



LEADERSHIP

JOURNAL FOR POST-SECONDARY LEADERS VOLUME 22.1 SPRING/SUMMER 2016



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Leadership: The Academy Journal

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Send to: Rose Marie Sloan, rsloan@chairacademy.com, or Meaghan Wesbrock, meaghanwesbrock@hotmail.com. Include your name, title, institution, and phone number. All manuscripts are reviewed by the Editorial Board.



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25 YEARS & COUNTING HAPPY ANNIVERSARY TO US!

Twenty-five years and counting—happy anniversary to us! When the planning started for our 25th Annual International Leadership Conference in early 2013, we barely had an inkling of what we wanted to accomplish.

Naturally, we were seeking an inviting venue at an affordable price in a great location. We think we fulfilled that desire with the selection of La Cantera in beautiful San Antonio, Texas.

Second, we had an interest in welcoming back a few of the highest-rated keynote speakers we have included in the past 25 years; we invited back Sandy Shugart, Mark Taylor, and Clifton Taulbert - all for repeat performances. According to the conference evaluations, each of them exceeded our highest expectations.

Finally, we wanted to make the centerpiece a strong list of concurrent and roundtable sessions to fully engage our participants; to focus their attention and invite their contributions on issues that span the globe related to post-secondary education. We were fortunate to have close to 40 quality sessions involving 64 presenters in five rounds - none of which were repeated - a point of frustration for some of us who simply couldn't decide among several great choices.

But the very best part, as has been the case in years past, was to welcome back so many repeat attendees, some of whom have attended virtually every conference since our first in 1992, along with a high number of first-timers who found their way to San Antonio for their inaugural experience. They came from as far away as Australia, South Africa, and Bermuda, as well as from states and provinces across the USA and Canada.

While representing different countries and cultures, they unified around the singular purpose of engaging in discussions that centered on the conference theme, *Leading by Design*.

In December, 2014 Chancellor Bruce Leslie of the Alamo College District (our conference host) authored a memo titled,

“Participatory Leadership: Building Trust and Improving Student Success at the Alamo Colleges.” In it, Dr. Leslie outlines a guiding philosophy and strategy for achieving their vision. One of the key aspects of this strategy is the notion that there is a “leader in every seat.”

We tend to think of leadership in more one-dimensional terms - a dimension dominated by titles and positions, job descriptions and portfolios. What is insightful about the Alamo approach is that it recognizes what Mark Sanborn also proffers, “You don't need a title to be a leader.”

This said, while leadership DNA may be found in any of us, and at any time we may be called upon to use it, the notion that the right person will be in the right place at the right time is far less likely unless we are intentionally dedicated to the general development of leadership talent throughout the depth and breadth of our organizations; if not those in every seat, then certainly a broad spectrum of those involved.

For over two decades the Chair Academy has been singularly focused on developing leadership talent in post-secondary institutions on a global scale. It therefore seemed most appropriate that in this edition, we have as the centerpiece of our thought process the themes and things we should be mindful of as we seek to be more intentional about developing the leadership talent around us.

No one formula may work for all of us, but the general idea of building leadership capacity is one that requires anticipation, effort, and energy. The authors and institutions represented in this edition individually and collectively serve to remind us that if we truly value leadership, then designing the processes and programs necessary to grow leadership talent is an essential commitment we must make. Now it's on to number 26 in Orlando!

Voices of Leadership...

On Leading by Design

This issue of *Leadership* is rich with examples, ideas, and tips about Leading by Design. In Walter H. Gmelch and Jeffrey L. Buller's 2015 book, *Building Academic Leadership Capacity: A Guide to Best Practices*, best practices are highlighted to initiate, enhance, and further develop academic leadership programs. To continue building on their work and empowering leadership, we asked Academy leaders in Organizational Development to respond to the questions below. Their insightful responses are a reflection on what it means to Lead by Design in post-secondary education.

Patricia Honzay, Ed.D., District Director, Center for Employee & Organizational Dev., Maricopa County Community College District, Tempe, AZ, USA

Briefly describe what is involved in Organizational Development, and to what degree you rely on internal and external resources.

Organizational Development includes assessing the organization's goals and employees' readiness to meet the goals. This process can identify opportunities for change. The opportunities, across an organization, are greater than internal capacity can address. External resources play a key role.

What have been the keys to your success in building leadership capacity?

A key to success for building capacity has come through relationships and partnerships. This exists through collaboration with internal facilitators for areas such as leadership principles, coaching, and mentoring, as well as partnerships with external programs like those offered through EDUCAUSE, AACC, and the Chair Academy.

What are the main challenges in developing leadership capacity in organizations?

The challenges begin with assessing individuals' leadership goals and their skills, knowledge, and abilities. This is followed by customizing a development program that can include course work, experiential work, coaching, and mentoring that is based on their individual level of readiness.



Christopher N. Gherardi, College Associate Dean, Office of Faculty & Professional Advancement, Suffolk County Community College, Brookhaven, NY, USA



Briefly describe what is involved in Organizational Development, and to what degree you rely on internal and external resources.

Organizational development is dedicated to expanding the knowledge and effectiveness of people within your organization, and in the academic world organizational leadership is very dynamic. Every time you think you have it all figured out a new initiative is created changing the way the development of staff must proceed.

What have been the keys to your success in building leadership capacity?

Leadership development invests in people within your organization; this investment in people brings out their best talents. Everyone leads in different ways, and many leadership opportunities do not happen on the top floor. Everyone knows what the mission and goals are and we work together to get our students there.

What are the main challenges in developing leadership capacity in organizations?

Once you have buy-in from the upper levels, leadership capacity will begin and you will move from having a bunch of transactional managers, to transformative managers for whom staff will want to work.

Khaki Wunderlich, J.D., Dean of Organizational Success and Learning, Tompkins Cortland Community College, Dryden, NY, USA

Briefly describe what is involved in Organizational Development, and to what degree you rely on internal and external resources.

We understand organizational development to be interdependent with student development and staff development; none can thrive without the others thriving as well. We utilize external resources to help inform our internal dialogue, to best understand our needs, and help build our future from organizational strengths.

What have been the keys to your success in building leadership capacity?

Believing that every person in the organization has the ability to lead, to take responsibility for making a difference, however large or small. And understanding that capacity that will move the organization forward is dependent on broad diverse participation; it cannot be built only on a small group.

What are the main challenges in developing leadership capacity in organizations?

Disabusing people of the idea that leadership is necessarily positional and that they each have the talent within them to make the difference they hope to see.



Hope Galvan-McCall, Director of Organizational Development, Learning & Talent Management, HR/OD Alamo Colleges, San Antonio, TX, USA



Briefly describe what is involved in Organizational Development, and to what degree you rely on internal and external resources.

Combining Organizational Development with Learning & Talent Management systems to reside under one department has been beneficial. This has allowed us to align our talent development strategies and our key strategic priorities for the institution. We use a methodology that impacts our vision and allows us to plan, develop, deliver, execute, and improve how we develop talent, with a key focus on impacting our business (strategic) goals. We rely on approximately 60% internal facilitators and 40% external resources.

What have been the keys to your success in building leadership capacity?

Our one goal, one philosophy approach has been the key to building capacity. There is a leader in every seat (leadership philosophy) at Alamo Colleges with the intent to impact Student Success and Performance Excellence (our vision). In other words, every person is a leader and expected to take a leader role. They can lead their own work and the activities for which they are responsible. We are strong advocates of self-leadership.

What are the main challenges in developing leadership capacity in organizations?

Of course, as you move to make change, specifically transformational change, there will be resisters and detractors. We have seen this decrease as we have continued to focus on our foundational philosophy and “stay the course” of ensuring there is a leader in every seat!

We are strong advocates of self-leadership

Karen Martley, Associate Vice President, Continuing Education & Organizational Development, Johnson County Community College, Overland Park, KS, USA

Briefly describe what is involved in Organizational Development, and to what degree you rely on internal and external resources.

My role in Organizational Development at JCCC is to provide leadership to address ongoing changes. The work I do in OD is key to supporting employee success and long-term strategic planning initiatives. My internal resources include a staff of two coordinators who implement and facilitate training to faculty and staff. I also hire faculty to teach specific topics. My primary external resource is the JCCC Continuing Education branch. The CE branch is a partner for technical, leadership, and customized training for JCCC employees. The partnership allows my staff to work on JCCC-specific orientations, mandatory compliance issues, management development, and customized topics.



What have been the keys to your success in building leadership capacity?

Being open to new programming and external resources. JCCC has an internal Leadership Institute program followed by ongoing development opportunities with a larger group of alumni. External leadership opportunities include the Chair Academy, LERN, Kansas CCLI, local chamber leadership institutes, and a Kansas City higher education consortium. It is important for employees to network and share best practices off campus as part of their leadership development.

What are the main challenges in developing leadership capacity in organizations?

The primary challenges are funding and time. I find that the time commitment is usually a bigger issue than the funding.

Kendal Regan, Organizational & People Development Specialist, Vancouver Community College, Vancouver, B.C., Canada



Briefly describe what is involved in Organizational Development, and to what degree you rely on internal and external resources.

The goal of OD is to help organizations improve their problem-solving capacities and change readiness, often through culture change. Largely, the people doing the work, who understand the processes and system pressure points, are the people with the solutions. Occasionally though, the perspectives of external individuals help people within the system see things through a different lens and can lead to quicker diagnosis of issues.

What have been the keys to your success in building leadership capacity?

One of the keys to building leadership capacity I think is fostering a coaching culture. The philosophy behind coaching is that people are highly capable, resourceful individuals who are able to determine the right course of action. When leaders adopt this approach to working with team members, this builds every individual's capacity to solve problems.

What are the main challenges in developing leadership capacity in organizations?

Learning is a social process and learning happens through face-to-face interactions, dialogue, and collaboration with others. Scheduling people together so that collaborative leadership learning can happen can be a challenge. While we are fortunate to have many technologies at our disposal to assist with collaboration, nothing can replace the richness of face-to-face communication.

A New Partnership



Royal Roads University President and Vice-Chancellor Allan Cahoon and Chair Academy Executive Director Richard Strand sign the memorandum of understanding for a new partnership and articulation agreement.

With a shared commitment to developing leadership in higher education administration, Royal Roads University has a new partnership with the Chair Academy, which includes a credit transfer agreement between the two institutions. Richard Strand, Executive Director of the Chair Academy, and Allan Cahoon, Royal Roads President and Vice Chancellor, signed the articulation agreement at the 25th Annual International Leadership Conference, Leading by Design, in March of 2016 in San Antonio, Texas.

“We’re excited to partner with the Chair Academy and recognize their highly valued leadership training program by giving their alumni additional opportunities to develop their leadership skills and thrive in their post-secondary profession,” says Allan Cahoon. “Royal Roads University is unique in Canada with 65 percent of its domestic students in graduate programs and three-quarters of those students studying and working at the same time through our innovative blended learning format. This allows professionals from universities and colleges to complete their graduate studies in education while they remain actively employed.”

Over the past 25 years, the Chair Academy has been delivering graduate-level leadership programs to post-secondary educators and administrators on a global scale. The Chair Academy has a large international membership of Canadian and American universities and colleges.

“I am very pleased we have reached an agreement with Royal Roads University to facilitate the journey of our program participants as they pursue their desire to continue to grow both personally and professionally,” says Chair Academy Executive Director Richard Strand. “Of close to 10,000 participants, many have leveraged their time and effort in one of our Academy programs to continue their studies with an accredited university somewhere across the United States or in Australia. The newly signed agreement with Royal Roads is the Chair Academy’s first with a Canadian-based institution of higher learning.”

Through the new agreement, graduates of the Chair Academy’s programs will receive credit for Leading Education Change in Higher Education Environments, a course in the Master of Arts in Higher Education Administration and Leadership program at Royal Roads.

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THE CHAIR ACADEMY'S 25TH ANNUAL INTERNATIONAL LEADERSHIP CONFERENCE

MARCH 22-25, 2016 - SAN ANTONIO, TEXAS

25

1991-2016



DR. TOM (H.J.) THOMPSON AND ADVICE THAT CAN GUIDE YOUR LEADERSHIP

By Jason Dewling, member of the International Practitioners Board

The Chair Academy's most prestigious award is the Paul A. Elsner International Excellence in Leadership Award, granted only to the top leaders in the post-secondary education sector. Given that this year's conference marks the 25th anniversary for the Chair Academy, the Academy could not have made a better choice than Olds College's President, Dr. Tom (H.J.) Thompson.

