

Positive Academic Leadership

How to Stop Putting Out Fires
and Start Making a Difference




Atlas

Sound System Test Slide

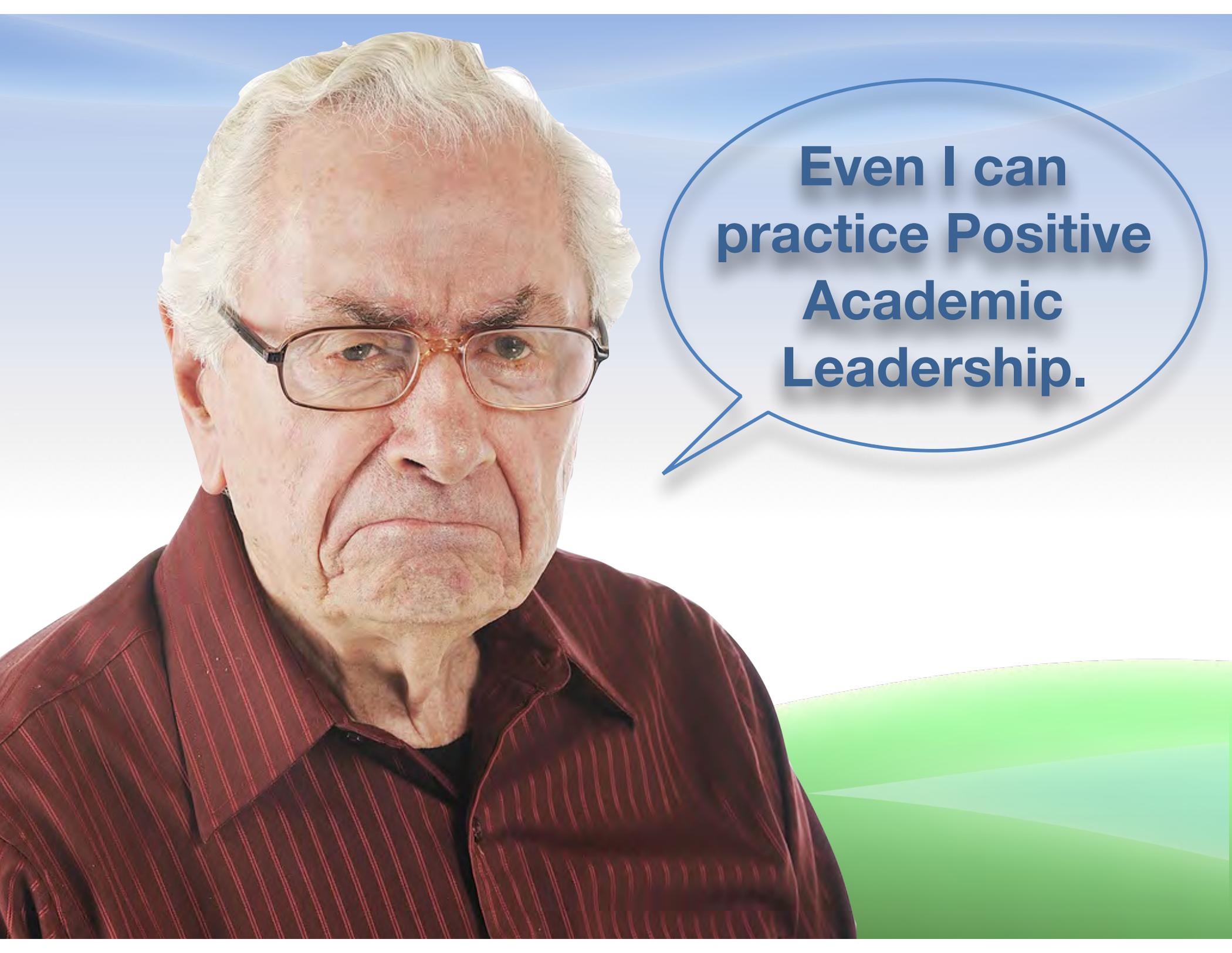
Positive Academic Leadership

How to Stop Putting Out Fires
and Start Making a Difference



Today's Workshop

1. **What positive academic leadership is.**
2. **How positive academic leadership can make us better administrators and faculty leaders.**
3. **Three basic strategies of positive academic leadership.**
4. **How our results can be positive even when we're not feeling very positive.**



**Even I can
practice Positive
Academic
Leadership.**

Positive Academic Leadership

How to Stop Putting Out Fires
and Start Making a Difference

Session 1:
Changing Your Perspective
and Changing Your Language



It's easy to become take a negative attitude in higher education.

- **Our workload always seems to be increasing.**
- **People continually expect us to solve their problems.**
- **We constantly seem to encounter disputes and disagreements.**

Negativity

- **In small groups, discuss with each other the things that happen at work that cause you to feel annoyance, anger, or frustration.**
- **What are the aspects of your job that you don't feel you have any control over?**
- **We'll take five minutes for this discussion.**

What Makes You Negative?

We'll Take 5 Minutes for This Discussion



05 : 00

What Makes You Negative?

**What were some of
the sources of
negativity you
discussed?**

Negativity

**How academic
leadership
responsibilities are
assigned.**

A Major Cause of Negativity

Central Michigan University

The Chairperson is the chief administrator of the department and the primary representative of the academic discipline to which he/she belongs. This places the Chairperson in the unique position of fulfilling administrative responsibilities assigned by the Dean and Provost, maintaining standards of the discipline, and meeting the professional expectations of the departmental faculty. Among the specific administrative duties for which the Chairperson is responsible and accountable are:

Job Description: Department Chairperson

Central Michigan University

- Communicating departmental needs and desires to the Dean and Provost;
- Communicating and interpreting College and University decisions to the faculty;
- ★ Maintaining open lines of communication among specializations within the Department, and encouraging appropriate balance;
- Encouraging the development and improvement of the departmental curriculum, and seeing that the proper curriculum forms are submitted on schedule;
- ★ Insuring the preparation of catalog information and schedules of class offerings in accordance with deadlines;

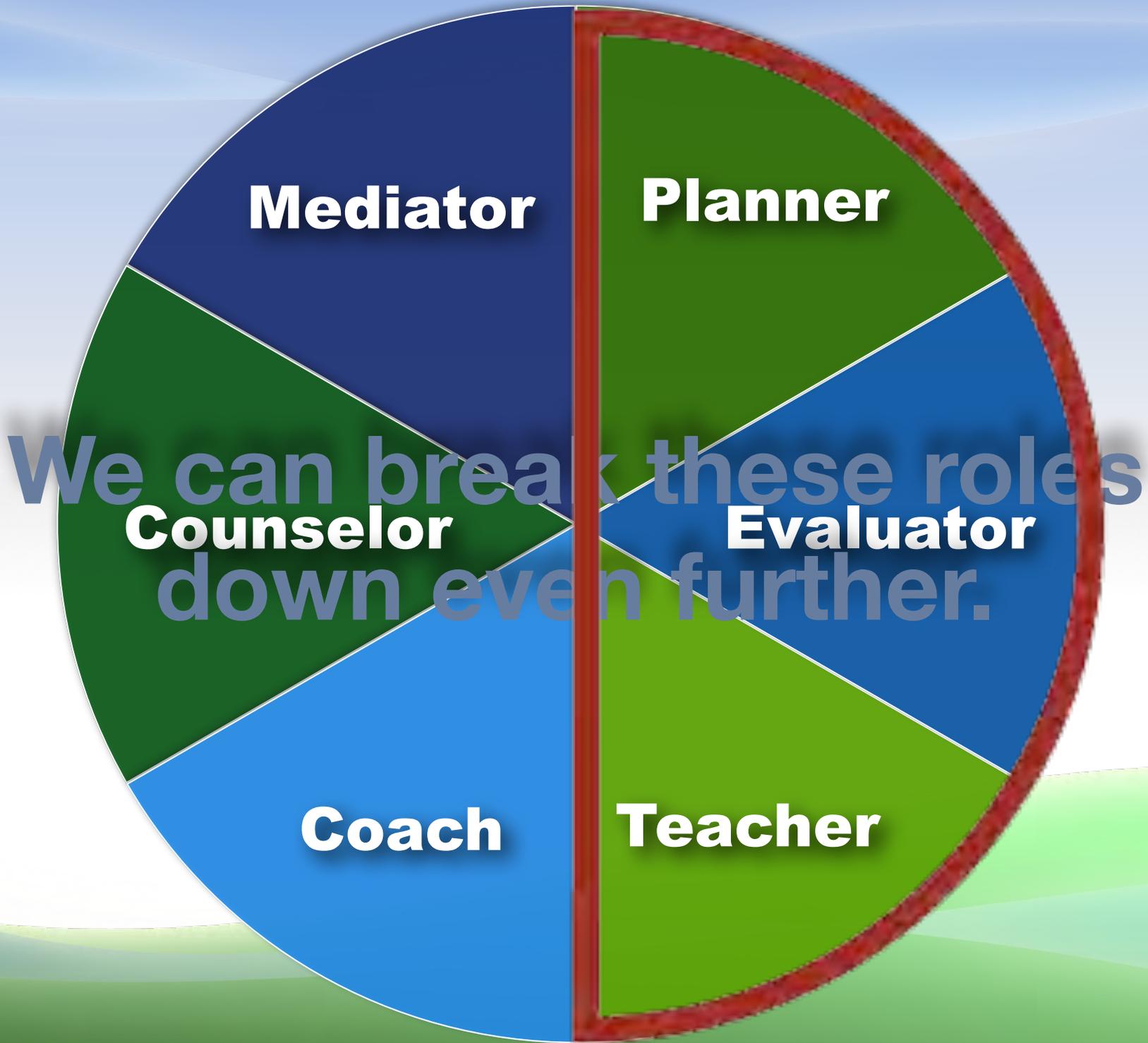
Job Description: Department Chairperson

Central Michigan University

- ★ Supervising the departmental budget, record keeping, and the requisition of supplies, equipment, materials, and other instructional needs;
- Developing and following procedures to assign faculty to classes, laboratories, studios, and other responsibilities;
- Reporting undesirable or potentially hazardous conditions with respect to the physical plant;
- Coordinating and supervising the departmental programs, reviews, accreditation and departmental evaluations, and other reviews; and
- ★ Cooperating with departments, college, schools, and other units in the accomplishment of their tasks.

Job Description: Department Chairperson





Mediator

Planner

Counselor

Evaluator

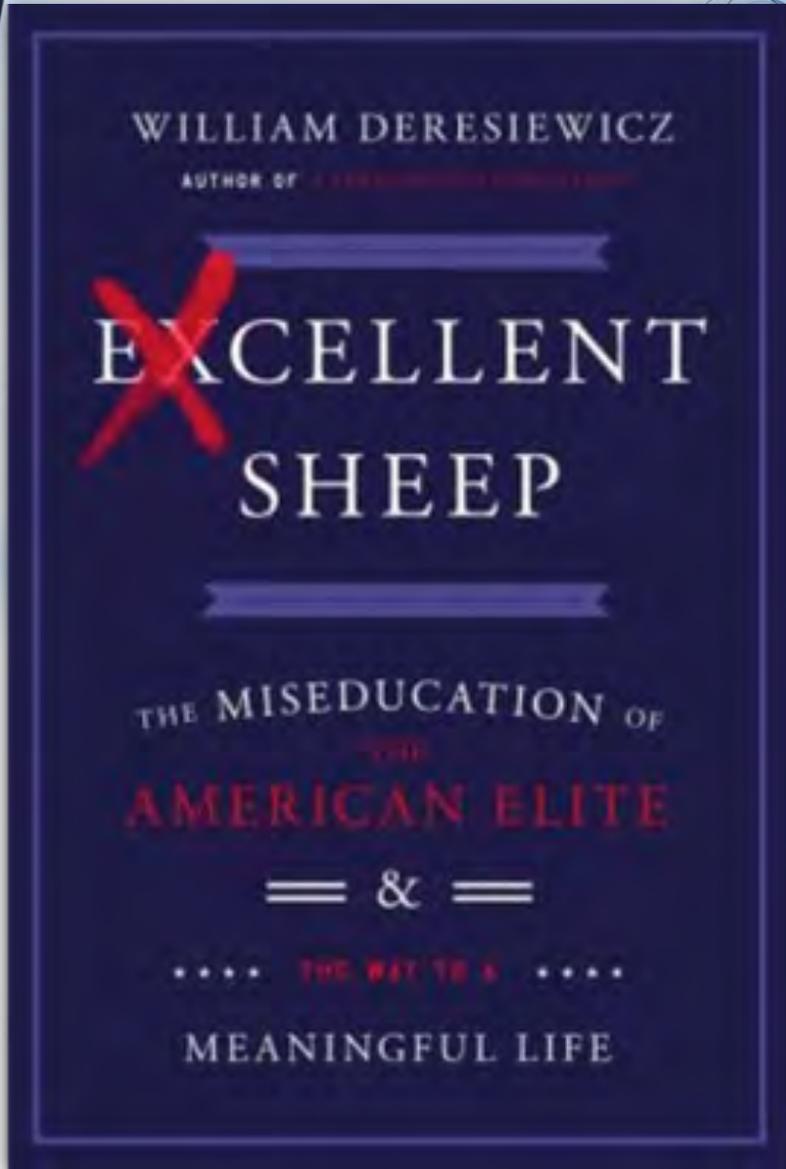
Coach

Teacher

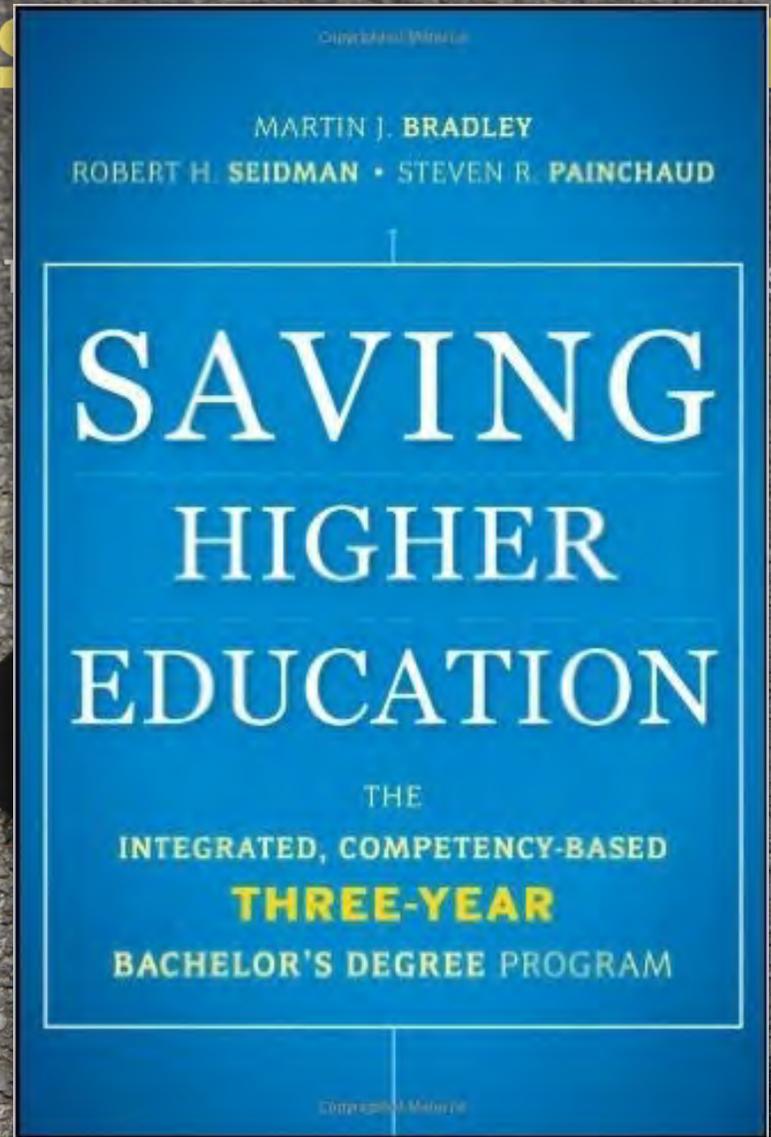
We can break these roles down even further.



The Result



Richard Arum and Josipa Roksa



RICHARD ARUM AND JOSIPA ROKSA
Authors of *Academically Adrift*

Crisis Leadership

Sherman's Lagoon, Jim Toomey



Turtle:

Fillmore

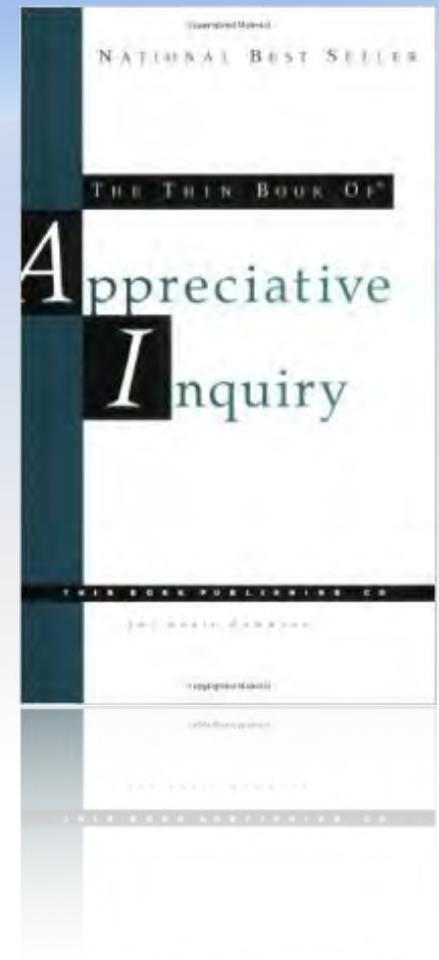
Hermit Crab: Hawthorne

When Academic Leaders Act as Firefighters

Problems

**By paying
attention to
problems, we
emphasize and
amplify them.**

Sue Hammond. (1998). *The Thin Book of Appreciative Inquiry*. Plano, TX: Thin Book Publishing Company. 6.



