The Most Credible, Complete, and Timely Resources for Department Chairs

At Jossey-Bass, we know that being a department chair is absolutely pivotal in the success of students, faculty, and programs in higher education. We also know that chairs often do not get the support and development they need to succeed. That’s why our goal is to listen closely to your concerns and respond with the most helpful and practical content in a variety of flexible, convenient formats.

QUARTERLY JOURNAL
Stay in the know with The Department Chair journal.

Featuring in-depth, practical articles, The Department Chair is an essential quarterly resource to help you successfully lead an academic department. Learn strategies on how to:

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

BOOKS & E-BOOKS
Gain valuable knowledge through Jossey-Bass books for department chairs.

Our books focus on the universal skills all department chairs need to have no matter the discipline. We provide new and experienced department chairs with the information you need in order to carry out the functions of your role with efficiency, skill, and excellence. Check out these and all of our practical guides:

ONLINE WORKSHOPS
Participate in online workshops and connect with peers, Jossey-Bass authors, and thought leaders from around the world.

Through the Wiley Learning Institute, department chairs can subscribe to a year’s worth of online professional development workshops, which are guaranteed to be instructionally sound, highly interactive, and immediately applicable.

Visit www.DepartmentChairs.org for a complete listing of live and on-demand content.

Recent Presenters:

Don Chu  Walter Gmelch  Barbara Lee  Christian Hansen
Stephen Brookfield  Penelepe Hunt  Jeffrey Buller  Linda Cabe Halpern

SAVE 15% on all products with promo code: DCL15

Visit www.DepartmentChairs.org for more information.
We are excited to welcome more than 11,000 new and returning students to our state-of-the-art learning environment. Students in our industry-focused programs in Business, Information Technology, Manufacturing and Automation, Energy, Media, Hospitality, Health, Public Safety, Transportation and Construction are learning skills that their prospective employers value.

Our newly renovated campus demonstrates our continued commitment to providing practical learning experiences in a world-class facility. Our graduates are skilled tradespeople, technicians, technologists and degree recipients who are able to make an immediate and productive impact in the Alberta workforce.

Learn more at SAIT.ca
LEADERSHIP Vol. 19.2  Fall

EDITORS

George Andrews
Vice President, External Relations
Northern Alberta Institute of Technology
Edmonton, Alberta
gandrews@nait.ca

Lech Krzywonos
Academic Chair, Access
Nova Scotia Community College
Truro, Nova Scotia
lech.krzywonos@nscc.ca

Bill Lamb
Vice President, Academic Affairs
Kirkwood Community College
Cedar Rapids, Iowa
bill.lamb@kirkwood.edu

Andrew Rezin
Chair, Automotive & Applied Technologies
Columbus State Community College
Columbus, Ohio
arezin@csc.edu

Marilyn Rhinehart
Executive Vice President, Academic Affairs (Retired)
Johnson County Community College
Overland Park, Kansas
rhine12@msn.com

Alan T. Seagren
Faculty, Professor Emeritus, Educational Administration (Retired)
University of Nebraska
Lincoln, Nebraska
aseagren1@unl.edu

Catherine Songer
Division Chair, Natural Sciences
Coastal Carolina Community College
Jacksonville, NC
songerc@coastalcarolina.edu

FEATURE EDITORS

Voices of Leadership... on Embracing Change
by Larry Bouldin

Bill Lamb

Taking Your Leave
by Dr. Larry Bouldin

Guam Community College Embraces Sustainability
by Jayne Flores

Powerful VVM* Statements for Embracing Change
by Wm. Berry Calder

Changing Employee Climate through Improving New Employee Orientation Systems
by Bill Brady, KimChau Ngo, Linda Pesch, Debi Whited, and Kathy Hanon

Embracing Change in Europe
by Dr. Coen Free, Honorary President, Koning Willem I College, The Netherlands, President, European Foundation for Open and Digital Learning

Systematic Innovation meets Australian Policy Changes
by Dr. John Mitchell, Managing Director, John Mitchell & Associates
Terri Connellan, Associate Institute Director - People, Planning and Performance, TAFE NSW-South Western Sydney Institute

The Alumni of Leadership
Recognizing Academy Alumni

The Literature of Leadership
Reviews by Jeff Yergler

Summit Overview, Mesa Arizona

CORRECTION FROM ISSUE 19.1

On page 6 we identified Paul Elsner as Jerrell Ferguson. This information is incorrect. Please accept our correction with sincerest apologies.

Hey there! Got a comment? A Manuscript? Editorial?
We welcome your input!

Send to: Rose Ferretti, rferretti@chairacademy.com, or Meaghan Wesbrock, meaghanwesbrock@hotmail.com. Include your name, title, institution, and phone number. All manuscripts receive anonymous reviews by the Editorial Board.

www.chairacademy.com
Change: It’s everywhere

Change: it’s everywhere, ever present, relentless. While some aspects of us and/or our organizations may more readily adapt to change than others, it’s not unusual that our first reaction is more likely to be that of shock, denial, or perhaps even fear. It’s easier to live in the world we know than the one we don’t; or is it?

As a theme, “change” has graced the cover of this publication more often than any other. Earlier editions invited us to Light a Fire Leading Change (vol. 8.2), to Anticipate Change (vol. 14.2), or to Orchestrate Change (vol. 11.3). So arriving at the theme and the image for our fall issue required some thought and introspection. The theme came first—Embrace Change—an invitation not to simply or blindly accept change, but the notion that no matter what, change as a phenomenon is going to happen, like it or not we need to learn to deal with it, particularly given the landscape of the 21st century where, as Bob Johansen (Leaders Make the Future) writes, the world has become increasingly volatile, uncertain, complex and ambiguous.

The choice of the image for the cover was more challenging. The staff favorite didn’t make it past the first round. After several attempts the connection between the seasons of the year, like the cycles of life itself, led us back to nature and the tree as it adapts and endures from one extreme to the next. I love it!

Content was easy. From the very beginning we wanted to make room for voices from around the world. Change may impact us locally, but the repercussions we feel where we live may actually be traced to some point of origin far from our small corner of the world, well beyond our sight and mind. Witness the events unfolding in Syria, the impact of rising crude oil prices on the sales of Ford trucks, the chilling effect of bankruptcy in Detroit on our confidence in retirement funds, and so it goes. In education, it seems as if nothing is as it was or will be. The public appetite for funding education is waning and will perhaps soon evaporate. Headlines scream at us: “Georgia Tech’s Online Offer May Alter Degree Landscape” (The New York Times), “Students Say NO to Costly Books” (USA Today), or “State’s College Grad Rate Could be Better” (Seattle Times)—all of which suggest what we do and the way we do it are coming into question.

In this edition we ask how change is impacting you and how are you addressing it? The responses are many and varied and we hope in the end will be enlightening and informative. Our thanks to contributing authors from Australia, Canada, Guam, the Netherlands, and of course the USA. And to our editorial team who rose to the occasion and worked tirelessly to capture the thoughts of such a widely diverse group on a very difficult subject. Finally, one closing personal note—as you’ll see on the Alumni Page—we bid farewell to Helen Burnstad from the Editorial Board whose years of service have been truly exemplary. She is one of the few Life Members and Academy Ambassadors—we wish her well and in doing so welcome Lech Krzywonos and Cathy Songer to the Board. Onward we go! Change—none of us can avoid it, we may or may not like it, the least we can do is learn to Embrace it.

By Richard Strand
Voices of Leadership…
On Embracing Change

Because Embracing Change is an issue that impacts education throughout the world, we wanted to take this opportunity to begin a discussion with some of the members of the Chair Academy’s global community. We asked leaders from different regions and the members of our International Advisory Board how they personally deal with change, how they help their organizations embrace change, and how embracing change can help organizations prepare for the future. We hope their reflections, insights, and experiences inspire you to examine the ways in which you embrace change at your institution and to investigate innovative ways to embrace change in the future.

Grant Dreher  Vice President, Knowledge Exchange Industry & Skills, Victoria University, Melbourne, Victoria, Australia

How do you personally deal with change? As a leader I think it is imperative that you don’t let change rattle you; you should look at it as inevitable and the only real constant. Try to focus on the opportunities it brings to you and your team and what effect it will have on your core function in the short, medium, and long term. In times of change and unrest, your team looks to you for guidance and support. Try not to make any kneejerk decisions; a quick decision can still be well thought through.

How do you help your organization embrace change? I try and look at it from an OB model perspective: what effect does it have on the individual, the work group, and the organization as a whole. I feel it is important to let individuals and work groups who will be affected know exactly what you know about the change and how it affects them. Make sure they feel (and are) valued and recognized as individuals and are not just a number in an HR system. Whilst we should always keep a focus on the long-term and the viability and sustainability of the organization as a whole, we need to let individuals have a say and discuss their concerns. Be open about everything.

How does embracing change help your organization prepare for the future? Organizations of the future will look nothing like they do now. Change, whether planned or unplanned, driven by internal or external drivers, happens to all organizations. What is important is how you and your organization respond to and deal with that change. Basically it is about how much it is viewed as an opportunity and not as a threat or negative. I believe innovation is driven predominately by necessity; change is in my eyes a great opportunity for organizational innovation and a chance not to be missed.

Coen Free  Honorary President, Koning Willem I College, President, European Foundation for Open and Digital Learning, The Netherlands

How do you personally deal with change? The fact that we live in an increasingly complex world is undeniable. Personally I like to be a forerunner of innovational change.

How do you help your organization embrace change? Because innovation brings substantial value to organizations, the fact is that sustainable innovation may be the only way for an organization to survive in these challenging times.

