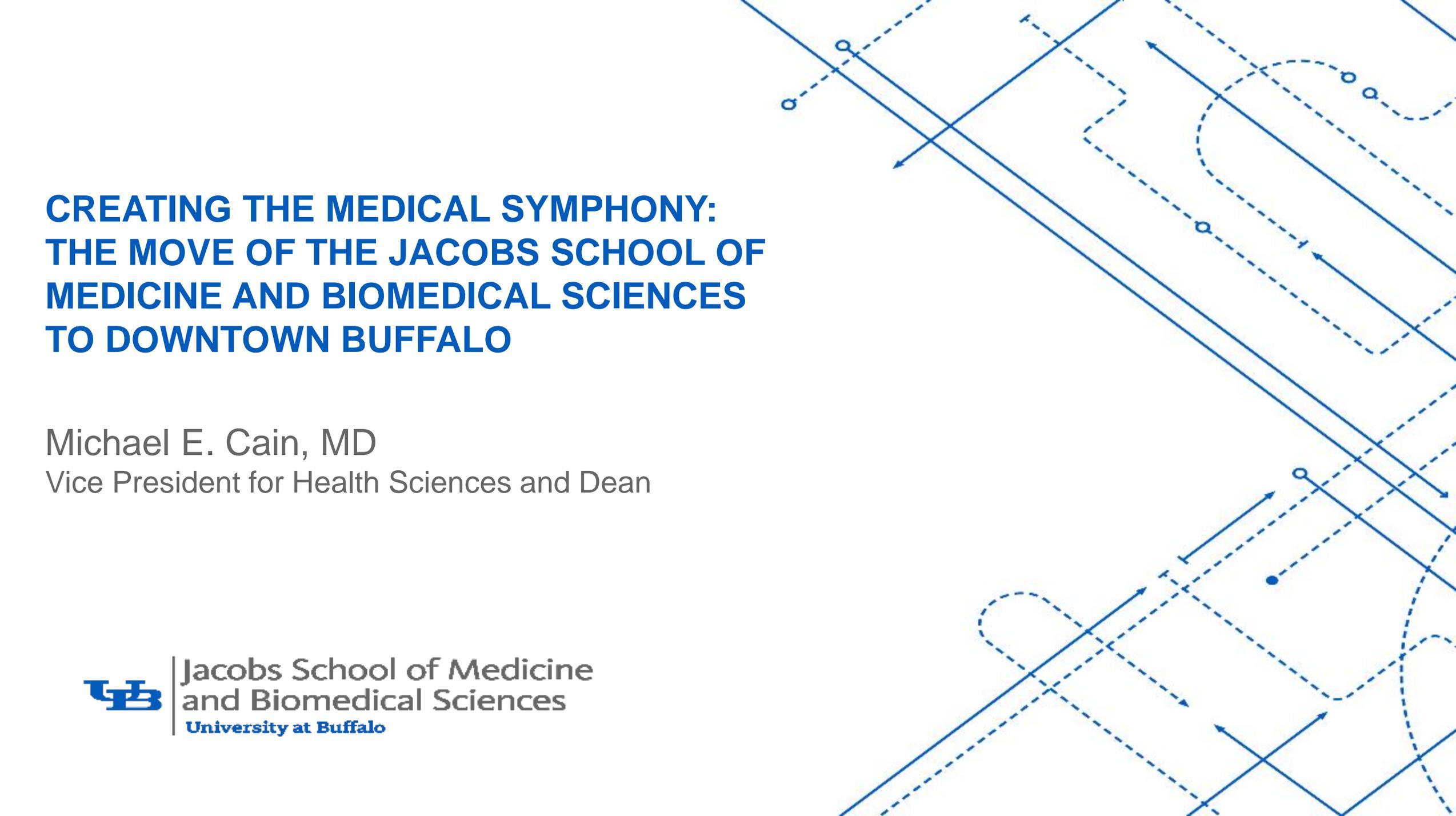


WELCOME



Mid-American Conference
Academic Leadership Development Program
2019 Fall Workshop





CREATING THE MEDICAL SYMPHONY: THE MOVE OF THE JACOBS SCHOOL OF MEDICINE AND BIOMEDICAL SCIENCES TO DOWNTOWN BUFFALO

Michael E. Cain, MD
Vice President for Health Sciences and Dean



Jacobs School of Medicine
and Biomedical Sciences
University at Buffalo

The Jacobs School Mission and Vision Statements

Mission

To advance health and wellness across the life span for the people of New York and the world through the education of tomorrow's leaders in health care and biomedical sciences, innovative research and outstanding clinical care.

The Future of Medicine is Here.

We will:

- Develop and inspire exceptional physicians and scientists through transformative **education**.
- Advance **research and discovery** to improve health for all.
- Deliver exceptional, compassionate **health care** through innovation and integration.

UB Academic Health Center

2006

Isolated Medical Bands



Goal

Medical Symphony



Medical School Building Erected 1953



Medical School Was Disconnected from Medical Center



Downtown Medical School: Integrate Clinical and Basic Science Faculty

Align faculty conducting research with those involved in patient care

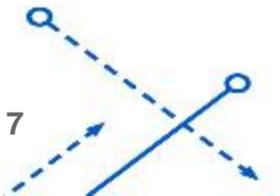
Bring together graduate and pre-doctoral medical education at a common site

Replace aging research and educational facilities with a state-of-the-art complex

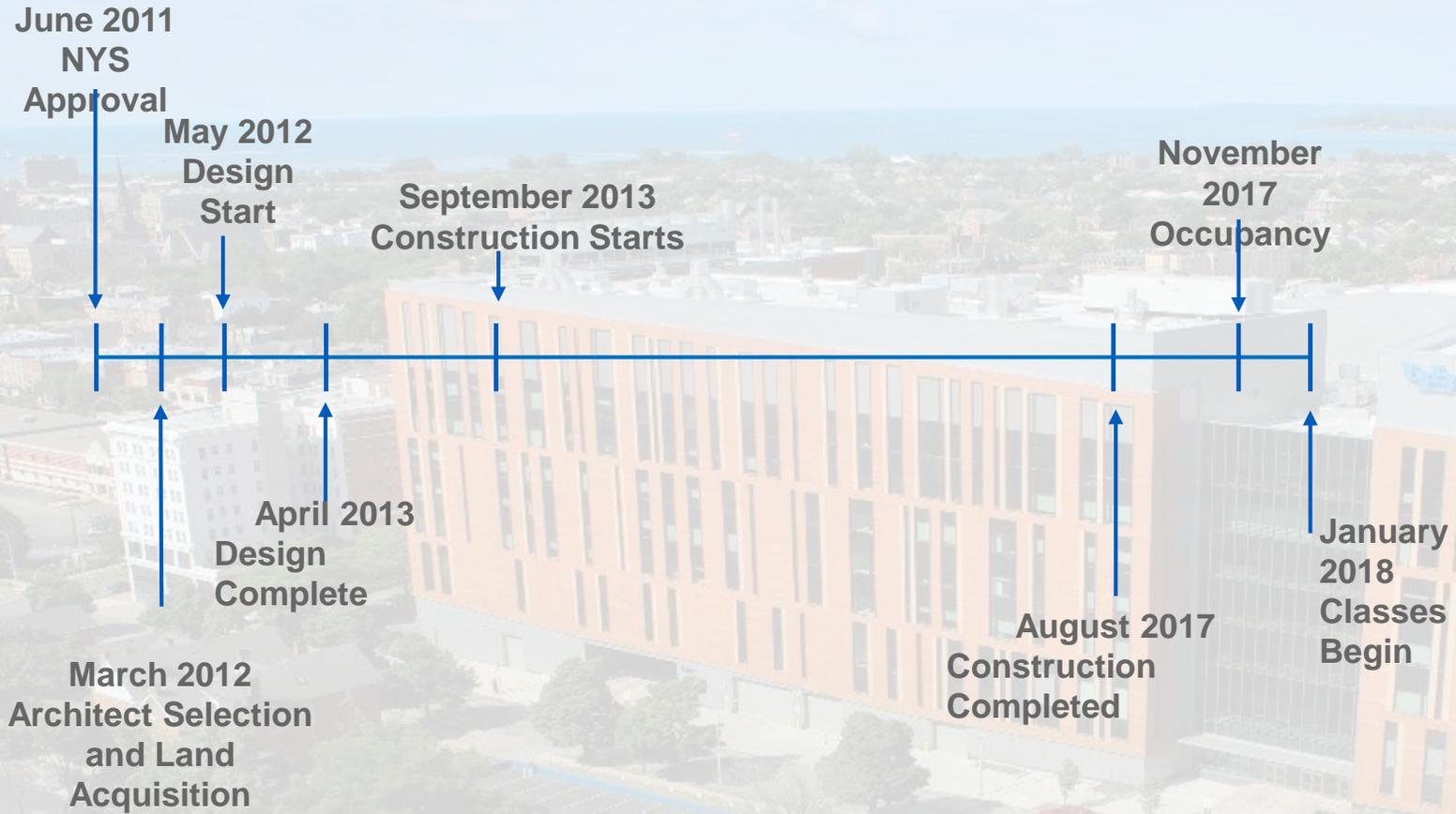
Develop a true academic health complex in Western New York

Expand class size by 25% (144-180 students)

Increase number of full-time faculty



Timeline





Jacobs School of Medicine
and Biomedical Sciences
University at Buffalo

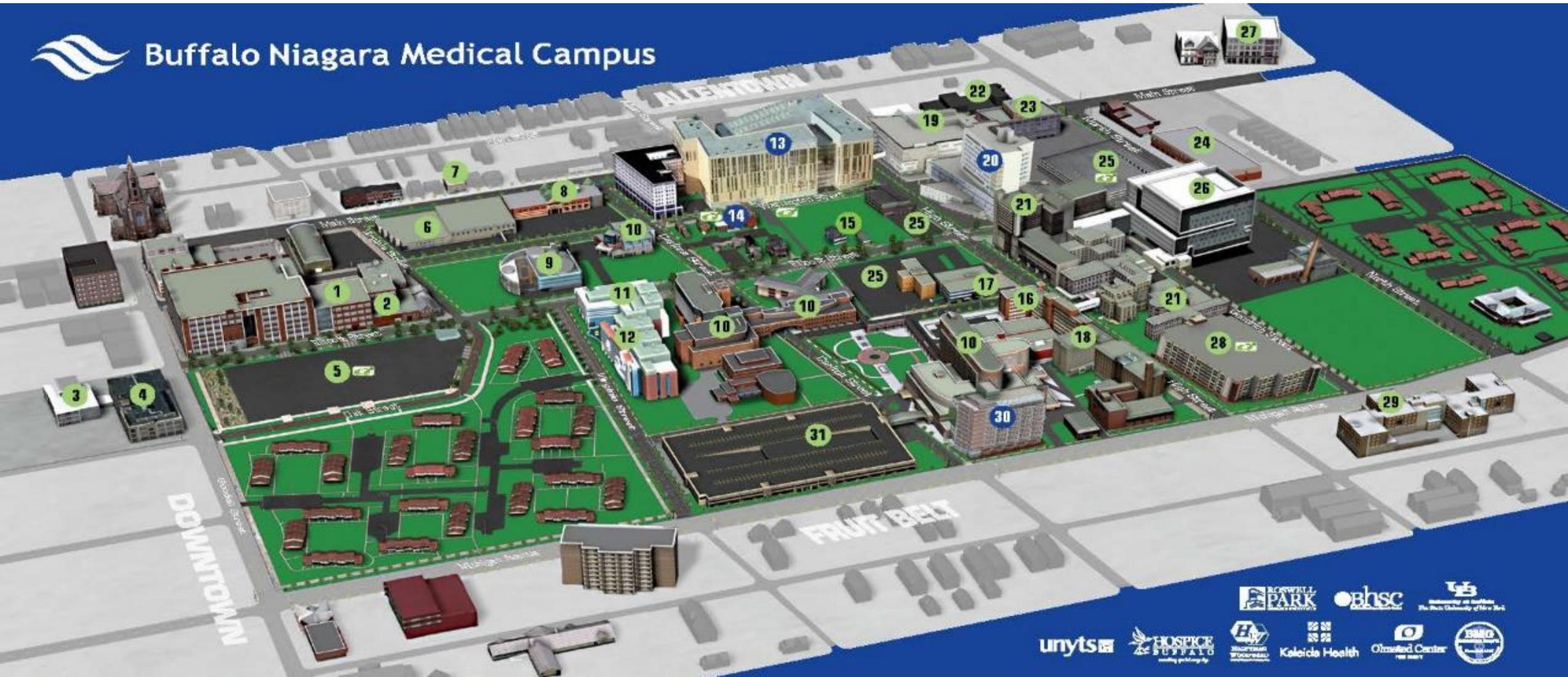




Medical Campus Context

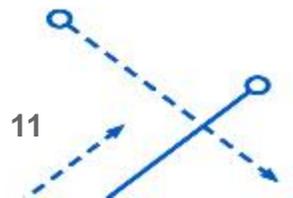


Buffalo Niagara Medical Campus

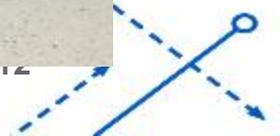


Jacobs School of Medicine and Biomedical Sciences

- [Creating the medical symphony](#)



