Master of Science
Organizational Management (Human Services)
Graduate Portfolio

Dustin Kindred
Chadron State College

October 28, 2016

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1 Part I

1.1 Resume

DUSTIN KINDRED
22797 Norris Peak Road
Rapid City, South Dakota 57702
Telephone: (605) 787-2907
dustin.kindred@outlook.com

OBJECTIVE

To obtain a position that utilizes the skills and education that I have obtained through the continued perseverance in higher education.

EDUCATION

Chadron State Collage, Chadron, Nebraska 2016
Currently enrolled in the Masters of Organizational Management Program (Human Resources)
Expected graduation, December 2016 - GPA 3.667

National American University, Rapid City, South Dakota 2013
Bachelor of Science, Business Management - GPA 3.08

Western Dakota Technical Institution, Rapid City, South Dakota 2011
Associate of Applied Science, Fire Science - GPA 3.14

EXPERIENCE

Old West Escrow Company

Account Manager Rapid City, South Dakota May 2016- Current
My job at Old West Escrow is to record numerical data to keep financial records complete. This is done by performing any combination of routine calculating, posting and verifying duties to obtain primary financial data to administer privately funded contracts. The job also requires the accuracy of figures, calculations, and postings pertaining to business transactions recorded by other workers.

Old West Escrow Company Internship

Account Manager Rapid City, South Dakota January 2016-May 2016
My job at Old West Escrow is to record numerical data to keep financial records complete. This is done by performing any combination of routine calculating, posting and verifying duties to obtain primary financial data to administer privately funded contracts. The job also requires the accuracy of figures, calculations, and postings pertaining to business transactions recorded by other workers.

Rushmore Mall

Marketing Administrator Rapid City, South Dakota December 2013-September 2015
As a Marking Administrator my job was to coordinate all the marketing activities and improve the performance of the company's brands and products. Working closely with senior management for implementation of various marketing plans and activities aimed at increasing the business of the company. Provide market research and generate performance reports.

Behavioral Management Systems

Team Coordinator Rapid City, South Dakota May 2011 - November 2013
As a team coordinator my job responsibilities were to oversee the daily job duties of six 28employees. This included time card approval, employee performance evaluations, and coordinating services between community partners for people with a mental illness. I was also in charge of creating marketing materials to further enhance the Crisis Care Center's presence in the community. These materials contained brochures and flyers using a variety of software. My other duties included proving suicide prevention counseling and medical evaluations of consumers referred to the center or entering the center with a mental health crises and maintaining a budget to reduce costs.

Rushmore Mall

Guest Services Representative Rapid City, South Dakota November 2008 - June 2011
I performed as sales agent and information source for guests and tenants of the Rushmore Mall. Working with the Marketing Director I helped to develop e-mail lists for the mall's e-mail blast newsletter. I also created a database of all past and potential corporate clients that Simon Malls Inc. used to market gift cards.

U.S Forest Service

Firefighter Spearfish, South Dakota June 2010 - August 2010
I worked with a fire crew managing prescribed burns, wildfire suppression, and fire preparedness. Duties included conducting regular maintenance and repairs on various equipment such as fire engines, tractors, mowers, chain saws, and hand tools; serving as an engine crew member during fire break preparation; and when not involved with fire related activities, I conducted natural resources-related project work on behalf of the United States Department of Agriculture in coordination with other federal and state agencies around the country.

Military Service

U.S Navy Reserves
Electrician
Navy Seabee Battalion 715 Sioux Falls, South Dakota November 2008 - September 2012

Assigned as a Petty Officer Second Class in Navy Seabee Battalion 715, I served as a Squad Team Leader where I supervised over 16 other sailors, and performed a variety of tasks including the conduct of quarters, troop movement and the supervising of daily cleaning activities.

U.S Navy

Aviation Data and Systems Technician October 2004 - October 2008

In this position I performed a variety of clerical, administrative, and managerial duties necessary to keep aircraft maintenance activities running efficiently. This required close communication with all other aviation maintenance personnel
.

March 2007 October 2008: On the USS Abraham Lincoln I served as a quality assurance representative. As a member of (QA) I was the Navy Aeronautical Technical Publications Librarian responsible for dispersed libraries, work center audits and the training of dispersed 29librarians. As a Publications Librarian I created and maintained 4,500 technical publications using software such as Word and Adobe Acrobat Pro. I also disseminated over 22,853 technical directives to appropriate work centers aboard the ship. I successfully initiated, merged and transitioned their expansive library to a digital format reducing paper publications by over 20 percent. This transition resulted in an annual cost savings to the Navy of $41,256.