How does embracing change help your organization prepare for the future? An innovative organization is an intelligent synthesis of the sources of efficient creativity and the appropriate organizational structure and culture. With the stakeholders of our community (inclusive students, faculty, government, business, and industry) we try to find, in special forerunner sessions, answers to the key question: How do we make innovation part of our organization’s DNA? A really interesting and challenging process.
Mary A.Y. Okada  President, Guam Community College, Guam

How do you personally deal with change? I know change is inevitable. Determining the course of action requires an assessment of the change, so I first collect any data available and then outline a plan to ensure the change occurs more smoothly.

How do you help your organization embrace change? At GCC we conduct regular self-assessment of our programs and services. This allows us to make changes to keep up with industry standards and technological advances, so that our students are receiving the most current instruction possible.

How does embracing change help your organization prepare for the future? It allows us to be proactive with regard to changes in program, technology, and workforce requirements, so that we are responsive to our students’ needs as well as those of our workforce.

Shouan Pan  President, Mesa Community College, Mesa, Arizona, USA

How do you personally deal with change? Early on, I came to the realization that if I want to stay current, relevant, and useful, I must continuously take in new ways of thinking and behaving while holding onto the core of personal values and beliefs.

How do you help your organization embrace change? I do so by connecting the desired changes to the best interests of the institution in the long run. I use data and evidence to help make a case; I work with early adopters to develop a critical mass of supporters; and I work hard at open and broad communication.

How does embracing change help your organization prepare for the future? By embracing change, the institutional psychology is healthier; the team is more cohesive; the organization becomes more resilient and adaptive.

Paula Burns  President & CEO, Lethbridge College, Lethbridge, Alberta, Canada

How do you personally deal with change? For many years my approach to change has been to embrace it, although I now have a much more holistic view of change that begins with a foundation of recognizing that everything is as it is supposed to be. So what is the opportunity that is presenting when something happens that requires change or when I sense change is required? I believe much of life is a mix of planned and emergent change and the more I embrace change as it emerges the less I feel the need to control the change and can fully step into the future as it emerges.

How do you help your organization embrace change? As a leader there are several things I think are important in helping organizations embrace and lead change. One is to engage everyone in the visioning, creating, and implementing of any change. “Engagement is the new change management” (Axelrod, 2010). I communicate frequently with the entire college community and I work directly with all of the managers in the college on a monthly basis. In addition, I recognize the need to build capacity in change leadership and contracted a change leadership expert to work with us.

How does embracing change help your organization prepare for the future? By embracing change, the institutional psychology is healthier; the team is more cohesive; the organization becomes more resilient and adaptive.

Sharon Blackman  Senior Associate Vice Chancellor for Academic Programs, Dallas County Community College District, Dallas, Texas, USA

How do you personally deal with change? I like to embrace change. I feel change brings opportunities. Oftentimes, people are leery of change because of the unknown factor. Sometimes we do know what to expect but most of the time it is an unknown.

How do you help your organization embrace change? The best way to help an organization to embrace change is through openness and communication. You want all to be aware of the change. It’s best if they have input with how the change will occur. Change can happen quickly or it can be a longer process. If you have control of the change, then the longer process is best so people will be included in the planning and implementation of the change. However, it is not always possible to have that control so it is best to support those that are affected by the change to include them as soon as possible.

How does embracing change help your organization prepare for the future? By embracing change you have the opportunity to strengthen the positive aspect of the change. You are able to expend valuable energy on what can be a great opportunity and not on the negative.
An aspect of being a good administrator that doesn’t get much attention is knowing when to say goodbye to the job. To borrow from a Kenny Rogers song, “You have to know when to hold ‘em and know when to fold ‘em,” and wrong timing on the part of an administrator can undo what several years of hard and good work have accomplished.

After serving as Dean of the Division of Mathematics and Sciences for 10 years, and after being at the same institution for close to 40 years, I started contemplating my retirement with some ambivalence. After all, work was all I’d ever known since I came to the college at the age of 23. I was known as a good (on some days great) teacher of mathematics, who was still in touch with the current generation. I enjoyed the support of the administration, and my colleagues and faculty were relatively happy with my leadership. Everything seemed to be running smoothly and efficiently and the morale was high.

However, deep down within me was this gnawing feeling that things were coming to a crucial juncture. We had a new president (who I liked very much), but his elevation to that position had left the Academic Vice President position open, and I knew I was going to have a new boss. I had no idea who that might be. I had observed a pronounced lack of enthusiasm on my part for several initiatives that were coming down from the state level, and attending endless meetings had become more and more of a chore for me. My daughter, who perhaps knows me better than anyone, had expressed concern for my health since my ability to cope with the stresses of the job seemed to be decreasing. I noticed that I didn’t now have the energy and patience that had been typical of my approach to the job.

Having witnessed several occasions when an administrator had been asked to leave the job, with the emotional and structural upheaval that accompanied this change, I knew I didn’t want that to happen to me. I had also watched several dear and devoted faculty members who had held on too long. The once stellar teacher became a sad shadow of what had been. I knew I didn’t want to return to the classroom full-time and become that type of teacher, even though I enjoyed tenure and could have slipped back without a ripple.

At our college we had in place something called “post-retirement” whereby a tenured faculty member could teach a half-load at half a faculty salary for four years and draw their retirement, and this program seemed to offer the option I needed. So after investigation, consultation, contemplation, and prayerful consideration, my decision to retire was made over the Christmas break, and I felt as though this huge weight had been lifted. Then I started the process of announcement and

TAKING YOUR LEAVE
by Dr. Larry Bouldin
preparation to engineer as graceful an exit as I could. I wanted it to be done rightly and properly and with as little upheaval as possible. Therefore, I offer several points and ideas that can hopefully aid someone who is contemplating leaving the job of an administrator.

First, make the announcement in a way that gives those above and below you plenty of time to adjust. While running the risk of being a "lame duck," it is still important that your supervisors have plenty of time to find a good replacement. Do everything possible to smooth the transition for your staff and those you supervise. Nobody likes the surprise of "here today, gone tomorrow." I made the announcement at the spring semester divisional meeting after conferring with my Vice President and Human Resources. I even went to Nashville to confer with the folks in the retirement system. I had everything lined up and in place with no loose ends that might delay or cause me to have to change my plans. We knew what was coming and when it was coming.

Secondly, if the organization wishes to have a going away reception or party, allow them to do so. While many people profess not to want any fuss to be made, it's a golden opportunity to make sure that the appropriate people are involved, that folks know that the decision to move on is yours and yours alone, and that good will and proper behavior still exist. The turnout will astound and humble you and make for some very good memories. Sincere wishes for your future will be forthcoming from your colleagues, and you and they will feel good in the process. The happiness that one is doing the right thing for the right reasons far outweighs any sadness that might creep in.

Before you walk out the door, make sure that your office is emptied. The person who succeeds you need not have the burden of removing piles of stuff. I spent weeks going through the files, piles of papers, items that served no useful purpose but nevertheless cluttered up the shelves and desk drawers of my office. I am not a pack rat, but things had just accumulated. Trash bags left the office every day; I packed up personal belongings and moved them home; the office was clean and pristine when I walked out that last day with a small box of possessions.

Make sure your administrative assistants are shown the proper appreciations for all their work. They've put up with you, with your quirks and bad moods, and now it's time for some nice parting gifts. I went to Tiffany's and bought something small but extravagant for each of my faithful assistants. The crystal bowls inside the blue box with white ribbon made them feel very special and that's what is needed. It's not a time to scrimp. I also sent notes and small presents to certain colleagues and faculty who had been very helpful to me through the years to let them know I valued them and their contributions to the division.

Finally, take the time to compose a letter to your successor. In this letter, outline helpful hints that can smooth their move into the position. While everyone's style is different, a heads up about certain situations can be most helpful. Offer to meet with the new person for lunch some day for a frank discussion about the job, but do not push yourself on your successor. Make sure this person knows you will be happy to help, but do not sit by the phone and wait for that call to come. Resist the temptation to critique or comment on the decisions that will be forthcoming when you are approached by others for your opinions. Changes will happen; choices will be made that you would never make; let it go. Be grateful for the good times; be forgetful of the bad; enjoy the last few weeks of the job and look forward to the next phase of your life. As we lead by example, let the example of a graceful and gracious leave-taking be something that everyone remembers.

NOTE: Dr. Larry Bouldin is recently retired from Roane State Community College. He is enjoying his newly-found freedom by teaching his beloved Calculus and puttering in his yard, where he continues to dig and plant everything from hydrangeas to zinnias. He is looking forward to spending the colder months in Ft. Lauderdale and/or Key West.
Guam Community College (GCC) is in a unique position. It is the only community college in the U.S. territory of Guam, the largest and most cosmopolitan of the islands of Micronesia. GCC serves not only the island’s indigenous population, but it also provides educational opportunity for those from neighboring Micronesian islands, the Philippines, and nearby Asian countries who come to Guam seeking a better life. The total population of this 212 square mile melting pot in the western Pacific Ocean is about 160,000.

The island’s economy struggles with the instability of the Asian tourist market and depends heavily on its designation as a strategic U.S. military post. Twenty-eight percent of the people live at the poverty level. Talk of increasing the military presence on the island in the next five to seven years has companies poised to move to Guam to secure lucrative contracts with the federal government. Residents are now realizing the need for education and skills, including some of the 18,000 adults without high school diplomas. In the past seven years, GCC has seen a 45% increase in its post secondary enrollment, from just under 1,800 students in 2006 to a record 2,576 enrolled for fall semester 2012. Enrollment for fall semester 2013 is expected to top that number.

As a leader in career and technical workforce development in the region, GCC has handled this increase by creating a sustainable campus environment, developing business partnerships, and focusing on student success.

