



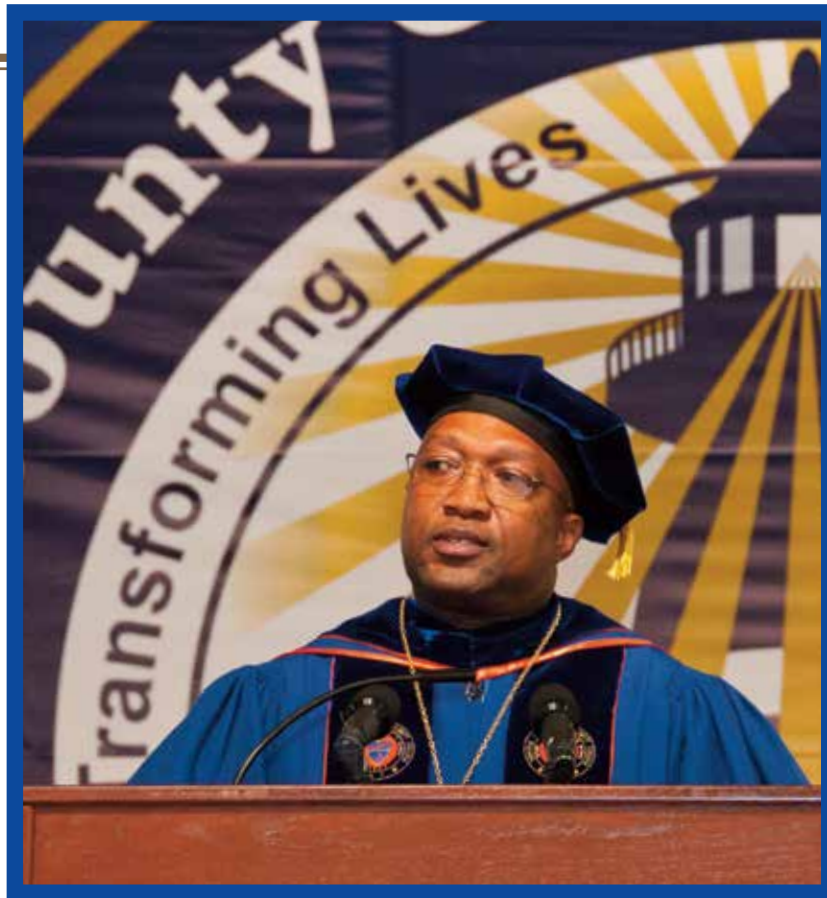
LEADERSHIP

JOURNAL FOR POST-SECONDARY LEADERS VOLUME 21.1 SPRING/SUMMER 2015

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Leadership: The Academy Journal

VOLUME 21.1, SPRING /SUMMER 2015

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

ANNUAL MEMBERSHIP RATES

\$65 – Individual
(receives 1 copy, 3 times per year)
\$550 – Institutional
(receives 20 copies, 3 times per year)

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LEADERSHIP IN THE HIGH-DEFINITION AGE

DR. RICHARD STRAND

This particular edition of *Leadership* mirrors the theme of our 24th Annual International Leadership Conference that was held in Seattle, Washington from April 7-10th. Feedback from conferees was very positive, but some did take us to task for the theme itself—arguing that Digital Age, or the VUCA age, etc., might better represent the times. To us, “high definition” best represented the essence of what we meant to focus on in Seattle, it was less about the technology used to achieve or shape the emerging leadership climate than the imagery itself.

Let me draw a distinction between what was or used to be and what is that relates to this issue. I am a student of the last half of the past century. During my more formative years I was captivated by a black and white tube driven TV that featured no less than two hours of quality programming content each evening spread across essentially three channels; in my case channels 4, 5, and 7, representing ABC, NBC, and CBS. You wanted news, you got it delivered to your doorstep in a daily newspaper—more black and white images, thank you very much, and/or you huddled around the TV with your parents and suffered through the likes of Douglas Edwards reading the headlines of the day from places in the world he would try to help you imagine with words and colorless static images or newsreels in only 15 minutes.

Fast forward to today. Yesterday I was flying back from Seattle to Phoenix. Since it was a Tuesday, not surprisingly, the plane seemed to be overstocked with business travelers, each of whom were busy checking their smart phones, tablets, laptops, and any number of other electronic devices. No matter where you looked among my fellow passengers, those who weren't just sleeping away the time were fingering their way through a treasure trove of data, word docs, information, and entertainment possibilities; fully occupied in their own world for the duration of our 2½ hour flight.

I had access to the same devices, but for various reasons chose to leave all the technology tucked away, and instead became thoroughly absorbed in a book I've been reading (yes, a real book, with paper pages and dog eared corners) entitled *The Heart of Everything That Is—The Untold Story of Red Cloud, An American Legend*, by Bob Drury and Tom Clavin. The

story itself is compelling, offering a masterful review of the American landscape that existed throughout the 1800s; the unforgiving way western technology, disease, and expansionism soon decimated a nation of native people and of the violence that ensued as cultures clashed over time and space. It's a great read and I highly recommend it, but that's not the point of my reference. So let me get to the point.

Red Cloud was a great warrior, a tribe member of humble origins who became a great chief of the Sioux nation that at one point roamed freely and supremely over a land mass that totaled one-fifth of the USA. When you explore the native culture that allowed Red Cloud to come to prominence as a tribal leader, it was against the backdrop of four key pillars that were so highly valued and extend even to this day: bravery, fortitude, generosity, and wisdom.

Make no mistake; Red Cloud was a master warrior, often quite brutal, an expert hunter, able archer, and an exceptional tactician; but above all else he also had a talent for building alliances, setting the example, scouting the future, and proving time and again the value of loyalty and being politically astute. As the 1800s gave way to the 1900s, the tools and technology that would drive America forward from a largely agrarian society to one of industrialization and mass migration globally ring somewhat true today as the 20th century has now given way to the beginnings of the 21st and the information age.

Yes, we know so much more about everything than we ever thought possible, and the options and opportunities to share and distribute information are richer and more diverse than was ever even imaginable. Yet at the end of the day, perhaps some of the greatest lessons we might learn may be yet discovered in a good old fashioned book with paper pages and dog eared corners, or by being open to a quality conversation with a significant other in our lives, or by a walk through the forest or a day on the lake—places where we can reconnect what's outside with what matters inside; **bravery, fortitude, generosity, and wisdom.** Regardless of the “age,” the heart of everything that is, is the essence of us and how we best connect with the world around us. How well connected are you, not so much technologically but emotionally, philosophically, spiritually? It's a question worth answering, and if not now, then when?

Voices of Leadership...

On Leadership in the High-Definition Age

Leadership in the High-Definition Age...sound familiar? In today's higher education landscape, the discussion about how to keep up with technology as a means of keeping students engaged, promoting their success, and preparing them for the workforce is seemingly ever-present. What our spring/summer issue strives to clarify, however, are the reasons it is essential and the methods with which you, as educators, can facilitate that initiative. This spring we asked our Academy Facilitation Team to reflect on the significance of technology's role in the process of learning, the current perceptions of students regarding how their institutions utilize technology, and the success and/or failure of our institutions at keeping up with the constantly evolving technology trends and devices. We share their responses with you in the hope that it will spark discussion and innovation on the ways in which your institution can utilize technology for the benefit of your students.

Maggie Beers, Ph.D. Director, Academic Technology, San Francisco State University, San Francisco, CA, USA



Technology can be a great ally for education. How big is its role in the learning process?

Technology's disruptive nature forces institutions to rethink established work practices, curricula, and ways of teaching, which can lead to positive change. For students, technology can be a game-changer since it provides accommodations for students with disabilities, support for different learning styles, flexibility of time and space for non-traditional students, and online access to impacted courses.

Nearly half of all higher education students do not perceive their institutions using technology effectively. Do you agree or disagree? Why?

