



Measurable Elements of Immediacy to Effectively Lead as an Academic Administrator



Presenters

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*Associate Dean for Pharmacy &
Assessment*

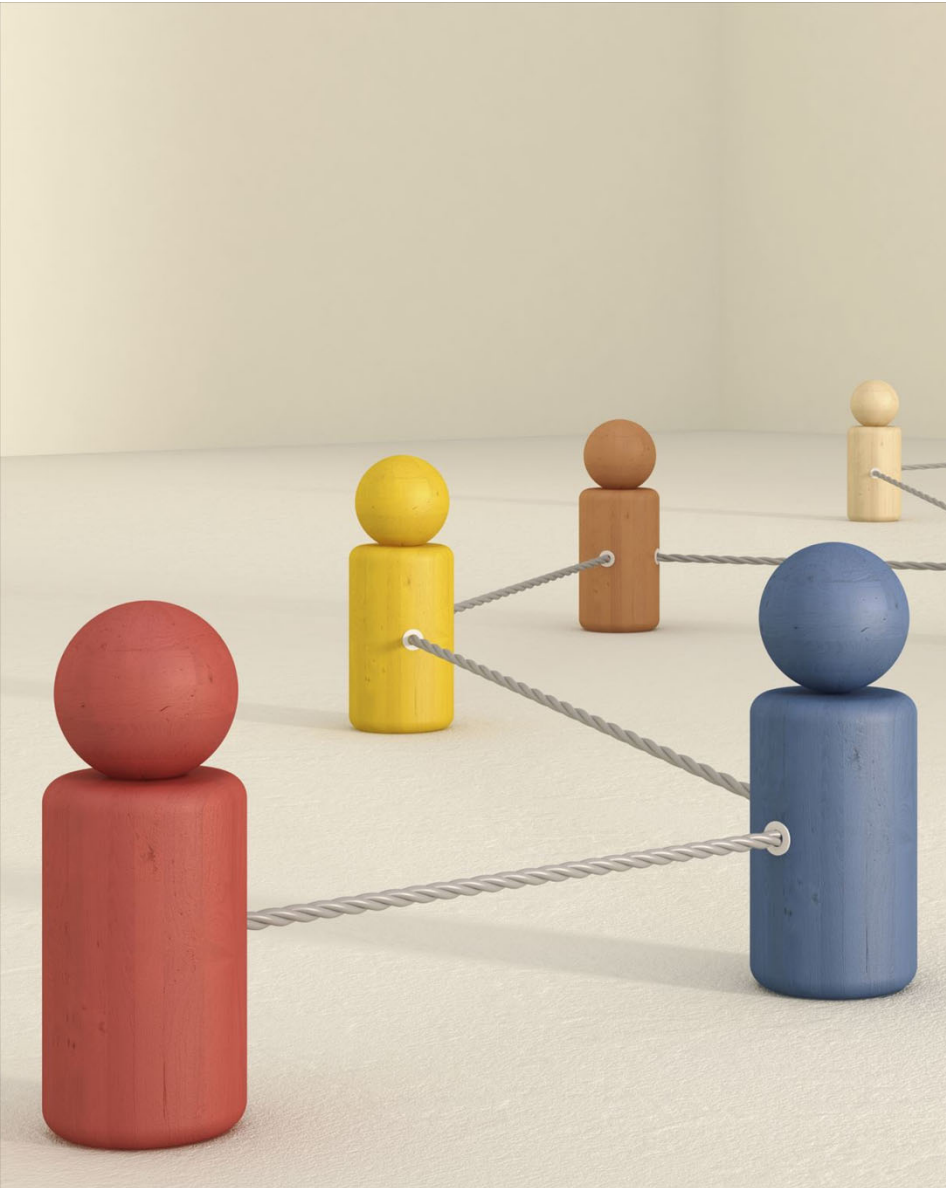
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Learning Objectives

After participating in this session, attendees will be able to:

1. Integrate the principles of immediacy to your own authentic leadership and management style.
2. Apply the methodology for better communication, listening, and inquiry to the case scenarios presented.
3. Identify your place on the Fiske model continuum in relation to your team.
4. Prioritize one strategy that you will apply at your organization.



The “Why”

Leaders need to be perceived as both warm and competent to succeed.



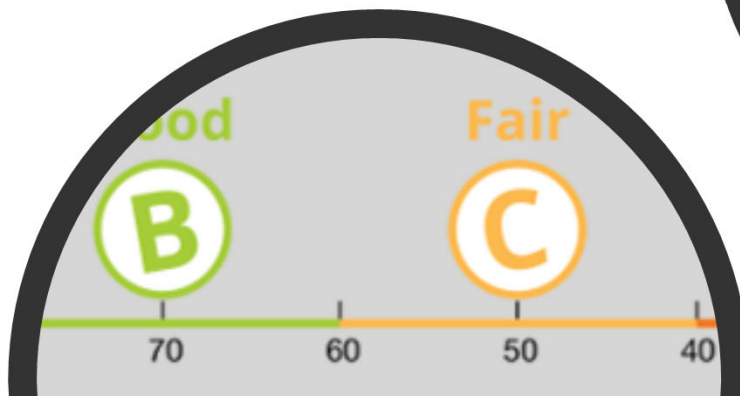
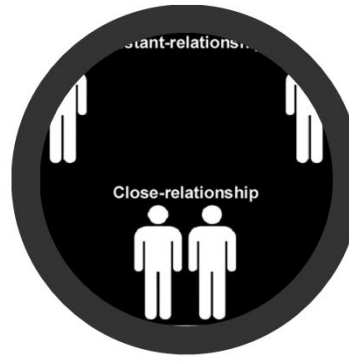
Get the Mind Working!

