2003

The William & Mary Pat Gannon Hay Vincent DePaul Leadership Project 2002-2003 Summary Report

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DePaul University

THE WILLIAM AND MARY PAT GANNON HAY
VINCENT DE PAUL LEADERSHIP PROJECT

2002-2003 SUMMARY REPORT

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Executive Summary

The William and May Pat Gannon Hay Vincent de Paul Leadership Project (VLP) is an assessment of contemporary leadership practices based on the values and vision of St. Vincent de Paul. The goal of the project is to use the findings to provide leadership development material to be used by individuals, programs, and organizations linked to the mission of St. Vincent de Paul. The project aims to advance Vincentian leadership concepts and practices among the DePaul community and the worldwide Vincentian family. It also responds to the urgent need that organizations founded by religious congregations have for leadership succession planning.

The VLP uses a combination of historical, qualitative, quantitative, and comparative research methods. In order to get a broader understanding of Vincentian leadership, the project is extending its research to Vincentian institutions internationally.

The VLP has identified four orientations of Vincentian leadership: Mission, Service, People and Tasks. These orientations indicate an inner-to-outer direction, expressing the idea of leadership as engagement with society. They provide direction and orientation to leadership in its personal, collective, and organizational contexts. The Vincentian Leadership Assessments (VLAs) measure 12 Vincentian leadership competencies sorted into the 4 orientations. These competencies include: Vision, Values, Innovation, Inclusiveness, Collaboration, Communication, Commitment, Pragmatism, Risk-Taking, Service, Empowerment and Social justice. Participants receive three versions of the VLA: a self-assessment, a 360-degree assessment and a leadership assessment of organizational culture.

The Vincentian Leadership Conferences (VLC) are an integral part of the project. Experts on leadership and Vincentianism participate in the conferences to share their knowledge, reflections and experiences on Vincentian leadership science. In addition, the VLP organizes quarterly lectures on specific topics related to Vincentian leadership. The project also offers training sessions and materials in a variety of formats including the Vincentian Leadership Workbooks (VLW).

This report includes some of the findings of the first stage of the assessment. About 55 participants assessed their leadership practices through the VLA-SELF and about 22 of them were interviewed. As of now the number of participants has been limited by the amount of work needed to prepare and share multiple reports.

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1   The Expectations

The William and Mary Pat Gannon Hay Vincent de Paul Leadership Project (VLP) began in April 2002 as a concrete response to the expectations of its founders, DePaul University leaders and the Vincentian community. The initial stage of research (from April to August 2002) consisted of preliminary interviews and participant observations in order to identify the needs and expectation for this project. Three major expectations emerged: (1) The need for assessing existing Vincentian characteristics of leadership and management among lay and religious people at DePaul University and other Vincentian founded institutions; (2) Contribute to planning of leadership succession, facing the rapid demographic decline of religious leadership and strategically planning effective and innovative avenues and (3) Serve DePaul University and the worldwide Vincentian family with publications, experiential testimonies, educational material and educational modules for workshops and trainings advancing Vincentian leadership concepts and practices.

1.1 Vincentian Leadership Assessment

The VLP is an assessment rather than an evaluation. It consists of assessing contemporary leadership practices based on the values and vision of St. Vincent de Paul. The VLP's goal is to analyze practices, collect qualitative data, and document the characteristics of Vincentian management science. The VLP's purpose is to provide the DePaul community and the worldwide Vincentian family with leadership development material to be used by individuals, programs and organizations linked to the inspiring mission of St. Vincent de Paul. Therefore, the VLP is in its nature an assessment of people's practices rather than an evaluation of program performance.

1.2 Leadership Succession Planning

The VLP is a concrete response to the increasingly urgent need for leadership succession planning. DePaul University, like other Vincentian inspired institutions and organizations, reflects a great tradition of clergy, religious and lay people carrying on the heritage of St. Vincent de Paul and St. Louise de Marillac. Today, the numbers of U.S. and European men and women belonging to the religious orders of the Congregation of the Mission (CM) and of the Daughters of Charity (DC) are largely diminishing and aging (Nygren David 1992). This trend is also visible in most U.S. and European religious orders that registered a rapid decline in vocations since the 1960s (Jones, Glenmary Research Center., and Association of Statisticians of American Religious Bodies. 2002). A study conducted by Dennis Holtschneider, C.M and Melanie Morey about the changing relationships between U.S. Catholic Colleges and Universities and their founding religious congregations indicates that in 1999 the population size of vowed religious was half of what it was in 1965, and that approximately three-quarters of this population are over the age of 60 (Holtschneider 2000). In addition, they found that just over a quarter of the schools participating in the study indicate that virtually no members of founding religious groups will work on campus or serve on collegiate trustee boards within 10 years and that over half of respondents have no plans to address this shortage.

1.3   Vincentian Leadership Education

Leadership succession is not just a matter of planning but education. This is true for higher education institutions, religious congregations and corporations. As

David Dotlich observes, "organizations are rapidly heading toward a leadership crisis and may be there already. People emerging from executive development programs or who have been groomed for leadership through succession planning are not up to the task" (Dotlich and Noel 1998). DePaul University, like other organizations concerned about its mission and values are also concerned about the selection, formation and education of it leaders. Responding to this concern and fostering this process of leadership succession the Vincent de Paul Leadership Project offers its services to assess leadership practices and promote leadership growth. As Jay Conger observes, "in order for an organization to establish a base of attitudes and values consistent with its core philosophy and vision, it must first assess whether there is broad consensus around the vision to begin with" (Conger and Benjamin 1999). DePaul University, as observed by many of our research participants, is an institution clearly centered on its mission. The Mission and Values Survey, Dr. Joseph Ferrari's DePaul Value Instrument (DeVI) and the ongoing evaluation of the Student Leadership Institute are important contributions to DePaul University's leadership succession education. Yet, leadership succession is an issue beyond program evaluation and perceived student values. Leadership succession requires appropriate assessments, strategic planning and educational modules that fit the organization's needs as well as orient its leadership toward its mission.

2   The Approaches

2.1   Inductive-Deductive Approach

Assessing Vincentian leadership in its experiential, historical and narrated characteristics require appropriate methods. The VLP purposely avoids a top-down approach where participants could feel pressure to respond with predetermined characteristics of Vincentian leadership. The purpose of this research is to learn from the experiences of numerous leaders that may or may not identify their practices as Vincentians. Yet, it would be inappropriate to consider every leadership competency emerging in this research as Vincentian. Although Vincent de Paul is a man of his time, his intuitions and experiences as leader have been actualized, interpreted and contextualized by his followers during the last four centuries. Social justice is an example of a Vincentian leadership competency not easily observable in Vincent de Paul but clearly recognizable among the contemporary worldwide Vincentian family. A research approach that aims exclusively to identify Vincentian leadership characteristics from the historical Vincent de Paul may not appropriately serve the purpose of this project ultimately failing to identify existing Vincentian leadership trends. The VLP purposely adopted an approach that is both deductive (from theory and historical model to data collection) and inductive (from data collection of existing Vincentian leadership practices to theory of Vincentian leadership and management science). Vincentian leadership resembles numerous leadership models and characteristics known as *servant leadership* (Greenleaf and Spears 2002), *visionary leadership* (Nanus 1992; Nanus and Dobbs 1999), *shared leadership* (Conger 2002) and *stewardship* (Block 1993). The data collected so far already shows that the construction, interpretations and practices of Vincentian leadership offer a unique message to the science, practices and crisis of leadership.

