Positive Academic Leadership

How to **STOP Putting Out Fires**
and Start **MAKING A DIFFERENCE**

Jeffrey L. Buller

POSITIVE ACADEMIC LEADERSHIP

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Aspects of Being an Academic Leader

People Issues

Big Ideas

Minor Details

The Client/Professional Model

Rights

Responsi-bilities

Respect

Comply

Full Attention

Be Honest

Effort

Be Candid
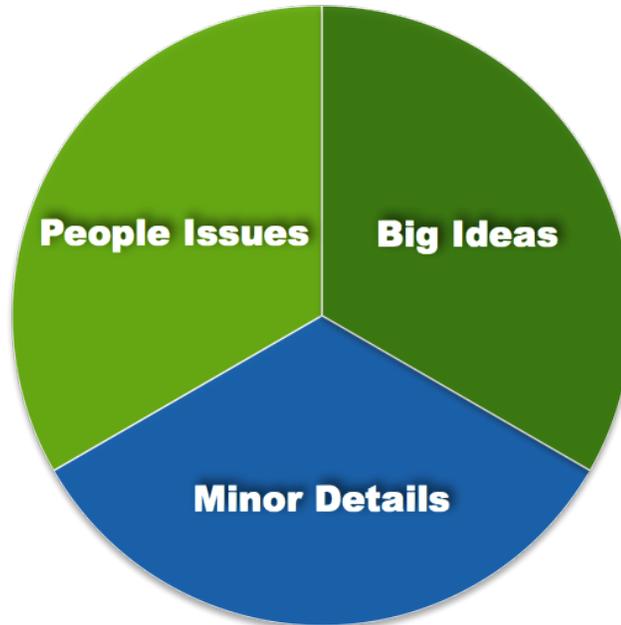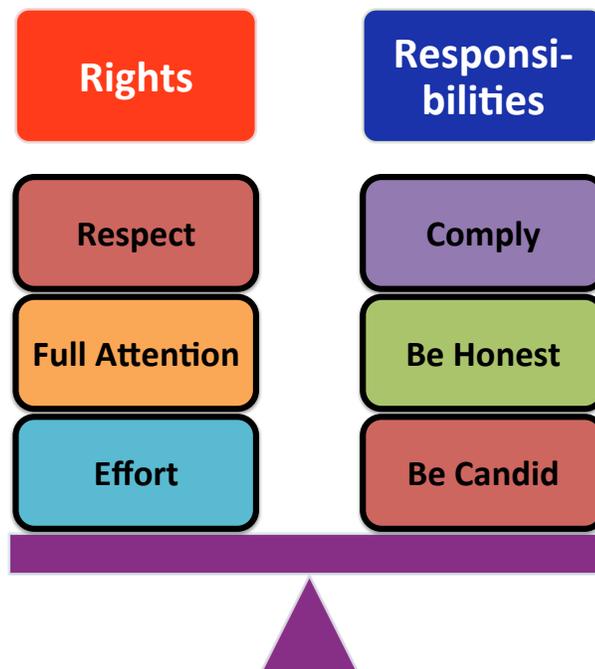
What Positive Leadership Is

1. **Positive leadership places greater emphasis on developing what is already working than on correcting what is flawed.**
2. **Positive leadership encourages supervisors to spend more time with their best performers rather than with troublemakers, chronically dissatisfied employees, or squeaky wheels.**
3. **Positive leadership personalizes the type of guidance given to each employee rather than assuming that a single leadership style works best for all people.**
4. **Positive leadership adopts a systems approach, emphasizing the efficient operation of the group as well as the unique contributions of each member.**
5. **Positive leadership is future-oriented and proactive, constantly exploring what is possible instead of being bound by past decisions and disappointments.**
6. **Positive leadership emphasizes rewards and recognitions over punishments and penalties.**
7. **Positive leadership is at least as people-oriented as it is goal-oriented.**
8. **Positive leadership prefers team-based and collaborative approaches to rigid hierarchies and chains of command.**
9. **Positive leadership treats each member of a group as a rational, capable member of the team, not as someone who is in need of being led.**
10. **Positive leadership acts as a subtle, at times nearly invisible type of guidance rather than the sort of management seen in traditional organizational structures.**

> Positive leadership ... refers to an <u>affirmative bias</u> — 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, <u>positive leadership</u> 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

1. **Positive leadership dos not consist of motivational speaking or filling the workplace with inspirational messages.**
2. **Positive leadership is not a matter of simply "going along to get along" and suppression of one's own feelings.**
3. **Positive leadership does not require supervisors to provide life coaching to employees.**
4. **Positive leadership does not provide an opportunity for supervisors to impose their religious or political views on others.**
5. **Positive leadership is not blind optimism, the power of positive thinking, or simply hoping that things will eventually get better.**

The ABC System

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?

