



Chairs Training: Working with  
Upper Administration

## Ilene Rosenstein



- Dr. Ilene Rosenstein, a licensed psychologist, has served in the field of mental health, well-being, organizational psychology and positive psychology for over 40 years. As the Associate Vice Provost for Campus Wellbeing and Education in the Office of Campus Wellbeing and Crisis Intervention at University of Southern California, she works with groups of faculty, staff, and students helping them to together heal, adapt to change, and thrive. The aim of her work is to help groups of individuals from all different backgrounds form deeper, more authentic, and meaningful connections with others, their environments, and their most essential selves. She provides assessments, presentations, and consultations to departments, schools, and institutions, helping these groups of individuals find new ways to work together more collaboratively, purposefully and productively.
- Prior to her current position, for 9 years, she was the Director of USC Student Counseling Services (now known as USC Counseling and Mental Health) and, for approximately 18 years, the Director of Counseling and Psychological Services at the University of Pennsylvania. Dr. Rosenstein also is a Clinical Professor in the USC Rossier School of Education.

Settle in.

# AGENDA

01

Norms for us, norms for  
your departments

02

Success Working with  
Upper Administration:  
What it looks like

03

Connection: The most  
important ingredient

04

Characteristics of a Successful  
Relationship with Upper  
Administration

05

Resources to help  
support your work as a  
Chair

# NORMS AND COMMUNITY AGREEMENTS

01

What we learn goes,  
what we said stays

02

Speak your truth

03

Speak one at a time

04

Listen to understand,  
not to respond


05

Holding each other  
accountable: The Code  
Word

# Success with Upper Administration

## Activity

- Your name and your department
- Who has been the best upper administrator in your career or your best professional experience with a leader. Why? What did they do? What role did they play?

A group of four diverse students are sitting around a table in a library, engaged in a collaborative study session. They are looking at a laptop and some papers. The background is filled with bookshelves. The image has a semi-transparent blue overlay on the left side where the text is placed.

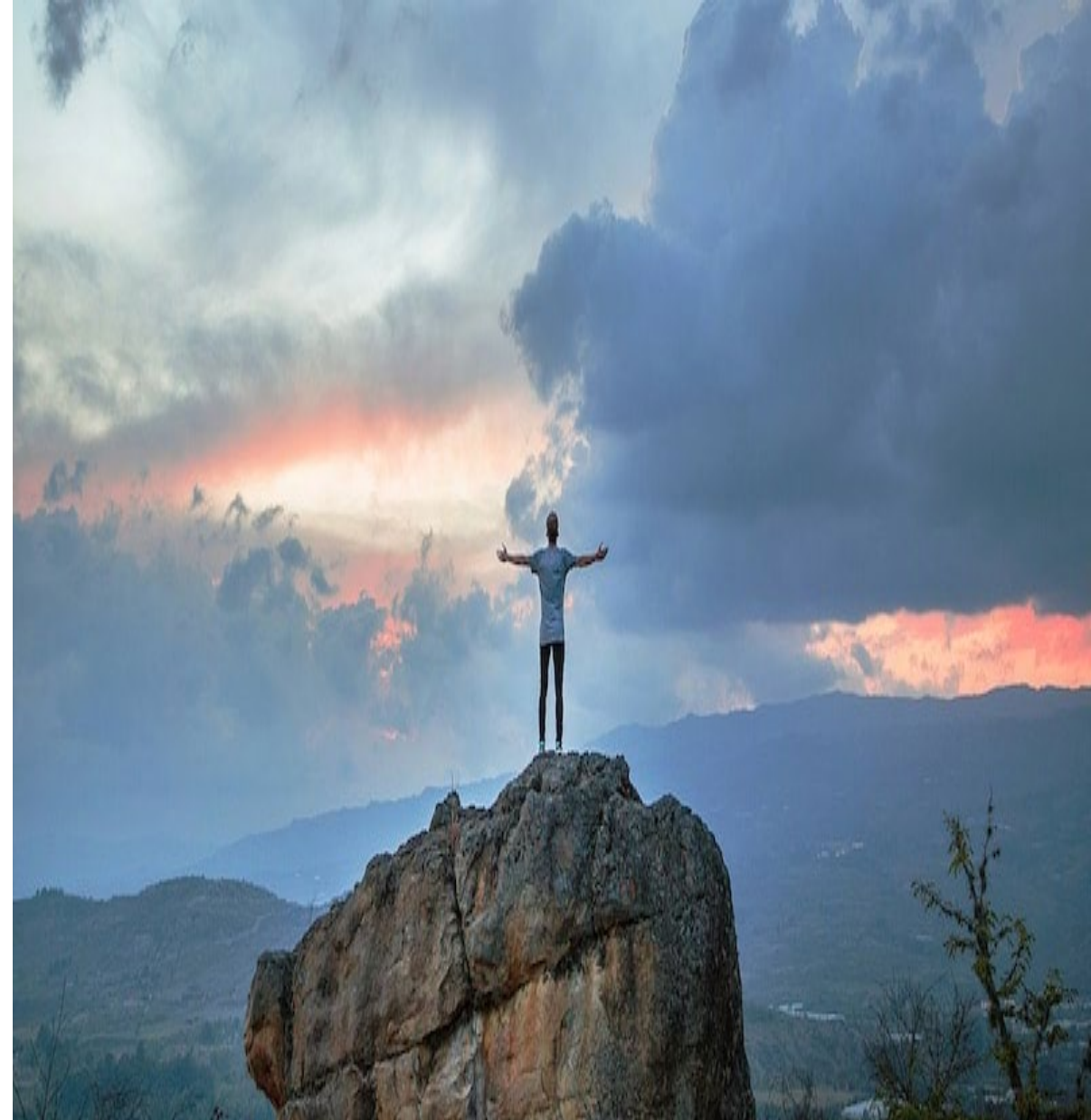
# Connection is a key predictor of success, thriving and wellbeing