March 2005 March 2007: While assigned to Air Test and Evaluation Squadron 30 I served as plane captain training coordinator, support equipment coordinator and aviation armament equipment coordinator. I trained new sailors in the successful launch and retrieval of Navy aircraft. I also ensured that aircraft were “safe for flight” by performing regular daily, weekly and monthly inspections. I managed over 220 pieces of aircraft support equipment, ensuring their proper maintenance cycles were completed. As a result of my diligent efforts the squadron received zero discrepancies in three straight annual inspections.

APPLICABLE SKILLS

Microsoft Office Suite (2003-2013)
Accounting principles
Principles of Finance
Strong Organization
Task Oriented
Self Motivated
Technical Writing
Microsoft Publisher
HR Concepts
Communication Skills
Self-Starter

References

Patrick Murphy (personal)
22799 Norris Peak Road
Rapid City SD, 57702
Phone: (605) 415-1676

Karri Kenzil (co-worker)
1103 Sitka St.
Rapid City SD, 57701
Phone: (307) 431-5626

Adam Kay (co-worker)
Phone: (605) 786-7220

1.2 Plan of Study

PLAN OF STUDY
MASTER OF SCIENCE IN ORGANIZATIONAL MANAGEMENT – Human Services Focus Area

Student's Name *Dustin Kindred*
NUID *55422631*

RESEARCH DESIGN & METHODS COURSES (6 hours)

Prefix	No.	Course Title	Term	Grade	Hr.	Transfer/Substitution if applicable
EDCI	631	Research Design & Data Analysis OR	*Fall 2013*	*A*	3	
CA	615	Research Process & Practice			3	
MATH	533	Statistical Methods & Data Analysis OR			3	
PSYC	538	Behavioral Statistics	*Spring 2014*	*B*	3	

ORGANIZATIONAL MANAGEMENT & LEADERSHIP COURSES (12 hours)

CTE	*632*	*Organizational Leadership*	*Fall 2013*	*A*	3	
MGMT	*630*	*Organizational Behavior*	*Fall 2014*	*A*	3	
MGMT	*639*	*Legal/Soc. Environment of Bus*	*Fall 2014*	*B*	3	
MGMT	*610*	*Human Capital Management*	*Fall 2015*	*A*	3	

THESIS/SCHOLARLY PROJECT, INTERNSHIP (6 hours) – must complete a minimum of 18 credits of program prior to enrollment

	660	Thesis OR			6	
	655	Scholarly Project AND			3	
		Internship			3	
BA	690	OR Internship	*Spring 2016*	*A*	6	

PROGRAM FOCUS AREA (12 hours)

CA	*610*	*Theories of Conflict Res/Media*	*Spring 2014*	*B*	3	
EDAD	*631*	*Public Relations*	*Spring 2015*	*A*	3	
MATH	*631*	*Mathematics for Management*	*Spring 2015*	*A*	3	
MKTG	*630*	*Marketing Management*	*Fall 2015*	*B*	3	

- A minimum of 18 credits must be from 600 level credit coursework
- Students have a seven year window in which to complete the degree once they begin taking courses.

Signature of Student Dustin Kindred **Date** 8/15/2016
Approval of Advisor Shahid Rahman Rahman **Date** 9-6-16
Approval of Committee Member Kathleen Kirsch Kirsch **Date** 9-2-16
Approval of Committee Member Hamaker **Date** 9/12/16

Signed for Graduate Council **Date** 9/12/2016

Rev 29Jan2013

2 Part II

2.1 Research Design and Data Analysis

2.1.1 Reflections

Research and design analysis was an interesting class. The class was also my most feared class that could have taken. I am not a prolific writer by any means. My writing currently lacks style and the flare that I have come to expect when reading academic papers. However, this class helped a great deal in regards to feeling comfortable with my writing style. The areas in writing that I lacked then are still my faults on my writing today I am just getting better at spotting the errors. This was not the only purpose of the class. The purpose was to understand the basic research and design process to better understand the methodologies used in academic research. The course met this purpose and exceeded expectations. Dr. Blundell was excellent with the delivery of her instruction and returned assignments with helpful notes to the student showing where we could perform better and expand on our ideas.

The current course objectives were to comprehend research design and statistical analysis while applying common descriptive comparative and predictive procedures to selected data. The last objective was to create an original research problem and develop an integrated literature review and propose related research from this plan. All objectives I felt were met throughout the course. The course was a nice break-in course for advanced behavioral statistics giving a nice introduction to the class that was taken at a later time. Because we went through the fundamentals of statistical data and what it means as we read other academic reports I was able to infer whether I needed more material to back my claims as we went through an original research problem.

