Chronic Uncertainty: How to Approach the Future when it is Anything but Certain

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Uncertainty = ?
“The root of suffering is resisting the certainty that no matter what the circumstances, uncertainty is all we truly have.”

~ Pema Chödrön

Definition of Uncertainty

- the state of being uncertain; doubt; hesitancy:
- an instance of uncertainty, doubt, etc.
- unpredictability; indeterminacy; indefiniteness.

https://www.dictionary.com/browse/uncertainty
Are you calmer anticipating

“If your brain doesn’t know what’s around the corner, it can’t keep you out of harm’s way. It always assumes the worst, over-personalizes threats and jumps to conclusions. (Your brain will do almost anything for the sake of certainty). And you’re hardwired to overestimate threats and underestimate your ability to handle them—all in the name of survival.”

Workplace
Plan. Yes. Good idea. I should come up with a plan.

Steven Brust
Formal Planning  ➔  Formalized Processes

“If project management is strictly oriented to planning, it might yield negative effects for the project as a whole since the scenarios are too much bound to states of the past.”
Downsides of Over-Focusing on Formal Planning

• Limits employees’ freedom to make decisions
• The future can only be seen from the perspective of the past
• Doesn’t take into account the ever-changing landscape
• Discourages continuous improvement
• Inhibits reflective learning
• Leads to less flexibility and adaptability
Experiential Learning Cycles

Act
Concrete Experience Facts (What Happened?) Theory of Action

Reflect
Reflective Observation Feelings (What Did I Experience?) Assess Behavior & Consequences

Apply
Active Experimentation Futures (What Will I Do?) Implement Revised Theory

Conceptualize
Abstract Conceptualization Findings (Why Did This Happen?) Revise Theory

1. David Kolb
2. Roger Greenaway
3. Chris Argyris & Donald Schön

compiled by Andrea Corney
www.edbatista.com/2007/10/experiential.html
“The concept of experience-based subjectifying action refers to the observation that in critical situations an intelligent and flexible kind of action is necessary which, however, does not work according to the model of planned rational action.”

The Four Dimensions of Experienced Based Action

Proceeding
Thinking
Perception
Relationship

Proceeding

“This does not mean that one does without planning altogether. Rather, elements of planning are developed and implemented within the working context and are adapted to the incremental procedure.”

# Florida Atlantic University
Department of Educational Leadership and Research Methodology

## Higher Education Leadership M.Ed. Requirements

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<tr>
<th>M.Ed. Degree Requirements</th>
<th>Credits</th>
<th>Semester Completed</th>
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<tr>
<td><strong>Department Leadership Core (All Required)</strong></td>
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<tr>
<td>EDE 6382 Leadership OR EDE 6380: Student Development Theory</td>
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<td>EDE 6109 Leadership II: Theories and Assessment</td>
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<td>EDA 6189 Leadership III: Administrative Processes</td>
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<td><strong>College of Education Research Core (All Required)</strong></td>
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<td>STA 5113 Educational Statistics</td>
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<td>EDF 5481 Educational Research Methods*</td>
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<td>*STA 5113 is a prerequisite for CDF 5481.</td>
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<td><strong>Higher Education Professional Core (All Required)</strong></td>
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<td>EDH 6001 Introduction to the Study of Higher Education</td>
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<td>EDE 6095 History and Philosophy of Higher Education</td>
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<td>EDE 6005 Organization and Administration of Higher Education</td>
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<td><strong>Higher Education Electives (Select 3 Courses)</strong></td>
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<td>EDE 6040 Student Development Theory (FA, SP)</td>
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<td>EDE 6040 Student Affairs Leadership (FA)</td>
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<td>EDE 6056 International Comparative Higher Education (SP)</td>
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<td>EDF 6125 Community College Curriculum (SU)</td>
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<td>EDE 6005 Improvement of Instruction in Colleges (SU)</td>
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<td>EDE 6867 Controversial Issues in Student Affairs (FA)</td>
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<td>EDE 6090 Social Justice in Higher Education (SP)</td>
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<td>EDE 6041 Higher Education Internship (FA, SP, SU)</td>
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<td>Electives:</td>
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<td><strong>Experiential Component (Select 1 Course)</strong></td>
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<td>EDE 6041 Higher Education Internship (FA, SP, SU)</td>
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<td>EDF 6951 ADHE Directed Conference (FA)</td>
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<td>EDF 6951 NASPA Directed Conference (SP)</td>
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<td>EDA 6005 Directed Independent Study Organized Travel/Study</td>
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**Total Credits:** 36

**Anticipated Graduation Date:**

**Advisory Conference Notes**

**Current Position:**

**Career Interest Possibilities**

**Geographic Preferences:**

**Additional Notes:**

*Updated August 18, 2023*
Conditions for Proceeding

- Allow sufficient leeway to employees
- Set expectations instead of controlling employees

Thinking

“...proceeding is accompanied by an associative way of thinking where an event triggers certain associations, images and ideas that may lead to new solutions.”