In the world of sports, there are people who stand above their peers: Jordan in basketball, Woods in golf, Gretzky in hockey, and the Williams sisters in tennis. This parallels the career of Dr. Thompson, who stands as a giant amongst his peers in both Canada and the U.S. Considered Canada's best mind in board governance, Colleges and Institutes Canada utilizes his governance presentation each year in orienting aspiring leaders. He was also recently acknowledged by the Rural Community College Alliance as the first Canadian to receive the Autry Leadership Award.

Aside from awards and accolades, what makes him so special? Coming from a background of marketing in professional sports, he certainly saw the world of higher education through a different lens. Early in Tom's career, he was a university basketball coach and the infamous John Wooden became a key mentor in his life. He conducted basketball clinics with some of the top basketball minds in North America including the likes of Bobby Knight and Hubie Brown. This led to a career in sports marketing where he worked for professional football leagues in both Canada and the United States. Following a

personal sense of adventure and some change in his life, he took an instructional job in the School of Business at Grand Prairie College in Northern Alberta. He spent 15 years in Grande Prairie where he moved from instructor to chair to vice president and then president. While in Grande Prairie he also chaired the Canada Winter Games, hailed as one of the best ever in this nation. He joined Olds College in June of 2001 and he has carved out a reputation as a creative and entrepreneurial leader who is instrumental in advancing the college and the higher education system.

As we celebrate his award and his contributions to higher education, I'd like to give you a glimpse into some of his guiding nuggets of wisdom that we call "Thompsonisms."

1. Do it, try it, fix it

Tom gives his leaders permission to fail and encouragement to get on with it. Many in higher education wait to get things perfect before they start. Tom encourages people to experiment and adapt in an iterative manner. This isn't an excuse to be sloppy, as his expectation for diligence is very high.

2. It's your ship

Ownership leads to the greatest results and creative expression so Tom often says, "It's your ship," referring to the role of a captain on a ship. In other words, I'm here to support you but you have the freedom to lead your area of responsibility as if you owned it.

3. You can't catch elephants with mousetraps

If you want to do something big, then your plans and execution must also be big. He encourages us to use the right instruments to achieve the intended success. One of Tom's greatest legacies is a joint venture called the Community Learning Campus. It is an integrated community, high school, and college facility and it was a big elephant. He utilized the right tools of governance, politics, vision, and philanthropy to deliver amazing results.

4. Dream big, build simple, act now

Often in visioning and planning sessions, operationally minded leaders go to the details and start to talk about the minutia required to execute a plan. As leaders, Tom consistently encourages us to push our thinking to a higher level, build a very simple approach to achieve that vision, and then "get on with it." This one aligns with item number one.

5. Become #1 or #2, or get out of it

It is easy to settle for "good enough." Jim Collins speaks to the discipline required to move from "good to great." Tom reinforces this concept by encouraging us to think about becoming the best in the province, the nation, the world, etc. If you can't become the best, then sunset the activity. He often says, "In the stratosphere of excellence there is little to no competition, as very few people have the discipline and commitment to be the best."

6. Be quick, but don't hurry

Responsiveness has been one of the hallmarks of Dr. Thompson's leadership. However, in an environment where responsiveness is embraced, it is easy to get caught rushing things. Tom encourages a business-like approach to being quick but he also tempers that with diligence and measured action... thus the advice to "Be quick but don't hurry."

7. Creativity before money

Under Tom's leadership, the college has been successful in having over \$200 million of external funds invested on our campus. He never once chased the money; he pursued vision and creativity. He will often say that it takes just as much energy to sell an average idea as it does to sell an amazing

idea so spend time thinking big. The money will follow the creativity! You don't hear our leaders say, "I can't do that because I don't have the money." Rather, you hear, "The money will come if the idea is big enough."

8. You get what you demand

This saying is sometimes also referenced alongside, "You encourage what you tolerate." Both sayings speak to the role of leadership in demanding clear outcomes and expectations for the people they lead. "If you, as a leader, aren't thinking about these things, then who is?" is something he'll also integrate into such conversations.

9. Good paper makes good friends

So many big ideas happen because of trust and relationships. Tom has been able to foster such external relationships and it is evidenced throughout his career. He has never undermined a high trust rapport with sloppy paperwork. The documentation required for an effective partnership must withstand the length of the relationship. It's often tempting to chase down a bunch of bunny trails with partners but the discipline of clear paperwork and documentation allows for clear focus and aligned actions.

10. Be there

This saying comes with a powerful story of when Tom coached college basketball and he took a raw talent in year one to national player of the year and the national championship in year four. This young man was successful because he implemented his coach's advice to "Be there." "There" was a spot on the court where he could rebound and score. The player was disciplined in his commitment to implement his coach's instructions and the success followed!

11. Well-orchestrated spontaneity

When I first heard Tom use this phrase, I quite honestly couldn't process it. However, over time I've been able to appreciate the diligence in pre-planning for a desired outcome. Even when things appear to be spontaneous, it often requires uber-diligence and well-orchestrated planning behind the scenes. This is often used by celebrities when a story goes viral. It appears to be random or spontaneous but there are sophisticated efforts behind the scenes.

12. Words count, deeds count more

This phrase needs little explanation. It really speaks to the value of moving to action. Higher education often falls into the trap of "planning to do" rather than "getting on with the action."

13. This is nothing more than elegant hot air

I can't tell you how many meetings I've been to where people use words like, "we could," "potential," "collaboration," or "partnership" and nothing ever materializes. Tom often calls this unproductive behavior "elegant hot air" until it shows some documentation (good paper makes good friends) or it moves to action (words count, deeds count more).

14. Get a bigger dog

While there is a natural tendency to avoid conflict in higher education, good business requires good negotiation skills.

Often, higher education professionals “turtle up” in such situations but Tom encourages us to be strong and bold when entering negotiations. We are never to enter negotiations with a small dog; we need a bigger dog than the person we’re negotiating with so that we achieve an outcome that is fair and good for the institution.

15. Don’t make it your life’s work

If you haven’t sensed a theme yet, there is one beginning to emerge: make your work count for something and be productive with your time. This phrase allows leaders to let things go. If you aren’t getting traction on an idea or the idea is too complex (think big, build simple, act now), then move it along. Our time is too precious and our work too important to spend countless meetings and years of our life pursuing something that may have the “potential” to pay off.

16. Run it like you own it

Very similar to number two (it’s your ship), run it like you own it speaks to personal ownership and accountability. If this was your business and your money, how would you operate? If you could set it up from scratch, what would it look like? It is an empowering phrase meant to encourage ownership and measured risk.

17. Measure six times, cut once

Taken from the common expression, “Measure twice, cut once,” Tom emphasizes diligence. While he encourages creative expression, ownership, and risk taking, he equally emphasizes pre-planning anticipated consequences (real, perceived, intended, and unintended). It speaks to the diligence required at all stages of a plan.

18. Know who you’re riding the range with

This one comes with a story of riding the rangeland, where two cowboys are mending fences after a long winter. They are often out days at a time and each cowboy needs to keep the other one

in sight to ensure safety. One can’t get too far ahead or behind. Your success and life depends upon that relationship! It’s true for leadership teams as well. You need to know the people you have on your team because there are times when you need to look out for each other and keep each other safe.

19. It’s 9:00 am tomorrow and your life depends on it - what do you do?

Tom uses this one to really focus thought. When faced with a decision, people often decide to make the decision later...next week, next month, etc. Or they want to “let it percolate” and “check in with someone.” Tom often asks this one mid-stream in a conversation to bring laser focus to the discussion. It often leads to the best decision or at least a deeper focus on what would be needed for a successful decision.

20. Sometimes you must swallow tough

So many leaders want to be “right” or “win.” However, in the world of leadership, sometimes you just have to take things and swallow hard. Sometimes you take a loss because there is something bigger at play. Sometimes you receive criticism and don’t explain it because your explanation will have no value. Sometimes, you just have to swallow tough and move on.

As you can see, Dr. Thompson and his “Thompsonisms” have been very valuable to us at Olds College. He shares his wisdom with us at times when it is needed the most. Some themes emerge throughout: accountability, the need to act in a responsive way, creativity, ownership, and diligence. I trust this list also provides you with a list which will help you in your leadership journey.

As Tom always says, “At the end of the day, it was always about teaching, and what I’ve loved about leadership was the opportunity it provides to teach and coach.”

If you are interested in learning more about Dr. Thompson’s work on governance, please visit this site: <https://sites.google.com/a/oldscollege.ca/thompson-on-governance/>





Dr. H.J. (Tom) Thompson, President of Olds College, joined by Board Chair, Mr. Bob Clark and other members of the Board as he accepts the Chair Academy Paul A. Elsner Excellence in Leadership Award.

“DREAM BIG, BUILD SIMPLE, ACT NOW”

- Dr. H.J. (Tom) Thompson

Olds College is a vibrant and innovative environment that is known and respected for the quality of our unique, specialized programs, and for graduating intelligent, and competent young people, prepared to enter industries in need of skilled workers.

Under President Tom Thompson’s guidance, we have committed to establishing mutually beneficial relationships that are profitable for our partners, create benefits for our students, and that future-proof Olds College. It truly is a remarkable place, and we take pride in the notion that we are trailblazers.

Working in collaboration with over 500 active partners has contributed to a number of Olds College successes that directly benefit the student. Recent examples include:

- Working with Shunda Construction and College Housing (Olds) Co (CHOC) to launch the new student residence – Centennial Village;
- Partnering with Pomeroy Group on the Pomeroy Inn & Suites at Olds College;
- Engaging in Applied Research Grants developed through the Olds College Centre of Innovation;
- Working with the Alberta Hotels and Lodging Association and provincial government to create online training for the hotel industry;
- Developing the Apparel Innovation Centre - the leading Apparel Research and Development Facility in North America.

The list of stakeholders who have chosen to support and work with us to help better serve our students and community is extensive and appreciated. With the support of our industry partners, donors and supporters, Olds College graduates become exceptional individuals who go beyond our campus boundaries to make significant impacts in business, in their communities and in life. This is our greatest accomplishment as a learning institution as we pursue our mission to be the premier Canadian integrated learning and applied research community specializing in agriculture, horticulture, land and environmental management.

Thanks to Dr. Thompson’s leadership, Olds College continues to attract recognition for Olds College’s progressive and leading-edge thinking.

To learn more about our innovative approach as well as the entrepreneurial spirit that drives our programs and our partnerships, visit www.oldscollege.ca



WHAT MAKES THIS LEADER TICK? A CONVERSATION WITH DR. SHARON BLACKMAN

By Lech Krzywonos, member of the Leadership Editorial Board

Recipients of the Paul A. Elsner Excellence in Leadership Award share some common qualities. They all demonstrate a lifelong passion for leadership and bringing to life the mission of their respective institutions. These individuals have also exhibited resilience in masterfully navigating their respective institutions through times of challenge and opportunity over decades of service.

Dr. Sharon Blackman, one of two 2016 recipients of this recognition, has certainly accumulated an impressive resume of leadership experience. Having served in progressive leadership roles for over 40 years, she is currently serving as a Strategic Learning Consultant for the Dallas County Community College District (DCCCD). Her professional accomplishments and positions are well documented, however, what may be lesser known to the wider audience is who Sharon Blackman is and what makes her tick? What motivates her to continue along this journey? What sustains her energy? And how does an aspiring leader learn from her advice to shape his or her own leadership journey?

I recently had the privilege to meet with Sharon and explore some of these questions. Her reflections give us a rare

insight into the depth of her character and her motivations to continue along this fascinating path. My conversation with Sharon also reveals lessons we may consider in our own leadership development. Let's meet Dr. Sharon Blackman.

Sharon, first of all, congratulations for this recognition and celebration of your accomplished leadership journey. Also, thank you for taking the time to share with us some of your insights on leadership, our colleges, and your perspectives on life balance and enduring leadership.

It is always fascinating to learn how life experiences can shape our professional journey. Is there a story of an experience that has influenced your professional path?