When Mary A.Y. Okada, Ed.D., became the institution’s first female president in 2007, enrollment was at 1,810 students and GCC’s reputation in the community was mediocre at best. The college had not put up a new building in over five years. Most of the programs existed in so-called “Butler” buildings constructed of post-war Butler tin during the 1960s. Revenues from the government were on the decline due to the struggling Asian economy.

Okada quickly pulled together a management team, and they adopted a five-year strategic master plan and a campus physical master plan that included sustainable buildings and infrastructure.

“I knew we needed an infusion of money, and that it wasn’t going to come from the local government,” Okada said. “In order to get money from federal sources, we needed justification. Once the plans were in place, it was easier to justify the need for funding. So I started knocking on doors in Washington D.C.”

She secured over $1 million to help construct the GCC Anthony A. Leon Guerrero Allied Health Center.
Additional funds from business partners and the federal government provided the necessary equipment. The new building helped to raise the bar for GCC’s allied health programs and science courses, making articulation with the nearby University of Guam much more feasible.

In 2009, President Obama’s American Recovery and Reinvestment Act (ARRA) was a boon for GCC. The college received over $9 million in grant aid, with which it built a new Learning Resource Center (LRC) to replace the old library, constructed a new Student Center, expanded its parking lots, and installed photovoltaic (PV) panels on the Allied Health, Learning Resource and Student Centers, and in the parking lots. The ARRA funding also provided a new generator for the GCC computer center and new software for the college’s portal system.

“Our new buildings were designed to be sustainable and to give our students a sense of pride in attending GCC,” Okada said. “The campus previously had a reputation of being rather run-down, so we had to first make it a place where students wanted to come to school. Plus, we tell our students to be self-sustainable by getting an education, so we figured we need to practice what we preach with regard to being a sustainable environment, too.”

“The character of the Guam Community College campus integrates environmental responsibility, energy literacy, technology, contemporary aesthetics, and proactive education environments,” said Michael Makio, Principal Architect of Taniguchi Ruth Makio Architects, who designed the LRC as well as GCC’s other new buildings. “As the campus grows and evolves, students are instilled with a sense of pride in their education and campus, and pride in their community. For students, understanding how they relate to their buildings and then how their buildings relate to the environment lays the foundation for them to become good global citizens.”

The Learning Resource Center opened in December 2010. In August 2011, sustainable features such as PV panels on the roof, digital temperature controls, energy efficient lighting and windows, recycled building materials, and furniture made of recycled material earned it a Leadership in Energy & Environmental Design (LEED) Gold designation from the U.S. Green Building Council.

Bill Hagen, founder of Pacific Solar & Photovoltaics Inc., noted that the college’s PV panels on its new buildings made it one of the largest civilian producers of solar energy on the island.

“GCC took the lead in being the first public sector organization to recognize the need to find an alternative to the 100% importation of foreign fossil fuels as Guam’s source of energy. Their example has not gone unnoticed as other agencies in the public sector are beginning to explore how they might also benefit from the world’s leading source of alternate energy, photovoltaics,” Hagen said.

Last year the Guam Power Authority, the island’s sole producer of electricity, announced plans to develop a solar farm. Hagen spoke with Okada about developing a PV installer course in order to handle the increased demand for this technical expertise. The college was able to obtain federal funds for curriculum development for Photovoltaics I, Photovoltaics II, and Introduction to Renewable Energy courses.

“As our industry expands we look forward to working with GCC in their photovoltaic installer training program and working with their graduates in the future,” Hagen noted.

“Our PV installers course was developed as a response to a community need, and will now be offered beginning fall 2013,” said Dr. Ray Somera, GCC Vice President for Academic Affairs. “We pay close attention to the needs of industry and partner with companies whenever we can, to the benefit of both the company and our students. They often complete practicums at these companies, who then hire them after graduation. It’s a very cooperative arrangement for all involved,” Somera said.

GCC currently has apprenticeship partnerships with over 100 companies around the island, and recently awarded

Mary Okada, Ed.D., GCC president, and Chris Kanazawa, USDA Rural Development HI State Director, discussing funding on the roof of the renovated GCC Foundation Building, which USDA helped to fund.
journey worker certificates to over 70 of the nearly 350 apprentices in the program. (Journey worker certificates signal completion of a trade apprenticeship program approved and registered with the Bureau of Apprenticeship and Training, U.S. Department of Labor.)

The college’s overall graduation, or completion rate, like that of many community colleges across the country, is a challenge. In the past seven years, it has been 18% at best.

“A majority of our students attend school part-time. We recognize this as a challenge, and we are trying to address it both academically and as a community,” said Okada.

One of GCC’s main academic challenges is that nearly 70% of incoming freshmen test into remedial English, and fully 95% of them test into remedial math levels.

“We are trying to address this issue both at the post secondary level and within our 10 career and technical education programs that GCC offers in the island’s five public high schools,” said Somera. “We are working on various innovative strategies to help boost the students’ learning levels so that they can enter college with post secondary level math and English skills, and thereby graduate sooner,” Somera noted.

Three years ago the college also recognized the need for real-time assessments for many of the island’s 18,000 adults without high school diplomas, as well for those with only a high school education, so that the college could better focus its training resources. GCC partnered with ACT, an assessment, research, information, and program management services company for education and workforce development, to bring in the WorkKeys Program and the National Career Readiness Certificate. WorkKeys is a job skills assessment system that helps employers hire and retain a high-performance workforce by measuring foundational and soft skills. After completing the WorkKeys assessment, a person then tests for ACT’s National Career Readiness Certificate (NCRC), a portable credential earned by more than 1 million people across the United States.

GCC has since joined efforts with local businesses, the public school system, and the island’s 17 mayors to bring the program to the community.

“Our focus is to get these people some skills, some sustainable employment, and then encourage them to eventually get into a post secondary program,” Okada said.

Mike Ady, president of M80 Systems, Inc., recently sponsored GCC’s first Community Access Points (CAPS) program in the southern village of Inarajan by donating six computers so that residents could have access to the KeyTrain computer training component of the WorkKeys program.

“As a local business, one of our main concerns is getting well trained LOCAL employees. We need them to continue to be a successful business. The best way a company can guarantee these future employees are available is by investing in the local educational institutions,” Ady said.

“Guam Community College has continued to amaze me in its growth and proactive attitude to work with local companies. They continue to develop programs that prepare their students for immediate employment and to make a major contribution to the local work force.”

“KeyTrain allows them to build up the skills needed to take the WorkKeys assessment and earn a National Career Readiness Certificate, proving their skill level to potential employers,” said Victor Rodgers, GCC Assistant Director of Continuing Education & Workforce Development. “It puts them on the road to sustainability.”

Ady says he was proud to sponsor the first CAPS program. “Folks who had no hope of becoming gainfully employed can now do so. One of the many great facets of this program is the participants are required to do community
service to pay back for the time they spend using the facilities. This is a win-win-win situation and puts a value on what they are accomplishing,” he said.

Jesse Taimanglo of Inarajan signed up for the WorkKeys program at the urging of his wife. He was doing odd jobs for a relative at the time. After completing the six-week KeyTrain portion of the program, he scored a Gold level on the WorkKeys assessment and earned his National Career Readiness Certificate.

“It gave me so much more confidence that I actually had some skills and could do a job,” said Taimanglo. He applied for an opening at Island Tinting, a locally owned and operated window tint company.

Joe Roberto, Island Tinting owner, had taken the WorkKeys test himself and scored Silver. “I told my brother, ‘We need to hire this guy!’”

Taimanglo is now gainfully employed at Island Tinting, and Roberto says he shows incredible promise as someone who can go far with the company.

GCC plans to continue with its academic and campus sustainability efforts well into the decade. Last year, the college opened its newly renovated Foundation Building, funded with a combination of money from the U.S. Departments of Interior and Agriculture. The $5.8 million project is slated to be the second LEED-certified building on campus, and houses an expanded Adult Education Office and classrooms. A renovation/expansion project is currently under way on another of the campus’ Butler buildings, with more building renovation/expansions in the works.

“In the last four to five years, we’ve garnered over $22 million in federal and local funding, outside of our appropriation from the local General Fund, for our new buildings and campus upgrades. To be fully dependent on the local government would have caused us to be stagnant, and there is no way we can afford to do that with the number of students we need to educate to be self-sustainable here on Guam and in Micronesia,” Okada said.

“With our accreditation having been reaffirmed for a full six years in 2012, we are now focusing on continuing to have our programs teach our students what they need to know to be successful in the workplace. Continued input from our business partners and the individual industry advisory committees we have for each of our programs is vital to that goal,” Okada noted.

“At GCC, our mission is to be a leader in career and technical workforce development by providing the highest quality education and job training in Micronesia, and we aim to fulfill it.”

Jayne Flores, Assistant Director of Communications and Promotions at Guam Community College, is a former veteran of TV, radio, and print journalism. A 1981 graduate of the University of Illinois, Flores moved to Guam in 1984 as an investigative reporter for the former Guam Cable TV. In 1987, she won a national Cable ACE award for her reporting of a Department of Corrections prison riot. Over the next two decades she also wrote a newspaper column, served as editor-in-chief of Guahan Magazine, as news director for the Pacific News Center, and wrote and received a grant to produce a KGTF documentary about the first-ever performance of Handel’s Messiah in the Chamorro language. She left the world of journalism in 2009 to serve as the public relations point person for Guam Community College. One of the founding members of the Micronesia Chapter of the Society of Professional Journalists, Flores earned her master’s degree in English from the University of Guam in 2011. She also teaches English at GCC, and is working on a historical fiction novel about the experiences of the Chamorro people during the Japanese occupation of Guam.
Wow! How many times have educational leaders heard that phrase?
Change is the working environment in which educational institutions conduct their business. The drivers of change are both the result of internal challenges and those issues that impact operations external to the institution. An institution’s future success, then, becomes dependent upon its ability and capacity to change, to create, and to reshape systemic and working environments to meet new challenges and create engaging opportunities. In order to embrace the necessity of change initiatives an educational leader needs to have cogent statements of its institution’s values, vision, and mission (or VVM).

