

LIFT™ UW

Leadership Institute For Tomorrow at the University of Washington

Newsletter Spring Quarter 2007

Greetings! from the Sonoran Desert

You just never know...

I write to you tonight from the bedside of my father. As I look up from the computer screen, Dad is falling asleep, hopefully for the first good nights' sleep in a week.

A week ago, Dad woke me at 3:40AM asking me to call 911 because he was experiencing chest pressure and pain. Three minutes later, medics arrived and Dad was off to the hospital. You can imagine how relieved I am that he "waited" for me to get home after 3+ months on the road. I had arrived home Saturday night from Case Western Reserve University and, with mom not being able to see, to be able to be here for them last Monday morning means a lot to them and to me.

It is now 72 hours since Dad had quadruple bypass heart surgery. At age 84, he was considered a good candidate because of the youthfulness of his heart. Years of regular exercise are paying Dad big dividends – the medical staff said it is obvious in both his heart and lung function that his exercise and healthy diet, are giving him this chance to embrace life anew.

This moment reminds me again to focus on what is important in life. Higher education, like the rest of the world, can foster an environment in which it is easy to lose sight of what truly matters. The demands of our pro-

gram, the speed of required productivity, the violence in multiple guises, and the sometimes misplaced institutional focus on what is not important in life, can weigh down our spirits and distract us from what is important in living a life well.

Our recent program, Personal Leadership: Moving from Time Management to Life Management, encourages us to lead our lives and decide our destiny out of the rich soil of living by what really matters in our lives. Death is for me an important compass reminder to focus on living life fully, gratefully, generously and joyfully in a context of understanding, compassion and love for ourselves, each other and the planet upon which we sojourn.

Seven days ago I was reminded, while Dad sat near me as I called 911, that "you just never know" when someone dear to you may no longer be there. Seven days ago I was reminded of what really matters in life. Seven days ago I was reminded to be fully present in the present, to embrace life fully and to let those who matter to you know that you love them.

Dad is deep asleep now and so I quietly tiptoe out of his room on this beautiful May night, grateful for another day with him. I heartily wish you much peace, health and the wisdom found in a sense of "you just never know," and please... today... let someone you love ... know. ~Chris

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LIFT™ Vision

To awaken and nourish compassion in people and organizations so they design and implement the courageous solutions our world needs.

Interview: Suzanne Ortega,
Vice Provost and Dean of
the Graduate School

Kareen: What has been one of your most significant successes as a leader?

Suzanne: For most of my professional career, I've been working on questions of access to graduate education for women, but in my own discipline of social sciences that's less of an issue than racial and ethnic minorities. When I first started working on this administratively, it was in a department in one of the Great Plains states and we had almost no diversity in our graduate student body. Working together with colleagues within a 4 year period in my program we got up to almost 30% enrollment of underrepresented students. We were successful because my colleagues understood that this was not only the right thing to do but also in our best interest for the quality of our work. Our achievement was enormously gratifying. The personal face to this story is a student who started in a community college as a non-traditional student, and then went on to a 4-year college and was part of the McNair program. We were able to recruit her, and she's now faculty at a school in Georgia.

LIFT™ UW Announcements

LIFT™ Certification Program

For participants interested in certification as a Loving Leader from LIFT™, you must send written notification of your interest — email us at liftuw@u.washington.edu. For details, please refer to the description in the Winter 2007 Newsletter.

Workshop curriculum will continue in Fall 2007

The series of six core workshops of the LIFT™ curriculum will begin again in the fall. We encourage you to attend all of them and even repeat ones you've already attended — revisiting the skills and material will have greater impact on your life!

Social gatherings this summer!

We hope you'll join us this summer for some family-friendly and fun social activities! Keep an eye on your inbox.

<http://students.washington.edu/liftuw>

Interview (from page 1)

K: What is some of the best leadership advice you've received?

