

# Training Director Negotiation and Advocacy Skills

Sharon Horne, Ph.D.

University of Massachusetts-Boston

**Jim Lichtenberg, PhD, ABPP**

Professor Emeritus

University of Kansas

# ***WHAT DEANS WORRY ABOUT***

## **Cost management**

- Shrinking budgets

## **Enrollments**

- Competition
- Diversity
- Recruitment

## **Growth**

- Lack of faculty to support student growth
- Global markets
- Technology support
- Space

## **Quality (assurance)**

- Compliance
- ROI (return on investment)
- Faculty development

## **Branding**

- Uniqueness
- Marketing

## **Community (local, state, national, federal)**

- Regulatory constraints and compliance
- Workforce readiness
- Funding/development
- Image

# CP's Challenges and Vulnerabilities

- CP's "suboptimal fit" with their academic units
- Professional training is personnel-heavy and expensive
- CP outcomes (licensure, jobs, academic metrics) are not proximal to graduation
- CP programs must respond to accreditation demands and licensing requirements
- CP faculty typically not funded in research or other initiatives

# Negotiating Strategies

- Think strategically and planfully about requests and how to make them
  - Distinguish between WANTS and NEEDS
    - Be able to articulate clearly the basis for the request
  - Be clear about for whom the request is made
    - Self
    - Program
      - Faculty
      - Students
      - Staff
      - “The program”

# Negotiating Strategies (cont.)

- Know whom to ask for what
  - Dean vs Chair vs Graduate Dean
  - Avoid “end runs” unless absolutely necessary
- Tie requests to unit/institutional strategic plans, priorities
- Keep an “institutional perspective” -- put yourself in shoes of your dean

# Negotiating Strategies (cont.)

- Use data to support arguments
  - Enrollment data
  - Teaching load
  - Consider local as well as national
  - Work with your office of institutional research
- Understand the budget (unit & program)
  - The different colors of money and how they can be spent

# Negotiating Strategies (cont.)

- Understand institutional and program or departmental quality metrics (those used for intra and inter-institutional comparisons)
  - What is your program profile look like?
  - How does CP contribute to those of the unit?
  - How (if you get what you ask for) this will improve those metrics?

# Negotiating Strategies (cont.)

- Offer solutions, not just problems
  - Share what you (the program) are already doing to address the concern
  - Do your homework re: budget, teaching loads, teaching demands, etc. and suggest a plan
- Know the “norms” for other programs
- Know accreditation standards—and what they REALLY require of your program
- Anticipate barriers and be ready to respond



# Setting the Stage

- Share good news widely and promptly
  - About faculty, students, program
- Warn of bad news in advance; prepare supervisors to hear requests, complaints
- Keep information confidential