Cultivating a Culture of Leadership on Campus:

Academic and Student Affairs Partnerships for Institutional Transformation

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PROPOSED OUTLINE

- Introductions

- Overview of the Leadership Task Force

- Appreciative Inquiry Exercise

- Case-study: GMU Campus-Wide Steering Committee on Leadership

- Bridges and Barriers

- Discussion and Closing

"Leadership is a relational process of people working together to accomplish change
or make a difference
to benefit the common good."

Komives, S., Lucas, N., & McMahon, T. (2007).
Exploring leadership: For college students who want to make a difference. San Francisco: Jossey-Bass.

Leadership Task Force & Steering Committee: Brief History

⦿ Origins of the GMU Leadership Task Force

⦿ Membership

⦿ Establishing the Steering Committee

⦿ Creating a learning community

GMU Core Assumptions

- Leadership is contextual and is influenced by culture.

- Leadership competencies can be learned and developed.

- Leadership development is a lifelong process.

- Leadership does not require a formal position.

- Leadership is inclusive.

- Leadership is ethical.

GMU Core Leadership Values

1. Respect
2. Making a Difference
3. Integrity
4. Authenticity
5. Courage
6. Selfless Service
7. Humility
8. Wisdom

Core Leadership Competencies

1. Establishing & Sustaining Relationships
2. Developing the Self
3. Communicating
4. Developing Others
5. Making Informed Decisions & Solving Problems
6. Negotiating and Managing Conflict
7. Acting with an Awareness of Social & Cultural Dynamics
8. Adapting to Change and Thinking Creatively
9. Using Systems Thinking

Leadership Steering Committee Initiatives

- **audit** of existing leadership opportunities on campus and global **benchmarking** of other institutions' leadership development efforts;

- an **Appreciative Inquiry (AI) process** designed to surface diverse voices, stories, and perspectives on leadership across campus;

- Forming a **university-wide steering committee** on leadership designed to bring together a broad representation of students, faculty, student affairs staff, and alumni;

- **Celebration of Leadership week** that included scholarly symposia, a student leadership conference, panels and speakers;

- Synergizing campus leadership information into a student-created leadership **website;**

- Integrating **campus assessment efforts** around leadership, including quantitative and qualitative data of the leadership learning of students, faculty, staff, and alumni.

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LEADERSHIP SCHOLARSHIP COLLABORATIVE:
A BROWNBAG CONVERSATION & SHARING FOR LEADERSHIP SCHOLARS
Are you a faculty, staff member, or student engaged in research or scholarship connected to leadership? Join colleagues from across campus in a dialogue about leadership education and research at Mason.
Monday, September 22   Noon - 1:30 p.m.   Mason Hall, D1

FALL FOR THE BOOK: LINCOLN SCHOLARS
Five prominent authors — Daniel Mark Epstein, Andrew Ferguson, Michael Beschloss, Joshua Wolf Shenk, and James L. Swanson — discuss the Lincoln legacy as they mark the bicentennial of Lincoln's birth (www.fallforthebook.org)
Tuesday, September 23   10 a.m. & 1:30 p.m.   Dewberry Hall South

AN INVITATION TO THE POSITIVE REVOLUTION: APPRECIATIVE INQUIRY
Join us in an inquiry to uncover Mason's leadership culture, strengths and potential for development. Share your stories of making a difference and contribute to envisioning the future of leadership on our campus; to learn more, visit http://masonleads.gmu.edu
Tuesday, September 23   Noon – 1:30 p.m.   Research I, Room 162

LEADERSHIP FILM NIGHT: "THE GREAT DEBATERS"
Free Movie and Snacks, sponsored by the Program Board.
Wednesday, September 24   7 p.m.   JC Cinema

FEATURED SPEAKER: RUSHWORTH M. KIDDER
MORAL COURAGE: THE GUTS OF A TOUGH DECISION
Award-winning author Rushworth M. Kidder shows how to grapple with everyday issues and problems, enabling us to resolve ethical dilemmas and to make the tough choice between what are often two "right" actions.
Thursday, September 25   3 p.m.   Harris Theater

