



Leadership Alerts

Articles & Links on Educational Leadership, Tech and Customer Service

Compiled & edited by VCC Library
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CONTENTS

[From Top Management Journals](#)

[From TED Talks](#)

From Top Management Journals

DeLong, T. J., & DeLong, S. (2011). [The Paradox of Excellence](#). *Harvard Business Review*, 89(6), 119-123.

Why is it that so many smart, ambitious professionals are less productive and satisfied than they could be? Thomas DeLong, an academic and consultant to executives, and Sara DeLong, a psychiatrist, argue that it's often because they're afraid to demonstrate any sign of weakness. They're reluctant to ask important questions or try new approaches that push them outside their comfort zones. For high achievers, looking stupid or incompetent is anathema. So they stick to the tasks they're good at, even while the rest of the organization may be passing them by. In short, they'd rather do the wrong thing well than do the right thing poorly. They get stuck in this unproductive and unfulfilling pattern and can't break free. Of course, leaders in organizations bear some of the blame for this type of play-it-safe mind-set. They don't always want to hear that a person is struggling, nor do they necessarily reward risk taking, even though they might pay lip service to innovative initiative. The authors outline several steps that individuals can take to shake off fear and paralysis, including looking at past negative experiences from somebody else's point of view and seeking out safe ways to allow themselves to become vulnerable. INSET: The Curse of Being a High Achiever. [ABSTRACT FROM AUTHOR]

Ericsson, K., Prietula, M. J., & Cokely, E. T. (2007). [The Making of an Expert](#). (cover story). *Harvard Business Review*, 85(7/8), 114-121.

Popular lore tells us that genius is born, not made. Scientific research, on the other hand, reveals that true expertise is mainly the product of years of intense practice and dedicated coaching. Ordinary practice is not enough: To reach elite levels of performance, you need to constantly push yourself beyond your abilities and comfort level. Such discipline is the key to becoming an expert in all domains, including management and leadership. Those are the conclusions reached by **Ericsson**, a professor of psychology at Florida State University; Prietula, a professor at the Goizueta Business School; and Cokely, a research fellow at the Max Planck Institute for Human Development, who together studied data on the behavior of experts, gathered by more than 100 scientists. What consistently distinguished elite surgeons, chess players, writers, athletes, pianists, and other experts was the habit of engaging in "deliberate" practice--a sustained focus on tasks that they couldn't do before. Experts continually analyzed what they did wrong, adjusted their techniques, and worked arduously to correct their errors. Even such traits as charisma can be developed using this technique. Working with a drama school, the authors created a set of acting exercises for managers that remarkably enhanced executives' powers of charm and persuasion. Through deliberate practice, leaders can improve their ability to win over their employees, their peers, or their board of directors. The journey to elite performance is not for the impatient or the faint of heart. It takes at least a decade and requires the guidance of an expert teacher to provide tough, often painful feedback. It also demands would-be experts to develop their "inner coach" and eventually drive their own progress. INSET: Things to Look Out for When Judging Expertise. [ABSTRACT FROM PUBLISHER]

Leckart, S. (2012, March 20). [The Stanford Education Experiment Could Change Higher Learning Forever](#). *Wired Science*. Retrieved from http://www.wired.com/wiredscience/2012/03/ff_aiclass/all/1

People around the world have gone crazy for this opportunity. Fully two-thirds of my 160,000 classmates live outside the US. There are students in 190 countries—from India and South Korea to New Zealand and the Republic of Azerbaijan. More than 100 volunteers have signed up to translate the lectures into 44 languages, including Bengali. In Iran, where YouTube is blocked, one student cloned the CS221 class website and—with the professors' permission—began reposting the video files for 1,000 students. [EXCERPT FROM ARTICLE]

Srithika, T. M., & Bhattacharyya, S. (2009). [Facilitating Organizational Unlearning using Appreciative Inquiry as an Intervention](#). *Vikalpa: The Journal For Decision Makers*, 34(4), 67-77.

This conceptual paper analyses the feasibility of using Appreciative Inquiry (AI) and its principles as a developmental intervention for facilitating unlearning in organizations. The objectives of this paper are: to demonstrate how unlearning can be facilitated through AI, to identify the facilitating and inhibiting factors for unlearning at each stage of implementation of AI, and to map the process of unlearning through the 4-D cycle (Discover, Dream, Design and Destiny) of AI. [ABSTRACT FROM AUTHOR]

From TED Talks

Salman Khan: [Let's use video to reinvent education](#)

Salman Khan talks about how and why he created the remarkable Khan Academy, a carefully structured series of educational videos offering complete curricula in math and, now, other subjects. He shows the power of interactive exercises, and calls for teachers to consider flipping the traditional classroom script -- give students video lectures to watch at home, and do "homework" in the classroom with the teacher available to help.

In 2004, Salman Khan, a hedge fund analyst, began posting math tutorials on YouTube. Six years later, he has posted more than 2,000 tutorials, which are viewed nearly 100,000 times around the world each day.

*** Any suggestions for journals or sites to be included in our rundown?

*** Please email Tim Atkinson at tatkinson@vcc.ca

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