

Managing Down, Managing Up

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Marie desJardins

- BS Engineering (Harvard '85), PhD Computer Science (Berkeley '92)
- Researcher at SRI International, 1991-2001
- UMBC, 2001-present
 - Assistant professor, 2001-2007
 - Associate professor 2007-2011
 - Professor, 2011-
 - American Council on Education Fellow, 2014-2015
 - Associate Dean, 2015-
- Research Area: Artificial intelligence, computer science education

Holly Rushmeier

- BS 77, MS 86, PhD 88, all in Mech Eng from Cornell
- Worked for Boeing and WNG 1977-83
- Since PhD: Ga Tech, NIST, IBM, Yale
- Research Area: Computer Graphics
 - material appearance models
 - applications of perception to graphics
 - applications of graphics to cultural heritage

Managing Down

“Great leaders discover what is universal and capitalize on it. Their job is to rally people toward a better future. Leaders can succeed in this only when they [...] tap into those very few needs we all share.

The job of a manager, meanwhile, is to turn one person’s particular talent into performance. Managers will succeed only when they can identify and deploy the differences among people, challenging each employee to excel in his or her own way.”

– Markus Buckingham, *What Great Managers Do*



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Tips: Turning Talent into Performance

Understand individuals' strengths, triggers, learning styles

- Build on strengths
- Trigger good performance
- Tailor to learning styles



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Tips: Addressing Weaknesses

- Try a coaching approach
- Provide a partner
- Provide training



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Tips: Culture and Expectations

- Communicate vision & purpose for the team, repeat it
- Create interdependencies among team members
- Make expectations clear



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How Well Do I Manage Down?

1. What is the culture on the team? Is it a team or a group?
2. Am I aware of my team's view of me?
3. How free are members to share opinions and provide critique
4. How well do team members get along and work together?
5. What do the team members say when asked: "Why do you work with <my name>"?



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Thinking Through Scenarios

- What information would you need?
- Who would you consult with?
- What are the potential pitfalls?
- What are the long-term consequences (possibly unintended) of potential solutions?
- What skills would you need to be successful?



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Scenarios

A graduate student who has been floundering for some months announces that she's really not motivated by her research topic. She wants instead to pursue a topic that's tangentially related to your interests and builds on complex algorithms and software that another group has developed. How will you, the advisor, respond?



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Managing Up

“Managing up is a conscious approach to working with your manager toward mutually agreed-upon goals that are in the best interests of you, your boss, and your organization. It is not mere political maneuvering; rather, it is a process of influencing your manager to make decisions that benefit both of you as well as the company.”

<http://www.slideshare.net/MattheaMarquart/managing-up-for-ynpn>



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Tips

- Never present a problem without also bringing along a couple of solutions
- Tell the boss the whole truth
- Don't whine
- Show your appreciation



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How Well Do You Manage Up?

1. I am aware of my manager's expectations of me and have articulated my expectations of my boss.
2. When I negotiate with my boss, I use "we" and "I" language.
3. I regularly inform my manager of what I'm working on.
4. I notify my manager of problems promptly and suggest several solutions to consider.
5. My boss and I deal with disagreements as they arise.



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How Well Do You Manage Up?

6. My relationship with my manager is characterized by trust and reliability.
7. I understand my boss's pressures and priorities.
8. I've asked my manager openly about his or her management style and likes and dislikes and have adapted my style to my boss's as much as possible.
9. I take as much time as necessary to communicate with my manager about important matters.
10. I seek ways to exert my influence on other department leaders, customers, and suppliers so as to support my manager's goals.



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Scenarios (choose one)

- Your program has grown. Now you need more space to continue (labs, classrooms, office space). Space is limited and the chair/dean will need to take it from someone to give it to you. How do you get the space you need?
- Your state legislature and business community want better trained graduates/employees. Your new dean is pushing your computer science program to be more technical/vocational. How do you respond?



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Saying 'No'

- Saying “no” is a daily activity; get used to it
- Women say “yes” to too many things with low impact, and run out of time/energy/creativity for higher-impact more strategic pursuits. Think before you say “yes”
- Always be gracious and, if possible, give brief non-personal reasons for having to decline
- Recommend several alternative choices / recommendations (ideally women if a worthy activity)
- If you mean it, tell them to consider you and ask you again in the future



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Hearing 'No'

- Hearing “no” is a daily experience, get used to it
- Psychology shows that women hear “no” as “this is a bad idea, I did not do it right”, men hear “no” as “not now”; learn from guys
- Consider “no” to be “not now”, and get ready to try again, perhaps with a wiser set of tactics or better strategy, but try again
- Persistence is key to success



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Scenario

Your provost asks you and your colleague to start a new master's degree program to train people to be COBOL programmers. You secretly think this is a terrible idea. How would you manage your dean and provost to get the result you want?

Hint: Start by thinking about what result you want.



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“Saying No” Exercise

You are a pre-tenure faculty member at a research institution that has won a prestigious federal research center grant that requires an outreach program. You were not asked to be part of the research team but were asked to run/coordinate the outreach. You are passionate about outreach but this is not a wise career move. How do you manage the situation?



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“Saying No” Exercise

You are a recently tenured research active faculty member at a research institution. Your dean asks if he can use some of your lab space to locate new cutting-edge experimental equipment and have you run the facility, with priority access. This equipment is useful but not critical to your research. How do you manage this situation?



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Questions?

- What problems do you face?
- What questions do you have?



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Resources

- What Great Managers Do, by Marcus Buckingham,
<https://hbr.org/2005/03/what-great-managers-do>
- Try Coaching Instead Of Managing When Employees Bring You Problems, by Mark Murphy,
<http://www.forbes.com/sites/markmurphy/2015/05/29/try-coaching-instead-of-managing-when-employees-bring-you-problems/>



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