Exercise #1: A Case Study in Perspective

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 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 program and university.

But ...

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.

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

Exercise #2: Pink Bat Thinking

Identify at least three problems your program has. Using Pink Bat Thinking, how might each of those problems actually be a solution?

Promoting Positive Language

Before a program meeting, photocopy this page and cut up the various slips of paper on the lines indicated. As people come into the meeting, hand each person a slip of paper and say, "Here's a special role for you today." If the following samples are not enough so that everyone in your meeting has a role, invent a few more of your own so that everyone gets a slip of paper.

This exercise is based on the activity "Meeting Meddlers" in Vasudha K. Deming, *The Big Book of Leadership Games* (New York, NY: McGraw-Hill, 2004) 22-24.

✂ --

YOUR ROLE DURING TODAY'S MEETING: At least twice during the meeting, praise someone sincerely for something he or she has done (such as offering an idea, phrasing an objection constructively, providing valuable insight, and so on).

✂ --

✂ ---

YOUR ROLE DURING TODAY'S MEETING: Avoid using negative words. That is, instead of using such words as *no*, *not*, *can't*, or *won't*, phrase things positively (*can*, *will*, *certainly*, *gladly*, and so on).

✂ ---

YOUR ROLE DURING TODAY'S MEETING: Support someone else at least twice by saying such things as, "We can do that!", "That would be great!", or "That's a helpful suggestion!" Be sure to avoid any hint of sarcasm or parody.

✂ ---

YOUR ROLE DURING TODAY'S MEETING: Every time someone looks at you, smile.

✂ ---

YOUR ROLE DURING TODAY'S MEETING: Make eye contact with people who speak at the meeting and nod encouragingly as they speak.

✂ ---

YOUR ROLE DURING TODAY'S MEETING: Thank someone for something he or she did in the past.

✂ ---

YOUR ROLE DURING TODAY'S MEETING: Give someone credit for an achievement that others may have overlooked.

✂ ---

YOUR ROLE DURING TODAY'S MEETING: Offer to help someone.

✂ ---

✂ --

YOUR ROLE DURING TODAY'S MEETING: Tell someone why you admire them.

✂ --

YOUR ROLE DURING TODAY'S MEETING: Mention a positive quality that all of you at the meeting share and point out why that helps you work well together.

✂ --

YOUR ROLE DURING TODAY'S MEETING: Decide on the one thing that you would most like someone to say to you, and then say it to someone else.

✂ --

YOUR ROLE DURING TODAY'S MEETING: Share a pleasant memory that involves you and at least one other person who is present at the meeting.

✂ --

YOUR ROLE DURING TODAY'S MEETING: Make a point of being particularly kind and understanding to the person at the meeting you know least well.

✂ --

Exercise #3: Babel Fish Communication

Imagine that you are in desperate need of a new full-time faculty line for your program. You don't have enough faculty members to meet current student demand for courses in your program. You're afraid that, if you raise enrollment limits in your courses any further, course quality will deteriorate and even more faculty members will begin to accept positions elsewhere. (Three of your best ex pat professors have already accepted job offers in other countries over the past several years.) The service and administrative load of the faculty is exceptionally high in your program, and you believe that service and teaching commitments are taking time that members of the faculty should be devoting to their research. As a result, you're concerned

that two of your colleagues may have a difficult time earning promotion when they are reviewed in the next several years.

Using the Babel Fish Approach that we discussed in this workshop, how do you make a case for securing a new faculty line that is most likely to persuade your supervisor depending on which of the following three people he is? With the others at your table, decide how you would make the case differently to each of the following three types of supervisor.

Supervisor A

- A career academic who has never worked outside a university, is not much of a people person, and hates conflict.
- Wants to promote: student success (which this person defines as high retention rates and timely graduation) and his own career.
- Wants to avoid: conflict, fighting a battle that can't be won, and having to argue in favor of something that he really doesn't believe in.

