



## Leadership Alerts

Articles & Links on Educational Leadership, Tech and Customer Service  
Compiled & edited by VCC Library

June 1, 2015

Buckingham, M., & Goodall, A. (2015). **Reinventing Performance Management.** *Harvard Business Review*, 93(4), 40-50

Like many other companies, Deloitte realized that its system for evaluating the work of employees—and then training them, promoting them, and paying them accordingly—was increasingly out of step with its objectives. It searched for something nimbler, real-time, and more individualized—something squarely focused on fueling performance in the future rather than assessing it in the past. The new system will have no cascading objectives, no once-a-year reviews, and no 360-degree-feedback tools.

Sinar, E., Wellins, R. S., & Neal, S. (2015). **Seeing Leadership Differently.** *Training*, 52(3), 32-36.

The article reports on the findings of The Global Leadership Forecast 2014-2015 of manpower consultancy Development Dimensions International and research firm The Conference Board. Topics discussed include the factors that contribute to leadership agility and the advantages of internal leader staffing methods. The effectiveness of development methods for leadership levels and the effect of information-rich competency modeling approaches on leader engagement are also considered.

Poureetezadi, S. (2015). **Three Technology Trends That Higher Education Leaders Should be Aware of in the Years Ahead.** *Leadership*, 21(1), 14-16.

### IN THIS ISSUE:

■ Top Management

Journals

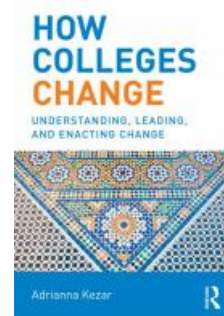
■ EDUCAUSE

Review Online

May/June 2015

### BOOKSHELF SPOTLIGHT

**Critical knowledge transfer : tools for managing your company's deep smarts**



Riding the

Higher education leaders and Chief Information Officers (CIOs) are often focused on strategic initiatives and day-to-day operational tasks, but an ever-increasing portion of their efforts are focused on where they should be investing their limited resources next. A substantial percentage of that insight involves doing research and keeping current on the latest in higher education information technology trends, but it also involves knowing and understanding your core business and being able to discern the multitude of value propositions that exist.

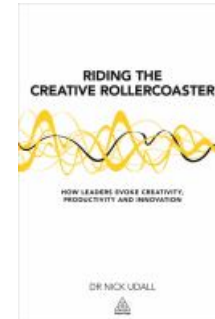
Beshears, J., & Gino, F. (2015). **Leaders as Decision Architects.** *Harvard Business Review*, 93(5), 51-62.

Everyone from CEOs to frontline workers commits preventable mistakes—for example, underestimating how long it will take to finish a project or focusing too much on information that supports their current view. It is extraordinarily difficult to rewire the human brain to undo the patterns that lead to such mistakes. But there is another approach: Alter the environment in ways that encourage people to make decisions that lead to good outcomes. Leaders can do this by restructuring how work is performed, say Harvard Business School's John Beshears and Francesca Gino. In this article, they offer a five-step process for mitigating the effects of cognitive biases and low motivation on decision making: 1. Understand the kinds of systematic errors people make and the factors that affect motivation. 2. Define the problem to determine whether behavioral issues are at play. 3. Diagnose the specific underlying causes. 4. Design a way to tweak the environment to reduce or mitigate the negative impact of cognitive biases and insufficient motivation on decisions. 5. Rigorously test the proposed solution.

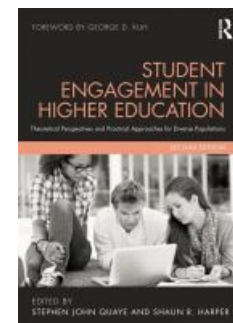
Efron, Louis. (2015). **The Three Fundamental Leadership Traits That Support Enduring Organizations.** *Forbes*.

This article looks at leadership qualities and practices that help leaders to create organizations that are successful and sustainable over the long-term. In particular, the author highlights the establishment of trust, creating a culture of care and ownership, and following an ideal of "servant-leadership" as factors that support enduring organizations.

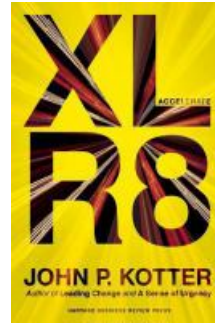
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**Student engagement in higher education : theoretical perspectives and practical approaches for diverse populations**



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