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The 3 C's of Effective Department Leadership: Communication, Conflict, and Collegiality

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University of San Francisco

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Feb 3rd, 9:00 AM - 4:00 PM

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33rd Academic Chairpersons Conference

The 3 C's of Effective Department Leadership: Communication, Conflict, and Collegiality



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Learning Outcomes for Department Chairs

- (1) Learn how to strategically lead your department through (a) building your community; (b) setting direction; and (c) empowering your staff.
- (2) Develop strategies for effective teamwork -- communication, shared leadership, and consensual decision making.
- (3) Learn how to create and use your communication networks.
- (4) Identify your key sources of department chair influence.

Learning Outcomes for Department Chairs

- (5) Analyze your conflict management styles.
- (6) Learn how to be more “principled” in resolving differences.
- (7) Develop your personal strategy for dealing with uncivil and difficult colleagues.
- (8) Identify strategies and techniques to build a positive and collegial department.
- (9) Plan the legacy you want to leave as a department chair.

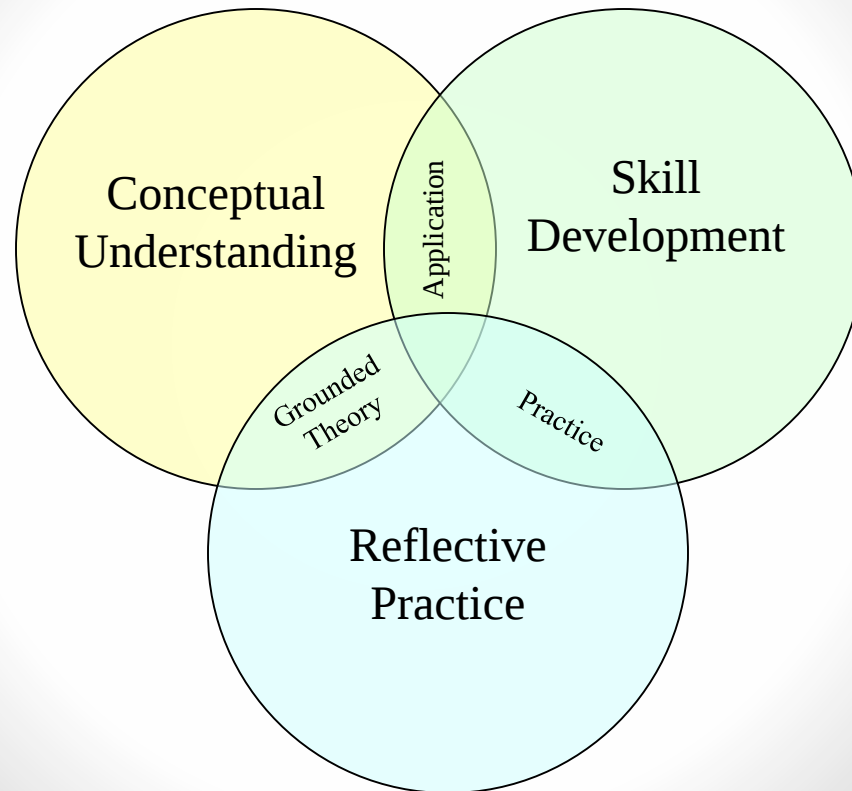
Truisms About Chairs as Academic Leaders

- Department chairs hold the most important position in the university.
- Eighty percent of university decisions are made at the department level.
- Deans are only as good as their chairs!
- The department chair is the most unique management position in America.
- Only 3% of departments have received training.
- The time of amateur administration is over.

Call to Leadership

- Without leadership training
- Without administrative experience
- Without understanding of ambiguity/conflict
- Without recognition of metamorphic changes
- Without awareness of the cost to scholarship

Academic Leadership Development



Domains of Leadership Development

- ❑ **Conceptual** Understanding of roles, frames, systems, theories, responsibilities...(*habits of mind*)
- ❑ **Skill Development:** teamwork, empowering, communication, visioning, conflict, change...(*habits of practice*)
- ❑ **Reflective Practice:** observations, feedback, mentoring, networking, values, dreaming...(*habits of heart*)

Block Time for Reflection

- ✓ When do you find time to reflect? (Flow Time)
- ✓ Where do you reflect? (Hearth Time)
- ✓ Do you have confidants? Personal and professional? (Introspection Time)

Department Chair Survey

1. Select all the items below that describe why you became a department chair:
 - a. For personal development (interesting challenge, new opportunity)
 - b. An opportunity to relocate at a new institution
 - c. To be more in control of my environment
 - d. For financial gain
 - e. To advance my department and discipline
 - f. Out of necessity (lack of alternative viable candidate)
 - g. Drafted by the dean/provost or my colleagues
 - h. Out of a sense of duty, it was my turn
 - i. Other: _____

Department Chair Survey *(continued)*

2. Do you consider yourself to be:
 - a. A faculty member?
 - b. An administrator?
 - c. Both a faculty member and an administrator?

3. When do you feel satisfied with your job?

4. When do you feel dissatisfied with your job?

Why Did You Become a Department Chair?

1. For personal development
2. Drafted by the dean or colleagues
3. Out of necessity, lack of alternative choice
4. To be more in control of my environment
5. Out of sense of duty, my turn
6. For financial gain
7. An opportunity to relocate at new institution
{To advance my department and discipline}

Top 10 Reasons Professors Become Chairs

(David Letterman Style)

10. Because you don't want someone else to do it even if you don't.
9. Because you are burned out teaching the same thing over and over again for 20 years and writing articles two people in the whole country read.
8. For the money.
7. For the petty power, having, in middle age, experienced a precipitous decline . . . and needing an alternative thrill.
6. Because you lack imagination and can't think of anything better and more original to do.

5. Because you have imagination and fantasize about all the things you will do back to your peers that they did to you while they were chair.
4. Because some dean has made you an offer you can't refuse.
3. Because your peers elect you to slow down your rate-busting activity by loading you up with administrative trivia.
2. Because your peers elect you, thinking you are useless at research and teaching and this way you can at least fill out administrative reports.
1. Because you temporarily became insane, forgetting why you came into academics in the first place, thinking you will climb the ladder.