Supervisor B

- A no-nonsense, "just the facts," business-oriented person who has worked in both industry and higher education and believes that the only reason to go to college is to get a high paying job in industry.
- Wants to promote: holding down departmental expenses, increasing job placement rates for graduates, and the (positive) visibility of the department.
- Wants to avoid: low productivity (which this person defines as professors doing anything other than teaching their classes) and bad publicity for the program.

Supervisor C

- Very talkative. Likes to socialize before getting down to business. Easily distracted; gets "off-topic" frequently. Somewhat "time intensive"/high maintenance.
- Wants to promote: the good of humanity in general, collegial interaction among the faculty, and a positive image for the region throughout the world.
- Wants to avoid: blunt requests for more money (which he considers crass and unsophisticated), being rushed when he is talking, and anything that he regards as "low class" or not reflective of "a world class university."

Exercise #4: An Exercise in Miscommunication

At 10:00 am on a Tuesday, Leila and Charles held a meeting with their department chair to talk about a new public lecture series they wanted to launch. They had received $50,000 in funding from the professional association in their discipline, but they needed at least $125,000 more in order to begin the series this year.

Although they told their chair that they needed an answer by Friday, they didn't explain the reason for this time pressure: The keynote speaker they wanted to bring in, a Nobel prize winner, was going to commit to another event if the lecture series was not going to occur. That speaker had only given them until Friday to see if they could work out the details.

At the meeting, the chair told Leila and Charles, "I wouldn't worry too much. The focus of this lecture series is exactly what our strategic plan is all about. Since we can cover part of the money, I'll try to get the dean to supply the rest. The dean **almost always** approves requests like this as long as we supply our **fair share** of the funding. And, judging from our conversation today, I think what we'll be providing on our end will definitely constitute a fair share.   I talk with the dean **pretty often**. In fact, we'll **probably** know something **as early as tomorrow**."

Leila replied, "I'm really excited about this program and want to make sure it goes smoothly."

The chair then said, "Relax! We **almost never** have any problems in cases like this."

"But what about the money?" Charles interjected.

"My guess is that you could get that **pretty soon**," the chair answered. "**A lot of times**, the dean's budget manager transfers the funding **right away** once a request approved."

"Will you rush this along for us?" asked Leila.

"I'll try to get started on it **today**," the chair assured them, "and then I'll call you **ASAP** after I have an answer. It **won't be long** before we know something."

Leila and Charles left the chair's office, confident that their new lecture series was a "go."

(Now, without talking to anyone else, answer the questions on the next two pages.)

Answer all the following questions by yourself, without discussing them with anyone else.

A. What do the following words mean in this story in terms of probability? For each, use a percentage between 0 and 100 where 0 = "it will definitely not occur" and 100 = "it will definitely occur."

a.	Almost always	_____
b.	Almost never	_____
c.	Probably	_____
d.	A lot of times	_____

B. The chair says that conversations with the dean occur "pretty often." With what frequency do you assume these conversations take place? (Enter a number and then circle a unit of time.)

_____ time(s) every   day   week   month   year

C. What do the following terms mean in terms of how long they will take or how one should wait before expecting an answer? Answer with a specific number of minutes, hours, or days (circle the time unit you use).

a.	ASAP	_____	minutes	hours	days
b.	Pretty soon	_____	minutes	hours	days
c.	Today	_____	minutes	hours	days
d.	As early as tomorrow	_____	minutes	hours	days
e.	Right Away	_____	minutes	hours	days
f.	Won't be long	_____	minutes	hours	days

D. The chair says that the dean tends to approve requests when the department provides its "fair share" of the funding. We know that the professional association has provided $50,000. How much of the remaining $125,000 do you believe the department chair is expecting to contribute as part of this "fair share"?

$ _____

E. Suppose it is Thursday afternoon at 1:30. The meeting described in the case study took place at 10:00 am on Tuesday. The proposed keynote speaker calls you (you're either Charles or Leila) and says, "Look, I know I said you could have until tomorrow to give me an answer, but I need to know right away. That other event I've been invited to is pressing me for a commitment. Is the lecture series going to take place or not? Should I hold the date for you?"

