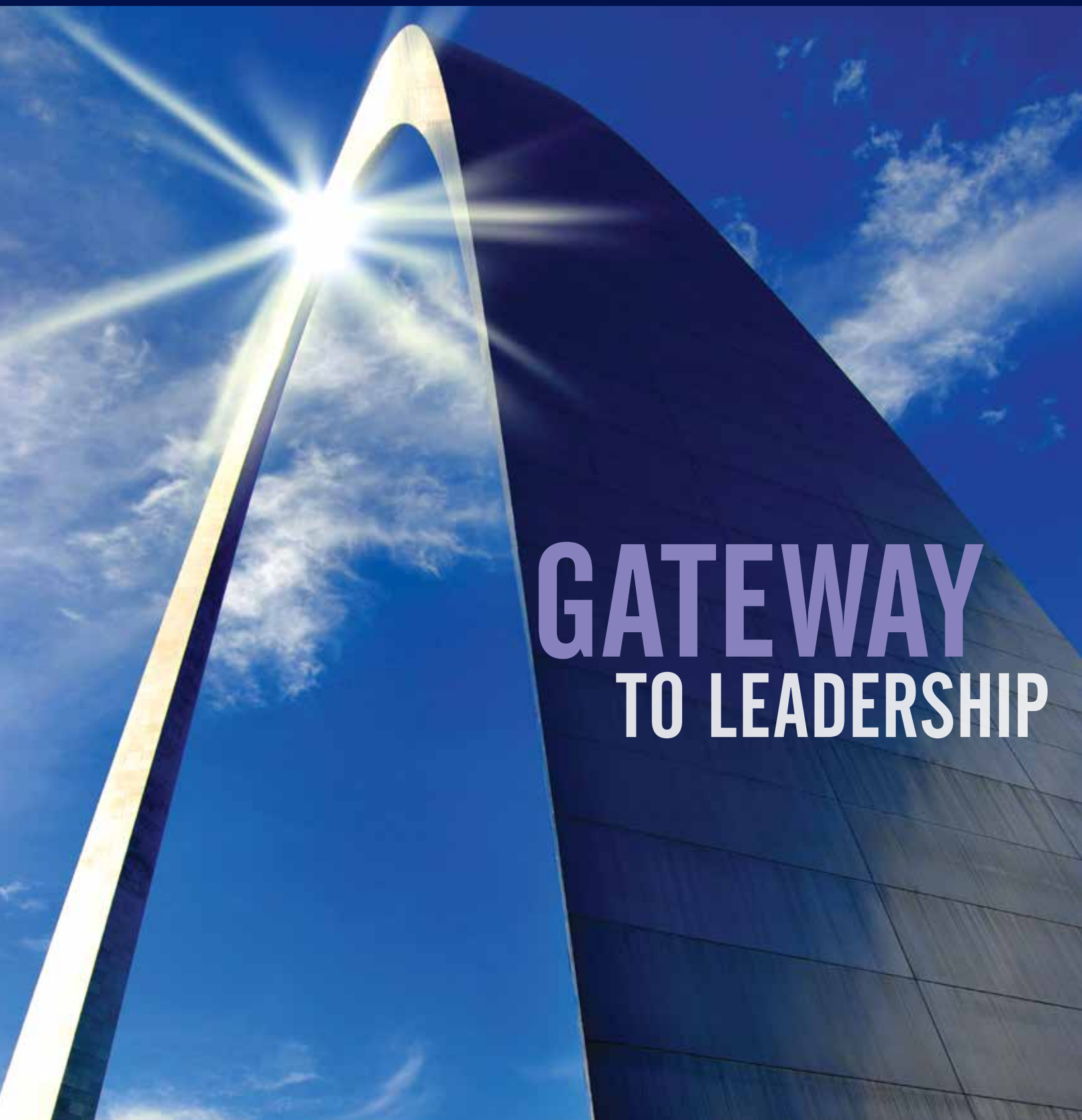




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THE CHAIR ACADEMY

Leadership: The Academy Journal

VOLUME 20.1, SPRING/SUMMER 2014

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Send Address changes to:
The Chair Academy Circulation
145 N. Centennial Way, Ste 108
Mesa, Arizona 85201

ANNUAL MEMBERSHIP RATES

\$65 – Individual
(receives 1 copy, 3 times per year)

\$550 – Institutional
(receives 10 copies, 3 times per year)

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BY RICHARD STRAND
**GATEWAY
TO LEADERSHIP:
A CELEBRATION**

Spring is nature's way of saying, "Let's party!" -Robin Williams

What's your favorite season of the year?

Polls reveal mixed results. In some cases, fall emerges as the seasonal favorite — largely attributed to the colors and smells of the season, if not relief from the heat and humidity of summer. Personally, I'm going with those who list spring as their favorite, embodied by a feeling of renewal and growth; out with the old and in with the new, longer days and shorter nights, etc.

For those of us involved in education, spring represents the end of our traditional academic year. We reserve the last days of it to celebrate the advancement of our students in a time honored ceremony — commencement — which when translated means the act of "commencing" or "beginning." It represents a rite of passage for both students and faculty: students who have strived and maybe struggled to achieve their goal, and faculty who have conveyed, explained, mentored, and cheered the progress they've witnessed.

From the perspective of the Chair Academy, our spring actually begins with a celebration — our annual **International Leadership Conference** held this year in St Louis, Missouri — thus the theme for the conference and the title of our spring edition — *Gateway to Leadership*. Perhaps it's not very original, but certainly apropos to the setting. As is always the case during our annual gathering, we took advantage of the opportunity to recognize leadership talent on a global scale, including the 37 post-secondary educators who were singled out by their colleagues for either an individual or team award.

The Academy was particularly pleased to acknowledge the significant contributions a chosen few have made to developing leadership talent, each of whom is featured in this edition, beginning with the 2014 Elsner Award recipients **Lane Glenn** and **Anita Rios**, two extraordinary individuals who have touched thousands of lives as leaders engaged in making post-secondary education work at all levels; and **Joan McArthur-Blair**, a former Elsner honoree in her own right and the newest member of the Academy's prestigious Global Ambassadors Circle; and last but not least, a dear Academy friend from "down under," **Damira Lopes**, this year's recipient of the Director's Award who has facilitated the leadership journey of hundreds of her colleagues as they aspire to be difference makers in their own right.

When considering the richness of our theme/title we sought out authors for this edition who could enlighten our readers on those aspects of "us" that represent our very essence and thus do the most to shape us as leaders — ors that we bring to work each and every day. Our managing editor, Rose Marie Ferretti did a masterful job, along with her team of content editors, in expanding on our theme through the insightful pieces offered by Julie Straw, Richard Barrett, and Kyle Robinson. As with each edition, we enrich our understanding of what leadership really means as well as how we develop our leadership skill and ability through the "**Voices of Leadership**."

It is spring, a time for shaking off winter's cold grip, for embracing more fully a world emerging from shades of white and gray, and welcoming the rich cacophony of colors representative of the new season. I can think of at least one other reason that spring might well be my favorite season... fishing! In my neck of the wood, lake and stream fishing opens up the last weekend in April. I've lived a life that is full of memories connected to the great anticipation associated with opening day. My guess is it's the same sensation our graduates feel as they cross the stage to claim their certificates and degrees; eyes wide open, hearts filled with hope, and a future filled with opportunity and high expectations.

As noted by our contributing authors, as leaders we are expected to live and work to our strengths, our values, and bring our best behaviors to work each day to be a positive force for change and seek in all cases to enrich and empower those around us to do likewise. One of my favorite books is titled *Monday Morning Choices*. In it, the author (Cottrell, 2007) suggests that on any given Monday, we get to make three important choices that may well define the direction our life will take. We get to choose the **values** we intend to live by, the **actions** we elect to take (or not) and the **relationships** to which we will be open or closed. Our individual choices may be influenced by others or a particular situation we may be confronted with, but in the end, they are our choices. A question I frequently ask of our Academy Leadership program participants is, "**Do you choose to be the leader in your life or let life lead you?**" What choices will you be making on Monday? These choices may represent the **Gateway to Your Future**. Choose wisely!

Voices of Leadership...

On The Gateway to Leadership

The *Gateway to Leadership* is a path influenced by many factors, both personal and professional. We asked leaders currently participating in an Academy about their ongoing leadership journey. Specifically, we wanted to know where they get the confidence to know they are prepared for the future, how the Academy experience is preparing them personally and professionally, and, finally, what one thing they would recommend to colleagues to help equip them for the challenges they will face in post-secondary education. It is our hope that their responses will encourage you to reflect on your own *Gateway to Leadership*; the sources from which you draw confidence and how you prepare for the future.

Roger J. Stanford, Ph.D. - Vice President of Instruction, Chippewa Valley Technical College, USA



Where do you get the confidence to know that you are ready for what tomorrow may bring?

As an academic leader, I believe deeply in our college mission: “CVTC delivers innovative and applied education that supports the workforce needs of the region, improves the lives of students, and adds value to our communities.” Knowing that what we do each and every day contributes to the success of students and our community is energizing. Reviewing our mission regularly affirms my responsibility to look forward, plan, and align our programming to the needs of our region. I’m confident that our graduates are contributing to the economic strength of our region. Employers keep hiring our graduates!

How is your Academy experience preparing you for the future - personally and professionally?

The Chair Academy experience to me is much bigger than the curriculum, the connections, and the strong mentoring; all of which are critical and invaluable. It reminded me again how important it is to invest in my own leadership development and myself. As senior leaders, it is easy to get caught up in the here and now and stay static in our development. The Academy reinvigorated my passion to learn and grow with my leadership skills; I want to read, listen, and stay engaged so that I can learn more and more. The Chair Academy was the right push at the right time!

What is one thing you would recommend to colleagues to help better equip them individually and collectively for the challenges they will face in post-secondary education?

Leaders today in higher education are under enormous pressures from internal and external forces. Staying focused on our mission and holding true to it with our integrity and values provides the strength to lead our teams through challenging times. My one tip would be to keep your moral compass focused during the tough times and stand with strength supporting those that you represent. A leader must stand tall and true to maintain calm with their teams during turbulent times.

Eugene Eng TQ, IP, ID – Acting Chief - BCIT Motive Power, British Columbia Institute of Technology, Canada

Where do you get the confidence to know that you are ready for what tomorrow may bring?