Early in my career I worked in the Continuing Education Office at Tennessee State University. My responsibilities included scheduling general education and workforce classes in the county south of Nashville. During that time I met a lady who did not have a high school diploma but wanted an education. She worked on a dairy farm, which meant she began the day very early in the morning. By mid-afternoon she had worked more than a full day. Although she had a family, she made the time to come to class to earn her degree. It was not easy, as this effort was not positively viewed by her employer. Seeing

someone with the courage and grit to earn an education under these circumstances forged for me the basis of my work. I said I wanted to help others and this was exactly what I was able to do. This was the beginning for my work in education. Not waiting for someone to show me the way, but doing what I needed to do to help another person realize her dream. I am happy to say that she did earn her GED and it was one of the most influential experiences I have had in my career. I knew I was in the right field.

Sharon, you demonstrate a path of progressive leadership roles in a college environment filled with complexity. What motivates you to pursue this path?

It is very easy to become complacent and just do one job. However, one must be willing to take advantage of opportunities when they are presented. Oftentimes I have found myself volunteering to take on a leadership role either at work or with my community service organizations. Sometimes one must be willing to step out of your comfort zone to get the job done that is imperative to the goals of the organization. If you are open to learning all the time, then you must put those things that you learn into action; this means that you take on more responsibility and more responsibility means providing leadership.



We hear much about the myriad of challenges and opportunities that our colleges grapple with on a daily basis. What keeps you up at night? Perhaps given a magic wand, what one thing would you most like to fix?

I guess the one thing that keeps me up at night would be responding to the needs of our students. Are we doing all we can to help them be successful? Are we providing the right solutions given the state and federal policies, rules, and guidelines? Students come to higher education because they want a better life. They want to obtain a good paying job so they can support themselves and their families. They want to be contributing members of their communities and our overall society. It is our job to help them reach that goal. I don't believe anyone comes to college wanting to fail. I want to do all I can to help them achieve their goals.

The one thing I would most like to fix is having students come to higher education prepared. I think we should be working toward the end of "developmental" (or as some call it "remedial") education. We need to be REALLY working with the K-12 schools to ensure students learn what they need to enter higher education. I don't believe we communicate and cooperatively work enough with these schools to ensure students learn the necessary information to enter higher education. We do some work with schools, but we could do a lot more. There is not enough funding to go around and until we work together, we will continue to have financial strain for K-12 and for higher education.

Looking "beyond the horizon" is a key attribute for any senior leader. What challenges and/or opportunities do you foresee for colleges in the coming years?

Community colleges have done a good job of doing more with less over the years. Funding will continue to be a challenge for community colleges. We need to form partnerships with K-12 and with four-year universities to help students obtain their degrees. We need to continue to use technology in the learning process. We have to help our faculty gain the necessary skills to use technology as a tool in the educational process. We need to help our educators be open to new ways of providing education; such as competency-based, problem-based, and contextualized learning. But, most of all, we need faculty, student services, and staff to work as a team! All of these areas are necessary components of the educational experience of our students. We must work together. As they say "It takes a village to raise a child;" it takes the college community to educate a student!

Reflecting on leadership philosophy, what leader/philosophy do you aspire to emulate?

This year Sandy Shugart spoke at the 25th International Conference. I have heard him several times and even invited him and his team to speak at one of the earlier Student Success Summer Institutes that I organized for our district. One of the messages that he delivers is about believing that all students can learn. That is the basis of where we begin our work. This resonated with me and I have never forgotten this message. This is my foundational belief. As I said earlier, no one wants to come to college to fail. My colleagues and our staff members want to do good work. In this job, students are not successful by themselves. It takes a team/group effort to help our students

Dr. Sharon Blackman: A BRIEF RESUME (THE CHAIR ACADEMY, 2016)**CAREER PATHWAY**

Over 40 years' experience in higher education administration, program development, counseling, and teaching.

CURRENT ROLE

Strategic Learning Consultant – Dallas County Community College District

PREVIOUS ENGAGEMENTS

Provost – Education Affairs Division (Dallas County Community College District)

Chief Retention Officer – (Dallas County Community College District)

President – Brookhaven College

President – Oakland Community College, Auburn Campus

Dean – Technology and Workforce Development Services – Oakland Community College

Various administrative positions at Richland College, Youngstown State University, Earlham College (Indiana) and Tennessee State University

Teaching – Richland College and Earlham College (Ind.)

matriculate through our institution. We all should be working to help the institution's vision and mission come to fruition. It's all about the students! If we keep our students in mind with everything that we do, it's the best feeling in the world to see those students achieve their goals.

You have been a longtime supporter of the Chair Academy. In what ways has the academy influenced or contributed to your leadership development?

The core of the Chair Academy is learning about yourself from the inside. The Foundation and Advanced academies help one identify one's core strengths and talents and build on these qualities. During my first presidency, my college team (cabinet) nominated me for the Exemplary Leadership Award. I must admit that was one of the best days in my life when they surprised me with that honor. I had heard about the Academy before from other chairs and they felt it was a very rewarding experience. I attend the International Conference each year because I have always found it rejuvenating. It always seems to give me the time to reflect on my work in higher education. I am able to reflect on my role as a leader and how I can improve my leadership. I learn from others sharing good practices and this generates ideas and actions that I can implement at my institution. Having the opportunity to hear from leaders in the leadership field, and as an advisory board member having time to discuss concepts with them in a small setting, is most valuable.

We are all familiar with the demands placed on senior leaders external to our direct professional responsibilities. Are there any community or professional organizations to which you contribute your leadership talents? If so, how do those experiences enrich your overall leadership journey?

My professional career has led me to live in a number of states. One of the ways that I get to learn about the community is by participating in non-profit and community service organizations. In addition, depending on my position, I participate with chambers of commerce and other focused organizations. I am a member of an international service organization – Delta Sigma Theta Sorority, Inc. which I joined

while in college. This is an organization that one participates in long after college and it celebrated its 100th anniversary a couple of years ago. There have been chapters in every city in which I have lived and I am grateful for this organization because it has led me to new and lasting friendships, and I am able to immerse myself into the African American community and the city more quickly than just going alone. I have served on a number of foundation boards, mostly connected to education, but they have ranged from a specific field, such as Automotive Society of Body Engineers Foundation Board (I served as Vice President) to a current one, Dodd Education and Support, Inc. (I currently serve as chair) which supports community and economic development in Dallas County. Participation on these boards helps me to contribute to efforts I believe in, as well as helping me to contribute my talents to worthwhile efforts. They also provide me with more learning opportunities, as I have a chance to interact with professionals in various fields.

The demands of our professional lives can easily overwhelm even the most accomplished leaders. Given that we are celebrating your long-term leadership career, you must have learned to strike a balance between professional demands and time for other things that are important in your life. How do you relax? What is your Zen?

Anyone who knows me knows that I love the water. My favorite vacation is somewhere on a beach! Although I would like to say that I have a yearly vacation on a beach somewhere, I don't seem to make it each year. In the meantime, I enjoy reading (material not related to work); I love Jazz music; and I enjoy cultural activities, such as plays, museums, and the like. I belong to book club that is "women only" and this once-a-month gathering is one that I look forward to and hate to miss. It's the one activity where everything is original!

Reflecting on this year's conference, there were numerous messages from keynotes and presenters who provided insights into topics related to the idea of enduring leadership and resilience. What advice would you offer to those who aspire to develop and sustain their own leadership careers?

I would say first and foremost is to learn "who you are." What are your strengths? Where would you like to see improvements and what steps do you need to take to make those improvements? Have you positioned yourself to provide the type of leadership you would like to do? Have you stretched yourself and stepped out of your comfort zone? You must be comfortable with yourself, but you also need to believe in others, because you cannot be a leader by yourself.

Sharon, your words have added much value to the scholarship of leadership. Your insights contribute to an improved collective understanding of what makes exemplary leaders tick. Thank you again for taking the time to reflect with us and share your personal story. On behalf of the Chair Academy, we wish you continued success along your life and leadership journey!

References

The Chair Academy. (2016). Paul A. Elsner Excellence in Leadership Award Honorees. Retrieved from <http://www.chairacademy.com/conference/2016/c16elsner.html>

CHAIR ACADEMY EXEMPLARY LEADERS

The 2016 Idahlynn Karre Exemplary Leadership Award Recipients



NEERA ARORA
Southern Alberta
Institute of Technology



TURINA BAKKEN
Madison College



ARNOLD BOLDT
Saskatchewan Polytechnic



LIZ CZIKAR
Mesa Community College



MARLENE DUBOIS
Suffolk County
Community College



CHRISTOPHER GHERARDI
Suffolk County
Community College



JAMES KEANE
Suffolk County
Community College



AKIL KHALFANI
Essex County College



OLGA MALIKOVA
Southern Alberta
Institute of Technology



JIM MURTAGH
Southern Alberta
Institute of Technology



DIPLOANE PHUTSISI
Motheo TVET College



ROSA RIVERA-HAINAJ
Lorain County
Community College



JENNIFER SPEGAL
Sinclair Community College



**SAMANTHA
STREAMER-VENERUSO**
Montgomery College



ANNA KAE TODD
Bow Valley College

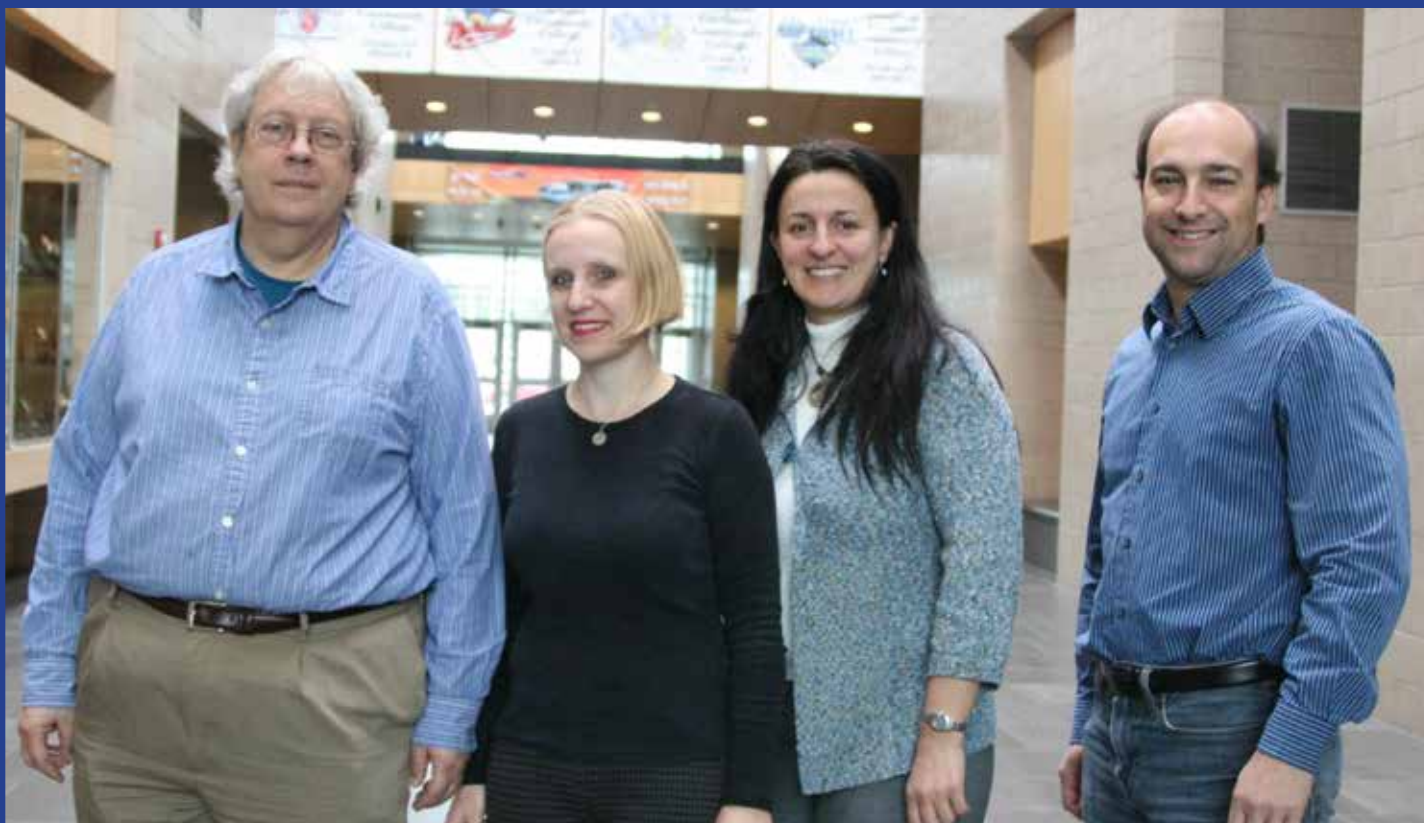


DENA WHIPPLE
SUNY Orange



RUSSELL WRIGHT
Southern Alberta
Institute of Technology

TO NOMINATE A LEADER OR GROUP OF LEADERS TO BE RECOGNIZED AT THE
CHAIR ACADEMY'S 2017 INTERNATIONAL CONFERENCE IN ORLANDO, FLORIDA,
GO TO WWW.CHAIRACADEMY.COM/CONFERENCE/2017/C17EXE.HTML



