

FLORIDA ATLANTIC UNIVERSITY



Academic Leadership Workshop

June 2024



Two Themes

- ❑ Institutional Authority & Authentic Leadership
- ❑ Transitioning into Administrator Role



Institutional Authority

- ❑ Basis
 - ❑ The appointment
- ❑ Purpose
 - ❑ Ensures institutional stability
 - ❑ Provides for delegation of decision-making
 - ❑ Ensures that stuff gets done



The Perspective...

- ❑ Consequence of a lack of interest in developing leadership
 - ❑ Fulfilling the institutional requirement
 - ❑ Perfunctory performance
 - ❑ Lack of spirit or enthusiasm that inspires



Authentic Leadership

- ❑ Leadership shown by individuals who know who they are, what they believe and value, and act on those values and beliefs while interacting with others.
- ❑ Leadership reflected in salience of self over role.



Authentic Leadership

- ❑ Four Dimensions
 - ❑ Self-awareness (i.e., knowing oneself)
 - ❑ Balanced processing (i.e., objectively thinking through both sides of issues)
 - ❑ Relational transparency (i.e., acting in accordance with one's true nature rather than contrived or fake manners)
 - ❑ Internalized moral perspective (i.e. moral self-regulation and behaving in accordance with these moral values)

(Lemoine, G.J., Hartnell, C.A., & Leroy, H. (2019, January). Taking stock of moral approaches to leadership: An integrative review of ethical, authentic, and servant leadership. *Academy of Management Annals* 13 (1). Retrieved from aom.org



Developing Authentic Leadership

- Consider Developing Trustworthiness



Trustworthy Individuals Are...

- Competent
- Reliable
- Open
- Caring



Competence

- Knowledge of institutional procedures and policies
- Willingness to deal with difficult situations rather than ignore or delay addressing them
- Good judgement – not easy and often taken for granted
- PAUSE and consider context and implications
- Don't go it alone



Reliability

- Timely response to inquiries and requests
- Doing what you say you'll do
 - Requires reasonably explicit shared understanding of what the task is and expected time completion
 - Don't overlook communication on "how it's going"
- Acknowledgement that if you do not know the answer, you'll find it
 - Rather than just saying you don't know the answer



Openness

- ❑ Willingness to hear different ideas
 - ❑ Requires emotional agility
 - ❑ Requires emotional capacity to hear new ideas
 - ❑ Course scheduling
- ❑ Conveying willingness to hear different ideas
 - ❑ Not this: “We have a problem and this is how I think we should fix it”
 - ❑ Instead this: “We have a problem and we need to find a way to fix it. Any ideas?”



Caring

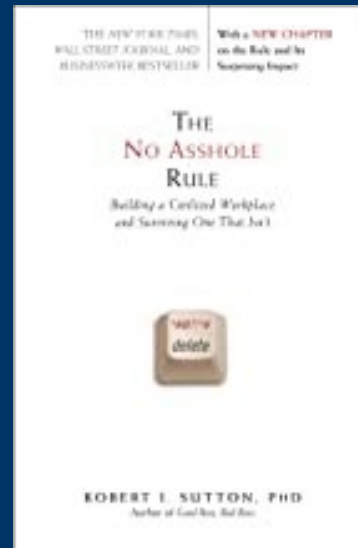
- ❑ Respect everyone (i.e., tenured faculty, assistant professors, instructors, adjuncts, and staff... through the institution)
- ❑ Avoid a pattern where you might be perceived to be listening to only one group



Caring

- Protect others and yourself from difficult people
 - Mean People
 - Mediocre People







The No [Jerk] Rule
*Building a Civilized Workplace
and Surviving One That Isn't*

Robert I. Sutton

2007



Sutton's Experience

- ❑ “Well Bob, now that you have satisfied the babies here on campus, perhaps you can settle down and do some real work.”
- ❑ “I don't care if he won the Nobel Prize, I don't want any [jerks] ruining our group.”



Sutton's Test

- ❑ “After talking to the alleged [jerk], does the “target” feel oppressed, humiliated, de-energized, or belittled by the person?”



The Dirty Dozen

Common Everyday Actions That [Jerks] Use

- ❑ Personal insults
- ❑ Invading one's "personal territory"
- ❑ Uninvited physical contact
- ❑ Threats and intimidation, both verbal and nonverbal
- ❑ "Sarcastic jokes" and "teasing" used as insult delivery systems
- ❑ Withering e-mail flames



The Dirty Dozen

Common Everyday Actions That [Jerks] Use

- ❑ Status slaps intended to humiliate their victims
- ❑ Public shaming or “status degradation” rituals
- ❑ Rude interruptions
- ❑ Two-faced attacks
- ❑ Dirty looks
- ❑ Treating people as if they are invisible



We've all said and done things we're not proud of...