Effective use of technology is tied to its implementation, and there are positive and negative examples on every campus. Successful implementations can affirm all three of these questions: Does the technology support our educational and business goals? Does it seamlessly integrate into our technical infrastructure? Are the users extremely well supported? If

you notice an example of ineffective technology use, revisit these areas until you can say "Yes!" to all three.

Often times, higher education organizations get a bad rap for not keeping up with technology advances/equipment fast enough. Does this really matter? Provide your thoughts.

Innovations do get people's attention, but their very name implies they aren't proven practices and can sometimes be a distraction to the faculty and staff trying to provide core services with limited resources. The priority is to establish a baseline of fail-proof technology services that support the institution's mission. In the case of teaching and learning, this might include audiovisual classroom technology, a learning management system, and reliable wireless connections. Rather than moving on to the next innovation, students usually want the institution to take better advantage of the untapped functionality that exists in their current suite of tools.

Scott Geddis, President, Inspired Engagement, Phoenix, AZ, USA

Technology can be a great ally for education. How big is its role in the learning process?

Technology is a force multiplier in education that decreases barriers to access - and without access there is no education. Students who are disadvantaged in seeking learning opportunities due to geography and physical or learning disabilities are given access to learning by technology in ways never before possible.

Nearly half of all higher education students do not perceive their institutions using technology effectively. Do you agree or disagree? Why?

Students in the two-year college setting represent a wide diversity of technology users. Many are early adopters and quite accomplished while others are behind the technology curve due to age or socio-economic status. Two-year colleges balance the use of technology between these two extremes, engaging the high users but not limiting access to success for those less skilled and experienced. This often leaves the perception of ineffective use of technology.

Often times, higher education organizations get a bad rap for not keeping up with technology advances/equipment fast enough. Does this really matter? Provide your thoughts.

If it doesn't matter, it should. A significant focus of two-year colleges is workforce preparation, and today's workforce requires up-to-date technology skills. There are two barriers to "keeping up" with technology in higher education: 1) Colleges are facing dramatic decreases in public funding often used to support the technology infrastructure and 2) The culture of higher education is not one of early adoption but one of cautious change. It is time, however, for colleges to find a way to anticipate and remain current in technology advancements to serve the population they are missioned to serve.





Technology can be a great ally for education. How big is its role in the learning process?

Given the “learning process” is anchored in experience, reflection, conceptualization, and experimentation, technology can be a great ally for gathering, processing, and conveying data into manageable and meaningful information.

Nearly half of all higher education students do not perceive their institutions using technology effectively. Do you agree or disagree? Why?

Students are familiar with Instagram and Snapchat, online shopping, smartphone banking, and Skype video-calls. Unfortunately, many institutions are supporting “awkward” software interfaces for selecting classes, buying or renting books, accessing reference materials, and interacting with faculty online. This will change.

Often times, higher education organizations get a bad rap for not keeping up with technology advances/equipment fast enough. Does this really matter? Provide your thoughts.

If “keeping up” means providing technology that improves teaching and learning outcomes, preparing students on equipment for successful transitions into careers, and supporting integrated college information systems; then, yes, it matters!

Rachel Simmons, Director Business Growth and Learning Development, Victoria University Institute of Technology, Melbourne, Australia

Technology can be a great ally for education. How big is its role in the learning process?

Technology is a critical piece of the puzzle for contemporary learning at all educational levels. Our students expect flexible learning that provides them with the opportunity to learn at their own pace, in their own time, and in a location that is convenient for them. Well-designed eLearning can provide learners with a wealth of information (at the right time), as well as access to sophisticated peer-to-peer learning networks and the ability to make contact with teaching staff when it works best for them.

There are reams of research that demonstrate that most learners are most effective when learning is broken down into manageable chunks, and that the use of technology, learning objects, and a range of multimedia are great ways to support this. Technology can also allow learners to revisit information as many times as they need, without the stigma of feeling like they are bothering their teacher, or the anxiety of feeling like they can't keep up with their peers.

At Victoria University, we focus on building connections that ensure that the student is linked to content, their teacher, and other students. This trilogy of connections and a well-designed approach to learner-centric communication is critical to eLearning success. Our students access content through a range of devices, and are sophisticated users of technology. They have high expectations!

Technology is a tool that can support great teaching, and that can free up the teacher to spend quality time with students on inquiry, problem solving, discussion, and assessment.

Nearly half of all higher education students do not perceive their institutions using technology effectively. Do you agree or disagree? Why?

I'm surprised that it's only half! Fundamentally, I think that as educators we need to be aware of how our students consume information now, and how they expect to consume information into the future. There will always be a place for more traditional learning and teaching methods, but just as the projector replaced the chalkboard, I think it's our responsibility to be up-to-date with innovations in learning and teaching, and to explore how we might be able to make better use of technology to support our students and improve their chances of success.

Often times, higher education organizations get a bad rap for not keeping up with technology advances/equipment fast enough. Does this really matter? Provide your thoughts.

I firmly believe that innovation takes place exponentially, so if we don't keep up with today's advances, we will be absolutely left behind tomorrow. Learning advances such as simulations, gamification, and augmented reality seemed like science fiction ten years ago... yet they are absolutely here, and they will revolutionize the way students learn. In my previous career in the music industry I saw firsthand the impact of sticking your head in the sand and hoping that technological change will fail or disappear. Education is at that crossroads now – we are at the pointy end of market disruption, and it's extremely important that good educators and educational institutes make sure we are part of the decision making with regards to how innovation, technology, and learning intersect so that we can ensure that students are the ultimate beneficiaries of educational change.



Randy Singer, Associate Dean, British Columbia Institute of Technology, Vancouver, BC, Canada



Technology can be a great ally for education. How big is its role in the learning process?

Technology's role in learning is increasing constantly. Instructors use a variety of technologies in new ways each term to enhance the learning experience. In particular, there is significant growth in enabling students to bring (and use) their own device.

Nearly half of all higher education students do not perceive their institutions using technology effectively. Do you agree or disagree? Why?

Two main reasons are driving this perception. First, facing fiscal pressures institutions are squeezing another year (or two) from existing technology before replacing it. Second, the plethora of devices students own—and would like to use at school—outpaces institutes' ability to service them.

Often times, higher education organizations get a bad rap for not keeping up with technology advances/equipment fast enough. Does this really matter? Provide your thoughts.

If the bad rap is from students, it matters. If it negatively impacts learning, it matters. However, technology enables application of skills and knowledge. Often competencies are mastered as effectively using older technology as with newer technology.

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LEADERSHIP IN A DISRUPTIVE WORLD

Four Practices that Established Leaders Must Learn from the High-Tech Startup Community

JEFFREY D. YERGLER, PH.D.

My experience as a university instructor of management and as a leadership and management consultant has led me to two beliefs about leaders and leadership today. First, the increasingly complex nature of leadership and the corresponding struggle involved in navigating this complexity place tremendous pressures on a leader's confidence and self-efficacy. This challenge to self-efficacy results when leaders sense they lack the expertise and knowledge required to thrive in this complexity. Second, this complexity is felt within organizations resulting in high levels of emotional reactivity which emerge as expectations placed upon leaders to consistently execute flawlessly (Friedman, 2007). The accelerated use of technology, social media platforms that produce immediate transparency and instant global communities, along with economic, social, and political uncertainties can all converge to generate a tsunami of fear-producing paralysis that can constrain the creative capacity of even the best leaders. Feeling locked-down by their fear, leaders may find themselves unable to move forward into and through this cauldron of uncertainty and anxiety. Clearly, Goldsmith and Reiter's (2007) advice would be an apt and timely description of this leadership conundrum, "What Got You Here Won't Get You There." These crises in leadership courage are more acutely noted by Kellerman (2012) who observed that, "humankind... is suffering from a crisis of confidence in those who are charged with leading wisely and well, and from a surfeit of mostly well-intentioned but finally false promises made by those supposed to make things better" (p. xiv).

