

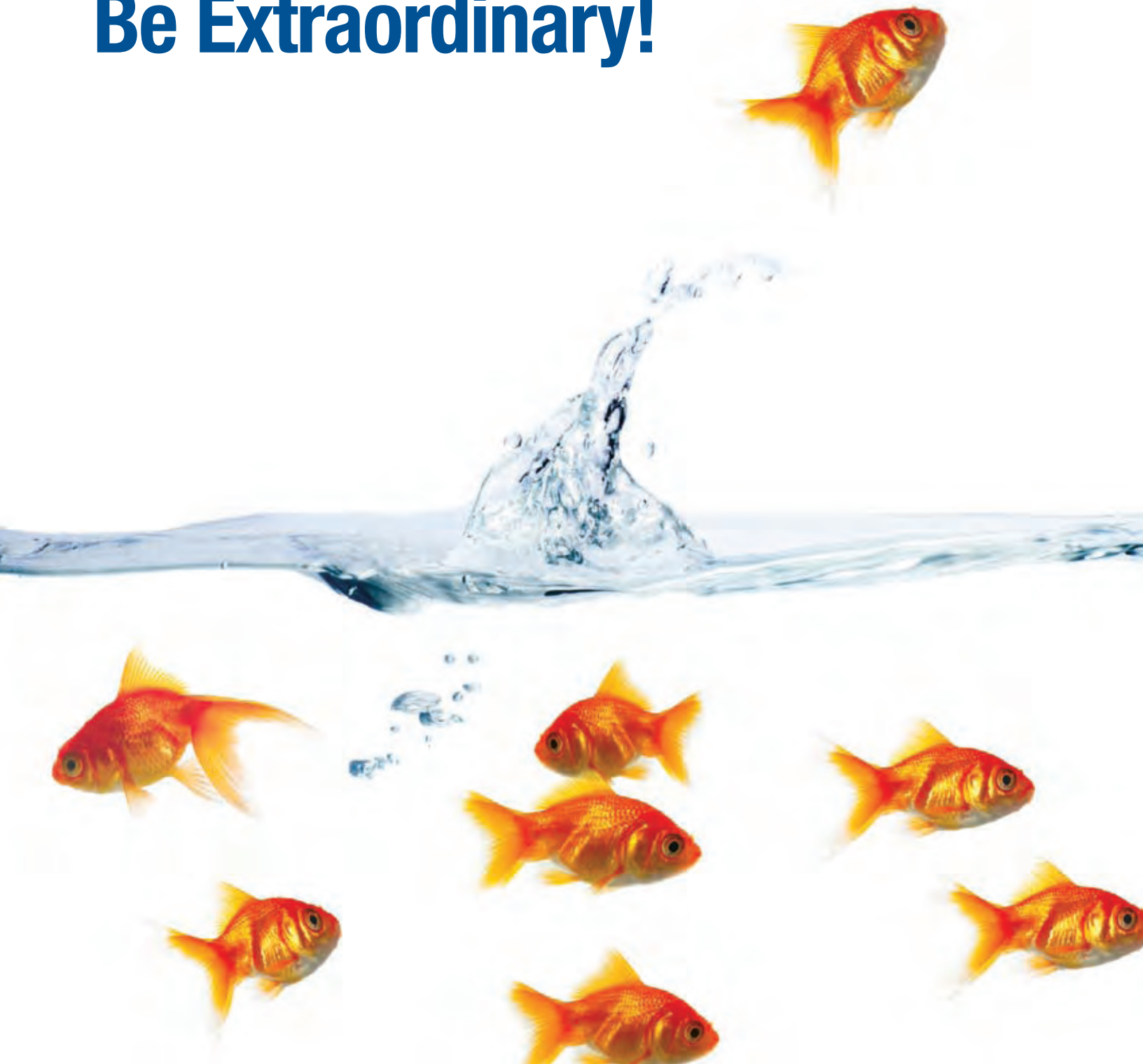


VOLUME 15.3 Summer



LEADERSHIP

Be Extraordinary!



FOUNDATION LEADERSHIP ACADEMY

Expand your leadership skills, enhance your professional life, make connections with colleagues from post-secondary institutions around the world.

TAKE CHARGE OF YOUR LEADERSHIP SKILLS

This year-long, comprehensive program provides skills-based leadership training and professional development for both academic and non-academic leaders in post-secondary institutions.

PLAN ON TAKING CHARGE OF YOUR FUTURE NOW!

- On-going web-based leadership training during the year
- Mentoring and coaching component
- Networking and partnership opportunities
- A Certificate of Graduation is awarded as well as an opportunity to earn 9 hours of graduate-level credits

UPCOMING FOUNDATION ACADEMIES

**More Academies
are coming soon!**

For updates be sure to visit
www.chairacademy.com

For more information about attending a Foundation Academy Program see our webpage at <http://www.chairacademy.com> or contact us at leadershipacademy@chairacademy.com.



contents

THE CHAIR ACADEMY

Editor, Dr. Idahlynn Karre
IdahlynnKarre@aol.com

The Academy Leadership Journal
Volume 15.3 Summer
Executive Director, Dr. Gary L. Filan
gary.filan@chairacademy.com

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the publisher.

Leadership is indexed in Current Index to Journals in Education (ERIC).

ISSN# 1086-1149

Postmaster

Send address changes to:
The Chair Academy
Membership Coordinator
1025 North Country Club Drive,
Suite 313, Mesa, AZ 85201

Membership Rates

U.S. One Year Institutional - \$500
(includes 10 Journal subscriptions)
Outside U.S. One Year Institutional
\$600 (includes 10 Journal
subscriptions)
U.S. One Year Individual - \$60
Outside U.S. One Year Individual - \$75

Individual Journal Rates

Purchase a single copy - \$30

Editorial Correspondence

Send comments, editorial material, and manuscripts for review to:
Idahlynn Karre, Editor, *Leadership*,
The Chair Academy, 1025
North Country Club Drive, Suite 313,
Mesa, AZ 85201 or to
idahlynnkarre@aol.com.
Include your name, title, institution,
and phone number. All manuscripts
receive anonymous reviews by the
Editorial Board.

Advertising Rates

Full Page	\$800
2/3 Page	\$650
Half Page	\$500
1/3 Page	\$350
Quarter Page	\$275

EDITORIAL BOARD

Helen Burnstad
Director Emeritus,
Staff and Organizational Development
Johnson County CC, Overland Park, KS
helenb@jccc.edu

Mike Felker
Chair, English Department
South Plains College, Levelland, TX
mfelker@spc.cc.tx.us

Paula Gribble
Chair, Nursing and Allied Health
Coastal Carolina CC, Jacksonville, NC
gribblep@coastal.cc.nc.us

Sue Kater
Director, Research and Planning
GateWay CC, Phoenix, AZ
sue.kater@gwmail.maricopa.edu

Andrew Rezin
Administrator, Automotive
& Applied Technology
Columbus State CC, Columbus, OH
arezin@cscscc.edu

Marilyn Rhinehart
Vice President of Instruction
Johnson County CC, Overland Park, KS
marilyn@jccc.net

Kenneth Robson
President,
Robson-Eifert Consulting Services, Inc.
Calgary, Alberta, Canada
kjrobson@shaw.com

Linda Schwandt
Dean, General Education and
Educational Services
Western Wisconsin Technical College
La Crosse, WI
SchwandtL@wwtc.edu

Alan T. Seagren
Director, Center for Study of Higher
and Post-Secondary Education
University of Nebraska, Lincoln, NE
aseagren1@unl.edu

EDITORIAL Be Extraordinary!

Idahlynn Karre 2

HUMBER CELEBRATES ITS SUPPORT STAFF

Nancey Adamson 3

SUCCESSION MANAGEMENT

*Barbara DeFina, Lauri Hutt-Kahn,
Jennifer Ortiz & Sandra Susman Palmer* 8

THE SEVEN P's

Kirk A. Nooks 20

INTERNATIONAL EXEMPLARY LEADERS 2009

28



EDITORIAL

BE EXTRAORDINARY!

By Idahlynn Karre

What does it take to be truly extraordinary? Our authors know!

Humber College, Toronto, Canada really knows how to celebrate! Support Staff Appreciation Week at Humber is a “not to be missed” event! Humber leaves no effort, detail, or fun-filled opportunity to chance for their spring staff celebration. A dedicated team of creative leaders and dozens of volunteers ensure that the support staff at Humber see, feel, and realize how important and appreciated they are to the college. Read as Nancey Adamson shares the details. The weeklong celebration is extraordinary!

Do you have a succession plan in place at your college? Suffolk County Community College, Selden, New York does! Authors Barbara DeFina, Lauri Hutt-Kahn, Jennifer Ortiz, and Sandra Susman Palmer walk us through the SCCC journey. It is extraordinary! Read about the succession management program at Suffolk County Community College. The program was developed at SCCC in partnership with the Chair Academy for Leadership and Development, Mesa, Arizona, and it has it all! Residential seminars, mentors, coaches, electronic forums, case studies, and situated learning! We have included several resources developed by SCCC and by the Chair Academy at the end of this article. They offer specific examples of what you might do on your campus to build an extraordinary succession management program.

Our next author uses a framework of memorable principles to help us be extraordinary! Developed using the very best research in organizations and best practices in post-secondary education, Kirk Nooks provides *The Seven P's*. He helps us understand how important it is to re-affirm our mission in the face of challenging and turbulent times. Are we helping our people be high performers? Are we creating hospitable places for working and learning? Do our policies “live” in our organizations and provide clarity, not roadblocks? Are processes relevant and transparent? Do our programs transcend time and place? Do we practice our values – inclusion, high expectations, and celebration? Is progress left to chance, or is it data driven and strategic? Investing in conversation and dialogue on *The Seven P's* will help your team and college be extraordinary!

They are extraordinary! We close this issue of *Leadership* with a Yearbook of the 2009 International Exemplary Leaders. These extraordinary leaders and leadership teams were recognized by their colleagues and honored at our 2009 International Conference in Nashville, Tennessee. We congratulate them here and invite you to read more about their exemplary leadership at the Academy web site listed below which is devoted to sharing their stories. These are our friends, colleagues, and leaders. We know them to be extraordinary!

Enjoy this issue of *Leadership*! Be extraordinary!

TO READ MORE ABOUT THESE INTERNATIONAL EXEMPLARY LEADERS:

<http://www.chairacademy.com/conference/2009/exemplaryleaders09.html>

RECOGNIZE AN EXEMPLARY LEADER:

<http://www.chairacademy.com/conference/2010/recognize10.html>

VISIT THE ACADEMY'S INTERNATIONAL LEADERSHIP CONFERENCE HOME PAGE:

<http://www.chairacademy.com/conference/2010/10/index.html>

“Humber’s Support Staff Appreciation week is one of my favourite times at Humber. It takes place during reading week when the College is quieter. For me, this is a time to recognize the exceptional work that Humber’s Support Staff do, day in, day out, all through a very busy year. Every employee at Humber works to creative positive, successful learning experiences for our students. Our Support Staff do this with skill and enthusiasm. Both of these talents are on display during Appreciation Week.”