2.2 Research as Self-Identification Process

The approach used by the VLP goes beyond the typical course of research. The VLP is indeed a research designed to elaborate instruments, select participants, collect data, analyze results and report findings. But the ongoing research is in itself an important contribution to the self-identification process for effective and value oriented leadership. On various occasions participants have expressed their appreciation for the project and how reflecting on Vincentian leadership helps them to identify their leadership styles and reconsider their organization's mission and values. As an interviewee recently shared, "while reflecting on these questions I realized how DePaul University's mission is the best fit for my call and work empowering minority students." The VLP offers the opportunity for participants to identify themselves as leaders (**self leadership awareness**), share Vincentian leadership competencies (**collective leadership identification**), and align their personal and shared leadership practices with their organization's mission and values (**organizational leadership alignment**). These processes are outlined in the Vincentian Leadership Assessments designed to assess leadership practices at the individual level (VLA-Self), collective level (VLA-Observed) and organizational level (VLA-Organization).

2.3 Research as Service and Collaboration

In recent years, the proliferation of survey-based research has lead researchers to find new strategies to encourage participation. Monetary rewards, gift certificates and other attractive gifts are offered to stimulate participation. The VLP does not offer material rewards but it does offer the personalized leadership services of assessments and coaching. Unlike most research which stresses data collection, the VLP aims to use the research process as a way to serve DePaul University and the worldwide Vincentian family to raise leadership awareness, promote competence and encourage self-identification as Vincentian leaders. Participants receive a confidential personalized report of their scored self-assessments with an analysis of their strengths and areas for improvement. At the end of their 360-degree leadership evaluation (VLA-Observed), they receive a comparative report of their self and observed leadership performances. Although this is time consuming, we believe that this servant approach to research will be beneficial over time. Individuals and organizations wanting to evaluate their leadership characteristics, styles and performance usually invest a considerable amount of money in specialized consulting agencies. The VLP, in addition to offering these evaluations as part of its service, has specific instruments reflecting personal and organizational Vincentian characteristics of leadership, execution, interpersonal relations, mission and service. The VLP views collaboration with individuals, organizations and institutions involved as a critical approach for the acceptance and advancement of Vincentian Leadership. All parties involved in the research process are considered co-researchers rather than being objects of study. This is maintained through open dialogue with the leadership, institutions, centers, programs and projects involved.

3 The Methods

3.1 Historical-Narrative Method

The assessment of Vincentian leadership as an identity making and collective process requires a mixed-methods approach. A combination of historical, qualitative, quantitative and comparative research methods provide the necessary perspectives and lenses with which we are looking at leadership, identity and change. The VLP uses historical-narrative analysis, surveys with Likert scales, open-ended questions, and in-depth interviews. Historical-narrative analysis is used to identify St. Vincent DePaul's characteristics and dynamics of leadership in the context of seventeenth-century France and according to the interpretations of Vincentian scholars. Published and unpublished material have been used to analyze the evolution of Vincentian identity and management as interpreted by various communities of the Vincentian family. Fr. Ed Udovic, C.M., and Fr. John Rybolt, C.M. with members of the Vincentian Studies Institute of the United States offered essential insights and suggestions to this analysis. The collaboration with the Vincentian Studies Institute, the Congregation of the Mission, the Daughters of Charity and the Society of St. Vincent de Paul was crucial for easily accessing archival data, books, articles and dissertations on St. Vincent de Paul, St. Louise de Marillac, St. Elizabeth Seton, the Beato Frederick Ozanam and other Vincentian leaders and saints. The historical-narrative analysis served as a reference in discerning the Vincentian leadership competencies emerged which during the preliminary interviews.

3.2 Quantitative-Qualitative (Mixed) Method

The VLP employs mixed-methods to better assess Vincentian leadership practices. By design, the VLP mixes both qualitative and quantitative approaches in all stages of the study. Both numbers and words are equally important for the formulation of the research questions, data collection and interpretation of data. The Vincentian Leadership Assessments (VLAs) are instruments quantifying leadership practices according to demographic characteristics of the respondents. The VLAs, however, include open-ended questions that are analyzed through appropriate qualitative analysis. In other words, our research team gives as much importance to the numbers emerging from Statistical Package for the Social Sciences (SPSS) and non-numerical unstructured data indexing searching and theorizing (NVIVO and N6 previously known as NUD*IST). Qualitative data analysis (QDA) is done through attentive coding of written participant responses and of transcribed interviews. The quantitative data analysis shows the frequency, mean, distribution and standard deviations scored for mission (visions, values, and innovation), task (commitment, pragmatism, and risk taking), people (inclusion, collaboration, and communication), and service (service to the poor, empowerment, and social justice). The overall results are controlled for gender, years in the organization, ethnicity and religious identity. Linear and multiple regression analysis will be conducted at the end of data collection. This report shows simple analysis for this first set of participants (N=55) of the variables in question and does not speculate on possible causal explanations. An in-depth analysis of both quantitative and qualitative data will be performed in the second year of the project.

3.3 International Comparative Method

The Vincentian leadership dynamics identified at DePaul University are compared with experiences of national and international leadership in higher education: Niagara University, St. John's University, All Hallows College, etc. Hospitals, schools, shelters and other organizations and institutions founded by the Vincentian family are included in the comparison. As characteristics of leadership and interpretations of Vincentian charisma vary across cultural and geographic contexts, cross-cultural comparisons offer new insights, perspectives and possible solutions to problems such as leadership succession, Vincentian consciousness and identity transformation. In order to get a broader understanding of Vincentian leadership as part of the international phase of this project, the project is extending its research to Vincentian institutions in Brazil, Ireland, Philippines and Australia among other countries. The VLP team is currently translating the VLAs into French, Spanish, Portuguese and Italian envisioning further expansion of our international collaborations to ensure a culturally respectful adaptation of the project's research methods, instruments and approaches. Data emerged from these sites will be compared to the DePaul University and U.S. results to determine cultural similarities and differences in Vincentian leadership practices and interpretations.

4 The Competencies:

4.1 The Vincentian Leadership Orientations:

The VLP has identified four orientations of Vincentian leadership: Mission, Service, People and Tasks. These orientations reflect major studies on leadership directions and personality traits and objects of numerous assessments and studies on leadership (Bass and Stogdill 1990; Chemers and Ayman 1993). Vincentian leadership is defined by the integrated balance of high-level performance in mission, service, people and task orientations. Although most leadership studies focus on task versus relation oriented leadership (Bass and Stogdill 1990; Hemphill 1958; Lipman-Blumen 2000) Vincentian leadership gives equal weight to all four leadership orientations. Vincentian leaders will obviously score differently on specific competencies. This helps to identify personal strengths and weaknesses and to evaluate leaders in relation to their position in the workplace. Yet, competent Vincentian leaders are expected to show a balanced performance on the overall scores of the four directions.

Vincentian leadership orientations indicate an inner-to-outer direction, expressing the idea of leadership as engagement with society. It is useful to think that these orientations are not independent practical or cognitive abilities. Rather, they are all essential components of Vincentian leadership. They provide direction and orientation to leadership in its personal, collective, and organizational contexts (see appendix 2). Vincentian leadership emphasizes the leader as an individual, a team and a member of an organization oriented by the mission/vision, service/empowerment, tasks/commitment, and interpersonal relations. Vincentian leaders must ensure a balanced alignment of task-orientation, relations-orientations, mission-orientation and service-orientation. The following illustration represents the orientations and directions in relation to Vincentian leadership.

