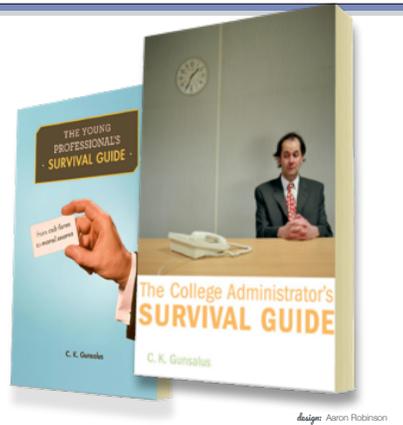


# Principled, Preventive Academic Leadership

## *Survival Skills for Administrators*



design: Aaron Robinson



-  RIO: research misconduct allegations, investigations
-  Dysfunctional academic unit assessment, recommendations
-  Internal investigations
-  Hearing officer (degree revocation, grievances, etc.)
-  IRB director, after breach
-  Grievance system oversight: discrimination, harassment
-  Workplace violence team
-  Recognizing and preventing career TRAGEDIES, PRCR
-  Academic policy development
-  Dysfunctional unit intervention
-  Bullyproofing academic units
-  Academic leadership development, support
-  Career, negotiation skills, preparation
-  Intentional leadership & coaching

## Four Parts

-  The Special Challenges of the Academic Environment
-  Bullyproofing Academic Units
-  Skills
-  Conclusion

### Scenario 1:

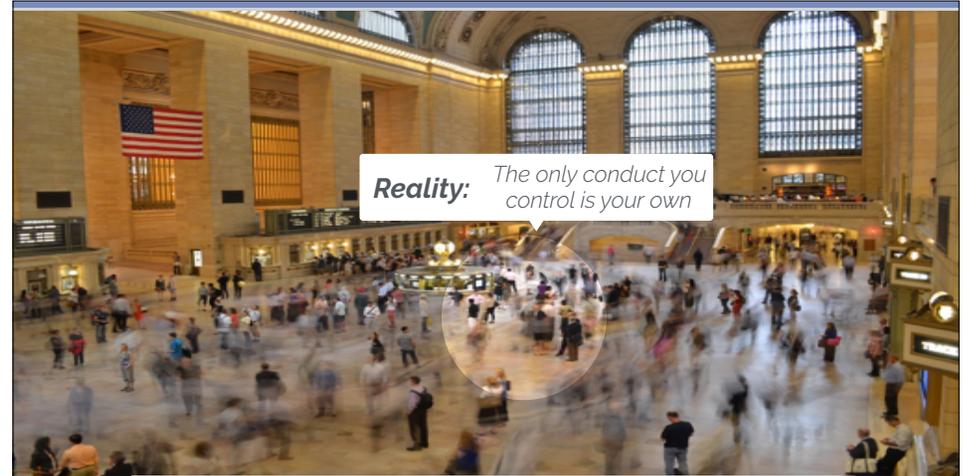
*The other person is totally off base, confused, neurotic, stupid and/or just generally wrong.*

**It's likely some combination of the two.**

### Scenario 2:

*The other person might have a point; you could be mistaken or have misunderstood.*

*Whichever it is, you are in an unpleasant situation.*



First...



*You need to know — and be clear about — some things about yourself and your situation.*

## Self-Knowledge



*And aggression only escalates.*

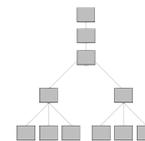
## Query:

*Have YOU ever been persuaded  
by being insulted, contradicted  
or shouted down?*

## Philosophical Centering



Mission



Role



Constituencies



Why

# Why are you doing this job?

*(overlaps with self-knowledge)*

## Academic Environment



*"...have obligations that derive from common membership in the community of scholars... In the exchange of criticism and ideas, professors show due respect for the opinions of others..."*



AAUP Statement of Principles, 1940

## Academic Environment



*"...their special position in the community imposes special obligations...Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others..."*



AAUP Statement of Principles, 1940

## Academic Environment



*"Well, sure it's sleazy and unacceptable, but it's not misconduct."*



*Long-term Relationships*

## Collegiality



*Appeal to the provost:*



Illustration



*"Is that really any of my business?"*



Another Illustration





Winner of the "Not My Job" Award  
Arizona Department of Transportation, Litchfield Park, Arizona



## Authority



Becoming an Authority Figure

- Academia's general ambivalence
- Real vs. perceived power
- Amplifying effects
- Decentralization
- Bifurcated constituencies
- Ambiguities in environment, policies, practice, etc.

