

How to Turn GOOD Relationships into GREAT Survey Results

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Introduction

In current educational institutions, survey results are key metrics in the drive for improvement. In many institutions, focus on student retention and student engagement are prominent. This concept of engagement and retention must also be applied to the staff and faculty of institutions. The Gallup organization has found that increased employee engagement results in “Higher customer scores, reduced absenteeism, led to fewer accidents, boosted productivity, and increased creativity” (Wagner & Harter, 2006, p. 12). Given the current status of governmental funding for education, each year it is becoming increasingly important to find efficiencies in our operations. According to the 2017 Survey of College and University Chief Academic Officers, “many public institutions are facing reduced [government] support, and critics question the value of a college education” (Jaschik & Lederman, 2017, p. 29). Engaging staff and faculty through building relationships will reduce the cost of employee turn-over, promote creative solutions to team concerns and increase student satisfaction. There is existing research on how relationships in the workplace will provide instrumental career help and emotional support as it relates to academia (Gersick, Bartunek, & Dutton, 2000), but there is very little research on how relationships affect academic organizations. This paper will explore the value of personal and professional relationships and how they may affect employee satisfaction and engagement. Focus will be placed on how positive relationships can improve the academic workplace, and not how toxic relationships may detract from the environment.

The key to managing this change will be creating, developing and promoting an environment that supports the building of relationships amongst faculty, and between faculty and administration. Creating an environment that will allow a team to be responsive to environmental change will be a responsibility of the department administrator. It is important to be proactive and create a positive

environment, rather than simply reacting or adapting to the environment (Gmelch & Miskin, 2011, p. 61). It is up to the administrator to promote positive relationships within the team to “drive better bottom line results not only while improving the lives of their employees, but precisely because they improve those lives” (Wagner & Harter, 2006, p. x).

This paper focuses on five items that will promote good relationships and great survey results:

1. Defining and understanding the value of relationships within teams
2. Transforming a management perspective towards promoting a relationship focused environment
3. Creating a healthy, collaborative culture that nurtures people’s intrinsic motivators while also aligning with the external strategic priorities
4. Creating a win-win, and genuine interest, buy-in for the team towards institutional priorities
5. Capturing the “home person” (natural state) vs. the “work person” (adapted state)

Defining and Understanding the Value of Relationships within Teams

Recently, while speaking with a department chair, a conversation about faculty proceeded. We both came to a firm agreement that given any large group of individuals (more than five), it is likely that there will be two individuals who do not have the same values, and do not appreciate each other’s commitment to the relationship. The chair stated that there are two faculty who do not get along and are team-teaching a cohort. They do not have similar perspectives, but they understand what needs to be done, and they get the job done. When this is compared to faculty who interact, have energy and can ‘finish each other’s sentences,’ would a student not have a better experience with the latter? The staff who enjoy their relationships with their peers will also enjoy their day more, and be more engaged. Wagner and Harter (2006) reference “day reconstruction” studies by psychologist and 2002 Nobel prize winner, Daniel Kahneman, wherein the study discovered certain daily tasks, in this example commuting to work, can be the least enjoyable activity of the day. However, when one commutes with a work

friend, then results show that activity as becoming one of the most enjoyable activities. The authors go on to write,

Research on workers in various settings has shown friends are more likely to invite and share candid information, suggestions and opinions, and to accept them without feeling threatened...tolerate disagreements...cheer each other on...[and] are more committed to the goals of the group and work harder, regardless of the type of task.” (Wagner & Harter, 2006, p. 145)

In his book, *Creating Magic: 10 Common Sense Leadership Strategies from a Life at Disney*, author and former Vice President, Operations for Walt Disney World Resort, Lee Cockerell (2008) writes about the *Great Leadership Strategies* (GLS) which are core to cast member training and have become a staple of the curriculum taught at Disney Institute training today. Core to these strategies are forming strong relationships with people, as is described succinctly in the first strategy, *Remember, Everyone is Important* (Cockerell, 2008, p. 32). Three of the key acronyms gleaned from these strategies that can be used by any organization are: 1) *RAVE* (respect, appreciate and value everyone), 2) *COACH* (care, observe, act, communicate, and help), and *ARE* (appreciation, recognition, and encouragement). “Together they make up a cost-free, fully sustainable fuel, one that builds self-confidence and self-esteem, boosts individuals and team performance, and keeps an organization running cleanly and smoothly” (Cockerell, 2008, p. 188). These basic, yet often overlooked or under appreciated concepts, are a basis for building strong relationships in the workplace, both amongst faculty and between faculty and administration.

