Index

accelerated courses 103, 162–3
acceptable identity fragments (AIF) 61
adaptive capacity 28, 92
administration 75–8, 85–6, 90, 103, 180, 220
adoption and diffusion 76, 79–80, 82, 85
adult learning 183–4
see also andragogy
analyzers 76–7
andragogy 117, 157, 183–4
anxiety about statistics 137–9, 141–7, 150
apprenticeship model 37, 199, 210–11
artificial intelligence (AI) 11, 16, 20, 24–5, 29–31, 93
Ashford, S.J. 125, 216–17
asynchronous communication 49, 83, 145, 205, 220, 223–4
asynchronous learning 89, 102, 142
back-channel communication 21
Bennis, W.G. 28, 127–9, 191
Bierema, L.L. 88, 93, 96, 210, 212
Blackboard 57, 61, 66, 82–4, 181
blended learning 4
blogs
benefits from 65
education context 64–5
general context 63–4
recommendations for use
discuss online personas 65–6
evaluation 67
guide comments 66
system limitations 66–7
Boyer, E.L. 156–7
breakthrough moments 64, 95
Cambridge Analytica 30
caring communication
faculty–faculty 118–19
faculty–student 114–18
student–student 111–13
caring definition 109–10
caring groups 111, 119
caring theory 110
Champy, J. 14
chat groups 194, 205–6
cloud computing
as changing nature of work 16
leadership in 19–20
uses of 11
co-constructing leadership identity 125
co-teaching 109, 118–19
collaboration
learning laboratory for virtual 194–9
over competition 192
small group 44–5, 49
and social media study 60–61
in student–student communication 111
synchronous tools 151
technology for 189, 194, 207
communication
asynchronous 49, 83, 145, 205, 220, 223–4
back-channel 21
caring
faculty–faculty 118–19
faculty–student 114–18
student–student 111–13
face-to-face 4, 89, 182, 220
shifting landscape of 210
and technology 194, 199, 201, 206, 212
communication immediacy 75, 83–4
community building
creativity and empowerment for 133
interaction with faculty for 164
need for 49
Advancing doctoral leadership education through technology

as outcome of VHRD 94, 98
research 199–200, 202
in statistics classroom 151
course development
decision-making
of adult learner 117
AI-based 20
evidence-based 90, 100
participation in 14, 26–7
defenders 76–7
DeRue, D.S. 125, 216–17
design in education course 46–7
dialogical relationship to technology 57
digital age learning culture 179
digital citizenship 179
doctoral education
developing online statistics course 139–41, 147–9
e-leadership of topic of study in 12–14
e-mentoring in 218–24
expected skills 181–2, 185–6, 188
extending MAET’s model to 44
frameworks 177, 180, 188
global and local perspectives 176–7, 179–83, 185, 187–9
goals 37–9
importance of Mayeroff’s philosophy 110
mentoring in 210–11
nursing
caring in 109–10
communication in 111–19
pedagogical experience as necessary for 203
shifting practices of 37–9
training future educators 191–2
transnational 177–8, 182, 189
doctoral educational leadership
programs
blogs 63–7
educating glocal leaders for 188–9
glocal identity 179–80
instructional strategies for teaching through technology integration 186–8
internationalization of curriculum 182–3
online and hybrid programs 57–9
outcome-based assessment 188
program flexibility 57–8
social media 60–63
teaching digital education leaders 184–6

creativity
as approach, not product or outcome 51
aspects in mindset and teaching 40
benefits of 133–5
hybrid doctoral programs as potential hubs for 51
as mindset for teaching and learning 39–43
need for 36, 51
program’s goal to highlight 47
in use of social media 112, 133–4
credible research 100–102
critical thinking 2, 155, 157, 168, 185, 200
Cunliffe, A.L. 9
curriculum development
building course master and timeline 166–72
internationalizing 182–3
mapping 158–9
research courses and concepts 160
syllabus creation 161–3
cybernation 56

