



**LEADERSHIP**  
IN HIGHER EDUCATION  
**CONFERENCE**



# Providing Meaningful Professional Development for Emerging Leaders

Melissa Knight, MA, MCC, BCC  
Senior Director for the Institute for Achievement and Learning  
Lynn University



# Benefits

- Retention of valuable faculty/staff
- Enhance the performance of faculty/staff
- Strong correlation between training and job satisfaction
- Support mentor/mentee relationships
- Interest from faculty for leadership development
- Commitment to meeting the needs of a diverse student population



# Changes in leadership roles

- Organizations meeting human needs
- Compassionate leadership study – 2019
- Values-based leadership
  - Empathy
  - Building safety
  - Building teamwork



# ICF Core Competencies

- A. Foundation
  - 1. Demonstrates Ethical Practice DEFINITION: Understands and consistently applies coaching ethics and standards of coaching.
  - 2. Embodies a Coaching Mindset DEFINITION: Develops and maintains a mindset that is open, curious, flexible and client-centered.
- B. Co-Creating the Relationship
  - 3. Establishes and Maintains Agreements DEFINITION: Partners with the client and relevant stakeholders to create clear agreements about the coaching relationship, process, plans and goals. Establishes agreements for the overall coaching engagement as well as those for each coaching session.
  - 4. Cultivates Trust and Safety DEFINITION: Partners with the client to create a safe, supportive environment that allows the client to share freely. Maintains a relationship of mutual respect and trust.
  - 5. Maintains Presence DEFINITION: Is fully conscious and present with the client, employing a style that is open, flexible, grounded and confident.
- C. Communicating Effectively
  - 6. Listens Actively DEFINITION: Focuses on what the client is and is not saying to fully understand what is being communicated in the context of the client systems and to support client self-expression.
  - 7. Evokes Awareness DEFINITION: Facilitates client insight and learning by using tools and techniques such as powerful questioning, silence, metaphor or analogy.
- D. Cultivating Learning and Growth
  - 8. Facilitates Client Growth DEFINITION: Partners with the client to transform learning and insight into action. Promotes client autonomy in the coaching process.





# How to Create Trust

- Through our own integrity, honesty and sincerity
  - Authenticity
  - Connecting
  - Enthusiasm



# How to Create Trust

- Shows genuine concern for the individual
  - What are some ways that we show genuine concern?



# How to Create Trust

## Connection

- We are more likely to trust someone when we feel connected.
- Feeling connected to someone helps us feel more comfortable.
  - Therefore we are more likely to engage brainstorming and taking on new responsibilities
- How do you create the connection?
  - Active listening
  - Being present



# How to Create Trust

- Showing the colleague that you are 100% committed to their success.
- Recognizing when a colleague is feeling overwhelmed.
  - Help the colleague re-focus on their courageous self – not making demands or nagging
- Demonstrates respect for the colleague's perceptions, learning style, personal being.
- Coming from a place without judgment.





# Emotional Intelligence

“The capacity for recognizing our own feelings and those of others, for motivating ourselves, for managing emotions well in ourselves and in our relationships”

Daniel Goleman



# Subscales of Emotional Intelligence

- Emotional Self-Awareness – Self-Perception
  - Understanding own emotions
- Assertiveness - Self-Expression
  - Communicating feelings and beliefs in a non-offensive manner
- Independence – Self Expression
  - Self-directed, self-reliant and free of emotional dependency
- Empathy - Interpersonal
  - Understanding, appreciating how others feel

# Small Group Activity

- Identify a real-life scenario where trust, emotional intelligence or communication played a pivotal role.
- What worked to improve the situation
- Was there anything that increased negativity in the situation



