



# LEADERSHIP

JOURNAL FOR POST-SECONDARY LEADERS VOLUME 24.1 SPRING/SUMMER 2018



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NEW  
HEIGHTS**





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# THE CHAIR ACADEMY

Leadership: The Academy Journal

## VOLUME 24.1 SPRING/SUMMER 2018

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## OUR MISSION IS...

...to design and promote world-class training programs and services to advance academic and administrative leadership for post-secondary institutions worldwide in an era of change.

## HEY THERE! GOT A COMMENT? A MANUSCRIPT? EDITORIAL? WE WELCOME YOUR INPUT!

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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# REACHING NEW HEIGHTS

## EDITORIAL

Aligning this journal to the 27<sup>th</sup> Annual Conference title clearly foreshadows the overall issue theme as well as the challenge we have being leaders who are constantly striving for continuous improvement and higher quality/standards for both our students and our communities. This edition of *Leadership*, as has been the tradition for many years, highlights conference award winners and their stories describing their leadership journeys. As you read these inspiring stories, you will be amazed and reinvigorated by the examples where individual work and commitment opened doors to new opportunities and provided a path that took each individual to new heights, both personally and professionally.

As I write this opening editorial, I cannot help but reflect on the many ways each conference and each journal has renewed and strengthened my commitment to leadership excellence and more importantly, my desire to grow in ways that encourage the commitment of others to our mission of service and student experience. On the last day of the 27<sup>th</sup> Annual Conference, I was asked to share what attending all 27 conferences had meant to me. When I returned home and watched the short video of my brief interview that Vy Kim, Social Media Coordinator, posted on social media, I reflected a bit on how my “perfect attendance” demonstrates my constant desire to reach for new heights professionally and personally.

As we all consider what might drive us to consistently attend one event or another, the reasons probably tend to be attached first to relationships far more often than learning, or even recognition. Sure, many organizations acknowledge “perfect attendance” like my Rotary club that hands out certificates each year or my church where good attendance is rewarded with more work. In some instances, ‘perfect’ attendance may not be viewed as a positive. For example, I remember my best friend in high school skipping the senior class award ceremony to avoid being recognized for his perfect, year-long attendance, an embarrassment to avoid rather than a recognition to embrace.

Thinking about my attendance now is even more interesting. My reasons to attend the last 27 years were not for recognition or ceremony, but rather the action reflects my commitment to the

**BILL LAMB**, *Vice President, Academic Affairs, Kirkwood Community College*

mission of the Chair Academy, and to reaching higher in my own professional life each year. As leaders in higher education, we all need to have a personal “grounding group;” the place where we can be honest with others and receive honesty and trust in return. Without that kind of support, we are doomed to miss the mark in our reach, and new heights may often seem to be one or two steps removed from our place. This is what the Chair Academy Conference has done for me. In the past, I’ve mentored many who found themselves “stuck,” feeling that getting “unstuck” is just too much work and the reach just too far away.

The Chair Academy webpage ([www.chairacademy.com](http://www.chairacademy.com)) has a wonderful quote from my good friend and longtime leader of the organization, Gary Filan. “The leader of the future must be tireless, inventive, observant, risk-taking, an ever-hopeful builder and enabler of management and leadership teams within the college. If successful, the leader will have constructed teams that carry out the organization’s vision, goals, and purpose. By working together, these teams will accomplish more than any individual member ever could.” His words are the map to reaching new heights in our organizations and in our lives.

In addition to the articles about the conference award winners noted previously, this edition of *Leadership* includes articles related to several new partnerships for the Academy as well as articles on innovative approaches to transforming career and technical education. The practical application of ideas and strategies has always been the hallmark of the Academy mission and is prevalent with this edition, modeling the way for the future.

I can truthfully affirm that although attending all 27 conferences was not a plan I envisioned in 1991 when I was at the downtown Phoenix Hyatt hotel, with each conference I have been enlightened by new ideas, enthralled by renowned leaders from all over the world, and most importantly, reconnected to wonderful friends and colleagues. As with this edition of *Leadership*, your connection to the Academy can be enhanced and rejuvenated. The journal can help you focus on elevating your own work to new heights and help us all reflect on the value we provide to our organizational teams as we serve our roles as leaders striving for a better future.





A C A D E M Y



# REACHING NEW HEIGHTS

THE CHAIR ACADEMY'S  
27TH ANNUAL INTERNATIONAL  
LEADERSHIP CONFERENCE FOR  
POST-SECONDARY LEADERS

APRIL 3-6, 2018 DENVER, COLORADO





# CHAIR ACADEMY EXEMPLARY LEADERS

The 2018 Idahlynn Karre Exemplary Leadership Award Recipients



**HEATHER ALBINGER**  
Waukesha County  
Technical College



**ANGELA CURRIER**  
Sinclair  
Community College



**TODD EASTIN**  
South Mountain  
Community College



**ALI ESMAILI**  
South Texas  
College



**STANLEY JENSEN**  
Henry Ford  
College



**BRUCE SEGER**  
Suffolk County  
Community College



**CHRISTINA TULLOCH**  
Southern Alberta  
Institute of Technology



**CALVIN WHITEHEAD**  
Lethbridge  
College



**GEORG WINDISCH**  
Southern Alberta  
Institute of Technology



**BERMUDA COLLEGE AND BOWIE STATE UNIVERSITY  
SYM-Q TEAM**

Constance Ridley-Smith, Ph.D., Bermuda College  
Cordell Riley, M.Sc., Bermuda College  
Davitta B. Ealy, M.S. Bowie State University  
Wendy M. Edmonds, Ph.D., Bowie State University  
Marsha E. Jackson, Ed.D., Bowie State University



**SOUTH TEXAS COLLEGE  
STARFISH TEAM**

Isaac Garza, South Texas College - Dr. Christopher Nelson, South Texas College  
Willie Johnson, South Texas College - Dr. Nancy Garcia, South Texas College  
Dr. Maricela G. Silva, South Texas College - Marcus Steen, South Texas College  
Ana R. Pena, South Texas College - Dr. David Plummer, South Texas College

VISIT US ONLINE TO NOMINATE A LEADER OR GROUP OF LEADERS  
TO BE RECOGNIZED AT THE CHAIR ACADEMY'S  
2019 INTERNATIONAL CONFERENCE IN ATLANTA, GEORGIA  
[www.chairacademy.com/conference/2019/c19exe.html](http://www.chairacademy.com/conference/2019/c19exe.html)



# CHAIR ACADEMY AWARD RECIPIENTS

Recognizing the Gary Filan Excellence in Leadership Award Recipients



## DANIELLE STAPLES

Danielle Staples is the Mathematics Department Chair and a faculty member at Arapahoe Community College in Littleton, Colorado. Danielle has over 14 years of teaching experience, with 10 years in a higher education setting. She has played a central role in many initiatives such as restructuring development mathematics, designing and implementing co-requisite courses to expand access to college-level curriculum, and collaborating in a partnership with the Massachusetts Institute of Technology federally funded “First in the World” grant. Danielle is an active member of the American Association of Women in Community Colleges and is approaching the dissertation phase of her Ph.D. program in Higher Education Leadership. Not only has Danielle seen the faculty and administrative view of the community college environment in her multiple roles, but Danielle is also a proud alumnus of Lorain County Community College in Elyria, Ohio. Danielle is thankful for the opportunity to engage in the Foundation Academy Program and working towards developing as a successful community college leader.



## WAYNE BUTSON

Wayne has over 20 years' experience within higher education in varying leadership roles. Currently, Wayne is responsible for the centre that delivers English programs to newly arrived migrants and asylum seekers, creative arts program including visual arts and music, and a suite of business and leadership programs including the Academy program delivered under licence in Melbourne. Wayne also manages the Wurreker Strategy on behalf of Victoria Polytechnic. The Wurreker program is a partnership agreement with the Victorian Government and the Victorian Aboriginal Association Incorporated to improve education and training delivery for indigenous students. Wayne's centre continues to work with a number of community agencies, sporting groups, and corporate bodies to assist them to develop the capacity of their workforce.

In previous roles as Director and Associate Dean at Victoria University Wayne managed a range of programs in the Health and Community Services areas including Nursing and Community Development reflecting his previous career in Local Government Youth and Community Services delivery.

## CHAIR ACADEMY SPONSORSHIP AWARDS PROGRAM

The Academy has supported the need for advancing leadership training at post-secondary (PS) 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 further 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. In 2009, a sponsorship account was established to cover sponsorship needs. The sponsorship account is funded by a portion of program participant fees and allocated with permission of the Executive Director and/or the Associate Director.

[www.chairacademy.com/conference/sponsorship.html](http://www.chairacademy.com/conference/sponsorship.html)



# CHAIR ACADEMY AWARD RECIPIENTS

## Recognizing the Chair Academy Director's Award Recipients



### JUDY KORB

Dr. Judy Korb has over 25 years of experience in education and training. Her background includes executive leadership, business professor, management consulting, and professional/organizational development including needs assessment, meeting facilitation, and training for businesses and colleges.

Judy was the Executive Vice President of Human Resources and Workforce, Community, and Economic Development at Johnson County Community College in Overland Park, KS. She and her HR staff were responsible for compensation, benefits, employee relations, compliance, and professional development opportunities for 2,500 faculty and staff at JCCC. In Workforce, Community, and Economic Development, Judy and her staff created workforce and economic development solutions for Johnson County businesses and professionals through training and community partnerships.

Judy has facilitated planning sessions, meetings, and training for small and large companies and colleges on local, regional, and national levels. She consults and delivers training in interpersonal communication and organizational development topics for business and colleges. Judy has a Master's degree in business from Webster University and a Ph.D. in Educational Policy and Leadership/Organizational Behavior from the University of Kansas.



### ST. LOUIS COMMUNITY COLLEGE AV TEAM

Muha Hadziselimovic, Alex Polounin, and Justin Jennings have been the Audio/Visual support team for The Chair Academy conferences since 2014. They have given their expertise, time, energy, vast amounts of equipment, and professionalism to support each conference. By doing so, the Academy is able to allocate resources elsewhere, allowing affordable conference destinations for world-class, post-secondary leadership education and training.

The STLCC team personifies the commitment and innovation needed to make conferences run seamlessly. A team that promotes communication, trust, cooperation, and respect, they have demonstrated the ability to establish and maintain harmonious working relationships both internally and externally.



