

A diverse group of smiling people in a professional setting. The image shows a man in the foreground on the left, a woman with glasses in the foreground on the right, and several other people in the background, all smiling and looking towards the camera. The background is slightly blurred, suggesting an office or meeting environment.

MINORITIES &

SUCCESS

Spring 2019

Tips for Womaning-UP

**Dealing With
Cyberbullying in Schools**

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How Is Manning-Up to Achieve Success Working For You? Tips for Womaning-Up!

By: Bernadette Boas

Many would like to convince you that 'there was a time, a long time ago, when women were thrust into 'manning up' as a means of survival'... as if that time is dead and gone. Yet, time and time again, professional women explain to me that aggressive, curt, demanding and abrasive behavior, even today, is necessary in order to be heard, seen and promoted in business.

I have to animatedly disagree, having been that type of female leader (or I thought). So, I have a different perspective on.

Through my own hard knocks, as well as through my own personal and professional shift, I discovered and finally admitted to myself, that my manning up was merely a strategy for masking the lack of confidence, self-belief, and courage I felt. And, as began to shift my belief and began observing others with similar so called 'leadership style', it became apparent that it is exactly why anyone - female or male, take on the same behavior.

What I also found is... that lack of belief or insecurity, often times came from simply not having the skills or

experience needed, to allow them to feel secure and believe in themselves. It could be, that they lack the skills men 'appear' to uniquely or naturally possess; negotiation, selling (themselves and others), networking, collaboration, relationship building (or what women see as boy clubbing), risk taking, influencing, storytelling, and more.

Each of these skills can most definitely be learned; just as men can learn to pay attention to their gut or intuition, and be nurturing and

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compassionate, as women are known to be.

Instead of wanting to be (have) like a man; compliment the strong, natural and nurturing qualities of a woman, with the learned skills and traits you perceive men to have, and you will find yourself womanning-up in your business and life; and achieving the success you want.

LEADERtips for Womaning Up in the workplace:

- Comb your network of contacts and identify 3-5 men and women leaders whom you admire, respect and even, aspire to be.
- For each one of the above, make a list of the skills, qualities, traits, characteristics, and experience, that they possess that causes you to respect them.
- Highlight from the entire list, 5-8 of those skills, traits and qualities you need to acquire or enhance, in order to become the type of leader you aspire to be.
- Now, look at your contacts and identify 3-5 (if you can) individuals who possess 'manning up' or some other quality, trait, or behavior you do not find aspirational.
- Make a list of those things. From that list, assess yourself and determine if you possess or behave in any of those ways. If so, establish a plan for shifting from them. If not, you are on the successful track
- Now, help out those around you; look around at your bosses, peers, and team members. Make note of whether they possess the type of qualities, skills and traits you and others would admire, or of 'manning up' in some negative way.
- Identify 1-3 ways you can mentor, coach or support any of them in growing and/or shifting their style.

Helping others to rise up to their greatest potential not only helps them, and your company, but you as well. Leadership today is all about being someone people like, know and trust; and being You! Be that woman, be you!

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Business Stories - Out of Place Or on Target?

By: Dr. Jim Anderson

One question that I keep getting asked over and over by speakers that I am working with is if storytelling is such a powerful communication tool, then why isn't it used more in business settings? It's a good question, but the answer is a little bit complicated.

Where Did All The Stories Go?

I can't tell you how many business presentations I've sat through that at the end I couldn't have told you what was talked about if my life depended on it. It's not that the speaker was necessarily bad, it's just

that nothing that they said caught my imagination and so nothing stuck.

This is where stories come in - people remember stories long after you get done talking. We remember them because it's a fundamental way that humans have exchanged information for as long as we've been around.

