



LEADERSHIP

JOURNAL FOR POST-SECONDARY LEADERS VOLUME 23.2 FALL/WINTER 2017



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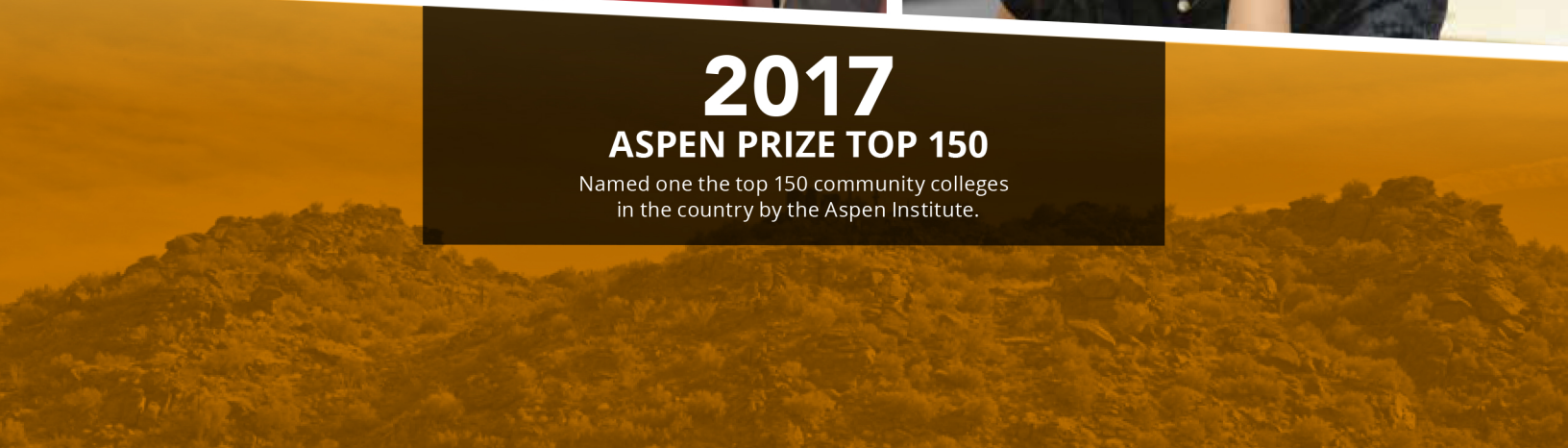
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No matter the enterprise, there are perhaps some universal truths regarding the subject of leadership **and** teams.

The **first truth** I would offer is that leadership is **not** a solo endeavor. As has been suggested by others, **Leadership is a TEAM sport**. In writing this, I realize some will cringe at the inclusion of the word “sport.” Perhaps to them it suggests that there must be winners and losers, or that as a sport, it may be taken less seriously than need be the case. With respect to those who may harbor this opinion, I think the phrase conveys an important message; quite simply, it takes a team to get stuff done.

The larger and the more complex the organization, the more we may rely on the actions and ideas of others to get the really important stuff done. Even the most senior leaders need the support of a team, whether it’s to move their agenda forward, to provide private and quiet counsel regarding what’s working and what’s not; or simply to lend their time, talent, and energy to the work that needs doing and is often beyond the capability or capacity of a single person—any single person.

Colin Powell, former Chairman of the U.S. Joint Chiefs of Staff and Secretary of State, once intimated he needed at least three vital skill sets represented on the team of people closest to him—a “visionary, a confessor-coach, and an enforcer” (Kamensky, 2013). The “visionary” is someone who will push the envelope and scout the future for options and opportunities. The “confessor-coach” is someone who provides advice on how the leader is behaving in various situations and provides feedback on how he or she might approach them differently. Finally, the “enforcer” is someone who will ensure closure and follow through on whatever is decided during the course of the day, week, or year (Kamensky, 2013).

A **second truth**: a team functions best when those assigned to it are perceived to be pulling on the rope in the same direction. There are numerous viable engagement surveys employed by organizations around the world. When you break down the feedback and assess what frustrates most of us, regardless of country or culture, it is when we perceive that we are paddling against

the incoming tide and the source of primary resistance is coming from those around us. The tendency is to give up or give in.

There was some insightful work done by a French agricultural engineer named Maximilian Ringelmann as far back as 1913 (Kravitz & Martin, 1986). Using rope pulling as the task, Ringelmann studied the effect of having teams of various sizes pull in either direction and then assessed the impact of team size on individual performance. It turns out the larger the team, the less invested or engaged individuals become in performing at their best. The resulting term, a condition called social loafing, is also known as the Ringelmann Effect. To overcome or compensate for this effect, the leader must learn how to effectively **motivate and coordinate**; two simple prescriptions that come from a study now over 100 years old.

The **third and final truth**: if you want to know how to **lead teams effectively**, next to doing it yourself and learning from your personal successes and failures, observe those who have done it well or, if not, at least those who have seriously studied it. Both sides are well represented in this edition of *Leadership*; from Dr. Tom Thompson, who for 16 years led Olds College; to Dr. Eduardo Padrón, who for 22 years has led Miami Dade College; to the eclectic set of leaders featured in this edition’s segment titled *Voices of Leadership*. The “team” of voices represented in this edition lend both depth and credibility to an increasingly important topic.

Finally, as this is the last edition where my voice will be featured as the Editor, I would like to salute the fine work of **our team**—those fine folks who do the real work to bring each issue to you, our readers—thank you, one and all!

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Voices of Leadership...

On Leading Effective Teams

“Coming together is a beginning. Keeping together is progress. Working together is success.” ~HENRY FORD

This issue of *Leadership* addresses one aspect of education, business, and industry that is universally important - Leading Effective Teams. To contribute to the ideas and discussions put forth in this issue, we reached out to our Academy colleagues to talk about the leadership characteristics that impact the development of effective teams, the tools and skills that can be applied to improve and motivate teams, and how effective teams measure success. Their responses show that, no matter the setting, leading effective teams requires mindfulness and a deliberate commitment to supporting the framework and practices that foster team success.

Ashley E. Artrip, Education Consultant, Community College Programs & Research, GALLUP®, Washington, D.C., USA



What leadership characteristics impact the development of effective teams?

The leadership characteristics that impact the development of effective teams are self-awareness and being able to identify talent in others. Time and time again, leaders try to be everything to everyone. Instead, leaders need the self-awareness to recognize their own strengths. By having a growth mindset and being able to identify the talent of others, leaders can delegate tasks to those with the appropriate strengths to achieve any goal set forth.

An effective team can lead organizations to achieving incredible results. What team tools and skills do you utilize to continually improve and motivate your team?

My team at Gallup uses a myriad of tools to improve and stay motivated. Most importantly, however, I think Gallup does a great job of celebrating achievement of both individuals and teams. We have meetings completely dedicated to discussing how we've used our talents in the past two weeks and how it has demonstrated results. We also don't refer to our managers as "managers". Instead, we call them "go-tos". They act more as success coaches dedicated to developing your talent and helping you grow within the organization rather than just giving you a yearly performance review.

How does your team measure success?

My team measures success with the Gallup Q12 engagement survey. At Gallup, our data show that higher levels of employee engagement lead to higher productivity and contribution to a company's bottom line. If our engagement is off even by a little, we know exactly what areas of our team we need to fix or tweak.

Sally Harrison, President & CEO, Mesa Chamber of Commerce, Mesa, AZ, USA

What leadership characteristics impact the development of effective teams?

Doing what you say, communicating effectively, being a motivator, and following through are important.

An effective team can lead organizations to achieving incredible results. What team tools and skills do you utilize to continually improve and motivate your team?

Communication is key, recognizing individual strengths and giving employees the tools they need to do their jobs. Keeping schedules flexible.

How does your team measure success?

In our case, we can measure success if our membership is growing and our members are finding value in their membership.



What leadership characteristics impact the development of effective teams?

Effective teams can be positively impacted by leaders who identify and bring together the personalities, experience levels, and skillsets needed to accomplish team goals; who communicate clear direction frequently and in various ways; who empower team members to plan, implement, and assess team efforts; who encourage creativity and innovation; who coach teams through problem solving, conflict resolution, and other challenges; who provide support and resources for teams to accomplish their goals; and who recognize and celebrate team achievements as well as individual contributions.

An effective team can lead organizations to achieving incredible results. What team tools and skills do you utilize to continually improve and motivate your team?

Effective teams can be positively impacted by leaders who identify and bring together the personalities, experience levels, and skillsets needed to accomplish team goals; who communicate clear direction frequently and in various ways; who empower team members to plan, implement, and assess team efforts; who encourage creativity and innovation; who coach teams through problem solving, conflict resolution, and other challenges; who provide support and resources for teams to accomplish their goals; and who recognize and celebrate team achievements as well as individual contributions.

How does your team measure success?

Ultimately, success is measured by achievement of team goals and the resulting contributions to overarching organizational goals. However, part of determining team success involves evaluating the team's effectiveness and efficiency in achieving its goals. This involves identifying areas of strength and needed improvement, as well as lessons learned through the team experience. These findings can then be used by the team to improve processes and practices in its continuing work.



What leadership characteristics impact the development of effective teams?

Impactful leadership requires clear communication, a collaborative spirit, integrity, decisiveness, and the empowerment of others. It embraces feedback and encourages participative leadership within the confines of a team. A leader must engage, be honest, be consistent, think strategically, and listen authentically. To develop an effective team, you must also be curious, creative, resourceful, patient, and compassionate. Team members who feel valued are motivated. Being able to assess a situation and people fairly is a key characteristic of good leadership.