LEADERSHIP MASON CONFERENCE
The Leadership Mason Conference focuses on leadership skill development and education. Students can enhance existing leadership skills, while gaining new skills that will be of benefit now and in the future. Apply today at http://lead.gmu.edu
Saturday, September 27   9 a.m — 5 p.m.   SUB II

PANEL DISCUSSION:
"DOES ETHICS MATTER? THE FACEBOOK OF POLITICAL LEADERSHIP"
Join observers of the Washington political scene — Mason faculty Toni-Michelle Travis and Richard Norton Smith and League of Women Voters executive director Nancy Tate — for a lively discussion moderated by WJLA reporter Rebecca Cooper.
Tuesday, September 30   6 p.m.   JC Cinema

UNIVERSITY CONVOCATION
The entire campus community joins together to review the university's progress and learn more about its future direction with President Alan Merten and key leaders.
Wednesday, October 1   3 p.m.   Dewberry Hall

MASON Leads!

DOES ETHICS MATTER?
THE "FACEBOOK" OF POLITICAL LEADERSHIP

TUESDAY, SEPTEMBER 30
6 P.M.   JC CINEMA

- Juan Williams, former editorial writer, op-ed columnist and White House correspondent at the *Washington Post*. A senior national correspondent for NPR, he is a regular panelist on *FOX News Sunday*.

- Toni-Michelle Travis, Associate Professor, Public and International Affairs. An expert on the racial/gender dimensions in elections, racial/ethnic public policy issues, and urban politics, she has served as a political analyst on C-SPAN, CNN, and *Fox Morning News*.

- Nancy E. Tate, the Executive Director of the League of Women Voters of the United States. The league is the nation's premier nonpartisan political organization, encouraging the informed and active participation of citizens in government and helping increase understanding of major public policy issues.

- Richard Norton Smith, scholar-in-residence in the School of Public Policy and the Department of History and Art History, George Mason University, and a nationally recognized authority on the American presidency. He's a familiar face to viewers of C-SPAN, as well as *The NewsHour with Jim Lehrer*.

- Zack Golden, student body president, George Mason University, senior government major and U.S. Senate campaign volunteer.

Moderated by
WJLA reporter Rebecca Cooper

Juan Williams

Toni-Michelle Travis

Nancy Tate

Richard Norton Smith

Zach Golden

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Our Philosophy
Leadership Resources

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With the nation's captial located in our own backyard, George Mason University is uniquely positioned to create and sustain a wide range of leadership development opportunities. Mason has many programs and activities through which to study and practice leadership.

Take advantage of this leadership network and jump-start your future today!

GEORGE MASON UNIVERSITY

"Most men and women go through their lives using no more than a fraction—usually a rather small fraction—of the potentialities within them. The reservoir of unused human talent and energy is vast, and learning to tap that reservoir more effectively is one of the exciting tasks ahead for humankind. Among the untapped capabilities are leadership gifts."
- John W. Gardner (1990). On Leadership, p. xv

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Welcome

Roster

Core Assumptions

Core Values

Core Competencies

What Is Appreciative Inquiry?