For the original problem I chose to focus in an area that I was currently working. I was working in emergency mental health confronted with an organizational goal of reducing arrests among the mentally ill community. Here I struggled a bit at refining my research problem into quantifiable terms. At first the problem was too vague and gave little to a researchable answer. Dr. Blundell was excellent at providing direction in this regard. After refinement I choose to narrow the topic to the use of intervention teams in conjunction with psychiatric emergency services. After performing the literature review process and writing the final paper I was confident to say that the issue still needs more research to solve the specific topic. While working in the capacity of my position I would have loved to be able to actually perform the specific study and feel that this class enable me to exude the confidence needed to go forward with the study if I had the chance.

2.1.2 Research Design and Data Analysis Syllabus

EDCI 631 Research Design and Analysis
3 Credit Hours
Fall, 2013

EDCI 631 Research Design and Analysis Develop competencies in producing and utilizing research to improve professional practice. Quantitative and qualitative methods will be presented. Quantitative methods will be the primary emphasis, including basic statistical methods. Students will produce a research plan and literature review (Chadron State College Graduate Bulletin 2011-2013, p. 62). This course requires 45 hours of direct instruction and student engagement. Additionally, students can expect to spend approximately 135 hours in individual study, research, and assignment preparation.

A. Instructor: Dr. Patti Blundell, Professor of Education

B. Office:

Location:	Old Admin 115
Hours:	As posted and by appointment
Phone:	(308) 432-6469 (308) 432-6383 for Dept. of Education Office Assistant
E-mail:	pblundell@csc.edu

C. Prerequisite: Graduate status

D. Purpose: Understand basic research design and the use of data in defining and testing hypotheses. Develop positive attitudes toward utilization of empirical processes and application of data to practical problems. Develop expertise in research methodologies to enable student to function in a professional environment, improve educational practice, and/or continue graduate education.

E. Method of Instruction: A combination of guided reading, discussion of assigned readings and topics, mastery quizzes, research article analysis, small group interactions, participation in writing and data analysis tasks, and development of research project (research question(s)/hypothesis, literature review and research plan).

F. Student Outcomes/Objectives: The student will be able to:

1. Comprehend fundamental research design, statistical, and stylistic concepts;

2. Apply common descriptive, comparative, and predictive statistical procedures appropriately to selected data;
3. Graph statistical data;
4. Create an original research problem, develop an integrated literature review, and propose a related research plan in a format consistent with the *Publication Manual of the American Psychological Association* (**6th Ed.);**
5. Develop professionally as a "Visionary Leader."

This course is a required core course in both the Education Administration and Curriculum and Instruction masters programs. The Program Outcomes are cross-referenced with Chadron State College's Conceptual Framework for the Education Unit. Intended Program Outcomes for both programs follow:

Education Administration Program Outcomes:

1. Lead and organize the collaborative development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community. (Communication, thinking skills, human relations/diversity)
2. Lead and promote a positive school culture, providing an effective standards based instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff based on identified needs. (Methodology/technology, professionalism, assessment, thinking skills, human relations/diversity)
3. Lead and promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment. (Communication, thinking skills, methodology/technology, professionalism)
4. Demonstrate the knowledge, ability and dispositions to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources. (Communication, methodology/technology, human relations/diversity)
5. Demonstrate the skill, knowledge, and ability to promote the success of all students by acting fairly, with integrity, and in an ethical manner. (Human relations/diversity, communication, professionalism)
6. Demonstrate the skill, knowledge, and ability to respond to, and influence the larger political, social, economic, legal, and cultural context. (Professionalism, thinking skills, human relations/diversity)
7. Demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational leaders. (Communication, thinking skills, methodology/technology, professionalism, assessment, and human relations/ diversity)

Curriculum & Instruction Program Outcomes

1. Develop and implement curriculum based on central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches; diverse learner needs and abilities; cognitive and developmental levels; and community and curricular goals. *(methodology/technology; human relations/diversity)*

2. Develop and implement curriculum using a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. *(methodology/technology; thinking skills)*

3. Design and facilitate a learning environment that encourages individual and group motivation, positive social interaction, and active engagement in learning. *(methodology/technology; professionalism, assessment)*

4. Demonstrate cultural awareness, gender sensitivity, and racial and ethnic appreciation in fostering an inclusive learning environment. *(human relations/ methodology/technology)*
5. communicate clearly using listening, writing, speaking, and media skills in a manner that is consistent with and responsive to the specific audience. *(communication; professionalism)*
6. Utilize assessment strategies and data to improve student learning and social development at the individual and program level. *(assessment; methodology/technology)*
7. Improve instruction based on reflective practice and research-based "best practices." The candidate will continuously seek to grow as a professional educator. *(professionalism; (methodology/technology)*
8. Foster relationships with school colleagues, parents, and agencies of the larger community based on an understanding of the impacts of philosophy, sociology, political and legal forces on public education. *(professionalism; communication; human relations/diversity)*