Even more key to relationship building is strong listening skills. How often do we find ourselves listening just so that we may respond? “We typically seek first to be understood. Most people do not

listen with the intent to understand; they listen with the intent to reply” (Covey S. , 2013, p. 251). Based on research, good relationships were found to be constructive for both parties, productive, promote mutual understanding, and constructively self-corrective (LaFasto & Larson, 2001). The core concept behind their findings was that, similar to Covey’s *empathic listening*, good relationships are much more selfless, than selfish. When we seek to understand the other person, to clarify and to come to common ground, we eventually land on synergy, where trust and cooperation levels and communication levels are high, leading to Win/Win results (Covey S. , 2013, p. 277). In Figure 1, Aslam (2011) recreates a visual adaptation of the *Habit Six* from Covey’s (2009) book, to depict the process to establishing a Win/Win synergistic relationship.

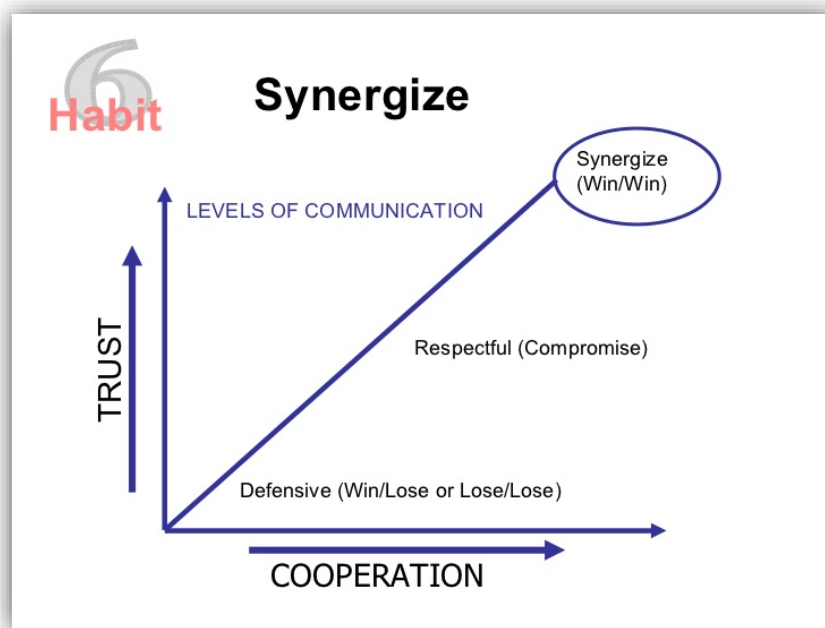


Figure 1: (Aslam, 2011)

Imagine how much time and resources could be saved by having synergistic relationships in the workplace. According to a study, “18 percent of management time was wasted resolving workplace

personality conflicts during 1996, compared with 13 percent in 1991, and 9.2 percent in 1986.

Relationship problems in the workplace have been found to be associated with absenteeism, damage and waste, and decreased organization commitment” (LaFasto & Larson, 2001, p. 35). Business units in the top quartile of employee engagement measured, on average over bottom quartile business units, 1 to 4 percentage points higher in profitability, and 2 to 4 percentage points in customer satisfaction-loyalty. Business units with traditionally lower turnover, the difference equated to 4 to 19 percentage points; whereas high-turnover companies experienced a range from 14 to 51 percentage points, based on number of employees per company and turnover cost per employee (Harter, Schmidt, & Hayes, 2002). When an individual is satisfied with their job, everyone wins. Satisfied employees exhibit higher organizational citizenship behaviour (OCB), and will work beyond their usual job duties, and have performance beyond expectations (Langton & Robbins, 2007).