The confidence comes from an ever-growing body of experiences. With each day’s new challenges and the reflection that follows, either my handling strategy is proven or refinements are deduced for the next time a similar situation arises. Either case is still a progression. Added to that are the combined experiences of the entire leadership team and the assurance I have in their support.

How is your Academy experience preparing you for the future - personally and professionally?

In addition to the instruction in varied situational techniques, the Academy has also encouraged the formation of relationships with both peers and mentors from not only my own institution, but others as well. Being in or through similar career paths, we are able to share experiences and offer mutual support, including the precarious work-life balance of which the Academy understands and stresses the importance.



What is one thing you would recommend to colleagues to help better equip them - individually and collectively - for the challenges they will face in post-secondary education?

Establish your mentors and coaches and add them to your network of support. In addition to your home/personal support, they will be best able to guide you through the challenges you might face. More senior members of leadership have likely endured similar challenges before. The best leaders will encourage you to devise your own solutions after objective deliberation and provide supportive, non-judgmental feedback or praise when needed.

Tonya Daniels - Chair - Humanities, Foreign Language, Philosophy, Communications, Volunteer State Community College, USA



Where do you get the confidence to know that you are ready for what tomorrow may bring?

My confidence stems from the experiences that I have had in the past and what I have learned from them. These experiences include my education background, family upbringing and support, my faith, and situations I deal with on a daily basis.

How is your Academy experience preparing you for the future - personally and professionally?

The Academy experience has been instrumental in teaching me that my strengths and my character are an essential part of my team, school, and community. It has demonstrated that strengths are not always packaged the same way or come in a certain form. My sense of calm and peacefulness is valued as well. It has also given me the opportunity to connect with a wonderful mentor who is guiding me in my professional career. I am using that courage in my strengths to take some steps I may not have taken before.

What is one thing you would recommend to colleagues to help better equip them - individually and collectively - for the challenges they will face in post-secondary education?

I would recommend that they really know themselves and their values. It will shape how they handle each situation and will help them understand any emotions they may face while tackling challenges.

Scott A. Mandia - Professor - Physical Sciences, Asst. Chair, Suffolk County Community College, USA

Where do you get the confidence to know that you are ready for what tomorrow may bring?

I am a scientist so my brain is wired to be analytical, which means I am comfortable synthesizing data in order to make decisions. This has served me well in the past so I have confidence it will do so in the future. I also have a very strong support network with family at home and at work with my team. Mistakes are a part of life so it is comforting to know I have support when it happens.

How is your Academy experience preparing you for the future - personally and professionally?

Academy training has shown me how to focus on my strengths while also recognizing the strengths of others, which may differ from my own. I have become better at communicating information with diverse groups which has served me particularly well with my climate change communication efforts.

What is one thing you would recommend to colleagues to help better equip them - individually and collectively - for the challenges they will face in post-secondary education?

Ditch The Golden Rule (Treat others as you wish to be treated) and embrace The Platinum Rule (Treat others in the manner they wish to be treated). I found the DiSC® training to be most valuable in this respect. Most of us are aware of our own behavior but DiSC® allows us to understand the behavior of others while also revealing how our behavior is perceived by others. What I may perceive as confidence (positive behavior) others may perceive as arrogance (negative behavior).



Eva Aboagye, Ph.D - Senior Researcher, Institute for Global Citizenship and Equity, Centennial College, USA



Where do you get the confidence to know that you are ready for what tomorrow may bring?

I get the confidence through embracing continuous learning; we are in a rapidly changing world and it is important to be constantly acquiring new skills. Secondly, I gain that confidence from my colleagues and the fact that they will be there to support me.

How is your Academy experience preparing you for the future - personally and professionally?

Personally, the Academy experience has made me more reflective about my life and my values and this has empowered me to make positive changes for the future. Professionally, the experience has made me more self-aware and has given me critical leadership tools that I will use.

What is one thing you would recommend to colleagues to help better equip them - individually and collectively - for the challenges they will face in post-secondary education?

I recommend that they get a mentor who is willing to share their knowledge and experiences with them.

Charlotte Cepeda - Director, School of Education, Northern Marianas College, Northern Marianas Islands, USA

Where do you get the confidence to know that you are ready for what tomorrow may bring?

Confidence comes from within. With faith and family, all things are possible.

How is your Academy experience preparing you for the future - personally and professionally?

The Chair Academy has increased my level of confidence in my abilities to become a transformational leader. I have become self-aware and am able to take my strengths and skills and utilize them to make a difference in my quest to impact lives.

What is one thing you would recommend to colleagues to help better equip them - individually and collectively - for the challenges they will face in post-secondary education?

My piece of advice is also my personal mission statement, "Commit to moving ahead while doing the right thing." The right thing will always lead to amazing results.



The Work of Leaders:

HOW VISION, ALIGNMENT

WILL CHANGE THE WAY

Learning to be a leader is like learning to be a great athlete, musician, or artist. It's a capability that develops over time, through trial and error, hard work, and practice. Leadership is learned by doing, not simply by taking notes in a classroom. —Stanford Graduate School of Business

Are you a leader? If so, when did you become a leader? It is probably hard to pinpoint a specific date or time when you identified yourself as a leader. Learning to lead takes time, practice, and persistence. Even the best leaders continue to read books and articles on leadership, discuss leadership best practices with other leaders, and further their leadership journey by overcoming unforeseen obstacles.

But the selection of leadership books, articles, and resources is massive. People who have spent a lifetime leading or studying leadership are willing to share their wisdom with us and much of it is insightful, helpful, and even brilliant. The problem, however, is organizing and making sense out of all this information.

I am employed by a company that is invested in learning. The company ensures not only access to information, but that the information can be understood and utilized in work situations by our customers.

About six years ago, we set out to develop a leadership training program with the goal of making the wealth of leadership insight accessible to all kinds of people in all kinds of organizations. We read numerous works by authors including Warren Bennis, Seth Godin, Liz Wiseman, Peter Senge, Frances Hesselbein, Jim Collins, Jim Kouzes, and Barry Posner. We also tapped into the opinions and data collected from as many as 3,500 people a *day* who responded to one of our online assessments; we engaged subject matter experts from over 150 organizations to test our leadership model and support training resources. Our goal was to create a framework of leadership that was accessible and actionable for *everyone*—not just the CEOs or the Ph.D.s. We wanted to take the mystery out of leadership and spell out a leader's responsibilities as clearly as possible.

The result is a leadership model of Vision, Alignment, and Execution, or what we call VAE. It is pretty simple—in our view, leaders have three fundamental responsibilities: They craft a *vision*, they build *alignment* around that vision, and they bring the vision to life by championing *execution* of the vision.

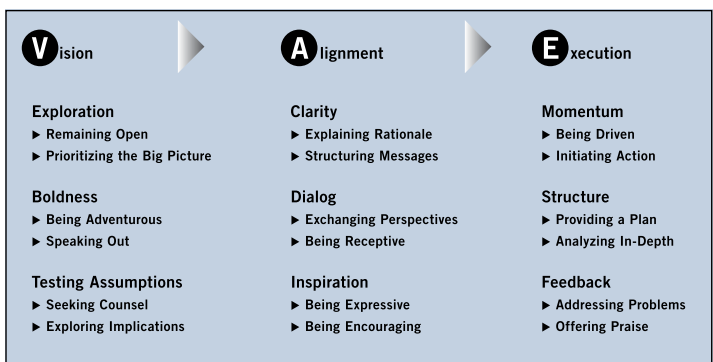
- **Crafting a Vision:** imagining an improved future state that the group will make a reality through its work

- **Building Alignment:** getting to the point where everyone in the group understands and is committed to the direction
- **Championing Execution:** ensuring that the conditions are present for the imagined future to be turned into a reality.

All three responsibilities are part of a dynamic, fluid process. While there is a loose order implied in the VAE model, the actual work of leaders is not strictly sequential. Although it makes sense to craft a vision before aligning around it and executing on it, leaders are continually revisiting and reshaping their visions of the future.

In our research, we identified best practices, or specific behaviors that effective leaders perform in each step of the VAE model. As you think about your leadership journey, you will probably find that some of these behaviors are second nature to you. You are also likely to discover that you have a few leadership behaviors that are much more difficult.

FIGURE 1. THE VAE MODEL



Adapted from *The work of leaders: How vision, alignment, and execution will change the way you lead*, by J. Straw, M. Scullard, S. Kukkonen, and B. Davis, 2013. Copyright 2013 by Wiley.

Wherever you are on your leadership journey, having the VAE framework will keep you on course, ensuring that you are continuously improving your work as a leader, and giving the people who follow you the confidence and the commitment to join you on your journey.

V

A

E

VISION, ALIGNMENT, AND EXECUTION HOW YOU LEAD

BY JULIE K. STRAW

CRAFTING A VISION

One of the biggest differentiators between skilled and unskilled leaders is their effort and ability to craft a compelling vision of where they want to take their groups. In one study, we asked 3,574 people to rate a specific leader in their organization and tell us if that person creates a strong vision for the group's future. At the same time, we were able to measure how well-regarded that person was as a leader.

TABLE 1. RATINGS OF WHETHER LEADERS CREATE A STRONG VISION FOR THE GROUP'S FUTURE

Rating	Percent Who Do	Percent Who Don't
Best-Rated Leaders	87% do	13% don't
Middle-Rated Leaders	32% do	68% don't
Worst-Rated Leaders	10% do	90% don't

Adapted from *The work of leaders: How vision, alignment, and execution will change the way you lead*, by J. Straw, M. Scullard, S. Kukkonen, and B. Davis, 2013. Copyright 2013 by Wiley.

Among the worst-rated leaders, hardly any crafted a strong vision for their groups. Conversely, 87% of the best-rated leaders put together a compelling vision for their groups. Having a vision will take you to a new place. The work of a leader is to lead people somewhere else—somewhere that is not here. Leadership is all about change. But change to what? That is why a vision is so important. The leader needs to have a crystal-clear vision of where the group is headed. How will the future appear? The leader must know the answer to this question, whether he or she is the CEO or the team supervisor.

How can you improve your ability to craft a vision? Our research revealed that leaders who excel at crafting a vision do three important things: They find new opportunities through *exploration*, they push the boundaries with bold *ideas*, and they take the time to check their *assumptions*. Fortunately, most people can learn to craft an effective and compelling vision regardless of their level in the organization.

BUILDING ALIGNMENT

In our VAE leadership model, building alignment is the logical next stage after crafting a vision. Building alignment is the act



of *gaining buy-in* for your vision and it is absolutely critical in moving from imagination to reality.