Fostering Collaborative Research

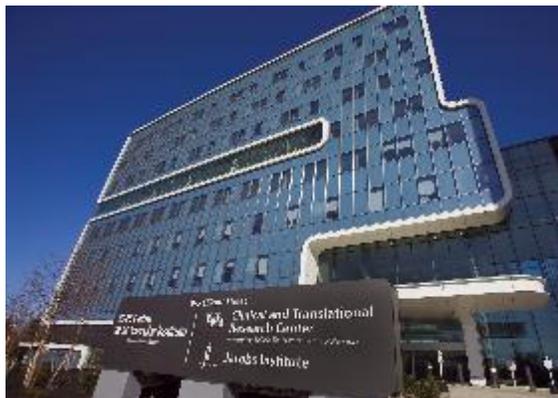


 University at Buffalo
Clinical and Translational
Science Institute

The CTSI includes:

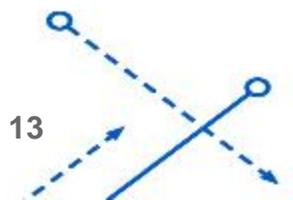
- Clinical and Translational Research Center (building)
- Clinical and Translational Science Award (grant)
- Buffalo Translational Consortium (partnership)

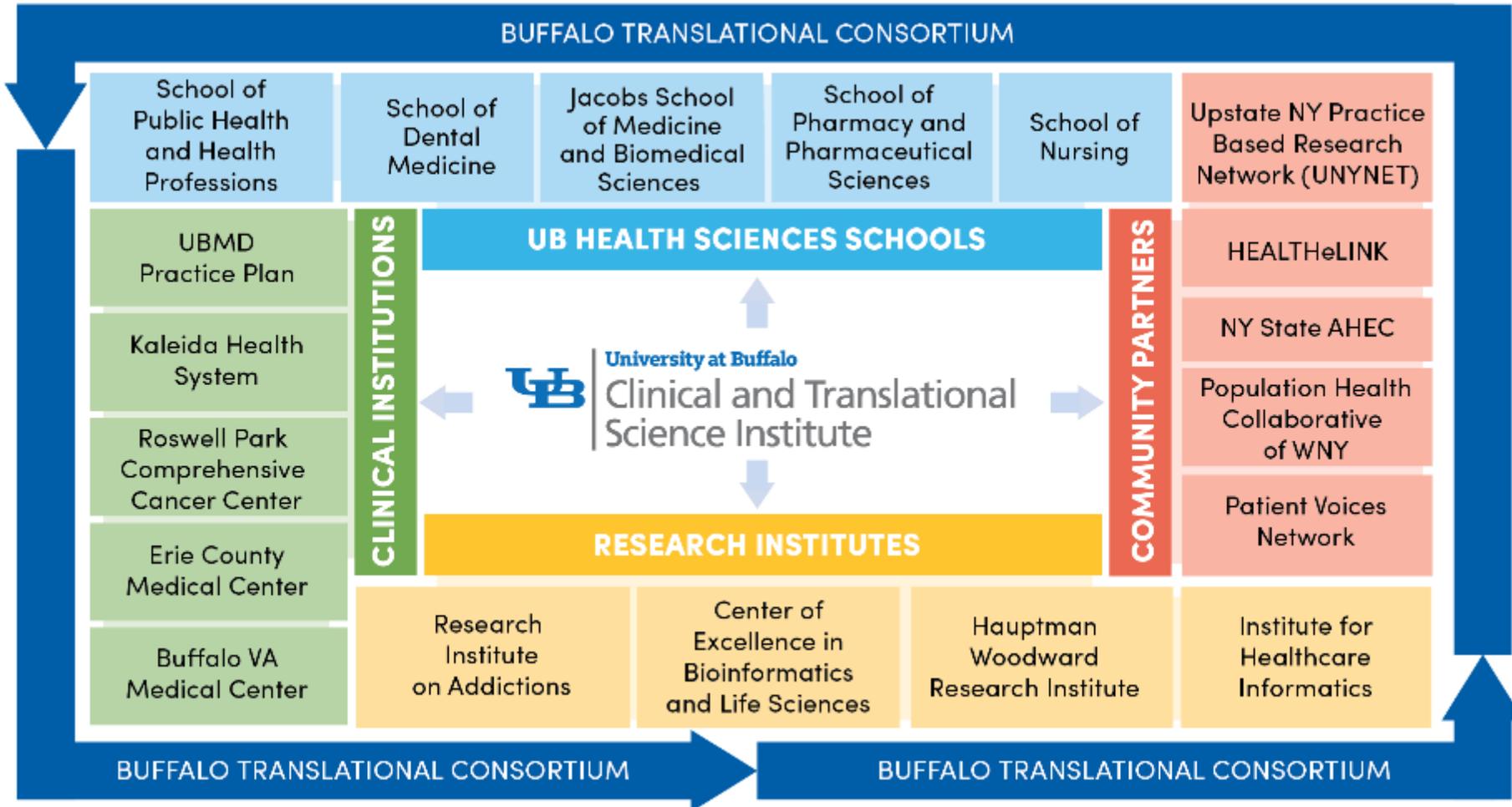
Advancing research discoveries to improve health for all



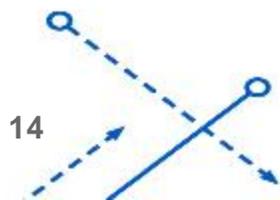
<http://www.buffalo.edu/ctsi>

@UBuffaloCTSI 
@UBCTSI_Director





Buffalo Translational Consortium



University at Buffalo CTSA

- Funded 2015 through 2019
 - 3 years and 7 months
 - Total budget: \$15 million (direct and indirect)
- Funded competitive renewal December, 2019
 - 5 years
 - Budget: \$22.6 million (direct and indirect)

Vision:

To perform clinical and translational research to reduce health disparities and improve the health of our community and the nation.

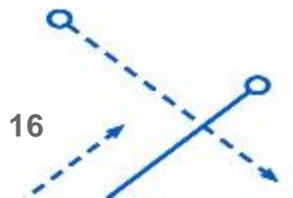
City of Buffalo demographics

African American	39%
Hispanic	10%
Native American	1%
Underrepresented minority	50%

30% below poverty level
~60% low income

~10% refugees and recent immigrants

Nationally, <10% of participants in clinical trials are underrepresented minorities



Accomplishments and Progress 2015-present

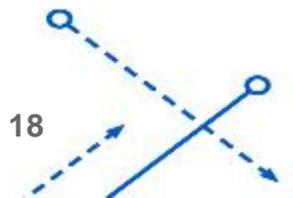
- Launched 7 cores to provide research expertise and support
- Streamlined the conduct of clinical research
- Increased clinical trial portfolio 300%
- Increased clinical trial recruitment
- Education and training in clinical and translational research
 - KL2 Mentored Career Development Program for junior faculty
- Pilot Studies Program in translational research
- Launched a Translational Imaging Center

CTSI Pilot Studies Program

Year	Pilot Awards	Total Awarded	Extramural Funding	Publications
2010-11	6	\$200,000	\$6,329,152	42
2012-13	6	\$200,000	\$2,511,649	7
2014-15	6	\$200,000	\$1,932,433	31
CTSA funded				
2015-16	8	\$200,000	\$4,648,629	11
2016-17*	9	\$600,000	\$1,257,482	26
2017-18**	13	\$600,000	\$873,906	11
2018-19	11	\$600,000	\$200,000	4
2019-20	11	\$400,000	Awarded April 2019	

*two joint proposals on Precision Medicine with Rochester CTSI

**Dr. Jennifer Read received pilot study funding to continue Dr. Ellen Volpe's KL2 project

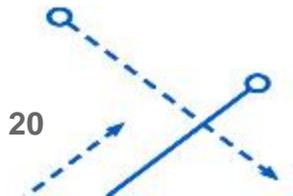


Lessons Learned

- Faculty training on technology takes time and patience
- Managing expectations
- Reunification
- Security

Impact

- Increase class size by **25%** (144-180)
- Transform medical curriculum
- Recruit exceptional departmental leaders and increase number of full-time faculty
- Increase research expenditures (basic and clinical research)
- Increase UBMD Physician's Group
- Favorably impact business development and economical growth in WNY
- Increase community service/improve public health





INNOVATING FOR THE FUTURE

**MAC Leadership Conference
November 4-6, 2019**

**Robert Granfield, PhD
Vice Provost for Faculty Affairs**

Conference Overview

How UB is innovating to enhance faculty's ability to meet the imperatives of a 21st century university:

- Leadership initiatives
 - to prepare effective leaders
- Educational initiatives, collaborations and innovations
 - to provide a state-of-the-art education
- Research and interdisciplinary initiatives
 - to enhance the impact of our scholarly efforts
- Community engaged initiatives
 - to improve the lives of individuals and our communities



University at Buffalo



- Largest and most comprehensive public university in New York State offering **110+** undergraduate degrees and **320+** graduate, professional and certificate programs
- Member of the **Association of American Universities**
- **30,000+** students, **20,000+** undergraduates
- **3** campuses with **12** schools
- **260,000+** alumni in **148** countries
- **6,000+** full-time employees
- **\$1.63 billion** annual economic impact
- Aspiration to be ranked among the top research universities in the world

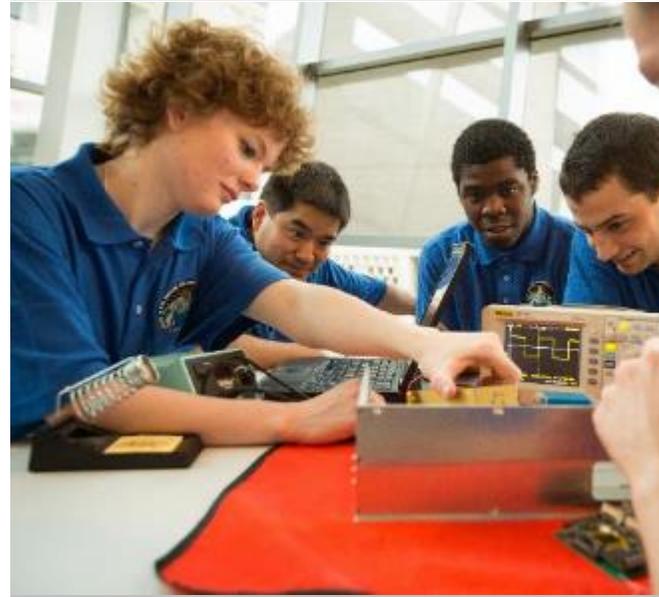
Comprehensive Public Research University

- Conduct transformative research, scholarship, creative activities, and clinical care to impact quality of life and advance society
- Educate next generation of thought-leaders and prepare them to be productive global citizens in a knowledge-based economy
- Train professionals who deliver services in Western NY (UB educates **80%+** of doctors, dentists, lawyers) and around the world
- Practice and facilitate community engagement and economic development



Changing Societal Needs and Expectations

- In global knowledge economy with increased automation and technology and strong demand for higher education
- Expectation that degree programs prepare students for jobs that do not always align with disciplines
- Students come from and will enter more diverse communities, requiring ability to adapt to different cultures
- Students are digital natives with different psychosocial skills and ways of gathering knowledge
- Increasing calls to make education more affordable, especially at the graduate level.