**When we focus
on problems, we
block out
solutions.**



**Michael McMillan. (2009). *Pink Bat:
Turning Problems into Solutions*. Chicago,
IL: Simple Truths. 76.**

So, Are There No Genuine Crises in Higher Education?

Of course, there are!

Virginia Tech shootings

**Syracuse University
basketball scandal**

Penn State football scandal

**Union University (Tennessee)
tornado**

**University of North Carolina
athletics scandal**

But they're typified by certain characteristics:

- **Loss of/threat to life/health of constituents**
- **Major destruction of property and/or facilities**
- **Fundamental threat to mission or existence of program/institution**
- **Lasting damage to reputation**

And Then Crisis Leadership Is Necessary

- **Decisiveness outweighs consensus-building**
- **Act first; analyze later**
- **Priorities are reordered**
- **Leadership roles change**
 - ✓ Some designated leaders prove ineffective
 - ✓ Some non-designated leaders prove highly effective
- **Different methods of communication emerge**
- **Different skills become valued**

But Otherwise ...

It's not a catastrophe.

It's just part of my job.

Leadership Approaches

reactive

proactive

interactive

With this in mind, how can we work more effectively to ...?

- **Achieve more of our high priority goals?**
- **Lead our programs with greater vision?**
- **Stop constantly fighting fires and crises?**
- **Reduce our expanding workload?**

Three Organizational Models

- **Soldier/officer model**
- **Employee/manager model**
- **Client/professional model**

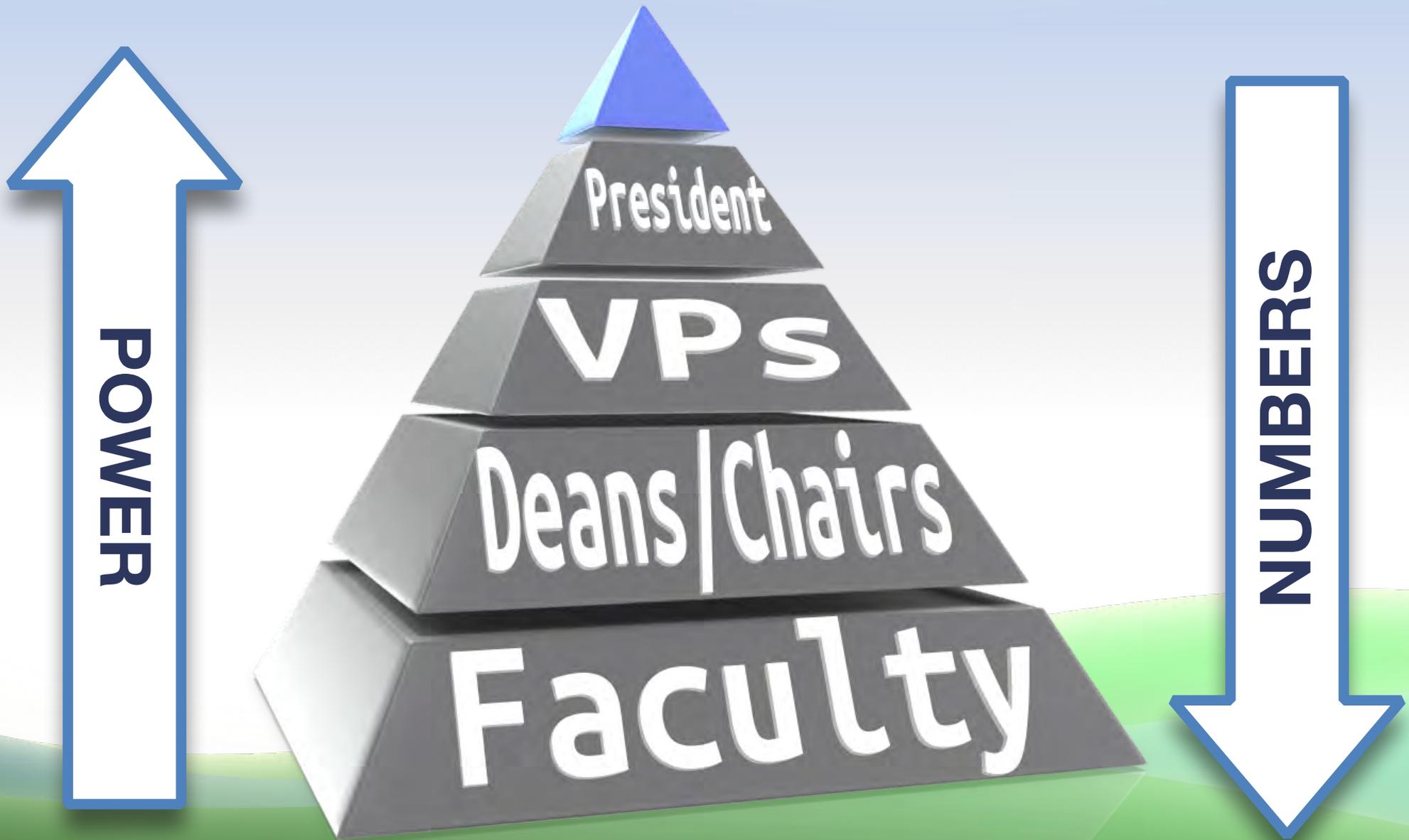
Soldier/Officer Model



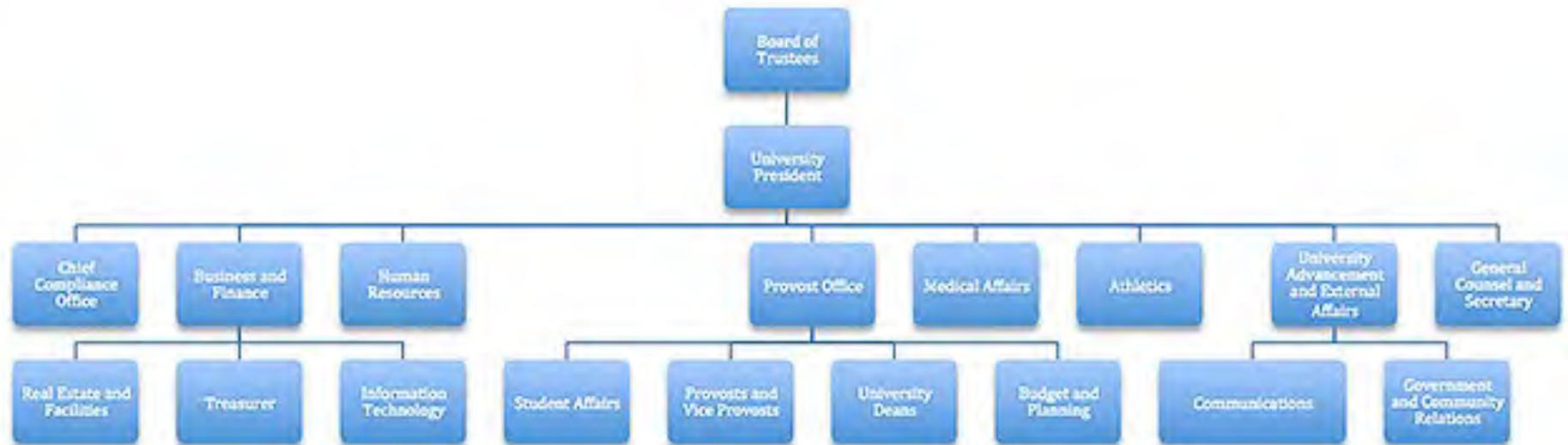
Employee/Manager Model

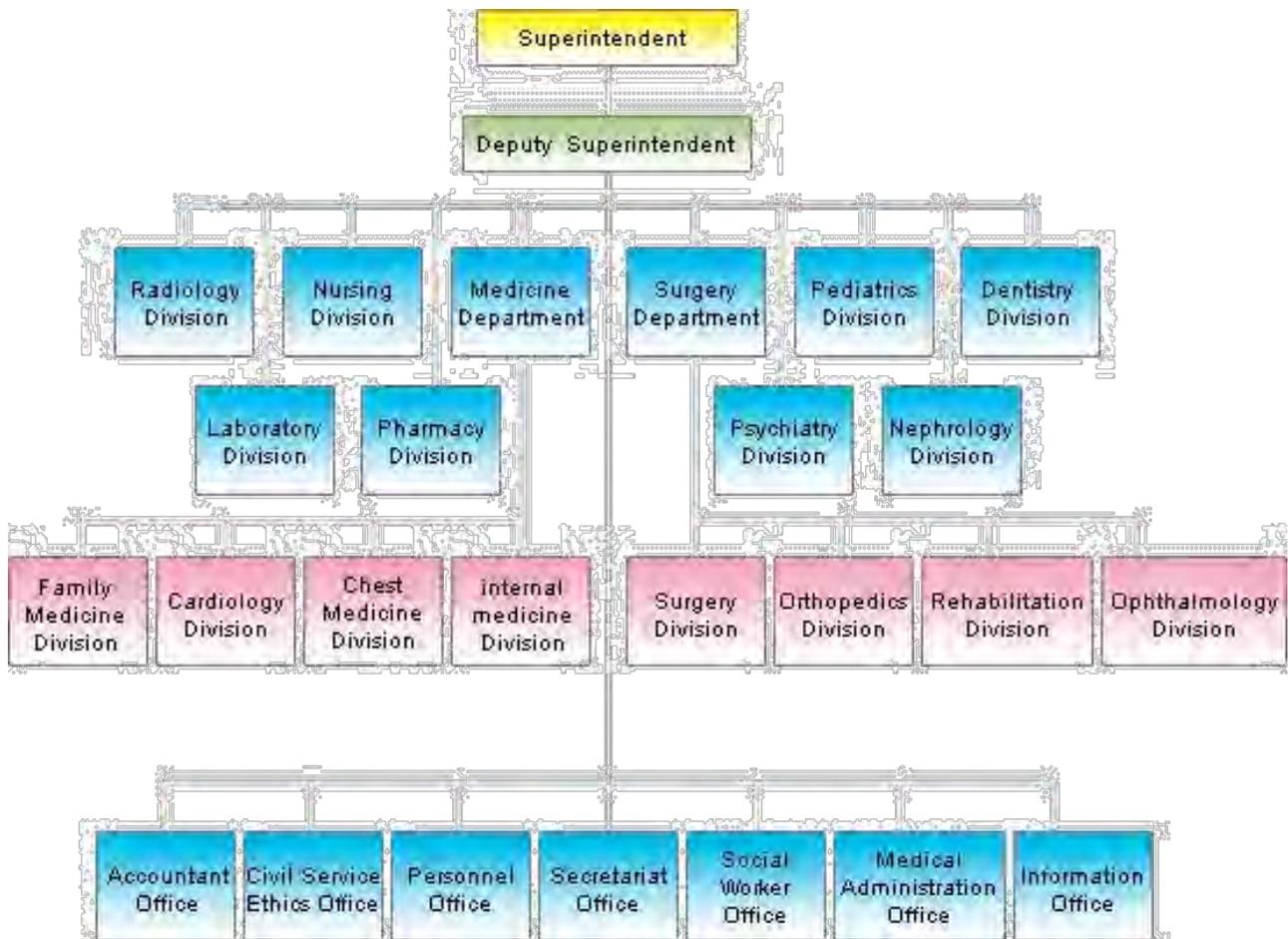


We Try



But It Doesn't Work Very Well





Cf. The Client/ Professional Model

Faculty

=

~~Employees?~~

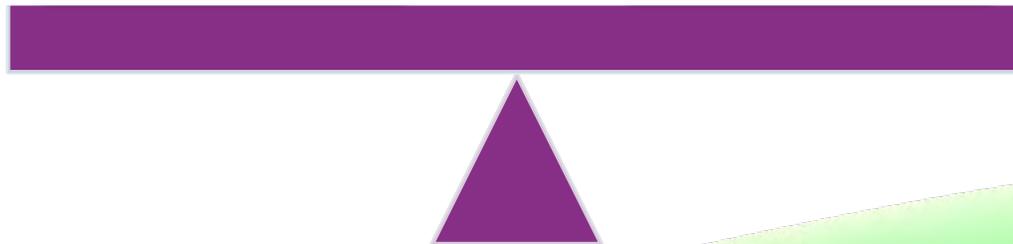
Faculty

=

**Independent
Contractors**

Rights

**Responsi-
bilities**



Alternative Models to Consider

1. **Concierge Medicine**
2. **The P4 Medicine Institute**
3. **Positive Psychology**

Concierge Medicine

**An enhanced level of personal service
in medical care in exchange for an
annual fee.**

“In addition, wellness care and preventative care are often provided. A comprehensive approach to healthcare allows time to address the unique needs of the individual.”

Knope, S.D. (2008). *Concierge medicine: A new system to get the best healthcare*. Westport, CT: Praeger 9.

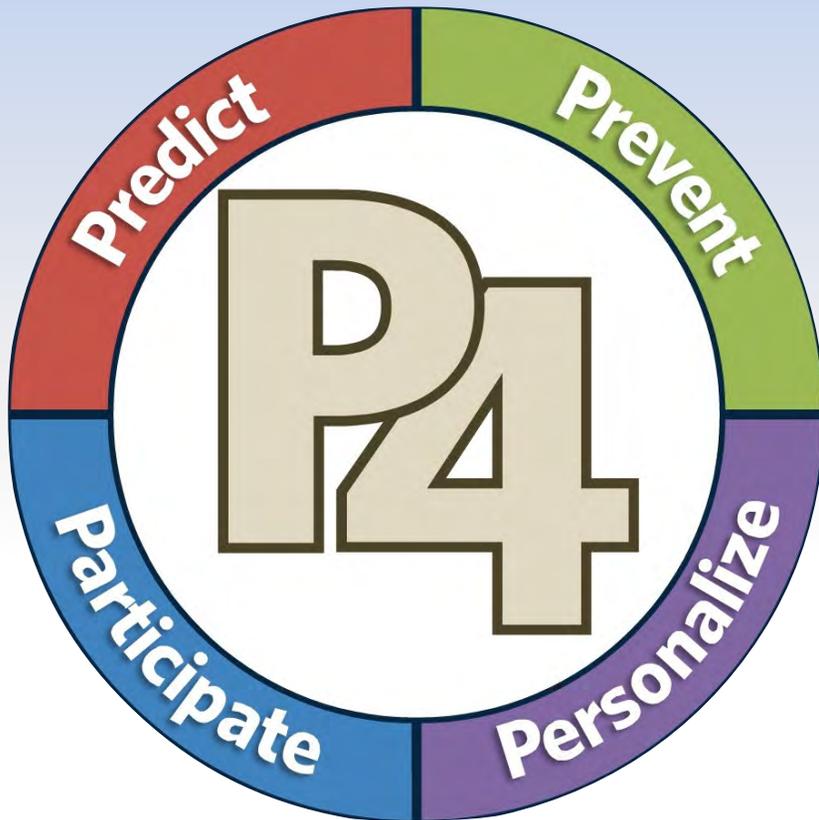
Concierge Medicine Approaches

- 1. Availability even outside of normal working hours.**
- 2. Attention paid to the specific and unique needs of the patient.**
- 3. Going to where the patient is instead of always expecting patients to come to them.**
- 4. Preventative care in addition to treatment care.**

The P4 Medicine Institute

The program's goal is to transform healthcare “from a reactive system to one that predicts and prevents disease, and tailors diagnosis and therapy to the individual consumer.”

phc.osumc.edu/tag/p4-initiative/



1. **Predictive:** using genomics and molecular biomarkers to assess the unique risk factors of each patient individually
2. **Preventative:** developing therapies to forestall illness before they occur rather than just treat them once they have already developed
3. **Personalized:** creating therapeutic and wellness plans tailored to the patient's specific history, needs, and prognosis
4. **Participatory:** transforming patients from passive consumers of healthcare into active contributors to their own wellbeing.

Martin Seligman



FEB 2004

MONTEREY CALIFORNIA

The Difference

Traditional Approach

- **disease**
- **repair**
- **eliminating sadness**
- **bad → good**
- **→ reactive**

Positive Psychology

- **health**
- **improvement**
- **increasing happiness**
- **good → excellent**
- **→ proactive**

How might we apply a similar approach to academic leadership?

Positive Academic Leadership

Concierge Medicine:
anywhere and anytime

P4 Medicine Institute:
highly individualized

Positive Psychology:
focuses on success

In Workbook

What positive leadership is.