Bill George, Professor of Management Practice at Harvard Business School and former CEO of Medtronic says, “The most empowering condition of all is when the entire organization is aligned with its mission, and people’s passions and purpose are in sync with each other” (George, 2007, 180). Within an organization, if teams do not have synchronization, they will be completing tasks without bringing together passion and goals. Alignment conserves time and energy by making sure everyone knows what they are supposed to do and why. It is about achieving both emotional and rational acceptance of your vision. Alignment also provides a forum for questions and concerns, giving everyone an opportunity to feel a sense of ownership in the vision. Alignment unites and excites people around a vision.

Effective leaders know how important it is to have everyone on board. And yet, very few people actually have been trained on how to get alignment. Using our access to 3,500 assessment users per day, we discovered that, when it pertains to alignment, both experienced and inexperienced leaders are receiving very little guidance. Sixty-five percent of respondents state they received little or no training or guidance in the practice of getting alignment. Only 5% of respondents stated that they received a great deal of training. Effective leaders understand that alignment is not something to check off a to-do list. Alignment is a *dynamic, ongoing process* that requires continual monitoring and realigning as conditions and needs change.



While leaders may or may not be directly involved in day-to-day implementation and production, they are *always* responsible for ensuring that people have what they need to do their work effectively. This is where your work as a leader requires that you step into a new and critical role: that of a champion. *Successful execution of a vision can't happen without the deep commitment and active championing of leaders.*

In the VAE model, championing execution boils down to three key behaviors: creating momentum, putting structure in place, and providing feedback. Championing execution is as much about establishing and defining your credibility as an effective leader as it is about helping the organization or team achieve the vision. Leaders who are deeply committed and actively engaged understand that execution is a process.

THE VAE MODEL

As you navigate your leadership journey, the fundamental work of crafting a vision, building alignment around that vision, and championing execution of the vision will guide your progress and keep your followers focused. When the VAE model is applied widely across organizations, it can benefit the whole culture. When the principles of VAE take hold, there is a sense of community and working together toward a common goal. When things go well, there are celebrations. When there are disappointments, people work together to determine what went wrong, without pointing fingers. There is talk about “us,” “we,” and “together.” Everyone realizes he or she is part of something bigger than anyone could have achieved alone, and that is a journey worth taking.

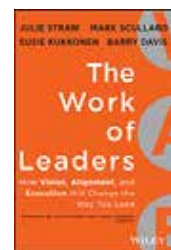
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To build alignment, effective leaders use clarity, dialogue, and inspiration to build both emotional and rational buy-in for a vision. When both rational and emotional needs are met, when leaders reach the head *and* heart, true alignment changes the way team members view their actions; they embrace team decisions and organizational actions as if they were their own. As Seth Godin, author of *Tribes*, puts it, “The challenge for the leader is to help your tribe sing, whatever form that song takes” (p.124).

CHAMPIONING EXECUTION

Once the vision is crafted and people are aligned, how do you as the leader contribute to a successful execution? Research from Teresa Amabile of the Harvard Business School begins to point toward an answer. Amabile (2012) studied the social and psychological components necessary for people to produce good work. Of the four components she identified, two deal specifically with a sense of achievement. First, people are most creative and productive when they have a passion for a task that is interesting, involving, personally challenging, or satisfying. Second, cultural and environmental factors stimulate creativity and productivity, such as when leaders encourage a sense of positive challenge in the work, collaboration, and the development of new ideas; and when they support innovation, give appropriate recognition, and create ways to actively share ideas across the organization. In other words, you can create an environment that leads to more effective execution. As the leader, you can instill a sense of the possible in an organization or team, and a personal and tangible feeling that each contribution is a step toward realizing a vision.



JULIE STRAW

As Vice President at Wiley, Julie Straw oversees a network of more than 1,800 trainers, coaches, and consultants. She is co-author of *The Work of Leaders*, published in 2013. Her ability to connect and engage people is one reason why so many leaders have been able to profit from the research in this book. She has a genuine talent for taking a new idea and helping people see how it can make a difference in their lives. Julie is a frequent speaker at national conferences and seminars. Julie is also the author of *The 4-Dimensional Manager*, published by Berrett-Koehler.



VALUES BASED LEADERSHIP

LEADING FROM THE INSIDE OUT

By Richard Barrett

Becoming a successful leader—someone who is able to build a long-lasting, high-performing team, organization, or community—is not about what you do, although that is important; it is about how you do what you do—it is about living your deeply held values.

Sustainable advantage and enduring success—both for companies and people who work for them—now lie in the realm of how, the new frontier of conduct.¹

What my research² and the research of others shows is that values-driven teams, organizations, and communities are the most successful on the planet.³ Values-driven organizations generate higher earnings; they are more customer-focused and more productive, and they have higher levels of employee engagement, higher retention rates, and lower absenteeism. Because employees feel cared for, they willingly bring their creativity and discretionary energy⁴ to their work.

Values-driven organizations also generate more customer loyalty and more societal goodwill. The reason they do this is because they strive to meet the needs of all their stakeholders.⁵ This in turn generates high levels of trust. Trust is the glue that bonds people together and the lubricant that allows energy and passion to flow. Trust builds internal cohesion.

Stephen Covey states:

Trust always affects outcomes—speed and cost. When trust goes up, speed will also go up, and costs will go down. When trust goes down, speed will also go down, and costs go up.⁶

Trust is an end value; in order to trust and be trusted other values have to be in place. Figure 1 shows the components of trust.

¹ Dov Seidman, *How: Why How We Do Anything Means Everything* (New York: John Wiley & Sons), 2011.

² Richard Barrett, *The Values-Driven Organization: Unleashing Human Potential for Performance and Profit*, Richard Barrett, (Fulfilling Books: 2013)

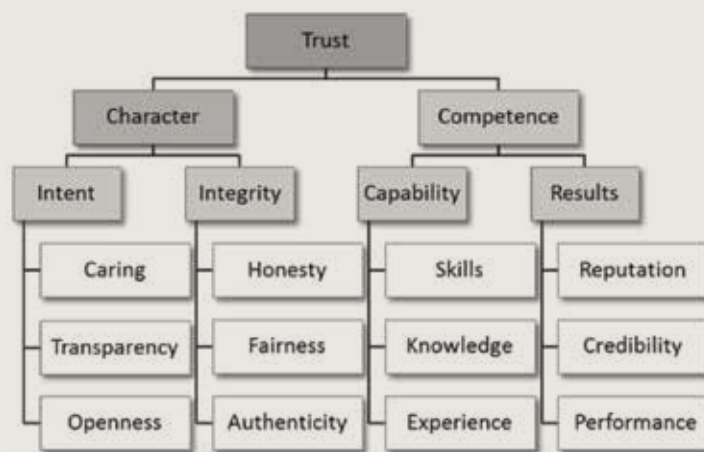
³ Raj Sisodia, David Wolfe, and Jagdish Sheth, *Firms of Endearment: How World-Class Companies Profit from Passion and Purpose* (Upper Saddle River, NJ: Wharton School Publishing), 2007.

⁴ Discretionary energy is the energy that employees choose to devote to their work over and above the normal amount of energy that is required for them to fulfill their duties or work contract.

⁵ John Mackey and Raj Sisodia, *Conscious Capitalism* (Boston: Harvard Business Review), 2013.

⁶ Stephen Covey, *The Speed of Trust: The One Thing That Changes Everything* (New York: Free Press), 2006, p. 13.

FIGURE 1: THE TRUST MATRIX



On the left-hand side of Figure 1 are the values you need to live by to engender trust; on the right-hand side are the competencies that have to be acquired to engender trust.

Character is a reflection of how you are on the inside, your intent, and the level of integrity you display in your relationship to others. These depend primarily on the level of development of your emotional intelligence and social intelligence. Intent is demonstrated by caring, transparency, and openness; integrity is demonstrated by honesty, fairness, and authenticity. Whilst all these values are important, authenticity is perhaps the most important value for building trust.

The authentic leader pursues purpose with passion, practices solid values, leads with heart, establishes enduring relationships, and demonstrates self-discipline. The authentic leader brings people together around a shared purpose and empowers them to step up and lead authentically in order to create value for all stakeholders.⁷

Competence is a reflection of how you are on the outside; your capabilities and the results you achieve in your role. These depend primarily on the level of development of your mental intelligence, your education, and what you have learned during your professional career. Capability is demonstrated by skills, knowledge, and experience. Results are demonstrated by reputation, credibility, and performance.

⁷ Bill George, *True North: Discover Your Authentic Leadership* (San Francisco: Jossey-Bass), 2007.

Even though the focus on competence (capability and results) is important, these are skills that can be learned and accumulate over time. I believe the focus on character (intent and integrity) is more important because these qualities are required for creating internal cohesion and are much more difficult to develop. Competence is about achieving results; character is about *how* you achieve them.

HOW DO YOU CREATE A HIGH-PERFORMANCE CULTURE?

Everyone agrees that the culture of an organization determines its success. Who you are and what you stand for have become just as important as the quality of the products and services you sell. But where does culture come from? Simply put, the culture of an organization is a reflection of the values and beliefs of the leaders. Who you are as a leader determines the corporate culture. Therefore, if you want to change the culture, either you must change or you must change the leader. Cultural transformation begins with the personal transformation of the leaders; organizations do not transform, people do. The first step in creating a high-performance culture is to measure the culture you have created. Most cultures are created unconsciously. When you are able to measure your culture, you can consciously create the culture you want.

HOW DO YOU MEASURE CULTURE?

It used to be that culture was considered an intangible, and therefore not susceptible to measurement. This is no longer true. You can now measure your culture by using the Barrett Values Centre's Cultural Transformation Tools (CTT).⁸ The CTT are based on the Seven Levels of Consciousness model. The model, along with the Cultural Transformation Tools, is fully described in my previous books (*Liberating the Corporate Soul* (1998), *Building a Values-driven Organization* (2006), and more recently *The Values-driven Organization* (2012)). As of January 2014, more than 6,000 organizations in 60 countries have used the CTT to support their journey to high performance. The Seven Levels of Organizational Consciousness are described in Table 1.