- ❑ Difference between
 - ❑ “States” – fleeting feelings, thoughts, and actions
 - ❑ “Traits” – enduring personality characteristics



Implementing the No [Jerk] Rule

- ❑ Take great care to not hire them
- ❑ Take great care to protect others
 - ❑ Anonymous feedback from colleagues may help
 - ❑ Try to avoid spreading the behavior by calling it out



Mediocre People

- ❑ Individuals who are quite pleased with themselves while their performance is barely adequate.
- ❑ Individuals who insist that the department chair's annual evaluation under rate their performance.
- ❑ Individuals who overcompensate for their lack of performance by inflating expectations of students.
- ❑ Sometimes these are faculty who have "checked out".



Implementing the No [Mediocre] Rule

- ❑ Take great care to not hire them
- ❑ Take great care to protect others
 - ❑ Anonymous feedback from colleagues may help
 - ❑ Try to avoid spreading the behavior



Anonymous Feedback

GPA	DFW %	SPOT	Semester
2.23	29%	1.89	201908
2.37	22%	2.04	201908
3.01	14%	1.90	201908
2.46	16%	1.26	201908
2.34	17%	1.72	201908
2.50	17%	1.46	201908
1.94	31%	2.87	201908
3.24	8%	1.26	201908
2.84	11%	2.16	201908
3.15	10%	1.86	201908
2.90	10%	2.28	201908
3.00	6%	1.55	201908
2.59	9%	1.61	201908
2.65	17%	1.51	201908



Mediocre Informs Mean

- ❑ The behavior is retribution or retaliation toward another.
- ❑ The behavior is related to the prior mediocre performance of the faculty member who is engaging in the retaliatory actions.
- ❑ The target of the behavior can be a previous supervisor or a junior faculty member who is seen as a threat.



Surviving Difficult People

- ❑ Reframe the nastiness that comes your way
 - ❑ Avoid self-blame
 - ❑ Develop indifference and emotional detachment
 - ❑ “Dismiss whatever insults your soul.” *Walt Whitman*
 - ❑ Develop learned optimism
 - ❑ Difficult situations are temporary, they are not going to ruin the rest of your life!

- ❑ Don't struggle against larger forces that you can't control.
 - ❑ Aim for “small wins” – a more comforting and ultimately effective strategy



Transitioning into Administrator Role



Patterns and Cycles

Faculty

- Rhythm of the semester and research project development

Administrator

- Cycle of institutional deadlines
 - Faculty assignments, evaluations, activity reporting, annual department reports, hiring process, and personnel issues



Time and Presence Management

Faculty

- Blocking
- Working at home
- E-mail is convenient, efficient, and many times sufficient

Administrator

- Expect the unexpected
- Interruptions are the norm
- E-mail is convenient, efficient and many times insufficient
- One cannot management in absentia
- Management by walking around



Managing Groups and People

□ Groups

- Learn the dynamics and nature of faculty interactions
- Develop an understanding of how to present proposals

□ People

- If you want to grow a department, build careers
 - Assistant professors need mentors and advocates
 - Associate professors may need encouragement to sustain research
 - Professors need to demonstrate leadership
 - Instructors need opportunities to expand professional development
 - Adjunct professors need to be part of “the group”
 - Everyone needs to be appreciated and many need to become “owners”



Occupational Hazards

- ❑ Success in responding quickly can reinforce short-term management patterns at the expense of long-term planning
- ❑ Investment of time in the administrative role and sense of responsibility for outcomes can result in emotional challenges when faculty do not respond or respond in unforeseen ways
- ❑ Time spent on difficult situations or individuals can mask institutional strengths and recognition of good people.



Your Words Matter... More

- Color of the paint
- Gossip
- Annual Evaluations



Commencement Time of Year

- ❑ “Remembering 2 Things Will Prepare You for Every Challenge Ahead” by Margaret Renkl. [An essay adapted from an address delivered in May at the University of the South.]
- ❑ “Life is in the Transitions” and “The Search: Finding Meaningful Work in a Post-Career World” by Bruce Feiler. [A guest on 1A focusing on commencement addresses.]



Trust Yourself!