



Universität für Bodenkultur Wien
University of Natural Resources
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Scientific Leadership Portfolio

<p>Leading Science</p> <p>Researcher, Expert</p> <p>„core competence“ reputation within scientific community scientific hierarchy</p> <p><i>power of expertise</i></p>	<p>Leading Education</p> <p>Program Manager, Teacher</p> <p>responsible for study programs undergraduate education promotion of young researchers</p> <p><i>mentorship</i></p>
<p>Leading Networks</p> <p>Head of Competence Center Project Manager</p> <p>demands high degree of network competence often external money driven</p> <p><i>coordination, importance to convince</i></p>	<p>Leading Organization</p> <p>Head of Department or Institute</p> <p>„traditional“ line management organizational hierarchy function of administration</p> <p><i>organizational power, disciplinary consequences</i></p>

Scientific leadership at universities includes four different fields of action: science, education, networks and organization. Each field possesses its very own dynamic and logic. Scientific leaders need an integrated view of all fields, otherwise risk to hear with the “wrong ear” (cp. Schultz von Thun).



Note: The model was basically developed at Chalmers University of Technology in Gothenburg, Sweden (<http://www.leadingeffectively.com/interdependent-leadership/wp-content/uploads/2012/05/Leadership-at-the-University-Sewerin-DRAFT.pdf>)