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The Chair Academy has provided two distinct, competency-based leadership development programs for college and university leaders since 1992. The Chair Academy’s Foundation and Advanced leadership programs are offered at the organizational, state, regional, national, and international level.

WHAT PARTICIPANTS ARE SAYING ABOUT THE CHAIR ACADEMY:

Mary Chatigny
Director, Human Resources
Northern Essex Community College, Haverhill, Massachusetts

“My Foundation Academy was the best leadership development experience I have had to date in my career. It gave me lots of new ideas and tools to use with not only my staff but to share with the wider college community. In fact, I actually incorporated DiSC into our New Employee Orientation and became trained to facilitate the work at NECC. Articulating my personal mission at the Foundation Academy was very powerful for me and once having articulated it I have worked to live it each day. I am very excited about being able to take my leadership to another level by participating in the Advanced Academy and look forward to building upon what I learned about myself and my leadership at the Foundation Academy.”

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Create a development plan to identify performance and leadership goals

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To discover more about our Foundation and Advanced Leadership Academy programs, please visit us online at: www.chairacademy.com
Moving On with the NEW Look of Leadership

Since the inaugural edition of our refereed journal Leadership first appeared in 1994, it has been through many transitions...
Learning Leadership... From the Ground Up

As we take a New Look at Leadership, we thought it would be appropriate to talk with some of the new leaders in our community about their leadership journey. We asked them what inspires them, what poses their greatest challenges, and what has made the biggest impact on their leadership development to date. As you read their responses, consider how you would answer these questions and take some time to seek out things that inspire you, develop innovative solutions to those things that challenge you, and purposefully seek out meaningful leadership development opportunities.

Dr. Noemí Custodia-Lora Assistant Dean, Foundational Studies and Liberal Arts & Sciences, Northern Essex Community College, WLDI 2011-2012 Class

What inspires you as a leader? I am most inspired by working with faculty; the thrill of learning new things; talking to students in the hallways; getting involved in new projects; creating opportunities that encourage others to become leaders themselves; thinking outside the box.

What challenges you as a leader? Accepting the fact that not everything can be resolved with logic. Practicality does not always work. Also, realizing that not everybody works at the same pace.

What has made the biggest difference in your development as a leader? My family and mentors at work. My family has been very supportive and understanding of my responsibilities and time commitment as a leader. At work, I have been fortunate to have not one but three great mentors. I have learned so much from their different leadership styles. They have seen in me the potential I did not know I have. They have taught me to see life with different lenses, encouraged me to go the extra mile, and continue to inspire me to dream big.

Valerie Payne Wisconsin Technical College System, Grants Coordinator, WLDI 2011-2012 Class

What inspires you as a leader? Women of color in upper management, the impactful work and earnest dedication of educators promoting higher education – beyond your current educational level – for all students; and learning from fellow leaders.

What challenges you as a leader? Perfectionism – my father said, “Do it right or not at all.”

What has made the biggest difference in your development as a leader? Wise mentors/leaders empowered me to transcend the status quo and stand – move a vision to action, act upon opportunities for improvement, and be accountable – Seek it! Embrace it! Own it!

What inspires you as a leader? As a leader, I have the unique opportunity to influence the lives of others. This opportunity inspires me to come to work each day and lead by example by giving my very best.

What challenges you as a leader? The greatest challenge I face as a leader would be balancing my numerous responsibilities at work, and also giving myself enough time for my family. I often feel pulled in various directions, so it is important to be able to organize and prioritize my responsibilities in an efficient manner.

What has made the biggest difference in your development as a leader? I have been involved in athletics my whole life and have had many coaches who have inspired me to succeed. Over the years, I have used my collective experiences to become what I hope is an effective, dedicated, and inspiring leader.

Fred Amador Counseling Faculty, Phoenix College, Maricopa 2010-2011 Class

What inspires you as a leader? I am inspired by ordinary people who are committed to making a difference in the world and in the lives of others.

What challenges you as a leader? I am challenged as a leader when people do not follow through on their commitments. It is important to me to be able to count on the people I work with and that they can hold themselves accountable to do what they say they are going to do.

What has made the biggest difference in your development as a leader? I have been blessed to have mentors throughout my life who saw my potential, provided opportunities to develop my leadership skills, and challenged me to get out of my comfort zone.

Doug Berry Residential Faculty, Psychology, Paradise Valley Community College, Maricopa 2010-2011 Class

What inspires you as a leader? The mysteries of the human mind and the hidden potentials of the human heart inspire me.

What challenges you as a leader? The greatest challenge I face is the physical limitation of being in only one place at a time, yet it challenges me to live in the moment making it the best moment that it can be with the trust that the next moment will be as great as this moment now.

What has made the biggest difference in your development as a leader? The confidence in knowing what my strengths are and then actively engaging in activities and roles that continue to nurture and strengthen who I am has made the most difference in my development as a leader.

Marlina Montagoo Assistant Director, AIER, Guam Community College, Guam 2011-2012 Class

What inspires you as a leader? The confidence in knowing what my strengths are and then actively engaging in activities and roles that continue to nurture and strengthen who I am has made the most difference in my development as a leader.

