Leadership begins and ends with respecting people. That goes beyond saying it and even truly feeling it. Respecting people changes you. It changes how you approach every interaction, how you train yourself to speak and to listen, and demonstrates how you value people's time. Through the following experiences, I hope you see yourself in them, for better or worse, and take a moment to reflect on how you show your respect to others.

Respect changes time. We all seem to have too little time, yet we fritter it away with overly long meetings, making a habit of including way too many people on emails and replying to everyone when only the sender needs your response. Years ago, our IT leadership team assigned one person in our meetings to stop multiple simultaneous conversations, maintaining a “parking lot” of thoughts and ideas for post-meeting follow-ups and keeping us on our agenda. This was our way of showing each other that we respected each other’s time and the value they brought to the table. When I began writing my daily blog years ago, my first goal was to have people stop reading posts that didn’t interest them, as quickly as possible. I wanted to be respectful of their time and would try to make the subject line so clear they could delete it without going further. I would repeat that with the first line of the blog, then the second, etc. If you’ve read this far, I hope the first paragraph was crystal clear and I failed you if you’ve read this far and decided now that it’s not for you. Imagine if every email you received, and sent, were written this way.

Respect changes questions. How you ask questions, either to an individual or an audience, can either engage them or turn them off. Respectful questions are ones that they can answer, and this is different from them knowing the answer, or even the correct answer. Consider these two slightly different versions. “How was Gorilla Glass invented?” and “Do you know how Gorilla Glass was invented?” When I asked the second version to groups of sixth graders recently at Kettering Middle School, they all immediately answered “No!”, because they knew that answer. I explained that the glass was accidentally overheated, then asked “Guess what happened when they accidently dropped it on the floor?”. Everyone shouted “It broke!”. “No”, I replied, “it bounced!”, followed by giggles of surprise. Everyone had an answer, and even though they all shouted out the wrong answer, no one cared. Phrasing questions so they can be answered is the respectful approach, allowing them to get engaged instead of making them feel, at best, awkward with the silence, and worse, withdrawing from further conversation.

Respect changes listening. Ever been in a meeting where two people disagree on a course of action? Do you listen intently, trying your best to figure out which path you’ll put your vote behind? Sure, we all have, but have you ever started with the respectful view that these smart people are both are right, at least from the facts as they understand them? I was invited to a meeting many years ago, puzzled on why I was there, doubtful that I would have anything to contribute on an unfamiliar subject. A few minutes into the meeting the debate began and having nothing to say decided to just sit back and try to figure out how these two people were viewing their individual underlying assumptions, those that made them both right. It took thirty minutes of intense listening before I thought I just might understand those assumptions, and relieved to find myself back into my familiar technical world. I gave it another ten minutes, continued listening to validate their two slightly different views. I then presented those views and asked them if those were in fact correct, which they agreed they were. When I explained which view was true, the meeting was over and the path forward was clear. And everyone came away feeling good about the outcome.

Time, questioning and listening are only a few of the areas where we can show our respect to our colleagues, families and friends. Take a moment to reflect on what you do well, and perhaps an area where you feel you can improve. The respect you demonstrate will help set the culture of your organization in a powerful way, for better or worse.

Please share your thoughts and stories on the Technology First blog.
CIO Council

The CIO Council met in July about Customer Experience Management. Thank you to Matt Coatney, CTO of Managed Technology Services, for facilitating this great discussion!

SMB SIG Meeting

Our Small-Medium Business SIG met about Protecting Your Data like Fort Knox and discussed Risk Audits and CIS Controls. Thank you to Garber Connect and Expedient Technology Solutions for sponsoring the inaugural SMB SIG meeting!

CIO Council (invitation only)

"Building Tomorrow’s IT Workforce"
Thursday, August 9th; 11:00 – 1:00 pm
Business Solutions Center
1435 Cincinnati Street, Suite 300
Dayton, Ohio 45417

Infrastructure/Cloud - Special Interest Group

"Job Skills in a Cloud World"
Friday, August 24th; 11:30 - 1:00 pm
Business Solutions Center
1435 Cincinnati Street, Suite 300
Dayton, Ohio 45417

Data Analytics - Special Interest Group

"ServiceNow Performance Analytics & Reporting to Drive a Data Driven Operation"
Friday, August 24th; 8:30-10:00 am
Business Solutions Center
1435 Cincinnati Street, Suite 300
Dayton, Ohio 45417