What positive leadership is not.

What Positive Leadership Is

what's working	rewards
best performers	people-oriented
personalized	collaborative
systems approach	respect
future-oriented	often behind the scenes

Positive Leadership

pages 3-4 in workbook

Positive leadership ... refers to an affirmative bias — or a focus on strengths and capabilities and on affirming human potential. Its orientation is toward enabling thriving and flourishing rather than toward addressing obstacles and impediments. ... Positive leadership does not ignore negative events but builds on them to develop positive outcomes. ... In sum, positive leadership refers to an emphasis on what elevates individuals and organizations (in addition to what challenges them), what goes right in organizations (in addition to what goes wrong), ... what is experienced as good (in addition to what is objectionable), [and] what is extraordinary (in addition to what is merely effective) ...

Cameron, K. S. (2008). *Positive Leadership: Strategies for Extraordinary Performance*. San Francisco, CA: Berrett-Koehler. 2-3.

What Positive Leadership Is Not

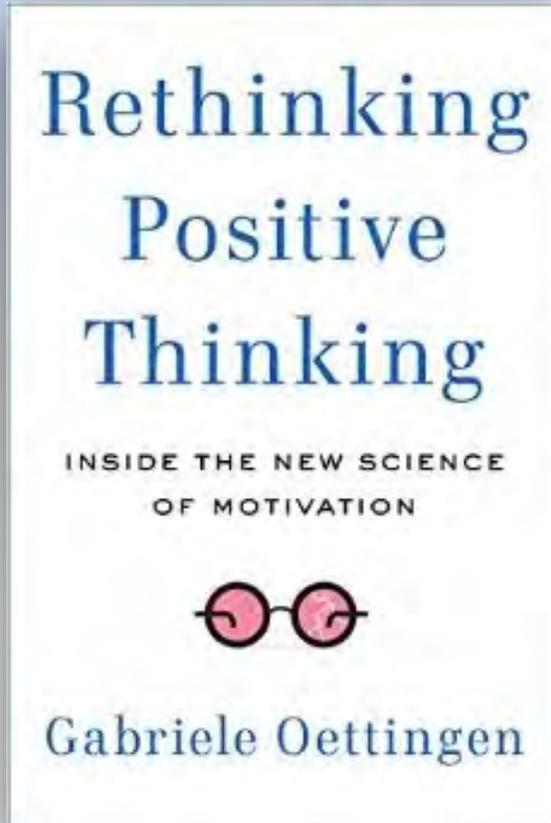
motivational speaking, pep talks

just pretending everything is fine, blind optimism

life coaching

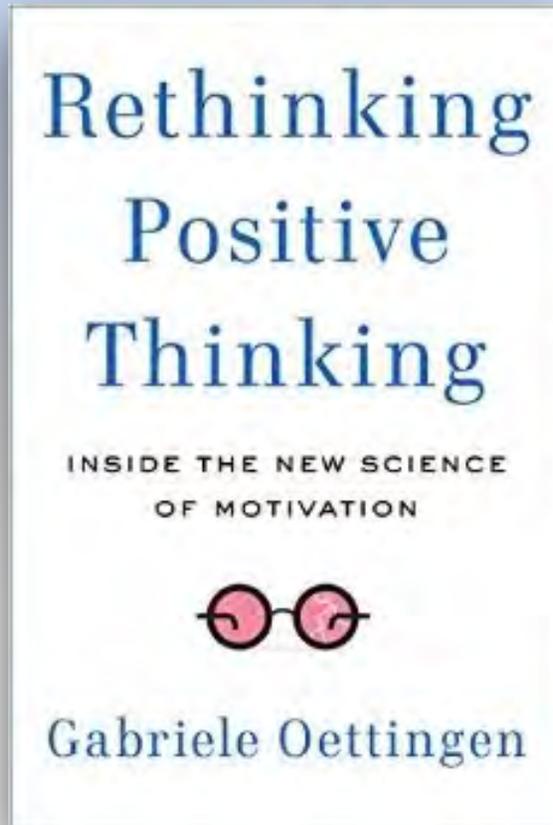
imposition of political or religious ideas

the power of positive thinking

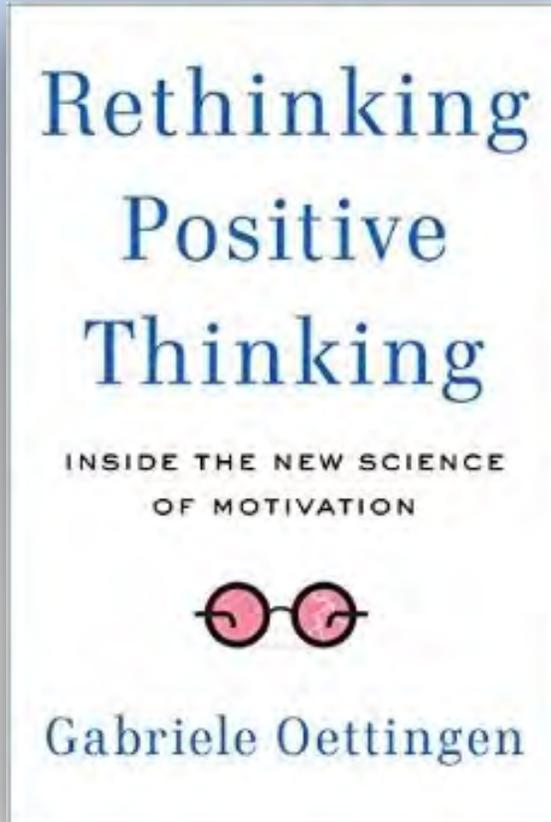


“Positive fantasies, wishes, and dreams detached from an assessment of past experience didn’t translate into motivation to act toward a more energized, engaged life. It translated into the opposite.”

page 11



Repeatedly in experiments that were conducted “positive thinking wasn’t always helpful. Yes, sometimes it did help, but when it came in the form of a free-flowing dream—as so much positive thinking does—it impeded people in the long term from moving ahead.”



Positive thinking without an assessment of past experience doesn't improve anything.

But that's not what positive academic leadership is.

So, what is it?

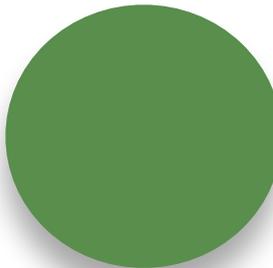
Three Basic Strategies



Change your perspective



Change your language



Change to a systems approach



Change Your Perspective

The Guardian Newspaper
1986 advertisement: “Skinhead”



Perspective
Changes Everything

- **Optimists more likely to be hired than pessimists**
- **Optimists more likely to get promoted than pessimists**
- **Optimists recover from surgery and illnesses faster than pessimists**
- **Optimists more likely to take direct action than pessimists**
- **Optimistic college students do better than pessimistic college students**

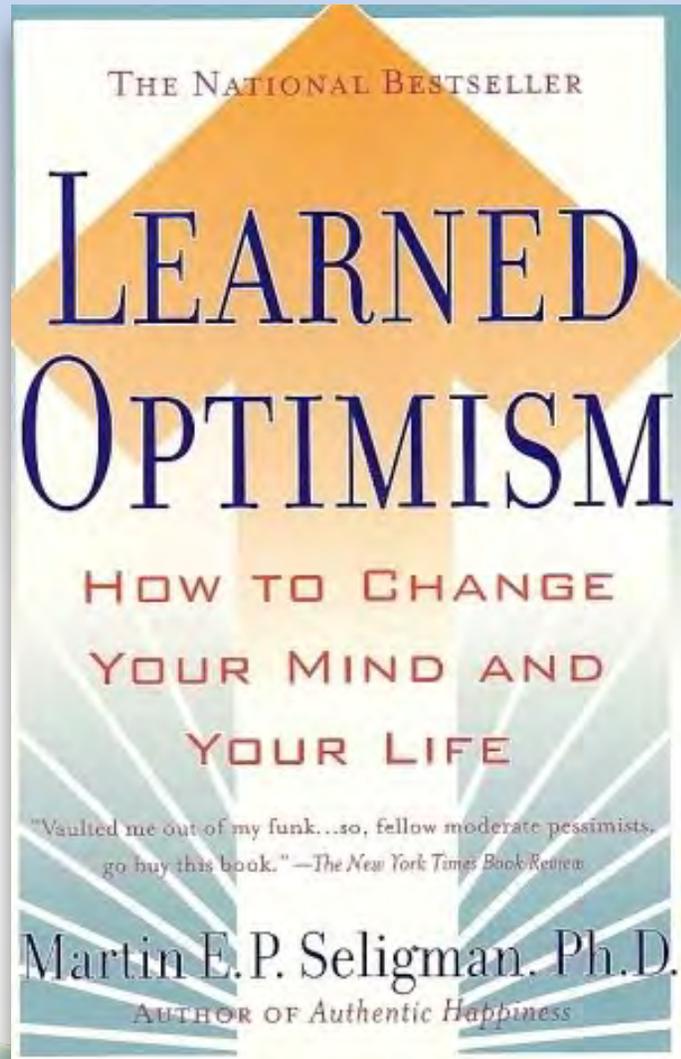
Optimism vs Pessimism

If You're Not Naturally an Optimist



EARNED
WHAT WOULD AN
OPTIMIST DO IN THIS
OPTIMISM
SITUATION?

Martin Seligman



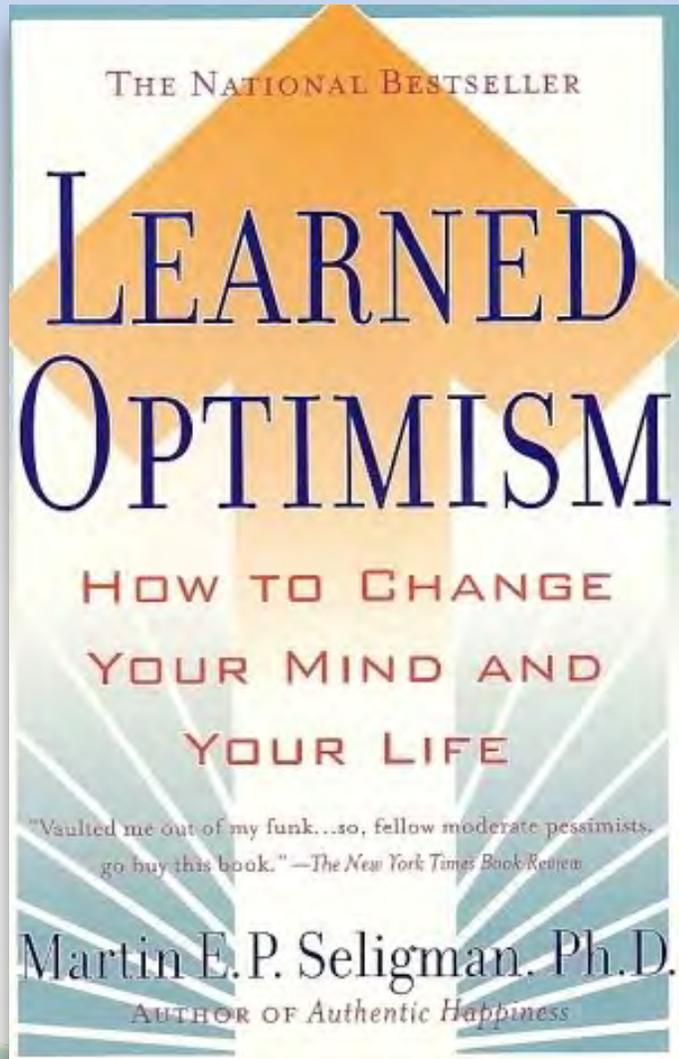
Setbacks and disappointments

- temporary
- manageable
- exceptional

Achievements and successes

- normal
- usual
- expected

Martin Seligman



page 4 in
workbook

**Seligman's ABC
Method**

A	Adversity	What is the problem we're encountering?
B	Belief	What belief system are we using to interpret that problem?
C	Consequences	What are the results that occur because of those beliefs?
D	Disputation	How can we effectively challenge those beliefs and envision alternative consequences?
E	Energization	How can we best take advantage of the positive feelings that result from this alternative view?

"A genuine invitation to be fully present, to open yourself up to life."
—JACK KORNFELD, bestselling author of *A Path with Heart*

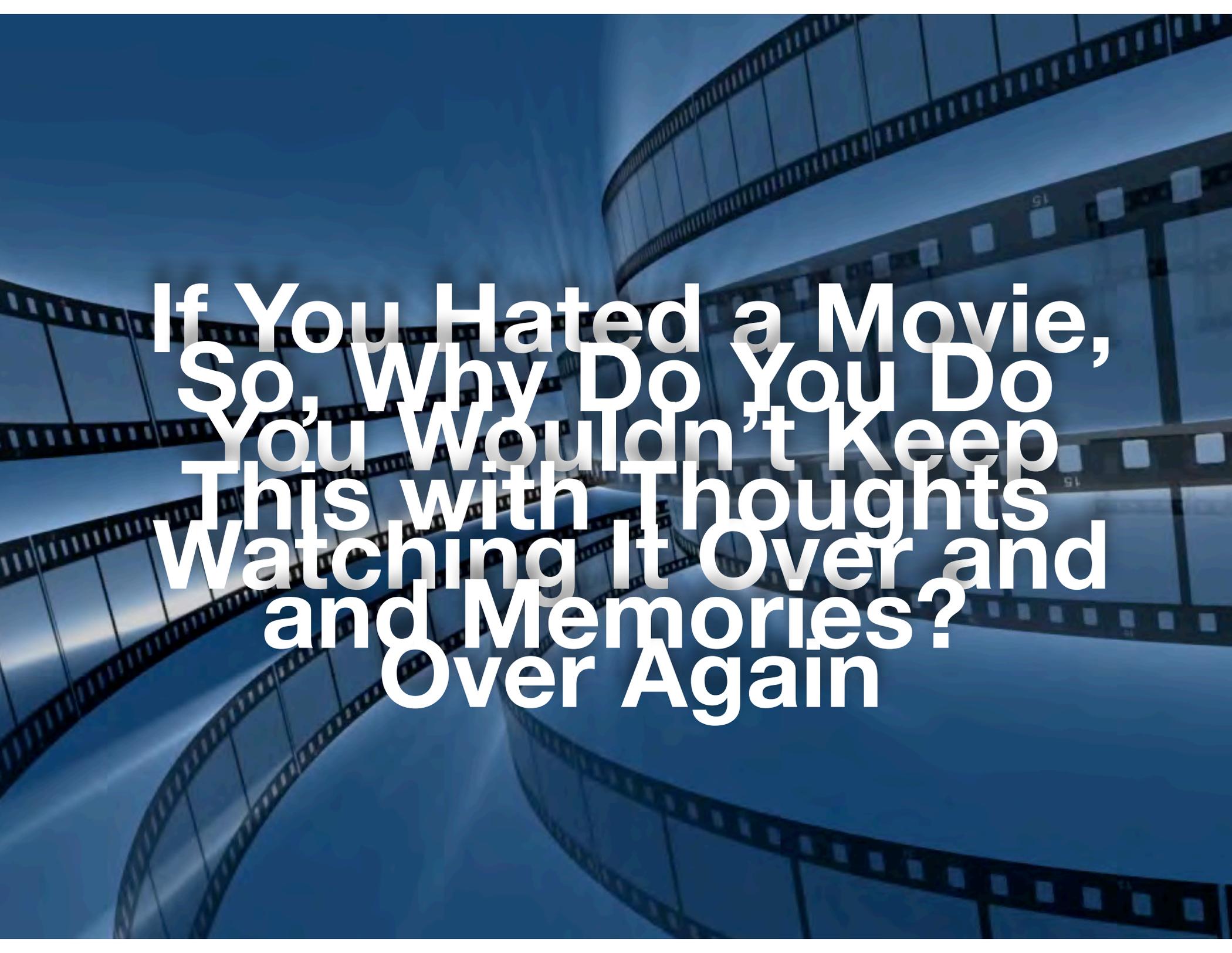


THE NOW EFFECT

HOW A MINDFUL MOMENT
CAN CHANGE THE
REST OF YOUR LIFE

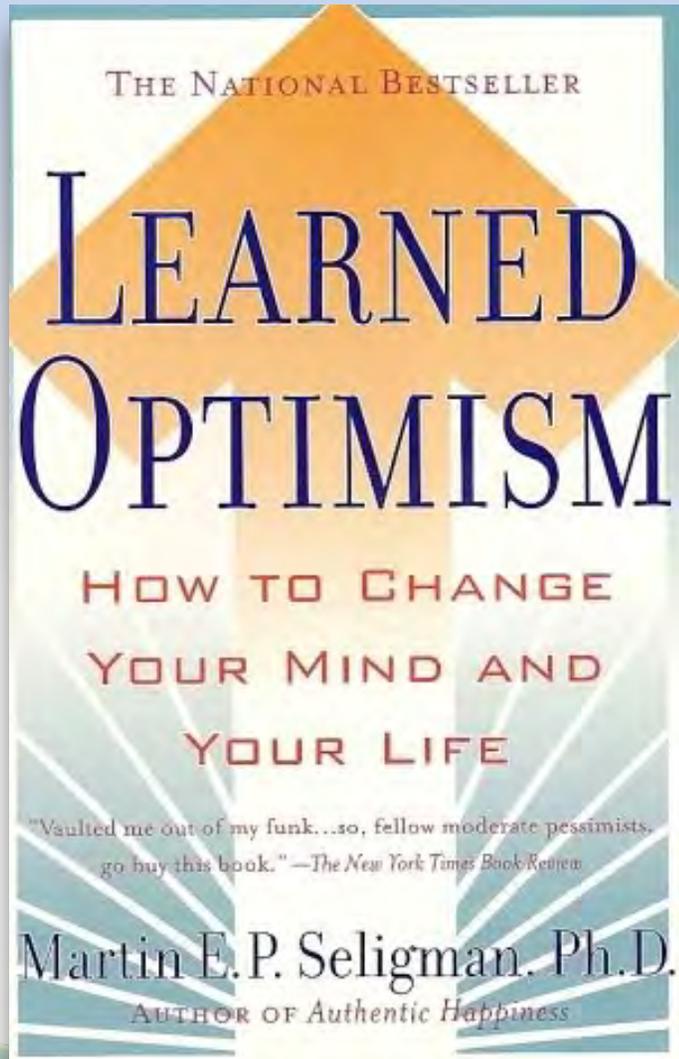
ELISHA GOLDSTEIN, PhD
Author of Mindfulness Meditations for the Anxious Traveler

