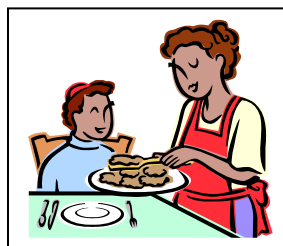
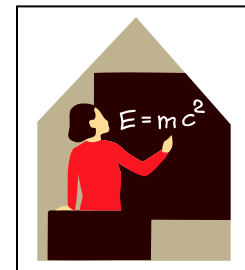
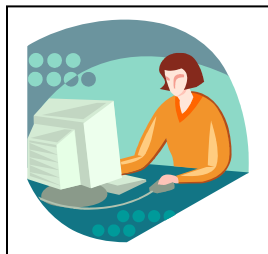


Plays Well With Others: Leadership Skills for Department Chairs and Directors

Presented by
Susan Robison, Ph.D.



Sponsored by

Faculty Development

Eastern Illinois University

November 8, 2007

Meet the Presenter

Susan Robison, Ph. D.

Susan Robison, Ph.D. is a psychologist, author, and consultant. A former academic department chair, Susan is a professor of Psychology at the College of Notre Dame of Maryland where she teaches leadership courses in the graduate school. Susan is the author of two leadership books (*Discovering Our Gifts* and *Sharing Our Gifts*), a co-author with Barbara Walvoord et.al. of *Thinking and Writing in College*, as well as numerous articles on leadership and work-life balance. She maintains a clinical practice at the Center for Extraordinary Marriages where she is co-director with her husband of 38 years. Her Professor Destressor faculty development topics include stress management, leadership, work-life balance, and communication skills. Her coaching clients consult her for help with improving work-life balance, time management, and increasing productivity. In 2004 the Executive Women's Network presented Susan with the Mandy Goetze award for service and leadership to business women in the Baltimore area.



For more information, contact

Susan Robison, Ph.D.
Principle, *Professor Destressor*
Coaching and Leadership Development
Mailing address:
3725 Font Hill Drive
Ellicott City, MD 21042
susan@ProfessorDestressor.com
Phone: 410-465-5892

Action Steps

Fill this in during or after the workshop

Ah-ha	Action Steps	Deadline
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Introductions, Goals, Themes

Pre-test: Rate how you are doing with a 0 being “poor” to a 5 being “excellent.”

___ I have my own career plan and know how being a chair fits into it.

___ I have a clear sense of my goals everyday and accomplish the most important.

___ I can outline the 5 keys steps of delegation and can execute them.

___ I can identify when faculty are having a rough time with either blowout, burnout, or rustout and have some effective intervention strategies for each.

___ I take care of myself to keep my energy good for my work.

___ I have a high level of meaning in my job.

___ I have time and space skills for managing the departmental office.

Name your top three challenges of being a chair or program director.

1.

2.

3.

Smokey the Bear
Principle:

Top three challenges nationally:

1. P _____ Management

2. O _____ Management

3. S _____ Management

The challenge of going from faculty member to administrator: your life as a “they.”

Special interpersonal challenges of being a peer leader:

*Now you have two groups of “them” – the administration and the faculty.

You are perceived as an administrator yet are a peer faculty member.

*They don’t see you as a leader

*You may have history with baggage.

*Faculty value autonomy as the highest value – herding cats

*You need to build self-efficacy; otherwise “imposter phenomenon”
(especially with new goals).

*Best tool is the development of social capital

*Working on yourself

*Work on your human relations skills

People Management

Transformational leader:

The leader

The other

Qualities of the transformational leader –Kouzes & Posner

- a. **Challenging the Process:** figuring out how to do things better in your group/organization; deans and chairs need to assess what has been done compared to what might be done.
- b. **Inspiring a Shared Vision:** identifying and sharing an exciting image of the group's future; requires: Intelligence, knowledge, wisdom, vision. Involving the group increases clarity and ownership.
- c. **Enabling Others to Act:** Accepting followers as they are in the right time and place. Helping them get the resources and freedom they need to act; Faculty need the resources and authority to act.
- d. **Modeling the Way:** having a presence, energy, or passion that draws people in need of a role model. Inspirational in what they are doing; “walking the talk” and being open to learning and growth; faculty will not rise above the standards, so set high standards.
- e. **Encouraging the Heart:** Motivating others by recognizing indiv & group achievements; clear–what they expect of others; Ability to connect, listen, be present. Provide moral support. Failure is the last attempt before succeeding.