— John Davies, President and CEO, Humber College
Toronto, Canada



Humber College Celebrates its Support Staff

Humber College Institute of Technology & Advanced Learning is a member of Polytechnics Canada, and is committed to student success through excellence in teaching and learning. Humber's broad range of career-focused, educational programs include: apprenticeship, certificates, diplomas, bachelor's degrees and postgraduate certificates. With over 350 programs to choose from, the 19,000 full-time and 55,000 part-time students of Humber have access to many opportunities for continuous learning.

Humber employs over 450 full-time support staff across 8 different schools and administrative departments.

Humber's Support Staff Appreciation Week

Humber has a comprehensive professional development program for its support staff including opportunities to complete an Administrative Professional Certificate, Professional Communications Certificate, Project Management Certificate, Presentation Skills Certificate together with many other workshops

“SSAW is a wonderful opportunity for Support Staff to learn new skills for job and personal growth. I have been involved with SSAW in one way or another (participant & committee) for many years and it just keeps getting better and better. Not only are we able to work on our skill sets but it gives us the ability to meet other college staff that we might not have otherwise.”

– Leanne Henwood-Adam, Athletics Centre

that are offered throughout the year. Three training calendars are produced each year, spring semester, fall semester and Support Staff Appreciation Week.

For the past 21 years, Humber has been providing a unique professional development event for its support staff called Support Staff Appreciation Week. The first Support Staff Appreciation event was held in 1988 and was a professional development day that gave staff the opportunity to travel by bus down to Monroe Community College in Rochester, New York to participate in various job shadowing opportunities. Over the years this single event has transformed into a week long conference for Humber’s support staff and takes place during the annual reading week break. Support Staff Appreciation Week (more affectionately known as SSAW) gives support staff the opportunity to develop both professionally and personally.

Committee Formation

One of the key responsibilities of Humber’s Manager, Training & Development is the effective

planning and implementation of the week’s events. Planning for Support Staff Appreciation Week starts in September. A committee is formed consisting of approximately 20 support staff representing a cross-section of Humber’s schools and departments and the Training & Development Coordinator. The committee is chaired by the Manager, Training & Development. As chair of the committee, it is his/her responsibility to choose the committee members. This is not an easy task. Working from a list of about 40 volunteers (staff indicate their interest on the evaluation form distributed at the annual SSAW lunch), the chair must choose a team that has the right balance of creativity, enthusiasm and commitment. It is through this committee that the magic of SSAW happens. To maintain some consistency and bring in new energy, approximately one-half of the committee is asked to stay on and the other half is made up of new members.

A formal invitation is extended and staff must receive their manager’s approval. Participation on the committee gives support staff the unique opportunity of working with others from different areas of the college, an opportunity to assist in the week’s planning, use their creativity and leadership skills, resourcefulness, and most of all have a fun time.

Scheduled monthly meetings, 2 hours in length, take place starting in September and continue up to the event in February with additional meetings called as necessary.

Decision on Theme

One of the first tasks of the committee is to create a theme for the week. The theme for SSAW has been determined in different ways over the years. Some years the committee will brainstorm ideas and other years, the chair has presented an idea and the committee further develops it.

HUMBER COLLEGE CELEBRATES

Brainstorming SSAW Workshop Offerings

A key aspect of SSAW is the workshops that are offered all week long. Typically there are between 25 – 30 learning events during the week. Workshops are a mix of professional and personal development opportunities. All committee members take part in the determination of which workshops will be offered during the week. The members provide feedback on topics that either they think would interest the college's staff or they bring ideas that their colleagues have told them about.

Humber has seven core competencies for its support staff: Customer Service; Communications/Interpersonal; Entrepreneurial; Project/Team; Time/Self Management; College Knowledge; and Personal Development. Suggested workshops are grouped into one of the core competencies and committee members are each given \$100 in "fun money" to vote on which workshops they would like to see offered. This information gives the chair important information to plan the week's schedule.

SSAW 2009 offered 31 workshops (8-12 per day). There were also additional opportunities for staff to participate in 15-minute chair massages and manicures that were offered by our Business School, Spa Management program. Committee members are asked to "host" the workshops and are responsible for taking all the materials, etc. to the workshop, introducing and thanking the facilitator and returning the materials to the HR Services department after the workshop. Some of our staff volunteer to facilitate workshops. This year we had several faculty members facilitate workshops using our culinary labs, photography labs, the greenhouse lab, bartending and wine labs and we had support staff facilitate workshops including a tour of the health sciences



labs, the Humber arboretum and even jewelry making! Of course, the majority of the workshops offer staff the opportunity to develop their professional skills including customer service, business etiquette, positive attitude, writing skills and computer skills. 40% of staff participated in at least one event during the week.

Support Staff Appreciation Luncheon

In addition to the workshops that are offered throughout the week, staff look forward to the culminating event, the Support Staff Appreciation Luncheon. The luncheon is held on Friday of in the college's gymnasium which is transformed into a club-like atmosphere. For this year's theme, each



place setting had a led-lighted tambourine, cow bell and guitar lapel pin. Centrepieces added to the atmosphere and balloons decorated the stage and perimeter of the gym. Approximately 350 support staff and administrators attend the buffet lunch. Administration staff are invited by a support staff employee. Another key responsibility for the planning committee is the development of a theme for the lunch, which ties into the week's activities.

A typical lunch agenda will include opening remarks from the Committee Chair, a buffet lunch, opportunity for the college President to acknowledge support staff and the role they play in the success of the college's operations, a keynote speaker, and an "entertainment" segment that is either performed live, video recorded or some combination of the two. The SSAAW committee is responsible for coming up

with an entertainment idea (or sometimes the idea may come from another college employee). This part of the lunch has become one of the most anticipated events of the week. It also means that the committee must be enthusiastic, energetic and creative and invariably many other departments lend their expertise to the project. It also means that staff be released from their job to participate in the creation of the project.

This year the committee created the "Humber ITAL Record" (think K-Tel). Volunteers from the committee travelled to our Lakeshore campus to record the music and vocals. They were assisted by a support staff employee in our recording studio. They also worked with our media services team to tape the acting portion of the "commercial." The committee selects which segments they want to work on and "directors" are assigned to each group. The directors are responsible for ensuring that their group has the resources they need to act out the scene. This can include sourcing costumes, make-up, wigs, music, writing scripts and scheduling rehearsals. Taping sessions are booked and through a lot of hard work, creativity and expertise the "dream" becomes reality.

"SSAAW 2009: Humber Support Staff are Simply the Best"

To better illustrate how this played out for SSAAW 2009 the theme was: "SSAAW 2009: Humber Support Staff are Simply the Best!" The lunch theme was rock 'n roll and employees were encouraged to dress up as their favourite rock star. "Tina Turner" was the MC and there was a Tina Turner Look Alike contest. Prizes were given out for best costumes to support staff who dressed up as rock stars. To keep the theme alive during the week and create a buzz for the lunch event, staff from the Training &

“I’ve had the opportunity to learn about new things, programs, myself and others, and different areas within the college that would not have been possible under normal settings. It affords us an opportunity to meet with colleagues from across the college, not just our own areas. It’s lots of work and fun. Well worth the effort!” – Rita VanderVeen, School of Health Sciences



Development team dressed up as rock stars (Rod Stewart, Steven Tyler, Gene Simmons, Angus Young, The Blues Brothers) and visited all of the workshops giving live performances. Set-up for the lunch started late Thursday afternoon, and the committee (together with other support staff who volunteered to help) helped set up the tables and chairs, stage decorations, balloons, centrepieces and came in early on Friday morning to put the finishing touches on the venue. The keynote speaker this year was Dr. Idahlynn Karre and she delivered a keynote entitled “Celebrate Your Strengths.”

Support Staff Appreciation Week is truly a collaborative effort that touches every school and department at Humber. Whether it is the volunteer efforts of the committee members, the expertise of our excellent media services staff, our music recording staff, the staff in our Athletics Centre, our facilities management staff, the food services staff and all the schools and departments that contribute to this unique learning event, it all comes together to make Support Staff Appreciation Week a memorable experience for all!

Nancey Adamson, MA, CHRP is a hambone at times. She sincerely believes that you should never ask others to do what you wouldn't do yourself. She aspires to be as famous as Tina Turner. Nancey can be reached at: nancey.adamson@humber.ca



SUCCESSION MANAGEMENT

“It’s Never Too Soon to Find the Next Generation of Leaders”



By Barbara DeFina, Lauri Hutt-Kahn, Jennifer Ortiz and Sandra Susman Palmer



At the community college level a potential turnover of leaders is expected to be as high as 50% over the next five years (Milling, 2005, p. 234). How will these key leadership positions be filled? Will the college know who is qualified to lead the team into the new millennium? These are questions that the corporate world and family-owned businesses began to respond to with succession management strategies. Cognizant of the leadership gap caused by significant numbers of retirements in higher education, a great many colleges have endorsed the idea of systematic succession training and management to fill their administrative gaps with effective leaders.

Besides their experience, retiring administrators possess an intimate understanding of the community college mission, values, and culture. Having an

ongoing “grow your own” plan in place to continually groom talented and qualified leaders assures the retention of quality personnel who know the culture, values and goals of their institution and are better prepared to meet the changing needs of the institution. This type of plan also fosters an environment that promotes a potential for personal and professional growth. According to Byham, (1999), the plan should begin by projecting retirements at the institution over the next five years, scanning departments for potential leadership talent, and above all, developing the skills required of a superior leader through mentoring, continuous individual assessment and system-wide monitoring.

In general, academic leadership training focuses on recent leadership theories, learning and leadership

“One practical means of addressing the need for continuing leadership is through short-term, high impact programs in specifically identified areas ... targeted to meet both general development needs and challenges unique to the individual.”

– Cameron D. Wallin

“You cannot expect a culture to adopt a more comprehensive leadership style overnight if it doesn’t systematically train leaders or encourage people to aspire to leadership.” – Erroll B. Davis Jr

styles, and conflict management strategies. It also points to a number of competencies that leaders should strive to achieve. For example, the American Association of Community Colleges (AACC, 2007) identifies six leadership competencies: organizational structure, resource management, communication, collaboration, community college advocacy and professionalism. The Chair Academy for Leadership and Development (2008) enumerates 24 competencies, highlighting those such as the leader’s complex role; understanding oneself and others, or work behavioral style; leading and managing effective teams; managing conflict; facilitating and celebrating strengths; leadership development; leading and managing change; and strategic planning. Other factors now significantly add to skills necessary for well-groomed “next millennium leaders,” as Byham (1999) calls this next leadership generation. Community college leaders have a growing list of issues with which to contend as a result of greater ethnic, racial, economic, generational, cultural and academic diversity with regard to student and local demographics; exponential advances in technology; increasing globalization; anticipated trends; the need for greater accountability (AACC, 2007), together with increased enrollment despite budget cuts and limited resources.