Lindsey Zikakis Administrative Manager, Aerospace Technology Campus, BCT School of Transportation, British Columbia 2011-2012 Class

What inspires you as a leader? When I was a child I was envious of adults because I believed, as I’m sure most children do, that adults could do whatever they wanted to do. Now that I’m here, I know that we can change our environment to make it what we want it to be. I find the potential contained in this thought inspiring.

What challenges you as a leader? Being fairly intrinsically motivated to seek and pursue positive change in the workplace, I need to remind myself that some individuals believe they are satisfied with the status quo and I must not assume that everyone will be as excited about change as I am.

What has made the biggest difference in your development as a leader? I have been fortunate to have several mentors who live their personal values at work, and I have a great deal of respect for them because of this. Their influence has made me comfortable in turning to my core values for guidance when facing challenges in the workplace and I feel that this will make me a stronger leader.
By Jack Peterson

As one of the original founders of the International Training Conferences and Workshops for Community College Chairs and Deans, I've been asked to chronicle the beginnings of the Department Chair Academy—formed originally by three faculty/chairs at Mesa Community College—who designed and ran the first three international conferences, as well as a number of regionally-based week-long workshops for community college chairs and other administrative officers.

It started in the late 1980s at a conference for department chairs in Orlando, Florida. I attended as a newly elected department chair of the multi-discipline Cultural Science Department, hoping to find some much-needed help in my new administrative/faculty position. This conference primarily focused on university-based department chairs and consisted of concurrent sessions taught in lecture format by a presenter reading a paper, with little or no discussion sought from those who attended. Many attendees were seasoned and experienced departmental/division administrators who had considerable expertise, skills, and insights of their own. I immediately felt that presenters should have invited their input, engaging them in a dialogue about the material presented instead of just giving a lecture on the topic.

After several of these sessions, I remarked to my chair colleagues from Mesa Community College (MCC) that I found the sessions disappointing, uninspiring, and mostly irrelevant to our chairing community college departments and divisions. I suggested that we could do a better job of providing more interesting, relevant, and much more interactive training for community college chairs.

Subsequently, three of us from MCC caught the spirit of this new concept: Jo Wilson, Chair of the Home Economics Department, Jerrell Ferguson, Chair of the Psychology Department, and myself. As we talked, our excitement grew about the potential for organizing and conducting a conference specifically designed to train community college chairs.

We discussed our idea with the President of Mesa Community College, Dr. Larry Christiansen, and the Chancellor of the Maricopa County Community College District, Dr. Paul Elsner. They supported the idea and gave us great encouragement, advising us to proceed with our project. Dr. Elsner also suggested that we include some additional department/division chairs from other colleges in the district on our team. Dr. Gary Filan—who was then serving as the Audio Visual Director for the college district—was one of them. We quickly saw the wisdom in electing Gary, with his considerable skills and abilities, to be the Executive Director of what we began to call the Department Chair Academy (DCA). We then began designing, organizing, and conducting workshops and conferences.

As our team grew we decided to expand the original concept of a national conference for community college chairs to also include deans and other administrative offices.

We began by developing several training workshops for just chairs and deans within the Maricopa college system. In February, 1991 we mailed a survey to instructional officers at 1,200 community colleges for the purpose of identifying key issues and concerns to department/division chairs. We received 426 replies—300 of which reported they’d received no formal training at their institutions on how to chair a department.

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Among the areas of greatest need were:
- Faculty evaluations
- Strategic planning
- Curriculum development and design
- Conflict management and resolution
- Budgeting
- The complexity of the dual role of chairing a department while serving as a residential faculty member
- Communicating with administrators
- Managing education technology.

These survey results, combined with our workshops and ongoing training, led us to develop a three-pronged approach to training community college chairs and deans:
1. National three-day conferences
2. Week-long, more in-depth workshops, and
3. Publication of a national newsletter focusing on conducting research and disseminating information relevant to community college chairs and deans.

The first national conference was held in Phoenix, Arizona in March of 1992. The theme was “The Trick to Being a Chair”. We were delighted to welcome attendees from all over the US, as well as countries like Canada and Australia. From the very beginning we wanted the conferences to be interactive; so in addition to showcasing internationally known keynote speakers, we designed all of our two-hour concurrent sessions to be taught by a content expert for about 20 minutes and then turned over to a discussion leader for about 80 minutes. We also provided a recorder who took notes and later transcribed them into a report mailed to all conference participants. The first nine concurrent session topics were taken directly from our survey results.

Each year the conference grew and evolved. In 1994 after the third conference, the original organizers turned the running of the DCA over to Gary Filan and his professional office staff. Since its origins in the Maricopa County Community College system in the late 1980s, the Chair Academy has served thousands of post-secondary educational leaders across the globe through its annual international conferences, week-long residential workshops, and publications such as Leadership. I am so proud to have been a part of its origins and so pleased to watch it grow. As “The New Look of Leadership” ushers in a new and exciting era for the Chair Academy, I am delighted that, at its core, the Chair Academy is still doing the work we set out to do—providing focused and collaborative training for college chairs, deans, and administrators across the globe.
Each year the Chair Academy recognizes inspirational leaders throughout its three-day conference. We recognize a number of exemplary leaders, teams of leaders, institutions that foster and teach leaders, and those who are passionate about developing their leadership skills and putting them into practice in their personal and professional lives and in partnership with the community. We also choose just two among this talented and diverse group whose leadership encompasses all of these areas to honor with the Paul A. Elsner International Excellence in Leadership Award. One of the individuals we honor this year is Dr. Shouan Pan, President of Mesa Community College (MCC) in Mesa, Arizona.