4.2 The Vincentian Leadership Competencies

The Vincentian Leadership Assessments (VLAs) measure 12 Vincentian leadership competencies sorted into 4 Vincentian leadership orientations. A Vincentian leader is assessed in his/her combined performances and integrated execution of orientations and competencies. The 12 Vincentian leadership competencies are: (1) Vision (2) Values (3) Innovation (4) Inclusiveness (5) Collaboration (6) Communication (7) Commitment (8) Pragmatism (9) Risk-Taking (10) Service (11) Empowerment and (12) Social justice. Each Vincentian leadership competency is assessed according to specific behaviors. Vincentian Leadership Competencies are grouped into the Vincentian Leadership Orientations as follows:

Mission Orientation's Competencies:

VISION COMPETENCY: Vincentian leaders lead with vision. They inspire a clear vision of the future, base decisions on a strong sense of mission, and articulate directions for the organization's future.

VALUES COMPETENCY: Vincentian leaders have values. They maintain high ethical standards, find inspiration in spirituality, and are driven by values of honesty and integrity.

INNOVATION COMPETENCY: Vincentian leaders lead with innovation. They offer new perspectives and ideas and welcome changes from others. They also look outside of their organizations for ideas and opportunities for improvement.

Task Orientation's Competencies:

COMMITMENT COMPETENCY: Vincentian leaders are committed. These leaders strive for excellence by staying involved with a task until it is completed and clearly direct people to achieve set objectives.

PRAGMATISM COMPETENCY: Vincentian leaders are pragmatic. They effectively communicate ideas and plans, base their judgments on facts, and set clear and realistic goals.

RISK-TAKING COMPETENCY: Vincentian leaders are risk takers. These leaders view conflict as an opportunity to grow, welcome innovation even when it involves risk, and openly receive criticism and challenges from others.

People Orientation's Competencies:

INCLUSIVENESS COMPETENCY: Vincentian leaders are inclusive. They do this by treating others with respect and dignity. They welcome people who come to them with their problems because they accept people's ideas and personalities.

COLLABORATION COMPETENCY: Vincentian leaders are collaborators. They promote teamwork and collaboration, delegate responsibility within the group, and communicate enthusiasm and confidence to encourage teamwork.

COMMUNICATION COMPETENCY: Vincentian leaders are communicators. They clearly communicate their expectations to motivate people and to disseminate appropriate information to those at all levels of the organization.

Service Orientation's Competencies:

SERVICE COMPETENCY: Vincentian leaders are committed to service. They inspire others with their example of service by practicing leadership as a responsibility rather than a position and by serving others regardless of race, gender, religion, or position.

EMPOWERING COMPETENCY: Vincentian leaders are empowering. They help others to become better leaders by creating an environment that promotes learning and by delegating appropriately to encourage others to work.

SOCIAL JUSTICE COMPETENCY: Vincentian leaders work for social justice. . They do this by seeking to transform the causes of poverty and challenge situations of injustice.

The following illustration shows how Vincentian leadership competencies are positioned in relation to the Vincentian Leadership Orientations.
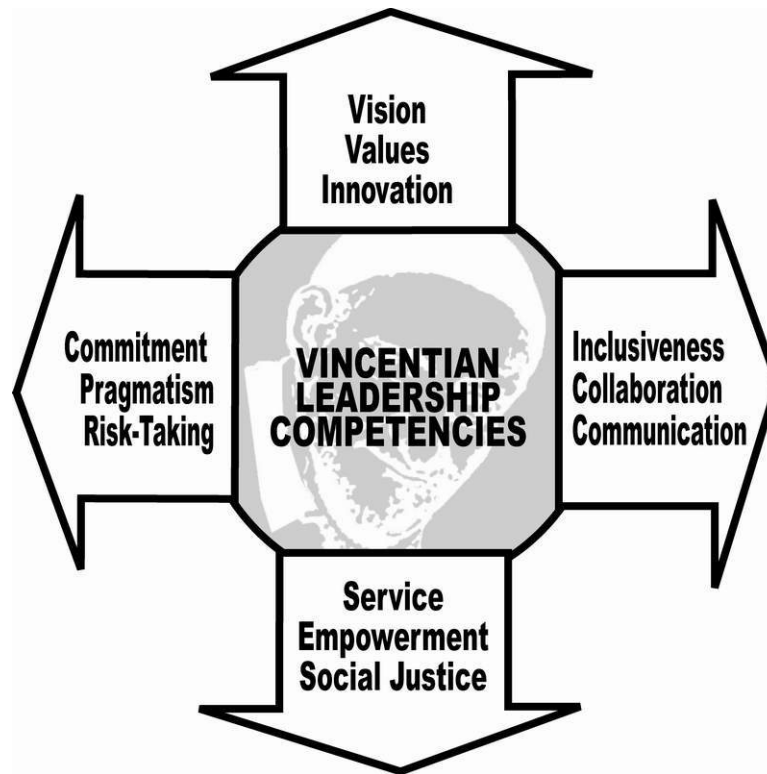
Vincentian leadership competencies reflect the characteristics of St. Vincent de Paul's leadership style interpreted by contemporary Vincentian institutions. DePaul University is defined as "a growing and influential network that enables students, faculty, staff, alumni and friends to advance personally, professionally and intellectually" (http://www.depaul.edu/about_DP/). This vibrant network of people and programs is defined by six characteristics:

INNOVATIVE: DePaul is never content with the status quo. DePaul's educational tradition is marked by innovation, by creativity and by a persistent pursuit of novel solutions to meet the educational needs of the marketplace and society.

DIVERSE: DePaul provides access for all to higher education, regardless of class, race, ethnicity or economic barriers. The DePaul community is welcoming, marked by its inclusivity, diversity and openness to a wide range of students, faculty and staff.

RISK-TAKING: DePaul dares to take a chance. Historically, the University has stepped outside tradition and beyond conservative approaches, consistently demonstrating an adventurous and entrepreneurial spirit.

CONNECTED TO COMMUNITY: DePaul is an ever-expanding network, locally and globally, of programs, students, faculty, staff and alumni. Through social engagement, and with deep commitment, the University actively works to bring concrete solutions to society's challenges and problems.

PRAGMATIC: DePaul grounds education in the realities of everyday life. Through its academic curriculum and through the delivery of its programs and services, the University offers students practical solutions to their needs for advancement and growth.

VALUES: DePaul's mission is visible to all. Its education is grounded in values of personalism, holistic education and the commitment to creating opportunities for the disadvantaged and disenfranchised in society.

5   The Instruments:

5.1   Vincentian Leadership Assessments (VLAs)

The VLAs offers participants the possibility to evaluate and develop their leadership competencies relating to mission (visions, values, and innovation), task (commitment, pragmatism, and risk taking), people (inclusion, collaboration, and communication), and service (service to the poor, empowerment, and social justice). Participants receive three versions of the VLA: a self-assessment (**VLA-SELF**), a 360-degree assessment (**VLA-OBS**) and a leadership assessment of organizational culture (**VLA-ORG**). The VLAs include three sections: 1) Participant's demographic information (e.g. The VLA-Self includes demographic information of the participant: organization, organizational unit, the participant's current position in the organization, years in the organization, gender, ethnicity and religious identity, rates the participant's self-consideration and context of their leadership practices, and assesses the participant's knowledge of St. Vincent de Paul) 2) Open ended questions on Vincentian leadership and 3) Frequency scale of Vincentian leadership practices. Completing this assessments require between 15 to 30 minutes each. In selecting each response, participants are reminded to be realistic about the extent to which they actually engage in the behavior. They are discouraged to answer in terms of how they would like to see themselves as leaders. Participants score the frequency in leadership performances according to a 1 to 10 Likert-type scale. Participants write their name on a separate sheet that is detached from the rest of the instrument to protect their privacy.

