Summer quarter begins June 22

Managing Workplace Culture in the 21st Century

Smart Cities, Smart CAREERS

Educating THE WORLD

CLOUD Computing Careers in the Forecast
The history of adult education celebrates the millions of adult students who devote part of their time to continuing their education, often in the face of the demands of adulthood, family, and professional obligations. The traditional symbol of adult education is the owl, representing the usual pattern of adult studies which concentrate learning activity in the evening hours.

On the topic of the history of adult education, Joseph Kett, author of *The Pursuit of Knowledge Under Difficulties* says, “throughout the nineteenth century, self-education was associated with an often strenuous act of will, to choose a course of mental improvement was to embark upon an ambitious enterprise that involved self-denial, persistence, and resilience.” This characteristic of the adult learner persists through the present and each one of you who becomes a continuing education student understand this and enjoy the benefits of the sacrifice.

Today, however, we face a more immediate and dangerous “difficulty,” the spread of the 2019 Novel Coronavirus (COVID-19). Universities, as organizations of openness and frequent group activities (classes), are highly vulnerable in such circumstances. UCI has taken very aggressive steps to assure that we are prepared for this threat. You can visit https://uci.edu/coronavirus for an update on UCI’s response and preparations. As always, the health and safety of our students, faculty, staff, and other members of the UCI community are our highest priority.

The DCE has its own response to this danger. Despite the threat of the virus, we want to honor the persistence and resilience that all of our students show by doing our best to help our students continue to make progress toward their learning objectives. Fortunately, about 70% of our domestic courses are online, requiring no face-to-face contact. We have shifted all of our face-to-face classes to remote instruction and are creating a capacity to serve those who feel uncomfortable in coming to class.

The DCE’s traditional efforts to make learning convenient through online courses serves you well during this particular crisis. As you consider your plans for furthering your education and skill development we hope this additional “difficulty” can be overcome and perhaps provide even greater incentive to achieve your learning objectives. In the meantime, we celebrate our relationship to you and your “self-denial, persistence, and resilience.”

Gary W. Matkin
Dean, Continuing Education
Vice Provost, Career Pathways
Managing workplace culture in the 21st century

Our HR expert breaks down the myriad challenges – and benefits – of a fast-changing corporate world.

Reflecting the changing face of global business, modern workplace culture has undergone a significant transformation in the past couple of decades, driven by rapid advances in technology and communication, as well as shifting philosophies on best practices and the benefits of an increasingly diverse workforce.

Think of how much has changed. Email was just coming into its own in the late ’90s; now we have FaceTime, Zoom, and Skype bringing far-flung global partners together. New breakthroughs in Artificial Intelligence and Machine Learning are revolutionizing data mining. A new focus on work-life balance has championed employee wellness.

And that’s just for starters. Rampant consolidation, as well as disruption, have posed a new set of challenges for today’s business professionals, starting with the HR department.

Companies need to stay agile and adapt on the fly to reap the rewards and benefits of today’s workplace culture, said Jennifer McCusker, longtime HR professional and advisory committee member for DCE’s Human Resources Management certificate program.

She contends that one of the most significant — and welcome — trends is an expanded definition of what diversity and inclusion mean.

“It has been wonderful to see the investment companies are making in diversity and inclusion, as I personally believe that companies have a responsibility to be difference-makers in the world,” McCusker said. “I am seeing the landscape broaden to include things like brain-based diversity, which brings differences in thought and processing to the table. This is incredibly encouraging and opens the door to so many rich discussions and so much possibility.”

Fully embracing diversity and inclusion enriches the conversation for employee groups of all kinds, nurturing creativity and encouraging open dialogue across the entire company, she added.

“It creates a culture that puts a premium on differences, visible representation, and decision-making that reinforces this as a value, just to name a few. This is a journey that we are all on together and I could not be more wide-eyed to see this area continue to push boundaries.”

Adapting to new technology

Although new breakthroughs continue to advance at a speed beyond human consumption, there are many exciting possibilities with tremendous upside — especially in fields that have been stagnant and resistant to change. The ability for experts to focus more time on strategic and creative aspects of their role could lead to innovation that’s long overdue, McCusker said.
“For example, AI is a topic that continues to interest me. The idea that we can make forward movement in these stagnant fields could produce some neat opportunities. On the flip side, we should proceed with caution so as not to walk ourselves into an episode of Black Mirror where we end up in a world of AI without any human oversight of governance.”

As high tech continues to make inroads, maintaining corporate responsibility, as well as “the magic that exists in the heartbeat and connection of humans,” is absolutely vital, she added. “As social beings we should not only be working to advance technology, we should also be finding new opportunities to connect along the way.”

**Promoting employee wellness**

As the pace of corporate upheaval quickens, tending to employee wellness has become imperative. It’s all about focusing on the whole person — nurturing the human aspect to complement the growing reliance on advanced tech.

Holistic wellness programs are becoming increasingly common, with yoga classes, 5K runs, brain-based training, life coaching and on-site healthcare clinics, to name a handful. Providing these accommodations is an important element of promoting a healthy and successful workplace culture, McCusker said.

“The concept of employee wellness has significantly expanded in the past decade. We have gone from basic benefits, to providing on-site gyms, to a focus on the whole person. Companies are finding ways to differentiate themselves in this space and integrate it into their culture and values.”

Recognizing the demands of managing day-to-day responsibilities, more companies are offering flexible work-at-home options. The idea is to create a work-life balance that benefits employees as well as a company’s bottom line.

“It’s difficult to unilaterally say that one size fits all, as the variables of company culture, type of work, personal working styles and technological support all come together to create a significant number of scenarios.”

**Merging company cultures**

One of the most impactful and challenging aspects of managing a vibrant workplace is integrating new, and often wildly divergent, cultures following mergers and acquisitions. It can require a great deal of up-front thought into the impact and effects on employees, and some companies are more successful than others at this, McCusker said.

The HR department is at the forefront of managing these types of scenarios, but in today’s workplace every department and employee is an equal participant in creating a successful corporate culture.

“As someone who spends a lot of her time thinking about workplace culture, I believe that HR, as well as every employee, has a role in surfacing cracks or fissures,” she added. “The real challenge for HR professionals exists in companies who make the mindset shift from culture residing in HR to culture being a living organism that is continuously shaped by every action of every employee.”

**Human Resources professionals can play a leading role in creating a successful workplace culture and the fully online HR Management certificate program provides a solid background for anyone looking to update their skills or change careers.**

With expert instructors leading the way, the program is highly regarded by local employers for its “real-world” approach and up-to-date focus on the latest domestic and international HR practices and principles.