In his role as President of MCC, Dr. Pan leads teams that foster prosperity, successfully ushers his institution through an ever changing landscape of post secondary education, and engages friends, family, coworkers, and the community in strategies to triumph over obstacles ranging from budget crises to increasing student success rates to achieving personal goals. He has established himself as a master collaborator, a champion of student success, and a strong partner throughout the community. He is known for his passion for educational excellence, his ability to build and sustain a vision for a large and extremely diverse team, and his capacity for taking on the most difficult challenges and inspiring fellow administrators and faculty to achieve exceptional results. All of these qualities distinguish him as an individual who invites loyalty, commitment, compassion, and the creative energy needed to make post secondary education the very best it can be on behalf of the students working to achieve their dreams.

**History**

Although we continue to discover that there is no such thing as a conventional leadership journey, there are aspects of Dr. Pan’s path that are unique. Shouan was born in 1957 in the Anhui Province of China, a comparatively poor, agricultural province in China’s eastern region that spans the basins of the Yangtze and Huai Rivers. He writes that, “Growing up during the Cultural Revolution in China, a period marked by unprecedented oppression and political upheavals, I was on the receiving end of suppression, distain, and humiliation because I was a descendant whose father was classified as an anti-communist. As a teenager, I became very insecure and had little self-confidence. I never dreamt of becoming a leader, least of all serving the office of a college president for one of the largest comprehensive community colleges in the United States.”

While reflecting on his childhood he notes that, “unlike the States, at least in those days, you [were] not free to dream.” But that did not keep him from forming goals and working diligently to achieve them. In 1981 he earned

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“Before you are a leader, success is all about growing yourself. When you become a leader, success is all about growing others.” – Jack Welch
his Bachelor of Arts in English at Hefei Polytechnic University, a major university in China, and remained there to teach as the Assistant Professor/Assistant Director of International Education until 1986. In 1985, while in Pittsburgh, Pennsylvania for a year-long exchange program, he discovered an opportunity to further his education in Colorado and by 1988 he had earned his Master of Education in College Student Personnel Administration at Colorado State University. By the time he earned his Doctor of Philosophy in Higher Education Administration at Iowa State University in 1993, he had achieved what may have been unimaginable when he was a boy. Perhaps it is his journey, one that spans many years and surmounts many obstacles, that inspires his commitment to student success. He writes, “I am constantly touched and inspired when I talk with students who are serious, hardworking, and dedicated to their own success, against unorthodox life challenges.”

Inspiration
Dr. Pan is also inspired by his colleagues who are dedicated to developing the leaders around them. One important influence on his lifetime leadership development is Dr. Sandy Shugart, President of Valencia Community College in Orlando, Florida. He refers to Dr. Shugart’s comparison of the leadership journey to a crucible, noting that “the successes, failures, the seduction of power, and elevated ego inherent in senior-level responsibilities work like heat to shape a leader’s character and integrity.” He goes on to say that through that learning process, it is possible to rise above our imagined or perceived limitations and become an influential leader, no matter where we work or where our journey began.

Philosophy
After more than 20 years serving in multiple leadership roles at several different institutions, Shouan recognizes that “striving for excellence in leadership is lifetime work.” As he has worked to hone his craft and develop the leaders around him, he has gained knowledge, skills, and experience that continue to shape his leadership journey. He notes a feeling of obligation to pass on his insights to young leaders aspiring to senior leadership work because his own journey “would not have been possible without the love, support, and nurturing leadership examples from my parents, teachers, and countless mentors.” When asked about insights he might like to share, he responded with three key philosophies:

First, leaders are not pre-destined. Anyone, regardless of her or his circumstances, personality, or background, can serve and lead. As long as one approaches the leadership work for the right reasons, as long as one is willing to undergo the “crucible of leadership”, she or he can be useful to others, and others will follow her or his lead. Through leadership work, we can transcend our perceived limitations and, in turn, help others to do the same.

Second, there is not a universal path to leadership. One can develop leadership capacities in any job, from any profession. The key is to be purposeful and intentional in attending to one’s learning and growth.

Finally, leadership starts from within... An aspiring leader is best to examine beliefs, characters, habits, motivations, and deficiencies first. Dr. Shugart describes this, as ‘doing much needed interior work. It is here, in the leader’s character, and spirit, that the effects of the crucible, for good or ill, are first experienced and ultimately transmitted through leadership responsibilities to the lives of others’ (Shugart, 2013).

Legacy
When we asked Dr. Pan what it meant to him to be the 2013 recipient of the Paul A. Elsner International Excellence in Leadership Award, he told us that it “has special significance to my leadership work and relevance for emerging leaders who aspire to lead in the post-secondary education setting... Looking back, I know that I endeavored not just to serve the office for which I was entrusted the responsibility, but also to serve a greater purpose – to make a meaningful difference.” And there is no doubt about the positive difference he has made. Since becoming the president of MCC in 2008, Pan has steered one of the largest community colleges in the nation to reach new heights in academic excellence and achievement. He has done so in a way that inspires fellow administrators and faculty to bring their better selves to work each and every day in order to guide the many thousands of other students who, like himself, may have had little of concrete value to hold onto or hope for based on the humble origins or difficult circumstances in their own lives.