The self-assessment provides information about the participant's view of how he or she lives out the competencies listed above. After completing the self-assessment, respondents then distribute the VLA-Observed to people who have experience with the respondent in a leadership capacity. The evaluated leaders self-select three or more observers to comment on his or her leadership style. Usually participants select one supervisor, one co-worker and one dependent. The process is strictly confidential. Observers fill the assessment form and send it directly to the VLP team in a pre-addressed, stamped envelope. Then, the evaluated leader receives a comparative report showing his/her observed scores but not the name of position of the observers. Finally, respondents assess the leadership of the organizations for which they work or at which they study by completing the VLA-Organization.

5.2   In-Depth Interview Instruments (VLIs)

The instrument used during in-depth interviews is designed to capture participants' understandings and practices of Vincentian leadership orientations and competencies. These questions function as topic guidelines to be adapted

according to the interviewee's identity and during the flow of conversation. During the interview, the participant is invited to speak freely by being reminded of the scope of the interviews and how they will be used for the elaboration of educational material. They are encouraged to be concrete in their examples and speak candidly. They are also offered the opportunity to make comments "off the record" when necessary. The question topics include: (1) Personal Leadership Style (2) Observed personal leadership style (3) Organizational leadership development (4) Vincent de Paul as leader (5) Contemporary relevance of Vincent's leadership (6) Leader's vision and values (7) Personal pragmatism (8) Organizational risk-taking (9) Interpersonal relations and (10) Leadership as Service.

6 The Services

6.1 Vincentian Leadership Conferences

The Vincentian Leadership Conferences (VLC) are an important step in this research project. The purpose of these conferences is to bring together experts on leadership and Vincentianism to share their reflections and experiences. Participants present papers on specific topic related to Vincentian leadership. They are invited to share their fields of expertise and collectively reflect on the characteristics, challenges and significance of Vincentian leadership. Invited participants are leadership scholars and practitioners from DePaul University and the worldwide Vincentian family. Both conference papers and reflections are published in the Vincentian Heritage journal.

6.2 Vincentian Leadership Lectures

The VLP organizes yearly lectures on specific topics related to Vincentian leadership. The purpose of the Vincentian leadership lectures is to promote leadership reflections and share innovative theories and examples with the DePaul community and interested Vincentians. Renowned leadership scholars and practitioners are invited to share their knowledge and experience in the field. DePaul University will host one lecture in each academic quarter. For the 2003-2004 academic year, the VLP has invited:
Fall 2003: Dr. Peter Block (Leadership as Stewardship)
Winter 2004: Dr. Craig Pearce (Shared Leadership)
Spring 2004: Mr. Edward Brennan (Change Leadership)

6.3 Vincentian Leadership Training

The VLP offers training opportunities to DePaul University and Vincentian insititutions. The VLP offers training sessions and materials in a variety of formats. The Vincentian Leadership Workbooks (VLW) are module-curriculum on specific leadership topics to be administered in a format of three hour workshops similar to those offered by DePaul University's Student Leadership Institute (SLI). The VLWs are a compilation of training material of approximately 25-50 pages. The workbook format allows participants to use the VLW as an interactive document supporting reflective notes, ideas, assessment tools and strategic planning. The VLW include five sections: (1) Introduction to the topic: its challenges and contexts (2) Related assessments and instruments (3) Quotes and examples from St. Vincent de Paul (4) Quotes and examples from contemporary Vincentian leaders (5) Group

dynamics and exercises and (6) References of books, websites and organizations. Topics include: (1) Vincentian leadership practices (2) Vincentian women in leadership (3) Vincentian leadership as service (4) Vincentian leadership and mission (5) Vincentian Leadership and interpersonal relations and (6) Cross-Cultural leadership. The VLP will begin offering this training in fall 2003.

The VLP offers to members and institutions managed by the Congregation of the Mission, the Daughters of Charity, and the St. Vincent de Paul Society opportunities to refocus their missions in the modern world. The VLP will soon be ready to offer Vincentian leadership and management training programs and materials to the 590,000 members of the St. Vincent de Paul Society worldwide. Various Vincentian lead insititutions have contacted us to serve as consultants and organize leadership and management trainings based on the principles of Vincent de Paul. At DePaul University, the VLP is planning specific trainings for department's chairs and program's directors.

6.4 Trainings, Consultancy and Coaching

The VLP is promising important developments of its services offered to DePaul University and worldwide Vincentian individuals and institutions. We have received a number of invitations to offer our instruments, training and coaching services to specific leaders and programs at DePaul University and in hospitals and schools managed by members of the Vincentian family. The VLP team is planning to participate in various conferences and courses on leadership and Vincentian studies that will empower them to create more and enhance existing services and tools.

7 The Findings:

7.1 The Vincentian Leadership Models:

So far, about 22 in-depth interviews have been completed. Participants were selected according to their knowledge of St. Vincent de Paul and/or leadership experience. They were asked to answer to a list of ten questions focused on their personal, collective and organizational leadership styles, their view of St. Vincent de Paul's leadership examples and their leadership experiences in relation to service, interpersonal relations, tasks, visions and values. Participants shared personal experiences to further illustrate their perception and preferred styles of leadership. Such data were digitally recorded and will be used as material to for the Vincentian Leadership Workbooks (VLW) and other training material. They are also coded and analyzed through qualitative research software (NVIVO and N6). The following excerpts from the interviews show how participants perceive and practice Vincentian leadership:

1) *About their personal Vincentian leadership style:*
   The key is building a collaborative team involving people in decision making to get the project done. The second element that comes with that is using in the best and most affective way the strengths of the people in the team working with me so they know what to they are capable to do. I usually do what other people do not know how to do, so I usually base my contribution in whatever is needed.

I am democratic in my practice. I work hard and sometimes it's a lot more work to be democratic in decisions in my area and in my operations. In my leadership practice I work hard to make sure that all voices are heard, are on the table, and I'll even go out of my way to make sure that people who are reluctant to contribute, who may be thinking something, are encouraged to contribute, whatever their ideas are or their perceptions.

My leadership style is essentially collaborative. I consult each person who will be affected by a decision. We usually make the decision by consensus. If it is a tough issue and we have to come out with a statement, I make the decision according to what I think best.

I give people responsibilities and then I get out their way. Keep a few key (important to the long term goals of the organization) with me, for which I undertake hands-on responsibility and management.

I believe in offering people a vision- so its easer for followers to do good - and do it well. I also believe in using power to serve – or remove barriers for others to excel. Finally, I believe in constantly seeking to improve all aspects of what we do because our mission is so important.

2) **About St. Vincent de Paul Leadership style:**
I don't know much about St. Vincent in his time, but from what I saw and learned from his followers, he was an organizational genius. He was able to get people to buy his mission -serve the poor-. He founded and inspired important organizations but what characterizes his leadership was his ability to motivate people, selling people the idea to serve the poor.

I consider my understanding of Vincent to be superficial. However, I have come to view Vincent as an organizer. In a sense, he can be seen to have recognized the inequities in the political system of the time and sought ways to use his influence to leverage resources from the wealthy to mitigate the desperate plight of the impoverished of Paris (perhaps he even found ways to empower them in some cases).

I see Vincent as having leveraged his influence of power or having used his of physical, political/social power to not only work on people who had resources at the time (and I presume work on their own spiritual journey and growth) but using his position to figure out how to get resources from people who have them to people who didn't have them in a decidedly non-democratic political/social system or structure of the time.

