Matchmaking and networking
- Understanding challenges and differences
- Strategy and principles

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RESEARCH & BUSINESS SYNERGY

- Bridging academia and industry
- Strategy
- Commercialization of research
- Technology transfer
- Solution teams
- IP management
- Funding & investment strategiess
- Aims to deliver applicable and impactful results

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PARADOXAL REALITY OF INNOVATION

"innovation leadership is about bringing the gap between:

dreams and reality,

past and future,

certainity and risk,

concrete and abstract, us ("we love innovation") and them ("they don't want to change at all") and success and failure.

And all of these dualities are present at the same time."

Buijs J., 2007

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TYPICAL PARADOXES IN THE INNOVATION REALITY

LEASH		HARNESS
INDIVIDUAL		COLLECTIVE
SUPPORT		CONFRONTATION
LEARNING & DEVELOPMENT		PERFORMANCE
IMPROVISATION		STRUCTURE
PATIENCE		URGENCY
BOTTOM UP		TOP DOWN

to adapt behaviors according to the situation at hand

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BUILD A SPACE FOR INNOVATION

- Create an environment where people are ready to work hard on innovation despite stress and paradoxes

- Foster a sense of shared purpose, where individuals feel meaning in what they do

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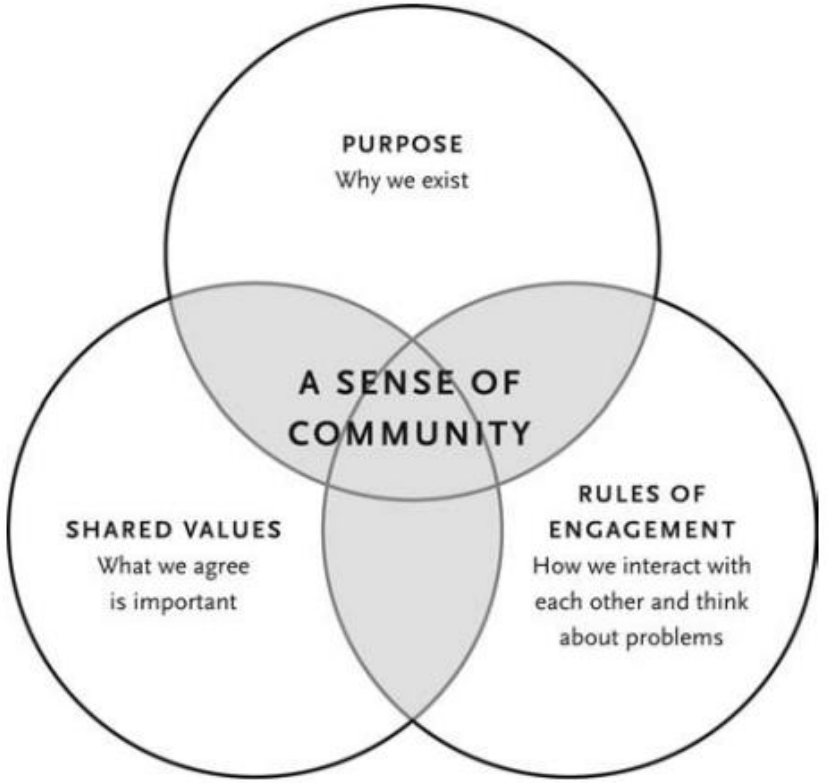
BUILD A SPACE FOR INNOVATION



(Hill L.A., Brandeau G., Truelove E., Lineback K., 2014)

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GROW A STRONG INNOVATION COMMUNITY

Establish **common values and engagement principles**:

- Vision, goals, and shared values
- Organizational culture, rituals, and team meetings
- Open knowledge sharing and transparent communication
- Trust, psychological safety, and "OK2fail" mindset
- Empathy, feedback, co-ownership, and shared power

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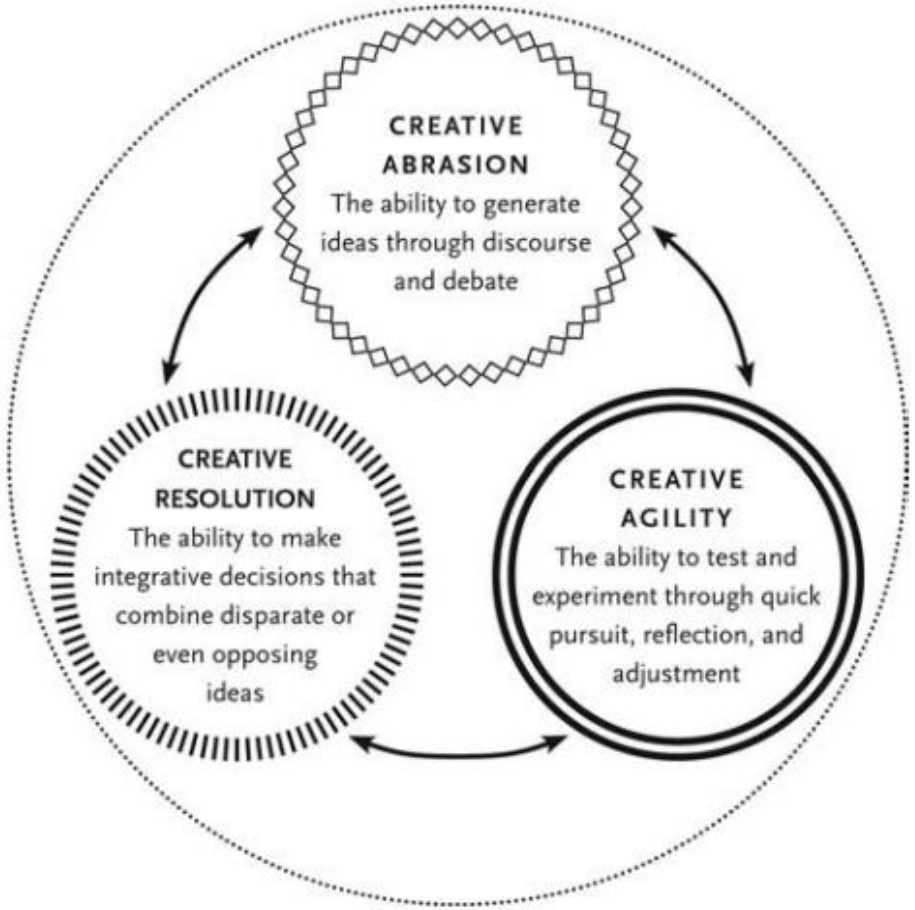
ENABLING INNOVATION THROUGH ORGANIZATIONAL CAPABILITIES

To foster innovation, build an organization where people can engage in meaningful, challenging work.

This requires developing three key organizational capabilities:

- Creative Abrasion
- Creative Agility
- Creative Resolution



(Hill L.A., Brandeau G., Truelove E., Lineback K., 2014)

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COLLECTIVE GENIUS

"leaders create the environment that somehow draws out the slice of genius in each individual and then leverages and melds those **many slices into a single work of innovation**

– a new product, a new process,

a new strategy, a new film

– that represents **collective genius**"

(Hill L.A., Brandeau G., Truelove E., Lineback K., 2014).