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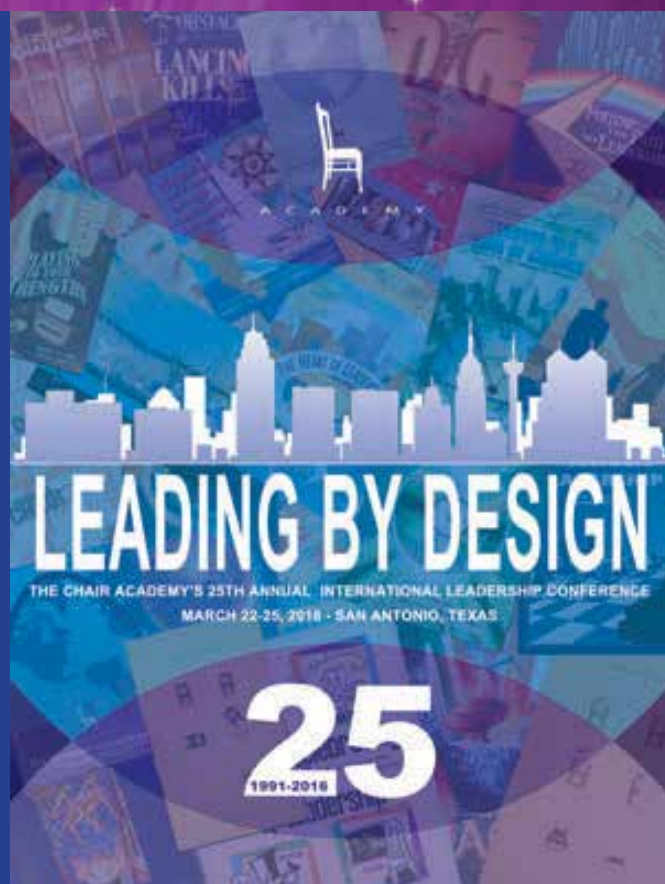
Tony DeFranco, Sophia Georgiakaki, Amber Gilewski, Bob Yavits, Martin Christofferson
Tompkins Cortland Community College



A C A D E M Y™

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INSPIRATION TO US ALL!**



CHAIR ACADEMY AWARD RECIPIENTS

Recognizing the Gary Filan Excellence in Leadership Award Recipients



MELANIE ABTS

Dr. Melanie Abts resides in Scottsdale, AZ with her husband Blake and their three active and curious children--Norielle, Sawyer, and Colbee. She is Counseling Faculty Chair for Rio Salado College where she supervises adjunct faculty and part-time counselors at 10 college locations. She also serves as the Chair of the Counseling Instructional Council for the Maricopa Community College District, a council which consists of 10 counseling chairs from 10 colleges. Finally, she is the co-state coordinator for Arizona Women in Higher Education.

As a proud alumna of the three Arizona public universities (BS degree in Family Studies from University of Arizona, M. Ed. in Counseling from Northern Arizona University, and Ed. D. in Higher Education from Arizona State University), she has over 20 years of experience at the university and community college level. Plus she possess an Arizona K-12 Guidance License and is an Arizona Licensed Associate Counselor with a National Distance Certified Counselor credential. Melanie greatly enjoys serving as Phi Theta Kappa faculty advisor for Alpha Theta Omicron Chapter and the Arizona Regional Phi Theta Kappa Advisory Board.



MEENA AMLANI

Meena Amlani is currently faculty within the Medical Radiography Program, School of Health Sciences at the British Columbia Institute of Technology. She has been actively involved in developing and implementing best practices in online allied health education. She is a member of the Board of Directors for the BC and Canadian Association of Medical Radiation Technologists where she has been able to take on more of a leadership role in the profession of radiation sciences.



TIM DENSMORE

Tim Densmore is the Chief Information Officer at Tompkins Cortland Community College. He has worked in the college's Campus Technology group for 15 years serving in a variety of positions before being selected as CIO in September 2015. Tim has played a central role in many initiatives that have garnered national recognition and awards for the college with groups such as the Center for Digital Education and the American Association of Community Colleges. Tim first attended the Chair Academy in 2008 and credits it often for helping him develop into a successful leader. In addition to holding an M.S. in Information Technology and a B.S. in Information Systems, Tim is also a very proud alumnus of Tompkins Cortland Community College's computer science program.



MEGEN SAEZ

Dr. Megen Saez is a native of Ohio but currently resides in Cleveland, Tennessee. Saez earned her Bachelors of Science degree in Computer Information Systems with a minor in Business in 2002, her Masters of Science degree in Computer Information Systems in 2004, and her Doctorate of Management (DM) in Business Management and Organizational Leadership in 2008. Saez has been teaching at the college level since 2004, initially part-time, while completing her graduate work and consulting with various business industries about their IT and business functions. Teaching at Cleveland State Community College since 2010, she is actively involved as the business department chair, leading in various college and departmental efforts, and teaching as a tenured, associate professor. Saez also teaches part-time for an online university in their MBA program and assists in developing their curriculum.

When not hard at work, she enjoys spending time with her husband of 14 years and their three children, who she believes are her three greatest accomplishments of all.



CHAIR ACADEMY SPONSORSHIP AWARDS PROGRAM

The Academy has supported the need for advancing leadership training at post-secondary institutions since offering its first year-long program in 1994. More recently, the Chair Academy established a program to assist a select number of leaders in furthering their training with the support of a funded sponsorship program. Sponsorship is awarded based on criteria connected to three primary variables: merit, needs of the individual, and/or needs of the Chair Academy. The sponsorship account was established in 2009 and is funded by a portion of program participant fees. Sponsorships are awarded by the Executive Director and/or the Associate Director.

www.chairacademy.com/conference/sponsorship.html

CHAIR ACADEMY AWARD RECIPIENTS

Recognizing the Chair Academy Director's Award Recipients



Alan Seagren

During the time that Dr. Seagren served in administrative roles he taught graduate courses and supervised students engaged in graduate research. Prior to embarking upon a career as an administrator he was recognized as one of the outstanding researchers at the University of Nebraska-Lincoln for his work in analyzing teaching behaviors and developing teaching materials.

Throughout his career at the University of Nebraska, Dr. Seagren has directed or co-directed 10 research grants. Five were related to Instructional Staff Development, with the largest being a five-year project funded by the Mid-continent Regional Education Laboratory. That project addressed Inquiry Teaching using video tape and observational systems for feedback. Five others were related to leadership development, with two singularly significant studies: National Study of Chairperson Role in Faculty Development, funded by TIAA-CREF and the Lilly Foundation, and the National Study of Community College Chairs funded by the National Community College Chair Academy. In the area of published scholarly activity, he has co-authored four books related to the position of chair, has numerous journal publications, and an extensive list of professional presentations at national and international meetings.

Dr. Seagren has been a Visiting Scholar/Professor in Australia, Japan, China, Ukraine, and Sweden. He coordinates the Australia/Nebraska Teacher Exchange Program, and was the chair of the International Board of Directors for the College and University Partnership Program International.

Dr. Seagren has been an integral part of the Chair Academy's 25 year history. He has served on the Editorial Board of its refereed journal *Leadership* for many years. Dr. Seagren was also honored as one of the Academy's inaugural Ambassadors, and a lifetime member.



ROSE MARIE SLOAN

Rose Marie Sloan brings a wealth of experience and diversity to Mesa Community College and The Academy. Mrs. Sloan holds a Bachelor of Science in Child Development from CSU Fullerton, and a Master of Science in Instructional Leadership from National University. She has an Administrative Services Credential from National University, a Professional Teaching Credential from CSU Fresno, and a Cross Cultural Language and Development Certificate from UC San Diego. She is a certified Administrator/ Principal in Arizona and California and is certified to teach in both states. A native of Southern California, Rose Marie has over 20 years of classroom and administrative experience, working with both the Fresno and Los Banos School Districts. Serving as a Master Teacher, Academic Coach, and Professional Development Leader, Rose Marie designed, developed, and implemented core and developmental curriculum focused on retention and achievement, for grades K-12. She has trained teachers and facilitated workshops on best practices, curriculum and assessment design, peer coaching and mentoring, as well as led cohort groups for educational leadership and administration.

Rose Marie joined the Chair Academy in 2013, and is committed to its mission, vision, and values, as well as committed to the Academy for Leadership Development's goal: to provide relevant, learning-centered training and professional development for organizational leaders, resulting in positive change and professional growth. She is a graduate of both Chair Academy Leader Development Programs, Foundation and Advanced. As the Academy's Associate Director, she designs and updates curriculum for the Academy Programs, working with the Facilitation Team to connect theory and practice to leadership and management. She is a Strengths Based Educator, Peer Coach, and Trainer for Everything DiSC Workplace Behavior Styles and Crucial Conversations. Rose Marie is devoted to creating innovative learning environments that promote opportunities for personal and professional growth. She has facilitated Academy Programs and professional sessions across the United States and Canada, and continues to consult with professional associations and leaders across the globe.

Rose Marie also serves as the Managing Editor of the Academy's refereed journal, *Leadership*.

CHAIR ACADEMY AMBASSADORS

Recognizing the Chair Academy's Lifetime Members

Since its establishment in 1992, the Chair Academy's journey has reached from its home base in Mesa, Arizona to Australia, China, Europe, Guam, the United Arab Emirates, and of course to provinces, states, and communities across Canada and the United States of America. Throughout this period we have benefited greatly by and from the friendship, sponsorship, and representation provided by numerous post-secondary educators and leaders. The Ambassador's Award recognizes those who have, through their time and talent, represented the Chair Academy in an exceptional fashion, helped to extend our brand, and develop the overall quality of our program offerings. They represent the essence of who we are and quite often shine a light on what we might hope to become. Individually and collectively they help to lead us forward toward a future filled with prospect and promise.



Helen Burnstad
(2013)



Paul Byrne
(2013)



Coen Free
(2013)



Idahlynn Karre
(2013)



Joan McArthur-Blair
(2014)



Mike McHargue
(2013)



Marilyn Rhinehart
(2013)



Ken Robson
(2013)



Al Seagren
(2013)



Kate Sikerbol
(2015)



George Tvelia
(2013)

CONFERENCE HIGHLIGHTS





COLLABORATION BY DESIGN

BY AMY BOSLEY

A cursory review of the American Association of Community Colleges' (AACC) 2016 Annual Convention program paints a stark picture of the breadth and scope of issues facing today's colleges: stackable credentials, structured pathways, partnerships to address competing priorities, analytics and big data, accelerated remediation, apprenticeships, performance and accountability. Keynote speakers at the gathering address the political, social, and workforce realities that leaders are navigating and the closing keynote session, featuring author Patrick Lencioni, begins to sharpen the focus on how our organizations and leaders must work to make real the achievement of our colleges' collective mission. "How" the work gets done is as much a focus for leaders today as the "what" and the "why." At the 2016 AACC convention, 71 sessions included in the title or session description the words, "collaborate," "collaboration," and/or "design." And embedded in every time slot were sessions focused on leaders and leadership development. Collaboration by design, the discipline of intentionality and deliberate planning for engagement, input, and impact on the "what" and the "why" of our work is emerging as a key ability for leaders in our post-industrial organizations. At Valencia College, we are exploring and testing a working hypothesis that collaboration by design leads us to elegant solutions for complex problems. As the future emerges, we know that yesterday's technical and linear approaches to problem solving are too limited for the problems of the next 20 years. We are actively exploring new disciplines for design, thinking, innovation, and collaboration to create deep in our institution the problem solving abilities and approaches required for tomorrow's challenges. "Our ability to make useful progress in organizations is constrained, if not in total gridlock," according to Jones (2012). "Collaborating with intention can help us break the cycle. Through interaction with like-minded colleagues, we can bring purpose and meaning back into focus. When we look up from our collaborative work, we sometimes find ourselves on a new and exciting path. We might even find we are starting to make a difference."