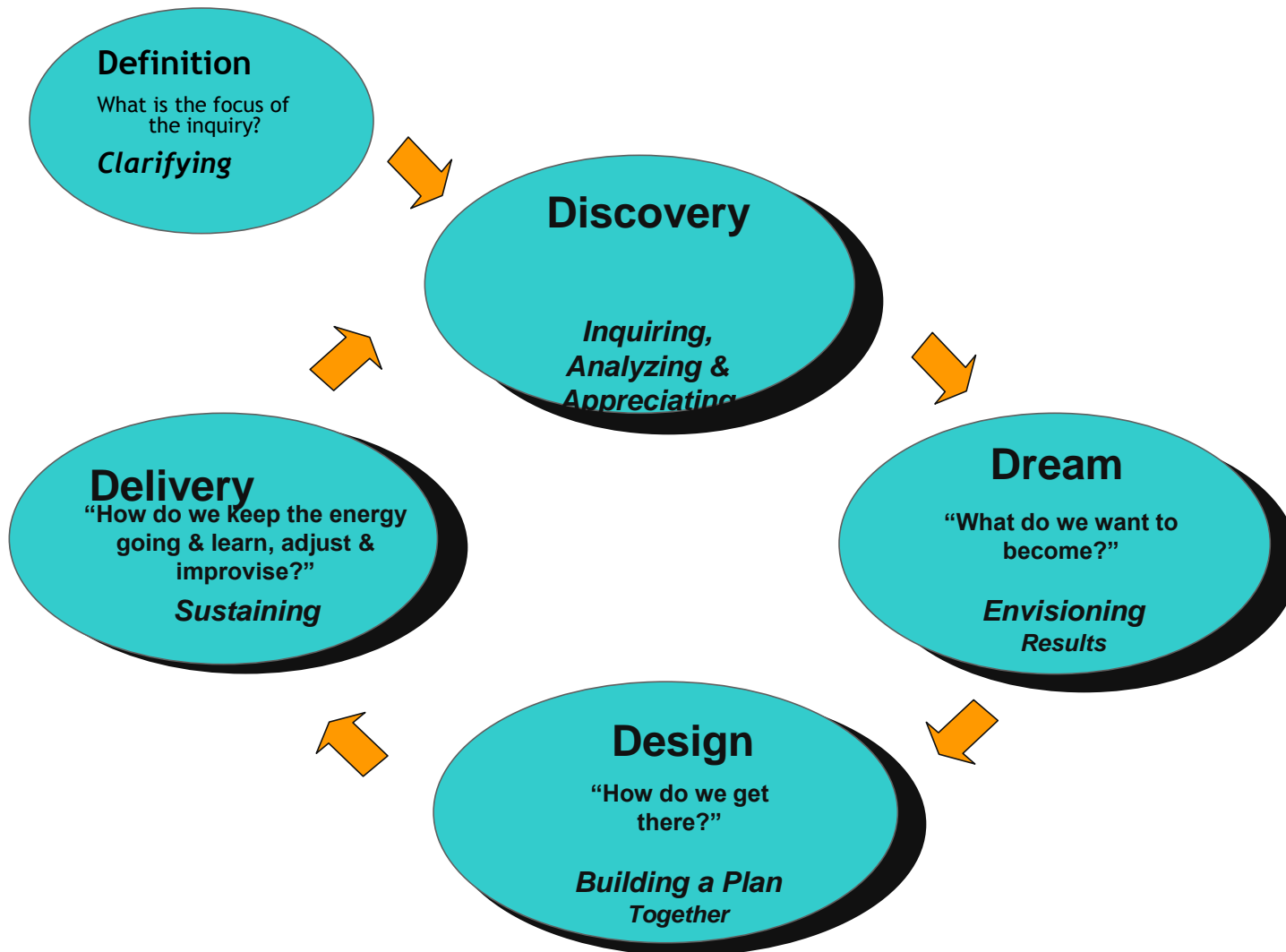- Appreciative Inquiry is a collaborative and highly participative, system-wide approach to seeking, identifying, and enhancing the "life-giving forces" within an organization.

- It is about the search for the best in people, their organizations, and the relevant world around them.

~Cooperrider, D.L. & Whitney, D., "Appreciative Inquiry: A positive revolution in change." In P. Holman & T. Devane (eds.), The Change Handbook, Berrett-Koehler Publishers, Inc., pages 245-263.

Key Principles of Positive Change

⦿ **Positive Principle** - Begin with appreciating the best of what is – go for the energy. We tend to get more of what we focus upon.

⦿ **Anticipatory Principle** – Create compelling images of the desired future. Positive image, positive action.