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EXERCISE

- Who is a leader
- What is the difference between a leader and a manager?
- What is the difference between leadership and power authority?

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A LEADER

- A leader is a person who can **influence** the behavior of others, **regardless of formal authority.**
- Leadership is based on the ability to perceive and implement common goals, extract employees' potential, develop their talents, accumulate knowledge, and use the group's competencies **to achieve the set goals.**
- Leadership is **an action, not a title**

(Chrostowski et al., 2013).

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LEADERSHIP IN THE R&D

- operates through reserach projects
- a social process of interaction between the supervisor and employees
- the leader develops and leads the team in a complex environment that requires specific management
- the leadership focused on the development of innovation

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MANAGER VS LEADER

Project Managers	Project Leaders
focus on systems	focus on people
appointed by their superiors	chosen by their team members
administer	innovate
focus on conforming and maintaining	focus on challenging and developing
short-term perspective	long-term perspective
like consistency and accept the status quo	flexible and challenge the status quo
are risk averse	are risk opportunists

Burke, Barron, 2014

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MANAGER VS LEADER

Project Managers	Project Leaders
focus on planning, budgeting and the bottom line	create a vision of the future with an eye on the horizon
develop communication systems	develop interpersonal lines of communication
focus on organization structures	focus on people
focus on the problem-solving processes	aim to inspire and motivate
focus on targets and milestones	focus on creating change
want to control their project	are passionate about their project
focus internally on the project	focus externally on the other research groups, client, the competition, the market and new technology

Burke, Barron, 2014

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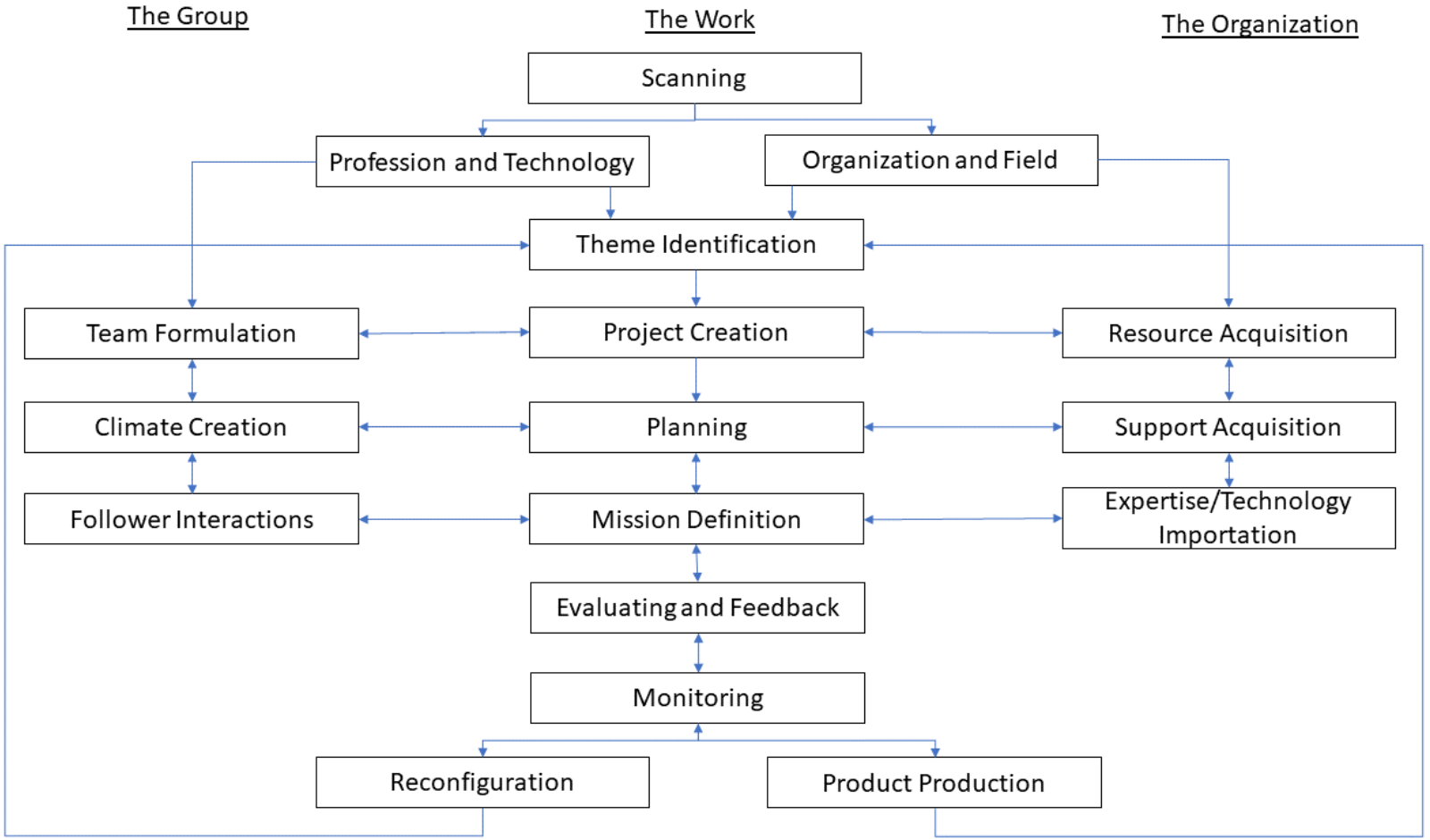
AN EXAMPLE OF THE MODEL OF SCIENTIFIC LEADERSHIP



Robledo I.C., Peterson D.R., Mumford M.D., 2012.

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EXERCISE

- WHAT ARE THE DIFFERENT ROLES OF A SCIENTIFIC TEAM LEADER?
- WHAT DIFFICULTIES AND CHALLENGES DO THESE ROLES INVOLVE?
- FROM YOUR POINT OF VIEW, WHAT ARE THE MOST AND THE LEAST DIFFICULT THINGS?

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AN EXAMPLE OF THE MODEL OF SCIENTIFIC LEADERSHIP

- Effective leaders must develop influence in **three core domains**:
  - **The Group – The Work – The Organization**

- Understand the research and **innovation landscape**
- Forecast trends and identify research **gaps** through environmental scanning
- Adapt to the **dynamic nature of team composition across project stages**
- Foster a positive team **climate and support** healthy team interactions
- **Ensure organizational support**, integration of project work, and mission clarity
- Seek external validation, provide meaningful feedback, and monitor performance

Robledo I.C., Peterson D.R., Mumford M.D., 2012.