An effective team can lead organizations to achieving incredible results. What team tools and skills do you utilize to continually improve and motivate your team?

In order to motivate and inspire your team, you must clearly define roles and responsibilities. Providing feedback, encouraging collaborations, and empowering team members to think and act independently are all tools to use to continually motivate a high-achieving team. Acknowledgement of both successes and failures is essential to a shared vision and goal. Being mindful that challenges make a team better. They require adjustment, flexibility, and often result in innovative new pathways to the desired results.

To lead with integrity, you must also be willing to be an example for your team. Respect is earned and an authentic leader can positively influence and inspire the team. Continuous learning equals growth. Providing avenues for professional development and opportunities for the team members to meet with others in similar roles to learn best practices makes them better and moves your organization forward. Leadership in a vacuum is void. Developing a relationship with your team members provides insight into both their intrinsic and extrinsic motivators. Aligning team members' strengths and key motivators creates a collective sense of unity and allows for individual team members to feel valued.

How does your team measure success?

Success is measured by evaluating the objectives and outcomes of our goals and programs. The feedback we receive from our volunteers both as leaders and stakeholders is an important indicator of success or failure for any project or program. Member satisfaction contributes to our ability to design attainable and realistic goals. Assessment requires honesty and accountability. True success is met when the team's growth has been paired with purpose, high performance, assessment, and achievement.

Opportunity for all.



NECC prides itself on providing open access to all who want to further their education. Our students are a diverse group and choose NECC for many different reasons: recent high school graduates looking for an affordable way to complete the first two years of their bachelor's degree; adults returning to school or attending for the first time seeking help to finally earn that degree or certificate; members of the local workforce pursuing skills to enhance or change their careers; and adult learners striving to earn their GED or improve their English language skills. No matter why our students come here, they find their opportunity at NECC.



LEADERSHIP

LEGENDS AND LESSONS with Dr. Eduardo Padrón



A discussion between *Leadership* Managing Editor Rose Marie Sloan and Dr. Eduardo Padrón, President of Miami Dade College.

RECOGNIZING A LEADERSHIP LEGEND

Dr. Eduardo Padrón has served as President of Miami Dade College (MDC), the largest institution of higher education in America, since 1995. He is credited with elevating MDC into a position of national prominence among the best and most recognized U.S. colleges and universities.

His pace-setting work at MDC has been hailed as a model of innovation in higher education. He is credited with engineering a culture of success that has produced impressive results in student access, retention, graduation, and overall achievement. MDC enrolls and graduates more minorities than any other institution in the United States, including the largest numbers of Hispanics and African-Americans. He is nationally respected for his advocacy on behalf of underserved populations in higher education, and his in-depth research report, “A Deficit of Understanding,” highlights the funding crisis that threatens access for low-income and minority students. Dr. Padrón has also championed innovative teaching and learning strategies and developed support initiatives to ensure student success.

President Padrón is widely recognized as one of the top educational leaders in the world and is often invited to participate in educational policy forums in the United States and abroad. During his career, he has been selected to serve on posts of national prominence by five American presidents. Most recently, in 2016, President Barack Obama awarded him the Presidential Medal of Freedom, the highest civilian honor in the U.S., for being a prominent national voice for access and inclusion in higher education.

I was working from home on November 16, 2016, with a news channel on in the background. You are a long-time friend of the Academy so your name caught my attention as President Obama began speaking of your national voice and meritorious contributions in higher education – “ensuring all students have access to high quality, affordable education.” You were honored with the Presidential Medal of Freedom, our Nation’s highest civilian honor. Tell us about this moment, and the importance of advocacy on behalf of underserved populations in higher education.



LEADERSHIP LEGENDS AND LESSONS



Receiving the Presidential Medal of Freedom last year was among the most humbling moments I've experienced, and I proudly accepted it on behalf of all past and present students and employees of Miami Dade College. It's the advocacy work of dedicated professors, staff, and college leaders on behalf of our community, especially our underserved populations, that truly exemplifies a commitment to higher education. And it's the grit and dedication of our students that inspire us to tirelessly work to ensure access and inclusion for ALL who seek success via a college education. That's been my guiding principle since I entered higher education more than four decades ago, and is a cornerstone at MDC, our community's great equalizer. It's also how I believe we can improve society and quality of life for all. As an immigrant, the doors of opportunity were opened to me because of this philosophy, and my story is just one of the many manifestations of the American Dream. I often mention that talent is universal, but opportunity is not. At Miami Dade College, we strive to be a beacon of hope for our community, providing the opportunity that is sadly too often beyond reach for many.

As president of Miami Dade College since 1995, the largest institution of higher education in America, you are credited with “engineering a culture of success,” elevating MDC into a position of national prominence among the best and most recognized U.S. colleges and universities. When you reflect on this distinction, what accomplishments immediately come to mind?

Several things come to mind, beginning with the fact that Miami Dade College has admitted more than 2.1 million students –and counting– since opening its doors in 1960. Our region today has approximately 2.7 million people, so we truly are making a positive impact. MDC has some of the highest retention and graduation rates in the nation, and is also the country's top producer of degrees in general. In addition, the college awards more degrees to minority students than any other college or university in the country. I've yet to find a household in Greater Miami that has not been touched by this institution in a meaningful way, and that makes me very proud. It's also important to note that MDC graduates today occupy top leadership positions in every major industry. There are successful MDC Sharks in almost every part of the world, making a difference and ensuring their contributions positively impact their communities. In addition, recent economic impact studies show that MDC, its employees, and alumni contribute more than \$6 billion annually to the local economy. At MDC, we are proud of our culture of success; it's what drives us to keep moving forward as we educate the next generation of leaders.

In 2005, you were honored at the Chair Academy's International Leadership Conference as a recipient of the “Paul A. Elsner Award for Excellence in Leadership.” How did you get involved with the Academy? Share a bit of your leadership journey, as well as your experiences with Dr. Filan.

Receiving the Paul A. Elsner Award for Excellence in Leadership truly was an honor, and I am grateful to The Chair Academy for

its generosity. For years, I have followed and greatly admired the work of The Academy. It fulfills a very important role in higher education, by offering exemplary leadership development opportunities for college and university leaders both nationally and internationally. Their pioneering work has helped develop a new generation of passionate leaders, and our students are truly benefitting from their commitment to excellence. My leadership journey has definitely had its ups and downs –I’ve had moments of great accomplishment and fulfillment followed by times where the challenges and disappointments got the best of me. That’s how good leaders become great leaders, by learning how to transform difficulties into opportunities for growth. I treasure my conversations with Dr. Filan, specifically because he understood the need to motivate people to participate in professional development opportunities. He had the uncanny ability to coalesce all the forces within a college and build strong leadership teams that would carry out the organization’s mission. An incredibly strong force in higher education leadership, Dr. Filan’s innovative spirit and unwavering dedication are the reasons why The Chair Academy remains a strong and innovative organization.

Education is a global enterprise. You are widely recognized as one of the top educational leaders in the world and are often invited to participate in educational policy forums in the United States and abroad. With that in mind, what global initiatives have been most successful, and what would you list as the primary struggles and/or common issues in higher education?

Let’s begin with the struggles, so I can end this question on a positive note. Apathy and indifference are the greatest obstacles to long-term success. The minute we, as leaders, sit back and believe we’ve accomplished our goals is the minute that failure sets in. Unfortunately, this apathy exists both internally and externally, and we must keep our colleagues and those we serve motivated, engaged, and challenged. We must vigorously communicate to our constituencies the importance of a college credential, how in today’s global knowledge economy, it is the only ticket to professional and personal success. Those without a college degree will be left behind, and that’s a reality our society simply cannot afford. Funding, or lack thereof, is another significant and perennial challenge. Traditional funding sources, particularly for public institutions, have diminished over time. As a result, we must be more assertive and innovative than ever, and try to identify new revenue streams that will allow us to remain sustainable for the long haul. On a more positive note, I believe great things have been accomplished in higher education to ensure industries are directly linked to educational institutions responsible for preparing the workforce of the future. At MDC, for example, we vigorously advocate the establishment of apprenticeship and internship programs with local businesses, along with the development of advisory boards to mentor our faculty and students. These working relationships offer our students the opportunity to get a head start on their professional careers, and allow industry experts to mold local talent in

preparation for future employment. These partnerships are key to developing a 21st century workforce, and to position our colleges and universities as hubs of innovation and best practices.

Why is “building leadership capacity” in our institutions and organizations so important?

Our nation’s colleges and universities require leadership by example, and leaders who work tirelessly to ensure students of all socio-economic backgrounds and walks of life are given the chance to succeed. Now more than ever, our colleges and universities need professors, advisors, mentors, counselors, deans, provosts, and yes, presidents, with courage, grit, and passion. While it’s no easy feat, and we all are well aware of the challenges we currently face and will face in the near future, it’s imperative that leadership development remains a priority. It requires commitment, and the desire to strive for common goals of service excellence, innovation, and professional development. Our students depend on strong leaders to help them achieve greatness.

As I work with and coach leaders worldwide, I continually hear about the amount of “change” that is occurring in higher education and within their organizations, and how hard it is. Provide some strategies for dealing with change, as well as insights for positive change.

