

1  
12/89

**USING A KALEIDOSCOPE TO INVENT THE MOON:**

**"Anatomy of One Small Step"**

**by Dr. Stephanie Pace Marshall**

- I. **Thank you. It is a pleasure to be here.**
  
- II. **Topic: Asked to discuss three issues:**
  - A. **My work in negotiating for the Illinois Mathematics and Science Academy;**
  - B. **The qualities needed to negotiate successfully;**
  - C. **How my experiences during the past several years might help other women who will be faced with challenging situations.**
  
- III. **Brief history and chronology of IMSA to put some of my remarks and personal reflections in context.**
  - A. **Proposed early in 1983, by Dr. Leon Lederman to group of educators, researchers, businessmen at Valley Industry Association meeting.**
  
  - B. **Idea caught interest of select group of individuals; lead to founding of Corridor Partnership for Excellence in Education in 1983; two goals:**
    1. **Develop IMSA**
    2. **Improve education mathematics and science for rest of 99.9 percent**

- C. Ideas began to be discussed and refined; 1983 (December) curriculum design workshop convened by Friends of Fermi; I co-chaired.**
- D. Task of curriculum design taskforce (consisting of experts); design vision of what Academy would look like.**
- E. Proposal sent to Governor and endorsed.**
- F. Secured support of local legislators; Representative Hastert, Senator Etheredge, Representative Cowlshaw, and Representative Deuchler.**
- G. Governor endorsed in State-of-State message.**
- H. Defeated in 1984 in legislative session.**
- I. Continued legislative discussion, lobbying; discussing with State Board, CEO's, scientists, gifted community, letters of support.**
- J. Re-introduced Bill in 1985; passed as part of Senate Bill 730, Education Reform in Illinois; one of 169 reforms; under State Board of Education.**

- K. Opened September 7, 1986, with 210 students in grade ten.**
- 1. 12 faculty; 21 courses**
  - 2. 0 books**
  - 3. 0 computers**
  - 4. 0 dorms - completed April, 1987**
  - 5. I was Director and Principal**
  - 6. \$3.5 million operating budget--very limited**
- L. Began second phase of recruiting process in early 1987, to secure second class as part of Master Plan for three-year phase in.**
- M. Requested operating budget of \$7 million to add the second class and double our enrollment.**
- N. Continued admission process and invited new students in June.**
- O. Also hired new faculty and staff.**
- P. Budget request not approved; received \$3.5 million; half of what we needed.**

- Q. Decision: Had, in my judgment, two alternatives;**
- 1. "Uninvite" new students and "unhire" new staff and live within the \$3.5 parameters with the original class, or**
  - 2. Work diligently for a supplemental appropriation from the General Assembly; and close if the appropriation did not materialize.**
- R. I proposed alternative #2 to Board of Trustees, and they unanimously concurred. . . and then we went to work.**
- S. RATIONALE**
- Our interest was in maintaining the integrity of the Academy and its vision and mission; we were charged with being exemplary and we would be exemplary until the money ran out - - January 31, 1988.**

**Rescinding the invitations to students and the contracts to staff and limping along with half a loaf would not, in my judgment, have maintained the institutions commitment to excellence; we would have been tainted with uncertainty and insecurity, and it would have been very difficult, if not impossible, to get other to apply ever again.**

- T. At the time, we did what we believed was truly the ONLY choice.**

**Looking back we recognize we did the right thing and the courageous thing.**

- U. We were criticized at the time for holding a gun to the head of the legislature and the Governor (we didn't consult him on our decision), but quite candidly, we would rather have closed than to have been perceived as unimportant to the mission and values of Illinois.**

**As I told the General Assembly, "You must decide what you value." As Eleanor Roosevelt said, 'One's philosophy is not best expressed in words. It's expressed in the choices one makes.' The fate of the Illinois Mathematics and Science Academy is clearly in your hands. We will not have a second chance; your decision will be your legislative legacy to the shareholders of this state."**

#### **IV. STRATEGY**

- A. Identified multiple audiences, realizing we could not do this alone; we had to discern the interests and motivations of multiple constituencies and garner their support for the Academy, based on their self-interests--concept of mutual gain**

