Scenario: I have just been hired as the President of a two-year community college with a student population of 3,740, a steadily declining enrollment for the past 3 years. The college has been under the leadership of a past president who was a top-down, hierarchical-type, task-focused leader (Owens, pp. 234-241). I have learned from discussions with faculty and staff that the atmosphere is less than "warm-fuzzy" and cohesion is somewhat less than "average" (Owens, pp. 153-168). This is my first staff meeting and I have cordially invited all students (those who would like to attend), faculty, and staff to assemble in the college coliseum at 10AM. I have also sent special invitations to community leaders, parents, and others to attend. What follows is my "Vision Speech" for the college. This vision is based on a concept noted by James Collins and Jerry Porras, authors of *Organizational Vision and Visionary Organizations*: "A vision ... is a guiding philosophy of fundamental motivating assumptions, defining the core values and beliefs that drive the organization. It is broad, fundamental, inspirational, and enduring, and it 'grabs the soul'." ... Rather than describe what an organization currently does, it defines its perpetual purpose" (Hartzell, 2002).

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"Good morning to you all. As I prepared to speak to you this morning, I was reminded of the days when I sat where you are sitting now. Yes, I was a student; and yes, I was a faculty member; and, believe it or not, I have also been a staff person. Presently, I am a member of the community and this institution. So I know of the trials and tribulations each of you have faced and I am here this morning to discuss with you some things of importance. But before I begin, I want to tell you a little story.

It's about an underdog. He was a horse of course, but still an underdog. You may have heard of him: his name was Seabiscuit. Recently, a movie was made about Seabiscuit and the title was about a horse, of course, and the title was – yes, you probably saw it coming – Seabiscuit. It was a great movie, but I want to tell you some things about Seabiscuit you probably did not know (which came from a book about the true history and life of Seabiscuit). When he was born, he was small and his legs were so odd shaped that they appeared to be unable to carry the horse at any speed of value, although he was born of pure thoroughbred stock; and he surely did not seem to be of character to win any races. In his early life, he was not given much consideration or special treatment by his trainers, and he didn't win many races. Then in time, three men came together with Seabiscuit and these three men saw the tremendous potential in this greatest of horses – in my humble opinion — the greatest thoroughbred race horse in the history of man or beast: past, present, or future. These men nurtured Seabiscuit, gave him love, treated him with compassion, and Seabiscuit won many races – breaking records, defeating the best the sport had ever seen or had to offer. But it was Seabiscuit's character that was so amazing. You see, when another horse came within the view of Seabiscuit during a race, Seabiscuit would look at his challenger, point his ears to the Heavens and surge onward with unbelievable speed and power. When challenged, Seabiscuit was a horse unlike any other: he would give his all, even when injured. He had heart like no other and yet he was prone to sleeping long hours or being a consummate pro when a challenge arose. He was a horse made by God to possess natural, immeasurable talent. And here's what I want you to take with you from this story: **if it had not been for the vison of these three men** -- Charles Howard, Tom Smith, and Red Pollard – Seabiscuit most likely would never have been given the opportunity to achieve his full potential. And, ladies and gentleman, this I say to you without apology: had Seabiscuit not been led to these three men, it would have been a tragedy beyond the boundary of rationalization (Hillenbrand, 2001).

For you see, we are here this morning to discuss a vision for our college. I know – you've heard this before and you've probably decided that things will dispassionately continue as they have in the past just as soon as this meeting ends. But I stand

before you this morning to **<u>assure</u>** you that things will **<u>not</u>** continue as they have been in the past. Like the story of Seabiscuit, this college has unlimited potential. All it takes is for us to come together like that horse and those three men of vision. There is no telling where we can go if we decide right-here, right-now, that we will make this college a community resource that the community can be proud of — and each and every one of us can be proud of. So, for the next few minutes, I want you to listen to me — ***VERY CAREFULLY!***

When I say **<u>my</u>** vision, I say this to mean that as time passes, my goal is to allow the college to build its own vision and if this means that my vision needs adjustment, I will be as happy as Seabiscuit in the Winner's Circle. I will only consider our vision a success when we ALL have the same shared-vision and this shared-vision can only come to fruition when there is input by everyone – students, faculty, staff, community leaders, parents – these people are what I will call the Most Valuable Resources (The MVRs) of the college. I am speaking about a new philosophy and I shall use the term: leadership capacity (Lambert, 2003). Simply stated, (a formal definition will follow), leadership capacity really means that everyone has a role to play and should make plans to become involved. You might ask: How exactly will we achieve this leadership capacity? Let me outline seven goals that I see as the basis of our five year plan, which sets the tone or climate (Owens, pp. 153-168) of our college and achieves leadership capacity.   Before I begin, I want to quote a phrase from Jenny Smith's (2003) book: "Administrators control what happens at the school level, and without their support the continuity of any project is uncertain." I plan to support our work together and our vision more than you can possibly imagine. To reinforce this guarantee, I firmly believe in the ideal of James Collins and Jerry Porras: "A vision ... is a guiding philosophy of fundamental motivating assumptions, defining the core values and beliefs that drive the organization. It is broad, fundamental, inspirational, and enduring, and it 'grabs the soul'." ... Rather than describe what an organization currently does, it defines its perpetual purpose" (Hartzell, 2002). Now, allow me to define how our vision will be guided and accomplished by action; this action-process is based on the seven goals I mentioned.