S: I don't know that I've received advice directly related to leadership. Most of what I have learned has been on the job through workshops focused on management skills. I spent one year as an American Council on Education Fellow, which I suppose is a leadership program; it's a mentored program where you work in a variety of administrative capacities with a senior colleague. But the topic isn't exactly leadership, the topic is "how to do various aspects of senior administrative jobs." What I really, truly do believe is that leadership is relational. So it's not a quality of an individual, but rather the ability to be attentive to people around you.

K: What are the issues facing graduate education?

S: The overarching issue is money, frankly. The issue is how do we have enough resources to adequately support our incredibly talented graduate students. I don't think it's an exaggeration to say that our future depends on them. There are other issues as well. The question of access to graduate education is not solved. Also, I've really been thinking about whether or not universities and graduate programs are structured to encourage students to take intellectual risks. I think that we have the more conservative approach, where students are encouraged to do safe research.

K: What are the challenges you see for leadership in graduate education?

S: I believe that most of my colleagues, from senior administrators to faculty, staff and students, believe that a diverse environment is vital. They wouldn't be in universities if they didn't believe it and if they weren't attracted to the idea of many different people with many different approaches, thinking about many different problems. That's what's exciting about this place. The real question is how to help people

get past the inertia that's built into our lives in this system. How do we give people a set of tools that they can use to make progress on diversity in a world that is so full of stuff to do that we never can get it all done. We need to increase the priority and create a set of objectives to start figuring out best practices. We need in the Graduate School to create workshops, handouts, and even an electronic infrastructure that supports recruiting and best practices so that colleagues in departments and programs can attend to the personal interactions. Along with this, we must increase the body of knowledge about how diversity enhances our work. So for instance, people might say, 'what does race and ethnicity have to do with under-

standing physics?' We really have some work to do in talking to our colleagues about the ways in which diversity can manifest itself and improve quality both in the curriculum and the climate.

K: What is your vision for leadership training here on campus at UW?

S: It's absolutely clear that across the country, graduate students want to spend more time learning what it means to be leaders. What I take away from that is that they're not asking how do I become a leader in my profession – they're learning that. They're going to conferences, learning about professional networks, and learning how to document accomplishments through publication. I think what they're really asking is how do I negotiate the line between my role as a citizen, a member of the community outside the university, with this very high level of expertise and a quite demanding position. I truly believe the fundamental skill of a leader is the capacity to listen and communicate with diverse audiences. You simply have to know where they're coming from to find the language and examples that resonate. So that for me is a defining characteristic of leadership and what we're trying to achieve with programs on campus, like those offered through the Center

for Career Services and the Forum on Science Ethics and Policy. For all kinds of reasons, I think graduate school spends a whole lot of time teaching people to talk to colleagues in the same discipline, so they learn incredibly sophisticated nuanced language that is precise and elegant that nobody else understands. This is a huge problem for public appreciation of science and scholarship. It's a huge problem in translating the importance of what you do into any kind of larger issue. I've been wondering about having a requirement that every dissertation and thesis is accompanied by a public abstract, a lay summary of what this work is about and why it's important. If we really believe that leadership is important, it can't be an add-on task. It has to be built into everything we do.

K: What other skills or traits will be useful for leaders in addition to being good listeners and linguists?

S: I think that's the most important, and communication is part talking and part listening. You've got to be able to listen and it's difficult because often, leaders are expected to talk. But we also need to listen and to have patience. That's one of the frustrating lessons I've learned, and it has given me great hope. I was trying to make a policy change at another university and it made such perfect sense to me. I had the most beautiful explanation of why it made sense and I had all the data and all the answers. I worked for a year with no results and had to let it go. It was so frustrating. Then about 7-8 months later, somebody I'd been talking to that year raised the question again. Having let the idea percolate for 7-8 months, we managed to get the policy changed within another 3 or 4 months. This sort of capacity for wisdom and capacity to be patient and wait is very important. Leading is being out in front, but you can't be so far out front that you lose track of the people you're working with. Part of that is having a sense of time. Another part of leadership is having a sense of proportion. The leaders I respect most take their work very seriously, but don't take themselves too seriously. The quickest way I know if somebody is an effective leader is whether they're surrounded by only people who agree with them, or whether they really like to get

"The significant problems we face cannot be solved at the same level of thinking we were at when we created them."
-Albert Einstein

Interview (from page 2)

the best people possible. Good leaders create an environment where people on their team feel free to critique and ask hard questions. Maybe the skill is being openminded.