Leaders know that the business of education has become increasingly complex and certainly more competitive, and by all indications will continue to be so. In order to address these challenges, institutions have become much more interdependent as evidenced by increased partnerships with other institutions, with other educational jurisdictions, and new alliances with business and industry. They have also sharpened their operational processes with strategic planning and other tools to make the working environment more resourceful and effective.

Our ideas about educational change often involve taking specific actions as identified through the rise of project management and change management initiatives found in our day-to-day operational processes. The disciplines of change management and project management understandably cross paths throughout the execution of any institutional projects or initiatives. Project management and change management each contribute a critical ingredient to successful transitional change, although they vary in terms of their focus and approach in the processes used to reach a preferred future.

However, for many institutions there is something much more fundamental to change practices that should be reviewed, possibly revised, and certainly acted upon by those educational leaders that are concerned with lasting change.

*VALUES VISION MISSION*
We know that stronger and more successful educational institutions have established value statements that are firmly in place. They also have developed a convincing vision of a preferred future for themselves and sometimes the community they serve, as well as a robust educational mission or stated purpose (sometimes all these declarations are referred to as values, vision, and mission statements or VVMs). However, we are acutely aware that these statements do not come neatly wrapped, packaged, or “off-the-shelf” for institutional leaders to use. Instead they weave together the thoughts, the feelings, and the views of institutional stakeholders to create powerful statements that act as a basis for a successful existence and the resultant changes that are required.

Periodic examination of these statements can act as a backdrop to governance issues, sustainability as a result of financial changes and challenges, employee support for changes, and an understanding of an institution’s shared purpose by stakeholders which can be seen in many operational processes. We do know that sometimes these institutional declarations can produce troublesome differences among constituent groups, which may cause resistance to change initiatives.

If you ask employees or a governing board about their institution’s values or their vision or their mission you might be surprised at the variety and complexity of their responses. Their comments are often an indicator of the contrary reaction to change processes regardless of the internal or external drivers. However, an institution’s forward thinking plans and a deep sense of shared purpose will soon replace most tension, risk adverse behavior, and dispassionate feelings of stakeholders.

Values, vision, and mission statements (if they do exist for an institution!) are generally not well written and poorly communicated to the many stakeholder groups. These statements often have little to do with a futuristic perspective for the institution or a statement of its purpose or possibly do not reflect its established institutional beliefs, which impact its day-to-day operations.

**What an incredible difference exists between an institution with a vision statement and one that has become truly visionary.**

There is no greater time than now to clearly articulate an institution’s values, vision, and mission. Since “change is the only constant” we can certainly revisit these foundational statements. Each element of these VVM statements has its own distinct characteristics and role in an institution’s life cycle. Powerful statements around established values, strategic direction, and purposeful mission can have a dramatic effect on the changes to what an organization does, what actions it takes, and what goals can be inferred based on those actions.

For many institutions, program growth and operational expansion were some of its main driving forces as they responded to individual and community needs. It was often a “develop and deliver” philosophy early in an institution’s existence as directed by leaders and board members. However, today’s fiscal issues and challenges have forced many institutions to reassess their working (administrative and delivery) philosophy and to re-examine their collective beliefs, strategic direction, and sense of purpose.

**An institution’s vision is a blueprint for change.**

Leadership demands strategic thinking, and as Alfred (2001) states, one of the important core competencies for educational leaders is that of “envisioning” – that is, the ability to see future states as vivid visual images. For leaders (from all divisions/departments of an institution), the challenge is to have the dream or ideal vivid enough to be persuasive and to guide changes required.

In a working environment that is constantly in fluctuation, an institution needs to openly develop, clearly articulate, and strategically address its values, vision, and mission. These statements must be highly visible for all constituent groups to read and embrace. In addition, their mere existence can assist stakeholders with improved understanding and recognition of an institution’s operations and possibly why changes are needed.

We know values are the basis for any strategic planning process and can certainly assist an institution in conducting its business. The vision, while a working ideal, provides an answer to the question, “What does success look like for this institution?” And the mission, which is often the most misunderstood statement of purpose, addresses the results and outcomes of an institution’s work with its identified customers (e.g., individuals, groups, community, and government agencies).

An institution sometimes writes a mission that reflects its educational activities, such as providing academic programs, student support services, outreach programs, acquiring equipment (i.e. high tech computers), hiring qualified staff, developing new facilities or forging new strategic partnerships; however they rarely address the outcomes of their work for its customers/learners (Calder, 2011). Therefore it is important that more consistent care is taken by leaders involved in developing these statements that are true reflections of institutional cornerstones, namely strong and useful vision and mission statements based on a core set of articulated values.

In the book *Management Fads in Higher Education*, Birnbaum (2000) analyzes various strategies that have been used over the years by institutional leaders for survival in a changing educational environment. Specifically, Birnbaum (2000) quotes an earlier work which tries to capture the lessons learned from studies on the use, place, and purpose
of change initiatives in higher education. “At this early stage, the only conclusion one can draw ... is that radical departure from the organization’s mission is probably an unwise strategy – a conclusion many observers have drawn without the benefit of research” (Chaffee, 1985, p. 162).

An institution certainly uses its academic programs, services, and practices to bring about change, such as creating new habits for customers/learners, an expanded vision for their life, as well as personal commitment to that change and improved life skills and knowledge. Until something has happened to individuals, groups, and/or a community, an institution has had no results; it has only had good intentions.

Institutions must rely on compelling statements of beliefs, strategic direction, and purpose as the major pillars by which to launch change initiatives, to sustain and enhance their operations, and to chart choices in building future capacity for change. An institution that has developed and articulated informative VVM statements assists others in having greater confidence in its strategic direction and having an unambiguous sense of purpose as clearly defined by its common values.

Senge et al. (1999) state that there are only two things that really prompt change: one is aspiration, the other desperation. By whichever road is taken in a quest for change, an institution has to arrive at a vision of what it aspires to be and this important image has to be a shared vision by all constituent groups (stakeholders). A hollow phrase will not suffice.

A vision statement is a big picture view and must be an image that lives in the hearts and minds of all concerned. It points to a needed or preferred future, which should inspire a governing board and staff to greater personal achievements. It answers questions that address how their institution sees the future of possibilities for individuals, itself, and the community it serves.

Making a difference is primary. An educational institution changes individuals and subsequently their surrounding communities. Some may claim to be making a much broader difference beyond their immediate community which may involve regional and international development work as well. The change produced, however, is the real mission (Carver, 1997).

Some institutions have developed what they might call a succinct mission; however, far fewer have a clear vision (Calder, 2002). One author (Senge, 1990) believed that developing a vision statement is definitely more time consuming than framing a mission statement, while another author (Pfeffer, 1992) likened the ‘vision defining process’ as treaty negotiations among rival groups. Usually, a vision is that dream that is just beyond an organization’s grasp - it is something for which it constantly strives. The mission, however, is an organization’s challenges that are achievable and can have metrics applied to it as well. The mission, if it is well crafted, makes obvious that the work of the organization is clearly understood, focused, and can be articulated to others in a meaningful way. Values, vision, and mission statements don’t have a high priority until it is time to find them (if they exist), read them over, and boards (as well as other stakeholders) go through the prolonged process of developing or redefining them all over again.

A governing board, above all else, has one key responsibility: keeping the organization on a straight course for the long-term good. In other words, boards exist to govern by setting realistic expectations, assigning performance indicators (usually to the President/CEO), and noting compliance to those expectations. By monitoring results, the board is able to see if an organization is indeed fulfilling its primary mission and also its vision for a preferred future.

Values are always defined first, followed by an institution’s vision, and finally its mission or purpose. The process for the development of these important VVM statements should follow this sequence.

As can be seen in Figure 1, the groundwork for any institutional change initiatives, whether driven by internal demands or external realities, must be introduced within a framework of clearly articulated VVM statements. These statements alone tell constituent
groups what the organization is all about, what it stands for, what it believes in, and more importantly, what the organization intends to do in achieving them. One possible measure of whether an organization is prepared to embark on a comprehensive strategic planning process (usually every three to four years), is its ability to embrace the development of new or revised values, vision, and mission statements. While their measurement may not be exact, or may be difficult or even elusive to determine, the commitment to a forward thinking activity, such as strategic planning, needs unmistakable resolve in presenting a convincing plan to its stakeholders.

Not every institution approaches explaining its values, vision, and mission in the same way. It’s important to recognize and respect diverse approaches to questions of ultimate purpose. Some institutions are enthusiastic about a passionate vision of something specific that needs doing and the changes required to address that vision. Others have a more general view of how they would like the future to look, and more tentative notions about how to get there. Still others do best at identifying and analyzing problems and working through to workable solutions. While other institutions may be motivated by the desire to work with people they respect or admire, or to get to know new people with whom they share interests. Different ways of defining VVMs may seem foolish or even alarming to some leaders; but institutions are strongest when many aptitudes, interests, and points-of-view can pull together for the common good.

The cornerstone of any change process for progressive institutions begins with compelling statements about their values, vision, and mission. Initially, no other organizational activity is more important than these VVM statements. It requires individuals with strong commitment and capacity to steer the whole change process in positive ways. Educational leaders backed up by strong values, vision, and mission statements offer their institutions a tremendous competitive advantage over others that operate without them.