[ce.uci.edu/hr](http://ce.uci.edu/hr)
Upcoming Free Events:

- **Strategic Planning in a VUCA (volatile, uncertain, chaotic, and ambiguous) Business Environment**
  - Tuesday, April 28
  - 11am-12pm (PDT)

- **Live-Online GRE Strategy Workshop**
  - Wednesday, April 29, 6-7pm (PDT)
  - Thursday, May 21, 10-11am (PDT)
  - Wednesday, May 27, 6-7pm (PDT)

- **Storytelling and Articulating Findings with Data**
  - Tuesday, May 5
  - 11am-12pm (PDT)

- **Live-Online LSAT Strategy Workshop**
  - Tuesday, May 19
  - 6-7pm (PDT)

- **Live-Online GMAT Strategy Workshop**
  - Thursday, May 28
  - 6-7pm (PDT)

- **Is CFP® Certification Worth the Time and Money?**
  - Tuesday, June 2
  - 12-12:45pm (PDT)

- **Board Games: Strategies for Creating a Winning Board for Your Nonprofit Organization**
  - Monday, June 15
  - 11am-12pm (PDT)

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Sign up at ce.uci.edu/events
UCI Division of Continuing Education partners with a number of universities to provide you a “next step” on your educational pathway. We have articulation agreements with the universities listed. These schools accept coursework from select UCI Division of Continuing Education certificate programs as credit toward specific degree programs.

Learn more at [ce.uci.edu/transfer](http://ce.uci.edu/transfer).

<table>
<thead>
<tr>
<th>Certificate</th>
<th>University and Degree Program</th>
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| Clinical Trials: Medical Device and Drug Development | Keck Graduate Institute (KGI) Of Applied Life Science's: Part-Time Master of Bioscience (MBS) Program  
Northeastern University, Master of Science in Regulatory Affairs for Drugs, Biologics, and Medical Devices OR Master of Science in Project Management |
| Contract Management | Concord Law School at Purdue University Global, Executive Juris Doctor (EJD) |
| Embedded Systems Engineering | University of Wisconsin-Platteville, Master of Science in Engineering |
| Medical Device Development | Keck Graduate Institute (KGI) Of Applied Life Science’s: Part-Time Master of Bioscience (MBS) Program  
Northeastern University, Master of Science in Regulatory Affairs for Drugs, Biologics, and Medical Devices OR Master of Science in Project Management  
University of Wisconsin-Platteville, Master of Science in Engineering |
| Organizational Leadership and Communication | University of Wisconsin-Platteville, Master of Science in Organizational Change Leadership |
| Paralegal | Concord Law School at Purdue University Global, Executive Juris Doctor (EJD) |
| Personal Financial Planning | Cal Lutheran-California Institute of Finance, Master in Business Administration |
| Project Management | University of Wisconsin-Platteville, Master of Science in Project Management |
| Regulatory Affairs and Compliance | Keck Graduate Institute (KGI) Of Applied Life Science’s: Part-Time Master of Bioscience (MBS) Program  
Northeastern University, Master of Science in Regulatory Affairs for Drugs, Biologics, and Medical Devices OR Master of Science in Project Management |
| Supply Chain Management | University of Wisconsin-Platteville, Master of Science in Integrated Supply Chain Management |
Cloud Computing
Careers in the Forecast

AWS Academy and DCE have teamed up to bring Amazon Web Services cloud computing training to a new generation of IT pros.

The future of computing is in the cloud — but what exactly does that mean? The cloud is an all-encompassing term that implies a vast unseen presence with unlimited capacity to keep our files safe. It’s that virtual place where we put our important documents, photos, music, and loads of personal business and financial records.

In reality it’s much less mysterious. Cloud computing is simply a way to store data in a network of massive computer clusters far off in cyberspace. It takes the burden off your hard drive and lets you access your files and applications from anywhere in the world.

For personal storage, it’s a secure space to put your important stuff in case of a computer meltdown. On a much larger scale, it’s becoming an essential component of business. A growing number of corporations are migrating to the cloud as a way to save money and increase productivity, speed, security and performance.

Cloud computing offers myriad advantages along with career opportunities for anyone looking to jump into this burgeoning field, said Scott McKinley, Global Team Lead for AWS Academy, a program at Amazon Web Services (AWS), a worldwide provider of corporate cloud services. Reflecting the growing need for trained cloud professionals, UCI has joined AWS Academy to offer a program that prepares students for a future in the cloud IT workforce.

“Across many industries, the demand for cloud knowledge and skills exceeds the supply,” McKinley said. “Talent shortages are expected to have severe consequences for individual companies and the communities in which they operate. IT professionals with cloud skills are in high demand, and we’re proud to help advance training and learning opportunities for students at UC Irvine.”

UCI joins AWS Academy
AWS Academy invests in higher education by providing higher education institutions with a ready-to-teach cloud curriculum and career development opportunities for educators. At UCI, AWS Academy is helping to bolster the
global talent supply chain, building a bridge between the tech industry and UCI’s Division of Continuing Education.

“We are proud to make AWS Academy curriculum available to our students,” said Stephane Muller, director of DCE business and technology programs. “Cloud computing is an emerging field globally, and the technical skills that students develop through this course will position them well to meet industry needs in next-generation technologies.”

Through AWS Academy, UCI is offering elective cloud courses as part of the Database Management certificate program, targeted for IT pros or anyone looking to break into this field. The AWS Academy program is also relevant to other DCE programs such as Full Stack Web Development, Java Programming, Data Science and more.

The educators who teach the AWS Academy Cloud Foundations course provides expert training on cloud concepts, core services, security, architecture and support available on AWS. The leading-edge curriculum prepares students for success in this essential field and helps prepare them to take the AWS Certified Cloud Practitioner exam.

“With AWS Academy, students will be equipped with the practical skills they need to add value in their first cloud role,” McKinley added.

**A career in the clouds**

Looking to launch a career in this lucrative field? Insights from Logic Monitor’s research reveals an estimated 83% of enterprises will be working in the cloud by the end of 2020, and Gartner a leading research and advisory firm projects the worldwide market will be more than $300 billion by 2021.

Not incidentally, the annual salary for cloud professionals is over $140,000, according to most recent data available, with more than 100,000 open positions available worldwide in a broad range of IT areas.

According to Indeed.com, senior software engineer is the most in-demand position for cloud specialists, followed by software architect, full stack developer, Java developer, data scientist, systems engineer and several others.

“According to 2019 LinkedIn data, cloud computing was the No. 1 hard skill companies need most,” McKinley said. “With AWS Academy, higher education institutions can equip students with the skills hiring managers value. Students will graduate with the training and experience they need to land high-quality jobs in one of the fastest-growing industries.”