References

“Looking back, I know that I endeavored not just to serve the office for which I was entrusted the responsibility, but also to serve a greater purpose – to make a meaningful difference.”"
When it was time to select the 2013 Paul A. Elsner International Excellence in Leadership Award recipients, our choice was clear. With qualities such as mentor, developer, historian, researcher, explorer, reflector, collaborator, transformational, and agent of change, Dr. Marilyn Rhinehart’s career and relationships set her apart from other leaders. Retired from the office of Executive Vice President of Academic Affairs at Johnson County Community College (JCCC) in Overland Park, Kansas, Dr. Rhinehart’s career, and the successes, relationships, and innovative teams she leaves behind, will continue to serve and inform JCCC and the landscape of post-secondary education.

A native Texan, Dr. Rhinehart attended the University of Houston, where she earned a Bachelor of Arts in French and American History and received her Master of Arts and Ph.D. in American History. With her work grounded in research and best practices, and with each, she built a group of faculty and staff to oversee processes that collectively respected historical attitudes, beliefs, and practices as the organization moved into the future. According to Bill, “her collaborative leadership style is clearly transformational and helped create a culture of trust and engagement. She is the kind of leader who stops to chat in the hallway; who shares a quick note to acknowledge someone’s good work; who cares about you as an employee and as a human being.” In 2009, Dr. Rhinehart assumed the position of Executive Vice President of Academic Affairs and became the senior leader for academic programs and support services. With her leadership, she mentored and developed deans and associate deans who now provide academic leadership at JCCC.

Dr. Rhinehart participated in the first Chair Academy Leadership Institute held in Prescott, Arizona, from 1991-1992, and subsequently facilitated Chair Academy workshops in Guam, Colorado, Arizona, and Wisconsin. She presented a variety of leadership workshops at conferences, colleges, and professional development organizations, and is admired by her colleagues for her exploration of new methodologies, innovative ideas, reflective practice, and great sense for research.

Positive change, as well as reflective leadership, is exactly what Dr. Rhinehart brought to JCCC. Marilyn went through several reorganizations for both operational and budget purposes, and with each, she built a group of faculty and staff to oversee processes that collectively respected historical attitudes, beliefs, and practices as the organization moved into the future. According to Bill, “her collaborative leadership style is clearly transformational and helped create a culture of trust and engagement. She is the kind of leader who stops to chat in the hallway; who shares a quick note to acknowledge someone’s good work; who cares about you as an employee and as a human being.” In 2009, Dr. Rhinehart assumed the position of Executive Vice President of Academic Affairs and became the senior leader for academic programs and support services. With her leadership, she mentored and developed deans and associate deans who now provide academic leadership at JCCC.

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We talked with Marilyn about her leadership development journey and she answered some questions and offered some advice for leaders in post secondary education.

Q: What first prompted your interest in being an academic leader?
A: I never had a plan or agenda to become an academic leader. It just seemed to happen to me, especially with the encouragement of others. Teaching was a way to make a difference, but I discovered that administrators, as academic leaders, can do a lot to support and ensure an effective teaching and learning environment for faculty and students alike.

Q: What or who helped you learn leadership as you started out?
A: I'm a good observer, and I naturally learned a lot from every administrator with whom I worked. Sometimes I learned what NOT to do as much as what I SHOULD do. Dr. Joe Airola, who was the instructional leader at North Harris College in Texas when it opened in the mid-1970s, was key to launching my administrative/leadership career. He was professional and personable. In addition, he was one of those individuals who could deal with problems in such a way that those who may have been the source of the problem felt his office feeling better than when they entered! That is a real skill. His successor, Dr. Joe McMillan, had a great sense of humor and because he was not able to go to the first Chair Academy leadership institute in 1992, I had the good fortune to attend. What I learned and experienced there gave me confidence, knowledge, skills, and networking opportunities that I needed to become a better leader.

Q: How did you deal with challenges/frustrations as a young leader?
A: One of my best tools for dealing with the challenges and frustrations I encountered early in my career was a good sense of humor. We all need one! Additionally, observing others in such situations taught me many lessons. My father, in particular, was a great model for looking for solutions and adapting to circumstances as they required, rather than complaining. Although somewhat introverted, I recognized early on that naturally building relationships and including others in decision-making worked. I was used to the academic world and I enjoyed learning what was important to others. The “unique” personalities in the academic world always made things interesting.

Q: What recommendations would you offer leaders starting out today?
A: The world moves so quickly and can be so complex that it is important to “keep things simple.”
A simple kindness and recognizing the talent and actions of others in an environment where neither may be common can go a long way, but only if sincere.
Being who you are and not exhibiting one personality with those who may not have realized was a strength.

Acknowledging that you made a mistake and then learning from it tells others that not only are you human but you are a perpetual learner yourself.

Learn time management and practice it.
It is okay to get in the trenches - it is important for others to know you would not ask them to do something you would not do yourself.