# CHAIR ACADEMY AMBASSADOR

**Recognizing the Chair Academy's Newest Lifetime Member**



## **RICHARD STRAND**

Dr. Richard Strand has enjoyed several rewarding careers as a leadership practitioner.

As a commissioned officer in the United States Army, he successfully commanded at the company, battalion, and brigade levels in addition to holding increasingly responsible staff positions as a general staff officer assigned to Headquarters US Army Europe, a branch chief on the Joint Staff in Washington DC, and as a Special Assistant to the Supreme Allied Commander, Europe.

From 1998-2010, Richard served as the Dean for Business and Technology at Olympic College in Bremerton, Washington where he had oversight for some 130 staff and faculty and 14 highly diverse academic programs.

Finally, Richard served as the Executive Director of The Chair Academy from November 2012 to October 2017. Richard credits the Chair Academy with having had a remarkable impact on his own personal leadership journey and relishes his role as an Academy Facilitator.

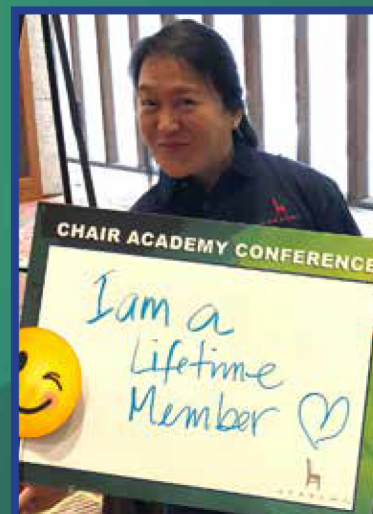
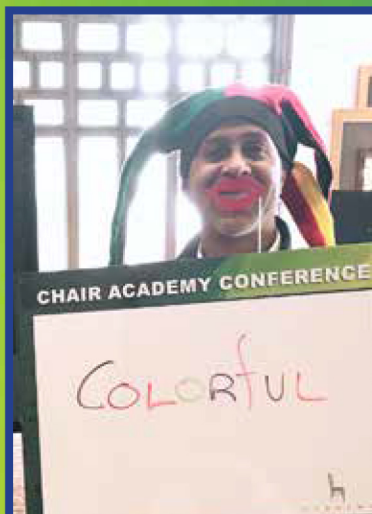
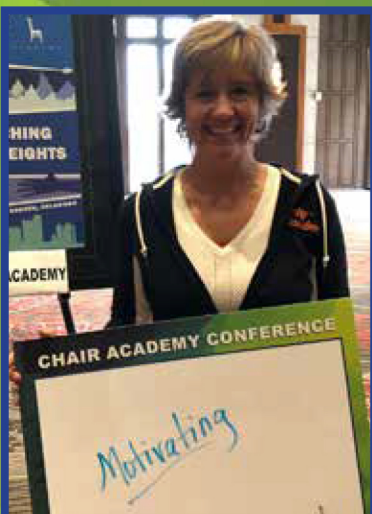
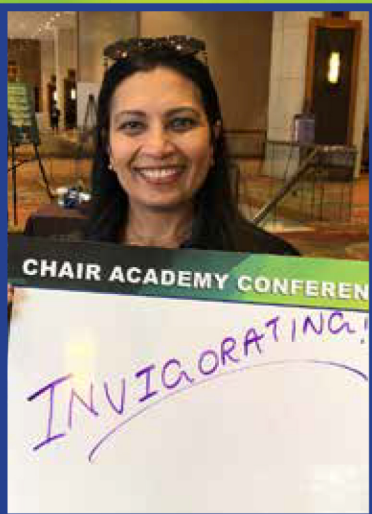
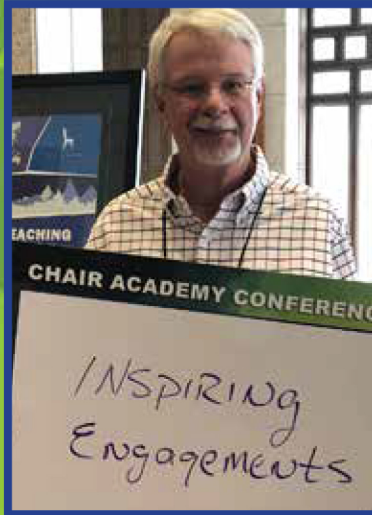
Richard began facilitating discussions on leadership and management back in 1973, when he was assigned to a select management training team established by General Westmorland in XVIII Airborne Corps and the 82nd Airborne Division. Since then, it is estimated he has been featured as a facilitator, keynote speaker, or presenter on a broad range of leadership topics involving over 10,000 participants/attendees in nine different countries including Belgium, Canada, China, England, Germany, Italy, Russia, Thailand, and of course, throughout the United States of America.

Richard has received numerous awards and decorations throughout his career, including the Charles L. Derry Memorial Award from Puget Sound Naval Shipyard (Oct 2010), and the Paul A. Elsner Award for Leadership Excellence from the Chair Academy at the Annual International Leadership Conference in Atlanta, Georgia, March 2012. In addition, he has been awarded some of the nation's highest honors for military service including the Legion of Merit and the Defense Superior Service Medal.



# A CONFERENCE LEXICON

Conference Participants Sum Up What the Conference Means to Them





# CONFERENCE HIGHLIGHTS





## REAL TALK WITH DR. BARBARA GABA



*By Linnie S. Carter, Ph.D., APR; Vice President of College Advancement, HACC, Central Pennsylvania's Community College; Executive Director, HACC Foundation; and Leadership Editorial Board Member*

She is the first African-American to serve as president of Atlantic Cape Community College in New Jersey. She is also the first woman to lead the 50-year-old institution. When Dr. Barbara Gaba was appointed president on October 27, 2017, she landed a spot in the history books. In an interview as a 2018 Paul A. Elsner International Excellence in Leadership Award winner, Dr. Gaba shared advice with future leaders and insight into the future of community colleges.

### **How do you feel about being a 2018 Elsner Award recipient?**

I am deeply honored and humbled to receive this award as it represents the highest degree of excellence in the field of educational leadership. It is with gratitude that I am recognized for my leadership and in the company of outstanding Elsner recipients who have come before me and will come after.

### **How has your experience with The Chair Academy impacted your leadership?**

Leadership is a transformational journey. The Chair Academy has made me a better leader by providing resources to hone my leadership skills, beginning with my attendance

at a Foundation Academy over 15 years ago. For me, the experience has impacted my leadership in many ways, but most importantly in the areas of reflection, team building, and understanding organization culture.

### **Please describe a typical workday as president of Atlantic Cape Community College.**

In my role as president I wear many hats: leader, innovator, facilitator, negotiator, manager, problem solver, colleague, friend, mentor, etc., so it is hard to say what a “typical” day at the office is like. However, I can say that most days are filled with meetings either on campus, off campus in our local





community, and at the state level; as well as my participation on national boards. In all that I do, my goal is to promote Atlantic Cape's mission to create opportunity for students by providing access to excellent programs and services that successfully meet students' educational goals.

**What do you enjoy the most about your current position as president of Atlantic Cape Community College?**

GRADUATION! Each year, I enjoy celebrating the successes of our students. Many of our students have had obstacles to overcome in order to reach the "finish line." I have attended many graduations in my career, yet each one is like a new celebration. I am happy for the students and their families and that Atlantic Cape played an important role in helping them reach their goals.

**What do you enjoy the least about your current position as president of Atlantic Cape Community College?**

While the president is prepared to make tough decisions, laying off talented and hardworking people due to fiscal constraints is the toughest decision one has to make. I find it the least enjoyable part of the position.

**With a busy schedule such as yours, what are some of the personal activities you enjoy?**

As a college president I don't really have a day off. It is truly a "24/7" job, but I love what I do so it does not feel like work. During evenings, weekends, and holidays, when many people are off, I could be attending a college function or giving a speech as a keynote speaker. On the rare occasions when I do get a chance for down time, I prefer to just stay home with my husband, and we have our daughters, sons-in-law, and grandchildren (ages 6 and 8) over for a meal and family time. Also, since I am not too far from New York City, I enjoy going to see a Broadway show from time to time with my close friends.

**What advice would you give to future community college presidents?**

As a leader, have a clear vision as to where you plan to take the institution. Stay focused on student success and build a strong collaborative team. It is also important to be aware of your changing environment, both internal and external, and be prepared to adapt to change as needed.

**What advice would you give to your 25-year-old self?**

Re-evaluate where you are now and where you would like to be in 10 years and work toward that goal. Put it to paper and write it down. It is a great time to begin thinking about an advanced degree or credential. Take a look at a sample description of the job you aspire to, look at the qualifications, and do the work to get there. Begin to refine your skills, increase your network of colleagues, and never stop learning.

**What are three significant challenges for today's community colleges?**

The challenges are (1) the combination of enrollment decline due to changing demographics and the impact on level or reduced funding sources; (2) knowledge management as a significant number of the workforce retires; succession planning is vital to identifying and preparing future leaders; and (3) the revolution of the Internet of Things (IoT) and how it may transform how community colleges deliver instruction, improve the overall student experience, and manage data. Community colleges need to be agile enough for the "next big thing" in smart technology used to attract students, change instruction from a static to an interactive classroom, transmit data via the internet to the cloud, and provide smarter service or experiences for the user.

**What are three significant successes for today's community colleges?**

First, education is a vehicle for social mobility; many low income and underrepresented students are provided the opportunity to advance with their start at the community college. They can achieve their individual goals whether it is to earn a degree or recognized industry credential, transfer to a four-year institution, or enter the workforce. These are success stories worth celebrating. Secondly, community colleges are being recognized as drivers of economic development and serve a very important role in preparing residents of their communities for the workforce. Last, we have stronger partnerships with four-year institutions to provide seamless transferability for our students.

**Please complete this sentence: "If we want community colleges to be around for the next 50 years, we MUST..."**

We MUST be flexible and adaptable to change and open to the redesign of services and the delivery of instruction in response to the expectations of students.



## A CONVERSATION WITH DR. LARRY ROSIA: DREAMING, BELIEVING IN OTHERS, AND NEVER SETTLING FOR STATUS QUO

*By Lech Krzywonos, Principal at Nova Scotia Community College,  
Truro Campus and Leadership Editorial Board Member*

Learning is an essential component of leadership. The most accomplished leaders have honed their practice of leadership over time, through learning from others as well as their own experiences. Each spring we have the honor of recognizing such outstanding leaders with the Paul A. Elsner International Excellence in Leadership Award. One of the two worthy recipients this year is Dr. Larry Rosia, President and CEO of Saskatchewan Polytechnic in Canada.