Organizations in virtually every industry — from healthcare to retail, communications to finance — need trained professionals to capture and manage a growing tsunami of Big Data. And AWS Academy elective courses can round out a cutting-edge IT portfolio of the most in-demand data management skills.

“AWS Academy brings together higher education institutions, students, and industry leaders to address the cloud skills gap and meet the need for thousands of new cloud computing professionals,” McKinley said. “By offering AWS-authored courses and learning resources to educators, we are investing in higher education at large, supporting education and administrators as they prepare their students to join the 21st century workforce.”

**Interested in launching a new career in cloud computing? Sign up for our AWS cloud foundation’s online course this fall 2020. For more information, visit ce.uci.edu/dbm.**

Virginia A. Suveiu, Esq., is Of Counsel at Volkov Law Group. She is currently editing a handbook on Risk Management and the Law for Routledge and a member of ComplianceNet at UCI Law. Virginia also is a mediator and arbitrator and board member of OC NCMA. She received the Distinguished Instructor Award from DCE in 2016.

Q. Why did you decide to become an instructor?
A. Education is a fundamental way to positively change a person’s life. Being an instructor affords me with the opportunity to meet students from all walks of life, learn what they want to get out of the course, and help them along their own journey. It is not just about lecturing and I truly appreciate that DCE fosters such a welcoming environment to learn for life. Providing the theory and legal principles along with real-world examples gives students the knowledge they need to succeed. For example, I recently had one former student tell me that he used a case we analyzed in class in a job interview and he was complimented by the interviewer for his knowledge. He also got the job! I love hearing back from my students about their successes: they got into law school, they passed a professional certification exam, etc., that is what I mean when I state changing someone’s life.

Q. What’s your favorite lesson to teach and why?
A. My favorite lesson to teach students is how to analyze a case provided in class and then support their argument. The in-class exercises are a great way for me to put this lesson into practice and assess the students’ understanding of the concepts. For example, there is one case I cover in my Contracts class where the lawsuit hinged on the interpretation of ONE word. I relish in hearing how the students arrive at their conclusions and see what an in-depth review they did of the case. Even some of the students who were timid or hesitant at the beginning of the course often blossom and become the best at argumentation by the end of the course!

Q. What’s unique about your teaching style?
A. I listen. I need to understand the other person’s perspective first so that I then know how to adjust my teaching methods accordingly. Some students learn better by examples; others, by reading first, then discussing the course concepts. Whatever the method, I can customize the material so that it makes the most sense for that student. This tailoring goes a long way in the student’s overall success, and mine, as an educator.

Q. What do you find most rewarding about being an instructor?
A. It is often the "little things" which, actually are not. For instance, I’ll have a student ask a question like “why did the court rule that way?” or “why does intent matter in contracts” and what was at first confusing for the students, after further exploration becomes an “Aha!” moment for them. That then builds up their self-confidence that “yes, although I’m learning complex subjects, I can not only understand but then apply these lessons to real-world problems!” I actually had one student tell me after class that although she fundamentally disagreed with the court’s ruling in the case, she learned the importance of careful reading to help with her legal analysis and synthesis, and that lesson would remain with her forever and would definitely help her at work. That is a great illustration of the fundamental impact we are having on our students.

“The in-class exercises are a great way for me to put this lesson into practice and assess the students’ understanding of the concepts.”
By enrolling in Concurrent Enrollment, you can take advantage of over 5,000 UCI undergraduate and graduate courses without formal admission to the university, based on available space and permission of the course instructor and/or department. Courses carry university credit, may count toward a degree, and are taught by distinguished UCI faculty. Registration in Concurrent Enrollment does not constitute admission to UCI.

**Concurrent Enrollment is ideal for you if you are:**
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- lifelong learners

**When are Concurrent Enrollment classes offered?**
Concurrent Enrollment is offered during the fall, winter, and spring academic quarters.

**How many classes can I take?**
You may enroll in a maximum of 2 courses not to exceed 8 units per quarter. Students intending to transfer course credit to another college or university should first verify acceptance of the course at that institution.

**How do I obtain a UCI catalogue or schedule of classes?**
Course descriptions are listed in the UCI General Catalogue, online at catalogue.uci.edu. The schedule of classes can be viewed online at websoc.reg.uci.edu.

[ce.uci.edu/concurrent](ce.uci.edu/concurrent)
Teaching English while exploring far-flung cultures is a perfect empty-nest plan for this DCE alumna.

Growing up in East Germany during the final stages of the Cold War, Elle Wallstein and her family faced harsh restrictions on their travel. But all that changed when the country reunified and opened up in 1991. Let’s just say that Elle has made up for lost time since then.

“When the Berlin Wall came down, I made the most of my newfound freedom,” she said. “Maybe that’s where my wanderlust comes from.”

After living in Switzerland for six years, Elle came to the U.S. in 1996 and has since led a remarkably international lifestyle, living on three continents and developing a love for English tutoring along the way. The experience inspired her to enroll in the DCE’s Teaching English as a Foreign Language (TEFL) certificate program.

It’s the start of an exciting new adventure, a career traveling the world after raising a family. And it was inspired by a talk she had with her oldest son.

“The teachers were simply amazing! They were inspiring, extremely knowledgeable and supportive. Every single one of them had certain qualities or techniques that I will be stealing!”

—Elle Wallstein

"When I was living in China, in a very international community, I loved tutoring people in English, sometimes in return for cooking lessons or traditional Chinese medicine treatments," she said. "Then last spring, when my older boy graduated, we had long talks about what he might do in his gap year and beyond. We started talking about teaching.”

Elle went on about the wonderful life he could have teaching and experiencing different cultures and countries. Her son loves math and music, and she spoke enthusiastically about the advantages and excitement of teaching these subjects abroad.

“I told him, ‘You can teach anywhere in the world! You will be able to live in different cultures! You can travel every break!’ Then I realized my words meant for him were very much what I wanted to do once my boys have left the nest. I put two and two together.”

The next step was enrolling in the TEFL certificate program, her passport to an empty-nest career teaching English around the world. She recently completed an internship and can’t wait to get started on her next step.

A spiritual woman, Elle concludes every email with a quote from the Dalai Lama: “Be kind whenever possible. It is always possible.” She recently carved out some time to offer her thoughts and reflections on her journey so far — and the exciting chapter yet to come.

You’ve lived in so many different countries. How is life in the U.S. different from the rest of the world?

I have to say that apart from differences in culture and language, people everywhere seem to want pretty much the same things: good food, a home, and happiness. What I love about the U.S. is how much Americans love their country.

What do you think is the most rewarding part about teaching English abroad?