Transforming a Management Perspective Towards Promoting a Relationship Focused Environment

Most people can recall both a good and bad work environment that did or did not inspire them to work to their best potential. In many cases, several poor examples can be identified. However, we want to focus on a good example - one that is relevant too, as it pertains to educational institutional management. For Alfie and Matt, since becoming academic administrators at our post-secondary institution, we have had the privilege of being part of a highly engaged, productive and positive leadership team. A culture and environment made possible by the school’s senior management, found in the dean and associate dean. It is a common theme among the research. “It all begins with management,” (Wagner & Harter, 2006, p. xvii). This success starts with following a tested and proven process to “select the best candidate, not the best one available” (Cockerell, 2008) that fit the productive culture within the school. For teams to successfully grow, continuous development needs to be an engrained part of the ongoing operation. In this case, as part of the leadership group’s annual professional

development and team building, we undergo sessions with a consultant reviewing our DiSC® profiles, StrengthsFinder® assessments, Values assessments and Emotional Intelligence assessments. We get to know each other's strengths and weaknesses, intrinsic motivators and triggers. These sessions are interactive, led by participants, not by the school's management; who instead participate and share just as readily as the rest of us. The leadership group has representatives in each quadrant of the DiSC® and StrengthsFinder® areas, supporting the finding that "although individuals need not be well-rounded, teams should be" (Rath & Conchie, 2008, p. 23). Leaders within the school have resources found within the strengths of other members of the group to bolster their own areas of weakness or uncertainty.

"Great leadership leads to employee excellence, which leads to customer satisfaction and strong business results. In other words, the customer doesn't come first; leadership comes first" (Cockerell, 2008, p. 7). He goes on to argue that for a team to follow, a great leader must first lead through service. In academics, this often comes in the form of *leading from the middle* where leaders are often required to balance pressures from above and below, as well as from both inside and outside the institution. It is a "world of conflicting cultures, pressures and priorities" (Bolman & Gallos, 2011, p. 143). To be effective, academic leaders must be able to understand each stakeholder's needs, priorities and perceptions; such as the view that, to each person, his or her need should be the highest priority. Strategies for effective balance and managing come from, 1) listening, understanding and respecting differences, 2) looking for mutual gains, and 3) staying alert to system dynamics and taking new leadership stands (Bolman & Gallos, 2011, p. 158).

A leader must also balance his or her own inner executive and inner elephant. In his book, *The Executive and the Elephant*, author Richard Daft explains,

The inner elephant is concerned with its own needs and comforts, and is often stronger than the inner executive. The inner executive can see the

bigger picture even if it has not learned how to guide and control the elephant (Daft, 2010, p. 11).

As Donald Tabone, retired senior executive from Merrill Lynch said, “the mind often changes the problem into something it likes better and can solve more easily. It leaps to solutions before the problem is well defined or understood,” (LaFasto & Larson, 2001, p. 82). How often have you or your manager jumped to offer advice before hearing the whole story? In the previous section, we discussed Covey’s (1989) *fifth habit* around the value of *seeking first to understand, then to be understood*. But it can be harder to achieve than one would anticipate; it is a skill that comes with practice. Daft (2010) argues that people’s lifetime experiences are accumulated and become part of the conditioned self, or the inner elephant. “With development...the inner executive can provide self-regulation to alter automatic responses and reduce the depletion of mental resources” (Daft, 2010, p. 27). Carnegie Leadership Training uses a tool called an *Innerview*, proven to deepen connections between manager and their people. Questions are categorized into three areas: *factual questions, causative questions, and value-based questions* (Dale Carnegie Training, 2015, pp. 6-9).