In 2015, the National Association of Colleges and Employers surveyed hiring managers about the skills they look for in new

employees. The top five (of ten) skills were all components of authentic collaboration: (1) ability to work in a team structure, (2) ability to make decisions and solve problems, (3) ability to communicate verbally with people inside and outside an organization, (4) ability to plan, organize, and prioritize work, and (5) ability to obtain and process information. As we continue marching past the Industrial Era and through the Information Age, the demand for the skills that underlie collaboration is further heightened (London Business School contributor to *Forbes*, 2015). Drivers of organizational change in the next five years include, "extreme longevity, the rise of smart machines and systems, our computational world, new media ecology, superstructured organizations and the globally connected world," (Kim, 2015). In the post-information age, skills such as sense-making, social intelligence, novel and adaptive thinking, cross-cultural competence, transdisciplinary thinking, cognitive-load management, design mindset, and virtual collaboration all top the list as essential skills for success. These are vital skills that we need in our own colleges to navigate the "permanent white water" of our individual and collective futures (Vaill, 1989).

Human beings are wired for social interaction and co-construction of meaning (Lieberman, 2013). We are designed to connect, share, analyze, deconstruct, and reconstruct meaning in new and powerful ways. Thus, leaders in today's organizations have two specific responsibilities related to collaboration – to be an authentic collaborator and to also design, sustain, nurture, and evolve the organizational collaborative culture from a systemic perspective. As leaders, we must be both active participants in the collaborative moment/exchange (a discrete experience) as well as active designers of the system we wish to create and sustain. Through artfully and thoughtfully designing the collaboration required to help us address a challenge, we build the structures, frameworks, and supports that allow us to tap into the expertise, need for social interaction, and the power of co-constructed solutions that our faculty and staff bring to work every day. "The systems approach to thinking about how the world works has taught us that the structure of things

determines their performance and behavior. Just as the designer of a ship exerts more influence on its performance than does the captain or the crew, the structure of our thinking (and its corresponding influence on the system's design) is the primary determinant of our actions and thereby the pattern of results we are getting in our lives and through our work," (Senge, 1990). A change in the central organizing structures of our thinking (shifting our paradigm) eventually translates into a change in the results we are creating (Anderson, 2011). If we desire an organization that is collaborative at its deepest level, our leaders need to shift the central organizing structure of thinking from command and control decision making to generative dialogue, authentic engagement of subject matter experts in strategy, design, process, and implementation. This is collaboration by design.

Jones (2012) offers a simple definition for intentional collaboration, "solving problems in teams, with a designed, thoughtful approach and a specific outcome in mind" (p. 27) and adds that as simple as the definition seems, the act is as infinitely complex. The challenge of authentically collaborating is made more difficult through our existing organizational structures, born from an industrial era when exact replication was valued over novelty and when our messy human-ness was a risk to organizational productivity. Wheatley (2006) observes, "We try to engineer human contribution. We set clear expectations for performance...then ask people to conform to our predictions...we freeze them in their functions" (p. 39). Our organizational systems and structures, rewards and sanctions, are overpowering and stifle our organic need to interact, self-organize, and co-create. It is not enough for today's college leaders to "be collaborative" – to solve problems in teams – without the designed and thoughtful approach to systems that enable our natural state of connectedness.

When we "engineer human contribution," we create safety, predictability, opportunities for metrics and measurement, and other structures that are useful in a manufacturing model. We limit variability, eliminate waste, and establish firm boundaries for acceptable outputs. We also engineer out those skills, abilities, and contributions that many leaders say they espouse including innovation, novel ideas, breakthrough thinking, and risk-taking. Many organizations identify themselves as innovative, creative, and seeking new ways of thinking about the complex problems we face, yet the organizational culture tells a very different story. To be truly "innovative," we have to be open to the messiness of new and conflicting ideas, difficult decisions, and to let go of the predictability that keeps us safe in our roles. Collaboration by design is a pathway back to real human contribution in co-creating solutions we would not have reached independently.

Valencia College recently tested our thinking about collaboration by design by conducting a full review and redesign for our system of shared governance. Our existing system had been in use for a full decade and, as with most systems, the edges began to fray over time. We were using our system of shared governance less effectively and were seeking better outcomes from the heavy investment of institutional resources in the system. The president charged a group

representing perspectives from throughout the organization with the following objectives:

- Review current governance practices, procedures, expectations, assumptions, and results.
- Identify the benefits of our current system and the special features that should be preserved in redesign.
- Establish the expected outcomes of shared governance at Valencia.
- Identify the factors, behaviors, and processes that enable effective governance at Valencia.

The review team, co-led by an administrator and a faculty member with support from organizational development, designed a process through which the charge would be accomplished and the college would be included and informed throughout.



Much like change management processes, selecting a framework for collaboration is far more important than which particular framework is selected. The framework provides the scaffolding – the organizing principles – that allow individual participants and those outside the process to orient themselves in the larger process. Though various frameworks (including Design Thinking and the Creative Problem Solving Process) label parts of the process with slightly different names or insert or remove a step, the essential elements of a collaborative process include:

- Understanding, clarifying, and articulating the right problem to be solved and to identify the design principles to be used in the decision-making process;
- Uncovering conventional thinking and generating new thinking about the problem (remembering that the first two thirds of ideas generated are usually not novel or unique and are generally adjacent to existing solutions);
- Investing some time/energy/resources to further develop,

The ability to DESIGN AND FACILITATE collaborative processes is an ESSENTIAL SKILL for leaders in today's organizations.

test, and prototype a few top ideas that meet the design principles established at the outset; and

- Implementing the selected idea and returning to the beginning of the process to understand how the solution impacts the original problem and/or the individuals impacted by the problem/solution.

The leader(s) of a collaborative process should first identify and articulate the framework to be used to help solve a particular problem. By outlining the broad steps of the process, the leader will begin to make transparent the opportunities and methods for engaging in the conversation. In the shared governance redesign case, the team followed a design thinking approach and began first by collecting information to understand the full scope of the challenge, how individuals who interacted with the system experienced the work, and the concerns underlying a review of such an important system to transparency and engagement at the college. The team gathered data through surveys, focus groups, in-depth interviews, and even engaged a few retirees who had been instrumental in developing the original system. This approach allowed the team to develop a view of the design challenge from multiple perspectives, allowed for individuals throughout the institution to engage in the process by providing feedback, and guided the group in developing a set of design principles to guide their work.

In each step of the process, the leader should articulate the tools, techniques, and/or principles that will be used to support expansive, divergent thinking as well as convergent decision making. Becoming skilled in the facilitation of tools to enable both divergent and convergent thinking is critical for a collaborative leader, and there are many resources for building a robust toolbox of strategies to move groups forward in a collaborative process. By establishing a framework for a collaborative process (and seeking feedback/input on the process from subject matter experts in strategy, design, process, and implementation) before the work is underway, participants can focus on the content of the conversation rather than the process. The leader/facilitator can focus on guiding and nourishing the conversation rather than running into group gridlock over how a decision will be made or how decisions will be shared.

After the Valencia team established the design principles to solve the clarified challenge ahead, the group published a report of their initial findings and recommendations for wide review and comment. This step provided additional clarity in purpose and created deeper shared meaning with the college community as the team moved into the redesign phase of the

project. After receiving and reviewing feedback, the team hosted a day-long workshop in the college's Collaborative Design Center to develop several models for governance. The workshop was led by a highly skilled and deeply respected facilitator from outside the college and included the co-creation of a glossary of governance terms to help build stronger communication as well as the creation of four different models of shared governance that were responsive to the established design principles.

The four possible models were considered by the college president who reflected on the initial feedback, design principles, and the features/design of each model. Taking the best features from each model, he crafted a final draft model to share for a final round of review. The president held an open town hall meeting on each of Valencia's five campuses where he hand-drew the draft design (conveying that the model was not final and deep feedback was welcome). All employees were invited to the town hall meetings to hear about the draft model in person and offer feedback on the design. After the town halls were complete and all feedback reviewed, the president shared the final design with the college via a quick draw animation video. Throughout the entire redesign, robust communication about the process, opportunities for involvement, solicitation of feedback, and details on implementation were shared with the college community. The model has been in place for approximately 18 months and through continued assessment of the implementation, we continue to tweak the model to better serve our needs.

The redesign of shared governance at Valencia is an example of thoughtfully designed collaboration and flexible/responsive implementation of a major system redesign. The process was predicated on two fundamental assumptions. First, we must believe that everyone in our organization brings value that, when shared, can contribute to solving our most complex challenges. Second, we must assume that there is value created in the difficult and unpredictable work of collaboration. When we begin with these assumptions, we can give ourselves permission to be our wholly imperfect and unique selves and contribute in new ways to achieving our mission. Jones (2012) notes that collaboration is useful, if not essential, in myriad aspects of organizational life including team building across boundaries, cross-functional design projects, strategy change and realignment, process de-calcification, customer service, and organizational change efforts. As the context of higher education and, in particular, community colleges, continues to shift, we find ourselves in need of new strategies to advance our work in each of the areas Jones identified. Our students are depending on it.

An invitation to collaborate can yield myriad challenges including an avalanche of ideas (many of which will not fit our framework of “acceptable” or “realistic”), competing ideas and perspectives, difficulty in deciding what to do next or which idea to move forward, difficulty in deciding who, ultimately, has the final decision-making authority, and of course, challenges related to interpersonal, group, and large-network communication. The savvy leader will design the collaboration to employ appropriate technologies and/or frameworks to address these challenges in a way that allows the process to sink into the background and encourages the interaction, engagement, and quality of conversation to emerge as the highlights of the experience.

The ability to design and facilitate collaborative processes is an essential skill for leaders in today’s organizations. In addition to strong communication skills and a toolkit filled with strategies and techniques for facilitation, Murdock, Burnett, and Mance (2008) identify three key affective skills that underlie collaborative and creative problem solving:

1. **Openness to novelty:** the ability to entertain ideas that at first seem outlandish and risky.
2. **Tolerance for complexity:** the ability to stay open and persevere without being overwhelmed by large amounts of information, interrelated and complex issues, and competing perspectives.
3. **Tolerance for ambiguity:** the ability to deal with uncertainty and to avoid leaping to conclusions.

Senge, Hamilton, and Kania (2015) identified three core capabilities that systems leaders demonstrate to facilitate collaborative leadership: ability to see the larger system, fostering reflection and generative conversations, and shifting the collective focus from reactive problem solving to co-creating the future. Authors and scholars across leadership and management publications are turning a spotlight on re-engaging the power of our shared wisdom, of inviting one another into authentic conversations, of designing and co-creating solutions to our most complex problems. The leaders who can answer this charge not only have strong technical and discipline-specific knowledge and expertise but also manifest these qualities and skills by thoughtfully designing conversations and processes to ensure all voices are heard, new and discordant ideas are pursued, and momentum toward the mission is sustained.

Senge et al. (2015) suggest, “With the right shifts in attention, networks of collaboration commensurate with the complexity of the problems being addressed emerge, and previously intractable situations begin to unfreeze.” Collaboration by design is more than a tool or strategy. It is a way of thinking about inclusion, innovation, perspective, and engagement. Leaders who can design and sustain collaboration as an element of organizational culture have a significant impact on organizational health, vitality, and viability. As we seek new ways of developing elegant solutions to the complex problems in our future, we must also seek and develop leaders who can fully engage the wisdom of faculty, staff, students, partners, and the community through thoughtfully designed collaboration.