Vincent was always inclusive, even of the illiterate among his followers. He inspired them through articulation of spiritual values, and then engaged them in how to implement them in the project or issue at hand. Vincent was always simple, who was at home among the prestigious as well as among the very poor. Every person was treated with the same respect.

3) **About the Mission in the organization:**
"Since I came to DePaul University I got the feeling that the Vincentian mission permeates the institution. The sense of mission is part of the organizational

culture and with great success. Mission is a guiding principal for the institution as a whole and it will be critical for the future of the institution… If De Paul takes care of the mission, the mission will take care of De Paul."

4) **About the integration of personal attention with decision-making:**
I think it is fundamental to keep relationships with "difficult people". As a leader I am called to maintain personal relationships (on a human level), respect people, and keep patient…. I try to understand where the other person is coming from and respect that.

I try to be very open in communication with others. I am direct about the way I am thinking and I admit when I am wrong. I feel that this builds trust with others. They know I am open with them and they do not have to "guess" at what I am thinking and they know where they stand with me.

5) **About Leadership as service**
Service, according to Gospel values, is the most practical way to lead. To serve is first. Leadership is something that is given to you. You do not claim it. You could lead from a powerful perspective but authentic leadership is earned. You get it because you support, serve, assist, guide, help people to achieve their dreams and become better…etc. It is by helping other people that leadership happens.

As leader I don't serve directly the poor. My leadership practice helps our undergraduates and our graduates in an indirect way to expose them to situations that they wouldn't otherwise be inclined to. In a more direct way, I'm currently on the Board of Directors of an organization that runs various homeless shelters. I've been on the board for less than two years and what is clearly missing is, at the board level – at the decision making level, a client perspective and a diverse staff perspective. Either my insistence on including those voices at the board level will work or I'll leave. That's my direct relationship with the poor and my service to them. My leadership tends to be inclusive and democratic and I also insist that everybody at the staff table take part in some of the core work.

6) **The most important aspect of Vincentian leadership**
Vincent shows us a concrete, practical way of being a follower of Jesus and a servant of the poor. Leadership as service to the poor is the most needed message to today's society. Somehow every institution has to serve the poor. If we do this as a matter of policy, it could change the world.

7.2 The Vincentian Leadership Practices

The first stage of the VLP included 55 participants who assessed their leadership practices through the VLA-SELF. This number does not include the observers who indirectly participated in the research. Participants were selected by the VLP team based on their public role as leaders and/or Vincentians. As of now the number of participants has been limited by the amount of work needed to prepare and share multiple personalized reports. The demographics reported in table below clearly shows how the samples do not proportionally represent gender, ethnicity and religion. The selection process will be soon changed as the VLP moves to its second stage.

Table 1: VLA-SELF Participant's Demographics

Participants*	N	Percent
VLA-Pilot	33	60%
VLA-SELF 1.1	22	40%
Total for VLA-SELF	55	100%

Organizations	N	Percent
DePaul University	31	57%
Vincentian Family (CMs, DCs, SVs)	8	15%
Other	10	18%

Positions	N	Percent
Staff	27	48%
Faculty	16	29%
Students	13	22%
Vincentians	10	18%
Alumni	5	9%

Years in the Organization	N	Percent
Less than 5	22	39%
Between 6 and 15	12	21%
More than 16	11	20%

Gender	N	Percent
Female	26	47%
Male	29	53%

Ethnicity	N	Percent
Caucasians	44	80%
African-Americans	2	4%
Latinos	1	2%
Others	3	6%

Religion	N	Percent
Roman Catholic	36	66%
Protestant	5	9%
Greek Orthodox	4	7%
Muslim	1	2%
Jewish	1	2%
Others	2	4%

*Numbers represent only DePaul and US participants in the first phase.

As suggested by our participants in the VLA-pilot version, the VLA-Self 1.1.version included questions on the participants' self-knowledge as leaders. It also included ratings of their knowledge of St. Vincent de Paul.

Table 2: Vincentian Leadership Consideration and Knowledge

Do you consider yourself a leader?	N	Percent
Yes	17	57%
No	0	0%
Not sure	3	10%
In what context are you a leader?	N	Percent
Work	17	57%
Community	11	37%
Home	8	27%
How would you rate your knowledge Vincent de Paul's example of leadership?	N	Percent
Very High	2	7%
High	10	33%
Moderate	7	23%
Low	2	7%
Very Low	0	0%

N=33

The following tables show a comparative summary for the scored means and standard deviations for the Vincentian leadership orientations (mission, people, tasks, and service) and the Vincentian leadership competencies (vision, values, innovation, collaboration, inclusiveness, communication, commitment, pragmatism, risk taking, service, empowerment and social justice).

Table 3: Orientations of Vincentian Leadership Practice

Scored Mean values by Orientation:
- Mission Orientation: 51.56
- People Orientation: 51
- Tasks Orientation: 68.87
- Service Orientation: 48.04