CIO Council (invitation only)

“Blockchains and Smart Contracts in the Supply Chain”
Thursday, September 13th; 11:30 – 1:00 pm
Presidential Banquet Center
4572 Presidential Way
Kettering, OH 45429
WORKFORCE DEVELOPMENT

Education’s Continuing Role of Supporting Workforce Development

By: Don Hopkins, Wright State University

The two major impacts that universities have on workforce development involve the initial student preparation for the workforce and a platform for achieving a lifestyle of continuing education that prevents employees from becoming obsolete and providing companies the ability to discover new frontiers.

The first impact that universities have on workforce development is the most traditional role that universities play, which is providing professional career education for our young people. Companies are used to coming to universities to recruit new hires for their entry-level professional jobs. Universities must stay relevant to the needs of industries in their region or communities. To perform this important role, universities collaborate with business through multi-levels of Advisory Boards at the university, college and department levels. Universities often struggle with the objective of teaching students the ability to learn and understand a discipline versus preparing them for the current job needs of the industry. Universities believe their role should be to provide the skills and knowledge that a student needs to understand the discipline and apply their learned knowledge thereafter. For example, universities educate a student with knowledge (e.g., logic, structure, error handling, etc.) to be an effective programmer versus learning the current most popular programming language (e.g., syntax). Learning just a programming language is destined to become obsolete and irrelevant while learning the “art or science” of programming will make a student more sustainable. However, this is not the end, because the structure of programming has changed over the years (e.g., introduction of recursive calls, object orientation, analytics), which makes additional education important to successfully make these transformations. This is what brings us to the next area of impact for universities.

The second impact universities have on workforce development is providing continuing education and lifelong learning. The rapid growth of technology has made this a much more significant role for the university and one which industry groups might not fully appreciate. Providing continuing education and lifelong learning can have multiple facets:

- to renew knowledge so one can remain successful in their field
- to grow into new adjacencies in their career
- to evolve into a lifestyle.

Universities can support the efforts of employees to renew knowledge so one can remain successful in their field. Our modern society changes quickly, especially with the speed that new technologies are being introduced. Many things we use today did not even exist five or ten years ago. Professionals need to stay current with the latest knowledge, ability, and skills so they can master the developments of new applications required to simply do the job in their fields. If you received a degree in marketing fifteen years ago, there were no social media channels to harvest (e.g., Facebook is only fourteen years old). Employees gain confidence and can do their jobs better when they receive additional education. It is not only important for employees to keep up with the technologies, but they need to assist companies in the introduction and deployment of this new technology.

In the last decade, universities have been adding certificate programs to their curriculums. These certificate programs differ from standard workplace training that many companies employed to teach an employee how to perform a function by teaching the underlying principles associated with the function. This approach of using certificates provides the employee with much more depth of understanding, which markedly improves their problem-solving ability in their area of study. In addition, the student can achieve a more thorough knowledge of their field by completing a Master’s degree in their area expertise (e.g., accounting, engineering, information systems). This facilitates employees in introducing change within their organizations.

Universities can also support the employee’s need to grow into new career adjacencies. Many of the tasks we perform today are interdisciplinary or require expertise in more than one typical domain of knowledge. To many successful professionals, the challenge is to learn the knowledge outside their fields. Many employees with technical degrees have used the Master of Business Administration as a means of preparing for management or other leadership roles that require an understanding of how the business operates. In addition,
managers today need to know and practice analytics, which is a new domain of knowledge with interdisciplinary impact. Advancing a career today could mean that someone needs to pick up a degree that is completely outside what he/she originally studied in college. Many times, companies place an employee in an area where they have the greatest need, but does not have an in-depth understanding nor skills (e.g., moving an accountant or engineer into supply chain management). They are performing the job based on the tribal knowledge that has been passed on to them. Continuing education through a Master's degree in a new discipline, like Logistics and Supply Chain Management, provides the employee with the opportunity to view problems in the workplace from a new perspective, versus the tribal biases that were passed on to them. This provides the employee the ability to perform transformational leadership in their new discipline.

