



# Out on a Lim

**Individual Development Plan**  
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## Introduction

Have you ever watched a cat creep out on a limb? Or seen pictures of a panther or cougar draped gracefully across a limb? Or watched a squirrel launch from the tip of a limb into the leafy branches of the woods? What does it mean to go out on a limb?

According to the Allwords definition, to be out on a limb is to be “exposed or isolated, especially as regards an opinion or attitude” (AllWords.com 2003), or in other words, “in a difficult, awkward, or vulnerable position”



(TheFreeDictionary.com 2007). GoEnglish puts this idiom in the context of helping others: “To put yourself in a risky position in order to help another person is to go “out on a limb” for them. To go “out on a limb” is to put yourself in a dangerous position in order to get something done” (GoEnglish.com 2007). Out on a Lim is a theme I’ve been using for some time. It started with a regular column entitled *Out on a Lim with Educational Technology* for the Journal of Adventist Education, and continued with a column called *Out on a Lim with EdTech* for the MACUL Newsletter. Now my work blog is titled *Out on a Lim with Videoconferencing*, and my latest blog for my leadership program is called *Out on a Leadership Lim*. It began as a fun pun on my last name, but as I have begun the learning process of the Leadership Program, the true meaning of this metaphor in my life is dawning.

As part of the Orientation course in the summer of 2007, I learned about the Strengths Themes, developed by Donald Clifton of The Gallup Organization (Rath 2007). After taking the test, I found that my top five Themes are Strategic, the ability to see solutions; Achiever, the passion for hard work; Learner, the drive to acquire new knowledge; Input, the need to collect and organize information; and Responsibility, the emotional ownership of projects and tasks. I

discovered the amazing reality that my current job is uniquely designed to maximize my Strengths Themes. As an Instructional Technology Consultant at the Berrien County Intermediate School District, I've been blessed to have the opportunity to use my Themes to go out on a limb to accomplish tasks and best serve the educators in our service area and also in opportunities outside of my work place in service to my church and Adventist education.

In this Vision-Narrative, I share how the theme of “out on a limb” is threaded throughout my mission experience, three careers, and my values of collaboration, creation, teaching, and connectedness. I also share my plans for balance, maximizing my Themes into Strengths, and my goals for my career and the Leadership Program.



### **Mission Experience Out on a Limb**

One wintry snowy day in eastern Alberta, I came into the world. My father was a pastor and in my early years our family served churches in Manitoba and Saskatchewan, Canada. My parents modeled for me how to behave in new situations and to set forth into the unknown. When I was 11 years old, we moved from Regina, Saskatchewan, Canada, to Pakistan where they served as teachers at Pakistan Adventist Seminary. At 14, I was sent to school at Far Eastern Academy in Singapore for three years. Then our family returned to Michigan to study and I enrolled at Andrews Academy for my senior year. Within two years of returning to North America, I was traveling again, this time as a student missionary in the Marshall Islands. These experience ingrained into me a solid trust in God, a missionary spirit, a passion for international experiences, and a need for constant change. My mission experience laid the foundation for my ability to trust God in new experiences even though I may feel like I'm hanging out on a limb not sure what is next.

In addition, mission experience has shaped me as a “third culture kid.” A TCK is an individual who has grown up in another country and developed a relationship with both cultures. These children “who live abroad become ‘culture-blended’ persons who often contribute in unique and creative ways to society as a whole” (Britten 1998). TCKs tend to be self-reliant and independent people. That self-reliance can be an asset, “contributing to the TCK’s ability to make decisions and to exercise leadership,” or it can contribute to isolation. This delicate balance can be likened to living “out on a limb” in an awkward situation, yet uniquely poised to launch into new creative contributions. Adult TCKs tend to “maintain global dimensions throughout their lives” (Cottrell and Useem 1999). I know that my mission experience has left within me a love of other cultures and a strong desire to connect internationally in various ways. Adult TCKs often seek higher education and their career achievements reflect that desire for learning. Their professional choices reflect “a continued love of learning, interest in helping, and a desire for independence and flexibility.” Many TCKs have a creative and risk taking tendency. Over 75 percent of TCKs are involved in volunteering for the church or community. This is certainly evident in my passion for volunteering for my local church and for Adventist education. TCKs also treasure their contacts with people in other countries. “The vast majority (92 percent) have at least yearly contact with people in other countries.” As you’ll see throughout this paper, I am able to connect with international people through my work, my involvement in the Adventist Virtual Learning Network, and through my local church. Connecting to people in other countries satisfies my need for international interaction and conversation, drawn from my experiences overseas.



### **Career Changes Out on a Limb**

As I continued my schooling through college, my spiritual experiences led me to

desire the opportunity to teach Bible at the academy/high school level. I graduated from Andrews University in 1995 with my Bachelors in Communication, including a minor in Religion and Reading; and in 1996 I graduated with a Master of Arts in Teaching. During this time I was preparing to teach Bible and reading in an Adventist school; but God was preparing me for something different. Through several circumstances during college, I began working in the student computer lab. I started by assisting students and faculty with their papers and use of the word processor, and continued growing as I was promoted to supervisor and began managing my peers and teaching seminars on the Internet, formatting dissertations, and using WordPerfect. I also had an opportunity to take a summer seminar on Integrating Technology from a model school in California. These experiences piqued my interest in educational technology.

In the fall of 1995, as part of the experiences for First Days of School for student teaching, my class visited the Berrien County Intermediate School District to learn about the services the ISD offers to the surrounding school districts. Among other things, we went to the department of instructional technology and listened to Jim Bembenek demonstrate the use of interactive laserdisc simulations in the classroom. Being enamored with cooperative learning, I was fascinated and intrigued by the experience and also Bembenek's work. Following this experience, I made an appointment for an information interview with Jim Bembenek. I had learned this strategy in one of my communication classes. Information interviews allow a person to understand a field of work without necessarily asking for a job at the organization. I asked Jim many questions, including, "who teaches K-12 teachers to integrate technology in the curriculum?" Soon after, I was offered an internship at the ISD and in the spring of 1996, I visited local schools to assist them in connecting to the Internet via dial up modems. That summer I was part of a team that taught a weeklong workshop entitled "Classrooms Alive" that

integrated thematic learning and educational technology. A week later I married James Lim, and we soon moved to Worthington, Ohio to teach at Griswold Christian Academy.

After a year of teaching in Ohio, James accepted a position as a PC Support Specialist at Andrews University and we moved to Berrien Springs. I was still unemployed and seeking a job. I interviewed at a little school 45 minutes away from Berrien Springs, was offered a position, but declined due to the travel involved for both of us to work. In the process of searching for a job, I emailed Jim Bembenek to see if he had any suggestions for a position. He immediately replied that he was writing a grant and invited me to appear for an interview. I did not want a position that wasn't stable, but I still interviewed. The position of Instructional Technologist was offered to me and I accepted it and began working. Just two weeks later, a Bible teacher position opened up at Andrews Academy. Based on these experiences, I know that God has placed me where I am and that I am serving Him where He wants me to be. He prepared me for this position while I did not even realize that an educational technology career was a possibility. My educational technology career is another example of how God has led me "out on a limb" into a new field of experiences that I could not imagine.