## Becoming an Authority Figure

- Changed relationships
- Being an authority figure
- The persona pendulum
- Donning a leadership persona

# Thinking about Personas



Which you do you need to be?

## Boundaries



When you're responsible for  
the good of the whole, it isn't  
about you:

It's about the *role*, the *institution*,  
and the *mission*.

*Better living through  
better boundaries.*

## Outer Boundaries

- ⊘ Lying Institutionally conferred
- ⊘ Abuse of power or position
- ⊘ Impeding or diminishing the productivity of others
- ⊘ Causing fear

## One Final Note....



*It's easy to misplace your boundaries and roles in the decentralized academic environment.*



You can train people to be bullies or to abuse the system.

Academic Unit Diagnostic Tool (AUDIT)		Total Score: <span style="background-color: yellow;">Green</span> column - <span style="background-color: red;">Red</span> - <input type="text"/>
Vibrant Units (0 to 5)	Warning Signs (0-3)	Challenged Units (0 to 5)
Respectful dealings among colleagues, department	Complaints disproportionate to other units, campus	Serious misconduct: discrimination; sexual; financial; criminal, etc. (arrests, lawsuits...)
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Culture of excellence and quality; strong candidates	Weak or ineffective hiring, requests for transfers, departures	Repeated inability to hire, retain quality faculty, staff
Support and mentoring for faculty and students alike	Weak P&T practices; many terminal associate professors	Toxic atmosphere, especially for junior faculty, students
Open discussion of ideas and research; high productivity	Declining scholarly indicators (productivity, PhDs, PhD placement, time to degree...)	Scholarly standing below university's; uneven in unit
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Curricular innovations, adaptations to meet changing student, campus, needs	Enrollment declines, lack of curricular innovation	Curricular stagnation, lack of student interest in offerings; outdated curriculum
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Collective vision of goals and priorities.	Limited sense of priorities	Many individual priorities without shared purpose
TOTAL _____	TOTAL _____ (subtract)	TOTAL _____ (subtract)

1. Read all the *Testing Yourself* prompts; write out full answers to at least two.
2. Read, discuss & solve Scenario 13.



# Management 101

- 1 Ask questions
- 2 Don't assume
- 3 Policies and procedures are your friend
- 4 Communicate expectations
- 5 Learn about progressive discipline
- 6 Use it



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# Part Two: Bullyproofing Academic Units



## Educational efforts

Responsible Professional Conduct Guidelines for Teaching, Research, and Service

The Faculty Senate has endorsed the following set of guidelines for the campus.

Members of the University of Illinois at Urbana-Champaign campus community are expected to adhere to the highest standards of professional conduct in carrying out their teaching, research, service, and other professional responsibilities. Such conduct is subject to norms and ethical codes that vary somewhat among disciplines, as well as to differing individual perceptions and interpretations; but certain general ethical guidelines reflecting the commitment of the campus to these standards are applicable to all faculty, staff and graduate assistants on the Urbana-Champaign campus.

## Respond to problems



## Penalties for violations



## THE NO ASSHOLE RULE

Building a Civilized Workplace and Surviving One That Isn't



ROBERT I. SUTTON, PHD



*“Does the “target” feel oppressed, humiliated, de-energized, or belittled? Does the target feel worse about him or herself?”*

*Sutton’s Definition, Test One (page 9)*

*“Does the alleged \*\*\*\* aim his or her venom at people who are less powerful rather than more powerful?”*

*Sutton’s Definition, Test Two (page 9)*

## What is a bully?

## What is a bully?

“A bully is someone who is responsible for pre-meditated, continuous, malicious and belittling tyranny.”



Michele Elliot (Editor)

*Bullying: A Practical Guide to Coping for Schools, 1991 (page 6)*

## Traits of Bullies



Willing to cross the boundaries of civilized behavior that inhibit others.



Lack guilt (believe the victim provoked the attack and deserves the consequences)



Value the rewards brought by aggression.



Become effectively unsupervised.

## Traits of Bullies in Children

- ☀ Entitlement mentality
- ♥ Failure to empathize
- ⚙ Pattern of corner cutting
- 👁 No concept of trust (secretive, withholding, lying)
- 🔄 Blames others (refuses to be held accountable)
- 🗨 Misinterprets social cues as hostile (oversensitive to criticism)

## Traits of Bullies in Academia

- Flourish in microclimates
- Play academic freedom and collegiality cards
- Colleagues are not equipped
- Relatively rare

5-10% ?

## Types of Bullies

**AGGRESSOR BULLIES**

Victim Bullies

## Myths About Bullies



## Activate the people of good will.

Shift power from the bully (or bullies) to the silent majority.