Finally, when continuing education can become a lifestyle, it can broaden one's business network and influence. From the employer's point of view, it is a means to retain the talent on the team. In addition, our efforts to become more competent can inspire others too. Not only do we grow our network and enlarge our business circles, our influence grows as well because we keep ourselves up-to-date. For leaders, this attitude to continue to learn and improve shows a lifelong commitment to something greater. In the end, people are more likely to stay in such a nourishing culture rather than leave it.

While universities play a significant role in promoting continuing education as a lifestyle for the twenty-first century, employers have two significant roles to play. First, when planning or supporting career development with employees, it is important to discuss with them the fact that they must continue to upgrade their knowledge and skills to be an effective employee over the life of their career. Second, employers need to reconsider their policies regarding tuition support that will encourage employees to embrace the concept of continuing education as a lifestyle.

Automation will continue to put pressure on employees and employers. Lower skill jobs will continue to be eliminated, but if the past is an indicator of the future, new higher skill jobs will continue to be created. As computers began to automate much of the business processes for the first time during the seventies and eighties, eliminating many clerical jobs, companies were struggling to find computer operators and programmers. Moreover today, as robots are beginning to dominate production floors, companies will continue to struggle to find programmers and operators to support and maximize the utilization of these new robots. For instance, contrast hospitals today and twenty years ago; nurses must know how to use mobile and computer devices that did not exist years ago but today are the minimum requirements of such positions.

There must be a partnership between businesses (employers) and universities on which the future success of the country is based, and a workforce that continues to step up to the challenges that change will bring this century.
Top strategies to attract and retain a multigenerational workforce: Companies must offer what potential employees value

By: Joe Brusuelas, RSM, Chief Economist

The number one staffing challenge that companies across industries are facing today is the lack of qualified workers available. The inability to find workers poses significant challenges, not only for businesses and policymakers, but for the broader economy. Moreover, if federal policy isn’t aligned with the tight labor market, bottlenecks in the economy due to a lack of supply that is already evident in agriculture, residential construction and manufacturing may spread to other areas of the economy, causing overall growth to slow.

Among the drivers behind this challenge, according to executives in the RSM US Middle Market Leadership Council (MMLC) survey, are competition for potential employees and simply finding people who want to work in their industry. Incentives that address the work environment, career development and compensation are attractive, and these are being offered by a plurality of middle market companies.

But age can have a profound impact on the way incentives are viewed. While most baby boomers and Gen Xers might see the inherent advantages of retirement plans and health care benefits, for example, fewer than half of millennials place value in these incentives. Many incentives being offered by a majority of companies are important to this cohort; conversely, fewer organizations are offering the benefits with universal value.

Finding the balance

Workforce needs differ among industries, let alone specific companies. Given the importance of millennials in the workforce—by 2030, the cohort is anticipated to make up 75 percent of the labor market—companies would be expected to cater to that generation’s workplace preferences through their recruiting and retention initiatives. But millennials are not the only ones working or looking for work today. Boomers, with all of their experience and knowledge, are putting off retirement and working longer; Gen Xers are raising families and need to work as well. Companies need to identify which generation holds the talent they need and adjust their recruiting efforts accordingly.

Some offerings that companies should seriously consider are relatively easy and inexpensive to execute; others are more expensive and complex. To attract and retain a desired workforce in a tight labor market, however, management will need to strike a balance between the incentives they can afford to offer and those that potential employees value.

What companies are offering

In industries ranging from manufacturing to retail, health care to finance, what are companies offering to attract and retain qualified employees?

Health care benefits (offered by 90 percent of MMLC participants) and retirement programs (offered by 86 percent) are the foundational benefits that, depending on the company, will offer programs that may include options for cafeteria plans, wealth protection, health reimbursement and saving accounts, and the like. Perhaps not surprisingly, given the perspectives that younger adults often have on health and long-term issues, these benefits are among the least valuable to them when considering employment.
A majority of companies are offering opportunities to have input on how work is done (67 percent).

According to a recent survey of construction workers, “feeling in on things” was second only to “feeling appreciated for a job well done” as a priority for what workers look for in a job.[i] Establishing a work environment where employees have opportunities to offer relevant input can go a long way towards making the employee feel valued—and want to stay.