**(SEE: CONSUMER CROSS-CULTURAL  
CHARACTERIZATIONS)**

- B. Did not emphasize closing Academy, although made it clear that was not an idle threat.**
- C. Did not emphasize why Academy shouldn't be closed, but why Academy should be kept open. What it would contribute to Illinois and its multiple constituencies.**
- D. List included:**
- 1. Parents - fees initiated; letters**
  - 2. Students - letters, radio**
  - 3. Staff - salary frozen; 6-month contract**
  - 4. CEO's - lunches**
  - 5. Scientists - letters to editor**
  - 6. Educators**
  - 7. Gifted Education community**
  - 8. Math and science teachers**
  - 9. Research laboratories - Directors**
  - 10. Chambers of Commerce - letters**
  - 11. Realtors - Newsletters**
  - 12. Illinois manufacturers**
  - 13. Legislators - Republicans and Democrats**

- E. Hired PR firm trained in lobbying; hired fiance of staff member of opposing party who worked for the Speaker.**
- F. Hired Republican lobbyist.**
- G. Each one developed unique strategy.**
- H. PR Firm Strategy - 3-Phases**
  - 1. Media Outreach**
  - 2. Legislative Strategy**
  - 3. Capital Classroom**
- I. Media Outreach - Fact Sheet**
  - 1. Print outlets across state; interviewed me, John Court and students**
  - 2. Radio interviews across state (focused on undecided legislators) 3 to 10/day**
- J. Target Legislative Strategy**
  - 1. Targeted legislators with 2-3 students in their legislative district**
  - 2. Asked each local Chamber to contact their legislator on behalf of IMSA (received support and letter from President of Illinois chamber)**

3. **Distributed packet of news clips supporting IMSA to their offices**
4. **Arranged for student photo opportunity**
5. **School Problems Commission; Appropriation Committee - my presentation**

**K. Capital Classroom - November 5**

1. **Demonstrated outstanding curriculum, students and staff**
2. **Taught school - had a 3-hour "Learn-In"**
3. **Two groups of students (170): Half met with legislators, half assigned to classes in Rotunda**
4. **Science experiments, physics demonstrations, Japanese and Russian classes; rehearsals of Shakespearean play; computers**
5. **Invited media - Media Advisory day before**
6. **Featured on 5:00, 6:00, and 10:00 o'clock news**
7. **November 6 - Appropriated \$3.2**



**8. Governor Thompson on campus - signed bill - balloons**

**V. PRESENT**

- A. Now in fourth year**
- B. Three classes**
- C. 500 students**
- D. 47 faculty - 30 percent Ph.D.'s**
- E. 20,000 books**
- F. 400 computers; 127 courses; 6 foreign languages**
- G. 5 dormitories + 2**
- H. Growth to 760**
- I. Highest ACT in nation**
- J. Climate and culture of excitement, risk, innovation, and commitment**

True to our belief, we still are and have been a "pioneering educational community" and a community of scholars dedicated to academic exploration and discovery.

## **VI. WHAT I LEARNED ABOUT NEGOTIATING AND INFLUENCING**

### **A. Context**

- 1. leader must model commitment and belief; leader is a personification for the strategy and the vision; leader must be able to "rally the troops," you are the symbol of the institution; during a crisis, you are the metaphor.**
  
- 2. Cause must be worth fighting for--it is not inconsequential--it matters significantly; mission of strategy is congruent with vision of institution.**
  
- 3. Community, team interests and ownership must be cultivated; the entire community must participate.**
  
- 4. Don't be deterred by others fears; don't displace your positive energy with negative thinking or "what if."**
  
- 5. Be authentic and congruent.**

6. **There's got to be an exception, and it might as well be you.**
7. **Take risks if you believe in something; don't look back, and never say you can't.**

## **VII. ANALYZE STRATEGY FROM STANDPOINT OF LITERATURE ON NEGOTIATION AND INFLUENCE**

- A. **As I have learned more through the years about the strategies, tactics, and psychological insights of negotiating, and as I have permitted myself the luxury of hindsight, I believe we were successful not only because the timing, circumstances, and context and players at the time were right (and powerful), but also because we had, sometimes unknowingly, applied the strategies of what is called Principled Negotiation.**

**Typically, we have seen negotiation in two ways, soft or hard. The soft negotiator wants to avoid personal conflict and so makes concessions readily in order to reach agreement and amicable resolution, and ends up exploited, feeling bitter. The hard negotiator sees any situation as a contest of wills in which the side that takes the more extreme positions and holds out longer fares better; he wants to win, yet he often ends up producing an equally hard response which exhausts**

him and his resources and harms his relationship with the other side.