Change is inevitable, and honestly, often necessary to ensure we are challenged to give the best of ourselves to our work as educators. I believe the best strategy is to accept and embrace lifelong learning. We’ve all learned many concepts and strategies throughout the years, and many remain relevant and effective. But there’s always more to learn, and we should be open to new opportunities for growth in our personal and professional lives. Another helpful strategy is to surround yourself with people who think and problem solve differently, and who embrace processes and approaches that motivate you to think outside the box. It’s often when we are challenged to change that we develop a greater appreciation for our core values as educators, and our overall mission to help our students succeed.


For all NEW leaders, what would you suggest as tips and tools to contribute to their success?

My recipe for success is quite simple. Listen, be humble, and surround yourself with talented people who share your passion for advocacy and service excellence. Also, commit to be a lifelong learner, and understand that constant innovation is imperative. Most important, always find that spark within you that inspires you to keep moving forward. The day that spark fizzles is the day you must move on.

Reflecting on your life and experiences, share with us some of the “leader lessons” you have learned along the way.

The key is to never settle, to always seek the next challenge, and work toward accomplishing your goals. As leaders, we must always move the needle forward and be at the vanguard of thought leadership. We must also continuously study best practices, and apply them when appropriate. Always keep an open mind for new, or different, approaches, and embrace innovation.





LEADING *effective* TEAMS

BY DR. TOM THOMPSON

INTRODUCTION

At The Chair Academy's 2016 International Conference in San Antonio, I was humbled to receive the Paul A. Elsner International Excellence in Leadership Award. It felt almost unfair to have spent 30 years in the college system, throughout which I had shared so many enriching experiences with fellow administrators and academics, and yet become a part of the Paul A. Elsner fraternity so far into my career. To get mentioned in the same breath as the award's past recipients was, for me, truly an honor. My affinity for leadership, the passion I have for it, and the respect I have for all higher education practitioners means that to be a member of that group is truly an honor.

As such, I'm honored to be asked and I'm thrilled to share, with *Leadership's* many readers throughout the world, my thoughts regarding "Leading Effective Teams." In doing so, I plan to set the stage initially by offering my leadership philosophy, which I profile by articulating my belief in the three primary roles of a leader as it applies to leading effective teams. Later, I'll unpack each of these roles by diving deeper into the specific responsibilities of each.

Ultimately, it is my intention, in the latter part of the article, to outline a number of recommendations which I believe will benefit administrators and academics alike, as they move onward in their respective leadership journeys.

Webster (1828) tells us that a philosopher is an individual who meets all eventualities, whether favorable or unfavorable,

with calmness and composure. Additionally, he defines philosophy using a phrase such as "the general principles or laws of a field of knowledge or activity." These definitions appear to indicate the necessity of a higher education leader or academic being somewhat of a philosopher in his or her own right if he or she is to succeed in that profession. That said, although it is a rather daunting task to explain my leadership philosophy as it applies to leading effective teams, I believe, in a general sense, the following three leadership roles constitute a large part of what I value.

To begin, a leader is a **steward** who can only do his or her best, nothing more – nothing less. Frankly, leaders owe that not only to themselves, but to the many administrators and academics who work with them and to the countless students under their supervision. Whatever success I may have had, or may have yet to realize, can be said to be in direct proportion to my abilities not only to instill this idea in those with whom I've worked, but also to live up to the concept myself.

Consequently, I consistently stress to those I work with that what I expect from them is their best effort; that is to say, to do their job exceptionally well and to leave their institution in better condition than when they found it.

I expect them to be enthusiastic and to become the very best that they are capable of becoming. Or simply stated: a better version of themselves. I want them to derive the most satisfaction from knowing that they and those with whom they work did their best in every way. I trust that their plans, conduct, and words reflect their commitment to excellence. As well, I'm thoroughly convinced that those who gain the self-satisfaction in knowing they have done their best will also become known as a good steward – one who is diligent, who seeks to do the right thing, and who is constantly looking to creatively solve the problems not only of today, but those yet to come.

Secondly, leaders must never forget that they are **servants**, and not merely individuals with managerial responsibilities, control, and authority. The higher education professionals within their scope of supervision must be able to receive appropriate guidance in all respects, and not merely in regard to their specific job description.

As such, leaders become servants to those with whom they work. And, as their servants, leaders must be able to see through the eyes of their team members. The servant leader assumes team members are working *with* him or her, not *for* him or her. The leader ensures that team members share in the rewards and understand the "power of we." As a servant, the leader exhibits faith in the team. The leader believes and trusts in each individual, and in doing so, draws out his or her best effort. As a servant, the leader is a man or woman of action, who plans cooperatively and collaboratively, and sets the sail of the team's ship into the wind.



Think about this. Next to a spouse or partner, the servant leader's direct reports spend more time with, and are more likely to be influenced by, the leader than anyone else. The servant leader in higher education is the person who will provide by far the most influence. Consequently, it is not only the duty but also the obligation of the servant leader to be fully aware of and to handle his or her managerial responsibilities with the utmost attention. The powerful influence of modeling needs to be a sacred trust for all leaders responsible for shaping the attitude and competencies of those within their charge.

Thirdly, given the nature of the ever-accelerating higher education system(s), the leader as a **teacher** role has never been more important in exemplifying the impact that is possible through a service approach to stewardship. It is unlikely that an academic of practically any discipline finds it as necessary to follow the laws of learning as diligently and judiciously as it is for the teacher of the fundamentals of leading effective teams.

The leadership fundamentals in those that you hire or those who subsequently report to you should not be assumed. These fundamentals need to be explained and demonstrated. The preferred demonstration should be modeled, practiced, and, hopefully, perfected. Often those reporting to you require constructive feedback and correction. This is provided during one-on-one meetings, and then followed by repeated proper execution under real teamwork conditions.

Ultimately, preferred leadership habits are formed to the point where your direct reports develop the knowledge, skills, and abilities to react instinctively with their respective teams. However, prior to this state being achieved, normally there is heavy lifting to be done on the part of the leader. As their teacher, you need to be there to observe and correct. As their teacher, you also need to be continuously exploring ways to improve yourself so that you may inspire others to improve. The teacher role encourages learning opportunities and welcomes any and all input that may be helpful to one's professional development.

It is my belief that the leader who makes a sincere and determined effort to assume and master the aforementioned

roles is certain to continuously improve his or her qualifications and enhance significantly the success levels in leading effective teams. Any team without leadership is like a ship without a rudder. It will float aimlessly and will likely end up sailing in circles, getting nowhere.

Leaders must accept these roles and know those within their charge to be able to provide effective leadership. The leader must realize, welcome, and assume the responsibilities for each of the aforementioned roles. Beginning with **stewarding**, and with the use of storied examples, the next section of this article unpacks each of these three aforementioned roles in relation to leading effective teams.

STEWARDING

"Lives are changed when people connect. Life is changed when everything is connected." (Qualcomm motto)

The universally recognized Community Learning Campus (CLC) at Olds College, Olds, Alberta, Canada is an innovative educational approach to high school, post-secondary, and life-long learning which is based in the community. It addresses specific rural needs, such as capacity building, by sharing resources, co-investment partnerships, and connecting a variety of institutions (higher education and secondary), community groups, and organizations.

As noted on the CLC website (www.communitylearningcampus.ca), from governance and business perspectives, the CLC is a formal joint venture between Olds College and Chinook's Edge School Division (CESD) in collaboration with the Town of Olds, Mountain View County, and the University of Alberta. Operational since 2010, the CLC guarantees seamless, high quality, accessible, and innovative education. It consists of five multi-use facilities complete with integrated academic and community programming and services.

However, in 2003 the CLC was but a dream. Had it not been for a small group of female parents from the high school council who demonstrated the courage of their conviction, the CLC idea likely would not have taken root. They protested successfully, encouraging the school division to dream bigger and not take the government money which was destined merely for renovation of an outdated high school.

Once the school division approached the college with the idea of sharing its land to build a new high school, my stewardship role as President of Olds College became one of articulating the CLC vision. Additionally, I felt compelled to be catalytic in recruiting team members and setting the terms of the social contract. It was necessary to gain the trust of various team players – one person at a time – in order to give my best regarding the design, funding, execution, and, ultimately, the building of the CLC.

The concept of "leader as steward" was embodied in the journey of the CLC from concept to construction. The original conceptual design team was founded on a culture of trust - a fundamental quality which was stewarded throughout multiple teams of trusting and optimistic individuals. This conceptual design team, and its subsequent working group teams, came to number over 300 people, involving educators, political and



corporate partners, consultants, and community members. Over the course of 18 months, many of these individuals participated in over 600 hours of meetings. Each individual enthusiastically devoted his or her very best efforts to the CLC project, and the bountiful buildings and programs are a testament to the magnificence that strong stewardship can tap.

In relation to the development of trust and its impact upon leading effective teams, Captain D. Michael Abrashoff, in *It's Your Ship* (2002) says,

"The best way to keep a ship – or any organization – on course for success is to give the troops all the responsibility they can handle and then stand back. Trust is a human marvel – it not only sustains the social contract, it's the growth hormone that turns green sailors into seasoned shipmates and troubled companies into dynamic competitors."

To this day, trust and a sense of **WE** before **I**, sustains the values, vision, mission, and outcomes of the CLC. As educators and board members from around the world visit the CLC, they marvel at the facilities and programming. They ask many questions about structure, services, and governance. However, the one thing they have the most difficulty in comprehending with this unique transformative design is "from whence comes this uncommon trust."