Many of our leaders keep a stranglehold on the way they have always practiced leadership even though this grasping has

become like a millstone tied around their necks (Friedman, 2007). They hope upon hope that what they know and how they lead will be enough to move their organizations forward despite their fear, concern, and their awareness of disruptions in, around, and beyond their organizations. These leaders have most likely miscalculated and, as a result, organizations and the people in them become increasingly frustrated and disillusioned. Bazerman (2014) identifies this tendency as "implicit bias" and it results when leaders "discount facts that contradict the conclusions [they] want to reach and...uncritically accept evidence that supports [their] positions. Unaware of [their] skewed information processing, [they] erroneously conclude that [their] judgments are free of bias" (p. 53).

Leaders have no choice but to learn to lean into these headwinds of disruption. There is no room for retreating or circling the wagons thinking that the best offense is a good defense. Johansen (2012) beautifully described how leaders must learn to thrive in what he called the "VUCA" world (volatility, uncertainty, complexity, and ambiguity). When leaders choose to resist the urgency for an agile approach to learning that leads to informed action and when they ignore their ever-shrinking portfolio of relevant skills and tools to thrive in a VUCA world, they can accelerate their long, slow slide into mediocrity and ineffectiveness (Johansen, 2012).

To be fair, any leader trying to influence, direct, and manage complex organizations in 2015 must navigate difficult and unfamiliar terrain. Leaders must indeed be prudent, thoughtful, careful, and strategic when it comes to casting vision, setting strategies, and developing and executing tactics that address



CREATIVITY

existing barriers to move the organization forward. When it comes to making operational and structural decisions, seasoned leaders know the importance of embracing the belief that slower is better than faster and incremental adjustments are better than more aggressive actions that may cause harm to their institutions and to themselves. Yet it is this prudential approach to leadership and action that can also lead to problems.

When leaders take that slower and incremental approach in today's VUCA environment, they can quickly become a liability to the organization. When the overriding concern for stability is a manifestation of a leader's fear, anxiety, and a lack of self-efficacy in his or her ability make sound decisions, the leader ceases to be effective (Friedman, 2007). This leader can become, by default, a protector of the status quo, inappropriately applying empathy, excessive uses of power and control, and limiting collaboration and empowerment. This can result in a loss of credibility, trust, and quickly build the perception that the leader possesses a lack of competence and good judgment (Freidman, 2007). Taken to an extreme, these leaders may see any internal or external factor that leads to disruption as something to avoid, suppress, or control. Furthermore, these leaders run the risk of failing to evolve professionally and personally in ways that can stifle critical innovation, creativity, and the development of entrepreneurial thinking necessary to successfully and confidently navigate 21st century disruptions.

A Perfect Storm Producing Clueless Leaders?

As a leadership and management instructor, course texts typically address leadership relying on theories that were developed during the 20th century and were developed in response to emerging organizational needs, political and economic trends, as well as the needs and goals of generational cohorts. With the exception of Heifetz, Linsky, and Grashow's

(2009) *Adaptive Leadership*, leaders today would be hard pressed to find any contemporary leadership theory that is an intelligent response to the disruptions, frictions, and conflict at work in many organizations. This may suggest that we have many educated and experienced leaders who know how to respond to "where we've been" but may be clueless when it comes to "leading to where we're going." Furthermore, with a new generational cohort on its way, what Alexandra Levit of *The New York Times* recently called "Generation Z," (2015), there will be new pressures and expectations placed upon organizational leaders to navigate change, leverage disruption, build relationships, and accelerate global connectivity which, for this generation, is and will be the new normal.

A New Model for Leadership: The Disruptive World of High-Tech Startups

So where can leaders look for models of leadership where the primary drivers are not about self-preservation or institutional control but rather about anticipating and responding to the disruption generated from constant change locally, nationally, and globally? How can leaders capture and sustain relevance through innovation, creativity, and actualizing and aligning strengths while at the same time increasing the value of the organization to stakeholders? What sector of the industry offers new practices that can assist institutional and organizational leaders to view, understand, and embrace creativity, risk-taking, and organizational change in new ways? We can look directly into the High-Tech Startup community as a legitimate "ground zero" for innovative and responsive models of leadership. Innovation, nimbleness, and agility are direct linkages to survival and competitiveness in the successful Startup. These organizational cultures reject many of the traditional practices of leadership that focus on control and the mitigation of change



(Hill, Brandeau, Truelove, & Lineback, 2014; Lidow, 2014). This is an approach to leadership that is concerned with creativity, speed, strengthening the sustainability of the organization, building a flattened organizational structure that pushes decision-making authority to those closest to the work, and ensures that products and services are competitive and possess high utility to internal and external clients and customers (Hill et al., 2014). These organizations are fueling strategic innovation and creative environments like no other because those who lead understand that operating with ambiguity is expected, disruption is the norm and necessarily leads to innovation, and that constant collaboration and empowerment leads to team members who are aligned and deliver incredible results. They also know that any other way of leading is the kiss of death (Hill et al., 2014).

Danger in Novelty?

Like any business, the High-Tech Startup community is far from perfect. In fact, Rory Carroll (2014) recently noted in *The Guardian* that the failure rate of start-ups is estimated to be close to 90%, which is similar to the failure rate of small businesses in other sectors. However, despite the failures, those start-ups that emerge as successes operate with a clear set of leadership priorities and unconventional thinking that leverages disruption and fuels consistent growth. Lidow (2014) observed that “virtually all the new job creation and economic growth comes from firms that have taken the entrepreneur’s original idea and transformed it into scalable activities that teams of people are motivated to work on together. These firms account for over 60% of all job creation” (p. xii). This does not happen by accident but by intentional design. So, what are those leadership practices that are “scalable” and “translatable” from the tumultuous world of High-Tech Startups to the more established institutions and

organizations that are struggling for want of a new type of leader capable of leading in an environment characterized by volatility, uncertainty, complexity, and ambiguity?

PRACTICE 1: Self-differentiation and Sustained Leadership Development

Friedman (2007), in building on the work of Murray Bowan, noted that effective leaders are self-differentiated leaders. These leaders have done the hard work of clearly defining who they are as autonomous individuals. They maintain their separateness while also maintaining their capacity to stay connected to people and organizations. They are independent enough to avoid the siren call of enmeshment and sameness while also being responsive, proactive, and engaged (Friedman, 2007). As leaders they can advance creative and innovative initiatives and also address the resistance that comes from those who stand opposed to them. They regulate their own emotions in the face of obstructions and do not allow the anxiety or the lack of emotional regulation on the part of others to distract and derail their own leadership responsibilities and organizational initiatives.

Friedman (2007) also noted that the self-differentiated leader will tend to attract others who also value self-differentiation. These individuals can engage in creativity, innovation, and entrepreneurial thinking while also addressing pushback or resistance. They can be innovative and measured risk-takers because they operate in an environment where they are not constrained by the fear of failure fueled by the anxiety of a controlling and enmeshed leader.

Finally, the self-differentiated leader values continuous leadership development. This is especially important in a VUCA world where words like adaptation, nimbleness, innovation,



creativity, non-traditional, evolution, and integration become key drivers that inform a leader's ongoing professional development and organizational relevance (Friedman, 2007; Schein, 2010). Despite the fact that many leaders have been conditioned to rely on the skills and tools they acquired on their way to their current positions, in today's world of organizational leadership combined with cultural disruption and discontinuity, there is never a time when leaders stop developing and deepening their leadership portfolio. We need secure and confident leaders who have a clear sense of their own identity and evolving expertise, know how to work with others, and embrace disruption and crises as opportunities to move their organizations forward.