FAU Higher Education Leadership M.Ed. Student One Stop Shop

If you have any questions or need anything, please contact Jenny Bloom at bloomj@fau.edu or at 217-766-4212 (cell). The M.Ed. program’s Graduate Student Worker is Bryan Hursh and he can be reached at bhursh2016@fau.edu or 954-789-5948 (cell). We’re happy to help!

Advisory Conference Information

Schedule Your Advisory Conference with Jenny
To sign up for a 30-minute Fall 2020 Advisory Conference via Zoom with Jenny please select a date and time on the link below. If none of the times work with your schedule simply email Jenny at bloomj@fau.edu with your availability and she will get you scheduled.

Higher Ed Leadership Faculty and Staff

Faculty & Staff
Full-time graduate faculty members have...
fau

M.Ed. Program Page

Plan of Study Link

Plan of Study
Here are the instructions for Creating your Plan of Study (POS). Note that now students cannot access the POS until classes begin. Please contact Bryan Hursh at bhursh2016@fau.edu if you have any questions.

Forms, Petitions, and Application for Degree

Form 10
Form 10 Requirements
Below is what you’ll need to do to petition to be able to work an additional 10 hours at FAU on top of the 20 hours involved with your GA position:

1. Fill out and sign Form 10 - https://www.fau.edu/graduate/forms-and-procedures/docs/FORM_10_Request_to_Waive_a_University_Requirement_Form.pdf. On the petition make...
"Never tell people how to do things. Tell them what to do, and they will surprise you with their ingenuity."

- General George S. Patton
“The third dimension is a sensual perception based on feeling, which integrates sensual impressions like moods or noises into information processing.”

Relationship to Environment
– 3 Characteristics

• Closeness
• Affinity
• Unity

“It is possible to prepare for the future without knowing what it will be. The primary way to prepare for the unknown is to attend to the quality of our relationships, to how well we know and trust one another.”

– Margaret Wheatley (2004)
Maya Angelou

“Your eyes should light up when your child enters the room.”
...We adults often feel let down when children don’t make the progress we wish they would. This eventually affects the relationship between the child and parent or teacher. After enough negative interactions, whenever the child and adult walk into a room and see each other their eyes roll in grief. How many of our students go from class to class, from teacher to teacher, consistently getting disapproval? Wouldn’t it make a huge difference in the lives of these students if instead of getting disapproval, they saw our eyes light up? Johnny, you’re here! I was hoping you would make it today!”

https://thelivewellplayground.com.au/2014/06/01/maya-angelou-on-motherhood/
So, which should we use?

• Plan-oriented Action

• Experience Oriented Action
“Both plan-oriented action and experience-based action are necessary and should be used.”

Bottom Line

“A productive handling of uncertainty can substantially contribute to increase the innovation capacity and the economic benefit of projects.”

TRANSPARENCY IS TRENDING
Mutual Expectations Exercise

Meeting expectations is good. Exceeding expectations is better.

Ron Kaufman
MUTUAL EXPECTATIONS

1. **Expectations of Myself**
   - **Group 1**
     - To increase knowledge of higher learning and how to maneuver new arenas.
     - Be attentive and on top of my learning experience, so that I can gain the most from the class.
     - Communicating with classmates and other members of our offices.
   - **Group 2**
     - Be attentive and open to learning
     - Keeping an open dialogue
     - Becoming more comfortable with vocalizing opinions
   - **Group 3**
     - To fully integrate into the internship role.
     - To be open to new challenges and ask for more.
     - Don’t be afraid to ask questions and take feedback.
     - Collaborate with other departments/services.

2. **Expectations of Jenny**
   - **Group 1**
     - For her to be fair and harsh (in a nice way) so that we truly learn from our experiences.
     - To be herself.
   - **Group 2**
     - To be fair and equitable
     - To be cognizant of different points of view
     - Being aware of what's going on globally and its potential impacts on the lives of students
   - **Group 3**
     - Supportive of us as we explore our roles and question our abilities.
     - Be straightforward with her observations of each of us.

3. **Expectations of Classmates**
   - **Group 1**
     - To keep an open mind
     - To be respectful
     - To be collaborative and share the floor for ideas
   - **Group 2**
     - Cooperating and collaborating
     - Allowing everyone to have a voice
     - Being comfortable with sharing your opinions/embracing differences of opinion
   - **Group 3**
     - Be open and honest about their individual experiences.
     - Share wins and challenges.