In 1999, Jim Bembenek was writing another grant to bring videoconferencing to the high schools in Berrien and Cass County. At the time I knew nothing about videoconferencing and was very happy and content in supporting teachers in using the Internet, Microsoft Office, and other instructional tools in the curriculum. Jim wanted me to lead this new project; however, I was not certain that I was interested or capable of doing the work. A significant pay raise, and a change in status from a 250-day work year to a 200-day work year were the incentives that made me take the plunge into yet another new experience. I remember early on in the installation of the videoconference systems, the company that installed the equipment wanted testimonials on why

schools should acquire the equipment. I stood uncomfortably silent in front of a camera because I had not yet experienced the power and therefore could not testify to it. But experience changes us! During this time, Jim encouraged me to serve on the board of the Michigan Association of Computer Users in Learning (MACUL), and founded Two Way Interactive Connections in Education (TWICE) along with two other colleagues in Grand Rapids and myself. I served on these boards as part of my work for the Berrien County ISD. Jim used to tell me, “You must increase your statewide presence,” as he encouraged me to present at state wide conferences, get involved in statewide initiatives, and collaborate with others in my position around the state. Jim was another force in my life encouraging me to step “out on a limb” to try new experiences to make a difference and serve students in southwest Michigan and across the state in better and new ways.



### **Collaborating Out on a Limb**

One of the themes in my life is that of collaboration and sharing. In all of my work, I enjoy working with others and I have a passion to share information. I know now that this is part of my Input Theme where I collect, archive and share knowledge in every way possible. Usually this information is collected, organized, and shared online; and so I have left a trail of websites behind me throughout the years. A few are: AVLN.org, TWICE.cc, PMChurch.org and PMChurch.tv, [www.janinelim.com](http://www.janinelim.com), [www.remc11.k12.mi.us/bcis/classres/](http://www.remc11.k12.mi.us/bcis/classres/) and [www.remc11.k12.mi.us/dl](http://www.remc11.k12.mi.us/dl) as well as my blogs. I say “left behind me” because in some cases I moved on and others have taken up the task of maintaining the collection of information.

One of the ways I have been able to collaborate and share with Adventist education is through the non-profit grassroots organization, Adventist Virtual Learning Network. I was first introduced to AVLN at their third conference at Andrews University in the summer of 2000. At

that conference I presented on the topics of WebQuests and videoconferencing. Soon I was invited to be part of the AVLN board and have been serving in that capacity since. AVLN saw a need for Adventist teachers to have access to online classes about educational technology classes, and I have been honored to write and contribute four of the five educational technology classes AVLN offers. In addition, I have collaboratively written AVLN's classes on teaching online: Active Online Teaching, Active Online Courses, and a mini-series on using Desire2Learn. I worked with AVLN board members in the development of these classes.

How can I do this along with my videoconferencing work at the Berrien County ISD? My 200-day contract at the ISD is designed for consulting on those other 50 days in the year. Since my husband doesn't have that much vacation time, I often use my "non-contract" days to volunteer or work for AVLN. This arrangement allows me to learn about educational technology at work and use knowledge and skills gained at work to benefit Adventist education through AVLN.

In the summer of 2005, AVLN offered its first online conference. AVLN's focus has always been on collaboration across institutions and the online conference allowed for more participation. The conference consisted of real-time voice sessions, discussion spaces for follow-up, and access to presentation materials and archives. At this conference, I was humbled to receive the AVLN Individual Collaborative Spirit Award. My experiences in AVLN provide many opportunities for collaborating with educators around the world and sharing with Adventist education my skills and knowledge related to educational technology.

Collaboration and sharing can be an experience "out on a limb" because it often means making my work and self vulnerable to others as I share and collaborate. But I feel the results are worth the risk because I am able to serve and help others.





## **Constant Creation Out on a Lim**

I believe God is the Creator of the Universe, this earth and me. I believe He is still creating new things. “They are created now and not from the beginning” (Isaiah 48:5-7). I believe that I am made in His image (Genesis 1:27). So I am a creator made in the image of my Creator. I have a drive to create new things, because that is who He made me to be. Sometimes I feel that I am a crazy person who can’t stop creating. The ideas just keep coming; along with the drive to create something new. Some examples are:

I wrote 90 songs, one per week, in 1991-1992 as a student missionary.

I wrote a collection of poetry written 1989 through 1996.

I created a 10/40 window bulletin board and shared in online in 1996-1997.

I created six online classes for AVLN.

I created a website for AVLN and redesigned two times since 2000.

I created a website for Pioneer Memorial Church and redesigned four times since 1998.

I created my first Creative Memories scrapbook in 2001; current total is 25 scrapbooks.

I helped create a new design for the MACUL website in 2002.

I designed the 2005 AVLN Online Conference & the 2006 Bilingual Online Conference.

I started a database for videoconferencing content in 2000.

I co-founded TWICE, Michigan’s K12 videoconferencing organization in 2001.

I created a middle school geography project for videoconferencing called MysteryQuest.

I created a six week rotation diet for allergies and a Vegan Gourmet Cookbook in 2005.

I created a reading project for TWICE called Read Around the Planet.

I created a booklet of videoconferencing project ideas, updated spring 2007.

I AM a crazy person who can't stop creating! I consistently go "out on a limb" to create something new for needs that I see. My top two Gregorc Mind Styles are Concrete Random closely followed by Concrete Sequential. My Concrete Randomness allows for the constant creativity. With the Concrete Sequential side of me, I have created "boxes" for my life. I work 8:00-4:30 and I do not take my work home. I reserve one evening a week for my husband, along with Sabbath family time. After work I reserve time for exercise, cleaning my house, and gourmet vegan cooking. This allows me to spend some evenings, Sundays, and "non-contract" days on my volunteer work for AVLN and the Pioneer Memorial Church website. These time "boxes" allow me to leave one creative area of my life, take a physical break, and then move into another creative area in the evening and still be very productive in all areas.

I always see needs and start designing solutions in every area of my professional, volunteer, and personal life. My colleagues even joke about it! The TWICE board has a saying. When I dream up something new and delegate the work, they groan, "another professional growth opportunity." I know that my drive to create needs to be managed so that it appropriately meets the needs of the people around me instead of creating additional problems and work for them.

I have a tendency to create projects that grow too large to manage myself and in this way it creates "growth opportunities for others. For example, when early on in AVLN I created and taught all the online classes. But soon it was too much for me to do on my own and I began training teachers, each to be an expert in one of the classes. Now I rarely teach for AVLN; instead I manage the courses and mentor the teachers. Another example is the Pioneer Memorial Church website. When I first started, I did all the work on my own, spending 2-5 hours a week on the site. Now we've moved to a content management system and there are over 50 people

editing their part of the website. In my work at the Berrien County ISD, I started by scheduling all the videoconference field trips and classroom connections on my own. I was also maintaining a database of videoconference programs from zoos, museums and other organizations. Quickly these two tasks grew so large that I couldn't keep up. So we hired an intern to maintain the database and assist with scheduling. I also have another staff member who assists with the scheduling. Finally, in 2002 I worked with TWICE to start the Read Across America videoconference project. In this project, teachers sign up indicating their preferred date, time and grade level, and then we match them with another class to celebrate reading via videoconferencing. In the first year, 200 classes participated. Now the project has grown so large with 1300 classes participated in 2007. TWICE has contracted with someone to manage the daily details of the project and invested funding in a database to match the classes automatically instead of by hand as we did in the early years of the project. In creating these large projects, I never plan for managed careful growth. I just jump in, "out on a lim," and start working on a solution. As the project evolves, it grows unmanageable and then we figure out a way to sustain the growth. I hope that my studies on organizational change and management help me to plan these projects in a way that is less stressful for those around me.