It is undeniable that an institution, that is its board, its President/CEO, and its staff will ever be greater than its dream and expressed purpose; therefore, what is needed first and foremost is a forward-thinking vision and clear mission with value-based actions to make change purposeful and lasting while propelling an institution in positive and progressive ways.

References


---

Dr. Calder has been enthusiastically involved in college and university systems on a national and international basis. He has held senior positions in higher education including policy research analyst, Provost, and College President/CEO. Currently he is a strategic planning consultant.

He holds a doctoral degree from the University of Toronto in Higher Education Administration, Planning and Institutional Research; a Master of Arts degree from the University of Detroit; and a Bachelor of Science degree from Wayne State University (Michigan).

He is a persistent supporter of educational innovation and committed to accountability and performance initiatives. A strong proponent of transformational change for higher education, he himself embraces change as opportunities for renewal, growth, and development.
Changing Employee Climate Through Improving New Employee Orientation Systems

By Bill Brady, KimChau Ngo, Linda Pesch, Debi Whited, and Kathy Hanon

Change is inevitable. In higher education, change can be epic. Large institutions don’t turn on a dime and real change is often an incremental process that finds front line employees filling the roles of change agents and champions. Change can, therefore, be rooted in the smallest process improvement or the largest institutional reorganization. An institution’s human resources office is already one of the strategic leaders in change management as it uses its knowledge of human capital, workforce trends, and organizational development to effectuate organizational change. A human resources office is also, however, the gateway for new employees into the culture of an organization. Process improvements surrounding the onboarding of employees can ease an employee’s transition into a new role and contribute to a culture of employee engagement.

Realizing the importance of an established and codified employee orientation program, Pine Technical College in Pine City, Minnesota and Fond du Lac Tribal and Community College in Cloquet, Minnesota turned to the Luoma Leadership Academy and a team of higher education professionals to assist them in their efforts to improve new employee orientation.

The Luoma Leadership Academy is a year-long leadership and development program with week-long leadership training sessions bookending the program. When the leadership trainees arrive at the first week’s leadership training session, they are divided into action learning teams and given their team’s Action Learning Project, which offers a great opportunity for participants to practice skills learned during the initial week of leadership training through a group project that has a measureable impact on system-wide growth and continuous improvement. The exercise involves cohort members investigating and formulating real solutions to a real problem.

The team charge for this group, Team 10, was to design a systematic, comprehensive, and possibly technology-enhanced process for orienting new employees to Pine Technical College and Fond du Lac Tribal and Community College in order to improve outreach to new hires, many of whom are off-site, working at different hours, or hired at different times.

Both colleges are commuter institutions that offer a wide range of general and industry-focused programs coordinated and taught by reputable staff and faculty. Pine Technical College is located in Pine City, Minnesota (population 3,123) and currently serves 1,415 students (“About Pine Technical College,” 2007). Fond du Lac Tribal and Community College resides in Cloquet, Minnesota (population 12,124) and presently serves 2,848 students (“About Fond du Lac College,” 2012). Both institutions provide excellent support for their students by offering small class sizes as well as a variety of schedule and format options: daytime, evening, and weekend classes as well as technologically enhanced courses, such as hybrid and online formats.

Due to the flexibility of their academic program offerings and some logistical challenges, the current new employee orientation systems at Pine Technical College and Fond du Lac Tribal and Community College are not always effective in reaching the entire population of new employees. As a result, off-campus employees at remote sites, adjunct or part-time faculty teaching evening and weekend hours, and faculty hired to teach online courses are not well-integrated into the institutions. It is also difficult to reach new employees - particularly faculty - not hired near the common semester start dates. This challenge has been cited by employees in Pine Technical College’s biennial climate survey as an issue that has a negative impact on the climate of the college. This is significant to both colleges in terms of working effectively with a class of employees that has been growing rapidly in recent years.

After discussing individual team member perceptions of the charge, Team 10 generated a list of questions to discuss with the executive sponsors. The list was extensive and covered questions to assess the current processes used at both colleges as well as what a dream system might look like.

The team met with the executive sponsors during the initial training week. These meetings provided not only an opportunity to meet the sponsors and learn about their colleges, but also for team members to engage the sponsors in a conversation that better defined their needs and expectations surrounding project results.

At the first meeting, the executive sponsors articulated a conversation that better defined their needs and expectations regarding their current systems. Some concerns were unique to one or other of the colleges, but many
were common. The sponsors were able to paint a picture of the existing processes and the difficulties they present. Some of the questions the team posed to the sponsors were questions the sponsors had not previously thought about. The need to follow up on such questions provided both the team and their sponsors with an organic structure for continued interaction.

As part of their research efforts, the team looked at other colleges and universities within the Minnesota State Colleges and Universities system (MnSCU) to see what processes they were using to orient and engage new employees. The team also looked at colleges and universities outside of the MnSCU system and at companies in private industry.

At this first phase, Team 10 determined three distinct categories of online delivery approaches for new employee orientation that would best meet the needs of the two colleges. The three models were an employee orientation website and two different versions of an online orientation course. Each of these options provided choices that would meet the project specifications identified by the sponsors as being critical to success: cost implications, installation and continued management requirements, ability to address challenges of training various employees hired at different times, and tracking of employee orientation participation. The team met with the sponsors face to face in December of 2011 to present the three models, and then worked to refine the proposal options and address related follow up work. The team then resubmitted a final project plan in April of 2012, at which time the sponsors made the decision to move forward with one of the recommended options - an online orientation course that could be customized and tailored for each of the campuses through existing resources and contractible services available within the MnSCU system.

**FINDINGS**

Team 10's findings can best be divided into four categories. Most important to the project sponsors, the team was able to present project deliverables which provide a good foundation for building an employee orientation system. These findings included:

1. **Hybrid orientation models (a blend of online and face-to-face) are ideal for colleges.**

   A hybrid model allows personal interaction, yet also provides information resources when key administrators are unavailable. A hybrid model further helps to address the challenging schedules of temporary part-time faculty and adjunct faculty as well as varied start times for new faculty and staff. In a hybrid model, all relevant information is stored in an accessible online location for employees to review when needed. Additionally, the blend of face-to-face and online information allows training topics to be administered at appropriate times (e.g., skills/knowledge required for the first day of employment versus the end of the semester).

2. **Within the MnSCU system, Desire to Learn (D2L) is best for hybrid orientations.**

   D2L is MnSCU’s Instructional Management System and is used by its teaching faculty to deliver online instruction (“Desire2Learn,” 1999). Institutions have further seen the value of D2L for certain employee and student training modules. D2L can be updated easily by human resources, trainers, and content managers. The D2L system is secure because access to the orientation site is exclusive to enrolled MnSCU employees, requiring a login and password, which also means that training participation can be documented.

3. **An enhanced D2L orientation model like Century College’s is preferred.**

   Through the use of additional plug-ins, D2L can be graphically and functionally enhanced. Orientation sites with visually appealing graphics and varied presentation formats for training topics help maintain interest through information that can be, at times, rather dry. An enhanced site also allows some training topics to be delivered in interactive ways, such as through videos, structured question and answer sessions, and flashcards.

   A superb enhanced site already exists within the MnSCU system. At Century College in White Bear Lake, Minnesota, the Human Resources Department and the Continuing Education and Customized Training Department (CECT) have collaborated
to create an exemplary model of an enhanced Desire2Learn orientation site ("Century College Employee Orientation," 2011). Team 10 learned that Century College’s CECT department can contract its services to other MnSCU institutions to replicate the orientation model while also individualizing it to specific campuses. Working with an effective orientation resource that already exists within MnSCU exemplifies the chancellor’s vision of championing extraordinary practices in order for MnSCU campuses to be as efficient and as effective as possible ("Strategic Framework", 2013).

4. Cost of implementing the enhanced D2L course site model may be challenging.

Though easily maintainable, there are initial design and set-up costs of an enhanced course site.

As Pine Technical College and Fond du Lac Tribal and Community College turned to the Luoma Leadership Academy to assist them in their efforts to improve new employee orientation, it gave the members of Team 10 the opportunity to consciously practice the strategies learned during week one of the leadership training. Practicing respect for different learning and working styles and ensuring that each of those styles were recognized as essential to the overall success and comprehensiveness of the final product allowed the group to discover innovative and practical strategies to improve the process of new employee orientation.

As stated earlier, change is inevitable. Recognizing the potential for change that any group can have on the institution as a whole, Pine Technical College and Fond du Lac Tribal and Community College focused on the processes involved at the earliest stages of each employee’s relationship with the institution. By partnering with Team 10 from the Luoma Leadership Academy, the colleges and the academy participants were able to realize their goals and develop a strategy to effect positive change for new employees acquainting themselves with their working environment by establishing methods of orientation that were more engaging, thus contributing to an overall improvement in employee climate.

REFERENCES


Special thanks to project sponsors Penny Hudlow, Chief Human Resource Officer and Joan Bloemendaal-Gruett, Chief Academic Officer from Pine Technical College and Louise Lind, Chief Human Resource Officer and Anna Fellegy, Chief Academic Officer from Fond du Lac Tribal & Community College.

All authors completed this project as part of their participation in the Luoma 2011-2012 Leadership Academy. Bill Brady is the System Director, Employee Benefits and Compensation at Minnesota State Colleges and Universities. KimChau Ngo is the MultiCultural/International Student Advisor at Hennepin Technical College. Linda Pesch is the Student Services/Library and Academic Resource Center Coordinator at Minnesota West Community & Technical College. Debi Whited is an English Instructor/Campus Center for Teaching & Learning Coordinator at Normandale Community College. Kathy Hanon is the Budget Director for the Minnesota State Colleges and Universities system office (action learning coach).
In the last three years technology, and especially digital communication, has been accelerated. In a recent television interview, the Dutch professor Van den Herik predicted that in the second half of this century the intelligence of the human being, in proportion to the intelligence of the computer, will fall back from superior to equal; then from equal to something like the level of a guinea pig; from ape to spaceman and from spaceman to guinea pig. Welcome to the 21st century.