# Conversational Intelligence

- Conversational Intelligence – allows us to connect with others
  - Level 1 – sharing information
  - Level 2 – influence others to understand OUR point of view
  - Level 3 – transform reality together – co-creating
- Influences brain chemistry
  - Amygdala – threat, lockdown – cortisol - sideline the amygdala
  - Prefrontal cortex – advanced -trust, strategic thinking, emotional regulation
  - Mistrust- cortisol, testosterone , norepinephrine
  - Trust – dopamine, oxytocin, serotonin
- Creating trust with your employees – activate mirror neurons located below the prefrontal cortex



# Creating the mindset

- Shifting out of fear using trust, empathy and support
  - Composure is regained
  - Allows us to be open to change – solutions
- Activating the heart brain – building relationships





# Creating the mindset

- Removing judgment
- Being aware of biases
- Body language
- Tone
- Coaching Presence
- Active Listening
- Partnering
- Words matter



# Motivational Interviewing

- How to facilitate change through conversation
- A method that is strength based to support students in finding their own way for change
  - Avoid being the “fixer”
- Guiding communication style
- “You just need to concentrate harder to get the job done.”
- “What’s going to really help you to get the job done?”



# Motivational Interviewing

- The 4 step process to MI
  - Engaging
  - Focus
  - Evoking
    - Change talk
  - Planning
    - Commitment language

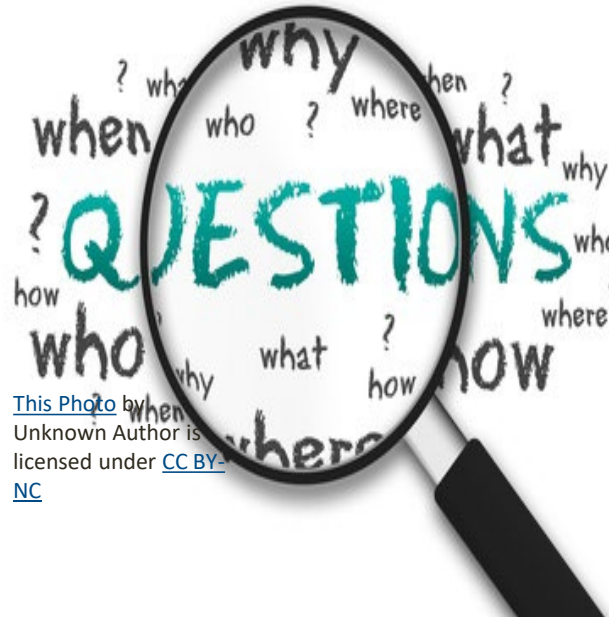


# Professional Development - What's next?

- Create a full training program
- Offer workshops
- Offer professional development opportunities in Emotional Intelligence and leadership development
- Provide leadership coaching
- Mentorship



# Questions



[This Photo](#) by  
Unknown Author is  
licensed under [CC BY-  
NC](#)





# References

1. An Institute of Coaching report (2022). Leading with Humanity, The Future of Leadership and Coaching. Institute of Coaching McLean Affiliate of Harvard Medical School.  
[https://instituteofcoaching.org/sites/default/files/downloads/IOC-Digital-Report-leading\\_humanity.pdf](https://instituteofcoaching.org/sites/default/files/downloads/IOC-Digital-Report-leading_humanity.pdf)
2. DeZure, D., Shaw, A., & Rojewski, J. (2014). Cultivating the Next Generation of Academic Leaders: Implications for Administrators and Faculty.  
<https://ofasd.msu.edu/wp-content/uploads/2017/09/Cultivating-Next-Generation-Academic-Leaders.pdf>
3. Glaser, J. (2014). Conversational Intelligence: How Great Leaders Build Trust and Get Extraordinary Results. Bibliomotion, NY, NY.
4. International Coach Federation, (2021). Core Competencies  
<https://coachingfederation.org/credentials-and-standards/core-competencies>.
5. Rollnick, S., Kaplan, S., & Rutchman, R. (2016). Motivational Interviewing in Schools, New York: Guilford Press.



mknight@lynn.edu

Thank you!!!!



LEADERSHIP  
IN HIGHER EDUCATION  
CONFERENCE

Leadership in Higher Education Conference