PRACTICE 2: Making Culture the Priority

In the just released *Deloitte's 2015 Global Human Capital* research, which involved 3,300 surveys and interviews with business and human resource leaders from roughly 106 countries, building a culture of engagement emerged as the highest priority for organizations. Most readers will, no doubt, agree that an organization's culture is tremendously important. What may also be apparent is that many organizational leaders

may have paid an abysmal amount of attention to the intentional creation of a specific organizational culture that cultivates such things as engagement, leadership, creativity, entrepreneurial thinking, or the capacity to thrive in periods of disruption and discontinuity (Brown, Chheng, Melian, Parker, & Solow, 2015; Schein, 2010).

For many leaders, addressing culture creation is an ambiguous, nebulous, and amorphous task better left alone. As Schein (2010) rightly commented, "culture is an abstraction" (p. 7). The reality is that culture can and must be intentionally shaped by leaders who seek to change the way their organizations operate. In our VUCA context, many of the types of cultures to which we are accustomed will no longer be sufficient to maximize the strengths and harness the creativity of people or organizations. While creating culture in a High-Tech Startup is often left up to the discretion of the founder or co-founders, changing the culture of an established organization is much more challenging and complex. Leaders must begin by defining a forward-titling vision of the organization (Schein, 2010, pp. 305-306) that considers the new realities of disruption and innovation. The vision must then be operationalized by core values that use

We need secure and confident leaders who have a clear sense of their own identity and evolving expertise, know how to work with others, and embrace disruption and crises as opportunities to move their organizations forward.

behavioral terms describing the emerging culture which are compelling enough to pull the organization forward into new structures and processes that can support the emergence of a new culture (Schein, 2010). The gains must be embedded and moved through the DNA of the organization. Additionally, there must be people who are tasked with the responsibility of maintaining the development of the emerging culture.

Heroku, founded in 2007 (purchased by Salesforce in 2010) and based in San Francisco, is a cloud application platform which provides ways to build and deploy web apps. In order to ensure that Heroku's culture was experienced throughout the company, senior leaders began to hire "Vibe Managers." The responsibility of the Vibe Manager was to ensure that Heroku's culture was a daily experience up, down, and across the company. Brandon Carter Meixel, hired in 2012, was the fourth Vibe Manager at Heroku. As Brandon put it, his responsibility was to make sure that Heroku was a great place to work that attracted and retained talent from all over the world. *"Our team strived to ensure that we retained talent by taking good care of our employees and keeping everyone aligned with Heroku's core vision and values which we were always open to evolve where it made sense."* Heroku, and Vibe Managers like Brandon, have a great deal to teach organizational leaders about avoiding the critical mistake of treating culture as an afterthought. Culture, not strategy, drives innovation and performance. Heroku gets it (and so did Salesforce).

PRACTICE 3: Identifying Managers and Supervisors who Actually Care about Engagement

Gallup's (2015) recent publication on the *State of the American Manager* presents some abysmal but not surprising facts about the engagement level of managers. First, most CEOs are indifferent to engagement. Second, as a result, these leaders place little-to-no expectations on their human resources team to train and develop managers around engagement. Third, 82% of the time, organizations place the wrong people in positions of management. Fourth, disengaged managers spread disengagement like a contagion among employees and team members.

The price that people and organizations pay for senior leaders who are indifferent to engagement is significant. Rose, Shuck, Twyford, and Bergman (2015) observed the incredible price organizational members pay when dysfunctional and abusive managers are placed in positions of influence and power. When executive leaders and human resource departments are indifferent to the "engagement capacity" of those they place into formal positions of management, the results are

often catastrophic. Not only does performance and morale disintegrate, but so does the team members' self-valuing within and beyond the organization (Rose et al., 2015).

Successful startups, like Heroku, have zero tolerance for any manager or supervisor who does not consistently serve, resource, and recognize the strong value and contribution of every single team member. Senior leaders in these organizations believe so strongly in their product and the people who drive that product that they cultivate and protect an empowering culture and place people in positions of management who value human beings and their creative capacity.

Practice 4: Set Your People Free

One of the reasons many start-ups successfully mature into larger organizations is that they understand both the importance of constant innovation and the source of that innovation (Hill et al., 2014). The organizational environments where people are strongly encouraged to engage in collaboration and the creative exploration of new ways to accomplish work have what these authors call "collective genius." These are leaders who create environments where "people are willing and able to do the work of innovation...and the opportunity to contribute his or her slice of genius to the collective genius of the whole" (p. 45). This approach that unleashes increased efficiencies and the development of powerful new ideas stands opposed to the modus operandi of leaders and supervisors who feel the need to control the spigot of ideas and possibilities. These leaders, often steeped in more traditional ways of managing as a form of control and the exercise of power, see themselves as gate keepers and permission granters. In reality, they kill innovation, suffocate collective genius, and accelerate the disengagement levels of the organization's "most valuable asset."

If a leader's goal is to hire and retain the best for the organization, and if the goal of the organization is to deliver incredible products and services to customers and clients, it is absolutely imperative to create the space and expectation for innovation as a vital part of the organization's DNA. Leaders must not merely tolerate innovation; rather, they must welcome it with open arms. Talented and bright professionals want to add value through innovation and the creative and shared exploration of possibilities. This very point was noted by Petrie (2015) who observed that one of the trends in the future of leadership development will be "the decline of the heroic leader [and] the rise of collective leadership" (p. 21). When it comes to innovation, those leaders who are comfortable with the messiness of collective exploration and risk-taking will find their members highly engaged, committed, and productive.

The Way Forward

When it comes to a leader's responsiveness to a climate of volatility, uncertainty, complexity, and ambiguity, the High-Tech Startup community has a great deal to offer. In our highly competitive and rapidly changing business and educational environments, uncertainty, disruption, discontinuity, and the requirement of evolving as an organization are all critical to supporting survival and relevance. The way forward for leaders can no longer be found in clinging to leadership approaches that worked "yesterday." The world in which organizations today must compete demands that managers and leaders be highly adaptable, collaborative, permission-giving, risk-taking, people-centric, and innovative across the board.

Becoming this type of leader is a matter of mind and will and it will not come easy to most who know only how to lead using position power, control, and authority. Leaders today would be wise to surround themselves with people who understand what it means to lead in a VUCA world. This means connecting to founders in the Startup community and exploring their approaches to such things as culture-creation, entrepreneurial thinking and planning, and cutting-edge management approaches that positively impact employee engagement. Leaders must ask questions of those respected leaders and managers within their own institutions who have a reputation for being innovative, engagement-centric, and results-oriented. Finally, and perhaps most importantly, leaders should consider hiring a cadre of Vibe Managers!



Jeffrey D. Yergler, Ph.D., is Assistant Professor of Management and Chair of Undergraduate Management at Golden Gate University in San Francisco. He began his work in Higher Education in 2006 at Olympic College in Bremerton, Washington. He joined the faculty at Golden Gate in 2011. Jeffrey also serves as Principal of Integer Leadership Consulting located in San Francisco. Integer provides leadership development training, executive leadership coaching, diversity training workshops, employee engagement training for managers, collaboration around core values and culture change, assessments addressing 360 evaluations, leadership and management work styles, and analyzing/building team performance.

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THREE TECHNOLOGY TRENDS THAT HIGHER EDUCATION LEADERS SHOULD BE AWARE OF IN THE YEARS AHEAD

SASAN POURETEZADI

Higher education leaders and Chief Information Officers (CIOs) are often focused on strategic initiatives and day-to-day operational tasks, but an ever-increasing portion of their efforts are focused on where they should be investing their limited resources next. A substantial percentage of that insight involves doing research and keeping current on the latest in higher education information technology trends, but it also involves knowing and understanding your core business and being able to discern the multitude of value propositions that exist.