Q: What inspires you?
A: Stories inspire me - especially stories that demonstrate to the listener or the reader that obstacles can be overcome. I have always been inspired watching others succeed at something they may not have realized was a strength. Being a historian by education, I have found many examples of leadership that make me want to continue moving forward.

Q: Who are the leaders that you admire and have learned from?
A: There are too many in my professional life to mention! They are scattered across many institutions and positions. I’ve been so fortunate that fate has brought me to these individuals during my career. In a historical sense, I am a huge admirer of Abraham Lincoln and Eleanor Roosevelt.

Q: What tips/tools would you offer leaders today to address the issues we confront in post secondary education?
A: The ability to laugh at yourself and have a good sense of humor in general.
The talent and skills to build relationships.
Recognizing when someone handles something well and tucking that memory away where you can call upon it.
You must understand the academic world and be resourceful every way you can in an environment that may not understand that money does not grow on trees and that more people, more money, and more space are not always the remedies for everything.

Q: Are you more or less optimistic about the future of post secondary education?
A: I try to be optimistic, but political stalemate, legislators who do not recognize the importance and value of education, and social and economic challenges that are complex and cannot be dealt with in a ten second media bite make me anxious. However, I see a lot of great leaders emerging, which reminds me that sometimes the glass may look like it is half empty but with a different perspective it is half full.

Q: What does the Elsner award mean to you?
A: Being selected as an Elsner recipient is one of the greatest honors I have received in my career. The name Elsner attached to this award says everything.

Q: What do you feel is the greatest challenge facing post secondary education generally?
A: Engaging employees and students - without that tie among us, success can only be fleeting.
SUSTAINABILITY THROUGH LEADERS
The 2013 Idahlynn Karre Exemplary Leadership Award Recipients

TO NOMINATE A LEADER OR GROUP OF LEADERS TO BE RECOGNIZED AT THE CHAIR ACADEMY’S 2014 INTERNATIONAL CONFERENCE IN ST. LOUIS, MISSOURI, VISIT THE CHAIR ACADEMY WEBSITE AT: WWW.CHAIRACADEMY.COM
CONFERENCE FEATURE

THE GARY FILAN EXCELLENCE IN LEADERSHIP AWARD

RECIPIENTS

Recognizing Outstanding Leadership

MARY A. CHATIGNY

has been the director of Human Resources at Northern Essex Community College (NECC) in Haverhill, Massachusetts since 1999. She earned her MBA with a graduate certificate in Human Resource Management from Southern New Hampshire University and her BS in Business Administration from Suffolk University in Boston, Massachusetts. Mary participated in the Massachusetts Community College Leadership Academy in 2004-2005 and the Great Lakes Leadership Academy during 2008-2009. In 2011 Mary was trained to lead the DiSC work at Northern Essex and finds this provides her with some of her most rewarding experiences.

In addition to the leadership academy work at NECC, Mary takes great satisfaction in leading employees through Appreciative Inquiry, Strengths, and the National Coalition Building Institute (NCBI) diversity workshops and trainings. In 2011 Mary volunteered to serve as a member of the Strategic Plan Steering Committee and was asked to co-chair the 2012-2015 Strategic Plan Goal Team on Culture and Learning. Her strengths and workstyle fit perfectly with her role as HR director as she works with colleagues to build relationships between and among constituent groups and teams in an effort to create environments where people want to belong.

RANDY SINGER

is the Associate Dean for two departments within the School of Business at British Columbia Institute of Technology (BCIT), Digital Arts, and Broadcast and Media Communications. He leads a team of approximately 100 full-time and seasonal instructors and support staff delivering nine full-time programs and 18 part-time studies (continuing education) programs, to approximately 1000 students. Randy was appointed to his current position in January 2012, after nearly three years as Acting Associate Dean, seven years as Part-time Studies Coordinator, and seven years as an Instructor in the Marketing Management department, also in the School of Business at BCIT.

Before a career change into post secondary education in the mid-1990s, Randy co-owned and managed a food processing and marketing firm, and worked several years in Radio and Television Broadcasting in Ontario, Saskatchewan and British Columbia.

Randy completed the foundation Leadership Academy in 2011 and holds an M.B.A. from Athabasca University, the BC Provincial Instructor Diploma, and a Diploma in Broadcasting–Radio and Television Arts from Conestoga College.

THE CHAIR ACADEMY’S INAUGURAL DIRECTOR’S AWARD

RECIPIENTS

Recognizing Outstanding Organizational Leadership

DIRECTOR’S AWARD

In 2008 Jim Kouzes and Barry Posner published their landmark work, The Leadership Challenge. Since then, this bestseller has gone on to capture worldwide attention as one of the leading books of all time on leadership. Encouraging the Heart is one of five distinct core leadership practices singled out by the authors. Among the things we can do to help encourage the heart is taking time to celebrate. “Celebrations are among the most significant ways we have to proclaim our respect and gratitude, to renew our sense of community and to remind ourselves of the values and history that bind us together,” (The Leadership Challenge, page 352).