Definition of Academic Leadership

“Academic leadership is the act of building a community of scholars to set direction and achieve common purposes through the empowerment of faculty and staff”



Condition of Effective Leadership

- Building a community of colleagues
- Setting direction
- Empowering others

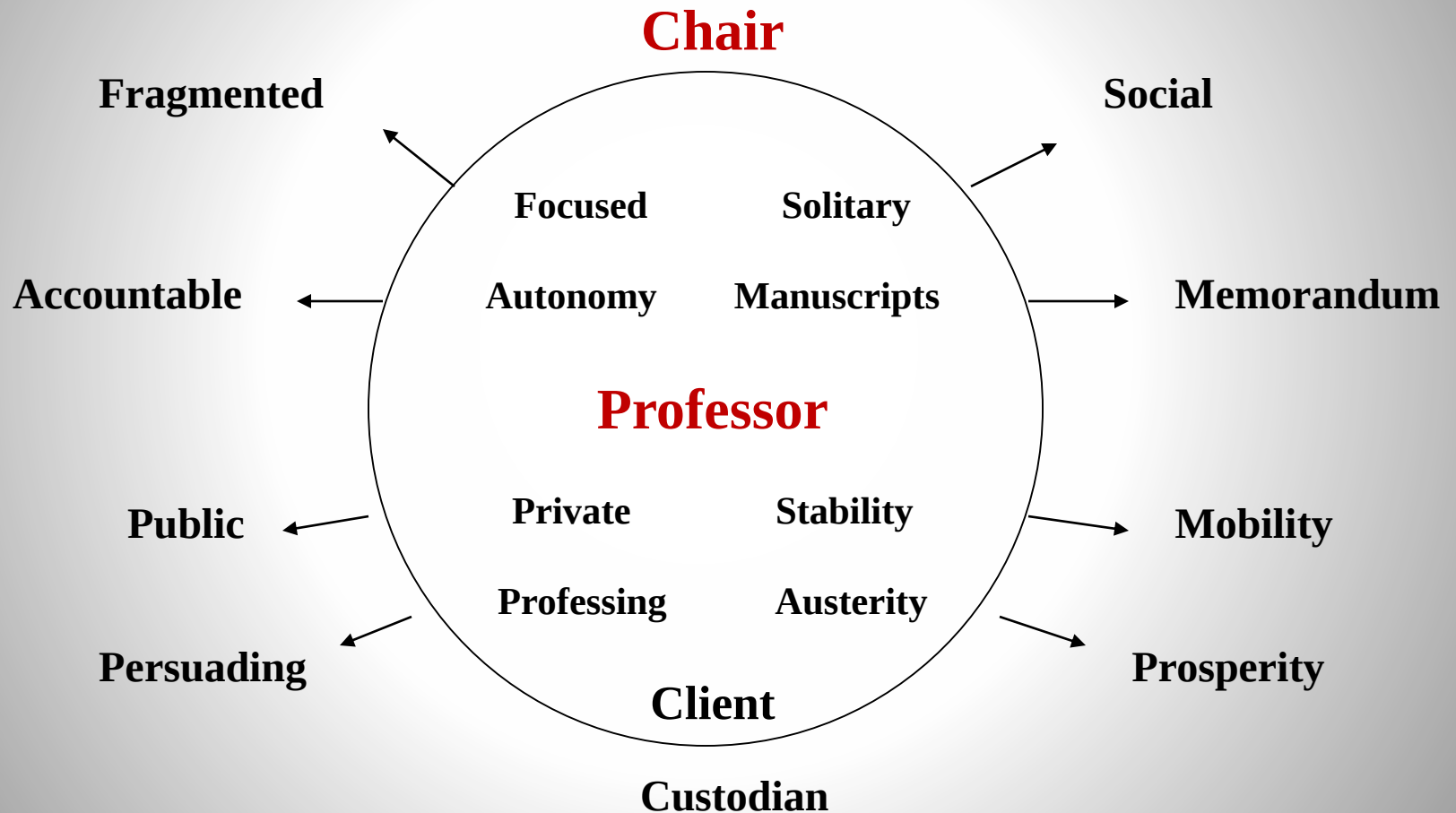
The 3 C's for Building a *Community of Colleagues*

- ***Communication*** – in all directions
- ***Conflict*** management– resolving differences
- ***Collegiality*** – building cooperation and collective responsibility

Developing Your Expertise

- As a faculty member, it takes on average 6 years to associate and 14 years to full professor.
- As a department chair, how long does it take to become an expert?
 - 10,000-hour rule
 - 10-year rule
 - 1- day seminar rule?
- As a department chair, how do you become an expert?

The Transformation From Professor to Chair





What Role Do You Enjoy Most? Least? Why?

- ☐ Faculty/Program Development
- ☐ Manager
- ☐ Leader
- ☐ Scholar



Department Chair Roles

- Faculty Developer
Most important role
- Manager
Least satisfying role
- Leader
Most resisted, misunderstood role
- Scholar
Most comfortable role

Types of Department Chairs

- Department chairs who play instruments are musical chairs.
- Those who overdress are upholstered chairs.
- Those who kick back and do nothing are recliner chairs.
- Those who collapse under pressure are folding chairs.
- Those unsteady on their feet are rocking chairs.
- Those who lazily go through the motions are lounge chairs.
- Those who have no standards are easy chairs.
- Those who always complain are beach chairs.
- Those who write devastating reports are electric chairs.
- And those who dump on others are just plain stools.

Double Agent

Conditions for Departmental Renewal

- Foster Teamwork
- Focus on Teaching
- Commitment to Quality
- Strong Leadership

United Wineries

TEAM ASSIGNMENT: PURCHASE LANDS FOR GRAPE CULTURE

LAND SHOULD HAVE:

- ☐ Adequate rainfall
- ☐ Fertile soil
- ☐ Gentle slope
- ☐ Adequate sub-soil drainage

IF DEFICIENT, COMPENSATE BY:

- ☐ Irrigation
- ☐ Fertilizers
- ☐ Terracing
- ☐ Draining

(These are expensive, so you can only correct one deficient condition)