A challenging task to say the least, but one that offers substantial rewards to those who keep their eye on the ball and position themselves and their institutions to reap the benefits of foresight, planning, and the willingness to take some level of risk.

This article outlines three key technology trends of which higher education leaders should be aware in the coming years.

1: The diversification of information technology services

In the not so distant past, higher education information technology (IT) departments were the sole purveyors of all that is technology, commonly including the management of large-scale enterprise resource planning (ERP) systems, network communications, email, learning management systems (LMS), and the software used across the enterprise. During the last decade that model has changed dramatically, and many services that once defined an IT organization's value are now being offered by commercial service providers at economic scales with which higher education IT departments cannot compete.

Software-as-a-service (SaaS) solutions provided for higher education by companies like Google, Microsoft, and Amazon have become much like an electrical or water utility, and have

been offered at commodity levels (Mesa Community College, 2011). Knowing that Google alone had over a million servers - with multiple data centers distributed across the planet - brings this point home even further (Google Data Centers, 2014). Companies like Google have provided email and document services free of charge to higher education, and while some IT organizations may continue to provide and manage these services internally, that trend is changing.

Take into account Educause Core Data Service findings from 2013 to 2014, for the services of email, customer relationship management (CRM), and learning management systems (LMS). Vendor-hosted student email increased from 36% in 2013 to 55% in 2014. CRM moved from 29% in 2013 to 36% in 2014; and LMS moved up from 29% to 31% during the same time period (Educause 2014, 2015). Other services such as ERP, network communications, and web services followed suit, with more services moving to cloud-based service providers.

This fundamental shift to cloud-based solutions will further change the culture of IT departments and how they interact and provide services to their internal and external customers. Instead of focusing on the "bits and bytes", customer service will become the primary agenda for many IT departments. Though there will still be some IT departments that resist this trend, many will continue to move past the culture of being a purveyor, and embrace the concept of becoming brokers of IT services. Accomplishing this goal will require IT departments and campus leaders to further develop and retrain existing staff and hire new types of IT professionals that know how to develop vendor relationships, manage projects, negotiate deals, and build buy-in from constituents (Linthicum, 2014).

2: Predictive analytics for student success

“Analytics is the use of data, statistical analysis, and explanatory and predictive models to gain insights and act on complex issues” (Bichsel, 2012, pp. 6-7). The article “Big Data Comes to College”, published in July of 2014 by Anya Kamenetz, outlined some of the opportunities and challenges of integrating technology-based analytics solutions with institutional business processes to achieve better student outcomes. Kamenetz described some of the successes that Purdue University had in increased student outcomes utilizing their “Signals” solution. Signals utilized multiple data sources and bio-demographic information of students to provide graphical status updates regarding performance and likelihood to succeed, as well as alerts to address student performance issues such as completion of assignments. As of 2014, Purdue’s Signals solution had been used by 24,000 students, increased the number of students earning As and Bs, lowered Ds and Fs, and helped increase persistence rates (Kamenetz, 2014).

Technology-based predictive analytics have had demonstrable success at other institutions as well. For example, Arizona State University (ASU) has used technology-based analytics to improve student outcomes and success since 2007. An early pioneer, ASU launched eAdvisor in 2007 – much like Purdue’s Signals – to help students stay on track and alert them when they were not. The program also helped with things such as degree sequencing maps and advisement. Students were compelled to seek advisement when needed and were given the quickest pathway to achieve the requirements of a degree within a specific timeframe. Since eAdvisor was introduced, ASU realized significant increases in student retention and graduation rates, especially among first-generation and minority students (Phillips, 2014).

Even with the successes of programs such as these, the use of analytics in higher education has not been without controversy, as described in the aforementioned article by Kamenetz. Regardless of the concerns being voiced by some in the academy, about 80% of IT and institutional research (IR) participants in a 2012 Educause Center for Applied Research study believed that analytics were becoming more important to institutional success. The same report stated that 75% of IT and IR study participants believed that analytics was a major priority (Bichsel, 2012).

3: The information security staffing challenge

With seasoned information security professionals stating that “It’s no longer a matter of if... it’s when,” you really start to think about the level of risk that exists for organizations with regard to information privacy and security (Hendershot, 2014, p. 1). A blunt statement regarding the current environment of information security, but one that is accurate when considering the number of organizations and institutions that have suffered from information security incidents within the past two years. Organizations such as Target, Home Depot, and J.P. Morgan suffered from major incidents that involved millions of users’ data and accounts (Tobias, 2014). The stakes are high, with projected losses to be in the billions for 2015 (Experian, 2015).

Information is what drives higher education, and risks abound at both the technological and human level. Higher education

has not been immune either, with incidents being reported by institutions such as the University of Maryland, Butler University, and Iowa State University among others over the past few years (Poremba, 2014). A recent Educause survey of IT leaders listed the “Top 3 Strategic Information Security Issues” for higher education as 1) developing an effective information security strategy; 2) ensuring constituents receive education and training; and 3) developing policies. All of these priorities require substantial investments in people and process, as well as creating a sense of shared ownership of information security across the institution (Grama & Vogel, 2015, p. 1).

The January 2015 blog post by journalist Anthony Freed, on the security site DARKMATTERS, addressed the issue of a cyber security skills shortage. Freed cited the 2015 Global Cybersecurity Status Report which revealed that 86% of participants were concerned about the global shortage of skilled cyber security professionals. Of even greater concern, 38% of the respondents believed they were not adequately prepared to thwart more sophisticated attacks (Freed, 2015). With a shortage of qualified and trained information security professionals, institutions of higher education will be competing for a limited pool of candidates. The average salary for a qualified Chief Information Security Officer ranged from \$125,000 to \$259,000 a year for 2014 (Salary.com, 2015).

Summary

Given these three technology trends that higher education leaders should be aware of in the coming years, college and university leaders should prepare to place more emphasis - and invest more resources - in developing new approaches to IT services through brokering cloud services, redefining IT staffing skillsets, and integrating analytics into institutional business processes to improve student success rates. To address the information security staffing challenge, college leaders may need to make greater investments in professional information security staffing, increase staff training levels, and develop new processes and programs to create shared ownership and accountability for information security across their institutions.

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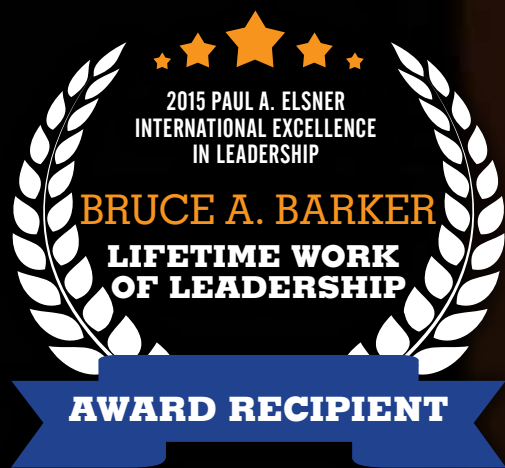
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LEADERSHIP JOURNEY Bruce A. Barker

The concept of leadership has been researched, examined, dissected, written about, and discussed to the “nth” degree. I’m not sure how much I can add to the topic, but my friends at The Chair Academy have asked for my thoughts on leadership and the journey I took that led to the Paul A. Elsner Excellence in Leadership Award. So to honor that request, and in thanks for receiving this award, I would like to offer some keys to success that became evident to me along the way.

My first memorable experience in a leadership role occurred a few years after graduating from law school. I was retained to represent a number of local school boards, city and county governments, as well as a few corporate executives and their boards. My legal practice specialized in employment and labor law, so I was often leading high-level discussions trying to make sound decisions that could significantly impact the organization’s employees and their bottom line.