(continues on the next page)

Again using a percentage between 0 and 100 where 0 = "it will definitely not occur" and 100 = "it will definitely occur," how comfortable are you telling the speaker, "Yes, hold the date for us. The lecture series will definitely take place."?

I am _____ % certain that the lecture series will take place.

Exercise #5: Comparing Notes

Compare your answers to Exercise #4 with others at your table.

a. About which items was there the greatest amount of agreement?

b. About which items was there the greatest amount of disagreement?

Exercise #6: How We Say Things

I'll say the same sentence four times, each time emphasizing a different word. How does this change of stress change the meaning? The sentence is:

I didn't say you were stupid.

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: Tone and Communication

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.

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

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

The sentences:

1. Did you think of that yourself?
2. What do you think of the new proposal?
3. I'm sure you gave this project the attention it deserves.
4. Would you like me to help you with what you're working on?

5. Well, you seem to be doing a great job.
6. That's exactly why I'm so glad you're in this program.
7. So, do you have any questions? *(Continues on the next page.)*
8. I'm really glad to hear that.
9. Why don't you tell me a bit more before I decide?
10. Oh, I don't know. I think we might have other options.
11. Your work has been first rate. Really top notch.
12. I had a feeling you were going to stop by my office today.
13. Is that in the faculty handbook?
14. What were you expecting our reaction would be?
15. How much time did you put into this proposal?

This exercise is based on "Claim Conflict," appearing in Lois Borland Hart and Charlotte S. Waisman, The Leadership Training Activity Book 50 Exercises for Building Effective Leaders*. New York, NY: AMACOM, 2005. 181-186.*

Stating Goals

Positive	
Less reactive.	More proactive.

Present	
I will …	I am …

Precise	
Someday …	By next fall …
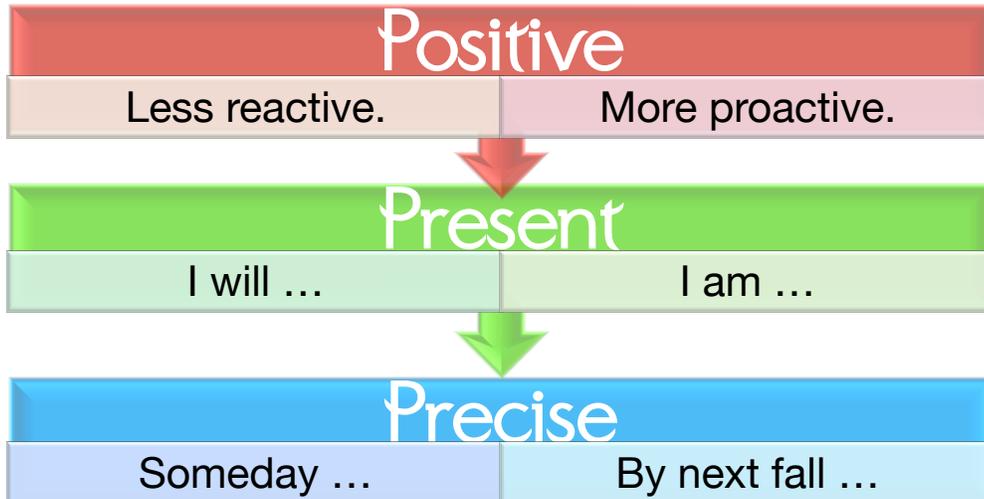
Exercise #8: A Quick Way of Outlining a Philosophy of Leadership

Based on my core values, the things I want most for my

program are _____, _____, and _____. In order
NOUN   NOUN   NOUN

to obtain those goals, I will need to be _____ with
ADJECTIVE

regard to my planning, _____with regard to the faculty
ADJECTIVE

and staff in my program, and _____with regard to the
ADJECTIVE

person to whom I report. Currently I am least satisfied

with my performance in _____, but I believe
VERBAL NOUN

that my strengths include my ability to _____ and to
VERB

_____ extremely well. I will consider my work to
VERB

have been successful if I achieve this: _____.
PHRASE

And I will be most disappointed if this occurs:

_____.
PHRASE

Exercise #9

Inventory of Your Strengths and Weaknesses

Academic Leader Self-Evaluation

This is a quick evaluation of your current strengths and areas of challenge. Rather than ranking yourself for every item, simply note those that are:

- **Areas in which you excel**: Circle **E**
- **Areas that do not apply** at all to what you do: Circle **N/A**
- **Areas in which you are aware you have some challenges** to overcome: Circle **C**

If you complete this inventory correctly, most items will be blank: These items are neither particular strengths nor particular weaknesses for you; they are simply parts of your job that you perform reasonably well. Try to identify about 10% of the items as areas in which you excel and about 10% as areas in which you feel you have challenges (approximately 5 or 6 items in each category).