According to the AACC (2007), however, most programs do not teach its participants to *apply* the competencies they advocate, and few are customized to meet the particular needs of their institution. In general, leadership training is usually short term in nature, limiting participants “to only the most superficial of any topic” (Roberts & Brown, 2007), and while various leadership organizations, online seminars and individual campus-based leadership programs clearly enumerate a specific set of leadership competencies, little is done thereafter to ensure a practical application of the theories, concepts, and competencies they promote, nor is adequate attention

given to the respective needs of individual participants. As Wallin suggests, “one practical means of addressing the need for continuing leadership is through short-term, high impact programs in specifically identified areas ... targeted to meet both general development needs and challenges unique to the individual” (2006, p. 514).

As instruction alone does not guarantee leadership, some colleges have set up mentoring systems to prepare the next generation of administrators. Theoretically, mentors must know, as well as be willing to foster the culture, ideals and vision of the institution. However, this is often not the case. In fact, most mentoring relationships fail to integrate theory and practice. As such, they fall short of preparing new leaders beyond the limited needs of their own area and fail to direct them past their own personal professional development. The one-year progressive training program established by Suffolk County Community College (SCCC) in collaboration with the Chair Academy for Leadership and Development in January of 2008 sought to address precisely this limitation as it prepared its training class to become effective 21st century leaders.

With three main campuses, an off-campus center and a culinary arts center located between 40 to 76 miles outside New York City, a student body of over 23,000 students, a workforce comprised of approximately 500 full time and over 1,300 adjunct faculty members, and a current operating budget of \$160, 587, 687 (2007), Suffolk County Community College is a major economic force propelling its area of operation. The college identified 40 individuals across the three campuses and among its diverse departments and levels, including Administrative Staff, Faculty, Academic & Assistant Academic Chairs as potential leaders of the college. The leadership program had the financial and organizational support of Administration, Guild of Administrative Officers, the Faculty Association and the College Foundation. In

SUCCESSION MANAGEMENT

addition to three 3-day workshops led by the Academy's two facilitators, participants set up individual professional development plans, communicated with each other in book discussion groups and college message boards, led and attended additional professional development workshops, chaired and contributed to new college-wide projects and initiatives, and spoke at nationwide and international leadership conferences, all the while working on an ongoing basis with individual mentors.

Hubbard and Clebelak (2007) point out common techniques used to mentor new faculty: discussion of paperwork and procedures, luncheons involving both groups, and individual appointments to discuss questions or issues. These are generally the same techniques used when administrators mentor faculty and lower level administrators who aspire to advance. What was different about Suffolk's program was the depth and breadth of its scope. While participants in other leadership programs generally focus in teams on a single plan-based project (Jeandron, 2006), each Suffolk participant constantly developed a great variety of plans. Then, one by one, the participant's plans were evaluated by individual mentors who offered recommendations to their mentees. Mentors were not merely advisors and advocates for their protégés but collaborators in quests for significantly broader knowledge, more innovative ideas, and reative solutions and contingency plans.

The mentoring revolved around four components. First, the mentee and mentor discussed an initial set of thirteen questions following the first academy workshop dealing with both discipline-specific and more general dilemmas faced at the college (Appendix A). Second, the mentee and mentor discussed nine issues generated by the Academy for Leadership and Development designed to engage participants in a group forum on their own experiences with regard to communication, teamwork, time management, personal growth and leadership styles (Appendix B). Third, following the second three-day workshop, six very complex case studies based on Joseph L. Badaracco, Jr.'s *Leading Quietly* (2002) requiring participants to review the college's organizational structure, policies and procedures; bargaining agreements and dynamics between individual units were discussed

by the mentee and mentor pairs. Finally, mentees and mentors discussed middle states, state and local protocol and guidelines; programs and affiliations the college maintains with businesses and the surrounding community; and legal and financial ramifications of potential decisions (Appendix C). Mentors and mentees had to dig deeper and deeper beneath layers of mixed variables, missing details and uncertain meaning, and arrive at solutions that would be realistic and could survive the test of time within our culture and organization.

The intensity of the program generated ongoing dialog, assessment and understanding among participants and their mentors. Participants were exposed to perspectives, strategies and leadership styles outside their own disciplines, areas of service and ranks. As a result, myriad communication networks were established and teamwork flourished everywhere both on and off campus. Participants became more confident in dealing with superiors and speaking before influential groups. As a result, higher level administrators had increased comfort that they could call on them to lead new initiatives and chair new projects. Due to the increased complexity of their roles, participants learned to delegate responsibilities more readily. The increasing application and demonstration of leadership skills has created greater visibility of participants and has afforded them added opportunities to promote, and be recognized, for their abilities.

This newfound camaraderie has also resulted in numerous professional and social proposals for the future: advanced training modules on themes such as strategic budgeting, leadership-based retreats, a periodic leadership academy newsletter and collaborative social events such as wine-tasting dinners. On the whole, SCCC mentoring has proved a mutually rewarding, win-win process as mentors and mentees alike report growth and positive energy as a result of the extensive process. The college as a whole, in fact, has seen new projects and approaches and a willingness to sustain the energy found in the project. We are quite confident that the exponential increase in the pool of knowledge we share together, plus our commitment to applying that

SUCCESSION MANAGEMENT

knowledge, will lead us to better problem solving, and will provide the fuel for enhanced decision-making and greater innovation in the future.

Although we have come a long way in a short time, we believe that there are ways to improve the process for the future. Recommendations for the future are based on the remarks of the small number of participants who enjoyed the formal training and newfound camaraderie with their colleagues, but were not sufficiently engaged by their particular mentoring relationship. Ideally, the institution should train mentors to involve protégés both intellectually and socially, as well as work with them to establish goals and develop communication and problem solving skills. Besides this, mentors should be trained in how to provide constructive feedback, how to prepare mentees for their transition to other positions, and where to suggest additional networks for support and guidance. Furthermore, the mentor should be a powerful role model, one who clearly does what he/she says, and inspires others to follow in their footsteps. For this reason, mentors should also undergo structured training programs, and all mentoring relationships should be monitored for their effectiveness.

As Erroll B. Davis Jr., Chancellor of the University System of Georgia, states, “you cannot expect a culture to adopt a more comprehensive leadership style overnight if it doesn’t systematically train leaders or encourage people to aspire to leadership” (2008, p. 7). The mission of our leadership group is to firmly commit that this journey does not to not end with the conclusion of the formal Leadership Academy experience, but it strives forward as leaders, and continually develops other leaders, in all areas of the college and well into the new millennium.

References

- American Association of Community Colleges. (2007). Competencies for community college leaders. Retrieved from http://www.ccleadership.org/resource_center/competencies.htm
- American Association of Community Colleges. (2004). Leading forward fact sheet. Retrieved from http://www.ccleadership.org/pdfs/LF_Fact_Sheet.pdf
- Badaracco, Joseph L. (2002). *Leading Quietly*. Boston: Harvard Business School Press.
- Byham, W. (1999). Grooming next-millennium leaders. Retrieved from <http://www.shrm.org/hrmagazine/articles/0299byham.asp>
- Cabral-Maly, M. & Hardy, K.A. (2008). Maintaining high standards: Ethical leadership, global citizenship and mentoring. Paper presented at the Chair Academy 16th Annual International Conference. Retrieved from http://www.mc.maricopa.edu/community/chair/conference/2007/papers/maintaining_high_standards.pdf
- Carozza, R.J. & Bhaumik, N. (2008). Identifying and developing leaders in house: The LaGuardia Community College leadership development program. Paper presented at the Chair Academy 16th Annual International Conference. Retrieved from <http://www.mc.maricopa.edu/community/chair/conference/2007/papers.pdf>
- Chair Academy. (2008). Leadership academy program competencies. Retrieved from <http://www.mc.maricopa.edu/community/chair/academy/competencies.html>
- Davis, Jr. E. (2008). Bridging two worlds: From CEO to university system chancellor. *AgbInteractive*. Retrieved from <http://interactive.agbonline.org/2008/05/21/>
- Fenner, S. “Succession planning: When the end is in sight.” (2008). *Office Solutions*, 25 (3), 44.
- Gwele, N. (2007). Participative leadership in developing faculty strategy. Paper presented at the Chair Academy 16th Annual International Conference. Retrieved from <http://www.mc.maricopa.edu/community/chair/conference/2007/papers.pdf>
- Hubbard, A. & Clebelak, J. (2007). Enhancing the journey for new and seasoned faculty: Authentically leading through mentoring. Paper presented at the Chair Academy 16th Annual International Conference. Retrieved from <http://www.mc.maricopa.edu/community/chair/conference/2007/papers.pdf>
- Maginn, M. (2008). Who’s next? Succession planning. *Management Quarterly*, 49 (2), 40-47.
- Milling, C. (2005). Community college leadership: an art to be practiced: 2010 and beyond. *Community College Journal of Research and Practice*, 29 (3), 233-250 doi:10.1080/10668920590901176.
- Noel, D. (2007). Preparation and opportunity at the cross-road of your journey to authentic leadership. Paper presented at the Chair Academy 16th Annual International Conference. Retrieved from <http://www.mc.maricopa.edu/community/chair/conference/2007/papers.pdf>
- Pennings, R. (2007). Transformational leadership: How do we get there? Paper presented at the Chair Academy 16th Annual International Conference. Retrieved from <http://www.mc.maricopa.edu/community/chair/conference/2007/papers.pdf>
- Roberts, E. & Brown, L. (2007). Ladders to success: How to build your own faculty and staff leadership academy. Paper presented at the Chair Academy 16th Annual International Conference. Retrieved from <http://www.mc.maricopa.edu/community/chair/conference/2007/papers.pdf>
- Suffolk County Community College. *Review of the 2007-2008 Suffolk County Community College Operating Budget*. Retrieved from <http://www.suffolkcountyny.gov/legis/bro/Reports/2007/SCCC%2007-08%20Final.pdf>
- Wallin, D., Cameron, D. & Sharples, K. (2005). Succession planning and targeted leadership development. *Community College Journal* 76 (1), 24-28.
- Ward, T. & Houston, D. (2007). Yes, you can! Grow your own leadership development program. Paper presented at the Chair Academy 16th Annual International Conference. Retrieved from <http://www.mc.maricopa.edu/community/chair/conference/2007/papers.pdf>