SERVING

"Individual commanders should act on their own initiative once the melee had developed." (The Horatio Nelson Touch – Battle of Trafalgar)

In 1995, the city of Grande Prairie, Alberta, was the smallest and most northern city to ever host the Canada Games. These Winter Games, which cost close to 25 million dollars to produce, were composed of 21 different sports involving 3,500 athletes, coaches, managers, and officials. They were directed by a Host Organizing Committee (HOC) comprised of 18 volunteer members who provided oversight to a volunteer force of 8,000 people. The total staff complement was 125, led by a General Manager who reported to the HOC.

At the time, I was the Chairperson of the Department of Business Administration at Grande Prairie Regional College and, additionally, the (volunteer) HOC President. It should be noted that the college encouraged and recognized my community service as a part of my professional commitment. I will always be grateful for their encouragement and support.

With the help of many, I built these Canada Games on a philosophy of multiple ownership, which required an exceptional commitment from the Host Organizing Team and the volunteers within their respective teams to ensure the Games would be a resounding success. As with any large undertaking, these Canada Games required the investment of time and treasure from multiple individuals. By approaching the project as a steward who was prepared to serve through my very best efforts, I was able to harness the necessary interest, enthusiasm, and solid commitment of the team, ultimately achieving success together.

After researching several previous hosts, I came to the conclusion that their team-building and management models based upon planning and predicting were outdated. Because of the accelerated rate of changing circumstances and the relative size and socio-political challenges associated with the 1995 Games, I envisioned leading an effective collection of small teams based upon resilient adaptation. Every one of our 18 teams would need to be networked to become assumption-free and focused on sustained organizational adaptability.

Peters and Waterman (1982) in *In Search of Excellence*, emphasized the importance of adaptable small teams to the overall success of excellent organizations. They stressed what made small teams adaptable: trust, common purpose, shared awareness, and empowerment of individual members to act.

Harnessing and sharing the power and experiences, as noted by General Stanley McChrystal (2015) in *Team of Teams*, of many small teams allowed our Host Organizing Committee to adapt quickly to complex and changing events on the ground. Consequently, innovation was unleashed – an economic and social imperative that couldn't have come from a top-down approach. Serving together in this manner connected each individual with a sense of team and a culture of stewardship toward our common goals and ultimate success.

According to the Alberta Community Development study (1994), the Games spawned an economic impact of over 31 million dollars, with a total sales volume of over 37 million dollars, while creating 421 new person years-of-employment. By all accounts, the 1995 Canada Winter Games, which left a surplus of over one million dollars to the city of Grande Prairie for youth sport development, were considered the best games ever.

TEACHING

"Despite the apprehensions of some, veteran board members and seasoned presidents almost always cite retreats as the single most powerful lever to direct attention to (board) effectiveness..." (Chait, Holland, and Taylor, 1996)

As noted in the Olds College *Governance as Stewardship Policy Manual* (2017), board leadership requires, above all, that the board provide the vision, values, mission, and

outcomes of the college. To do so, the board must first have an adequate vision of its own job. Generally, the board recognizes its own effectiveness as a function of monitoring performance and adding value to the long-term growth and development of Olds College.

Unfortunately, as I have written in my 2015 book, *Governance as Stewardship*, new board members' acceptance of the benefits of governance as a collective effort is not readily understood or linked to board (team) effectiveness and performance. Hence, prior to this acceptance occurring, there is a need to learn about their roles and responsibilities as board members. As with any team, board members require a strong understanding of their shared service to be successful in developing their leadership roles and to reach their goals together. Therefore, teaching them the fundamentals of this team approach is a first task toward building this strong foundation of service and stewardship. Furthermore, boards that participated in targeted, ongoing training did demonstrate effectiveness, improved competency levels, and higher institutional performance ratings.

Leading a learning process toward elite effectiveness, as demonstrated by the Olds College Board, is discussed by Walker (2017), in *The Captain Class – The Hidden Force That Creates the World's Greatest Teams*: “When economists stumble onto some entity that doesn't conform to the usual trajectory of things and can't be easily explained, they often describe it as a black swan.”

As the self-proclaimed and contractually obligated captain of this governance *black swan* overhaul, I've never really exhibited the traits of traditional higher education leadership. If I brought anything to this massive, team-leading renovation, it was my varied experience, unconventional worldview of higher education, entrepreneurial behavior, and willingness to “carry the water.” The reform job was not glamorous, but it did require knowledge of what a successful effort and effectiveness would look like – and a plan to get there.

As a part of his intensive study of elite teams, Walker (2017) identified seven traits of Tier One captains, or so-called members of a forgotten tribe.

1. Extreme doggedness and focus in competition
2. Aggressive play that tests the limits of the rules
3. Willingness to do thankless jobs in the shadows
4. Low-key, practical, and democratic communication style
5. Motivates others with passionate nonverbal displays
6. Strong convictions and the courage to stand apart
7. Ironclad emotional control

To be clear, I certainly do not claim to be a Tier One captain, however I do know that teaching this particular team-leading, learning-based, governance-renewal process to other individuals and teams has yielded similar first-tier results. Many other people, including chairpersons, board members, vice presidents, and support staff contributed mightily to the exceptional turn-around and achievement of governance excellence by this world-class team.



RECOMMENDATIONS

“Winners assemble as a team.” (Ernie Tunnell)

In his recent book, *Thank You for Being Late – An Optimist's Guide to Thriving in the Age of Accelerations*, Thomas Friedman (2016) speaks to one of higher education's greatest challenges: “One of the hardest things for the human mind to grasp is the power of exponential growth in anything.” As everything around our traditional-thinking sector keeps doubling or tripling or quadrupling yearly, the ability to bring collective thought and action to bear on the complex learning challenges has never been more acute. In other words, the assembling, the leading, and the evaluating of future-ready and future-proofed teams appears to have emerged as job one for administrators and academics.

Bearing in mind the aforementioned leadership roles of a team builder – steward, servant, and teacher – allow me to offer *Black Swan* recommendations for all higher education professionals charged with the responsibility of leading teams in this age of acceleration. In brief, I'll focus on three main imperatives: Talent, Team, and Trust. Attending daily to these when working with others will set leaders up for improved relevancy, kinship, and resiliency in their teams and provide enough latitude for human error made elsewhere.

One: There is no substitute for **talent** attraction, acquisition, and retention. That is, talent which is diverse, well-equipped, globally-focused, and, most assuredly, hungry. When recruiting, look deeper, longer, and in non-traditional places for it. Remember, you recruit your own problems. Most high-performing teams will reflect an assortment of intellectual, social, political, and reputational human capital. Once contracted, ensure the reports' growth by mentoring them via regularly scheduled one-on-one meetings. Invest in their professional development. Mutually agree during cycle one on outcomes-based goals. Learn about their backgrounds, values, attitudes, families, and lifestyles. Look for significant improvement in overall performance in the second cycle and for them to be in full stride by no later than the third cycle. It



should be evidenced by universal innovative thinking in their work and in working with others on their team.

Two: Without a consistent attitude of **team** first, there is little hope for the attainment of high group effectiveness. Team synergy is a direct function of all members feeling their investment is worthwhile and valued. Be careful of deterrents to team building, such as terminology (e.g. executive), rewards (e.g. individual), and treatment (e.g. privileges). Teamwork intelligence (TQ)

is every bit as important, if not more important, today as emotional, intellectual, and social intelligence. Encourage it. Reward it. Success is a product of everyone doing his or her job exceptionally well. As their leader, your responsibility is to attend to the orchestration of the performance. For example, many years ago, as a head coach in a major university basketball program, I would sit a player who did not visually and audibly acknowledge the teammate who passed him or her the ball which led to a basket.

Three: Certainly not of any less importance, is **trust**. Its development begins with you, the leader, and the relationship-building process with those who work with you. Your word needs to be the tie that binds. Thus, your actions need to measure up to your words. That is the basis for credibility – known as the bedrock of trust. Remember words count – but deeds count more. The transactional relationships need structure. You and your reports are not equal, and you certainly do not expect to be doing their jobs, nor them to be doing yours. The accountability process needs to be clearly articulated during their orientation. The development of the social contract between the two parties must follow – as mentioned earlier, the outcomes-based goals covenant. Their performance needs to be formally monitored on a quarterly basis, complete with written constructive feedback.

At the end of the day, it is your job as a leader to develop a highly effective team. It is no small task in today's accelerating world with all its distractions, technologies, and complexities. It requires your full attention. A better version of each of your reports is your responsibility. Your mission? Taking your work to the next level annually by doing better work collectively for others on a consistent basis. Be more diligent - more ingenious - more ethically and morally right.

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Dr. Tom Thompson's unyielding clarity of vision for governance and policy has extended his influence worldwide. He is recognized as one of Canada's leading authorities in strategic innovation, and his unique fusion of award-winning leadership and transformative knowledge has ignited renewal for enterprises around the world. The author of *Governance as*



Stewardship, Tom has presented in over 25 countries. He is a recipient of the Gold Medal Award of Excellence from the World Federation of Colleges & Technical Institutes for his governance expertise.

Throughout four decades of leadership in education, sports, marketing and community service, Tom is the standard-bearer for team-building. From his project management distinction as President of the 1995 Canada Games which left an unparalleled legacy of success, to his recent project management expertise that led to the largest personal donation in the history of Alberta colleges and technical institutions, Dr. Tom Thompson is a lightning rod of influence.

Building Collaborative Capacity

Barb Mulholland, *B.Ed., M.Ed., Ed.D.*



Developing an understanding of collaborative processes and being able to create conditions for successful collaboration is foundational to leading effective teams. Fullan (2011) emphasizes that for the leader, “the answer is to realize that collaborative capacity is essential and therefore success is a matter of cultivating the right form of working together” (p. 108). When considering what that “right form of working together” might look like, several questions arise. What leadership practices enable and support collaborative work? How do we hear the multiple perspectives of all members of a team? What process elements might best enable collaboration? These questions underpin a recent doctoral research study on collaborative processes and system improvement.