It was in this spirit that we were pleased to be able to single out two of the members of the original team who worked diligently to create the Chair Academy back in the early 1990s so eloquently documented in The Origins piece that appears in this edition. Jo Wilson and Jack Peterson were presented the first ever Director’s Award at the 22nd Annual Conference, recognizing their outstanding and enduring contributions to creating the vision and building the foundation upon which the Academy was established. Because of their initial foresight and leadership, the Academy has grown and prospered, extending its reach to all parts of the globe including Canada, Australia, China, the Middle East, Europe, and, of course, across the USA.

Mesa Woman of the Year 2010, Jo Wilson started her 40-year journey with Mesa Community College (MCC) as a Home Economics instructor and later became Provost at MCC’s Red Mountain and Downtown Center campuses. She was one of the founders of the Maricopa District’s Women’s Leadership Group before founding the Chair Academy leadership program and serving as interim Executive Director in 2012. Today she brings her expertise to Mesa’s Benedictine University as Senior Administrator and Special Assistant to the Executive Vice President. Jack is the featured author of The Origins article in this issue. He served as the Program Chairman for the first three national conferences, and was one of the three originators of the Chair Academy. Since 1969, Jack taught Sociology at Mesa Community College. He was also the Cultural Science Department’s Chairman for the past 15 years.

Together with Jerrell Ferguson and Gary Filan, the founding Executive Director of the Academy for Leadership and Development, this team spent countless hours seeking to build a leader development program that would help to ensure the success of academic leaders regardless of country, culture, position, or experience level. Since its founding, the Chair Academy has drawn together over 10,000 post secondary leaders to its annual International Leadership Conferences as well as drawing over 8,000 participants to its year long, comprehensive Leadership Academies.

The Chair Academy owes a significant and enduring debt to the members of the team who helped to set the example, point the way, and build a sense of real community. To each of them, Jo, Jack, Gary, and Jerrell, this honor was created and first awarded as a reminder to never forget our roots even as we continue to reach for the stars.

Reference


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Mentoring in the 21st Century

By Michael Rivera, Montgomery County Community College

Mentoring and coaching have become industry wide practices in many fields, from the boardroom to the classroom, from hospitals to libraries. While mentoring may appear to be an occupational phenomenon spawned in the latter part of last century, it has actually been a part of professional development for ages (Moberg & Velasquez, 2004, Patel, 2011). As mentoring becomes more prevalent, corporations, school districts, hospital systems, and nonprofits are all seeking ways to create effective mentorship programs. These mentoring programs can take many forms and have varying goals. What characteristics create the most positive mentoring situations? What impact do these relationships have on protégés, mentors, and organizations? What are some of the potential pitfalls in this relationship and how can we structure successful mentorship programs? And, most importantly, how does mentoring develop leaders, not just organizational leaders, but transformational and ethical leaders who not only learn proficiency of mind, but proficiency of leading with the heart?

Mentoring relationships are formed daily, through cultural bonds, civic bonds, professional bonds, friendships, and family ties. In her seminal research regarding mentoring, Kram (1983) identifies four phases in the mentor relationship process: initiation, cultivation, separation, and redefinition. In the initiation phase, the mentor and mentee become acquainted and establish the framework of their mentoring relationship (Tracey & Nichols, 2006). This initial stage is followed by the cultivation phase, during which the mentoring relationship becomes established and both career and personal support for the protégé are at their highest levels. After the cultivation stage, the relationship enters the separation phase. Most of the developmental growth of the protégé has been completed by the end of this stage, and the relationship changes significantly as the protégé develops more independence from the mentor. Finally, there is the redefinition phase, during which time the relationship either evolves into a new form or comes to an end (Kram, 1983, Ensher & Murphy, 2010). Generally, mentoring relationships last between three and ten years (Kram, 1983). The mentoring relationship naturally comes to an end once the relationship has served its purpose and the protégés become more established in their careers (Ragins and Scandura, 1997, Tracey & Nichols, 2006). For this parting to be successful, a mutual feeling of growth and accomplishment should be present. If one or both participants feel unfulfilled, it is possible that the match was not ideal.

As stated previously, research prior to the last few years seemed to indicate that formal mentoring relationships, those instituted and supported by organizations, with organizational controls, were less effective than informal mentoring relationships. However, several new studies have shown that when done correctly, mentoring can have a positive effect on everyone involved in the mentoring process (Wang, Tomlinson & Nee, 2010, Patel et al, 2011, Ensher & Murphy, 2011, Kim, 2007). As organizations head into the second decade of the new millennium, the practice and study of mentoring has proliferated rapidly because the benefits related to mentoring are substantial (Ensher & Murphy, 2011).

In addition to having a positive impact on protégés, mentoring relationships also bestow important benefits on the mentors (Allen, et al., 2004, Ensher & Murphy, 2010, Francis, 2009). Mentors report a renewed sense of commitment and excitement to their professions and organizations. Mentors also derive a sense of satisfaction at being part of the career and personal development of their protégés (Ensher & Murphy, 2010). Further, mentors may experience increased effectiveness by being able to rely on and delegate to a mentee, thus leading to career success. Moreover, mentors may be able to rely on trusted current and former protégés for information and networking that may allow them to move through the organization faster (Kram, 1985, Bonzoneles, 2002). Relationships of this nature lead a mentor to realize that there may be an opportunity for them to be mentored. It is empowering and meaningful to watch the development of another and can lead us to examine our own development.