K: What do you wish you'd have learned in graduate school?

S: This is just a reflection of a generation – I certainly didn't know how to teach when I got out of graduate school. I never taught a day in my life, but somehow I managed

to become OK at it. I certainly wish I'd learned those things earlier and faster. I was lucky because a lot of questions about leadership and organizations are embedded exactly in my own disciplinary background of sociology.

K: What advice or words of wisdom would you like to give graduate students here at UW?

S: When you leave this university, whether you choose it or not, you will be leaders. You will change your position 4-5 times in your career and will have to lead in different contexts. So it's critical, fundamental to take every opportunity you have to learn about the backgrounds and cultures and histories of many people, and not just those with whom you work. So it's absolutely critical and fundamental to developing your research and scholarly abilities to get out of your lab – go do something! Start playing! 🌱

"Chance favors the prepared mind."

-Louis Pasteur

"True love is possible only with understanding.

When there is understanding, compassion is born."

-Thich Nhat Hanh

Workshop Review:

How to Be Influential in Graduate School and Beyond (Mar 31, 2007)

As we learned in this workshop, the assertive model is a simple three-step model but is seldom used. The three steps of the assertive model are (1) an empathy or listening component: "I understand what's going on with you;" (2) a personal component: "Here's what's going on with me, what I'm feeling, how I am;" and (3) an asking component: "This is what I want."

Chris Loving's 3-Step Influential Conversation Model

1. Create a conversation where you can listen and reflect back to the person what you are hearing.
2. Explore the mutual impact of the situation/behavior.
3. Develop a shared, collaborative solution.

The **Influential Conversation Model** is different from the assertive model in a number of ways:

- It's a dialogue. With long-term thinking and goals, your time and options expand when you create multiple interactions.
- It's not dualistic (either/or; right/wrong; black/white) but rather a "Both/And" conversation (many shades of grey).
- With a viewing point (rather than a point of view), you have greater breadth and depth of view for greater agility.

The process allows/encourages you to start earlier in conversations to develop solutions together, whereas the assertive model waits until a build up and one interaction.

There are three aspects to consider, to prepare yourself to be influential.

- **Self-awareness** around this situation – what is the reality of it to you
- **Understanding "the other"** – what is the reality of it to 'them'
- **Emotional and strategic preparation** for interaction

Practice these skills and use them to help you navigate these conversations.

- Use **Open Questions**, which are open-ended questions that do not have an agenda behind them. They utilize *who, what, where, how,* and sometimes *why*. (This skill was first introduced in the LIFT™ Communication Skills workshop.)
- Use **"I" Statements**, which are statements about one's thoughts, feelings, and own experience of the situation/behavior. They are used rather than "You" Statements, which often blame another or assume something of someone else. (This skill was also first introduced in the Communication Skills workshop.)
- Take time to **reflect** – on the situation, behavior, interaction, future directions. This is the meta-processing step where we see the whole picture as if we are watching it take place in front of us, rather than only being in the moment and in the conversation. This is the "observing self" we practice as loving leaders.

This next section provides many questions to help you get started thinking about your situation and preparing for an influential conversation.

Increase your self-awareness:

Understanding my internal reality & inner emotional landscape

What is the situation? How does it make me feel? What are my first thoughts and reactions – what does the first voice in my head say? What does it make me think about myself? About the other person involved? How does the situation affect me over time?

Understanding what shapes my internal emotional landscape

What are my fears? What is the interpretation (meaning) I'm placing on this situation, this relationship, these behaviors? Where does this interpretation come from? What are the mental/emotional messages from my past that come to play in this situation and help create the interpretation? What are the emotional habits I've created around similar situations?