Table 4: Competencies of Vincentian Leadership Practice
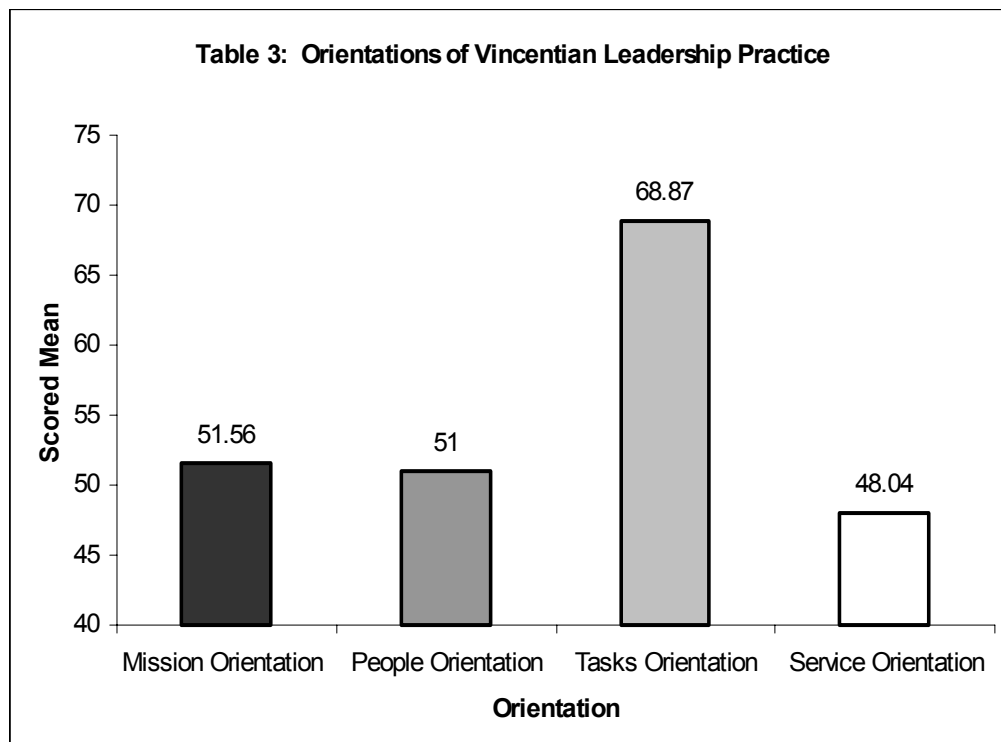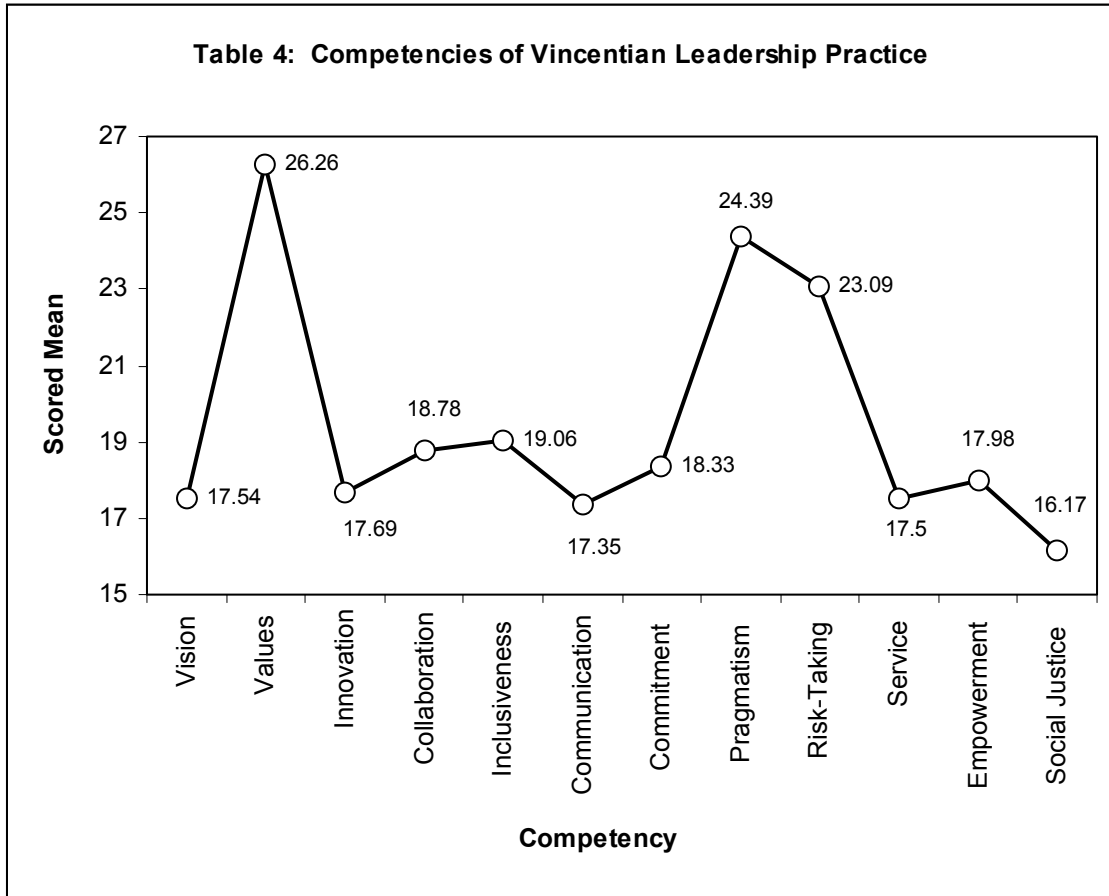
Tables 4 through Table 8 in the Appendix show the means and standard deviations (std. dev.) coefficients of Vincentian Leadership Orientations and Vincentian Leadership Competencies in relation to participant's demographic characteristics: roles in the organization, years in the organization, gender, ethnic identities and religious identities. A preliminary analysis (t-text) showed a statistical significance (P value < 0.5) for most variables in orientation and competency in relation to participant's demographic characteristics. Tables 4-8 are reported as general perspective and do not include a detailed analysis or an interpretation of the findings. The limited number and not proportionate representation of participants precludes us from drawing conclusions in the statistical significance between correlated variables. We expect to concentrate our analysis on next year VLP report to exhaustively speculate on the findings.

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9 Appendices

STAGES OF THE
Vincent de Paul Leadership Project

Stage 1:
Preliminary Observations
Preliminary Interviews
Literature Review on
Vincent de Paul

Stage 2:
Data analysis
Identification of VL Orientations
and VL Competency
Comparison with Vincent de
Paul's character as leader

Stage 3:
Preparation of research
design, identification of
appropriate methods.
Project calendar

Stage 4:
Identification of Advisory Board
Members.
IRB Presentation and approval
process.

Stage 5:
Elaboration of VLAs
VLA-Self (Pilot and 1.1)
and VLA-OBS and
VLA-ORG

Stage 6:
Statistical data analysis (SPSS)
Qualitative analysis of VLA
open ended questions (NVIVO)

Stage 7:
Preparation of web format
of VLA. Extended invitation
to participants through
letters and emails.

Stage 8:
In-depth interviews
and analysis in NVIVO
Use of data collection with
QUICKDATA

Stage 9:
Vincentian Leadership
Conference:
papers and discussions.

Stage 10:
Publication of papers in
Vincentian Heritage
Preparation of Vincentian
Leadership workbooks

THE CONTEXTS OF
Vincentian Leadership Practices

The individual, collective and organizational
leadership contexts measured by the Vincentian Leadership Assessments
of the Vincent de Paul Leadership Project

Historical Example
of Vincent de Paul
as Leader

Contemporary
Vincentian Organizations

Inspirational direction

Interpretational direction

Identification Direction

Identification Direction

Self
Identification
Processes:

Organizational
Identification
Processes:

Personal Context
VLA-SELF

Community Context
VLA-OBS

Organization Context
VLA-ORG
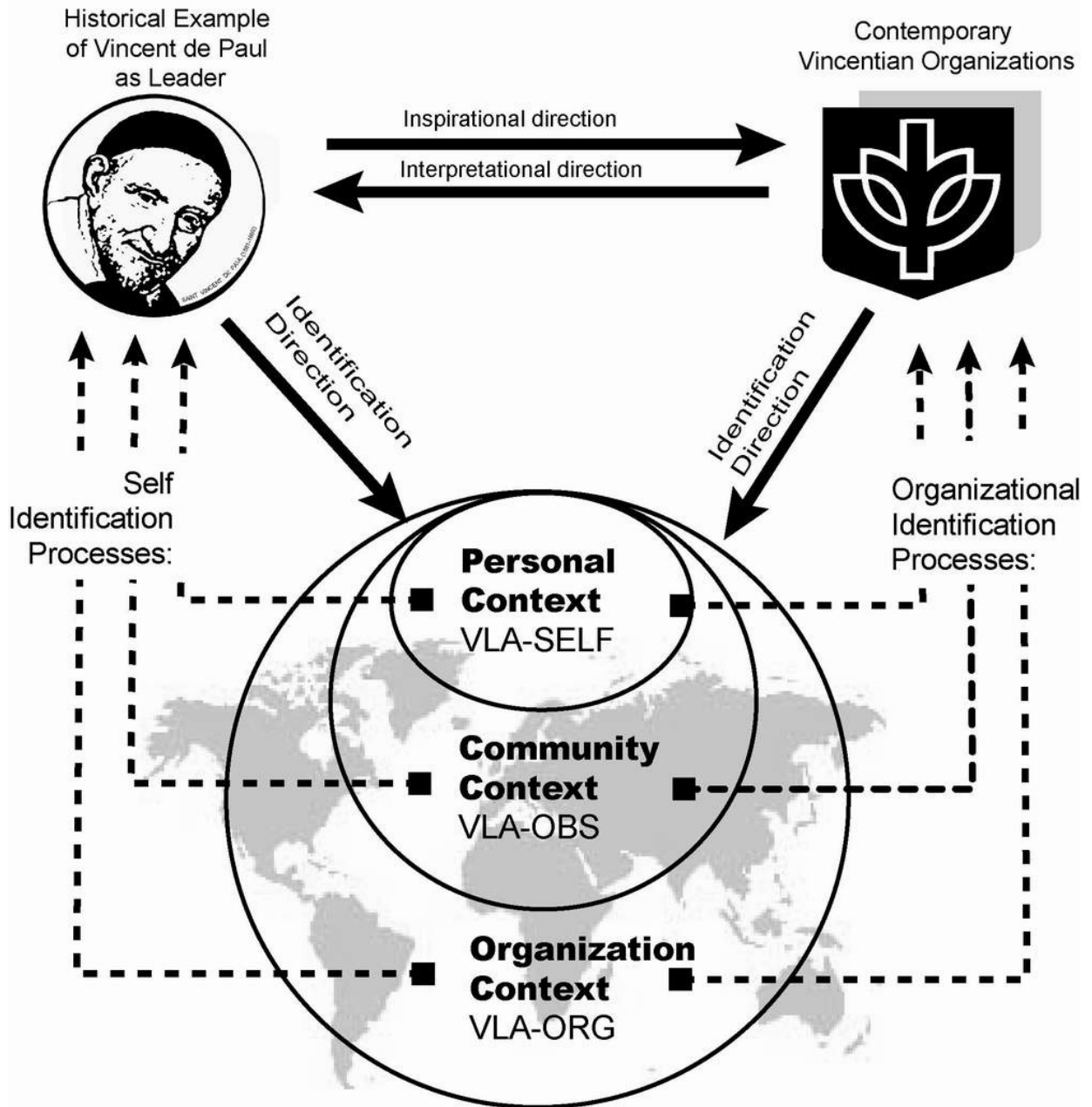
ORIENTATIONS AND COMPETENCIES
of Vincentian Leadership