TABLE 1: THE SEVEN LEVELS OF ORGANIZATIONAL CONSCIOUSNESS

LEVELS OF CONSCIOUSNESS	ACTIONS AND NEEDS	DEVELOPMENTAL TASK
7 Service	Creating a long-term, sustainable future for the organization by caring for humanity and preserving the Earth's life support systems.	SERVING: Safeguarding the well-being of the planet and society for future generations.
6 Making a difference	Building the resilience of the organization by cooperating with other organizations and the local communities in which the organization operates.	COLLABORATING: Aligning with other like-minded organizations and communities for mutual benefit and support.
5 Internal cohesion	Enhancing the capacity of the organization for collective action by aligning employee motivations around a shared set of values and an inspiring vision.	BONDING: Creating an internally cohesive, high-trust culture that enables the organization to fulfill its purpose.
4 Transformation	Increasing innovation by giving employees a voice in decision making and making them accountable for their futures and the overall success of the organization.	EMPOWERING: Empowering employees to participate in decision making by giving them freedom and autonomy.
3 Self-esteem	Establishing structures, policies, procedures, and processes that create order, support the performance of the organization, and enhance employee pride.	PERFORMING: Building high-performance systems and processes that focus on the efficient running of the organization.
2 Relationship	Resolving conflicts and building harmonious relationships that create a sense of loyalty among employees and strong connection to customers.	HARMONIZING: Creating a sense of belonging and mutual respect among employees and caring for customers.
1 Survival	Creating financial stability, profitability, and caring for the health and safety of all employees.	SURVIVING: Becoming financially viable and independent.

CASE STUDY

The following Table and Figures show what happened when a 27,000 person company in South Africa consistently used the CTT to measure their culture from 2005 to 2011. Each year, based on the results of the values assessment, the leaders made changes that aligned with the type of culture that employees wanted. Table 2 shows the key performance indicators during this period (income, number of staff, revenue per capita, and cultural entropy).

TABLE 2: CULTURAL EVOLUTION KEY PERFORMANCE INDICATORS

YEAR	INCOME (ZAR MILLIONS)	NUMBER OF STAFF	REVENUE/ CAPITA (ZAR THOUSANDS)	CULTURAL ENTROPY
2005	15,809	22,188	713	25%
2006	18,948	24,034	788	19%
2007	22,428	26,522	846	17%
2008	22,077	27,570	801	14%
2009	21,570	27,037	798	13%
2010	23,635	27,525	859	13%
2011	28,115	28,494	987	12%

Since this company started mapping their values in 2005, the level of cultural entropy decreased from 25% to 12%.⁹ At the same time, revenue per capita increased from 713,000 ZAR to 987,000 ZAR—a 38% increase.

You will also notice that during the global economic meltdown in 2009-10 the level of income only showed a slight dip (other companies in the same sector in South Africa suffered a more significant reduction in income). The productivity of staff also dipped, but quickly rebounded by 2010, and has since grown significantly.

Figure 2 shows the changes in revenue per capita (productivity) and Figure 3 shows the level of cultural entropy. As the level of cultural entropy decreased the productivity of employees increased. The level of employee engagement also increased.

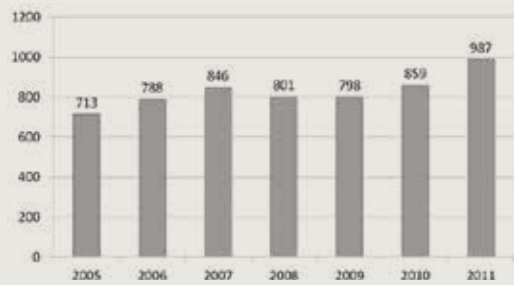
FIGURE 2: LEVEL OF CULTURAL ENTROPY



⁸ For more information on the use of the Cultural Transformation Tools go to www.valuescentre.com

⁹ Cultural entropy represents the degree of dysfunction in an organization. It is a key cultural performance indicator. A level of 10 percent or below is considered to be prime. Cultural entropy is inversely correlated with employee engagement: Low entropy leads to high engagement, and high entropy leads to low engagement.

FIGURE 3: EMPLOYEE PRODUCTIVITY (REVENUE PER CAPITA)



CONCLUSION

The culture of an organization is a reflection of the values and beliefs of the leaders. As the leader's values change, the culture changes. If you want to change your culture, you must begin by measuring employees' perceptions of the current culture and their desired culture. This allows the leadership group to find out what is working and what is not working and take actions to introduce changes that align with employees' desired cultural values. As you do this, year by year you will find the level of values alignment increasing, the level of cultural entropy decreasing, and the level of employee engagement increasing.



RICHARD BARRETT is an author, speaker, and internationally recognized thought leader on the evolution of human values in business and society. He is the founder and chairman of the Barrett Values Centre. He is also a Fellow of the World Business Academy, Member of the Wisdom Council of the Centre for Integral Wisdom, Honorary Board Member of the Spirit of Humanity Forum, and Former Values Coordinator at the World Bank.

He is the creator of the internationally recognized Cultural Transformation Tools (CTT) which have been used to support more than 5,000 organizations in 60 different countries on their transformational journeys. Richard has spearheaded the Barrett Values Centre's work in mapping the values of over twenty nations since 2007.

Richard Barrett is the author of *The Values-Driven Organisation: Unleashing Human Potential for Performance and Profit* (2013), *What My Soul Told Me: A Practical Guide to Soul Activation* (2012), *Love, Fear and the Destiny of Nations: The Impact of the Evolution of Human Consciousness on World Affairs* (2011), *The New Leadership Paradigm* (2010), *Building a Values-Driven Organization: A Whole System Approach to Cultural Transformation* (2006), *Liberating the Corporate Soul: Building a Visionary Organization* (1998), *A Guide to Liberating Your Soul* (1995), and he is a contributing author to *Psychometrics in Coaching* (2012).

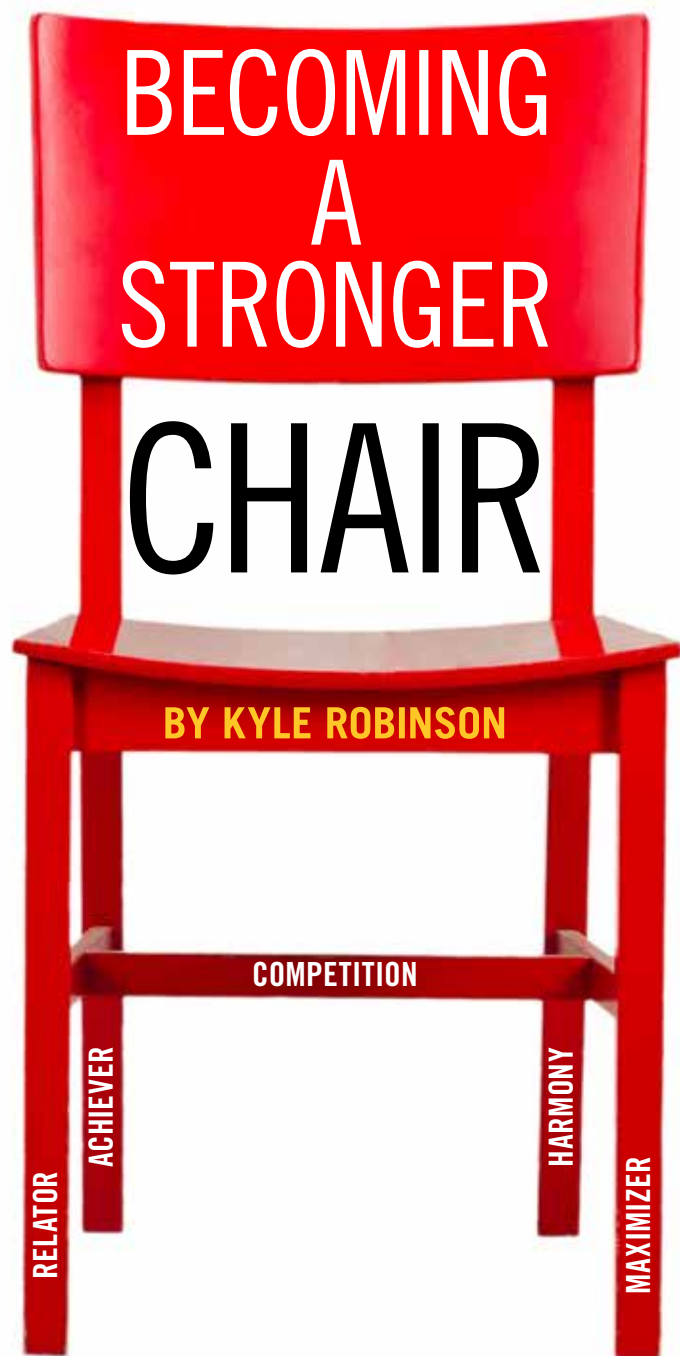


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When I caught up with Mark, division chair for business and information technology at an Arizona community college, he was hiding from his email. “It must be my Achiever® talent theme, but I’ve found that if I don’t turn off my email client from time to time, I can’t focus enough to get anything done; I just end up responding to emails that come in all day.” As a division chair, Mark is in high demand, and simply trying to keep up with everything can be a full-time job — let alone actually teaching. A recent Inside Higher Ed column (Reed, 2014) lamented the current void in faculty willing to assume department chair roles at community colleges. Listening to Mark describe his day, it is no wonder why the role of chair can be a tough sell. “Chief paperwork officer” or “executive director of preparing for the accreditation visit” might be titles more fitting to the role. So how does Mark stay engaged in such a hectic and at times thankless job? He plays to his strengths.

Decades of Gallup research reveal that everyone has naturally reoccurring patterns of thought, feeling, and behavior that can be productively applied; those most successful in life are those who know their talents and work to develop them into strengths (Clifton, Anderson, & Schreiner, 2006). In Mark’s case, using his strengths meant learning to lead from a place of authenticity and finding what worked best for him. It was just a few years into his role as division chair when Mark discovered the Clifton StrengthsFinder assessment, an online tool that helps people identify their unique talent themes and provides personalized reports and action items to help aid in developing those talents (Rath, 2007).

According to the Clifton StrengthsFinder assessment, Mark’s top five Signature Talent Themes are:

- **ACHIEVER**®, someone who has a great deal of stamina and takes great satisfaction from being productive,
- **HARMONY**®, someone who looks for consensus and seeks areas of agreement with others,
- **RELATOR**®, someone who enjoys close relationships with others and enjoys working hard with others to achieve a goal,
- **COMPETITION**®, someone who enjoys measuring their performance against others, and
- **MAXIMIZER**®, someone who enjoys creating excellence and transforming something strong into something superb.

