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LEADING FORWARD

BY DR. RICHARD STRAND

A decade ago the American Association of Community Colleges (AACC) coined the phrase "Leading Forward." It was used in connection with an initiative that served to document the significant turnover that was expected to occur across the college landscape. At that time (2003-2004), it was estimated that some 700 new community college presidents and campus heads, 1,800 new leaders in upper administrative positions, and 30,000 new faculty members would be needed to replace those who were anticipated to retire soon. The key to facilitating this significant transition was to focus on finding and developing the human resources critical to continuing to build and deliver community college education.

Whatever the turnover estimates are today (the League of Innovation reports nearly 300 presidents are now expected to retire in the near term), the fact is that change is ever present in our organizations and the impact of these important leadership changes cannot be overstated. Ronald Heifetz, founding Director

"Leading forward" is not a choice, it is an obligation.

of the Center for Public Leadership at the Harvard Kennedy School has written that some of the most vital work we expect leaders to do is to get up on the balcony and identify the adaptive challenges we are most likely to confront in the future. "Leading forward" is not a choice, it is an obligation.

Otto Scharmer, co-author of *Leading From the Emerging Future*, describes a powerful process for sensing the future that is emerging so we can align ourselves with it and help it to come into being. One of the key insights is that form follows awareness: the quality

of the results in any kind of system is a function of the awareness from which people in the system are operating. Even though our world is interconnected in ways unimaginable even a decade ago, in many cases our awareness - whether as individuals, organizations, or nations - is still limited and local. We need the collective wisdom of leaders at all levels to see our way forward as part of an ever expanding and engaged eco (not ego) system.

To many of us, the shape of the emerging future is a mystery. But this we know as the 21st century continues to unfold: the changes we sense and see occurring today portend even more significant changes in the future, the kind that will impact every aspect of society as we know it, from labor, to capital, production, technology, leadership, and certainly education.

In this edition we do not seek to offer as much of a blueprint as key insights on various aspects of leading forward. If there is any common theme connected to each piece, it is that leading forward requires diligence, thoughtfulness, an investment of time, effort and money, and a willingness to drop the baggage of old habits in order to be more open to the options and opportunities coming our way.

There is a wonderful video series that has appeared on the History Channel recently titled "The Men Who Built America". It features a rich palate of scenes drawn from the lives and likes of Vanderbilt, Rockefeller, Carnegie, and Ford; men who appeared to be singularly driven and moved to act on their visions of the future. We may still have uniquely talented and driven visionaries like that today, but it is far more likely that the future depends on "more of us" than just a "few of us." The degree to which we engage in problems holistically, globally, consciously, inclusively, and collectively, the more likely we stand the chance of creating and sustaining a better future for all of us.

Voices of Leadership…
On Leading Forward

In this issue of *Leadership* we examine some of the elements involved in moving our institutions into the future; keeping them competitive, engaging, and relevant - in essence, "Leading Forward". We reached out to some Academy leaders at the helm of their institutions and asked them to consider the quote below and respond to questions about building and sustaining leadership, skill sets necessary to move forward, and impending challenges leaders face as they strive to lead their institutions forward. Their responses reflect the current landscape of higher education and highlight the ways institutions can harness their best resources, their people, to overcome obstacles and embrace the direction, alignment, and commitment necessary to lead their institutions forward.

> *"Leaders include anyone in organizations actively involved in the process of producing direction, alignment, and commitment."* ~McCauley & Van Velsor

Joseph M. Daisy, Ed.D. President and Chief Executive Officer, College of Micronesia-FSM

Given the quote above, how do you build and sustain a culture of leadership in your organization?

At our institution, regional accreditation has been a major component of building a culture of continuous quality improvement. Accreditation standards and policies have been an effective vehicle for engaging all campus constituencies in purposeful dialogue around issues such as assessment, planning, and capacity building.

An example of the capacity building necessary to accomplish meaningful campus-wide dialogue is the development and implementation of communication protocols to provide "rules of engagement" as to how we interact with one another.

Through our dialogue, each of us - regardless of our position - has come to a common understanding of the deep and abiding obligation we share to shape the college's future.

In looking forward, what represents the greatest opportunity you believe leaders should be pursuing in moving skill sets forward?

Create authentic opportunities for participatory governance process, challenging though that may be. Use the strategic plan to "stay in tune" with the college's shared goals and measure progress toward them. A strategic plan grounded in broad-based participation will offer abundant opportunities for leadership development and experience.

What stands out as the greatest challenge as your leaders move forward?

Here in the western Pacific Region, dispersed campuses across wide expanses of ocean and the financial sustainability in this era of the "new normal" (increased costs and limited/declining resources) serve as challenges to effective leadership.

Another significant challenge is balancing the need to provide access to underserved (and underprepared) students with the imperative for student success in this new era of federally mandated accountability.

Such issues will require reengineering of institutional processes and functions to ensure long-term sustainability.

Dr. Larry Rosia, President and CEO of Saskatchewan Institute of Applied Science and Technology, Saskatoon, Saskatchewan, Canada

Given the quote above, how do you build and sustain a culture of leadership in your organization?

All leaders have a responsibility to develop the next generation of leaders, but it is the president who must create an environment in which people will strive to become good leaders and help others become good leaders. It begins with the president defining, modelling, practicing, coaching, mentoring, and rewarding good leadership.

In looking forward, what represents the greatest opportunity you believe leaders should be pursuing in moving skill sets forward?

The biggest leadership wins come from maximizing the power of the talent within the organization. Leaders do that by being open to different ideas and styles, and by actively attracting, developing, engaging, motivating, and promoting outstanding talent.

What stands out as the greatest challenge as your leaders move forward?

Today's complex and dynamic environment is challenging the traditional vision, mission, and values of the academy. As leaders, we must motivate change and mobilize talent, questioning entrenched behaviors and traditional notions.

Dr. Rufus Glasper, Chancellor, Maricopa County Community College District, Tempe, Arizona, USA
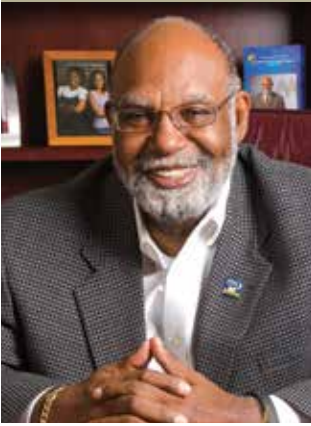
Given the quote above, how do you build and sustain a culture of leadership in your organization?

The complexities of today's community colleges require distributed leadership, with leaders who are as adaptive as our colleges, who understand and utilize multiple leadership strategies as appropriate for the context. This necessitates engaging in leadership development strategically.

In looking forward, what represents the greatest opportunity you believe leaders should be pursuing in moving skill sets forward?

Leaders need to have expanded understanding of and experience with multidimensional leadership practices. They need to develop enhanced skills in collaborative engagement internally and externally, and be given opportunities to challenge the status quo with a focus on student success.

What stands out as the greatest challenge as your leaders move forward?

One of the greatest challenges is also an opportunity – the past is no longer a roadmap for the future. The new community college is ours to create.

David G. Ross, Ph.D., President, Southern Alberta Institute of Technology, Calgary, Alberta, Canada

Given the quote above, how do you build and sustain a culture of leadership in your organization?

I believe that critical to leadership success is the need for a well understood organizational vision that provides important context regarding direction, alignment, and commitment. Leaders then need to be given responsibility for decision making and implementation to build their leadership experience and capacity.

In looking forward, what represents the greatest opportunity you believe leaders should be pursuing in moving skill sets forward?

At the core of the opportunity is the establishment of a culture where leaders are engaged and, through that, believe that they can be leaders. Part of this is regular, meaningful connections to support, discuss, and understand what is critical to their success and the advancement of the organization. To gain further momentum, I also attempt to leverage individual motivation to help align their passion with the opportunities that evolve.

What stands out as the greatest challenge as your leaders move forward?

There are many challenges facing leaders today. However the one that I see either accelerating or hindering organization achievement relates to the talent economy. This means that organizations and leaders will rise and fall on their ability to attract and retain the skilled individuals relevant to the vision they are attempting to achieve.

Kathy Kinloch, President, British Columbia Institute of Technology, Burnaby, British Columbia, Canada

Given the above quote, how do you build and sustain a culture of leadership in your organization?

Outstanding leaders enlist others in a common vision and strategy – all with a goal of engaging the most valued resource: people. A culture of leadership is sustained through clarity of purpose, aligned focus, and coaching leadership style. Creating such a culture takes focus and time – it does not happen by accident.

In looking forward, what represents the greatest opportunity you believe leaders should be pursuing in moving skill sets forward?

Determine what distinguishes your institution. Two key questions for me: what is our strategic focus and what gives our organization its strategic edge? Listening to those inside and outside the organization will deepen the understanding of potential.

What stands out as the greatest challenge as your leaders move forward?

The strongest leaders understand that the present is a platform to envision and position for the future. The leader's role is to connect the dots between the two. But inspiring innovation and change is more than a process: it's a mindset. Leading in a status quo mindset will not be effective for a future forward organization.

Dr. Eduardo J. Padron, President, Miami Dade College, Miami, Florida, USA

Given the quote above, how do you build and sustain a culture of leadership in your organization?

Ask people to be conscious, to be awake to how the organization can be alive and in touch with its mission. Demystify the leadership ideal. The organization will be vibrant if the leadership is constantly listening and encouraging new ideas. A culture of leadership is a culture of ownership, and that gives rise to a culture of innovation.

In looking forward, what represents the greatest opportunity you believe leaders should be pursuing in moving skill sets forward?

The greatest resource we have is our people. Encourage self-evaluation. What if our people were fearless in reaching for more understanding and contribution? When people want to grow, that's contagious. People make each other better.

What stands out as the greatest challenge as your leaders move forward?

Higher education is on a course of inevitable change. Dealing with change effectively, engaging colleagues, and viewing the possibilities with clarity and honesty will be our greatest challenge.

TRAINING

PROFESSORS TO BE TRAINERS (AND VICE-VERSA)

ROBERT H. VAUGHN, PH.D.
Professor Emeritus of Management and former
Dean of Business, Lakeland Community College, Ohio

It happens all the time to department chairs in a college. You have an extra class to cover, no one to teach it, and a colleague suggests an individual for the job who "teaches that in industry." You have a short deadline, so after meeting the person and guiding her or him through the hoops of your institution's adjunct hiring process, you turn the individual loose in the classroom.

Or, as chair, you receive a call from a local business: "Our company needs some training in [fill in the blank], and we wonder if you or one of your faculty can help us out?"

Sometimes these stories have happy endings, sometimes not, but most often we are not really sure. Colleges and businesses operate in two quite different environments, and it takes a Janus-like quality to succeed in both.

This article begins with an overview of organizational training today, then covers some of the major differences between the college and business or industry learning environments, and finally makes some suggestions for moving between the two.

How large is the training industry?