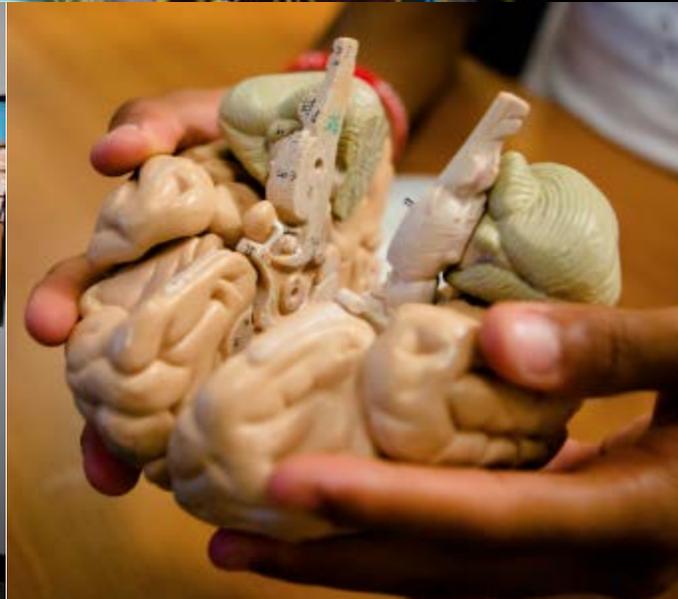
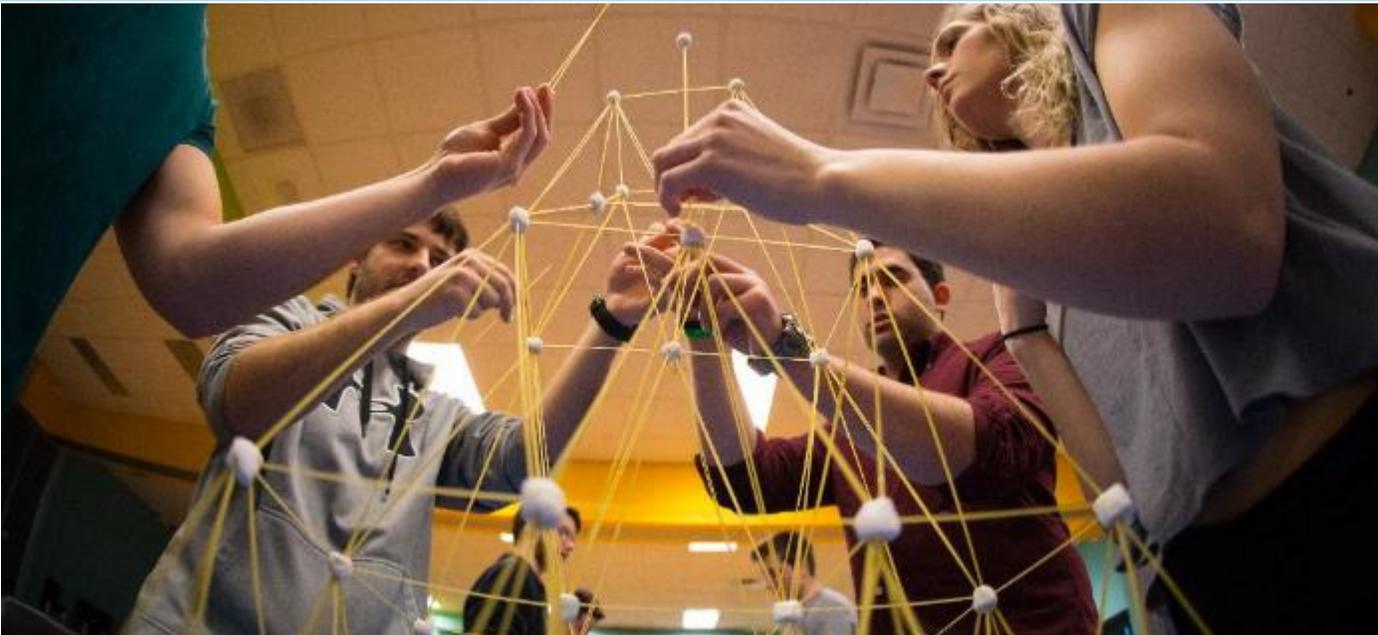


Transformative Education

- Educating students for success in a 21st century knowledge economy
- Teaching students to be flexible, apply learning, and collaborate
- Preparing students to be engaged global citizens

Recent Initiatives

- UB Curriculum
- Experiential Learning
- Significant International Experience
- Inter-professional Education



Educational Innovations and Collaborations

- Combined undergraduate and professional programs (e.g., UB Teach, CAS/Law)
- Micro-credentials and Digital Badges
- Educational technology (e.g., virtual reality, neurocognition research)
- Interdisciplinary Programs, e.g.:
 - Diversity Innovation
 - Genomic Literacy/Genetic Counseling
 - Neuroscience
 - Computational and Data-Enabled Science and Engineering



Educational Programs: Innovation & Effectiveness

- UB Curriculum – General Education
- New academic departments: Material Sciences, Environment and Sustainability, Engineering Education
- Center for Educational Innovation
- Online Education: Creation of new markets (SUNY Online)
- Improve student outcomes through Artificial (Assistive) Technology
- PhD Excellence Initiative

Changing Expectations for Research Universities

- Funding shifts
- Increasing industry partnerships
- Growing expectation that research and education solve world's problems, create technology, and have real world impact
- Increasing interdisciplinary and international collaborations
- Increased emphasis on applied research, innovation, economic development and workforce development



Impactful Research

- **\$400+** million annual research expenditures
- **100+** research centers, institutes and collaborative projects

Sample Centers and Institutes:

- Gender Institute
- Clinical and Research Institute on Addictions
- UB Humanities Institute
- Stephen Still Institute for Sustainable Transportation and Logistics
- Center for Inclusive Design and Environmental Access
- UB Regional Institute
- Artificial Intelligence Institute





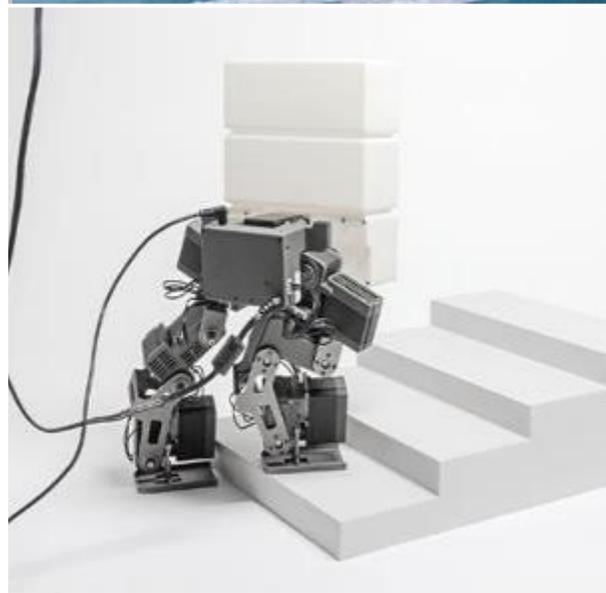
Example Research Strength: Performing and Fine Arts

- **Arts Collaboratory**, “live your art,” unites arts-oriented endeavors across departments while fostering visionary experimentation across UB and community
- **Creative Arts Initiative**, partnership with local arts community on artist-in-residence and unique learning programs
- **Coalesce: Center for Biological Arts** expands public understanding/participation in the life sciences and delivers innovative hybrid art
 - Recently received National Endowment for Arts support

Communities of Excellence

Solving the world's most pressing challenges through interdisciplinary research, education and engagement

- The Genome, Environment and Microbiome (GEM)
- Global Health Equity
- Sustainable Manufacturing and Advanced Robotic Technologies (SMART)
- UB RENEW



Engaged Research and Education

- Using research and education to improve communities, e.g., **Architecture** neighborhood planning, **CLOE, CDI**
- Deeply engaged in local schools, e.g., **Teacher Residency Program, BUILD Academy, Interdisciplinary Science & Engineering Partnership (ISEP)**
- Impactful experiential learning opportunities, e.g., Management/Social Work **Social Impact Fellows**, Nursing/Dental **Remote Area Medical Program**
- Community Engaged Research

Clinical Education and Care

- Professional schools clinical education
- Dental Clinics: Squire Hall, Mobile Dental Van
- UB MD, Lighthouse Free Medical Clinic, UB HEALS



Partnerships and Economic Development

Example WNY Target Sectors

- Advanced manufacturing
- Energy
- Health/life sciences
- Waterfront redevelopment

Innovative Public-Private Partnerships

- NYS Centers of Excellence
- Buffalo Niagara Medical Campus
- Buffalo Institute for Genomics (BIG)
- Buffalo Manufacturing Works
- Empire Discovery Institute (EDI)
- Innovation Hub
- START-UP NY
- African American Health Disparities Task Force





Moving Forward

- Continued efforts to rethink the purpose of higher education and research
- Emerging innovations illuminate need for new structures to support programs
- Continued growth of partnerships with community and industry to transform region
- New opportunities to positively impact students' lives
- Continuing to transform our university infrastructure
- Need for continued public support to enable impact



CREATING A HIGHER EDUCATION LEADERSHIP PROGRAM (HELP) Session 1

Robert Granfield, PhD

Vice Provost for Faculty Affairs

Professor, Department of Sociology

University at Buffalo

Buffalo, NY

LEADERSHIP AND THE ROLE OF THE DEPARTMENT CHAIR

- The **majority** of university decisions and impact are made at the department level – Recruitment, hiring, tenure and promotion, curriculum changes, diversity, new initiatives, innovations, student advising, faculty and student retention, research productivity
- While it takes years of training and practice to reach competence in research and teaching, only a small percentage of chairs receive training in leadership
- Of those who received training, a large majority indicate receiving less than 10 hours of training.
- Many of those who received training indicated that the training was inadequate to prepare them for or support them in their job
- There is a significantly higher proportion of chairs who are associate vs. full professor compared to 20 years ago
- 65% of chairs return to faculty after serving as chair
- Most chairs assume this leadership position after an average of **20 years** as a faculty member – Average SUNY Chair: 55 Years
- Over **90%** of chairs are recruited from their current campus

RECENT RESEARCH ON CHAIRS

- Chairs are not adequately educated or trained in being an effective chair
- The ability to communicate remains the most important skill an effective chair can possess
- Dealing with a noncollegial faculty member is becoming more of a challenge than ever before
- Chairs have little training in leading change, managing conflict, strategic design, or building teams
- Chairs tend to view themselves as members of the faculty rather than of the administration
- Chairs are frequently challenged by working with unmotivated faculty

CHAIRS OFTEN SERVE...

- without leadership training
- without understanding personal strengths and weaknesses
- without administrative experience
- without recognition of metamorphic changes in higher education
- without an understanding of budgets
- without understanding of institutional priorities or conditions
- without planning for leadership succession
- without understanding of ambiguities/conflicts associated with their role
- without knowledge of leadership literature

Chairs Need to

- Understand who they are as leaders – how they view leadership and how they want to be viewed.
- Understand their skills – both the ones they have and the ones they need.
- Know their faculty – their strengths, their challenges, and goals.
- Know students – their backgrounds, their challenges, their aspirations.
- Know their institutions – its goals, its expectations, its resources
- Know their context – government policy, public perceptions, market dynamics

DEVELOPING A HIGHER EDUCATION LEADERSHIP PROGRAM: UB Academy for Higher Education Leadership

1. Institutional goals, program structure, and content
2. Institutional support and buy-in
3. Participants
4. Staffing the program
5. Costs and budgets
6. Funding
7. Program marketing



1. Institutional Goals, Program Structure, and Content

- Reviewed literature on department chairs
- Reviewed existing training programs for department chairs
- Created a Department Chair Advisory group to review materials
- Meet with Deans to discuss desirable knowledge, skills, and competencies

Goals of UB Academy for Higher Education Leadership

- Enhance leadership abilities and skills of department chairs and other leaders
- Instill in participants a commitment to leadership role
- Build a sense of community among university leaders
- Enhance effectiveness of university leaders
- Build high functioning departments
- Facilitate leadership mastery
- Stimulating, interactive, and FUN

INSTITUTIONAL GOALS AND LEARNING OUTCOMES

Knowledge, Skills, And Competencies

I. Managing Budgets And Resources

1. Managing department funding
2. Managing department budgets

II. Supporting Faculty Success

3. Enhancing faculty development
4. Supporting faculty teaching
5. Hiring and promoting
6. Promoting diversity

III. Promoting a High Functioning Department Culture

7. Creating a healthy workplace climate
8. Communicating effectively
9. Motivating and promoting department cohesion
10. Handling grievances

IV. Balancing role as faculty member and administrator

11. Balancing chair and faculty roles

V. Managing student issues

12. Understanding student policies and procedures

VI. Managing the administrative needs of the department

13. Maintaining department level initiatives
14. Implementing staffing policies
15. Communicating outside institutional walls
16. Keeping records of departmental data
17. Understanding legal procedures

MANAGEMENT & LEADERSHIP

Critical Need

Decide What Needs to Get Done

Get People to Do What Needs to Get Done

Ensure That The Work Gets Done

Effective Managers

- **Set goals, establish detailed plans, and allocate resources and budgets**

- **Create a structure, staff, communicate goals, and delegate responsibilities**