Just like those honored in years past, Dr. Rosia is a masterful leader, having honed his practice of leadership over 35 years in the field of post-secondary education. His career has led him from the classroom to progressive leadership roles, culminating with his current responsibility as a college President and CEO. His professional journey of leadership is naturally complemented by a passion for lifelong learning. Dr. Rosia is an alumnus of numerous well-known institutions of learning, including colleges, universities, the Chair Academy, and numerous other professional associations.

A distinguished career often draws notable recognitions and Dr. Rosia is no exception to this rule. He is credited with awards for exemplary leadership from the Chair Academy and

awards for business and industry partnerships from Southern Alberta Institute of Technology Board of Governors and the Conference Board of Canada. He has also been recognized with the Saskatchewan Men of Influence Award. We now add to this list the Paul A. Elsner Excellence in Leadership Award.

A well-known statement proclaims, “If you want something done – ask a busy person.” Dr. Rosia certainly reflects this truth. He maintains a long list of commitments to numerous international, national, and local organizations as chair, director, or member of a board all while leading an institution of 28,000 students, offering programs that touch every sector of the economy in his province.





“One of the most powerful forces in life is dreaming. Dreams can drive action, fuel change, and accomplish the impossible.”

— *Larry Rosia*

Just like Dr. Rosia, who honed his leadership through learning from others and who thrives on being a leader leading learning, we now have the privilege to learn from his accomplished career. I recently had the opportunity to engage Dr. Rosia in a discussion about his leadership journey. In the conversation below, Dr. Rosia shares wisdom and lessons we can glean from his leadership journey that can help to improve our own leadership practice.

**Larry, the Chair Academy has recently celebrated your lifetime accomplishment in educational leadership. Help us understand some of the key life events that shaped your leadership journey.**

When I reflect on my leadership journey, I am reminded of the responsibilities leaders have to those we serve. I have come to realize that the best gift a leader can provide an employee is the opportunity for him or her to take on more responsibility in a leadership capacity. It is a fantastic way for the person to learn what he or she can achieve. I learned this lesson at a previous institution prior to my arrival at Saskatchewan Polytechnic in 2012.

I was in my early 40s at the time and my president had stopped by my office to chat. I recall the conversation vividly. She told me she wanted to create a new school—the School of Construction—and asked me to be the dean. She told me she had confidence in me and that she believed in me. This assurance was powerful, because it caused me to see myself differently and shifted my mindset from thinking and acting like an employee to that of a leader.

Initially, I was uncertain that I would be up to the challenge. After all, I had never created a school before. However, after serious consideration of the magnitude of the opportunity that awaited me, I accepted, promising to succeed in the role... and I did! My president was always looking for opportunities to help me grow and to learn about myself and my leadership capabilities. My president saw my potential.

That was her gift to me—and it is a gift that has stayed with me to this day. As a leader, I am always looking to share the gift of leadership, giving others on our team the opportunity to lead, to learn, and to grow so they may have a greater impact on our organization.

**Consequently, and based on your own experience, what advice do you have for emerging leaders to enhance their own leadership practice?**

Do not dismiss your dreams. I believe one of the most powerful forces in life is dreaming. Dreams can drive action, fuel change, and accomplish the impossible. There are those who chase their dreams. My father taught me that you must earn your dreams. The best way to do that is with your eyes open and being all-in and committed to your dreams every day. That is the best gift you can give yourself.

Another piece of advice I can offer is that it is critical to listen—to really listen. Surround yourself with talented people who share your passion and your drive for excellence. Emerging leaders should also understand that innovation is imperative. They should commit themselves to being lifelong learners and to always seek the next opportunity or challenge.

**What do you most enjoy about your role at Saskatchewan Polytechnic and what gets you excited each morning?**

Without question, it is doing everything I can to help students succeed. I have a saying: “Student success is a measure of our success.” Our students depend on strong leadership for their success. The mission at Saskatchewan Polytechnic is straightforward—to educate students and provide skilled and successful graduates. The result of this effort, which would not be possible without the incredible faculty and staff at Saskatchewan Polytechnic, is that the province of Saskatchewan benefits socially and economically.

As a polytechnic, we are job-focused. Students get personalized attention and hands-on learning opportunities. With a strong focus on applied learning and applied research skills, we work diligently to ensure that our graduates are well prepared to contribute on the job with marketable skills. I am very proud that last year 92% of our graduates found employment within six months of graduation. I am also proud that 97% of employers told us they would hire a Sask Polytech grad again.

Employer success also gets me excited. Saskatchewan Polytechnic works hand-in-hand with industry professionals through our Program Advisory Committees. These committees are composed of approximately 700 experts who let us know where labor

markets are headed and what skills graduates need to succeed in the workforce. We also have deep ties to businesses through applied research partnerships, which help employers access funding and find solutions to real-world problems.

Finally, I get excited about the opportunity to lead our institution through the uncertainty of change. Change is inevitable, but it is also necessary to advance to the next level of excellence. Think about the great advancements we have seen in our lifetime and the possibilities that await. How can anyone not be excited?

**Given the magnitude of your responsibility as President and CEO, what keeps you awake at night?**

Missed opportunities. Opportunity is like a ship. A ship does not always come to the dock to meet you. Sometimes, in fact oftentimes, you must be willing to swim out to meet it. Yes, the water may be cold and the waves may be choppy and it may seem like the ship is too far away, but if you keep at it, you can and will seize it.

I have shared the analogy many times throughout my career, both to colleagues and students. Unfortunately, we don't always seize opportunity, which is sad. Equally sad, however, are those opportunities to which we don't devote the attention that they deserve—sad because they signify wasted effort.

**The Chair Academy promotes the scholarship of leadership and our mutual colleague Dr. Idahlynn Karre describes your leadership signature as “a leader leading learning, devoted to the development of all in your organization.” Can you share with us some leadership philosophies which have influenced your own leadership style?**

One of the most important philosophies is not to settle for the status quo. That is, to always seek the next challenge and to always work toward accomplishing your goals. As a leader, it is important to always be learning and finding new ways to move the dial forward. You need to find the spark that inspires you to keep going. It is different with everyone. For me, it is to strive for excellence. Excellence is an elusive target. It does not stay still. Excellence is not satisfied with complacency or the status quo. I have a saying: “Excellence Never Rests.”

**With your focus on always striving for excellence, what values drive your decision making?**

In addition to striving for excellence, two other values of utmost importance come to mind. The next is integrity, another thing I learned from my father. Integrity is critical in any leadership role. The third value is trust. A leader must be willing to trust those he or she leads, and those he or she leads must be willing to trust the leader. Trust is earned. It doesn't just happen.

**Finally, you are a Chair Academy graduate and keeping with tradition in our Chair Academy programs, can you share with us your favorite quote and why?**

“Success is peace of mind which is a direct result of self-satisfaction in knowing you did your best to become the best you are capable of becoming.” - John Wooden

This quote resonates with me. John Wooden was a man who understood success—an individual who exuded and was guided by excellence. A legendary college basketball coach, Wooden

helped develop some of the best players of all time, including Lew Alcindor and Bill Walton. But what set him apart, the feat people still talk about today, is that he won 10 NCAA national championships over the 12 years he was the head coach of UCLA. This is a record that still stands 43 years after he won his last title. This achievement is absolutely incredible. Wooden's philosophy on success is both deeply meaningful and deeply insightful. Each of us must be willing to do our best, for that is how we learn what determines our capacity to achieve. The peace of mind Wooden speaks of is something each one of us who find ourselves in leadership positions can achieve, something many of us are always striving for.

**Thank you, Larry, for sharing your story and inspiring us to think about our own leadership practice by reflecting on your lessons and advice.**

Dr. Rosia shared many powerful insights we can translate to our own leadership practice. Exemplary leaders such as Dr. Rosia ensure the gift of leadership is shared. They see the potential in others, leading learning and development of all in their organization. To become masterful leaders such as Dr. Rosia we are invited to dream to accomplish the impossible and embrace innovation and change – never settling for OK or status quo. Above all, Dr. Rosia reminds us of the importance of placing our students' success at the core of all that we do.

This article reflects a portrait of a distinguished leader clearly worthy of the recognition bestowed upon him with the Paul A. Elsner Award. Perhaps a most fitting way to conclude this tribute and celebrate the leadership of Dr. Larry Rosia is through the words of a few colleagues who know him best.

- *Larry never accepts status quo as OK or good enough.*
- He is sincere and authentic...leaving the clear impression with students that their success is the most important thing to him.
- Larry is not only a visionary, he also has the skill and ability to attract and surround himself with the best people.
- He takes his health and fitness very seriously.
- He is a humble, respectful leader, always listening and collaborating.

*Jim Nowakowski – Board Member, Saskatchewan Polytechnic*

- *He is one of the MOST forward-thinking people working in Saskatchewan...period.*
- We look to his perspective and knowledge on a wide range of issues and he always delivers.
- He is our Energizer Bunny – always full of enthusiasm, is everywhere, and is high-tech focused and innovative.
- He is loved by his staff, business people, and students – universally!

*- Steve McLellan – CEO, Saskatchewan Chamber of Commerce*



# Training and Credentialing Future

G. Blue Brazelton, Ph.D., Assistant Professor at Northern Arizona University

Kris Ewing, Ed.D., Associate Clinical Professor at Northern Arizona University

## A Partnership with

A grayscale photograph of a hand holding a purple puzzle piece. The puzzle piece is shaped like a person and contains the text 'Northern Arizona University' in white. The hand is positioned on the left side of the frame, with the thumb and fingers gripping the piece. The background is white.

Northern Arizona  
University

and the

### Introduction

Higher education may have changed more in the past two decades than ever before in the history of education, and those who serve post-secondary educational institutions carry with them these changes in their professional duties and beyond. The current landscape of higher education demands both a broader and deeper set of skills from all who seek to support their institutional missions, especially those who have transitioned from academic posts to administration (Desrochers & Kirshstein, 2014). Those who serve as administrators, individuals who maintain the organization, operate in practice primarily of service as opposed to the academic duties of teaching and research (Pickersgill, van Barneveld, & Bearfield, 1998), and have been characterized by

Szekeres (2004) as “the invisible workers” of the institution (p. 7). As educators and trainers of administrators and leaders of higher education, we look to contemporary needs and future projections concerning how the landscape of post-secondary education will look in order to design innovative curriculum to prepare for, and perhaps shape, that future. We do so by providing opportunities for Masters and Doctorates of Education (Ed.D.) to driven and inspired administrators hoping to become leaders within their field. By partnering with the Chair Academy we hope that our individual organizational efforts will yield greater success for those who serve academic departments and programs throughout the higher education landscape.