Visionary Leader Conceptual Framework

Component	Activity
Leadership	Develop positive, professional associations with class members in order to complete group tasks.
Thinking Skills	Analyze research literature to identify design components, appropriateness of statistical procedures, and worthiness of findings. Select, define, and describe steps of a research problem.
Human Relations/Diversity	Work with group members to develop research skills through problem solving tasks. Learn to critique group members' research efforts in a positive and constructive manner.
Assessment	Review professional literature; collect and interpret data; draw valid conclusions based on data.
Communication	Prepare research manuscript that reflects the APA style and is understandable to the reader.
Methodology/Technology	Demonstrate knowledge of various types, methods, and purposes of research; and statistical procedures used in research problems.
Professionalism	Interpret the ethical and moral issues involved in research design and project completion.

G. Topics:

1. Introduction to educational research
2. Selecting and defining a research topic
3. Reviewing the literature

4. Preparing and evaluating a research plan
5. Selecting a sample
6. Selecting measuring instruments
7. Descriptive/survey research
8. Correlational research
9. Causal-comparative research
10. Experimental research
11. Single subject experimental designs
12. Descriptive statistics
13. Inferential statistics
14. Overview of qualitative research
15. Qualitative data collection
16. Narrative research
17. Ethnographic research
18. Case study research
19. Historical research
20. Qualitative research: Data analysis and interpretation
21. Mixed methods research
22. Action research
23. Preparing a research report
24. Evaluating a research report

H. Texts:

Gay, L.R., Mills, G.E., & Airasian, P.W. (2012*). Educational research: Competencies for analysis and applications* (10th Ed.). Upper Saddle River, NJ: Pearson Education, Inc.

APA Style Manual (**6th edition**) is required.

Please have your own copies of the text and the APA Style Manual. You may not share these resources during the final.

J. Tentative Schedule

Please complete reading assignments and the online quiz for the assigned chapter(s) before Thursday of the scheduled week. Most assignments will be submitted as Microsoft Word attachments using Sakai assignment area prior to 10 p.m. on the due date.			
Week start date	Reading	Assignment	**Due date**
8-19-13	Introduction & Chapter 1	Chapter 1 Tasks Upload using Sakai assignment area.	**8-22-13**
8-26-13	Chapter 2	Library Assignment	**8-29-13**
9-02-13	Chapters 3&4 Preparing a research plan. skim chapters 21&22	Topic statement	**9-05-13**
9-09-13	Chapter 5		
9-16-13	Chapter 6		
9-19-13 Due date	Task 2 (p. 105-108) Due in Sakai assignment area by **6 p.m.**		

9-23-13	Chapter 7 & Chapter 12	Survey/Descriptive Article Analysis	**9-26-13**
9-30-13	Chapter 8 & Chapter 12	Correlational Article Analysis	**10-03-13**
10-7-13	Chapter 12	Chapter 12 problems and mastery quiz	**Problems 10-10-13**
10-14-15-13	**Fall Break—No Class -- Work on Literature Review**		
10-21-13	Chapter 9 & Chapter 13	Casual-comparative Article Analysis	**10-24-13**
10-28-13	Chapter 10 & Chapter 13	Experimental Article Analysis	**10-31-13**
11-04-13	Chapter 11 & Chapter 13	Chapter 13 problems and mastery quiz	**Problems 11-07-13**
11-11-13	Chapter 21 & 22 (skim)	**Peer Review—Literature Review (paper #1)**	**11-12-13**
11-14-13 Due date	**Literature Review (paper #1)** Due in Sakai assignment area by **11 p.m.** as Word file attachment		
11-18-13	Chapter 14, 15, 16, 17 & Chapter 18	Qualitative Article Analysis	**11-21-13**
11-25-13	Chapter 4 and Chapters 5 through 13	Review chapters and begin preparing Research Proposal	
12-02-13	Chapter 19 & Chapter 20		
12-03-13 Due date	**Research proposal (paper #2)** Due in Sakai course assignment area **6 p.m.** as Word file attachment		**12-03-13 Due date**
12-09-13	**Final Exam**	**6-9 p.m. online, proctored**	

K. Course Requirements and Evaluation

1. Read, study, and evaluate the assigned text chapters. Chapter quizzes will be completed online and the results automatically entered into the online grade book. Quizzes may be re-taken until the score is perfect. Quizzes will not be required on Chapters 16, 17, 21, and 22. The textbook website and companion materials have additional practice quizzes and learning aids.
2. Complete individual written assignments (Task 1, library assignment, topic statement, and statistical problems). As individuals or within assigned groups read and analyze 5 research articles (available in the text or online). Each article analysis is designed to aid students in understanding specific research designs and in applying concepts learned in class. **Please submit all assignments with the following format: last name, assignment title.doc(x) Example: Blundell task1.docx**