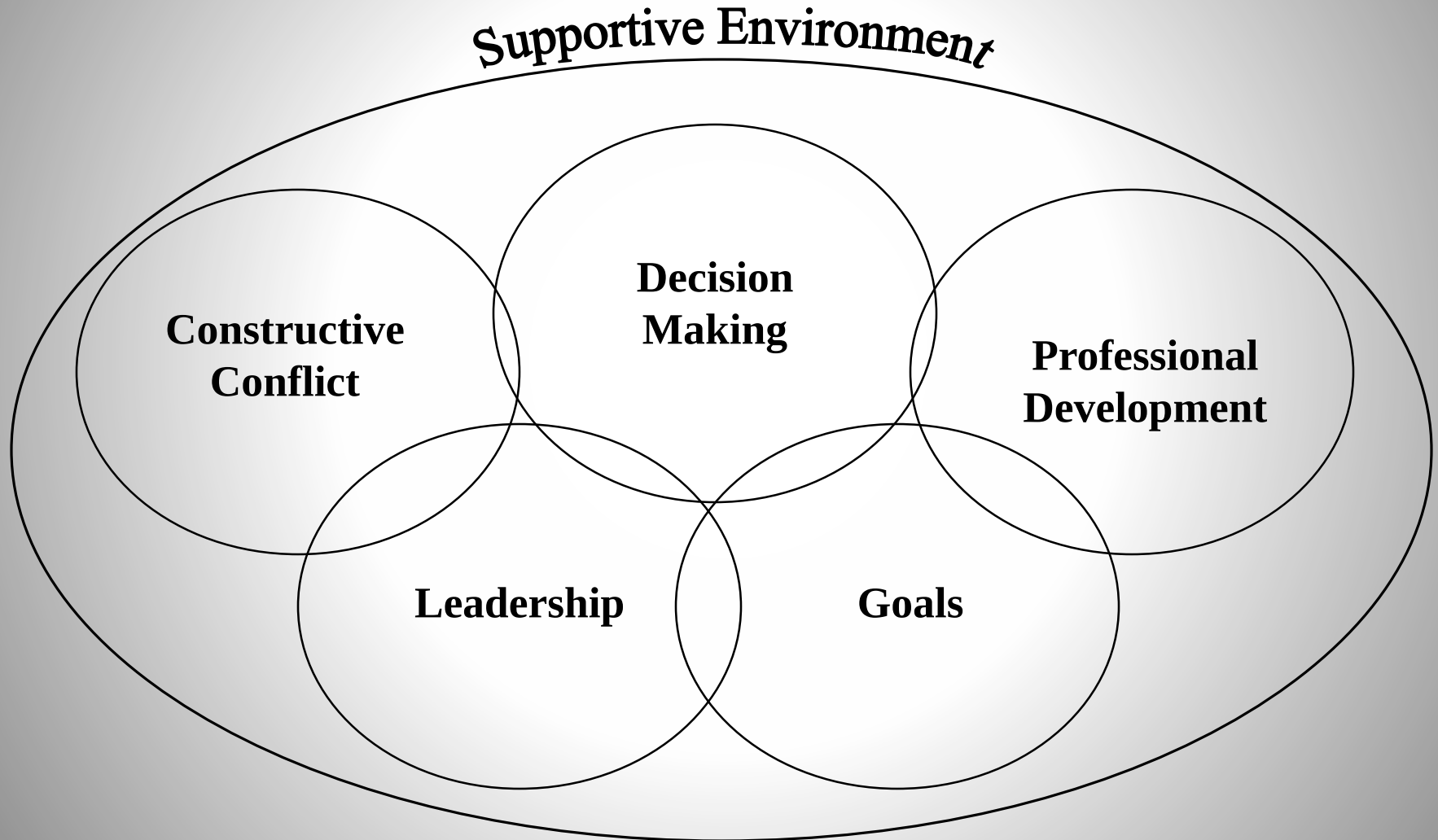
✓ Findings of agriculture experts are not complete so there will be some information missing on some of the available plots.

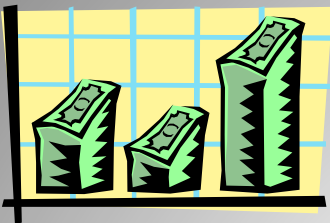
YOUR TASK: To discover and purchase as many suitable plots of land as possible without purchasing those that are not suitable.

Effective Teams

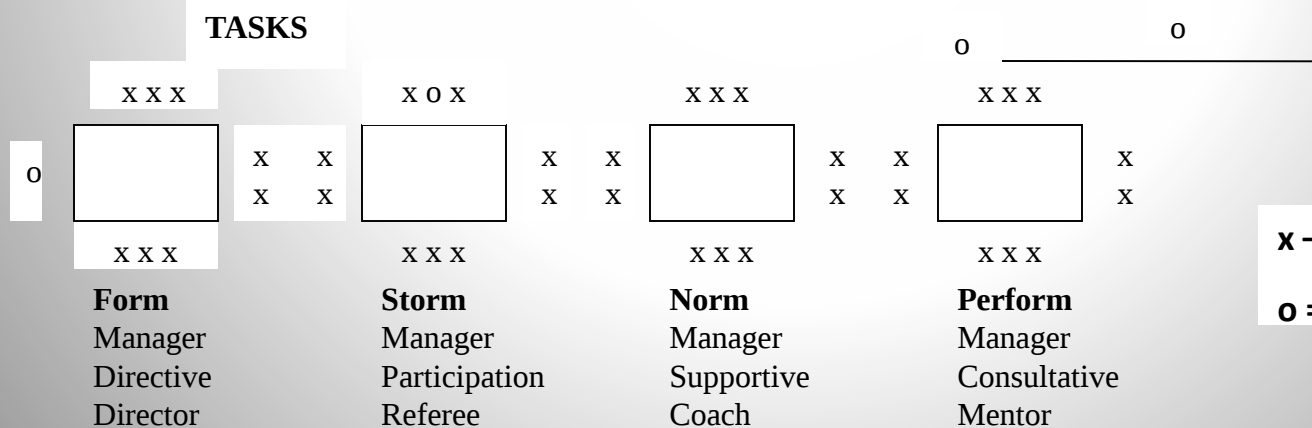
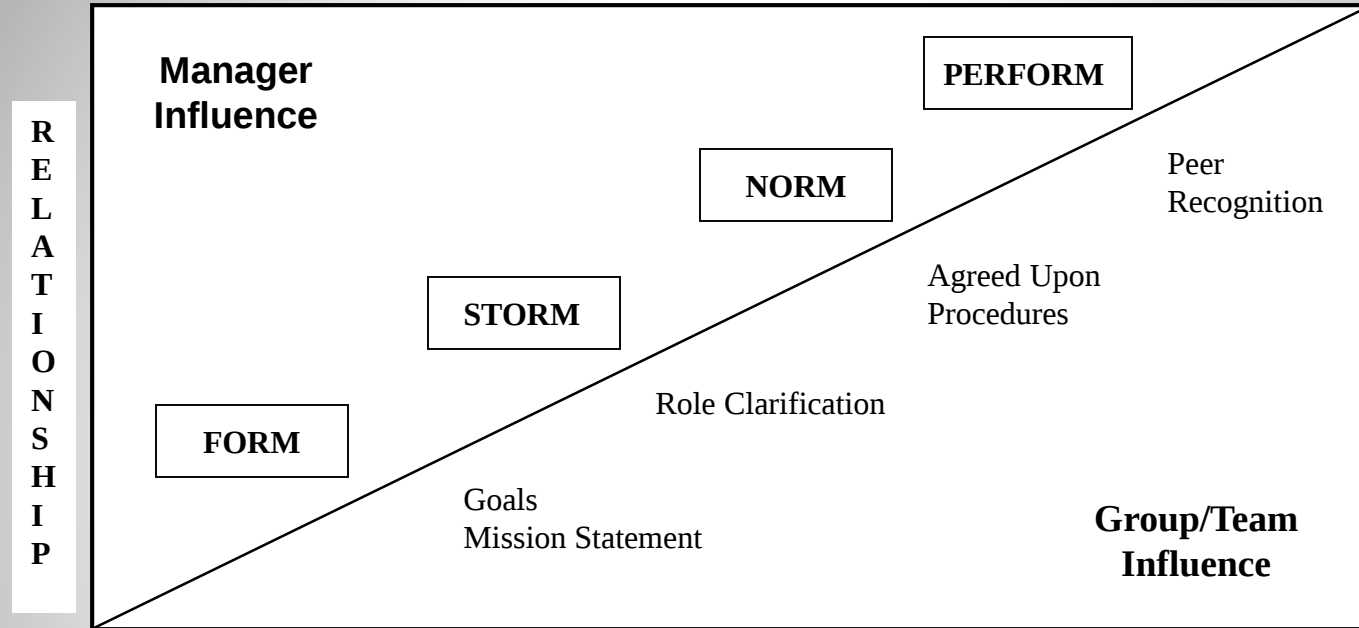
- Leadership
- Participation
- Decision
- Conflict
- Goals
- Climate
- Individual Development