United States business and industry surpassed $164 billion in direct cost spending on formal employee training in 2012.[1] Of this amount, $18 billion was for tuition reimbursement and $46 billion was for external services, of which colleges or their faculty can claim a significant portion. Companies in the United States spent, on average, over 3.5% of payroll on training, a number which has almost doubled in a decade.[2]

External training may be provided by consultants, colleges, trade schools, vendors, suppliers, industry associations, and a host of other sources. The problem for the organization becomes one of finding and selecting from among viable options. *It is a growing market for our schools and our faculty!* So, there is no question that colleges and individual professors have many opportunities to provide training to organizations. The main question is, how prepared are they to provide a quality learning experience focused on the needs of the business as well as the trainees?

How is training different from education?

Training requires providing information and direction in a planned and structured manner to an organization's employees, customers, or clients. It teaches how to accomplish specific tasks related to organizational needs and objectives by focusing on facts and procedures, but seldom on concepts unless they are essential to applying the facts and procedures. Training should lead to permanent behavioral change and measurable improvement in job performance.

Education is a far more general category. It includes the offerings by public and private schools at all levels. Education is essential to functioning in society at large. It encompasses both general concepts and specific facts, and leads to improved understanding and sometimes to improved skills, as well as a different way of thinking about and approaching issues. Figure 1 compares some of the key differences between learning in an academic setting and receiving training in an organization.[3]

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[1] 2013 State of the Industry Report, *American Society for Training and Development*, December 2013, p. 7.
[2] *Ibid.*, p. 13.

[3] Vaughn, R. 2005. "The Professional Trainer: A Comprehensive Guide to Planning, Delivering and Evaluating Training Programs." Second edition. San Francisco: Berrett-Koehler Publishing. Modified slightly from pp. 4-5.

FIGURE 1: Some Key Differences Between Academic Learning and Organizational Training

Factor	Academic Learning Environments	Organizational Training Environments
Trainer Credentials	Academic – often only academic. Some colleges, especially two-year & teaching schools, will also consider work experience and skills in interpersonal communications.	Skill or knowledge in relevant subject regardless of academic achievement; also skill in interpersonal communications will be more critical. Technical certifications may also be a consideration.
Course Content	Usually broad & theoretical. Certain fields such as computers may also have practical element.	Focused & application oriented. Deals mostly with facts & procedures; only rarely with concepts. Often tied to a specific company or industry.
Objective Levels	The most common are knowledge-based and occasionally skill-based objectives. Job performance objectives are usually only a peripheral issue. (See Bloom's Taxonomy – the "education" method.)	While training often includes knowledge and skill-level objectives, job performance is the outcome of most concern. (See Don Kirkpatrick's model which is nearly always used in training instead of Bloom's.)
Time Basis	Usually lock step & tied to a semester or quarter system.	Typically short-term; more self-paced; new groups start as needed.
Grading System	"A" through "F".	Usually pass-fail; many programs are not graded at all. Some are proficiency-based.
Common Presentation Style	Lecture & other inductive forms, though cases and lab applications are becoming more common.	Often uses more participative experiences in training, even in a classroom form; a hands-on format is most common for on-the-job training.
Reason for Participation	Personal reasons: To obtain a degree, certificate, or other credential. Sometimes only for self-satisfaction, but probably for career and employment reasons.	Corporate reasons: Required by employer in order to support the organizations' needs. May be a condition of keeping a job or getting a promotion.
Student Unit	"Client" is the individual student. Working together is considered cheating for most types of assignments.	"Client" is the organization in which the trainee works. Group learning is much more common.
Training Materials	Comprehensive textbooks & outside research materials.	Company materials & trainer-designed materials. Only rarely are books used.

How is training delivered within the organization?

Most organizational training still happens on the job and informally. For off-the-job training, just over half is still provided in stand-up, instructor-led sessions.[4] Classroom trainers need presentation and delivery skills; though exactly how they present and deliver will vary from one situation to another. *Technology-based delivery* is the fastest growing category, with significant increases in recent years. It now accounts for almost 40% of all training done in organizations.[5] Trainers who are involved with distance learning or technology-based training obviously need a different set of skills from those who meet in person with the trainees.

How can an academic fit into an organizational training program?

Professors who teach in business for the first time often make a number of mistakes. Here are three major areas of caution: trying to educate instead of train, not adequately identifying with the trainees, and overdoing the inductive rather than deductive teaching styles.

You are being paid to train the class, not educate it. You probably know much more about your subject than your trainees need to know. The confusion in this area partly arises because in business you will often need to choose and design your content from scratch. You will not have an approved curriculum guide or textbooks to help you. The company which hired you to come in needs their employees (or customers, perhaps) to understand how to do a portion of their job to a satisfactory level to meet organizational needs and objectives. You may know the names of the theorists and the origins of the material, but your class only needs to know how to apply it to their job. Keep it simple.

Connect with your class, probably more so than you do in college. You need to know and use the jargon of the organization where your trainees work. If they hear you using too many textbook terms or speaking in the abstract, you will lose credibility. When the subject is not unique to a specific company's environment – statistics, for example – this may be less important, but you should at least know some basic facts about the company's product, competitors, management, and other key information. Just because you are in front of a class in a company does not grant you the more-or-less automatic credibility that you may receive as a college professor. I once did a supervisory program at a division of TRW where the training director introduced me like this: "This is Professor Vaughn. He's going to teach you how to be a supervisor." Most of the class had already been supervisors for years, and many were older than I was. Every one there was on edge. Before I completely lost them, I explained a bit about myself. "I've been a supervisor in a union environment with as many as 50 subordinates. I'm an industrial engineer and even if I can't run your machines, I understand what they do." The atmosphere lightened measurably and they were more willing to participate after that.

Ask frequent questions of the trainees. You need to find out how your trainees are doing as the program progresses. You have only hours or days, not an entire term to meet the training objectives. Frequent questioning will involve trainees in the process much more actively. The questions must require the learner to respond to specific points showing that they have heard, accepted, understood, and can apply

what they have just learned. To involve the learners and tap into group dynamics even more, have the learners do something or create something. Learning needs to be used in order to be retained. A number of people working together with common interests can learn faster than the same persons working alone. Adults do not necessarily need the input or feedback of the trainer – they can learn from peers. The trainer's role may be simply to ensure that this learning occurs and is accurate.

How will a trainer and training be evaluated?

As indicated in Figure 1, much training is not evaluated at all – at least formally. ASTD [6] studies indicate that well over 80% of training uses a "smile sheet,"[7] but these have notoriously low validity and relate almost exclusively to the trainer and the conditions of the training, not the learning which was accomplished. When it comes down to actually seeing if employees learned what they were supposed to, the level of measurement drops well below 40%, and into single digit percentages regarding whether they use the training on the job to make a difference for the organization.[8] The training field is showing a greater concern for better measures of the return on investment, but evaluation is often so informal that the trainer's only feedback may be whether or not they are invited to return.

What are the major concerns about an organizational trainer teaching in colleges?

Looking back at Figure 1, some of the differences between the environments are so obvious that they will automatically be handled in the orientation and hiring process. An individual without the academic credentials required by the college or accrediting agency will not be hired. The department chair is probably going to explain to the trainer/adjunct faculty person that the course uses a certain textbook, that chapters such and such should be covered, that the class meets at a certain time for eleven or sixteen weeks, and so on.

As a department chair and former dean of business, most of my problems with new faculty who came from an organizational training background can be summarized into just a few categories: grading, delivery of content, and dealing with student motivation.

Grading. Trainers do not usually have to do this, and many do not know how to create a decent test instrument. If they evaluate at all in business and industry, it is often in a hands-on and company-specific process. Be sure the new adjunct faculty member is aware of such aids as the instructor's manual and test bank. If possible, assign a mentor who has taught the course and understands basic psychometrics. Trainers who are teaching college for the first time also need to know that true-false and multiple choice tests are not always appropriate. I usually found that trainers are more reluctant than full-time faculty to give low grades, and often do not want to give enough tests to provide an adequate basis for determining the grades they give. Writing and

grading tests is uncomfortable (they do not know how), takes a lot of time, and we do not pay them all that well.

Delivery of content. Some frequent issues I have seen here include having trouble coming up with good examples outside of their own organizational experience, or talking too much about their own company. Keeping an appropriate pace is also a problem for many. Most often they get behind and do not finish things by the end of the term, but a few will finish by week five and do not know what else to do. The latter are usually the ones who just read from the book, or at least do not add much from outside. Finally, there are those who do not balance inductive and deductive teaching styles. They may want to just lecture, or, occasionally, they may be much more into the participative mode than is appropriate for the content.

Dealing with students. Organizational trainers I have hired to teach college courses are frequently amazed and frustrated by the students' lack of attendance and lack of participation when they are there. In the business world, their trainees come to class or get fired. Company trainees are also more likely to have a common basis (the employer or the equipment); whereas college students come to class with very different perceptions and experiences. This is particularly true in the community college. Motivating without alienating can be a challenge.

How do we help organizational trainers adapt to academia?

Different colleges have different policies, but here are five things I suggest. (1) Have a formal job orientation and checklist for every adjunct faculty member you hire. (2) Assign a mentor – yourself or someone else who knows the course material – and keep in frequent contact with the new adjunct faculty member. (3) Review their syllabus before they meet the class the first time. (4) Make sure the new person is aware of any institutional support services. Can someone help them make a test, develop a better lecture, suggest outside resources, tutor students who are having trouble, and so on? (5) Make a copy of Figure 1 from this article and go over some of the key differences with your new hires as part of their orientation. Discuss how these apply in your institution, especially the points about course content, objective levels, and presentation style.

Most colleges could not survive with only the full-time faculty as a teaching base. We need other talented people who can work with our students and successfully support our institutional missions. Likewise, businesses often need the expertise that college faculty can provide. It can be a win-win situation for both when we share human resources and know-how, but only if the person in front of the class understands which role they are playing today.

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[6] ASTD is The American Society for Training and Development. Founded in 1944 with over 70,000 current members internationally, the organization is in the process of renaming itself as "ATD" for "Association for Talent Development."

[7] Smile sheets are the industry term for measurements at Kirkpatrick's first level: End-of-course surveys which ask for the trainees' opinions about the training.

[8] Thompson, C., *et. al. 2002 Training for the Next Economy: An ASTD State of the Industry Report on Trends in Employer Provided Training in the United States.* Washington DC:ASTD p. 33.

Bob Vaughn is Professor Emeritus of Management and a former department chair and dean at Lakeland Community College in Northeast Ohio. He has done in-house training in over 100 companies and professional organizations, and worked with over 2,500 individuals to help improve their training skills. He has also been a long-term board member and three time president of the Greater Cleveland Chapter of ASTD. Bob earned Beta Gamma Sigma recognition during his doctoral studies and was named Lakeland's outstanding faculty member in 2002. His books include *The Professional Trainer: A Comprehensive Guide to Planning, Delivering and Evaluating Training Programs, 2nd edition, Decision Making Training,* and *Decision Making and Problem Solving in Management, 3rd edition.* He is currently working on a fourth book covering the subject of this paper. For further information, see his website: www.ArvonManagement.com.

ENHANCING COMMUNITY COLLEGE STUDENT PERSISTENCE WITH
CLUB PARTICIPATION

CATHERINE J. SONGER AND MITCHELL R. WILLIAMS

Garden Party. Some of the early construction in the garden along the side of the Student Services Building.

Dr. Mark Shields and Dr. Cathy Songer, Co-Advisors of Coastal's eXtreme science club pose in a recently completed portion of the eXtreme science garden. Students moved 4.5 tons of materials during the winter to construct the gardens along the side of the Student Services Building.