SUCCESSION MANAGEMENT



Lauri Hutt Kahn, Ph.D. is an Associate Professor of Spanish at Suffolk County Community College, where she also serves on the Executive Council of the Faculty Association and as Foreign Language Lead for International Studies. In 2007 she was honored with a SUNY Chancellor's Award for Excellence in Teaching. *Dr. Kahn can be contacted at kahn1@sunysuffolk.edu or (631) 451-4911.*



Jennifer Ortiz, RNC, MS is an Associate Professor of Nursing at Suffolk County Community College. In addition to her teaching responsibilities she holds the leadership role of Evening Program Coordinator for the School of Nursing. Ms. Ortiz has presented at many nursing forums, but this is her first presentation on the topic of leadership. *Ms. Ortiz can be contacted at ortizj@sunysuffolk.edu or (631) 451-4652*



Sandra Susman Palmer, Ph.D. is Associate Dean of Academic Affairs at the Ammerman Campus of Suffolk County Community College. She is also Professor of Art History and continues to teach on a regular basis. Sandra has participated in several leadership programs. *Dr. Susman Palmer can be contacted at susmans@sunysuffolk.edu or (631) 451-4058.*



Barbara DeFina has worked at Suffolk County Community College for 15 years in the Office of Continuing Education. Her responsibilities as a Program Coordinator for this department encompass running all of the Literacy programs and GED test sites on all three campuses, as well as being GED Test Chief Examiner. For NYSED, she is the Long Island trainer for ASISTS, a data reporting system which the state requires all providers use. *Ms. DeFina can be contacted at definab@sunysuffolk.edu or (631) 451-4927*



APPENDIX

APPENDIX A SCCC Leadership Academy Mentee Questions:

1. *What can you do to gain the respect of your subordinates?*
2. *As the new chair you notice that your full-time faculty are teaching lower level courses and adjuncts are being hired for upper level courses. What if anything should be done about this?*
3. *How can one be a strong advocate for their area and also be considered a team player by their supervisor?*
4. *You have been just given a new assignment. How much direction can you expect?*
5. *This semester you are buried with observations, budget requests, student complaints. How can you manage this workload and still provide the leadership for your area?*
6. *“ After an observation, you conclude that your subordinate’s performance is below average.*
7. *What do you do?”*
7. *What is the best way to recognize the accomplishments of our faculty and staff in an All College Day ceremony? Design the perfect All College Day Program.*
8. *A program in your department is failing. What is your role and responsibility?*
9. *A student visits your office to complain about a faculty member. What do you do?*
10. *Since you have accepted your new position you notice that the job responsibilities are significantly different than expected. What do you do?*
11. *You find that your current position is not as challenging as you expected. What can you do?*
12. *Describe the perfect community college. What are its characteristics?*
13. *What are the inputs that define a college as being good?*

APPENDIX B Chair Academy Leadership Issues

Issue #1

Dear Suffolk Academy Participants:

“Do you know your job? Eighty percent of managers cannot answer with any measure of confidence these seemingly simple questions: What is my job? What in my job really counts? How well am I doing my job?”

— W. Edwards Deming

Looking at Deming’s quote above, and referencing the Complex Role module from your first week of training and development, we would like you to reflect on the following questions and respond to your leadership group by clicking “reply all.”

1. How has your role changed and what changes are you anticipating over the next year?
2. How has writing a Personal Mission Statement been useful in your role as a leader?

Issue #2

Dear Suffolk Academy Participants:

Managing time effectively seems to be a constant challenge. Refer to the Complex Role module from your first week of training, as well as your personal experience, and reflect on the following questions. Please respond to this email and your leadership group by clicking on “reply all.”

1. What obstacles prohibit you from managing your time effectively?
2. Which time management tools, i.e., palm pilots, day planners, software programs, have you found to be effective?

For those of you who strive to manage your time effectively, check out this website:

<http://www.time-management-guide.com/>

We know that time is taken up by meetings for all or most of us, so here’s a site to check out regarding effective meetings: <http://www.effectivemeetings.com/meetingbasics/index.asp>

We’ve also attached a fantastic article by Eileen McDargh entitled *Be Here Now* regarding the four truths

of time management and techniques to help you better manage your time.

Issue #3

Dear Suffolk Academy Participants:

1. What strategies from the Leading and Managing Teams seminar were most helpful to you in your departmental area?
2. How has the information you learned from the DiSC[®] helped you in working with your teams?
3. Have you experienced any obstacles with the development and implementation of a team-based work environment?
4. Empowerment is a key component to team development. Have you used strategies to create an environment where team members feel empowered?
5. Team meetings are critical to the success of implementing work. Describe the strategies and techniques you use in the facilitation of your meetings.

Issue #4

Dear Suffolk Academy Participants,

We sometimes envision mentoring as an utopist relationship. However, as we all know, there are always bumps along the way. Read the following case study and see if you can relate to the situation:

Bill is Trevor’s mentor. The mentoring relationship started well. However, after the first few meetings Trevor has begun to question the value of the relationship. At their mentoring meetings, Trevor usually brings his IPDP to the session, but Bill does not want to focus on Trevor’s plans. Instead, he spends most of the meeting talking about leadership generalities. In addition, Bill doesn’t seem to listen as well as Trevor would like. Trevor has tried to be patient, since this is a new process for everyone, but is beginning to suspect that Bill is not really focused on his needs.

What actions should Trevor take? Have you felt you’ve been in a similar situation? Have you had other difficulties with your mentor such as misunderstandings, no impact feedback, or miscommunication?

SUCCESSION MANAGEMENT



Suffolk Leadership Academy Participants
Class of 2009

Attached is a guideline for the actions to be taken when things aren't going well in the mentoring relationship. It helps guide you through difficulties that may arise (such as in the case study above) and tells you what steps to take to resolve the problem.

****NOTE: You do not have to limit yourself to ONE mentor. Mentoring can come from anyone you feel has a grasp on your abilities and has the knowledge to help you develop as a leader. You have identified someone as your PRINCIPAL mentor. Should your PRINCIPAL mentor change, be sure to contact the Leadership Academy at leadershipacademy@mcmail.maricopa.edu so they may update your records.*

As always, if you have any questions or concerns, please do not hesitate to contact us by phone or email.

Issue #5

Dear Suffolk Academy Participants:

1. *What strategies and insight would you offer to someone to help them get started and reap the benefits of journaling so they continue indefinitely?*
2. *How have you used reflective practice and journaling to grow as a leader?*
3. *How has reflective practice helped you deal with challenges in your department, on your campus, or within yourself?*

Issue #6

Dear Suffolk Academy Participants:

Establishing and maintaining an environment of trust is essential in a team-based work environment. Understanding various learning and work styles and appreciating differences is a wonderful way to build and sustain the trust of others. An effective leader should continually strive to respect and value the diversity of the team and learn to use the differences to the benefit of the team.

Please reflect and reply to these questions with your leadership group.

1. *How have you worked to build and maintain an environment of trust in your department or area?*
2. *When trust is at risk in your department or area, how can you work to re-establish a culture of trust and respect?*
3. *How have you used your knowledge of the work behavioral styles (DiSC®) and learning styles to help you build a culture of trust and mutual respect on your team and in your department?*

SUCCESSION MANAGEMENT

Issue #7

Dear Suffolk Academy Participants:

Peter Senge poses the following question in his book *The Fifth Principle*: “How can a team of committed managers with individual IQs above 120 have a collected IQ of 60?” The discipline of Team Learning confronts this paradox. Team Learning starts with all members of the group understanding that the word “dialogue” means not just taking turns talking, but rather, “the ability to suspend assumptions and enter into genuine thinking together.”

Patterns within organizations such as defensiveness, gossip, and distrust can undermine dialogue, which in turn makes Team Learning almost impossible to achieve. Therefore, within a learning organization, all members must strive to decrease those negative behaviors and practice true dialogue. Senge states that unless Team Learning is present in the group, the organization cannot hope to grow.

Please respond to the following three questions and statement:

1. *Are you using the idea of “dialogue” with your team and engaging in “genuine” thinking together?*
2. *What strategies do you use to include all members of your team in dialogue, discussion, and debate? Do you have specific strategies to manage negative attitudes or behaviors?*
3. *Describe how team learning is present within your team*

Issue #8

Dear Suffolk Academy Participants:

Leadership literature shows that there are a large number of leaders in higher education who are nearing retirement. This will dramatically influence and affect your institution’s organizational culture.

Please reply to the following issues on your group listserv:

1. *Is your institution being affected by leader retirements?*
2. *Do you have any ideas or strategies on how your department and/or institution will address this issue of retirement and succession planning? Are they included in strategic planning?*

An effective strategic plan requires your team to participate fully in its design and implementation.

1. *What specific strategies do you use to obtain buy-in and participation from your team members to collectively design and implement your department’s strategic plan?*
2. *How do you integrate and align your departmental plan with your institution-wide strategic plan?*

Issue #9

Dear Suffolk Academy Participants:

1. *How has your role in your department changed over the last year?*
2. *What has been your greatest opportunity in your role as an organizational leader at your institution or in your department? What has been your greatest challenge?*
3. *What leadership opportunity or challenge have you overcome this past year that makes you feel most proud of yourself? What leadership traits did you use to meet these opportunities and challenges?*
4. *What will you need to do to continue your growth as an organizational leader?*
5. *Did your relationship with your mentor help you in any way to meet your opportunities and challenges and grow as a leader?*

APPENDIX C

SCCC Leadership Academy Case Studies

Case 1: Know the Terrain

You are Rebecca Olson, the new associate dean of a large area. A few days after accepting the position the board chairman tells you about a troubling personnel issue that is brewing in your new assignment. Jane Doe, a clerical employee was about to file a complaint with the state employment agency accusing John Forbes, the college’s assistant dean of sexual harassment and discrimination. John Forbes has been with the college for well over 20 years. He had held almost every important business position, including community affairs director and head of accounting. Forbes comes from a prominent Suffolk County family and was the inside candidate supported by the cautious board members. Until the

SUCCESSION MANAGEMENT

board announced its choice of Rebecca Olson, most of the staff believed Forbes would be the next associate dean.

As soon as the chairman left her office, Olson let her anger bubble to the surface. The chairman and a few others had known about the charges for several weeks, but had waited until now to tell Olson. Olson was angry because in her opinion, this situation should have been dealt with long before a new person was assigned to the area.

Since Olson had handled several other harassment complaints at past jobs, she understood the problem in front of her. The college's reputation, already hurt by financial problems, could suffer from a scandal. If the county and state found that harassment had occurred, it could have further implications on funding, and the victim could file suit. Olson's handling of the situation would also color her initial relationship with her staff, its board, and, if the matter became public, in the local community.