### **Love of Teaching Out on a Lim**

Another theme running through my life is a love of teaching. When I was a child, I loved to play teacher with my dolls and teddy bears. I created bulletin boards in my room and as I grew older, I helped my mom with teaching tasks such as grading papers. My grandmother was a teacher too, so teaching is definitely in my blood. In my senior year of academy and freshman year of college, I had a period of thinking that the Adventist system of education was a mess and I never wanted to teach. I was convinced that I couldn't make a difference and that it wasn't

something I wanted to pursue. Ironically, I still was interested in teaching as a student missionary. So during the 1991-1992 school year I taught 4<sup>th</sup> and 5<sup>th</sup> grades on Arno, an island in the Marshall Islands. My mom sent me packages of teaching materials on a regular basis, and I set up my classroom under a thatch roof with four coconut palm posts and a coral rock floor three hundred feet from the Pacific Ocean. Throughout the year I began to learn the Marshallese language and my students began to learn English. By the end of the year I could understand their Marshallese and they could understand my English. I learned to read aloud the Marshallese Bible (a phonetic language) so that my students enthusiastically said, “im melele! im melele!” (You understand! You understand!)<sup>1</sup>. Though I couldn’t understand, I had learned the pronunciation. I loved my students and learned to listen and enjoy their stories in Marshallese. As I even dressed as they did, the students said to me, “You’re Marshallese!” As I bonded with my students and the Marshallese people, I found that I could make a difference as a teacher. When I returned to Andrews, I began studies to become a teacher.

When we left Ohio to move back to Michigan, I was very sad about leaving teaching. However in my new position as Instructional Technologist, soon I was visiting schools and teaching model lessons integrating technology. In 1999, when I moved into the Instructional Technology Consultant position, I found that my days were filled with email and phone calls arranging videoconferences. I was sad, depressed, unhappy. I didn’t know why. Then after getting a chance to teach a workshop again, I realized how important teaching is to my psyche. Now I make sure that whatever work I do, it includes some teaching time and some interaction with kids. A couple years ago, one of the vendors who manufactures videoconferencing equipment, offered me a position. But I didn’t want to leave because I love running my

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<sup>1</sup> I’m not totally sure that I remember this correctly. It’s possible that “im melele” means I understand and I can’t remember the word for you in this phrase.

videoconference projects where I have the opportunity to interact with kids on a regular basis. I know my future career decisions will also be based on my love of teaching and interacting with students.

### **Connecting to Others Out on a Lim**



Connectedness is another significant part of my life. I want to stay connected to people and places important to me. Due to my mission experience, I have a longing to stay connected to international people and experiences. When opportunities arise to connect via videoconference to Pakistan, the United Kingdom, and other countries, I do everything in my power to create a successful student experience that I can watch or help facilitate. In AVLN, it's important to me to stay connected with international friends in places like Montemorelos University in Mexico, Adventist Institute of International Studies in the Philippines, and K12 education in Australia. In my regional group, I want to stay connected with my fellow participants from around the world.

With parents who worked for the Adventist church and a heart for serving my church, I also have a longing to stay connected to Adventist education. Through AVLN, I contribute educational technology resources to educators around the world. This connection is very important to me.

In my videoconferencing world at work, I am connected to my videoconferencing friends by collaborating with them and connecting our students together for quality learning experiences. Some of my best friends I rarely see in person, but I talk to them on a regular basis. These relationships are very precious to me. I appreciate the learning, mentoring, and sharing that happens among us.

As I support my local distance learning coordinators, I feel responsible for their success and connected to them in friendship. Many of them call me for assistance on a regular basis. I rely on their assistance for a successful distance learning program in our two counties, and I feel connected and responsible to them to keep supporting them.

### **Balancing Out on a Lim**



Clearly I am very task and product oriented. I have a passion for service and cannot just “do nothing.” I constantly create work for myself. So how do I bring balance into my life? There are several ways that I apply my Achiever Theme to balancing my life in exercise, eating, taking care of my home, and scrapbooking.

In 2004, my sister-in-law introduced me to a home management system by “Flylady.” This international online community taught me much about taking time daily to care for the “little things” in my life: washing dishes, cooking, and mowing the lawn. During this time, in my devotions I learned that I am doing God’s will as much when mowing my lawn as when doing other service for Him. These new ideas started me on a journey of growth in caring for my home 15 minutes at a time.

Also in 2004, I began cooking supper for my husband every evening as we moved towards a more whole grain vegan diet. With a system for meal planning, I was able to reduce a seemingly impossible time commitment to a manageable routine that is still successful in our lives. I enjoy my 30-60 minute “kitchen time” every evening. It’s away from my computer and allows me to create wholesome meals that keep us both healthy.

In 2006, I applied the Flylady principles of creating habits to my exercise. It was an area where I had not yet been successful in consistency. My mom and I gave each other health club memberships for our birthdays in January, and we started exercising. I set a goal of three times a

week and usually was able to exercise once or twice a week. But this time I didn't quit or get discouraged if I missed a whole week. I just started again and kept going. In 2007 I've set a goal of five or six times a week and I'm reaching the goal about half of the time. The Flylady principles allow me to keep at it, even when crazy weeks slip by without exercise. I know I will continue to grow in this area as well.

My cats bring balance to my life too. If I spend too long on my computer, they beg for attention. There's nothing like sitting in a comfortable chair with a purring cat beside you begging you to give your "mouse hand" a break and give a good chin scratching.

My main hobby is scrapbooking. I learned this art in 2000 when a friend invited me to a workshop. It's yet another area of my life where I take time away from my technology to create with my hands. Taking time to journal, decorate, and create pages of family memories is important to me.

A few years ago my husband and I decided to reserve one night a week where neither of us gets on a computer and we spend quality time together. At that time we also started playing more table games together or with my parents. This reserved time curbs my work-a-holic nature and builds quality relationships with my family.



### **Strengths Themes: Developing My Themes Out on a Lim**

Learning about the Themes in Strength Theory during Orientation was very enlightening. In reviewing the action suggestions for each strength, I found advice to guide me in future work and affirmation explaining why I am so fulfilled in my current work. The majority of my time is spent in the "flow". Flow "is a theory of optimal experience – the state in which a person is so involved in an activity that nothing else seems to matter; the experience itself is so enjoyable that people will do it even at a great cost, for the sheer sake of doing it"

(Csikszentmihalyi 1990). While I often function in this state, I still need to learn to maximize my strengths and find balance in my work.