## Bullyproofing Principles

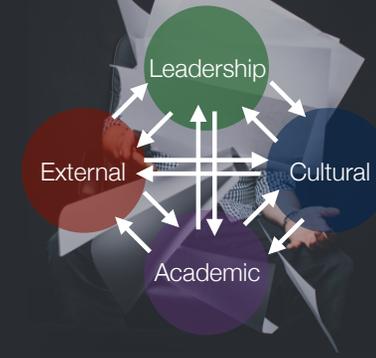
- ① Level playing field
- ② The outer boundaries must not be crossed
- ③ All members of a unit should:
  - ▲ Be able to work without fear
  - Not have their creativity or productivity impaired by others
- ④ The community also has rights

*Nothing happens in isolation*

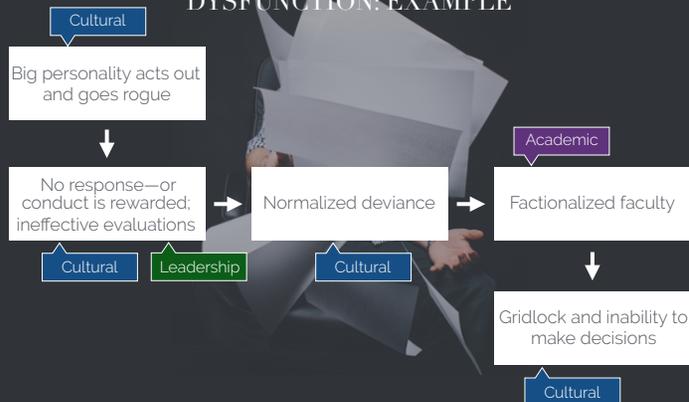


Structural, cultural, financial, interpersonal, scholarly, and leadership problems interact.

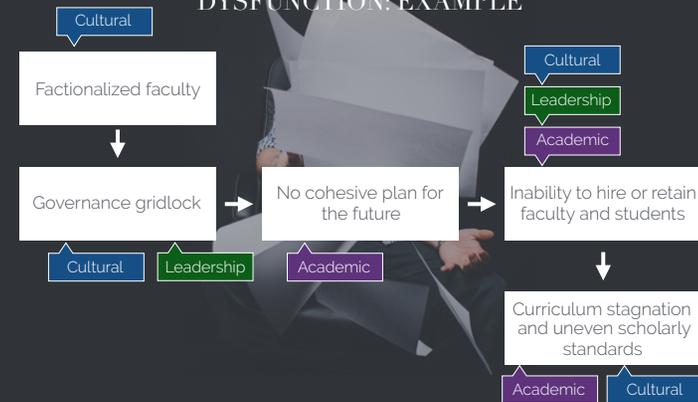
DYSFUNCTION: EXAMPLE



DYSFUNCTION: EXAMPLE



DYSFUNCTION: EXAMPLE



 **Indicators**

Quantifiable	Qualitative/Subjective
Hiring (quality, yield)	Leadership shortcomings
Retention, transfers	Silos, internal factions
Enrollment trends	Ad hocery
Demographics	Random hiring pattern
Scholarly productivity	Lack of cohesion
Complaints, grievances	Favoritism, in/out groups
Financial elements	Conflict, conflict aversion
Serious deviations	Email wars

Spending Time Putting out Fires signals a need for Thoughtful Action.



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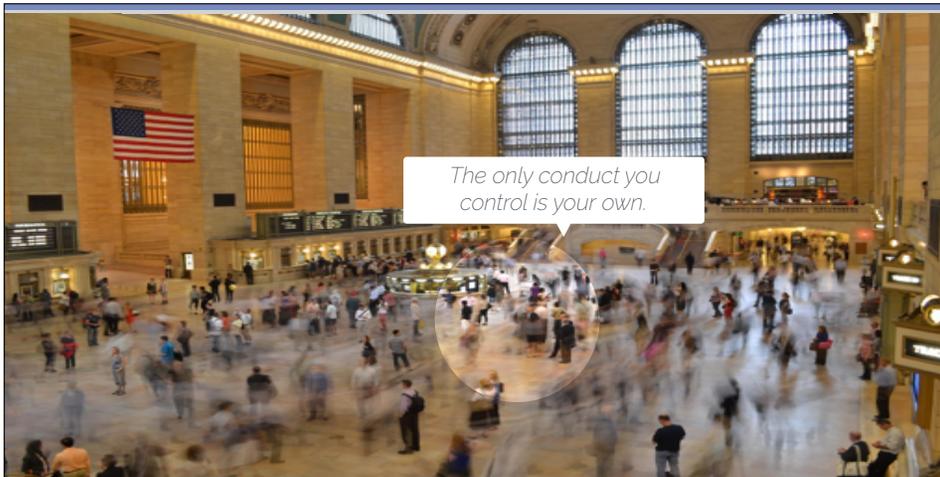
Part Three:  
Conflict Skills

*Scenario 1:*  
The other person is totally off base, confused, neurotic, stupid and/or just generally wrong.