Community college leaders and stakeholders have increasingly focused their attention on student persistence. Providing access is not sufficient, unless access is coupled with mechanisms to facilitate student persistence and student attainment of educational goals (Vaughan, 2006). Administrators, faculty, and counselors have an obligation to create a collegiate experience that facilitates student persistence (Sorey & Duggan, 2008).

The North Carolina Community College System is comprised of 58 community colleges. Within their respective service areas, these community colleges provide many types of services to meet the needs of their communities. One role is to provide the first two years of college transfer coursework. Revised in 2014, The North Carolina Comprehensive Articulation Agreement Between The University of North Carolina and The North Carolina Community College System ("Comprehensive Articulation Agreement," 2014) assures admission to one of the 16 University of North Carolina (UNC) institutions of

higher education for those North Carolina community college graduates who have earned an Associate in Arts or Associate in Science degree. North Carolina community colleges can continue to track the academic success of students who have transferred to a UNC institution of higher education.

In 2002, the mathematics and science faculty of Coastal Carolina Community College and North Carolina State University met to determine if any measures could be implemented during the students' time at Coastal that would enhance their academic success after they transferred. One comment in the meeting indicated that Coastal students in the classroom were academically prepared; however, as the science students progressed to upper-level, field-based science courses, some students became disillusioned by the rigors of the fieldwork. A suggestion was made that Coastal's science faculty needed to find more opportunities for students to engage in activities where they would get cold, wet, and dirty.

CLUB PARTICIPATION

Fossil Hunting in Aurora, NC. Rain puddles were useful in removing mud from fossil finds.

Sylvan Heights Bird Park. The temperature was 8 F.

This comment spurred the science faculty to re-evaluate the lab components of courses. Unable to include additional fieldwork within the course lab schedules, a plan developed to form a club that could offer experiential science activities. In 2002, the eXtreme science club was formed. The first few semesters, the eXtreme science club functioned similar to other academic clubs. Students indicated during Club Rush they wanted to become members of the club. Officers were elected, dues were collected, meetings were scheduled, fundraisers were held, and science activities were conducted. In 2014, the club functions very differently from the beginning semesters; however, the primary focus remains the same. The club still offers experiential science activities.

McClenney and Greene (2005) stressed the importance of designing an environment in which the student cannot escape engaging experiences. The number of hours of student engagement is a recognized predictor of college retention and success (Kuh, 2003; Schuetz, 2008). Certainly, one way faculty can engage students outside of the classroom is through faculty involvement in clubs and club-related activities and events. Furthermore, students who participate in school clubs are more likely to complete their programs of study and, compared to those students who fail to persist, are more integrated into the college (Schmid & Abell, 2003).

The frequency and duration of interactions outside of the classroom could be enhanced with increased club participation; however, multiple barriers and impediments to that participation may be difficult for community college students to overcome despite the advantages of the engagement opportunities. A study conducted at Coastal indicated there was a statistically significant relationship between club participation and student intent to persist; however, this study also described and summarized 17 impediments to club participation (Songer, 2011). The following are four examples of barriers some community college students may encounter.

UNDERPREPARED STUDENTS. Underprepared students may have multiple semesters of remedial coursework before they begin college-level courses. Community college-sponsored clubs offer a variety of activities that could help socially and academically to integrate these underprepared students into the culture of the institution and provide opportunities to interact with the faculty outside of the classroom that could remain consistent semester after semester.

LATINO STUDENTS. Hurtado, Carter, and Spuler (1996) indicated that one of the most important factors contributing to a Latino student's adjustment to college was maintaining family relationships. Saunders and Serna (2004) stated that even when Latino students attend a local college it represents a separation from family. Furthermore, Saunders and Serna noted Latino students had a clear understanding that their parents and/or family members could not provide the types of assistance necessary to help them persist at the college; however, maintaining family relationships were critical to their academic pursuits. Community college-sponsored clubs may offer a way to bridge between the need for family relationships and the social and academic integration of the student into the college. Clubs that can include family members in some events or activities offer Latino students the opportunity to raise family awareness about the college environment while still permitting the Latino student the opportunity to participate in club activities that foster the faculty-student interactions that enhance student persistence.

SINGLE AND/OR WORKING MOTHER. A portion of the female students who attend a community college are single mothers and/or working mothers who require daycare services. Commitments to their workplace, to their families, and to their education leaves little time to become engaged in community college-sponsored clubs; however, successful attainment of a community college education offers a route to better future employment.

New River Clean-Up. Paddlers retrieved trash from the water and banks of the New River in Onslow County, NC. Filled bags of trash are hoisted from kayaks to larger New River Foundation boats. Club members removed tires from the New River in clean-up efforts with the New River Foundation.

Aware of the challenges to participation, community college-sponsored clubs could encourage club participation by single mothers and/or working mothers by including family members in events, providing activities at non-traditional and varied times, and encouraging participation even if that participation is intermittent.

FIRST-GENERATION STUDENTS.

Hankin (2003) stated in many instances, community college students are the first member of their family to attend college. These first-generation students are uncertain about what will be involved in their college experience. Many do well, but they are less confident when they begin. For some, club participation will assist in overcoming individual fears.

Aware of the advantages of club participation and these and other impediments to participation, the eXtreme science club implemented some changes. Coastal still has Club Rush each semester and students can join the eXtreme science club during the event, but they are not limited to just Club Rush or joining at the beginning of the semester. Students can join the eXtreme science club any time throughout the year. There are no club meetings; with the exception of a Student Government Representative, there are no club officers; there are no club dues; there are no fund raisers; however, there are one or more experiential science activities each month during the semester. The eXtreme science club functions somewhat like a "flash mob". All communication and club business is conducted via the Internet using Coastal's Campus Cruiser email system. The Internet can be a valuable tool for clubs to engage students. For technology-competent students, the Internet is a way to explore options and connect directly to sources of information. To join the eXtreme science club, a student sends an email to an eXtreme science club advisor requesting to join. Usually a potential club member's first question pertains to the word eXtreme in the club's name. Coastal is located on the coastal plain of North Carolina. There are no mountains to hike, no repelling, nor any

class IV rapids to navigate. The eXtreme in the club name refers to completing an activity despite less than desirable conditions. Club members are never put in dangerous weather conditions, but if it is raining, the activity continues in the rain. If the weather is hot or cold, the club members dress accordingly. They do get wet and dirty, but most of the club members will be quick to offer that one of the most difficult tasks is awakening in time on a Saturday morning to be at the van in order to depart by 0400.

Interested students are instructed to send an email stating why they want to join and in what types of activities they are most interested in participating. Students have suggested activities such as fossil collecting, bird photography, crime scene investigations, museum trips, and never fail each semester to request a canoe and kayak paddle. The student responses are used to guide the eXtreme science club advisors in planning the events for the semester. Prior to an event, there is a series of emails that provide the club members with event particulars such date, time, necessary apparel, any associated costs, and if family members and/or friends are welcome to join in the activity.

Within the local community, partnerships were formed that significantly reduced or eliminated any costs associated with the club events and activities. For example, the eXtreme science club partners once each semester with the New River Foundation. Located on the North Carolina coast, Coastal students are interested in the New River which empties into the Atlantic Ocean. At no cost, the New River Foundation provides canoes and kayaks for club members and guests during New River clean-up activities. During the activity, club members are accompanied by the New River Riverkeeper, New River Foundation staff, and faculty members from Coastal. Participants are briefed about water safety; they learn to paddle and generate questions about wildlife, ecology, water pollution, and community service. At the end of the event, they proudly pose for a picture with the retrieved trash.

Though many activities must take place on a Saturday because of the length and location of the activity, the club does have an on-campus project that provides engagement opportunities for students who have other weekend obligations. The club designs, constructs, and maintains a series of gardens. The eXtreme science club advisors often comment that many things grow and blossom in the gardens that are not plants. A first-generation student named Melissa lived all her life in Jones County. Her entire family lived in Jones County with many of the family members having never left the county. Melissa began at Coastal by having a family member provide transportation to the college before driving to work for the day. At the end of the day, Melissa received a ride home with a different family member. Melissa was a talented student and often completed her homework before she could depart for home. Melissa approached a club advisor who, along with other students, was pulling weeds in the garden. That conversation yielded a new club member. Melissa convinced her family to bring her to school on the weekends to participate in the club events and activities. The next semester she became the Student Government Representative for the club. The following year she became the Student Government Association (SGA) Secretary and eventually the President of the SGA. Melissa changed from a quiet, reserved student to a young woman who was comfortable attending committee and board meetings with the faculty and senior administrators. Melissa was an active participant in all of the club events and surprised the club advisors during a visit to the Natural Science Museum in Raleigh. Family and friends were invited to participate. Melissa rented a large van and filled the van with her mom, her younger brother, and many of her extended family members that had never left the county. She drove the van and, once at the museum, divided her family among the faculty members, instructing them if they had any question all they had to do was ask. Melissa wanted to share her college experiences and encourage others to follow in her footsteps. Melissa is now attending North Carolina Central University and expects to graduate in 2016. This is an excellent example of how faculty-student interaction through club activities can enhance student persistence.

Students who make the effort to overcome impediments to their participation in club events and activities rate the same level of energy invested by the club advisors and other faculty and staff associated with club activities. Students are often surprised to see many members of the faculty participating in the events. These faculty members ride in the van, sit with the students, answer questions, and often come prepared with articles, books, or topics to discuss with the students.

Overcoming impediments to participation is not solely the responsibility of the student. Institutions need to continually evaluate their diverse populations, seek solutions to barriers to club participation, and be receptive to making changes that will facilitate both social and academic integration through community college club participation and enhance student persistence. Beyond the students' need for access, community colleges should exhaust every means to enhance student persistence through student engagement opportunities.

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Visioning the Future of Higher Education

BILL IHLENFELDT

Anyone involved with higher education can enumerate problems that will need solutions well before we get to "tomorrow's world". While it is probably safe to say that many of the future challenges will be similar to those we face today, the scope of current challenges may be far different from future emerging trends and needs. For example, it is a safe bet that financing higher education will probably continue to be a major challenge in the future. Similarly, emerging leaders will have to deal with continuing concerns such as developing meaningful accountability measures, creating quality programming to meet emerging needs, integrating technology and data, establishing entrepreneurial partnerships, and integrating two- and four-year higher education tracks. Future leaders who are able to embrace those areas will more than likely be in control of their destiny and ours. However, if they are to be true change agents capable of discovering and implementing solutions for the next generation, they will need to understand the changing demographics and leadership needs of that cohort.

Let's talk about future change!

In the decades to come, higher education will be in need of inspiration from leaders who have the vision to lead our organizations in new global directions, help develop new products and technologies, and stimulate future graduates to move our world toward yet undiscovered horizons. In order to accomplish these tasks educational leaders of tomorrow will not only need to deal with a morass of new trends and directions, but also, and most importantly, a new and different clientele or learner. Recognizing the increasing diversity and skills of future learners, leaders will need to understand and utilize very different leadership skills than those that are acknowledged to be effective today.