- **Expose the belief**
- **Rewrite the movie in your head**



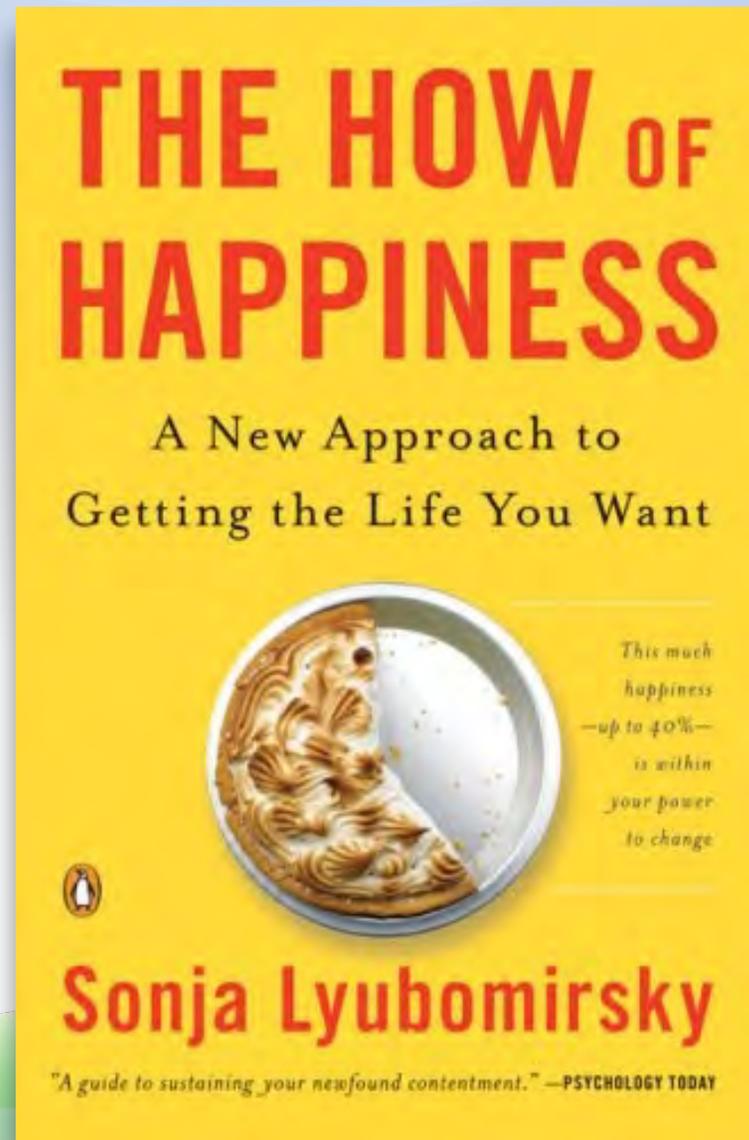
**If You Hated a Movie,
So, Why Do You Do
You Wouldn't Keep
This with Thoughts
Watching It Over and
and Memories?
Over Again**

Martin Seligman



- What are five good things that happened?
- What are five good things my faculty/colleagues did that were good?

**“Five Good Things”
exercise
most
effective
when done
once a week.**



**Learned
optimism is
really just
another term for
what some
people call
realism.**



**The pessimist
complains about
the wind.**

**The optimist
expects it to
change.**

**The realist
adjusts the
sails.**

William Arthur Ward



Positive Academic Leadership

- Devoting energy to the possible, not the impossible
- Devoting energy to what might work, not grumbling about what doesn't work
- The *Bridge of Spies* philosophy





Would it help?

Would It Help?

- **worrying about the impossible**
- **fixating on what can't be done**
- **regretting things that can't be changed**
- **grumbling about what won't work**



Focusing on What's Possible Enables People to Become More Resilient

RESILIENCE = the ability to bounce back
after a setback



DEFINITION #1

Resilience

Andrew Zolli at SACSCOC 2010

Resilience: The ability to maintain core function under the widest variety of operating conditions.

DEFINITION #2



Designing Resilience

PREPARING FOR EXTREME EVENTS

Edited by
LOUISE K. COMFORT,
ARIEN BOIN, and
CHRIS C. DEMCHAK

HANDBOOK OF ADULT RESILIENCE

Edited by
John W. Reich
Alex J. Z
John Stu

Researching RESILIENCE

LINDA LIEBENBERG
and MICHAEL UNGAR

The Resilience Factor

7 Keys to Finding Your
Inner Strength and
Overcoming Life's Hurdles

KAREN REIVICH, Ph.D.
ANDER SHARPE, Ph.D.

JOAN BORYSENKO, Ph.D.
The New York Times best-selling author of *It's Not the End of the World*

It's Not the End of the World

Developing Resilience in Times of Change

Developing RESILIENCE

A Cognitive-Behavioural Approach

MICHAEL HEENAN

THE POWER OF RESILIENCE

Achieving Balance, Confidence, and Personal Strength in Your Life

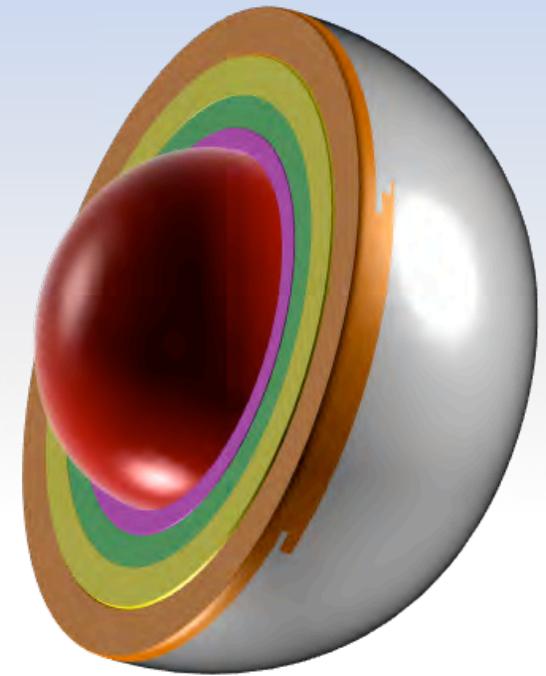
Robert Brooks, Ph.D., and Sam Goldstein, Ph.D.
AUTHORS OF THE BESTSELLING *RAISING RESILIENT CHILDREN*

Elizabeth Edwards Resilience

Reflections on the Burdens and Gifts of Facing Life's Adversities

Resilience and Being Authentic

Resilience: The ability to recover quickly from set-backs because you know that your core beliefs and principles are still intact.



DEFINITION #3

A Case Study in Perspective

Exercise #1

A faculty member who works in a very rare specialty comes to you on the day before classes begin for the term.

The faculty member has just been informed that s/he's been awarded a major, prestigious, international award.

The award will make the faculty member's career and bring an incredible amount of positive attention to the department and university.

BUT ...

page 5 of workbook

A Case Study in Perspective

Exercise #1

The faculty member will need to leave immediately for at least one full year to meet the terms of the award, and you have no one else available to cover his courses.

- 1. Identify five reasons why this situation is a disaster.**
- 2. Identify five ways in which this situation is a wonderful opportunity.**

A Case Study in Perspective

Exercise #1

DISASTER	OPPORTUNITY
1	1
2	2
3	3
4	4
5	5

A Case Study in Perspective

Exercise #1

Spend five minutes writing down five reasons why this situation is an unmitigated disaster and five reasons why it's a wonderful opportunity.

We'll Spend 5 Minutes on This Exercise



05:00

A Case Study in Perspective

Exercise #1

DISASTER	OPPORTUNITY
1	1
2	2
3	3
4	4
5	5

The Importance of Perspective

The Same Situation



Remember

**It's not a catastrophe.
It's just part of my job.**

I can view my job as all about ...

- **dealing with complaints**
- **managing frustration and hostility**
- **solving a never ending series of problems**

or as

MAKING OTHER PEOPLES'
DREAMS COME TRUE

MAKING OTHER PEOPLES' DREAMS COME TRUE

may just require a little bit of

Pink Bat
thinking

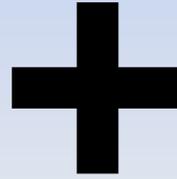


A positive
leadership strategy
for solving
problems

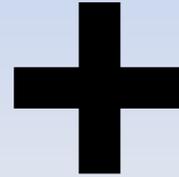


Michael McMillan

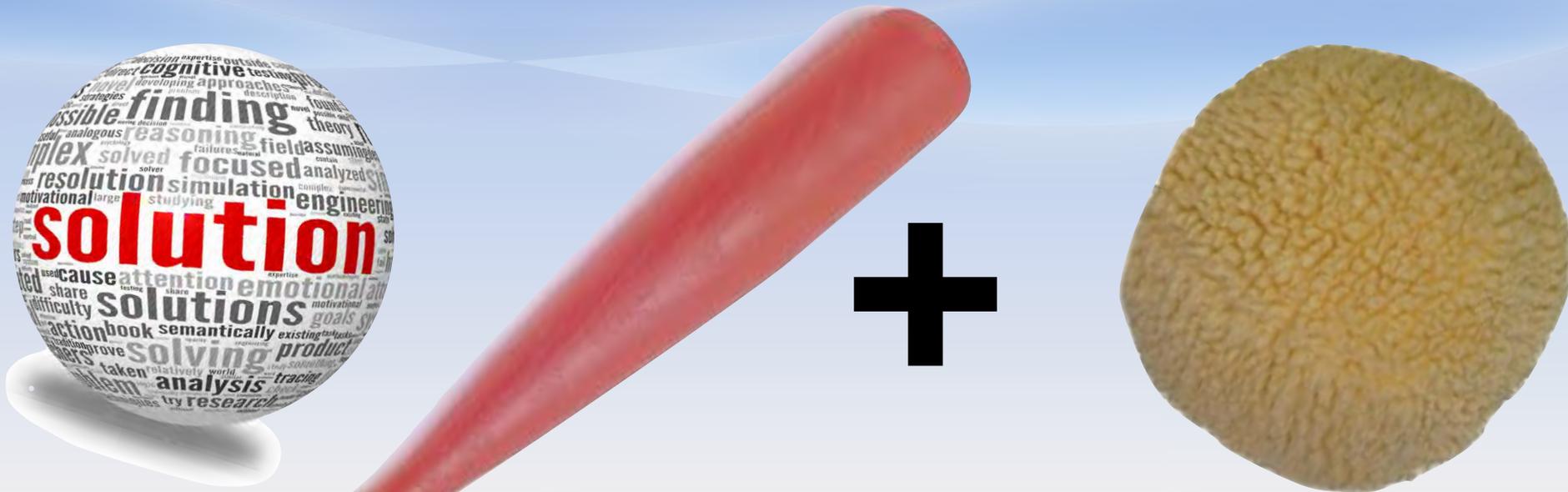
Pink Bat
thinking



PROBLEM



FUN



FUN

=



+



=

FUN



+



=

FUN



+



=

~~FUN~~

PROBLEM

New Game



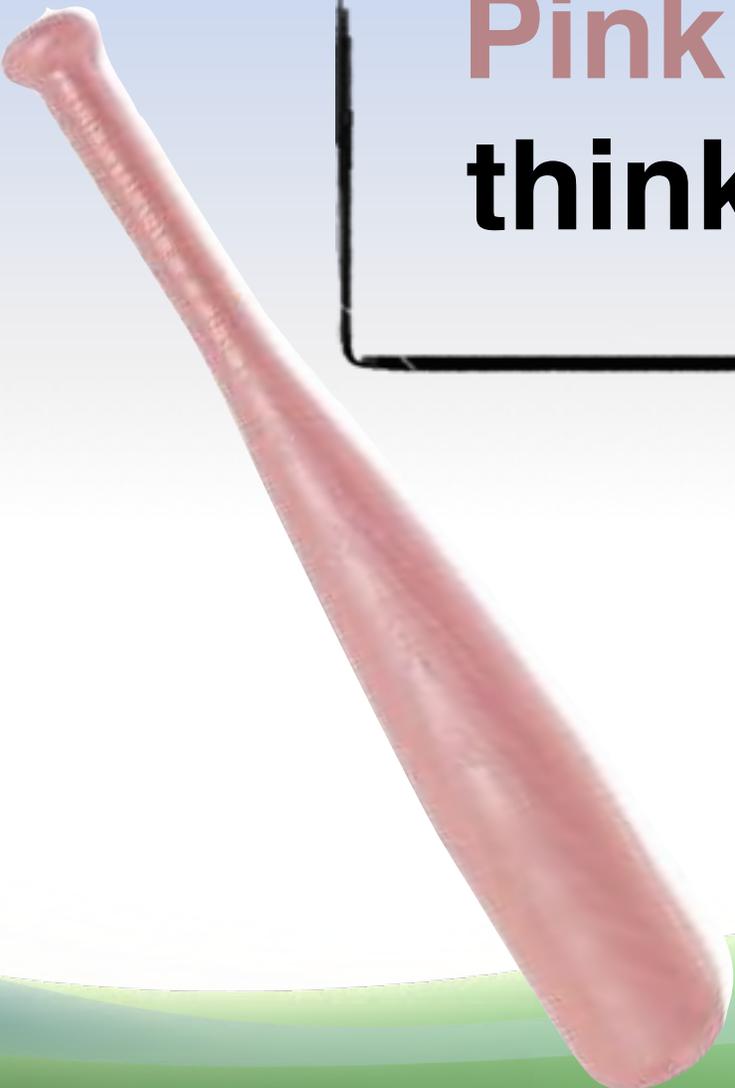
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=

~~FUN~~

PROBLEM

A pink baseball bat is positioned diagonally on the left side of the slide, pointing towards the bottom right. It has a smooth, slightly textured surface and a rounded knob at the top.

**Pink Bat
thinking**

try to see the

PROBLEM

as a



**Let's try out some
Pink Bat thinking.**





PROBLEM:

Low enrollment





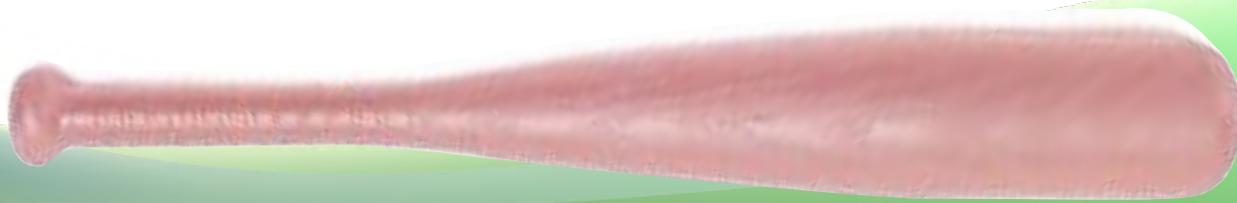
PROBLEM:

High faculty turnover



PROBLEM:

Overcrowded classes



Now it's your turn.

- Identify at least three **PROBLEMS**
- Try to think of creative ways in which each of these is really a



Exercise #2 on page 6

**What ideas
did you
have?**



Exercise #2 on page 6

**Spin: the attempt
to make a negative
look like
something
positive**

**Reality: Actually
finding something
positive in what
others would see
as negative**

Spin vs Reality

A close-up photograph of a pig's face. The pig has light pink skin and large, upright ears. Its mouth is painted with a vibrant, glossy red lipstick, which is a stark contrast to its natural pig-like appearance. The background is solid black.

*"YOU CAN PUT LIPSTICK ON
A PIG, BUT IT'S STILL A PIG"*

**Pink Bat Thinking vs Lipstick on
a Pig**



Change Your Language

An Experiment

In a group conversation, say something positive.

1. *Isn't the weather fantastic today?*
2. *This soup is incredible!*
3. *The game last night was the best one of the entire season.*

Then count how many sentences it takes before someone turns the conversation negative.