Collaboration is an “increasingly common way to search for feasible strategies to deal with uncertain, complex, and controversial planning and policy tasks” (Innes & Booher, 1999, p. 412). However, limited knowledge exists about what makes collaborative processes effective. The existing gap between employing collaborative processes to deal with complex tasks and the lack of understanding of how the process works is the problem addressed by this study. This study helps inform the capacity leaders require as they conduct their work in increasingly collaborative contexts. Collaboration is an important area of research because “once collaborative capacity is at a certain level of quality, further investments in the peer culture yield higher-quality implementation and innovation” (Fullan, 2011, p. 105). This article briefly describes the study, discusses the findings and implications, and connects those findings to leading collaborative teams in a post-secondary environment.

Overview of the Study

The purpose of the study was to gain a better understanding of collaboration and what contributes to building collaborative capacity. Two key definitions are foundational to the study. The first is collaboration, defined by Woodland & Hutton (2012) as groups formed of two or more people...to address a shared problem or issue. Fullan (2011) defines the second term, capacity building, as concerning competencies, resources, and motivation. Individuals and groups are considered high in capacity if they possess and continue to develop knowledge and skills, if they attract and use resources wisely, and if they believe they are able to get important things accomplished.

A single case study research methodology was used to study the collaborative efforts of a school district committee tasked with addressing the complex issue of teacher workload. A single case study focuses on one case, and is an “in-depth exploration of a bounded system (e.g. activity, event, process, or individual) based on extensive data collection” (Creswell, 2012, p. 465). This committee was struck for three years, and the study took place during the second year of its term. Data collection and analysis were triangulated through the use of three data sources, including document analysis, face-to-face semi-structured interviews, and field observation of the committee. The data provided a rich description of a successful collaborative process in action, and led to four key findings relevant to leading teams.

Findings and Implications

The four findings outlined below are interdependent, and consist of overlapping content and concepts. The study revealed evidence consisting of a number of concepts or factors leading to each generalized finding. No one finding emerged as more significant; rather all were connected and dependent on one another. The four findings are:

1. The process is determined locally and evolves.
2. The process reflects aspects of a learning organization.
3. The organization’s culture is both the context and the driver for the process.
4. Leadership practices influence the process.

The rest of the article describes the findings and implications leading to recommendations for leaders.

Finding One: The process is determined locally and evolves

The first finding illustrated how the collaborative process used in the committee did not adhere to any predetermined path or manner. One of the factors contributing to this finding was the key role of the chair. The role of the chair had a significant impact on the effectiveness of the committee. The chair was someone who was recognized by the group as having the skills, experience, and relationships necessary to lead an effective committee. Given the complex issue the group was dealing with, it was imperative the chair had the respect of the committee. The chair ensured a level of comfort and a safe environment for individuals to speak openly during their meetings and accomplished this through a number of very purposeful practices.

The chair commenced the committee’s work by outlining recommendations of how the group would function. This was done very informally, but the vision for their task and the importance of hearing all voices was made clear. All participants were given a chance to respond to these suggestions. Once all agreed on their direction and purpose, they moved forward. Every meeting started with a restatement of purpose. This strategy helped the committee stay on task and be solution focused.

The chair also very purposefully engaged all members in each meeting. He ensured he heard everyone's perspective by using a round-table format and calling on each participant multiple times throughout the meetings. This seemingly small detail ensured each participant had an opportunity to share. The chair's very deliberate actions that ensured every participant's voice was heard spoke to the importance of planning the structure of any collaborative meeting. Every leader can quickly adopt the use of a round-table check in, structuring time for people to work individually, in pairs, then in larger groups, and ensuring the purpose and task for each collaborative endeavor is stated clearly. These practices make participants feel comfortable sharing their voice.

The deliberate selection of the committee was to reflect the diversity within the organization. The participants were able to come to the table and set aside any personal motives or agendas through the clarity of vision and purpose that was established at the beginning of their work. This is an important factor in collaborative teams, because it allows the group to be focused on the task at hand. Participants were motivated by the problem, and concentrated on working together to find solutions.

Finding Two: The process reflects aspects of a learning organization

The second finding indicated that the process reflected aspects of a learning organization. Argote (2011) defines a learning organization as a change in the organization's knowledge occurring as a function of experience. The organization learns through a cycle including experience, context, knowledge, and learning processes and manifests itself through thoughts, routines, and behaviors. This finding pointed to a number of specific routines and behaviors of the committee which were reflective of the school district being a learning organization. The factors gleaned from the study supporting this finding include the use of data and documentation, an inquiry approach, and being connected to other committees and groups in the district. Each of these factors will be discussed in the following section.

The use of data and documentation was a significant factor in the success of the group. The participants indicated they wanted to gather data and be solution focused to allow them to find authentic ways to solve problems. They gathered data from their own personal experiences, from artifacts such as policies, procedures, and meeting minutes, and from tapping into additional stakeholders. These data sources were used to guide the conversation. If any participant felt more information was needed to make good decisions, the chair ensured this data was provided. In addition to using multiple data sources, the committee ensured they had enough time to individually review the information before coming together as a group. Focusing on data allowed the team to stay away from personal opinions or beliefs and instead take an inquiry approach.

The inquiry approach allowed the team to use questions to challenge opinions and the status quo. This often pushed them to seek more information. A good example of an inquiry approach was when a participant indicated they had heard a neighboring urban organization had used an innovative

approach to solving a similar problem. The committee sought information from that organization, and after carefully examining it, found the approach would not work in their rural context. By taking an inquiry approach, they were able to pose a question and seek information, as opposed to simply adopting another organization's solution or dismissing it altogether. Consistently asking, "What do we know?", "How do we know it?", and "Do we have all the information we need?" helped the team to focus on their task. Such questioning helped to keep the conversation from becoming personal, and instead focus on the data. This is important for teams, as personal agendas or opinions not supported by data can quickly derail the process.

The committee created documentation to record their deliberations, including survey questions, meeting notes, and communication briefings. This documentation served several purposes. First, documentation helped keep the team organized and focused on their goals. Secondly, it helped to communicate consistent messages, both within the committee and to external stakeholders. Finally, the documentation served as a way to record solutions to issues they were addressing. This allowed the team to document their progress, and provide tangible evidence to fall back upon. At times, it may be tempting to bring teams together and not take time to do something as simple as taking notes in a meeting. It was very clear from this study how meeting notes and documents were critical to the team's effectiveness and to their ability to stay focused on their purpose. Similar to using data to inform decisions, using documentation helped to avoid any potential misunderstandings arising from individual recollections of the process.

Finding Three: The organization's culture is both the context and the driver for the process

The third finding related to the importance of the district's culture as the context and the driver for the collaborative process. The culture of the district and its effect on the way the committee worked together was prevalent in the study. Participants described the district culture as one characterized by respect and strong relationships. The existing structures, communication mechanisms, and expectations of the school district permeated the work of the committee. Participants often referred to other committees and teams in their district, who connected and linked with their work. When leading collaborative teams, the existing culture is an important factor to consider. If the existing culture is not positive, the leader will need to intentionally build additional structures and processes into the team to address these cultural factors. A specific example is to establish norms of behavior at the outset of a collaborative endeavor. These norms might include clearly describing the expectations of how members will treat each other in the group. Each context and culture will require a different approach. A leader may need to tap into external resources, including websites like "The Thinking Collaborative" (www.thinkingcollaborative.com) to find tools needed to frame collaborative work in a beneficial manner.

Interestingly, the study revealed organizational culture both affects and is affected by collaboration and teamwork. The district culture influenced the collaborative process used by the committee; however, the culture of the committee also



affected the district. Members of the committee would tap into the history of the organization to better understand their current state. Examining history in the district helped explore misconceptions such as “the way things have always been done here”. The participants challenged those misconceptions by looking at the facts, such as policies and procedures. The collaborative process broadened participants’ understanding of the organization itself and of the complexity of change, particularly regarding issues that were difficult to solve. Through the collaborative processes used in the committee, participants both enhanced their individual perspectives and developed their understanding of the broader complexities within their organization.

Finding Four: Leadership practices influence the process

The fourth finding illustrates the significant role leadership practices play in the collaborative process. Trust, communication, listening, and establishing a clear vision are aspects of leadership capacity emerging from the study as being particularly significant.

Trust was built between participants at each meeting, through the sharing of information and knowledge, demonstrating competency, good intentions, and following through on issues and topics being discussed. These trust-building actions by leaders are crucial when building teams and must be reinforced

to ensure collaboration can be effective. Research participants commented on feeling safe to speak their mind, ask questions, and bring forward suggestions. The purpose of their work was made clear through regular and frequent communication. This clarity of purpose and vision was foundational to the success of the team.

Participants felt they were consistently listened to, in the committee and in the district as a whole. This contributed to their feelings of trust and respect, and in turn, to their effectiveness as a team. The executive members among the study group spoke of the importance of having processes in the organization that allowed them to listen through multiple connection points. These multiple connection points included regular community town hall meetings, monthly visits to each school, and a number of district committees and teams representing parents, teachers, support staff, and students. These leaders believed that as the organization moved forward it would lose its way if it did not tap in regularly, frequently, and authentically with key people on the front lines. The multiple connection points allowed leaders a number of different avenues for engaging with staff. The executive leaders had a fundamental belief that the whole group was smarter than any individual, and tapping into more voices helped leaders to think differently about things. The participants felt it was important to have the leadership in the organization authentically listen to people. They felt that the multiple connection points laid the foundation for collaboration and teamwork.