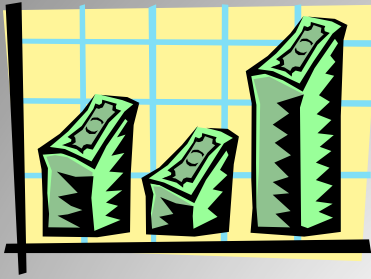
Keys to a Productive Department





TUCKMAN MODEL





GROUP DYNAMICS

TUCKMAN MODEL

FORM STAGE

Each individual reacts differently to meeting new people. This is the foundation where the team begins to form. People are seeking to find their place/role in this group. You will see some people sit back as casual observers while others dash in, taking charge. At this stage people are testing the water to share a little of themselves and find out about others. Observing a team at this stage, it will appear to be an effective operating unit, but it is only a fragile surface structure. Teams will revert back to this stage as new members are added to a team.

STORM STAGE

This is where alliances are formed and certain informal leaders emerge. As members begin to trust one another and are able to share their opinions and inner feelings, building takes place. This is the stage where the team decides how it's going to operate. Conflicts will begin to occur at this stage.

NORM STAGE

Following successful growth from stage 2, at this stage the team has decided to work together. Interactive skills begin to be used effectively, respect for the individual contributions are growing. This is the stage where the team begins to tackle problems they see and plan ways to implement actions. The use of problem solving and the quality process are essential here. They begin to establish their own measure of success of each task.

PERFORM STAGE

At this stage, the team members develop rapport and closeness. You will see strong ties for each other. Informality is often observed of a team at this stage. There is a strong feeling that everyone is willing to accomplish whatever is in front of them. This is where the team has developed an assertive method of presenting their ideas and recognizing its success and members.

Effective Team Characteristics

	Collective Team Attitude	Traditional Department Climate
Goals	• Long term, future-oriented goals • Established & Modified to give the best possible match between individual goals & department goals • Commitment sought from all members of the department	• Short-term, changing, operational goals • Little consideration given to individual or personal • Imposed upon the group by the chair
Management	• A shared responsibility • All faculty members feel responsible for contributing to the department goals • Different members, because of their knowledge or abilities, act as “resource expert” at different times , thus the management roles change as the tasks of the department change	• Delegated by position • Position determines influence • Obedience to authority the accepted norm • Power concentrated in authority positions
Decision Making	• Information openly shared with all staff and faculty • Decisions reached by consensus • All members usually in agreement with final results or outcomes, after all interested parties have been heard and understood • Disagreements usually constructive to each common understanding and improve conceptual acceptance	• Information restricted or unavailable • Decisions made by authority • Those in opposition expected to “go along” even though in actual practice they often remain resentful
Conflict	• Conflict and controversy viewed as positive and essential to the problem-solving process • Disagreements may be frequent and candid but relatively comfortable • Little evidence of personal attack; criticism is constructive and even supportive in nature • Interests of all parties explored with collaborative search for common solution	• Conflict viewed as a destructive barrier to problem solving and is consciously ignored or suppressed • Disagreements may be suppressed by the chair or “resolved” by a majority vote, which leaves a still unconvinced minority • Criticism embarrassing and tension producing often leading to accommodation or compromise • Emphasis on department position with little attention to the interests of conflicting parties
Professional Development	• Time and effort directed toward developing strong interpersonal relationships and building individual problem-solving skills • Self-actualization encouraged for each individual team member through achievement of department performance goals • Recognition based on individual contribution to department successes through informal feedback	• Emphasis on conformance to “organizational standards” and on group productivity • Rewards and discipline tied to department productivity goals, with little attention to interpersonal relationships to individual skill development

The Academic Team

An academic team is a manageable number of colleagues with multiple perspectives, complementary skills, and compatible group processes who are committed to a common purpose and hold themselves mutually accountable for its results.

*(Adapted from Katzenbach and Smith, *The Wisdom of Teams*)*

A Leader Is Best

When people barely know that he or she exists,

Not so good when people obey and acclaim him or her,

Worst when they despise him or her.

But of a good leader, who talks little,

When his or her work is done, his or her aim fulfilled,

They will all say, “We did this ourselves.”

Lao Tzu – 2500 years ago



Effective Team Decision Making



Effective Team Decision Making

- Who should be involved?
- When should they be involved?
- How should they be involved?