Connection to:  
Self, Each Other, and Organizations

# How to be successful working with the Deans?

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- Know what motivates them and what they value as a person
- Assess psychological safety
- Be clear on their roles and their power
- Utilize your strengths and theirs
- Be seen as useful and growth oriented
- Be an ally: Have their backs
- Use the Dean's time wisely
- Bring appropriate issues up in a timely manner
- Deliver commitments and be dependable







**Healthy conversations begin when you know what you and your Dean want out of them.**

Motivations  
shape  
interactions

- How to determine what you want out of the relationship and the conversation
- How to determine what the Dean wants?
  - Is that what they want or what you want?
- Emotions in the conversation: reacting v. responding

# Psychological Safety

Have the right amount: A growth climate of trust, respect and openness in which people raise concerns without fear of retaliation

- Has task conflict versus relationship conflict
- People believe that their work will have a positive outcome on others: What will be the positive outcome?

# Healthy Dialogue

01

You felt heard and the other person felt heard.

02

Creating shared meaning and purpose

03

Better ideas and solutions:  
focus on problem solving

04

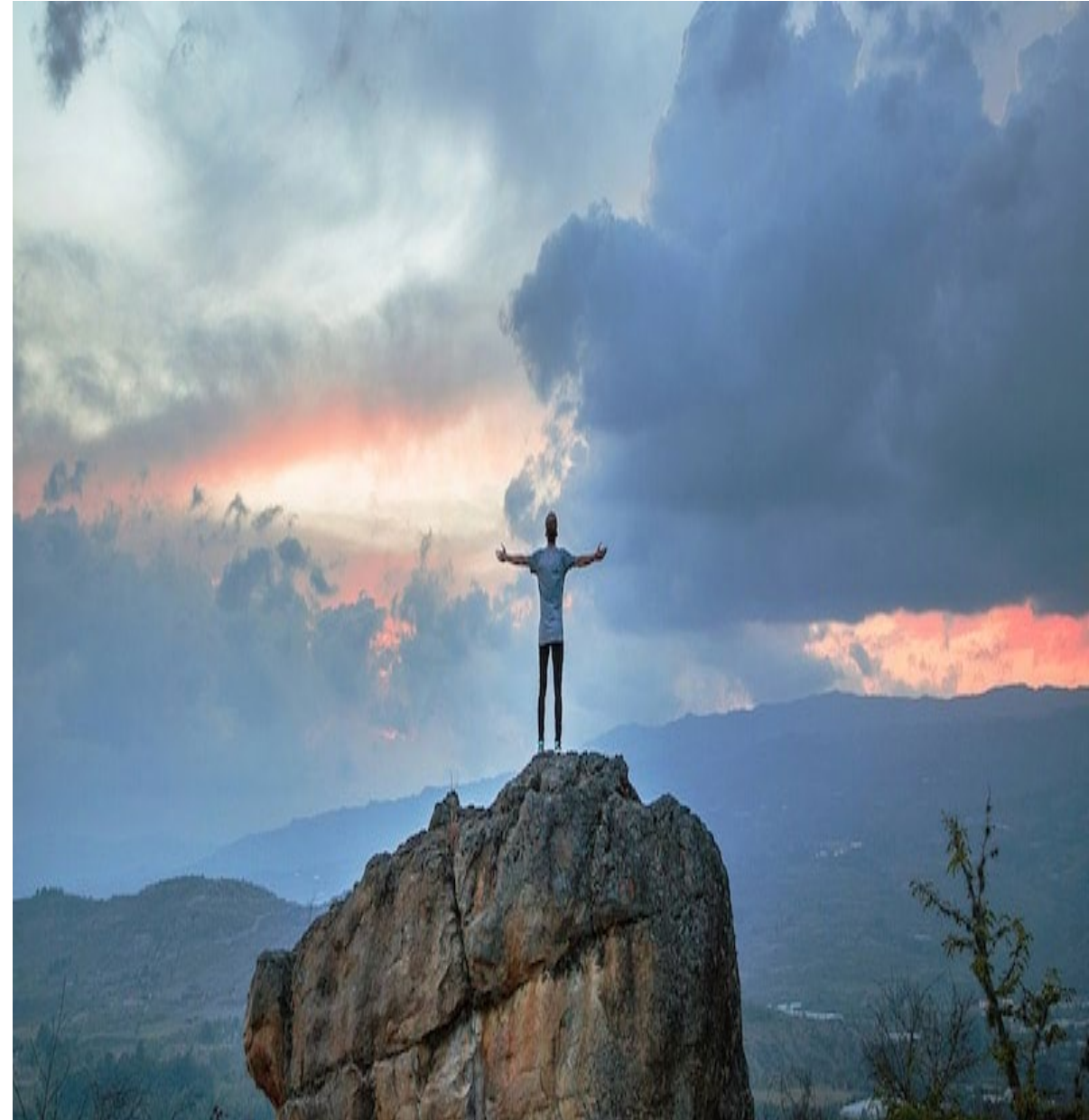
Working together,  
grieving together



# How to deal with Problematic Leadership?

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- Who are they?
- Are they “wired” right?
- What’s the fear?
- Using positive language
- When to give a “benefit of the doubt”
- When to keep your distance
- How to make yourself “needed”
- Coping with the negativity around you
- Know your triggers





# THRIVING:

- Feeling good (positive emotions and engagement)
- Having good, caring relationships
- Having meaning and following your values
- Having accomplishments
- Facing challenges