- **Control, monitor and problem solve where deviations from the plan**

Effective Leaders

- **Provide direction, define a vision, provide strategies for producing change**

- **Align people by communicating the direction and building commitment**

- **Motivate and inspire effort by appealing to personal values, coaching, and showing support**

THEMATIC OUTLINE OF PROGRAM

- ***Personal Mastery*** — The ability to know oneself and learn from experience
- ***Interpersonal Mastery*** — The ability to communicate and work well with others particularly in difficult conversations
- ***Team Mastery*** — The ability to develop and lead groups of individuals toward common goals
- ***System Mastery*** — The ability to think and lead organizations/departments through a strategic change process

PERSONAL MASTERY

No long-term success in leadership without deep level of self awareness

- Establishing personal reasons for being a chair, being able to recognize elements of intrinsic vs. extrinsic motivations for assuming this position
- Transitioning from professor to chair - intellectually and emotionally
- Development of a personal definition of leadership
- Becoming familiar and eventually fluent with different leadership styles (DISC)
- Developing skill to 'flex' your leadership style: Ability to maximize personal strength in preferred/primary style, while also being able to access and apply complementary styles when needed
- Recognizing elements and signs of leadership derailment and developing tools on how to avoid it

INTERPERSONAL MASTERY

The chair interacting with others around her/him - students, faculty, administrators, external stake holders, e.g.. alums, donors

- Transitioning from professor to chair - in practice & day to day
- Time management
- Elements of effective communication
- Handling grievances
- Managing conflict with individuals productively
- Understanding and applying university policy and procedures
 - *Relevant to students, faculty, staff*
 - *HR, compliance with state and federal regulations*

TEAM MASTERY

The chair leading a highly functional department

- Understanding and applying concepts of effective teamwork
- Developing skills to establish trust, promoting accountability, focusing on results
- Managing group conflict
- Developing constructive relationships with peer chairs
- Building a diverse community
- Building culture that is positive, inclusive, healthy - and successful

SYSTEM MASTERY

Leading a department, unit, or system through a strategic change process

- Understanding and ability to apply principles of strategic and design thinking
- Developing skill to ‘manage up’, interact productively with the dean and other university leaders
- Engagement in university and systems initiatives crucial for the department’s success
- Developing ability to lead transformative change and innovation
- Grow ability to lead through influence and building culture beyond the department

PROGRAM STRUCTURE



Two Tier Model:

1) **Leadership Retreat**

- Intensive two-day workshop
- Off Campus
- Interactive

2) **Monthly Management Workshops**

- 7-8 monthly workshops
- Lunch
- Invited speakers

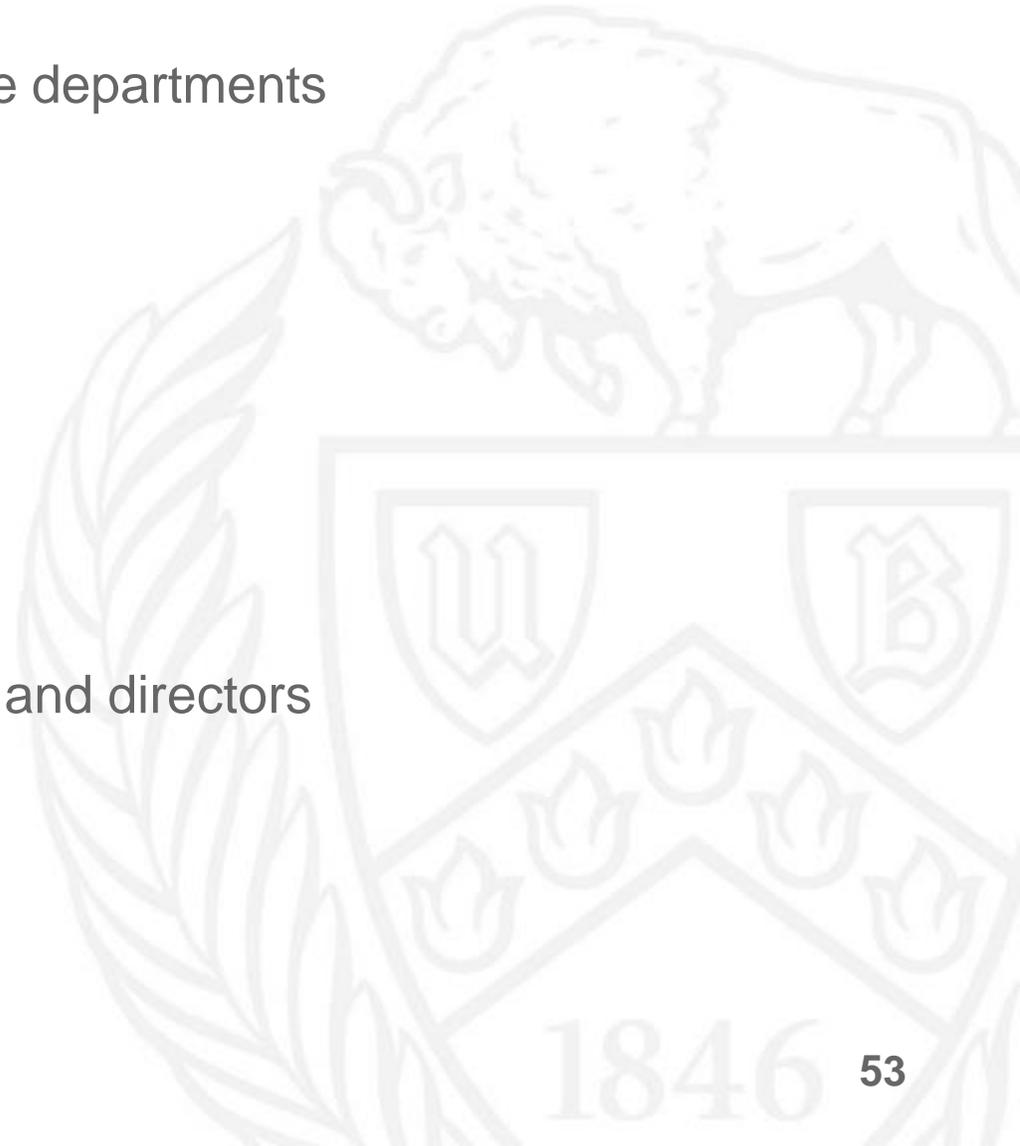
2. Institutional Support and Buy-in

- Met with Deans
- Developed a Department Chair's Advisory Council
- Worked collaboratively with deans and chairs to develop content
- Campus-wide announcements
- No cost for UB participation
- Build community
- Participants as advocates



3. Participants

- UB has 12 separate colleges with over 85 separate departments
- Different chair models across the university
- How to service entire university
 - Department Chair – 3 to 6 years
 - Department Head – Extended period
 - Associate Deans
- Retreat focuses on newer chairs, associate deans and directors (1-3 years)
- Monthly workshops open to all



4. Staffing the Program

- Individuals with department chair experience
- Individuals with leadership training and professional development experience
- Cross-university representation
- Event manager

5. Costs and Budgets

Retreat

- Off-campus location
- Lodging
- Meals
- Retreat materials

Approximately \$16K

Monthly Workshops

- Lunch
- Materials

Approximately \$1500

6. Funding

Year 1 & 2 – Central Administration

Year 3 – Experimented with participants outside UB

Year 4 & beyond – Central Administration support with fee-bearing participants from outside UB – mostly other SUNY campuses

7. Program Marketing

- **Internal**
 - Dean nominates
 - Open invitations
- **External**
 - Worked with SUNY to develop state-wide initiative for chair development
 - UB's program served as a model
 - SUNY helps market program across the state
 - Local marketing to area universities
 - Presence on our website

UB ACADEMY FOR LEADERSHIP IN HIGHER EDUCATION

August 11-13, 2019



UB ACADEMY FOR HIGHER EDUCATION

Leadership

An immersive, two-day retreat

YOU'LL LEARN TO:

- Identify current challenges in higher education leadership
- Understand the leadership role of the department chair
- Recognize leadership styles, strengths and development opportunities
- Envision the future through strategic and design thinking
- Lead change and avoid derailment
- Understand the dean's perspective
- Build a high-functioning department
- Manage performance
- Harness the keys to effective teamwork and collaboration
- Communicate effectively
- Manage conflict
- Promote and achieve diversity

As a leader in higher education, you know how demanding your role can be. At the UB Academy for Higher Education Leadership, you'll build the skills you need to meet your daily responsibilities and enhance your leadership potential in a focused, two-day workshop with key peers.

WHO SHOULD ATTEND:

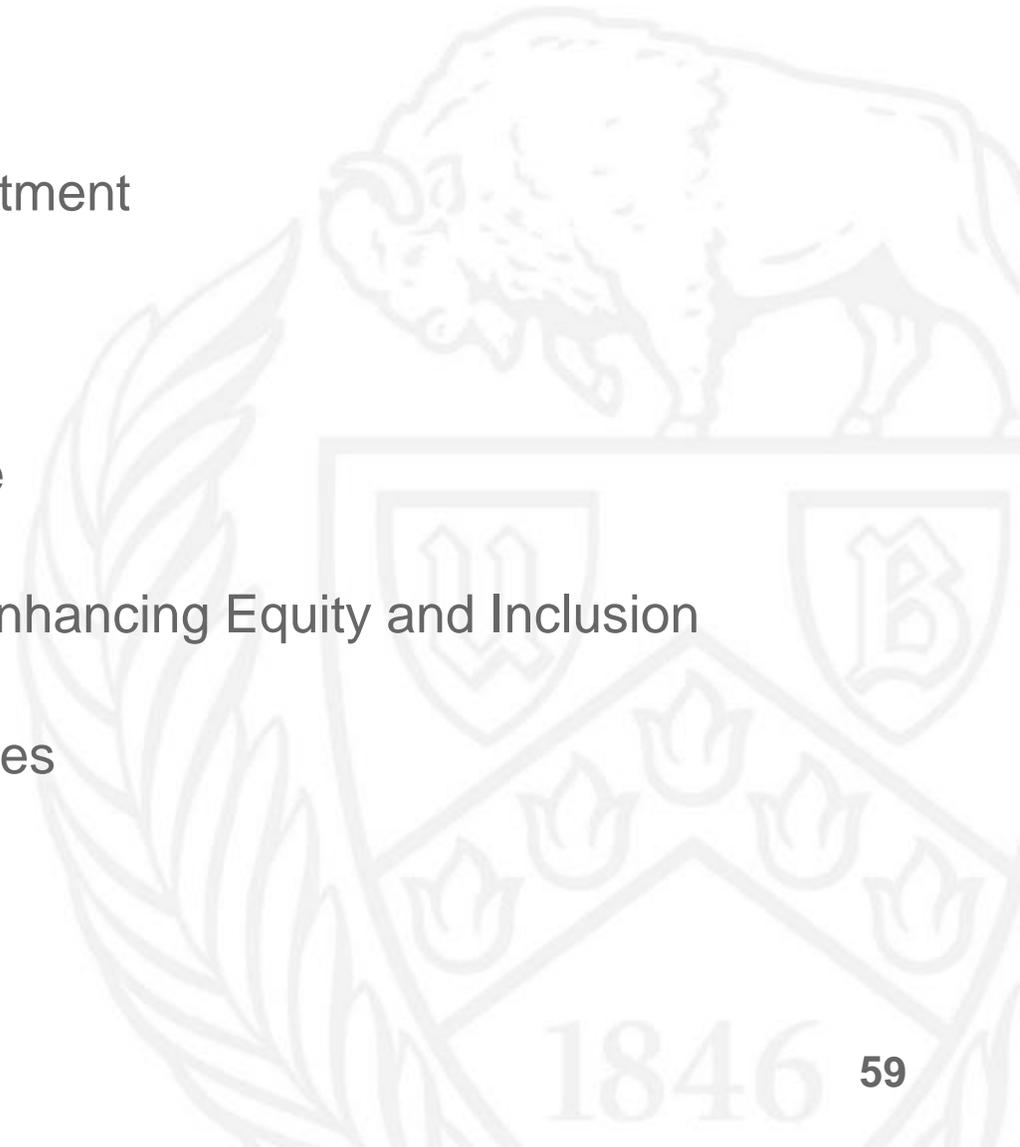
- Academic leaders
- Current department chairs
- Aspiring department chairs
- Associate deans
- Program directors



Register today by e-mailing pnapoli@buffalo.edu

Monthly Workshops

- The Chair's Role in Tenure and Promotion
- Integrating Non-tenure Track Faculty into your Department
- Effective Communication and Managing Conflict
- The Role of the Chair in Building a Mentoring Culture
- Chair as Diversity Leader: The Role of the Chair in Enhancing Equity and Inclusion
- Understanding Budgets and Managing Your Resources
- Facilitating Excellence in Teaching and Research
- Building a High Functioning Department



Translating Development into Practice: A Faculty Panel

- **Myles Faith**, *Department Chair, Department of Counseling, School, and Educational Psychology, GSE*
- **Deborah Waldrop**, *Associate Dean (2012-2019), School of Social Work*
- **Anne Burnidge**, *Department of Theater and Dance, College of Arts and Science*
- **William Prescott**, *Interim Chair, Department of Pharmacy Practice, School of Pharmacy and Pharmaceutical Sciences*

Leading Change – Translating what I learned into my leadership activities

- UB Academy Training cultivated critical **self-reflection** about myself to help guide ongoing Personal Mastery development:
 - What are the different leadership styles and which one best characterizes me?
 - Given my “natural” leadership style, how will that best help me – and possibly hinder me as a departmental leader?
 - How can I compensate for limitations, and leverage my strengths, in communications with others (eg., faculty, staff, students)?
 - How will I discuss and leverage my style with my “right arm” (i.e., Assistant to the Chair)?