Teaching ESL, either here or abroad, involves much more than just the curriculum. If your students are in class with you every day, you get to know them personally and at a cultural level. To be aware of cultural differences, to embrace and...
respect them is incredibly important in building trust between teacher and students. If they have different backgrounds, it is extremely rewarding to learn from each other. The students in my ESL internship class impressed me with their determination, amazed me with their personalities, and soon I was looking forward to seeing them every day.

Tell me about the TEFL certificate program. What was your favorite part of the experience?

Honestly, I cannot say enough about the TEFL program. The classes were well structured and organized, overlapping here and there to form an organic entity — not easy to do with eight subjects! We were an extremely close-knit class of 16 students from all over the world. When you spend every day together, you become something of a family, with lots of laughter, teasing and of course, studying.

Did the DCE instructors live up to expectations?

The teachers were simply amazing! They were inspiring, extremely knowledgeable and supportive. Every single one of them had certain qualities or techniques that I will be stealing! Copying might be the better word, but I believe that a really good teacher never ceases to learn, from colleagues and students alike.

Tell me about your TEFL internship.

My internship seemed the logical next step, and I am so happy I did it. All that knowledge freshly acquired during the TEFL program was put to great use; I got to do everything that I learned in real life. My master teacher was one of a kind, and her energy lit up the classroom. She taught a Grammar and Writing class, and after only a couple of days, we formed a perfect tag team.

What about your life outside the classroom? I love the Dalai Lama quote you have in your email signature.

My philosophy of life is kindness. I believe in the Golden Rule, which has been the foundation of many civilizations and societies: to treat others as you would like to be treated. I believe there is a balance in everything, yin and yang. I practice Taiji every morning at the beach, I have a garden where we grow lots of things to eat or just to look at, and my greatest pleasure is a good book. We have no television; my boys asked me once whether we were Amish. We do watch movies, of course, but I decided against the daily push of news and information over 20 years ago and stuck to it.

- ce.uci.edu/areas/education/tefl
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POST-BACCALAUREATE PROGRAMS

Visit the program pages to learn about admission requirements, curriculum, and application deadlines.
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So you’re managing a far-reaching training program for about 2,600 employees worldwide and the new corporate leaders ask for an evaluation of the knowledge transfer process. What exactly are the employees learning? And are they putting their new skills to effective use on the job?

More than anything, the leaders of Thermo Fisher Scientific wanted to know if they were getting a suitable ROI on the considerable time and money spent on the training courses.

Heather Virdo, leader of Thermo Fisher’s Marketing University, was tasked with providing data on the courses, specifically those administered by UC Irvine Corporate Training. The global corporation has been working with UCI for over a decade, and new management wanted a clear vision of the type of return they, and their employees, were getting.

“We had come under the umbrella of Thermo Fisher Scientific and the leaders are very metrics-driven,” Virdo said “We used specific, targeted feedback from program participants to assess what it is they learned, how much they learned, and how that knowledge was being put to use on the job. We contracted a company called Metrics that Matter to conduct our ongoing assessments.”

Participants were given 10 questions prior to each training course to assess their current knowledge of the subject and other factors. Then they were given 10 questions ranking their progress in a post-course assessment. It was an effective way to measure the courses’ learning transfer, or knowledge transfer.

“We didn’t know what to expect, but the results exceeded our goal,” Virdo said. “Going by the metric we used, we were hoping for a 15% rating during the first year and we got 22%. In early 2019, it was measured up to 30%, increasing to 40.4% toward the end of the year. And in course satisfaction ratings, our employees gave an average six out of seven. We’d like a seven, but I don’t think that’s possible.”

The way learning transfer works, it’s like a positive loop effect, she said. Educators and organizations get feedback on what employees are learning, how they’re applying it, and in turn use that information to fine-tune their training programs for better results.

“For example, we share our data and work directly with UCI instructors to target the needs of our employees,” Virdo said.

Not surprisingly, the leaders of Thermo Fisher Scientific were very pleased with the results. “We are so fortunate to continue to receive ongoing leadership commitment and funding for a program like this. We utilize our needs assessment data, plus strategic business direction from our leaders, to build specific courses.”

The science of knowledge transfer
Learning transfer is an especially effective tool for human resource professionals looking for the most effective content for their training programs — and corporations invest heavily to get the best ROI.

U.S. organizations spend over $125 billion on employee training every year, but estimates of ROI have been on the
How Learning Transfer Principles Boost the Bottom Line

low side, said Mike Smith, Director at Learning Transfer Solutions Global as well as a designer and instructor for UCI’s Introduction to Learning Transfer MOOC.

"Despite the massive investment, survey data suggest the return on investment has been low," he said. "Only 50% of training investments result in organizational or individual improvements, and actual wastage from the investment in training is $107 billion dollars in 2012 values."

As a result, a focus on learning transfer has accelerated in recent years as organizations began researching ways to craft their programs to be more effective. To that end, Smith has dedicated himself to teaching the principles of learning transfer, with the final goal of behavioral change and improved performance, the heart of the learning transfer process, Smith said.

"The motivation to learn and transfer implies not only the capability to understand, but also to apply the learning," he added. "Learning theory assumes a ladder of change, from reactions to an event, through to learning, then making effective decisions. This results in behavioral changes, with the commensurate impact on performance and results."

Boosting the ROI

A longtime leadership instructor and speaker, Smith was inspired, after a cancer diagnosis, to find out if his work had made a difference. So he began a journey to discover the most efficient and accurate methods to measure and quantify learning transfer, a journey that led him to create his innovative MOOC for UCI, along with co-creator Carolyn Dare, Director at Empowered Achiever Ltd/3L Life Long Learning.

"The Introduction to Learning Transfer MOOC, available through a partnership with Coursera, provides a basic understanding of the issues around learning transfer for the individual learner and the aspirant Human Resource development practitioner," Smith said. "It’s a course that’s self-guided by the individual and addresses the 16 key factors of the Learning Transfer System Inventory (LTSI)."

The first module offers an overview of the fundamental concepts, issues and definitions behind the principles of learning transfer. The second module provides a deeper dive into the LTSI factors, categorized under three headings: capability, motivation, and work environment. It offers a blueprint for identifying learning transfer issues that need to be addressed in each category.

An Empowered Achiever app, available for download, is designed to assist the learner with the ability to have an internal, self-directed conversation assisted by a suite of open learning materials and a Personal Development Plan, Smith said.

The overall goal is to not only gauge how a training program is accelerating or decelerating the learning process, but also offer effective solutions. That’s the idea behind what Smith calls the 4Ds: Define, Design, Deliver and Drive, a web-based approach to rectifying any of the issues identified in the LTSI.