KEY #1 – PREPARE

I was usually the youngest and least experienced person in the room. I remember reverting back to using glasses instead of my contacts and I always wore a suit; in fact, I did everything possible to try to look older and, therefore, presumably, wiser. Over time I came to realize that my age and looks had little to do with my credibility and my ability to lead those discussions. My credibility and my leadership depended upon my preparation and knowledge. Sir Francis Bacon said, “Knowledge is power,” and I found if I was prepared, knew the law inside and out, understood financial ramifications, and the impact on employees ... if I could demonstrate that I had considered and prepared for every possible outcome...then those corporate leaders would follow my lead. I might not have been the smartest person in the room, but I could be the best prepared. My knowledge of the subject matter gave me the power to lead.

KEY #2 – LOOK, LISTEN, LEARN

Those early leadership opportunities were valuable for another reason. They provided me with wonderful opportunities to work directly with community leaders, successful business executives, as well as some remarkable teachers and administrators. Most of the boards had individuals from different professions. I was able to work with bankers and engineers, retail shop owners and CPAs, attorneys, managers, and staff employees. Each represented a different viewpoint. Each brought different skills and knowledge to our discussions. Many were extremely talented, and it was quite obvious to me that I could probably learn a lot more from them than they would learn from me.

I was surrounded by great, real-life teachers. All I had to do was look and listen, ask a few questions, but most importantly, observe. Why did they do that? How did they do that? When do they do certain things? I’ve learned a lot from books and I’ve



greatly benefitted from seminars, workshops, and conferences like this...The Chair Academy consistently hosts one of the best conferences year after year...but where I've learned the most, where I've seen theory meet reality is right in front of me every day. Watch and learn from those around you. Learn every day... meet someone new...read a different author or editor. Join a different organization or serve on a non-profit board. Purposely keep expanding your knowledge base.

KEY #3 – BUILD MEANINGFUL RELATIONSHIPS FOCUSED ON EDUCATION

My next key is to reach out to others and form meaningful relationships. Leadership implies multi-person relationships. If you have an opportunity to form a committee or select a team, surround yourself with good, diverse people; people who represent different disciplines, leadership styles, and subject matter expertise. Every issue usually involves finances, IT, human resources, even marketing if you include internal corporate communications as one of their responsibilities. Get input from every discipline, from every angle, and remember to encourage different ideas; question conclusions. General Patton said, "If everyone is thinking alike, then someone isn't thinking."

When you have the right group of different individuals, bring them together and form a cohesive team. Unify them around a common purpose. Point them in the right direction. Create a sense of importance and urgency. Education is a true gift; it is the light of civilization, and we all have a great responsibility to pass that light on to others. We have a tremendous impact on our neighbors and friends. We strengthen our communities.

The state of Wisconsin has recently undergone a tremendous amount of change. Public sector labor unions were virtually eliminated. Seemingly overnight employees suffered a six to 18% loss in compensation. Their lives were turned upside down, and they were drawn into a political fight of national significance. Employees' careers and job performance were being questioned. The turmoil continued for several months as the original legislation passed and then a series of petitions and recall elections followed.

As administrators, we were caught in the middle; we needed to support our teachers, our taxpayers, our board (which was split), and our governor. I chose to support education. Our mission was education, and our focus had to stay on education.

Employees could voice opinions and take action—on their own

“If everyone is thinking alike,
then someone isn't thinking.” - General George Patton



time. Students, board members, taxpayers, and business leaders all voiced their opinion. We focused on education.

Looking back, our employees responded magnificently. They stood proud and they maintained their professionalism. Under some of the most trying and difficult scenarios, our employees rose to the challenge, always putting students and education first.

KEY #4 – APPRECIATE OTHERS

Finally, my last point, be appreciative. Be thankful. If you are fortunate to be given leadership opportunities, realize that your performance is now based or judged upon the performance of your team. Your individual work ethic and actions are

important, but ultimately we can only accomplish so much as individuals. We need others. Collectively we can make a difference. If you find success, remember that it was due in great part to the efforts of those around you. A little humility goes a long way.

And that brings me full cycle to the Paul A. Elsner Excellence in Leadership Award. It is a great honor, one that reflects what we've been able to accomplish at Chippewa Valley Technical College and here at The Chair Academy. Small contributions...pointed in the right directions...or the right purpose...can make a huge difference. Thank you.



“Knowledge is power”

- Sir Francis Bacon

ENHANCING LEADERSHIP DEVELOPMENT THROUGH PARTNERSHIPS AND AGREEMENTS



In *Leadership* (2014), Richard Strand stated, “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” (p.22). Throughout her academic career, 2015 Paul A. Elsner International Excellence in Leadership award winner, Dr. Debbie Nellis, has established connections, formed partnerships, and developed agreements that enhance the formation of networks that foster and promote leadership opportunities for individuals.

Dr. Debbie Nellis served as a professor and Director of Post-Secondary Articulations and Program Development until she retired in June, 2014 after twenty-one years of service at Nova Southeastern University (NSU). Debbie is currently adjunct faculty for the Abraham S. Fischler School of Education (FSE), teaching in the leadership programs. Debbie developed partnerships for FSE with higher education institutions such as the Chair Academy, League for Innovation, and the Association of Florida Colleges. Debbie developed articulation agreements for Nova’s FSE programs with community and state colleges in Florida and throughout the United States. She also developed training for NSU, community, and state college counselors regarding partnerships and articulation agreements. Debbie served on the President’s Academic Review Committee for Curriculum and Program Development.

As a result of working with higher education leaders, presidents, and chancellors, a need was demonstrated for leadership degrees that would help future community college leaders obtain

career advancement. Debbie served as the lead faculty for the development and implementation of the Community College Leadership programs. Debbie was responsible for training the new faculty for the online program delivered via the Blackboard format. Led by Debbie, NSU’s Fischler School of Education completed a partnership with the Chair Academy in 2005 that included a tuition grant for members and staff entering the FSE doctoral program and transfer of graduate credit to those who completed the Chair Academy Foundation Training or the Advanced Training. In 2012, Debbie successfully established a partnership with the Chair Academy that led to two Florida and international Chair Academy Foundation Training programs between 2012 and 2014, incorporating multiple NSU campuses and the Association of Florida Colleges conference in Orlando. Joint marketing was completed between the Fischler School of Education, the Association of Florida Colleges, and the Chair Academy.

What follows are excerpts from emails and conversations between Dr. Cathy Songer, a contributing member of the *Leadership* editorial board, and Dr. Debbie Nellis.

As a leader, what core values do you think are/were important to your successful career?

Integrity, honesty, trust, collaboration, confidentiality, and open communication.

You have accomplished much in your career. What has been your source of motivation?

If I am honest, being told “No” was a great motivator. Going



to college was not easy for me. I faced many obstacles. Because of my experiences attending college, I decided that if I was lucky enough to work at a community college or university, I would focus my skills to assist any student to reach his or her educational goals and to provide emotional support.

I was told I was not college material by my high school counselor and was enrolled in business classes. I had no opportunity to develop college study skills. I had the great opportunity to have 22 foster sisters from juvenile probation that influenced my decision to become a probation officer and to major in Social Welfare and Corrections with a minor in Psychology for a Bachelor's Degree. I became a probation officer and was in juvenile court with the same counselor who noted I was not college material (he did not recognize my last name when I put him on the stand). I continued forward to complete a Master's of Science in Counseling which allowed me to work with multi-problem families and later to become an advisor and counselor at the community college and university levels.

I was the first person in my family to earn a degree from a junior college. The day before I was to walk in the graduation ceremony, a faculty member lost my biology lab final. As a result, I received a failing grade and was unable to participate in the

graduation ceremony. Other students and my father went to the college's president to verify I took the final; however, I was still not permitted to walk. I had to retake the lab and received the degree during the same year I received my Bachelor's Degree from Chico State University in Chico, California. While in the bachelor's program, I was asked to sit out a semester because I was pregnant. I addressed the issue with the head of the department. I took my finals, completed the semester on time, and had my first son. During my last term at Sacramento State College, I took 18 credits and completed the teaching internship at the same time. Despite earning a 4.0 for the semester, I was informed that I would not be awarded my credential because I took too many credits and should not have completed the internship at the same time. I told the college I had to complete the term because I was going to move. I had to petition the State Department of Education of California for my teaching credential to be awarded.