Olson began working on the problem immediately. In interviews with the college outside counsel, Jane Doe repeated her charges, and a coworker revealed that Doe had told her about the incident shortly after it happened. In other interviews, rumors surfaced that Forbes had harassed another woman at the college, but she had moved out of the state and could not be located. The college's lawyer also told Olson that he suspected his investigation was being impeded because some people were intimidated by Forbes.

It is now your responsibility to deal with this potentially troubling issue.

What do you do?

Notes for mentors: There are four guiding principles involved in this case:

1. **You don't know everything**—in most cases you are always given limited information. What may seem to be an obvious response to a situation can turn out to be completely wrong once all of the real facts are revealed. It is always your job to dig as deep as you can to reveal all of the facts when facing a tough decision.
2. **You will be surprised**—first impressions are oftentimes

wrong and so is the information we receive. Always be prepared to be surprised when you are engaged in hearings. Obviously, your job is to minimize those surprising revelations during your preparation for each case.

3. **Keep an eye on the insiders**—oh, so important. Why do you think Olson was not told about this issue during the interview process? While the insiders were not actively involved in this case, they clearly knew the all of the potential negatives and they were watching how Olson handled the situation. Olson could very easily become the sacrificial lamb if the politics of this well-to-do family interferes with the process.
4. **Trust, but cut the cards**—at some point in any process you need to trust some of the people involved. This case has many complications and Olson is in a precarious position, so she is likely to confide in as few people as necessary.

Please share this case study with your mentees. I plan to try and use the message boards we used last year. If they are not working (due to Banner) I will then resort to using email.

In addition to your current mentoring case study, I would like you to consider the following important issue for the college:

On occasion, senior members of our faculty/administration (full and part-time) choose to work well past their prime and this is often negatively reflected in their performance. Their supervisors provide all the coaching they can in an effort to get their colleague to improve, but many times the efforts fail. Situations like this oftentimes end up in a disciplinary procedure that leads to dismissal, and that process leaves the faculty member, who has fond memories of SCCC and of their contributions over the years, feeling "dirtied" by the process.

Is there any better way to bring long careers to an end?

The flip answer is of course, no. But now put your human resources hat on to design an exit strategy that



SUCCESSION MANAGEMENT

focuses on the psychological impact of such dismissals.

Case 2: Ethics

You are an experienced marketing representative at the college. Like many other reps at the college, you have been marketing career programs to very specific audiences. After several years, enrollment had leveled off, and the college had begun encouraging its reps to promote the programs for other “potential jobs.” This effort was successful. Enrollment resumed their climb, reps made their quotas and got bonuses and your supervisors were promoted. The only problem was that the new sales campaign flirted with lies about “potential jobs”.

Your initial response to this situation was to walk a very fine line. You did not want your pay and promotion prospects limited, nor did you want to mislead students about potential jobs. So you decide to only talk about potential jobs if someone raised the question. If no one asked how the program would apply to other jobs, you wouldn't raise the subject.

For several months, this strategy seemed to work both practically and ethically. But, in time, doubts crept in as you realized that more and more students were enrolling in these programs thinking that it would help them get jobs that were not specifically associated with this training. So, you decided to begin telling students who are thinking about entering the program that it will not make them eligible for all the jobs listed in the college brochure.

What risks do you face? What could you expect from your employer?

Case 3: Who Gets Fired

You are the new supervisor of the technology systems at the college. The college is in the midst of reorganizing its staff in an effort to streamline the payroll, while

becoming more efficient. SCCC has just completed an expensive overhaul of its information technology systems, which simultaneously give you more authority over business decisions, centralized back office operations, and let central personnel

monitor the college performance more closely.

You inherited 55 employees. After two months several of them had raised difficult questions. Janet, age fifty-six, had been with the college for twenty years and was now one of two lead programmers. You have heard complaints about her rudeness with colleagues, but had not yet witnessed an incident. When you raised the issue with Janet, she cried, denied doing anything wrong, and claimed she was being discriminated against because of her age. Ashley, age thirty-three, was the other programmer. You are impressed with her work and want to make her the lead programmer, but Ashley refused to supervise Janet and was about to go on maternity leave.

Jennifer and John are the two lead business officers. Jennifer did everything by the book and dealt only with students who came into the office. John seemed to have potential, but had not responded to suggestions and the promise of a promotion. Katherine, the staff assistant for Jennifer and John, was a widow without children, who had worked for the college for thirty years and was now recovering from cancer surgery. She was often in pain, moved and worked very slowly, but did not want to take advantage of the bank disability program because, as she put it, “her life would be over.” You found Katherine's problem particularly painful because your mother had died of cancer. At the same time, you know that John and Jennifer could not do their jobs without her full support. You have been directed to immediately eliminate one position.

What do you do?

Case 4: Risk Reward

You are the new supervisor of a major area of the college. Soon after your hire you are told that the college will soon be visited by our accrediting agency and that your area received a poor review during their last visit. Knowing that the results of this latest visit will reflect on your leadership even though you are new to the college, you push your team to prepare for the Middle States visit.

During their last visit, concern about adequate space for student private study and documentation about spending in that area was voiced. The person supervising that area during the last Middle States visit was relatively new himself and did not have a good handle on student needs and the availability of college resources. Knowing this, you and your assistant spent the past two weeks making dramatic improvements in that area.

The Middle States visit lasted two days. At the end of the second day you learn that the Student Study area had received a perfect score. This surprised you since you knew (by your preparations) that you did not have time to address all of the deficiencies noted in their last report. When you talked to the area supervisor about their visit you learned that all they did was enter the room and just look at the physical set-up—and then left.

After the visit, your supervisor congratulates you for the tremendous job done in the Student Study area. You thank her, but deep down you knew the report was incorrect.

What do you do?

Case 5: Drill Down

You supervise the Continuing Education area for the college and are responsible for creating and maintaining corporate clients in need of training programs. One of the long-standing partnerships we have had is with a major bank. You learn that the bank is being aggressively courted by another educational institution that promises to deliver educational services 24 hours a day, seven days a week using a web based approach.

Based on your knowledge of the corporate world you know that if you lose this one client to your competitor that many others will also opt for that type of service.

To compete, SCCC would have to invest in more servers and operators, despite a strict new policy to decrease spending.

What can you do to maintain our relationship with the bank?

Case 6: Reflections and Regrets

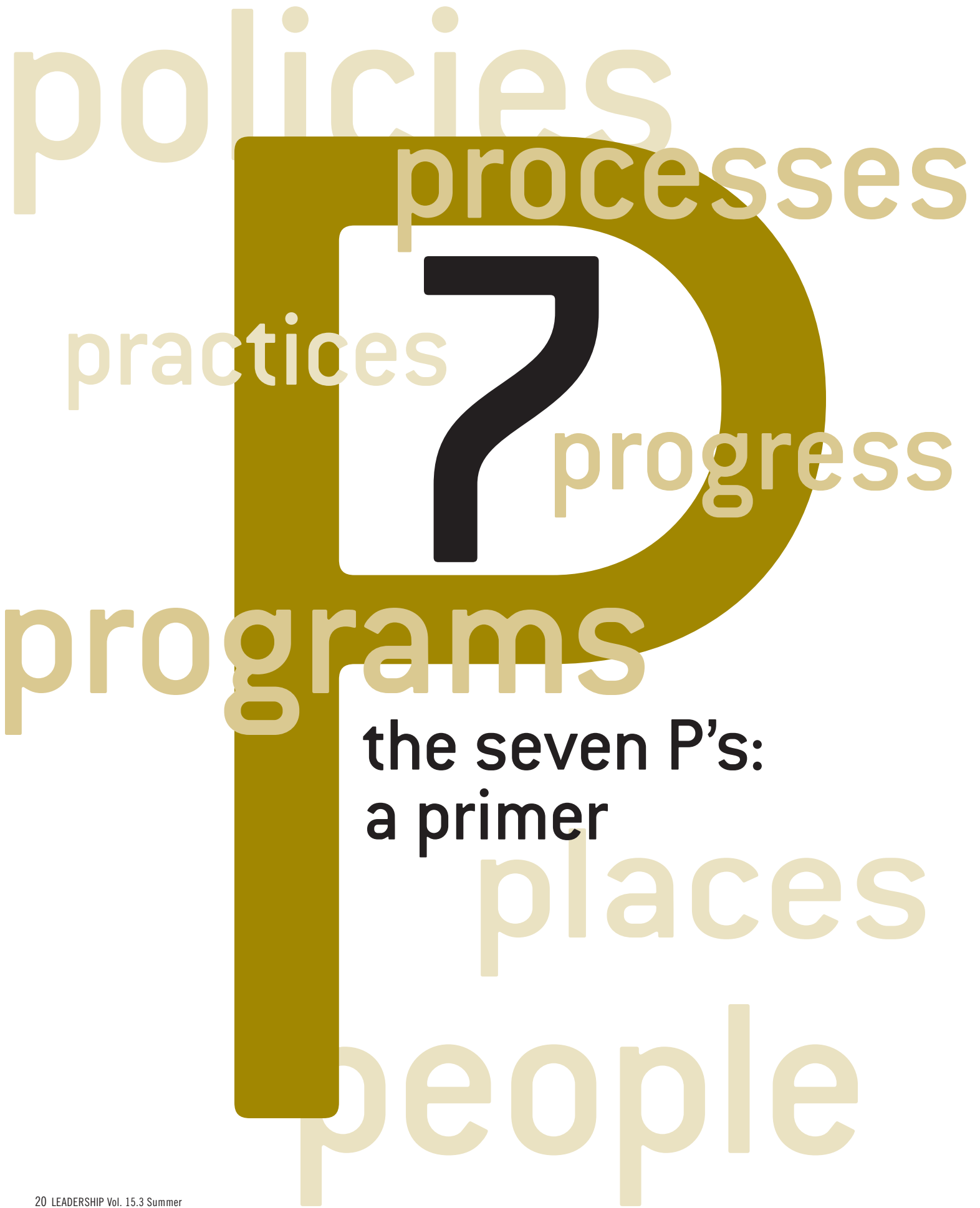
The college has a firm policy to not add students to classes once that class has begun. Two days after classes begin a student in his last semester comes to your office and seeks permission to add an advanced science class to his schedule. You promptly tell him the college policy and let him know that you are unable to help.

The student then goes on to explain all of the personal home problems that prevented him from registering on time for the class. After he leaves your office you feel bad for him and begin to do some research. You discover that he is regarded as one of the brightest science students in that department for several years, and that the personal problems he spoke of were quite true.

Since he has gone to several offices looking for help you know that if you add him to the course everyone who declined his request will know. You also know that the college president is very firm on the policy to not add students to classes that have started.

What do you do?