Why ask questions that deepen connections between managers and people? To establish a stronger, genuinely interested relationship that bolsters synergy and allows for buy-in when implementing change or offering performance feedback. In Element Eleven of the Gallup survey, *In the last six months, someone at work has talked to me about my progress*, research found that “one may develop the most technically sophisticated, accurate appraisal system, but if that system is not accepted and supported by employees, its effectiveness will be limited” (Wagner & Harter, 2006, p. 155). Carnegie (2015) teaches there are five drivers for leadership success: *self-direction, people skills, process skills, communication and accountability*. “Leaders build relationships of trust and respect... [they] know people support the world they help create” (Dale Carnegie Training, 2015, pp. 3-4). For employees to truly be engaged in a

system, whether it be a strategic initiative or performance feedback tool, employees need to be part of the discussion.

Recently at SAIT, over 110 employees from all departments participated in a Worldcafe™ event to review the online registration system at the institute moving forward as part of developing the institute's *Education Plan* and strategic priority around *Student Success*. In planning, the review committee realized that while they had moved onto step nine of their process, they really needed more input from stakeholders within the institute's various departments, so the committee went back to step one. In hosting the one day Worldcafe™ session, these 110 employees from across campus were given an opportunity to bring forth their experiences of online registrations to an open, safe, discussion-based forum. The ideas and buy-in from employees was high. Committee leaders had created "an environment that elicits commitment instead of compliance" (Dale Carnegie Training, 2015, p. 1.13). The energy was electric in the room. At the end of the day, over 90 flip chart sheets had been filled with more ideas than each page could hold and a 16-foot-long infographic had been created by the artist hired to graphically capture the key ideas of the day. The committee had a better understanding of what they needed to do and even discovered that some things they initially thought were a potential issue, were maybe only a symptom to a bigger challenge and opportunity. The environment, created by the management committee, gave all employees on campus an opportunity to engage and share.

Creating a Healthy, Collaborative Culture that Nurtures People's Intrinsic Motivators while also Aligning with the External Strategic Priorities

It is challenging to "create" a desired culture as it is formed by people and cannot be dictated. So, it is critically important to ensure *team chemistry* (Cockerell, 2008). "Your organization's culture is the product of the people in it, and every addition or subtraction will alter the chemistry. Do everything you can to keep it harmonious" (Cockerell, 2008, p. 94). A good place to start is by getting to know the people within the team or school. There are different qualitative and quantitative ways to learn about

people right from the onset of the hiring process. While there are many tools out there, this paper focuses on ones used by Chair Academy in its leadership training, primarily the StrengthsFinder® and DiSC® profile. The Clifton StrengthsFinder®, which has been administered around the world to over 2 million people, has discovered that of the 34 themes, individual's results do not vary too much over the individual's life; leading researchers to believe people have durable personalities (Wagner & Harter, 2006). A cohesive, successful team is comprised of members with diverse strengths, which are categorized into four categories: *executing, influencing, relationship building and strategic thinking* (Rath & Conchie, 2008, p. 23). Similarly, the DiSC® profile, which is administered to over 1 million people each year, summarizes people's behaviours into the following four categories: *dominance, influence, steadiness and conscientiousness* (John Wiley & Sons, Inc., 1997-2010).

Often people will have skills that overlap multiple areas, as well as a “natural” and “adapted” state. Similarly, StrengthsFinder® results will show results in multiple domains. How often are faculty or administrators thrust together in a workplace and called a “team” without properly getting a chance to know one another, including each other's strengths, values and personalities? The tools talked about in this section are just a few examples of ways to *start* forming a team. For a group to truly become an effective team, strong relationships need to be established, expectations set and mentoring from peers and supervisors scheduled.

One tool, from The Society for Organizational Learning, describes *core competencies of organizational learning* as a three-legged stool. The first leg, speaks about creating a *shared vision* by reducing the gap between expectations (vision) and actual results (reality). The second leg, speaks about *mental models* (perceptions and attitudes) that influence decision making. It also speaks about team learning being able to generate results greater than the sum of each individual's talents by transforming the collective thinking of the group. The third leg is really the “so what next” leg, where the group is

able to form *systems thinking* and become more effective understanding (positive versus negative attitude) the “larger processes of the natural and economic world” (Society for Organizational Learning North America, 2017).