**WHAT YOU SAY
CREATES YOUR
WORLD.**



**CHANGE YOUR
WORDS.**

**CHANGE YOUR
WORLD.**

The Power of Words



The Power of Words



Andrea Gardner

“How many balloons have you burst today?”



"Keep your thoughts positive because your thoughts become your words. Keep your words positive because your words become your behaviours. Keep your behaviours positive because your behaviours become your habits. Keep your habits positive because your habits become your values. Keep your values positive because your values become your destiny."

Attributed to Gandhi

Heraclitus

ἦθος ἀνθρώπων δαίμων

ethos
anthropoi
daimon

CHARACTER
IS
DESTINY.

A Case Study in **the Power of Words**

In the hallway one day, you meet a new faculty member in your academic area. Even though you say no more than a few remarks in passing, how might you phrase your comments in such a way that:

- ... you absolutely destroy that person's morale and motivation (at least temporarily)?**
- ... you positively increase that person's morale and motivation (at least temporarily)?**

Promoting Positive Language

pages 6-8 of the workbook

Meeting Roles

- **Photocopy these pages.**
- **Cut out the strips.**
- **Fold them.**
- **As people enter a meeting, hand each person a strip.**
- **That is their “role” for the day.**

Promoting Positive Language

pages 6-8 of the workbook

Meeting Roles

- **At the end of the meeting, ask people to reflect on what occurred.**
- **See if they found it helpful.**

The Tunnel or the Bridge?

Both get you where you need to go.



But only one takes you out into the light.



The Power of Words

part 2



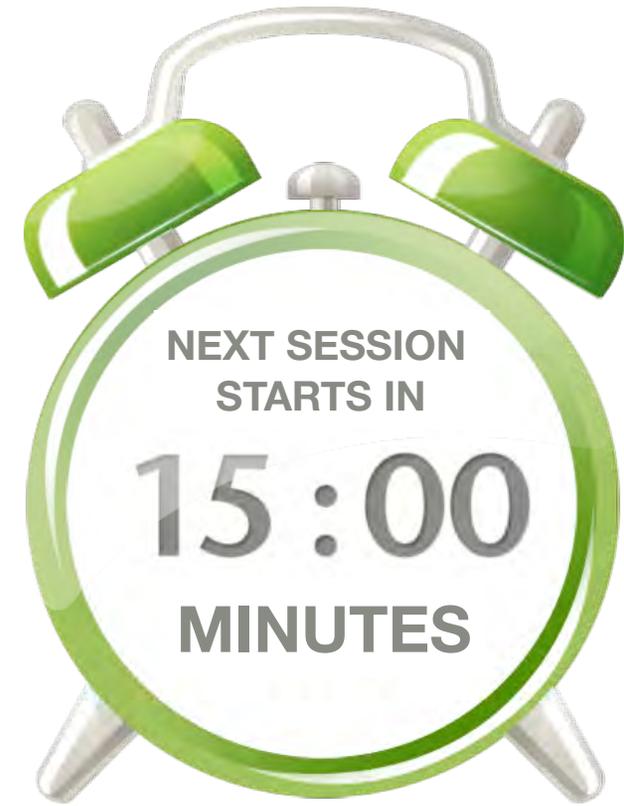
In Our Next Session

We'll explore some practical ways of avoiding the tunnel vision of negative academic leadership and build bridges to more positive, constructive approaches.

Meanwhile

It's time to make a difference.





Positive Academic Leadership

How to Stop Putting Out Fires
and Start Making a Difference

Session 2:
Changing Your Language
and Changing to a
Systems Approach

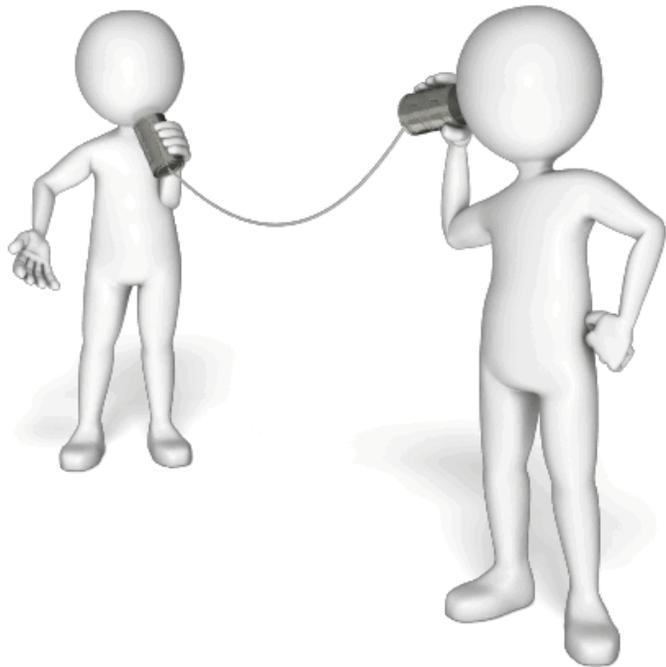


In Our First Session

- The nature of positive (academic) leadership
- Different models for organization and leadership
- Three central strategies to make our academic leadership more positive
- Examined one strategy in detail: **Change Your Perspective**
- Began our discussion of a second strategy: **Change Your Language**

In This Session

1. Continue our discussion of this strategy: **Change Your Language**
2. The remaining central strategy of positive academic leadership:
Change to a Systems Approach
3. Core values and positive leadership.
4. Put it all together.



DISCUSSION

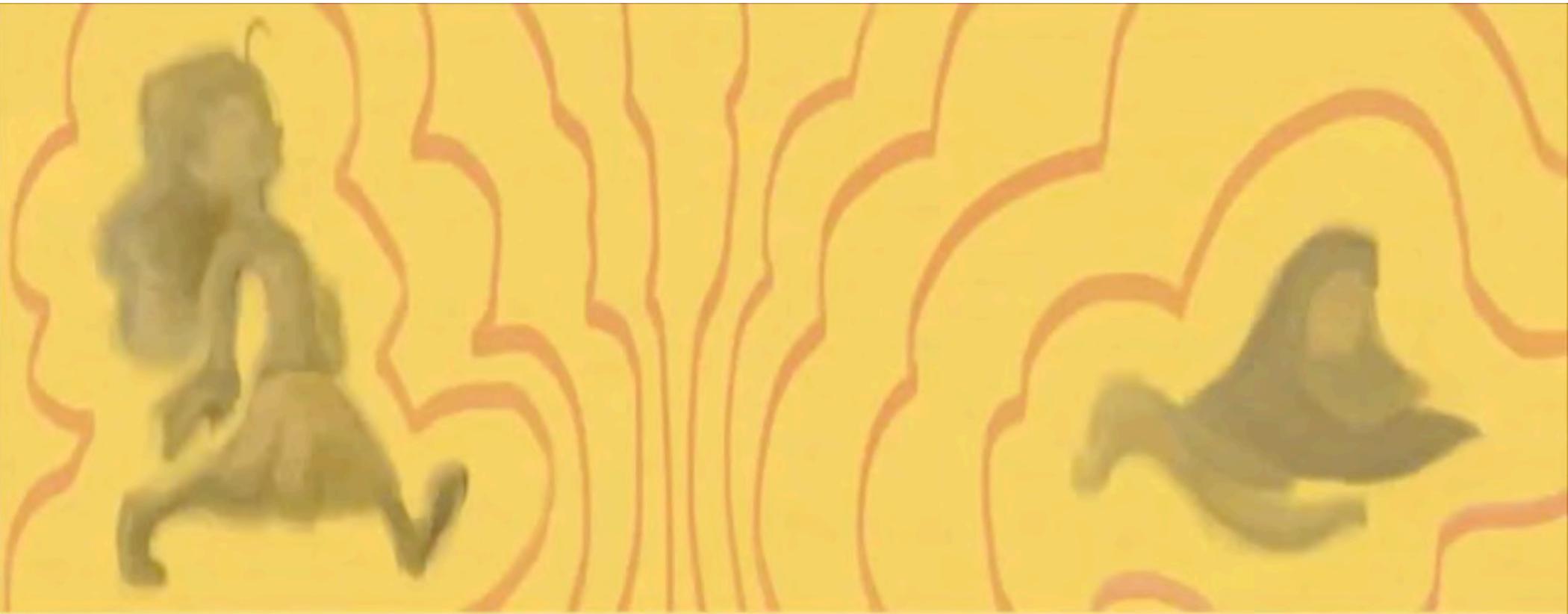
**Why do we so often have
a failure to communicate
despite our best efforts
and intentions?**

A Failure to Communicate

Cool Hand Luke (1967)



A Failure to Communicate



A FAILURE TO COMMUNICATE

In the cartoon we just saw, what were some of the causes of the characters' failure to communicate?

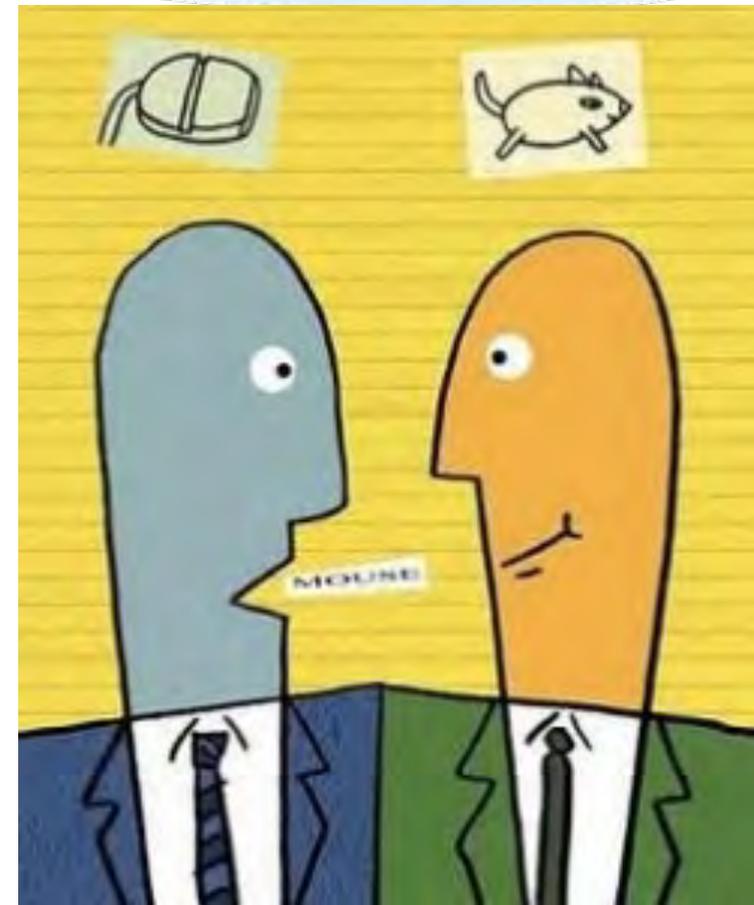
A Failure to Communicate

What Causes It?

- **We make incorrect assumptions**
- **We share different assumptions**
- **Cultural difference complicate our attempts to communicate**
- **External factors complicate our attempts to communicate**
- ***What else?***

**Try to communicate not in
your language but in the
language of the other person.**

How Can We Do Better?



Lost in Translation

**After all, when you come
right down to it, how many
people speak the same
language even when they
speak the same language?**

--Russell Hoban

Lost in Translation

Academic Senate

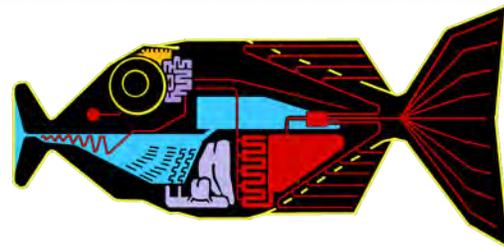
University of California, 2012

[I]ncreasingly damaging budgets have produced a downward spiral that threatens the survival of the University as the leading public university in the world as it experiences higher student-faculty ratios, larger class sizes, reduced depth and breadth in course offerings, staff layoffs, and lack of investment in infrastructure; ...
[moreover] the faculty are prepared to advocate publicly, consistently, and forcefully for the future of the University.

academic-senate.berkeley.edu/vote/mail_ballots/memorial_to_regents_20120305

Statement	Faculty	Regents
higher student/faculty ratios		
larger classes		
staff layoffs		
faculty be forced to speak publicly and forcefully		