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Amy Bosley is proud to work at the Aspen-prize winning Valencia College where she has served students in a variety of capacities. Early in her career, she began teaching as an adjunct and dual enrollment instructor in the East Campus Communications Department. After moving to a full-time teaching position, Amy earned tenure in 2003 and developed myriad teaching modalities and strategies for increasing student access and student success in the basic public speaking course. Amy served as the president of the college-wide faculty association and was awarded the Sue Luzadder Endowed Chair in Communication to advance her work in online learning. She completed her doctorate in Organizational Leadership and developed the Office for Organizational Communication and Development. Most recently, Amy is serving as the Vice President of Organizational Development and Human Resources where her goal is to impact student success through Valencia’s excellent faculty and staff.

BUILDING THE EXECUTIVE TALENT PIPELINE

BY ANITA RIOS

INTRODUCTION

Eighty-four percent of community college presidents expected to retire by 2016! Fifty percent turnover predicted among senior leaders in the next 5-10 years! Six thousand jobs in higher education needed to be filled annually through 2020!

(Betts, Urias, Chavez, & Betts, 2009). These were the national statistics I shared with senior leaders and board members within the Minnesota State Colleges and Universities (MnSCU) in 2010. For a system of 24 state community and technical colleges and seven state universities, each led by a president, those were dire predictions.

At that time, the workforce data for MnSCU told a similar story. In 2010, 84% of our college and university presidents were 56 years old or older, with many approaching retirement. In a 2010 survey of MnSCU institutional leaders (MnSCU Human Resources, 2010), 61% indicated that it was already challenging to find qualified applicants for college and university presidential positions due to the national competition for talent.

It was a perfect storm: massive impending retirements and turnover, with predictions of even greater competition for recruiting from a limited pool of talent. I knew we needed to do something different. We needed to build our pipeline of executive talent within the Minnesota State Colleges and Universities, and fast! So after broad consultation with our senior leaders, including the chancellor and our college and university presidents, and with strong backing from the Board of Trustees, I was charged by the Vice Chancellor of Human Resources to lead a presidential succession planning effort in 2011 that has been, in a word...amazing. Amazing in its executive support and involvement. Amazing in the quality and motivation of the participants in the program. And, most importantly, amazing in results.

In this article, I will share how we approached succession planning and customized it to the higher education environment using a helpful framework adapted from respected succession planning expert, William Rothwell. I will also cover how we worked to accelerate the development of high performing, high potential leaders who were identified for the succession effort. And most important, I will relay the results to date from our five-year focus on presidential succession and what we have learned along the way.

MnSCU's SUCCESSION PLANNING APPROACH

Succession planning, simply defined, is the process of developing talent to meet the needs of an organization now and in the future. However, succession planning has not typically been embraced in higher education, where there is a strong value in conducting open and competitive national searches for top leadership positions to both attract and hire the best talent. The traditional private sector practice of identifying a list of possible internal successors for leadership roles, and then choosing from that list, would never meet our requirements for conducting fair searches.

Understanding the culture of higher education, and the value placed on open and fair practices, my talent management colleagues and I worked diligently to clearly define and communicate our succession planning approach as *"identifying and accelerating the development of pools of people who can competitively apply for open leadership positions."*

In addition, prior to 2010, I worked with a broad-based succession planning committee to develop a succession planning framework that would incorporate MnSCU's values and work for the MnSCU system. The framework was an adaptation of William Rothwell's essential components of a succession planning program (Rothwell, 2010). MnSCU's succession planning framework depicted in Chart 1 involves seven steps and provides a common roadmap for any leader within our system who wants to implement succession planning efforts for their college, university, or discipline.

Our succession planning committee also worked to create a succession planning toolkit (MnSCU Human Resources, n.d.) which supplements the framework. It provides discussion guides, templates, and resources for each of the seven steps.

MnSCU's need for conducting a presidential succession planning effort gave us the perfect opportunity to pilot test the succession planning framework and to develop many of the tools and templates for the toolkit. A description of each of the seven steps and how we applied them follows.

STEP 1: IDENTIFY PURPOSE/GOALS/OBJECTIVES

State why the program is needed. Set measurable objectives to ensure that the program is designed to achieve desired results.

In a nutshell, the purpose of MnSCU's presidential

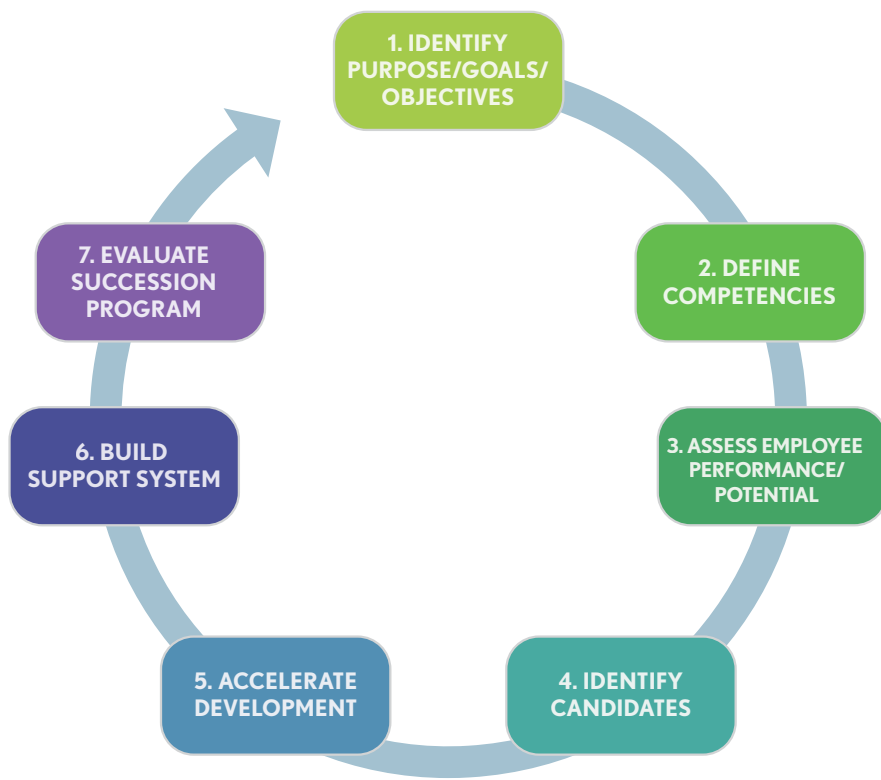


CHART 1:
MNSCU'S SUCCESSION
PLANNING FRAMEWORK

ADAPTED FROM WILLIAM ROTHWELL (2010)

- Performance – success in current or past roles based on demonstrated competencies and accomplishments. Elements used to assess performance included a current performance evaluation and a MnSCU leadership competency assessment.
- Potential – likelihood of developing into a successful leader with higher-level responsibilities.

A scorecard adapted from Harvard ManageMentor by leadership expert Dan McCarthy was used to assess potential (McCarthy, 2009).

- Readiness – degree to which the individual can accelerate growth through gaining needed experiences for the role and the probable time-horizon to successfully compete for an open presidential position. The nomination form included questions to help presidents to assess readiness.

STEP 4: IDENTIFY CANDIDATES

Based on the results of the talent review, select candidates for a succession planning effort.

From the beginning, we involved our current presidents in identifying potential presidents in their institutions and across our system. In their talent reviews, presidents agreed on the individuals to nominate and send forward as potential candidates for an accelerated development experience. They also agreed to serve as a presidential sponsor to any of their employees who were admitted into the program. Presidents considered the three criteria of: 1) performance, 2) potential, and 3) readiness, in identifying candidates.

Presidents rated their potential candidates against our 11 MnSCU Leadership Competencies and completed a scorecard for assessing their candidates' potential. Presidents then forwarded their nominees to a selection committee comprised of one president from each region. In 2011, 32 nominations were received by the selection committee; 20 were advanced into the year-long executive development program.

STEP 5: ACCELERATE DEVELOPMENT

Work with a pool of candidates to create individual development plans that address any gaps they have in knowledge, skills, or experience for a targeted role.

succession planning pilot effort in 2011 was to strengthen the leadership pipeline by identifying high potential and high performing senior leaders and accelerating their development so that they could gain the necessary skills and experience to competitively apply for open presidential positions. Specific goals for this presidential succession planning effort were to:

- Identify 15-20 candidates who had the potential to compete in a national search for MnSCU presidencies within 1-3 years,
- Diversify (gender, race) the pool of internal candidates applying for presidential positions, and
- Maintain the percentage of internal hires at 50%.

STEP 2: DEFINE COMPETENCIES

Define competencies for the targeted succession role(s). (Competencies are the knowledge, skills, abilities, and personal characteristics that are essential for someone to be successful in a role.)

We reviewed our MnSCU leadership competencies (MnSCU Human Resources, 2013) and worked with an outside consultant to refine the behavioral anchors that described the performance expectations for each competency at an executive level. Those competencies, eleven (11) in total, were then included in the assessment tools used by each president to assess employee performance.

STEP 3: ASSESS EMPLOYEE PERFORMANCE/POTENTIAL

Assess employee performance through a number of data sources. This is often referred to as a "talent review."

Next, we developed a nomination form that included templates for assessing performance, potential, and readiness as described below.

Beginning in July 2011, 20 participants began a year-long accelerated development program. The formal program was based on a 70/20/10 model (Lombardo & Eichinger, 1996):

- 70% experience-based development (stretch assignments)
- 20% coaching and mentoring
- 10% formal development (in-person seminars)

The majority of the focus of the program was individualized. Participants were asked to spend 70% of their time investment in the program working on an experience-based development plan (EBDP) that they created in cooperation with their sponsoring president. To create an effective plan, participants were asked “*what would keep you from competitively applying for a presidential position today?*” For some, the answer was lack of experience in fundraising for the institution or donor development. For others, it was representing the college or university at community events or with the media. Examples of some stretch assignments that participants undertook included:

- Cultivate donor prospects that would lead to a gift request for the institution
- Represent the president at community meetings and city council on city bonding
- Work with a bipartisan political group that examines government relations and agendas that affect K-12 and higher education
- Lead the campus in the president’s absence

Coaches, mentors, and presidential sponsors provided support for participants during the program.

While in-person seminars represented the least amount of time investment for the program, with four 1-1/2 day seminars scheduled during the year, they provided an important time for participants to discuss issues, learn from one another, and build connections with each other. Seminar topics included: funding and finance, communicating to influence and inspire, building organizational trust, managing polarities, leading change, and collaborative leadership. All seminars explored practical strategies to address issues that face senior leaders in higher education. They included real-life case studies, practice opportunities for sharpening speaking abilities and executive presence, meaningful dialogue, and simulations. Participants also wrote their own personal leadership philosophy, which involved a year of reflective work.

STEP 6: BUILD THE SUPPORT SYSTEM

Create good communication systems and processes for the succession planning effort, including tools and process guidance for candidate identification, and guides for accelerating development.

Building the support system for the succession planning effort was not linear by any stretch of the imagination. It happened simultaneously with all the other steps. For the pilot year, a group of six presidents serving on the Human Resources Leadership Committee and the Vice Chancellor for Human Resources provided guidance and support for the effort. They advised on numerous decision points, such as the talent review process and candidate selection, and they assisted with communicating to key stakeholders. To launch the effort, in-person meetings were held with leaders to discuss the

succession planning effort. This was followed by numerous email communications to ensure that presidents had all the information and tools they needed to conduct regional talent reviews, identify candidates, and serve as presidential sponsors.

STEP 7: EVALUATE RESULTS

Based on the measurable goals and objectives that are set for the succession planning effort, evaluate the results and refine the program as needed.

Following the presidential succession planning pilot effort in June 2012, a full evaluation was conducted. In addition to the seminar evaluation feedback, an executive consultant was retained to interview each participant for feedback on the accelerated development program. I also conducted phone interviews with the presidential sponsors to assess whether the program had met their expectations. Based upon Kirkpatrick’s 4 Levels of Evaluation (Kirkpatrick, 1998), our evaluation plan included tracking of the following:

Level 1: learner reaction

Level 2: knowledge and skill mastery

Level 3: job performance

Level 4: business needs

Learner reactions were evaluated after each of the four seminars where participants were asked to provide feedback on the content, format, and delivery of the seminars.

Knowledge and skill mastery were confirmed by interviews with participants themselves and their sponsors. In addition, some skills were tested through observing participants’ performance in simulation exercises, executive decision-making, and communication exercises.