Brief Reflection and Introspection Moment!

- **Think back to a time you may have heard similar feedback to this:**
 - “You are very intelligent but come across as distant.”
 - “Everyone enjoys your presence, but you are not delivering results.”

Immediacy in Education & Leadership¹

- Behavior bringing the leader and their team closer together in terms of perceived distance.
- Includes non-verbal behaviors such as smiling, gesturing, eye contact and having relaxed body language.
- Many factors can impact immediacy and the process of developing a quality learning/growth environment.





Immediacy “Fun Scale” – Continuum^{1,2}

**Fiske
Stereotype
Content
Model²**

		Competence	
		Low	High
Warmth	Low	Paternalistic Stereotype (invokes pity, low status, and not competitive)	Admiration Stereotype (invokes admiration, high status, and not competitive)
	High	Contemptuous Stereotype (invokes contempt/disgust, low status, and competitive)	Envious Stereotype (invokes envy/jealousy, high status, and competitive)

Activity

- Think about people in your life who BEST know and understand you as a person and professional (educator or leader)...where do you believe they perceive you on the graph?
- Think about people in your life who DO NOT know and understand you as a person and professional (educator or leader)...where do you believe they perceive you on the graph?

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Case Scenario

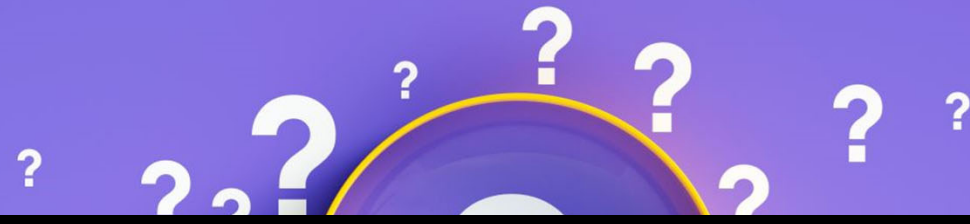
A new administrator/faculty has been serving in their role for the past year. In the past, they enjoyed strong and positive relationships with their colleagues and learners. Currently, they find themselves struggling and working with a professional coach on how to better connect with their team. Their recent 360-evaluation revealed:

- 94% of respondents “disagreed” that the administrator shows respect.
- 83% “disagreed” the administrator leads with clarity.
- 64% “disagreed” the administrator provides supportive, guiding leadership.

The administrator, and their direct supervisor, are surprised by the results because they have led successful scholarship and research initiatives with the current faculty, helped the program with external funding and relations, and developed several policies to help elevate the program’s desirability for learners and new faculty recruits.

Further feedback included comments: “extremely aloof”, “never spends time in the classroom”, “does not check-in proactively...we always need to reach out”, “stopped having 1:1 meetings with me and never placed them back on the calendar”, “told me that my idea could be better once while looking frustrated”, “doesn’t seem happy to be here”, “hear about lots of great things they are doing, but those things don’t affect new faculty” ...

- **What advice/suggestions come to mind?**



Strategies to Help



Augmenting Warmth for Leaders

- Be interested in others vs. trying to be interesting
- Disclosure begets disclosure – develop deeper knowledge gradually, as natural
- Be present with the person(s) in the moment and “give” attention
- Be honest about what you think and feel in response
- Others

Augmenting Competence for Leaders

- Admit limitations or mistakes, as encountered
- Ask questions and seek to learn (especially when not understanding something)
- Establish understanding and baselines – inventory others’ strengths and contributions
- Do what was promised
- Others



**What One
Tool are You
Going to
Integrate?**

References

1. Andersen, J.F. (1979). Teacher immediacy as a predictor of teaching effectiveness. In D. Nimmo (Ed.), *Communication Yearbook*, 3 (pp.543-559). New Brunswick, NJ: Transaction Books.
2. Fiske, S.T., Cuddy, A.J., Glick, P., Xu, J. (2002). "A Model of (Often Mixed) Stereotype Content: Competence and Warmth Respectively Follow from Perceived Status and Competition" (PDF). *Journal of Personality and Social Psychology*. 82 (6): 878–902. CiteSeerX 10.1.1.320.4001. doi:10.1037/0022-3514.82.6.878. PMID 12051578.
3. Newstrom, J.W. (2016). *Organizational behavior: Human behavior at work*. McGraw-Hill.
4. Smith, P., & Apple, D. K. (2007). 3.1.1 Overview of Quality Learning Environments. In Beyerlein, S. W., Holmes, C., & Apple, D. K. (Eds.), *Faculty guidebook: A comprehensive tool for improving faculty performance* (4th ed., pp. 245-248). Lisle, IL, Pacific Crest.

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IUPUI Assessment Institute 2022

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Brief Reflection and Introspection Exercise

Think back to a time you may have heard similar feedback to this:

- A. "You are very intelligent but come across as distant."
- B. "Everyone enjoys your presence, but you are not delivering results."

Activity #1 – Think about people in your life who BEST know and understand you as a person and professional (educator or leader). Where do you believe they perceive you on the graph? Think about people in your life who DO NOT know and understand you as a person and professional (educator or leader). Where do you believe they perceive you on the graph?

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Case Scenario Application – Read this and be prepared to give this person some suggestions.

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What advice/suggestions come to mind?