**the seven P's:
a primer**

THE SEVEN P's

Kirk A. Nooks

The corporate business sector of the American economy has always subscribed to an explicit competition-based assessment of success. One could argue that the desire – and ability – to create the proverbial “better mousetrap” is only a mere example of motivation in the marketplace. Another can be the notion of being outperformed by similar organizations which force corporate leaders to embrace innovation. Even the recent economic woe of the nation is a cyclical process that often reminds business leaders that fiscal efficiency trumps gaudy effectiveness. Yet, irrespective of the reasons for a company’s advancement, those with fiduciary responsibility understand that the organization’s performance will be assessed by shareholders, industry analysts and the public alike. This assessment will seek to address the questions: Did those in leadership protect the organization? Did those in leadership make a profit for its investors? Did those in leadership do no harm?

The higher education sector of the American economy subscribes to an implicit competition-based assessment of success. Fascinated with lists and ranking reports or survey results and data sets, institutional research offices have been wired to generate comparisons against peer institutions. With the anecdotal hope of a favorable report, institutions are often disenchanted with the data results which corroborate the thoughts that many generate mediocre student success rates. In past years, the education sector appeared to have been immune to the fluctuations in the marketplace. Enrollment growth, tuition increases, and grant funds served as consistent revenue streams. Not to mention, state funds, local municipality support, and institutional foundation scholarships helped to subsidize rising costs for students seeking higher education. With such financial ability to weather the occasional storm, the shareholders’ – or stakeholders’ – call for innovation was constantly rebuffed.

As the recent economic challenges claimed the legal lives of so many corporate entities, college committees continued to engage in dawdling dialogue aimed at generating decisions

of convenience (Flynn, 2004). With the tempest raging toward the island of post-secondary education, institutions – public, private, large, small, urban, suburban, rural, two- and four-year – are attempting to find novel strategies to address new conditions. While there are those who do believe the corporate-style of competition should be neither practiced nor perpetuated within the academy, lessons can be learned from corporate stories of failure and success. In the late stages of the 20th century, the call for a paradigm shift was a consistent theme throughout the literature. Barr and Tagg commented, “to build the colleges we need for the 21st century—to put our minds where our hearts are, and rejoin acts with beliefs – we must consciously reject the Instruction Paradigm and restructure what we do on the basis of the Learning Paradigm” (1995, p. 14). Yet, the new century has arrived and institutions have fallen victim to the same old storm. During this period of re-building for some, and re-thinking for others, it is tempting to focus on the student as input. However, in an effort to do no harm, it is important to systematically plan for success by renewing the dialogue with one core output in mind – Learning (Barr & Tagg, 1995; Collins, 2005).

After a review of the Learning College Project website for the twelve Vanguard Colleges, it appears that there were more than policies, programs and practices that helped them to succeed along their journey. Given the natural trigger events (i.e., launch of a long range project, overhaul of technology, etc.) described by O’Banion (1999), many of the Vanguard cases focused on institutional reasons to embark on their journey. Hence, the individual case studies helped us to make meaning of twelve distinct contexts without proposing an operational framework for the collective body. In the absence of a concrete model, many institutions merely applied the “learning college” label without demonstrating how the architecture of the institution had been influenced. Furthermore, when the collective shock of multiple trigger events – marketplace events (i.e., generational retirements/turnover, recessions, etc.) – impact the entire higher education spectrum at

THE SEVEN P's

one time, one could argue that there are additional areas that all of the Vanguard institutions used to guide them in their journey.

The Seven P's can be viewed as a framework designed to assist organizations in re-affirming its learning mission during these turbulent times.

Similar to Peter M. Senge's (1990) and Terry O'Banion's (1999) works on the learning organization, the Seven P's framework uses the concept of "learning" as the philosophical underpinning which gives meaning to the model. However, the Seven Ps differs from the Senge and O'Banion models by using the organization's values as its principles. Therefore, the framework's outcomes are personalized based on what those within the organization esteem.

To begin, it is imperative that the framework's principles are clearly articulated, defined and understood. These principles should be defined as guiding standards for demonstrable actions that are held in high regard. Anything short of identifying principles, "is a profoundly misleading contradiction in terms, a blind alley with very high costs to personal life, community and even workplace" (Wingspread, 1993, p. 10). Hence, whether the result is perceived as negative or positive, it is of the utmost importance for those within the system to subscribe to the principles. For example, the Vanguard institutions utilize the philosophical principles of learning-centeredness as described by O'Banion (1999) wherein:

1. The Learning College creates substantive change in individual learners;
2. The Learning College engages learners in the learning process as full partners who must assume primary responsibility for their own choices;
3. The Learning College creates and offers as many options for learning as possible;
4. The Learning College assists learners to form and participate in collaborative learning activities;
5. The Learning College defines the roles of learning facilitators in response to the needs of the learners; and
6. The Learning College and its learning facilitators succeed only when improved and expanded learning can be documented for learners.

Other institutions may use one word values or characteristics (e.g., respect, diversity, transparency, joy, civility) instead of sentence-structured principles. Despite the preference, these guiding standards should be used as filters to inform those making decisions or providing recommendations. Ultimately the framework should serve as an objective tool that can be used to make sense of how and why decisions are made.

After the principles are delineated, those in the organization are now prepared to operationalize the framework using the seven categories of People, Places, Policies, Processes, Programs, Practices, and Progress. After each category, a short list of questions – Institutional Checklist – will be presented to encourage reflection and dialogue within the institution.

People

The first of the Seven P's represents People. As the single most valuable asset to an organization, it is the "people" who will demonstrate and perpetuate the agreed upon principles. Although it is the desire for all employees to be actively engaged in representing the principles, the approaches for current and potential employees typically differ. For those people who are already employed with the institution, the decision to remain affiliated based upon the recently identified principles may be difficult. Since joining the organization, there may have been subtle movement toward a certain goal. Hence, the period of employment may have allowed for a sufficient period of assimilation. This may not be the case at all institutions. For example, the dynamic environment of higher education could present a "sobering experience." This is where an institution is faced with an imminent conundrum which cannot be solved based on their present state. As a response, an immediate extreme change is required. With no time to vet the decision through complex governance systems or confer with committees, a new paradigm is implemented which will often leave some disgruntled, disenfranchised, or disappointed. This group of People should not be ignored, but provided a period of time to accept – and contribute to – the new operating principles. Nevertheless, careful consideration and thought must be given to "get the right people on the bus, the wrong people

THE SEVEN P'S

off the bus, and the right people into the right seats” (Collins, 2005, p.14).

Potential employees present a new opportunity. In order to optimize the system’s performance, the people – or citizens – of the system should fully subscribe to and identify with all of the principles prior to a formal relationship. There should be an opportunity for the interested candidate to fully grasp the institution’s principles prior to a long-term relationship. The principles should be clearly articulated in search materials, during the interview, and noticeably demonstrated during the early part of the employment relationship. As a result, there will be ample opportunity for an employer or employee to sever the relationship without any negative impact prior to a long-term commitment. Such a process would allow for open dialogue between the people to ensure early decisions are made in a low-stakes environment.

It is also necessary to consider the role of the “people” within the organization. As mentioned earlier, every person should be aware of his or her role as a citizen within the organizational community. The deliberate use of the citizen label suggests some level of pride, loyalty, and ownership toward the organization. Beyond their role as citizen, the people should have an understanding of the expectation to serve as a high performer or high potential. Bossidy and Charan (2002) characterize “high performers” as individuals who can enter an organization with minimal effort due to an established set of skills. Typically an established professional, these citizens contribute instant credibility and can demonstrate competence through past successes. Conversely, “high potentials” are known for their high likelihood of future growth in a particular area. Their strengths lie in the ability to learn new ways of accomplishing old tasks.

The people within an organization are the most valuable asset. With the majority of institutional budgets dedicated to human capital, it is imperative that clear roles and expectations are defined to ensure maximum performance and growth.

If all of the citizens within an organization “can brighten the corner where they are,” higher levels of contributions can be acknowledged in and out of the classroom.

Institutional Checkpoint:

1. How do we accurately assess the need for People in critical areas?
2. Holding the number of positions constant, how do we deploy our human capital to areas in need?
3. How should we maintain professional development opportunities during this period?

Places

The second P represents Places. The Places within the organization should be designed to reflect and support the principles selected by the aforementioned People.

Within a higher education system, the place or the aesthetics of the institution can be identified as the classrooms, common areas, offices, and campus grounds alike. These spaces are often overlooked during tight economic times and neglected as powerful tools of learning.

A system that embraces the complete collegiate experience would ensure that their places consistently reflect this principle.

Historically, community colleges have attracted large numbers of “commuter” students who would follow the proverbial “car-parking lot – classroom-parking lot – car (CPCPC)” model. Hence, many of the spaces on a two-year campus are designed to accommodate that type of traffic and lifestyle. With the rapid increase in the traditional age population and the positive correlation between engagement and student success (CCSSE, 2008), it would behoove community college administrators to rethink how space should be utilized over the coming decades. Despite the economic conditions, it is possible to begin these discussions to provide ample time for input from all who wish to be involved.

It is also important to consider the use of non-traditional spaces as possibilities for promoting the organization’s principles. In an age where diversity is rapidly being embraced, the need for cultural and religious accommodations could be reflected in an institution’s place. For example, creating a spiritual reflection room would benefit those who require a private area to meet religious traditions. If the Policy and Process (these P’s

THE SEVEN P's

will be covered later in the article) to use the area are clear, multiple groups can benefit. This can also be accomplished by using a non-traditional space elsewhere on campus such as a converted modular classroom, the campus quad, or an area within a student lounge.

Beyond the physical layout, the place or aesthetics of any institution should reflect an inviting atmosphere which is aimed to support and enhance the desired principles. Everything – paint colors, furniture design, signage, walking distance, etc. – should be considered during planning or renovation periods. An institution's culture is often reflected in its campus grounds and buildings. Overlooking the debates of office vs. cubicle, open parking vs. garage, or closed library vs. open cyber café are not reassuring to those who seek to find harmony within the “place.” While funds may be low for many institutions, this is an ideal time to initiate the dialogue for the future.

Institutional Checkpoint:

1. How do we continue to enhance our Place during this period of uncertainty?
2. How can our classrooms and meeting areas reflect our principles?
3. How should we begin or continue planning for small “big impact” projects?

Policies

The third P represents Policies. While it may seem pedantic, it is important to begin with the obvious. Every system is subject to a larger entity which delegates or prescribes a certain level of operating authority. Large corporations and non-profit organizations may take their cues from federal regulations. Small businesses typically take into account local jurisdiction or state requirements. For two-year institutions, there is often a combination of a local government and state expectations. Nevertheless, at a minimum, many institutional policies adhere to local, state, or federal guidelines. The people responsible for formalizing policy must first acknowledge that the institution should operate in harmony with any legal authority prior to establishing any policy. If at any point, institutional policy conflicts with the guidance of the legal authority, the latter should always take precedence.