***Strategic.*** In this Theme, I find myself seeing solutions and possibilities all the time. To fully develop this Theme into a Strength, I need take time to think about goals until the patterns and potential obstacles emerge. Often my best ideas come while I am mowing my acre lawn and musing about the idea or goal. I need to remember that this time is essential for strategic thinking. When I see potential repercussions, I need to plan and communicate my range of responses to others. My ability in strategic thinking can keep a vivid vision from deteriorating into a pipe dream. Seeing potential obstacles and finding the best path will help make the vision a reality. In blogging and creating videoconference materials, I am a resource for others who are trying to implement videoconferencing. I can and do lead others to success by my strategic thinking. When I see potential issues or obstacles I should also present a way to prevent or overcome them. Usually I do this already as a solution oriented person. In my strategic thinking I need to make sure that I consider all facets of a plan objectively including others' perspectives. This will ensure the goal is accomplished while others' perspectives and ideas are considered. A person with the Strategic Theme should be involved in the front end of new initiatives or enterprises. Thankfully my work and service allows me to create new initiatives and use my innovative yet procedural approach to create success in new ventures.

***Achiever.*** Now I know why I feel challenged and fulfilled in my work. Achievers need leeway to work as hard as they want. My work is very self-directed and I can create work and activities as needed to meet needs. I need to make sure I create timelines and measure goals so that I know when I am "done." I love checking things off my todo list and often spend time prioritizing and organizing my work for efficiency. I need to bring balance into my life by



celebrating achievements and enjoying progress and accomplishments instead of immediately moving on to the next challenge. Achievers find meetings boring and this is definitely true for me. Thankfully my work includes very few committee meetings. For those that I do attend, I can contribute my Achiever strength by learning the objectives of the meeting and making notes on progress towards those objectives. Since I do not require motivation from others, I need to set challenging goals for myself. I think I already do this often by setting goals that are difficult to accomplish or creating projects too big to handle myself and then using my Strategic Theme to manage the growth. To keep balance, I need to count personal achievements in my scoring system. I already do this for exercise and I need to direct my Achiever talents towards family and friend relationships as well. Since more work and new projects are exciting and motivating, I need to continue to launch new projects and initiatives. I shouldn't feel guilty for creating too much. I need to let go of previous projects and let others successfully continue them on. My enthusiasm and momentum will keep growth happening in my work and service. This matches my Accommodating Style in Kolb's Learning Styles. I enjoy carrying out plans and involving myself in new and challenging experiences. In my eagerness to do more and new work I need to be careful not to skimp on quality and to make sure that my goals are actually doable. I need to plan time for planning and reflection as well as achieving action.

***Learner.*** Thankfully, learners need to be in a career field that is constantly changing. My work in educational technology fits this need perfectly. Every year I am learning new skills and tools and sharing them with others. As a learner I need to track the progress of my learning and celebrate the progression. As a learner, I can be a catalyst for change. Since I am willing to soak up new experiences and technologies, I can calm others fears and spur them to action. This responsibility to others is used in my mentoring and support of my local districts in using

educational technology and specifically videoconferencing. Learners excel in consulting roles, and as an Instructional Technology Consultant, I use my consulting abilities locally and internationally with my blog, my writing, and my presentations at conferences and via videoconference. This Theme shows again why I am so fulfilled and happy in my job. Since “Research supports the link between learning and performance,” it is clear that I am productive and loyal to my work because I am constantly learning and growing. I need to also measure the degree to which I feel my learning needs are being met and create milestones and celebrate achievements in learning. I need to continue to take advantage of work opportunities to learn more. Clearly the Leadership PhD is partly attractive to me because it’s my next big learning opportunity. I am partly motivated to complete it just for the sake of learning. As a learner, time disappears and my attention intensifies when I am immersed in studying or learning. So I need to make sure I schedule learning sessions when I am not interrupted.

***Input.*** The Input Theme is another affirmation of my current work. I am constantly acquiring new information each day and sharing it with others via my blog or teaching. Those with the Input Theme need a system to store and easily locate information. I use databases for managing my videoconferences; I have an elaborate folder system for collecting people and information in my email; and I use my blog to collect and share information about videoconferencing. The Input Theme has a danger of inquisitiveness leading down distracting avenues; however I do not see this happening in my life. I think that my Achiever Theme is strong to counterbalance the possibility of following rabbit trails. In addition, the Input Theme could be used only to absorb information. However my strong desire for collaboration and sharing makes me constantly think of who could benefit from new knowledge. It’s one of the main reasons that I write on my videoconferencing blog: to share new knowledge with others

and keep a database of information easily accessible by others. The Input Theme encourages me not to be afraid to position myself as an expert in the field. My Canadian tendency to self-depreciation makes it hard to promote myself; and so blogging to become an expert and share my expertise allows me to be a “low-key” expert. I know that by following my Input talents, I am becoming known as an authority in the field of K12 enrichment videoconferencing. I need to actively seek more information about my areas of expertise. Setting a goal to read every study and article about videoconferencing is the first step in this path. I need to schedule time to read books and articles that stimulate me to learn more. I need to continue sharing the information I have collected with others and letting others know that I enjoy answering their questions.

***Responsibility.*** People with the Responsibility Theme take emotional ownership of anything they are involved in. I know this is true in my life and I have already begun to learn how to make decisions on what I commit to so that I can take ownership and be responsible without driving my life out of balance. I need to continue to push myself to say no. I must continue to be selective and accept responsibility only in the areas that matter most to me and fit my passions and goals. I need to keep volunteering for responsibility that seems more than my experience seems to warrant. I am capable of dealing with it and will thrive on the responsibility. I need to nurture my relationships with people who share my sense of responsibility. I flourish when working with others who also have a strong determination to get things done. My manager already gives me the freedom to follow through on my commitments. He knows that I can be trusted to get things done and this responsibility is another reason I am content and fulfilled in my work. I need to deliberately share responsibility with others. This will contribute to their growth and development as they experience the challenges of ownership. I need to manage my Responsibility Theme by carefully considering if I am the person who should handle an issue. I

need to defer to my existing responsibilities and goals before undertaking additional burdens otherwise I may have too many competing demands. A person with the Discipline or Focus strength will help keep me on track and prevent me from becoming overloaded. While my husband has not taken this test, I know that he definitely helps me to say “no” and to select carefully which opportunities I commit to. When working with other responsible colleagues, I need to make sure that expectations and boundaries are clarified so that each person can feel ownership for their tasks without any of us stepping on each other’s toes. In this area also I need to make sure there are clear goals so that I know when the commitments have been fulfilled.

### **Moving Further Out on a Lim**



Starting the Leadership PhD is another way that I am stepping “out on a lim” not knowing exactly what will happen at the next bend in my road. Yet I trust that the God who has led me and created places of service for me has a plan in mind of how He wants to use me next. After only eleven years out of college, I am already on my third career. The first was teaching in an elementary school for one year; the second was technology integration specialist; and the current third is distance learning consultant. In my current work, I am becoming an international leader in the field of K-12 videoconferencing. I want to continue with this field and make quality contributions to our local students in addition to colleagues, educators and students around the world. My short term future goal is to be a research-and-theory-grounded, published leader in emerging field of k12 enrichment videoconferencing. I love my current work and it is uniquely suited to my Strengths. My Responsibility Theme comes through strong with my commitment to supporting my local building coordinators and the TWICE organization. So I do not see a career change in my immediate future.