Mission Orientation:
Vincentian leaders lead with **vision**. They inspire a clear vision of the future base decisions on a strong sense of mission, and articulate directions for the organization's future.
Vincentian leaders lead with **values**. They maintain high ethical standards, find inspiration in spirituality, and are driven by values of honesty and integrity.
Vincentian leaders lead with **innovation**. They offer new perspectives and ideas and welcome changes from others. They also look outside of their organizations for ideas and opportunities for improvement.

Task Orientation:
Vincentian leaders are **committed**. They strive for excellence by staying involved with a task until it is completed and clearly direct people to achieve set objectives.
Vincentian leaders are **pragmatic**. They effectively communicate ideas and plans, base their judgments on facts, and set clear and realistic goals.
Vincentian leaders are **risk-takers**. They view conflict as an opportunity to grow, welcome innovation even when it involves risk, and openly receive criticism and challenges from others.

People Orientation:
Vincentian leaders are **inclusive**. They do this by treating others with respect and dignity. They welcome people who come to them with their problems because they accept people's ideas and personalities.
Vincentian leaders are **collaborators**. They promote teamwork and collaboration, delegate responsibility within the group, and communicate enthusiasm and confidence to encourage teamwork.
Vincentian leaders are **communicators**. They clearly communicate their expectations to motivate people and to disseminate appropriate information to those at all levels of the organization.

Service Orientation:
Vincentian leaders are committed to **service**. They inspire others with their example of service by practicing leadership as a responsibility rather than a position and by serving others regardless of race, gender, religion, or position.
Vincentian leaders **empower** people. They help others to become better leaders by creating an environment that promotes learning and by delegating appropriately to encourage others to work independently.
Vincentian leaders work for **social justice**. They do this by seeking to transform the causes of poverty and challenge situations of injustice.

Table 4: VL Practices and Participant's Roles in the Organization

		Faculty	Staff	Student	Alumni	Vincentian
Mission Orientation						
	Mean	56.00	66.00	39.67	43.20	43.50
	Std. Dev.	20.09	16.73	14.00	15.60	17.16
Vision Competency						
	Mean	18.14	21.75	13.56	15.20	15.90
	Std. Dev.	6.64	6.14	4.19	5.07	5.71
Values Competency						
	Mean	26.38	21.75	13.56	15.20	15.90
	Std. Dev.	2.45	6.14	4.19	5.07	5.71
Innovation Competency						
	Mean	19.43	23.38	13.56	15.80	13.80
	Std. Dev.	6.25	5.45	4.90	4.658	4.49
People Orientation						
	Mean	56.36	63.38	40.33	70.00	42.40
	Std. Dev.	21.97	19.21	11.97	N/A	14.39
Collaboration Competency						
	Mean	20.86	23.25	14.89	16.40	15.30
	Std. Dev.	7.78	7.48	4.49	4.83	5.76
Inclusiveness Competency						
	Mean	20.64	23.63	15.44	17.40	15.90
	Std. Dev.	7.31	6.72	4.50	5.94	5.71
Communication Competency						
	Mean	19.29	20.88	13.56	16.67	14.00
	Std. Dev.	7.43	6.27	3.54	6.35	5.03
Task Orientation [1]						
	Mean	70.63	70.67	63.00	74.00	69.00
	Std. Dev.	4.37	5.01	N/A	N/A	2.83
Commitment Competency						
	Mean	20.50	22.75	14.33	15.60	15.60
	Std. Dev.	7.68	5.68	3.32	6.47	5.93
Pragmatism Competency						
	Mean	25.38	23.67	22.00	26.00	26.00
	Std. Dev.	2.13	3.77	N/A	N/A	1.41
Risk-Taking Competency						
	Mean	23.13	25.00	24.00	23.00	20.50
	Std. Dev.	1.73	2.10	N/A	N/A	3.54
Service Orientation						
	Mean	54.14	57.00	37.33	40.20	42.20
	Std. Dev.	18.14	19.756	14.22	14.36	15.08
Service Competency						
	Mean	20.07	20.75	13.22	15.20	14.80
	Std. Dev.	6.776	8.45	6.76	6.38	6.46
Empowerment Competency						
	Mean	19.71	22.00	14.00	15.00	15.50
	Std. Dev.	7.71	7.84	5.17	4.74	5.23
Social Justice Competency						
	Mean	18.43	19.13	13.44	13.40	14.20
	Std. Dev.	5.89	7.14	3.21	3.36	2.97

N=55;   [1] N=33

Table 5: VL Practices and Participant's Years in the Organization

		Less than 5	6 to 15	More than 16
Mission Orientation				
	Mean	49.05	58.92	52.27
	Std. Dev.	20.27	20.19	20.40
Vision Competency				
	Mean	16.75	18.83	18.64
	Std. Dev.	6.66	6.78	6.42
Values Competency				
	Mean	27.29	26.71	26.20
	Std. Dev.	1.25	1.11	2.05
Innovation Competency				
	Mean	16.90	20.67	17.45
	Std. Dev.	6.20	7.55	6.62
People Orientation				
	Mean	48.30	57.92	53.09
	Std. Dev.	19.04	20.51	19.91
Collaboration Competency				
	Mean	17.95	21.33	18.73
	Std. Dev.	6.87	8.07	7.00
Inclusiveness Competency				
	Mean	18.50	21.17	19.55
	Std. Dev.	6.85	6.89	7.15
Communication Competency				
	Mean	16.26	20.00	17.73
	Std. Dev.	6.48	6.51	6.23
Task Orientation (1)				
	Mean	69.14	69.71	68.80
	Std. Dev.	4.49	5.82	6.06
Commitment Competency				
	Mean	17.10	21.00	18.27
	Std. Dev.	6.70	6.53	7.17
Pragmatism Competency				
	Mean	24.29	24.57	24.40
	Std. Dev.	2.81	2.88	3.44
Risk-Taking Competency				
	Mean	23.00	23.57	23.40
	Std. Dev.	3.16	1.90	1.82
Service Orientation				
	Mean	44.10	55.83	49.36
	Std. Dev.	19.80	18.32	16.80
Service Competency				
	Mean	15.95	20.75	18.09
	Std. Dev.	7.90	7.25	7.69
Empowerment Competency				
	Mean	16.50	20.08	18.64
	Std. Dev.	7.74	7.74	6.58
Social Justice Competency				
	Mean	14.50	19.67	16.91
	Std. Dev.	4.72	6.387	5.45