“I’ve spent a lot of time looking at myself and learning how to pick my spots with my strengths,” Mark said. One of Mark’s leadership development areas was being able to understand how to manage his Harmony talent theme. Early in his role, there were times when Mark would become overwhelmed with trying to fix every conflict or disagreement, but now he is intentional about balancing out his Harmony with his Maximizer, leaning into the theme that is most appropriate for the task. Strengths has helped Mark learn about himself and when and how to best show up as chair.

This focus on strengths is becoming increasingly important in the turbulent state of higher education today, making the words of Peter Drucker from 15 years ago seem evermore prophetic: “Success in the knowledge economy comes to those who know themselves — their strengths, their values, and how they best perform” (Drucker, 1999, p. 65). Yet true strengths-based development is not only about helping leaders understand how they best lead, rather strengths-based development helps leaders to create a culture of empowerment and engagement across campus. Gallup defines engagement as the involvement with and enthusiasm for work or school. Over two decades of Gallup research into the factors that drive workplace engagement suggest that local workgroup environment (Gordon, 2013), those with

whom you spend the majority of your professional day, matters most to a person's engagement.

For chairs, it is that local work environment that they are uniquely positioned on campus to impact directly. One of the best ways to start creating a more engaged campus or division is for leaders to spend time with their teams to understand and develop each team member's strengths. For Mark, this individualized approach to leading the division has not only helped the team come together, but it has also allowed the division to become more efficient. A Gallup study found that employees who said their boss or supervisor focused mostly on their strengths were far more likely to be engaged in their work (Brim & Asplund, 2009). Mark sums it up best, "I spend a lot of my time trying to get to know each person in our division and understand what he or she likes doing; then I divide up some of the work according to what each person does best. It is my Relator and Maximizer at work."

A word of caution: strengths-based development is not simply a team-building activity or an in-service about personality profiles, but rather is an ongoing developmental approach that each leader takes on with his or her team or department. For Mark and other higher education leaders who have embraced the strengths-based philosophy, it has become something that is lived out on a daily basis (Lopez, 2012). A strengths-based leader is constantly on the lookout for what others do well and seeks to create more opportunities for people to be at their best. Gallup research into effective leaders suggests that strengths-based leaders live out four fundamental principles:

1. They select people for talent. When it comes to assigning a task or even hiring a person for a role, they seek to find a fit with that person's natural talent.
2. They set clear expectations. Instead of prescribing the steps to success, they define clear outcomes and trust the person to use his or her own unique talents to find the best way to accomplish the task.
3. They motivate others. When seeking to motivate others, they focus on what is right with a person, not obsessing over what is wrong with them.
4. They develop others. By understanding what a person does best, they seek to find and continue to find roles and places for that person to grow and do more of what they do best (Buckingham & Coffman, 1999).

Do you have an opportunity to do what you do best, every day? Or, to ask a more fundamental question, do you even know what it is you do best? Do you know what each member of your team does best? To quote from Drucker, "Most people think they know what they are good at. They are usually wrong" (Drucker, 1999, p. 65). Far too often we focus on what we and others are not good at, but by flipping the script and finding where we and others are at our/their best, we can invigorate our leadership and our campus. What if the role of chair was known for being a champion of what the department does well? Imagine the level of campus engagement if local leaders became strengths coaches for all members of their team.

So where can you begin your strengths journey? First, follow Mark's example and carve out time in your day to be intentional about being with people. Second, challenge yourself to learn as much as you can about what you and the individuals on your team do best; the Clifton StrengthsFinder is a great place to begin. Third, seek to live out the four fundamental principles of strengths-based leaders. While taking a strengths-based approach to leadership may not reduce the amount of paperwork required or remove the hassles of the role, it will shift how you see your role as a leader. Instead of simply viewing your role as serving your time or taking your turn as chair, make the most of the leadership opportunity to make the people around you better. Ask

yourself each day if the people on your team know what they do best and if you are helping them to live that out. By focusing on strengths, you will not only create more engagement for those on your team, but you may find you actually enjoy being chair.

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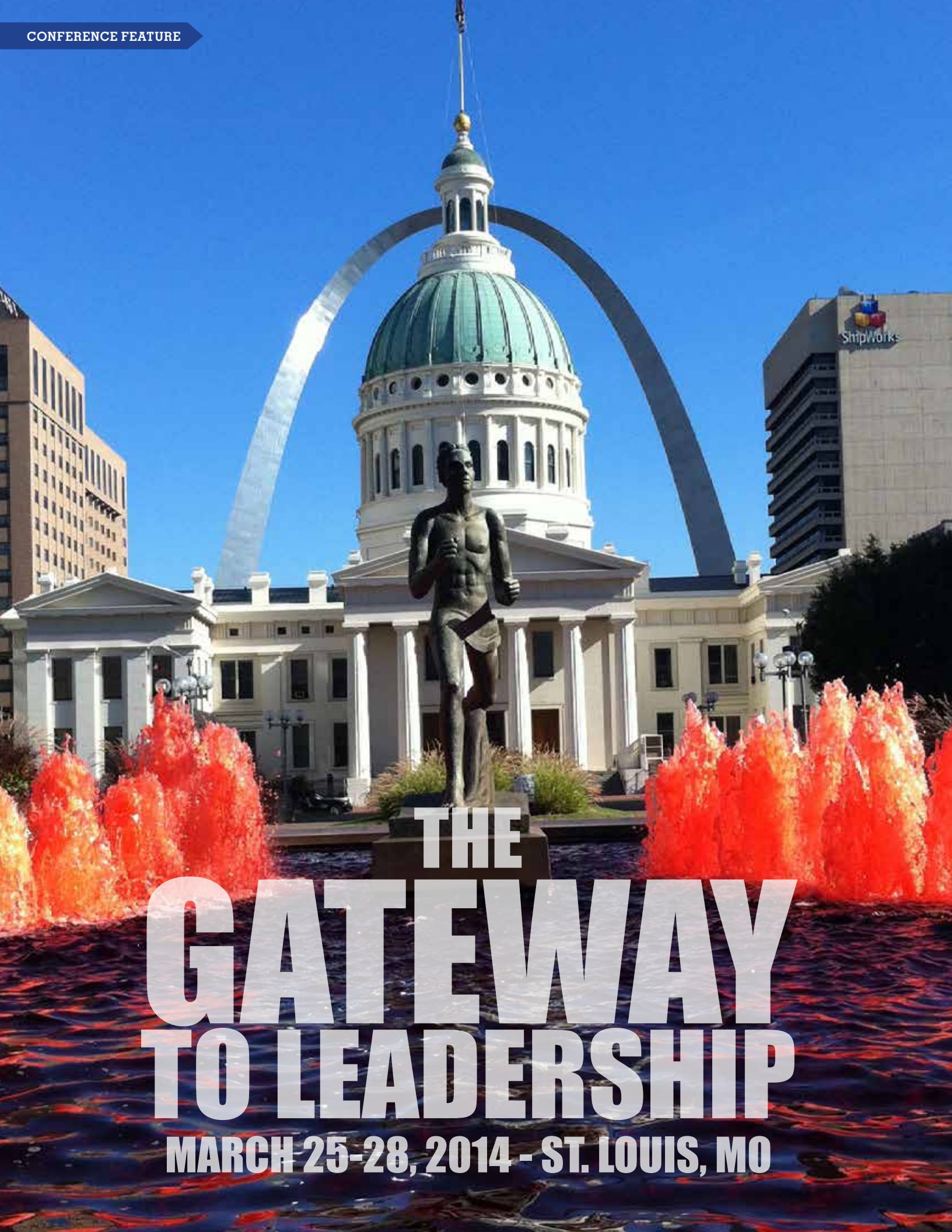


Gallup's Education Division. Kyle partners with colleges and universities to help them create and implement strength-based engagement and well-being strategies for students, staff, and faculty. As a speaker and consultant, Kyle is often on campus working with educators to apply Gallup's science and research to impact their institution.

In addition to creating strengths-based solutions for campuses, Kyle's experience at Gallup also includes leading multi-national employee engagement projects and customized leadership development programs for managers, employees, and students. Kyle was first exposed to Gallup's strength-based approach while attending graduate school and adopted a strengths philosophy as a manager at a manufacturing company and as an adjunct faculty member at a private liberal arts university.

Kyle's passion is helping people understand and develop their natural, innate talent and encouraging them to find ways to do what they do best every day. Kyle holds a Master's Degree in Organizational Leadership and is currently pursuing a Doctorate in Leadership at Creighton University. He resides in the Twin Cities with his wife and two children.

CONFERENCE FEATURE



**THE
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CHANNELING PASSION AND STRENGTHS INTO INSPIRING LEADERSHIP

By Alan T. Seagren

What makes an inspiring leader? Some may say good listening skills; others, the ability to ask tough questions. And still others might name an ability to engage others in the exploration of ideas. These characteristics are just some of the reasons that Dr. Lane Glenn, President of Northern Essex Community College (NECC) in Haverhill, MA was chosen as a recipient of the 2014 Paul A. Elsner Excellence in Leadership Award.

An enthusiastic and dedicated leader in post-secondary education, Dr. Glenn has benefited from many important influences throughout his leadership journey. Some of his earliest lessons were from his father, a Marine for more than 20 years, who taught him about discipline, duty, and how important it is to “Do What You Say You Will Do.” Applying those principles throughout his life, Lane strives “to be the kind of father, partner, friend, and leader who will do what I say I will do; who recognizes what my duty is, both professionally and personally, and fulfills it...”

Lane was also encouraged by some special teachers along the way. His fourth grade teacher encouraged him to write and “showed confidence and pride in my poems and stories.” His high school journalism teacher taught him to take “William Zinsser’s famous advice to ‘Omit needless words.’” Both of these influences are evident even now, as he sends out a weekly email to friends, colleagues, and board members, reflecting not only on events of the past week in local or national education, but also recognizing faculty and staff accomplishments as well as the things happening in his own family. These emails build a sense of community and open communication that demonstrate the power of positive communication and the value of staying connected to your community as you lead within it.

What follows are excerpts from interviews conducted by Dr. Alan Seagren over email and in person, assisting us in portraying Lane’s

leadership journey in greater detail. His passion and enthusiasm are evident and we hope that learning more about his *Gateway to Leadership* inspires you as much as it has inspired his colleagues, friends, and the Chair Academy.

WHEN OR WHAT MOTIVATED YOU TO WANT TO GET INVOLVED IN LEADERSHIP?