The policies of the institution – or system – must also help to clarify decisions that have been made on particular topics. These policies typically articulate the “what” instead of the “how” which will be mentioned later under Processes. The Policies – similar to principles – provide guidance on how the system should operate in an effort to maintain order and equity. In an effort to promote the principles, the policies should be a reflection, not a contradiction, of the guiding standards. This is often a critical decision point for many higher education leaders. Despite the fact that the nation's colleges and universities are “legal beings,” the ethos of the organization is a mere reflection of those who lead them. This challenging period in history is merely an acid test for institutions that list student success as their core business. Hence, at a time when many institutions are “relaxing” policies to allow for additional revenue streams, this should not be an option at the cost of student success indicators such as course/degree completion and graduation/transfer rates.

It is also important to note that another aspect of open communication is to ensure all policies are made available to and are understood by the people within the system. Many systems have policies, but often times the documents are hard to locate and difficult to understand. Typically tucked away on a senior administrator's bookshelf or available at the library's reference desk, every system should consider using technology to distribute the information. Course Content Management systems and secure intranet capabilities provide new opportunities compared to the traditional three-inch binder with outdated pages. Likewise when the people are better informed, better decisions should be made. Employers should encourage employees to review the policies on a consistent basis as updates should also be made on a consistent basis. Those within the institution will only be able to use the policies if they have access to them.

Institutional Checkpoint:

1. How are our policies related to other government, operating, or fiduciary bodies?
2. How do we maintain the relevance of our Policies based upon the desired outcomes?
3. How do our Policies reflect our values?

THE SEVEN P's

4. How do we make our Policies available to those who need them?

Processes

The fourth P represents Processes. As mentioned earlier, if the policy describes the “what,” then the process describe the “how.” Similar to the P's highlighted within this article, the process should reflect how to operationalize the policy. Quite often in academe, there is a debate on how policy is developed. In some institutions, senior administrative councils make decisions on policy. In others, there is an elaborate sequence of recommendations flowing between and among internal constituencies until consensus is achieved. Irrespective of the policy development, the type of process used should be grounded in the values of the institution.

The process should also allow for a demonstrable level of transparency and relevance.

Transparency will help to aid in establishing a platform for accountability. When processes are provided to all who participate within the community, there will be an expectation for everyone to perform based upon the process.

Often in the academy there is an expectation that everyone knows the process. However, that assumption creates a breeding ground for mediocrity and confusion. A clear and open process will create a socialization opportunity for those who seek to make valuable recommendation to amend the process. The recommendations will help to ensure that the process is continually relevant. As institutions evolve and adapt to new conditions, so should the processes that are created. Technology has helped to catapult many institutional processes forward over the past several years. Although technology should not be used to eliminate the need for human intervention, it can be used to increase efficiencies and help institutions maintain a level of relevance in this digital age.

Finally, the process should help to make meaning of the policy and help the “people” understand their role in

helping the policy to become institutionalized. The power of the process ultimately rests with the people. Hence, the amount of resources used to maintain technology relevance should be directly proportional to the desire to educate those who will use it. Oftentimes institutions fail to realize that technology influences our processes rendering them useful to only one core group – students, Information Technology staff, administrators, faculty, etc. This is the point where a learning moment can occur by using institutional values to guide the design and foster conversation about everyone's role in the process. Hence, technology should be used to support the process and the citizens expected to fulfill their role. One concluding example is the process of late registration. While the technology aids not allowing students to register after a certain period, the people with responsibility for the process will act outside of their role and often “sign-in” the student. Their role should be student success advocate, but it is exchanged for an enabler role, which results in lower levels of student success. Once the roles are understood and carried out, the process should reflect the values of the institution.

Institutional Checkpoint:

1. What is our Process for ensuring the relevance, accuracy and transparency of our Policies?
2. Why do we do it this way?
3. How does the Policy support the Process?
4. How can this Process become self-sustaining?

Programs

The fifth P represents Programs. A program is a group of activities that are bounded together by a common goal or outcome. Programs should be designed to help the “People” make better application of and connection to the organization's mission. A focused and deliberate approach will ensure that whatever is experienced results in a meaningful learning opportunity. Hence, the value of the program should not be measured neither in terms of dollars and cents, nor enrollment, but rather the essence of the experience compared to the outcomes.

It is also important to state that a program can be formal or informal. Formal programs typically seek to gain

THE SEVEN P'S

buy-in and financial support from leadership entities. Some institutions utilize a tiered system, wherein an idea moves from incubation to incarnation and with each step, the program gains visibility and resources. The decision points often include discussions on if it is effective, scalable and replicable. The benefit of this approach allows for a thoughtful implementation based on the data obtained from the prior stage. This provides ample opportunity for the proverbial “courageous conversations” that should be present prior to being included in an institution’s budget on a recurring basis. At the same time, this process may appear daunting – or even tiring – to some. This group of people would rather implement a program and market the concept later. With an understanding that the design has clear outcomes, the faculty or staff member will often personally underwrite the cost. Hence, without release time or any special acknowledgement, an informal program is implemented to fill a void or complement other opportunities at the institution.

Finally, whether designed for formal or informal engagement, the programs should transcend time, place, or role (O’Banion, 1996). With the institution’s principles – or values – as its guide, the program created should be accessible at various times. For example, most community colleges fulfill this requirement by offering classes based on student demand. If there is a desire to take a late afternoon business management class, those responsible for course scheduling should match the need of the student as long as it does not cause strain to accomplish the mission of the institution.

The program should not be bound by place. Technology allows for some programs to be designed and offered via distance. While not all programs can be formatted for use via the web, many have been with the assistance of a capable on-line curriculum designer. A program should not be tied to a specific role or person. As a mobile and ever changing society, programs should be designed and packaged so that multiple facilitators can participate in delivery.

Institutional Checkpoint:

1. How do we inform our people on the process of establishing a program?
2. How does our institution assess the scalability or effectiveness of a program?
3. How should we maintain and provide professional development opportunities during this period?

Practices

The sixth P represents Practices. Arguably one of the most influential of the seven, Practices are the subtle and symbolic elements that help to perpetuate the desired culture (Bolman & Deal, 2008). This softer side of the Seven P’s model provides an opportunity to develop tangible examples to demonstrate abstract values. Institutions and those who are responsible for them, should take – or make – the time to celebrate what they value most. While colleges promote student success in terms of graduation, course completion and transfer rates, it is quite often the achievement of attaining enrollment goals which generates the press release. An institution’s practices should reinforce its identity, its mission, its ethos. For it can be disastrously debated or eloquently echoed, that those in academe would rather have a handful of quality compared to a truckload of incompetence. As the people within the institution begin to grasp the value of their affiliation, this infectious nature should be shared with others. The students should have an understanding of the rituals and how they tie in to their learning experience. Fall Convocation is just one example of how institutions help students to make meaning of academic regalia, campus traditions, or historic locations on the quad. Once learned, each citizen within the institution will make the information their own and prepare to share it with others who are interested in joining the institution. An institution’s practices should be authentic via transparency and inclusiveness. The goals of each celebration should be clearly understood to all in attendance and involved. The relevance of the event or occasion should be shared at the widest distribution and opportunity for feedback should be available. These deliberate attempts at maintaining transparency will increase the opportunity for learning and involvement. It is equally important that the practices be available to all groups. Despite the fact that different roles

THE SEVEN P's

exist within an institution, the lines between the roles are only as visible as the institution makes them. Creating an activity period – or college hour – is one strategy institutions implement to allow their people to celebrate together. Celebrations should be designed to unite the various groups within an institution; any other visible demonstration will perpetuate organizational lines and barriers.

Institutional Checkpoint:

1. How do we demonstrate and celebrate our principles?
2. Why should others – students, potential faculty and staff – want to be affiliated with our institution?
3. How should we maintain transparency and inclusiveness?

Progress

The seventh P represents Progress. Those familiar with the learning-centered literature are well aware of the now infamous “second question” – *How do we know?* (O'Banion, 1997). This desire to move from a culture of anecdote to one that is informed by data has been widespread throughout the community college arena.

The final P reminds us that every decision or idea that has resulted from our values is subject to change based on new information. Hence, for those institutions that are passionate about the learning-centered journey or data-informed initiatives (e.g. Achieving the Dream) should never be enchanted with good enough in lieu of greatness. An institution's progress should be measured in terms of the quality of the output, not the quantity of the input (Collins, 2005).

As advocates for seeing the public good of higher education, institutional decisions must be informed by objective points of data. All institutional research offices should be provided the resources to create and maintain a culture of evidence. Although this P is mentioned last, it should be used in conjunction with every other P within the framework.

Institutional Checkpoint:

1. How do we promote the use of data?
2. How do we communicate the benefits of data?
3. How should we create and maintain a culture of evidence?

So as the economy has forced many institutions across this nation to hit the proverbial “reset button,” one should call for the question – “What do we do now?” Many have already responded by reducing faculty and staff, increasing tuition and fees, implementing energy-saving programs, or outsourcing high cost services. While this may help to enact revenue producing or expense reducing strategies in the short run, history may only reveal that these interventions set the stage for a larger framework. For those who are anxious to get started, begin with an open meeting using the Seven P's as a framework for the discussion. In closing, an excerpt from the open letter to those concerned with the American future that acknowledges “[s]olutions for the problems [that] were described will require vigorous, creative, and persistent leadership on campus, in the community, in the state capitols, and in Washington...there is hope, because when the nation has called on colleges and universities to adapt in the past, higher education has always responded” (Wingspread, 1993, p. 23-25).

References

- Barr, R. B., & Tagg, J. (1995, November/December). From teaching to learning—a new paradigm for undergraduate education. *Change Magazine*, 27 (6): 12-25.
- Bolman, L. G., & Deal, T. E. (2008). *Reframing Organizations: Artistry, Choice and Leadership* (4th ed.). San Francisco, CA: John Wiley & Sons.
- Bossidy, L., Charan, R. & Burck, C. (2002). *Execution: The discipline of getting things done*. New York, NY: Crown Business.
- Collins, J. (2005). *Good to great and the social sectors*. Boulder, CO: Jim Collins.
- O'Banion, T. (1997). *A learning college for the 21st century*. Phoenix, AZ: American Association of Community Colleges and Oryx Press.
- O'Banion, T. (1996, August). Learning communities, learning organizations, and learning colleges. *Leadership Abstracts*, Mission Viejo, CA: League for Innovation in the Community College, 9(8).
- Flynn, W. J. (2004). The search for the learning-centered college. Retrieved November 18, 2004, from <http://www.aacc.nche.edu/>
- Senge, P. M. (1990). *The fifth discipline: The art and practice of the learning organization*. New York, NY: Currency Paperback.
- Wingspread Group on Higher Education. (1993). *An American imperative: higher expectations for higher education*. Racine, WI: The Johnson Foundation, Inc. (ED 364144)



Dr. Kirk A. Nooks currently serves as the Director of Georgia Highland College's Marietta site. On a daily basis, he provides leadership for the academic and student affairs areas with functions including course scheduling, enrollment management, academic advising, financial aid, and student life. Throughout his professional career as administrator and faculty member, he continues to enjoy myriad opportunities for student engagement in and out of the classroom. He can be reached at: knooks@highlands.edu

EXEMPLARY LEADERS

A large, ornate compass rose with a needle pointing towards the top-left. The compass face is marked with degrees from 0 to 180 and includes the words 'LEADERSHIP' and '2009'.