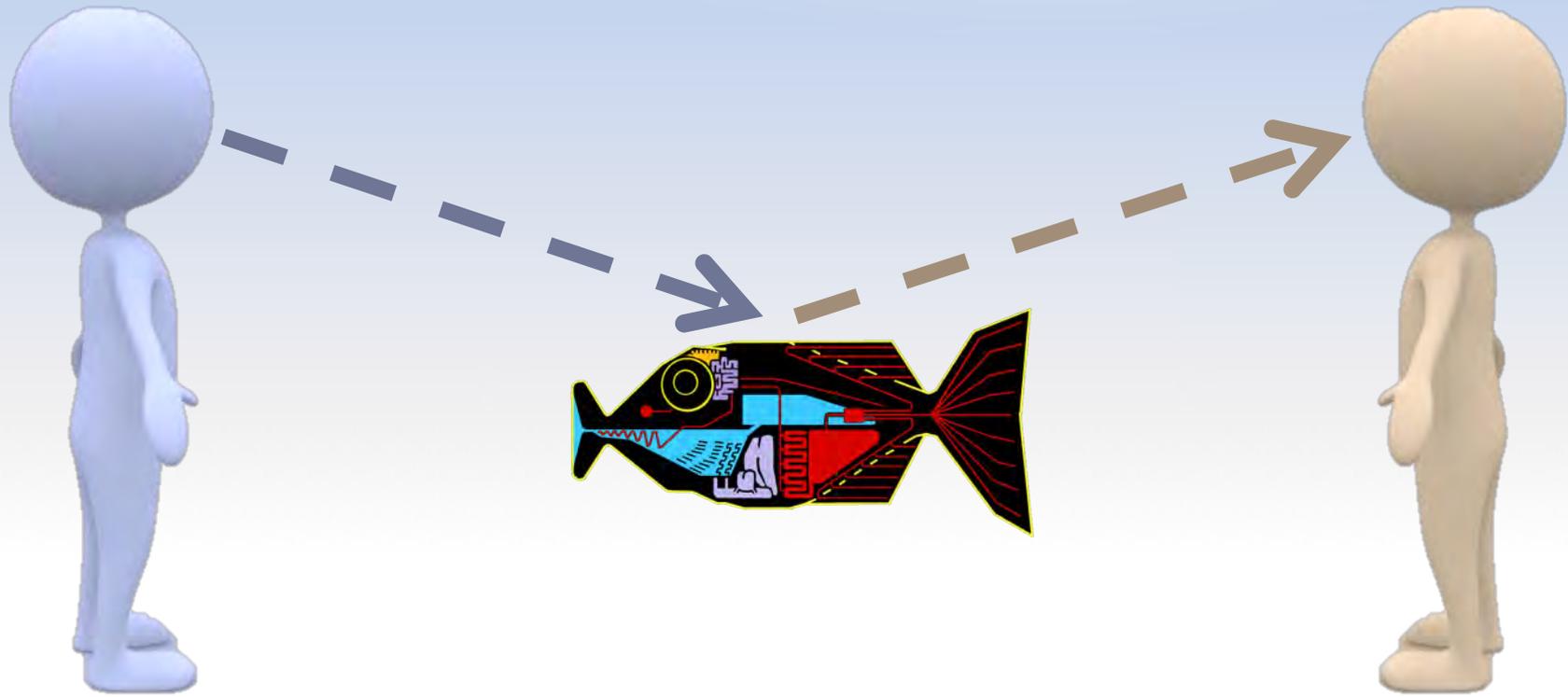
Babel Fish Approach to Communication



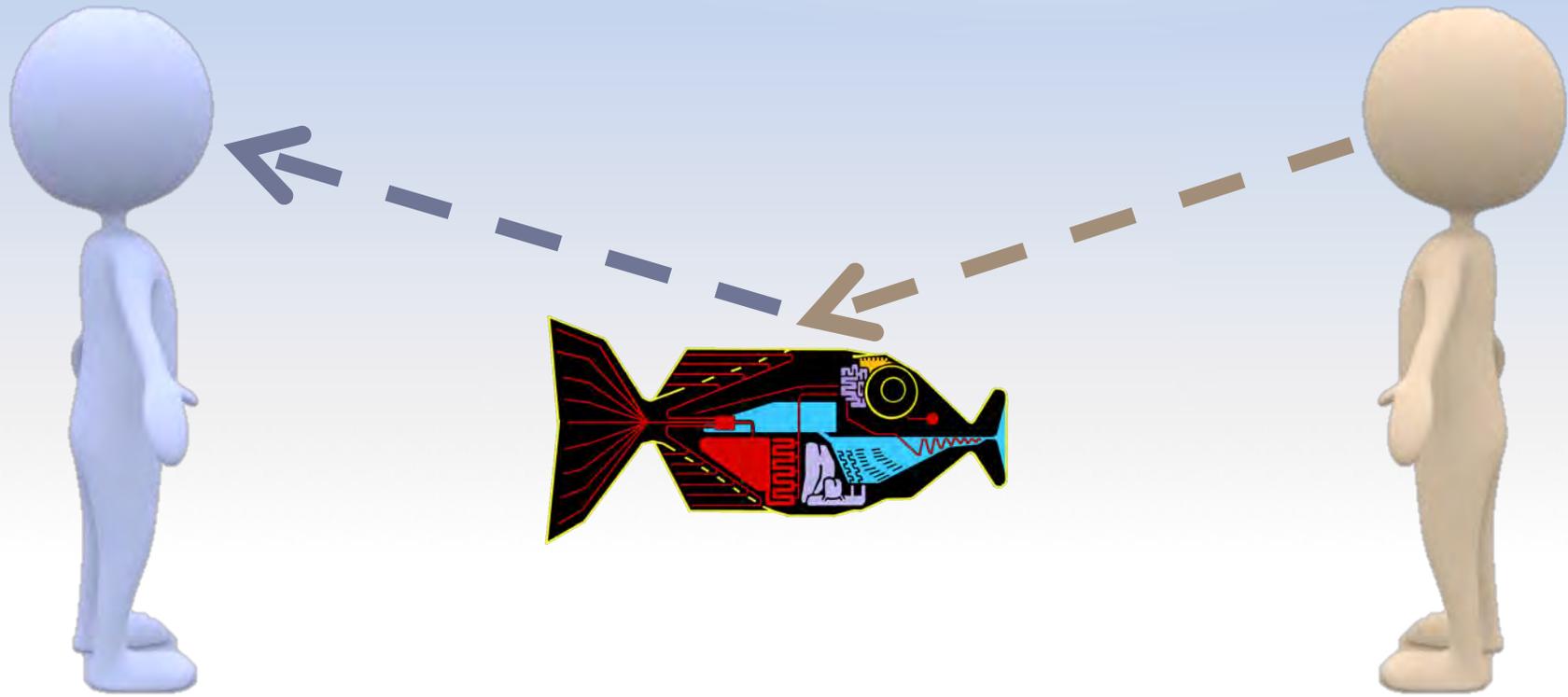
Hitchhiker's Guide to the Galaxy



Hitchhiker's Guide to the Galaxy

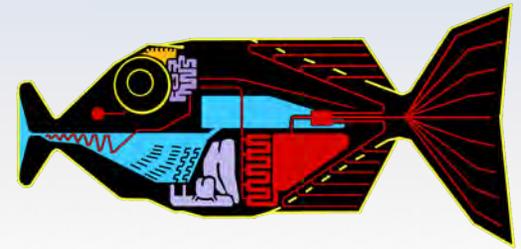


Babel Fish Communication



Babel Fish Communication

- **Assumptions**
- **Values**
- **Perspective**
- **Beliefs**
- **Knowledge**
- **Background**



Babel Fish Communication

- **Read the case study on pages 8 and 9 in the workbook.**
- **Discuss in small groups how best to persuade the three supervisors described there to support what you need.**
- **Use the Babel Fish Approach.**

Exercise #3

**We'll devote ten minutes to
this exercise.**

Exercise #3

We'll Spend 10 Minutes on This Exercise



10:00

Exercise #3

Babel Fish Communication

What did you discover?

Exercise #3

- **Okay, so communicating in the “language” of other people can make us more positive communicators.**
- **What else can we do to improve our communication skills?**

1. Be here next Tuesday at 7:30 sharp!

2. Ed gave John his book.

3. The policeman attacked the man with a knife.

What's Wrong with These Statements?

- 4. We read the proposal the committee had developed carefully.**
- 5. The dean said on Monday he'd get back to us.**
- 6. The judge wanted to put him in jail for ten years.**

What's Wrong with These Statements?

7. “I’m supposed to go left, aren’t I?” “Right.”

8. “Quick. Call me a doctor.”

9. “How much do you want to teach an extra course?”

What’s Wrong with These Statements?

- Read the case study titled “An Exercise in Miscommunication” on page 10 in the workbook.
- Answer the questions that follow it on your own. ***Don't discuss them with anyone else.***
- We'll take 10 minutes for this exercise.

Exercise #4

We'll Spend 10 Minutes on This Exercise



10:00

Exercise #4

- **Now discuss your results with those around you.**
- **Did anyone draw different conclusions?**
- **We'll take 5 minutes for this discussion.**

Exercise #5 on page 12

We'll Take 5 Minutes for This Discussion



05 : 00

Exercise #5 on page 12

- **Now discuss your results with those around you.**
- **Did anyone draw different conclusions?**
- ***What did you discover?***

Exercise #5 on page 12

- **When speaking of probability, use actual percentages or ranges whenever possible.**
- **When speaking about time, use actual dates and times instead of these and other similar terms.**

Guidelines for Communication

Be aware that some people use terms purposefully (e.g., “a couple” = 2) while others use them approximately (e.g., “a couple” = “a few.”)

Guidelines for Communication

Also

**Negative communication
leads to negative attitudes
and negative results.**

Guidelines for Communication

Let's Practice Positive Language

Let's try to come up with several possible ways to rephrase each of these negative observations in a positive manner.

Let's Practice Positive Language

Let's try to come up with several possible ways to rephrase each of these negative observations in a positive manner.

That won't work.

Let's Practice Positive Language

Let's try to come up with several possible ways to rephrase each of these negative observations in a positive manner.

**You don't know the people I
have to deal with.**

Let's Practice Positive Language

Let's try to come up with several possible ways to rephrase each of these negative observations in a positive manner.

That's not the way we do things here.

Let's Practice Positive Language

Let's try to come up with several possible ways to rephrase each of these negative observations in a positive manner.

We've already got too much to do.

Let's Practice Positive Language

Let's try to come up with several possible ways to rephrase each of these negative observations in a positive manner.

We tried that before.

Let's Practice Positive Language

Let's try to come up with several possible ways to rephrase each of these negative observations in a positive manner.

**If we have money for that,
why don't we ever have
money for [MY PET
PROJECT]?**

Let's Practice Positive Language

Let's try to come up with several possible ways to rephrase each of these negative observations in a positive manner.

**You can't park
there.**

So, what we say matters.

**But language is more than
words alone.**

**It also matters *how* we say
things.**

Exercise #6

page 13 in workbook

I'll say the same sentence four times.

But each time, I'll stress a different word.

The sentence is: *I didn't say you were stupid.*

Exercise #6

page 13 in workbook

Notice how the meaning changes depending on the word stressed.

1. **I** didn't say you were stupid.
2. I didn't **say** you were stupid.
3. I didn't say **you** were stupid.
4. I didn't say you were **stupid**.

Exercise #7

pages 13-14 in workbook

We can sometimes make words mean almost their exact opposite simply by stressing other words in a sentence, adopting a certain tone, or using a certain type of body language.

Exercise #7

pages 13-14 in workbook

With others at your table, try saying the fifteen sentences in the workbook in different ways, stressing different words, adopting a different tone of voice, or using different body language.

Exercise #7

pages 13-14 in workbook

- **Which sentences are easy to make mean something else when you do this?**
- **Which sentences are difficult or impossible to change in meaning?**

Exercise #7

pages 13-14 in workbook

REMEMBER: Don't change the words. Just change how you say the words.

Notice that there are fifteen sentences in all, spanning two pages.

Exercise #7

pages 13-14 in workbook

Let's take ten minutes to do this exercise at each table.

We'll Spend 10 Minutes on This Exercise



10:00

Exercise #7 on pages 13-14

What Did You Discover?

- Which sentences changed in meaning very easily?
- Which sentences were difficult or impossible to change in meaning?

Exercise #7 on pages 13-14

So, what we say and how we say it both matter.

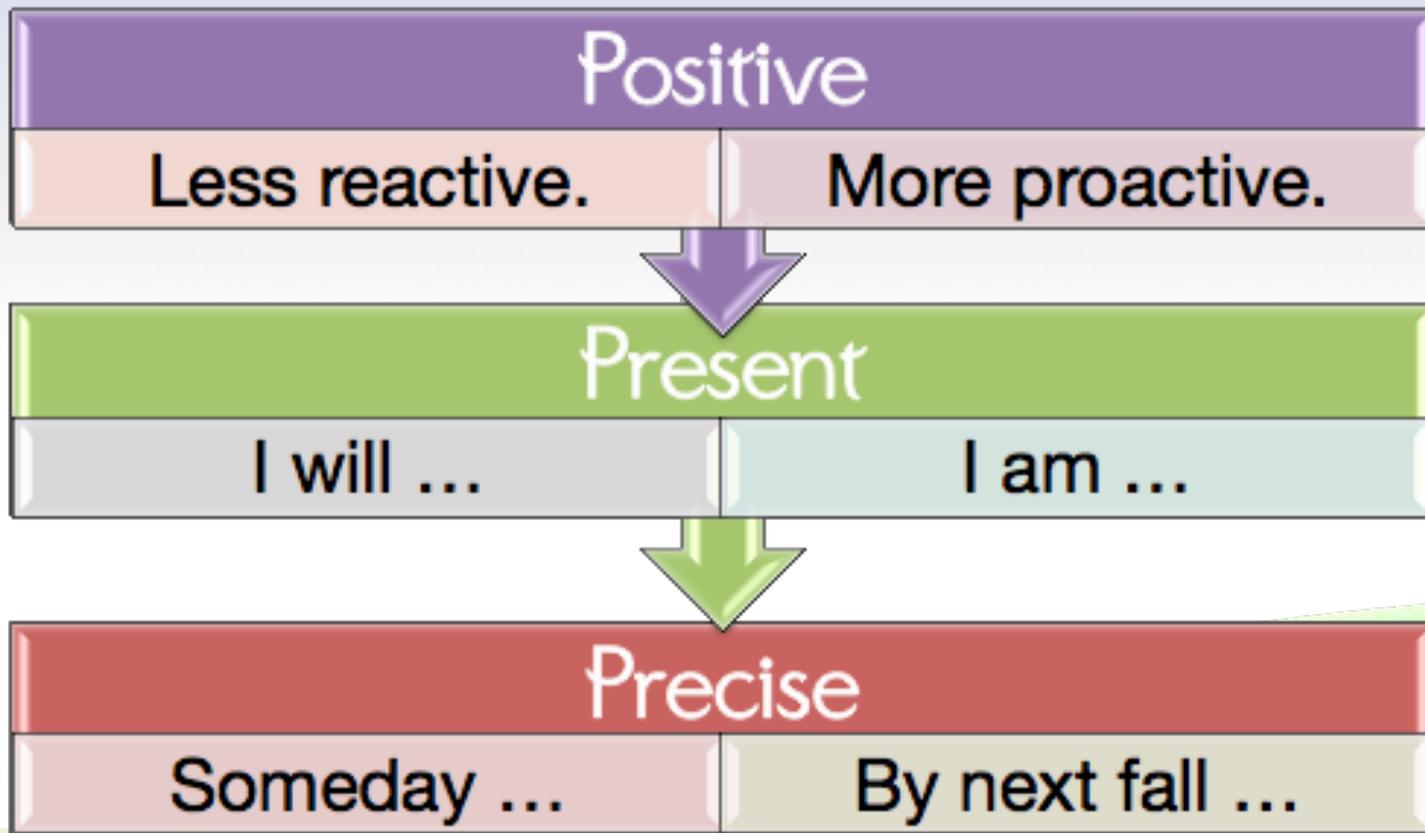
If we change our language to be more positive ...

... our goals are more likely to be positive.

Let's see how this idea can work in actual practice.

Stating Goals

to achieve a clear sense of purpose



Example

Typical Goal

I'd like our department to stop getting side-tracked by minor issues at curriculum meetings.

Positive

Present

Precise

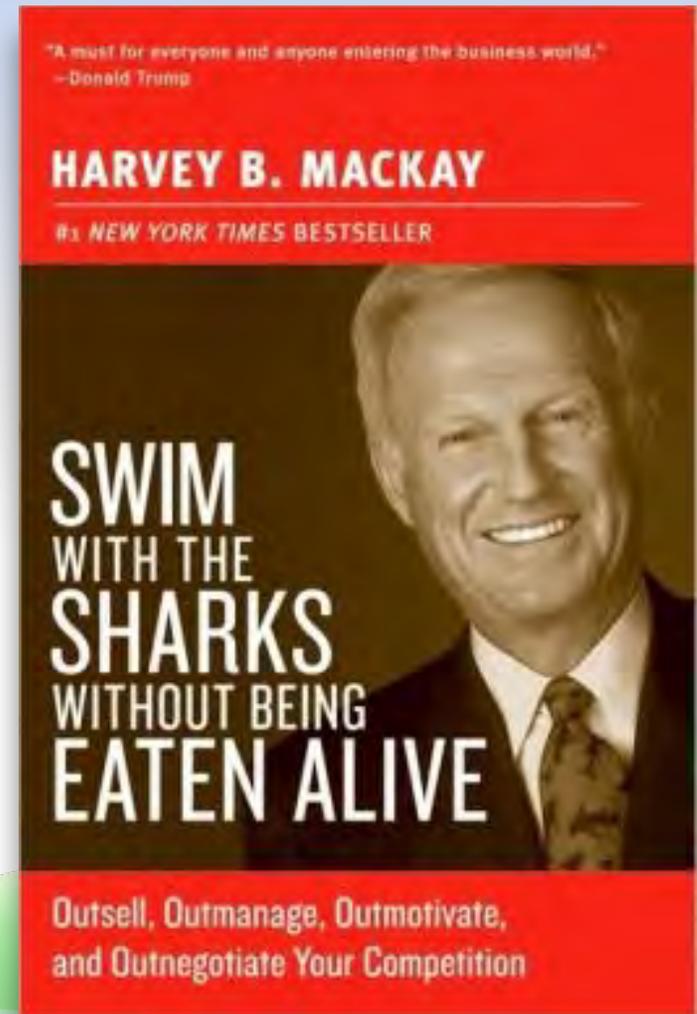
Positive Leadership

I'm preparing a more detailed agenda for today's curriculum meeting so that we spend the greatest amount of time on our highest priorities.

Harvey Mackay

author of *Swim With The Sharks Without Being Eaten Alive*

A dream is just a dream. A goal is a dream with a plan and a deadline.



Roben Torosyan

“Time Management Reminders to Myself.” Academic Leader.
26.11 (November 2010) 7-8

***Don't just list priorities;
schedule them.***

Positive Language

Positive language can reinforce how *you* view things: your own change in perspective.

And that change affects what we value and do as academic leaders.

Philosophy of Leadership

- **What do you hope to achieve during your term as an administrator or faculty leader?**
- **Why is that goal important to you?**
- **What does leadership mean to you?**
- **How would you like others to remember your leadership?**

Exercise #8 on page 16

Philosophy of Leadership

As an initial exercise in developing a philosophy of academic leadership, complete the MadLibs-style, fill-in-the-blank exercise in the workbook.

Exercise #8 on page 16

We'll Take 5 Minutes for This Exercise



05 : 00

Exercise #8 on page 16

Philosophy of Leadership

another way of clarifying it

- **What do you do best?**
- **What are your greatest leadership challenges?**
- **The whole point of this exercise is to do it quickly: Your first thoughts are your best thoughts.**

Exercise #9 on pages 17-21

Philosophy of Leadership

another way of clarifying it

- You'll leave most items blank.
- You'll circle E only if you're *truly excellent* in that area.
- You'll circle C only if that area is a *huge challenge* for you.