"The 4Ds enable organizations to focus on the critical success factors in the learning process," Smith said. "It a system that’s designed to rectify and prove that learning is being transferred throughout the process of implementing a learning intervention investment. We can provide data-based evidence of the value through a ROI calculation."

Smith is working on a second, more advanced MOOC — The Role of Strategic Human Resource Development — designed to understand where learning fits into the role of HR professionals.

The result is a win-win-win for learners as well as the instructors and organizations footing the bill.

"A combination of these approaches enables teachers to not only focus on their content but on the group’s and individual’s application of the content," Smith said. "It also provides the HR department with evidence-based data to show their contribution to the business, and a complete system which ensures that every learning intervention is having impact and adding value."

Learn more about the Introduction to Learning Transfer course at coursera.org/learn/intro-learning-transfer.
Physics major Anthony Oceguera wanted a career out of the ordinary — and he found it with a certificate in optical engineering.

Anthony Oceguera is 23, studying for his bachelor’s in physics at Cal Poly Pomona and already well on his way to a successful career in a fast-growing field. Soon after graduation, he will begin working on advanced laser systems for one of the world’s largest research laboratories, a dream job that wouldn’t have happened without his Optical Engineering certificate from UCI.

Fascinated with physics, Anthony started thinking about viable careers early on, something apart from the usual paths for physics majors — staying in academia, becoming a professor, or getting into aerospace or electrical engineering. None of it seemed particularly appealing, so he chose a path less travelled.

“When you’re a physics major, it’s sort of expected that you’ll try to get into electrical engineering or aerospace, which are very crowded fields,” he said. “But I looked at my options and chose optical engineering, not just because it’s something that interested me, but it’s also a wide-open field that’s growing fast with a lot of new opportunities.”

Anthony was determined to specialize in optics, but realized his options were limited. Cal Poly had only one optical engineering course, and he found a laser class at Irvine Valley College. Then he heard about UCI’s certificate program and he knew it was exactly what he needed. Anthony took the plunge and it made all the difference.

“It’s one of the best investments I’ve ever made,” he said. “My goal was to have a good job lined up by the time I was
in my senior year, and the UCI certificate took my skills and experience to the next level. It’s a great feeling.”

Today, Anthony sits on the board of the Optical Society of Southern California (OSSC), perhaps the youngest board member ever at the 69-year-old organization, heading up its outreach effort. One of his personal missions is spreading the word about UCI’s certificate program. “I’ve already recruited four new students, and I’m working on number five,” he says, laughing.

Busy with school and an internship, Anthony managed to spend an afternoon filling us in on his blossoming career and how his experience with the DCE helped make it happen.

Let’s start with some background. When did you decide to pursue optical engineering as a career?

Well, I became interested during a career day at Cal Poly. It seemed to offer a lot of career opportunities and there wasn’t a lot of competition in the field. There are so many applications being developed right now in a lot of different fields — automotive, defense, medical, consumer electronics — any technology that’s incorporating lens and optical systems. It’s an exciting time with many possibilities.

Did you connect with the OSSC at the career day?

No, I became aware of it when my Cal Poly professor sent out an email stating that they were looking for student volunteers to assist with an optical engineering conference event called Mirror Tech Days. I was attracted to all the networking and educational opportunities the OSSC offers, so I volunteered and soon started an Optical Society club at Cal Poly. The OSSC members tend to be older, and they wanted to recruit younger people, like me. So, I eventually got appointed to the Board of Directors and now I’m Outreach Chair, to help spread the word to young physics majors.

How did you find out about the DCE certificate program?

Donn Silberman, one of the program’s advisory committee members, mentioned it to me about two years ago at the first Mirror Tech event I attended. I knew I’d need to find a highly focused and intense optical engineering program to take it to the next level, and Donn strongly recommended it. There aren’t many out there, but when I checked out the DCE certificate program I realized it was exactly what I needed.

What impact has the program made on your career prospects?

Once I added the certificate to my resume, it sparked a lot of interest. It really did take my career prospects to the next level. After I completed the program, I started getting a lot of calls from so many companies. It led to an internship working on military and civil space projects, and right now I’m about to transfer to a full-time position at a major laboratory. It’s not something I’m allowed to talk about much because of national security concerns, but I’m very excited about it.

Tell me about your experience with the DCE.

The learning curve was steep, definitely, but the instructors are all extremely knowledgeable, helpful and experienced. I have to say it’s one of the best investments I’ve ever made. I would certainly recommend it to anyone interested in optical engineering. One of my goals was to have a great job in place before I graduated Cal Poly, and the certificate made it happen.

Most people might not be familiar with optical engineering. What are some of the career possibilities?

There are a lot of new applications for optical systems. Quantum computing is a big one, so is fiber optics. Virtual Reality systems like the Oculus, and Google and Apple’s smartphone cameras. Some automakers are developing infrared imaging systems that rely on optics, as well. Even older applications like telescopes. It’s a fast-growing field and Southern California is a major hub for companies developing optical systems, an excellent place to live for anyone starting out. So is Northern California for that matter.

Has your love of physics and optics influenced other areas of your life, like hobbies or outside interests?

Yes, I’ve become an amateur astronomer. Studying optics and lenses sparked my interest in telescopes, so when I get a chance I go to Joshua Tree to look at the stars. It’s a great place for it because of the clear, wide-open desert sky.

Learn more at ce.uci.edu/optics
Facilities Management Instructor Phyllis Meng Receives IFMA Distinguished Educator Award

DCE congratulates Phyllis Meng, CFM, SFP, IFMA Fellow, recipient of the prestigious International Facilities Management Association (IFMA) 2019 Award of Excellence.

The award honoring the stand-out achievements of association members, chapters, councils, and communities was presented at the IFMA World Workplace® Conference and Expo in Phoenix, Arizona.

Among other industry thought leaders, Meng was recognized for her significant contributions and career accomplishments by a jury panel of industry-leading experts who acknowledged nominees individually across a variety of category-specific criteria.

“I'm honored to receive this accolade," says Meng. "My work in the field of facilities management has been intentional, with the goal in mind to elevate the profession, especially by developing the next generation of facilities management professionals. The need for new, and young, facilities staff and tradesman has reached a critical level. With nearly 40% of U.S. facilities managers intending to retire, there is an urgent need to backfill staff with workplace-ready individuals. My overarching mission is to solidify facility management as a critical path to the profit of organizations.”

For more than 10 years, Meng has served as both an advisory committee member and instructor for the DCE’s Facilities Management certificate program. She has been a driving force in ensuring the program curriculum aligns with the changing needs of the industry. Her commitment to quality and her insightful expertise have helped keep the program relevant and competitive over the years.