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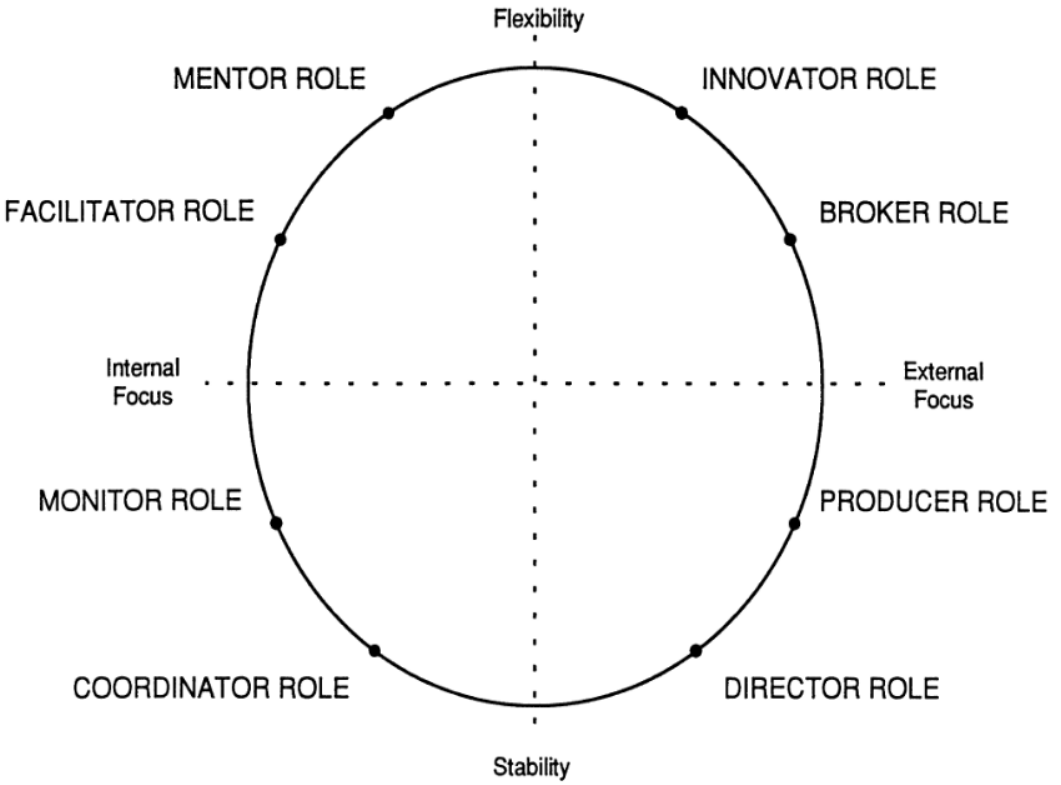
QUINN'S MODEL OF LEADERSHIP ROLES

Model of opposing roles and creating mutual tensions between the roles, which consists of two orthogonal value dimensions: control - flexibility and internal - external focus.



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EXERCISE

- THINK ABOUT IT AND WRITE DOWN WHAT THE LEADER DOES IN EACH OF THE ROLES?

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THE MENTOR

- Understands individual goals and career paths of researchers
- Practices active listening and fairness
- Supports justified requests (e.g. training, time, resources)
- Facilitates personal and professional growth within the team

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THE INNOVATOR

- Brings creativity into scientific and project design
- Anticipates emerging trends and future research directions
- Encourages change and experimentation in research approaches
- Helps navigate uncertainty with curiosity and openness

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BROKER ROLE

- Politically savvy and externally oriented
- Secures funding, partnerships, and access to infrastructure
- Maintains the team's visibility and legitimacy in the research ecosystem
- Builds and sustains strategic networks across disciplines and institutions

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THE PRODUCER

- Task- and results-oriented
- Drives the team towards delivering project outcomes (e.g., publications, reports, prototypes)
- Motivates high-performance behavior and ensures accountability
- Keeps focus on research deliverables and timelines

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THE DIRECTOR ROLE

- Defines shared vision, goals, and expectations
- Clarifies individual roles and aligns them with the team mission
- Sets priorities and helps navigate conflicting demands
- Provides strategic direction in complex research settings

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THE COORDINATOR ROLE

- Ensures operational stability of the team
- Plans and coordinates workstreams across disciplines
- Resolves bottlenecks and fosters adherence to ethical, institutional, and project standards
- Maintains clarity of process and responsibilities

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THE MONITOR ROLE

- Collects and shares information about progress and performance
- Ensures quality control and evaluation of research activities
- Provides continuity and long-term perspective
- Maintains a learning-oriented environment

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THE FACILITATOR ROLE

- Encourages open dialogue and active participation
- Promotes inclusive decision-making and shared ownership
- Mediates conflicts and facilitates compromise when needed
- Builds a psychologically safe and collaborative team environment

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FLEXIBILITY

- Cognitive flexibility means being prepared to deal effectively with a situation that requires a change of plan, such as an unfavorable test result, a changing technology or a new opportunity.
- Behavioral flexibility is changing behavior to adapt to a specific situation.
- Thus, flexibility also means being able to adapt to conditions and expectations that are constantly changing (Blanchard et al., 2018)

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VISION

Vision is a statement of the **desired future** state of something

(Rice et al., 1998)

Team vision refers the extent to which the team has a **stable, shared, clear vision or set of purposes**

(Gibbon et al., 2002)

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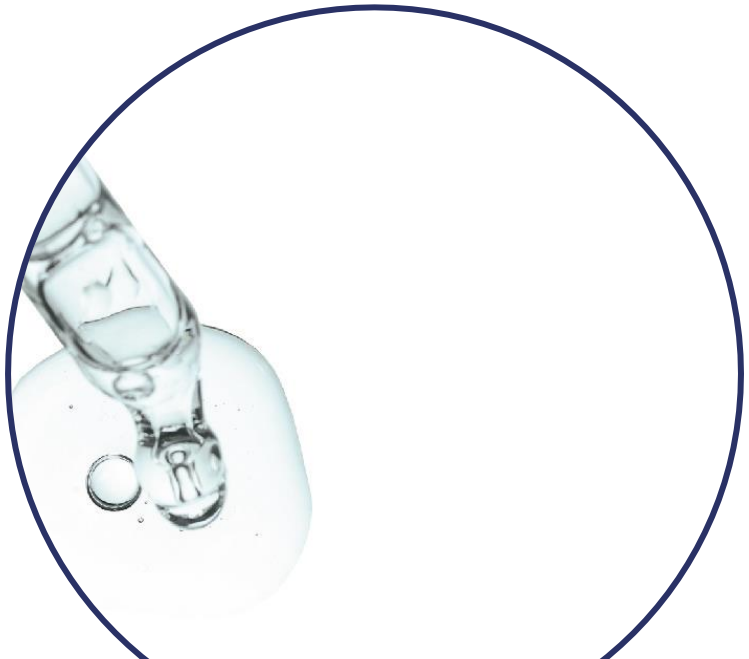
ATRIBUTES OF VISION

- **clear** (transparent) to all members of the organization and participants in the project
- **supported** by others in the organization
- **stable** to ensure predictable working and development conditions



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EXERCISE

- HOW CAN THE BULB BE IMPROVED?