Our world is at the same crucial crossing point as it was five hundred years ago. Transformation and redesign are at the order of daily life. The digital highway will change the 21st century as dramatically as the printing press changed the Middle Ages. The world is once again at the beginning of a completely new era.

As in the Middle Ages, our world is under great pressure. This is a result of a technological revolution. In 2010 the Nintendo computer already had more power than the processor of the Apollo 13. In 2020 computer power will be one billion times stronger than it is now. In 2030 a computer will be able to feel emotions and make better decisions than human beings. In 2050 computer power will surpass brainpower equivalent to that of all human brains combined resulting in a rupture in human history. Immortality will be near.

Superhighways for education

We rush into a completely new world, with superhighways for education. In this period of crises and change, as a college leader one must take risks. If you limit your choices only to what seems possible or reasonable, you disconnect yourself from what you truly want, and all that is left is a compromise.

In Europe, colleges and leading organizations such as the European Foundation for Open and Digital Learning (EFODL) are in the middle of a continuous process of change, both at national and college levels. The Dutch government, for example, reacts to all these developments with a further standardization of the national curriculum for secondary vocational education with high standards for languages and math and more stringent requirements for a diploma, based on a European Qualification Framework. In order to handle this, a college has to change its managerial philosophy as well as its philosophy concerning content. The strategy of EFODL is based on two pillars: a structural development of thinking skills (for students and for faculty and staff) and special use of information technology for effective and efficient formal learning processes. Therefore, Koning Willem I College introduced two new courses, obligatory for all the students: thinking skills and media wisdom.

Brain-based education

Brain science, the world of imagination and thinking, called the “fifth revolution,” is changing the whole mental space. In particular, the theory about the mirror neurons tells us a lot about learning processes (Frank, 2009). Moreover, it puts things like behaviourism, social constructivism, and self-paced learning in a completely different light. Two interesting statements on this perspective are: “Advances in technology have enabled us to not only observe the patterns and structures of our brains, but also the very process of learning as it occurs” (Pace Marshall, 2006) and: “Our education is based on language more than on the working of the brain. This form of learning uses only 20% of our enormous brain capacity. This may be [deemed]... sufficient in terms of the traditional thinking system. In the new perspective education is doing less than half its job” (de Bono, 1996). This brings us to the following, very important question: What is learning?

I formulated a new definition, based on brain research: Learning is the process in which received information is collected in the brain and stored in the cerebral cortex as a memory. I then translated this definition according to the policy of our national government: Learning is a formal process of knowledge and skills transfer by a professional role model, whereby the intellectual knowledge and skills repertoire of the learner, related to and determined by the government standards, sustainably increases, by using the results of brain research.
New Competencies

In my opinion, the theory of de Bono concerning lateral and creative thinking has to play an important role in new learning processes, starting at primary schools with children from the age of four. Why? Some years ago an extremely important survey was done by two Americans, Land and Jarman. The survey shows us the following: 98% of children between the ages of three and five are capable of lateral, divergent thinking, the foundation for creativity. Between the ages of six and 10 it becomes 32%. Between the ages of 11 and 15 it becomes 10%; and from the age of 25 years and above it becomes 2% (Land & Jarman, 1998). What happens between the ages of three and fifteen years? Children go to school! And, it seems, they lose their most important natural talent to learn!

It is very important to develop creative thinking. Creative thinking skills give us the opportunity to change our neo-cortex and mammalian brain, because they develop our emotions, intuition, and knowledge. To survive in the 21st century we need six competencies, formulated by Daniël Pink: Design, Symphony, Play, Storytelling, Empathy, and Meaning (Pink, 2005). We also have to integrate these competencies in our courses.

References


Additional Resources


Edward De Bono website - http://www.edwdebono.com/

European Foundation for Open and Digital Learning (EFODL) website - www.efodl.net

Stephanie Pace Marshall website - http://www.stephaniepacemarshall.com

Conclusion

The mission for schools and colleges in the 21st century is building community between the diversity concerning:

• 20th century teaching and 21st century learning;
• tradition and innovation;
• left and right part of the brain;
• the multiple intelligences; and
• learners all over the world!

This all leads to a new leadership paradigm: Inclusive Leadership. The seven habits of inclusive leadership are:

• hierarchical and democratic leadership;
• shining in the public eye and practicing servant leadership;
• a top down vision and bottom up empowerment;
• being an excellent visionary and a good listener;
• being a star and putting others in the limelight;
• seeing simplicity within complexity and complexity in simplicity; and
• being a powerful leader but not afraid to share power.
Broadly speaking, there are two ways to respond to policy changes. You can let them dominate your organization or you can take the opportunity to reinvent and reposition your organization for the opportunities that will arise in the new order. This article provides a story of the latter variety: a story of a very large organization in Australian vocational education that decided to respond to policy change by developing new skills in innovation and developing a systematic approach to innovation.

Institute and policy context
TAFE NSW – South Western Sydney Institute (SWSi) is one of the largest vocational education institutes in Australia. The Institute operates within a national vocational education and training (VET) sector in which major policy changes were implemented in the last three years, with more to be implemented in the near future. Key pillars of these policy changes include the government promising funding to individual adults to undertake basic qualifications (a policy labeled “Student Entitlement”) and government giving privately owned training providers access to more and more government training funds (a policy position labeled “A VET Market”). The overall aim of these policy changes is to make VET organizations more flexible and responsive in meeting the training and workforce development needs of industries, regions, communities, and individuals. Consequently, a part of that changed policy framework is that organizations like SWSi that are government owned are expected to compete on equal terms with privately owned companies.

2012 whole-organization project
In response to this new policy framework, in 2009 SWSi embarked on a journey to increase staff skills and organizational capacity in innovation. This journey was influenced by the definition of innovation provided by King and Anderson (2002):
- An innovation is a tangible product, process or procedure within an organization.
- An innovation must be new to the social setting within which it is introduced, although not necessarily new to the individual(s) introducing it.
- An innovation must be intentional, not accidental.
- An innovation must not be a routine change.
- An innovation must be aimed at producing a benefit.
- An innovation must be public in its effects (pp.2-3).

The Institute won a TAFE NSW award for its capability development program Bright Ideas, conducted from 2009-2011, which aimed to increase the skills of SWSi staff in innovation. The program revealed the depth of innovation in the organization and the enthusiasm of staff to make a difference and add value to the lives of their students and clients. Then, in early 2012, the Institute believed it was time to use the staff skills developed by that program and other initiatives to drive innovation throughout the organization. This 2012 project was called SWSi Innovate and it aimed to convert the staff strengths demonstrated within the Bright Ideas program into a much larger movement within the Institute; a movement towards comprehensive organization innovation in creating and adding value.

This project involved the development of a model of innovation that summarizes key features of SWSi innovation. The model is inclusive and every staff member has a role internally to create value. Additionally, the model is ‘client-driven’ which adds value externally through the client relationship. The model is built upon the framework of TAFE creating value internally and adding value externally, as set out in Dr. John Mitchell’s 2011 report for TAFE NSW, “Creating and Adding Value.” That framework shows how TAFE staff members create value behind the scenes and in collaboration with clients, and then add value to and with clients in the way TAFE services are provided and client relationships are maintained.

Ongoing benefits of the model include providing a strong frame of reference for the proposed way forward for SWSi, supporting the achievement of SWSi’s current strategic framework.
Terri Connellan  Katherine Perkins

document Strategy 2015, and providing every member of staff with a rationale for collaborating and innovating, in order to achieve the goals of Strategy 2015.

One key product of SWSi Innovate is a publication on innovations at SWSi, pointing out that the many recent innovations in the Institute are no accident, but rather the product of deliberate planning by the Institute to be more customer-focused. As Institute Director Peter Roberts said in the foreword of the publication, innovation at SWSi “is systematic, in the sense of being deliberate, planned and thorough.” He goes on to say that, “In every case the innovation was not a coincidence: it was pursued and achieved. This systematic approach is a clear demonstration of the Institute’s seriousness about being flexible and responsive in serving our students and clients.”

A researcher who underlined the importance of systematic innovation was Drucker (2011), who found that a commitment to the systematic practice of innovation was the hallmark of successful entrepreneurs. “What all the successful entrepreneurs I have met have in common is not a certain kind of personality but a commitment to the systematic practice of innovation” (p.207). As demonstrated by the case studies and shorter examples in the SWSi Innovate publication, SWSi innovation meets Drucker’s (2011) concept of the systematic practice of innovation and King and Anderson’s (2002) definition of innovation as intentional not accidental. For SWSi, systematic innovation is comprised of three key components. First, it is conscious, deliberate, and intentional. Second, it is based on a combination of knowledge and effort, commitment, and perseverance. Finally, it is focused on and targeted at producing benefits.

In an interview at the start of the SWSi Innovate publication, Terri Connellan reinforced the position taken by Roberts, that innovation is a high priority of the Institute and can be actively pursued and highly valued, not left to chance. “In an increasingly competitive environment, it is critical that the Institute continues to work on our customer focus and develop creative solutions. That is what we have based our strategic directions on heading towards 2015,” said Connellan. “Our driving principle is that we want to support customers to develop skills, and in developing skills our customers will build community capacity and assist job growth. That’s our key driver.”