<u>Goal Number 1: Maximize Integrity</u> (Welsh & Metcalf, 2003; Estep, 2002): Regardless of past practices, integrity is going to become the cornerstone philosophy within the college. In fact, let's interpret this to be one of our Pillars of Philosophy of Education and I would define this pillar as: "if it ain't right, don't do it (I apologize for the Grammatical Incorrectness)." Let me see if I can summarize this concept: a philosophy is something that you believe at the very core of your de facto existence, what Stephen Covey calls your Center of Influence (Covey, pp. 81-93). When you say "My philosophy about freedom is that all men should be free," do you believe this as something to live by without hesitation or reservation? If so, your belief about freedom has established your philosophy about freedom. Then, let me propose that a core element of my philosophy about education (one of my paradigms/ethical principles) is that education is the business of doing what is right in the college, whether that is in the classroom, the parking lot, at the copy machine, our attitude towards one another, and so forth. And here are some concrete-action examples of what I mean:

<u>First example:</u> If you are supposed to be at work by 8AM, be at work by 8AM unless there are valid reasons not to. I do not intend to be out in the parking lot with my little bitty notepad taking names. I believe in the integrity of the person to do

what is right and I will assume that this is the case unless I see the need to assume otherwise. Even then, I will address lack of integrity as specific to "persons, places or things": there will be no carte blanche statements about "being on time." A shared-vision means that we **are** our "brothers keeper" and we do so by helping one another, looking out for the welfare of fellow workers and students and the community; even offering a simple helping hand in the simplest of tasks is doing what is right. By being on time, your educational day begins as it was rightly-designed to begin. As. Dr. Johnnetta B. Cole (2002), President of Bennett College in Greensboro, NC, says, "From punctuality to ethical behavior, what is required of staff should be no more and no less than what leaders require of themselves." I will be a model employee in this activity. Maybe it's a second-cousin to the overall vision of the college, but it's a vital component to institutional effectiveness;

Second Example: Do you live what you say you are? If you believe in the college as an educational institution and you consider yourself to be an educator or educational support person – and administrators should be the champions of support personnel, teachers, other administrators – then by all means, allow integrity to guide your words and actions. These actions include, but are not limited to, your teaching strategies - do what is right; how you speak of your college and each other - do what is right; what you do with the resources of the college - do what is right; and, when you see a student who needs help - do what is right. If you are an educator in a direct or indirect capacity, make integrity a Philosophy of Education Pillar in your daily life at this institution, and in the community in which you live.   If you see a problem that needs "fixin", let us as a body of visionaries use our integrity to solve that problem for the benefit of all the MVRs of the college. Remember – MVRs are what? (Pause and let the group answer, then repeat to them – Most Valuable Resources). And who are these MVRs? (Pause and let the group answer, then repeat to them – people, specifically EACH AND EVERY ONE OF YOU!!!);

Third Example: This example is directed specifically to the professors/instructors/teachers at the college. Let me first say this to the classroom teachers (although I understand if you prefer to be considered an instructor or professor and I applaud you for your work): I have a philosophy of education; an idea about what education is and how it should be carried out and I want to share this philosophy with you. My philosophy of education is simple: let integrity guide me in the teaching of another and this includes all peripheral considerations. Here's what I mean: a student comes to me with a legitimate problem but I feel as if I have already graded my share of papers this day, I was up late working on research, I've taught my classes and done a thorough job, I have survived administrative constraints, and I don't want to help this student because I am really tired and want to go home. Integrity says: help this student now or make arrangements to help this student because it is the right thing to do. There are theories and axioms and diatribes by the dozens about education, but until you understand your own philosophy and apply that to the classroom, you are treading water and you may not even know the reason or reasons why. Maybe you have never thought much about what you believe about education; this morning, I am asking you to do just that. In fact, one of my personal goals for each faculty & staff member is to ensure that you have a philosophy about education and that you are aware of what you believe and begin to live your belief each and every day. For those teachers here at the college, I am giving you this as your first take home assignment. You are to write a 100,000 word essay on your philosophy of education. Of course, you can do this mentally – if you prefer.

Thus, one of my goals for this organization is to instill a living, breathing entity and its name is integrity. As of this moment, it now resides in the halls, offices, books, chalk, networks, smart boards, trash cans, staff meetings, and it is relentless in its search for the truth. It must become a philosophical basis for everything we do here at the college – and in terms of the five year plan, this activity has a very short developmental cycle. In fact, the beginning of integrity starts today. My intention is to initiate and achieve this goal within the first 30 days of my tenure as your new president, or as the chief facilitator of the college. I have distributed the College Five-Year Vision-Action Plan Outline. Please review it and give it some serious thought in full-view of integrity. Goal Number 2.

Goal Number 2: Achieve Leadership Capacity: I think there must be 38 Katrillion words on the subject of leadership. I looked up the word in Webster's and found something very interesting. Webster says that leadership is: the position or office of a leader; capacity or ability to lead; **a group of leaders**. Did you get that? **A group of leaders**. Look around you. Look in front of you, to the left, to the right, and behind you. (Pause while this occurs...). Now, I want every one of you — students, visitors, teachers and myself to say this together: "I am a leader." Say it again and this time say it like you really believe it because it is your new title: LEADER. I stand here before you this morning and repeat an earlier statement: I am the new president of the college, but **this doesn't impress me in the least**. What humbles me is that I am the chief facilitator of a group of leaders within this institution. <u>Thus, what follows is my leadership philosophy.</u> [[[[[[[**We** are the leadership and **we** are going to develop leadership capacity in the actions of every person associated with this institution. As I indicated a few minutes ago regarding the formal definition of leadership capacity, you may now ask, "What is leadership capacity?" and thank you for asking: **leadership capacity is a visionary-action-plan in which every person should-and-shall become a leader in some capacity.** This definition is effective leadership and its impact is organizationally encompassing.]]]]]]]