# Higher Education Academic Leaders



## The Partnership

The Department of Educational Leadership at Northern Arizona University and the Chair Academy have forged a partnership of providing additional training and education for Academy participants. Both Northern Arizona University and the Chair Academy strongly believe in the importance of preparing institutional administrators for the diverse challenges and opportunities of educating industrious leaders. We pursued this partnership in order to bolster our shared goal of developing transformational leaders. Graduates of the Educational Leadership Department have gone on to serve in senior leadership positions within community colleges, state universities, and affiliated professional organizations around the United States. On behalf of the departmental faculty, we are

proud to align with the Chair Academy and their near three decades of significant contributions to leadership development.

Through this partnership, a graduate certificate in the specialization of Community College and Higher Education (CCHE) Leadership is available to all who enroll in the Foundation Academy. Academy graduates will be eligible to earn six hours of graduate-level intern credit upon completion of the Foundation curriculum. These six hours can be applied to a 12-credit graduate leadership certificate. We have crafted two additional course sections specifically for Academy graduates, CCHE600: Leadership Skills and CCHE687: Institutional Effectiveness and Accountability.





“The field of higher education administration has been vibrant for several decades through two primary subfields: college student populations and institutions as organizations.”

These courses will build off of the Academy curriculum to complete the graduate certificate. We have also made available the opportunity to continue coursework beyond the certificate toward a Master’s of Education in CCHE Leadership.

## Benefit of Credentials

Over the last decade, a movement began to support those with doctorate degrees and other terminal degrees for careers outside of academia, specifically named “altac” or “alternative academic” (Bickford & Whisnant, 2014, para. 1). While utilizing terminal degrees outside of the academy is not new, many take their training and talents to post within the professional industries of their fields. While approximately half of those with doctorate degrees enter non-academic sectors for their first positions, the altac trend differs in that it focuses on preparing and transitioning academics from traditional instructional roles to administrative ones within educational institutions (Allum, Kent, & McCarthy, 2014; Cassuto & Jay, 2014). However, as many of the skills gained

in doctoral programs may transition (e.g., problem solving, high-level critical thinking, refined analytical skills, and awareness in institutional contexts), a shift from a specific field of study to the role of higher education administrator should be approached with strategy and finesse.

The field of higher education administration has been vibrant for several decades through two primary subfields: college student populations and institutions as organizations. While not a perfect division (the two share significant overlap in practice), the former is focused on the development and learning of students outside the curriculum, and the latter with the overall functions related to the academic and administrative purposes of the institution (Thelin, 2011). Advanced degrees from these two subfields have been available to college and university administrators for several decades now, mirroring significant scholarship on the subject of higher education administration over the last seventy years. As such, those transitioning or continuing into various administrative posts should acknowledge the established history and



President Chang and Rose Marie Sloan signing the new partnership agreement between NAU and the Chair Academy.



contemporary developments of a field which has concerned itself with seeking, creating, and applying knowledge to the mission of educating.

Credentials from the field of higher education administration can be of great support to Academy graduates, including those currently holding terminal degrees in their fields of study. The Community College and Higher Education Leadership Educational Doctoral specialty counts among its alumni and current student professionals with Doctorates of Philosophy, Juris Doctorates, and Doctorates of Business Administration. These industrious professionals have shared that they felt a credential of higher education administration and leadership would better support their career ambitions as well as their ability to serve in the diverse and growing capacities required of them.

## Conclusion

Moving forward, the partnership between Northern Arizona University and the Chair Academy represents an important alignment from two premiere institutions for training higher education administrators and leaders within Arizona, North America, and globally. Ambitious administrators who view the Chair Academy as an incredibly useful professional development opportunity may find the same priorities from the CCHE Leadership faculty: innovation, collaboration, transformation, and excellence. Our program can provide the flexibility modern professionals require in order to pursue advanced credentials with fully online asynchronous courses with highly qualified

instructors. Our faculty are familiar with the rigors of leadership and the specific objectives of the Chair Academy and bring decades of experience to the digital classroom. Through this partnership, those who complete the Foundation curriculum with the Chair Academy are only six graduate credits, or two tailored courses designed for current higher education administrators, away from a graduate certificate.

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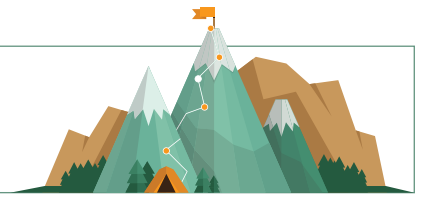


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**Kris Ewing** is an Associate Clinical Professor, also at Northern Arizona University, whose professional interests include examining and teaching the enterprise model as it applies to higher education.





# A Vision for Sustainable Leadership Development

How Old Dominion University's new partnership with the Chair Academy reaches new heights in preparing the next generation of community college leaders.

*By Chris R. Glass, Ph.D.*

Mountain climbers have a longstanding tradition of helping each other out. Climbers do not reach the summit alone. The preparation of the next generation of community college leaders is no different. Reaching new heights requires a vision for sustainable leadership development. There has never been a time when the need for first-rate leadership at all levels has been more urgent.

Many community colleges find themselves on a precipice, especially those in low-income, rural areas of the U.S. Community colleges face budgetary pressures, states are ramping up accountability measures, and leaders are grappling with how to deliver lower-cost education to an increasingly diverse student population. If community colleges do not adapt to the rapidly changing social, economic, and political context, they risk a disastrous plunge that would further endanger the vitality of their local communities.

### Leadership Crisis or Sustainability Imperative?

As a leader of a community college leadership doctoral program, I have seen countless articles, editorials, and national reports that have warned of a “leadership crisis” for U.S. community colleges. It is true that the traditional pool of future college leaders is changing, but I am not convinced that the persistent focus on the “leadership crisis” has been the best way to focus our collective efforts. Yes, more community college leaders are coming from nonacademic areas and other sectors of the economy, but these trends only highlight the need for greater collaboration and coordination across traditional divisions in our colleges and communities. With more demands, fewer resources, and greater dependencies, community colleges face not so much a leadership crisis but a

sustainability imperative. Sustainable leadership development is our strategic imperative.

Sustainable leadership development emphasizes how we must all work together to build the pipeline of next generation leaders. A focus on sustainability expands the emphasis from just the preparation of individual leaders to how organizations must align and collectively respond to rapidly changing conditions on the ground. In this article, I will outline a vision for sustainable leadership development powered by partnerships. The article outlines strategic alignments that serve to empower community colleges to enhance the leadership preparation of chairs, deans, directors, and vice presidents – no matter whom they serve or where they are located.

### Powered by Partnerships

At Old Dominion University (ODU), partnerships are not just something we do – partnerships are the core of our Community College Leadership program's mission and vision. *We are powered by partnerships.* We believe our program's new partnership with the Chair Academy will help us both reach new heights in community college leadership preparation. Together, the power of partnership is a force for economic and social value creation.

The Chair Academy is the leading institute for leadership training and development programs and services, advancing leadership across all levels of higher education and organizations globally. ODU is home to a nationally-recognized Community College Leadership doctoral program. Our commitment to partnerships is reflected in our program's mission and vision:

- **Mission:** To increase the number of qualified executive-level leaders prepared to meet critical U.S. community college leadership pipeline needs.
- **Vision:** A nationally-recognized doctoral program *driven by strong partnerships* with community colleges across the U.S., where these partnerships (a) enhance the academic preparation of executive-level leaders and (b) empower stakeholders to advocate for sustainable institution, state, or federal policies and practices.

## 6 Key Partnerships to Reach New Heights in Leadership Preparation: Partnerships for Sustainable Change



TRAINING

### Leadership Development Partnerships

*Linked leadership development programs to streamline pathways for accelerated and articulated professional advancement*

The first type of partnership we build is focused on leadership development. Leadership development partnerships work to link leadership preparation programs. There is no shortage of leadership programs, but they often operate independently from one another. Too often, traditional academic program

To realize this vision, we engage in at least six types of partnerships (see Table 1). In this section, we describe each type of partnership, share examples of current initiatives, and describe the mutual benefits of the partnership.

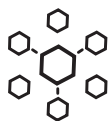
TABLE 1

### 6 Partnerships to Reach New Heights in Leadership Preparation

Type of Partnership	What Partners Do	Examples of Partners	Benefits
<b>Leadership Development</b>	Link leadership development programs	Networks of community college leaders	Streamlines pathways for accelerated and articulated professional advancement
<b>Team Teaching</b>	Discuss links between research and practice	State and national leaders and policymakers	Delivers comprehensive graduate education focused on next-generation skills
<b>Talent Identification</b>	Identify next generation of leaders	College presidents and senior-level state system leaders	Identifies entrepreneurial leaders prepared to advance to more senior-level positions and solve mission-critical problems
<b>Rural Access</b>	Network mid-level leaders	Rural community colleges	Builds a network of support, learning, and mentorship for community college leaders across the U.S.
<b>Career Pathways</b>	Provide credentials that expand the hiring pool	Human resource professionals who oversee leadership development	Taps into new networks of leaders who come from other sectors with creative solutions and fresh perspectives
<b>Global Development</b>	Exchange administrators and government officials	International community and technical colleges	Strengthens the capacity for community colleges to be part of sustainable economic and social development worldwide



## 6 KEY PARTNERSHIPS TO REACH NEW HEIGHTS IN LEADERSHIP PREPARATION



TRAINING



TEACHING



TALENT



RURAL



CAREER



GLOBAL





Chris Glass and Rose Marie Sloan signing the new partnership agreement between ODU and the Chair Academy.

offerings are not well-aligned with the need for community colleges to have short-, mid-, and long-term options for leadership development. Just as community colleges recognize the importance of educational pathways for students, the future of leadership preparation requires streamlined pathways that are accelerated, articulated, and result in professional advancement for community college leaders.

The new partnership between the Chair Academy and ODU is a model of this innovative approach to leadership development. Students who complete the Chair Academy Advanced Program are eligible to receive credit for one of the courses, CCL 820 Community College Leadership, in the Ph.D. in Community College Leadership (CCL) program at ODU. These academic credits can be earned tuition-free through a credit-by-examination process. Our partnership creates new entry points and articulated pathways that allow students to select from short-term institutes to long-term doctoral programs, so a leader's academic progress is not impeded from disconnected programs.