Case studies of innovation

The main section of the SWSi Innovate publication contains case studies that highlight the impacts of SWSi innovation on industry, clients, and individual students. Each of the case studies contains an interview with a SWSi client that confirms three elements of the SWSi model for innovation. The first key element is that relationships were built with clients; specifically, that the industry clients and SWSi people worked collaboratively over an extended period of time to build relationships, and the development of goodwill, openness, and trust was pivotal to achieving the aims of the client. The second key element is that value was created and added by industry clients working collaboratively with the SWSi people to ensure the service provided by the Institute fully met the client’s need. The third and final key element is that the innovation process was systematic.

One case study profiles the Indigenous Pre-Recruitment Course (IPRC) which provides a pathway for Indigenous candidates seeking to enlist in the Australian Defense Force (ADF). The IPRC is designed for Indigenous men and women who indicate an interest in joining the Australian Army, Navy, or Air Force and are identified in the Defense Force recruiting process as requiring development in one or more areas in order to become competitive for enlistment.

This innovation contains the three elements listed above. In terms of relationships built, over the last three years the partnership between the Department of Defense and SWSi has strengthened, with the Institute now offering a national version of the Indigenous Pre-Recruitment Course. In terms of value being created and added, the partners in the project have worked together to provide Indigenous young people with a richer learning experience, online learning options, increased mentoring support, and access to a Certificate III qualification (formerly a Certificate I). In terms of taking a systematic approach, the partners in the project have been focused, targeted, thorough, and persistent in continually improving the program.

Another case study describes how since 2010, SWSi Health and Fitness staff members have worked closely with the staff of Carrington Care in southwestern Sydney to provide innovative work experience for SWSi students while assisting aged care residents to improve their fitness. Carrington Care provides residential care, independent living, and community care for over 700 aged individuals. The collaborative initiative has won two national awards.

Katherine Perkins, Organizational Development Coordinator at Carrington Care, summarized the relationship with SWSi. “The relationship was formed out of a mutual need. We formed the partnership to benefit both the TAFE students through work experience and our divisional therapy program,” she said. “We know that it’s innovative because no one else in New South Wales is doing it. It’s the first initiative of its kind.”

A third case study describes The Telstra Technical Career and Qualification Pathway initiative, a joint venture between Telstra Operations, Australia’s largest telecommunications company, and SWSi. The broad aim of the initiative is to recognize and refresh the skills of Telstra’s technical workforce using the new Integrated Telecommunications Training Package. The long-term outcome from the initiative sought by Telstra is that
its technical workforce will have further success in delivering information and communication technologies services and solutions to its customers.

The venture involves the provision of ICT qualifications, with each unit of competency mapped and contextualized to Telstra’s daily work activities and job functions across their seven lines of business. The pilot program in 2011 serviced a total of 428 participants, involving six qualifications ranging from Certificate IV in Telecommunications to the Advanced Diploma in Telecommunications and Project Management.

The service provided by SWSi for Telstra since early 2011 is fully online, uses a range of web-based tools, and concentrates on the recognition of the participants’ prior experience and current workplace skills. The SWSi online contact with the students is assisted by the Telstra participants’ managers, sometimes in a mentoring capacity, encouraging their staff to engage with and reflect on the learning taking place.

Sylvia Arthur, Director of the Electro-technology, Information & Communications Technology & Design Faculty at the Institute, believes the key driver of the innovation was the identification by Telstra of its need to invest in its workforce to ensure the company remained ahead of the challenges it faces in an increasingly competitive industry.

Arthur considers the fully online approach highly innovative as it changes the participants’ perception of training, a deliberate intention of Telstra. “Telstra wants to change the perception that training happens in the classroom. To change that mindset, the individual needs to identify what they’ve learnt on the job. That’s the mindset that Telstra is in the process of changing. That change of style in the way people can learn on the job is the innovation that Telstra want[s].”

The Telstra case study illustrates core elements of the SWSi Innovate model. The relationship formed between Telstra and SWSi not only involved formal mechanisms such as a steering group to oversee the pilot program and a project control group to oversee the operational aspects of the initiative, but also a range of informal mechanisms such as regular teleconferences. Telstra sought and SWSi developed a flexible, online, on-the-job approach to recognizing the current skills and learning of Telstra’s technical staff, creating and adding value to the training approach. To ensure the innovative venture was successful, the provision of the services was closely monitored and the pilot project thoroughly evaluated.

**Systematic and continuous innovation**

Drucker (2011) defined innovation as “the effort to create purposeful, focused change in an enterprise’s economic or social potential” (p.208). He acknowledged that light bulbs sometimes flash, but this is the exception rather than the norm. “There are, of course, innovations that spring from a flash of genius. Most innovations, however, especially the successful ones, result from a conscious, purposeful search for innovation opportunities” (p.208). Drucker, concluding that “the very foundation of entrepreneurship is the practice of systematic innovation” (p.224), set out some principles of innovation that are demonstrated by SWSi people throughout the publication SWSi Innovate.

One principle states that “purposeful, systematic innovation begins with the analysis of the source of new opportunities” (p.222). In all of the case studies and examples set out in the publication, SWSi staff members have analyzed the source of new opportunities, which in contemporary VET are often industry demands or market changes. In many of the case studies the external client approached SWSi with a need that they hoped SWSi could meet. These clients deserve commendation for being key external drivers of SWSi innovation.

Another principle of innovation states that it “is work rather than genius. It requires knowledge. It often requires ingenuity. And it requires focus. ...What innovation requires is hard, focused, purposeful work. If diligence, persistence and commitment are lacking, talent, ingenuity, and knowledge are of no avail” (pp.223-224). All of the case studies and examples in the publication demonstrate the “hard, focused, purposeful work” not only of SWSi staff but of their clients as well.

SWSi’s Director Roberts said that innovation in the Institute was not only undertaken in a systematic way, it also involved continuous improvement. “Once the first version of a new approach or new service is developed, the innovation is improved and the experience generates new ideas,” he said. “We are continually enhancing innovations, refining them, sharpening them and adding creative new elements leading to further innovation.”

The documented evidence of ongoing innovation at SWSi indicates that it is meeting the challenges generated by policy changes and becoming even more responsive to industry needs. Its systematic approach to innovation means it will be able to sustain this flexible approach and consistently add value for future clients.

**References**


A group of students in the IPRC program
THE ALUMNI OF LEADERSHIP

RECOGNIZING ACADEMY ALUMNI

BONNY COPENHAVER
(Advanced Chair Academy in Dallas/Atlanta) has accepted Wisconsin Indianhead Technical College’s position of Vice President of Academic Affairs/Superior Campus Administrator. She began her new position on July 1, 2013.

MARGO KEYS
(Facilitator) successfully defended her dissertation and received her Ph.D. from the University of Minnesota in May, 2013.

MARGARET BRUNN
(WLDI Coordinator) has decided to take a step back from coordinating the WLDI Academy. Thank you for all of your hard work and support.

HELEN BURNSTAD
(Editorial Board) is ready to embrace her retirement as she steps down from the Editorial Board. We thoroughly appreciate all of her hard work and support. We wish her luck in her future endeavors.

COEN FREE
(International Advisory Board) retired from his position as President of Koning Willem I College/School for the Future in the Netherlands.
**THE LITERATURE OF LEADERSHIP**

**REVIEWS BY JEFF YERGLER**

---

**LEADING CHANGE (2012)**

**J. P. Kotter**


John Kotter’s book, *Leading Change*, is among the seminal works on facilitating and managing change in a variety of organizational contexts. Though *Leading Change* has been around for almost 20 years, it remains an invaluable tool for internal change facilitators and external consultants. Moreover, Kotter’s book is the perfect resource to put in the hands of those who will be serving on the “Guiding Coalition” (this is the internal team that coordinates and facilitates the change process). Kotter’s eight-stage model provides the primary ingredients for each stage of the change process, the model can be adapted to fit unique cultures and environments making it extremely user-friendly. I have used Kotter’s model in a variety of complex system change processes and each time it has been an invaluable resource and guide.

**RATING ★★★★**

---

**CHANGE ANYTHING (2011)**

**Patterson, Grenny, Maxfield, McMillan, and Switzler**

PP. 262, Business Plus

I am always leery of reading any book that advances a new science or approach to personal success. *Change Anything*, at its core, advances a formula for addressing vexing habits and patterns that are personally and professionally limiting or even debilitating. One of the primary strengths of the book is that it identifies six steps that address the importance of changing mental models and establishing new practical habits. The authors successfully argue that exercising willpower alone is fundamentally useless in addressing entrenched patterns of thinking and behaving. Rather, the focus is on adjusting cognitive processes coupled with establishing new behavioral and social sciences, the authors explain their model in a way that consultants, faculty, or a middle manager tasked with a change project will find easily accessible and applicable. Successful change must address both the intellectual as well as the emotional; that is, people must understand the change intellectually (it must make sense) and they must believe in the change at a “heart” level (they must be motivated to support the change). The three components of the model include planning and direction, generating motivation, and charting the course. This is an excellent read and a quality resource for your leadership library.

**RATING ★★★**

---

**SWITCH: HOW TO CHANGE THINGS WHEN CHANGE IS HARD (2010)**

**C. Heath and D. Heath**

PP. 305, Broadway

In their excellent book, *Switch*, Chip and Dan Heath do a superb job of explaining their unique model of advancing change when change is a struggle and viewed by others as a threat (which is most change, yes?). Backed up by reputable research in the behavioral and social sciences, the authors explain their model in a way that consultants, faculty, or a middle manager tasked with a change project will find easily accessible and applicable. Success in change projects require social influences, psychological energy, and time. Heath explores what it takes for innovations to be transformed into revolutions. This turns out to be a rather complex process that requires social influences, psychological energy, and time. Heath utilizes case studies to explore how innovation and change across political, economic, and scientific fields point toward shared patterns that are unique to innovation. For example, Heath notes that successful revolutions, resulting from innovation, are shaped and formed by resistance to the innovation, clarification of the initial idea behind the innovation, and elaboration or extending the idea in new unforeseen ways. The strength of Heath’s work is that it provides a clear picture of how innovation happens and the requirements for that innovation to become a part of a community.