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Agenda

2nd day

- Ambidexterity
- Principles
- Feedback
- Onboarding
- Meetings
- Ideation, co-creation

Work 9 am – 4 pm
Coffee break 11 am
Lunch 12:30 – 1 pm
Coffee break 2:30 pm

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WHAT HAS SURPRISED YOU LATELY?

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Exercise

- The example of what I did not succeed in during my academic work...
- What have I learned from this story?

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EXERCISE:
THE POWER OF EXPRESSION OF PERSONAL VISION

The Proposed Template of 60 sec pitch

1. My name is ____
2. What I believe is ___
3. My professional vision is to ____
4. So far, I have accomplished the following: _____
5. In the future, I hope to _____
6. My biggest challenge is _____
7. I'm looking for _____

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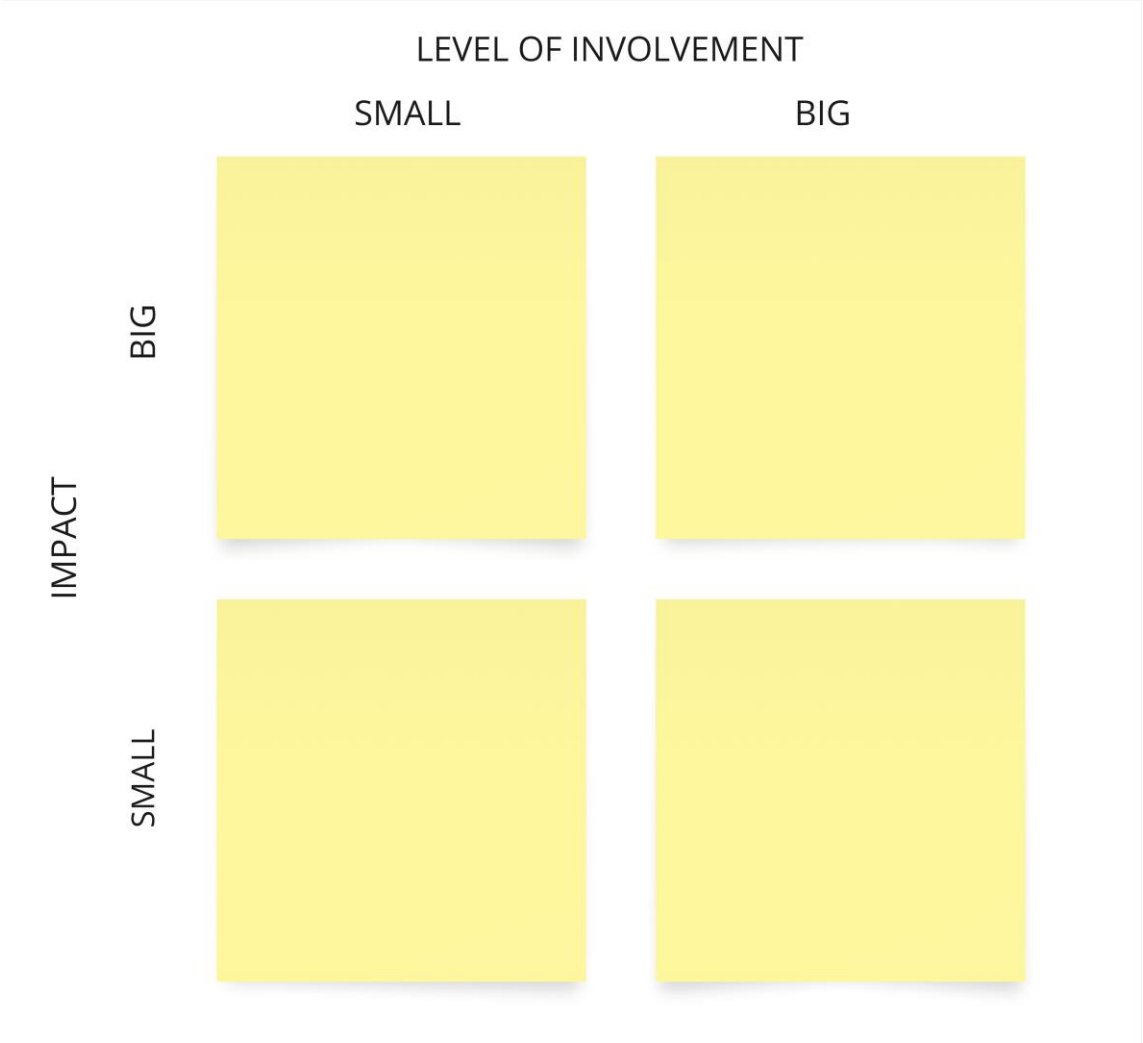
STAKEHOLDERS MAP



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CLEAR VISION

- understandable
- ambitious
- set in the future
- long-term
- not too wide not too narrow
- contains a piece of a dream
- talks about positive impact
- relates to real needs
- communicated with main target groups in mind

(employees, organization, external environment - competitors, partners, financing institutions, supervisory authorities)

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VISION **WHY?**

- WHERE ARE WE GOING MOVING FORWARD?
- WHAT DO WE WANT TO ACHIEVE IN THE FUTURE?
- WHAT KIND OF FUTURE SOCIETY DO WE ENVISION?

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MISSION **WHAT? HOW?**

- WHAT DO WE DO TODAY?
- WHAT DO WE SERVE?
- WHAT ARE WE TRYING TO ACOMPLISH?
- WHAT IMPACT DO WE WANT TO ACHIEVE?

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CODE OF PRINCIPLES

RULES FOR WORKING IN "OUR" (INSERT NAME HERE) PROJECT TEAM We adhere to the established rules and, if necessary, refer to them to shape a good working climate in the project.

The following rules apply to our work in the …….. We can modify and develop this together to support our successful teamwork, in which everyone feels comfortable.

We follow the established rules and, if necessary, refer to them to foster a good working climate.

As part of the standing rules that serve our good cooperation, we accept that:

1. *How do we communicate? (channels, frequency)* 2.
2. *How do we make decisions*
3. *How do we get into conflicts, and how do we solve them?*
4. *What values are crucial to us?*

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CORE PRINCIPLES FOR MEETINGS

Template Agenda (60')* Welcome & Objectives (5') Quick Updates (15') – Key progress from each member Discussion Topic 1 (15') Discussion Topic 2 (15') Wrap-Up & Action Points (10') *prepared in advance, on-line – common file	**Meeting Roles*** Facilitator – Guides the meeting, manages time, and ensures participation Timekeeper – Keeps track of the agenda timeline Note-taker – Documents key decisions and action points *rotating roles
Purpose of the Meeting Before you meet, always clarify: - What is the purpose of the meeting? - What decisions need to be made or what progress needs to be shared? - Who needs to be involved?	**Meeting Minutes Checklist** After the meeting, share a summary in a shared online file if possible: - decisions made - action items with deadlines and responsible persons - follow-up items for the next meeting - optional links to documents

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CORE PRINCIPLES FOR MEETINGS

- Agree on the basic rules for meetings in the group, e.g. time and duration
- Clarity of purpose
- Show respect for time: start and end on time
- Organize regular meetings, scheduled in advance
- Stay focused on the agenda
- Inclusive participation - make sure all voices are heard
- Keep the discussion on track and summarize key points
- End every meeting with clear action points: who does what by when
- Psychological Safety - foster an environment where people can ask questions, share ideas, or express concerns.
- Q&A session
- Continuous Improvement: use regular retrospectives or feedback rounds to improve the meeting process. Ask: what should we start, stop, and continue doing
- personal matters require 1:1 meetings
- Be flexible if it's needed

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KINDS OF MEETINGS

- check-ins (short 15-minute operational meetings)
- status meetings (weekly or every two weeks)
- retrospectives (monthly or at the end of a phase)
- brainstorming / planning / celebrating successes
- 1:1 with the leader

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VALUES

How to co-create shared team values that reflect how we want to work together, collaborate, and grow as a research team.