It should not be surprising that compensation—hourly or annual, based on commission or performance—is among the top attractions offered by companies. A low majority of middle market executives anticipate increasing compensation levels (58 percent) and offering competitive incentive compensation arrangements (56 percent) in their efforts to recruit and retain labor, according to the survey. Total compensation considerations aside, it is worth remembering that compensation and benefits are not the primary attractions for employees—more often, it’s the quality of the job.[ii] And while a work-life balance may not be considered a high priority by boomers,[iii] most millennials (84 percent) view it to be the most important factor in evaluating job prospects.[iv]

Because acknowledgement by leadership of work done well is important to employees, recognition programs are offered by many companies (63 percent). A culture of recognition can be a relatively easy and low-cost effort that provides a high return on the investment in terms of work performance and employee retention.[v]

Other somewhat traditional offerings—and one that appeals to employees who want a clear career trajectory—including internal and external training or education (offered by 56 percent). From apprenticeship programs to employers’ work arrangements with colleges and universities to individual professional development courses, companies understand that these programs are some of the most effective ways to identify, develop and retain the skilled workforce they need.

**What companies should consider**

Conclusions in studies of the behavior and values of different generations range widely, but, whatever the perspective, these studies make it clear that understanding what drives potential workforce talent is critical to attracting and retaining them. Many companies are missing opportunities to engage potential employees by focusing more on traditional incentives and less on what they value.

**CONTACT**

First, companies need to recognize and leverage the power of social media. Eighty-eight percent of millennials and nearly as many Gen Xers are on Facebook; a somewhat smaller but still sizeable percentage of boomers (62 percent) use the platform; three-quarters of Facebook users overall go to the site on a daily basis.[vi] Yet only 43 percent of middle market companies are using social media to attract employees. (Usage of LinkedIn, a more business-oriented platform, by all cohorts is significantly smaller than that of Facebook.) It takes an investment of time, effort, a budget and other resources, but can companies really afford not to be online when it comes to recruitment?
WORKFORCE DEVELOPMENT

(continued from page 7)

WORK ARRANGEMENTS
Due to the unique nature of particular jobs, not every industry can offer flex
time to employees; in this regard, agriculture, health care and manufacturing
come to mind as location- and time-sensitive industries requiring most
employees to be at a specific place and for a regulated period. But many
industries and business cultures can tolerate employees working on various
schedules. In these cases, as long as the work is completed on time, it may not
matter what time of day it gets done or where. Recognizing this, more than
half of middle market executives (56 percent) offer flexible hours or schedules.
But the value of flexible arrangements across the generational board suggests
more companies need to consider these work programs.

Given the relative popularity of flexible hours and schedules—not to mention
the ubiquity of mobile technology—it is surprising that so few middle market
companies offer work-from-home options (35 percent). While boomers in
general may not want to work from home, this option becomes more popular
with each successive generation.[vii] Businesses will have to consider how
much actual face time they want, the technology they need and what policies
to put in place for this option.

CAREER GUIDANCE
Members of every generation want to know the potential that employers hold
for their professional futures. But less than half of middle market executives (43
percent) offer formal programs to help employees define career paths in their
organizations. With half to two-thirds of Gen Xers and millennials expressing
interest in being a boss or manager[viii], showing an employee a clear and
realistic trajectory that holds the promise of a solid career should be considered
for every company’s human resources toolset. Formalized mentoring programs
(offered by only 21 percent) should be among those tools. If companies
are finding that helping employees define their career paths is an effective
means to retaining them, then providing guidance along the way can play an
appropriate part of that effort.

COMMUNITY
Social activities for employees are another relatively easy and low-cost
incentive for any demographic. Yet with just over half of survey participants
engaging employees through social activities, this could be categorized as
an underutilized approach. Not surprisingly, given its limited use to attract
employees, social media is used to engage them by only one-third of middle
market companies. Policies for volunteer days or other opportunities to give
back to the community play into decisions by more than half of millennials
to accept a job offer[ix], and three quarters or more of Gen Xers and boomers
participate in such programs.[x] Yet only about one-third of companies (34
percent) present company-sponsored opportunities to support community
and charitable efforts.

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Learn to Earn

Learn to Earn Dayton is dedicated to fostering the success of all Montgomery County children from birth until their graduation from college or selection of a career. Their "Big Goal" is that 60% of Montgomery County’s workforce will have a college degree or high-quality credential by 2025.