Exercise #9 on pages 17-21

Philosophy of Leadership

another way of clarifying it

- You'll circle N/A only if that item is ***not at all applicable*** to what you do.
- Leave everything else blank: Like most of us, you're neither ***excellent*** not ***terrible*** in that area.
- I'll only give you two minutes to do all five pages: So move **FAST!**

Exercise #9 on pages 17-21

We'll Take 2 Minutes for This Exercise



02 : 00

Exercise #9 on pages 17-21

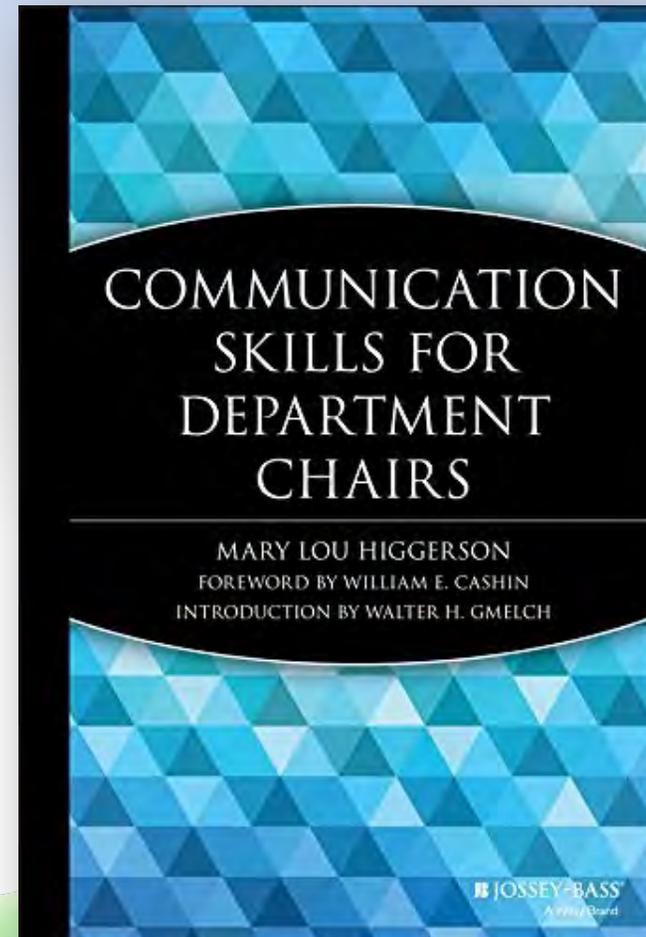
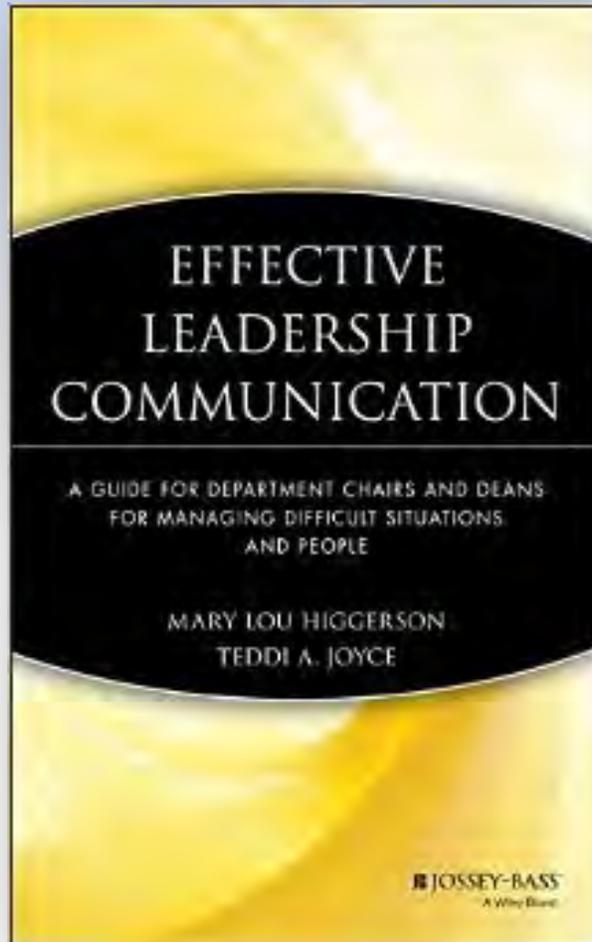
Later on you can think about conclusions to draw from this exercise.

But before that ...

Exercise #9 on pages 17-21

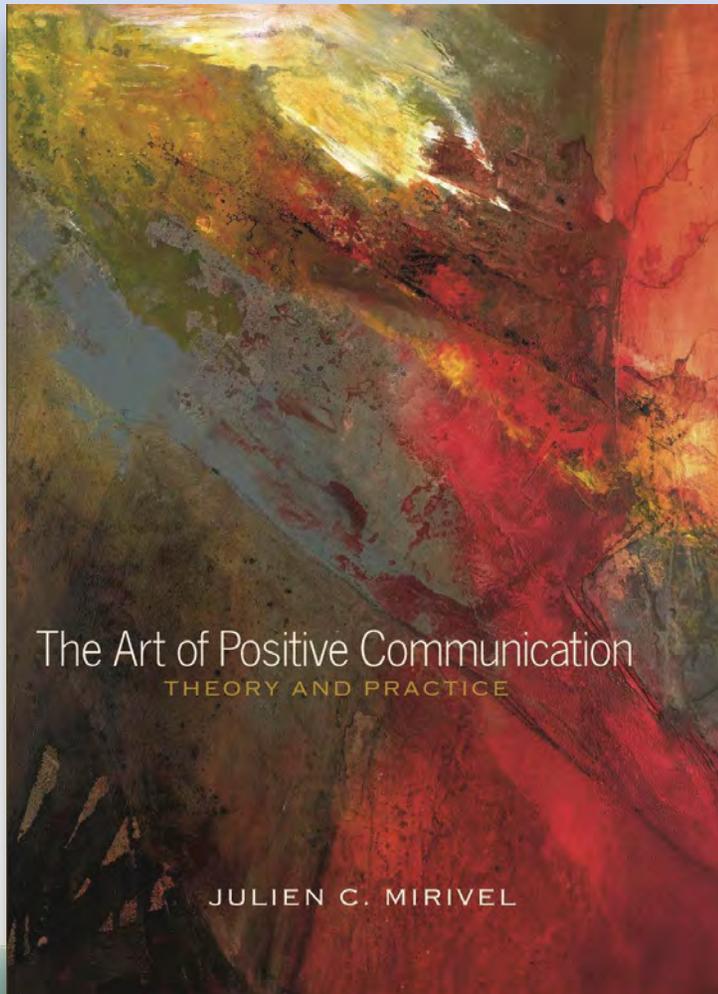
For More on Communication

Skills for Academic Leaders



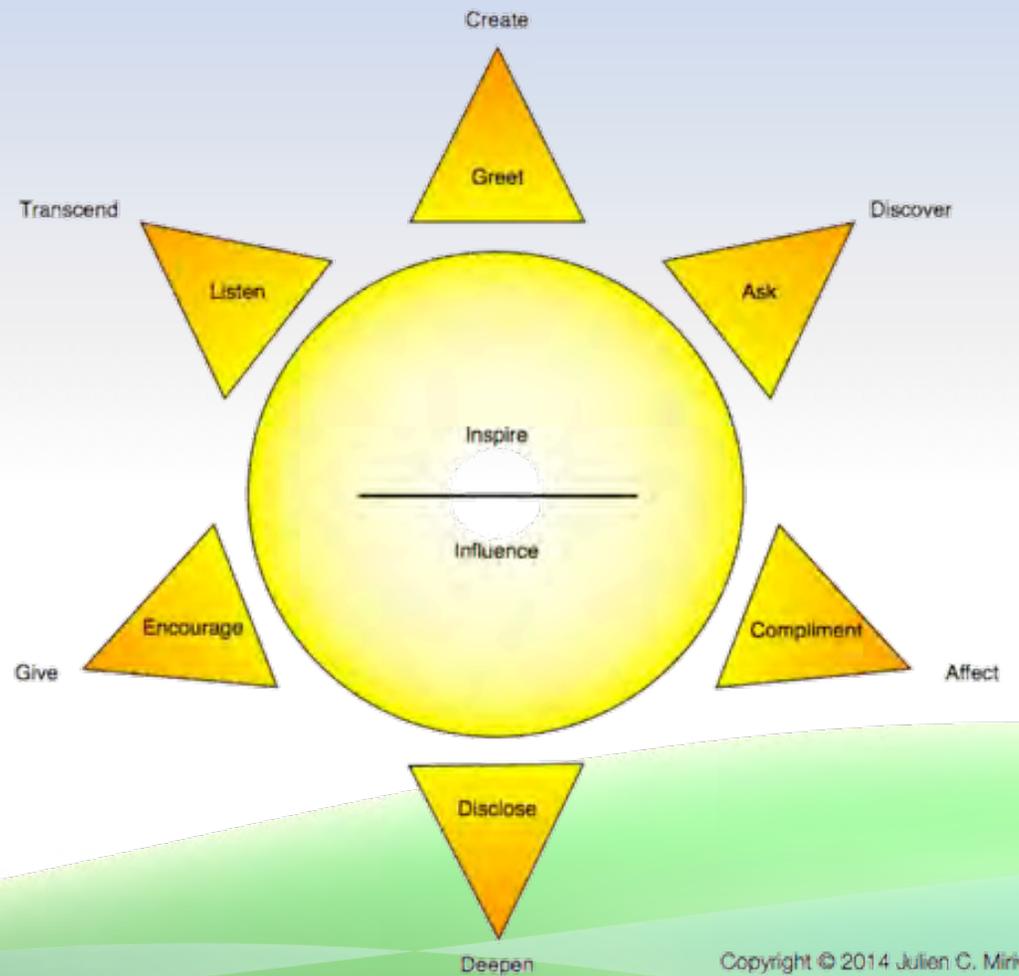
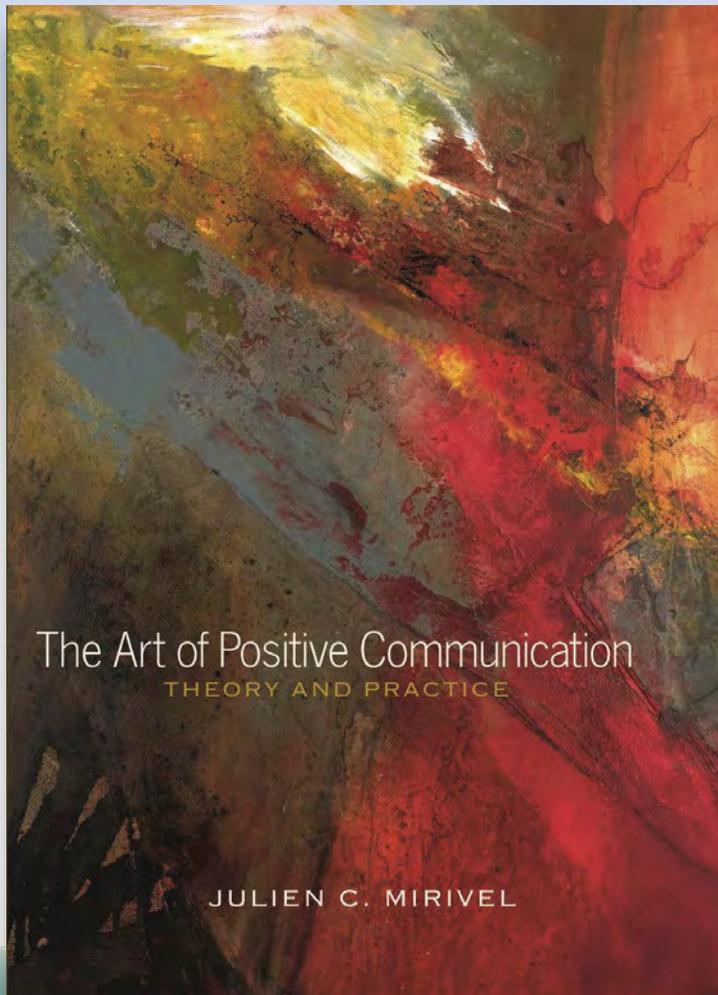
Mary Lou Higginson

For More on Positive Language



Mirivel, J. C. (2014). *The art of positive communication: Theory and practice*. New York, NY: Peter Lang.

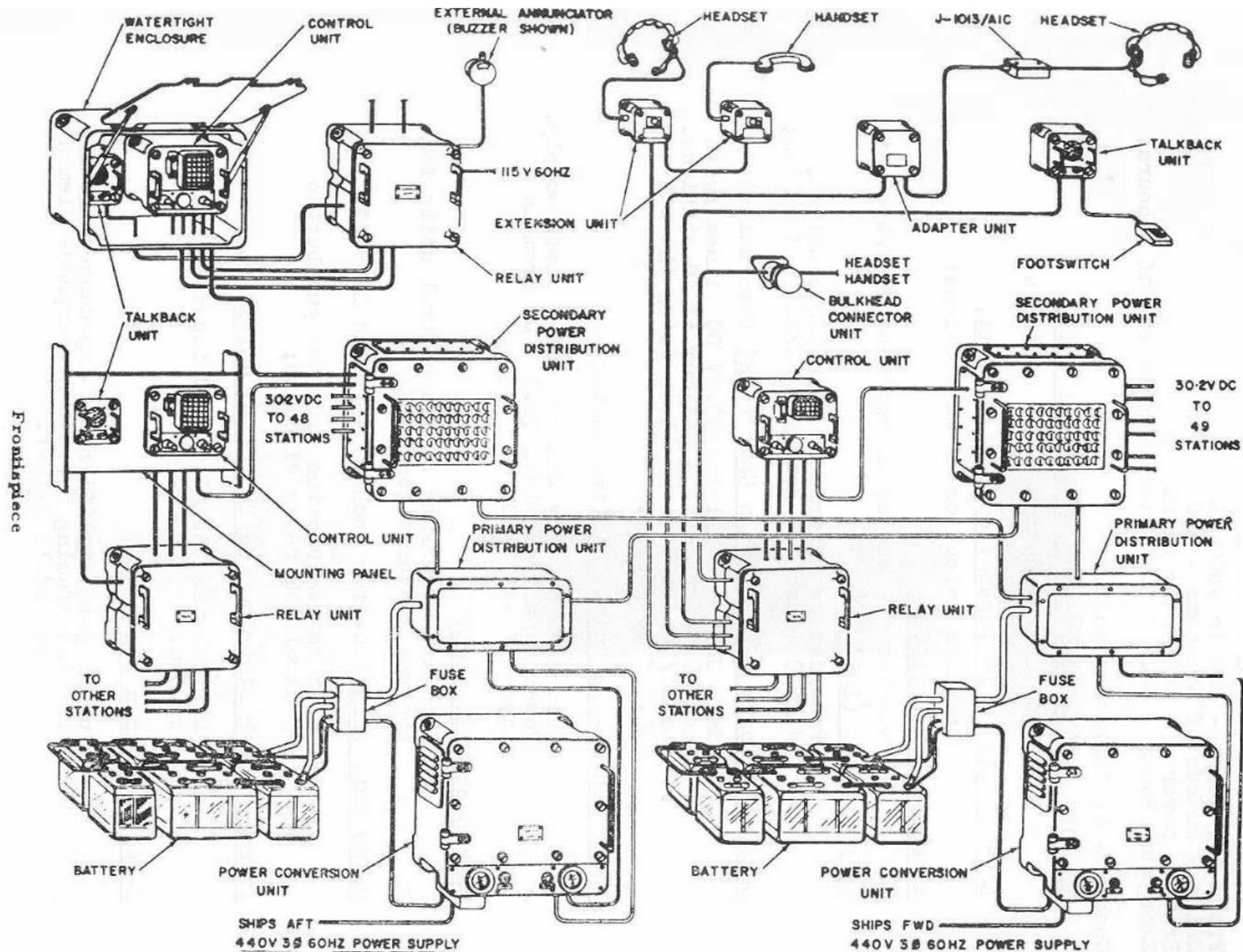
For More on Positive Language



Change to a Systems Approach



Systems



How Systems Work

- **Not every member of a system has to do the *same* thing.**
 - ✓ **ecosystem**
 - ✓ **information system**
 - ✓ **the body as a complex system**
- **The goal is rather to build an effective unit in which all components function together effectively.**

- **The best academic leaders are the people who respect those in their systems.**
- **Their default position is positive.**
- **They don't assume that, just because there's trouble, there has to be a troublemaker.**
- **They don't assume that, just because a person does something wrong, he or she was *trying* to do something wrong.**

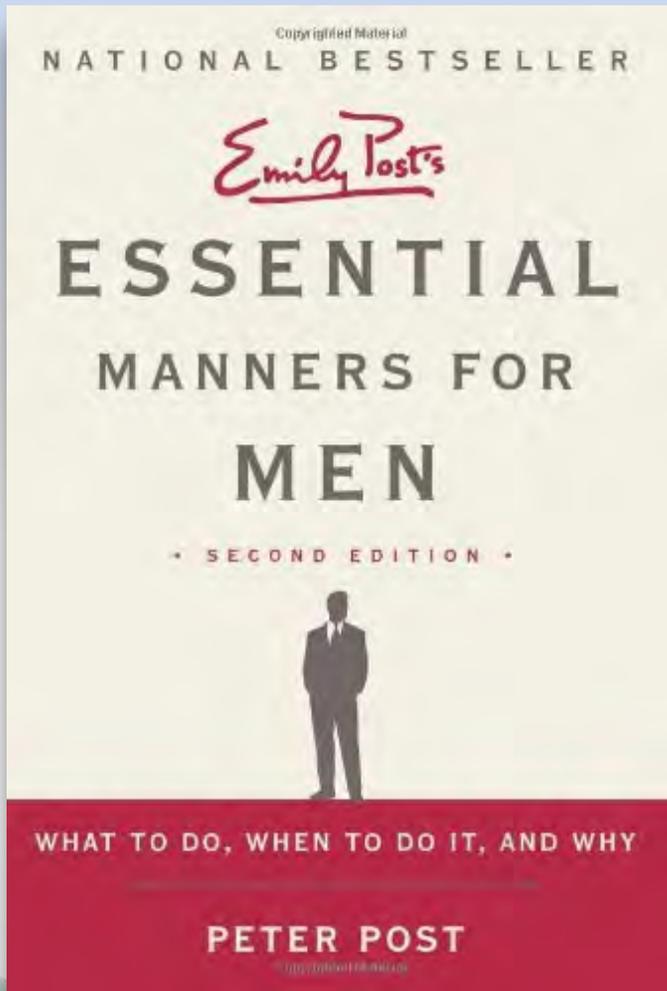
Positive Default

Respect

Invest in People

Respect is recognizing that how you interact with another person will affect your relationship with that person, and then choosing to take actions that will build relationships rather than injure them. Respect helps us decide how to choose to act toward others.