The third way to negotiate which is neither hard nor soft, but rather hard and soft, is called principled negotiation developed at the Harvard Negotiation Project. It is designed to decide issues on their merits rather than through a haggling process focused on what each side says it will and won't do. It suggests that you look for mutual gains wherever possible, and where interests conflict you should insist that the result be based on some fair standards independent of the will of either side. It's hard on the merits and soft on the people; it employs no tricks and no posturing. It shows how to obtain what you are entitled to, and still be decent. It enables you to be fair while protecting you against those who would take advantage of your fairness.

- B. The method of principled negotiation, or negotiation on merits, has four basic points, all of which we utilized in our strategy.**
- 1. People: Separate the people from the problem; be soft on people, hard on the problem**
  - 2. Interest: focus on underlying interests, not positions; explore interests**

- 3. Options: Generate a variety of possibilities before deciding what to do; invent options for mutual gain**
  - 4. Criteria: Insist that the result be based on some objective standard; be willing to yield to principle and not pressure**
- C. In addition to these four basic points is another critical construct called, BATNA (Best Alternative to a Negotiated Agreement).**

**The reason you negotiate is to produce something better than the results you can obtain without negotiating. What other results? What is that alternative? What is your BATNA, your Best Alternative to a Negotiated Agreement? That is the standard against which any proposed agreement should be measured. That is the only standard which can protect you from both accepting terms that are too unfavorable, and from rejecting terms that would be in your interest to accept.**

**Your BATNA not only is a better measure, but has the advantage of being flexible enough to permit the exploration of a imaginative solution. Instead of ruling out any solution which does not meet your bottom line,**

**you can compare a proposal with your BATNA to see whether it better satisfies your interest.**

**There is insecurity if you have an unknown BATNA. One frequent mistake is psychologically to see your alternatives in the aggregate.**

**The greater your BATNA, the greater your power. The relative negotiating power of two parties depends primarily upon how attractive to each is the option of not reaching agreement.**

**The Academy's BATNA was closing, and that was preferable to us than remaining open under negative conditions; our BATNA was clearly more powerful.**

- IX. Also was successful because of many tried and true principles of influence - Dale Carnegie - How to Win Friends and Influence People.**
- A. According to Carnegie, here are principles to keep in mind when trying to influence others.**
- 1. No man ever criticizes himself for anything, no matter how wrong he may be, therefore, don't you criticize.**

2. **When dealing with people, we are not dealing with creatures of logic; we are dealing with creatures of emotion. Creatures bristling with prejudices, and motivated by pride and vanity.**
3. **Criticism is a dangerous spark. Any fool can criticize, condemn, and complain, and more fools do. A great man shows his greatness by the way he treats little men.**
4. **Make the other person want to do it.**
5. **The deepest urge in human nature is the desire to be important.**
6. **Constantly praise associates, publicly as well as privately**
7. **Attempt to nourish others self-esteem**
8. **Attempt to show appreciation**
9. **The only way to influence the other fellow is to talk about what he wants, and show him how to get it**

10. **According to Henry Ford, if there is any one secret to success, it lies in the ability to get the other person's point of view and see things from his angle as well as your own**
11. **Arouse in the other person an eager want**
12. **Appeal to the nobler motives**
13. **Dramatize your ideas**
14. **Throw down a challenge**
15. **Let the other man save his face**
16. **Praise the slightest improvement, and praise every improvement**
17. **Give the other person a fine reputation to live up to**
18. **Know your "product." You can talk too much about your product, but you can't know too much.**
19. **You need to talk benefits, and prove claims about your product**



20. **Mention facts, but stress benefits**
21. **Use evidence**
22. **Use demonstrations and showmanship. Talk less and demonstrate more**
23. **Arouse desire. Desire starts with a want**
24. **Try to paint word-pictures**

**X. LAST ISSUE: What have I learned that might help other women when facing challenge:**

**Best summed up by June Gabler in an article I wrote.**

- A. **Be yourself--don't try to be masculine**
- B. **Be competent in every job in the district**
- C. **Learn to cooperate**
- D. **Don't hide behind a job description--be able to empathize with people**
- E. **Be supportive of everyone**

- F. Be honest and loving**
- G. Forget your sex, be proud of it and then put it aside.**
- H. Don't join cliques; be broad in your responses to people.**
- I. Don't pass the buck--stop it.**
- J. Run by the problem and not by the clock**
- K. Surround yourself with excellence**
- L. Don't put others down while you put yourself ahead.**
- M. Dare to be different.**
- N. Keep laughing!**