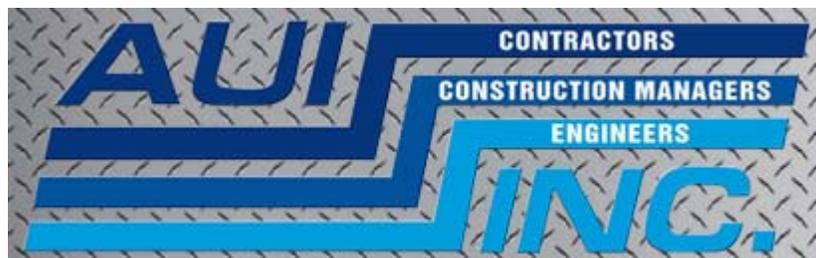
For some reason, people have decided that stories don't have a place in the environment of business - perhaps they don't think that they are "grown up" enough and that facts and figures should only be used. This is completely wrong.

What Is The Value Of A Business Story?

Dr. Caren Neile has been looking into the use of stories in the workplace and she reports that Makingstories.net president Terrence Gargiulo has identified 9 key values to using a story in a business presentation:

1. They empower the speaker.
2. They can be used to create a particular environment.
3. They can be used to bond individuals together.
4. They can help your

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audience to engage in active listening.

5. They can be used to resolve differences between both individuals and groups.
6. They can encode information.
7. They can act as tools to help with brainstorming.
8. They can be used as weapons.
9. They can be used to start or enhance a healing process.

The professional storytellers define the act of storytelling as being “... a face-to-face oral narrative that employs non-verbal communication and imagination”. One side effect of this definition is that when stories are told in a live business setting, they are much more powerful than when they are just written down.

What Kind Of Stories Work In Business Presentations?

Dr. Neile reports that Annette Simmons, who is the president of the company Group Process Consulting, believes that there are six types of stories that can be used in a business environment:

1. **Who I Am:** this type of story is used to gain an audience’s trust by having the speaker explain where they are coming from.
2. **Why I Am Here:** this story type is a way to communicate your agenda to your audience.
3. **The Vision:** this story paints a vision of the future that the audience can see and can then decide that they want to be a part of it.
4. **Values-In-Action:** this story shares the good things that can happen when the audience has shared values and the bad things that can happen when those values are violated.

5. **I Know What You Are Thinking:** this story shows how connected the speaker is to the audience and that he/she has their best interests in mind.

How Can We Use Stories During Business Presentations?

Stories that your audience can relate to are the best kind of stories to use. This means that you need to spend the time to uncover the true stories that already exist within the organization: the successes, the failures, and people behaving both badly and wonderfully.

The power of business stories is that they provide one of the most effective ways to achieve agreement about how to resolve issues and meet goals. It’s no longer a question of IF they should be used, but rather a question of HOW MUCH they should be used.

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A Four Step Action Plan to Repair Your Communication Gap at Work

By: *Helen Wilkie*

If you've done needs assessments or attitude surveys in the past, you'll be familiar with the common complaint about lack of communication. Yes, this is frustrating, especially if you thought you had dealt with the problem. Well, here are four action steps you can take on a regular basis to correct the problem.

1. Find out what the problem really is. Three people might complain about communication and, without your realizing it, each could mean something different. Perhaps one

means he doesn't understand the procedures manual; someone else wants management information about the system; yet another never receives feedback from his supervisor on his performance; and there could be many more. You can't take effective action until you know where the gap is.

Action step: Ask your own people if they feel a lack of communication, and if so, what they specifically mean.

2. Your communication system could be well designed, but still leave a gap. That's because the problem is not the

system, but the communication skills of the people using the system. For example, maybe you have a communication chain for reporting safety problems. But if even one person along the line misunderstands the message he receives, or doesn't make his own message clear to the next person — safety is at risk because the system breaks down.

Action step: Review your actual communication chain activity to find potential weak spots.

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3. Communication skills are not programmed into our DNA. There are many skills involved in workplace communication: speaking, listening, voice tone, understanding, writing, reading, persuasion. The way these skills are used is different in different workplaces—but they are essential to productivity. Communication skills need to become second nature to everyone through training, and this will raise both productivity and morale. Everybody wins.

Action step: Institute communication training programs based on specific needs.

4. When you ask people to change the way they do things, or to learn new skills, you have a much better chance of success if you help them understand WHY the change or new skills are necessary. Particularly, if they can see the value to themselves, they will take a much more positive view of the training.

Action step: Illustrate first the WHY, then train on the HOW.