⦿ **Principle of Synchronicity –** Change begins the moment a question is asked, the moment a conversation begins or a story is told.

⦿ **Principle of Wholeness** – Get the "whole system in the room." Recognize interconnectedness and interdependencies.

⦿ **Poetic Principle –** As a poem is open to multiple interpretations, so too is any perspective, dream or concern. Value and seek different views and ideas. Also, poetic language can touch the heart and AI seeks to engage the heart as well as the analytical mind.

⦿ **Social Construction –** Images of what is real and what is possible are created in our conversations and the stories we tell and retell. What we talk about and think about influences our actions, which, in turn, create our future.

The 5-D Positive Change Cycle

Definition

What is the focus of the inquiry?

Clarifying

Discovery

Inquiring, Analyzing & Appreciating

Dream

"What do we want to become?"

Envisioning Results

Delivery

"How do we keep the energy going & learn, adjust & improvise?"

Sustaining

Design

"How do we get there?"

Building a Plan Together

Mason Students Engage In AI

- Claire Foreman

Appreciate Inquiry Resources

Cooperrider, D., Sorenson, P., Whitney, D., & Yaeger, T. (Eds.) (1999). *Appreciative inquiry: Rethinking human organization toward a positive theory of change*. Champaign, IL: Stipes.

Cooperrider, D., Whitney, D., & Stavros, J. (2008). *Appreciative inquiry handbook: For leaders of change* (2nd ed.). New York: Berrett-Koehler.

Watkins, J. M. & Mohr, B. J. (2001). *Appreciative inquiry: Change at the speed of imagination*. San Francisco: Jossey-Bass.

Appreciative Inquiry Exercise

- Describe your personal best leadership experience on your campus….what actions, attitudes, behaviors, characteristics made it so successful?

- Describe your ideal dream for leadership on your campus….

BRIDGES AND BARRIERS

- Empowering and Constraining Beliefs

Table 2: Empowering Faculty Beliefs

Individual Internal Beliefs	Individual External Behaviors	Implications for Leadership Development
• I help create the institutional culture through my daily individual decisions • Leadership is not a separate activity; it is an integral part of what I do • Learning is an activity that I can model daily • I can model leadership in every class • I have the freedom and autonomy to initiate inquiry or action • Students have the capacity, and therefore should be given the opportunity, to engage in decision making that affects them	• Professors model leadership principles in classes • Individuals work effectively in committees • Individual faculty take an institutional perspective in solving problems • Individual faculty mentor the development of student leadership capacities • Faculty contribute their expertise to the campus community	Individual faculty: • Develop competence, authenticity, and self-knowledge through collaborative efforts involving each other and non-faculty • Strengthen commitment to positive change • Develop collaborative skills with all institutional constituencies • Help to develop greater common purpose with others in their institution • Strengthen capacity for respectful disagreement through enhanced empathy
Group Internal Beliefs	**Group External Behaviors**	
• Faculty are the stewards of the institution • Everyone in the institution directly contributes to student development • Change initiatives can start with anyone • We can make change through collective action	• Faculty invite non-faculty community members to collaborate • Faculty take the initiative in identifying and solving problems	