First, who is included in this definition? Each and every MVR (Most Valuable Resource). For those students, community representatives, and parents present, how can you – in reality – become a leader in this college? By observing what is around you and taking note of what you see as strengths, weaknesses, and new ideas in/for the college. If you see a problem that needs to be addressed, bring this to the attention of an instructor or administrator. If you have an idea which you think will improve the college, don't just think it, shout it out loud to the nearest instructor or administrator! Get your idea(s) heard. You see – leadership is about doing, it's about actions, not mere words. Claire Gaudiani (1995), in her review of E. Grady Bogue's book, *Leadership by Design: Strengthening Integrity in Higher Education,* notes: "Bogue's 'leadership design' elements include honor, respect for the dignity of others, the habit of curiosity, candor, compassion, courage in human interactions, and the expectation of excellence. He contends that the moral character of the leader is more important in building the strength of the institution than all other assets or strategies." And everyone at this college – students to administration – are to become acquainted with leadership capacity because **you** are " more important in building the strength of the institution than all other assets or strategies." You do **that** which you can do to improve the college for the sake of community. You lead at the level you can lead always striving to move ahead. You serve each other whenever and however you can. Leaders motivate; they are proactive, not reactive (Covey, Habit 1: Be Proactive); they see what others choose to ignore or selectively fail to see; they build,

not tear down; and, ladies and gentlemen, I am here to implore, even beg if that is what it takes, to ask you this very day to begin to think like a leader: it's the conscious act of doing, not simply depending on others to lead. Leadership capacity is a verb, and unless I have forgotten my English lessons, verbs are action words. Leadership capacity is a concept living out its existence in the reality of our actions. As William George Jordan has said: "Into the hands of every individual is given a marvelous power for good or evil – the silent, unconscious, unseen influence of his life. This is simply the constant radiation of what man really is, now what he pretends to be." ***My vision is to make leadership capacity what we are, not what we pretend to be.***

Let me tell you my idea of effective leadership, its impact on the college, and how effective leadership is brought to bear on the operations of the college over the long haul – say, the next five years, or as it was once said, "To infinity and beyond" (Buzz Lightyear). Effective leadership is a mind set; its about being involved; it has a character all its own; its character is to build something new from something that exists (Senge, et al., 2000, pp. 411-456; Lambert, 2003; Owens, 2001; Rosser, et. al., 2003; Cole, 2002; Claudet & Ellett, 1999; Martinez, 2002) . Effective leadership, in my opinion, is to quote Bobby Kennedy: "Some men see things as they are and say, 'Why?' I dream of things that never were and say, 'Why not?'" Take this college; there are many positive people and students; there are also those who may not see their environment in the same light as the positive people. An effective leader looks at the reality before him or her, evaluates the situation, and then takes a path to reach goals that benefit all individuals who have an investment in the college. Effective leadership is making sure that staff meetings are mutually beneficial and valuable for the investment of time for all concerned; financial resources are used for the education of students and professional development of teachers; and, community involvement is a partnership developed by effective applications of leadership effort. When I think of leadership, I see things that never were and ask, "Why not?" ***Why not try?!!!***

How does effective leadership impact the college? Effective leadership brings focus to the initiation and attainment of goals, objectives, action plans, problems to be solved, change-agent development, and much more. How does effective leadership maintain its objectivity over time? By its philosophy of education: integrity. Every day I pray to my Heavenly Father for strength and wisdom to carry out my duties before Him. I give Thanks to God everyday for opportunity to help others, which is right in the Sight of God. And because my Faith in God is so strong, I will never allow our plan to diminish over time. And, my commitment for this college is steadfast. Over time, we will review our plan, in incremental steps; we will proactively evaluate our progress and determine the root causes if our plan has not been achieved; and, when needed, we will make those tough decisions which will keep our plan on track and on the time line established. I hope you noticed that I said ***our*** plan, not ***my*** plan.

To summarize the goal of leadership is to define leadership capacity. We are all in this together and I will be looking to each and every one of you to become leaders in this institution. Each one of you has an important leadership role to fill and I want, need, demand, request, ask, implore, beg, and plead for your ideas and input into the development of a mutual leadership atmosphere for this college. I am sure you have heard of institutional effectiveness (Welsh & Metcalf, 2003)? Well, we shall leave no stone unturned to achieve institutional effectiveness and we shall achieve this goal because you are now commissioned with the God-given right to become people empowered with leadership capacity (Lambert,2003; Owens, p. 238). Goal #3.

Goal Number 3: Learn to Have Fun (Enjoy Your Work): You may think that what I am about to say is a little off plumb' center. Well, you may be right! I've been down that road before. The goal of Fun. I hear the questions and thoughts all over this wonderful facility. Fun?! What is he talking about? Having fun at work? Yes, that's EXACTLY what I am talking about. Work should be FUN-da-men-tal (Cole, 2002). And, I have a vision of some specifics I would include within the goal of Fun, or the activity of enjoying your work.

First, let's substitute a few words for work so that you can see the point in question: work can also be considered to be: job, trade, business, profession, calling, employment, occupation, pursuit, vocation, labor, sweat, toil, drudgery, travail, production, workmanship, craftsmanship, drive, motivation, title, publication, strain, tug, strive, cultivate, and "I have to because the boss said so." I implore you to choose wisely for the descriptors for what you will call work in the future of this institution, because I intend for it to be enjoyable, stimulating, and rewarding. In other words, I intend for you to enjoy your work – I guess this means it is about to become fun. The last thing I want you to do is have stress anxiety Sunday nights before you dread coming to work Monday. Work is the bread-and-butter of life; I intend for the work done here to become more than "just a job." Let me give you a few examples of what I mean, and these examples are generalized. ***When I refer to our work, I include all activities and endeavors to accomplish our work.***

First example: terms such as workshop, in-service, skills development, staff meetings, and committees. These activities are short-to-mid-range functions. You will never have a staff meeting in which you leave the assemblage wondering "now what was that all about?" **EVERY SINGLE SHORT-TERM ACTIVITY at this college is to achieve a SPECIFIC goal, is to be WELL planned, and is to be WORTH the valuable time of attendees.** There will be no such thing as "filler" for in-service or committee work. In-service will be decisive, on-target work with a defined goal in mind. If you serve on a committee, you and the other committee members will be given thoroughly defined objectives and the tools and support to accomplish your objectives. In essence, these types of short-term objectives will be well-designed, provocative, and invigorating; I not only expect it from those in positions of control of such activities, but I will be relentless in the pursuit of making such activities productive and enjoyable.