These steps can be crucial to your business or department's success, because while there is a communication gap, people and organizations can never reach their full potential.

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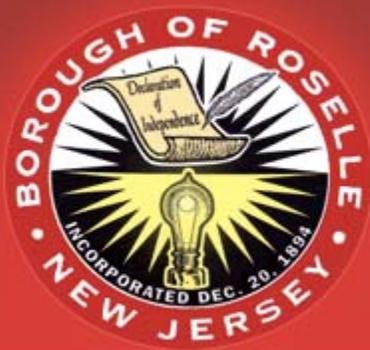


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Great Feedback Depends On Encouragement

By: Madeline Frank

Author, Ted Engstrom, wrote a story that happened many years ago at the University of Wisconsin to a group of extraordinary young men who had the “ability to put the English language to its best use.” These students were essayists, novelists, and poets. They “met regularly to read and critique each other’s work.”

Engstrom said, they “were merciless dissecting the most minute literary expression into a hundred pieces. They were heartless, tough, even

mean in their criticism.” They “called themselves the Stranglers.” They strangled all the hopes and dreams they each had.

The young women at the university with literary talent decided to begin their own club calling it the “Wranglers”. “They read their works to one another but criticism was much softer, more positive, more encouraging. Sometimes, there was almost no criticism at all. Every effort, even the most feeble one, was encouraged.”

Study Done 20 Years Later:

An alumnus from the university, twenty years later, did a “study of his classmates’ careers”. He noticed “not one” of the Stranglers made any “literary accomplishment”.

On the other hand, “from the Wranglers had come six or more successful writers, some of national renown such as Marjorie Kinnan Rawlings, who wrote *The Yearling*.”

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In both groups the education and talent were equal. Ted Engstrom “concluded, the Stranglers strangled, while the Wranglers highlighted the best, not the worst.”

What was the difference between the Stranglers and the Wranglers evaluations?

The Stranglers demoralized their members sucking out all their creativity by criticizing everything they did wrong. They beat each other down. Left no one standing!

The Wranglers on the other hand, built on the strengths of their members. They encouraged, inspired, motivated and helped their members to continue developing and creating their writing projects. Honest sincere compliments lift others up encouraging them to want to continue the work they are doing.

At Toastmasters positive evaluations are given:

As a Toastmaster member since 2009, we learn to help other members improve their communication, public speaking and leadership skills. At Toastmasters constructive feedback is given on prepared manual speeches. Constructive feedback is given in a positive friendly atmosphere. Evaluators listen carefully to the speaker they are evaluating and tell them what they have done well to build the speakers confidence, and then make one suggestion that they can improve. Every person needs positive encouragement to motivate and inspire them to the next level of their journey.

Successful Leaders Are Wranglers:

Mary Kay Ash, founder of Mary Kay cosmetics said, “Never giving criticism without praise is a strict rule for me. No matter what you are criticizing, you must find something good to say... Criticize the act, not the person.”

Harvey Mackay, businessman and author, says, “Successful leaders.. understand that results reflect their management skills. Constantly belittling or blaming means that either the employee isn’t a good fit or that the criticism isn’t being delivered effectively... Positive results start with a positive environment in which employees know that they will be treated with respect even when they make mistakes.”

Words have power:

The words you say to others are powerful. Think before you say them!

What 5 ways can you encourage and empower others to be good wranglers/ good finders to family, friends, and fellow employees?

1) Show them you care about them and want to learn about them. Ask them about their families, their hopes, challenges, and dreams.

2) Matt McWilliams, online marketing expert, says “Use the four magic words: I believe in you. Take the time to tell your team, your friends, your family, and your followers that you believe in your abilities and that you are confident that they will succeed.”

3) Written words of praise last a lifetime!

When did you last thank someone who helped you in some way? (Your mentor, parent, grandparent, coach, teacher, boss.) Did you write them a note of thanks, or send them a text to tell them thank them? If they are no longer with you on earth, write a blog on the net memorializing their work with you.