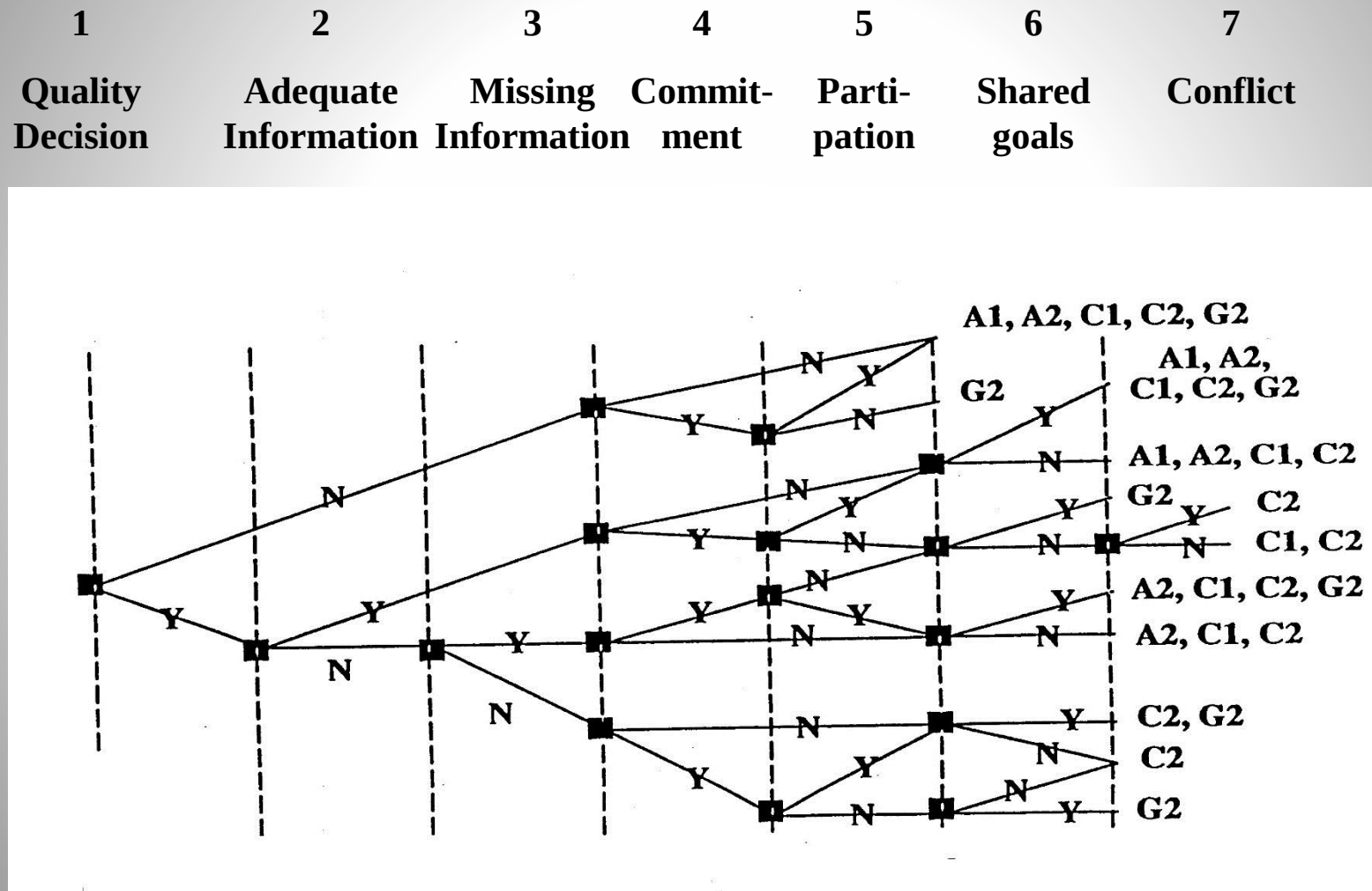
Chair Decision Choices

A1	Chair solves by self
A2	Chair obtains information, then solves
C1	Chair shares with faculty individually, then makes decision
C2	Chair shares with faculty in group, then makes decision
G2	Department decides as a group

Decision-Making Questions For Department Chairs

1. Is there a need for a quality decision?
2. Do you have adequate information?
3. Do you know what information is missing?
4. Is commitment of the group critical?
5. Will the group commit without participation?
6. Do the group and leader share goals needed to solve problem?
7. Is conflict about alternatives likely within the group?³⁴

Effective Leadership Strategies



Case of the Acting Department Chair

You will leave Sunday on a four-week leave of absence. One of your faculty members must be selected to act in your absence. Whoever acts for you may need to make a number of important decisions.

The principal responsibilities of the acting chair are to coordinate the work of your faculty and staff. In this area s/he will need to rely on persuasion rather than formal authority. If the group lacked confidence in the person chosen, productivity would definitely suffer.

You have two people in mind who could handle the assignment. The person who assumes your position during your absence would want the job. Each of your faculty members realizes that it is critical for the job to be done well.

On the two previous occasions when you have had to be absent for significant periods, the people you selected were accepted by everybody and performed the job conscientiously and well. It appears that once you have decided who should do the job, your judgment is accepted without question.

Case of the Acting Department Chair



How would you go about making this decision?

- ☐ A1: Chair solves by self
- ☐ A2: Chair obtains information, then solves
- ☐ C1: Chair shares with faculty individually, then makes decision
- ☐ C2 : Chair shares with faculty in group, then makes decision
- ☐ G2: Department decides as a group

Decision-Making Guidelines

1. Don't use A1	When quality is important and don't have adequate information
2. Don't use G2	When quality is important but don't have goal congruence
3. Move toward G2	When want more commitment from faculty on decisions
4. Use C2 or G2	When conflict among colleagues seems likely

Consider:

- 1.** Time
- 2.** Development
- 3.** Skills

After protecting quality and commitment

Adapted from Vroom, V. H., & Jago, A. G. (1988). The New Leadership. Englewood Cliffs, NJ: Prentice Hall.

How to Create and Use Your Networks

- *Operational Network*: Getting work done efficiently.
- *Personal Network*: Developing skills through mentorships and coaching.
- *Strategic Network*: Visioning future priorities and challenges

Reference: H. Ibarra & M. Hunter (2011). How leaders create and use networks in *Advancing your Career*. Harvard Business Review, 171-192.

Developing Your Operational Networks



- Who is in your operational network?
Who is missing?
- Who are people who can help you accomplish your chair duties?

Developing Your Professional/ Personal Network



- Who would you like to add to your professional off-campus network?
- Name three people who can help you with your personal advancement. Add them to your network.



Developing Your Strategic Network

- Who is in your strategic network? Who should be added?
- Who outside your department can help you become a more strategic leader?
- Who will help you reach your organizational goals?



WORKING WITH COLLEAGUES

Conflict Management Overview: Working with Your Colleagues

1. What are your sources of influence?
2. What styles are most appropriate—or not appropriate—in handling difficult situations?
3. How can you be more “principled” in resolving differences?
4. What is your personal strategy for dealing with difficult colleagues?



CONFLICT

- When you think of conflict, what is the first word that comes to mind?
- List 1 or 2 synonyms for conflict.

Interpersonal Influence Activity

- Visualize a meeting with a colleague, faculty member:
- Your colleague closes his or her fist.
- How would you get her/him to open it?



What did you do?



How did you try to influence your colleague to open his or her fist?





*“You can ’t shake hands
with a closed fist.”
Golda Meir*



Sources of Power and Influence

There are two types of power: *personal* and *positional*. These two types of power have been further broken down into five “bases” of power.