Next example, Professional Development. Just as workshops, staff meetings, and committee work are goal oriented, Professional Development is extremely self-driven, goal-oriented, professional educational improvement work, which means that professional development is very much like stating a professional development mission statement and then making every conceivable attempt to achieve your mission statement. What do I see as a goal for your Professional Development? I have a vision that each one of you will decide on a goal or on goals for your life, Professionally, and that you will be given the "methods, materials, and manpower" to achieve your goals and I will establish a framework so that Professional Development is worthwhile and enjoyable. My part in your Professional Development is to look at the "big picture" and make recommendations to you on what I see to be the needs of the college (Wolk, 2003; Morrow, 2003; Mizell, 2003). As I have already stated, I am the chief facilitator; in this role, I give you my word as a man of God that I will make a way for each and every one of you who desires to reach your professional goals to achieve your goals. I will find the funds, I will enable you to have sufficient time to

pursue your goals, and I will support and applaud your achievements; for, if you will, your achievements enable this institution to become a learning institution. (I will discuss a learning institution shortly). Indulge me for a moment while I give you a synopsis of **my** Professional Development goals and state my Personal Mission Statement: ***** Use the Professional Develop Goals and Personal Mission Statement in Appendix I. *****

So, as you might have gathered, I think that it is vitally important that people come to work to enjoy their livelihood. It is my vision to ensure that we, again, I say we – have an organization that is a place where our efforts are fruitful and we can enjoy the fruits of our labor. What is my role in the attainment of this goal? I will be like Hal Moore in a speech to his troops just before leaving for Vietnam: "I will be the first to set foot on the field and I will be the last to step off. And I will leave no one behind." In other words, I have a vision where we work to live because it becomes a personal vision, not live to work because we have to trudge day-to-day. I will be a daily participant in your success and in the enjoyment of your work. On to Goal Number 4: Customers.

Goal Number 4: Customer Satisfaction: Let's talk about Goal Number 4, a very important goal. Who are our customers? They are students, parents, people in the community, the leaders of our corporate world, and faculty/staff/administration. The question I propose for you this morning is this: how will we treat our customers and what will we offer them that they cannot receive at another institution or organization of comparable size and scope? Here is my customer relations vision:

Stephen R. Covey (1989) has written a nationally acclaimed book about effective people. The title of his book is *The 7 Habits of Highly Effective People*. These seven habits are: 1) Be Proactive: Principles of Personal Vision, 2) Begin with the End in Mind: Principles of Personal Leadership, 3) Put First Things First, Principles of Personal Management, 4) Think Win/Win, Principles of Interpersonal Leadership, 5) Seek First to Understand, Then to Be Understood, Principles of Empathic Communication, 6) Synergize, Principles of Creative Cooperation, and 7) Sharpen the Saw, Principles of Balanced Self-Renewal. I would encourage everyone present to read this wonderful and insightful book, but I want to focus on Habit 4, Think Win/Win, Principles of Interpersonal Leadership.

 My vision for our customers is really perfunctory to our reason for being: without students, we cease to exist. Have you ever considered that? Classes get cancelled, contracts cannot be renewed, equipment does not get purchased, and declining enrollments hurt everyone concerned including employers, families, and particularly the student. So, I propose we adopt a philosophy of win/win (Covey, pp. 204-234). Here's what I mean.

If we do a good job at being an exceptional college, and I mean in all operations, the student wins: he or she wins educationally, personally, professionally, and financially (the skills necessary to obtain employment.). If the student wins, the college wins: we win because we provided a student the life-skills necessary for life-long learning and a career, we enabled a viable employee for the world-of-work, hopefully we instilled values for a member of the community, and the faculty and staff can hold their heads high and be proud of these accomplishments.

How do I propose for the college to identify, implement, challenge, and maintain our win/win processes? We will

review every aspect of the college operations. For example, we will evaluate student services (Callahan, 2001). In student services, every minute detail of the operation will be evaluated. From this study, we will determine what works, what works well, what does not work, and we will implement and maintain a process that is win/win for faculty, staff, student, administration, parent, community leader, financial aid; in other words, when a student initiates an interest in attending our college, the process takes center-stage and that stage is win for the student, win for the college. The student wins because the process is streamlined, efficient, supportive, understandable, and relatively painless; the college wins because the process is streamlined, efficient, supportive, understandable, and relatively painless.

What about our other customers like parents and community and ourselves? It is my vision that every process that the college engages in to help customers, whomever that may be, shall become streamlined, efficient, supportive, understandable, and relatively painless. We are going to become a nationally recognized organization for customer support. Will you be involved? Absolutely. Will it cost you precious time? No, all I ask you to do is remember your leadership role, contribute what you see, hear, and know, and be willing to speak out on issues concerning our customers. ***Ideas are of zero value if they remain unspoken. We cannot change if we do nothing to bring about change.*** As Einstein said, "Endlessly repeating the same process, and hoping for different results" or "The world we've made as a result of the level of thinking we have done thus far creates problems that we cannot solve at the same level at which we created them." And maybe the last quote from Einstein is most apropos. He said that "God doesn't play dice!" Do you understand the implications of these truths? We shall not play dice with our customer service: my vision is for us to become a service organization like no other. I hope you will become a part of this vision because it is something you choose to do.

Thus, customer service is a vision, a vision to excel and create a system where no one is left behind. No question goes unanswered; no concern is too small or too great; staff become mentors to students, to each other, and to administration; administration becomes mentors to faculty, staff, and students; we become mentors to each other in some capacity. The result? We, in whatever capacity we partake in this college, become customers in some form. And my goal, or vision, is fundamental customer satisfaction. Can it be done? You bet. Will it be done? You can mark your calendar by this vision.