The practice of truly listening is one that leaders must exercise when leading teams and collaborative processes. Bryk and Schneider (2002) provide a description that is especially applicable:

Respectful exchanges are marked by a genuine sense of listening to what each person has to say, and in some fashion, taking this into account in subsequent actions or conversations. Even when people disagree, individuals feel that the value of their opinions has been recognized. Such social exchanges foster a sense of connectedness among participants and promote affiliation with the larger institutional context. (p. 126)

Listening helped to build trust and relationships in the committee. This allowed for open dialogue among the team. At times, getting caught up in the busyness of day-to-day work, the importance of simply listening to our colleagues can be forgotten. The findings from this research provide a reminder of how important it is for leaders to take the time to listen.

Summary

The introduction to this paper posed three initial questions: What leadership practices enable and support collaborative work? How do we ensure the multiple perspectives of all members of a team are heard? What process elements might best enable collaboration? The findings from this study provide some answers. The leadership practices of building trust, establishing a clear vision and purpose, frequent communication, and genuinely listening are foundational to leading effective collaborative teams. Multiple perspectives are gathered through establishing routines and processes with the members of the team to ensure all voices are heard.

Process elements necessary for effective collaboration include the use of data and documentation, employing an inquiry approach, establishing a clear purpose, and consideration of the organizational culture.

This study provides a glimpse into the complexities of leading collaborative teams, however, several questions remain for future consideration: How do we create the time and space in organizations to allow for effective collaboration to occur? How do we effectively and authentically welcome dissenting voices in collaboration? How do we ensure that the established structures and processes for collaboration are effective and can persist with changes in leadership? Clearly, building collaborative capacity is foundational to leading successful teams. Organizations can tackle complex issues and tasks more effectively by building collaborative capacity.

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About the Author



Dr. Barb Mulholland has worked in Alberta's education systems for nearly 30 years as a teacher, school administrator, district administrator, and post-secondary administrator. Throughout her career, she has worked in a variety of collaborative contexts, including the Community Learning Campus, a joint venture between Olds College and Chinook's Edge School Division. She is currently the Dean of Agribusiness, Land and Fashion at Olds College where she works with seven unique and dynamic program teams. Barb holds a Bachelor of Education from the University of Alberta, a Master of Education from the University of Victoria and a Doctor of Education in Educational Leadership from the University of Calgary.



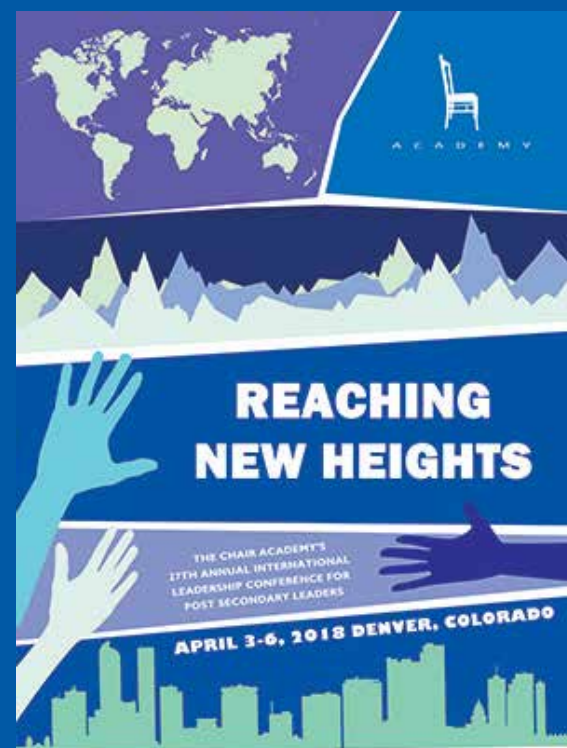
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Presented by Joan McArthur-Blair and Jeanie Cockell, Cockell McArthur-Blair Consulting

In this workshop we will explore an innovative appreciative resilience model that uses appreciative inquiry processes, principles, and ways of being to focus on what is and what might be in order to foster greater leadership resilience; how hope, despair, and forgiveness are elements of leadership journeys; and how leaders can foster resilience for themselves and those around them.

LEADER WELLNESS: REACH NEW HEIGHTS THROUGH GREATER SELF-HEALTH

Presented by Candace Croft, Tabankhu, Soul-Ninja and Keith Smith, Purdue University

Every state of health is a matter of energy. Leaders often attend to team health, yet neglect their own. An unhealthy leader cannot inspire a healthy team. This time focuses on you, the leader, as a self-health coach. Learn simple, fun, and effective strategies to re-connect with your inner healer/coach, align with a state of authentic wholeness, and enjoy greater self-health, wellness, and life/leadership mastery.

THE POWER OF HOPE

Presented by Scott Geddis, Inspired Engagement

This activity-based session will help you explore how you can increase hope in your life, in your students, and in those you lead. During this session, participants will have the opportunity to share "best practices" in a whole new light, the light of developing hope in others.

CULTURALLY COMPETENT LEADERSHIP

Presented by Jacquelyn Gaiters-Jordan, Pikes Peak Community College

Participants will learn definitions of culture and leadership through the lens of culturally competent leadership. Attendees will also build skill sets and learn techniques for transformative leadership and inclusive communications.

THE FUTURE OF LEADERSHIP: IT'S VERTICAL

Presented by David and Carole Schwinn, authors of the Transformative Workplace

This workshop will examine the forces for change in the leadership development field; differentiate between horizontal and vertical leadership development; explore the emerging approaches to vertical leadership development; and actively engage with others in "Practicing Wholeness," an accessible methodology for collective vertical development.

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ADVANCED LEADERSHIP
DEVELOPMENT PROGRAMS



UPCOMING 2017 ADVANCED LEADERSHIP ACADEMIES

Arizona Advanced Leadership Academy

Mesa, Arizona, USA

Part 1: February 7-9, 2017

Part 2: TBD (February) 2018

Additional Upcoming Academies

Wisconsin Advanced Leadership Academy

Madison, Wisconsin, USA

Part 1: June 2017

Part 2: TBD (June) 2018

Alberta Advanced Leadership Academy

Alberta Canada

Part 1: TBD (October) 2017

Part 2: TBD (October) 2018

DEVELOP YOUR LEADERS!

The Chair Academy invites you to continue your journey as a transformational leader by attending an Advanced Leadership Academy.

The Chair Academy is dedicated to delivering exemplary leadership development. The Academy has offered world-class, competency-based leadership development programs for college and university leaders since 1992. Leadership programs are offered at the organizational, state, regional, national, and international level.

The Advanced Leadership Program is a comprehensive, 12-month program consisting of:

Two, three day-long, residential training seminars, one year apart involving discussion on relevant topics, engaging exercise, videos, and case studies

Individualized Professional Development
Create a development plan to identify performance and leadership goals.

A Mentoring and Support Program
Receive ongoing support from an Academy coach, and a mentor of your choosing.

Reflective Practice and Journaling
Gives time and space to progress toward achieving individual leadership goals.

Assessment Surveys
Individual surveys and assessments tailored to the advanced leader's experience.

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LEADERSHIP DEVELOPMENT
PROGRAMS



UPCOMING 2018 LEADERSHIP ACADEMIES

Ontario Foundation Academy

Toronto, Ontario, Canada

Part 1: April 30-May 4, 2018

Part 2: TBD (May) 2019

REGISTRATION OPEN

Foundation Academies In Development

Northeast Leadership Development Institute

Hyannis, Massachusetts, USA

Part 1: June 2018

Part 2: TBD (June) 2019

Wisconsin Leadership Development Institute

Madison, Wisconsin, USA

Part 1: June 2018

Part 2: TBD (June) 2019

Alberta Foundation Academy

Canmore, Alberta, Canada

Part 1: June 2018

Part 2: TBD (June) 2019

Advanced Academies In Development

British Columbia Advanced Academy

Vancouver, British Columbia, Canada

Part 1: April 2018

Part 2: TBD (April) 2019

Maryland Advanced Academy

Columbia, Maryland, USA

Part 1: August 2018

Part 2: TBD (June) 2019

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Each week is focused on relevant topics and linked to engaging exercises, videos, and case studies.

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A Mentoring and Support Program

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Reflective Practice and Journaling

Gives time and space to progress toward achieving individual leadership goals.

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THE ALUMNI OF LEADERSHIP

Recognizing Academy Alumni

The Chair Academy wants to recognize and to celebrate those transformational leaders who graduated from Academy programs this past year!

