

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

2

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

3

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

4

“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**

5

What Is Going On?

6

WIGO

- What Is Going On?



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

7

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

8

OARRS

- Outcomes
- Activities
- Roles
- Responsibilities



- used to set agendas for meetings



9

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

10

4 WH

- Who?
- What?
- When?
- Where?
- How?



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- Not "WHY?"

- Uses:
 - to gather data to add depth to discussion
 - to minimize judgmental inquiry

11

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? |

12

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

13

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

14

Balancing Advocacy and Inquiry

- Protocols for improved advocacy

What to do	What to say
State your assumptions, and describe the data that led to them.	"Here's what I think, and here's how I got there."
Encourage others to explore your model, your assumptions, your data.	"What do you think of what I just said?" or "What can you add?"

- Protocols for improved inquiry

What to do	What to say
Use unaggressive language. Empower others to discuss their perspectives.	"Can you help me understand your thinking here?"
Draw out their reasoning. Find out as much as you can about why they are saying what they're saying.	"What is the significance of that?" "How does this relate to your other concerns?"

15

Balancing Advocacy and Inquiry

- Protocols for facing a viewpoint with which you disagree

What to do	What to say
Explore, listen, and offer your own views in an open way.	"Have you considered . . .?"
Raise your concerns and state what is leading you to have them.	"I have a hard time seeing that, because of this reasoning. . .?"

- Protocols for when you are at an impasse

What to do	What to say
Look for information that will help people move forward.	"What do we agree upon, and what do we disagree on?"
Ask what data or logic might change their views.	"What, then, would have to happen before you would consider the alternative?"

16

Other situations/meetings

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

17

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

18

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)