**It's likely some combination of the two.**

*Scenario 2:*  
The other person might have a point; you could be mistaken or have misunderstood.

*Whichever it is, you are in an unpleasant situation.*



# GOAL:

Layer professional skills over your personality and reactions.

# GOAL:

Layer professional skills over your personality and reactions.

- 1 Set the tone
- 2 Know your conflict comfort and style
- 3 Gain specific skills
- 4 Practice, so they're accessible when needed



Develop your skills



Learn a little social psychology



Set the tone



Align with others



Develop good personal scripts



Study negotiation

Icon by feedback.alex



👉 Egocentrism bias

🔄 Reciprocity norms

🐈 Sinister attribution error

A Little  
Social  
Psychology

Sinister  
Attribution Bias

Never attribute malice to that which incompetence will explain.

*Knoll Corollary*

Never attribute to incompetence that which temporary inattention or miscommunication will explain.

Leadership Skills Series



Leadership Skills Series



Build Rapport,  
Likability

« Listen

« Listen

« Listen

? Ask questions

Leadership Skills Series



## Exercise

"Uh huh" (nodding)

"Tell me more about that."

"Help me understand more about..."

Leadership Skills Series





## Influence Why?



Importance of  
being heard



Importance of  
being understood



You might learn  
something



Buy time



## Persuasion Negotiation

# ?????

**Negotiators who ask more  
questions get better results.**

- ❓ How good are your questions?
- 🔊 How well do you listen?



## Persuasion Emotions

Good moods promote creative  
thinking and openness to ideas.

People process information  
differently in different moods.



*Emotion is a self-fulfilling prophesy.*

## Go-to Questions

"Can you show me?"

"Can you help me understand?"

"Is this right?"

"Just to be clear, you're suggesting...?"

- 1 As a mark of a person who learns and cares about learning
- 2 To avoid cognitive errors (sinister attribution bias)
- 3 To prevent problems, defuse aggression spirals

Moving to the **And Stance**  
Inquiry and self-question from **But** to **And**  
2  
EXERCISE

Rephrase each of the following prompts to use "and" instead of "but" without changing the fundamental meaning.

1. The first five pages are very good, but your organization and argument deteriorate after that.
2. That sounds like a fascinating story, but I just don't have time to listen.
3. The really shouldn't be turned into a legal situation, but we don't have a good solution yet.
4. I really thought it was going to be a terrible night, but it was actually quite nice.

Resources: [Contexts and Practice Settings | Leadership Skills Series](#) © 2020 CKGA

### Aligning with Others

### Aligning with Others

- 👂 Improves audience attention, retention
- ⚙️ Changes your alignment
- ☀️ Reduces conflict, aggression spirals
- 🔄 Takes constant practice!



Aligning with Others

- ☑️ Collect YESes
- ☑️ Agree wherever you can
- ☑️ Agree without conceding
- ☑️ Acknowledge the person
- ☑️ Acknowledge the person's competence and authority
- ☑️ Don't say "but," say "yes, and..."



### Personal Scripts

Words you have prepared, in advance, and practiced, for predictable situations.

## Personal Scripts

### Preemptive

- 1 Speaking regularly about values & mission
- 2 Building it into a habit to ask questions about others, their interests
- 3 For anticipated events: You know it's coming (feedback, evaluation, difficult conversations)

### Reactive

- 4 Buying time to think
- 5 Calling a pause in a topic or discussion that is getting off the rails, too heated
- 6 Turning the tables to the other/s: asking for solutions
- 7 Noting positives
- 8 Agreeing to disagree

## Some Useful Scripts

*"I need some time to reflect. Perhaps I could get back to you in about 20 minutes?"*

*I recall there is something about that in the policy manual. Let me review that and get back to you."*

*"I'm so rushed right now, I couldn't do this justice. I'll carve out some dedicated time Wednesday afternoon."*

*"This will affect others as well as just you. As soon as I have had a chance to speak with each, I will decide."*

## Essential: Your Tone



Polite



Quiet



Respectful

*Assertion, not aggression.*

## Scripts for Receiving Complaints

*"What actions do you seek from me?"*

*"I need to find out how others view this matter. I will do that and get back to you."*