LEADERSHIP

| E | N/A | C | maintains a "vision" that helps clarify the program's mission, values, and goals |

| E | N/A | C | builds trust and collegiality throughout the program |

| E | N/A | C | inspires confidence in others |

LEADERSHIP (continued)

E	N/A	C	is attentive to strategic issues that affect the program and the university as a whole
E	N/A	C	addresses the concerns of others in an appropriate manner
E	N/A	C	values different perspectives
E	N/A	C	fosters an environment conducive to the free exchange of ideas
E	N/A	C	gathers pertinent information before acting
E	N/A	C	accepts responsibility when it is appropriate to do so
E	N/A	C	makes timely decisions
E	N/A	C	makes logical decisions
E	N/A	C	is willing to explain decisions when they are made
E	N/A	C	is willing to engage in positive risk-taking

COMMUNICATION

E	N/A	C	is present and visible at program functions
E	N/A	C	communicates with others in a timely, productive, and responsive manner
E	N/A	C	writes in a manner that is clear, accurate, and concise

COMMUNICATION (continued)

E	N/A	C	speaks clearly, accurately, and concisely
E	N/A	C	accepts constructive criticism

TEACHING

E	N/A	C	actively promotes an environment that supports excellence in teaching
E	N/A	C	assists faculty members in achieving high standards in teaching
E	N/A	C	monitors courses to make certain that enrollments are at suitable levels
E	N/A	C	supports curricular development
E	N/A	C	supports curricular review and, where appropriate, revision
E	N/A	C	effectively addresses issues of class scheduling

INSTITUTIONAL ENVIRONMENT

E	N/A	C	actively promotes an environment that supports excellence in research
E	N/A	C	actively promotes an environment that supports excellence in institutional service
E	N/A	C	is properly attentive to issues of safety

BUDGETING

E	N/A	C	has a good sense of the overall budget of the program
E	N/A	C	manages budgets effectively and efficiently
E	N/A	C	is an effective steward of the program's resources
E	N/A	C	has been successful in increasing the program's resources

ADMINISTRATION

E	N/A	C	acts as an effective liaison between the program and the broader community
E	N/A	C	effectively represents the interests of the program to the rest of the university
E	N/A	C	conducts meetings effectively
E	N/A	C	conducts an appropriate number of meetings
E	N/A	C	is readily available for consultation or discussion
E	N/A	C	is collegial
E	N/A	C	provides for effective long-range planning
E	N/A	C	articulates a clear vision for the program
E	N/A	C	applies policies consistently and fairly
E	N/A	C	supports development of innovative programs

ADMINISTRATION (continued)

E   **N/A**   **C**   effectively manages day-to-day operations of the area

MENTORING AND EVALUATION

E   **N/A**   **C**   serves as a good role model or mentor for others

E   **N/A**   **C**   helps others set and achieve their professional goals

E   **N/A**   **C**   helps the entire program set and achieve its professional goals

E   **N/A**   **C**   rewards performance consistent with established expectations

E   **N/A**   **C**   evaluates others fairly

E   **N/A**   **C**   expresses personal appreciation to others for their accomplishments

If I were to summarize my greatest strengths as a program chair, I would say that these strengths come in the area(s) of:

If I were to summarize my greatest challenges as an administrator, I would say that these challenges come in the area(s) of:

What Motivates People?

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

salary

appreciation

job security

opportunity for promotion

interesting work

Earning Your Platinum Card

This form is based on "Rewards and Recognitions" in Vasudha K. Deming, *The Big Book of Leadership Games* (New York, NY: McGraw-Hill, 2004) 55-57.

✂ ---

Rewards and Recognitions

Everyone is different, and each person likes to be rewarded or recognized in a different way. To help me be more effective, please answer each of the following questions honestly. I will be the only one to see your answers, so please be candid.

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?**

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?**

Secret Supporter

Write the name of each member of the program 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.

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.