TEACHING

### Team Teaching Partnerships

*Discussions that link research and practice to deliver comprehensive graduate education focused on next generation skills*

A focus on excellent leadership development is clear in the Chair Academy's value statement with its commitment "to excellence and continuous improvement, developing and training leaders while recognizing and respecting the needs and diversity of our clients" (Chair Academy, 2018). This commitment to excellent leadership preparation is spearheaded by a network of first-class facilitators that lead Chair Academy leadership development programs. Our doctoral program also recognizes the importance of engagement with state and national leaders in high-quality programming. The specialized content-area expertise of our partners enhances the quality of academic preparation for our students, and our partners build relationships with strong candidates to fill leadership positions within their institutions. As our partnership with the Chair Academy grows, we will continue to explore ways to contribute

to each other's leadership development program evolution through team teaching partnerships that are aligned with the new realities faced by community college leaders.



TALENT

### Talent Identification Partnerships

*Proactive identification of entrepreneurial leaders prepared to advance to more senior-level positions and solve mission-critical problems*

For almost 30 years, the Chair Academy has built a legacy of leaders who have gone through Academy programs and advanced to senior leader positions. As it moves forward, the Chair Academy is committed to "honoring the past while looking to the future" (Sloan, 2018). According to the Aspen Institute report, *Crisis and Opportunity* (2013), traditional leadership preparation programs must do a better job at identifying, recruiting, and selecting doctoral students based on leadership potential. Our new partnership will strengthen the ability for both organizations to reach new heights and actively seek out, identify, and support leaders with exceptional potential to advance in their college or state system. Together, we will proactively identify leaders prepared to solve mission-critical problems as senior-level leaders in their colleges or state systems.



RURAL

### Rural Partnerships

*Networks of mid-level leaders to build a system of support, learning, and mentorship for community college leaders across the U.S.*

Thirty-seven percent of the roughly 1,400 community colleges in the U.S. serve over 3.5 million rural students; they provide workforce development to regions often hardest hit by economic globalization. Access to high-quality academic programs is critical for rural institutions located far away from universities that offer traditional academic and continuing education programs. As the Chair Academy expands the number of programs it offers in the U.S., there will be more opportunities for leaders in rural community colleges to gain access to high-quality leadership development. Our new partnership with the Chair Academy now allows graduates of

those programs from rural areas of the U.S. the option to build on their experience through formal education via our online doctoral program.



CAREER

### Career Pathways Partnerships

*Credentials that expand the hiring pool to prepare talented individuals from other sectors and promote talented individuals from within*

The need for the kind of results-oriented leadership development that the Chair Academy provides has never been more urgent. Many community colleges have begun to fill critical positions with professionals from other fields and sectors of the economy. There has been a sharp increase in the number of mid- and senior-level administrators who have become community college leaders after careers in business, government, banking, health care, and the military. While this influx of talent presents an opportunity for fresh thinking and creative problem solving, community colleges also face the danger that those in leadership have little or no direct experience working in a community college. This new generation needs the interactive, case study-based approach to leadership development that the Chair Academy is recognized for worldwide. Graduates of the Advanced Chair Academy who want to advance their education but not complete a doctoral program have the option to receive credit for one of the courses in our new 15-credit graduate certificate program designed for this new generation of leaders.



GLOBAL

### Global Partnerships

*Exchange programs to strengthen the capacity for community colleges to be a part of sustainable economic and social development worldwide*

The global focus of the Chair Academy is explicit in its mission to “design and promote world-class training programs and services to advance academic and administrative leadership for higher education and organizational leaders globally to promote positive change” (Chair Academy, 2018). The central role of community colleges in social and economic development has become a global phenomenon. Many countries have invested in community and technical colleges to target local job market needs and expand the number of individuals prepared for middle-skill jobs. Our program engages in exchanges designed to enhance understanding of the U.S. community college system among international community and technical college administrators and government officials charged with the development of their countries’ community college systems. In addition, the Chair Academy’s world-class reputation for competency-based leadership development has created a worldwide network of leaders and educators. ODU is proud to join this global network and partner with the Chair Academy’s international initiatives to strengthen the capacity of community colleges worldwide to be part of sustainable economic and social development.

### Our Commitments

The Chair Academy’s partnership with ODU is founded on trust and a sense of purpose. Just like mountain climbing requires trust and teamwork, a vision of sustainable leadership preparation requires long-term commitments and an enduring

relationship between our two organizations. In moving forward together, we are guided by three fundamental commitments to the Chair Academy:

First, we commit to *extended collaboration*. The three rules of mountaineering are: the summit is always further than it looks, taller than it looks, and harder than it looks. For our partnership with the Chair Academy to be sustainable, the relationship must endure with bonds that build up and strengthen over time. Second, we commit to *purposeful coordination*. It is important for both of our organizations to be part of developing processes so that we all benefit from our shared efforts. Finally, we commit to *specified outcomes*. Benchmarks of success are essential if the partnership with the Chair Academy is to result in the advancement of individuals, community colleges, and our collective commitment to expand the pipeline of well-qualified leaders at all levels of institutions.

Climbing is not just about reaching the summit; it is about the people who help you get there, the post-climb celebrations, and planning the next adventure together. ODU’s Community College Leadership program is excited about our new partnership with the Chair Academy. We know the vision outlined in this article is just the beginning. For us the bottom line is this: partnerships will help us all reach new heights in our local communities and around the world.

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### About the Author

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# A Visionary Approach to Transform Vocational Education and Training

**GAIL BRAY** General Manager of Learning and Innovation | Victoria University Polytechnic



*The whole team at the LearnX Award ceremony.*

## Introduction

Victoria University Polytechnic is the Technical and Further Education (TAFE) division of Victoria University, located in the West of Melbourne, Australia. We are known as a dual sector school, offering both vocational education and higher education qualifications. The TAFE division provides qualifications from Certificate II level to Advanced Diploma in a variety of vocations including trades, health and community services, business, and transition education. As a dual sector, our students have the added benefit of completing higher education qualifications through our university arm, making our educational offerings attractive and within reach of the whole community. Last year 12,000 students completed their vocational education and training at Victoria University Polytechnic.

In 2012 the government decided that funding should follow the student and not be given directly to any training organization. As a result, the publicly funded TAFEs saw \$300 million dollars of guaranteed funding eliminated. The effect was catastrophic. Hundreds of Registered Training Organizations (RTOs) popped up to capitalize on this lucrative opportunity and competition was rife to attract students; quality was compromised and qualifications issued were no longer valued by industry. Students were not entering the workforce with the skills that industry expected them to have and, in some cases, graduates had to be retrained.

The direct impact for the Polytechnic was a 50% decrease in student numbers - and the income associated with those students. The Polytechnic was in crisis. Hundreds of staff were made redundant, restructures were occurring yearly, and staff morale was extremely low. The school was close to being shut down. Though our crisis was very real, it became a crisis that created incredible change.

Management recognized that the operating business model was no longer responsive in the wake of these government reforms, digital disruption, and changing job trends. In addition, the systems and processes were inadequate and in dire need of an overhaul. This perfect storm of events was affecting the Polytechnic's ability to provide students with the quality of education and skills that would lead to employment. Furthermore, because of the school's inability to provide the government with the data analytics they required in order

to disburse payment, the Polytechnic was losing millions of dollars each year after having delivered vocational education and training to its students.

## Our Response

In 2014 a small, agile specialist team formed to lead what was a considerable multi-departmental effort... and Project 100 was born. This was a three-year strategic initiative to radically transform 100 qualifications following a modern blended learning delivery model enabled by digital technology and focused on skill development, job outcomes, and career progression. The project brought hundreds of stakeholders together, including students, teachers, and administrative staff, as well as experts in fields such as digital design, learning management, system architecture, and innovation in the user experience. Ultimately, this multi-talented group produced an award-winning initiative, one outcome of which was that Polytechnic personnel, including myself, were invited to present before domestic and foreign audiences.

Project 100 sought to redefine what knowledge and skill acquisition means. For students, that meant gaining skills and knowledge that would lead to employment. For teachers, that meant investing time gaining skills in blended facilitation, instructional design, and various levels of learning management system administration. And for senior leaders that meant finding necessary resources and removing roadblocks to the formation of a teacher-capability framework and support implementation. The new model sought to position the TAFE division of Victoria University as a leader in education that would be relevant to industry, providing businesses with skilled students who could help grow their workforce and compete globally.

## The Process

In a 2004 online commentary for Forbes.com, Alltop founder Guy Kawasaki said that "Ideas are easy, implementation is hard." We found this to be true for Project 100.

The scale and scope of the project was ambitious and, as project leader, I realized that a major challenge awaited us in respect to facilitating change for our delivery managers and teachers in an already difficult climate. At the time, the business was



suffering from change fatigue; namely, ongoing management changes, restructures, audits, and reregistration. There was no trust in management. Furthermore, because of a track record of low success with project implementation, there was additional skepticism that this initiative would last long and that traditional teaching practice would remain.

We adopted five practical tools to support the implementation process, some of which were more simplified versions of some well-known, often complex methods. They included:

1. Accelerating Implementation Methodology (AIM) to support the change management approach (IMA, n.d.).
2. ADDIE instructional design model (Kurt, n.d.) that simplified the overall process we were about to undertake and visualised the process on one page.
3. A project management framework that would ensure achievement of deliverables.
4. AGILE development reworked to ensure a rapid approach was possible (adapted from Linchpin, n.d.).
5. LEAN thinking principles applied to support efficiencies and transparency (LEAN Australia, n.d.).

## Change Management

We began with addressing the change management process. We selected the Accelerating Implementation Methodology (AIM) which provided an organizational structure to identify and visualize the teams and qualifications we would target (IMA, n.d.). We had 100 qualifications to completely transform over three years: twenty in the first year, forty in the second year, and another forty in the third year. We identified key stakeholders and scheduled meetings to communicate the transformation we were about to undertake along with the benefits to each individual and the business as a whole.

Communication was a critical component and was not underestimated by the implementation team. We would not be communicating by email. Instead, our focus was on people and building relationships with key stakeholders to earn their trust and commitment. In addition, an internal website was created as a one-stop shop, housing all resources required to support teams throughout implementation. The website remains today, though with an additional focus on our successes and business development opportunities.