*"You need to do what you need to do."*

## Phrases to Excise

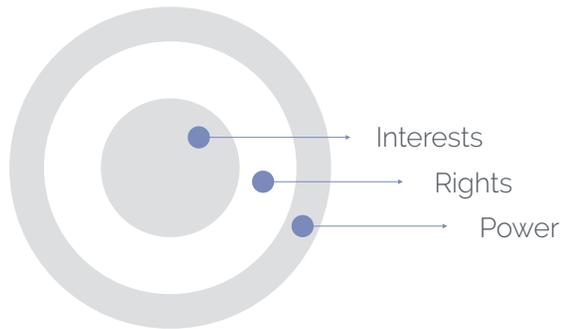
~~*"You have to understand..." or  
"You need to..."*~~

~~*"You'll just have to trust  
me on this."*~~

~~*"I regret that you're  
unhappy with my decision."*~~

~~*"This is as hard for me  
as it is for you."*~~





Ury, Brett, Goldberg (1989)

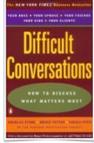


- 💰 Transaction costs
- ✅ Satisfaction with outcome
- 👥 Effect on relationship
- 🔄 Recurrence

## IRP Analysis

	You	Other
Interests		
Rights		
Power		

***You can win the battle  
and still lose the war.***



Stone, Patton,  
and Heen's  
Three  
Conversations

- ☞ The “what happened” conversation
- ☞ The “feelings” conversation
- ☞ The “identity” conversation



*What you can change is you.  
Focus on the role.*

- ★ Know your role and why you're in it.
- ★ Gain skills and use them purposefully, constructively.
- ★ Know that what you can change is you.
- ★ Align your actions with your goals.



*Gain a working knowledge of the  
effective parenting literature.*

*(Or the dog training literature)*

Secret  
weapon

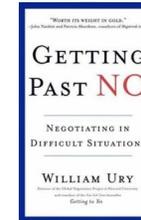
## Lessons from the Literature

*How you can change*

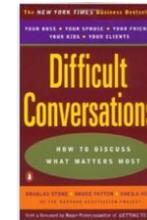
-  Active listening + silence
-  Labeling
-  Recognizing the part you play
-  Connecting actions and meaning



*How to Talk So Kids Will Listen  
and Listen So Kids Will Talk*  
by Faber and Mazlish



*Getting Past No*  
by William Ury



*Difficult Conversations*  
by Stone, Patton, and Heen

## Two Quick and Hard Changes

00:02

*Spend the first two minutes of every  
interaction just making sure you have  
understood the other party's perspective.*

***No arguing back!***



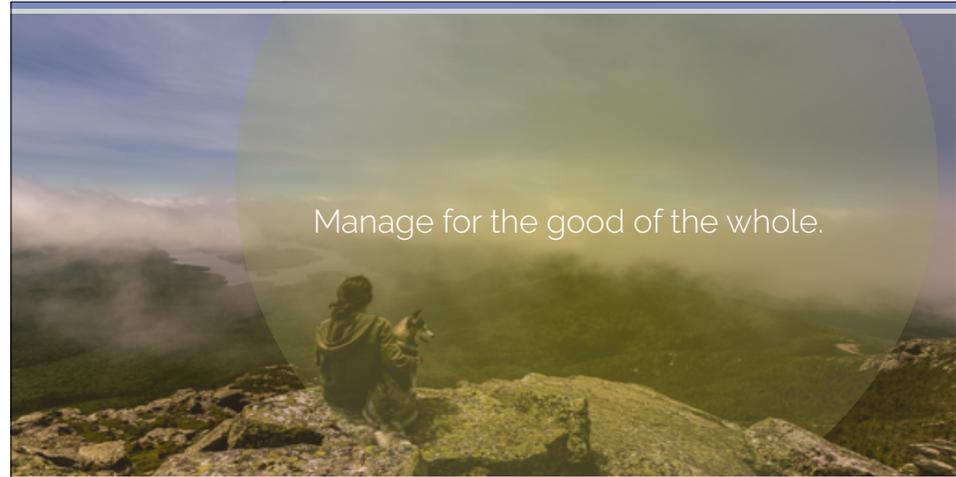
*Replace "but" with "and" in your vocabulary  
and phrasing.*



*Focus on principles and facts.  
Don't let it be about you.*



Manage for the good of the whole.



*Change the script by  
changing your lines.*

## Responsibility

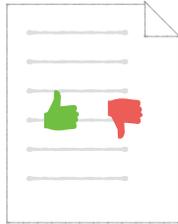


Personal



Institutional

*Please help your colleagues by completing an evaluation. In previous workshops, most participants have completed the evaluation*



Thank you!