However, another goal for my PhD is to equip me for a future education professor position in an Adventist college or university. While I love my current work, my heart is also in Adventist education and some day I intend to return to working for my church. I know that my skills are useful to Adventist education. While I plan to continue contributing to Adventist education through my involvement in AVLN; that may change in the future with a full time position supporting educational technology or distance learning. The Leadership PhD will help me establish a habit of publishing writing and research so that I will be prepared for this career change in the future.

Some other career possibilities include non-profit education organization executive director. The two organizations in which I serve both have need of an executive director, but not a funding base to sustain one. AVLN and TWICE both have dreams and goals that cannot be accomplished well without an executive director. Currently they are functioning on volunteer time; but if the funding changed, an executive director position may open that I would pursue.

Based on past experiences, it's unlikely that I will stay in the same position for my entire career. The Leadership PhD will provide additional opportunities and choices for my future. In pursuing the Leadership PhD, I am stepping "out on a limb" knowing that God is leading me and He knows what is next.

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## 1.1 Leadership and the Self: Philosophical Foundations

*Leadership functions within the context of multiple perspectives and understands how their own worldview influences their practice.*



### Past Experiences

In 1996 I took EDFN 500 Foundations of Christian Education and wrote my first philosophy paper. I hope to sit in on the LEAD 636 class and petition to not actually take the class. I will update my philosophy paper and tie my philosophy to my current experiences and practices.

### Current and Future Work

Activities	Description	Documentation	Completion
A. EDFN 500	Foundations of Christian Education	i. Previous philosophy paper	Spring 1996
B. LEAD 636	Sit in on LEAD 636 to give Paul feedback on the discussion and to update my philosophy paper.	i. Comments and replies in the discussion.	Spring 2008
C. Update philosophy paper.		i. Philosophy paper.	Spring 2008

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## 1.2 Leadership and the Self: Ethics, Values, and Spirituality



*Leadership functions from a set of principles and standards that guides their work and all their relationships with others.*

### Past Experiences

As a Adventist Christian, I have a strong set of principles and standards that guide my work. However, my studies will increase the explicit expression of my principles in my work and relationships and resolve the conundrum of integrating my faith into my secular workplace.

### Current and Future Work

Activities	Description	Documentation	Completion
A. LEAD 645 Ethical Leadership	Participate in this class.	i. Class assignments	Spring 2009
B. Notes and comments from friends and colleagues.	Notes that give evidence of my experiences in this area.	i. Emails and comments from friends. For example, I have a note from Ashton Graham from Summer 2007 when I protested an unethical procedure.	Spring 2009
C. Reading books on faith in the workplace.	Reflection paper expressing the principles and standards that guide my work and relationships.	i. Reflection paper	Spring 2009

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## **\*\*1.3 Leadership and the Self: Learning and Human Development**

*Leadership is committed to and practices continuous personal, interpersonal, and organizational learning.*



### **\*\*Distinguished Competency Level**

#### **Past Experiences**

I have always loved learning and staying involved in teaching and learning.

My personal learning includes constant learning on the job, reading professional magazines and blogs, and attending technology conferences. Because my work is technology related, everything is constantly changing. Without the ability to learn by investigating, practicing, and researching, I wouldn't be able to successfully support my schools in using videoconferencing.

A few years ago, I was asked by my supervisor to train the other subject area consultants in using online learning tools. Since then some of them have dabbled in using first Blackboard, then Moodle, but they have not yet taught full courses. However in the summer of 2007 I began team writing an online class on Building Academic Vocabulary, with one of our consultants, and I'll be team-facilitating with her in the fall. I'm delighted with this growth and look forward to this model increasing the online courses offered by the ISD.

#### **Current and Future Work**

Activities	Description	Documentation	Completion
A. Personal Learning: Learning New Technologies & Educational Strategies	Each year I learn at least one new technology or new software so that I can teach it to others.	i. Journal with descriptions and evidence of new learning and how it was applied from 2000 through the present.	Summer 2008
B. Personal Learning: Improving Instruction	Studying Marzano's Research, Universal Design for Learning, Differentiated Instruction, and Situated Learning to improve my workshops.	i. Before and after workshop resources to give evidence of the change along with evaluations.	Spring 2009
C. Interpersonal Learning: Teaching Face to Face Workshops	Teaching educators how to integrate videoconferencing in the curriculum.	i. Workshop handouts ii. Workshop evaluations	Summer 2008
D. Interpersonal	Development and	i. Samples from each class	Summer 2008

Learning: Teaching Online	instruction of nine online classes.	and evaluations from recent sessions.	
E. Organizational Learning	I've been working with the other ISD consultants to develop distance learning. We have just begun a model that seems promising.	i. Samples from each class and evaluations from a class team taught with at least one other consultant teaching online.	Spring 2009
F. Published Paper	Publish an article on my successful pattern/structure of online learning. "The Lim model of social constructivist online learning"	i. Article ready to publish.	Spring 2009
G. Read theory to understand the good learning theory behind Jazz.	123VC: Jazzing Up Your Curriculum with Videoconferencing. It's a cross-state collaborative videoconference workshop.	i. Article ready to publish.	Summer 2008
H. LEAD 756	Advanced Studies: Learning & Human Development	i. Class projects	Spring 2009
I. Reflection Paper		i. Reflection paper connecting knowledge base to projects.	Spring 2009

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## 2.1 Leadership with Others: Effective Communication

*Leadership fosters effective communication in all internal and external interactions, to establish and maintain cooperative relationships.*



### Past Experiences

My undergraduate studies were in communication and I find that I often think of ways to communicate information that I hear.

For example I've been involved in maintaining the Pioneer Memorial Church website since it's inception in 1998. As I see newsletters, announcements and other activities happening, I realize they need to be communicated online. The website and web team has grown and continues to be a blessing to both the local church family and web and TV viewers around the world.

In AVLN, I have used my communication skills extensively. I've been the email voice of AVLN for several years, sending out announcements about events, resources, and online classes. In addition, as the webmaster, I've been through at least three reorganization and redesigns of the website as it has grown in meeting the needs of AVLN's members. The most unique communications have been for the two online conferences. In 2005, as conference chair, I was responsible for the first Adventist education conference. Due to the great success, we organized a bilingual online conference in 2006 with assistance from our AVLN members at the Universidad de Montemorelos in Mexico. Both conferences involved live events via a voice chat tool called Voxwire, multiple discussion spaces for various conference topics, papers presented in web format, and many communications ahead of time to plan, prepare presenters, advertise, and answer questions by potential participants.

Finally, my latest communication project is my blog; Videoconferencing Out on a Lim, found at <http://bcisdvcs.wordpress.com>. Upon learning about blogging in the winter of 2005, I discovered that no one was blogging about K12 videoconferencing. So I started, initially with only a few friends reading. Now I have around 150 regular readers, with others finding my blog entries through web searches as they find answers to questions about K12 videoconferencing. I have also convinced several colleagues around the country to start blogging and sharing their ideas and programs using videoconferencing. We've developed a small community where we discuss across our blog sites various issues about videoconferencing. For an example, see my recent reflection on the final report for Berrien County ISD videoconferencing in 2006-2007: <http://bcisdvcs.wordpress.com/2007/06/05/final-report-reflections/>

The blog has brought me many opportunities, including networking with colleagues to bring additional content to my schools, and giving me opportunities to speak via videoconferencing to educators around the world.