3. Select and define an appropriate research problem. Conduct a rigorous review of literature (paper #1). Develop a research plan for conducting an empirical study based on the research question(s) (paper #2).
4. Submit two graduate quality papers for grading. "The Literature Review" (paper #1) will define the research problem and describe the results of the literature review. Components of this paper will include (1) title page; (2) abstract; (3) table of contents; (4) introduction; (5) integrated review of literature (6) hypothesis or research question(s); and (7) references. "The Research Plan" (paper #2) will propose a research design appropriate to the problem stated in the first paper. Components of the second paper will build on the Literature Review (paper #1) and will include sections: *(6) hypothesis or research question(s) (repeated)*; (8) methods; (9) data collection plan; (10) data analysis plan; (11) proposed time line for study; (12) budget; *(7) references (repeated/updated)*; and (13) completed CSC IRB documents. **Completed documents for the CSC Institutional Review Board must be attached if proposed study involves human subjects, including surveys.**

   All written work will be consistent with the *Publication Manual of the American Psychological Association* (6th ed.).

5. Participate positively in all group and in-class activities.

Chapter Quizzes and Final Exam -- 25%
Article analysis -- 15%
Paper #1 --30%
Paper #2 -- 20%
Attendance & participation in class activities -- 10%

Grading Scale: 93-100=A; 86-92=B; 78-85=C

L. Attendance: Attendance is required. Your presence is important for your own learning and well as your contribution to the work of the class. Attendance includes submitting on-line quizzes according to the schedule, submitting written work on or before the due dates and participating as required in individual and group activities. Full credit can be earned on work submitted on or before the due date. Late assignments may result in lower grades.

Assignments: Assignments are due on or before the specified date. If you anticipate being absent, arrange to have the assignment submitted before the due date Article analyses must be submitted on the due date, as the answer key will be posted. No credit will be given for late article analyses.

The individual written papers [These papers include Task 2, Integrated Literature Review (paper #1), and the Research Plan (paper #2).] will be submitted in the appropriate drop box as Word attachment files. Please be sure your attachments will print properly as formatting is part of the grading. Improper formatting will result in lower grades.

M. Selected Bibliography:

Creswell, J.W. (1994). *Research design: Qualitative and quantitative approaches.* Thousand Oaks, CA: Sage Publications.

Creswell, J.W. (2008). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research.* Upper Saddle River, NJ: Pearson.

Drew, C.J., Hardman, M.L., & Hosp, J.L. (2008). *Designing and conducting research in education.* Los Angeles, CA: Sage Publications.

Girden, E.R. (1996). *Evaluating research articles: From start to finish.* Thousand Oaks, CA: Sage Publications.

Merriam, S.B. (1989). *Case study research in education: A qualitative approach.* San Francisco: Josey-Bass.

Pan, M.L. (2003). *Preparing literature reviews: Quantitative and qualitative approaches.* Los Angeles, CA: Pyrczak Publishing.

Yin, R.K. (1994). *Case study research: Design and methods* (2nd ed.). Thousand Oaks, CA: Sage Publications.

Student Behavior:
Academic Honesty - Students are expected to conduct themselves in conformity with the highest standards with regard to academic honesty. Violation of college, state, or federal standards with regard to plagiarism, cheating or falsification of official records will not be tolerated. Students violating such standards will be subject to discipline, as per campus policies articulated in the Student Handbook. Please request a copy of the student handbook from the Dean of Students (Crites Hall (308) 432-6280).

Attendance Policy - The College assumes that students will seek to profit from the instructional program and will recognize the importance of attending every class meeting of courses for which credit is expected. Responsibility for notifying faculty of absences, and for arranging potential make-up rests with the students.

Civility - Civil behavior enhances the academic setting, and is expected at all times. The academic environment welcomes a difference of opinion, discourse, and debate within a civil environment.

Nondiscrimination Policy/Equal Educational Opportunity Policy: Chadron State College is committed to an affirmative action program to encourage admission of minority and female students and to provide environment for all students that is consistent with nondiscriminatory policy. To that end, it is the policy of Chadron State College to administer its academic employment programs and related supporting services in a manner which does not discriminate on the basis of gender, race, color, national origin, age, religion, disability, or marital status. *Student requests for reasonable*

accommodation based upon documented disabilities should be presented within the first two weeks of the semester, or within two weeks of the diagnosis, to the Disabilities Counselor (308.432-6461; CRITES 338).

Disclaimer: This syllabus and schedule is articulated as an expectation of class topics, learning activities, and expected student learning. However, the instructor reserves the right to make changes in this schedule that, within my professional judgment, would result in enhanced or more effective learning on the part of the students. These modifications will not substantially change the intent or objectives of this course and will be done within the policies and procedures of Chadron State College.