Since we know that leadership takes vision, let's examine the skills that will be necessary to be a visionary leader in the future. Many conferences highlight keynoters billed as a futurists or visionaries. Many times leaders are characterized

as having vision and, in fact, many leadership postings call for a person with vision. Whether it is a Fortune 500 company or a college or university, leaders are expected to see the future and be capable of leading others toward it. In the future, visionary leadership for higher education may be even more daunting than any of us realize because our organizations must play a pivotal role in eradicating complacency and leading the curve to train the new trainers.

We have heard about the need for visionary change from our politicians and motivational speakers, but I am convinced that future change will need to be **real** change, change that takes intestinal fortitude and not just words. Higher education will need leaders who are creative, willing to take risks, and stay to see the results. We will need change in our world, especially in higher education, as dramatic as the change during the 1950s and 1960s. After World War II we saw returning veterans who were willing to take risks to implement their vision by starting new ventures and putting their names and savings on the line to start the businesses that are considered mainstream today. Now the United States has become complacent - and that includes higher education. Thus, we have a lot of leaders who know how to talk the talk but are not willing or, perhaps, capable of walking the walk. In higher education, or any other sector for that matter, our country can no longer afford to walk slow and talk fast. Rome is burning, as the saying goes, and we need to be concerned for our future and concerned about the future of a global economy.

It is almost inconceivable that in 2014 higher education is still following some of the same operational styles that were designed for a much earlier era. You might question that assertion, but think about it. Higher education, for the most part, still operates on an agrarian calendar, a calendar that was developed so that farm kids could help on the farm! Why should our colleges not operate year round, or, more importantly, how can we afford not to operate them year round? You can go from there to financing structures, to speed to market of new curriculum, to the Carnegie Unit and seat-time learning, to necessary operational changes, to the integration of technology, and on to our business practices. All of these issues need work today and certainly they will be more pressing for the leaders of tomorrow.

I co-host a blog talk radio show (www.blogtalkradio.com/visionary4he) where visionary leaders from around the country are interviewed each month, discussing what they see in their crystal ball. To their credit, they are aware of what needs to be done today, and most are implementing some of their visions. All, however, are quick to underscore the point that we have a long way to go.

Lee Iacocca's book titled *Where Have All the Leaders Gone?* recently caught my attention. It intrigued me because I still have his first book, his autobiography. Years later he was still concerned enough about the future of this country to write another book and his latest emphasizes the need for visionary leaders to once again bring needed innovation and creativity to our shores. It can be argued that he utilized his creative, visionary leadership style both at Ford Motor Company and later as he reorganized Chrysler Corporation. Iacocca's words were poignant in 1984 when he stated: "I learned about the strength you can get from a close family life. I learned to keep going, even in bad times. I learned not to despair, even when my world was falling apart. I learned that there are no free lunches. And I learned about the value of hard work. In the end, you've got to be productive. That's what made this country great—and that's what's going to make us great again." That was in 1984, not 2014! Those words resonate with what we today define as visionary leadership.

Stanley J. Spanbauer, a past community college president, said in his book *Quality First In Education…Why Not?:* "Because the problem is cultural, there needs to be a different approach. The attitude to constantly improve quality and productivity must be ingrained in the very culture in which educators work. Those in command must realize that additional resources can come only when more is accomplished per educator this year than last. This can be done by applying business and industry models of quality and productivity at the very core of education." This was written in 1987. Here we are in 2014, and those same words ring true today! How much has higher education truly changed in the last twenty-five years, or even in the last forty-five years?

These examples point out the need for future visionary leaders to understand productivity, quality business procedures, and, most importantly, their customers. Too many times leaders want to be visionary by saying words that were spoken decades before, words that may inspire us. But words alone will not create the new world we need. As a result, visionary leaders for education in the future will need to be different from even the best we know today. The institutions that will educate and lead our grandchildren will need to cultivate new strategies, visions, ideas, and even operational procedures in order to challenge them and cause them to become the change agents we desire and need.

Catalyzing the Future of Higher Education

While the successful visionary leader of the future may not be totally defined yet, we do get glimpses of the future by observing some of today's visionaries. Whether it is old challenges with new faces or new trends, I am becoming more and more

"We have heard about the need for visionary change from our politicians and motivational speakers, but I am convinced that future change will need to be real change, change that takes intestinal fortitude and not just words. Higher education will need leaders who are creative, willing to take risks, and stay to see the results."

convinced that current leadership trends will not work with future generations. If we agree that education has to be at the forefront of what is happening in our world to add value, then it will be important to change the programs that are producing the education leaders of the future.

I have been researching this hypothesis for a follow-up book to the one I wrote titled *Visionary Leadership, A Proven Pathway to Visionary Change*, and it seems the future will require radically new and different leadership to create quality higher education institutions equipped to produce graduates to lead our world. Through this research, I am impressed by avant-garde leaders in various sectors who are aware of needed leadership changes and are already working to make them happen. The goals of leadership in the future may mimic those of today's world, but certainly the leadership skills needed to teach and implement those goals will be significantly different. There are those visionaries who are already ahead of curve because they understand the changes needed and are using them to attract and lead today's youth. I see them as standing out because they are the risk takers who seem almost unorthodox in our current environment, and that allows them to be the innovators or visionaries that we see today.

We see religious organizations in a state of decline, but at the same time there are those that are thriving and attracting the ever elusive younger generation in unprecedented numbers, and it is usually the result of a visionary leader who understands these future customers. Similarly, entrepreneurship seems to be thriving in an environment that is many times disgruntled with the corporate world. These new companies are driven by these same types of visionary individuals who lead, many times, in what the mainstream considers to be unusual ways. There are institutions of higher education that are thriving in terms of student population and finance while others are struggling just to keep afloat. The leaders of these institutions are moving the world toward new forefronts and ideas through partnerships and entrepreneurial attitudes. Studying the tactics and styles of these emerging leaders who are successful is key because their type will lead us into the next decades and beyond, and they will define visionary leadership for the future.

So, back to the question of the visionary leaders that will catalyze the higher education institutions of the future. They will have a thorough understanding of the sound leadership principles of today, but they will be individuals who are willing and capable of attracting the attention of the multifaceted population of tomorrow's global society. Tomorrow's global society certainly will not be our "fathers' Oldsmobile", as the saying goes, and neither will our successful visionary leaders. They will be the individuals like the religious leader who attracts all age groups with unorthodox services but still maintains every element of the traditional service in some way. They will be the educational leader who understands how to leverage public-private partnerships to grow and make their institution thrive in spite of declining public resources. They will be the entrepreneur who is able to identify critical needs in our current world, and by taking risks, implement real world solutions for those needs.

In the future, we will be looking to exploit the seemingly innate capability that these leaders seem to have which allows them to anticipate the future and lead others in that direction before the path can be clearly seen. These are the individuals who will help us to see the world in a different way or light. Down through the years our world has been influenced by these unique visionary leaders. Individuals like Edwards Deming, Franklin Roosevelt, Ronald Regan, John Kennedy, Steven Spielberg, Lee Iacocca, and renowned leaders in many professions seemed to enjoy an insight into what was necessary for us to succeed in the future and, most importantly, were able to convince others that they were right! These individuals were visionary leaders in their time, and even today they are recognized as such.

In the final analysis, the future of higher education will be dependent on leaders who understand the attributes of the successful business person, the entrepreneur, the successful marketer, the financial wizard, the technology guru, and the partnership-networking expert. They will need to be a composite of the religious leader, the entrepreneur, and the successful higher education administrator that I discussed, and through those new found and defined leadership skills they must be capable of understanding and attracting the next generation of students and faculty. They will need to convince them that our world is a great place to live, work, and do business, and that they can help to make it even better through higher education.

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Bill Ihlenfeldt is President Emeritus of Chippewa Valley Technical College in Eau Claire, Wisconsin. Bill spent forty–two years in higher education leadership, working to change the face of the nation's community college. During his tenure he challenged higher education to operate utilizing a data-rich model designed to increase productivity and innovation and at the same time reduce costs. Utilizing those concepts in his leadership role, he led many innovative changes at the college. Those changes included incorporating simulation into healthcare education, a working on-campus clinic in partnership with a medical and a dental college, one of the nation's first nanotechnology programs, and a nanotechnology innovation center.

Ihlenfeldt modeled concepts like speed-to-market, risk, measurement-based outcomes, and algorithm-based modeling as a way of life during his career. These techniques, more common in the business world, were integrated into higher education resulting in a college that has received local, state, and national recognition as a visionary college that has propelled the surrounding region and higher education into the 21st century.

Bill is also the author of *Visionary Leadership, A Proven Pathway To Visionary Change* and co-hosts an internet talk radio show that interviews visionary educational leaders from around the country (www.blogtalkradio.com/visionary4he).

THE RENAISSANCE FOUNDRY:
An Effective Strategy to Drive Innovation in Academic Organizations

PEDRO E. ARCE, PH.D.

Arguably, innovation is one of the most effective ways to foster student success within an academic organization (Christensen, Horn, & Johnson, 2008). However, an actual protocol that advances innovation has not been systematically addressed within the extant literature. In this contribution, a protocol fulfilling this purpose termed the *Renaissance Foundry* is introduced and its application illustrated in one key example. The foundry is a protocol or "engine" that academic organizations can use to assist in their search for innovations. This protocol is based on five key elements: Organizational Challenge for Innovation, Resources, Learning Cycles, Linear Engineering Sequence, and a Prototype of Innovative Technology. Figure 1 displays the key elements of the Renaissance Foundry and how they interact. This interaction will be described in detail.
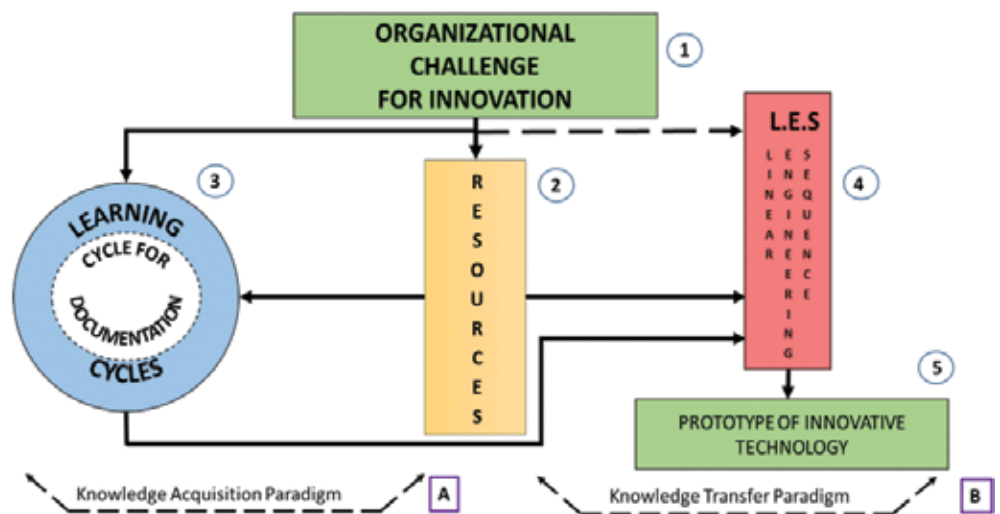

Figure 1: The Renaissance Foundry: Elements and Paradigms

The Renaissance Foundry is inspired by three guiding concepts: Vision, Leadership, and Innovation. A novel aspect used to develop the Renaissance Foundry is the relationship among these three concepts which is governed by the following principle:

Vision + Leadership –> Innovation

The relation among the variables in this equation implies that in order to bring Innovation to an academic institution, the *Leadership* needs to work together with a proper *Vision* for the institution and for that particular *Innovation*.