1) Individual work

- What values guide me in my research?
- What behaviors do I appreciate in colleagues?
- What kind of environment helps me thrive?

2) Group work

Share personal values and look for overlaps.

- The group agrees on a shortlist of 5–7 **shared values** they believe are essential for the team.

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VALUES

3) **Open discussion**

- What resonates most?
- Are there any tensions or missing elements?

4) **Agree on a final list** (5–7 core values).

5) **Co-create short definitions** for each value.

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VALUES

RELATIONS & COOPERATION

Trust
Respect
Empathy
Openness
Collaboration
Team spirit
Supportiveness
Kindness
Inclusion
Belonging
Psychological safety
Appreciation
Constructive feedback
Listening

WORK AND PROFESSIONALISM

Integrity
Accountability
Responsibility
Excellence
Reliability
Transparency
Commitment
Discipline
Consistency
Accuracy
Precision
Fairness
Ethics

RESEARCH & SCIENCE

Curiosity
Scientific rigor
Evidence-based thinking
Critical thinking
Innovation
Creativity
Open science
Objectivity
Reflection
Peer learning
Reproducibility
Interdisciplinarity
Methodological freedom

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VALUES

DEVELOPMENT & LEARNING

Growth
Learning
Development
Mentorship
Humility
Adaptability
Exploration
Openness to change
Self-awareness
Courage
Experimentation
Resilience
Patience

ENGAGEMENT

Impact
Relevance
Responsibility to society
Stewardship
Sustainability
Public engagement
Justice
Equity
Advocacy
Global mindset
Contribution
Legacy

COMMUNICATION

Clarity
Dialogue
Constructiveness
Authenticity
Honesty
Diplomacy
Emotional intelligence
Openness to feedback

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USEFUL TOOLS

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AMBIDEXTERITY

- Literally, the **term means the ability to use both hands efficiently**
- **Exploration** is associated with exploration, variability, risk-taking, flexibility, discovery and experimentation.
- **Exploitation** focuses on goal achievement, efficiency and the avoidance of risks and errors and requires increased control of performance and convergent thinking to make proper use of the opportunities already available
- Ambidexterity – **is the ability to both use and improve existing knowledge (exploitation), while simultaneously creating new knowledge (exploration).**

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AMBIDEXTERITY

- In innovation processes, it is difficult to predict more than a few next steps.
- This means that the requirements for exploration and exploitation change, often as part of the innovation development process.
- This is why it is so essential to move skillfully between the two or even to flexibly switch between these opposing modes.

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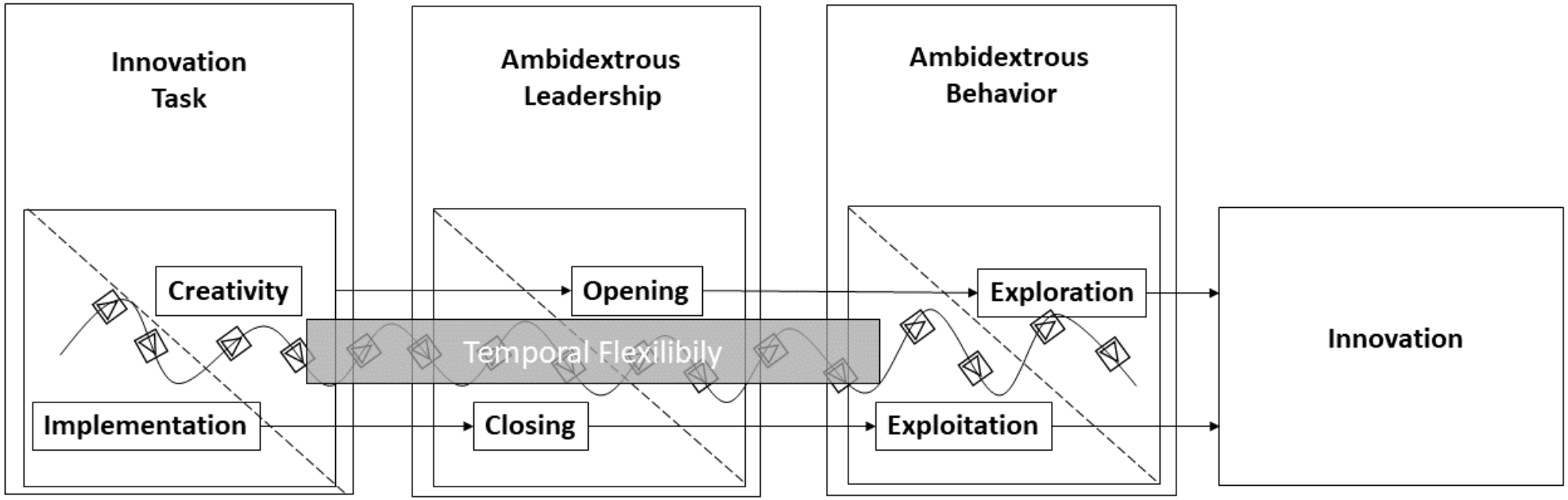
EXPLORATION/EXPLOITATION



Kathrin Rosing, Michael Frese, Andreas Bausch, 2011

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AMBIDEXTERITY

Exploitation

- is about efficiency
- increasing productivity
- control
- certainty
- variance reduction

Exploration

- is about search
- discovery
- autonomy
- innovation
- embracing variation

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OPENING/CLOSING BEHAVIORS OF THE LEADER

Examples for opening and closing leader behaviors.

Opening leader behaviors	Closing leader behaviors
◆ Allowing different ways of accomplishing a task	◆ Monitoring and controlling goal attainment
◆ Encouraging experimentation with different ideas	◆ Establishing routines
◆ Motivating to take risks	◆ Taking corrective action
◆ Giving possibilities for independent thinking and acting	◆ Controlling adherence to rules
◆ Giving room for own ideas	◆ Paying attention to uniform task accomplishment
◆ Allowing errors	◆ Sanctioning errors
◆ Encouraging error learning	◆ Sticking to plans

Kathrin Rosing, Michael Frese, Andreas Bausch, 2011

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TRANSACTIONAL/TRANSFORMATIONAL LEADERSHIP STYLE

https://www.floridatechonline.com/blog/psychology/the-difference-between-transactional-and-transformational-leadership/

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TRANSACTIONAL/TRANSFORMATIONAL LEADERSHIP

Categorization of transformational and transactional leadership behaviors as opening and closing leadership behaviors.