2.1.3 Work Examples

Reducing arrests and hospitalization in severe mental health patients

Dustin Kindred

Chadron State College

Fall, 2013

Introduction

One of the major concerns in the mental health service community is, how do we reduce how much a person with severe mental illness is hospitalized or arrested? This is a growing debate among community providers. The mentally ill continue to be arrested and hospitalized because the communities are not sure how to handle these individuals. There are several ways in which communities have sought to solve this issue. One is with the use of Crisis Intervention Team (CIT) law enforcement officers, the other is with the use of psychiatric emergency services (PES) that take individuals for a short time and stabilize and to return them to the community.

Going with the several different models available there are few that stand out as the most promising. One is the Hub and Spoke model. In this model the PES acts as a central agency that then branches out to different agencies in the community (Renaud, Hills, & Lee, 2003).

The other aspect of the equation is that law enforcement are having increasing contact with persons with mental illness, and are often left not having the tools and training to properly de-escalate the situation. This in turn causes these persons to have frequent arrests making the Los Angeles County jail the nation's largest mental institution in the United States (Montagne, 2008). Among the practices used to keep the arrests down in the mentally ill community is the "Memphis Model" for Crisis Intervention Team (CIT) training Franz & Borum, (2011). This model focuses on education and collaboration with community mental health providers.

Statement of the Problem

The purpose of this study is to determine whether the use of Crisis Intervention Teams (CIT) in conjunction with psychiatric emergency services reduces the amount of arrests and psychiatric hospitalizations in patients dealing with severe mental illness.

Review of Related Literature

Since the late 1980's law enforcement and mental health professionals have been working hard to find different methods to reduce the use of force when encountering a person with a mental illness. This paved way for police model commonly known as the "Memphis Model". Most organizations around the county now use this model. The Memphis model of CIT includes a forty hour training which consists of training in mental health to recognize signs in systems of various diseases. Law enforcement also learn various de-escalation techniques such as active listening skills. With this training law enforcement also learn safe restraint techniques (CIT International, n.d.). According to Watson, (2010) Police agencies continue to struggle with sometimes tragic consequences to a person with mental illness. This paves the way for further research being conducted on the effectiveness of Crisis Intervention Training (CIT).

Research from Watson, (2010) shows that within the Chicago Police Department that their CIT officers do in fact use less force than those police officers that are not CIT trained. From this research it is concluded that the program does work as intended. In yet another study created by Tyuse, (2012) finds that CIT officers are significantly likely to take a person experiencing a mental health episode to jail and would rather take these individuals to an emergency department for further evaluation. This is a positive finding considering the goals and outcomes of the CIT program in general. Up to the recent this has been the extent of the CIT research done, what has been the outcomes of the use of police force when encountering a person with mental illness?

The next step in this process is to evaluate the outcomes on the person who were involved in the CIT response to their crisis. In many of literature a common theme seems to pop out. A

CIT program is not worth vary much without a central drop off unit for psychiatric evaluation and/or stabilization. The most apparent community drop off center that sticks out the most is the hub and spoke models for psychiatric emergency services (PES). The hub and spoke acts as a central agency, which acts as the hub, with the spokes radiating to and from various mental, medical, and social services (Renaud, Hills, & Lee, 2003). This allows for the patient that is brought in to be fully stabilized from their crisis with supports put in place for after they leave the facility. As the literature shows without the PES active within the CIT program law enforcement would have a cyclical problem on their hand with frequency of calls to the same person because they were not were not give good supports during and after their crisis. These centers are not only working closely with law enforcement but since they also work closely with the various agencies in the area they are working to provide the basic needs of people with severe mental illness such as food and shelter which are the major problems associated with severe mental illness.

The CIT community program leads to the question of what are the implications of the program, on the community. Do CIT programs help in regards to involuntary, voluntary mental health commitments? This is where research has been sparse with not much is happening in this area. The answers here might be both yes and no. In a study done by Lord, Bjerregaard, Blevins, & Whisman, (2011) shows that there seems to be an inverse effect. Their study finds that once a CIT program is been implemented in an area the amount of involuntary admissions goes down. This is great news, however there seems to be an incline in the amount of voluntary admissions to psychiatric units. In this study however Lord, Bjerregaard, Blevins, & Whisman, (2011) attribute this to the possibility of department size and the amount of time law enforcement is willing to spend with the person they have been in contact with. This is the only such study this far that shows any correlation between CIT and commitments to inpatient psychiatric care facilities.

There seems to be numerous studies and research that shows that in fact yes, CIT programs do actually result in less lethal police force being used when responding to mental health calls. So the ground work that was laid out in 1988 is a successful model. The “Memphis Model” works but the critical component to this model is the PES as a central drop off location for law enforcement. The PES is critical because these facilities are the ones that will help prevent against future contacts with law enforcement in the future. The PES provides the support system for that individual going through the mental health crisis. However the next step in evaluating the whole process is to uncover whether or not the CIT community system reduces mental health commitments as a whole.