Laura Hyatt and Stuart Allen - 9781786437020
Downloaded from Elgar Online at 01/22/2019 09:57:18PM
via free access
Index

teaching through technology 180–81
technology as growing part of 67–71
technology-based and adult learning 183–4
technology integration 56–7, 59–60, 186–8
virtual worlds 67–71
doctoral leadership research course accelerated 162–3
adapting online
finding textbook 161
focused research courses 159–60
mapping process 158–9, 174
research courses and concepts 160
syllabus creation 161–3
benefits of online 157–8, 174
Boyer model applied to 156–7
challenges 156–7
continuous improvements to 173
critical thinking 155, 157, 168
curriculum development
building course master and timeline 166–72
mapping 158–9
research courses and concepts 159–60
syllabus creation 161–3
emergence of 157
expectations for faculty 172–3
expectations for students 158, 161–2
interdisciplinary 158–61, 164
leadership and research assignments 164–6
online discussions 162–7, 172–3
rubrics in 162–3, 168–9
student experiences 161, 164
teaching across sections
course directors and instructors 172
faculty review and development 173
teaching strategies 172–3
traditional and non-traditional paths 155–6
doctoral studies
aims 36
collaboration over competition 192
emerging opportunities for 37–9
faculty and student perspectives 199–206
online or hybrid programs
habits of mind essential for 38
opportunities of 38
problems of creating learning experiences 39–40
technology for
acquiring 75–6, 80
administration 75–8, 85–6
adoption and diffusion 76, 79–80, 82, 85
aligning 78–9, 85
future possibilities 83–5
as growing part of educational leadership 71
implementing 79–81
program personality 76–8
scoping 76
selecting 75, 79, 85
strategic foresight 82–3
training 81–2
virtually mediated organizational leadership 87–103
document sharing systems 194
e-leadership 12–14
e-mentoring
Bierema and Merriam’s notion of 210, 212
in doctoral education 218–22, 225
personal case study 222–4
ebooks 78–9
emerging contexts 37–9
enterprise resource planning (ERP) 26, 78
Eriksen, M. 9
experiential learning
faculty members designing opportunities for 91
as increasingly interdisciplinary 99
leadership and virtual teams 96–102
and mentoring 214–15, 217
online learning as 103
personal experience of 224
studying away 180
use of technology 184
in virtual doctor leadership studies 88–9

face-to-face communication 4, 89, 182, 220
Advancing doctoral leadership education through technology

face-to-face meeting 197–8
face-to-face mode of delivery shifting to online 211–12
face-to-face polysynchronous learning 89
face-to-face synchronous hybrid courses 44–5, 57–8
face-to-face versus online course design 44
interaction 97, 194, 223
mentoring 212, 218–20, 223–4
practice opportunities 70
programs 38, 47–50, 57–8
self-reflection upon experiences in 128–9
skills 103
statistics course 143–7
teaches 16, 197
trust 98
Facebook 17, 28, 30, 60–63, 112, 196–7
faculty
burnout 84
expectations for 172–3
knowledge of 84–5
presence of 75, 83–4
review and development 173
faculty–faculty communication 118–19
faculty–student communication 114–18
faculty–student interaction 75–6, 85
feedback
challenge of delayed 144–5
continuous, throughout course 114–15
flexibility 117–18
giving and receiving 66
in leadership development/social media presence 134
listening to students 117
negative 217
online course 158, 163, 172–3
online meetings 116
organizing online calendar 115
from others 66, 214–15
weekly announcements 117
flexibility
in faculty–student communication 117–18
in IT implementation process 26
as leadership dimension 103
online program 57–8
flexible mindset 36, 40, 47, 49, 51
Gergen, K.J. 9
global and local (glocal) perspective 176–7, 179–83, 185, 187–9
global competence 9, 180
global virtual teams (GVTs)
IB strategy course as platform to study 196–8
need for students to learn to work in 201, 207
as phenomenon in research 195–6, 203, 206
as research topic 194–5
synergies 198–9
globalism 89
globalization
competitiveness in education 192
complex process of 191
effect of 89, 176
evolution of globalism through 176
group development 132
group leadership
assessment of 124
and social media 130–33
for student development 113
Group Support System (GSS) 14–16
GVTs see global virtual teams (GVTs)
Hosking, D.M. 9
human resource development (HRD) 87–9, 92–3
see also virtual human resource development (VHRD)
Humans of New York (HONY) 22–3, 28
hybrid doctoral programs
adopting a CFTF mindset for 36, 39–40, 51
educational leadership 57–9
emergence 37–9
example
course about design in education 46–7
motivation and learning course 44–6
origins 43–4
as potential hubs for creativity 51
willingness to experiment 43
hybrid learning 4, 36, 51
Index

iCEO 24, 29

identity
  acceptable identity fragments 61
  common 18–19, 22
  developing leadership 125–6
  glocal 179–80
  scholar-practitioner 100
  social media 62–3, 127–9, 131, 135–6
  technology-enabled 19
  incidental learning 95
  informal learning
    forms of 95
    promoting agility and innovation 98
    VHRD for 94–7, 99, 102
  in virtual doctor leadership studies 88–9