Each base of power “provides a different possible reason for people to comply with your wishes . . . and a different way in which you can attempt to influence a colleague.”

Check-in



Remember: You have five sources of influence/power as a department chair:

1. Reward

2. Coercive

3. Authority

4. Expertise

5. Referent

Your Personal Influence Preferences



- On a day to day basis, what sources of influence do you rely:
 - ❖ The most?
 - ❖ The least?
- When is it most appropriate to use each source of influence?

Source of Power: *Positional*

Power Base

When to Use

Reward

- ✓ When you want to add incentives
- ✓ When you want to recognize superior performance
- ✓ When others value reward

Coercive

- ✓ When you need to reinforce rules
- ✓ When discipline is needed
- ✓ When basic ethics are violated

Authority

- ✓ When department has clear procedures
- ✓ When rapid compliance is needed
- ✓ When you are willing to take total responsibility for decision

Sources of Power: *Personal*

<i>Power Base</i>	<i>When to Use</i>
-------------------	--------------------

Expertise	✓ When others growth and development are desirable ✓ When you are sure of the decision ✓ When data or rationale are complex or confidential
------------------	---

Referent	✓ When harmony is important ✓ When friendships are valued ✓ When others must trust you and share the same values
-----------------	--

Thomas-Kilmann Conflict Mode Instrument

- Assess your preferred style for dealing with conflict.
- Complete Conflict Mode Instrument.
- Score your Instrument.
- Compare conflict style preferences with the colleague next to you.

Personal Style for Conflict



1. My primary conflict style is:

- _____

2. My backup conflict style is:

- _____

Analysis of the Conflict Situation

Discuss the advantages of each of the following conflict styles:

A. Avoidance

-
-

B. Accommodation

-
-

C. Competition

-
-

D. Compromise

-
-

E. Collaboration

-
-

The Perfect Apology

1. Acknowledge mistake
2. Accept responsibility
3. Express regret
4. Provide assurance, won't be repeated
5. Time it well

Setting the Stage: Organizing Questions

1. Are there more than two parties?
2. Are the parties monolithic?
3. Are there linkage effects?
4. Is there more than one issue?
5. Is ratification required?
6. Are threats possible?
7. Are negotiations public or private?
8. Is there a time constraint?

Case Study:

“Merging Two Departments”



Due to financial difficulties, the dean has asked two department chairs to meet with him/her on Monday morning regarding the possible merging of their departments.

Before the chairs meet with the dean they should prepare for the meeting by assessing the possible answers to the “Organizing Questions.”

The Case of Merging Departments

1. Are there more than two parties?
2. Are the parties monolithic?
3. Are there linkage effects?
4. Is there more than one issue?
5. Is ratification required?
6. Are threats possible?
7. Are negotiations public or private?
8. Is there a time constraint?

Principled Conflict Management

1. Don't bargain over position
2. Separate the people from the problem
3. Focus on interests
4. Invent Options
5. Use objective criteria

Interests

Definition:

The basic intangible or abstract needs of a party
such as values, principles, needs

Characteristics:

Rarely negotiable

Usually intangible

Not measurable

May be substituted for other interests

Results:

Interest satisfaction must be achieved if conflict
is to be resolved

The Hire: Exploring Interests



- When you hire someone, how do you find out the basic needs/interests of the candidate?
- How do you explore options to satisfy their interests – and make a wise hire?



What are your work
colleagues personal
interests?

WISE OUTCOME

“Meets the legitimate interests of each side to the extent possible, resolves conflicting interests fairly, is durable, and takes community interests into account.”

Fisher and Ury, 1983, p. 4



READ

Anderson-Lawson Interest Case

- Case facts for Anderson
- Case facts for Lawson

Interest Exploration with Anderson-Lawson

- **Anderson group:** What are your basic interests, needs?
- **Lawson group:** What do you believe are Anderson's basic interests?
- Use the following chart to write down Anderson's interests and possible solutions.

INTEREST ANALYSIS GRID

1. Anderson's Self-interest	2. Issues that must be addressed if Anderson's interest are to be satisfied.
3. Lawson: What questions do you have for Anderson to assess his/her interests?	4. Anderson: What are your responses to Lawson's questions?

Satisfying Anderson's Interests: Group Activity

- Finally, what are possible options that might satisfy Anderson's interests?



What are your tips for
working with difficult
people?



What is positive about
being negative?

Working with Difficult People

Step 1. Don't React

Go To The Balcony

Step 2. Disarm Them

Step To Their Side

Step 3. Change The Game

Don't Reject...Reframe

Step 4. Make It Easy To Say Yes

Build Them A Golden Bridge

Step 5. Make It Hard To Say No

Bring Them To Their Senses, Not Their Knees

1. Don't React: *Go To The Balcony*

- **Keep Your Eyes on the Prize**
- **Name the Game**
- **Buy Time to Think**
- **Don't Get Mad, Don't Get Even,
Get What You Want**

2. Disarm Them:

Step To Their Side

- **Listen Actively**
- **Acknowledge the Point**
- **Agree Wherever You Can**
- **Acknowledge the Person**
- **Express Your Views – Without Provoking**
- **Create a Favorable Climate for Negotiation**

3. Change the Game:

Don't Reject... Reframe

➤ Ask Why

➤ Ask Why Not

➤ Ask What If

➤ Ask for Your Colleague's Advice

4. Make It Easy To Say Yes: *Build Them A Golden Bridge*

➤ **Involve Your Colleague**

➤ **Satisfy Unmet Interests**

➤ **Help Your Opponent Save Face**

➤ **Go Slow to Go Fast**

5. Make It Hard To Say No:

Bring Them To Their Senses, Not Their Knees

- Let Your Colleague Know the Consequences
- Use Your BATNA, Defuse the Reaction
- Keep Sharpening Your Colleague's Choice
- Forge a Lasting Agreement
- Mutual Satisfaction, Not Victory

Collegiality: The Art of Cultivating a Positive and Productive Team



Your Role in Promoting Collegiality

What trait or quality, related to promoting collegiality, do colleagues value most in their leader?

Increase Your Collegiality Quotient

You can increase your quotient by being:

- **Honest** (truthful, ethical, trustworthy)
- **Competent** (capable, productive, effective)
- **Inspiring** (enthusiastic, positive, optimistic)
- **Forward-looking** (vertical and horizontal)

How and When Do You Communicate Your Dean?



I work well with
my dean
when ...