Intrinsically, employees want to contribute. It’s a basic human need to feel useful. Gallup research examined one million employee interviews and came up with 12 elements centered on work life and the *unwritten social contract between employee and employer*, “if you do these things well for use, we will do what the company needs of us” (Wagner & Harter, 2006, p. xi). At Disney, Cast Members (employees) are empowered to set their own goals, following training centred on the concept, “Think globally, perform locally” (The Disney Institute & Kinni, 2011, p. 76). Inclusion creates tangible results such as increased productivity and job satisfaction, as well as decreased absenteeism and turnover.

Engaging and involving your employees and showing them that each one of them is important...When everyone matters and everyone knows he or she matters, employees are happy to come to work, and they’re eager to give you their energy, creativity, and loyalty. (Cockerell, 2008, p. 34)

Great leaders don’t try to be the smartest person in the room, but rather trust that their employees are smart, skilled and can solve problems. These leaders have a proven ability to multiply the efforts of their people through inspiration of intrinsic motivators. “Multipliers are genius makers,” leaders with an adeptness to inspire an employee’s “unique intelligence and create an atmosphere of genius – innovation, productive effort, and collective intelligence” (Wiseman & Mckeown, *Multipliers: How the Best Leaders Make Everyone Smarter*, 2010, p. 10). Figure 2 compares the differences between Multipliers and Diminishers.

Multipliers:		Diminisher:	
Talent Magnet	Look for the natural genius and talent in people anywhere. They remove barriers. Utilize people’s talents at their fullest and place the spotlight on them.	Empire Builder	Spend more time building empire and hoarding resources, than growing people within team. Don’t let people reach their potential by underutilizing their talents.
Liberator	Generate a creative space with positive pressure; in an intense environment generating people’s best ideas and work.	Tyrant	Creates a negatively tense environment that stifles people’s thinking and suppresses their capabilities
Challenger	Ability to see big pictures and seed an opportunity; but also, see the specifics necessary and lay down a concrete challenge to team. They also orchestrate early wins.	Know-It-All	Overwhelms people by trying to drive own ideas and showcasing their own knowledge. Pushes their own vision, instead of challenging team to come up with their own.
Debate Maker	Create a safe environment that drives rigorous debate around a framed issues and defined questions. They get the best data-based decisions up front rather than working fixing issues later.	Decision Maker	Reacts quickly to problems or situations without first reflecting or engaging team in discussion for data-driven solutions. Conditions employees to wait for his or her decision.
Investor	Stretch the role of the team, by giving ownership to them and investing success. They provide coaching and backup but <i>give the pen back</i> and allow team to be accountable.	Micro-Manager	Continuously diminishes people’s capabilities by actively jumping in to “rescue” them. Their continuous personal involvement weakens people’s ability to spot problems and think for themselves.

Figure 2: Adapted from (Wiseman & Cox, Multipliers: How the Best Leaders Make Everyone Smarter, 2011, p. 2); and (Wiseman & McKeown, Are You an Accidental Dimisher?, 2010).

Multipliers and Diminishers can be anyone in or outside the team; even the organization. Leaders and managers are not synonymous. Leaders can be anyone in an organization, including fellow faculty or

support staff. Everyone can contribute and everyone can be a natural leader. A culture of understanding and nurturing employees' intrinsic motivators, including their personalities, priorities and motivations, can assist in creating a productive work environment. Data has shown that business-unit employee engagement has a strong generalizable relationship to turnover, customer service-loyalty, productivity and profit (Harter, Schmidt, & Keyes, 2002). It is important that for employee engagement to remain high, there needs to be a culture of ownership and opportunities to grow. Employees "need to define their work in relation to customers and the common purpose and decide what role they will play in accomplishing that purpose" (The Disney Institute & Kinni, 2011, p. 82).