information technology (IT)
  and e-leadership 12–14
  effect of leadership 25–8
    future research on 28–31
  effect on leadership 11–12, 14–20, 31
    future research on 21–5
  increasing automation of work by 11
  leadership for assimilation and management of 27–8
  leadership for implementing 26–7
  leadership for initiating 25–6
  supported meetings 16

inspirational leadership 17, 27

integrative leadership model 14–15

integrative learning 95–6

intentionality 130–31

international business (IB)
  communication technology enabling 194
  core research community 193
  course on strategy as platform to study GVTs 196–8
  dealing with complexity 202
  GVTs as centre of interest in research 195
  leaders in 206–7
  need to learn reality of being a practitioner 206
  studies criticized for failing to move with times 191
  teaching skills in university 204
  international instructional technology standards 178–9
  internationalization 182–3

Johnson, M. 220–21
Johnson, W.B. 221, 225

Karwowski, M. 40

Kognito 57, 70

Kumar, S. 59, 220–21

leader–follower relationships 14–15

leaders
  benefits of virtually mediated online programs 102
  designing innovative experiences for 98–100
  efficacy 217
  future 13–14, 23, 42, 118–19, 128, 180, 214, 216–17
  global and local (glocal) 188–9
  goals for practicing and student 123
  informal 23
  inspirational 17, 27
  international business 206–7
  need for ongoing development 103
  skills practiced in virtual learning environment 96
  substitutes for 12, 14–15, 20
  teaching digital education 184–6
  transactional 16, 26
  transformational 14, 16–17, 26–7
  virtual experiences 96–8

leadership
  for assimilating and managing information technology 27–8
  in cloud computing contexts 19–20
  core processes 14–16, 22
  core tenets of personal 127
  creative 36–7, 133–4
  developing identity 125–6
  developing skills 213–16, 219–20, 224
  dimensions 103
  doctoral studies in growth of 3
    technology applied to 2
  effect of information technology 11–12, 14–20, 31
  future research on 21–5
  effect on information technology 25–8
  future research on 28–31
Advancing doctoral leadership education through technology

effective 213
for implementing information technology 26–7
informal 17–18
for initiating information technology 25–6
integrative 14
multidisciplinarity 3
outcomes 14–15
practical skills 199, 201–2, 204–7
in practice 91–2, 96
in same-place IT-supported meetings 16
scholar-practitioner facets 94
and social media
  in age of 11–12, 17–19
  and groups and teams 130–33
  and organizations 133–5
  and self 127–9
temporal 12, 15
top-down 15
in virtual teams 16–17
visionary 179
leadership development
  as common purpose across doctoral programs 37–8, 51
  focus of HRD on 92
  mentoring as 215–17, 223
  personal 128
  reflective practice for 99
  social media having implications for 19
  tenets of 213–15
leadership education
  becoming truly global 88
  change in 89–92
  social media as powerful tool for 122–3
  technology-based and adult learning 183–4
  technology for 180–81
leadership identity
  co-constructing 125
  process of developing 125–6
  tenets helping to define 127
leadership studies 12–14
leadership training 213–15, 222
learning
  adult 183–4
  asynchronous 89, 102, 142
  blended 4
  breakthrough moments 64, 95
doctoral supervisor perspective 199–202
hybrid 4, 36, 51
incidental 95
informal 88–9, 94–9, 102
integrative 95–6
polysynchronous 89, 93, 102
problem-based 68–9
recent doctoral graduate perspective 202–6
self-directed 91, 95, 183
tacit 95
technology-mediated 2–4, 9
transferring 89, 92–3
virtual 88–9, 96, 98, 212
see also experiential learning
learning management system (LMS)
data collection and analysis 187
delivery of part of program through 57
disentangling from statistical content 150–51
education not limited to 99
enabling vicarious learning 98
as hindrance to statistical learning 143, 145–6, 152
limitations of blogs 66
personal experience of 166–8, 171–2, 174
representing VHRD 94
student positive experience of 59
student use of tools 97
learning statistics online
  challenges faced by students 143–7
  recommendations for teachers 147–52
listening to students 117
LMS see learning management system (LMS)
local area networks (LANs) 15
Mayeroff, M. 109–10, 119
meetings
  face-to-face 197–8
  faculty review 173
  leadership in same-place IT-supported 16, 21
  online 116
Index