Strategies for Managing Your Dean

- Communicate, Communicate, Communicate
- Be Prepared and Well-documented
- Personalize the Professional Relationship
- Balance Faculty Advocacy & Administrative Support – Daily
- Increase your credibility quotient

Civility and Collegiality

In higher education, civil behavior is demonstrated by the following:

1. Collaboration— “Plays well with others”
2. Collective responsibility – “Attends to the common good”
3. Acts in a professional and respectful manner toward others
4. “Steps up” when needed and agreeing to serve one’s colleagues and mission of the department.

Adapted from Robert Cipriano (2011). *Facilitating a Collegial Department in Higher Education*.

Benefits of Department Collegiality and Teamwork

- “Building community” -- first tenet of effective department leadership
- Most difficult to achieve – but most enjoyable and rewarding journey
- Not *herding cats* but moving in the same direction toward a common vision.
- Function as a **community** of scholars – not as a **collection**.

Five Strategies Chairs Can Use to Build a Collegial Department



1. Talk about it at a department meeting. Openly discuss:
 - What collegiality is -- and what it is not.
 - Why collegiality is important and how non-collegial behavior can ruin a department.
 - Why the department needs a Code of Conduct.
- *What would be good ingredients for a code of conduct?*

Five Strategies Chairs Can Use to Facilitate a Collegial Department

2. Celebrate their successes:

- ❖ Celebrations matter! Recognize people publicly for their achievement(s)—formally (public meetings, note to the dean) and informally (handwritten note, personal statement)
- ❖ Celebrate “small wins.”

Five Strategies Chairs Can Use to Build a Collegial Department

3. Foster teamwork: Shift from *collection* to a *community* of scholars – *my* work to *our* work
4. Deal with the “-isms” that contribute to uncivil behaviors:
 - Sexism
 - Racism
 - Ageism
 - Classism



Five Strategies Chairs Can Use to Build a Collegial Department

5. Pursue a “collaborative agenda” to build the department team and collegiality.
 - Balance group and individual interests
 - Develop academic communities as teams
 - Reward group -- not individual -- productivity

What activities, events, policy changes, or practices would promote a “collaborative agenda?”

Strategies When Dealing with an Uncivil Faculty Member

- Obtain advice from trusted colleagues—on campus and external to campus.
- Do your homework! Start to document and build a case.
- Be proactive—walk the halls, build relationships, be known for integrity.
- Work with your “Council of Academic Chairs.”

Source: Cipriano, R.E. (2011). *Facilitating a collegial department in higher education*. San Francisco, CA: John Wiley & Sons.

Strategies When Dealing with an Uncivil Faculty Member

- Consult with and use all of the resources of the university (you do not have to go it alone).
- Keep your dean informed every step of the way.
- Understand that discussions should be professional, not personal – and private not public!
- Meet with the challenging person to understand his or her point of view.

University/Worldviews: Fairness in Outcomes

- Conflict arises, and is difficult to solve, we feel the other party is being ‘unfair’.
- Definitions of fair outcomes (i.e. distributive justice) are grounded in our cultural upbringing as well as our individual self-interests and biases.
- Let’s examine different ways to view ‘fairness’ as an outcome (e.g. faculty raises).
- Form Triads and select a role: Sandy, Alex, and Chris

Slicing the Pie

- Alex, Sandy, and Chris created a small consulting firm a few months ago and they just finished their first job. The job took 12 hours and they billed \$100/hour. So they need to divide \$1,200. They should have discussed in advance how they would share the revenue, but they did not...

How much should each one get?

- **Alex** is a retired executive with lots of knowledge in this field. Alex joined this endeavor to have something to do besides golf. Alex is financially well-off. Alex brought the business to the firm and did 2 hours of the work.
- **Sandy** has about 5 years of experience in this field, but has 3 kids and is a single parent. Sandy started this as a side-job to earn money. Sandy only did 4 hours of work because of limited time availability.
- **Chris** is single, has no experience, but did 6 hours of work on the project. Chris has another well paying job, but likes the idea of owning a business.

Slicing the Pie

	Group 1	Group 2	Group 3
Alex			
Sandy			
Chris			

Distributive Justice

- The **equity principle** denotes that benefits should be distributed based on each person or group's contribution.
 - Those who worked harder or contributed greater expertise to a project should receive disproportionate amounts of the fruits of that labor.
- The **equality principle** states that all group members should receive equal amounts of any good or benefit that comes from the labors of the group.
 - Under this version of fairness, all employees would receive the same pay.
 - Used in situations where social harmony and positive social relationships are the highest goal
- The **need principle** asserts that more of the goods or benefits should go to those who need more.
 - When the most important goal is ensuring human welfare.

Many Ways to ‘Fairly’ Divide the \$\$

- Equity
 - Means you ‘get out of it what you put into it’ .
- Equity can be based on *expertise* in this scenario
 - (Alex gets the most)
- **OR**
- Equity can be based on *hours worked*
 - (Chris gets the most)
- OR some combination
- Equity distributions are most common in individualistic and capitalist societies.

Who is Right? What is Fair?

- They all are.
- Many definitions of fairness exist.
 - Your preferred outcome feels the most fair to you.
 - Those with a different preferred outcome feel theirs is the most fair.
 - They are different, but ‘right’.
- Goal: Understand the worldview and definition of fairness used by others to avoid attribution errors
- Attribution error example:
 - Alex is just greedy. Sandy is a whiner. Chris has no life. (etc.)

Basic Ingredients for a “Satisfying” Conflict Resolution

Substantive Satisfaction

Content of settlement

Procedural Satisfaction

Specific conflict procedures giving order to negotiation process – before, during, and after

Psychological Satisfaction

How parties feel after resolution

“We’re all in this alone”