Recognizing and Celebrating Our 2016-2017 Academy Graduates

Advanced WLDI

Burgau, Tam
Caldero, Ana
Canavera, Jennifer
Daykin, Rande
Hamm, Doug
Jascor, Barb
Kasubaski, Carrie
Kettner-Sieber, Jackie
Morris, Jacqueline
Persinger, Bill
Schmit, Myke
Straub, Steve
Sullivan, Jeff
Wunderlich, Valarie

Advanced LIALA

Atwood, Alexander
Boecherer, Michael
Bosco, Nicholas
Brady, Christine
Crowe, Christine
Densmore, Timothy
Dereme, Theresa
Dovell, Karen
Gherardi, Christopher
Gutowski, Sarah
Heraghty, Alphonses
Hill, Robin
Napolitano, Joe
Seger, Bruce
Smith, Phoebe
Sta Maria, Maria
Tucker, W Troy

Velazquez, Tania
Warshauer, Leanne
Wolfson, Joshua

Alberta

Baky, Emma
Batsuren, Eenjin
Benner, Loanne
Berard, Nicole
Betker, Alfie
Bielert, Shari
Black-Allen, Jesse
Brittain, Bruce
Chell, Wanda
Cygman, Leon
Domeij, Brenda
Finnigan, Jason
Forer, Morai
Gifford, Cassandra
Hammel, Graham
Hessel, Susan
Holden, Lynda
Howe, Billy Jo
Hunter, Wayne
Jamieson, Lisa
Jungert, Claudia
Kinelovsky, Dasha
McDonald, Karen
Morley, Enda
Noble, Kim
O'Donnell, Debbie
O'Toole, Thomas
Ortiz-Hernandez, Pablo
Padua, Rodel
Patrie, Nicole
Perron, Melanie
Pohorelic, Scott
Roy-Heaton, Catherine
Sabeti, Milad
Scroggins, Stephanie

Seitz, Tracey
Seward (Nowensky),
Amanda
Steman, Mike
Toner, Seamus
Bru, Carrie
Vuong, Alice
Walsh, Arlene
Topolinsky, Derek
McCauley, Diane
Rolland, Mike

NELDI

Baker, Barbara
Barrio, Paulo
Bautista, Aurora
Blumberg, Liz
Cohen, Debra
Coughlin, Colleen
Davis, Lynne
Davis-Eyene, Mishawn
Ellis, Lauren
Farley-Larocca, Lynda
Foley, Gina
Frazier, Ricky

Green, Russell
Hammond, Brady
Harrington, Liza
Jackson, Courtney
Javdekar, Chitra
Johnson, Carol
Kim, Young Bae
Lapomardo, Elaine
Leynedecker, Ginger
McManus, Sharon
Mooney, Nicole
Moore, Ashley
Moyano Camihort, Karin
Popeney, Mark
Richardson, Tammy
Gaiters-Jordan, Jacquelyn
Simmons, Jenilee
Simms, Sara
Sims, Hillel
Sugarman, Cristy
Taimanao, Zerlyn
Wixsom, Rick
Stein, Michelle
Monestime, Carrie





OHIO 2016-2017

WLDI

- Adams, Sarah
- Anderegg, Jennifer
- Barker, Karen
- Camillo, Ann
- Church Hoffman, Mandy
- Cioci, Jessica
- Clark, Amy
- Cooke, Audra
- Ellie, Bethine
- Fitch, Lynn
- Foley, Kevin
- Foley, Andrea
- Fontanez, Carol
- Gerke Corrigan, Shannon
- Graf, Brandon
- Hader, Joan
- Havlik, Shannon
- Hayden, Melissa
- Konruff, Ben
- LaVoy, Lynea
- Mero, Kasondra
- Merrill, Henty
- Nasgovitz, Wendy
- Osinski, Laura
- Panke, Aaron
- Ravn, Tracy
- Rickert, Diana
- Sandmann, Suzanne

- Schindler, Brooke
- Schroeder-Beers, Mona
- Smith, Bob
- Small-Taylor, Wendy
- Soodsma, Heidi
- Walker, Kate
- Wind-Norton, Laura

Ohio

- Abbott, Joseph
- Bobb, Jill
- Burkholder, Paul
- Busick, Rhea
- Hammit, Jennifer
- Hill, Sarah
- Hysell, Deb
- Keller, Wendi
- Kincaid, Heather
- Kline, Elizabeth
- Lawler, Kim
- Longkumer, Senti
- Piggrem, Gary
- Reardon, Kevin
- Shappell, Andrew
- Wagner, Dan
- Weirick, Chad
- Wilson, Amy
- Bowling, Charity
- Shore, Allen

Orlando, Elizabeth

**Internationally Licensed
Victoria University,
Melbourne, Australia**

- Gluyas, Kelly
- Fitzsimons, Karen
- Hammil, Jackie
- Bonanno, Bernadette
- Luchini, Emily
- Houli, Rebecca
- Irato, Rosemary
- Livingstone, Gareth
- Everett-Vance, Aine
- Howard, Anne
- Fowler, Priscilla
- Barter, Emily
- Marney, Koya
- Baker, Karen
- Rando, Stephen
- Bendle, Graeme
- McMahaon, Aprille
- Thompson, Mark
- Campbell, Wendy
- Borg, David
- Isacsson, Jonny
- Willis, Leigh
- Wihlm, Cathy



WLDI 2016-2017

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LEADERS INSPIRED
VISION PEOPLE
LEADERS COMMUNITY
PURPOSE CULTURE
DIVERSITY WORLD
SHARING EMOTIONAL
INTELLIGENCE
TRANSFORMATIONAL
LEADERS INSPIRED
VISION PEOPLE
LEADERS COMMUNITY
PURPOSE CULTURE
DIVERSITY WORLD
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VISION PEOPLE
LEADERS COMMUNITY
PURPOSE CULTURE
DIVERSITY WORLD
SHARING EMOTIONAL
INTELLIGENCE

THE ALUMNI OF LEADERSHIP

Recognizing Academy Alumni



Roger Stanford
Named President of
Western Technical
College



Brenda Thames
Named President of
West Hills
College Coalinga



Barbara Gaba
Named President of
Atlantic Cape
Community College



Judy Korb
Vice President
Retired from
Johnson County
Community College



Tom Thompson
President
Retired from
Olds College



Cynthia Roman
President
Retired from
Oakland
Community College



Richard Strand
Executive Director
Retired from
the Chair Academy



Rose Marie Sloan
Named CEO of
the Chair Academy

AUTHOR'S VOICE *The Ideal Team Player*

PATRICK LENCIONI

Each *Leadership* issue includes a section on “The Literature of Leadership” in which short reviews are presented on select books of topical relevance. A number of criteria are considered in selecting which books to review, such as the relevance of the book to the thematic focus of the specific journal edition, reputation/significance of the author in the field, critical reviews from various reputable sources, and potential interest to our readership. In order to create an opportunity for the author(s) of one of the books on our “highly recommended” reading list to contribute their extraordinary insights and perspectives for the benefit of our readers, we have included the “Author’s Voice”.

In this issue of *Leadership*, Patrick Lencioni, author of *The Ideal Team Player: How to Recognize and Cultivate the Three Essential Virtues*, shares his insights and perspectives on effective strategies for recognizing and cultivating great team players in building effective teams. He is the author of numerous bestselling books, such as *The Five Dysfunctions of a Team* and *The Advantage*. Lencioni is the president of The Table Group, a management consulting firm specializing in executive team development and organizational health. As a consultant and internationally acclaimed speaker, he has extensive experience in working with organizational leaders and teams ranging from Fortune 500 companies to high-tech startups to universities and nonprofits.

Q: In the introduction to *The Ideal Team Player*, you observed that great team players are somewhat rare. Can you elaborate on why you believe this to be the case?

For a person to be an Ideal Team Player, he or she has to excel in all three virtues: humble, hungry, and smart. What makes an ideal team player powerful and unique is not the individual attributes themselves, but rather the required combination of all three. If even one virtue is lacking in one team member, it makes teamwork significantly more difficult. All human beings are flawed, but the ideal team player is able to consistently demonstrate each of these virtues on a regular basis, and that’s not always easy.

Q: The central thesis of your book is that leaders who can identify, hire, and cultivate employees who are humble, hungry and smart—the three essential virtues that comprise “The Ideal Team Player Model”—will be more likely to build stronger teams and, in turn, realize positive organizational results. You indicated that this model evolved from your own company’s operating principles stemming back to 1997. What authors and/or scholarly works most inspired your initial thinking to adopt these core principles and why?

Actually, humble, hungry, and smart were the values I looked for in anyone that worked for me prior to starting The Table Group. I ran a department at a software company, and I decided early on that those would be the values I would look for in my people. When I started The Table Group with some of my colleagues from that company, there was no question those values would stay with us. I think I just realized early in my career that people who possess the three virtues are fun to work with, and they get things done.

Q: The power of storytelling in the form of a fable was used to introduce the reader to the three indispensable virtues that make some people better team players than others. Why did you choose this style of presentation? What advice would you offer institutional leaders on how best to leverage the art of storytelling in cultivating a culture of teamwork?

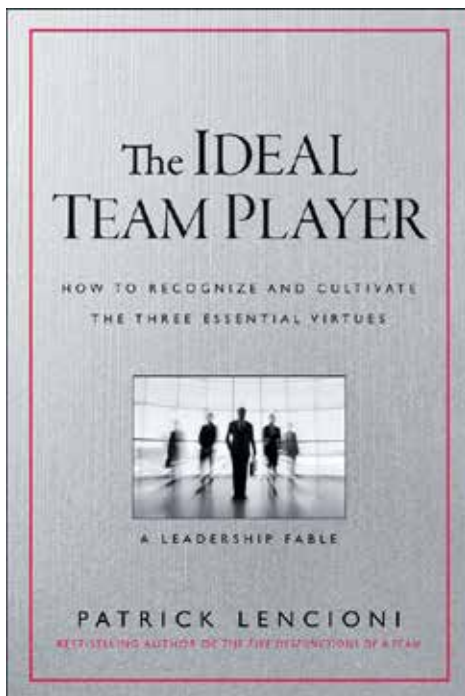
When I started writing, I wanted to create something that could hold the reader’s attention. I was an amateur screenwriter when I was younger and I really enjoy how characters and dialogue can help communicate the subtleties of a concept while keeping the readers interested. And, I think seeing how a character works through these concepts in a realistic story can help us to understand them at a deeper level.