Knowing Your System

Programs are not only composed of individuals; they also consist of the interactions and networks *among* those individuals. In each area write the name or names of anyone in your program who fits this description. **Don't forget your own name**, if the description applies to you. If the description applies to no one, **leave it blank**. If you work in a unit other than a program, simply substitute that unit's name wherever the word "program" appears.

Part 1: Contributions

Contribution	Person(s)
TECHNOLOGY: Whom do people turn to in your program when they have a question about a computer or smart phone? Whom do people tend to ask when they're trying to figure out how to use new software?	
PRECISION: Whom do people count on when a document has to be proofread or a column of figures correctly totaled? Who never forgets a deadline?	
BUDGETING: Who has the best sense of how academic budgets work? Who could easily serve as the *de facto* budget manager of the system?	
VISION: Who tends to see not merely what exists right now but what is possible? Whom might you ask about exciting ideas for future?	
DIPLOMACY: Whom would you want to represent your program to other units (either inside or outside of the institution?) If you had to nominate a member of the faculty or staff to serve as a liaison from your discipline to the rest of the institution or to an external group, whom would you choose?	

Part 2: Roles

Roles	Person(s)
Who is your program's **PARENT FIGURE**, the person to whom others go when they have a problem or when they're feeling down?	
Who is your **PARTY PLANNER**, the person who hosts more social events than anyone else or who always seems eager to celebrate some occasion?	
Who is your **CAREGIVER**, the person who keeps track of everyone's birthdays, remembers the names of everyone's spouse and children, or immediately senses when others are facing a personal difficulty?	
Who is your **OUTSIDER**, the person who prefers to be a loner or who has to be encouraged much more than others to participate in group events?	
Who is your **DEBATER**, the person who often seems argumentative just for the sake of being argumentative or who spots the flaw in every idea?	
Who is your **GERBIL**, the person who's always "running in the wheel but getting nowhere," always rushing, always frazzled … but who somehow doesn't accomplish as much as others? *CONTINUE ON TO THE NEXT PAGE*	

Who is your department's **DEFENSE ATTORNEY**, the person who will always stick up for the underdog and who wants to make sure that no one's rights are being violated?	
Who is the **CLASS CLOWN**, the person who always sees the humor in situations (and may sometimes become even a bit <u>too much</u> of a joker)?	
Who is your **WINDBAG**, the person who always takes too long to say what he or she wants to say and that other people wish would "contribute a bit less" to conversations and meetings?	
Who is your **BRAGGART**, the person who thinks too highly of his or her achievements and who continually brings the conversation back to himself or herself?	
Who is your **EXAGGERATOR**, the person who tends to over-react and make every situation such a big deal or crisis?	

Part 3: Networks

Who are the <u>pairs</u> of people that tend to get together, going to lunch with one another or talking in one another's offices? Who are probably "friends" on social media?

Who are the <u>groups of three or more</u> that tend to get together, going to lunch with one another or talking in one another's offices? Who are probably "friends" on social media?

Who tends to <u>vote or side with</u> whom on most issues?

Who tends to <u>vote against or oppose</u> whom on most issues?

Continue onto the next page.

Who tends to be <u>jealous or envious of</u> whom? What rivalries exist?

Who <u>has "baggage" with</u> whom?

Part 4: Drawing Conclusions

1. Are there any members of the program whose contributions or roles don't align well with their <u>official</u> duties? If so, what type of assignment might be more appropriate?

2. Are there any members of the system whose contributions or roles are being under-utilized?   If so, how could you make better use of the talents these people have to offer?

3. What alliances and coalitions currently exist in the program? How could these relationships be better directed to the overall advantage of the program? Are there ways in which these relationships are detrimental to the program? If so, are there strategies you might adopt to improve the situation?

4. What hostilities and competitions currently exist in the program? How could these relationships be better directed to the overall advantage of the program? Are there ways in which these relationships are detrimental to the program? If so, are there strategies you might adopt to improve the situation?

5. As a result of this exercise, what do you now have to keep in mind about your interactions with individual members of the program? In other words, if you do something to one individual's advantage or disadvantage, who else might be affected by or concerned about this action?

Inventing Your Own Title

One way of getting a handle on your "system" is to have a departmental activity (particularly at a retreat or opening meeting of the year) in which people create their own comic job titles. It's a good way for you to see how others see themselves.