Goal Number 5: Team = Synergy: What happens under the Team = Synergy Goal? As I mentioned a few moments ago, Covey's Habit number six is about Synergy, The Principle of Creative Cooperation (Covey, 1989; Mullen & Kochan, 2001). I envision a college where there is total creative cooperation because we are a team and our purpose is to "synergize." The Pareto Principle (Clickz Today, 2003) states that "80 percent of the results flow out of 20 percent of the activities." Another way to state this 80:20 rule is: 80% of the work that gets done is done by 20% of the people. Now, that may be the principle of some colleges, but for this college, our Pareto Principle is restated as follows: "100% of the work that gets done is done by 100% of the people." Our leadership capacity will not allow otherwise. Furthermore, our College Five-Year Vision-Action Plan is accomplished under this goal. You have probably heard this before, but there is no "I" in team, and we shall adhere to that principle. Now, how about this Five-Year plan and what are the cornerstone principles for which we shall achieve our Five-Year Plan?

In reality, there are schools all across this country (K-12, Postsecondary, Universities) which have only reached an adequate level of educational processes and have accepted status quo. Their daily routine suffices as education. The authors of *Schools That Learn*, (Peter Senge, et al.), have developed The Five Learning Disciplines that "offer genuine help for dealing with the dilemmas and pressures of education today." But before I discuss these five disciplines, let me define what a Learning School is all about because it is under the Learning School premise that we, as a team, shall accomplish our Five-Year plan. To quote Senge , "It is becoming clear that schools can be re-created, made vital, and sustainably renewed not by fiat or command, and not be regulation, but by taking a learning orientation. This means involving everyone in the system in expressing their aspirations, building their awareness, and developing their capabilities together. In a school that learns, people who traditionally may have been suspicious of one another --- parents and teachers, educators and local businesspeople, administrators and union members, people inside and outside the school walls, students and adults – recognize their common stake in the future of the school system and the things they can learn from one another" (p. 5). Do you see the unlimited potential in an organization which makes such self-aware, conscious decisions? What a powerful encapsulation of what can be done, should the "stake holders" decide to "carpe diem", or seize the day, for their school system. And as the authors point out, one of the major goals of educational systems should be to make a school or school system become more like a learning organization. Simply put, a learning organization is a progressive, conscientious group of individuals who have decided to become involved in the process of matching their goals with the daily operations of the organization to achieve better organizational performance: carpe diem – **seize the day for <u>your</u> college!!!!** At this point, I want to do an initial walk through of The College Five-Year Vision-Action Plan Outline. **<u>(Go to the Plan, Appendix III, then return here.)</u>**

As you can see from the Five-Year Plan, a considerable amount of work will be required. And, there will be times when we may think we have "lost our senses." So, why have I decided to concentrate on the Five Learning Disciplines from Senge? Because they provide guidelines for the success of the Five-Year Plan. Then, without further ado, what are they? Personal Mastery, Shared Vision, Mental Models, Team Learning, and Systems Thinking (pp. 7-8). They are summarized as follows:

1.) <u>Personal Mastery:</u> taking a hard look at your life as it really is and seeing your life as it could be based on your vision for change; <u>the five-year plan is intended to be *guided* by personal mastery because we will develop a vision for change, if change is needed, and we will see the college as it could be.</u>

2.) <u>Shared Vision:</u> the achievement of the group vision by working as a group to accomplish the group vision; <u>the five-year plan is intended to *receive sustenance* from shared vision because we will achieve our goals as a team or we will not achieve our goals as a team; I choose the team approach to succeed and this includes all parties involved, directly/indirectly at the college.</u>

3.) <u>Mental Models:</u> looking at attitudes and perceptions of colleagues so that openness can be used to discover the truth about the organization; <u>the five-year plan is intended to *build truthfulness because of* mental models so that our conversations can be honest, accurate, and reflective of what we really think. Integrity in conversations for positive growth in the college.</u>

4.) <u>Team Learning:</u> the idea that the interaction of the sum of the parts can better achieve organizational goals than the stand-alone individual parts; <u>the five-year plan is intended to *"live, eat, and breathe"* team learning because one person cannot carry</u>

the weight of the organization; it takes the team to win and only 100% participation brings honor to the Team. As the Klingons would say, KAPLA! (Success!)

5.) <u>Systems Thinking:</u> the critical assessment via systems analysis for the purpose of understanding how a "system" grows, positively maintains, or reaches "status quo" (status quo is not good); <u>the five-year plan is intended to **"critically assess the five-year plan"** through persistent systems thinking. In point of fact, systems thinking is to become a daily occurrence to ensure our plan remains viable and on-target.</u>

This is a great deal of information to absorb, so your second take home assignment is to take The College Five-Year Vision-Action Plan Outline and begin to study it, its implications, and what you might consider as your leadership role as applied to the Plan. You will also note that the Five-Year plan is incomplete; and the reason is simple: your input has not been applied to the plan. The final two goals are Status Quo and R.A.G.U. - Righteous Arguments Gain Uranium.