**RATING ★★★★**

---

**THE EVOLUTION OF REVOLUTIONS: HOW WE CREATE, SHAPE, AND REACT TO CHANGE (2011)**

**P. J. Howie**

PP. 262, Prometheus

Reviewing Howie’s book was a reminder of Gladwell’s (2002) *Tipping Point* in that both books explore how trends and, in Howie’s case, revolutions find their point of ignition. Howie explores what it takes for innovations to be transformed into revolutions. This turns out to be a rather complex process that requires social influences, psychological energy, and time. Howie utilizes case studies to explore how innovation and change across political, economic, and scientific fields point toward shared patterns that are unique to innovation. For example, Howie notes that successful revolutions, resulting from innovation, are shaped and formed by resistance to the innovation, clarification of the initial idea behind the innovation, and elaboration or extending the idea in new unforeseen ways. The strength of Howie’s work is that it provides a clear picture of how innovation happens and the requirements for that innovation to become a part of a community.

**RATING ★★**

---

---
Embracing change! How can we not? After more than 22 years, 22 annual international conferences drawing together over 12,000 participants from around the world, and delivering more than 200 leadership academies in eight different countries resulting in over 8,000 graduates, it seemed a good time for the Chair Academy to consider the changes that might well be in our future. This process is never an easy task and for us is complicated by the number of stakeholders across the globe who have an interest in what we do and give freely of their time, talent, and treasure to ensure we do it well.

On August 23, 2013 we invited a group of key stakeholders to our headquarters in Mesa, Arizona, not the best time of year to visit to be sure. But come they did from far and wide, from four Canadian Provinces and 10 states, not to mention extended conversations with our partners in Australia, Europe, and the United Arab Emirates before the Academy Summit itself.

Summit attendees came with open hearts and minds. They came to listen, learn, and help reaffirm our mission, vision, and values; overarching statements that will serve to guide our actions in the years ahead. The Academy has had a singular focus for over two wonderfully enriching decades: to educate and train post secondary educators and administrators inviting them to become the transformational leaders their organizations need in an increasingly volatile and ever changing world. In preparing for the Summit one of the tasks we completed was to document much of the historical record for the Academy, tracing our roots back to the early 1990s when Dr. Gary Filan and a team of his colleagues from Suffolk County Community College. The heartfelt comments to recent Academies conducted in Riverhead, NY and hosted by the Academy for Leadership and Development, would extend its reach across the US, Canada, the UAE, Europe, Australia, Guam, and China. In spite of this record of success, we sensed a need to reaffirm our direction and lay the foundation for the ensuing decade of service and support to post secondary education. We

owe a debt of gratitude to representatives from our International Advisory, Practitioners, and Editorial Boards for taking time out of their busy lives to join in with the Academy staff, program facilitators, other academic partners, and regional representatives to ensure our conversations would be sufficiently comprehensive and diverse.

The Summit began by sharing participant comments connected to recent Academies conducted in Riverhead, NY and hosted by Suffolk County Community College. The heartfelt comments from those involved inspired us to reflect even more fully on our unrealized potential.

The Academy staff took full advantage of the opportunity to share a number of program initiatives that show great promise. As examples:

- **Leadership Journal**—now distributed to over 20,000 recipients, has adopted a new design and page flip technology allowing for a more engaging experience by readers (http://chairacademy.com/journals/journal.html).
- **Membership**—new rates and benefit packages are being developed for both individual and institutional members to increase value and the expected return on investment (http://chairacademy.com/membership/index.html).
- **Sponsor categories**—four discrete levels of sponsorship have been created (Platinum, Gold, Silver, and Bronze) to help ease the process of contributing to Conference activities (http://chairacademy.com/conference/sponsor.html).
- **Conference Schedule**—a long-term commitment has been made to increasing conference value for those who may choose to attend. Commitments have been made to conduct the Conference in St. Louis in March 2014, Seattle in April 2015, San Antonio in March 2016, with Orlando looking good for March 2017 (http://chairacademy.com/conference/2014/c14index.html).
- **Program Upgrades**—while too numerous to list here, Summit attendees spent considerable time reviewing proposed updates and upgrades to both the Academy Foundation and Advanced program materials. Among the highlights was the opportunity to demonstrate how Academy program content has been adapted for access and delivery via a web-based portal. Adopting the use of 21st Century technology will serve to enhance the overall experience of participants while at the same time make programs more sustainable.

In general, the Summit allowed us all the opportunity to reflect on the richness of our past, appreciate the impact programs continue to make in the present, and more fully imagine the possibilities that exist in the future. The road ahead looks to be as exciting and promising as the one that got us here. We can’t say with any degree of certainty what the future holds for any organization, including ours. But we do know that if we don’t take the time to imagine what “might be,” then what “is” will never change. Change is here, more is coming, we embrace it.
It’s all at MCC.

Our most inspired leaders inspire others.

It takes many people in a myriad of roles to inspire each student to reach their goals. Every day, our faculty and staff serve as inspiration to all around them.

Find out more online at:
mesacc.edu/about

Shouan Pan, Ph.D.
President, MCC
**THE GATEWAY TO LEADERSHIP**

**The Chair Academy’s 23rd Annual International Leadership Conference**
March 25-28, 2014 in St. Louis, Missouri
Hosted by St. Louis Community College

**REGISTRATION IS OPEN!**

- 23 years of transformational leadership development
- Amazing networking opportunities
- Four cutting-edge keynote speakers
- 60 roundtable and concurrent sessions
- Five pre-conference skill-building workshops
- A showcase for model programs and leadership best-practices

Become an *Academy Member* and receive a discounted Conference registration rate!

Visit us online to learn more about the Chair Academy Conference at:
www.chairacademy.com/conference/2014/c14index.html

---

**LEARN AT OUR SCHOOL. LEAD AT YOURS.**

With 60–80 percent of community college leaders expected to retire in the next five to 10 years,* faculty and administrators need to be ready to lead. Begin preparing for a leadership role today with a Doctor of Management (DM) in community college policy and administration from University of Maryland University College (UMUC). Our highly relevant curriculum includes dissertation courses, making the dissertation process more manageable for busy professionals.

- Working with the same group of DM candidates throughout the program enables you to build a lifelong professional network
- Courses are offered online with a two- to three-day residency each semester
- An interest-free monthly payment plan is available, plus financial aid for those who qualify

**DOCTOR OF MANAGEMENT**
IN COMMUNITY COLLEGE POLICY AND ADMINISTRATION

800-888-UMUC • umuc.edu/ccadministratort

---

*Study by the American Association of Community Colleges.

---
Q: What prompted you to write a book about health?
A. After writing business books for more than a decade, I realized that improving health is the biggest business challenge of our generation. Nothing breaks household finances, corporate balance sheets, or national economies faster than poor health.

But the much larger reason why I decided to focus all of my time and energy on this topic is because I was tired of seeing people that I care about suffer unnecessarily and die early. We are literally killing ourselves, sapping our energy, and destroying our wellbeing as a result of lousy decisions we make about our health each day.

Q: Why have you spent so much time studying this topic?
A. I first started doing this research to save my own life, literally. While I have been reluctant to discuss this before, I have been battling cancer for more than twenty years now. Ever since my diagnosis, I’ve spent time every day learning about specific things I can do to extend my odds of living a bit longer. Over the last decade, I have focused more attention on helping friends, family, and colleagues to learn from these discoveries and lead healthier lives.

Q: What are some of the most important things you have learned from this research?
A. What I learned, not only about how to prevent cancer, but also how to prevent heart disease, diabetes, and obesity - is remarkably encouraging. The vast majority of human disease and illness is preventable. There are hundreds of specific, proven actions we can take to increase our odds of living longer and stronger. What matters most are the small decisions we make each day, ones that give us more energy in the moment and also prevent illness in the future.

The second major finding is that these three elements - eating, moving, and sleeping - build on one another. Eating right makes it easier to be active. Being active makes it easier to sleep. Sleeping well helps you to avoid bad foods, and so on. As a result, working on all three at once is even easier than focusing on one area in isolation.

Q: Don’t we already know that we should be eating, moving, and sleeping better?
A. In Eat Move Sleep, I cover a lot of the essentials that people know they should be doing, but have trouble applying on a daily basis. I like books that help me figure out how to apply things I already know but don’t do. There are several things in the book I have known for a long time, yet did not practice myself until I learned new ways to connect short-term incentives with what is best for my long-term health. Frankly, my biggest challenge in writing this book was narrowing down to the most practical findings for a broad audience, given the wealth of good science on these topics today.
UPCOMING CONFERENCES

2014
St. Louis, Missouri

2015
Seattle, Washington

2016
San Antonio, Texas
UPCOMING ACADEMIES

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/florida13-14/fla1314.html

PHOENIX
Arizona, USA

Arizona Leadership Academy
Phoenix/Mesa, Arizona, United States of America
Session 1: February 3-7, 2014
Session 2: February, 2015
Register online at:
www.chairacademy.com/academy/arizona14-15/az1415.html

PHOENIX
Arizona, USA

Academy for Advanced Leadership
Phoenix/Mesa, Arizona, United States of America
Session 1: February, 4-6, 2014
Session 2: February, 2015
Register online at:

PRINTED MATTER

From:
The Chair Academy
145 N. Centennial Way, Suite 108
Mesa, Arizona, 85282, USA

Postal Label