## Current and Future Work

Activities	Description	Documentation	Completion
A. Web communication	Shows my ability to communicate online	Samples from the websites I've created and maintained i. Classroom Resources ii. AVLN iii. PMC iv. SouthwestNet Distance Learning	Summer 2008
B. Online conference	Shows my ability to organize a learning community online conference	i. Screen shots & evaluations from the AVLN Online Conferences	Summer 2008
C. Videoconferencing Out on a Lim Blog	My blog is one of the ways I'm becoming a leader in my field	i. Link to my blog & selected posts ii. Statistics / history of others reading my blog. iii. Sample feedback and comments	Summer 2008
D. Video presentations to outside organizations		i. Video clips of presentations ii. written feedback from audience members	Summer 2008
E. Blog entries	Blog entries connecting the research on communication in videoconferences applying it to K12 videoconferencing projects & field trips.	i. Links to blog entries	Summer 2008
F. LEAD 756	Advanced Studies: Effective Communication	i. Class project.	Summer 2008 / Summer 2010
G. Reflection paper	Apply communication theory to communication in groups and committees	i. Reflection paper connecting knowledge base to projects	Summer 2008

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## 2.2 Leadership with Others: Mentor / Coach

*Leadership promotes relationships that are trust-centered, providing the kind of empowerment that results in personal and performance improvement toward satisfying mutual objectives.*



### Past Experiences

While I haven't realized or thought about it, I have been mentoring in several situations in my work. I hope to learn more about mentoring and improve my practice based on mentoring best practice and theory.

Since I started coordinating distance learning at the Berrien County ISD, I've been working with first district distance learning coordinators or high school media specialists to assist them in supporting videoconferencing in their buildings; and now with building coordinators as part of the expansion of videoconferencing in Berrien and Cass Counties. Mentoring these coordinators involves support at many levels. I provide specific training on videoconferencing that they attend during the school year. But more importantly, I provide just in time learning in many situations. Often in the days leading up to a videoconference, the building coordinator will call to ask questions about materials and content of the videoconference so that they can work with the teacher participating in the connection. Sometimes in the 15 minute connection time before a videoconference, I provide refresher training on how to move the camera, mute the microphone, and set camera presets for that particular program. Some of my more advanced building coordinators call me to receive assistance in planning a project for their teachers, for help getting a partner, or for advice on what programs might best meet the needs of one of their teachers. I'm their go-to person for whatever questions they have as their building implements and uses videoconferencing.

In addition, in 2005 I was invited to be part of a unique collaborative workshop called *123 VC: Jazzing Up Your Curriculum with Videoconferencing*, affectionately termed *Jazz*. This workshop began in 2004 as a collaboratively presented weekly workshop on videoconferencing coordinated by two people in Texas who had met in my online class *Planning Interactive Curriculum Connections*. In 2005 they invited me to present, and ultimately I came on board to offer the workshop at my location simultaneously with theirs. The workshop consists of morning simulations where the participants play the role of students in various interactive collaborative videoconference projects. In the afternoon, the participating sites interact with a different guest speaker each day. Finally the participants work in cross-site subject and grade level groups to plan a videoconference project. The participants at each site interact all day with the participants at the other sites. In 2006, Ken Conn and I, the lead facilitators, invited more sites to participate and the project grew into an eight site collaborative workshop. The relationships with the sites grew so that spin off workshops and collaborative projects occurred throughout the school year as a result of the *Jazz* workshop in the summer. This summer, 2007, the project continues to grow as we invite new sites to join us and begin mentoring other facilitators to lead their own *Jazz* training. The *Jazz* process includes mentoring a facilitator at each site in best training practices and the use of various project templates and formats. This in turn provides more schools able to plan and create videoconference projects, which in turn means more trained partners for our own videoconference projects.

In my online class, *Kid2Kid Videoconference Connections*, participants learn about videoconference project templates, plan their own projects and receive assistance and mentoring throughout the process of implementing projects. This program also means an investment of time and training in VC coordinators around the country (and Canada too) who are now capable of creating and facilitating their own projects.

### Current and Future Work

Activities	Description	Documentation	Completion
A. Mentoring new building coordinators	Assisting 70 building coordinators effectively implement videoconferencing in their school	i. Evaluations from workshops & end of the year ii. Letters and emails from building coordinators iii. Samples of materials created to assist them in their work (i.e. scheduling and troubleshooting cheat sheets)	Summer 2009
B. Mentoring through the workshop: Jazzing Up Your Curriculum with Videoconferencing	Mentoring new facilitators in the Jazz process, procedures and effective training techniques	i. Letters and emails from participants and fellow facilitators ii. Materials for developing a mentoring program for the expansion of Jazz	Summer 2009
C. Mentoring in my Kid2Kid Videoconference Connections online class	Mentoring others in using videoconferencing to support global learning	i. Samples of materials used to mentor ii. Online class evaluations iii. Letters and emails from participants	Summer 2009
D. Blog entries.	Blog entries connecting mentoring theory to supporting building videoconference coordinators at the educational service agency level.	i. Links to blog entries.	Summer 2009
E. LEAD 756	Advanced Studies: Mentor/Coach	i. Class project	Summer 2009
F. Reflection paper		i. Reflection paper connecting knowledge base to projects	Summer 2009

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## 2.3 Leadership with Others: Social Responsibility

*Leadership is accountable to others and endeavors to see that family, community, and environmental needs are met in local, and, as appropriate, in global ways.*



I feel a responsibility for several communities within my circle of influence. I love nature and want to care for the environment. I have a heart for Adventist education and want to contribute to it even though I work in public education. I have a passion for international cultural experiences and bring this to public education through international videoconferences and to Adventist education through the 10/40 window bulletin board materials I developed. I desire to contribute to my church community in service and do that through my work on the church website and volunteering at a church camp three weekends a year with my husband.

### Current and Future Work

Activities	Description	Documentation	Completion
A. Personal interest and care for the environment	Using videoconferencing for meetings; driving a Prius; avoiding use of chemicals in personal and household hygiene; eating organic when possible; recycling; online resources for allergy rotation diets	i. Reflection paper	Fall 2008
B. Meeting needs of Adventist education	Contributing to Adventist education through seminars, presentations and online classes	i. Sample handouts and presentations ii. Evaluations	Fall 2008
C. Bringing an international understanding to public and Adventist education	International videoconferences to increase cultural understanding; 10/40 window prayer materials for Christian schools	i. Documentation of international videoconferences ii. Participant evaluations from international videoconferences iii. 10/40 window prayer materials	Fall 2008
D. Contributing to my church in service	Webservant for PMC website; and volunteering at Camp Au Sable 3x a year	i. Link to PMC website ii. Notes from church staff iii. Note from Camp Au Sable staff	Fall 2008

E. Blog entries.	Blog entries connecting videoconferencing taking care of the environment (either for meetings or for my new science VC project in development).	i. Links to blog entries.	Fall 2008
F. Reflection paper		i. Reflection paper connecting knowledge base to projects	Fall 2008

**Bibliography: A sampling of books I may use to develop my knowledge base. A selection of research articles may be included as well.**

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### 3.1 Leadership Through Organizations: Resource Development; Human and Financial

*Leadership appropriately allocates and manages human and financial resources for healthy and strategic outcomes.*



#### Past Experiences

To run my distance learning program at work I have to manage human resources, the building and district distance learning coordinators; and the funding used to support the program.