Goal Number 6: Status Quo: This goal is a simple vision: there is NO SUCH THING AS status quo at this institution and because it is Jurassic-school-thought in nature, status quo doesn't exist and thus, this vision is accomplished. Period. End of discussion. I will not bend, compromise, delegate, relegate, or Watergate on this one! Status Quo is **NEVER** an option and I will not bend, compromise, delegate, relegate, or watergate! Period ad infinitum. How will this goal be accomplish on the College Five-Year Vision-Action Plan? It is accomplished at this very moment! This is one area where I shall not bend, compromise, delegate, relegate, or watergate! Another way to think of Status Quo is one of reactiveness. We will be proactive in every facet, operation, decision, and even our crises. Status Quo is a dead issue and **WE WILL NOT BE A PART OF IT ANY LONGER IN ANY AREA OF OPERATIONS IN, UNDER, AROUND, or THROUGH THIS COLLEGE.**

Goal Number 7: R.A.G.U. - Righteous Arguments Gain Uranium

This goal is to create an open door policy like none you have ever known before, heard of before, or believed possible before. Remember the commercial: RAGU, it's in there! Well, R.A.G.U. is the acronym for Righteous Arguments Gain Uranium. Maybe calling this goal a vision is not such a stretch of the imagination if you will take a moment to hear me out. When administrators say they have an "open door" policy, what do they really mean? That the door to their office is open or their ears are wide open? I think too often, it simply is that the President's office is available, but after you leave, you wonder how much was actually accomplished. Well, I am here to inform you that my office is open, whether the door is physically open or closed. So, then, what is R.A.G.U.? Righteous Arguments Gain Uranium.

First, what is a righteous argument? It is one of the simplest deeds you can perform, provided you have done your homework. Here's why. A righteous argument is the result of you having taken your problem to your immediate supervisor and giving that person a reasonable opportunity to solve that problem. Again, this is part of leadership capacity. IF you don't receive a timely answer that is addressing your problem, inform your supervisor of that fact. If your supervisor cannot solve or refuses to solve the problem, then move up the chain-of-command. Keep moving up until you get to my office. When you come to see me after following the procedures in place, I can assure you that I will take action on your problem and it will be with the force of Uranium. As you know, uranium is an active metal/material used in making powerful explosives, quite powerful in fact.

If you have tried in vain to get your problem solved and either the system has failed you or you have been ignored, when you come to see me, your argument is going to be a righteous one and you will have ignited the uranium. In other words, my vision for this college is to build a system which flows from bottom-to-top, from top-to-bottom, and there is no middle "catch-trough" for ignoring or displacing problems or individuals. I guess you could say that this is a "pet peeve." Remember them? They are the things that really bother you about a situation. This pet peeve is inexcusable and I am going to ask you this day to remember this: RAGU. Righteous Arguments Gain Uranium. Interpretation: If you fail to address ANY problem, real or imagined, you open the door of the President. And the President is, I say again, listening. RAGU is applicable to students, faculty, staff, parents, community, and is particularly germane to administrative/management persons. I adhere to the belief that leaders in positions of administration are not above the common activities or concerns of the organization; rather, administrators are to become sounding boards to resolve problems when and where the problems are found. To quote Linda Lambert (p.22), "Leaders at the UCLA School Management program have found that reflection, inquiry, and dialogue are the three most critical skill dimensions for improving schools." RAGU is essentially reflection - thinking things through; inquiry - asking questions and being concerned; and, dialogue - let's have open communications. Thus, Righteous Arguments Gain Uranium is intended to ensure, without any doubt, that the organization is to become a truly cohesive group of individuals with a shared-vision and that vision is all-encompassing.

Can we achieve these goals and should we consider ourselves to be so bold as to think we have the savvy and fortitude to become an exceptional organization? I only have one word to say in response: "You can bet your retirement on it." (That was more than one word, but I think you get the point.) We, not I, we — will be successful because we are going to begin to think differently about what we do; we are going to reconsider our future stake in this community; and, we are going to forge common bonds to achieve goals unlike we have ever imagined. There's a story about these two small boys. They were brothers and they were getting ready for church. Their mom had fixed breakfast and the boys had eaten all the meal except for one last piece of toast. Both brothers wanted that toast and began to argue about who should get it. Their mom told them that they should be like Jesus because He would give that bread to the other person. One of the brothers looked at the other and said, "okay, Johnny, you be Jesus first." What I want to say to you about this story is that I will never ask you to do something unless I have already done the preparations and I will never ask you to do something which I will not do myself – not just be willing to do, but that I would actually get up from my chair, take action, and get the job done. In other words, I will walk the talk and you have my permission to tell me when you see otherwise and I shall not hold you personally accountable for what you say to me. I say again, we, not I, we – are in this together. We succeed or we fail together. Personally, I choose the path of success, integrity, enjoying work, taking care of customers, building collaborative partnerships, and making this one of the most vibrant organizations in the educational arena.

I thank you for coming this morning and look forward to our working together. I want to leave you with a final thought about Seabiscuit. Seabiscuit was unusual in his style of running, but he was a phenomenal success. I guess you could say he was the epitome of the underdog. I often ask myself why I might want to expend so much effort for this college? Because it's

there? No. **IF that is my vision for this institution, then our journey together ends now**. I would like to think of our journey together as just that: **our journey**. I hope and pray that we can all see these next five plus years as a journey we will take together. We may be unusual in our style, but I have a vision that we will be a phenomenal success.

        As Henry David Thoreau has so profoundly stated: "For every thousand hacking at the leaves of evil, there is one striking at the root." I want us to get to the root of education, build our organization on principles, and enjoy the journey. No one can live our vision for us and no one will take to heart the mission of this college like those of us who live it daily. I am here to help you succeed. I submit that you take advantage of opportunities coming your way.   Again, thank you for coming and God **is** Good.