Meng currently teaches the Financial Analysis for Facilities Professionals course, and feels that it is important for professionals to understand the language of business in our current economic environment. Accounting and finance are two of her favorite subjects, but can be a challenge for facility managers, so she makes the course fun along with providing lessons that students can apply to their current job. She truly enjoys sharing her knowledge and experience with students to help guide them to grow in their careers.

Congratulations to Phyllis Meng for her dedication to preparing students and helping to advance the careers of facilities managers into the future.

Learn more at ce.uci.edu/facilities
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Artificial Intelligence and data analytics are helping to create a brighter, healthier, and more affordable future.

Think of how the tech wizards in Silicon Valley have reshaped our 21st century world, disrupting personal communications and entertainment in ways we couldn’t imagine 20 years ago. Now we’re on the cusp of a similar revolution in our massive and complex healthcare system — and it couldn’t have come at a more fortuitous time.

It’s a perfect storm of sorts. Faced with soaring costs, an aging population, and a growing demand for increased efficiency, the industry is turning to healthcare analytics to improve delivery in myriad ways, said Mountasser Kadrie, instructor for UCI DCE’s Healthcare Analytics certificate program.

Massive amounts of data will be mined and analyzed to improve the quality of care as well as to reduce costs. More accurate diagnosis, customized treatment plans, virtual doctor visits and wearable devices are just a handful of the exciting new developments already gaining a foothold. Microsoft, Amazon, Google and IBM are doing amazing things to make this future happen sooner rather than later, Kadrie said.

All of which is creating a wealth of new opportunities for anyone looking to carve out a career in this nascent, booming field. Consider that 75% of healthcare organizations are currently in the process of or planning to implement an AI strategy, creating great demand for a trained workforce. According to the Bureau of Labor Statistics, 2.4 million new healthcare jobs will emerge by 2026, with 22% greater demand for health information technicians by 2022.

The DCE Healthcare Analytics certificate program is designed to prepare healthcare and technology professionals to meet the challenges of this dynamic digital future. Taught by industry experts, the online program takes a deep dive into health informatics and data analytics, providing all the tools needed to bring healthcare into the 21st century.

The Triple Aim
This brave new world is essential to meet the mandate set forth by the Triple Aim, an initiative launched in 2007 by the Institute for Healthcare Improvement. It offers a three-pronged template to frame healthcare strategies moving forward: Improve the experience and satisfaction of patient care, improve the health of entire populations, and reduce per capita cost.

“AI and analytics can help achieve these goals in several areas,” Kadrie said. “Healthcare professionals will be able to create and access digital patient profiles that include medical history, socioeconomic background, genetic data and more, then craft targeted plans for care and treatment. There are so many ways digital tools can streamline healthcare delivery.”

He points to a recent doctor’s visit to illustrate his point: “I went in for long overdue lab work. They took some blood, and five hours later I get a text on my phone with a link to my results. I didn’t have to wait days or weeks. Patients want information fast, and they want it to be more easily available.”

Advanced wearable medical devices are becoming more sophisticated, enabling patients to leave the hospital early and continue to be closely monitored from home, allowing physicians to modify medication and recommend further steps from afar, greatly enhancing a patient’s experience and satisfaction.
The DCE Healthcare Analytics certificate program is designed to prepare healthcare and technology professionals to meet the challenges of this dynamic digital future.

Look at open-heart surgery, Kadrie said. Twenty years ago, a patient would recover in the hospital for 15 to 20 days — sometimes longer — but today the standard stay is about five days.

"Patients obviously want to be home and are much happier there, and the hospital is happy too. Extended stays often lead to infections, and wearable monitoring devices allow patients to become more engaged in their care. Doctors can make sure medication is being taken properly, maybe suggest lifestyle changes."

Wearable tech isn’t in use everywhere. Some of the healthcare giants like Johns Hopkins and Mayo Clinic are pioneers in this technology, “but give it five years and it will be widespread.”

Digital house calls

Virtual doctor visits are another major tech benefit, especially in communities with few or no primary physicians. It allows patients in remote areas to make an appointment and be checked out by a doctor directly from their computer, quickly and efficiently.

“I know I’d rather see a doctor online right away than have to wait weeks for an appointment,” Kadrie said.

Emerging visual analytics are very promising, allowing primary care physicians to examine and diagnose certain conditions and symptoms from a digital image. Send a smartphone photo of, say, a suspicious skin growth or mole, and analytics can determine if it needs to be biopsied.

Perhaps the most pressing challenge in the U.S. is lowering the costs of our healthcare system. Digital tools and analytics are well poised to increase efficiency in a number of ways — preventing patient readmissions and managing hospital resources to name a couple.

“There are so many challenges to be met,” Kadrie said. “According to the World Health Organization, the U.S. ranks No. 37 in the world in healthcare. France ranks No. 1 even though it spends only one-third of what the U.S. spends. Our healthcare system is an incredibly complex environment. And managing a hospital is about the most difficult job you can imagine."

To meet the Triple Aim mandate, it’s essential for physicians and hospital administrators to see and treat patients as customers that need to be catered to and satisfied, not just as objects, which is often the norm. Kadrie said.

“Patients need to be treated with the same consideration as any valued customer, and that will lead to a more satisfying experience for everyone involved. Treat patients the same way a five-star hotel would treat its guests. That needs to happen, and AI and digital analytics can go a long way to increasing satisfaction as well as value.”

Learn more at ce.uci.edu/healthcareanalytics

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* Bureau of Labor Statistics
While you’re working from home, don’t forget to check out these resources:

- Listen to a recording of our webinar “Remote Work in the Age of Global Change” for useful tips on how to keep yourself or your employees highly engaged and productive while working remote. To access the recording, visit ce.uci.edu/remotework

- Sign up for a free upcoming webinar at ce.uci.edu/events or check out our vast library of on-demand webinars at ce.uci.edu/ondemand

- Watch our students share their educational journey to find a new career, earn the well-deserved promotion, or start a business. Hear their stories at ce.uci.edu/stories

- Explore our Free Career Resources at ce.uci.edu/career

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Smart Cities, Smart Careers

The Digital Economy has created a wealth of new career opportunities, especially in high-tech hub regions.

The digital revolution transformed communication, then entertainment, and eventually crept into nearly every aspect of our daily lives through the Internet of Things. Back in the early '00s, who would’ve thought a voice-controlled interface would one day turn our lights on and find our favorite music?

So it was inevitable that technology would eventually disrupt the entire global marketplace, from everyday business to commerce and infrastructure — along with the skill sets required to keep it all humming along. Disruption, of course, means opportunity for anyone prepared to capitalize.