Table 1: Constraining Faculty Beliefs

Individual Internal Beliefs	Individual External Behaviors	Implications for Leadership Development
• I don't have time to get involved in change efforts • My colleagues will never change their way of doing things • I'm not a leader because, I don't have a leadership position • My role is to transfer disciplinary knowledge • Students are not motivated, interested in, or capable of mature action • My role is to criticize, not to initiate	• Individual faculty focus only on their disciplinary specialty • Individual faculty are reluctant to serve on institutional committees • Individual faculty do not attempt to understand institutional constraints and opportunities • Individual faculty are passive reactors to change proposals • Individual faculty do not engage students in meaningful decision making	• Commitment to the institution is weakened • Faculty lack awareness of how others in the institution perceive them • Faculty lose the opportunity to use their competence in institutional problem solving • Faculty lack empathy for other constituencies • Faculty are not included in determining the common purpose of the institution • Disagreements do not surface or are lacking in respect • Faculty do not practice collaborative skills • A meaningful division of labor is lacking
Group Internal Beliefs	**Group External Behaviors**	
• Faculty expertise is not valued in running the institution • Nothing can be changed because of administrative attitudes • Faculty and administrators could never work together • All learning occurs in the classroom • Student Affairs can't be trusted in academic matters • Faculty and staff have nothing in common	• Faculty do not interact with non-faculty colleagues • Faculty do not take the initiative in problem solving • Fragmentation occurs between faculty and non-faculty and between academic departments • Faculty committees duplicate administrative roles	

Table 2: Empowering Beliefs in Student Affairs

Individual Internal Beliefs	Individual External Actions	Implications for Individual Leadership Development
• I can make a difference in individual students' lives • Student learning and development should be viewed holistically and individually • I can be creative and innovative in my work with students and colleagues • I am a full partner with faculty in facilitating student development	• Individual staff members are proactive in their work with students and colleagues • Student affairs staff regularly promote an integrated holistic perspective in their dealings with faculty • Student affairs staff take the initiative to promote student learning by proposing and trying out new approaches	Promotes the following individual leadership qualities: • Self-knowledge (i.e., of one's capabilities) • Commitment (i.e., to making a difference in students' lives and to serving as institutional leaders) • Authenticity (i.e., by modeling core values to students and faculty) • Collaboration (i.e., reaching out to faculty and staff colleagues)
Group Internal Beliefs	**Group External Actions**	**Implications for Group Leadership Development**
• Student affairs are partners with faculty in promoting the holistic development of students • Student learning occurs outside the classroom, as well as within. Education should be student-centered • Equity and diversity are high priorities • Community is a critical part of effective education	• Institutional mission statements articulate the importance of holistic development • Teaching and mentoring receive significant weight in the faculty reward system • Student affairs sponsors workshops, seminars, and classes on diversity and equity for students and staff • Student affairs builds collaboration into its work with students and other employees in the institution • Student affairs creates learning opportunities and experiences that facilitate holistic development of students	The following group leadership qualities are modeled and reinforced: • Collaboration and division of labor (i.e., in working actively with faculty and staff to implement a holistic approach to student learning) • Shared purpose and commitment (i.e., in the consistent support shown for a holistic approach and for the values of diversity, equity, and community) • Group learning is enhanced when faculty, staff and students work together

Table 1: Constraining Beliefs in Student Affairs

Individual Internal Beliefs	Individual External Actions	Implications for Individual Leadership Development
• My perspectives and ideas would not be taken seriously by others at this institution • The work I do is not appreciated within the institution • I'm a second-class citizen within the institution	• Individual staff members do not speak their mind or share their perspectives at meetings • Staff members do not ask to participate in institutional decisions or institutional forums • Individual staff members do not attempt to influence the institution's values, future plans, or goals	Individual members lose opportunities to model and develop individual qualities of leadership: • Self-knowledge is distorted by constraining beliefs • Commitment becomes difficult because one is suppressing one's passion and not sharing perspectives • Opportunities to develop competence and empathy are diminished
Group Internal Beliefs	**Group External Actions**	**Implications for Group Leadership Development**
• The work of student affairs is peripheral to the main work of the academy • Student affairs professionals are "service providers" rather than educators • Learning happens mainly in the classroom	• Student affairs staff are generally not included in discussions of "academic" issues • Resource allocation does not reflect the contribution of the student affairs division • The administrative structure leaves student affairs out of the academic "loop"	Implications for group qualities of leadership: • Collaboration is diminished • Opportunities to develop shared purpose and to disagree with respect are reduced • The learning environment is hindered because individual knowledge is not shared with group

LOOKING AHEAD...

FOR MORE INFORMATION....

http://masonleads.gmu.edu