N=55;   [1] N=33

Table 6: VL Practices and Participant's Gender

		Male	Female
Mission Orientation			
	Mean	56.10	46.88
	Std. Dev.	20.02	18.06
Vision Competency			
	Mean	18.90	16.17
	Std. Dev.	6.88	5.69
Values Competency			
	Mean	26.25	26.29
	Std. Dev.	2.72	1.604
Innovation Competency			
	Mean	19.17	16.17
	Std. Dev.	6.55	6.31
People Orientation			
	Mean	54.55	47.38
	Std. Dev.	19.16	18.18
Collaboration Competency			
	Mean	20.03	17.54
	Std. Dev.	7.24	6.55
Inclusiveness Competency			
	Mean	20.38	17.62
	Std. Dev.	6.70	6.32
Communication Competency			
	Mean	18.86	15.82
	Std. Dev.	6.72	5.81
Task Orientation [1]			
	Mean	69.31	67.86
	Std. Dev.	4.72	5.18
Commitment Competency			
	Mean	20.00	16.58
	Std. Dev.	7.11	5.59
Pragmatism Competency			
	Mean	24.75	23.57
	Std. Dev.	2.02	3.60
Risk-Taking Competency			
	Mean	22.69	24.00
	Std. Dev.	2.02	2.38
Service Orientation			
	Mean	51.97	44.00
	Std. Dev.	19.35	15.29
Service Competency			
	Mean	19.17	15.83
	Std. Dev.	7.76	6.72
Empowerment Competency			
	Mean	19.34	16.50
	Std. Dev.	7.65	5.96
Social Justice Competency			
	Mean	17.31	14.96
	Std. Dev.	5.73	4.69

N=55;   [1] N=33

Table 7: VL Practices and Participant's Ethnic Identity

		Caucasian	African Am.	Latino	Other
Mission Orientation					
	Mean	52.84	52.50	66.00	31.67
	Std. Dev.	19.74	17.68	N/A	5.508
Vision Competency					
	Mean	17.93	17.00	20.00	N/A
	Std. Dev.	6.41	4.24	N/A	N/A
Values Competency					
	Mean	26.47	27.00	28.00	N/A
	Std. Dev.	1.95	N/A	N/A	N/A
Innovation Competency					
	Mean	18.07	19.50	20.00	11.67
	Std. Dev.	6.56	7.78	N/A	1.53
People Orientation					
	Mean	52.21	55.00	66.00	30.00
	Std. Dev.	19.04	25.46	N/A	1.00
Collaboration Competency					
	Mean	19.19	21.00	24.00	N/A
	Std. Dev.	7.09	8.49	N/A	N/A
Inclusiveness Competency					
	Mean	19.51	20.50	25.00	12.00
	Std. Dev.	6.69	9.19	N/A	0.00
Communication Competency					
	Mean	17.65	17.50	25.00	12.00
	Std. Dev.	6.48	4.95	N/A	1.00
Task Orientation [1]					
	Mean	69.26	68.00	69.00	11.67
	Std. Dev.	5.13	N/A	N/A	2.08
Commitment Competency					
	Mean	18.70	19.00	25.00	11.67
	Std. Dev.	6.76	5.66	N/A	2.08
Pragmatism Competency					
	Mean	24.58	21.00	24.00	N/A
	Std. Dev.	2.71	N/A	N/A	N/A
Risk-Taking Competency					
	Mean	23.16	26.00	22.00	N/A
	Std. Dev.	2.22	N/A	N/A	N/A
Service Orientation					
	Mean	49.07	52.50	65.00	30.67
	Std. Dev.	18.17	21.92	N/A	6.66
Service Competency					
	Mean	18.07	17.00	22.00	10.67
	Std. Dev.	7.58	5.66	N/A	4.04
Empowerment Competency					
	Mean	18.30	17.50	26.00	11.33
	Std. Dev.	7.20	4.95	N/A	1.16
Social Justice Competency					
	Mean	16.49	21.50	20.00	11.00
	Std. Dev.	5.18	12.02	N/A	1.00

N=55;   [1] N=33

Table 8: VL Practices and Participant's Religious Identity

		Catholic	Protest.	Orthod.	Muslim	Jewish	Other
Mission Orientation							
	Mean	54.37	42.00	34.25	38.00	33.00	54.50
	Std. Dev.	19.94	15.72	4.79	N/A	N/A	23.34
Vision Competency							
	Mean	18.34	14.60	11.75	15.00	11.00	18.00
	Std. Dev.	6.31	6.39	1.50	N/A	N/A	8.49
Values Competency							
	Mean	26.53	28.00	N/A	N/A	N/A	25.00
	Std. Dev.	2.04	N/A	N/A	N/A	N/A	N/A
Innovation Competency							
	Mean	18.60	14.00	12.25	13.00	11.00	18.50
	Std. Dev.	6.60	3.67	2.06	N/A	N/A	7.78
People Orientation							
	Mean	53.34	45.40	34.50	40.00	34.00	50.50
	Std. Dev.	19.92	13.76	3.11	N/A	N/A	27.58
Collaboration Competency							
	Mean	19.49	17.20	12.50	15.00	14.00	18.00
	Std. Dev.	7.32	5.50	2.08	N/A	N/A	9.90
Inclusiveness Competency							
	Mean	19.86	16.80	13.75	15.00	12.00	20.00
	Std. Dev.	6.90	5.17	1.26	N/A	N/A	11.31
Communication Competency							
	Mean	18.00	14.67	13.00	13.00	14.00	18.00
	Std. Dev.	6.85	5.69	0.816	N/A	N/A	8.49
Task Orientation [1]							
	Mean	69.53	64.00	N/A	N/A	N/A	74.00
	Std. Dev.	5.03	N/A	N/A	N/A	N/A	N/A
Commitment Competency							
	Mean	19.06	16.00	12.75	15.00	14.00	20.50
	Std. Dev.	6.97	6.33	2.06	N/A	N/A	9.19
Pragmatism Competency							
	Mean	25.00	21.00	N/A	N/A	N/A	26.00
	Std. Dev.	2.29	N/A	N/A	N/A	N/A	N/A
Risk-Taking Competency							
	Mean	23.00	21.00	N/A	N/A	N/A	23.00
	Std. Dev.	2.09	N/A	N/A	N/A	N/A	N/A
Service Orientation							
	Mean	50.69	43.60	30.25	34.00	32.00	49.00
	Std. Dev.	18.85	13.16	6.08	N/A	N/A	21.21
Service Competency							
	Mean	18.51	16.60	10.50	10.00	10.00	19.50
	Std. Dev.	7.70	6.39	3.32	N/A	N/A	9.19
Empowerment Competency							
	Mean	18.86	15.60	11.50	15.00	13.00	17.50
	Std. Dev.	7.37	6.43	1.73	N/A	N/A	7.78
Social Justice Competency							
	Mean	17.03	15.40	11.00	14.00	13.00	14.50
	Std. Dev.	5.47	3.36	1.41	N/A	N/A	4.95

N=55;   [1] N=33

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