At the Tennessee Technological University (TTU) Department of Chemical Engineering, although leadership provides the strategy for implementation, *Vision* is the guiding principle for advancing innovation even during the most difficult challenges.

In summary, innovation without vision will not yield the desired results nor will it produce technologies that are effective in bringing new opportunities for student success (Christensen, 2013). Technology here implies a number of outcomes relevant for the academic unit including, for example, new pedagogical approaches, classroom upgrades, new programs for students, etc. Moreover, without the proper leadership, the vision itself cannot achieve the most effective technologies for the institution's modernization. The net impact of these principles is enhanced student success.

The Renaissance Foundry is an important departure from the traditional committees that academic institutions use to handle matters related to innovation because it relies on *expert adaptable procedures* (Lin, Schwartz, & Bransford, 2007) coupled with team members who are highly knowledgeable about the vision behind a given innovation.

The Renaissance Foundry: Key Elements of the Protocol and its Philosophy

The Renaissance Foundry is a powerful and systematic protocol that is very helpful in promoting innovations in any given academic unit. The five elements mentioned above work synergistically within two educational paradigms (Arce, 2014; Arce & Schreiber, 2004): *The Knowledge Acquisition* (A) and the *Knowledge Transfer* (B) paradigms (Figure 1). Under the umbrella of the Organizational Challenge for Innovation (1), both paradigms utilize different elements of the Renaissance Foundry to produce a suitable Prototype of Innovative Technology (5), to solve the initial organizational challenge (1).

An effective application of this protocol would therefore start with the identification of the Organizational Challenge for Innovation (1). Once this is identified, the next step is to move into the Knowledge Acquisition paradigm (A) to acquire an accurate knowledge base regarding the challenge and all other relevant aspects related to the challenge. Specifically, the Knowledge Acquisition paradigm is driven by "Cycles of Learning" coupled with "Documentation Cycles" that can effectively gather and assess data (Donovan, Bransford, & Pellegrino, 2000). A part of this paradigm includes a thorough analysis of similar cases found in the literature that are related to the challenge. In particular, this analysis should identify what innovative prototypes were achieved, what student population was impacted, and what role the student played during the process of innovation.

Once the level of knowledge reached is enough to obtain an accurate description of the challenge, the focus changes to the Knowledge Transfer paradigm (B). This paradigm is centered on a "Linear Engineering Sequence" (LES) of steps with the last one being the Prototype of Innovative Technology (5). Figure 2 lists the key steps involved in LES while Figure 3 is a pictorial representation of the procedure used to move from an Institutional Challenge toward the Prototype of Innovative Technology. Specifically, these figures illustrate the application of LES to one example of innovation, the Mobile Learning Environment System Infrastructure (MoLE-SI) that is discussed in detail below. In this paradigm, the unit personnel involved in identifying the innovation effectively move ideas toward the identification of a suitable Prototype of Innovative Technology (5) using the LES.

LES

- **Identification of a Challenge**
  (A new course, program, concentration, platform, etc.)
- **Input from K-Acquisition:** Originated from Dream Team. Identifying "**DOTS**" related to the Challenge
- **Assessing Resources and making "DOTS" connections**
- **Prototype/Concept MoLE-SI**
- **Development, Building, Testing, Assessing, and Reporting of results from Prototype**
- **Up-Scaling and other related innovations**
- **Assessments**
- **Continue identifying "DOTS" and then Connecting "DOTS" for other innovations**

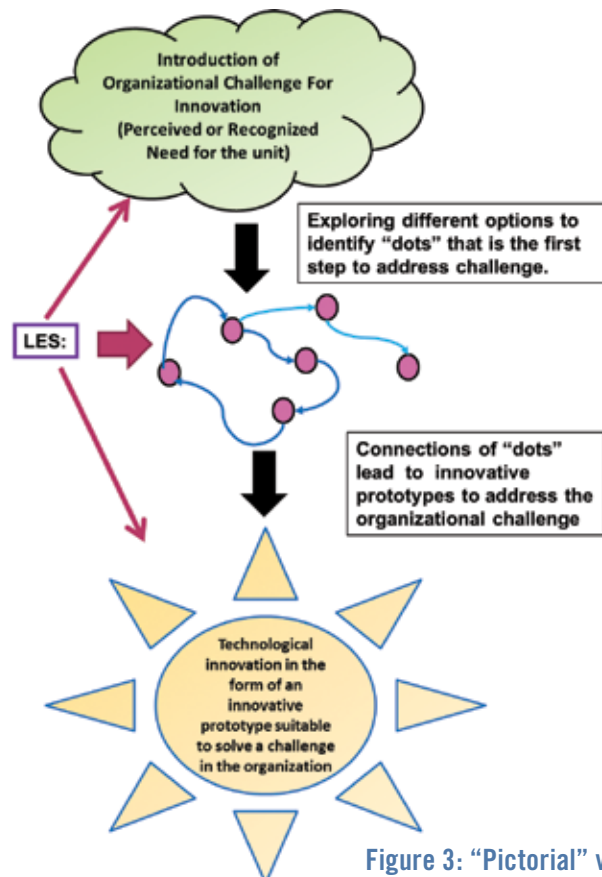**Figure 2: Key Steps in LES for the MoLE-SI Innovation Case**

Figure 3: "Pictorial" view of LES

Finally, the Resources (2) element plays an important role in connecting the two paradigms and their respective elements. In relationship to the challenge, resources may include subject experts, learning facilitators, or staff and faculty personnel. Consultation with them could identify useful information needed to resolve a challenge that might otherwise be overlooked.

The synergetic dynamic between the elements which are fueled by these paradigms is a key innovative aspect introduced by the Renaissance Foundry. Paraphrasing Steve Jobs, the idea of the Knowledge Acquisition paradigm (A) can be related to the identification of the "dots" of the challenge while the Knowledge Transfer paradigm (B) is directly relevant to "connecting dots" to produce an innovation (Jobs, 2005). While many academic organizations just use traditional committees to generate suggestions and solutions, Jobs indicated that an innovation is rarely produced by a group of people mandated with a task (Jobs, 1998). This task requires, instead, a protocol guided by a principle (i.e., the vision) and an effective strategy (i.e., leadership) to achieve it. As Jobs famously explained even before introducing the iPhone, "Many people do not know what they want until they are shown" (Jobs, 1998).

Based on Jobs' principle of innovation, it is clear that in order to find a suitable innovation for a challenge, the team members involved will need a commanding knowledge of the vision coupled with the proper leadership. These people do not work alone, either; they form an effective collaboration to work in a "Group-Genius" mode to maximize creativity (Sawyer, 2008). These wonderful groups of colleagues, that may be called "dream teams," display a high level of synergy in working effectively toward identifying the prototype of innovative technology. If a leader of an academic unit is interested in promoting innovation, she or he must develop a proper dream team and not just select people to form a committee for the task.

Applications of the Foundry Example: MoLE-SI

One useful example of an application of the Renaissance Foundry is the case of the Mobile Learning Environment System Infrastructure (MoLE-SI) that is now very successful within the TTU Department of Chemical Engineering (Arce & Pazos-Revilla, 2009). MoLE-SI was the Prototype of Innovative Technology identified to replace the old and anti-pedagogical fixed computer laboratories.

In 2009, the faculty and staff of the TTU Department of Chemical Engineering identified a challenge regarding the modernization of the fixed computer laboratories used to deliver computational instruction to students in the department. This challenge was the result of aging computers, the desire of the faculty to use more collaborative approaches to learn software applications, and the lack of space in classrooms. This was a great challenge for the Chemical Engineering Department since never before in the curriculum was there anything related to using a computational mobile platform. As anticipated by Jobs' innovative principle, the challenge was identified after a college-wide engineering committee determined that there was no need to change anything. A traditional committee therefore failed to produce a very necessary innovation that would directly impact student success.

Recognizing the different technical and educational aspects needed to solve the challenge, a dream team formed with members from Chemical Engineering, Electrical Engineering, Computer Sciences, Business, and the TTU Institute of Technology. By applying the Knowledge Acquisition paradigm (A, Figure 1) this dream team was able to learn about important aspects of the challenge. Resources at this point included consultations with Apple, Lenovo, and Microsoft professionals. Then the team moved to the Knowledge Transfer paradigm (B, Figure 1) and by applying LES determined quickly that mobile devices that students used every day could be an important factor in solving the challenge. Therefore, wireless internet access and connections were also important aspects to consider.

Since most engineering applications demand far more computational power than a smart phone or a tablet may have, "back-end" clusters of computers with remote connectivity became an additional factor to include. The last piece needed to solve the challenge was the effective use of the space and, after learning about the options available (Resources (2), Figure 1), meeting-style classrooms were determined the most suitable arrangement to implement the innovation (Scoot-Weber, Strickland, & Kapitula, 2013). Conceptually, the challenge was addressed and the MoLE-SI prototype identified. At this point, what was left to implement was the computer software to readily connect the elements of the prototype (the mobile devices with back-end clusters of co mputers), as well as the building of MoLE-SI-style classrooms.

The MoLE-SI dream team was quite surprised that, commercially, there was no software or platform that could accomplish the connection mentioned above. Therefore, the idea of pilots was brought to the table. The team's suggestion was to start with a single course to test a few possible connecting platforms and also allow for the testing of wireless connectivity within the department classrooms. If the pilot was successful, then a few additional courses would be added and if these were also successful, then an up-scaling to other TTU College of Engineering courses would follow. Moreover, based on the success of these incremental efforts, scaling up to the entire university was an anticipated possibility (Sutton & Rao, 2014).

The application of the Renaissance Foundry was instrumental in resolving the initial Organizational Challenge for Innovation in the TTU Department of Chemical Engineering and led to the identification of MoLE-SI as the Prototype of Innovative Technology. In fact, MoLE-SI has become the leading candidate for adoption as the mobility learning platform of choice within TTU.

Concluding Remarks

The Renaissance Foundry provides effective protocols and strategies to drive innovation in any academic organization to offer better opportunities for their students' success. By synergistically utilizing the five key elements of the Renaissance Foundry through the Knowledge Acquisition and Knowledge Transfer paradigms, an effective Prototype of Innovative Technology can be successfully identified to address an Organizational Challenge for Innovation. Furthermore, this protocol clearly connects the three crucial concepts, innovation, leadership, and vision, that are essential to move initiatives forward.

The dynamism and complexity involved in implementing the Renaissance Foundry represents a change of culture in the movement away from the antiquated and inefficient use of traditional committees. It is important to note that two pivotal differences between the Renaissance Foundry and the use of traditional committees stem from the development of dream teams and the implementation of pilots, as mentioned in the MoLE-SI example. Regarding the first difference, the members of these dream teams are carefully selected and composed of skillful individuals who are strongly knowledgeable about the vision that will lead them to an innovation. However, unlike most committees, these dream teams are supported by a leadership that avoids micromanagement and sets the team free to manage the process of implementing the vision, which should be the only guiding principle for the innovation. Regarding the second aspect, the use of pilots effectively addresses the potential hindrance in identifying a Prototype of Innovative Technology due to a lack of financial and other resources.