Welcome to the Digital Economy, a term first coined in the mid-90s that foreshadowed our interconnected new world. And we’re just now coming to fully understand how to navigate this transition. In a special report, “The New Foundational Skills of the Digital Economy: Developing the Professionals of the Future,” Burning Glass Technologies pinpointed the skills most needed to succeed in 2020 and beyond.

Burning Glass, a leading job-market analytics firm, was commissioned by the Business-Higher Education Forum to identify the most essential and in-demand skills in today’s marketplace by analyzing more than 150 million U.S. job postings. Think of it as a tip sheet for anyone looking to retool their resumes.

The study revealed 14 New Foundational Skills — grouped in three basic categories: Human Skills, Digital Building Blocks and Business Enablers — that were found to be required in at least 50% of all total openings. And in eight “Smart Cities” (L.A., New York, Boston, San Francisco, Washington D.C., Chicago, Philadelphia and San Diego) it was 70%.

Let’s take a look at key career opportunities in all three categories, along with DCE certificate programs that can put you on the fast track to capitalize in the Digital Economy.

**Human Skills**

It’s not all about high-tech training. Human Skills are vitally important in Smart Cities — the latter defined as those that incorporate digital tech in all operational aspects and are home to emerging industries. In fact, the report reflects a great need for strong communication- and collaboration-related skills in all regions. DCE’s Organizational Leadership & Communication certificate addresses both needs, offering a foundation in leadership and interpersonal communication, conflict management and intercultural communication, as well as modern business writing. Managing and leading through organizational change is also addressed, an especially important issue in these tumultuous times.

A background in Strategic Communication Management is another path for young professionals seeking success in a management role. Participants in this six- to 12-month online program learn to become a change agent, developing, articulating and executing organization-wide communication strategies. One of the more popular programs, the Digital Marketing & Communications certificate, offers expert instruction in marketing, communications and product management.
Digital Building Blocks
For obvious reasons, a background in Information Technology — especially data management and software development — is highly valued in today’s marketplace. DCE offers a range of leading-edge online tech instruction that’s wide and deep, including Data Science, Database Management, Machine and Deep Learning, and Predictive Analytics certificate programs. All four provide a solid background in the basic skill sets that are most requested by employers.

Among the high-demand offerings are Data Science, Web Design, Blockchain Technologies, and AWS Cloud Computing courses, providing solid foundations in highly specific fields that can put a candidate ahead of the pack in the technical world. And with online security and privacy more at-risk than ever, the Cyber Security program helps fill the need for skilled professionals in this critical field. It also prepares candidates for the Certified Information Systems Security Professional (CISSP) exam.

*For more information on DCE certificate programs that address the skills most requested in the Digital Economy, visit [ce.uci.edu/certificates](ce.uci.edu/certificates).*

Business Enablers
This category spans a range of essential skills that brings everything together to enable effective day-to-day business processes, most prominently those related to project management and organizational management. DCE’s popular Project Management program is based on A Guide to the Project Management Body of Knowledge (PMBOK® Guide), the bible for PMs worldwide. Taught by expert instructors, the program takes a deep dive into the principles laid out by the Project Management Institute, providing hands-on training and simulated projects that prepare students to sit for the Project Management Professional exam.

Business Analysis is one of the most versatile and valuable skill sets in today’s marketplace, and DCE offers leading-edge course content that’s aligned with International Institute of Business Analysis industry standards. This key role can take on different titles, but the responsibilities and core skills are the same — gathering and analyzing data and serving as liaison between multiple departments, clients and stakeholders. Supply Chain Management addresses a role that’s indispensable in reducing costs and creating improved operational efficiencies in service and manufacturing industries. A number of other DCE Business Enabler programs are available, including Business Intelligence & Data Warehouse, Human Resources, and Business Administration.
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5. Make a commitment

Benefits of lifelong learning

1. Renewed self-motivation
2. Recognition of personal interests and goals
3. Improvement in other personal and professional skills
4. Improved self-confidence

Source: https://www.valamis.com/hub/lifelong-learning#importance-of-lifelong-learning
Digital Transformation of the Workforce- Creating Human Touch for AI Revolution by VALAMIS
DCE alumna Cody Brown launched a new career as a patent paralegal and loves it. Here’s why.

A paralegal career turned out to be a perfect fit for Cody Brown—and she believes it offers a world of advantages for anyone interested in entering the legal profession. Best of all, you don’t need a costly law degree to make it happen.

About five years ago, Brown was working as an assistant for an investment group when her boss suggested she enroll at UCI and become a paralegal. She took the plunge and never looked back.

“As an assistant, I had been taking on a lot of work that involved legal matters, and my boss suggested I expand my role as a paralegal,” she said. “So, I enrolled in the DCE’s paralegal certificate program and I loved it. It was one of the best moves I’ve ever made.”

Brown had worked in sales, capital investment, and commercial real estate before finding her niche in the legal world. Today she’s a patent paralegal for One LLP, an intellectual property and entertainment law firm, and serves on the DCE paralegal program’s advisory board.

Brown says she loves being a paralegal—and she offers a handful of reasons why others might love it too.

- A great introduction to the legal field.

Becoming a paralegal provides a straightforward path into law, allowing interested individuals to earn a paralegal certificate within a year or two depending on their chosen track, to get a good look at the opportunities available, and to consider whether going to law school might be a good investment of time and money.

“I was able to complete my certificate in two years while I was working full-time. I realized I loved it, and now I’m working on studying for the LSAT to apply to law school.”
Opportunities for rapid advancement.

A paralegal with a certificate can start climbing the career ladder within just a few years, moving from a junior paralegal position into a more senior role fairly quickly. And with a large percentage of senior paralegals at or nearing retirement age, the demand for young professionals is greater than ever.

“There’s a growing demand to fill those positions with a new generation of paralegals.”

A variety of career options.

Paralegals have a wide range of options in a number of fields, whether you’re interested in litigation, or something more transactional like business law, or intellectual property.

“Whichever legal field you choose, you can find a paralegal job that suits your lifestyle and fulfills your passion. There are a lot of different paths.”

A transferrable career.

Paralegals have a great deal of flexibility. They can find work virtually anywhere in the country, one of the advantages in this field, is that there are plenty of opportunities for relocation. Paralegals aren’t tied down, and they’re in demand in a wide variety of settings, whether you prefer a boutique law office, a corporate law firm, or working for the state in a DA’s office.

“There are so many possibilities, and you can work anywhere you want.”

Paralegals play a vital role.

Regardless of the type of legal field you’re working in, a paralegal’s job is vital in any organization, Brown said.