Leading Change – Translating what I learned into my leadership activities

- On the DISC assessment, I score high on “Conscientiousness” (C). We tend to...
 - Be careful, cautious, systematic, diplomatic, accurate and tactful.
 - Value quality and high accuracy.
 - Be overly critical and overanalyzing.
 - Require energy to get things done quickly (e.g., rapid fire email response).
 - Require energy to let go and delegate tasks.

Leading Change – Translating what I learned into my leadership activities

- Thus, in terms of leadership activities, I've needed to ...
 - Recognize my limitations as a “C”, and practice new habits that act against it.
 - Delegate certain rapid emails and other communications to my assistant – who is fast.
 - Be careful not to overanalyze... and not to frustrate others in the process.
 - Leverage the virtues of a being a “C”, for example, when articulating my thinking in upwards communications (e.g., with Associate Deans, Dean's Office, etc). Convey my thoughts, reflections, and internal thinking on a topic when appropriate.
 - Ask myself: “*What do I need to do differently in certain situations, given that I am a C?*”

Leading Change – Translating what I learned into my leadership activities

The Transformation: *Lessons Learned*

- From solitary to social. *Always putting the School first.*
- From focused to fragmented. *Keeping all of the plates (reviews) spinning.*
- From autonomy to accountability. *Reviewing, revising the guidelines.*
- From manuscripts to memoranda. *Writing transmission memos.*
- From private to public. *It's not about you.*
- From professing to persuasion. *Getting comfortable with “the ask”.*
- From client to custodian. *Making sure the dossiers are air tight.*
- From austerity to prosperity. *Watching the faculty grow.*
- From single to multi-focal. *Thinking about the future.*

Leading Change – Translating what I learned into my leadership activities

Four Principle Roles

Faculty developer

- Recruitment, retention, creating collaborative opportunities
- Individual development plans

Manager

- Master calendar
- Shared secure drive for documents
- Assigning vs. asking
- Responsibility vs. authority (Dean's designee)

Leader

- Long term direction, vision
- External leadership
- Gratifying, challenging
- Background, foreground

Scholar

- Retain identity
- Remain current in discipline
- Balance scholarship-leadership
- Frustrating, backseat, balance

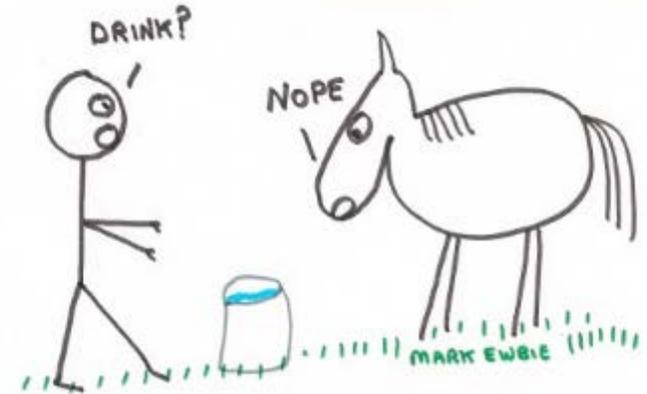


What is leadership?

- The art of motivating a group of people to act towards achieving a common goal.
- Inspiring and motivating action¹

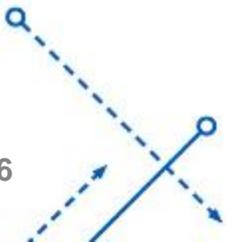
What does it mean to lead?

- To cause (a person or animal) to go with one by holding them by the hand, a halter, a rope, etc. while moving forward.
- To show (someone or something) the way to a destination by going in front of or beside them.
- To be in charge or command of.
- To organize and direct.
- To be an example for others to follow.²



3

1. <https://www.thebalancesmb.com/leadership-definition-2948275>
2. <https://www.google.com/search?client=firefox-b-1-d&q=lead>
3. <https://steemit.com/proverbs/@thoots/proverb-you-can-lead-a-horse-to-water-but-you-can-t-make-him-drink>

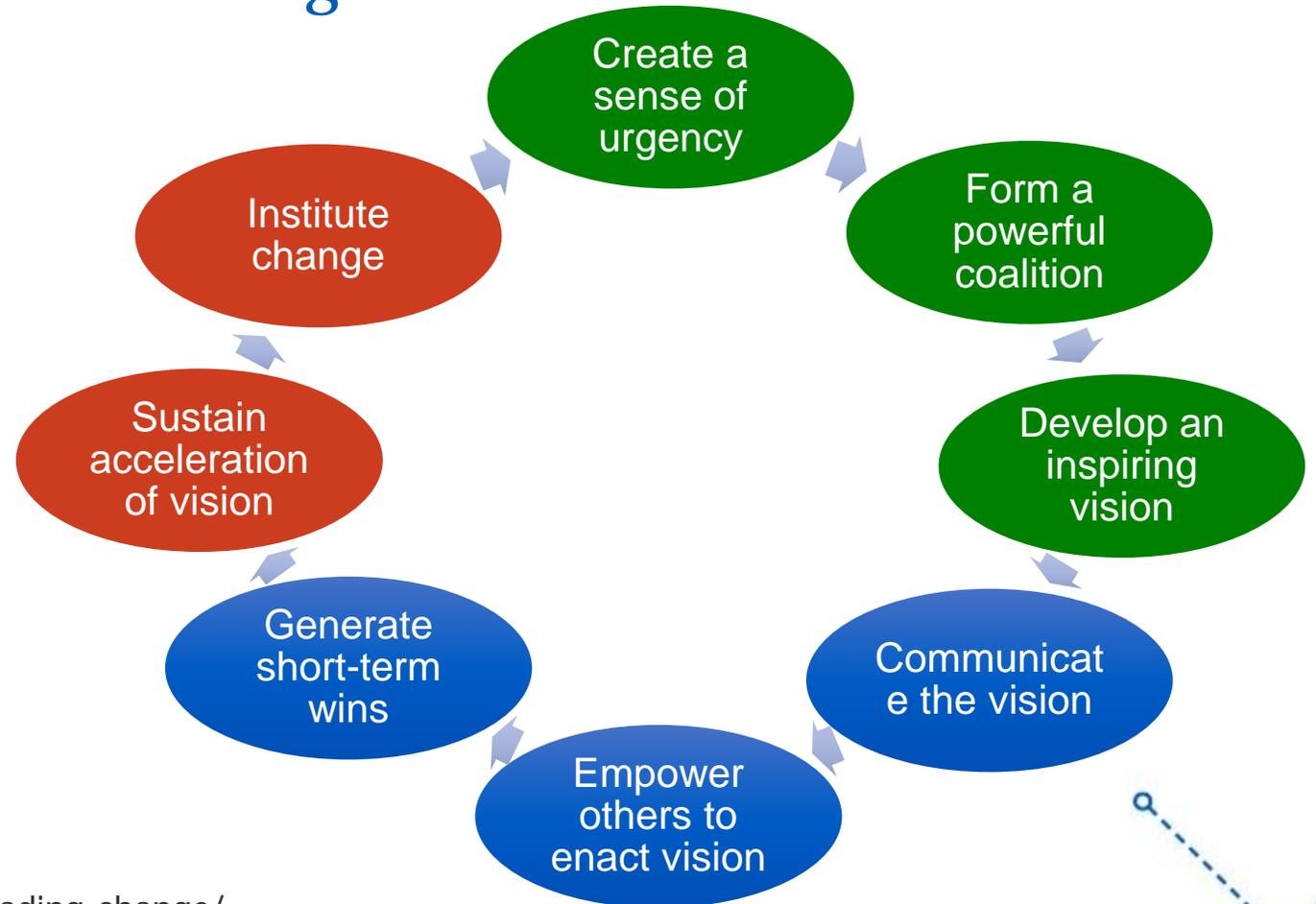


Leaders as change agents

Models for leading transformational change

MODEL #1

8 Steps for leading change
Kotter, John, Leading Change

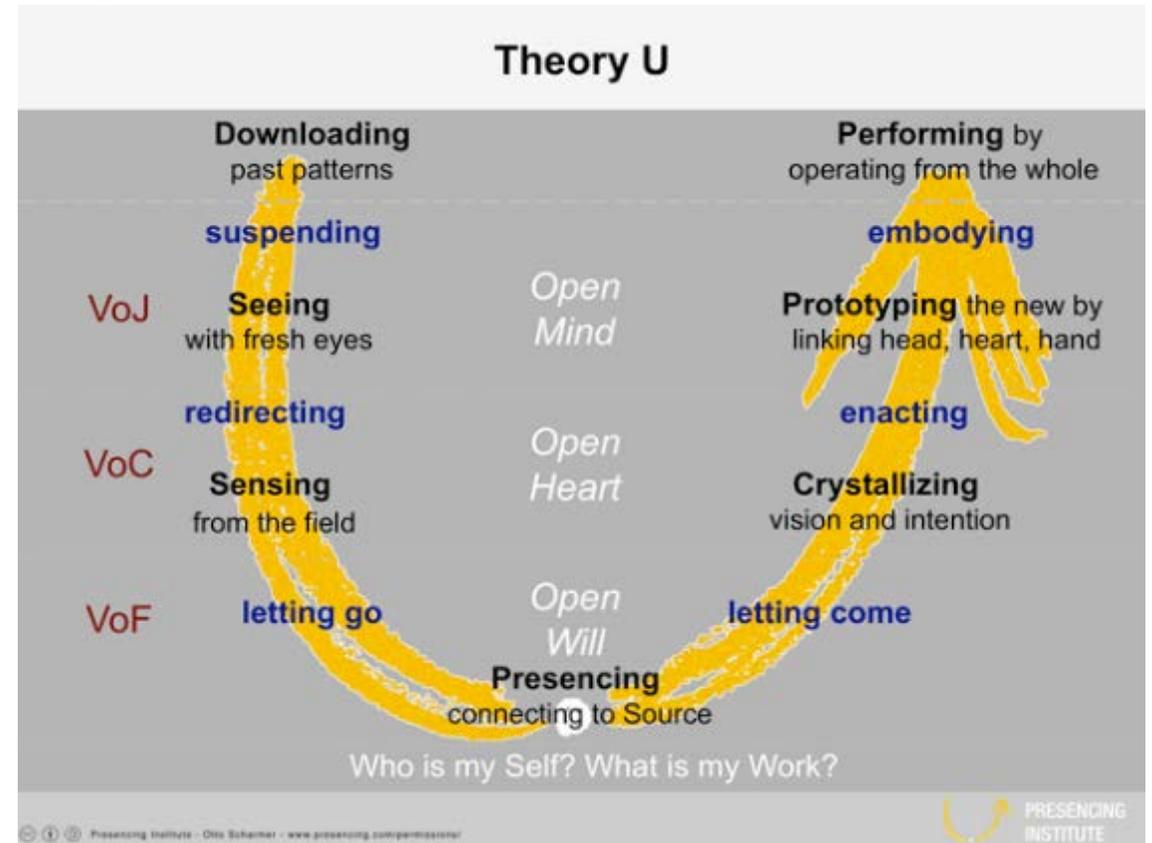


Source: <https://www.kotterinc.com/8-steps-process-for-leading-change/>

Leaders as change agents Models for leading transformational change

MODEL #2

Otto Sharmar – Theory U:
Leading from the Future as It Emerges



Source: <https://www.presencing.org/>

Change Cycle

Create a Climate for Change

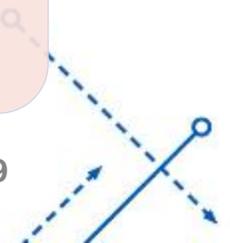
- Letting go of old ideas/assumptions/ways that aren't functioning.
- Suspending judgment.
- Noticing what is really there. (Identify strengths, weaknesses, issues)
- Sensing what is emerging.