Statement of Hypothesis

The implication of the CIT program within a community using a PES will reduce the mental health holds placed in a community. This in turn will reduce the costs on the community, with the results of few interactions of an individual, because they will be more supported than they were before their initial contact with law enforcement.

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2.2 Organizational Leadership

2.2.1 Reflections

Organizational Leadership or CTE 632 was easily one of my favorite classes that I had taken and was looking forward to participating in. I felt that this class was one of the premier cornerstone classes to the degree program. I was happy that the class didn't have a required textbook rather we used a variety of different readings that Dr. Nealeigh had provided to us as we went through the different leadership styles. I found this teaching methodology more interesting and engaging than using a textbook. I also really like the book project where we had read a book on an inspirational leader and compare them to leadership styles found in other books. This helped the class feel engaging through applied critical thinking.

I learned that there are 6 leadership styles that are commonly practiced. Even though we have these six styles we may fall into the trap of conforming to just one style and make the best of it. However, this is not advantageous to us as leaders. As leaders we need to recognize the situation and then apply the correct style to the situation. A great example would assume that I fall into the democratic style of leadership. This is a great style and forces everyone to work and contribute together. This style ,however, is not beneficial in emergency situations. In these scenarios the leader needs to make quick direct decisions based on the rapidly evolving conditions. In this situation I would need to switch gears and become a coercive leader. As future leaders we cannot convince ourselves that there is only one style of leadership that is the best for everyone. We need to become fluid and adapt as needed.

During the course we also learned about organizations and how they are setup with a vertical leadership structure for horizontal structure. Organizations can also be compartmentalized or non-compartmentalized. Again, these hierarchies are based on what works for the organization and does not work for every situation. I have found that in smaller organizations it will make more sense to deploy the horizontal or flat structures.

Perhaps the best part of the class was reinforcing the concepts of power and empowerment as it relates to employees and how employees react to these methods. I particularly take to the concepts of employee empowerment as it relates to job function. As leaders we need to recognize employees that are able to expand beyond their designed job functions to encourage growth and job satisfaction. We also need to understand that job enlargement can also add undue stress in the workplace when we enlarge too much. In situations such as this we need to consider if the employee needs to take on a new job title to recognize the work they are doing for the organization or if we need to hire other employees to reduce the workload balance conundrum. In either situation this class has giving tools that will be used everyday. The theories and concepts may not always be on the forefront of the mind daily, but are well instilled in my leadership style. Currently my leadership style is a mixture of authoritative and democratic.

2.2.2 Organizational Leadership Syllabus

Chadron State College
Career and Technical Education
CTE 632, Organizational Leadership
Fall 2013 – Section 79 – Online

Instructor: Dr. Norma Nealeigh
e-mail: nnealeigh@csc.edu
Credit Hours: Three
Description: A study of leadership theories, characteristics, styles, and effectiveness as related to growth of an organization and the development of the personnel within the organization.
Required Text: Organizational leadership will be investigated through reading, research, and discussion. Many assignments will be accessible on the internet or the online system. No text required.

Student Learning Outcomes: (The student will be able to)

- Compare and contrast leadership and management of organizations.
- Discuss leadership theories and leadership styles.
- Analyze trends in organizational leadership.
- Identify strategies which contribute to effective leadership within organizations.
- Consider the impact of vision, mission, and goals to an organization.
- Analyze the concepts of power and empowerment as related to personnel within organizations.

Methods of Instruction: Online instruction via Sakai. This course will include reading, completion of online assignments, online exams, and discussion boards (Forums). Students will use critical thinking and problem solving in completing the course.

Course Requirements:

Final	20 points
Application Exercise	50 points
Readings/Postings/Responses	100 points
"Books" Project	75 points
TOTAL	255 points

(All points are approximate and will be determined based on assignments.)

Grading Procedures:

90%-100% = A
80%-<90% = B
70%-<80% = C
60%-<70% = D
< 60% = F

Late Papers: Any assignment turned in **after** it is due is a late paper and will earn zero credit.

Location: Papers must be submitted to the correct/assigned location to receive credit (correct location and unit/topic within the location). Zero credit will be earned if posted to the wrong location.

CONTACTING THE PROFESSOR:
When contacting the professor for this course, please always include the number and title of this course and also your full name. Please use the following e-mail address to reach your professor (**do NOT use the Sakai e-mail,** as the "reply" button will not return an answer directly to you, and therefore, responses will be quite delayed): nnealeigh@csc.edu. This e-mail is also much

quicker than using “Messages” in Sakai.