#### Current and Future Work

Activities	Description	Documentation	Completion
A. Managing the human resources necessary to support distance learning		i. Evidence of the network of people involved in our distance learning program ii. Sample notes from building coordinators	Summer 2008
B. Managing and increasing funding to pay for VC programs for my schools		i. Budget and evidence of Polycom funding	Summer 2008
C. TWICE Read Around the Planet funding	This TWICE videoconference project grew too great to sustain with volunteer labor.	i. Evidence of Polycom funding ii. Contract with Read Around the Planet Coordinator iii. Contracts for Collaborations Around the Planet and Read Around the Planet database development	Summer 2008
D. USDA RUS DLT Grant \$350,000	Acquired 35 videoconference systems for elementary and middle schools in Berrien and Cass counties	i. Grant application ii. Grant reports iii. Grant final evaluation iv. Notes from participating building educators	Summer 2008
E. Reflection paper		i. Reflection paper connecting knowledge base to project	Summer 2008

**Bibliography:** A sampling of books I may use to develop my knowledge base. A selection of research articles may be included as well.

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## 3.2 Leadership Through Organizations: Legal and Policy Issues

*Leadership applies and understands the scope of a legal and policy structure appropriate for their field.*



### Past Experiences

This is an area that I haven't paid attention to at all. I hope to learn more about the legal issues involved in K12 schools.

### Current and Future Work

Activities	Description	Documentation	Completion
A. Videoconference usage policies.		i. Copy of policies	Fall 2008
B. AVLN policies	Work with David Jeffrey to document AVLN policies into a handbook for course management, treasurer, conferences, and registrar.	i. Copy of policies ii. Feedback and notes from AVLN board members.	Fall 2008
C. EDAL 560 School Law	Participation in class.	i. Class assignments	Fall 2008
D. TWICE policies	Work with TWICE members to document TWICE policies and procedures	i. Copy of policies	Fall 2008
E. Reflection paper		i. Reflection paper connecting knowledge base to project	Fall 2008

**Bibliography:** A sampling of books I may use to develop my knowledge base. A selection of research articles may be included as well.

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### 3.3 Leadership Through Organizations: Organizational Behavior, Development, and Culture



Leadership understands personal, group, and intergroup behaviors, and how they impact organizational history, needs, and goals.

#### Past Experiences

I have co-founded a non-profit organization for K12 videoconferencing in Michigan. Others affectionately call me one of the “founding mothers of TWICE.” As I learn about organizational theory I’ll be applying it to my continued experiences as an influential TWICE board member. I do so much for TWICE that sometimes people think that I work full time for TWICE. But it’s just part of my work at the ISD. As part of this application of theory to my work in TWICE, I want to especially focus on the development and evolution of TWICE’s signature event: Read Around the Planet. The project matches classes to celebrate reading via videoconference in March around Dr. Seuss’ birthday. The project grows exponentially each year with 1300 classes participating from 5 countries in 2007.

#### Current and Future Work

Activities	Description	Documentation	Completion
A. Apply organizational theory to experiences and past development of TWICE.	TWICE is Michigan’s K12 Videoconference organization.	Evidence of my leadership in the organization and these TWICE initiatives i. Documenting procedures for the TWICE sessions at the MACUL conference ii. TWICE website iii. TWICE promotion of Keystone conference iv. Advertising videoconference field trips & discounts for members v. Development of Where in Michigan vi. President’s Award vii. Collaborations Around the Planet	Summer 2009
B. International program development.	Read Around the Planet	i. History of the project’s growth and success ii. Evaluations and comments from participants	Summer 2009
C. LEAD 638	Leadership Theory	i. Class assignments	Fall 2008
C. Reflection paper		i. Reflection paper connecting knowledge base to project	Summer 2009

**Bibliography: A sampling of books I may use to develop my knowledge base. A selection of research articles may be included as well.**

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## **\*\*3.4 Leadership Through Organizations: Implementing Change**

*Leadership involves working with others in order to collaboratively shape the vision and strategy for change, as well as being capable of facilitating the change process.*



### **\*\*Distinguished Competency Level**

#### **Past Experiences**

At the ISD, I support the 18 schools in Berrien and Cass county in integrating technology in the curriculum, specifically integrating videoconferencing in the curriculum. I do well with facilitating the change, helping my districts use videoconferencing and supporting them. But I have not learned to collaboratively shape the vision and strategy. The historical model at my work has been to acquire a grant for the districts and implement it for them without really planning with them.

#### **Current and Future Work**

<b>Activities</b>	<b>Description</b>	<b>Documentation</b>	<b>Completion</b>
A. Learn about “collaboratively shaping the vision and strategy for change” and apply it in my work at the ISD.	My current implementation of change is under a vision already set by other above me. This activity will help me gain a broader picture of the full process of implementing change.	See reflection paper.	Summer 2009
B. Workshops and online classes	Training building coordinators and teachers to implement videoconferencing in their curriculum	i. Workshop outline ii. Evaluations from the workshops	Summer 2009
C. Adapting policies and procedures to manage the explosive unmanageable growth	The use of videoconferencing in our districts grew so much in 2006-2007 that we are now changing policies and procedures to manage the growth and allow it to continue without current procedures holding back increased use.	i. Evidence of past and new procedures that show the changes made to accommodate growth	Summer 2009
D. Evaluating evidence of the change	Every year I collect data on how much the districts are using videoconferencing	i. Annual Reports from 2000 to the present	Summer 2009
E. Publish an article.	Publish an article about the grassroots evolution of 123VC: Jazzing Up Your Curriculum with	i Article ready for publication.	Summer 2009

	Videoconferencing; a grassroots collaboratively designed workshop.		
F. LEAD 756	Advanced Studies: Implementing Change	i. Class project	Summer 2009
G. Reflection paper		i. Reflection paper connecting knowledge base to project	Summer 2009

**Bibliography: A sampling of books I may use to develop my knowledge base. A selection of research articles may be included as well.**

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## 3.5 Leadership Through Organizations: Evaluation and Assessment

*Leadership uses appropriate evaluation and assessment tools to make decisions about programs and plans.*



### Past Experiences

Currently I complete an annual evaluation of the videoconference program at the ISD. In addition we do evaluation and assessment of workshops and online classes on a regular basis.

### Current and Future Work

Activities	Description	Documentation	Completion
A. Videoconference program annual evaluation reports		i. Annual reports	Spring 2008
B. USDA RUS DLT Grant Evaluation		i. Grant Evaluation to be submitted to the USDA.	Spring 2008
C. Improve Read Around the Planet evaluation.	The evaluation of RAP has fallen by the wayside as the program has grown so large.	i. Past and improved evaluation tools and results of Read Around the Planet.	Spring 2008
D. Publish an article.	Publish an article based on evaluation of Read Around the Planet.	i. Article ready for publication	Spring 2008
E. LEAD756	Advanced Studies: Evaluation and Assessment	i. Class project	Summer 2010 / Spring 2008
F. Reflection paper		i. Reflection paper connecting knowledge base to projects	Spring 2008

**Bibliography:** A sampling of books I may use to develop my knowledge base. A selection of research articles may be included as well.