Although this article only illustrates one example of the application of the Renaissance Foundry, this protocol can be used in the resolution of a variety of organizational challenges. Ultimately, innovation is not a destination. For academic institutions at the frontier of student success, innovation is an everyday journey.

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Pedro E. Arce, PhD, is a University Distinguished Faculty Fellow, Professor and Chair of the TTU Department of Chemical Engineering, Cookeville, TN. A multiple award winner in areas of active and collaborative learning approaches, transformational leadership and service, and topics related his research, he has proposed numerous innovation-driven learning methodologies to enhance student, staff, and faculty success. As an active member of the Chair Academy, he has delivered workshops and round tables at the annual meetings of the Academy related to these topics. He is a holder of a Diploma in Chemical Engineering (Universidad Nacional del Litoral, Santa Fe, Argentina); MS and PhD in Chemical Engineering (Purdue University, West Lafayette, IN-USA) and three certifications on English Studies and Academic Leadership. He can be reached at PArce@tntech.edu.

Building and Sustaining a Leadership Culture

DR. RICHARD STRAND

"There is no success without a successor."
— Peter Drucker

By any measure, John Maxwell (author, speaker, and pastor) is one of the most prolific writers on the subject of leadership to have emerged from the 20th century. In more than 70 published works and hundreds of quotable quotes, Maxwell's musings represent a huge commercial success. One of my favorite quotes is drawn from his book, *Developing the Leaders Around You*. It is actually attributed to another prolific leadership savant, Peter Drucker, who challenged an audience at a conference Maxwell was attending to consider who would really replace them when the time came, emphasizing that "There is no success without a successor" (Maxwell, 1995).

This quote, while thought provoking, can also be terribly misleading. It is misleading for two reasons. First, the succession process is typically one that most leaders have little to no control over, and second, as articulated in *A Leaders' Legacy* (Kouzes and Posner, 2006), it is a leader's task to "liberate the leader…within everyone…" not just in any one of us. Drucker's statement focuses too much attention on the perception that a leader's legacy is somehow confined to the "person" picked to replace him or her.

For over 22 years the Chair Academy has collaborated with individuals drawn from over 600 colleges and universities to help grow leadership capacity on a global scale throughout the post-secondary education sector. While conducting over 250 leadership academies involving more than 9,000 program participants, the Chair Academy staff has made note of what it takes to actually build and sustain a leadership culture that will serve and support an organization for the long haul as well as in an increasingly complex world.

Commitment. It all begins with making a steadfast commitment; one that is dedicated to creating a climate that actively promotes the learning and growth of individuals throughout the organization. Leadership has to be both intentional and involved—wholly invested and engaged in the leader-development process. Some years ago, a president at one

"It takes a leader to know a leader, grow a leader and show a leader." –John Maxwell

of our partner colleges in central North Carolina contacted the Chair Academy about hosting a year-long foundation program. The president in question, who had served for many years, had already announced his intent to retire within the year. The program itself was projected to cost upwards of $60,000. It would have been easy to leave the necessity of addressing this need to a successor, particularly at this college, which like many across the nation was struggling to keep its budget in check after the economic downturn that occurred in 2008. In a quiet moment at a reception hosted by the president for the entire class of more than 40 participants, I inquired as to why he felt it was so important to make the program happen at this time. His homespun response was classic—"If you want to grow a tree, you've got to first plant a seed." This class was the president's way of making sure that enough seeds were planted across the organization to yield sufficient leadership talent in the future.

Harvest Leadership Talent. Planting seeds is one thing, but nurturing them to the point where they have the experience and confidence necessary to be difference makers in their organizations is quite another. For every 10 seeds planted, only one may stand the test of time and endure the challenges ahead, and thus ultimately succeed in achieving full potential. And the problem is that, try as we might, we cannot know who

"The growth and development of people is the highest calling of leadership."–John Maxwell

that one person really is at the start. Growing good leaders is a long, involved process. It takes time and patience. The Wisconsin Leadership Development Institute (WLDI) formed a relationship with the Chair Academy in the early 1990s to help develop leadership talent across the Wisconsin Technical College System (WTCS). Individually and collectively, the wisdom at the time led the WTCS to take a more holistic approach to growing their reservoir of leaders. They contacted the Chair Academy to conduct an annual leadership program in the state. After 18 years the WLDI organizers report that since their first class (1995-96), the program has resulted in over 550 graduates. But what is most impressive about this program is that from the pool of WLDI graduates, 82% have been retained within the WTC system and 41% have moved into positions of increased responsibility; in fact, three of the graduates are now college presidents and 36 are serving as vice presidents. By any measure, that is a good harvest!

Align Mission, Vision, and Values. In poll after poll when employees at any level are asked what matters most to them about their work situation they continually report that, among other things, they would "like to feel that everyone is pulling on the rope in the same direction." Think about it. No one wants to come to work, invest time and energy in moving the needle forward—on any given issue—only to discover there are others in the same organization pulling in an entirely opposite direction, thus totally frustrating any real chance of progress. Gallup refers to this as "engagement" and reports that their research concludes that less than one-third of us routinely report we feel truly engaged in the work we are doing and almost 20% of us report being decisively (and perhaps destructively) disengaged (Wagner and Harter, 2006). There are many factors which may contribute to this phenomenon. Gallup researchers identify 12 major factors contributing to the level of employee engagement, including simply "knowing what is expected from us at work," to "having the essential materials and equipment necessary to do assigned work," to "having the opportunity to do our best" while at work each and every day, etc. (Wagner and Harter, 2006). Building alignment and engagement is a process in and of itself. It begins with ensuring that leaders at every level must

work to connect, collaborate, communicate, and achieve as much clarity as possible on the major issues raised by Gallup's research.

Invest in Developing Leadership Talent. The public sector (non-government) is known for underinvesting in talent. From lower compensation to lack of training, the pursuit of minimal overhead has often resulted in insufficient spending on human capital. According to a recent study involving the nonprofit sector based on 2011 reporting data (Kapila, 2014), the $400 million spent on leadership development represented only .03%

> *"Great leaders share themselves and what they've learned." –John Maxwell*

of an estimated $1.5 trillion in total annual spending. This equates to per-person spending of $29 in the nonprofit sector compared to $120 in the private sector. But it is not just about money; it is about the investment of time. Since so much of what we end up knowing about the "art" of leadership is learned from experience, it is vital that we benefit from the leadership experiences of others. One of the classic activities the Chair Academy invites program participants to engage in on the very first day of a leadership program involves having them line up

in a circle beginning with the person who represents the least amount of post-secondary education experience and ending with the person who claims the most years of experience. Participants then pair off and have a focused conversation about their unique perspectives of leadership. It is important to note that the purpose of the activity is not to single out the subject matter experts in the room, or to in any way undervalue the leadership talent of a newcomer. We simply seek to acknowledge that we each have a perspective worth valuing and invite participants to share freely about their personal perspectives and experiences with one another. The organizations that embrace this concept build good mentoring and coaching programs that support and sustain the leadership journey. They typically subscribe to providing constructive feedback on a routine basis and invite, if not insist, on the development of a career plan that looks toward the future and leverages the best we have to offer.

Risk, Reward, and Reflect. There is no progress without accepting some measure of risk. If you want to increase initiative and innovation, you have to encourage and embrace failure

as well as success. A culture that punishes less-than-ideal risk-related outcomes will stifle both initiative and innovation. Prevailing in the face of pervasive uncertainty, intense competition, and constant change requires organizations to be nimble and innovative. An innovative and high-initiative culture helps an organization respond better to signals. It can better exploit opportunities, get new products and services in place more quickly, and more often secure market share.

Throughout much of the 20th century colleges and universities operated in a relatively stable and predictable environment. Yes, there were challenges, including the pressure to scale-up and "massify" educational options and opportunities, the need to respond to the growing demands of an increasingly diverse student base, adapt curriculum to multiple intellects and learning styles, and struggle to contain costs in an environment where upgrades to aging physical plants and delivery systems begged for significantly more investment—just to name a few.

But, as Bob Johansen suggests in *Leaders Make the Future*, in a time of accelerating disruptive change, "traditional" leadership skills may not be enough (Johansen, 2012).

The 21st century offers a number of unique challenges to virtually every industry, including post-secondary education. The formula for success is hard but knowable. Author Nick Petrie, Center for Creative Leadership, surmises in his recent white paper on leadership development, *Future Trends in Leadership Development,* that there are four major trends that should be noted.

First, focus on vertical development. While enhancing one's skill set for today's job is important, the real challenge is to equip leaders for the opportunities that lay ahead. Again, it is that notion that you "can't grow a tree if you don't first plant a seed." But for that seed to reach maturity it must be nurtured and seasoned; needs and challenges must be anticipated not just in the time and space that is today, but as we imagine tomorrow to be.

Second, transfer greater responsibility for development to the individual. The notion is that we develop fastest when we feel responsible for our own progress. Daniel Pink, author and creative thinker, suggests we have a natural desire to learn and grow; as such, all we need is the encouragement and the opportunity to do so (Pink, 2011).

Third, put greater focus on collective leadership. The age of the leader-hero may be well past its prime. Limiting leadership development to a select few is an elitist strategy that is fraught with risk. The new paradigm recognizes that leadership is a collective process spread among multiple networks of people throughout an entire organization.

Fourth, emphasize innovation in leader development methods. Joel Barker, world renowned speaker and futurist, invites disciples of his "Implications Wheel" program to engage in actions and behaviors that will lead to finding the future faster and then leverage big data and develop the focused strategies to seize the day—before it seizes you (Barker, 2014).

In over 22 years of leadership development, the Chair Academy has evolved its programs to deal with the new realities

confronting organizations today and as far as we can see into the future. Working with individuals, institutions, states, and provinces across the globe, the training programs that have been newly developed address the vital skills and abilities needed for today as well as work to equip participants with the knowledge and foresight necessary to excel in the world that is yet to be revealed to us.

If you Google "books on leadership," you get over 119 million hits. Try books on "leadership development" and the sample set drops to a mere 61.8 million hits. We have some 1,000 books on the subject of leadership in the library at the Chair Academy alone. The point is, whether the subject is leadership in general or leadership development in particular, there is a plethora of resources and references available. One that was recently brought to our attention by a colleague and friend of the Academy is titled *Leadership Isn't Rocket Science*, authored by Grant Thompson. Its general thesis: "We can make this hard, but that doesn't make it so" (Thompson, 2009). If we truly want to build a culture of leadership and equip our organizations for the future, then perhaps it will be sufficient to apply the five principles outlined above and summarized in the following table.

Principle	Practice
Commitment	It is not about you or now; it should be about the future. If you do not commit today you will not have the leaders you need tomorrow.
Harvest	You cannot grow a tree without first planting a seed. Plant more than you need because they will not all reach maturity.
Align	Get your team(s) pulling in the same direction, especially when it comes to developing leadership capacity. Ensure they support your mission, vision, and values.
Invest	Be deliberate and consistent. Avoid what is trending today until proven. Be strategic and identify points of accountability to help measure the return on your investment. Remember your expected return can only be measured over a long period of time.
Risk	Allow for failure, learn from it, manage it, but do not expect to eliminate it. Learning to fail well can be just as valuable as outright success, though admittedly not as much fun.