# Core Conditions of Healthy Work Environments



# Campus Resources

- **USC Campus Support and Intervention and Threat Management (part of Campus Wellbeing and Crisis Intervention)** at 213-821-0411 in TCC 421 or <https://campussupport.usc.edu/> assists faculty, staff, and students in resolving complex personal, academic, and financial issues, providing useful information and referring to the proper campus resources
- **Student Counseling and Mental Health Services** at 213-740-9355 in ESH 303 or <https://studenthealth.usc.edu/counseling/> for free and confidential professional counseling for students.
- **Center for Work and Family Life** at 213-821-0800 or <https://employees.usc.edu/work-family-life/> for free and confidential professional counseling for faculty and staff.
- **USC Occupational Faculty Practice** for Lifestyle Redesign at 323- 442-2850 or [chan.usc.edu/patient-care/faculty-practice/about](https://chan.usc.edu/patient-care/faculty-practice/about) which helps faculty, staff, and students develop healthy life habits.
- **Diversity, Equity and Inclusion** for outpatient treatment and recovery residence for students at 855-434-9973 or <https://www.diversity.usc.edu> provides professional support on campus to better meet the needs of a diverse and inclusive community.
- **Campus Ombuds** is a safe and confidential place to share your USC-related issues and explore options or paths to manage your concern at 323-442-0383 (HSC) and 213-821-9556 (UPC). <https://ombuds.usc.edu/>



# trainings and workshops

**CWE creates collaborative, purposeful, and respectful communities by improving group interpersonal interactions, communications, and norms.**

**WE PUT THE “WE” IN WELLBEING**







How to learn more about



<https://cwe.usc.edu/>

**Thank you!**



**Ilene Rosenstein**  
**Associate Vice Provost**  
**[irosenst@usc.edu](mailto:irosenst@usc.edu)**

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# Summary and Reflections

Summarize in a few sentences your  
make take-aways and things you want  
to continue to focus on.