(page 4)

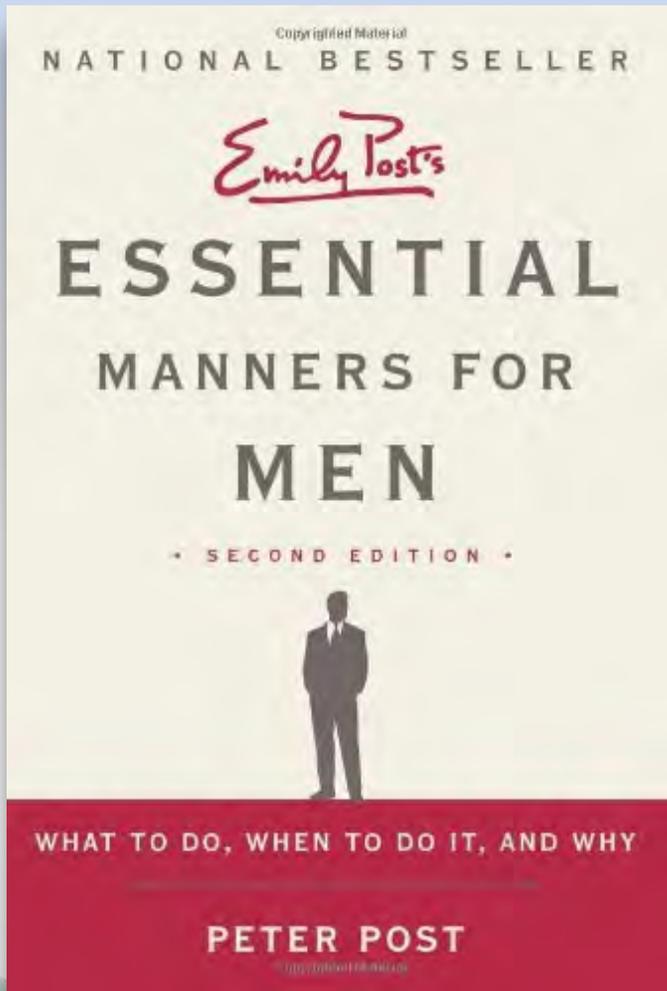


Respect

Invest in People

Respect is recognizing that how you interact with another person will affect your relationship with that person, and then ***choosing to take actions that will build relationships rather than injure them.*** Respect helps us decide how to choose to act toward others.

(page 4)



Respect

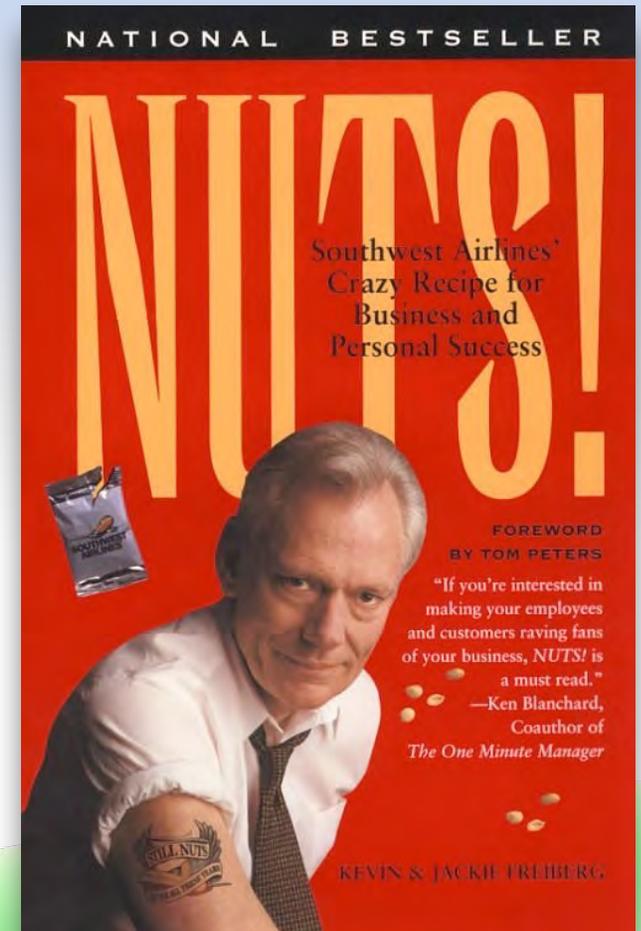
Invest in People

1. Students come second.



“Clients do not come first. Employees come first. If you take care of your employees, they will take care of the clients.”

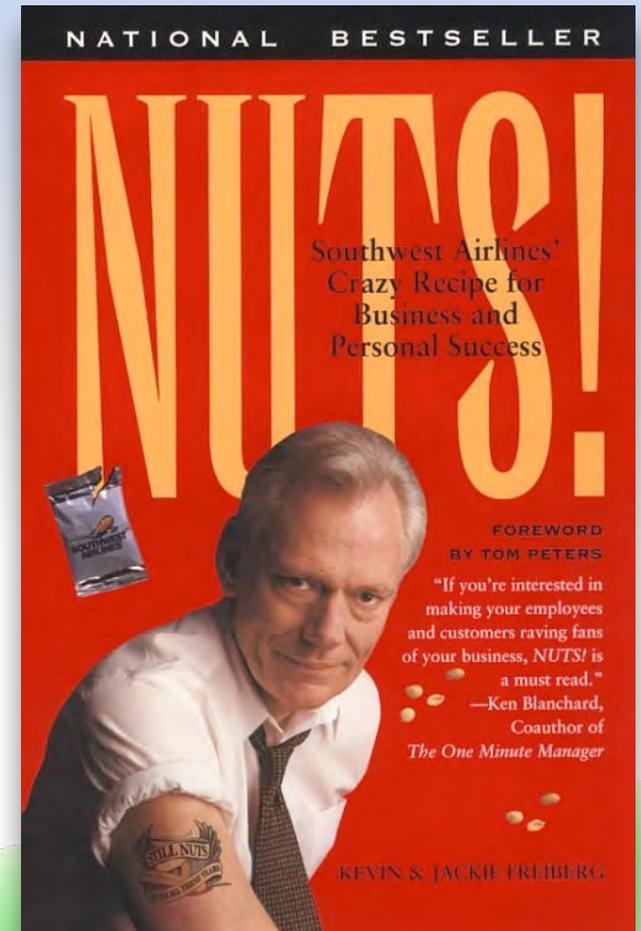
Richard Branson



Respect

Invest in People

1. Students come second.
2. Attributes outrank surface credentials.
3. Celebration matters.
4. It's **not** just about salary.



What Motivates People

From Carolyn Wiley. (1997). What motivates employees according to over 40 years of motivation surveys. *International Journal of Manpower*. 18.3, 263.

Wiley's Findings

page 22 of workbook

salary



appreciation



job security



opportunity for promotion



interesting work

**RECOGNITION
MOTIVATES
PEOPLE.**

The Recognition Gap

from Bob Nelson, *1001 Ways to Reward Employees*,
New York, NY: Workman Publishing, 2005. p. 5

Bob Levoy, president of Success Dynamics, Inc., reports: "I've asked more than 2,500 doctors to rank on a scale of 1 to 5 (1 = never, 5 = always) the following statement: 'I let my employees know when they're doing a good job.' Their average response is 4.4. I then asked their staff members to rank this statement: 'The doctor lets me know when I'm doing a good job,' and their average response is only 1.7. This response between what doctors say they give and what employees say they get is often the underlying cause of employee resentment, diminished productivity, and turnover. This 'feedback gap' is present in almost every manager-employee relationship."

But We Don't Do It Very Well

You don't build a program.

You build *people*.

And *people* build the program.

Invest in People

Types of Thanks and Acknowledgements

Rewards: tangible

Recognitions: intangible

Invest in People

100s OF NEW WAYS TO PRAISE!

REVISED
UPDATED
EDITION

1001 WAYS

Low-Cost and No-Cost Ideas



TO REWARD

Contests



Achievement Awards

EMPLOYEES

OVER 1.5 MILLION COPIES IN PRINT



BY BOB NELSON

Foreword by Ken Blanchard, coauthor of *The One Minute Manager*



"THANK GOD IT'S MONDAY!"

1001 WAYS

Empowerment



Self-Directed Teams

TO ENERGIZE



Continuous Improvement

EMPLOYEES

Inspiring Personal Initiative & Risk



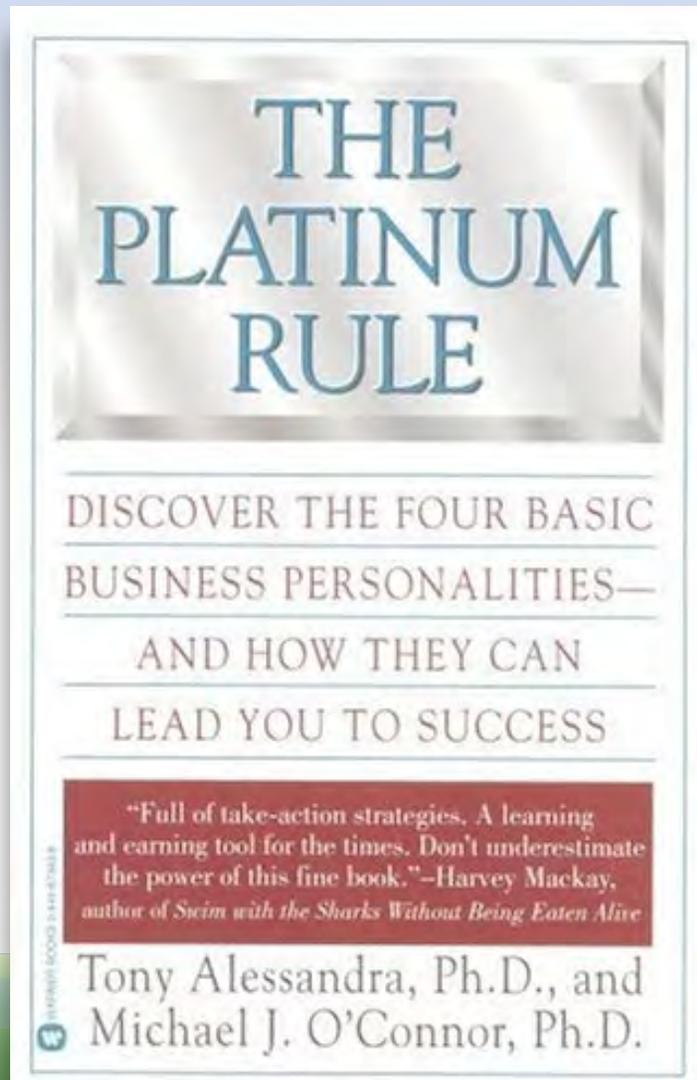
BY BOB NELSON

Author of the bestselling *1001 Ways to Reward Employees*

READ BY THE AUTHOR

Invest in People

Tony Alessandra



the Golden Rule

Earning Your Platinum Card

page 23 of the workbook

What's the best way to find out which rewards or recognitions are most meaningful to someone?

ASK

Here's a convenient way to do that.

Earning Your Platinum Card

1. What hobbies or special interests do you have?
2. What are your favorite stores?
3. What are your favorite restaurants?
4. What is your favorite type of food and/or beverage?
5. What is your favorite color?
6. Aside from money, what do you consider to be a meaningful “large” reward?
7. What do you consider to be a meaningful “small” reward?
8. What are some things that you don’t feel you’ve been adequately rewarded or recognized for?

Invest in People

A Simple Way for Colleagues to Build Value in Each Other

Chair notes achievements (group and individual)



Members of the department invited to note one another's achievements



Members of the department invited to note their own achievements

Invest in People

Thanks, Praise, and Recognition

Monday

• **Faculty**

Tuesday

• **Staff**

Wednesday

• **Students**

Thursday

• **Donors**

Friday

• **Others**

Secret Supporter

page 24 of the workbook

Write the name of each member of the department on an index card.

Mix the cards and distribute them at a meeting.

Make sure no one receives his or her own name.

Make sure no one knows who has whose name.

Assignment: By the next meeting, come up with three sincerely positive things to say about that person.

Secret Supporter

page 24 of the workbook

At next meeting, shuffle the cards.

Pass them out without people seeing the name on the back.

Go around the circle: each person reads the three positive things.

Others guess who is being described.

Then, at the end, reveal all the names.

Thank a Professor

- Web form
- Letter or Certificate
- Names monthly on web

The screenshot shows the Honors College website interface. The header includes the college name and navigation links like 'Contact Us', 'Directions', 'News & Events', 'MyFAU', 'FAU', and 'Search'. A sidebar menu lists various categories such as 'ACADEMICS', 'ADMISSIONS', 'RESIDENTIAL LIFE', 'FINANCIAL AID & SCHOLARSHIPS', 'STUDENT LIFE', 'FACULTY AND STAFF', 'BEYOND THE CAMPUS', and 'GIVING OPPORTUNITIES'. The main content area features a 'Thank a Professor' form with the following sections:

- Thank a Professor**: A paragraph asking if the user has had an outstanding professor and motivating them to submit a form.
- About the instructor**: Fields for 'Instructor's name', 'Course Name', and 'Semester and year; day and class time'.
- About you**: Fields for 'Your concentration' and 'Your name'.
- Why did you enroll in this course?**: A large text input area.
- Why did you choose this instructor?**: A large text input area.
- Why do you want to thank this instructor?**: A large text input area.
- A 'Send your thank you' button at the bottom.

Thank People Appropriately

Grandma Buller's Rules for Writing Thank You Notes

PERSONAL

SPECIFIC

CLEAR

SINCERE

TIMELY

Knowing Your System

pages 25-30 of the workbook

Contributions

Roles

Networks

Drawing Conclusions

Knowing Your System

Inventing Your Own Title

Captain of Campus Merriment

Minister of Mischief

Departmental Good Will Ambassador

Chief Executive in Charge of Mayhem

Superintendent of Second Thoughts

The Best Summary of Positive Academic Leadership

Verse 17 of the *Tao Te Ching*

True leaders
are hardly known to their followers.

Next after them are the leaders
the people know and admire;
after them, those they fear;
after them, those they despise.

To give no trust
is to get no trust.

When the work's done right,
With no fuss or boasting,
Ordinary people say,
Oh, we did it.

wei wu wei

爲無爲



Dilbert.com DilbertCartoonist@gmail.com



1-30-14 ©2014 Scott Adams, Inc. Dist. by Universal Uclick



Benjamin Zander
***music director of the Boston Philharmonic
Orchestra***

***2008 TED (Technology, Entertainment, Design)
conference in Long Beach, California***



The Academic Leader as Conductor

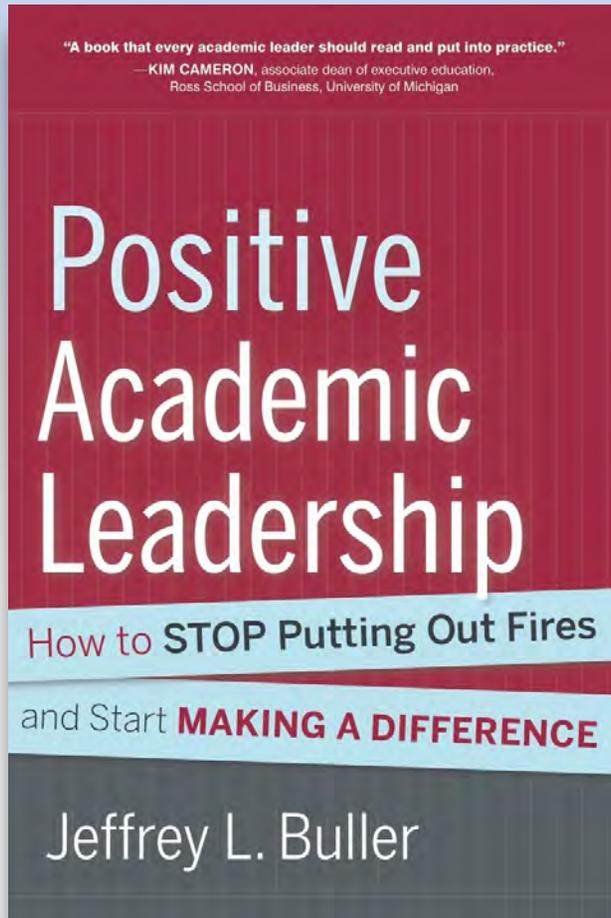
The conductor is the only person in the orchestra who “doesn’t make a sound. He depends for his power on his ability to make other people powerful.”

Benjamin Zander, music director of the Boston Philharmonic Orchestra, 2008 TED (Technology, Entertainment, Design) conference in Long Beach, California

The Positive Academic Leader's Definition of Success

**How many shining
eyes do we find
around us?**

If This Topic Interests You



**Everything we did
in this workshop**



**Plus ideas for
taking your
positive
leadership even
further**

Published by Jossey-Bass.



Questions? Further Discussion?

4521 PGA Blvd PMB 186
Palm Beach Gardens, FL 33418

1-800-355-6742

Jeffrey L. Buller
jbuller@atlasleadership.com

Robert E. Cipriano
rcipriano@atlasleadership.com

www.atlasleadership.com

questions@atlasleadership.com

sales@atlasleadership.com