Like a lot of leaders (or a lot of people, I suppose), I’ve always done what comes naturally to me. In terms of strengths, I’m an Activator, which means I like to get things started—lots of things, often all at once. Fortunately, I’m also an Achiever, which means I like to finish those things and make sure they happen. I’m also into Communication, so I like to talk, to express opinions, to be engaged with other people. I’m Futuristic, so I’m always thinking about what’s ahead and creating (and talking about) visions for the future. And I have a streak of Competition in me—mostly inward, competing with myself to always do better. Put all this together, and from a very early age I was the one in the group who was always looking ahead, fascinated by visions for the future, coming up with new things to do, talking about them, getting people to do them with me (or jumping into someone else’s cool idea), and trying to do better with each new thing. My experience in the Chair Academy, though, is what helped me actually say to myself and to others, “I am a leader and I want to get better at what I do so I can be the best leader I can be.”

WHY DID YOU DECIDE TO GET INVOLVED OR PARTICIPATE IN THE CHAIR ACADEMY?

Back in 1999, I was a faculty member in the Theatre Department at Lansing Community College (LCC). I was also the coordinator of the new Stage Technology Apprenticeship Program I had helped create, and was transitioning into my first full-time administrative job. And, even though I was apparently doing some things right and helping to make things happen, I had never had any formal leadership training and was not sure who I really was as a leader. That year, LCC sent five people to the new Michigan Academy for Leadership Training and Development, and I was one of the lucky five. That decision was one of the most important ones of my life.

One of the things that I so admire and appreciate about the Academy as a participant, a facilitator, a conference attendee, or just as someone who is blessed to be a part of it, is that it is an experience in which you are constantly exploring yourself, who you are and what makes you tick, as a means of understanding other people and as a means of improving yourself and helping others. It is that spirit of the Academy that caught me from the beginning. That just felt like the unlocking of a big door for me, enabling me to say “It’s ok for me to explore myself and who I am, and you have a responsibility as a leader to help others; to improve self, to improve them, to improve the organization you work for, and to improve the world.”

WHAT WAS THE HIGHLIGHT OF YOUR CHAIR ACADEMY EXPERIENCE?

There are a number of highlights for me. One of my fellow Academy participants was David Gatewood, who is a wonderful friend and colleague to this day, even though we live and work on opposite coasts. I learned a new language for leadership and way of leading that is

positive, strengths-based, and about developing and encouraging those around you. And of course, my two facilitators were the wonderfully supportive Al Seagren and the very dear Gary Filan. During the year of my Academy experience, though, the single greatest highlight was the relationship I developed with my mentor, Anne Cauley. At the time, she was the dean who hired me into my first administrative job. She placed an amazing amount of confidence in me and was the first person to say to me, nearly fifteen years ago, that I would be a college president someday.

The Academy’s focus on reflective practice and transformational leadership was a way of teaching and learning about leadership that was extremely comfortable for me: developing yourself and developing others around you as a means of improving organizations, colleges, universities, and people we serve. Recognizing that being a transformational leader, you can engage others and have a great influence over the change process for improving an organization rang very true for me, and that’s what I’ve tried to embrace, that’s what I’ve tried to pursue.

WHAT DO YOU SEE AS THE 3-5 MAJOR ISSUES FACING POST-SECONDARY EDUCATION IN THE NEXT DECADE?

“Futuristic” is my top strength, and I spend a lot of time thinking about what’s ahead. In March, I delivered a keynote address at the Teaching Academic Success and Survival Conference in Florida and my topic was, “Shift Happens: Ten Top Trends in Higher Education.” A few of the things I talked about include:

Increasing accountability: Colleges everywhere are being asked to do “more with less,” and become more accountable for results, not just to accrediting agencies and boards of trustees, but to legislatures through performance-based funding systems.





The privatization of public colleges: Thanks to states across the country providing far less support to public higher education than they used to, community colleges and state universities everywhere are raising tuition and fees, increasing fundraising activities, writing more grants, partnering with more private companies, generating more entrepreneurial activity, taking a careful look at the “ROI” (Return on Investment) of classes, programs, and services, and budgeting for more institutional aid to bridge the gap between federal and state aid and what it costs students to go to school. Some of this is creative and good, and some of it will mean fewer educational options and services for students.

A lot more self-directed learning: The “traditional college student” (someone who graduates high school, goes directly to college, lives on campus, studies full-time, and graduates in four years) barely exists anymore. Most students today who complete a bachelor’s degree are older, took at least five to six years or longer, attended at least two colleges (probably at least one community college), took some online courses, and perhaps got some credit for previous experience from employment, the military, or some non-credit workshops they picked up along the way. It’s “College a la Carte” and we better be ready for it.

Changing demographics: Students everywhere are getting “brownier, grayer, and greener.” That is, there are far more students of color on campuses everywhere, nearly 40% of students are at least 24 years old, and, because college has become both more accessible and more necessary to any kind of meaningful career, more people are going, so there are more inexperienced, (“green” if you will,) first generation students on campus. All of these demographic trends are having a huge impact on everything from how we fund and program extra-curricular activities, to what we serve in the cafeteria, to providing more convenient course scheduling, assistance in tutoring and counseling, centers for veterans, and more.

HOW, AS A PRESIDENT, DO YOU HELP FACULTY AND STUDENTS UNDERSTAND AND ADJUST TO SOME OF THESE TRENDS THAT YOU HAVE IDENTIFIED?

There is not an easy way to do that. Heraclitus said “no man steps in the same river twice.” Change is all around us and I think one of

my responsibilities as the president of the college, OR anyone in a leadership role, is to help people through change, which is not a one-time task but an ongoing responsibility. The things that I mentioned, increasing accountability, privatization of public colleges, self-directed learning, and changing demographics, don’t have to be done by next month or next year. They’re going to be unfolding and changing over the next several years. So my responsibility is to help people understand those trends, at least to the extent that I understand those trends, and help them see the options for addressing them and for responding to them in ways that are good for themselves and for the college.

WHAT DO YOU SEE ON THE HORIZON? WHAT IS THE NEXT MOUNTAIN THAT YOU WANT TO CLIMB OR CHALLENGE IN THE FUTURE?

Here at my college we are expanding an urban campus in Lawrence, the poorest city in the state of Massachusetts. It has the highest rate of unemployment, highest rate of poverty, large immigrant population, it’s a mostly minority community, and it’s a community that needs a lot of revitalization. The number one goal of mine right now is expanding our campus there to be an engine for economic development and workforce development to help revitalize this city. I think there are a lot of wonderful things we can do there. In terms of leadership and terms of higher education and what it can help people of the community to accomplish, this is a big one, and just one of dozens of opportunities for us as a college and for us as leaders.

WHO HAVE BEEN OR CURRENTLY ARE YOUR MENTORS?

I have been fortunate to have a number of important mentors in my life, including people like Al Bostick, an actor, dancer, painter, author, and inspiration of mine when I was a college theatre student many years ago; Anne Cauley, my mentor when I was a participant in the Michigan Chair Academy in 1999, who taught me a lot about myself, about the business of higher education, and about leading and managing; and of course, Gary Filan, who connected me to the Chair Academy and set me on a lifelong path toward transformational leadership with some of the most talented and compassionate people in the world.



“SHIFT HAPPENS”

YOU HAVE DONE A LOT OF INTERESTING THINGS AND ACCOMPLISHED MUCH. WHAT ARE YOU MOST PROUD OF AND WHY?

Like a lot of people, some of my proudest accomplishments are deeply personal ones involving family, friends, and especially my children. But when it comes to professional accomplishments related to leadership, these are a few that stand out for me:

About the time that I was a participant in the Michigan Academy, I was balancing a few different jobs at Lansing Community College. As we were getting the new Michigan Stage Technician Apprenticeship Program off the ground and trying to figure out how to make it work, a faculty colleague of mine said, “Put Lane on it—and it will happen.” A year or so later, with that network of support, we had our first class of a couple dozen apprentices learning rigging, stage lighting, carpentry, painting techniques, design principles, pyrotechnics, and a lot of other cool stuff, and working as grips on movie sets, stage hands at Rolling Stones concerts, and technicians at places like the Interlochen Center for the Arts. It was the very first federally recognized apprenticeship program for stage technicians in the country, and I loved every minute of it.

At Northern Essex Community College, we have been involved in the Achieving the Dream initiative for nearly seven years. Achieving the Dream is a network of community colleges across the country using data rigorously to help them “close the gaps” in student success, particularly among minority, low-income, and first generation students. In my previous role as Vice President of Academic Affairs at NECC, I helped lead this effort (along with dozens of other faculty and staff at the college). The result has been several years in a row of improvement in fall-to-fall retention, overall course completion, transition from developmental writing and math into college level coursework, and the

highest number of degrees and certificates awarded at graduation in the history of the college. Student success is what we’re all about—so I’m tremendously proud of the role I have played in this effort.

And finally, receiving the Paul A. Elsner Excellence in Leadership Award is a tremendous honor for me. As I hope you can tell from my description of my leadership journey, the Chair Academy has been one of the most important influences in my personal and professional life; and recognition of my accomplishments by this organization that means so much to me, and to so many other leaders around the world, is one of the proudest moments of my career. Thank you, Al, and thank Gary and thank the Academy for helping me get started. I have a lot of respect for you as a facilitator; for Gary, our friend, a tremendous gratitude. And thank you for putting this interview together and for still being a part of that leadership journey, not just for me but for hundreds of thousands of others. That’s what it’s about.



DR. ALAN T. SEAGREN is Emeritus Professor of Educational Administration and Vice President of Administration Emeritus, University of Nebraska, Lincoln. His fifty-year career at UNL includes five administrative positions including Vice President for Administration. His research has focused on the role and responsibility of department chairs. He has worked with the Academy for 20 years and is currently a member of the Leadership Editorial Board. Dr. Alan T. Seagren was a Paul A. Elsner honoree in 1998.



DEVELOPING A COMMUNITY OF LEADERS

By Lech Krzywonos

Each year, the Paul A. Elsner award recognizes leaders who have demonstrated outstanding lifetime service to college education. Over the years, we have celebrated numerous distinguished leaders who have all, in their own special way, left a legacy of exemplary leadership for all of us to learn from and admire. This year we add Anita Rios to these distinguished alumni. A biography posted on the Chair Academy's website helps us to obtain a glimpse of some of Anita's major accomplishments and highlights why she is so deserving of this honor (The Chair Academy, 2014). This biography, however, stops short of helping us fully appreciate who Anita Rios is, what drives her, and what impact she has made on those who she serves each day.