Their focuses are:
• Giving every child the opportunity to attend at least 1 year of high quality Preschool
• Promoting all students’ attendance and reducing chronic absenteeism
• Expanding afterschool and summer learning opportunities
• Ensuring every child is reading well in 3rd grade
• Expanding high-school internship opportunities and career pathways
• Ensuring every high-school graduate has a plan to attend college or earn a credential after graduating from high school
• Driving up FAFSA completion

Their approach is:
• Create and leverage partnerships
• Promote best practices
• Foster equity by targeting sub-populations of children
• Gather data to drive good decisions

Learn to Earn Dayton is part of a national network of organizations dedicated to creating a more highly educated workforce.

Community Resources

SOCHE:
The Southwestern Ohio Council for Higher Education (SOCHE) is the trusted and recognized regional leader for higher collaboration, working with colleges and universities to transform their communities and economies through the education, employment, and engagement of nearly 200,000 students in southwest Ohio. Since 1967, SOCHE and its 23 member institutions have contributed to southwestern Ohio by increasing the education and training in the 20-county region and preparing individuals for careers.

Through close relationships with the Air Force Research Laboratory, the Air Force Institute of Technology and many businesses across the region we are partnered to build their future workforce. Every year, SOCHE attracts over 400 students to the region to participate in multiple internships both year-long and over the summer. Last year, over 500 students applied for internships in Dayton Ohio, from 34 different states and 81 institutions.

Montgomery County Development Services, Workforce Development:

Montgomery County Development Services provides a variety of services to better match the right candidates to the right positions by connecting resources through county programs and partners.

Such programs are:

OHIO MEANS JOBS | MONTGOMERY COUNTY
• OMJ | MC provides a single place where employers can access qualified, job-ready workers while job seekers can access job opportunities, training, and other services.

TALENT AND RECRUITMENT
• OMJ | MC offers tools to assist businesses in attracting, hiring, retaining, and advancing their workforce. Employers can search resumes online or work with a Staffing Analyst. Additionally, we offer assistance with assessment, testing, interviews, outplacement assistance, workforce planning, and recruitment.

YOUTH CAREER SERVICES
• Geared toward youth ages 14-24 to assist in developing fundamental life skills for managing their personal growth, interpersonal relationships, and career development.

WIOA FUNDED TRAINING
• The Federal Workforce Innovation and Opportunity Act (WIOA) provides a workforce development system to benefit both employers and job seekers, and attaining training and recognized post-secondary credentials. Whether it’s the job training through Project Hire, incumbent worker training, customized or individual training, the goal is to provide a better-educated and prepared workforce.

Career Tech Programs – Information Technology Pathways

- Centerville High School
- Butler Tech
- Grant Career Center
- Greene County Career Center
- Greenville High School
- Hamilton High School
- Kettering Fairmont High School
- Miami Valley Career Technology Center
- Miamisburg High School
- Ponitz Career Technology Center
- Springfield-Clark Career Technology Center
- Stebbins High School
- Warren County Career Center
- Wayne High School
Matt Franz, Ed.D.  
- Clark State Community College  
- Vice President, Information Technology  (5 years)

1. Did you always want to work in IT?

Not originally. I had planned to work in federal law enforcement. While in college I got a campus job working in the computer lab. From there, I shifted from law enforcement to a career in IT.

2. What business or technology initiatives will be most significant in driving IT investments in your organization in the coming year?

Network and data security remain high priorities. With a constantly changing threat landscape, security responses need to remain agile as well.

3. What are the CEO’s top priorities for you in the coming year? How do you plan to support the business with IT?

Our President’s priorities are always student focused. She has a laser focus on ensuring our students have the tools and ability to succeed in their academic journey. To that end, my priorities are based largely on the vision of the President and shaped by the mission, vision, and strategic plan of the organization. I believe in most case, technology does not drive an organizations success. Instead, I believe IT accelerates it. Ensuring our students, faculty, staff, and community members have access to the services they need to be successful is our primary goal.

4. What advice would you give to aspiring IT leaders?

Find a mentor and become a mentor. There is never a point in one’s life when they cannot learn something. A career in technology is very fast paced and can result in high stress or burn out. If you take the time to develop authentic relationships not only with your customers but also with your mentors and mentees, you will become more effective and well-rounded. The latest and greatest technology will never be more important than building and maintaining relationships with those you serve.