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Dr. Richard Strand has been connected to the Chair Academy since 1998. He was appointed to be the Executive Director in November, 2012. Throughout many years of professional service, whether as an officer in the US Army for 30 years or as an academic dean at a mid-size comprehensive community college for almost 12 years, leadership has been an active area of interest and research. It is estimated he has addressed various aspects of leadership with audiences around the world involving over 10,000 participants. Richard has a passion for learning. This passion has led to a bachelor degree in business administration from the University of Washington, followed by a series of advanced degrees from Boston University, the US Command and General Staff College, the US Naval War College, culminating in the award of a doctorate from the University of Southern California.

THE CHAIR ACADEMY'S 24TH ANNUAL INTERNATIONAL LEADERSHIP CONFERENCE APRIL 7-10, 2015 SEATTLE, WASHINGTON

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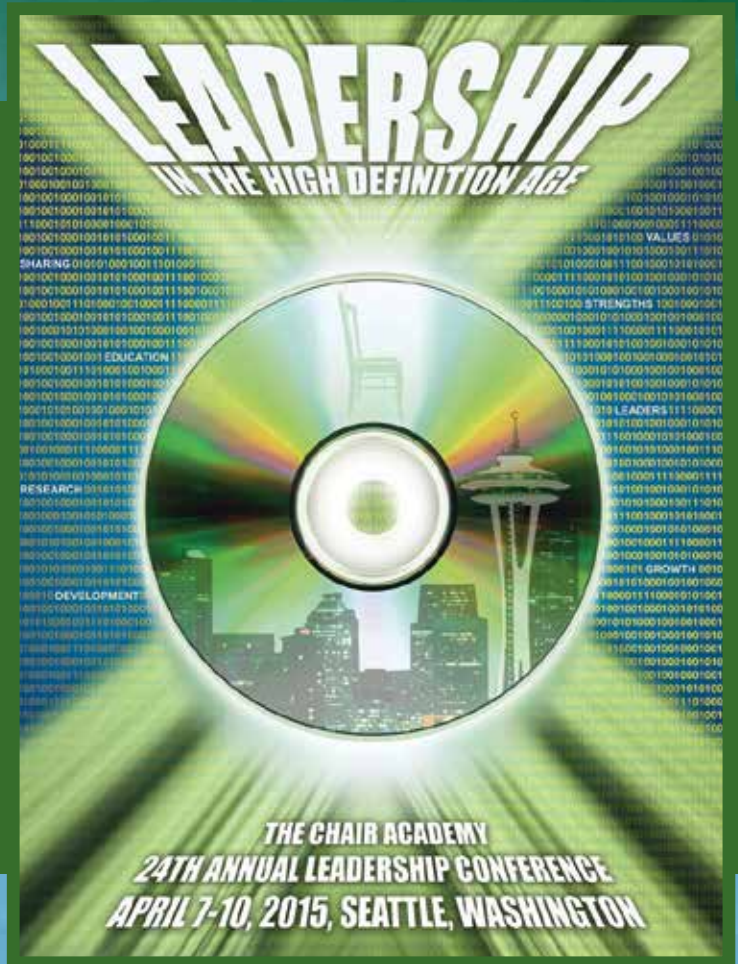
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THE CHAIR ACADEMY'S 24TH ANNUAL INTERNATIONAL LEADERSHIP CONFERENCE

CALL FOR PROPOSALS

The Conference Goal is to provide presentations that specifically address the administrative and academic needs of post-secondary leaders, develop the skills required for effective leadership, and maximize the opportunity for conference participants to interact with each other in a meaningful forum.

The Academy invites you to submit your concurrent or roundtable presentation proposal for our 24th Annual Leadership Conference, April 7-10, 2015, in Seattle, Washington. Conference presentations are 90 minutes in length and should be relevant, useful, and practical to the complex role of educational leaders. They are not to promote publications or other materials that involve remuneration, advertise consulting services, or endorse commercial ventures. Special consideration is given to topics relevant to the conference theme, "Leadership in the High-Definition Age." All sessions are to be participant centered and should actively involve participants through engaging discussions and activities.

PROPOSAL

Title of Presentation – Provide a title (12 words maximum) describing the specific content of the concurrent or roundtable session.

Description of Presentation – Provide a 75-word summary of the session. The summary should include bullet points that detail how participants will benefit from attending your session. This description will be printed in the final conference program, and it should be written to interest attendees in your session.

ACCEPTANCE

You will be notified by February 1, 2015 if your proposal has been accepted. Accepted proposals will require the presenter to submit a paper describing their session topic. This paper is to be 4-5 pages in length, suitable for publication, and submitted electronically in a PDF™ format.

PUBLICATION

Your paper will be posted to the Academy website, which will be used as a resource to those participants who are unable to attend your session. The paper must be submitted by March 11, 2015. Exceptional papers will also be considered for publication in our refereed journal, *Leadership*.

By submitting a proposal, all presenters agree to the conditions of acceptance listed above.

Please note: All presenters must register for the conference and pay the registration fee.

Submission deadline: January 20th, 2015

Submission deadlines are subject to change. See our website for more details

Online proposal form can be submitted at:
www.chairacademy.com/conference/2015/c15call.html

THE CHAIR ACADEMY'S 24TH ANNUAL INTERNATIONAL LEADERSHIP CONFERENCE

RECOGNIZE AN EXEMPLARY LEADER FOR 2015

All leaders will be honored at our 2015 International Leadership Conference in Seattle, Washington.

As part of our commitment to recognizing exemplary organizational leadership, the Chair Academy is asking you to nominate an individual or group of individuals that exemplify outstanding leadership and service within your organization. We recognize that one of the highest levels of recognition that a person can receive is to be honored by their colleagues. The Chair Academy would like to partner with you and your organization to celebrate those individuals or teams you believe best represent and support academic and administrative leadership excellence.

EXEMPLARY LEADER GUIDELINES

Do you know someone who…
* Has developed a program to enhance the learning community in your organization?
* Has created program(s) to enhance diverse offerings and meet the needs of the ever-changing college population?
* Has created an environment in which others are empowered, and who is viewed as an exemplary leader by your colleagues?
* Has modeled loyalty, commitment, integrity, acceptance, and open communication to enhance the overall effectiveness of their department/area in their organization?

We will recognize your outstanding leaders or leadership teams at the Chair Academy's 24th Annual International Leadership Conference scheduled for April 7-10, 2015.

Your Exemplary Leader or team of leaders will be featured in the Summer 2015 edition of the Chair Academy's journal, *Leadership*.

Your Exemplary Leader's or team of leaders' college president will receive a formal notification of the leadership honor being bestowed.

The recipient must be a registered conference attendee to receive the award.

Nomination submission deadline: January 20th, 2015

Submission deadlines are subject to change. See our website for more details.

Online proposal form can be submitted at:
www.chairacademy.com/conference/2015/c15exe.html

THE ALUMNI OF
LEADERSHIP

The Chair Academy wants to recognize all of the academic leaders who are taking the first step toward becoming *Transformational Leaders*, and to celebrate those leaders who graduated from Academy programs this summer!

Leaders Beginning Their Journey:

Alberta 2014-2015
Agrey, Mark
Anderson, Sheldon
Andree, Susan
Armitage, Kyle
Arseneault, Normand
Baldwin, Karen
Ball, Greg
Ballard, Terry
Bergstrom, Stephen
Bourdon, Erica
Burke, Ron
Carreau, Brian
Castillo, Victoria
Chio, Victoria
Chow, Jeff
Clifford, Joe
Collins, Curtis
Dalager, Shane
Dalzell, Edward
Dawes, Jeff
DeChamplain, Rodger
Mapfumo, Emmanuel
Demone, Kevin
Forest, Silvie
Freiheit, Nicole
Gessner, Robert
Gorman, Jennifer
Goss, Kelly
Guay, Marc
Hammond, Erin
Howes, Darren
Joevenazzo, Jill
Joshua, Alice
Kelley, Becky
Kirkpatrick, Kiyomi
Kisiel, Piotr

Kocabas, Verda
Kraemer, Karyn
Lovas, Brett
Lucan, Laura
Lucena, Andre
Macmillan, Kerri
Madorin, Sean
Mah, Don
Mayhew, Marc
McCormick, Shonna
Mercer, Karen
Miron, Sharon
Mongo, Karen
Murphy, Christine
Neblett, Beverley
Neufeld, Louise
Ngwudike, Ifeoma
Phares-Oren, Elizabeth
Piersma, Shirley
Price, Irlanda
Priebe, Sybil
Purvis, Martin
Rempel, Doug
Stewart, Brent
Synnott, Marion
Tarney, Lona
Thomas, Christina
Vos, Carrie
Wick, Rozlynn
Windisch, Georg
Wittich, Cory
Wolosewich, Jeff
Woodyard, Sylvia

Arizona 2014-2015
Baldwin, Andy
Bednarek, Salina
Bell, Chandra
Blake, Spencer
Bredeson, Mary Kaye

Cabrera, Lorraine
Cepeda, Charlotte
Cerveny, Niccole
Chew, Shirelle
Coronel, Adrianna
Deweerth, Jenifer
Dickerson, Arlonda
Farnsworth, Scott
Glover, Ben
Hins-Turner, Barbara
Kemp, Caroline
Kochenash, Derek
Koniuch, Nina
McCahill, Colin
McKee, Sharon
McKnight, Marianne
Molinaro, Brian
Rafalski, Scott
Redfield, Chaunta
Reynolds, Angela
Rodriguez, Amelia
Roman, Cynthia

Rosic, Ibrahim
Rossiter, Daphne
Sedillo, Dacia
Taimanao, Zerlyn
Tolzman, Ann
Turnquist, Dean
Watson, Michael
Willett, Barbie
Winter, Gavin

MILHE 2014-2015
Abednego, Dee
Addams Pace, Melissa
Au, Jennifer
Baker, James
Berglowe-Lynch, Anna
Bickford, Jeff
Burch, William
Cartledge, Ernest
Chandran, Bhuvana

Northeast 2014-2015

Gharbin, Shirley
Grinberg, Nancy
Hallock, Stephanie
Higbie-Holmes, Debi
Horace, Frank
Kimble, Nancy
Lee, Sung
Linzy, Jobeth
Massoni, Sherry
Mattes, Jane
McFarland, James
Meck, Kristie
Mund, Catherine
O'Neal, Brian
Penniman, Jenny
Rozek, Amy
Schuler, Maureen
Sullivan, Mary
Virden, Lisa
Walker, Monica
Woo, Minah

Northeast 2014-2015
Abernathy, Linda
Abreu, Joshua
Adams, Stacy
Armitage, Stephen
Atlas, Susan
Byrd, Kelvin
Caron, Justine
Cotter, Alexander
Dart-Kathios, Linda
Dooling, Amanda
Dottin, James
Felisberto, Donna
Frey, Sandra
Goodwin, Cheryl
Gray, Shashuna
Guest, Denise
Harris, Jennifer
Jackson, William
King, Carol
Nadeau, Lynne
Nelson, Mary Beth
Pepin, Angel
Perez, Dawna
Pisarik, Jennifer
Rivera, Ricardo
Schade, Patricia
Shanahan, Ellen
Stanton, Jennifer
Thompson, Clare
Tilden, Kelly
Vincent, Richard
Welch Hudson, Kathleen
Willett Hiro, Erin