Key elements

Modeling the way

Encouraging the heart – matching strengths and the job

Modeling the Way

Best way to model the way is to “walk the talk.” You can't give what you don't have. Managing yourself will make you a better manager. Cultivate self-awareness and self-care.

1. Develop self-efficacy by being a lifelong learner. Get a coach. Journal. Read. Take courses.
2. Insist on high standards. Follow them yourself. Don't ask anything of others that you don't do.
3. Be true to your word. Deliver on promises; under promise and over deliver. Builds trust. Say no some, say yes some, say maybe never, say negotiate – a little.
4. Listen – really listen
5. Have a clear agenda with open communication.
6. Avoid favoritism.
7. Advocate for your unit. Promote your department and its agenda. Marketing (an attitude and activity and a campaign rather than a single activity)
8. Have a range of decision making models. – when to be decisive, when to collaborate
9. Delegate to spread engagement. Be careful of the 80/20 rule

Delegation: Creating ownership

What:

- Things you don't like to do
- Things that can be done by someone else
- Lower cost tasks
- Tasks away from ROI

Who

- Best person
- Skills: hire or train
- Hiring
- Giving feedback

How

- Define task with criteria
- Talent search
- Match
- Engage in finding WIIFM
- Decide on level of supervision depending on experience and motivation

Encouraging the Heart

Motivating others by recognizing indiv & group achievements; clear—what they expect of others; Ability to connect, listen, be present. Provide moral support. Failure is the last attempt before succeeding.

Attending and following skills – and why we don't always use them!

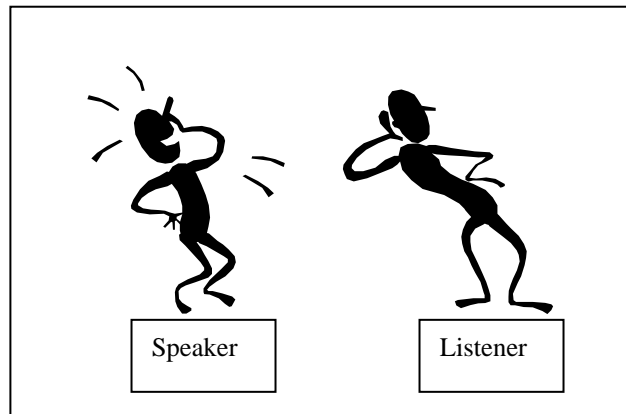
Attending skills: be an available message receiver

Following skills: maximize accuracy of message reception

Listening so the others will talk and talking so that others will listen.

Differences between passive and active listening

Speaker-listener technique



Good communication =

If we were meant to talk more than listen, we would have two mouths and one ear.

Mark Twain

Motivation

You can't motivate anyone – instead WIIFM

what are some work motivators

what can you offer,

what ace's are you holding?

***Motivate and engage faculty members suffering from blow out, burnout, and rust out.**

You are not responsible for their bad life management, you can be part of their healing.

Blowout, burnout, rustout

Are you part of the problem or part of the solution?

It is the job of chair to support and develop faculty, advocate for the department. You get for them what they need.

Definitions and Distinctions

Stress: Response to demands on a system; **stressors** are the demands.

Blowout: loss of satisfaction resulting from too fast a pace, too much stimulation, too many disparate tasks, role overload, role conflicts.

*Perception of tasks being so demanding as to be impossible;

*Early to mid career challenges of feeling being overwhelmed by multiple roles and responsibilities;

*Behavioral tendency to overcommit and treat all tasks as equal.

*What helps: slowing the pace, defining one's purpose narrowing the range, doing less and enjoying it more.

Burnout: loss of energy resulting from years of service without being served either by others or by self

*Perception of not having the energy to care anymore;

*Mid to late career challenges of feeling tired and numb from compassion/service fatigue;

*Behavioral tendency to avoid demands.

*What helps: Aligning tasks and time with satisfaction and engaging in extreme self-care.

Rustout: a loss of meaning in one's life; often felt as boredom; can sometimes happen when we are underchallenged or when we are very busy doing activities that we used to find meaningful but have become irrelevant

or too routine or activities that other's have asked us to do that we don't want to do.

- *Perception of stagnation;
- *Mid to late career challenges of renewing passion and creativity;
- *Behavioral tendency to disengage.
- *What helps: (re)discovering a sense of meaning and purpose by joining activities to our most authentic selves; Involves the risk of discovering our most authentic selves.