## ADDIE Instructional Design Model

We utilized the ADDIE model of instructional design (Kurt, n.d.) for rollout. This model is the generic process traditionally used by instructional designers and training developers. The five phases — Analysis, Design, Development, Implementation, and Evaluation — represent a dynamic, flexible guideline for building effective training and performance support tools. It represented the project phases on one page, provided transparency for teams, and provided consistent language that team members became familiar with and adopted as their own.

## Project Management

For each qualification about to be redesigned, Google spreadsheets provided us with a digital tool that communicated to key stakeholders a simple action planner that outlined key roles and responsibilities for the deliverables. A project sponsor, teaching manager, project manager, quality coordinator, and a lead subject matter expert (SME) were assigned, establishing key dates including agreement on the most important course go-live date. The product development team would then start with the go-live date and work backwards providing due dates for key tasks.

The Google spreadsheet was emailed weekly, providing transparency to key stakeholders in regards to project progress

Project 100 sought to redefine what knowledge and skill acquisition means. For students, that meant gaining skills and knowledge that would lead to employment. For teachers, that meant investing time gaining skills in blended facilitation, instructional design, and various levels of learning management system administration. And for senior leaders that meant finding necessary resources and removing roadblocks to the formation of a teacher-capability framework and support implementation.



Receiving the award for AITD Best Blended Learning Solution. (L to R) Gareth Livingstone (Manager Learning Systems), Gail Bray and Rhian Thomas (Manager Product Development).

along with notifications when deadlines were not being met. This allowed the project sponsor to step in and remove roadblocks which enabled Project 100 to stay on track.

## AGILE Development

We selected the AGILE (Linchpin, n.d.) approach and modified it to provide the production team with a robust process to design and develop the thousands of resources required to complete each blended learning solution. Each design and development cycle began with discussions with the lead SME on what resources were available. Often, resources were out of date and we found that we needed to source externally. Any other requirements that needed to be addressed to support the design and development cycle were problem solved. SMEs and teachers were then provided with PowerPoint templates and strict guidelines to storyboard the theory component of each module which would then be digitized using authoring software, Articulate Storyline 360, and clearly communicated. Next, a team of five digital designers developed eLearning files, bringing what was traditionally text-heavy content to life in visually appealing, interactive eLearning. And the Learning Management System (LMS) team, consisting of three people, built the architecture of each course which included a design framework that focused on the user experience and adhered to stringent quality management guidelines set by our governing bodies. When projects were going off track, one-to-one coaching or “sprint sessions” were provided to support completion.

Testing, deploying, and reviewing completed the AGILE cycle as part of a soft-launch or pilot phase, ensuring the student experience was optimized when the build was ready for go-live.

## LEAN Thinking

LEAN (LEAN Australia, n.d.) Thinking (a business

methodology that provides a new way to think about approaching traditional operations, remove waste, and focus on the customer) was adopted to support the visualisation, communication, teamwork approach, and production scheduling. Visual Management Boards (VMBs) were constructed to support the visualisation of Project 100, track each project, identify problems and opportunities, and celebrate successes.

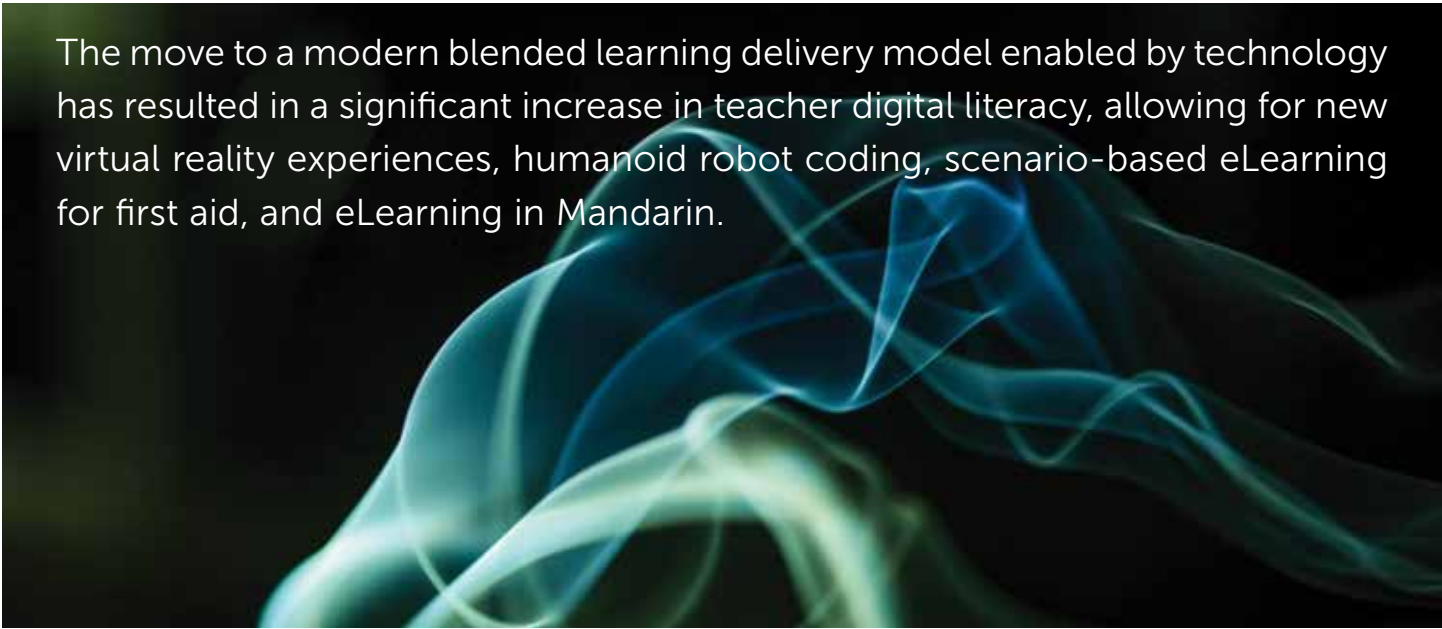
## Other LEAN thinking methods included:

- **Value Stream Mapping** - which we re-engineered into a simple mapping process to provide team members with a visual design of their courses. As a result, for the very first time all teachers came together to agree on how their courses were designed and delivered.
- **Learning to see** – transparency through project planners, mapping, website, and training.
- **Respect** – a respectful approach for all staff throughout the transformational change process.
- **Servant Leadership** – the leadership and development team was there to serve the project teams.
- **Just-In-Time (JIT)** – we were often building courses as teachers were delivering, which meant building to tight deadlines to ensure products were ready for delivery when the students required them. In LEAN this is known as JIT production.

## Teacher Capability

Critical to the success of implementation was the significant investment in staff capability development through formal and informal training. We taught skills through workshops and facilitated online training sessions and drop-in sessions. To complete the teacher capability framework, early adopters





The move to a modern blended learning delivery model enabled by technology has resulted in a significant increase in teacher digital literacy, allowing for new virtual reality experiences, humanoid robot coding, scenario-based eLearning for first aid, and eLearning in Mandarin.

built a screencast training library to provide ongoing resources, telephone support, and peer-to-peer support.

In addition, the leadership team supported teaching departments throughout implementation by backfilling teachers to work on projects, funding specialist professional development (i.e. blended facilitation), and approving the establishment of two digitally enabled hubs where staff could work and collaborate on projects. The leadership team also assigned project deliverables and managed accountability through individualized work plans and recognized early adopters through award nominations.

## Review and Continuous Improvement

Continuous improvement meetings were a critical component of Project 100 and were held with teachers at the end of each delivery cycle (following the ADDIE model, ensuring both teacher and student feedback was acted upon). In 2017 the first group of blended learning students was audited for evidence of participation and was found to be 99% compliant.

The move to a modern blended learning delivery model enabled by technology has resulted in a significant increase in teacher digital literacy, allowing for new virtual reality experiences, humanoid robot coding, scenario-based eLearning for first aid, and eLearning in Mandarin.

## Key Challenges:

- **Stakeholder Engagement:** Competing priorities, lack of trust, shifting stakeholders, and change fatigue all made it difficult to kick off the project. However, with some quick wins under our belt and a clear and consistent message from management, momentum began to build and we were able to achieve our year-one target to transform one hundred courses.
- **Building Capability:** Teachers were required to develop new skills and managers needed to learn how to re-engineer course delivery to capitalize on the blended learning model. Investing in teacher capability and maintaining momentum

in retraining and refocusing teachers to become expert blended learning facilitators required investment.

- **Building Trust:** Managers and teachers were initially skeptical about the blended learning model. However, once early results began to emerge, particularly growth in student numbers and completion, they began to have greater confidence in the model and it became much easier to implement.

## Key Measures and Results

The project's reach, size, and resource requirements were substantial. To date:

- 100 courses spanning 75,000 hours of learning have been transformed.
- 73 course project meetings with 175 stakeholders have been held.
- Over 3,000 units of competency have an eLearning component.
- 12,000 assessment tasks have been rewritten.
- 249 teachers have been retrained and refocused in instructional design and blended facilitation.
- 34 support staff have been trained in Learning Management Systems (LMS) administration and analytics.
- 28 managers have been coached to drive change.
- Over 7,000 students completed their vocational education and training through their modern blended delivery course last year.

Certificate III in Individual Support was chosen as our pilot group, the first to move to a modern blended learning model of delivery. Post-pilot results showed that student numbers tripled, retention rates were over 90%, and the student completion rate was 87.6%. The pilot program also resulted in the formation of commercial training partnerships, an invitation for staff to present outcomes locally and overseas, and the 2016 University's Vice-Chancellor's Award.

Over 20 departments now deliver their programs through blended learning and the Polytechnic met the budget in 2017 for the first time since the catastrophic government reforms were imposed. And although Project 100 affected many areas of the organization, the implementation of the blended learning model had a direct, positive impact on teachers and students.

In 2017, the blended learning delivery model received national recognition for its modern approach to learning. This was made more significant because we were benchmarked against many blue-chip companies that have extensive resources and budgets not seen in public TAFEs. We were awarded the LearnX Platinum Award for Best Blended Learning Model, the LearnX Silver Award for Best Interactive eLearning Scenario, and the Australian Institute of Training and Development (AITD) Award for Best Implementation of a Blended Learning Solution. The AITD judges described our entry as “a benchmark model that sets the highest standards for modern blended learning. It achieves great results in providing the highest quality of education.”

