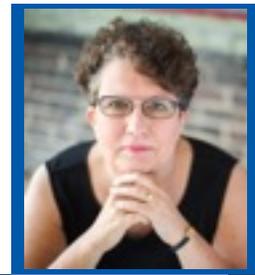


C.K. Gunsalus Intro

(Gun-SAY-Liss)



C. K. Gunsalus is the Director of the National Center for Professional and Research Ethics (NCPRE), Professor Emerita of Business, and Research Professor at the Coordinated Sciences Laboratory.

Gunsalus was the PI for the centerpiece project of NCPRE, a national online ethics resource center initiated with \$1.5M from the National Science Foundation. She has been on the faculty of the colleges of Business, Law, and Medicine at the University of Illinois at Urbana- Champaign and served as Special Counsel in the Office of University Counsel. In the College of Business, she taught Leadership and Ethics in the MBA program and was the director of the required Professional Responsibility course for all undergraduates in the college. She was a member of the faculty of the Medical Humanities/Social Sciences program in the College of Medicine, where she taught communication, conflict resolution skills and ethics. In 2013, she was selected as one of 15 for the long list (finalists) for the Economist Intelligence Unit's Best Business Professor of the Year Award.

For many years as an Associate Provost, Gunsalus was responsible for a range of academic policy and administrative duties, including department head training/support and academic policy interpretations and revision. During that time, she was known as the “department of yucky problems,” with duties encompassing oversight of the discrimination and harassment grievance procedure, problem personnel cases and membership on the workplace violence team. Before that, her experience at the University included technology transfer, management of conflicts of interest, human subject protection, and long-term service as the campus Research

Standards Officer with responsibility for responding to allegations of professional misconduct by faculty and students.

A licensed attorney, Ms. Gunsalus graduated Magna Cum Laude from the University of Illinois College of Law and has an AB with Distinction in History from the University of Illinois at Urbana- Champaign. She serves on the Committee on Responsible Science of the National Academy of Sciences. In 2004, she was elected a Fellow of the AAAS in recognition of her “sustained contributions to the national debate over improving the practical handling of ethical, legal, professional and administrative issues as they affect scientific research.” She served on the Illinois Supreme Court's Commission on Professionalism from 2005 through 2013, was a member of the United States Commission on Research Integrity and served for four years as chair of the American Association for the Advancement of Science (AAAS) Committee on Scientific Freedom and Responsibility. She served on the Committee on Research Integrity of the Association of American Medical Colleges (AAMC) and the Government- University- Industry Research Roundtable Ad Hoc Group on Conflict of Interest. In her spare time, Ms. Gunsalus also served 12 years on the Urbana Board of Education (school board), eight of those years as its President.

She has a written book on survival skills for academic leaders published by the Harvard University Press entitled *The College Administrator's Survival Guide* (2006) and one about preventing and responding to workplace challenges entitled *The Young Professional's Survival Guide: From Cab Fares to Moral Snares* (Harvard Press, 2012).

Moving to the *And Stance*

Inspired by and with permission from William Ury.

2 EXERCISE

Rephrase each of the following prompts to use “and” instead of “but” without changing the fundamental meaning.

1. The first five pages are very good, but your organization and argument deteriorate after that.
2. I'd like to be able to grant your request for a day off, but we will be short-staffed that day already.
3. That sounds like a fascinating story, but I just don't have time to listen.
4. I understand what you are saying, but I don't see how it adds value to our discussion.
5. I really thought it was going to be a terrible night, but it was actually quite nice.

Challenges to Your Authority and Boundaries

How would you respond to these statements?

1. Faculty Member: "I see Mark doing the same thing all the time. Are you having this conversation with him, too?"

You:

2. Business Manager: "There are stories I could tell about this unit."

You:

3. Faculty Member: "You know, if we can't work this out, I may be forced to go public."

You:

4. Staff Member: "I have a cousin who is an attorney."

You:

5. Senior Technician: "There's no telling what I could do if I go off my medications."

You:

6. Senior Faculty Member: "This is incredible; who would have guessed that the power would go to your head like this? Does the Dean [President] know you're doing this to me?"
You:

7. Faculty Member: "Believe me, you don't want to see what I'm like when I'm angry."
You:

8. Faculty Member: "Don't I have the right to do as I please in my free time? Last I heard, this was a free country."
You:

9. Faculty Member After a Department Meeting About Equalizing Teaching Loads: "You're all ganging up on me because you know how fragile I am right now. I just can't take much more of this kind of treatment."
You:

10. Graduate Student Complainant: "What do you think I should do in this situation?"
You:

11. Faculty Member After Evaluation: "I thought you were my friend. Just where do your loyalties lie, anyway?"
You:

Guidelines for Developing Personal Scripts



Personal scripts are words you prepare in advance—and practice—for predictable or anticipated situations that arise at work.

1. Prepare: be ready to consider alternative explanations, especially that you might be wrong. Be as calm as possible. Assess your goals and match your actions to your goals.

2. Leave time and conversational openings for the other to respond:

I'd like to explain my concerns and then I hope you will be willing to share your reactions with me.

3. Use neutral language to describe the situation:

I'd like to understand more about why...

4. Soften your introductory phrases to leave room for a misunderstanding:

I might have misunderstood. Could you explain the policy to me again?

Maybe I'm confused. As I understood the regulation, it would lead to a different outcome.

Could you help me understand where I've gone wrong?

At the training session, the handouts we received provided a different interpretation. Do they not apply in this situation?

5. Use very low-key language. Strip all accusatory, blaming or angry words out of anything you say. Avoid adjectives.

You stated...

I saw/noticed/observed...

6. Stay factual.

The records show you arriving late six times this month.

I noticed an odor of alcohol around you on Wednesday afternoon at 2:30; others have reported the same. I've seen you apparently having difficulty navigating your lab.

7. Use “I” not “you” messages:

I'm confused...

I wonder...

I'm concerned...

8. Ask questions, do not make charges.

Why do we do it this way?

Who else does it this way?

How will this affect ... ?

Have I understood properly?

Is there someone who could help me understand?

Did I receive a copy of that? My records do not show receipt.

9. Thank the other person for listening, for reflecting on the situation with you, for making recommendations and for taking time to help you find an answer to your question.

10. If followup is desirable or required, agree on a time, place and method. And say “thank you” again!

To buy time to think:

Could I get back to you on that in just a bit?

Wow, I really need time to reflect on that one. Will it be ok to tell you in 20 minutes?

I'd like to make sure I you a carefully considered response; could I get back to you in X minutes?

May I take a moment to think this through?

I'm so rushed right now, I couldn't do this justice. I'll carve out some dedicated time Wednesday afternoon.

That's not something I'm going to tell you, so let's move on.

Just to be sure, you want me to...

In an awkward situation, focus on the interests of the other person:

I want to be sure that I do the very best job for you so...

You're testing me, right?

Oh I'd be so uncomfortable I know I couldn't do the job that needs to be done. Let me think of another way to do it so it reflects really well on our group.

That's more complicated than what the time available will permit. How about tomorrow at 2?

I think there was something about that in the orientation manual. Let me review that so nothing I do will reflect badly on our team.

Remember The Rules for Having Disputes at Work

1. Consider alternative explanations (especially that you may be wrong)
2. In light of rule one, ask questions, do not make charges
3. Figure out what documentation supports your concerns and where it is
4. Separate your personal and professional concerns
5. Assess your goals
6. Seek advice and listen to it

