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## Leadership Alerts

*Articles & Links on Educational Leadership, Tech and Customer Service*

Compiled & edited by VCC Library  
Nov. 29 2012

## Top Management Journals

[Kelley, T., & Kelley, D. \(2012\). Reclaim your creative confidence. \*Harvard Business Review\*, 90\(12\), 115-118.](#)

Most people are born creative. But over time, a lot of us learn to stifle those impulses. We become warier of judgment, more cautious, more analytical. The world seems to divide into "creatives" and "noncreatives," and too many people resign themselves to the latter category. And yet we know that creativity is essential to success in any discipline or industry. The good news, according to authors Tom Kelley and David Kelley of IDEO, is that we all can rediscover our creative confidence. The trick is to overcome the four big fears that hold most of us back: fear of the messy unknown, fear of judgment, fear of the first step, and fear of losing control. The authors use an approach based on the work of psychologist Albert Bandura in helping patients get over their snake phobias: You break challenges down into small steps and then build confidence by succeeding on one after another. Creativity is something you practice, say the authors, not just a

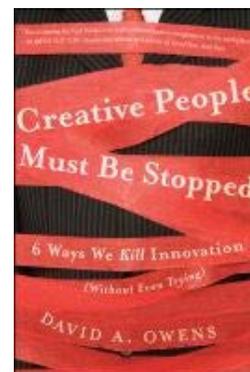
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## BOOKSHELF SPOTLIGHT Focus on *Innovation*

**Creative people must be stopped: 6 ways we kill innovation (without even trying)**



talent you are born with. INSET: Tackling the Mess, One Step at a Time. [ABSTRACT FROM AUTHOR]

[Kochan, T., Finegold, D., & Osterman, P. \(2012\). Who can fix the “middle-skills” gap?. \*Harvard Business Review\*, 90\(12\), 81-90.](#)

Nearly half of new job openings from 2010 through 2020 will be middle-skills positions in fields such as computer technology, nursing, and high-skill manufacturing. They require postsecondary technical education and training, and they're increasingly hard to fill. As federal funding for job training declines, Kochan, Finegold, and Osterman urge companies to take the lead in closing the middle-skills gap. Getting there, they argue, will require local business leaders to work with one another, educational institutions, and in some cases, unions. Available models include apprenticeship programs, such as those spearheaded by the Center for Energy Workforce Development; partnerships like those between Kaiser Permanente and its employee unions; sector-based regional initiatives, such as Boston-based SkillWorks; and collaborations with higher-education consortia that embrace strong ties to industry. Effective collaborative training programs involve employers in designing and funding the initiatives and in finding jobs for graduates. They integrate classroom education with opportunities to apply new skills in actual or simulated work settings. And they start graduates down a clear career path. These best practices, with leadership from the private sector, should be the cornerstones of a national job-training strategy. [ABSTRACT FROM AUTHOR]

[Dargnies, M. \(2012\). Men too sometimes shy away from competition: The case of team competition. \*Management Science\*, 58\(11\), 1982-2000.](#)

Recent results in experimental and personnel economics indicate that women do not like competitive environments as much as men. This paper presents an experimental design that gives participants the opportunity to enter a tournament as part of a team rather than alone. Although a large and significant gender gap in entry in the individual tournament is found, in line with the literature, no gender gap is found in entry in the team tournament. Women do not enter the tournament significantly more often when it is team based, but men enter significantly less when they are part of a team than when alone. The main reason for men's disaffection with team competition appears to be linked to the uncertainty of their teammate's performance in a team tournament. More precisely, high-performing men fear being the victims of the free-riding behavior of their teammate. Women, especially low-performing women, tend to enter the team tournament more often than the individual one when they know they will be matched to a teammate of the same level as their own. [ABSTRACT FROM AUTHOR]

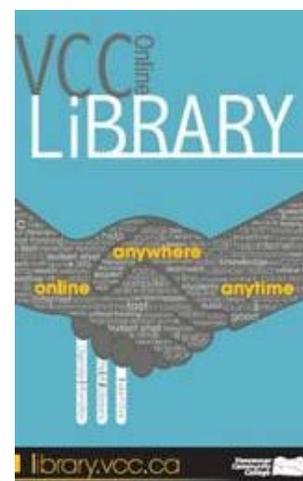
[Flanagan, Christine. \( 2012, November 1\). Business model innovation: A blueprint for higher education. \*EDUCAUSE Review Online\*. Retrieved from <http://www.educause.edu/ero/article/business-model-innovation-blueprint-higher-education>.](#)

Business model innovation is one of the most challenging components of 21st-century leadership. Making incremental

### **Harvard Business Review on inspiring and executing innovation**



### **Innovation acceleration: Transforming organizational thinking**



improvements to a business model—creating new efficiencies, expanding into adjacent markets—is hard enough. Developing and experimenting with new business models that truly transform how an institution delivers value (while continuing to drive the performance of the current business model) is exceptionally difficult. Yet nowhere is the imperative for business model innovation more prevalent or more relevant than in higher education, which is under intense scrutiny and facing rising costs and potential disruption from all angles.

## Ted talk

[Ernesto Sirolli: Want to help someone? Shut up and listen!](#)

When most well-intentioned aid workers hear of a problem they think they can fix, they go to work. This, Ernesto Sirolli suggests, is naïve. In this funny and impassioned talk, he proposes that the first step is to listen to the people you're trying to help, and tap into their own entrepreneurial spirit. His advice on what works will help any entrepreneur.

