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
analysers 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
Boyce, 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-construction of 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
conflict 17, 21, 26, 97–8, 197, 205
connectivist pedagogy 91
course development
doctoral leadership research
building course master and
timeline 166–72
creating syllabus 161–3
mapping curriculum 158–9
research concepts 159–60
sourcing textbook 161
statistics online 139–41, 147–9
creative leadership 36–7, 133–4
creative thinking 36–42, 49, 99,
202
creatively focused and technology
fluent (CFTF) mindset
cases
hybrid doctoral program 43–7
online doctoral program 47–51
elements of 41–2
fluidity of approach 42
in practice 50–51
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
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 global 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
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
teams 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
leader–learner amalgam 56
leader–member exchange 14
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 polysynchronous 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 of, society 122
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
address attitude and anxiety 150
cultivate social interaction 151
determine student preparation 149–50
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
Technological 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 global perspective for teaching in 176–88
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
effective 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

...teaching digital education leaders 184–6
transnational realities 178
technology-enabled identity 19
technology-enabled organizations 88
technology-enabled social movements 18, 22
technology-fluency 37, 42–3, 47, 51
technology-mediated communication 133, 199
technology-mediated era 87
technology-mediated learning 2–4, 9
technology-mediated mentoring 212
technology standards 178–9, 184
technology training 81–2
temporal leadership 12, 15
textbooks 144, 149, 161, 182
theory
  linking research and practice 37–9
  relational leadership 9
  trust development 97
  useful 100–102
thirddspace 59
top-down leadership 15
Torrance Test 40
training
  future educators 191–2
  leadership 213–15, 222
  practitioners 13–14
  technology 81–2
transactional leadership 16, 26
transformation of thinking 100–102
transformational leadership 14, 16–17, 26–7
transnational doctoral education 177–8, 182, 189
trust
  development 96–8, 116
  Mayeroff’s philosophy 110, 113
  mentors for creating 220
  technology for teacher–student 206
tutorials, virtual 69–70
Twitter 17, 60–63, 65, 112, 222
typology of firms (Miles & Snow) 76–7
Uber 12, 19–20, 24–5
Uhl-Bien, M. 9, 15, 22
VHRD see virtual human resource development (VHRD)
video conference 97, 181–2, 194
virtual doctoral learning 88–9, 96, 98, 212
virtual human resource development (VHRD)
  community building as outcome of 98
  defining 93–4
  focus on information and experiential learning 103
  future research avenue 102
  informal learning characteristic 99
  integrating online education and practice 92–6
  learning environment 94–6
virtual teams
  future research on 21–2
  global 195–9
  internet allowing creation of 15
  leadership in 12, 16–17
  trust development 96–8
virtual worlds
  education context 68–9
  general context 67–8
  recommendations for use
    consider multiple-use and support 70–71
    evaluation 71
    tutorials 69–70
visionary leadership 179
visioning 24–5
Ward, M.H. 64
Watson, J. 109–10, 114, 116
West, S. 64
Wikis 61, 64, 116, 126
World of Warcraft (WoW) 68
YouTube 61–2, 69, 82, 85, 88–9, 116, 201
Zhu, Y. 61–2

Laura Hyatt and Stuart Allen - 9781786437020
Downloaded from Elgar Online at 12/26/2018 01:41:59PM
via free access