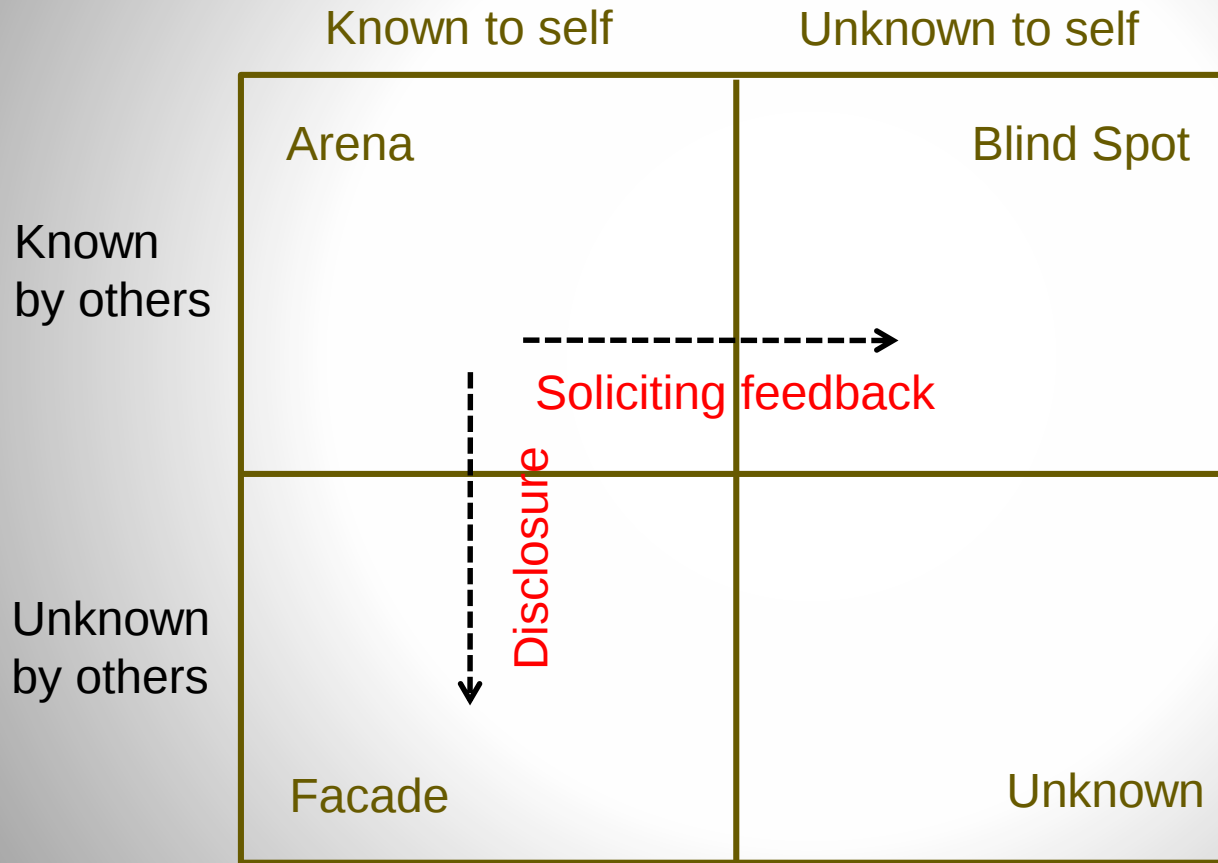
-Lily Tomlin

Conclusion

Department Chair Survival Skills

1. Be principled in resolving conflicts.
2. Communicate in all directions.
3. Hallucinate – see the vision vertically and horizontally.
4. Serve others – it is not about you.
5. Play well with others – collaborate.
6. Enhance leadership and learning.
7. Know yourself – enlarge your arena.

Know Yourself – Enlarge Your Arena



Achieving the Learning Outcomes



1. What Opportunities Are Available to You at the Personal Level?

- *Reflection*: Expand your Arena from feedback, confidants, mentors, personal reflection, journaling
- *Balance*: Protect personal HIPOS (family) and professional HIPOS (scholarship)
- *Develop yourself as a leader*: Key skills in building community and empowering others
- *Reading*: CHE, HBR, journals, leadership books

2. What Opportunities Are Available to You at the Institutional Level?

- Manage your Chair Molecule.
- Work strategically with the dean, staff, faculty.
- Focus on strategic HIPOS, delegate/eliminate time-consuming LOPOS.
- Make decisions strategically: Who, when, and how decisions should be made.
- Take advantage of formal mentoring, internships, and seminars on your campus.

3. What Opportunities Are Available to You at the Professional Level?

- Get networked! Get connected!
- Take advantage of forums, webinars, and classes.
- Attend professional conferences, e.g. KSU, AACSB, AACTE, AAC&S.
- Apply for externships, sabbaticals, and leaves.
- Explore Harvard MDP, Bryn Mawr, CASE.
- Read literature on academic leadership.

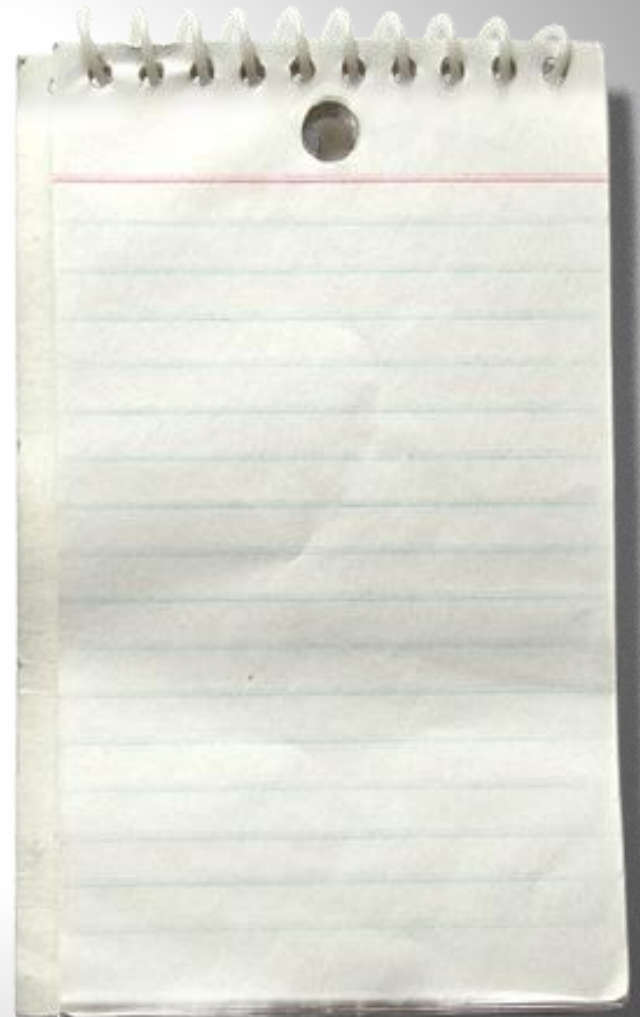
What Would Executives Change in Their Lives?

The three most common answers:

1. Take more time to be reflective.
2. Understand more deeply what really gave them satisfaction.
3. Take more risks.

Legacy Worksheet

*How do you want
to be remembered
as a department
chair?*



Old Buddhist Saying

**To know and
not to use,
is not yet to
know.**



Resources

Walter H. Gmelch and Val Miskin (2011). *Department Chair Leadership Skills*. Madison, Wisconsin: Atwood Publishing.

H. Ibarra and M. Hunter (2011). *How Leaders Create and Use Networks in Advancing your Career*. Harvard Business Review, 171-192.

Victor Vroom and J. G. Jago. (1988). *The New Leadership*. Englewood Cliffs, NY: Prentice-Hall.