According to Leadership Development experts Lois Zachary and Lory Fishler, data over the last ten years on individual and organizational dynamics demonstrates the following benefits of mentoring:

- It stimulates the creation of relationships throughout the organization.
- It helps people feel more connected to the organization.
- It promotes career and leadership development.
- It encourages big picture thinking.
- It supports diversity efforts.
- It is a way of managing knowledge within the organization.
- It facilitates the growth and development of high-potential leaders.
- It aids in the recruitment and retention of talent.
- It improves technical knowledge (p. 52)
“Several new studies have shown that when done correctly, mentoring can have a positive effect on everyone involved in the mentoring process.”


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By Tom Carter, MacEwan University, Edmonton, Alberta, Canada

Survival Tips for a New Chair

As this edition explores the New Look of Leadership, we wanted to include some tips dedicated to the new leaders in our community. Our friend and colleague, Tom Carter, explores the practical aspects of becoming a new chair and shares some helpful tips he has collected in his six years as a department chair at MacEwan University in Edmonton, Alberta, Canada.

My journey as a chair began six years ago. In spite of radical changes at my institution, (I started teaching at Grant MacEwan Community College and I now teach at MacEwan University,) they have been six of the most interesting and fulfilling years I have ever experienced. We have transformed from top to bottom - I call it MacEwan’s Cultural Revolution - and it is ongoing. As exciting as change is, it takes an enormous toll on everyone. As Hans Selye showed us, change is stress and an unrelenting diet of stress leads to personal and systemic break down (Selye, 1956). People going through years of system wide change need a centre of stability, and I believe that one source of that stability is none other than the program or department chair.

Chairs sit at the intersection of a complicated web of networks that include students, support staff, faculty, administrators, and other stakeholders who bring challenges to light every single day. Chairs need to help them by making decisions according to the institution’s goals and principles. That is hard to do when everything around you is in flux - but it can and must be done.

After six fascinating years as a teaching chair amidst ongoing intense change, I have begun to reflect on some strategies that helped me minimize stress and provided some stability to those around me.

Find a mentor

Every institution has someone who has been there who would love to help you, but you may not know who they are. Ask around and, when you find someone you are comfortable with, ask them to be your mentor. Consider going off campus or somewhere comfortable to meet. As trust builds between you, your discussions will get better and deeper and you will both benefit from the relationship.

Be available

As a faculty member you may have been able to do a lot of work from home. However, I find that being a chair more closely resembles a nine to five job. Problems can appear any time and you have to be there for your teams to deal with issues promptly and effectively.

Learn to deal with the time bullies

Others will assume your door is always open and your time is their time. Take control of that. Use your institution’s e-scheduler and give everyone access to your schedule. Block off appointments for yourself for your own time such as gym time, prep time, thinking time and marking time. Avoid being ambushed by someone experiencing a problem - listen carefully and then request time to investigate the situation. Tell the person exactly when you will get back to him/her and be sure to follow through. If it isn’t urgent, ask the individual to make an appointment with you - your schedule is accessible to everyone for that reason.

Support your support staff

Your support staff know more than you will ever know about how things get done. Treasure them and support them. Find out what they need to do their jobs and get it for them. Acknowledge their accomplishments. Be curious about their families or loved ones. Notice important milestones in their personal lives. Notice important achievements. Acknowledge their accomplishments. Be curious about their families or loved ones. Notice important milestones in their personal lives. Notice important achievements. Be curious about their families or loved ones. Notice important achievements.

Talk to everybody

Discover what people do because you never know when you might need to turn to them. Talk to the cleaning staff - they can help you when the fridge in the staff room freezes up. Talk to the people who deliver photocopied exams - they’ll remember when you really need one.

Also, talk to faculty from unrelated programs and departments. They all have helpful teaching tips and possibly interesting research interests. Be ready with a very short summary of what your department or program does. Because others are as busy as you are, they probably haven’t had the time to inquire about all that your department accomplishes.

Never stop recruiting

If you depend on good part time faculty, treat everyone you meet as a potential instructor or as someone who can lead you to one. Give them your card and tell them to email a resume. If they send a resume arrange a meeting to chat about the job. Keep those resumes at hand - you will need them.

Be a better listener than a talker

Ask questions. People love talking about what they do. Happily, it doesn’t take much to get them started and it’s amazing what you will learn about them and your institution. Also, when someone comes to you with a problem, let them talk. You may see a ready solution but resist the temptation to jump in before they are ready to hear it.

Two simple principles

I always try to keep two simple principles in mind.

First, don’t ask your people to do something you are not prepared to do yourself. Hard things will come your way that you would love to hand off. Don’t do that. Your people will be watching. If you take the easy way out they will get the message. You may not get the best they have to give when another tough situation comes around.

Second, if you have to make a decision, make it. You won’t be a chair if the people who chose you didn’t think you had the strength of character to do the right thing in the tough moments.