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Appendix I:

Professional Develop Goals: My Five-Year Professional Development, Visioning-Action Plan

1. To build leadership capacity in every faculty, staff, and administrative person of this college and in every person who is willing to support the institution, be it student, community leader, or parent. This goal will enable individuals to become change-agents. I will be a catalyst to enable others to achieve to their highest potential as a leader for the purpose of progressive change in our college;

2. I have a vision to fully fund this college and I shall "shake, rattle, and roll" until I reach this goal. I intend to search for funds to support the college so that teachers and others have the resources that they need;

3. I will develop a daily process of collaboration for the purpose of achieving an environment in which we as a body of individuals can openly share ideas, complaints, concerns, and voice opinions without the need to "look over our shoulder." This collaboration will function at 110% of capacity and will enable individuals to gain support for respective professional development goals;

4. I will attend **at least** one workshop a year for the purpose of expanding my short-range professional growth; I will attend **at least** one Professional Development activity a year for the purpose of expanding my long-range professional advancement;

5. I will walk the halls, classrooms, parking lots, offices, board rooms, and every other facility necessary to build a college which decrees an environment conducive to life-long learning and an organization where work is safe, enjoyable, and respectable;

6. I will seek first to understand, then to be understood. How is the Professional Development? As the President, or Chief Facilitator, if I listen to you, I can learn a great deal professionally. Besides, isn't interaction among peers a learning opportunity?;

7. I have an earned doctorate, by the Grace of God, but I will continue to learn about Life and Love towards my fellow man so that I may do better tomorrow professionally than I did today;

8. Once per year, I shall teach one class in my field of study. This will cause me to remain a viable and technically qualified teacher. The practice of teaching means I must learn by continual professional development;

9. I shall accomplish research which will benefit the college. Research will ensure that I must continue to develop in my area of work to remain professionally competent;

10. I shall teach one Professional Development activity to the faculty and staff once per year. In so doing, I must continue to develop professionally so that I remain proficient in my subject matter;

11. I will not have the choice parking spot at the college. I will park where the students park. How will this develop me professionally? I shall use this opportunity to talk to one of our most precious resources: our students. They, too, are a source of vast information and we can learn a great deal professionally from them, if we will take the time to really listen;

12. No more excuses. As a professional, if I make a mistake, I will "own up" to it and learn from my mistakes. I will discipline myself before I discipline others.

Personal Mission Statement:

1. When I leave this world, and go to my Heavenly Father, I want people to say of me: he never walked around a troubled soul. He helped every person he came in contact with throughout his life. There was no problem too small or too large for him. He loved and cared deeply for his family and his God and he adored his God with devotion and character and his family was his very life;

2. I will read a worthwhile non-educational, non-technical book a month on various subjects to expand my horizon and keep my mind sharp;

3. I will study the Word of God every day and pray without ceasing and serve in my Church for the Glory of Christ and seek opportunities to serve my fellow man;

4. I will keep myself physically fit so that my work schedule will not wear me to exhaustion;

5. I will take my vacations regularly because I shall not feel guilty of getting away from the work I have devoted my life to;

6. I will love my family unconditionally;

7. I shall live with Integrity as unto God to make a significant difference in the lives of others;

8. I shall never lose sight of my Circle of Influence or my Circle of Concern;

9. I will keep a sense of humor about me so that life's troubles do not separate me from my Faith;

10. I choose to act proactively when situations and opportunities arise, rather than to be forced to react to these situations and opportunities;

11. No more excuses. In my personal life, if I make a mistake, I will "own up" to it and learn from my mistakes. I will discipline myself before I discipline others.;

12. I will remember my Personal Mission Statement and live it daily so that I may remember to begin each day with The End in Sight.

Appendix II:
Other Reference Material:

Part I: To begin your Professional Visioning Paper you will first need to create your Leadership Framework
1. Includes your philosophy of education, philosophy of leadership, vision for your organization, vision for your own professional growth, and five year goals.
2. The Leadership Framework should be comprehensive, but not lengthy. One or two paragraphs for each component should be sufficient.
3. Philosophy of education: provides insights into basic beliefs about the purposes of education and the importance of your organization to society. This forms the foundation for your leadership practice, as well as for subsequent components of the framework.
4. Philosophy of leadership: what do you believe about effective leadership and its impact? Questions such as, what constitutes effective, purposeful leadership? and How is effective, purposeful leadership sustained? are addressed.
5. Vision for Professional Growth: Discuss your views on professional growth for yourself and for other within your organization. Discuss how professional growth needs will be determined and addressed.
6. Five-Year Goals: The inclusion of personal goals signifies that you know where you need to go and can develop a plan to get there. This should be a one-page listing of your goals for the next five years. Useful questions might include: What are my personal administrative plans for the next five years? Where do I see myself in the future? What contributions do I see myself making? What is important to me in my profession and how can I accomplish this through a 5-year plan?

Part II: Strategic Plan for Vision Attainment
1. All visions and goals are just cryptic illusions unless there is a strategy for obtaining them. Discuss how uyou will move your organization toward your vision for it. Within this strategic plan, discuss how you will attain one of more of your own five-year goals, while meeting the needs of your organizaitonl be sure to address the following:
X   decision making
X   encouragement, initiation, and facilitation of change
X   support during change
X   Senge's Five Disciplines

Part III. Two Dimensions of Leadership (the behavior of leaders in two dimensions):
X   One dimension was the emphasis that the leader gives to getting the job done. This was often called initiating structure because it often involves structuring the work: delineating the relationship between the leader and the members of the work group, specifying the tasks to be performed, and endeavoring to establish well-defined patterns of organization, channels of communication, and methods of procedure, scheduling, and designating responsibilities. It was also often called production emphasis or task emphasis, for obvious reasons.
X   The other dimension was the emphasis that the leader gives to developing friendship, mutual trust, respect, and warmth in relationships between the leader and followers. These behaviors were usually labeled consideration or concern for people.
X   Bernard Bass spoke of leaders as tending to be either **"follower focused" (i.e., emphasizing concern for people)** or "task focused" (i.e., emphasizing rules and procedures for getting the task done): "A task-focused leader initiates structure provides the information, determines what is to be done, issues the rules, promises rewards for compliance, and threatens punishments for disobedience. **The follower-focused leader solicits advice, opinions, and information from followers and checks decisions or shares decision making with followers.** The ... task-focused leader uses his or her power to obtain compliance with what the leader has decided . **The follower-focused leader uses his or her power to set the constraints within which followers are encouraged to join in deciding what is to be done.**"

X   I see my leadership style as follower-focused, with some very minor task-focused. Organizations are NOT one person. It is because of the work done by the people in the organization that success is measured. A leader ONLY achieves vision when he/she can use follower-focused as a guide to get the involvement of all concerned.

