

Academic Leadership and Management Institute

Capstone Session: Bringing It All Together

photo: Jeremy Thomas

DESIGN: Aaron Robinson



EXCELLENCE in
ACADEMIC
LEADERSHIP

At End: Key Takeaways

- ✓ _____
- ✓ _____
- ✓ _____



EXCELLENCE in
ACADEMIC
LEADERSHIP



Sessions
Recap

- 1 Orientation to Academia**
Career TRAGEDIES, shared governance principles, setting boundaries, mentoring
- 2 Managing Relationships for Career Success**
Difficult conversations, decision-making framework, moving to the And Stance, personal scripts
- 3 Negotiation Skills for Problem-Solving**
Negotiation theory, adult learning model, critical discussions, IRP analysis
- 4 Career Chapters: Managing Progress and Transitions**
Aligning goals & expectations, time management, how to say no



EXCELLENCE in
ACADEMIC
LEADERSHIP



EXCELLENCE in
ACADEMIC
LEADERSHIP

Tenure Track Pitfalls



- Hiring/personnel issues
- Funding
- Time management
- Assessing urgent/important challenges
- Balancing long/short-term goals
- Academic politics
- Leadership Skills
- Publishing

Case study



Decision-Making
Framework

- What are the issues?*
- What policies or rules apply?*
- What questions do you have or data do you need?*
- Who, what are your resources?*
- What are your options?
Who is affected by each?*
- What will you do?
What (exact) words will you use?*

How PI's Leadership Impacts the Research Lab



→ A *Nature* survey of 3,200 scientists reveals that **poor lab and personnel management by principal investigators (PIs)** is one of the strongest contributors to an unhealthy lab culture.

Perception Gap: PIs and students tend to have different perceptions on the health of the lab.

Some hard numbers on science's leadership problems. *Nature News*, May 26 2018.
<https://www.nature.com/articles/d41568-018-05143-8>

Ask yourself:

What do you expect from your trainees,
and what can they expect from you?



“The key to a happy lab life is in the manual”

“I put into writing **things that are usually transmitted informally**. For example, that it doesn't matter to me whether trainees arrive at 9 a.m. or 1 p.m. or work from home, as long as they get their work done and honour their commitments.”

6 SEPTEMBER 2018 | VOL 561 | NATURE | 7



Mariam Aly

Mariam Aly, *Nature News & Comment*, 5 September 2018. <https://www.nature.com/articles/d41586-018-06167-w>
Lab manual. <https://github.com/aly/lab/blob/master/aly-lab-manual.pdf>

Example: Awards Situation

Jay is a few years into graduate school and sees a \$1000 travel award that they are eligible for, but Jay doesn't know how to bring it up with their advisor.

Is it presumptuous to ask my advisor to write me a nomination letter?

Do I wait for someone to tell me to apply for this award?

Do I write my own nomination letter?

Do professors nominate their students? Do they even know about this award?

Your Lab Manual: Questions




What is your vision for how your group will contribute positively to **diversity, equity, and inclusion (DEI)** in your field?

- ➔ What is your policy for time spent doing DEI work and outreach?
- ➔ If you are supportive, how will you show that ?
- ➔ What support can your trainees expect from you?



Can your expectations be reasonably met by people of all backgrounds, identities, and abilities? (e.g., people who are **caretakers, those who want to have a family, disabled/chronically-ill...**)



Tina says, “Mind reading is a remarkably ineffective form of communication”

- When there is a perception gap, how can you effectively perform your duties as a PI without having access to all the relevant information?
- What strategies can you use to foster upward feedback from your trainees, encouraging them to share their perspectives on what is or isn't working, and also promote peer feedback among them?
- In what ways can you ensure that your unconscious 'affinity bias' does not affect your ability to mentor and collaborate with individuals fairly?

ncpre

EXCELLENCE in
ACADEMIC
LEADERSHIP

It's All About Fostering Culture



Recruitment



Expectations



Feedback



Modeling

↓
Lab Culture

You Set The Tone



It's about values and the mission



Reward only good behavior



Develop good boundaries

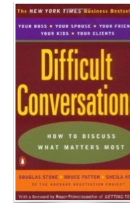


Build relationships and trust



Learn to give effective feedback

*You can win the battle
and still lose the war.*



- ☞ The **“what happened”** conversation
- ☞ The **“feelings”** conversation
- ☞ The **“identity”** conversation

Stone, Patton, and Heen's *Three Conversations*

*What you can change is you.
Focus on your goals. Live your
values.*

- ✦ Know your role and why you're in it.
- ✦ Gain skills and use them purposefully, constructively.
- ✦ Know that what you can change is you.
- ✦ Align your actions with your goals and values.

Two Hard, Leveraging Changes

00:02

Spend the first two minutes of every interaction just making sure you have understood the other party's perspective.

No arguing back!



Replace "~~but~~" with "and" in your vocabulary and phrasing.



*Change the script by
changing your lines.*

Responsibility



Personal



Institutional