Take the Chair Academy courses

The most valuable investment my institution made in me as a new chair was sending me to the Chair Academy’s Foundation and Advanced Leadership Academies. Through those courses I developed confidence in my ability to serve my institution in a meaningful and constructive way. I became aware of my strengths and the strengths of those with whom I work. I learned how to harness our different strengths to our mutual advantage. I learned how to communicate in hard workplace situations. I heard about the challenges faced by colleagues from all across North America and found commonality of purpose with them. I heard inspiring words from amazing speakers and, best of all, I had a lot of really good times with really good people. If you have the opportunity, sign up. You will be a better chair for it.

Best of luck in your new position – may it fulfill you as it did me.

References


The Chair Academy wants to recognize its participants!

If you are, or know of a colleague, who has attended an Academy and has moved into an exciting new role at your college/organization, let us know!

Contact the Academy Editorial Team at: leadershipacademy@chairacademy.com

Recognizing Academy Alumni

PAULA BURNS
New President of Lethbridge College, Lethbridge, Alberta, Canada
Academy Graduate: NCSPOD - 2006

DOREY DIAB
New President of North Central State College
Mansfield, Ohio, USA
Academy Graduate: Hood River - 2000

CHRISS GOLDING
Acting President of British Columbia Institute of Technology,
Vancouver, British Columbia, Canada
Academy Graduate: Arizona - 2002

LEADERS MAKE THE FUTURE
Bob Johansen

In Leaders Make the Future, Johansen (2009), a futurist, makes a strong case for a global environment characterized by the permanence of volatility, uncertainty, complexity, and ambiguity (VUCA). He provides 10 themes to which leaders should pay attention if they are to be effective in a radically changing and tumultuous environment. What is most compelling is Johansen’s insistence that leaders abandon the need for certainty and absolute clarity. In the VUCA world, there is no such thing. Rather, leaders who thrive in the VUCA environment will be able to operate comfortably in a constant state of unpredictability and will find ways to harness creativity and innovation that result from constant change.

LEEDANCE: WHAT IT WAS, IS, AND SHOULD BE
Andrew Delbanco

In the midst of an ever-changing post secondary educational environment where the value of a traditional liberal arts education is being continually called into question by innovative credentialing processes and rapidly evolving educational delivery systems, Delbanco’s (2012) message is clear: the experience of a four-year education remains critical to personal, professional, and intellectual development. By tracing the historical development and growth of the college experience through denominationally related organizations coupled with excellent anecdotal data describing the continuing value of a liberal arts education, Delbanco’s work is a clarion declaration of the value of preserving a complete and comprehensive education that involves the whole human being. This is a must read for those seeking to advocate for the preservation and innovation of a comprehensive college education including a transformational student life experience.

THE END OF LEADERSHIP
Barbara Kellerman

Kellerman (2012) approaches her discussion on leadership from an academic perspective. As the Burns Lecturer in Public Leadership at Harvard University’s John F. Kennedy School of Government, Kellerman presents a rigorous critique of leadership programs which have failed to produce, on the whole, leaders and leadership practices that change people, businesses, institutions, and political processes. Kellerman writes as a passionate critic who has lost patience with leaders who have failed to produce, on the whole, leaders and leadership practices that change people, businesses, institutions, and political processes. Kellerman presents a rigorous critique of leadership programs which have failed to produce, on the whole, leaders and leadership practices that change people, businesses, institutions, and political processes. Kellerman presents a rigorous critique of leadership programs which have failed to produce, on the whole, leaders and leadership practices that change people, businesses, institutions, and political processes. Kellerman presents a rigorous critique of leadership programs which have failed to produce, on the whole, leaders and leadership practices that change people, businesses, institutions, and political processes.

WHY PEOPLE FAIL: THE 16 OBSTACLES TO SUCCESS AND HOW YOU CAN OVERCOME THEM
Simon Reynolds

Reynolds (2012) book addresses the general topic of failure and the practices that one can apply to counter the mindset and behavior that sets one up for failure in the first place. Some of Reynolds’ suggestions include getting clear on your purpose, inadequate self-image, poor presentation skills, and destructive thinking. These are all issues that can steal the fulfillment that comes from our experience of work, life, and relationships. While a good primer on understanding the daily struggles that can lead to failure, Reynolds’ book should be accompanied by resources that address the more complex root causes of the human struggle for fulfillment and achievement.

LEADERSHIP

RATING ★★★★

RATING ★★

RATING ★★☆☆☆

RATING ★☆☆☆☆

LEGEND: ★★★☆☆☆ - Hats Off ★☆☆☆☆ - Thumbs Up ☆ - So-So

The Who’s Who of Leadership

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Michigan, USA

Great Lakes Leadership Academy
Dearborn, Michigan, United States of America
Session 1: July 14-19, 2013
Session 2: July 13-18, 2014
Register online at: www.chairacademy.com/academy/greatlakes13-14/gl1314.html

ORLANDO
Florida, USA

Florida Leadership Academy
Orlando, Florida, United States of America
Session 1: November 10-15, 2013
Session 2: October 26-31, 2014
Register online at: www.chairacademy.com/academy/upcoming.html

SELDEN
New York, USA

Academy for Advanced Leadership
Riverhead, New York, United States of America
Session 1: August 5-7, 2013
Session 2: August 4-6, 2014
Register online at: www.chairacademy.com/academyadv/adv13-14/adv1314.html

PHOENIX
Arizona, USA

Southwest Leadership Academy
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Session 1: January, 2014
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