Creating a Win-Win, and Genuine Interest, Buy-in for the Team Towards Institutional Priorities

Ultimately, in the long-term, the only way a good relationship survives is in a Win/Win environment, describes Covey (1989) in *Habit Four* of his book. In the short-term, other scenarios such as Win/Lose only offer quick wins benefitting one party, but leaving the other party potentially resentful in the long-term. Even Win/Win or No Deal scenarios eventually must move to Win/Win, as No Deal is not a sustainable option between parties (Covey S. , 2013).

In Gallup's survey, Element Eight - *The mission or purpose of my company makes me feel my job is important* - business units in the top quartile average over the bottom quartile 5 to 15 percent higher profitability and have 15 to 30 percent lower turnover (Wagner & Harter, 2006, p. 111). Survey results have shown most of the current employee generation see their work as enjoyable, fulfilling and socially useful, or a calling; with specific reference to satisfaction with one's work and supervisor. The results suggest that "satisfied employees are more cooperative, more helpful to their colleagues, more punctual and time efficient, show up for more days of work, and stay with the company longer" (Harter, Schmidt, & Keyes, 2002, p. 2). When leaders manage well-being in the workplace, keep employees informed and ask for advice, they can effectively increase positive emotions in their people (Harter, Schmidt, &

Keyes, 2002). Fredrickson's "broaden and build" model describes that positive emotions can broaden the scope of attention, cognition and action in people; and build intellectual and social resources, leading to less stress, better health and higher productivity (Fredrickson, 1998). Through these combined models, leaders can then begin to work with teams to align their individual goals with those of the business or institute.

This environment gives employees the freedom to individually grow while still working towards achieving organizational goals (Dale Carnegie Training, 2015, p. 3.2). Once there is alignment with the team to the institutional priorities, two key elements are needed for engagement to remain high, and those go back to the first two Elements in the Gallup survey: Element One: *I know what is expected of me*, and Element Two: *I have the materials and equipment I need*. Element One, when executed properly, leads to productivity gains of 5 to 10 percent, thousands more happy customers and 10 to 20 percent on-the-job accidents (Wagner & Harter, 2006). While the easiest of Gallup's twelve elements for a manager or organization to achieve positive answers, only half of employees surveyed on average answer as "strongly agree." Alignment comes when an employee has a detailed understanding of how what he or she does "fits in with what everyone else is supposed to do, and how those change when circumstances change" (Wagner & Harter, 2006, p. 4). Element Two can be trickier to manage, as data shows it ties strongly to job stress levels. Nearly one-third of American workers, 33 percent of Canadian workers, 39 percent of Brazilian workers and 25 percent of Japanese workers have stated that job stress had led to poor behaviour with family and friends. "There are few things more frustrating than to want to make a difference at work, and to then have to be held back by inadequate resources" (Wagner & Harter, 2006, p. 23). However, those leaders and institutes that align goals, then maintain clarity of expectations, provide resources and most importantly demonstrate general vigilance in

proactively looking for ways to make teams more effective before employees complain, data shows that their engagement levels are high (Wagner & Harter, 2006).

Capturing the “Home Person” (Natural State) vs. the “Work Person” (Adapted State)

This fall when Matt became Alfie’s mentor for the Chair Academy for Leadership and Development sessions, the discussion arose around balancing “work” and “home” personas. For Alfie, it reminded him of a conversation he had with his wife back when he first started at SAIT. Alfie states,

“in 2014, when I first received my DiSC® profile back, I was confused with the results. The report showed that my “natural” state was a very high “I” (*Promoter*), which fit well I thought. But then I saw my “adapted” style and was surprised. My “C” had risen nearly parallel with my “I” (labeling me as *Analyzing Promoter*).

When I showed my wife, she on the other hand, felt it was a spot-on assessment. She said, “When we go to work events I often have to follow your lead. I’m not sure if you’re “work you” or “home you.” I never truly reflected on that perspective before.”