Engage and Enable the Whole Organization

- Being present with what is coming up.
- Exploring and experimenting – brainstorming/gathering ideas and existing resources.
- Connecting to the heart of the organization.

Implement and Sustain Change

- Noticing what is coming up and let it arise.
- Creating vision and intention for new reality.
- Prototyping possibilities – explore future by doing.
- Embodying new reality.
- Performing new whole.



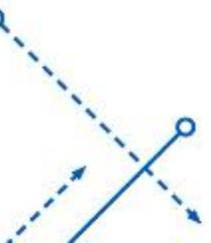
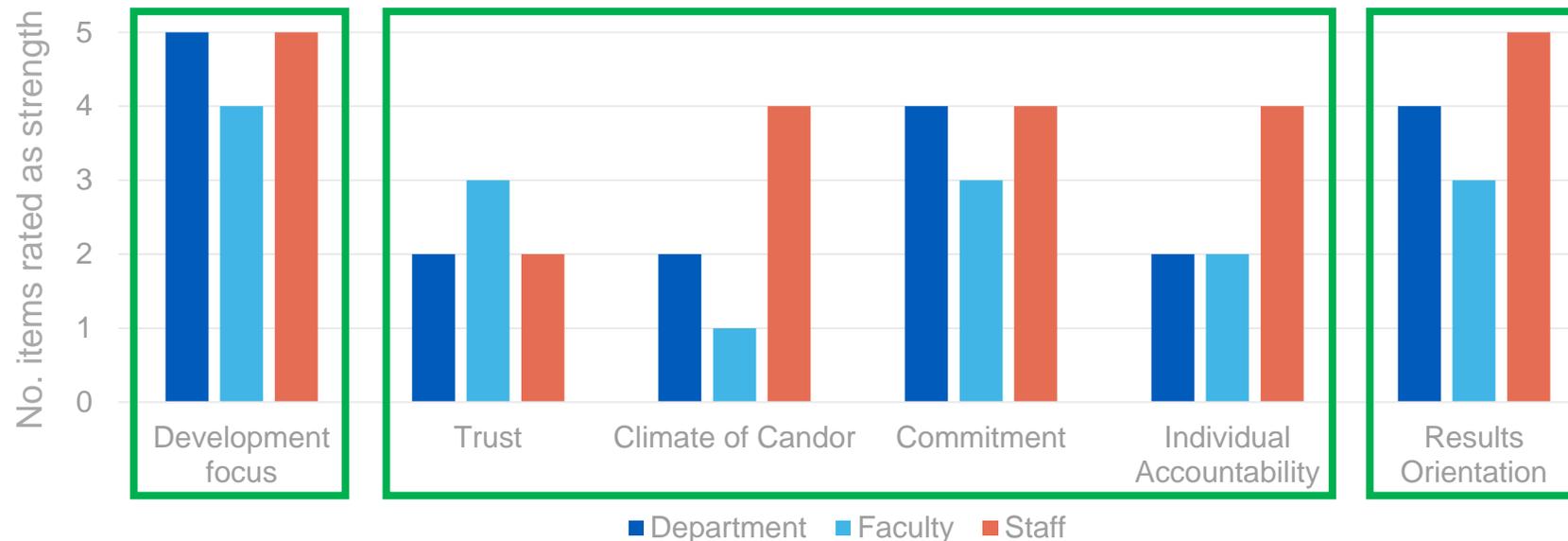
Leading Change – Translating what I learned into my leadership activities

- Chair Development Session: Promoting a High Functioning Department Culture - Creating a healthy workplace climate
 - All chairs were asked to take a survey developed by the UB School of Management
 - 30-item survey (5 items per domain)
 - Domains: Trust, Candor, Commitment, Accountability, Development focus, Results Orientation
 - Group discussion
 - Application...
- Phase 1 – Qualitative Assessment (One-on-one meetings with faculty/staff)
 - Purpose: To identify faculty/staff perspectives on the state of the department; to build relationships/trust
 - Total meetings (in-person/electronic) = 37/45 (82%): Faculty = 29/31 (94%) & Staff = 8/14 (57%)
 - Total responses to inquiries = 288

Leading Change – Translating what I learned into my leadership activities

- Phase 2 – Quantitative Assessment (“Teamwork survey”)
 - Purpose: To identify our team’s strengths and weaknesses
 - Response rate = 25/45 (56%): Faculty = 19/31 (61%) & Staff = 7/14 (50%)
 - Weighted scoring system used for data analysis
 - Strength: $\geq 50\%$ High-level agreement AND $\geq 75\%$ Agreement
 - Weakness: $< 50\%$ High-level agreement OR $< 75\%$ Agreement

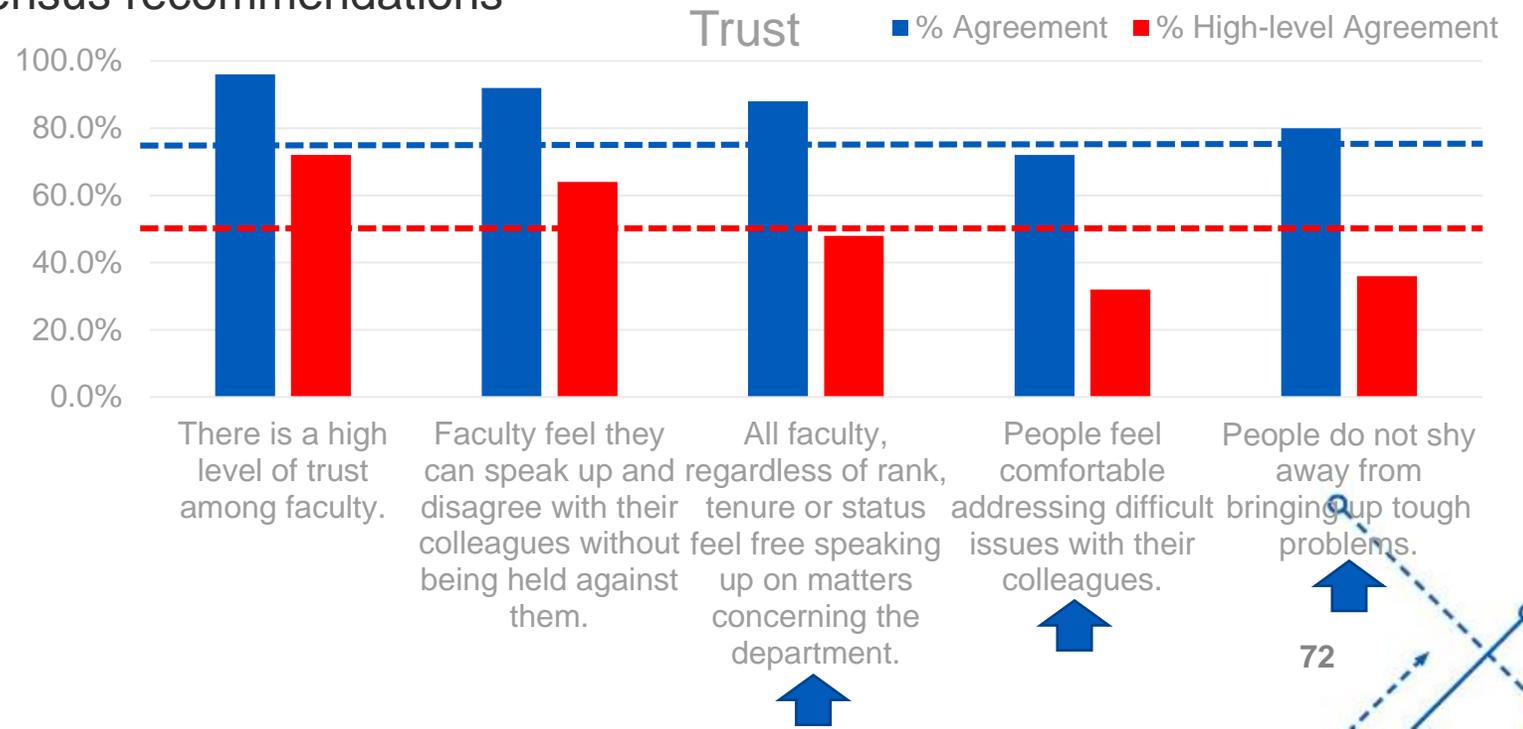
Department of Pharmacy Practice – Perceived Strengths



Leading Change – Translating what I learned into my leadership activities

- Phase 3: Implement a system to facilitate team-building & trust to encourage candor
- Phase 4: Develop 4 task-forces: Trust, Conflict, Commitment, Accountability
 - Faculty/staff asked to select one working group: 73% faculty/staff participated (4 chairs selected)
 - Chairs met to developed consensus recommendations
 - Results: 23 recommendations

- Trust = 10
- Conflict = 5
- Commitment = 4
- Accountability = 4
- Implementation ongoing



Questions

The background features a complex, abstract pattern of white lines and arrows on a solid blue field. The pattern consists of various geometric shapes, including straight lines, dashed lines, and curved paths, some with arrowheads pointing in different directions. The lines are arranged in a way that creates a sense of movement and connectivity, resembling a network or a series of paths.

BREAK

ENHANCING TEAM EFFECTIVENESS AND INNOVATION

Session 1 Breakout

Paul Tesluk

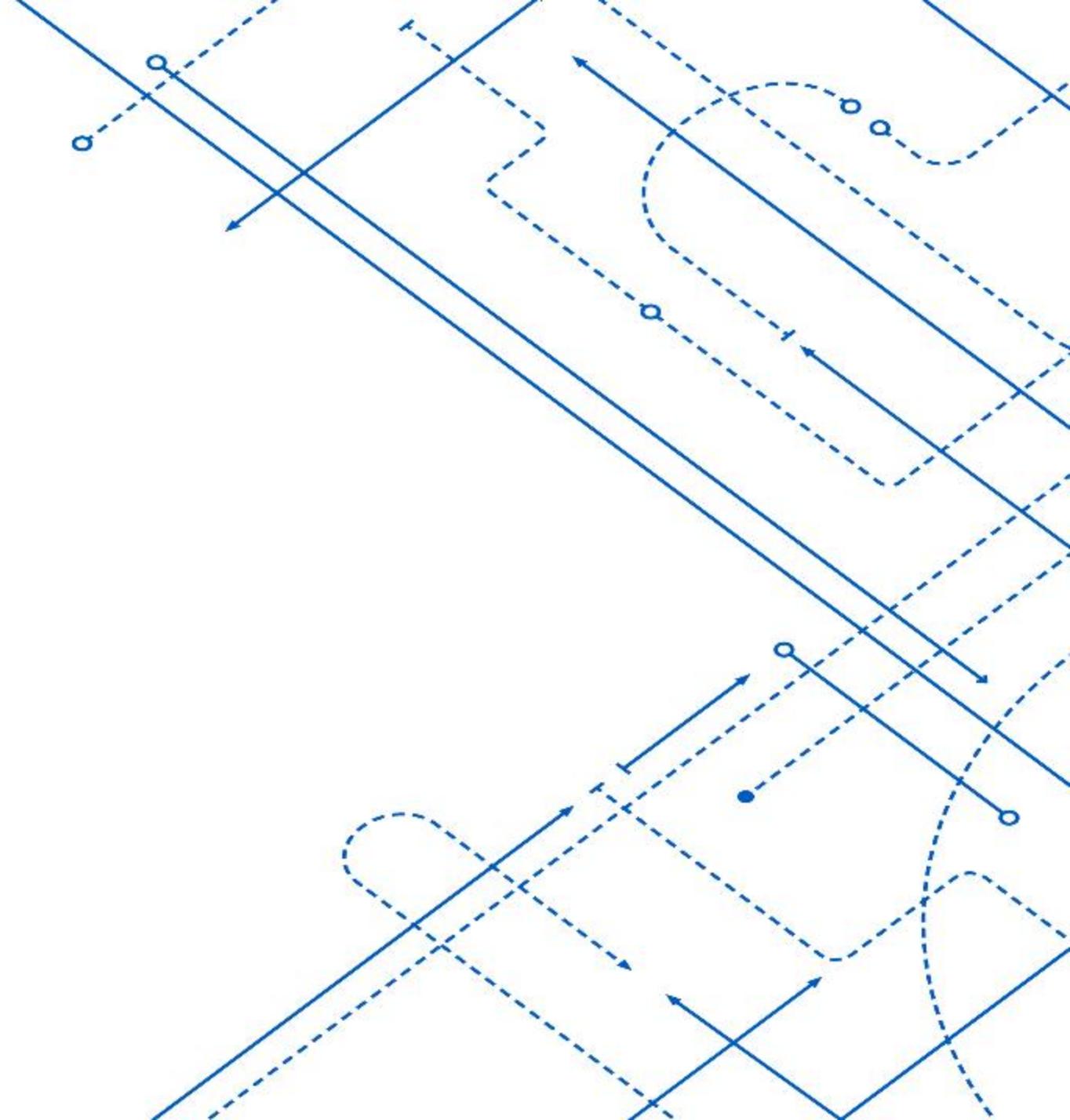
Dean & Professor



University at Buffalo

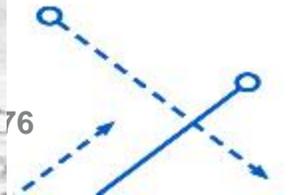
Center for Leadership and
Organizational Effectiveness