This activity is based on "Job Titles in Jest" in Vasudha K. Deming, The Big Book of Leadership Games (New York, NY: McGraw-Hill, 2004) 136-138.

Here are a few titles to get people started.

Captain	Patriarch
Chief	Bestower
Producer	Inventor
Pilot	Lead
Director	Torchbearer
Master	Pathfinder
President	Trendsetter
Minister	Innovator
Superintendent	Coach
Taskmaster	Commander
Emperor	Director
Conductor	Dictator
Guide	Generalissimo
Shepherd	Moderator
Chieftain	Chief Potentate
Head	Power Broker
Ambassador	Supervisor
Dreamer	Ringleader
Warden	Officer
Commander	Lieutenant
Grand Marshal	Role Model
Champion	Admiral
Trailblazer	Sheikh

Notes from
Positive Academic Leadership

Job description for department chairs, Central Michigan University:
www.cmich.edu/office_provost/academic_administration/FPS/Documents/chairduties.PDF

"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

Models of Interaction
- Soldier/officer model
- Customer/business model
- Client/professional model

Additional Models
- Concierge Medicine
- The P4 Medical Institute
- Positive Psychology

Positive Psychology
Martin Seligman
Zellerbach Family Professor of Psychology at the University of Pennsylvania
http://www.youtube.com/watch?v=9FBxfd7DL3E

The Guardian's "Skinhead" commercial:
www.youtube.com/watch?v=_SsccRkLLzU

Sonya Lyubomirsky. (2008). *The how of happiness: A new approach to getting the life you want*. New York, NY: Penguin Books.

Resilience
Andrew Zolli at SACSCOC 2010:
"The ability to maintain core function under the widest variety of operating conditions."

Andrea Gardner's The Power of Words video:
https://www.youtube.com/watch?v=OqOzxZss5WA

The Power of Words, Part 2 (It's Time to Make a Difference):
https://www.youtube.com/watch?v=jnwQYwAnud4

A Failure to Communicate cartoon:
https://www.youtube.com/watch?v=8Ox5LhIJSBE

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."

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

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.

<u>Respect</u>

"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." Peter Post, Post, P. (2012). Essential manners for men: What to do, when to do it, and why. (2nd ed.) New York, NY: W. Morrow. Page 4.

<u>Invest in People</u>
The lessons learned from Southwest Airlines:
1. **Students come second.**
2. **Attributes outrank surface credentials.**
3. **Celebration matters.**
4. **It's not just about salary.**

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

Sample joke job titles:

Captain of Campus Merriment
Minister of Mischief
Departmental Good Will Ambassador
Magician of Mayhem
Superintendent of Second Thoughts

Csikszentmihalyi, M. (1990). *Flow: The psychology of optimal experience*. New York, NY: Harper & Row.

Carroll, K. (2005). *Rules of the red rubber ball: Find and sustain*

The Benefits of Optimism

- Kluemper, D. H., Little, L. M., & DeGroot, T. (February, 2009). State or trait: effects of state optimism on job-related outcomes. *Journal of Organizational Behavior*, 30, 2, 209-231.
- Lyubomirsky, S., King, L., & Diener, E. (January, 2005). The benefits of frequent positive affect: does happiness lead to success?. *Psychological Bulletin*, 131, 6, 803-55.
- Peterson, Christopher; Seligman, Martin E.; Vaillant, George E.; Pessimistic explanatory style is a risk factor for physical illness: A thirty-five-year longitudinal study. *Journal of Personality and Social Psychology*, Vol 55(1), Jul, 1988. pp. 23-27.
- Peterson, C. (2000). The future of optimism. *American Psychologist*, 55, 44–55.
- Scheier, M. F., & Carver, C. S. (April 01, 1992). Effects of optimism on psychological and physical well-being: Theoretical overview and empirical update. *Cognitive Therapy and Research*, 16, 2, 201-228
- Solberg Nes, L. S., & Segerstrom, S. C. (2006). Dispositional optimism and coping: A meta-analytic review. *Personality and Social Psychology Review*, 10, 235–251.
- Solberg, N. L., Evans, D. R., & Segerstrom, S. C. (August, 2009). Optimism and College Retention: Mediation by Motivation, Performance, and Adjustment. *Journal of Applied Social Psychology*, 39, 8, 1887-1912

The Best Summary of Positive Academic Leadership
<u>Verse 17 of the *Tao Te Ching*</u>

> **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.