Thomas Skill - University of Dayton  
- Associate Provost & CIO  (14 years)

1. What was your first job?

First regular paying job was as a part-time auto detailer and gas station attendant at a Texaco station when I was 16. Back in those days, we pumped the gas for customers and gave out “green stamps” for every purchase!

2. Did you always want to work in IT?

Actually, I was always interested in technical stuff as a kid and ended up as a college professor who studied how people engage with technology and how technology impacts society. Ended up in my role as CIO at a university because I was one of “those academic department chairs” who complained about IT so much, I was asked to come on board to help make it better – 21 years later, I’m still at it. It’s a lot bigger challenge once you are on the inside!

3. Are you leading a digital transformation? If so, does it emphasize customer experience and revenue growth or operational efficiency? If both, how do you balance the two?

Our digital transformation agenda is focused on two things: Academic Innovation and Institutional productivity. We see academic innovation being supported by various high performance computing and network technologies. Innovation in learning, teaching, research and workforce readiness are the keys to our continuing success. IT must be a strategic partner with our academic colleagues. Enhancing Institutional productivity through the effective use of IT systems and processes is core to our continued survival! If we are not identifying and deploying new and enhanced capabilities to support the vision and mission of the campus, we will become nothing more than a commodity service provider.

(continued on page 11)
1. What was your first job? / Did you always want to work in IT?

My first job was working a tree trimming/lawn service that was owned by my uncle. I worked for him all through high school. After high school I worked in fast food, at a department store, and had several jobs where I drove a delivery truck and worked in a warehouse. I had no clue what I wanted to do as a career, but I knew it wasn’t any of those jobs. I started taking classes at Sinclair in the evening, just going part-time until I was laid off and decided I was close enough to get a degree if I went full-time for a year. I changed my major a few times while I was going part-time and ended up taking a programming class that I liked and changed my major to Electronic Data Processing.

2. Tell us about your career path.

I got my associates degree in Electronic Data Processing from Sinclair in 1983; a second associates in Business Administration in 1984 and got hired by NCR as a COBOL programmer that year. While I was at NCR I enrolled part-time at UD and graduated in 1988 from the MIS program. Right after graduating from UD I was hired into my first job at Sinclair as Manager of User Support Services. Those early years at Sinclair in the late 80’s/early 90’s saw lots of change in technology and I had the great fortune to be involved in that change. I moved into the role of Manager of Systems Management and later to Director of Information Technology Services.

During the time that I was Director of Information Technology Services, I was able to pursue my MBA, which I always wanted to do but put it off until 20 years after completing my BS. After completing my MBA in 2010 I was named Chief Technology Officer, and in 2012, the previous CIO retired from the college and I was asked to fill that role. I have loved working at Sinclair. It has been a great opportunity to be involved. On June 20, 2018 I celebrated my 30th anniversary at Sinclair.

3. What business or technology initiatives will be most significant in driving IT investments in your organization in the coming year?

As you can imagine, the top priority for the college is the success of our students. A large number of the development projects that we take on are in support of this effort. In addition, the college has a major construction project in the works that will completely revamp the experience that incoming students have in being welcomed to Sinclair and set on the path to success. There are many IT-related components of this project as an entire building and all of the offices that new students interface with are being redesigned and the related process flows are re-engineered.

Beyond these initiatives that are unique to Sinclair, we are also dealing with many of the same business-technology factors that are causing us to make changes to the way we manage and support our environment. The most significant of these factors are the networking of “everything”, the move of many enterprise systems to operate in the cloud, and the ever-changing and increasing risk of malicious computer and network threats. All of these areas require changes to process, development of new skills, and changes in how funds are budgeted.

4. What advice would you give to aspiring IT leaders?

Remember that it isn’t about the technology. The reason for the business to exist is not to have the latest and most elegant technologies. Every technology that is implemented carries with it a cost, even if it doesn’t cost a cent to purchase. Apply the appropriate solution to the problem and don’t get stuck on technologies that are in search of a problem to fix.

5. What has been your greatest career achievement?

My greatest career achievement has been in helping to create a world-class team of professionals that strive to make Sinclair successful. We have worked together to develop a strong relationship with our customers. We have also developed many technology solutions that improve their experience, security and success. We have even won multiple awards for work that we’ve done to further these efforts and have released some of our work as open source products to help others solve the same problems.

6. Looking back with 20:20 hindsight, what would you have done differently?

Bought Apple stock.
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