Career Stages	Insanity	Definition	Feelings	Perceptions	Behaviors	Remedy
Early	Blowout					
Middle	Burnout					
Late	Rustout					

***Practice social intelligence skills:**

- Clarifying expectations,
- Negotiating differences,
- Finding common ground with colleagues, employers, and family.

***Develop and maintain a mutually supportive network at home and at work.**

Autonomy can be a career killer because it leads to isolation.

***Handle conflict with grace**

Conflict

- Avoiding
- Managing
- Resolving

***Don't burn bridges. It's a small world.**

Office management

Time tips

Strengthen your Yeses.

Be clear about your

Purpose

Mission

Vision

Goals

Define your own sense of **meaning and purpose** and renew periodically. Answers the question, “Why am I here?”

Create healthy boundaries, set limits, and say “No” without burning bridges

End of the work day - Assessment

My work day begins at _____ and ends at _____

I work _____ hours a week

I work _____ hours on Saturday

I work _____ hours on Sunday

One thing I do to create relaxation _____.

Get clear about your priorities

What is most important to you and your department and the university?

Do you have a purpose statement, a mission and a vision?

Does your department?

Does your university?

Is there congruency or inconsistency?

Does this really need to be done?

By whom? Yourself or someone else? Does this fit my priorities?

Talent search (3hrs a semester service) Faculty governance is a privilege and a responsibility.

Tie service in with “whines.”

Payoff for having it done?

Cost for not doing?

Who is doing a job similar to yours who really seems to “have it all together”? How do they do it?

Who is in charge of your to-do lists?

Vision – your or theirs; get buy in early and often

The difference between a goal and a dream is the written word.

Gene Donohue

Start with the end in mind (Covey)

Backwards planning: (Sher) presume; benchmarks, half-way marks

Goals	Quarter way mark	Half way mark	Final outcome

Thinking segments (days),

Doing days,

Buffer days – in work life and personally

Get systems (calendars, filing, and other SOPs and work them.)

Write it down, make it happen. Get it out of your head and onto paper.

You only have to be organized enough to be successful.

Tracking Systems

Directions: Track several projects simultaneously against timelines by writing the subgoals or action steps into the cells of this chart. The vertical column becomes a to-do list for each week. Highlight or put a slash through each cell (brags) when the tasks are completed. Cut/paste the uncompleted tasks (nags) one cell over. You can tell at a glance if you are on schedule for each of your projects. Once a week is complete you can strip that column off and archive it in an archive table for your quarterly or annual review. Add columns to the back end of the table to expand.

Project/Time	Nov 12	Nov 19	Nov 26	Dec 3
Project 1				
Project 2				
Project 3				
Project 4				

Space

No “open door policy” – instead, post “the chair is in” – open door hours

Set priorities with staff. If you add something, subtract something.

Manage the office well

Set standards with differentiation of quality

How to delegate

Have a filing system that can be retrieved

Using your desk (the A, B, C system)

*Busy doing nothing working the whole day through,
Trying to find lots of things to do.
Busy going nowhere. Isn't it just a crime?
Trying to find lots of things to do but haven't got the time.*

Managing Stress

My own stress management program is _____

***Increasing your resiliency to stress.**

Have a strategic career plan

How long as chair

Your own teaching

Your own research

What next after chairing?

Have project management skills

Tips to prevent being overwhelmed

Pace personal care to the level of stressors.

The more stressed you are, the more you need stress management

Pace of work

Thinking

Doing

Buffer

***Develop health practices for a lifetime.**

Personal Well-being Plan Components	Recommendations	Time Frame
Nutrition		
Exercise		
Happiness activities		

Perfectionism and how not to obsess:

1. Set standards for excellence, not perfection.

Activity	Standard - Predicted 0-100%	Pleasure - predicted -10 - + 10	Standard -actual	Pleasure-actual	Learnings & follow up

2. Have end of day rituals

3. Use the worry chair

4. Breathe

The Container: self soothing and mindfulness

References

People skills

Basic communication skills

Bolton, Robert.(1979) *People Skills*. New York: Simon and Shuster.

This is a warm, insightful and practical guide to human relations skills, including good listening and message sending, coping with defensive reactions, and resolving problems.

DuBrin, Andrew J. (2001) *Human Relations: Interpersonal, Job-Oriented Skills*, 7th Ed. upper Saddle River, NJ: Prentice-Hall.