After becoming an advisor at the community college and university level and a member of the faculty at the doctoral level, my college experiences fueled my decisions to assist students in reaching their goals. What I loved the most in my higher education career was working with students and working with colleagues at other colleges to develop partnerships.



What does it mean to you to receive the 2015 Paul A. Elsner International Excellence in Leadership Award?

I had the pleasure of meeting Chancellor Paul Elsner, and he offered me three options to work with him on my dissertation topic. I completed my dissertation at the Maricopa County Community College District by evaluating the effectiveness of wellness programs at lowering employee sick leave at two pilot campuses. Chancellor Elsner used the results to justify adding the program to other locations.

Receiving the 2015 Paul A. Elsner Excellence in International Leadership Award has been the highlight of my career in higher education. What an honor and wonderful way to retire from my career as I transition to my role as an adjunct instructor for the FSE leadership programs. This award would not be possible without the support of all those who worked with me in higher education. The award is shared with all of you who continue to assist students to reach their educational goals.

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CHAIR ACADEMY'S 2016 INTERNATIONAL CONFERENCE IN SAN ANTONIO, TEXAS,
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A C A D E M Y TM

**THE CHAIR
ACADEMY WISHES
TO CONGRATULATE
EACH OF OUR
INDIVIDUAL AND
ORGANIZATIONAL
TEAM EXEMPLARY
LEADERSHIP
HONOREES!**

**YOUR LEADERSHIP
IS AN INSPIRATION
TO US ALL!**



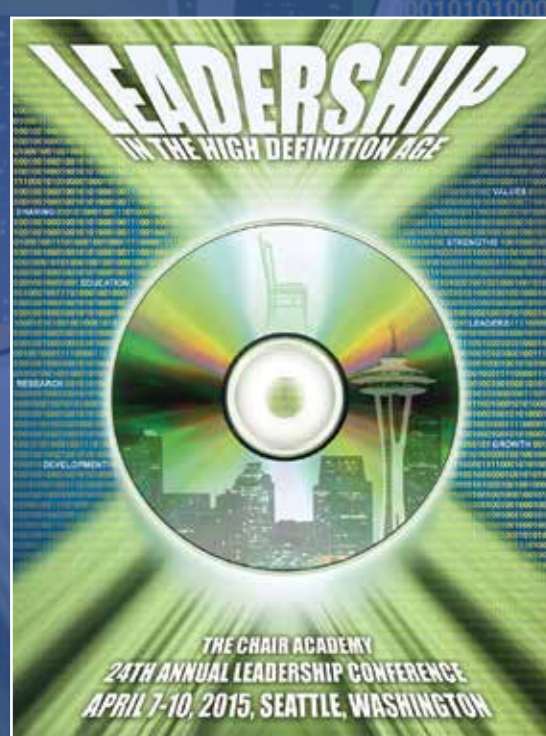
**Continuing Education Leadership Team
Johnson County Community College**
Mike Souder, Debbie Rulo, Jeff Hoyer



**TC3 Students of Concern Committee
Tompkins Cortland Community College**
Darese Doskal, Carolyn Boone, Shari Shapleigh, Deborah Lacko,
Beau Saul, Meg Garvey, William Finnerty, Amy Trueman



**Washington Centers of Excellence
State of Washington**
Mary Kaye Bredeson, Bill Griffith, Dan Ferguson, Jamie Wells,
Barbara Hins-Turner, Shana Peschek, Linda Crerar, Maureen Majury,
Meg Ryan, Ann Avary



CHAIR ACADEMY AWARD RECIPIENTS

Recognizing the Gary Filan Excellence in Leadership Award Recipients



ROSANNA TO

Professor Rosanna To is the Program Coordinator of the Community Integration through Cooperative Education (CICE) Program at The Humber College Institute of Technology and Advanced Learning. The CICE Certificate Program is designed to provide adults with intellectual disabilities (also known as developmental disabilities) the opportunity to experience college life. The Humber CICE program is the first college program of its kind in Ontario and is a leader in building collaborative, inclusive communities that support and promote experiential and transformative learning. Rosanna's leadership in the Coordination of the Program as well as the successful building of a delivery team has made the program a showpiece on the national stage.

Rosanna is committed to lifelong learning and achieved a Masters of Arts in Education from the Central Michigan University in 2000. Subsequent to achieving graduate credentials, Rosanna was promoted to the role of Professor in the CICE Program, and has championed the continued improvement of said program, and proudly contributes to over 25 graduates each year, many of whom are able to live independently and secure employment as a result of Rosanna's leadership.



DAN WEINERT

As an Academic Chair at SAIT Polytechnic, Dan leads a team of instructors to deliver training to nearly 700 students annually. As a member of the School of Construction's leadership team, he works with managers to develop and implement innovative educational strategies and business practices to meet the evolving needs of learners and industry.

Weinert, a SAIT alumnus, has dedicated much of his career to education – he was an instructor at SAIT for eight years, launched an outreach program to bring SAIT-style trades training to secondary schools in Calgary and surrounding areas, and frequently organizes teachers' conventions on campus to help educators enhance their experiences in the classroom.

Recognizing the Chair Academy's Directors Award Recipient



JIM SIMPSON

Jim has over 30 years of experience in industry and higher education. Jim is currently the Executive Director at College of Central Florida. In this role he provides leadership to assist seven Florida colleges serving 23 Florida counties to increase the number of graduates in high demand areas. This is a role that is not new to Jim. Since May 1996, he has assisted over 58 colleges to implement strategies to improve their graduation rates.

Jim's role as an innovator and leader in higher education has been recognized by a number of organizations including the US Department of Labor, the League for Innovation in Community Colleges, and the National Institute for Staff and Organizational Development. In 2009, in recognition of his achievements and life-long commitment to higher education in the United States, the Chair Academy recognized Jim with the Paul A. Elsner International Leadership Award. The Elsner Award is given annually to two outstanding higher education administrators in the world.

When you ask Jim what his greatest accomplishments have been he will tell you four things. Convincing his wife Linda to marry him, having a loving family, the friends he has made over the years, and the difference that education has made in his life and the lives of the over 48,000 students who have graduated from college programs that he has been responsible for leading.

CHAIR ACADEMY AMBASSADORS

Recognizing the Chair Academy's Lifetime Members

2015 Inductee



Kate Sikerbol

Kate Sikerbol has been involved with the Chair Academy since 2003. She has served as a member of the International Practitioner's Board, and actively promoted and coordinated the delivery of numerous Foundation Academy programs in the Toronto area. She is a graduate of the Foundation and the Advanced Leadership Academy Programs, and has had the pleasure of acting as a mentor for many Academy participants.

She has held roles as Director of Talent Management and Organization Development at Laurentian University in Sudbury, Ontario and Director of Organizational Effectiveness at Humber College in Toronto, Ontario; executive management roles in healthcare; managed an independent consulting practice with a diverse client base in business, industry, and government; and taught extensively at Ryerson University and George Brown College. Kate is an "organization builder" and her commitment to learning and leadership is evident in her work. She has designed and delivered management and leadership development programs, facilitated team building using strengths-based and appreciative approaches, facilitated and supported strategic planning initiatives for numerous academic schools and administrative departments, developed change capability, and provided leadership assessment and coaching to many post-secondary leaders.