Understanding where I want to go

What would I like to see improved? What are my highest priorities for how I want my experience to be different? What are my highest priorities for

Workshop Review (from page 3)

where I want the other's behavior to be different? What have I tried to do to or are trying to do to improve the situation? What happened / what is happening? What have I thought of and haven't tried? Are any new ideas arising in this moment?

Increase your understanding of the world of the person/system/ situation you wish to influence:

Why would someone do this behavior?
What might be some of those reasons the person engages in this behavior? What are their payoffs vs. costs? What are the operating assumptions for their position? How do they understand their responsibilities to me and my responsibilities to them? What are their possible assumptions about our relationship, about relationships in general, and how relationships work? About life and how it works? About what is a successful interaction?

**"Integrity grows
as you connect your
head with your heart,
your heart with your
behavior."
-Blaine N. Lee**

Emotional Preparation:

- Talk about and understand the situation, yourself, and the other
- These conversations are mental rehearsals
- Visualize the conversation
- Mentally change your history with this person/situation, as if it's playing on TV and is several times removed from you
- Use your support network of friends and family
- Remind yourself about what your anchors are in life
- Remember, you're still a good person when you take care of yourself

What would help me to maximize my ability to metaprocess in interactions with this person/situation? What would maximize my space between stimulus and response? What would make me feel calm and anchored? What will help me to withstand short-term pain in order to reach longer-term goal of a better overall situation? What will help me be in a mental space that will allow me to consider changes to my own behavior in order to achieve a collaborative solution?

Strategic Preparation:

- Be multi-lingual
- Understand the other's
 - Values
 - Style
 - Network
 - Behaviors
 - Habits
- Understand the system, the organization, the context
- Think globally and locally
- Know the hierarchy of the organization and how this person fits into it
- Know both informal and formal power systems
- Explore and think long into the future and broadly across the system in which you find yourself
 - Explore and think near term
 - Choose which battles to fight and when to "cut your losses"
 - Connect to different parts of the person – you get more of what you focus on; to which part will you anchor?
- Solution requires both of us
- Real world vs. world of illusion
- Understand the bind this puts you in
- How do those emotions stop us?
- Normal, healthy adult behavior is to be generous
- People do what they do for some good reason
- Be **in** the conversation and not **of** the conversation—**meta process**
- Creating and carrying out strategies in our own best interest until...the cost starts outweighing the benefits
- The way to problem solve is not to
- The long way around is the short way home
- Change the time frame
- We hear what we listen for
- We usually get more of what we focus on
- Keep your back on the chair for a broad perspective
- Flat tire analogy – changes perspective and thus meaning
- You will spend the time –rehab? or performance?
- Stock market investment analogy (short v. long term)
- Pain shortens our sense of time – we focus on the near term; fear also

shortens our sense of time, and both skew our perception

- Not needing the other to be different for you to be successful
- Focus on what you can change in yourself
- Circle of Influence, Circle of Concern
- Maslow's Hierarchy – skip to self-transcendence even if the rest isn't yet in place
- Work with changing positions rather than people (getting to yes)

What information do I need about the other's world in order to understand mutual impact of behavior? How will I get this information?

What do I need to know about the other's values, style, behaviors, habits, etc., in order to maximize the chance of an effective interaction? How will I get this information?

What is the organizational culture surrounding me (the change agent) and the person/system/situation I wish to influence? What are the values, habits, and systemic prejudices? What are the formal and informal power structures? What are the costs and benefits to the organization and to me within the organization at the system/context level?

What are my priorities in terms of: what I need to know, what I need to express, what I need to be different in my experience?

Is there anyone else who I could 'bring on board' in the process of creating change? Who could help? Whose goals might match mine?

Given all the data gathered, about my inner world and about the other's world, what specific short and long term interventions will I plan?

How will I meet the goals of the influential conversation model?

How will I create opportunities to listen and reflect back?

What is most important for me to share about the impact on me and how will I plan to say these things so the other can receive them?

How will I elicit the effects the situation/behavior has on the other?

How will I contribute to and elicit effective conversations about our mutual direction and goals?

"Chance favors the prepared mind."