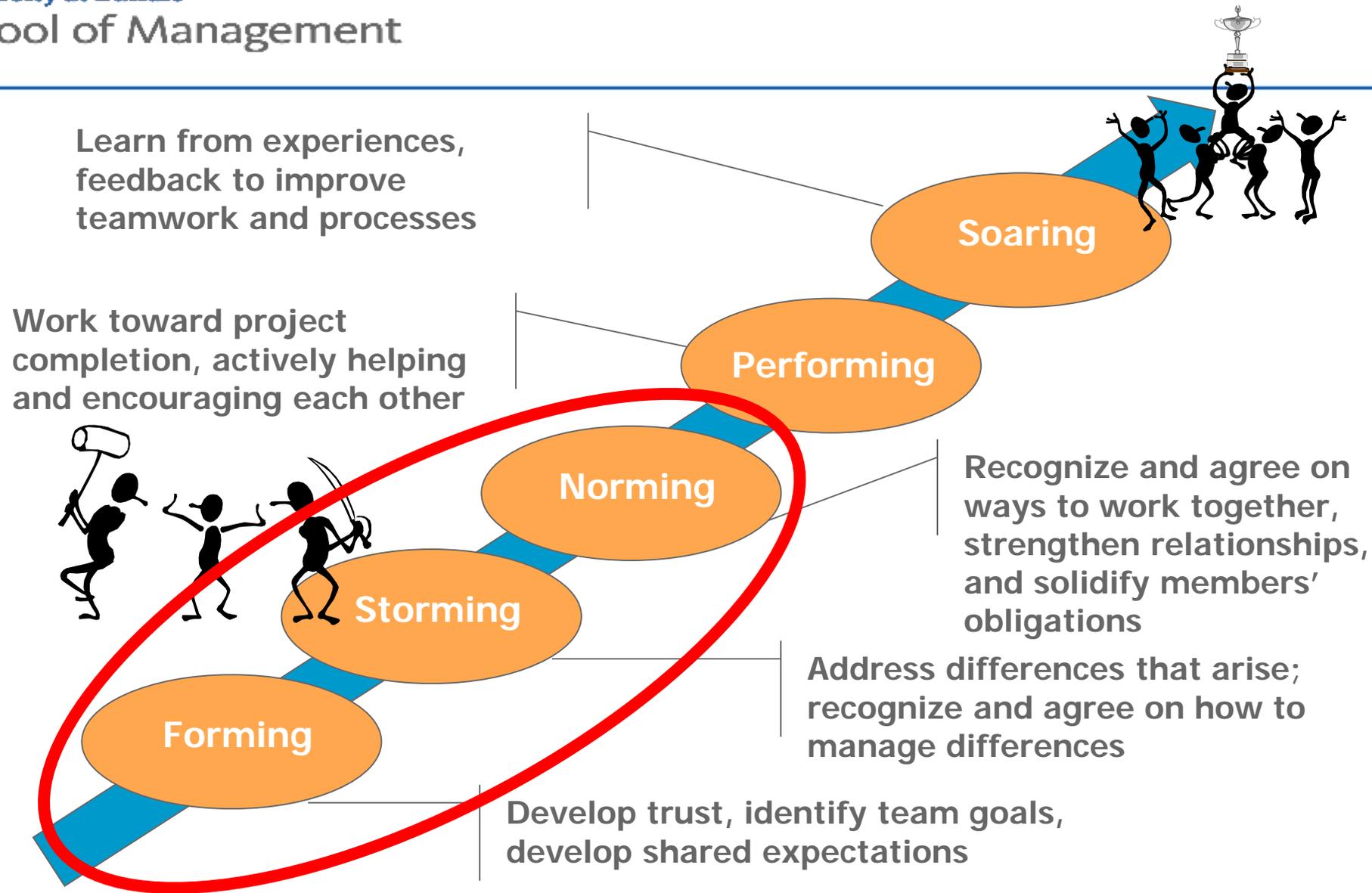
School of Management



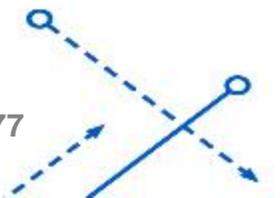


"Failure is not an option"





Source: B. Tuckman (1965). Developmental Sequence in Small Groups. *Psychological Bulletin*, 65: 384-399.



Front of the Room

Embrace Risk
Decide Quickly
Brush Off Mistakes
Call the Shots
Try it Out



Build Relationships
Prefer Teamwork
Express Emotions
Display Flexibility
Trust People & Ideas



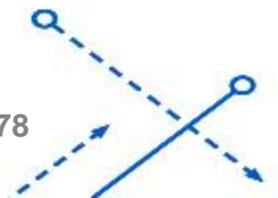
Build Spreadsheets
Value Individual Work
Contain Emotions
Display Discipline
Question People & Ideas



Tolerate Risk
Deliberate on Decisions
Internalize Mistakes
Make it Happen
Trust the Tried & True



Back of the Room





What's Your Style?

Identify the traits that generally apply (keeping in mind that you probably behave differently in different groups and situations). Tally up the relevant traits in each category for a rough gauge of which styles you draw on most often.

PIONEER

Outgoing
 Focused on the big picture
 Spontaneous
 Drawn to risk
 Adaptable
 Imaginative

INTEGRATOR

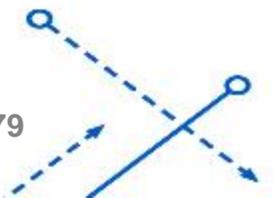
Diplomatic
 Empathic
 Traditional
 Relationship-oriented
 Intrinsically motivated
 Nonconfrontational

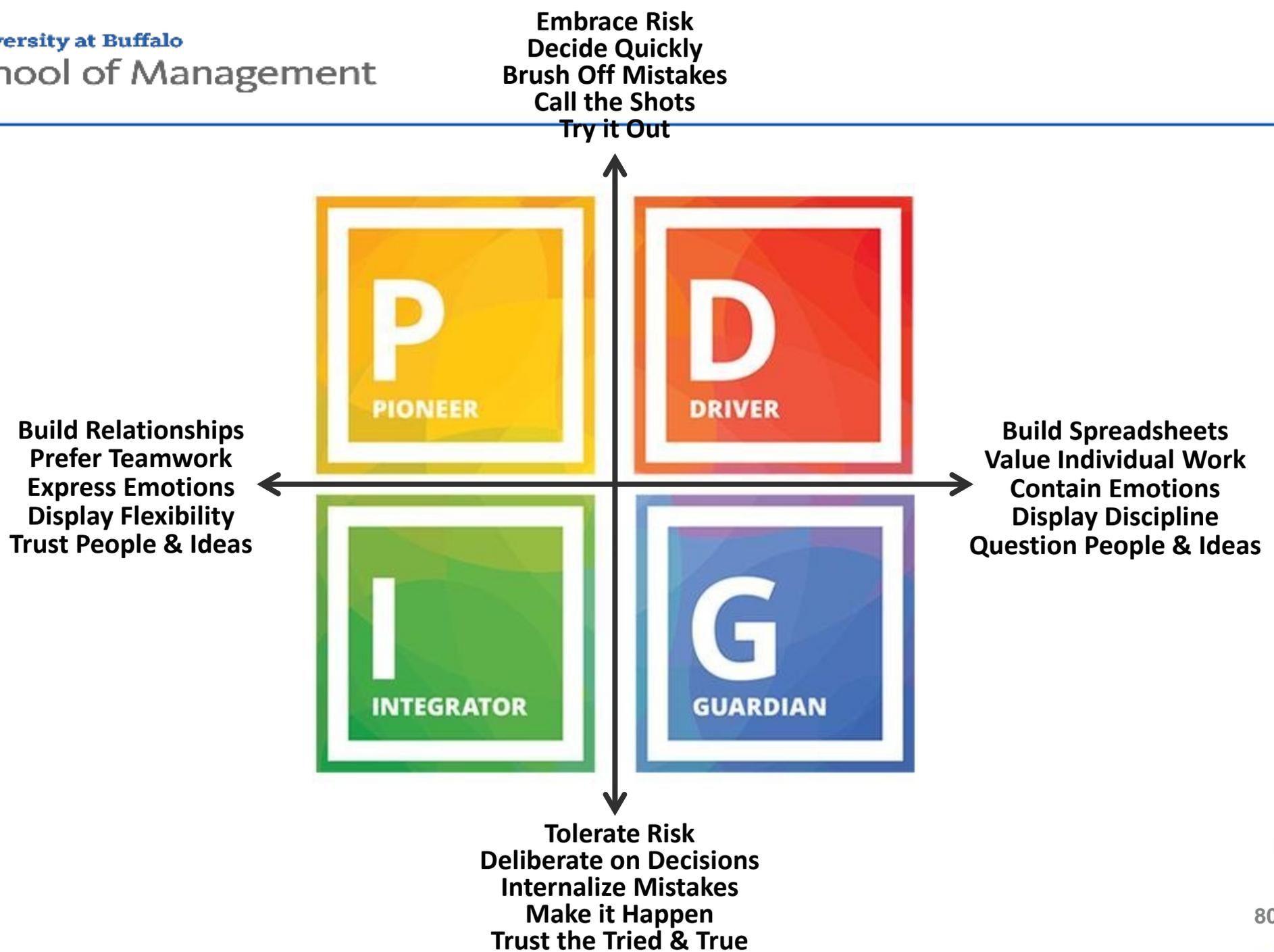
DRIVER

Quantitative
 Logical
 Focused
 Competitive
 Experimental
 Deeply curious

GUARDIAN

Methodical
 Reserved
 Detail-oriented
 Practical
 Structured
 Loyal





What's Your Primary Teamwork Style

- Find 4-6 others who share your **primary teamwork style**
- Discuss (and capture on flip chart):
 - The **key strengths** of your style in how they can contribute to the success of a team?





PIONEERS LOVE EXPLORING NEW POSSIBILITIES. THEY PARTICULARLY ENJOY WORKING WITH OTHERS AND GENERATING NOVEL IDEAS.



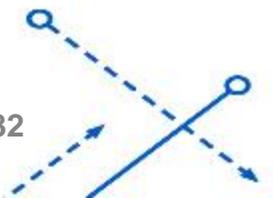
DRIVERS LOVE A CHALLENGE. THEY VALUE COMPETENCE AND PARTICULARLY ENJOY A SHARP MIND OR SHARP WIT.



INTEGRATORS ARE ALL ABOUT CONNECTION. THEY VALUE MEANING AND ENJOY EXPLORING DIFFERENT INTERPRETATIONS OR PERSPECTIVES.