mentoring
benefits of 214–15
as both process and relationship 210
in doctoral leadership programs 211–12, 222, 225
doctoral supervisor perspective 199–202
effect on student outcomes 218–19
effectiveness 220–21
as experiential activity 214
face-to-face 212, 218–20, 223–4
as leadership development 215–17
new opportunities in 210
occurring in different contexts 221
psychosocial and career functions 211, 219, 221, 224–5
recent doctoral graduate perspective 202–6
student–faculty 210–11
see also e-mentoring
Merriam, S.B. 210, 212
messaging services 17, 194, 210, 222
Miles, R.E. 76–7
Moore’s Law 11
motivation and learning course 44–6
nurses in doctoral programs
caring 109–10
communication for student support 111–19
online calendar 115
online discussions 59, 112–13, 126
online doctoral leadership programs
educational 57–9
need to build statistics course within 139–41
online doctoral programs
adopting a CFTF mindset for 36, 39–40, 50–51
caring communication
faculty–faculty 118–19
faculty–student 114–18
student–student 111–13
caring definition 109–10
caring theory 110
developing statistics course 139–41, 147–9
educational leadership 57–9
emergence 37–9
example
CFTF mindset in practice 50–51
first course taken 48–50
origins 47–8
leadership research course
adapting 158–63
benefits of 157–8
building course master 166–71
building course timeline 171–2
continuous improvements to course 173–4
leadership and research assignments 164–6
non-traditional path 155–7
teaching across sections 172–3
as potential hubs for creativity 51
willingness to experiment 43
online meetings 116
online personas 65–6
OpenSimulator 69–70
organizational leadership
assessment of 125
and social media 133–5
organizational leadership studies (OLS)
benefits of virtually mediated 102
central concerns for 94–5
credible research as final outcome of 100–102
emergence of online doctoral programs 91
experiential learning in 96
faculty and students as leaders 103
human resource development in 92–3
leadership in practice in
fusion with leadership as discipline 96
nature of 91–2
promoting interaction skills 98
students working in virtual teams 97–8
technology intersecting with 88
use of web in external resources 94
outcome-based assessment 188
peer-assisted learning 60
peer review 113
personality of program 76–8
polyynchronous learning 89, 93, 102
practical leadership skills 199, 201–2, 204–7
practicing leaders 123
practitioners
blogging for 50
disconnect between theory and practice 38
international business 202–4, 206–7
knowledge 100–101
program flexibility 58
scholar 90–91, 94, 96, 100–101, 140–41, 147
training and development of 13–14
presence of faculty 75, 83–4
problem-based learning (PBL) 68–9
Procter, R. 61–2
proctoring software 80–81
professional practice, excellence in 179
program design 44, 103, 139–41, 147–9, 156, 185
prospectors 76–8
psychosocial mentoring 210, 212, 215–17, 219–21, 224–5
reactors 76–7
reflective practice 99, 125–9, 135–6
relational leadership theory 9
relevancy
adult learning courses 183
adult learning principles 3
creative thinking 41
e-leadership 13
global issues 176–7
glocal doctoral educational leadership 183
international business courses 191
leadership 23
mixed methods research 141
need for global competence 9
new information 93
skills 3, 22
statistics courses 147, 149
traditional leadership behaviors 15
trust development theories 97
VHRD 94, 98
responsibility, accepting 127, 129
robotic telepresence 45, 47
robots 47
rubrics
co-constructing 63, 67
in doctoral leadership research
course 162–3, 168–9
same-place meetings 16, 21
scoping technology 76
Second Life (SL) 68–70
self-awareness 76–8, 199, 215
self-directed learning 91, 95, 183
self-direction 95, 103, 135, 186
self leadership
assessment of 124
and social media 127–9
skills
consensus-building and complexity management 101
creativity and problem-solving 40–41
critical thinking 155, 157
doctoral-level 158–9
expected 178, 181–2, 185–6, 188
faculty–student interactive relationship 113
gained in formal programs 92–3
interaction 98
leadership 210, 213–16, 219–20, 224
metacognitive 90–91
practical leadership 199, 201–2, 204–7
scaffolding 99, 103
simulation and gaming for 99–100
statistical 141–2
of virtual team leaders 17, 21–2
Snow, C.C. 76–7
social context of glocal identity 179–80
social interaction
cultivating 151
leaders’ identity development 125, 216
social media
about connection 132
academia as slow to adopt 122
communication immediacy 84
e-mentoring use 210, 220, 222
education context 60–61
evolutionary construct 122–3
future research on 22–3
general context 60
leadership and
age of 11–12, 17–19
groups and teams 130–33
organizations 133–5
self 127–9
major influence on, and reflection of, society 122
recommendations for use evaluation 63
guide digital responsibility 62
promotion of work 61–2
responsible engagement 62–3
students sharing ideas and tips 62
sociable features 28
for student–student communication 112
for teacher–student communication 206
Social Media Identity in Leadership Education (SMILE)
assessment
of groups and teams 124, 131
of organizations 125
of self 124
developing leadership identity 125–6
leadership and social media
and groups and teams 130–33
and organizations 133–5
and self 127–9
reflective practice 125–9, 135–6
social media characteristics 122–3
for use as teaching tool 123, 125
for use by faculty 125–7, 131, 136
social media identity (SMI) 127–9, 131, 135–6
social movements 18, 22
statistical software
advantages and challenges when selecting 148
boot camp for introducing 150
challenge of mastering 143, 146–7
disentangling 150–51
statistics anxiety
addressing 150
personal experience of 137–9
primary producers of
delayed feedback 144–5
mastering LMS 145–6
mastering statistical software 146–7
technology 143
textbooks 144
‘statisticophobia’ 141–3
statistics class
developing 139–41, 147–9
student anxiety
personal experience of 137–9
primary producers of 143–7
recommendations for reducing 147–52
‘statisticophobia’ 141–3
strategic foresight principles 82–3
strategic IT–business alignment 27–8
strategies see teaching strategies
student development
learning about e-leadership 13–14
relationship between technology and leadership for 21, 24, 31
student recruitment and retention 75, 85
student–student communication
caring groups and collaboration 111
challenges 112–13
peer review and group leadership 113
use of social media 112
students
anxiety about statistics 137–9, 141–7, 150
expectations for 158, 161–2, 192–3, 197
listening to 117
and social media identity 123–36
supporting 109–19
as teachers 193, 197–9, 202–8
Sutton, R.I. 14, 50
synchronous collaboration tools 151, 194
synchronous communication 83–4, 97, 151, 224
synchronous hybrid courses 44–7, 49
synchronous learning 89, 156
systemic improvement 179
Systems Change and Leadership course 48–50
tacit learning 95
teachers, students as 193, 197–9, 202–8
teaching caring in online environment 118–19
teaching digital education leaders 184–6
teaching doctoral educational leadership
Advancing doctoral leadership education through technology