This practical workbook applies sound communication principles with lots of organizational examples, case scenarios, and personal assessment tools.

Tannen, Deborah. (1990) *You Just Don't Understand: Women and Men in Conversation*, New York: Ballentine Books.

Tannen's linguistic analyses reveal different purposes and methods of men's and women's conversations, e.g. men try to establish status while women attempt to build bonds.

Wheatley, Margaret. (1994) *Leadership and the New Science: Learning about Organization from an Orderly Universe*. San Francisco, CA: Berrett-Koehler Publishers, Inc.

Communication and leadership skills for department chairs and division heads

Astin, A. A., & Astin, H. S. (2000). *Leadership Reconsidered: Engaging Higher Education in Social Change*. Battle Creek, MI: W.K. Kellogg Foundation.

Chu Don, (2006). *The Department Chair Primer: Leading and Managing Academic Departments*. Bolton, MA: Anker Publishing.

Kouzes, James M & Posner, Barry Z. (2003). *Academic Administrator's Guide to Exemplary Leadership*. San

Francisco, CA: Jossey-Bass.

Learing, Deryl. (1998). *Academic Leadership: A Practical Guide to Chairing the Department*. Bolton, MA: Anker Publishing.

Learing, Deryl. (Ed.) (2003). *Managing People: A Guide for Department Chairs*. Bolton, MA: Anker Publishing.

Higgerson, Mary Lou, (1996). *Communication Skills for Department Chairs*. Bolton, MA: Anker Publishing.

Negotiation

Donaldson, Michael C. & Donaldson, Mimi. (1996). *Negotiating for Dummies*. Foster City, CA: IDG Books Worldwide, Inc.

Easy to read encyclopedia of tips for negotiators. Applies to work and home.

Consensus

Johnson, David W. and Johnson, Frank P.(1997) *Joining Together: Group Theory and Group Skills, 6th Edition*. Englewood Cliffs, NJ: Prentice Hall.

This text for group dynamics courses serves equally well as a resource on group leadership, communication and decision-making, with many helpful exercises.

McKinney, Mary Benet. (1987). *Sharing Wisdom: A Process for Group Decision Making*. Valencia, CA: Tabor Publishing.

Religiously oriented but methods can be adapted for secular groups..

Weisbord, Marvin R. & Janoff, Sandra. (1995) *Future Search*. San Francisco, CA: Berrett-Koehler Publishers.

An action guide to finding common ground in organizations & communities. Shows new technology of group planning especially in highly diverse groups with differing points of view and differing stake holders.

Work Satisfaction

Csikszentmihalyi, Mihaly. (1998). *Finding Flow: The Psychology of Engagement with Everyday Life*. New York: Basic Books.

Fritz, Robert. (1989). *The Path of Least Resistance: Learning to Become the Creative Force in Your Own Life*. New York: Ballantine Books.

Gmelch, W.H., Lovrich, N.P., & Wilke, P.K. (1984). Stress in academe: A national perspective. *Research in Higher Education*, 20(4), 477-490.

The oft-quoted study that yielded the top 10 stressors of faculty nationwide.

Rao, Srikumar S. (2006). *Are You Ready to Succeed? Unconventional Strategies to Achieving Personal Mastery in Business and Life*. New York: Hyperion.

Stone, John, (2005, October). *Finding your "happy place" as a faculty member*. Workshop resented at POD, Milwaukee, WI.

John did an excellent job of reviewing the professional literature on job satisfaction and distilling conclusions. He is at UW- Clearwater.

Vision and goal setting

Adrienne, Carol (1998). *The Purpose of Your Life*. New York: William Morrow & Co.

How to find your place in the world using synchronicity, intuition, and uncommon sense.

Buckingham, M. & Clifton, D. O. (2001). *Now Discover Your Strengths*. New York: Free Press.

Collins, James C., & Porras, Jerry (1996). Building your company's vision. *Harvard Business Review*, 74, 65-77.

The authors describe the process and the value of developing a valid organizational vision, as a most critical factor in a company's ability to keep its core purpose current in changing times.

Fabry, Joseph (1988). *Guideposts for Meaning*. Oakland, CA: New Harbinger Publications.
Discovering what really matters.

Jones, Laurie Beth (1996). *The Path*. New York: Hyperion.

How to create your mission statement for work and for life. First half full of exercises, second half uses Biblical figures as case histories.