Overall, Project 100 had the following key impacts:

- 70% of students complete their training using the modern blended learning model.
- 90% increase in student completion rates.
- 85% of teachers completed training.
- 98% of managers use the blended model to attract new business.
- \$3.2 million of commercial work won.
- 99% compliant audit result.

## In Summary

Forming a high-performing team that worked together as a collective to get the job done and encouraging stakeholders' trust helped us overcome the five key challenges that initially seemed insurmountable: implementation in a continually shifting environment, lack of appropriate subject matter, tight deadlines, complex stakeholder management, and teacher capability. We were able to overcome these hurdles by implementing an agile and consistent project management approach, sourcing subject matter externally, holding people accountable through work plans, having clear and consistent messaging from management, and establishing a teacher capability framework.

The project's X-Factor was the strategic decision to centralize and build the blended learning models on the teachers' behalf. This decision supported a collaborative approach and, therefore, a wealth of knowledge was captured and repurposed with the end goal of creating high quality, engaging, and productive learning experiences for our students.

Effective, targeted leadership is a necessary component of an initiative of this size, scale, and reach. You can't fake teamwork, and the success of Project 100 is testament to the hundreds of team members who came together to produce the blended learning solutions.

As the leader of Project 100 I have reflected on what contributed to our success. Three things stand out. The first is people. It's

all about the people. You can have all the ideas and theoretical practices in the world but it's the people who will make things happen. Take the time to build the necessary relationships, build trust – do what you say you are going to do, exceed expectations - and the results will come. The second stand out is patience. Change evokes fear. Be patient with the change management process. When you are transforming a traditional teaching practice, expect it to take time and respect the position of the team members involved. The final element is persistence. Transformational change will encounter roadblocks that may require a change of approach. However, the key message must remain: The project is not going away; it is here to stay. Do not give up and stay focused on the end goal.

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### Gail Bray

For the past 15 years, Gail has successfully led the implementation of multimillion-dollar Greenfield projects in the TAFE sector. She served in various organizational roles, gaining strong skills in change management, project management, digital design, agile development, and LEAN thinking.

As an early adopter of technology, Gail has consistently strived to better understand technology and how it improves educational outcomes.

At Victoria Polytechnic, Gail is responsible for leading a transformational project focused on creating/implementing modern Blended Learning Solutions that provide clients with access to high-quality, digitally enabled training that supports the development of skills and job outcomes.

Gail's work has been recognized as best practice, winning two international LearnX Awards (2017): platinum for best blended learning model and silver for best interactive eLearning scenario; and the Australian Institute of Training Development (AITD) Award for Best Implementation of a Blended Learning Solution (2017).





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## AUTHOR'S VOICE

# BERNARD J. MOHR

“You can’t force someone to innovate, nor can you tell someone to learn. Demanding creativity usually results in the opposite, and expecting opposing parties to agree on a solution rarely ends well.”

– Williamson & Engelberg, 2016

### PROLOGUE

I apologize in that I am neither full-time faculty anywhere, nor have I held administrative/leadership positions such as department chair or dean, provost or president at any academic institution. And yet here I find myself – writing about how you might lead organizational innovation in what is surely one of today’s most complex and challenging environments. I can only share my learnings (based on some 45 years of working in this arena) combined with a deep valuing of the contributions the academy makes to society. With that in mind, I ask that you approach the following material with a curious mind, asking yourself always, “*What part of this makes sense to me and how might I use these ideas in my own world?*” If you find at least one good idea for use in your setting, then I will feel I have been successful. Of course if you want to engage me in dialogue about any of this, I greatly look forward to that. Together we can do what none of us can do alone.

### INTRODUCTION: Quick definitions

In the context of post-secondary education, *innovation* refers to the actual *use-in-practice* of new and better ways to teach, learn, and conduct research and other related tasks or processes for the benefit of students, faculty, and administrators. *Change* can only be called *innovation* when the new ways are actually *used-in-practice* and deliver the intended benefit. Anything short of that is not an innovation – it is just an idea not yet transformed into practice.

This definition significantly shifts the focus beyond idea generation to idea execution. This is no small shift. There are huge implications - not just for the “what” of organizational innovation but for the “how” of the

innovation process. From initial conceptualization to thoughtful and meaningful stakeholder participation to the essential tasks involved in rapid iteration, Appreciative Inquiry as a philosophy and process is a good fit.

The adjective “organizational” refers to innovation in the way people are organized and assigned to do certain tasks and innovation in the actual tasks or work itself. For example, changes in curriculum, teaching or evaluation methods, faculty performance assessments, administrator responsibilities and authorities, institutional strategy, decision sequences, collaboration, and planning processes would all be domains for possible organizational innovation. Changes in technology and facilities often accompany organizational innovation and sometimes they are the drivers of organizational innovation.

All organizational innovation involves organizational change. But not all organizational change is particularly innovative – in that change can be neutral, negative, or positive. Innovation by definition is about recombining existing resources in ways that are “better” – as seen by core stakeholders, in this case faculty, students, and administrators.

Appreciative Inquiry in this context is not an alternative to organizational innovation but rather an approach to it.

### FOUR QUESTIONS

1. **What are the defining features that underlie the process of Appreciative Inquiry (AI) as it relates to organizational innovation and change?**
  - a. *Organizational innovation is emergent. Fortunately, so is Appreciative Inquiry.*



Appreciative Inquiry is a good fit because by design the AI approach is itself iterative. The phases of an AI process (Definition, Discovery, Dream, Design, and Delivery) were never meant to be linear. Rather they represent a philosophy of innovation in which we learn as we go and rethink and redo as needed. For example, in traditional research we emphasize the value of asking the same research questions of all our subjects, and to change the questions midstream would be seen as corrupting the data. AI sees the world as fundamentally emergent; a continuous flow of conversations which are socially constructing our future. In this context, we would shift the questions used in discovery as we become more clear on their ability to help us learn about (and in so doing co-construct) the world to which we aspire. When we dream in the AI process (when we imagine the kind of workplace we hope for) we often see the need for additional discovery and so we go back. When we design (when we develop the detail of the innovations which will bring our dream alive) we often find ourselves re-dreaming...and so on. The essence of AI is flexibility, and embracing emergence and its activities and processes have been developed to support those possibilities.

*b. Relationships are essential and they are built in parallel with appreciative innovation work.*

Very few (if any) great social innovations are the work of a single person. The complexity of organizational innovation requires trust, collaboration, and a willingness to step into the unknown. This is what relationships give us. Few organizations cannot benefit from new and better relationships. But relationship building must occur during the work of organizational innovation. We do not have the time or resources for “relationship building activities” that are detached from the core work that needs to be done. It is in the “fire” of relationships emerging during appreciative innovation that new ideas and the energy to move them into daily practice are forged.

The multiple high participation modes of engagement for AI (ranging from paired interviews to large group summits to positive change networks to innovation consortia) allow an unlimited number of people to move into new relationships where relational capital is developed. The polyphonic nature of the AI approach to organizational innovation supports this completely. When many (ideally all) voices are engaged in discovering not only what the world is calling for us to become, but also our own deeply held hopes and aspirations, we become known to each other in completely different ways from the normal hub-bub of institutionalized politicized discourse. When we discover the hidden talents so many of us have, which

we hardly ever get to use, we realize the vastness of our resources for creating a better future.

Shared meaning, another essential element in organizational innovation, is enabled by the dialogical nature of AI. The co-construction of shared meaning in turn fuels our desire for and capacity to be in relationships with each other. Without shared meaning, coordination of effort becomes arduous. Without coordinated effort, organizational innovation falters and ebbs away.

*c. Vision and transition plans are necessary but insufficient ingredients for organizational innovation.*

Common wisdom suggests that for organizations to grow and evolve, compelling visions of a desired future and good plans for how to get from here to there are necessary. These are in fact two highly powerful ingredients, without which innovation becomes difficult. However, this perspective misses a core ingredient which an appreciative innovation process allows us to add. The basic human need to have some continuity in a sea of change is core to diffusing the bulk of resistance to organizational innovation.

The discovery phase of all appreciative innovation processes incorporates a continuity search. This is a search for those few values or practices that give life to the organization; that small set of core factors which are seen as integral to who we are. In the discovery work at a large pharmaceutical research institution, the core life-giving factor, that which if we didn't retain it would lead to our demise, was a commitment to good science. It was not the salaries, the dining facilities, the campus, or the state of the art facilities. It was the lack of pressure to doctor results; it was the readiness to entertain promising, albeit moonshot, research directions if well-reasoned. In short, the shared value of good science, when identified and elevated as the institution's most important thing to continue while everything else might change, was the single most critical intervention for reducing resistance to innovation. Widespread participation in the dream and design work was a close second since people support what they themselves have created.

## **2. How can AI be used to create organizational agility particularly at the meso level (divisional, institutional) within a higher education context?**

All organizations are dependent on resources from and relationships with the “outside”. This means that shifts in the world outside require constant adjustments and sometimes even radical change by the university if it is to continue to flourish. The practical meaning of

“Common wisdom suggests that for organizations to grow and evolve, compelling visions of a desired future and good plans for how to get from here to there are necessary.”

organizational agility in an educational context is then about how quickly, how effectively, and at what cost (economic and social) the institution can create innovation in meaningful areas such as research, curriculum, teaching/learning, student life, faculty engagement, administrative processes, and so on.

Such innovation (at the divisional and institutional levels) requires not just a strong relational infrastructure but also structures, systems, and practices that enable agility as well as a way of thinking about innovation that is congruent with the complexity of the situation. The intertwining of these elements calls for a process capable of developing all three “as we create the path forward by walking it together.”

The structural requirements of agility include having mechanisms for sensing shifts in the outside world that are distributed within the institution rather than being the domain only of senior administrators. Having conversational containers at the divisional level for sharing individual thinking about values to be pursued, assessment of opportunities to be seized, and prioritization of what the world is calling for are essential if the “whole” is to move forward with integrated but locally powered innovation strategies. Through its processes for “Discovery and Dream,” Appreciative Inquiry has the capacity for not just drawing individual thinking into an integrated picture of future possibility, but the design phase of AI also allows the co-construction of new and better mechanisms/structures for sensing and responding to external events – a sort of “paving the road while we walk on it” approach.