Job performance was evaluated through individual phone interviews with each participant’s presidential sponsor.

The business need was evaluated through tracking promotions of program graduates.

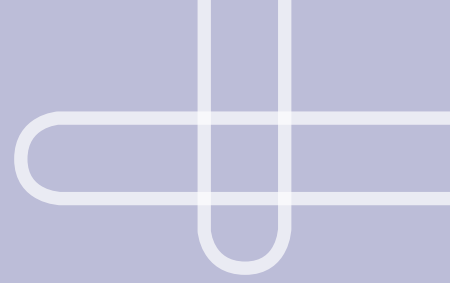
EVALUATION FINDING HIGHLIGHTS

Learner reactions to the entire program were gathered in July 2012, by an executive consultant. She reported, “*Participants conveyed a deep sense of gratitude for being selected,*” and “*They set higher goals for themselves to continue to perform and develop...even if they were not interested in seeking a different leadership position.*”

Participants shared that they used multiple concepts from the seminars and applied them to their everyday work. One leader reported, “*I have applied new communication strategies, utilizing the polarity model and better understanding the dynamics of institutional change.*” Another said, “*I have learned to pause and consider different approaches and insights to situations.*”

Within one month of completing the program in June 2012, 30% of the participants in the program had been promoted to interim or permanent executive positions. Presidential sponsors provided positive feedback, saying that as a result of the program, participants developed greater confidence, increased maturity and ability to connect with people, improved speaking skills, increased focus on reflection, and implemented new ideas based upon what they learned. One

There is no such thing as too much communication!



president commented, *“It was an incredibly valuable experience for the participants and the system. It increased participants’ skills/knowledge and visibility and I’ve noticed that participants are more self-confident.”*

Areas for future improvement included a few tweaks to the seminar topics, such as suggestions to strengthen the finance and funding segment, add more case studies, and bring in new presidents to discuss their transition to the role. Additional support materials were also needed by participants to strengthen the mentor experience and more guidance for participants and sponsors was needed on the EBDP.

LESSONS LEARNED

Throughout the presidential succession planning pilot effort there were many lessons learned. From my perspective, the most important take-aways included:

1) **Executive support is critical for success.**

High involvement and support from key leaders ensured that this succession planning effort was successful in achieving measurable results. Board members supported the effort wholeheartedly and charged the MnSCU system to move forward on it. The program became a part of the chancellor’s annual goals. Funding for the effort was provided centrally. Presidents were consulted throughout the process and were directly involved in identifying and selecting candidates for the executive development program. The key to this high involvement was that the Vice Chancellor for Human Resources championed the effort and made sure it was on the meeting agendas each month when the presidents convened. Throughout the pilot effort, a group of six presidents serving on the Human Resources Committee were consulted monthly in the year preceding the effort. As the program progressed, the chancellor and his chief of staff made purposeful efforts to invite participants in the executive development program to apply when interim presidencies became available. It took a broad coalition of senior leaders to move presidential succession planning forward and make it work. Anything less would have not netted the same results.

2) **There is no such thing as too much communication!**

While there was much communication, there were still information gaps that left senior leaders with questions. Multiple questions arose about the talent review process and the nomination forms or timeline. Presidents wanted to know more about the topics included in the executive development program to ensure that their leaders were learning things that prepared them for a presidency. They also wanted more information about the components of the executive development program. Participants wanted greater clarification about the roles of presidential sponsors, mentors, and coaches.

To address these needs, my talent management team and I developed a program elements guide. This was added to the

initial practice of advance consultation with presidents about the effort and a written guide for conducting talent reviews and identifying candidates.

3) **Presidential sponsors hold the key to help participants build experience.**

Because experience-based development plans (EBDPs) were a new thing to presidents and participants, there were mixed results from our first cohort. Evaluation results revealed that participants struggled if their presidential sponsor did not actively assign them real executive-level work that addressed an important experiential gap. This happened most often when participants had presidential sponsors who were in transition. It was much harder for participants to feel supported in their EBDP when their presidential sponsor was either brand new in the role or moving into retirement.

Participants who realized the most benefit from their EBDPs had presidential sponsors who were enthusiastic about the program and demonstrated high support for them. In interviews with sponsors, the most important factor was that their participant’s EBDP work was integrated into the work of the institution. It was real work that needed to be accomplished. Other factors included: regular sponsor/participant meetings and high visibility experiences or stretch assignments. Here is an evaluation comment from one presidential sponsor:

“It was a valuable experience....because it gave them an opportunity to think, research, and experience the types of issues, problems, that presidents have to deal with...all of the politics, relationships, and landmines. It gave them an opportunity to work at an executive level and helped with the president’s work agenda.”

In our evaluation, more than half of the participants reported positive results from their EBDP. As one participant reported: *“The plan gave me the opportunity to gain experience in an area that I would otherwise never have gotten.”* In subsequent programs, increased efforts were made to communicate the importance of EBDPs and to support participants and their sponsors in developing them.

4) **Participant investment in their own development is essential**

While this is a familiar saying for most learning and development professionals, it cannot be stated enough: “You get out of it what you put in!” At the executive level, this maxim proved to hold true. Participants who implemented EBDPs that addressed their experiential gaps and took time to do the advance seminar pre-work and post-work, positioned themselves for advancement. They gained valuable experience and visibility through their EBDPs, and they did deep reflection by crafting a personal leadership philosophy. Participants revealed that many who applied and successfully competed for presidential positions used their leadership philosophies in the interviews.

...to clearly define and communicate our succession planning approach as “identifying and accelerating the development of pools of people who can competitively apply for open leadership positions.”

CONCLUSION

Succession planning adapted to the higher education environment can be very effective in achieving needed results. Through broad consultation, the Minnesota State Colleges and Universities developed a succession planning framework and used it to address a critical need to build the executive talent pipeline.

Following the first pilot effort, I recommended to senior leadership that we start a second cohort in 2013-2014, based upon our continuing need to strengthen the leadership pipeline in the face of anticipated retirements. In 2015, a third cohort was introduced. Because the program requires significant funding and staff time, we assess both the organizational need and the readiness of the potential participants in the leadership pipeline prior to recommending a new cohort.

As of fall 2015, 61% of participants from the first two cohorts were promoted to a higher-level position. In addition, 50% of the first cohort and 9% of the second cohort were promoted into a presidential position. Out of 41 program graduates, 25 have been promoted, with 11 moving to presidential positions.

In my experience as a learning and development professional, the results compare favorably to other succession planning or leadership development efforts. As one presidential sponsor aptly put it, “*This program contributed to developing the labor pool of talented presidents from which the system [MnSCU] can select an appropriate fit.*”

While I am sometimes still amazed at the results, I acknowledge that they would not be possible without the strong executive support that was demonstrated by MnSCU’s Board of Trustees, chancellor, Chancellor’s Cabinet, and 31 presidents. Most importantly, presidential succession planning was given high visibility and priority by the Vice Chancellor for Human Resources who championed and helped launch the effort.

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MnSCU is the fifth largest system of public colleges and universities in the country. It consists of 31 institutions with 54 campuses across the state and serves more than 410,000 students each year.

THE GLOBALIZATION OF SOCIAL MEDIA

AND HOW IT IMPACTS CITIZENSHIP AND EDUCATION

SHERRY HAYES-PEIRCE

The worldwide availability of the Internet and the use of technology have shifted the way we communicate, shattering the long-standing modes and expectations for interaction. Research suggests this is profoundly evident with the emergence of social media as a communication tool for sharing everyday life and world events via social media posts. This ability to share experiences with the world contributes to globalization, the process of interaction and integration among the people, companies, and governments of different nations, a process driven by influencing economic, political, social, or educational change and aided by information technology. Social media is powerfully impactful for connecting us in humanness versus nationality. A hallmark example of this is Malala Yousafza, the youngest Nobel Peace Prize laureate, and her courageous fight for the right of girls to be educated to ISIS' use of social media to recruit and radicalize terrorists. This social media phenomenon creates important considerations for educators, administrators, and students for shaping campus culture, social media policy, and online learning.

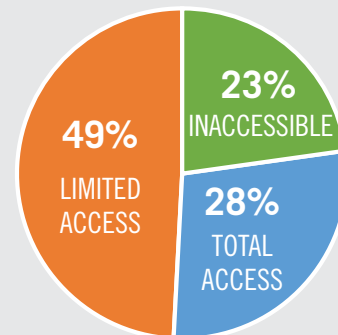
Technological Impact

In "The Political Power of Social Media", Shirky (2011) outlines how the use of modern texting via cell phones empowered the people of the Philippines to organize a protest against efforts to protect their former President, Joseph Estrada, from prosecution during his impeachment trial. Some 7 million texts were sent, sparking the convergence of protestors whose very presence impacted the outcome of the trial and "marked the first time that social media had helped force out a national leader. Estrada himself blamed 'the text-messaging generation' for his downfall" (p.1).

As the Internet and more technological developments emerge and become accessible, anyone who can gain access can report, share, inspire, and spark action by posting on a social media site. As a result, the number of people using the Internet to seek and share information has grown from the millions to the billions, inspiring many to become activists. That said, although countries around the world have access to the Internet, some countries limit their citizen's accessibility. In "Freedom on the Net 2013: A Global Assessment of Internet and Digital Media," researchers reported the freedom of accessibility on the Internet for 60 countries. The results revealed that Iceland ranked highest for providing the most accessibility to its citizens, while Iran ranked the lowest in

accessibility. The report indicated almost half of the countries provided limited access while only 28% of the countries provided total access to the Internet.

Freedom on the Internet



While some governments embraced and encouraged the use of the Internet by not imposing limitations on the users' freedom of speech to communicate and express their opinions, other governments attempted to block Internet usage by controlling the flow of information with potential to shape perceptions, much like the days of the Cold War propaganda (Yigit & Tarman, 2013).

As social media sites like Facebook emerged, increasing the number of people able to connect across the globe, countries like China blocked their citizens' Internet access. However, China's citizens created alternative sites like Baidu, Ren Ren, Weibo, and YouKu which are Chinese replicas of Google, Facebook, Twitter, and YouTube. The replicas all originated from college campuses much like their Western counterparts. In addition, King, Pan, and Roberts (2013) find that Chinese bloggers employ satire to convey criticism of the state in order to avoid harsh repression. Esarey and Xiao (2011) noted party leaders most feared the combined efforts of influential "netizens" (Internet users) to force the government to modify policy, but identified these pressures as criticism of the State. Yigit and Tarman (2013) argued that the aim of censorship is to constrain the mobilization of political opposition, but the examples outlined suggest critical viewpoints are suppressed. In Syria, where Internet access is even more restricted than in China, their citizens used cell phone video features to transmit

information to the world about human rights violations. In a Voice of America interview with a Syrian refugee, Abdi Hakim Ijburi indicated that social media tools were instrumental in transmitting their voice to the world (Villarreal, 2012). Posts of human rights violations have ignited opposition movements in other countries as well.

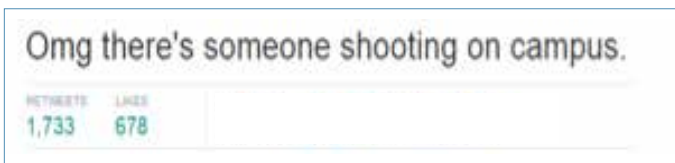


Many of the incidents of injustice have been captured on video and posted to YouTube. One especially viral video depicts a defiant teenager who refuses to kneel to a picture of Bashar Al-Assad and then relents to kneeling, but only to spit on the picture. His actions drew a savage beating from his captors, soldiers from the Al-Assad regime. Inspired by social media posts, supporters around the world lobby to free Syrians from oppression, demonstrating that the “virality” of YouTube videos and the global reach of Facebook posts allow people to connect to expose and oppose governmental injustices worldwide.

These same posts have also become valuable tools for reporting important events as they occur. For example, in 2015, before the traditional news was able to confirm a shooting at Umpqua Community College, students on the scene were sharing what was happening in real time via Twitter. These social media posts spread quickly and news agencies from around the globe attempted to contact students. As a result of the open



Internet policy in the United States, Twitter has emerged as a portal for reporting breaking news events and has given birth to a new phenomenon termed as “citizenship journalism” (Yigit & Tarman, 2013).