The Positive Academic Leader as Conductor

**Benjamin Zander, music director of the Boston Philharmonic Orchestra, 2008 TED (Technology, Entertainment, Design) conference in Long Beach, California
http://www.youtube.com/watch?v=r9LCwI5iErE**

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."

Resources

✓ **Buller, J.L. (2009). "Positive Chairing: Moving from Solving Problems to Making a Lasting Difference,"** *The Department Chair* **(fall 2009) 20.2, 8-10.**

✓ **Macdonald, I., Burke, C.G., & Stewart, K. (2006).** *Systems leadership: Creating positive organizations*. **Aldershot, England: Gower**

✓ **Lucas, A. F. (1994).** *Strengthening departmental leadership: A team-building guide for chairs in colleges and universities*. **San Francisco, CA: Jossey-Bass.**

✓ **Wergin, Jon F. (2003).** *Departments that Work*. **Bolton, MA: Anker Publishing Company.**

Want to Read More?

What is ATLAS?

ATLAS Leadership Services is a full-service training and assessment firm that provides:

- **On-site leadership training programs in a wide variety of administrative areas**
- **Free biweekly e-newsletter**
- **Instruments to assess collegiality, positive leadership, and other aspects of higher education administration**
- **Books and other leadership training materials**
- **Visit www.atlasleadership.com**
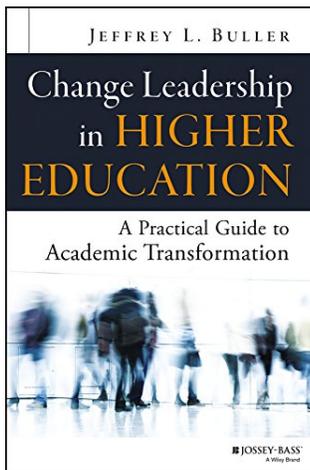
There are plenty of books about change in higher education, but most of them contain the same message: develop an entrepreneurial vision, implement it through strategic planning, and stay the course despite all the short-sighted resistance you're bound to encounter. That approach works wonderfully—perhaps 5-10% of the time. But what about in the vast majority of cases? The fact is that strategic planning and entrepreneurial "disruptive innovation" aren't well suited to the organization culture of a college or university. There are better ways of pursuing needed change in higher education, and this book explores them in depth.

Being an academic leader is difficult and complex. And yet surveys consistently indicated that only between 3% and 4% of chairs and deans receive any sort of formal leadership training before beginning their positions. *Building Academic Leadership Capacity* provides insights into best practices at those colleges and universities that excel in helping administrators become genuine academic leaders. Practical and down to earth, this book guides colleges and universities in the process of beginning or improving their programs to prepare academic leaders for the challenges of the job. Co-authored by Walt Gmelch and Jeff Buller, two of the most respected names in academic leadership training.
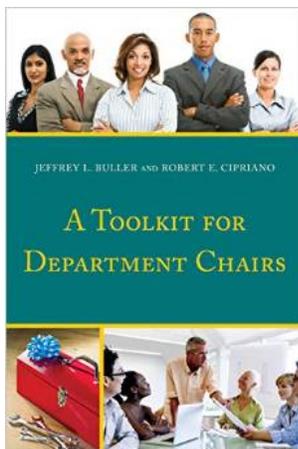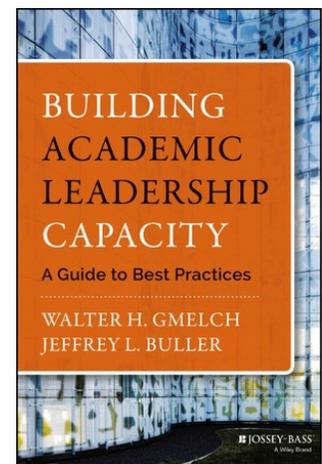
In *A Toolkit for Department Chairs*, ATLAS' senior partners Jeff Buller and Bob Cipriano present a complete but concise training program for academic administrators. Using a case-study approach, the authors guide the reader through many of the same exercises and activities that have made their ATLAS training seminars so popular. Includes material on hiring and evaluating faculty members, budgeting, communicating effectively, developing collegiality, making decisions, mentoring faculty, and much more.

NOTES