	Opening leader behaviors	Closing leader behaviors
Transformational leadership	• A vision that motivates exploratory behavior • Stimulation of thoughts in very new directions • Communication of the values of openness and tolerance	• A vision that motivates confirmatory behavior • Stimulation of small improvements and enhancement of efficiency • Communication of the values of conscientiousness and rules adherence
Transactional leadership	• Rewarding experimentation • Focus on errors to learn from errors • Setting and monitoring exploration goals	• Rewarding efficiency • Focus on errors to avoid errors • Setting and monitoring exploitation goals

Kathrin Rosing, Michael Frese, Andreas Bausch, 2011

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CREATIVITY

- Individual and team creativity are starting points for innovation development and are essential throughout the innovation development process.
- **Creativity is the process of generating new ideas and translating them into action by individuals or groups.**
- Individual creativity contributes to group creativity.

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CREATIVITY

- It is also referred to as leader creativity.
- It refers to the leader's creative personality, which consists of high self-esteem, a willingness to take risks and high curiosity.
- Leader creativity is also associated with the ability to develop ideas, come up with original solutions, develop creative strategies and introduce innovative solutions into the work environment.

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BRAINSTORMING SESSION
How do we plan the induction and introduction of a new employee to the team?

1. Brain Dumping	**2. Creative Clues**	**3. In-depth analysis**
5’ Individual “brainstorming” of initial ideas	8’ Individual work on new ideas	10’ Choose - The most relevant ideas
5’ sharing of ideas	10’ sharing of ideas	Describe them using the lotus flower technique

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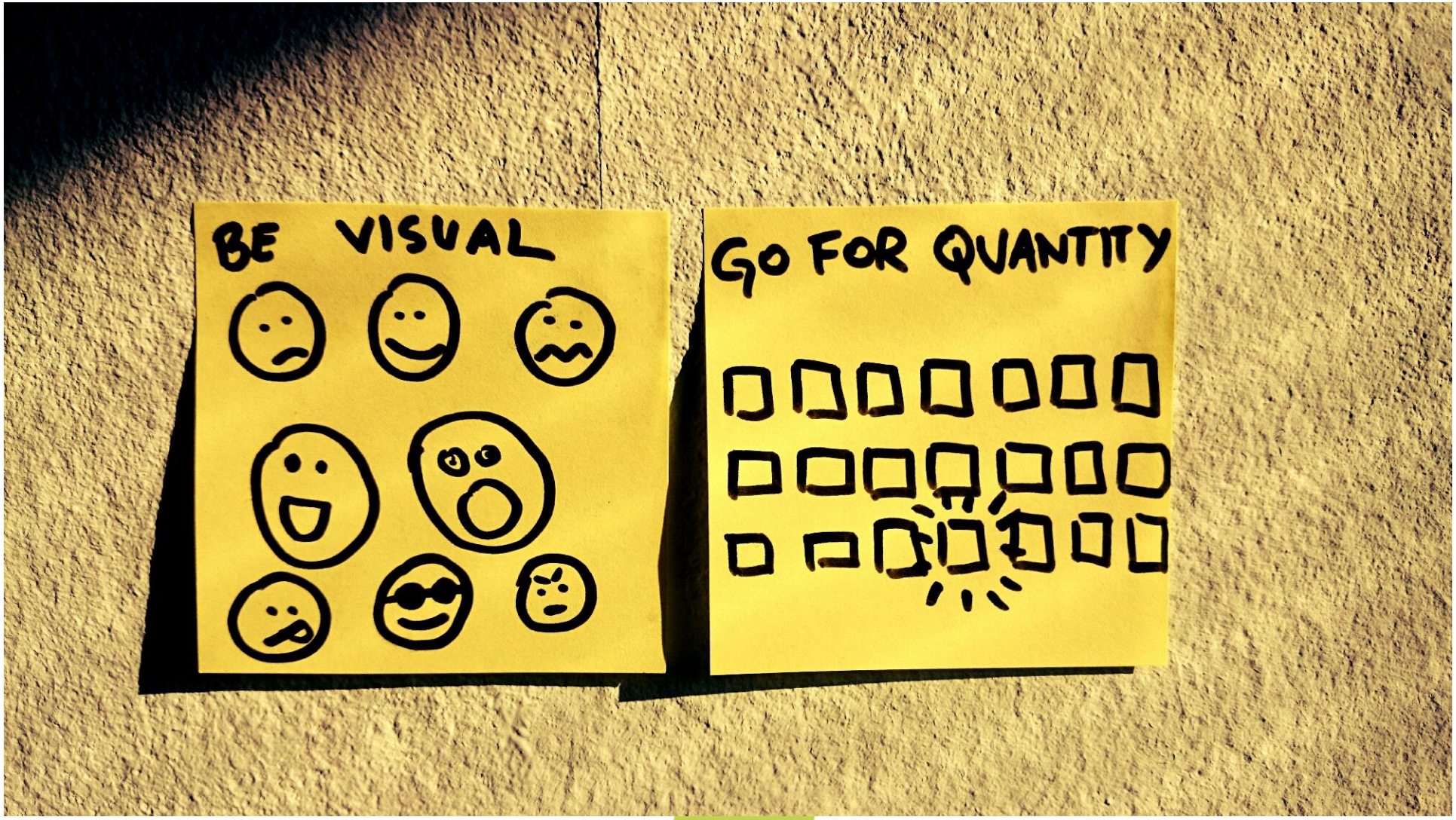