Q: Four primary applications of the ideal team player model are described in your book including: (1) hiring, (2) assessing current employees, (3) developing employees who lack one or more essential virtue, and (4) embedding the model in organizational culture. Which sections were your most and least favorite to write, and why?

As I began writing the book and developing the ideas with my colleagues, we were surprised by how much there was to communicate around these three seemingly straightforward virtues. It was a struggle to keep things simple and still communicate the many nuances of the model. I think that it is easier to hire ideal team players than to develop someone who may struggle with one of the virtues, so I’d say the development portion was the most difficult to write.

Q: *The Ideal Team Player* is a complement to one of your earlier bestselling books, *The Five Dysfunctions of a Team*. Can you elaborate on why you chose to build connections between the two books, and whether this is a direction you plan to take in future books?

Many of the readers of *The Five Dysfunctions of a Team* have been involved in consulting and training activities around that model which focuses on how a group of people must interact in order to become a cohesive team. This book, and the “humble, hungry, smart” model, focuses on the individual



team member and the virtues that make him or her more likely to overcome the dysfunctions that derail teams. We've found that some teams hit a wall in their progress overcoming the dysfunctions. In many cases, they can break through that wall by having team members go deeper into their individual development around the virtues that might be holding them back. Further, the model and tools

in my new book provide yet another opportunity for a team to be vulnerable with one another. By sitting down and acknowledging their strengths and weaknesses—and remember the leader should go first—a team can develop greater levels of trust, which make conflict, commitment, and accountability that much more likely. All of my books have something to do with developing what we call “organizational health”, so while there is some overlap, all of the books can stand on their own.

ABOUT THE AUTHOR



Pat is the founder of The Table Group and the author of 11 books which have sold over 5 million copies and been translated into more than 30 languages. *The Wall Street Journal* called him “one of the most in demand speakers in America.” He has addressed millions of people at conferences and events around the world over the past 15 years. Pat has written for or been featured in numerous publications including *Harvard Business Review*,

Inc., *Fortune*, *Fast Company*, *USA Today*, *The Wall Street Journal* and *BusinessWeek*.

As CEO, Pat spends his time writing books and articles related to leadership and organizational health, speaking to audiences interested in those topics, and consulting to CEOs and their teams.

Prior to founding The Table Group, Pat worked at Bain & Company, Oracle Corporation, and Sybase. Pat lives in the Bay Area with his wife and four boys.

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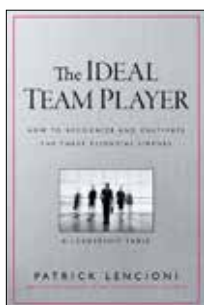


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THE LITERATURE OF LEADERSHIP

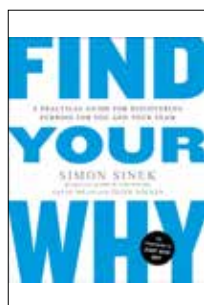


REVIEWS BY LYNDA WALLACE-HULECKI, Ed.D.



THE IDEAL TEAM PLAYER: HOW TO RECOGNIZE AND CULTIVATE THE THREE ESSENTIAL VIRTUES
Patrick M. Lencioni (2016)

If you have participated in the Chair Academy's leadership development programs, you will be familiar with Patrick Lencioni's classic best seller, *The Five Dysfunctions of a Team*. In Lencioni's latest book, *The Ideal Team Player*, he shifts his focus from the tangible behaviors underlying effective teamwork to the indispensable virtues of an ideal team player. In the first half of the book, Lencioni utilizes his signature storytelling style to reveal three essential virtues that define an ideal team player. The remainder of the book presents a practical model and its application in hiring the "right people", in assessing current employees, in developing employees who lack one or more of the virtues, and in embedding the model within the organization's culture. Drawing from the author's extensive experience in management consulting, he presents practical tips and tools for building high-performing teams. Another feature of the book is the compatibility of the "five dysfunctions of a team" model for effective teamwork with the "ideal team player" model for selecting and cultivating individual team members who are most likely to overcome dysfunctions that derail teams. This book will appeal to leaders at all levels who seek a quick read on practical and relevant approaches for cultivating effective team players. Please refer to the "Author's Voice" section of this edition of *Leadership* to gain greater insights on this book from the author.



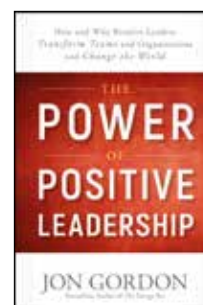
FIND YOUR WHY: A PRACTICAL GUIDE FOR DISCOVERING PURPOSE FOR YOU AND YOUR TEAM
Simon Sinek, David Mead, and Peter Docker (2017)

Do you wake up every morning with a clear sense of purpose for doing what you do? According to Simon Sinek, author of *Start With Why* (2011), few people do. Sinek contends that by knowing your WHY, every organization—and every individual—can make choices that lead to a greater sense of fulfillment. *Find Your Why* (2017) is the companion to *Start With Why*. This newly released book provides a simple, step-by-step guide to finding your WHY. The first chapter begins with a condensed recap of Sinek's WHY concept. The remaining six chapters, written along with the highly experienced WHY team of David Mead and Peter Docker, present a practical guide for discovering your WHY as an individual or organization, as well as your HOW (strengths) for bringing your WHY to life, and your WHAT (tangible actions). While the WHY concept sounds similar to articulating a mission, vision, values, and strategies, the focus is more action-oriented than aspirational. The authors provide detailed descriptions of the process stages for finding your WHY, including action steps, exercises, illustrations, tips on facilitating the process, as well as answers to frequently asked questions. Whether you are the leader of a team, division, or organization, this book can guide you in finding your source of inspiration and, in turn, engaging and inspiring others to join the WHY movement.



YOU ARE THE TEAM: 6 SIMPLE WAYS TEAMMATES CAN GO FROM GOOD TO GREAT
Michael Rogers (2017)

You Are the Team by Michael Rogers begins with two value propositions: first, that "Great teams are made up of great teammates"; and secondly, that what makes a great team starts with the unique talents, experiences, perspectives, and commitment YOU personally bring to help drive your team to greatness. Based on 20 years of experience in working with hundreds of leaders in building effective teams, Rogers highlights six qualities (the 6 Bs) that every member of a team should strive to live in order to realize greatness. Each chapter addresses one of the 6 Bs—*Be Selfless, Be Trustworthy, Be Humble, Be Positive, Be Respectful, and Be Great*. Through the use of engaging stories, personal examples, practical how-tos, and chapter-specific reflective questions, Rogers inspires the reader to reflect on her/his own approach to teamwork. Of particular interest was the chapter on *Being Trustworthy*, which eloquently addressed the uncomfortable (and often avoided) topic of how to productively challenge others and engage in debate from a place of caring. Whether you seek a book to inspire your soul or motivate your team, this book would be a valuable resource. An added bonus is the inclusion of a self-assessment survey on teammate effectiveness at the end of the book, and references to other team-building resources.



THE POWER OF POSITIVE LEADERSHIP: HOW AND WHY POSITIVE LEADERS TRANSFORM TEAMS AND ORGANIZATIONS AND CHANGE THE WORLD
Jon Gordon (2017)

In a world in which negativity abounds, Jon Gordon offers a dose of optimism that fuels the leadership spirit. A motivational speaker and author of numerous best-selling books, Gordon uses compelling stories to convey a framework on positive leadership and proven principles of effective practice. Grounded in a strong foundation of research on leadership effectiveness, he presents a convincing and inspiring case for adopting a positive leadership style to enhance team unity, interpersonal connection, commitment, performance, and sustained positive results. Each chapter focuses on one of nine principles that comprise the framework advanced for positive leadership including: driving positive cultures; creating and sharing a positive vision; leading with optimism, positivity, and belief; confronting, transforming, and removing negativity; creating united and connected teams; building great relationships and teams; pursuing excellence; leading with purpose; and having grit. This book is a must read if you aspire to build great teams, or just need a lift in spirit to overcome the negativity, adversity, and challenges of everyday life.

RATING ★★★

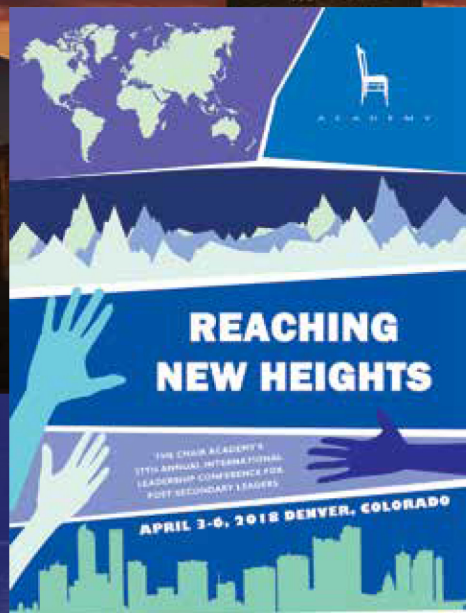
RATING ★★½

RATING ★★★

RATING ★★★

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

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- Barbara Trautlein (Author of *Change Intelligence*)
- Tom Matson (Author of *Strengths for Students*)
- Jeffrey Buller (Author of *Positive Academic Leadership*)

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