In the delivery phase of AI, the focus is not just on getting things implemented. The focus is on continued emergent designing in recognition that the complex interactions of stakeholders, tasks, processes, and external shifts both within and without our universities can confound our best laid plans. The delivery phase of AI proposes an implementation sequence of start small, review and adjust, grow bigger, review, incorporate new realities, modify, grow more and so on – a sort of “learn your way into the future” strategy. It is this dynamic way of implementing that tills the ground and waters the plants of organizational agility – by walking the talk of being flexible, of collaborating

to move forward, of continually asking, “What’s working well and why?”, “What new realities and possibilities are emerging?”, “What new strengths, assets, and capacities are we uncovering?” and, “Where do we want to go now?”

### 3. What conditions are critical to building capacity for a sustainable culture of innovation?

With its work of discovery, Appreciative Inquiry supports the creation of greater *understanding* of the world we are in; the AI work on a dream supports the creation of a shared *vision* of our preferred future; the AI work of design supports the development of clarity about what we will do to move forward; and finally the AI work of delivery teaches us about *agility* as we build our capacity for it through learning by doing.

Underpinning all of this is a movement by senior leaders from seeing themselves as managers to seeing themselves as designers – not designers of the future per se, but rather designers of the structures and systems and practices that enable the voices of all to participate in co-creating understanding, vision, and clarity around innovations that are needed. In that sense, they are designers of an agile institution capable of continuous innovation that is suitably paced, effective, and at occurs at minimal economic and social cost.

Appreciative Inquiry provides many of the tools and ideas to bring these concepts to life.

### 4. What 3 leadership strategies have you found to be the most powerful in inspiring innovation and change (e.g., the art of storytelling), and why?

#### Strategy #1: Building on the best of who we are and what we care about.

Whether we describe it as a continuity search or the articulation of shared values, starting with an inquiry into and a dialogue on “What do we share in common, what do we value, and what do we want to preserve?” is essential in cultures where there is great passion about the work. The academy is such a culture.



## Strategy #2: Radical inclusion.

Designing and using innovative forums and processes for “conversations of the whole” is not just one way, it is the only way that we can develop the agility needed to thrive in today’s shifting sands. None of us has the knowledge, wisdom, energy, or resources that all of us have collectively. The challenge is accessing the “whole” in ways that are economical, productive, and take our collective thinking and doing beyond the normal. Fortunately, the past 30 years has seen an explosion of tools and processes to help us with this. Appreciative Inquiry effectively uses the AI Summit, a flexible, scalable process that can engage hundreds to thousands of participants.

## Strategy #3: Humble listening.

We all have opinions, views, ideas, experience, wisdom – mixed with passion, frustration, hope, despair, and willingness to try once more. All of these must be accessed, acknowledged, and respected. The key to this is humble listening.

Humble listening invites the “other” to be center stage. It communicates to the other that we see the possibility of multiple realities and that their reality is also true. It does not require us to give up our own reality but rather to accept that, with few (if any) exceptions, almost all that we believe to be true, and good, is the result of many conversations – not an external, objective “truth-giving machine”. With this perspective, we shift from telling and selling to asking and listening – not as an alternative to advocacy, but as a respite from it.

Humble listening requires no special facilities or executive approvals. Only a willingness to engage the other from the stance of “I” and “thou”, rather than “I and “it” (see epilogue).

## EPILOGUE:

Marin Buber, an Austrian theologian and philosopher is the originator of the view that when we connect with others as people to be understood as the same as us, rather than as objects to be manipulated, our universe of possibilities expands exponentially.

As the British author M. M. Owen (2018) so eloquently writes:

The basic argument of *I and Thou* goes like this: human existence is fundamentally interpersonal. Human beings are not isolated, free-floating objects,

but subjects existing in perpetual, multiple, shifting relationships with other people, the world, and ultimately God. Life is defined by these myriad interactions – by the push and pull of intersubjectivity.

Whether we find value in the ideas of social constructionism (a core underpinning of AI) or we find more accessible the works of philosophers such as Buber, the notion is that deeply human relationships are the vortex of possibility. Our conversations, our inquiries, and our advocacies are the tools we all have at our disposal to create such relationships.

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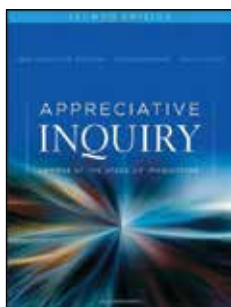


**BERNARD J. MOHR** is a global practitioner, author, and speaker on the creation of flourishing organizations using an integration of Socio-Technical System Principles, Design Thinking, and Appreciative Inquiry. He specializes in complex, highly professional environments such as healthcare, post-secondary education, and scientific research. For 50 years throughout the USA, Central America, the Caribbean, Western Europe, Canada, and the Middle East he has supported clients in organizations such as BayState Health, British Petroleum, Canadian Broadcasting Corp., Coca Cola, Episcopal Church/USA, Exxon, GlaxoSmithKline, Government of Trinidad and Tobago, LL Bean, Novartis, Tufts Medical Center, University of Maine, and the US Internal Revenue Service. He is the originator and co-founder of People Powered Innovation Labs, past Dean of Complex Systems Change at NTL Institute for Applied Behavioral Science, and adjunct faculty in organizational innovation at Concordia University (Montreal). He can be reached at +1-207-807-4974 or [bernard@ppi-labs.com](mailto:bernard@ppi-labs.com).

# THE LITERATURE OF LEADERSHIP



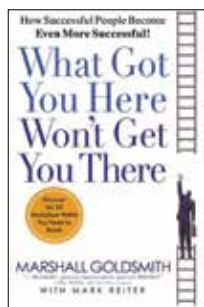
REVIEWS BY LYNDA WALLACE-HULECKI, Ed.D.



**APPRECIATIVE INQUIRY: CHANGE AT THE SPEED OF IMAGINATION, 2ND EDITION (2011).**

**Jane Magruder Watkins, Bernard J. Mohr, Ralph Kelly**

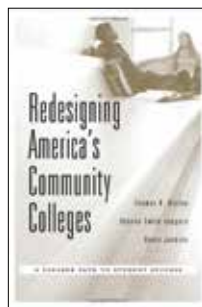
Appreciative Inquiry (AI) involves the art and practice of asking positive questions to illuminate strengths on which to build the capacity for advancing transformative change, whether at the individual, team, or organizational level. This book is a valuable resource for anyone seeking to advance strengths-based change. The book has been thoroughly updated and revised from the original book by the same title published in 2000. Key elements of the AI process that have been updated in this edition include: the theoretical underpinnings, fundamental assumptions and beliefs, and the basic processes. Step-by-step guidelines are provided on how to apply AI in a variety of organizational situations such as coaching, leadership development, strategic planning, and teambuilding. Chapters 1 through 3 present the history, theory, practice and operational definition of AI in the context of transformative change. Chapters 4 through 8 describe the phases and processes that are core to an AI-based change process. Case studies are infused throughout the chapters to illuminate how AI can be applied in various situational contexts. *Please refer to the Author's Voice section of this edition of LEADERSHIP to gain greater insights on the book and AI process from the author.*



**WHAT GOT YOU HERE WON'T GET YOU THERE (2007).**

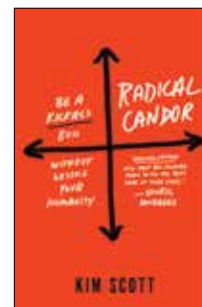
**Marshall Goldsmith, Mark Reiter**

Marshall Goldsmith is a highly acclaimed leadership thinker, executive coach, and bestselling book author. In this book, Goldsmith and co-author Mark Reiter discuss patterns of behavior often employed when moving up the leadership ladder and how habits developed along the way can stifle one's future success. The authors posit that "the higher you go, the more your problems are behavioral" (p. 42). This is an easy-to-read, entertaining, yet thought-provoking book that leaders at any level and stage in their leadership career should read. Section 1 begins with a brief review of four key beliefs that help leaders become successful, but lead to habits that can be difficult to change. Section 2 begins with a quote from Peter Drucker that sets the tone for the remainder of the book: "We spend a lot of time teaching leaders what to do. We don't spend enough time teaching leaders what to stop..." (p. 35). The authors proceed to identify 20 common faulty habits in leadership behavior stemming from "what got you here" that can hold one back from the quest "to get you there". Sections 3 and 4 provide a seven-step method for how to change for the better, including situational examples that reflect human behaviors in the workplace (often with humorous undertones) with which anyone can identify. An instructive and enjoyable read that stands the test of time.



**REDESIGNING AMERICA'S COMMUNITY COLLEGES: A CLEARER PATH TO STUDENT SUCCESS (2015).**  
**Thomas R. Bailey, Shanna Smith Jaggars, and Davis Jenkins**

This book presents expert diagnoses of the limitations of existing community college reforms and outlines a proposal for dramatic change. Written by distinguished scholars and researchers of community colleges, the authors make a compelling case for redesigning colleges from the prevailing "access-driven, cafeteria model"—whereby students are left to navigate pathways on their own—to a "completion-driven, guided pathways model"—whereby students are supported through guided pathways to completion of their education goals. In each of four chapters, a key component of the prevailing "cafeteria model" is described: program structure, intake and student support services, instruction, and developmental education. The book presents research that supports a shift to a guided pathways model, along with examples of innovative redesign efforts underway at some colleges consistent with the latter approach. The authors present general principles and design elements for consideration in redesign initiatives that may be applied in any college context. This book is an ideal resource for college leaders seeking to initiate and advance a college redesign process with a view to improving student completion and success.



**RADICAL CANDOR: BE A KICK-ASS BOSS WITHOUT LOSING YOUR HUMANITY (2017).**  
**Kim Scott**

Drawing from years of experiences at Google, Apple, and as CEO of her own company, Kim Scott shares real-life stories of management concepts and practices at their worst and best that undergird a new management philosophy, coined "Radical Candor". Core to the management concepts and model advanced by the author is the building of radically candid and trusting relationships with others. The book is organized into two parts. Part I presents the Radical Candor approach to management that is grounded in three fundamental principles: 1. Create a culture of guidance (praise and criticism) with open communication in order to keep everyone moving in the right direction, 2. Understand what motivates each person on the team to maintain cohesiveness, and 3. Drive results collaboratively (not by dictate). Part II presents a two-dimension framework to "good guidance" in operationalizing the management approach: "care personally" and "challenge directly". Numerous tips and tools are presented on how to build Radically Candid relationships, which is achieved when both dimensions are addressed concurrently. This book is more about the art than the science of effective management. A useful resource for anyone seeking to improve workplace interpersonal relationships.

RATING ★★★

RATING ★★★

RATING ★★★

RATING ★★★½

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





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