instructional strategies for 186–8 through technology 180–81
teaching doctoral research online recommendations and best practices for
determine student preparation 149–50
address attitude and anxiety 150
cultivate social interaction 151
developing fit for purpose course 147–9
statistical content, software and LMS 150–51

statistics class
anxiety in 141–3, 150
developing 139–41
personal experience of 137–9
primary producers of anxiety in 143–7

teaching strategies
doctoral educational leadership programs 186–8
online doctoral leadership research course 172–3
online statistics courses 147–52

team leadership
assessment of 124
connection with social media and group leadership 130–33
virtual 12, 16–17, 21–2

Technology Pedagogical Content Knowledge (TPACK) 42

technology
acquiring 75–6, 80
administration 75–9, 85–6
adoption and diffusion 76, 79–80, 82, 85
aligning 78–9, 85
changing nature of education and work 87
and collaboration 207
and communication 194, 199, 201, 206, 212
dialogical relationship 57
in doctoral educational leadership
integration 56–7, 59–60
online and hybrid programs 57–9
types of 60–71

for experiential learning 184
fit with program personality 76–8
fluency in 37, 42–3, 47, 51
future possibilities 83–5
human resource development 87–8
implementing educational 79–81
integration
asset mapping 187
in doctoral educational leadership 56–7, 59–60, 186–8
determination 189
influence of educational leaders 184–5
needs assessment 187
strategic plans for 182, 187
ubiquitous aspects to 87
intersecting with organizational leadership studies 88
need to view from practice perspective 207–8
outcome-based assessment using 188
practitioners 176
scoping 76
selecting
resources 79
role of program administrators 75, 85
strategic foresight principles 82–3
teacher–student trust 206
teaching through 180–81, 186–8
training 81–2
technology-based glocal perspective
doctoral educational leadership
adult learning 183–4
instructional strategies for
teaching 186–8
internationalizing curriculum 182–3
teaching through technology 180–81
global reality and its limitations 176–7
glocal leaders 188–9
international instructional technology standards 178–9
outcome-based assessment 188
social context of glocal identity 179–80
Index

Professor Laura Hyatt and Stuart Allen - 9781786437020
Downloaded from Elgar Online at 01/22/2019 09:57:18PM via free access