In an educational institution faculty and administrators are required to follow set forth policies and procedures. At SAIT, these policies and procedures fall in line with both legal requirements and the SAIT FIRST principles: *fairness, integrity, respect, safety and transparency*. For other institutions, these requirements are the same. When at work, faculty and administrators always ask themselves “what does the procedure say?” This is to ensure that they are doing what’s most ethical and consistent for all parties. At home, though, people don’t follow the same processes or procedures. Instead they follow their personal set of values and principles. Covey (2013) describes in Habit Two, *Begin with the End in Mind*, that by understanding what matters most to oneself, one can make certain that one does not violate those supremely important values and principles; but rather contribute in a meaningful way to the vision one has for one’s life.

The trick, then, is to find balance between the “home” or “natural state” version of an employee and his or her “work” or “adapted state.” What intrinsically motivates the employee to do his or her best work? What environment, uniquely adapted to that employee, needs to be present for him or her to be highly engaged? At a recent event hosted by Hockey Alberta, NHL assistant coach of the Calgary Flames and former head coach of the Ottawa Senators, Dave Cameron (2017) said, “There is no system for a lack of energy, people need to be energized.” Being a coach himself, Alfie has found it is difficult when players cannot find the mental or physical energy to persist in the game, this concept also applies to the workplace. To understand a player, to create motivation that reaches to them at their core and compels them to come out willing to lay everything on the line, starts with trust. “Trust is confidence born of two dimensions: character and competence” (Covey S. M., 2009, p. 2). Covey later goes on to quote Craig Weatherup, former CEO of PepsiCo, “Trust cannot become a performance multiplier unless the leader is prepared to go first” (Covey S. M., 2009, p. 4). Building good relationships between faculty and administrators, or amongst faculty peers, is a critical element to building trust. As the survey and data show, when employees are intrinsically motivated, plus have the trust and support of their work group, their engagement levels increase. It’s true that certain situations require faculty and administrators to operate in their “work” (adapted) state, such as Code of Conduct violation hearings, but this state is temporary – in other words “how [people] respond to the demands of the environment” (Rozell, 2017) - and as such is not a sustainable state to maintain. As companies such as Disney have demonstrated, by hiring people whose “home” (natural) state align with the company’s core needs and value, the organization is able to harvest more the employees’ sustainable skills and self-motivation (Cockerell, 2008).

Conclusion

Relationships drive us. People perform better and have better health when they have strong engagement levels at work. Engagement first grows within, but is supported by the strength of relationships people have in the workplace. Ultimately, research has shown that hiring the right employees, who build strong relationships with their peers and administrative team, fit within the company culture and have a genuine intrinsic motivation toward their role, leads to higher productivity, profitability and efficiency; while also reducing work place accidents, turnover, stress and relationship toxicity in the workplace. In a time where economic uncertainty looms over higher education institutions, with government funding is consistently decreasing, 1 to 4 percent increased profitability (Harter, Schmidt, & Keyes, 2002) can mean the difference between cutting or sustaining permanent jobs and programs. That is what it can mean for organizations in the top quartile of employee engagement.

During times of economic prosperity, it can be difficult to perform operational maintenance, when everyone is just trying to keep up with demand. It is during economic downtimes, such as the one we face today, where we need to look to each other and the relationships we have in the workplace to come together and become stronger. Proof of maintaining strong relationships can be identified through a story of an academic advisor as he told Alfie:

He told me that during this downturn his company had to shrink from over 100 drafters to 30 in less than a year. He said that if they maintained these 30 people, productivity would still be able to function at its then present level. A year later, he was down to eight people. But those eight people were the core group, with the strongest relationships. As a “multiplier” leader, he rallied these eight employees to challenge them to maintain and exceed client needs. While they did not have nearly the same level of projects on the go as they did three years ago, when the department

had 100 drafters, with eight people he was been able to keep up to current client level needs, better than when they had 30 people.

Good relationships start with great leaders. Foster an environment where *everyone matters...and they know it* (Cockerell, 2008, p. 36) and you will build an organization where you will *Turn Good Relationships into GREAT Engagement Survey Results*.

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