4. **Expectations of Us as a Team/Family**
   - **Group 1**
     - To recognize each others’ strengths and allow everyone to shine and help each other out
     - To create a safe environment for everyone to speak their mind / Open door policy
   - **Group 2**
     - Learning about and appreciating one another
     - Creating a safe space
     - Celebrating differences
     - Encouraging one another to be part of a team
   - **Group 3**
     - Be genuinely interested in each other’s experiences and ask questions.
     - Be supportive and offer constructive criticism.

5. **What will we do if these expectations are not met?**
   - **Group 1**
     - Talk about it, to get it in the open and understand each other’s viewpoints
   - **Group 2**
     - Discuss privately initially
     - Hold each other accountable
     - Ask if the individual is okay; showing concern and giving clarity
   - **Group 3**
     - Regroup and learn how to turn the negative into a positive.
     - Communicate, communicate, communicate!!!!!!
Create New Rituals

- For Greetings
- For Goodbyes
- What’s the new High 5?

WHAT?
CAN WE DO
EAT
MOVE
SLEEP

TOM RATH

AUTHOR OF
STRENGTHSFINDER 2.0
Why Small Choices Make a Big Difference
Create A New Normal
"You're not stuck. You're just committed to certain patterns of behavior because they helped you in the past. Now those behaviors have become more harmful than helpful. The reason why you can't move forward is because you keep applying an old formula to a new level in your life. Change the formula to get a different result."

- Emily Maroutian -
Appreciative Mindset

"I'M STILL LEARNING"

-Michelangelo at age 87
I see your pain, and it's big.
I also see your courage, and it's bigger.
you can do hard things.

- Glennon Doyle

WALK DIFFERENT.
PSYCHOLOGY DONE DIFFERENT
Reframe Problems into Opportunities
THINGS THAT MATTER

THINGS YOU CAN CONTROL

WHAT YOU SHOULD FOCUS ON
What would great look like right now?

Cy Wakeman
It takes a village.
The Hero’s Journey
“When everything seems to be going against you, remember that the airplane takes off against the wind, not with it.”

~ Henry Ford
KEEP CALM AND DON'T CATASTROPHIZE
Do the best you can until you know better. Then when you know better, do better.
– Maya Angelou
“Here's the truth you have to wrestle with: the reason that art (writing, engaging, leading, all of it) is valuable is precisely why I can't tell you how to do it. If there were a map, there'd be no art, because art is the act of navigating without a map. Don't you hate that? I love that there's no map.” – *Linchpin: Are you Indispensable?*
EVERYTHING IS FIGUREOUTABLE

https://www.marieforleo.com/
VISIT US AT OUR WEBSITE:

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• Learn how to take an appreciative approach to leading your office
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"Leaders should be evolving their skills sets to include appreciative skills to meet the demands of our changing times."

Tanya Thompson
Broward County Schools
REGISTER TODAY!

APPRECIATIVE ADVISING ONLINE COURSE

OPTIMIZE YOUR INTERACTION WITH STUDENTS AND COLLEAGUES BY INCORPORATING THE SIX PHASES OF APPRECIATIVE ADVISING THROUGH THIS COMPREHENSIVE OVERVIEW.

2021 Spring Online Course

Feb. 1 thru March 15

Registration Deadline: Jan. 28
"I returned to my office following the institute with a renewed and amplified sense of purpose."

AAI Participant
BECOME A CERTIFIED APPRECIATIVE ADVISER

• Participation in the Appreciative Advising Course or Institute fulfills the educational component of certification
• Provide your students with the best possible advising experience & raise your professional stature & expectations

"Beyond being equipped with a solid foundation for professional behavior and excellence in our discipline, becoming a certified Appreciative Advisor places one in amazing company of like-minded professionals who are relentless in their pursuit to make a positive impact on student, self and institution."

Angel Nevin
Florida Atlantic University
APPRECIATIVE BOOK RESOURCES

• Increasing Persistence: Research-based Strategies for College Student Success

• From Departing to Achieving: Keys to Success for International Students in U.S. Colleges and Universities

• Appreciative College Instruction: Becoming a Force for Positive Change in Student Success Courses

• The Appreciative Advising Revolution

• The Appreciative Advising Revolution Training Workbook: Translating Theory to Practice
JOURNAL OF APPRECIATIVE EDUCATION

• READ APPRECIATIVE LITERARY SOURCES

• SUBMIT RESEARCH FOR PUBLICATION

• LEARN PRACTICAL INNOVATIVE PRACTICE IDEAS

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