“What I love most about being a paralegal, is that no matter which field of law you’re in, you’re helping people solve a problem or achieve a goal. Working in intellectual property, I love the fact that I’m helping clients bring their ideas to fruition. The development of our economy is fueled by these innovations and it’s exciting to be a part of it.”

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The NATO Crisis Management & Disaster Response program prepares professionals for such scenarios by aligning with NATO core concepts to offer a unique learning opportunity based on the alliance’s own training program. Those enrolled will benefit from learning about NATO’s norms, standards, and practices in dealing with both events and peer institutions. This is an invaluable experience for those who are interested in developing knowledge and skills, both hard and soft, for careers in today’s global emergency management environment.

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*Courses are sequential. Part 1 must be taken before Part 2.

QUESTIONS? Please email Kheck1@uci.edu

ce.uci.edu/cmdr
Creating the right conditions for success is key to leading effective teams — in natural disasters or the workplace.

“Teams can achieve incredible results. My mission is to elevate the performance of teams everywhere. Influencing a few factors in teams can have results in big returns.” — Armin Pajand

Leading a team requires a distinct skill set, whether on the front lines of disaster or in the office conference room. It’s all about managing emotional needs, providing the right conditions and structure for team members to succeed. It’s an especially relevant issue in today’s environment, where disruption and accelerated change have become the new normal.

From years of experience, research and education, Pajand has developed a paradigm that defines what is required for successful leadership — and it’s often not at all what you might think.

**Teamwork in the 21st century**

Learning to develop and lead high-performing teams is clearly more important than ever. A Deloitte study of 7,000 organizations shows a significant rise in teams being employed to drive strategy and execution, including 80% of Fortune 500 companies. And 92% of employees view teams as critical to an organization’s success.

Effective teamwork is essential to meeting the challenges of today’s challenged global marketplace, but data suggest many teams perform sub-optimally, creating an urgent need for innovative, high-performing team leaders.

"I’ve found that the most effective teams bring their best ideas, information and effort, and listen closely to one another," Pajand said. "Then they integrate it all interdependently to produce outcomes that are superior to what they could accomplish individually. Members also need to be
flexible enough to continue to learn and improve their performance.”

Low-performing teams, on the other hand, withhold their best ideas and information, and don’t put forth their best efforts for reasons they might not even understand.

“Teams are hotbeds of emotion, and they typically perform poorly when their emotional needs such as shared understanding, control and sense of belonging aren’t met,” he added. “When that happens, members are disengaged, not listening or asking questions. They lack trust and cooperation and avoid conflict.”

It might seem counterintuitive, but conflict can be an important element in effective teamwork. It’s one of the common misconceptions that Pajand identifies in his research. An Oxford graduate and current industry professor at Texas A&M — as well as a noted global consultant and advisor across multiple industries — Pajand believes that harmony is overrated.

In fact, smooth interaction among collaborators, if the objective is to avoid debate and conflict, is detrimental to a successful outcome.

“Research shows that conflict, when well-managed and focused on a team’s objective, can generate more creative solutions than you might see in groups free of any conflict. For example, we found in earlier research on symphony orchestras that slightly grumpy orchestras played a little better as ensembles than more harmonious groups.”

Managing emotional needs

A frequent speaker on brain science, Pajand has identified key factors that can guide a team to produce dynamic and optimal results. To do that, it’s important for leaders to understand System 1 brain functioning, a concept developed by psychologist Daniel Kahneman that’s popular in marketing.

Simply put, even when we believe we’re making decisions based on rational considerations, our System 1 biases, prior learning and intuition influence most of our choices. In a team setting, this can manifest in negative behavior including “attribute error,” a tendency to attribute success to ourselves and failures to others.

“It’s an unconscious bias that most everyone is guilty of at times,” Pajand said. “People believe they’re responsible for their successes, but when things don’t turn out right it’s because of someone or something else — the boss, other team members, or the organization as a whole. Attribution error prevents teams from looking at their results clearly and collaborating on creative solutions.”

Perhaps most importantly, the most effective leaders realize it’s not all about them. Think of it as being the author of a play, or conductor of a symphony.

“Leaders are indeed important in collaborative work, but not in the ways we usually think,” Pajand said. “The most powerful thing a leader can do to foster effective collaboration is to create conditions that help members competently manage themselves.”

Establishing the right conditions: Investing in just a few factors can have an outsized return.

Pajand suggests that creating the right conditions from the outset accounts for about 60% of the variation in how well a team eventually performs. The quality of the team launch accounts for another 30%, and real-time coaching accounts for only about 10%.

When composing a high-performing team, it’s important to keep it as small and diverse as possible, he said, with the right number and mix of members, each with task expertise and skill in working collaboratively. Leaders also need to create a compelling direction and collective mindset by fostering a common identity and common understanding. Leaders need to ensure that the team has a clear set of norms or rules of engagement and can access the necessary resources at the organization.

“Teamwork isn’t magical,” he added. “There’s a lot more to it than gathering up some really talented people and telling them in general terms what is needed. Although you may have to do a bit of political maneuvering to get what is needed for effective collaboration from the broader organization, it is well worth the trouble.”

In his consulting practice, IntegroPartners, Pajand and his experienced team work with a variety of global organizations using their scientifically developed assessment, StyleView™, to gain valuable insights into team decision-making behavior.
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One person doesn’t have the answer to this question. However, one does have the thought or consideration to find the right path. If not this, then what? If not us, then who? And if not now, when?

At a time of strife, difficulty, and unpredictability, we need to find leaders, not heroes. Leaders don’t just come in for the save, they come in to create comfort and to find the greatness in all of us.

Our new virtual reality has created challenges—challenges that can only be met by a leader. As we’re searching for a leader, know that this person is the one that we look to for direction. But, what’s important, is that leaders breed collaboration, so that we all have a say, we all have a purpose. Leaders set goals and announce them differently, and first and foremost, they have different types of relationships with people.

Unlike heroes, independent thinking leaders start with an objective that’s really important, yet nearly impossible to achieve, or as it seems. But they know it can’t be accomplished by just one person. They know that they have to ask for help and they need to rely on people, to solve insurmountable, or even day-to-day obstacles.

The “hero” plan is realized by the notion of the big win. But rest assured, leaders want help to create the plan, they promote co-creation, they believe in communication and engagement, and they realize that change requires a village.

Being a leader is much more difficult than serving as a hero. Why? Because it requires the ability to be vulnerable and the unique talent of being transparent and open.

So, think about this. Deciding to be a hero is the safe and easy solution. Right? But leaders understand that it’s worth the effort to take a risk and to learn to get good at it. And before you become a true leader, you need to allow yourself to experience growth, not only in yourself, but in others.

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