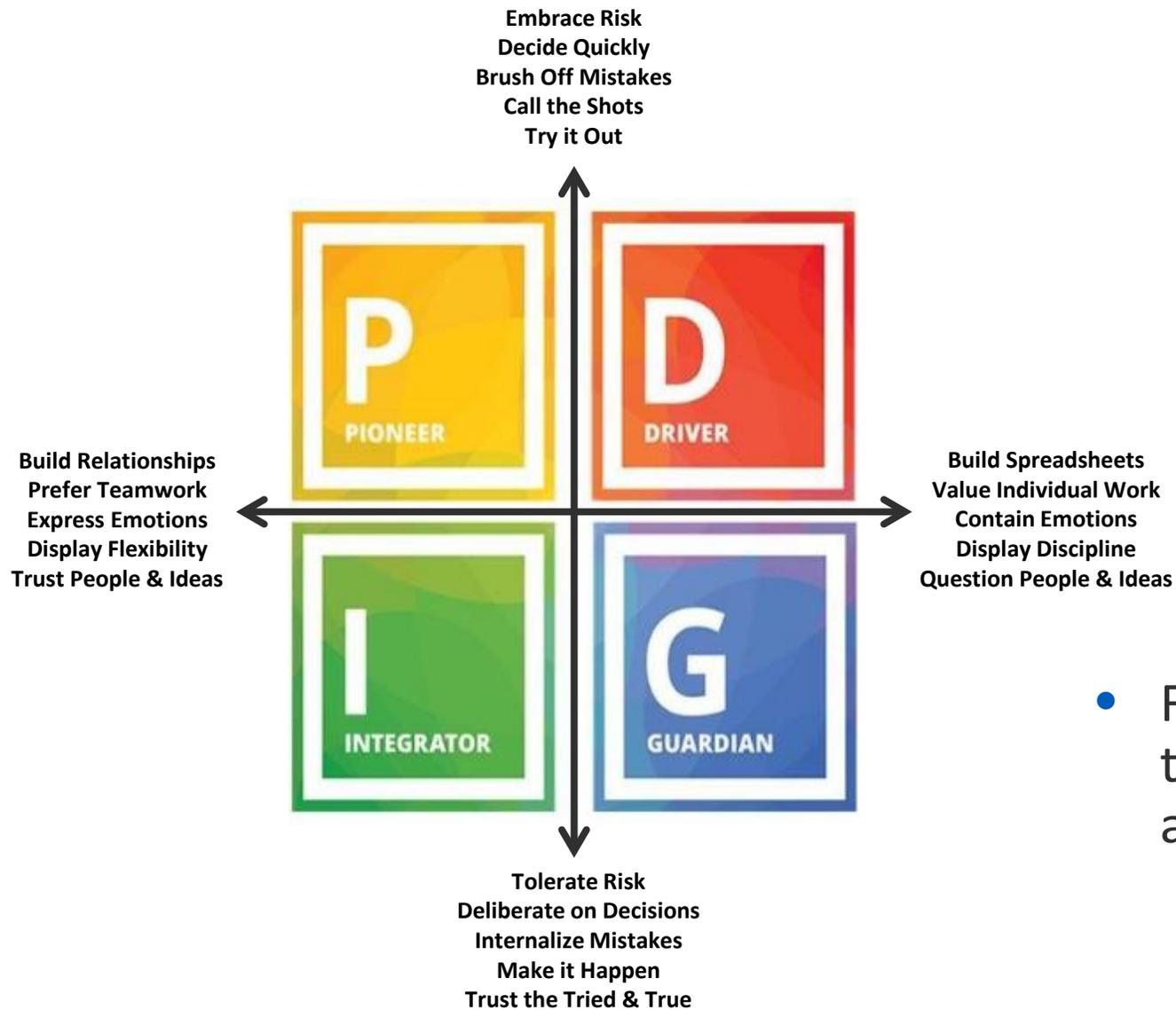
GUARDIANS VALUE STABILITY AND STRIVE FOR ACCURACY AND CERTAINTY. THEY FOCUS ON DETAILS AND ARE KNOWN FOR BRINGING ORDER TO CHAOS.



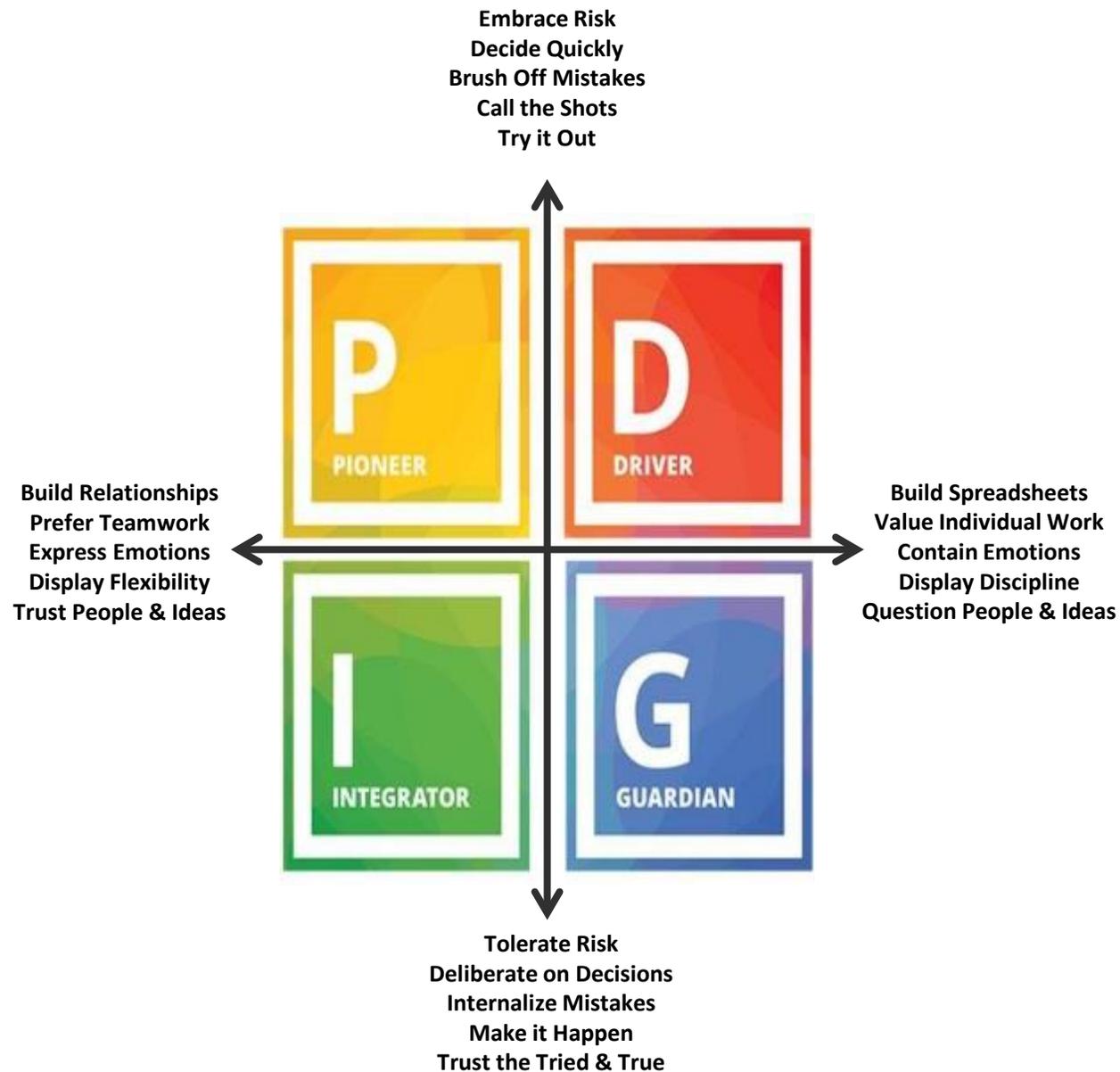
When Strengths Can Become Liabilities

- Now, in your group discuss and be ready to share:
 - Where or how these strengths may **interfere or limit** effective teamwork?





- Find someone with the opposite teamwork style from you. Please discuss and be ready to share:
 - What do they find most **energizing**?
 - What do they find most **alienating**?
 - What is the best way to get them **engaged**?



How Can You Get the Most Out of Each Style on Your Team?

Know what gets them excited—and what they find off-putting.

PIONEER

Energized by:

Brainstorming
Spontaneity and trying new things
Enthusiasm

Alienated by:

Rules and structure
The word “no”
A focus on process

INTEGRATOR

Energized by:

Collaboration
Communication
Trust and respect

Alienated by:

Politics
Conflict
Inflexibility

DRIVER

Energized by:

Solving problems
Directness
Winning

Alienated by:

Indecision
Inefficiency
Lack of focus

GUARDIAN

Energized by:

Organization
Predictability and consistency
A detailed plan

Alienated by:

Disorder
Time pressure
Ambiguity and uncertainty

Table 1. Types of business personalities

Type	Characteristics	Things that tick them off	Ways to engage
Driver —likes logic and deep examination of systems	Determined, direct, analytic, pragmatic, aggressive; tends to focus on goals over feelings of others	Small talk, waiting, indecisiveness, self put-downs	Be brief; get to the point; be logical, clear, unemotional; recognize their achievements and leadership abilities
Pioneer —likes variety and possibilities with boundless energy to pursue them	Adventurous, creative, verbal, enthusiastic, novelty-seeking, independent	Structure, moderation, process, details, repetition, limits, moralizing	Explore their ideas; emphasize freedom and autonomy; present imaginative materials, more theory, fewer details
Integrator —likes to connect on a personal level and figure out how the pieces fit together	Big-picture thinkers, intuitive, supportive, empathic, consensus builders	Confrontation, aloofness, interruptions, aggressiveness	Listen actively; be friendly, authentic and personal; think contextually and long term; offer support; talk about people
Guardian – likes concrete reality; respects (often rules) social hierarchy	Conscientious, orderly, persistent, industrious, fond of rules and facts, cautious, socially networked	Excessive theorizing, intuitive statements like “I suspect” or “I feel”	Present concrete facts, proven principles, established practices; emphasize the right way to do things, make plans and stick to schedules

Review

**Step 1:
Recognize**

*People have different
teamwork styles*



Review

**Step 1:
Recognize**

**Step 2:
Understand**

People have different

- Goals
- Fears
- Motivations
- Ways of seeing the world

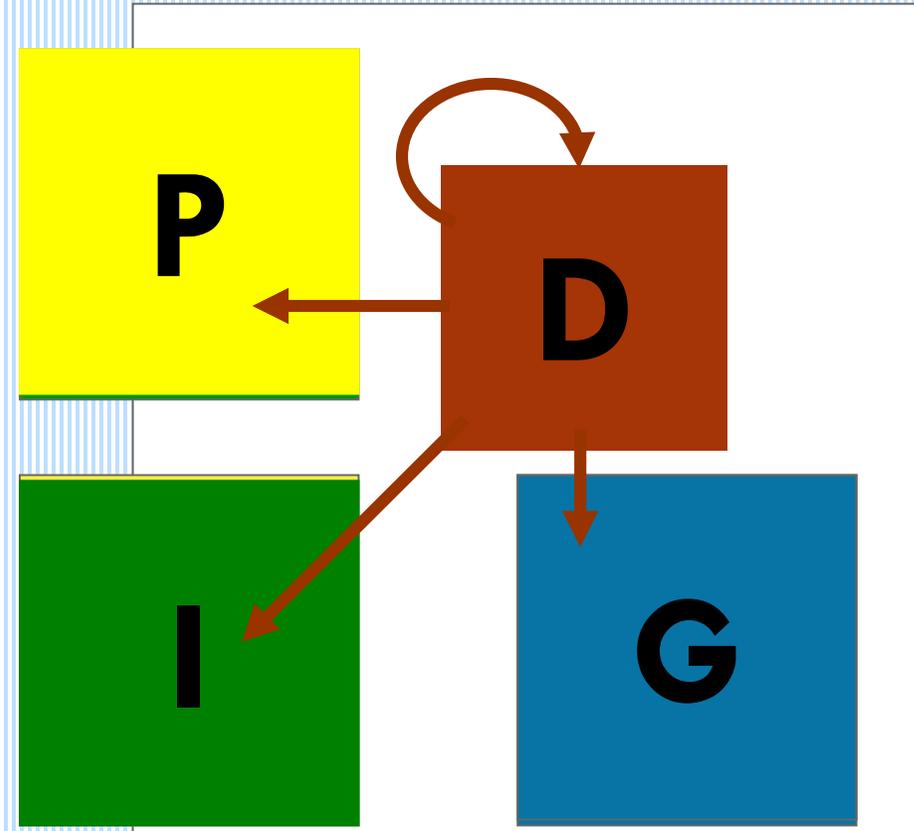
Review

**Step 1:
Recognize**

**Step 2:
Understand**

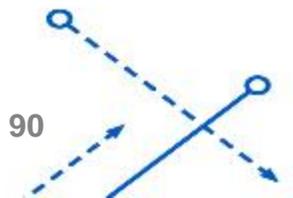
**Step 3:
Adapt**

*Develop productive
interactions by adapting
as needed*



Teamwork Styles: Some Take-Aways

- Everyone is unique, but we all have common tendencies and preferences
- Each style has its own advantages and limitations depending on the situation
- Understanding differences in styles can help you:
 - **understand** your own behavior, strengths and limitations;
 - respect, **appreciate and value** others' styles, thereby building relationships;
 - **adapt behavior** and **communicate more effectively** with those with different styles
 - achieve **more effective teamwork** and **collaboration**



Thank you!

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Questions