Chair Academy Ambassadors



Helen
Burnstad



Paul
Byrne



Coen
Free



Idahlynn
Karre



Joan
McArthur-Blair



Mike
McHargue



Marilyn
Rhinehart



Ken
Robson



Al
Seagren



George
Tvelia

CONFERENCE HIGHLIGHTS



BCIT leads



Meet Deanna Hill, alumnae from BCIT's Marketing Management Communications program, and 2014 Outstanding Student Leadership Award recipient.

As president of Enactus BCIT, Deanna fundraised over \$50,000 while concurrently volunteering for several other associations, all on top of her normal course load. Deanna truly exemplified an outstanding student at BCIT and will undoubtedly bring that same ambition into any career she pursues.

From industry to the classroom, BCIT is building leaders every day.

bcit.ca

BCIT **50** YEARS

THE ALUMNI OF LEADERSHIP

RECOGNIZING ACADEMY ALUMNI



Dr. James Mabry (Florida 2006-2007) is the new President of Middlesex Community College in Bedford, MA. He was formerly the Vice President of Academic Affairs at Mesa Community College.

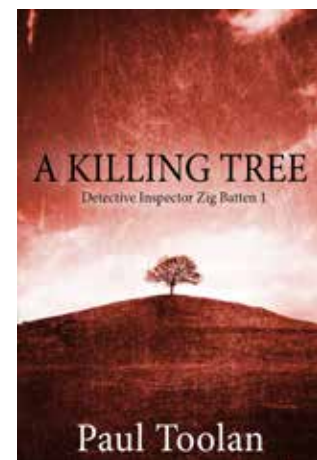


Randy Singer (British Columbia 2010-2011) is celebrating 20 years with British Columbia Institute of Technology in Vancouver, British Columbia.



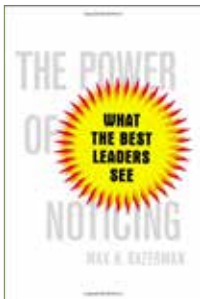
Paul Toolan (Hood River 1999), one of the first Academy Graduates from the United Kingdom, has recently published his first full-length novel, titled *A Killing Tree*; a crime novel set in rural England and Greece. It is available in print and on Amazon Kindle and BN Nook format.

Mesa Community College in Mesa, AZ is celebrating its 50th Anniversary.



THE LITERATURE OF LEADERSHIP

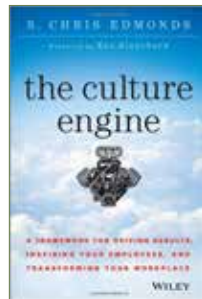
REVIEWS BY JEFF YERGLER



THE POWER OF NOTICING: WHAT THE BEST LEADERS SEE
Max H. Bazerman
Simon & Schuster, 2014

Max Bazerman addresses an area often ignored by the leader: how cognitions define and often limit perceptions and actions. Leaders are asked to execute; that is, to get the work of the organization done. They are encouraged to get results, to move strategies forward, and to realize stated objectives. Bazerman, through anecdotes gathered through his years as a consultant and based on his research in behavioral psychology, explains how the actions of leaders are heavily influenced by what they see and what they fail to see. This process of seeing or perception is based on cognitions that then lead to actions...and often the incorrect actions. Bazerman brilliantly explains how leaders often fail to consider all available data which can lead to flawed decisions and, more importantly, how leaders can begin to perceive more accurately and comprehensively. This book is an excellent yet challenging read that provides leaders with illuminating anecdotes and practices and insights on how to notice more holistically and take more appropriate actions based on more realistic assessment of observable data.

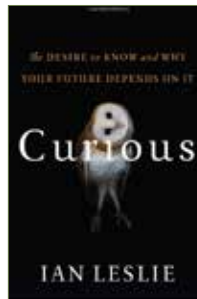
RATING ★★★



THE CULTURE ENGINE: A FRAMEWORK FOR DRIVING RESULTS, INSPIRING YOUR EMPLOYEES, AND TRANSFORMING YOUR WORKPLACE
S. Chris Edmonds, Wiley, 2014

Organizational culture is a vitally important aspect of performance. Typically, leaders often leave culture to develop itself...a big mistake. Culture shaping is an intentional strategy that leaves many leaders exhausted and frustrated. Additionally, changing existing and entrenched cultures can feel like an exercise in futility. Edmonds' book, though a bit grandiose in what it promises, offers the reader a new way of approaching culture change: designing an organizational constitution. An organizational constitution clarifies what the organization is seeking to accomplish, how people are to be treated, the organization's strategy, and the organization's goals. The chapters of the book are built around these four different aspects of the constitution. Among the most valuable is Edmonds' emphasis on ensuring the organization's core values are aligned with and supportive of the emerging culture. Unfortunately, a very brief chapter on dealing with resistance is added, it appears, as an afterthought. It is resistance that can sabotage even the best plans of shaping culture.

RATING ★★



CURIOUS: THE DESIRE TO KNOW AND WHY YOUR FUTURE DEPENDS ON IT
Ian Leslie
Basic Books, 2014

What does it mean to be a lifelong learner...to stay curious? Leslie brilliantly attempts to answer this question and others. This is an excellent book that incorporates research, anecdotes, and usable advice that explains the importance of curiosity and how one maintains a posture of curiosity. The book's structure is divided into three parts, each exploring different aspects of curiosity. Some key chapters include "How Curiosity Begins" (chapter 2), "The Power of Questions" (chapter 6), and "Seven Ways to Stay Curious" (chapter 8). In the latter chapter where Leslie addresses the connection between curiosity and the importance of "staying foolish," exhibit #1 is Steve Jobs - someone who demonstrated constant curiosity which led to many of the innovations that fueled Apple's incredible success. The beauty of Leslie's book is that it is an excellent combination of research and real life which gives strong credibility to his argument.

RATING ★★★



HOW GREAT LEADERS THINK: THE ART OF REFRAMING
Lee G. Bolman and Terrence E. Deal
Jossey-Bass, 2014

The first time I came across the work of Bolman and Deal was in their excellent book, Reframing Organizations (2003). In their new book, they approach leadership using a similar type of language but applied specifically to the way leaders understand organizational structure, political leadership, human resource leadership, and culture. By frames, Bolman and Deal mean the mental models (beliefs and/or assumptions) leaders use to interpret and navigate their environments. The authors argue that when leaders build the capacity to see complex issues in the aforementioned areas from different perspectives or using different mental models, they increase their capacity to achieve results. This type of "perspective taking," reminiscent of De Bono's Six Thinking Hats (1999), is key to maximizing the process of framing. When frames are used effectively, as Bolman and Deal argue, they are more effective in data gathering and decision making. This is an outstanding book that will both challenge and encourage readers to call into question their own framing process and to open themselves up to new ways of leading their organizations using frames with new information.

RATING ★★★

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

HONE YOUR ACADEMIC LEADERSHIP SKILLS WITH PROVEN ADVICE FROM EXPERTS



A unique publication for chairs, deans, academic vice presidents and other administrators, *The Department Chair* is an essential quarterly resource designed to help you succeed in your role. Each issue features contributions from acclaimed academic leaders across all disciplines and institutions. Learn their strategies on how to:

- Deal with difficult personalities
- Handle legal issues and avoid problems
- Fundraise for your institution
- Support student retention
- Take advantage of innovative technology
- Manage conflict
- Effectively evaluate faculty
- Develop and revamp compensation plans
- Undertake post-tenure review
- Administer tight budgets
- Recruit and retain top faculty
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50 Years

Since 1965 to the present day, Mesa Community College has been committed to excellence in teaching, learning and empowering individuals to succeed.



UPCOMING ACADEMIES

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Southwest Foundation Academy
Albuquerque, New Mexico, USA

Session 1: November 2-6, 2015 - Session 2: TBD (November) 2016*

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ORLANDO FLORIDA, USA



Florida Advanced Academy
Orlando, Florida, USA

Session 1: November 9-11, 2015
Session 2: TBD (November) 2016*

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