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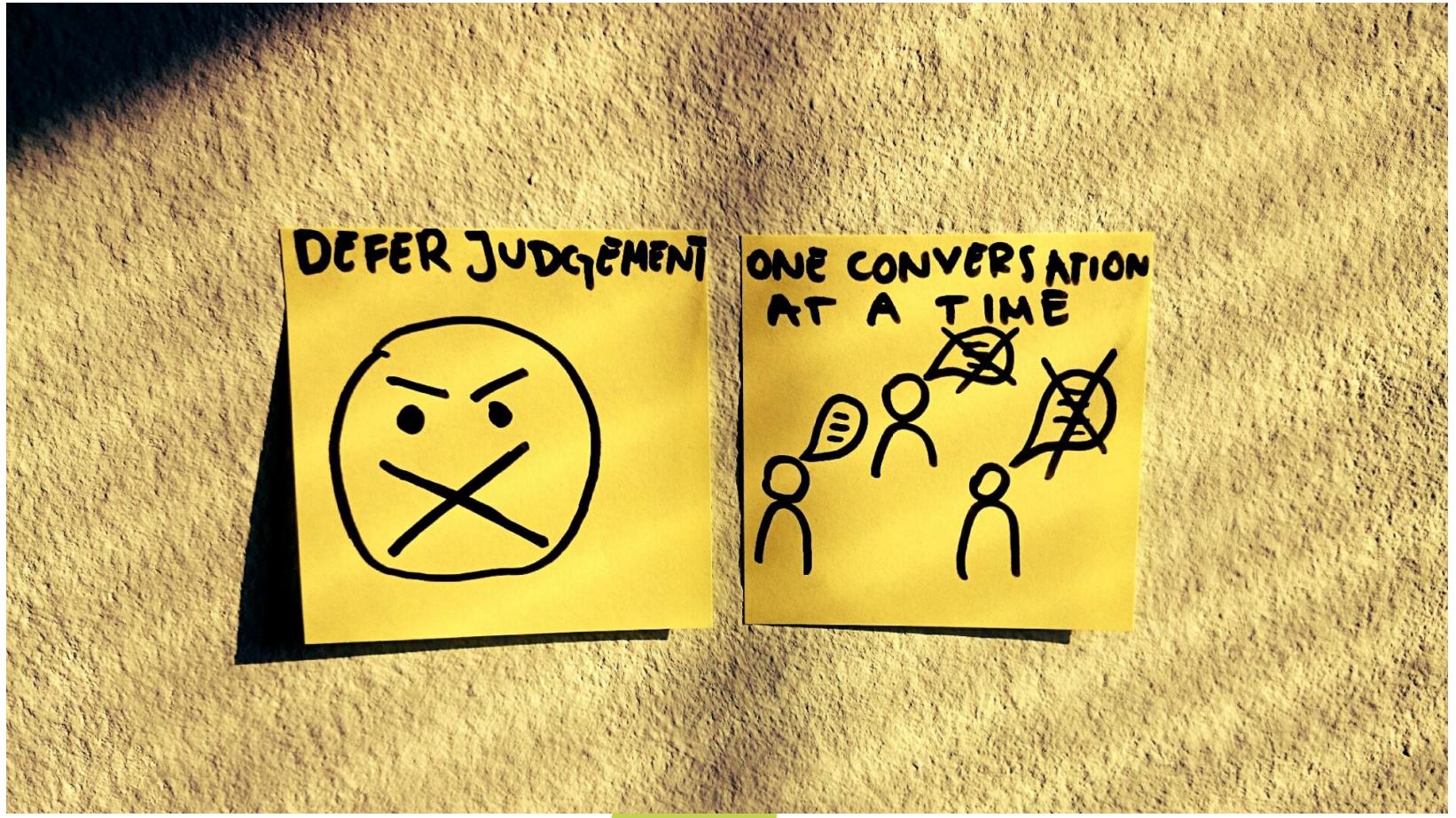

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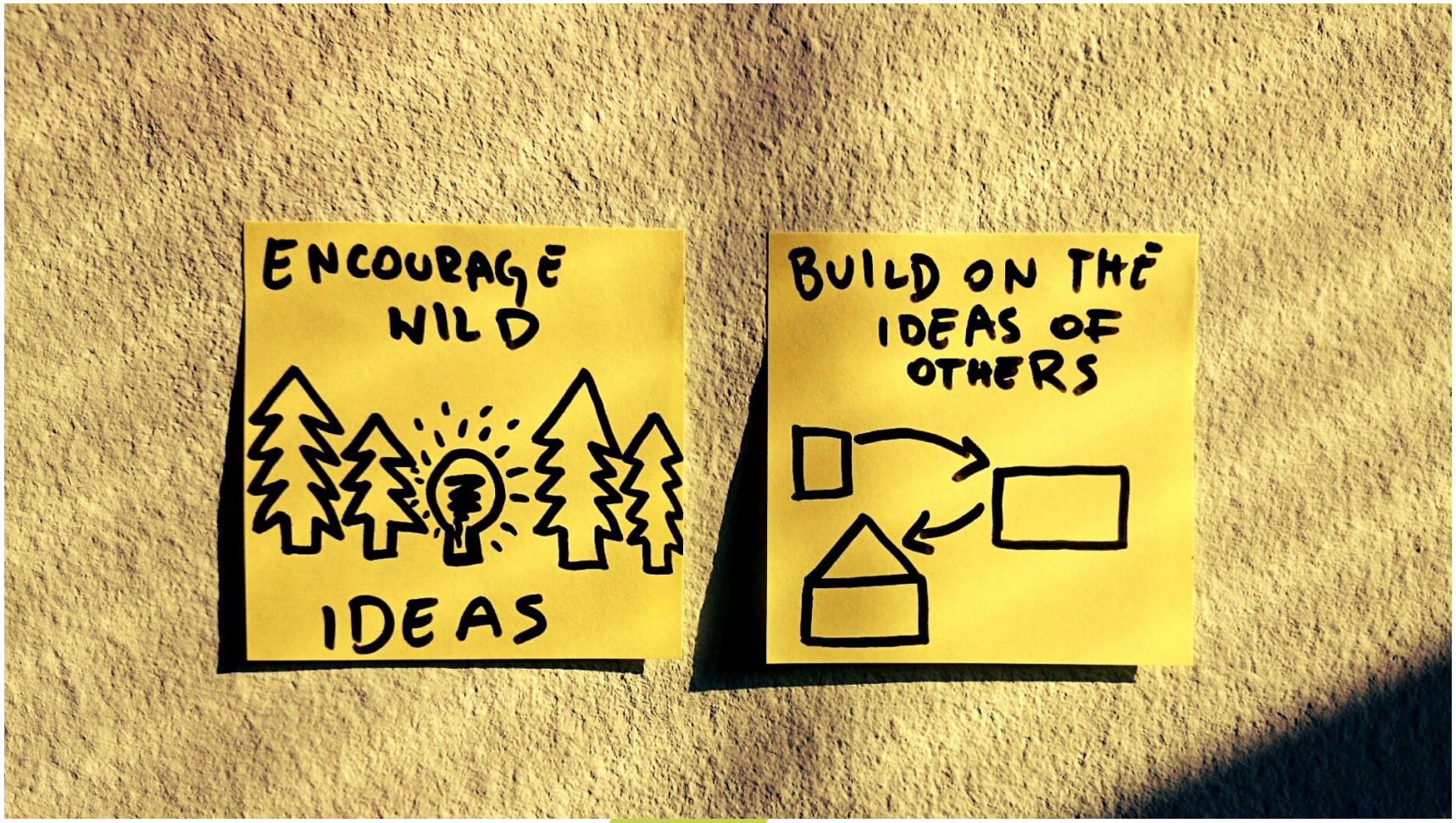

NUTRIGENOMICS
ERA CHAIR | WELCOME2

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KANWA KWIATU LOTOSU

	1			2			3	
			1	2	3			
	8		8		4		4	
			7	6	5			
	7			6			5	

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ONBOARDING

Start	**Preparation & setup**	– welcome email + onboarding pack – set up email, access rights – to introduce a buddy or mentor
First days	**Welcome & orientation**	– team welcome meeting – tour (lab/office) – present team vision, mission, values, principles – set up key tools (shared drive)
2-3 weeks	**Getting started**	– introduction to ongoing projects – review team charter and roles – 1:1 with team lead – intro to academic procedures (safety, ethics, data, IP)
1 month	**Integration**	– schedule shadowing opportunities – join team meetings, seminars, check-ins
1-2 months	**Reflection**	– feedback session (what's working, what's unclear?) – development plan

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RETROSPECTION OF A SPRINT?