WLDI ADVANCED 2014-2015

WLDI 2014-2015
Aston, Jon
Baierl, Hans
Cloutier, Adam
Czarnik, Chris
Ellis, Teresa
Finkenbine, Jane
Fisher, Paul
Gast, Bradley
Gilleland, Amanda
Goettle, Sheila
Herring, Jayne
Hether, Deb
Hickman-Brown, Mary
Holt, Pamela
Johnson, Jennifer
King, Laura
Knudson, Nataliya
Kunst, Jane
Mallek, Lana
Mayer, Jill
Miksis, Joan
Miljevich, Greg
Molina Rivas, Antonio
Myhre-Oechsle, Jody
Nowak, James
Olson, Kim
Orr, Jacque
Ragland, Lori
Robert, Kim
Roberts, Gary
Scott, Shannon
Severson, Chris
Shay, William
Silva, Pete
Thelen, Cindy
Thompson, Suzanne
Uttech, Kristen

Vicker, Kristen
Way, Randall
Williams, Jeanne
Witzig, Kathy

Arizona Advanced 2014-2015
Baldwin, Andy
Bednarek, Salina
Bell, Chandra
Blake, Spencer
Bredeson, Mary Kaye
Cabrera, Lorraine
Cepeda, Charlotte
Cerveny, Niccole
Chew, Shirelle
Coronel, Adrianna
Deweerth, Jenifer
Dickerson, Arlonda
Farnsworth, Scott
Glover, Ben
Hins-Turner, Barbara
Kemp, Caroline
Kochenash, Derek
Koniuch, Nina
McCahill, Colin
McKee, Sharon
McKnight, Marianne
Molinaro, Brian
Rafalski, Scott
Redfield, Chaunta
Reynolds, Angela
Rodriguez, Amelia
Roman, Cynthia
Rosic, Ibrahim
Rossiter, Daphne
Sedillo, Dacia
Taimanao, Zerlyn
Tolzman, Ann

Turnquist, Dean
Watson, Michael
Willett, Barbie
Winter, Gavin

WLDI ADVANCED 2014-2015
Anderson, Kurk
Batten, Gene
Dachelet, Derek
Dull, Chad
Gamer, Joshua
Grant, John
Howard, Loretta
Kox, Amy
Livingston, Lynette
Lutgen, Roxanne
McConoughey, Gina
Nick, Sara
Nordhaus, Kathryn
Petersen, Matthew
Skallerud, Ronald
Sklba, Stephanie
Smith, Beth
Zollicoffer, Christine

British Columbia 2013-2014

Recognizing and Celebrating Our Academy Graduates

Alberta 2013-2014
Acharya, Deepa
Adams, Lorrie
Ashman, Philip
Betz, Adam
Borella, David
Bos, Clay
Britto, Maxine
Bui, Huong
Burke, Adam
Carpenter, Matt
Caulfield Fontaine, Patricia
Cheney, Sandie
Cowell, Curt
Cryderman, Mark
Dharamsi, Karim
Fortier, Scott
Gilbert, Jody
Henderson, Gary
Ho, Christine
Jack, Alan
James, Norene
Jones, Alan
Klatt, John
Larson, Brian
MacCrimmon, Sheila
Martin, Brad
McCallum, Thomas
Milia, David
Motta, Steven
Northwood, Bengt
Orlando, Mark

Pennefather-O'Brien, Elizabeth
Russell, Nancy
Saitz, Amy
Sandhu, Randy
Schmidtke, Rudy
Tashakkori, Abbas
Tyner, Ross
Weatherby, Lisa
Wooldridge, Steve
Zinter, Brian

British Columbia 2013-2014
Aro, Susan
Atkinson, Tim
Barber, Tene
Barnes, Aileen
Becker, Lori
Bobovskaia, Irina
Boyd, Joseph
Boylan, John
Brooks, Teresa
Bryant, Mick

Centlivre, Becky
Chow, Tina
Cia, Patricia
Clark, Andrea
Collins, Wayne
Donaldson, Sheetal
Dunn, Deborah
Eng, Eugene
Fajardo, Edward
Ferretti, Rose
Gossen, Jennifer
Gregorowicz, Peter
Griffith, Lucy
Griffiths, Brett
Hall, Carly
Harada, Maggie
Hartnett, Caitlin
Hunter, Kyle
Imran, Sarah
Innes, Dennis
Jivraj, Ashif
Kennedy, Kathryn
Kinney, Tracey
Mazerolle, Cindy

McAlpine, Scott
McKinstry, Sally
Nahm, Sung
Oye, Russell
Patterson, Jeannie
Paul, Tim
Poelzer, Denise
Popow, Robin
Quigley, Celia
Randeni, Gamini
Reeves, Kim
Regan, Marion
Sanders, Erin
Sawyer, Paul
Sellwood, Andy
Shadmeyr, Ramin
Supeene, Lisa
Ting, Elle
Tunnah, Maike
Walsh, Peter
Webber, Graham
Weiten, Jan
Wharton, Jeff
Wilson, Kory
Yoo, Richard
Zlotnik, Janet

Luoma 2013-2014
Adams, Beth
Bean, Steve
Bednarz, Deb
Biesanz, Gretchen
Bigelow, Holly
Bissonette, Matt
Bjelland, David
Blesi, Michelle
Bonnett, Justin
Bradach, Carmen
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THE LITERATURE OF
LEADERSHIP

REVIEWS BY JEFF YERGLER

LEADERSHIP BY INVITATION: HOW TO RSVP AND EMBRACE YOUR ROLE AS A LEADER
Barry L. Smith

If you were looking for a book that describes the journey of leadership through the experience of a single individual, this would be it. At is core, this book is fundamentally a description about Smith's journey from ignomity to visibility and impact as a leader. It is a biography of his life in general and, in particular, his emergence as a leader. The book is divided into four parts: the purpose, the position, the person, and the plan. Smith attempts to communicate different aspects of leadership using these four lenses each of which is heavily nuanced by his Christian faith. While Smith's story of a life unfolding is encouraging, there is little that a leader would find helpful. It is, in many respects, trite and shallow and does little if anything to advance the conversation about leadership. To be blunt, the value of this book as it relates to advancing leadership knowledge and practice is negligible at best. It is a "feel good" book that has little to offer beyond simple inspiration.

STEP UP: LEAD IN SIX MOMENTS THAT MATTER
Henry Evans and Colm Foster

Evans and Foster's book is a structured and streamlined approach to demonstrating leadership when addressing six particular situations: managing anger, constructive conflict, being decisive, assuming responsibility rather than blaming, leveraging pessimism, and inspiring action. Each area is addressed in a way that helps readers place themselves in similar situations and to identify the right actions. Because both Evans and Foster are experienced consultants, they are able to draw upon their work with organizations and their thorough understanding of the issues that are associated with each of the six areas as well as to provide anecdotal data that provides windows of understanding into each chapter's conclusions and insights. As for what might be considered new information in this book, there may be little. However, Evans and Colm are successful at exploring these six areas that are often vexing for leaders. Furthermore, the authors do a good job of encouraging anyone in the organization to take action and lead in these often difficult situations.
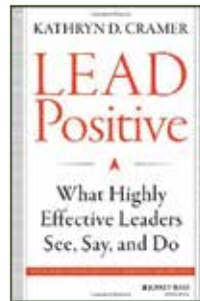
LEAD POSITIVE: WHAT HIGHLY EFFECTIVE LEADERS SEE, SAY, AND DO
Kathryn D. Cramer

While there are a plethora of books on the market that leverage the approach of positive psychology and its integration into leadership practice, Cramer's book affirms the essential tenants of positive psychology and takes it a few steps further. Using Cramer's Asset Based Thinking (ABT) approach to leadership practice, she challenges leaders to leverage the approach of positive psychology in what they observe, what they say, and how they undertake actions. From my perspective, Cramer is taking existing positive psychology knowledge and repackaging that knowledge in different wrapping called ABT. The difference though, with Cramer's work, is that she finds a way to communicate the philosophy and practice of positive psychology using a system that puts into operational and actionable language the philosophical foundations of positive psychology. I was surprised by this book as not only another book on positive leadership and leadership but a framework that translates the language of positivity into the context of leadership that makes sense and makes a difference in organizations.
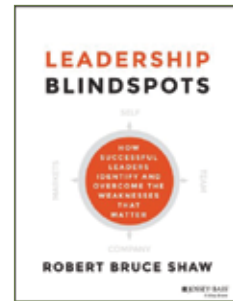
LEADERSHIP BLINDSPOTS: HOW SUCCESSFUL LEADERS IDENTIFY AND OVERCOME THE WEAKNESSES THAT MATTER
Robert Bruce Shaw

Leaders are constantly on the search for books that speak to the real, and often complex, issues of leadership. Shaw's book has done just that in his masterful book on leadership gaps or what he calls "blindspots." Blindspots are those areas where gaps exist between what the leader believes to be true and what is actual reality. This performance differential is a blindspot precisely because the leader either cannot see the gap or refuses to believe a gap exists. Certainly, a leader wants to always believe in his or her "best self" but Shaw, with preciseness, clarity, and honesty, describes how a reluctance to deal with blindspots can be a dangerous and slippery slope. The good news is that he provides solutions and strategies to address and eliminate blindspots. This is a very well-written and well-researched book that draws on Shaw's years of experience as a consultant.

RATING ★

RATING ★★

RATING ★★

RATING ★★★

RATING ★★★ HATS OFF ★★ THUMBS UP ★ SO-SO

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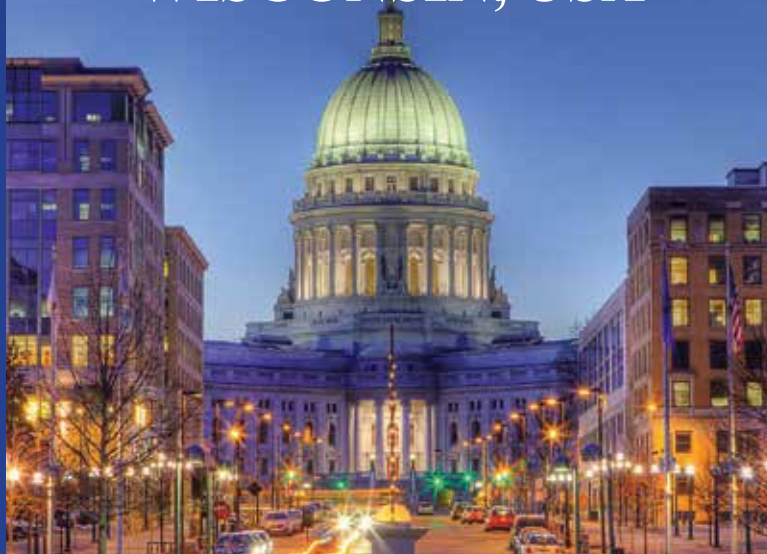http://www.chairacademy.com/academy/upcoming.html

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