President Abraham Lincoln when he died had 8 newspaper clippings in his pocket on the positive things written about him during his re-election campaign. He had read and re-read these newspaper clippings many times, to remind him of the nice things they had written about him. During his presidency he was maligned many times by the newspapers.

When Mark Eklund, a young soldier, died in Vietnam, he had two well-worn sheets of paper in his pocket that he had read and re-read many times. On the two sheets were “all the good

things” his classmates had written about him when he was in the eighth grade. (“All the Good Things” by Sister Helen P. Mroska.) Written words of praise last a lifetime!

4) When you speak about your employees, your children, your spouse or sibling in public, praise them to others. When you are speaking to a team member at work and are talking about

another team member say something positive about them. Build others up by building on their strengths.

5) Chris Martin, Author Development Specialist at LifeWay Christian Resources, says, “Listen to others’ concerns and ask how you can help. One of the best ways to earn the ears of others is by learning to use your own. When you use your ears and listen to the concerns of others, you tell them that what preoccupies them matters to you, and even if you can’t do anything about it you care.” So stop talking and listen to others.

Leaders are wranglers and good finders who build on the strengths of their employee/ team members, family, and friends. They show respect, increase the self-esteem of others by helping them develop through their strengths, and building on them. Just like Toastmasters, - leaders who are wranglers/ good finder begin with, what their team member/employee did well, and explain, and demonstrate how to correct something that has been done incorrectly.

The “Wranglers” built on the strengths of their members. They encouraged, inspired, motivated and helped their members to continue developing and creating their writing projects.

In all of life, people need praise and encouragement to improve, to be inspired, to learn, and grow. When President Lincoln and Mark Eklund, a young soldier died, they had with them well-worn “treasured” sheets with “ words of praise” to them.

Words of praise last a lifetime!

Begin today to be a “Wrangler Good Finder Leader “ who encourages and inspires their people to success.

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The Truth About Great Teachers and Leaders

By: *Raymond Gerson*

“If he is indeed wise he does not bid you enter the house of his wisdom, but rather leads you to the threshold of your own mind.” Kahlil Gibran

This article is an excerpt from the book, *The Greatest Opportunity* by Raymond Gerson.

All of us are sometimes in the role of a teacher or leader. We also are in the role of student or learner at different times. Usually the better the student a person is, the better teacher and leader he or she can become. As teachers, we frequently will

emphasize those lessons we want or need to know. Many times as teachers we will learn more than our students.

When we are in the role of teacher, we have an opportunity to give something back to others. We have the opportunity to pass on the lessons which were taught to us by our teachers. It is an opportunity to positively or negatively influence others. A teacher’s influence can be powerful and long lasting. Henry Adams believed that, “A teacher affects eternity; he can never tell where his influence stops.” This is

why we have a responsibility to be good examples of what we are teaching and to respect the worth and dignity of our students. The way we perceive our students or employees, and the expectations we have for them, often has a greater effect than the lessons we are teaching. Our vision of their potential can have a transformational effect on the students as this mental picture is transferred to their minds. Do we see them as worthwhile human beings with the potential to learn and succeed? If so, their chances of success are greater.

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Studies have been conducted in the schools that demonstrate that a teacher's expectations influence his or her pupil's performance. There are examples in which teachers were told that one group of students were the smart ones and another group were the dumb ones, when both groups were actually of similar intelligence. The students performed according to the preconceptions and expectations of their teachers. The students who were considered the smart ones performed significantly better than the group who had been labeled as unintelligent. The teachers had verbally and nonverbally communicated their expectations to the students who performed accordingly. Students will usually rise to the level of the teacher's expectations. All that I am saying about the teacher student relationship is meant to include the supervisor employee relationship.

When we are in the role of a leader teacher, whether as a parent, minister, employer, mentor, or friend, who we are is even more important than what we say. We always radiate who we are, and the more we develop ourselves, the greater will be our influence. This is why continuous personal, professional, and spiritual growth is so important. Our level of inner development determines the impact we have on others. We must live what we are teaching in order to speak with the deep conviction which will influence others. There needs to be congruency between who we are and what we say and do. If I am a supervisor who is consistently late for work and I emphasize to my employees the importance of being on time, what effect can I expect from my words? My exhortations would lack power.