I had the pleasure of meeting Anita Rios for the first time during a wonderfully sunny Missouri afternoon at the 23rd annual Chair Academy conference. We sat down over a cup of tea to celebrate her recognition, and I tried to learn a little more about Anita as a person and a leader. Often, it is easy for me to put off writing tasks to the deadline, but my brief interaction with Anita that day left me inspired to immediately begin writing this article and engage in a research journey to learn more about this very special individual.

Gladwell (2005) has written extensively about the power of first impressions in his book titled *Blink: the power of thinking without thinking*. I can report that my first impression of Anita as being a remarkable individual was based on a split-second observation of how warmly she was greeted by her longtime friend Dr. Idahlynn Karre at the conference. Putting Malcolm Gladwell's hypothesis to the test, I decided to follow up with Idahlynn to learn a little more about Anita, to determine what drove the warm greeting which shaped my first

impression. Idahlynn enthusiastically shared that *"Anita is one of those rare leaders who can bring out the best in all who she serves. She is a Servant Leader who knows how to create contexts and opportunities for others to achieve their best. She is a thoughtful, reflective, values-focused, and skillful leader, who knows her strengths and uses them in pursuit of other's paths to excellence. I value her wisdom as a leader, colleague, and friend."* Idahlynn's words certainly helped to verify my initial impression.

I then set out on a mission to solicit the experiences of several colleagues and friends of Anita's, attempting to learn more about the impact of her work on them as individuals and within their organizations. I checked in with Sue Appelquist (Associate Vice Chancellor, Human Resources Division, MnSCU), Todd Harmening (System Director for Planning, Academic and Student Affairs Division, MnSCU), Kristina Keller (Dean, St. Cloud Technical and Community College), Connie Gores (President, Southwest Minnesota State University), and Mary Everley (Executive Director, Upper Midwest Higher Education Recruitment Consortium). I first asked these individuals:

WHAT THREE WORDS BEST DESCRIBE ANITA?

The responses certainly depict an exceptional individual whose qualities represent the essence of great leadership. Mary described Anita as *"visionary, resourceful, and thorough"* while Todd added she is *"driven, caring, and encouraging."* No wonder Kristina says that *"people want to work with Anita. She is approachable and builds rapport with system leaders at all levels. Her reputation for building productive teams, achieving goals, and leading successful initiatives is proof of her ability and accomplishments."*

“Leaders don’t create followers, they create more leaders.” – TOM PETERS



I then followed up by asking:

HOW DOES ANITA'S STYLE OF LEADERSHIP INSPIRE YOU TO DO YOUR BEST EACH DAY?

A common theme among the responses to this question identifies Anita’s passion for ongoing growth and improvement; this serves as encouragement to those around her. Todd offered that *“Anita has almost a restlessness toward talent management that drives her to never dwell too long on the success of the present but rather use that as a springboard for the next opportunity. There is much we need to learn in higher education about developing our own talent and her constant voice and desire to further our capacity in that regard inspires those around her.”*

At this point in my investigation, I hoped to get at the essence of what specifically makes Anita so accomplished in her role and decided to ask a direct question.

WHAT IS THE BEST PART ABOUT WORKING WITH ANITA?

Todd explained that *“Anita takes an interest in who you are and what is going on in your personal and career aspirations... Anita is very intentional about connecting on work and life issues, this not only gives her an avenue to talk about how that affects you as a leader, but shows she really cares.”*

In his example above, Todd has wonderfully captured one of the key values underpinning Anita’s leadership philosophy - to be intentional in taking an interest in those she serves. This value is also echoed through Connie’s observation that *“Anita sees potential in others and helps develop it. She challenges others to grow, improve, and stretch, and in so doing, they reach higher heights.”* Connie elaborates that Anita *“has helped create a culture of talent development and leadership succession planning.”*

Reflecting on the above value, it is no wonder Anita’s legacy involves building opportunities to help others stretch their potential. More specifically, Anita has developed programs to grow leaders from within and established a leadership pipeline within the organizations she serves. The two most notable examples of these programs include the Luoma Leadership Academy and the Executive Development Program. The Luoma Leadership Academy and its impact on the Minnesota State Colleges and Universities (MnSCU) system have been documented in an earlier edition of this journal (Rios, 2013).

MnSCU board trustee Cheryl Dickson explained further. *“Anita and her team have developed a mechanism for identifying our next generation of talent and preparing them to be equipped to lead us going forward. Anita deeply examined the competencies needed for tomorrow’s leaders and created programs and tools which are proving to be national models for leadership development.”* To learn more about this aspect of Anita’s work I asked a further question.

WHEN YOU REFLECT ON ANITA'S WORK AT MNSCU, WHAT EXPERIENCE BEST EXEMPLIFIES HER LEADERSHIP?

Sue summarized Anita’s contributions as *“delivering consistently high quality staff development and leadership programming for the entire MnSCU system year after year.”*

More specifically, Todd shared that *“the initial work on developing and promoting the Luoma Leadership Academy to it now being common language and an aspiration for many mid-career professionals in the system is a product of Anita’s leadership. Also, the projects that are advanced by the Luoma teams during their academy experience not only have significant impact on the development of participants, but also draw on executive leadership as sponsors to those projects as a means for keeping this important development opportunity in their view. Perhaps a clear example of Anita’s restlessness, where she could have been content to enjoy the success of the Luoma Leadership Academy, she instead sought ways to enhance the experience and broaden the reach and impact for the program in the MnSCU system.”*

Kristina elaborated further that *“Anita facilitated the creation and implementation of an executive development program to prepare presidential leaders for the MnSCU system. These efforts identify and accelerate the development of high potential leaders in the system by preparing them for the complexity of these positions. The pipeline of prepared administrators and presidential candidates is strengthened, which increases the availability of experienced, capable, motivated employees who are prepared to assume key positions or roles when they become available.”*

Anita’s colleagues helped us to advance our knowledge of the impact she has made on her institution and how she managed to accomplish such great outcomes. At this point in the telling of Anita’s story, I revisited her acceptance speech from the conference to secure a first-hand account of her perspective.

Anita opened her speech explaining that her leadership journey has not always been a very predictable and straight path. She shared with us several stories from her childhood and young adulthood. Anita’s experiences through these early stages of her life guide the work she does in leadership today. In her speech, Anita explained some of the values she learned at a very young age.

VALUE 1: EDUCATION CAN TRANSFORM LIVES:

Anita learned this very important value from a comment her father made to her when she was just six years old. Anita explains that *“this extends beyond college and university degrees and applies to leadership development programs, like the Chair Academy or our internal MnSCU programs that help our people lead more effectively. It is so gratifying to observe our leaders who are inspired, challenged, and transformed by what they learn; to see the light bulb go off when they make a new connection to a concept, idea, or gain deeper understanding about themselves and those that they lead.”*



with her immediate family, to the role her father played as she was ‘stretching’ into her first management role. Anita relied on her father for advice and her mother for support. She recalls the time when she was first offered a management position during her summer employment, “panicking, I called the first person I thought of for advice: my dad.” The advice she received from her dad was “to read ‘The One Minute Manager’ by Ken Blanchard and ‘In Search of Excellence’ by Tom Peters.” This advice served Anita extremely well in the years to come. It is likely no accident that Anita dedicated significant energy during her career on life/work balance and the role of family.

Anita’s own family clearly continues to play a major role in her life. As we were sitting down at the conference to prepare for writing of this article, it did not take very long for Anita to share stories about her two daughters and husband, while she enthusiastically took out her phone and began to share photos of a recent family ski trip. Anita lit up at any chance to share about her family of which she is so proud. Family clearly gives Anita much of the energy to sustain the leadership that she offers to her organization, and the many individuals who benefit from her work.

During my meeting with Anita, I was fascinated as she described the magnitude, challenge, and transformational aspect of her current role at MnSCU. One activity Anita has undertaken more recently to support her efforts at MnSCU is as co-editor of an online blog. I was curious about her dedication to such an ongoing task, and how it fits with her routine. She commented that it is actually a great exercise in discipline. It forces her to follow through on a commitment and she is grateful for having such an opportunity. This is just one more example of Anita’s dedication, drive, and focus.

Anita is an amazing individual, mother, and leader, full of warmth and contagiously positive energy. Like many others who had the good fortune of crossing paths with Anita, some of whom shared their thoughts in this article, I too became a fan in the past several weeks. My short interaction with Anita during our meeting at the conference quickly reinforced how deserving she is of the recognition bestowed upon her through this prestigious award. On behalf of the Chair Academy, we wish her the very best in the future.

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The Chair Academy. (2014). Paul A. Elsner Excellence in Leadership Award Honorees. Retrieved from <http://www.chairacademy.com/conference/2014/c14elsner.html>

LECH KRZYWONOS is an Academic Chair at Nova Scotia Community College and is currently serving on the editorial board of *Leadership*. He has ten years’



experience leading the School of Access team at Truro Campus as well as having oversight of programming through online learning.

Having completed his undergraduate studies in Physics and a Graduate Diploma in Education, Lech began his teaching career at TAFE NSW in Australia, moving to Nova Scotia Community College as Faculty in 2001. Lech completed his M.Ed. in Community College Leadership and the Chair Academy foundation program. He will complete the Advanced Academy in the summer of 2014.

VALUE 2: SEE THE POSSIBILITIES FOR GROWTH IN OTHERS AND ENCOURAGE THEM:

“I can’t tell you how many times I’ve heard mid-level leaders in our MnSCU system express surprise at being identified by their presidents as having potential for senior leadership positions. Much like when my dad said to me, ‘before you know it, you’ll be going to college,’ it sets them on a path that they hadn’t anticipated, but that they grow into and often excel at.”

VALUE 3: USE STRETCH ASSIGNMENTS TO HELP PEOPLE GROW FAST:

“In our leadership development programs, we use both action learning team projects and individual experience-based development plans to help individuals grow. The more challenging the stretch assignment, the more growth we see in people and the faster they promote into positions of greater responsibility and leadership.” This value evolved from Anita’s experiences during summer employment in the hotel industry early in her career. Anita goes on to explain that, *“While I served in that role for only 4-1/2 months, I had the opportunity to stretch and grow, beyond what I thought possible. Which leads me to another value that drives my work:”*

VALUE 4: THERE IS NO GOOD SUBSTITUTE FOR ACTUAL EXPERIENCE:

“When we are developing leaders, one of the best things we can do is identify potential and then give people new assignments or roles that stretch them in new ways by exposing them to things they haven’t done before.”