- Louis Pasteur



Workshop Review: Personal Leadership: Moving from Time Manage- ment to Lift Management (April 21, 2007)

We all have perused the calendar/organizer section of the bookstore (online or in person)... and what have we learned? That we still don't get it all done. The purpose of this work-

shop, Personal Leadership, was to spend the day thinking and writing about our values, goals, and the most important things we have in our lives. The reason for spending so many hours lingering in these conversations was to begin connecting

our passions and joys with the things that we do on a daily basis. Our goal, then, is to have more deeply satisfying and fulfilling daily lives. And when we approach "time management" with this lens (rather than the mentality of "I'll never get it all done!"), we are more satisfied with the accomplishments we make in all areas of our lives on a daily and weekly basis. We hope you enjoy this review — it's another opportunity to linger in the things that are important to you. Remember, as Stephen Covey says, "The main thing is to keep the main thing the main thing."

Philosophy

Remember some fundamental LIFT™ concepts as background for thinking about personal leadership:

- Increase the space between stimulus and response
- Ego—Ethno—World
- Maslow's Hierarchy: move towards self-transcendence
- Move from a point of view to a viewing point
- Use Both/And thinking (rather than dualism)
- 'Frontloading' conversations
- You are the employer (even with your advisor)

**"You have all the time there is, you have to spend it every day, and you can't manage time: time marches on, it slows down for no one."
-Chris Loving**

Focus on managing myself within the time I have, because I know that there is more to do than the time available and if I can make better choices within that time, my life will be more fulfilling.

History of Time Management

The first 3 generations of time management are based on the clock. These focus on "doing things right."

The fourth generation of time management is based on the compass. The focus here is "doing the right thing." So, what is your true north?

Two Questions

(1) What is the one activity that you **know** if you did superbly well and consistently would have significant positive results in your **personal** life?

(2) What is the one activity that you **know** if you did superbly well and consistently would have significant positive results in your **professional** life?

Time Matrix

	Urgent	Not Urgent
Important	I <i>clock</i>	II <i>quality</i>
Not Important	III <i>deception</i>	IV <i>waste</i>

Our goal is to spend more time in Quadrant II where we can

- Do long-range planning,
- Anticipate and prevent problems,
- Empower others,
- Broaden our minds,
- Increase our skills through reading and continuous professional development,
- Envision how we're going to help a struggling son or daughter,
- Prepare for important meetings and presentations,
- Invest in relationships through deep, honest listening.

Fishbowl Exercise

Have you created a visual reminder of what is important to you? Help remind yourself of what those big rocks or large pieces of fruit are... and how to put those in your life without having to compromise the pebbles/small pieces of candy.

Productivity Pyramid



Values: Write these down. Affirm that they are happening in your life.

Goals: Decide on your goals (how much by when, goal vs. good idea, stretch yourself, a breakthrough goal, one is not enough). Write these down in detail and re-read them each day by carrying them in your wallet or creating a goals book. Create a timeline and mark down when you will achieve your goals in your lifetime!

Roles: What are 7 key roles in your life? What is the most important thing I could do in each role this week to have the greatest positive impact?

Sharpen the Saw... physically, mentally, socially/emotionally, and spiritually. What 4 things will you do next month to renew yourself? What one thing will you do in each of your roles to sharpen the saw?

Plan Weekly Process: QII Planning

1. Review roles
2. Choose big rocks/fruit for the week
3. Schedule these items
4. Fill in with other commitments (Take just 5 minutes once a week!)

Plan Daily Process:

1. Check today's appointments
2. Realistic list — plan only 65% of your time
3. Prioritize your list: A,B,C then 1,2,3
4. There will be detours! Your daily plan is like a map that will get you back on track.
5. Do the important things first, not the easy things (eat the frog)
6. Creating this plan helps you focus on QII items in your life
7. The first thing on your daily plan should be to plan daily (for 3 min).

It's important to live our own life and to slow down/quiet down the pressures of society. Increase the compelling "yes" within you (and say "no" with good reason). Finally, make a commitment to yourself, for YOU! 🌱

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