In our role as students and employees, we can strive for quality education or training, and be receptive to the lessons being provided by our teachers and leaders. In our role as teachers and leaders, we can nurture the seeds of greatness within our students and employees, and bring out the best that is in them. Helping the learner to unfold his or her potential is education and leadership in the truest sense and teaching at its best.

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Dealing with Cyberbullying in Schools

Cyberbullying, the targeting of someone through the use of technology, is quickly outpacing the traditional forms of bullying. And the internet is its battlefield.

Its emergence brings about a new set of challenges and because online bullying transcends the school environment, many school stakeholders have questions about how it can be dealt with.

Here we outline why cyberbullying has become so widespread and give advice to schools on how to deal with it.

Why Cyberbullying?

Many bullies can't explain why they do the things they do. But there are triggers, which you will discover as you come across instances of cyberbullying.

It's important to remember that not all nasty messages posted online are defined as bullying. Sometimes, they are once-off. But when there is a prolonged campaign which appears to target one individual, then it becomes cyberbullying.

Not all nasty messages constitute bullying

A lot of cyberbullying occurs when children lose sight of the consequences. Some don't think sending messages which they see as "just messing" or "joking" is bullying, and don't understand how it can hurt someone.

One of the most common reasons for cyberbullying is an attitude among bullies that they won't get caught. Internet anonymity empowers bullies and leaves them feeling like they cannot be traced.

As with traditional bullying, pressure from friends can be a trigger for

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cyberbullying too.

As well as this, some pupils do not appreciate that posting online is a form of publishing. Rather, some see the internet as “not the real world”. This feeling leads to children believing that they cannot be reprimanded for what they do online.

The Effects of Cyberbullying
Again, the effects of cyberbullying mirror what occurs when a child is bullied in person.

Many children on the receiving end of a barrage of nasty messages suffer drops in school grades, low self esteem, changes in interests, and depression.

But, cyberbullying can also have more serious effects on a child’s wellbeing.

Because of how and where it occurs – on the internet – children are subjected to cyberbullying at all times

when they are online, including in their home.

Other than making it difficult to combat as a school, this means that bullies can reach others in the one place they expect to be safe and can also lead a victim to feel that the bullying is inescapable.

Cyberbullying tends to be more extreme. Often, young people will say things online that they wouldn’t say in person.

And to make this worse, cyberbullying also allows the message to be much more far-reaching. In just a few clicks, an embarrassing photo or nasty post can be shared all over a website for a whole school to see.

In the most extreme of cases, cyberbullying can contribute to feelings of suicide and self-harm.

Responding to Cyberbullying

Schools already deal with bullying through anti-bullying policies and procedures, but cyberbullying, as outlined, presents new challenges.

As a teacher or school staff member, there are things you can do in the battle against online bullying.

- **Support:** Provide the person being bullied with support and reassurance. Tell them that they did the right thing by telling. Encourage the child to get help from parents, the school counselor, principal or teachers. Ensure they know that there is support there for them
- **Evidence:** Help the child keep relevant evidence for investigations. This can be done by taking screen shots or printing WebPages. Do not allow the deletion of phone messages
- **Inform:** Give the child advice for making sure it does not happen again. This can include

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changing passwords, contact details, blocking profiles on social networking sites or reporting abuse online

- **No Retaliation:** Ensure that the young person does not retaliate or reply to the messages
- **Privacy:** Encourage the child to keep personal information private on the internet
- **Investigation:** The cyberbullying claim needs to be investigated fully. If the perpetrator is known, ask them to remove offending remarks or posts. All records should be kept as part of the investigation.
- **Report:** Abuse on social networking sites or through text messaging needs to be reported to the websites and mobile phone service providers
- **Guidelines:** Your school will have a number of policy documents which you can refer to. These include the Acceptable Use Policy, Anti-bullying policies and Behavior and Disciplinary Policies

Preventing Cyberbullying in Schools

Preventing cyberbullying will not be easy. Because of the fact it happens on the internet, it is difficult to police. However, the best way to prevent it is to treat it as a whole school community issue as well as treating it as another form of bullying within the school's anti-bullying policy.