The above values, which emerge from Anita’s early life experiences, shape her leadership philosophy today. It is easy to see, how through these values, Anita is able to transform the organizations and individuals who are fortunate enough to experience a part of their journey with her.

One other important aspect which clearly shapes Anita’s life and work philosophy is the importance of family; from her earliest memories

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Institute of Technology



JANELLE MASTERS
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Recognizing the Gary Filan Excellence in Leadership Award Recipients



Viola Midegs

Viola Midegs has been the Director of Corporate Marketing at SAIT Polytechnic since 2007. She is responsible for brand management, market insight, and analytics and institutional marketing initiatives that contribute to SAIT being a leading brand in Canada. Previous to joining the world of post-secondary marketing she held senior-level marketing roles in a variety of business environments including telecommunications and hospitality and airline sectors and holds an Economics degree from the University of Alberta.

A lifelong learner, she is committed in her quest for innovation and knowledge in leadership.



Linda Austin

Dr. Linda J. Austin is the Dean of Career Education, Kent Campus and Cecil Center for Florida State College in Jacksonville, Florida, with responsibility for a range of programs that includes Associate and Bachelor's degree programs, in Business disciplines, Paralegal, Interior Design, and Aviation. Dr. Austin has more than 20 years of leadership and management experience in higher education and business environments including information systems, publishing, and training and development in the United States, Europe, and Asia.

Since 2001, she has lived in Jacksonville, Florida, along with her wonderful spouse, a tall, handsome Texan; and their three cats.

Recognizing the Chair Academy's Directors Award Recipient



Damira Lopes

Dr. Damira Lopes is a Senior Commercial Manager at Victoria University. In the last nine years Damira has held positions of an Associate Director, Commercial and Business Development, and Head of School of Enterprise at Victoria University. During this time she has been managing development and delivery of a highly successful Chair Academy leadership program in Australia. She was also a member of the International Advisory Board from 2007-2012.

Dr. Lopes is a highly qualified training professional with passion and commitment to creating innovative educational opportunities for industry and enterprise.

CHAIR ACADEMY AMBASSADORS

Recognizing the Chair Academy's Lifetime Members

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Joan McArthur-Blair

Dr. Joan McArthur-Blair, Co-President of Cockell McArthur-Blair Consulting, is a writer, speaker, and facilitator. After more than 25 years of institutionally-based work as an educator in roles from faculty to president, she has returned to her loves of writing, speaking, and facilitating, and works with groups of all kinds to make a positive difference. Joan specializes in the use of Appreciative Inquiry to foster leadership, strategic planning, and innovative strategies for organizational development. She also provides short-term leadership through executive-to-go services. She recently published with Dr. Jeanie Cockell "Appreciative Inquiry in Higher Education: A Transformative Force" and is currently authoring "Working Resilience."



2013 Inductees (Inaugural Class)



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Paul Byrne



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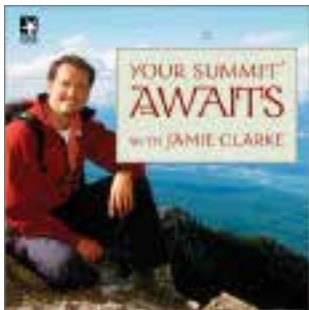
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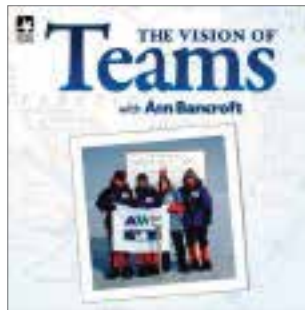


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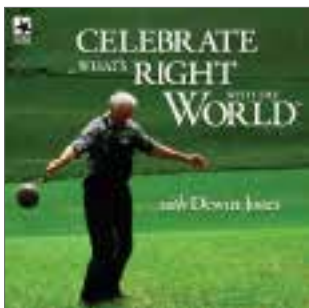
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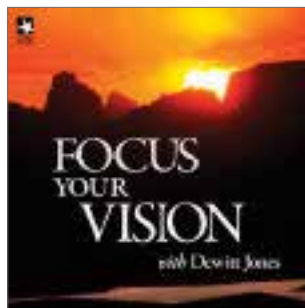


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THE ALUMNI OF LEADERSHIP

RECOGNIZING ACADEMY ALUMNI



PATRICIA GENTILE

(New Jersey 2004-2005) has been selected as North Shore Community College's President, located in Danvers, Massachusetts, USA. She assumed this new position on January 1, 2014.



RACHEL SIMMONS

(Facilitator) has accepted a new position as General Manager Industry Planning & Products at Victoria University in Melbourne, Australia.



BROOKE STRAHN-KOLLER

(Florida 2012-2013) is currently the Dean of Social Sciences at Kirkwood Community College in Cedar Rapids, Iowa, USA. She accepted full-time status in January of 2014.



NOEMI CUSTODIA-LORA

(WLDI 2012-2013) has been named Executive Director of Lawrence Campus & Community Development at Northern Essex Community College, in Haverhill, Massachusetts, USA.

THE LITERATURE OF LEADERSHIP

REVIEWS BY JEFF YERGLER



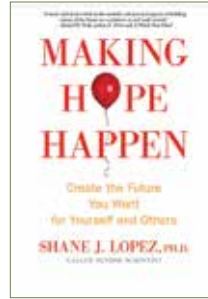
COACHING FOR CHANGE
John L. Bennett & Mary Wayne Bush

With a variety of books on coaching and change available on the bookshelves and through the electronic offerings of Amazon or Google, it is a bit easy to get overwhelmed. In the face of this tsunami of potential resources comes a book that offers the reader valuable information on both. Bennett and Bush's book, *Coaching for Change*, is a marvelous resource for a number of different reasons. First, if you are someone who simply wants to learn more about coaching this is an excellent resource. Second, if you are seeking to sharpen and elevate your coaching skills in an effort to make yourself more marketable to professionals seeking individual coaching expertise, this book would hit the sweet spot. Third, if you are beginning conversation with a team of individuals on launching a change initiative in your institution, this book is invaluable. Bennett and Bush provide helpful information that is supported by scholarly research and balanced with practical models and tools that are invaluable to any conversation about individual, team, or organizational change.



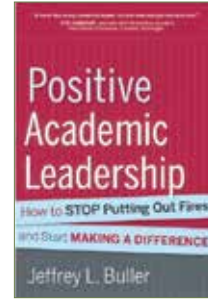
BUILDING A VALUES-DRIVEN ORGANIZATION
Richard Barrett

I have had this book on my shelves for years and have used it periodically for both academic and professional (consultative) reasons. Barrett is the founder and managing partner of Richard Barrett and Associates, a firm that specializes in helping people and organizations build a values orientation within individual work approaches and processes as well as operational business models. This book provides the reader with Barrett's values model around which he has built his consulting business. Make no mistake, this book is an excellent resource for individuals and teams to begin conversation around identifying the values of both individuals and the collective organization. Furthermore, this is an excellent resource for helping organizations identify existing values and then align values to improve the morale and performance of the organizational system. The book speaks to the importance of values-driven leadership and management and how both can contribute to values-based decisions that impact an entire organizational system. Want to change your organizational system? Begin with adjusting your values and then driving those values deep into the system.



MAKING HOPE HAPPEN
Shane J. Lopez, Ph.D.

In the long line of books on positivity comes yet another publication, this time addressing the power of hope. However, this book should not be summarily dismissed as more positive blather on the power of optimism. Lopez, who is a researcher for the Gallup Institute, brings some insightful, empirically validated, and actionable perspectives on the power of hope to transform the experience of life... and who among us could not benefit from these vistas? His writing is laced marvelously with anecdotal data on real life people addressing situations that illustrate how hope can galvanize resolve and build resilience. Lopez's exegesis of hope includes spending a good deal of time describing how hope can act as a catalyst that tips people toward, then away from, the future. Furthermore, Lopez describes how integrating hope into one's day-to-day approach to living fuels motivation and productivity and brings a sense of fulfillment. The book concludes with an exploration of how hope can be communicated to the next generations.



POSITIVE ACADEMIC LEADERSHIP
Jeffrey L. Buller

As a department chair, I have unfortunately grown accustomed to the constant flow of issues and challenges that tilt toward the negative, the broken, and the bitterness and anger that can often result. Even the heartiest of souls can be brought low by this endless negativity. Buller's emphasis, though it applies to those who provide administration leadership in institutions of higher education, can also be applied to any person in any leadership position. Buller's "Ten Principles" (pp. 10-16) provide a solid theoretical and practical foundation for the chapters that follow. He adroitly speaks to how leadership in academic settings can engage in positive coaching, counseling, and language use. Perhaps the greatest value in Buller's work is his invitation to think and act differently (or to consider new options and alternatives to acting as a positive leader) to the current crises in academic leadership. Overall, Buller's work is thorough, well researched, and sprinkled throughout with anecdotes that provide helpful windows into how one applies his ten principles.

RATING ★★★

RATING ★★★

RATING ★★★

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Debi Campbell
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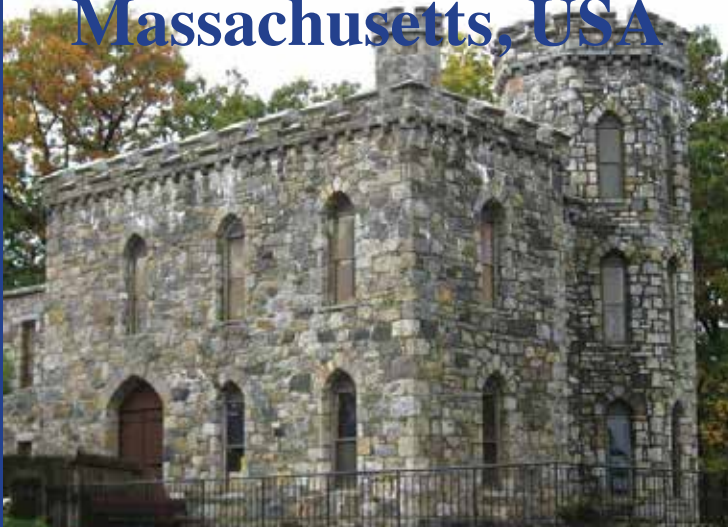


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Session 2: TBD (October), 2015*

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