LEADERSHIP PRIMER

Effective tools for being a leader, including tools for leading meetings, creating agendas, managing group dynamics, and negotiating...

As learned in the UCSF-Coro collaborative

CCFL Faculty Development Day
September 10, 2013

Agenda

• Welcome and Brief Introduction
• Objectives for the Session
• Demonstration of tools – thank you, Coro Center for Civic Leadership
• Wrap-up
  • Other situations where tools useful
  • Other Coro tools
  • Upcoming Coro sessions
• Questions and answers

Objectives

• Introduce the UCSF Coro Faculty Leadership Collaborative
• Provide examples of skills and tools that are taught as part of the UCSF Coro program
• Help faculty members become more effective leaders

“What the meeting………”

• Setting: A faculty search committee meeting
• Dramatis personae: (in order of appearance)
  • Professor Take Charge
  • Professor Good Vibes
  • Professor Logical Analysis
  • Professor Big Picture
  • Professor Coro leader

What Is Going On?

➤ A step back to “read between the lines” in an ongoing interaction, assessing underlying texts and issues
WIGO

- Our behaviors are often automatic responses that are not always productive
- Can train ourselves to be more aware of
  - Our thoughts, feelings, worries, and aspirations, and
  - Others’ thoughts, feelings, worries, and aspirations
- External reminders may be helpful
  - Wear a ring on a different finger or a watch on a different hand
  - Carry a small item in your pocket or purse

Source: MiltonDawes.com, 2005

OARRS

- Outcomes
- Activities
- Roles
- Responsibilities
  
  ➤ used to set agendas for meetings

OARRS

For the search committee

- Outcomes – select a candidate for a junior faculty position
- Activities – discuss impressions of candidates, review quantitative data, identify strengths and weaknesses
- Roles – chair, presenters, discussants
- Responsibilities – engage constructively

4 WH

- Who?
- What?
- When?
- Where?
- How?
  
  ➤ Not "WHY?"
  
  ➤ Uses:
  ➤ to gather data to add depth to discussion
  ➤ to minimize judgmental inquiry

Examples of 4WH Questions

| WHAT | WHAT leads you to conclude that? |
| WHO | Who have you spoken with about your concerns? |
| WHERE | Where do your assumptions come from? |
| WHEN | When were you given this information? |
| HOW | How does this relate to your other proposals? |

Why Not Why?

“A ‘why’ question tends to become a metaphorical question. It is also an imprecise question, for the adverb ‘why’ is slippery and difficult to define. Sometimes it seeks a cause, sometimes a motive, sometimes a reason, sometimes a description, sometime a process, sometimes a purpose, sometimes a justification.”

David H. Fischer, Historians’ Fallacies: Toward a Logic of Historical Thought, 1970
Balancing Advocacy and Inquiry

• An interactive, iterative process

➤ Uses:
  ➤ to facilitate and expand exchange of information
  ➤ to maximize interactive progress in meetings
  ➤ to ensure that multiple perspectives are taken into account
  ➤ to empower others in the process

Balancing Advocacy and Inquiry

• Protocols for improved advocacy

<table>
<thead>
<tr>
<th>What to do</th>
<th>What to say</th>
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<tbody>
<tr>
<td>State your assumptions, and</td>
<td>“Here’s what I think, and here’s how I got there.”</td>
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<tr>
<td>describe the data that led to</td>
<td></td>
</tr>
<tr>
<td>them.</td>
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<tr>
<td>Encourage others to explore your</td>
<td>“What do you think of what I just said?” or “What can you add?”</td>
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<tr>
<td>model, your assumptions, your</td>
<td></td>
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<tr>
<td>data.</td>
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• Protocols for improved inquiry

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<tr>
<td>Use unaggressive language.</td>
<td>“Can you help me understand your thinking here?”</td>
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<td>Empower others to discuss their</td>
<td></td>
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<tr>
<td>perspectives.</td>
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<tr>
<td>Draw out their reasoning.</td>
<td>“What is the significance of that?”</td>
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<tr>
<td>Find out as much as you can about</td>
<td>“How does this relate to your other concerns?”</td>
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<tr>
<td>why they are saying what they’re</td>
<td></td>
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<tr>
<td>saying.</td>
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Balancing Advocacy and Inquiry

• Protocols for facing a viewpoint with which you disagree

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</thead>
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<tr>
<td>Explore, listen, and offer your</td>
<td>“Have you considered . . .?”</td>
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<tr>
<td>own views in an open way.</td>
<td></td>
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<tr>
<td>Raise your concerns and state</td>
<td>“I have a hard time seeing that, because of this reasoning . . .”</td>
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<td>what is leading you to have them.</td>
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• Protocols for when you are at an impasse

<table>
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<th>What to do</th>
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</thead>
<tbody>
<tr>
<td>Look for information that will</td>
<td>“What do we agree upon, and what do we disagree on?”</td>
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<td>help people move forward.</td>
<td></td>
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<tr>
<td>Ask what data or logic might</td>
<td>“What, then, would have to happen before you would consider the alternative?”</td>
</tr>
<tr>
<td>change their views.</td>
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Other situations/meetings

• Lab meetings
• Departmental meetings
• School or campus committees
• Professional society committees
• Boards of directors
• Grant proposals
• Budget preparation
• Curriculum planning

Examples of Other Coro tools

• Active listening
• Backwards planning
• Dot voting
• FIAO = facts, inferences, assumptions, opinions
• Fist of five
• Giving and receiving feedback
• Interviewing
• LDWpF = load, design, working parts, fuel
• Leadership compass
• Negotiation
• Strategic messaging /media training

UCSF Coro Faculty Leadership Collaborative

• Established in 2005
• Goal to support & advance faculty careers by providing training in leadership skills
• Methods: multi-session, small group, interactive meetings
• Graduates: 136 (all 4 UCSF schools, all disciplines & ranks)
• Courses to date:
  - Full 10-session UCSF Coro Faculty Leadership Collaborative in 8th year
  - Coro Tools Refresher workshop for prior graduates held in June 2011
  - 4 new introductory workshops for junior faculty Maximizing Your Leadership Potential (Spring 2012 & 2013)
• Next scheduled session
  - 10-session UCSF Coro Faculty Leadership Collaborative: Spring 2014
• Program Coordinator: Irene Merry (Irene.Merry@ucsf.edu)
Questions