Make sure that all your students know that, no matter what its form, all bullying is wrong and will not be tolerated. As part of efforts to deal with the issue, you should also continue to promote awareness about the school's AUPs and ICT misuse sanctions.

There are a number of things you can drive home to your students too like teaching them about their rights and responsibilities online and making sure they are aware that the internet is not a private place. School stakeholders need to also promote the positive use of technology, discuss and inform your students about good netiquette and personal safety issues.

One other key message is to encourage a "telling" atmosphere – so that pupils will report cyberbullying where they see it. To do this, your school can publicize different ways of reporting cyberbullying to give confidence to bystanders. Anti-bullying policies also need to be constantly updated and amended to deal with cyberbullying as it evolves. This will provide your school with some solid ground in terms of investigations and sanctions.

But most of all, you should encourage students to make friends and promote a positive and supportive atmosphere in the school which will ensure that cyberbullying does not thrive. Use our role-plays to open up a discussion about cyberbullying and imaging sharing.

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Imagine Teaching World-Class English That Stands Up Anywhere

By: Sarah Anne Shope, PhD

Global communication is the driving force behind the world's appetite for fully functional English as a second or foreign language. The curiosity question is: Exactly what is world-class English? Two professional questions are: How should it be taught and can I do the job?

With all those dialects used throughout the world: Indian, Australian, Caribbean, North American the United Kingdom, and all of their countless variants, what is world-class English? It must be English that functions as an

intercultural communication tool and one not bound up with only the cultural standards and mores of the native speakers of that English. It must be a standardization of forms, lexicon, and spelling for consistency for people of different nationalities. We might call it global or international English; nevertheless, we must define it based on the expectations of the learners. It must be a language equipped to make meaning that crosses cultural boundaries. That is quite a task with its own special professional challenges.

With world-class English we are dealing with a level different from that of

teaching people to survive within a particular regional dialect and jargon of a specific job. If I'm teaching people to work on a construction crew, they need to know what "gimme the hammer" means. If I'm teaching people to interact in an intercultural business meeting, I teach them to use appropriate cultural greetings. Nevertheless, I want both groups of learners to be able to communicate beyond a limited cultural, regional, or vocational experience. I want them to learn English that will work in any situation. That doesn't mean "proper" English, as some would have it. So-

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called proper English can sound stifled and condescending.

An effective teacher of world-class English must know and overcome pitfalls. Three big ones include a personal shortage of experience with a variety of international people, a lack of awareness of the problems with odd spellings and worldwide variations of English spellings, and absence of awareness of the skirmish over teaching methods used in various environments.

The first pitfall is fun to overcome. Just make plans to spend plenty of time in international communication situations, even if only in your home country. Pay close attention to the language structures and the lexicon used effectively between people of different nationalities and cultures. Read and study issues of global English so that you are generally more knowledgeable. Taking out clichés and

idioms that are specific to regions and dialects is a good start. Learners often do want to know what they mean, but they needn't attempt to use them unless they are trying to master a regional dialect.

The second pitfall is the confusion of spelling. Heighten your awareness of how the development of English has affected spellings and created variations of spellings. The more you know the better you can help learners get over the anxiety of archaic spellings and numerous irregularities.

The third pitfall involves polar opposite methods of teaching, which are Grammar Translation and Communicative Approach, and the spectrum of methods in between. Because many countries are steeped in traditional teaching methodology, many English learners have learned from some form of Grammar Translation, especially through

reading and writing and practicing grammar forms. That is an invaluable foundation for literacy, but those same students often struggle with listening and speaking skills. On the other hand, many students pick up listening and speaking skills easily but lack literacy. A weak Communicative Approach does not give those learners needed skills in literacy. It is essential to study methodology in order to strike a balance of strategies and techniques for teaching listening, speaking, reading, and writing within your own style.

Those tasks might seem daunting; however, your heightened awareness, careful study, and added experience will move you into a high level of professionalism. Then you can be a successful teacher of world-class English whether you teach locally or globally, and your students will appreciate that.

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