Appendix III:
College Five-Year Vision-Action Plan Outline (Not only subject to change, expect to be changed, as needed, as WE construct the Five-Year Vision-Action Plan for the college).

Conceptual Framework: The College Five-Year Vision-Action Plan Outline is the framework upon which the college five-year plan will be developed, implemented, challenged, and maintained.

Year 1: Considered to be the short-term development phase, with specific vision-action initiatives over the Five-Year Plan:
1. Manpower Initiative (MVR): All faculty, staff, administration, students, and willing participants shall create a Professional Development Vision-Action Plan for the next three years. The Plan shall include a vision of what the individual wishes to achieve, tentative framework to achieve the plan, and stipulate the purpose of what is to be achieved
2. Integrity Policy: Shall be established in writing in thirty days from the staff meeting of 5 December 2003 and shall be signed by each college employee and placed in respective personnel files.
3. Status-Quo Initiative: A mandate that the college will NOT accept status-quo in any area of its operations. Implementation will begin immediately and is intended to become a philosophical foundation of the college
4. Leadership Capacity Professional Development: As previously defined, leadership capacity is a visionary action plan in which every person should and shall become a leader in some capacity. This Professional Development is required for ALL faculty, staff, administrator, and offered to any student, parent, or community leader.   This Professional Development activity shall include 8/16 contact hours and will be completed in Fall Semester (next semester for this college).   There shall be a follow-up workshop in the Spring to determine if the Leadership Capacity is being accomplished or if additional training may be needed.
5. Institutional Effectiveness: Methods, Materials, Manpower Initiatives, Year 1. In year 1 of the Five-Year Plan, the college will begin an investigation of the methods, materials, and manpower activities; this part of the plan is to ensure institutional effectiveness is accomplished, inclusive, but not limited to facilities, equipment, procedures, policies, etc. Committee assignments will be made to complete this part of the plan. These assignments are according to the redefined Pareto Principle.
6. Community, Phase I - Identify: This is a highly, interactive, collaborative endeavor between the college and the community. This Phase is the identification process in which the college identifies who its partners are in the community and then begins an open dialogue with the community leaders identified to build a strong partnership. (Phase II: Implementation; Phase III: Challenge; Phase IV: Maintain).
7. Student Retention and Recruiting: A shared-vision approach to student retention and recruiting is to be developed by the college, not just a committee of individuals. Input from all will be sought.

Year 2: Considered to be the short-to-mid-range development phase, with specific vision-action initiatives over the Five-Year Plan:
1. Institutional Effectiveness: Methods, Materials, Manpower Initiatives, Year 2. In year 2 of the Five-Year Plan, the college will enhance/move towards "perfecting" methods, materials, and manpower activities; this part of the plan is to ensure institutional effectiveness is maintained, inclusive, but not limited to facilities, equipment, procedures, policies, etc. Committee assignments will be reviewed; ineffective committees will be re-engineered to address this part of the plan.
2. Implement Equipment Cycle Purchases: To accomplish update cycles on a annual basis to maintain current levels/types of hardware/software.
3. Student Retention and Recruiting Analysis: A Follow-up on the process developed in Year 1; what works, what does not, and what changes need to be made.
4. Manpower Initiative (MVR) Evaluation: Evaluation of Professional Development accomplishments; what worked, what did not, and what changes need to be made.
5. Review of Facilities Plan: Coordinate with Physical Plant to determine what changes need to be made; review the time line on renovations, new, and other.
6. Student Services: Review of processes and modifications.
7. Initiatives Development: All programs, departments, operations, etc. [Pareto Principle]

Year 3: Considered to be the short-to-mid-range development phase, with specific vision-action initiatives over the Five-Year Plan:

1. Institutional Effectiveness: Methods, Materials, Manpower Initiatives, Year 3. In year 3 of the Five-Year Plan, the college will begin an investigation of the methods, materials, and manpower activities; this part of the plan is to ensure institutional effectiveness is accomplished, inclusive, but not limited to facilities, equipment, procedures, policies, etc. Committee assignments will be made to complete this part of the plan. These assignments are according to the redefined Pareto Principle.

2. Follow-up on years 1 & 2.

Year 4: Considered to be the short-to-mid-range development phase, with specific vision-action initiatives over the Five-Year Plan:

1. Institutional Effectiveness: Methods, Materials, Manpower Initiatives, Year 4. In year 4 of the Five-Year Plan, the college will begin an investigation of the methods, materials, and manpower activities; this part of the plan is to ensure institutional effectiveness is accomplished, inclusive, but not limited to facilities, equipment, procedures, policies, etc. Committee assignments will be made to complete this part of the plan. These assignments are according to the redefined Pareto Principle.

2. Follow-up on years 1 & 2 & 3.

Year 5: Considered to be the short-to-mid-range development phase, with specific vision-action initiatives over the Five-Year Plan:

1. Institutional Effectiveness: Methods, Materials, Manpower Initiatives, Year 5. In year 5 of the Five-Year Plan, the college will begin an investigation of the methods, materials, and manpower activities; this part of the plan is to ensure institutional effectiveness is accomplished, inclusive, but not limited to facilities, equipment, procedures, policies, etc. Committee assignments will be made to complete this part of the plan. These assignments are according to the redefined Pareto Principle.

2. Follow-up on years 1 & 2 & 3 & 4.

NOTE: This plan outline is a first-pass, fly-by, and is not intended to specify, without regard of your input, what is to be done; rather, this outline is intended to elicit your input so that we can build a Collaborative Five-Year Plan that works. If the goal of the plan is to create a "paper-exercise", we have accomplished our goal already. The plan is to become a work-in-progress guide, with provisions for ad hoc changes, strategic and tactical changes, and effective planning models and applications.