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## 4.1 Leadership and Research: Reading and Evaluating Research

*Leadership critiques the adequacy of research reports, conducts literature reviews using electronic sources, and relates research to the body of knowledge in their professional field.*



This area is also a weakness of mine. I hope to gain a habit of learning the research behind the various activities and projects I create.

### Current and Future Work

Activities	Description	Documentation	Completion
A. Literature review for Proposal.		i. Literature Review	Summer 2008
B. LEAD 637	Issues in Leadership Research	i. Paper or project	Summer 2008
C. Publish an article.	Use my literature review to publish an article on K12 enrichment videoconferencing.	i. Published article.	Summer 2008
D. Reflection paper		i. Reflection paper connecting knowledge base to project	Summer 2008

**Bibliography: A sampling of books I may use to develop my knowledge base. A selection of research articles may be included as well.**

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## 4.2 Leadership and Research: Conducting Research

*Leadership understands the logic and processes of scientific inquiry, explains major research methodologies, formulates empirically driven research problems, selects appropriate research designs, explains standards for data collection and conducts basic data collection and analysis.*



### Past Experiences

I prepared a research proposal for EDRM 505. I also collaborated with Shirley Freed to complete a qualitative analysis of one of my online classes.

### Current and Future Work

Activities	Description	Documentation	Completion
A. EDRM 611	Applied Statistics I	i. Class project	Fall 2007
B. EDRM 612	Applied Statistics II	i. Class project	Spring 2008
C. LEAD 880	Proposal Development	i. Class project	Spring 2008
D. EDRM 605	Qualitative Research	i. Class project	Summer 2008
E. Dissertation	Correlate implementation rubric score to use of videoconferencing; and implementation rubric vs. not just total numbers but percent of building teachers using VC	i. Dissertation	Summer 2010
F. Reflection paper		i. Reflection paper connecting knowledge base to project	Summer 2010

**Bibliography:** A sampling of books I may use to develop my knowledge base. A selection of research articles may be included as well.

See knowledge base under 4.1

## 4.3 Leadership and Research: Reporting and Implementing Research

*Leadership adequately communicates research findings and implements the findings in the workplace.*



### Past Experiences

I prepared a research proposal for EDRM 505. I also collaborated with Shirley Freed to complete a qualitative analysis of one of my online classes.

### Current and Future Work

Activities	Description	Documentation	Completion
A. Dissertation	Correlate implementation rubric score to use of videoconferencing; and implementation rubric vs. not just total numbers but percent of building teachers using VC	i. Dissertation	Summer 2010
B. Qualitative Research: Publish an article.	Publish the research that Shirley Freed and I conducted on my online class, Planning Interactive Curriculum Connections.	i. Article ready for publication.	Summer 2008
A. Publishing dissertation article(s)	Publish at least one article based on my dissertation	i. Article ready for publication.	Summer 2010

**Bibliography:** A sampling of books I may use to develop my knowledge base. A selection of research articles may be included as well.

See knowledge base under 4.1

## **\*\*5. Servant Leadership in Technology Facilitation and Collaboration**

*Servant leadership through serving and giving resources and tools to others using technology to facilitate collaboration and collaboration to provide effective tools and resources.*



**\*\*Distinguished Competency Level**

### **Past Experiences**

As I have just begun to learn about servant leadership, I realized that my tendency to see needs and try to meet them fits the theory of servant leadership. Since my expertise is in technology, most of my creative activities are in the area of facilitating work, communication and collaboration via technology tools, and collaborating with others at a distance via technology tools to solve problems and serve the needs of others.

### **Current and Future Work**

<b>Activities</b>	<b>Description</b>	<b>Documentation</b>	<b>Completion</b>
A. Regional Group Virtual Learning Space	Setting up an effective online space for two regional groups to function.	i. Samples and screenshots from the learning space. ii. Feedback from my regional group members on the quality of the online learning space.	Summer 2009
B. Jazzing Up Your Curriculum with Videoconferencing	A multi-state videoconference training workshop.	i. Samples of tools used for planning and meeting at a distance. ii. Samples of project work completed by participants. iii. Samples of resources created to facilitate learning and collaboration. iv. Evaluation feedback from participants. v. Informal notes and feedback from team facilitators.	Summer 2008
C. Collaborations Around the Planet	An online database for collaborative videoconference projects.	i. Samples and screenshots of the online tool. ii. Feedback from development team. iii. Feedback from users of the site.	Summer 2008
D. CollaborativeVCs. pbwiki.com	A wiki (collaborative document) created for	i. Samples and screenshots of the website.	Summer 2008

	sharing collaborative videoconference projects.	ii. Feedback from people using the site.	
E. Giving videoconference resources to the world.	Many tools that I create for videoconferencing I share with the world freely.	i. Database of videoconference programs. ii. Booklet of project templates. iii. Two page selected list of videoconference programs updated annually.	Summer 2008
F. Small group tools for Pioneer Memorial Church	Selecting and implementing an online tool.	i. Paper trail of planning and implementing the new small group management website.	Fall 2007
G. E-Ministry	Providing resources and training to facilitate e-ministry	i. Comments from web users of <a href="http://www.pmchurch.org">www.pmchurch.org</a> ii. Comments from pastors iii. Screenshots and samples of web ministry	Fall 2009
H. LEAD 776	Advanced Studies: Technology Facilitation and Collaboration	i. Class project	Fall 2009
I. Reflection paper		i. Reflection paper connecting knowledge base to projects	Fall 2009

**Bibliography: A sampling of books I may use to develop my knowledge base. A selection of research articles may be included as well.**

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## Course Plan

**Version: 9.30.2007**

Semester	Course	Credits	Competency	Title
Summer 2007	LEAD630	4		Leadership Seminar (Orientation)
Fall 2007	LEAD635	4		IDP
Fall 2007	EDRM611	3	4.1	Stats 1
Spring 2008	LEAD880	2	4.2	Proposal Development
Spring 2008	EDRM612	3	4.1	Stats 2
Spring 2008	LEAD 636	0	1.1	Clep/petition (Kaak & Fitzgerald) (2)
Summer 2008	LEAD637	2	4.1	Issues in Leadership Research (Covrig)
Summer 2008	EDRM605	3	4.1	Qualitative Research
Fall 2008	LEAD638	2	3.3	Leadership Theory (Baumgartner)
Spring 2009	LEAD645	1	1.2	Ethical Leadership
Spring 2009	LEAD756	1	1.3	Advanced Studies: Learning & Human Development
Spring 2009	LEAD899	2	4.3	Dissertation
Summer 2009	LEAD899	5	4.3	Dissertation
Summer 2009	LEAD756	1	2.2	Advanced Studies: Mentor/coach
Summer 2009	LEAD756	1	3.4	Advanced Studies: Implementing Change
Fall 2009	EDAL560	2	3.2	School Law
Fall 2009	LEAD776	1	5	Advanced Studies: Technology Facilitation and Collaboration
Spring 2010	LEAD899	4	4.3	Dissertation
Summer 2010	LEAD899	5	4.3	Dissertation
Summer 2010	LEAD756	1	3.5	Advanced Studies: 3.5 Evaluation & Assessment
Summer 2010	LEAD756	1	2.1	Advanced Studies: Eff. Communication