1. Identify at least two Quick Tips or videos from the Leadership Collection; be prepared to share your review of them with colleagues at our next session.

2. Read all the Testing Yourself prompts; write out answers.

3. Fill out the AUDiT for your unit.

NCPRE Leadership Collection
Collection of resources for developing yourself, motivating, and leading strategically

Focal Areas
1. Developing Yourself
2. Leading and Managing a Unit
3. Leading Beyond the Unit

Collections
Just-in-time (now)
Deep Dive (deep knowledge)

Updating
The Leadership Collection is regularly updated with new resources

What did you watch and what did you find valuable to share with your colleagues?
Testing Yourself

What message(s) do you want to send back?

What words will you use so that your message is received?

Humor can help

Consider when no or minimal response is the best response
Testing Yourself

What message(s) do you want to send back?

What words will you use so that your message is received?

Humor can backfire. Consider when no or minimal response is the best response. Avoid escalation of aggression — seek to take the tone down, not up.

It’s about the institution, the role, and the mission!

Testing Yourself

What message(s) do you want to send back?

What words will you use so that your message is received?

Humor can backfire. Consider when no or minimal response is the best response. Avoid escalation of aggression — seek to take the tone down, not up.

It’s about the institution, the role, and the mission!

NCPRE Academic Unit Diagnostic Tool (AUDiT)
Rubric for identifying vibrant units, warning signs, and challenged units

An assistant professor, Thomas Santo, is known to work irregular hours. Some nights, he comes back in and works until midnight and may not come into the office until noon. His colleagues say he is very hard working and is likely to make significant breakthroughs in his research. However, his undergraduate students complain that he is often late for class and sometimes is not prepared.

What should you do?

Short Case

# 30: Irregular Hours

"What should you do?"
**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?**

**Group Problem-Solving**
<table>
<thead>
<tr>
<th></th>
<th>Time</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>2 minutes</td>
<td>Facilitator Overview</td>
</tr>
<tr>
<td>2</td>
<td>5 minutes</td>
<td>Presenter Speaks</td>
</tr>
<tr>
<td>3</td>
<td>3 minutes</td>
<td>Clarifying Questions</td>
</tr>
<tr>
<td>4</td>
<td>12 minutes</td>
<td>Group Discussion</td>
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<tr>
<td>5</td>
<td>5 minutes</td>
<td>Presenter Response</td>
</tr>
<tr>
<td>6</td>
<td>5 minutes</td>
<td>Debriefing</td>
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</table>

### (Abbreviated)

<table>
<thead>
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<th></th>
<th>Time</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>2</td>
<td>1.5 minutes</td>
<td>Presenter Speaks</td>
</tr>
<tr>
<td>3</td>
<td>3 minutes</td>
<td>Clarifying Questions</td>
</tr>
<tr>
<td>4</td>
<td>5 minutes</td>
<td>Group Discussion</td>
</tr>
</tbody>
</table>
### Annenberg Critical Friends Protocol

<table>
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<th>1.5 minutes</th>
<th>Presenter Speaks</th>
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<tbody>
<tr>
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<td>3 minutes</td>
<td>Clarifying Questions</td>
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<tr>
<td>4</td>
<td>5 minutes</td>
<td>Group Discussion</td>
</tr>
<tr>
<td>5</td>
<td>2 minutes</td>
<td>Presenter Response</td>
</tr>
</tbody>
</table>

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#### Short Case

**#38: Professor Jenson**

A group of four students complain to you that their professor does not follow the syllabus and the assignments do not match with what is supposed to be taught.

They say that the professor, John Jenson, is regularly late for class and has several times canceled class at the last minute.

The students are frustrated and want you to do something.

*Prepare for a meeting with your Critical Friends group.*

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#### Decision-Making Framework

6 Elements

- **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?**

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#### Group Problem-Solving
Group Problem-Solving

- As a faculty member
- As a decision-maker
- As a leader

Barbara Wilson
Executive Vice President and Vice President for Academic Affairs
University of Illinois
Reading: What do you want to learn about?

- An overview
- Hard conversations
- Feedback is helpful
- Change is hard, and we need it

Reading: Your Suggestions?
It’s your job to grow as a leader.

Questions or concerns?

Key takeaways?

1. Review the AUDiT you filled out for your unit; be prepared to discuss
2. Develop a real or hypothetical situation to use in a CF group