Administrative Considerations

In a 2011 survey of 456 four-year institutions, the two most popular social media sites reported were Facebook at 98% and Twitter at 84% (Davis et al., 2015). In an interview, the

President of Arizona State University, Michael Crow, stated, “Social media technology can help facilitate the transition to college life and encourage more students to earn a degree” (Staton, 2011, p.1). In a separate study focused on community colleges, a survey was sent randomly to 378 of the nearly 1,100 total two-year campuses. With 280 responding, the results revealed only 13% as using social media. Their perceptions of the value of social media differ markedly from four-year institutions for a variety of reasons (Davis et al., 2015).

Some of the reasons there are differences in adoption of social media between four-year and two-year educational institutions dealt with assumptions about populations attending as well as perceived value of social interaction for successfully earning a degree. Generally, both entities have opportunities for students to be social, but four-year institutions have residential life, intra-murals, Greek life, sporting events, and a wide array of student support services. However, two-year campuses lack residential life and many of the student services required by the traditionally diverse student populations at four-year institutions. A number of empirical studies support the idea that relational constructs, such as social capital, social support, and social networks influence educational outcomes relevant to college (Davis et al., 2015).

Not surprisingly then, incorporating an effective social media strategy could be a valuable tool for two-year institutions that have much higher dropout rates, lower rates of retention, and plummeting degree completion statistics in comparison to their four-year counterparts (Davis et al., 2015). They noted a social media post that illustrates the value and necessity to connect while navigating the matriculation process is needed at any age. The post was from a 39-year old returning college student who wanted to cultivate a relationship with others who were navigating this experience, too. This example highlights how social media provides a point of connection that bonds students beyond the traditional university community bonds. While most admission departments focus on first-generation students, an added focus should be placed on those students who almost exclusively socialize, communicate, and connect via technological devices.

Shaping Campus Culture

There are specific areas in which social media can shape the culture of an institution. These areas include offering help, support, and encouragement from peers and staff; advising regarding choice of major and career; organizing people around interests or activities, connecting identity with activities or experiences; navigating procedures and deadlines; establishing groups for academic support; and processing transactions. In the book *Online Social Networking on Campus: Understanding What Matters in Student Culture* by Martinez-Alemán and Wartman (2009), there is a lengthy discussion about the impact of a sense of belonging for students that they term “critical engagement”, which helps students successfully navigate the college experience. In a related article, Alemán, Rowan-Kenyon, and Savitz-Romer write:

Online social media are sites in which a user agency directs and determines the norms of the relationships and the communication and meaning making about educational and social decisions that results. The college student’s

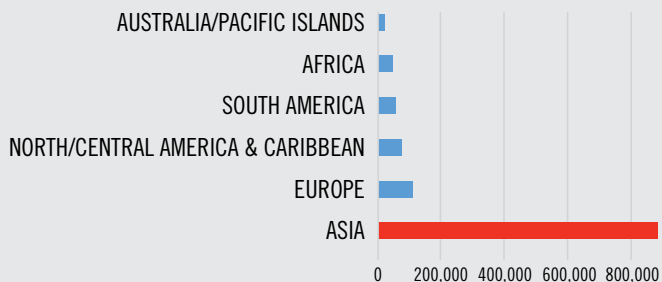
self-authorship is essential to these sites and through self-authorship college students reveal cultural and campus norms, and construct counter-narratives. Students signal cultural and social cues that reflect economic and other social conditions that define their experiences on campus. As part of an ecology of student development that features identity development, social media sites present and highlight racial, ethnic and gender narratives. Among college students, self-presentation and communication on Facebook are bodied relations and exchanges; each communication can signal individual and group identities marked by the conditions of their lived experiences. Thus, because social media are constituted by user autonomy and context, we can begin to see the potential in these sites for providing students with a space for critically engaging in productive academic relationships. (p. 12)

Social Media Policy

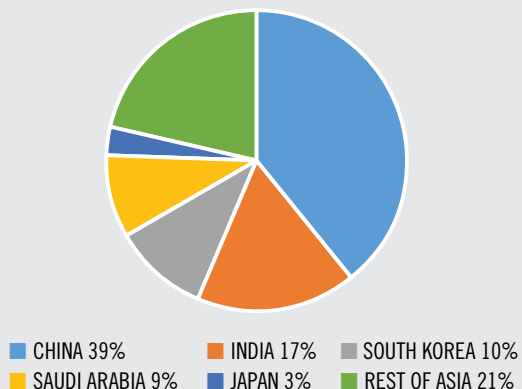
As noted above, the institution “directs and determines the norms of relationship” on social media sites; this direction and determination are termed social media policy. There are legal, human resources, and regulatory compliance considerations when designing a social media policy for accounts established to create the “critical engagement” outlined. Legal terms and privacy top the list, and there should be a disclosure that anything posted on the page can be used for publication



Foreign Students Studying in the U.S.



Asian Students Studying in the U.S.



From “SEVP Student and Exchange Visitor Program: Student and Exchange Visitor Information System” by U.S. Immigration and Customs Enforcement, 2015

in marketing, research, and other related uses. Publicity is one of the best uses of the medium and much of the content posted promotes events, activities, and student recruitment. There are 1.13 million foreign students in the U.S., the vast majority in college-degree programs, according to a 2015 quarterly report released by the Department of Homeland Security (U.S. Immigration and Customs Enforcement, 2015). This represents a 14% increase over 2014, nearly 50% more than in 2010, and 85% more than in 2005. Amid rising costs, shrinking state support, and student resistance to tuition increases, foreign students have become a crucial part of budgetary components for many colleges and universities. Some hire foreign consultants to recruit students overseas, some send their own staff on scouting missions, while others are turning to social media sites like LinkedIn to recruit in-state, out-of-state, and international students (Jordan, 2015).

There are nearly 900,000 students from Asia attending a university in the United States, with the largest number of these students coming from China.

Some institutions use social media to share information about students, staff, or institutional-focused information, however regulatory compliance should be defined to protect confidentiality within existing institutional guidelines. Lastly, free speech is a significant consideration, but social media does offer programming that limits specific words and phrases from being posted on university pages.

Student behavioral rules for posting and commenting should be established and added to conditions of enrollment. Faculty and staff should also be held to some standards as conditions of employment, specifically behaviors for posting and commenting, to dissuade them from posting things that could negatively influence university standards.

Online Learning

There are many colleges and universities that have or will develop massive open online courses (MOOC) as an alternative learning platform. An example of this trend is Matthew Sparke, a professor at the University of Washington, who created a MOOC on the topic of globalization (Bowman, 2014). A total of more than 45,000 students from 196 countries have clicked the enroll button for Sparke's MOOC, though only about 15,000 of those have engaged with the course. Sparke in turn expects that 2,500 people will complete his course. Statistics from the course show the highest percentages of enrollees are from the United States, India, and China.

A 2010 report by the U.S. Department of Education found that classes with online learning (whether taught completely online or blended) on average produce stronger student learning outcomes than do classes with solely face-to-face instruction. These findings could be applicable to international students as well. The most compelling elements of these courses for attendees is the combination of videos, readings, and discussion forums on a specific topic which facilitates course content mastery and develops field-specific concepts.

Conclusion

The level of awareness of technological advancement's impact on the experience, design, and execution of course work toward achieving a degree has increased throughout post-secondary education. Increasing numbers of students from other countries to subsidize university fiscal needs is a common practice for many institutions. This trend continues to broaden the borders of citizenship in the world of social media and the concept of globalization within the world of education. However, there continues to be much confusion around understanding how to incorporate the technological tools in a way that balances the mindset of differing paradigms for creating successful outcomes for students today in comparison to long-standing measures that worked for previous generations. Online learning continues to break down borders for educational opportunities and is fertile ground for the globalization of many things that affect our world order.

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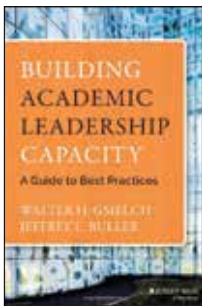
She is the founder and CEO of Social Media Mobile Maven, a division of Communication Consultants Inc. that provides companies with customized professional presentations on social media and other business-related topics.



THE LITERATURE OF LEADERSHIP



REVIEWS BY JEFF YERLER



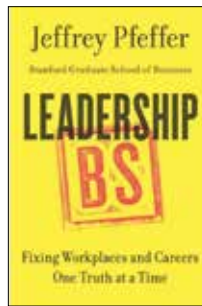
BUILDING ACADEMIC LEADERSHIP CAPACITY: A GUIDE TO BEST PRACTICES
Walter H. Gmelch and Jeffrey L. Buller
Jossey-Bass (2015)

The work of Gmelch and Buller is a huge benefit to those who are responsible for crafting and shaping a leadership development training program for academic administrators and faculty leaders at their college or university campus. The research of the authors provides a detailed template or structure to assist those tasked with the work of converting what has been an episodic and intermittent approach to developing leadership capacity to a stable and structured approach that becomes part of the fabric of institutional operations. Far from being a complex presentation of leadership philosophies or a book addressing the politics and financing involved in developing a new program, this book provides a nuts-and-bolts approach, based on best practices and rich case studies, that guides the step-by-step process for building a sustainable in-house leadership program. Based on my own experience as an educator and consultant, Gmelch and Buller's work will be a tremendous asset.



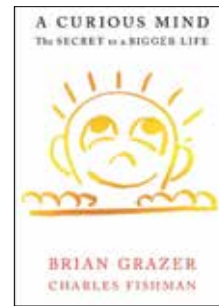
CHANGE THE CULTURE, CHANGE THE GAME: THE BREAKTHROUGH STRATEGY FOR ENERGIZING YOUR ORGANIZATION AND CREATING ACCOUNTABILITY FOR RESULTS
Roger Connors and Tom Smith
Penguin (2011)

The reality is that for any academic leader or faculty member, advancing change and changing culture can be some of the most arduous, frustrating, and "dangerous" work that exists within institutions. Connors and Smith have deep and broad experience with change processes and culture transformation. The first half of the book is an exploration and explanation of the authors' "Results Pyramid." The second half addresses the process and components for "accelerating the culture change." The strengths of this book are the best practices and resources the authors provide the reader regarding building toward results and addressing complete culture change challenges and opportunities. The downside of the book is that the reader may get lost in the very resources, grids, and diagrams that explain the authors' approach. Culture change is tough work and the readers, if they can navigate the rich and detailed information, will find useful and helpful information to move forward.



LEADERSHIP BS: FIXING WORKPLACES AND CAREERS ONE TRUTH AT A TIME
Jeffrey Pfeffer
Harper Business (2015)

Pfeffer's book will certainly challenge many of the assumptions of the reader. He takes on the leadership training and development "industry" and calls into question many, if not most, of the practices and content used in this industry. First and foremost, Pfeffer labels much of what is called training content as merely inspirational stories or leadership approaches that have no sustainable value whatsoever because they change little in toxic and difficult work environments. Secondly, he notes that despite all the hundreds of thousands of dollars spent on leadership training, in the final analysis, little changes in organizations. The problem, Pfeffer argues, is that leadership training is rarely connected to performance metrics. This means that most training, while it may provide a brief upward bump in morale and engagement, ends up being a matter of throwing good money after bad. If the reader can handle Pfeffer's criticism, this is a must read.



A CURIOUS MIND: THE SECRET TO A BIGGER LIFE
Brian Grazer and Charles Fishman
Simon and Schuster (2015)

Without question, this is one of my favorite books in this edition of *Leadership*. Being a life-long learner, remaining nimble and responsive as a leader, being vigilant, mentally sharp, and observant, and staying open to new initiatives and ideas that require a new depth of involvement and engagement in the world means that we must be and remain curious and inquisitive. As a Hollywood producer of a number of incredible films and shows for television, Brian Grazer describes how his approach to pursuing notable people of influence and engaging them in "curiosity conversations" opens the door to creativity and the emergence of new ideas. From this reviewer's perspective, this book will provide a challenge for any leader to stay attached to, engaged with, and open to new learning about the world through the experiences of talented human beings. The stories will both inspire and challenge the reader to exercise the discipline to pursue these types of curiosity conversations and to then find ways to build on, integrate, then apply the insights.

RATING ★★★

RATING ★★

RATING ★★★

RATING ★★★

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

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