Lakein, Alan (1973). *How to Get Control of Your Time and Your Life*. New York: David McKay Co.
Lakein's classic work has transformed the lives of many who heard his call to discover critical priorities, distinguish "urgent" from "important" and set goals accordingly.

Leider, Richard J. (1997). *The Power of Purpose*. San Francisco, CA: Berrett-Koehler Publishers.
How to create meaning in your life and work.

Levoy, Gregg (1997). *Callings: Finding and Following an Authentic Life*. New York: Harmony Books.
A book not to be taken lightly. Slow reading and philosophical but worthwhile if you are on the "search."

Klauser Henriette Anne, (2001). *Write It Down Make It Happen: Knowing What You Want and Getting It*. New York: Fireside.

McMakin, J. with Sonya Dyer. (1989). *Working from the Heart: A Guide to Cultivating the Soul at Work*. San Francisco, CA: Harper San Francisco.
Lots of good exercises to work from meaning and purpose.

Palmer, Parker. (2000). *Let Your Life Speak: Listening for the Voice of Vocation*. San Francisco, CA: Jossey-Bass.

Time management

Allen, David. (2001). *Getting Things Done: The Art of Stress-Free Productivity*. New York: Penguin Press.

Jinny S. Ditzler. (1994). *Your Best Year Yet: A proven method for making the next twelve months the most successful ever*. New York: Time Warner.

Marcus Buckingham & Clifton, Don. (2001). *Now Discover Your Strengths*. New York: The Free Press.

Any books by Julie Morgenstern including: *Time Management from the Inside Out & Organizing from the Inside Out*.

Any books by Barbara Hemphill including *Taming the Paper Tiger*.

Career/Life Planning

Boice, R. (2000). *Advice for New Faculty Members: Nihil Nimus*. Boston: MA: Allyn & Bacon.

Bronson, Po. (2002). *What Should I Do with My Life?* New York: Random House.
Very popular book on career transitions with long anecdotal case stories. Not organized for a fast read. No research.

Collins, L. H., Chrisler, J. C., & Quina, K. (Eds). (1998). *Arming Athena: Career Strategies for Women in Academe*. Thousand Oaks, CA: Sage Publications.
Anthology of many authors on the challenges of the academic life for women. A bit too focused on the discrimination and other negatives and not enough on strategies that women and men need in academic careers.

Ibarra, Herminia. (2003). *Working Identity: Unconventional Strategies for Reinventing Your Career*. Boston, MA: Harvard Business School Press.
Very readable, research included but in a not tedious way. Well organized. My first choice if you only have time for one career book.

Palmer, P. J. (1998). *The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life*. San Francisco, CA: Jossey-Bass.

Sher, Barbara, & Gottlieb, Annie (2003). *Wishcraft: How to Get what you Really Want*.
And other books by Barbara Sher

Schlosberg, Nancy. Any of her research

Sinetar, Marsha (1987). *Do What You Love, the Money Will Follow: Discovering Your Right Livelihood*. New York: Dell.

Covey, Stephen (1989). *Seven Habits of Highly Effective People*. New York: Simon & Schuster.

Emotional Management

Burns, David.(1980). *Feeling Good: the New Mood Therapy*. New York: Signet Library.

This was the landmark book applying Aaron Beck’s cognitive therapy to depression. Don’t let that fool you. There is plenty about anger, anxiety and procrastination. There is now a second edition. It has a great appendix comparing various psychotropic medicines for depression.

Seligman, M.E.P. (1990). *Learned Optimism*. New York: Pocket Books.
Reviews optimism research.

Seligman, M.E.P. (2002). *Authentic Happiness*. New York: Free Press.
THE book to read about the psychological research that grounds the positive psychology field.

Health & well being

Borysenko, Joan – any of her books.

Diener, Ed – research on well-being & happiness.

MacDermid, Shelly. Any of her excellent research on work-life balance especially: Marks, S. R. & MacDermid, S. M. (1996). Multiple roles, role balance and role ease. *Journal of Marriage and the Family*, 58, 417-432.

Pines, A. research and books on burnout.

Workshop follow-up

I am interested in:

___ Receiving Susan’s *Professor Destressor* quarterly eNewsletter.

___ Meeting with Susan for a ½ hour complementary coaching session. I have been wanting to work with a coach on my biggest challenge to living well while doing good which is:

_____.

Contact info (please print legibly):

Name _____

Phone _____

Email _____