International Exemplary Leader Awards

2009 International
Leadership Conference
Nashville, Tennessee

EXEMPLARY LEADERS



JOSE ADAMES
Provost-Plainfield Campus
Union County College
Cranford, New Jersey



PEDRO ARCE
Chair, Department of
Chemical Engineering
Tennessee Technological
University
Cookeville, Tennessee



SHERRILL BROWN
Chair, Research Council
Grant MacEwan College
Edmonton, Alberta, Canada



JOHN BURGESSON
Dean, Continuing Studies
St. Cloud State University
St. Cloud, Minnesota



IRENE BURKLUND
Strategic Consultant
Gallup, Omaha, NE



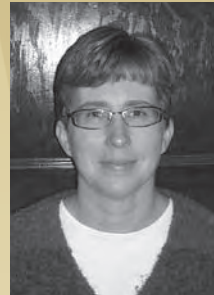
ARTHUR COREN
Dean, School of Business,
Kwantlen Polytechnic
University, Surrey, British
Columbia, Canada



ALICE COWAN
Director, Counseling
& Transfer Articulation
Danville Area Community
College, Danville, Illinois



BETSY DAVIS
Dean of Workforce
Development
Florida Community
College at Jacksonville
Jacksonville, Florida



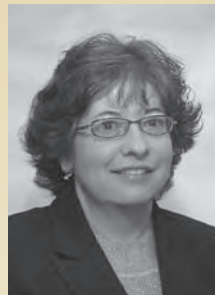
TAMERA DAVIS
Faculty Liaison and
English Instructor
Northern Oklahoma College
Tonkawa, Oklahoma



ERNIE FRIEND
Director, Florida Community
College at Jacksonville
Jacksonville, Florida



SCOTT GEDDIS
Faculty/Director of Athletics
Phoenix College
Phoenix, Arizona



LINDA GUZZO
Dean, Continuing Education
& Economic Development
Capital Community College
Hartford, Connecticut



LEE HALDEMAN
Associate Vice President
Academic, SAIT
Calgary, Alberta, Canada



MICHAEL HATTON
Vice President Academic
Humber College
Toronto, Ontario, Canada



FANNIE HEWLETT
Provost and Vice President
of Academic Affairs,
Chattanooga State Technical
Community College
Chattanooga, TN

EXEMPLARY LEADERS



DAVE KATO
Chair, Academic Council
Grant MacEwan College
Edmonton, Alberta, Canada



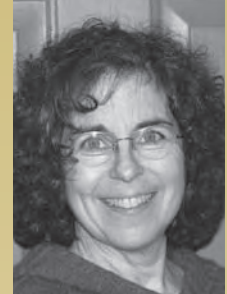
DORSEY KENDRICK
President, Gateway
Community College
New Haven, Connecticut



MARIA KOUPPAS
Head of School Business
and Hospitality, Victoria
University Melbourne,
Victoria Australia



IRENE LEWIS
President and CEO
SAIT Polytechnic
Calgary, Alberta, Canada



RUTH LIBERMAN
Humanities Division Chair
Adirondack Community
College
Queensbury, New York



LOREN LIPPINCOTT
Associate Dean
Health Human & Protective
Services, Blackhawk
Technical College
Janesville, Wisconsin



BARBARA MAFNAS
Faculty Coordinator,
Medical Assisting Program
Guam Community College
Barrigada, Guam



SUSAN MAY
President and Chief
Executive Officer
Fox Valley Technical College
Appleton, Wisconsin



ANA NASSER
Director, Child
Development Center,
Danville Area
Community College
Danville, Illinois



PATRICIA OWEN
Division Director
Liberal Arts and Social
Science, Northwestern
Connecticut Community
College, Winsted,
Connecticut



MYRA PEAVYHOUSE
Dean, Humanities Division,
Roane State Community
College, Harriman,
Tennessee



LADONN PEOPLE
Professor of Occupational
Therapy Technology
Wayne County Community
College District
Detroit, Michigan



SHIRLEY PIPPINS
President, Suffolk County
Community College
Selden, New York



KATHRYN RHODES
Dean, Student Academic
Support services
Roane State
Community College
Harriman, Tennessee



MATTHEW ROBINSON
Assistant Professor
Mathematics, Tallahassee
Community College
Tallahassee, Florida

EXEMPLARY LEADERS



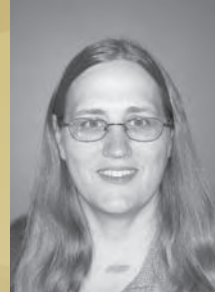
BILLIE SANDERS
Dean, School of Technology
and Student Services Guam
Community College
Barrigada, Guam



LINDA SCHWANDT
Dean, General Studies and
Educational Services
Western Technical College
La Crosse, Wisconsin



JEFFREY SMITH
Instructional Program
Manager, Florida
Community College
at Jacksonville
Jacksonville, Florida



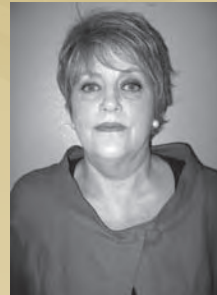
JANET SWINNICH
Professor of Physics and
Engineering Science
Tompkins Cortland
Community College
Dryden, New York



GEORGE TVELIA
College Associate Dean
Professional Advancement
Suffolk County Community
Colleg, Selden, New York



CONNIE WILLFAHRT
Vice President
Student Affairs
Mid-State Technical College
Wisconsin Rapids, Wisconsin



DIANNE WILLIAMS
Director, D.E.W.
Consultancy Services
Donvale, Victoria, Australia



AD HOC COMMITTEE ON STUDENT ENROLLMENT MANAGEMENT
Ivy Tech Community College Evansville, Tennessee

Team Members: **Gloria Coons**, Administrative Assistant, Applied Science
Elaine Leonard, Registrar's Office, **Stacie Coley**, Registrar's Office
Molly Pease, Admissions Office, **Dora Jones**, Admissions



JOHN A. LOGAN COLLEGE AND CAREER READINESS TEAM
John A. Logan College, Carterville, Illinois

Team Members: **Dr. John O'Keefe**, John A. Logan College Trustee
Member, **Mike Hopkins**, John A. Logan College Trustee Member,
Dr. Robert Mees, President, **Dr. Julia Schroeder**, Vice President of
Instruction, **Dr. Denise Crews**, Associate Dean of Education,
Mabel Hayes, Director of Special Projects, **Toyin Fox**, Director of
Educational Programming

EXEMPLARY LEADERS



JOHN A. LOGAN COLLEGE AND CAREER READINESS TEAM

John A. Logan College, Carterville, Illinois

Team Members: **Dr. John O'Keefe**, John A. Logan College Trustee Member, **Mike Hopkins**, John A. Logan College Trustee Member, **Dr. Robert Mees**, President, **Dr. Julia Schroeder**, Vice President of Instruction, **Dr. Denise Crews**, Associate Dean of Education, **Mabel Hayes**, Director of Special Projects, **Toyin Fox**, Director of Educational Programming



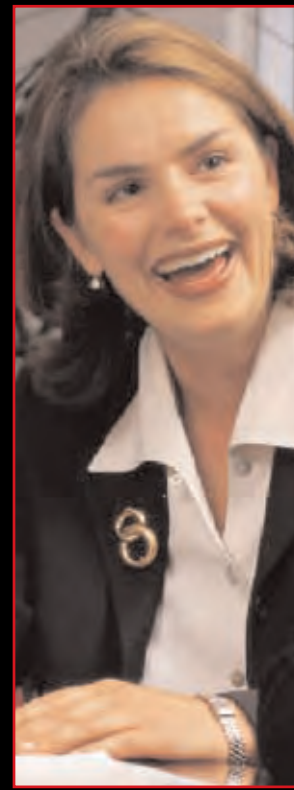
MID-EAST TENNESSEE REGIONAL P-16 COUNCIL'S STANDARD

Walters State Community College, Morristown, Tennessee

Dr. Wade McCarney, President, Walters State Community College, **Dr. John LaPrise**, Dean of Mathematics Division, Walters State Community College, **Mr. Terry Acuff**, Director, Grainger County Schools, **Dr. Lori Campbell**, Vice President, Academic Affairs, Walters State Community College, **Ms. Cathy Woods**, Coordinator of Technical Education, Co-Coordinator P-16, **Ms. Linda Roberts**, Dean, Distance Education, Coordinator of P-16



Photos courtesy of Tennessee Department of Tourist Development.



TAKING CHARGE OF YOUR LEADERSHIP SKILLS

The Chair Academy provides skills-based leadership training and professional development for post-secondary organizational leaders.

THE ACADEMY FOR ADVANCED LEADERSHIP

is a comprehensive 18-month program that offers tailored learning as well as personal and proprietary tools that will accelerate participant development.

WHO SHOULD ATTEND THE ADVANCED ACADEMIES

Deans, Vice-Presidents or other Organizational Leaders from Post-Secondary Institutions who already have acquired a foundation of leadership skills, and who are focused on developing their advanced leadership capabilities and the individuals within their organization.

PROGRAM DESIGN FOR THE ADVANCED ACADEMY

Leaders have the opportunity to expand their personal capacity and that of others to create an environment that encourages all members of a team to develop through leadership, communication, and coaching.

Attendance of a Foundation Academy is not required to attend the Advanced Academy.



If interested in learning about the Advanced Academy visit us at:
www.chairacademy.com/academyadv/upcoming.html
or contact us at leadershipacademy@chairacademy.com.

THE CHAIR ACADEMY

**19TH ANNUAL INTERNATIONAL LEADERSHIP CONFERENCE
MARCH 15-18, 2010 MINNEAPOLIS, MINNESOTA**

Nominate an Exemplary Leader

Call For Proposals

World Renowned Keynote Speakers

Pre-Conference Sessions

Roundtable & Concurrent Sessions

Strengths-Based Leadership Cafe

Open Source Information Cafe

**FOR ONLINE REGISTRATION AND MORE
INFORMATION ABOUT THE CONFERENCE:
www.chairacademy.com/conference/2010/10index.html**