This is a team meeting after the end of a work cycle (e.g. a project phase, conference, or publication preparation), during which the team analyzes together:

- What went well?
- What was challenging?
- What have we learned?
- What do we want to improve?
- What activities will we implement in the next cycle?

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FEEDBACK GRID

WORKED 	 CHANGE
QUESTIONES 	 IDEA

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I LIKE I WISH WHAT IF

 I LIKE…
 I WISH…
 WHAT, IF?…

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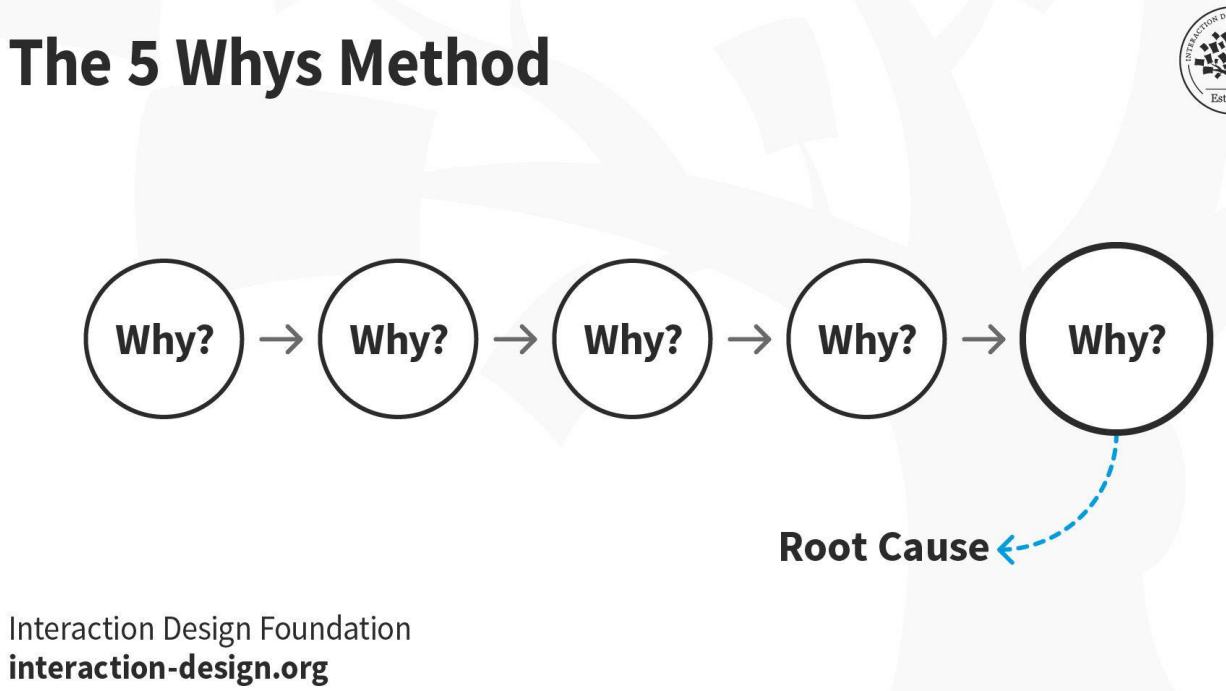
EXERCISE, 5 WHY METHOD

Ask "Why?" five times in a row to uncover the "root cause."



https://www.interaction-design.org/literature/topics/5-whys

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EXERCISE TOPICS TO 5WHY METHOD

- WHY IS THE KITCHEN SUCH AN IMPORTANT MEETING PLACE?
- WHY IS FOOD THE MOST COMMON TOPIC AMONG EMPLOYEES IN AN ORGANIZATION?
- WHY DO PEOPLE GOSSIP?

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EXERCISE – FEEDBACK

- When was the last time I received feedback that I remember?
- How did I feel at the time?
- Is it easy for me to give feedback?
- Why or why not?
- What prevents me from giving feedback?

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FEEDBACK

1) SPECIFY **POSITIVES** (I LIKED..., I NOTICED..., I WANT TO HIGHLIGHT THAT..., I APPRECIATE...)

AND

2) **NEGATIVES** (WHAT I WANT TO DRAW YOUR ATTENTION TO IS ... I NOTICED THAT, WHAT I LACKED WAS....)

3) **CONSEQUENCES** (THIS IS IMPORTANT BECAUSE ...)

4) **ALTERNATIVES** (IN THE FUTURE, IT IS IMPORTANT TO ME THAT ...)

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ACCEPTING THE JOB

- Setting goals
- How do we know when the work is done
- Why it is important, the bigger picture
- Ambitious, but achievable
- Receiving work
- Feeling of influence
- Evaluation based on work results, not working hours

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INTERVIEWS WITH TEAM MEMBERS

- Hypotheses
- Interview questions
- Interview testing
- Conducting interviews
- Interview analysis
- Summary

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HOW TO CONDUCT AN INTERVIEW?

- Open questions.
- Questions about how and why?
- Questions about previous experiences.
- Questions about needs, problems, expectations

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SOME EXAMPLES OF QUESTIONES DURING ONBORDING INTERVIEW WITH THE LEADER

1. Can you tell me a bit about your research background and what excites you most about your field?
2. What motivated you to join our team and this particular project or institution?
3. What are your short-term and long-term goals, both scientifically and professionally?
4. Are there any specific skills or experiences you hope to gain while working with us?
5. What working style suits you best when it comes to collaboration and communication within a team?
6. How do you prefer to receive feedback on your work?
7. Is there anything specific you need to feel well-supported in your research (e.g., equipment, data access, mentoring)?
8. Do you feel clear about your initial tasks and how they fit into the bigger picture of the project?
9. What does a positive and productive research environment look like for you?
10. Is there anything we can do to help you integrate into the team or feel more connected during your first weeks?

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TEAM WORK

SOME USEFUL TOOLS

- COLABORATION: MIRO, MURAL
- PROJECT MANAGEMENT: TRELO, ASANA, JIRA, CLICK-UP, NOTION, GITHUB
- LITERATURE: ZOTERO, MENDELEY, READ QUBE
- COLABORATION: SLACK, DISCORD, WHATSAPP, G.DOC'S, DROPBOX
- STATISTIC: JASP, JAMOVI
- SURVEYS: QUALTRICS

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Patrycja Radek, PhD

Strategic leader with many years of experience working on innovative projects and developing new business. I am an expert with interdisciplinary knowledge of the innovation ecosystem. Design thinking consultant, problem solver and mentor of women in STEM. An expert in the leadership of R&D teams.

Key skills: #compliance #people and culture #leadership of innovation teams #design-thinking #strategist #impactful innovation