Honesty: There will be many opportunities for student involvement in this on-line course. Research shows that involvement is critical to learning. Short-cuts to learning usually end up as roadblocks. Plagiarism of an assignment, in whole or in part, is destructive to learning and may result in failing the class, and/or expulsion from Chadron State College.

Format for Papers:

Your Name
CTE 632
Unit Number:
Topic:
Date Due:

Generally speaking, papers should be single spaced; double spaced between paragraphs.
No title page or cover page.
Standard font, font size, and margins.
Do NOT use zoom—papers should be posted at 100%’ not 75% or 125% or etc.
Spelling and grammar count.
All citations will be in APA style.

Course Week: The course “week” for this course will normally run from Tuesday of one week through Tuesday of the next week. **This means that units and assignments will be posted on Tuesdays (around 6:00 p.m., but times may vary), and assignments for that unit (discussions/responses, etc.) will be DUE by Tuesday at 11:00 a.m. Mountain Time (12:00 noon Central Time) of the following week, unless otherwise stipulated. NOTE: This is 11:00 in the MORNING, not at night.**

COURSE OUTLINE:

Unit 1 Introductions

Unit 2 Leadership or Management?

Unit 3 Leadership Styles

Unit 4 Transactional and Transformational Leadership

Unit 5 A Study in Leadership

Unit 6 Change and Leadership

Unit 7 The Role of Followers

Unit 8 Exam

Unit 9 A Study in Leadership (continued)

Unit 10 How Green Is My Leadership?

Unit 11Power and Empowerment

Unit 12-14 A Study in Leadership (continued)

Unit 15 Leadership—Outside the Box

Unit 16 Final Assessment and Reflection: What Have we Learned?

IMPORTANT INFORMATION:

Education Unit Conceptual Framework: This course supports the conceptual framework, Developing as Visionary Leaders for Lifelong Learning, through the following components:

Communication
Professionalism
Human Relations/Diversity
Assessment
Thinking Skills
Methodology/Technology

Student and Teacher Candidate Behavior:
Academic Honesty - Students are expected to conduct themselves in conformity with the highest standards with regard to academic honesty. Violation of college, state, or federal standards with regard to plagiarism, cheating, or falsification of official records will not be tolerated. Students violating such standards will be subject to discipline, as per campus policies articulated in the Student Handbook. Please request a copy of the student handbook from the Dean of Students.
Attendance Policy – The College assumes that students will seek to profit from the instructional program and will recognize the importance of attending every class meeting of courses for which credit is expected. Responsibility for notifying faculty of absences, and for arranging potential make-up, rests with the students. Attendance and participation are expected; in-class activities may generate some points which cannot be made up if one is not in attendance.
Civility – Civil behavior enhances the academic setting, and is expected at all times. Courtesy and respect for others are essential elements of the academic culture. The academic environment welcomes a difference of opinion, discourse, and debate within a civil environment.

Nondiscrimination Policy/Equal Educational Opportunity Policy: Chadron State College is committed to an affirmative action program to encourage admission of minority and female students and to provide procedures which will assure equal treatment of all students. The College is committed to creating an environment for all students that is consistent with nondiscriminatory policy. To that end, it is the policy of Chadron State College to administer its academic employment programs and related supporting services in a manner which does not discriminate on the basis of gender, race, color, national origin, age, religion, disability, or marital status. *Student requests for reasonable accommodation based upon documented disabilities should be presented within the first two weeks of the semester, or within two weeks of the diagnosis, to the Disabilities Counselor (432-6461).*

Diversity: Chadron State College aspires to create a safe and diversity-sensitive learning environment that respects the rights, dignity, and welfare of students, faculty, and staff. Diversity includes the fair representation of all groups of individuals, the inclusion of minority perspectives and voices, and appreciation of different cultural and socioeconomic group practices. We aspire to foster and maintain an atmosphere that is free from discrimination, harassment, exploitation, or intimidation. Courses will strive to provide opportunity for all students to discuss issues of diversity including, but not limited to, ethnicity, gender, disability, and sexual orientation.

Intellectual Real Estate / Copyright Notice: Reproduction of copyrighted material is governed by Copyright Law of the United States (Title 17, United States Code). Under conditions of this

law, students may copy materials for research or scholarship purposes as long as the copyright holder is cited. In teaching situations, parts of copyrighted material may be used under the “fair use” guidelines, but only once, and the copyright holder must be cited. Unauthorized use may be liable for copyright infringement.

Use of Technology: Students are encouraged to use the technical resources provided in Chadron State College facilities to support, enhance, and expand their learning activities. Chadron State College recognizes that learning is a unique human endeavor best achieved through the interactions of instructors and students. Technology is best used when it supports and enhances teacher-student as well as student-student interactions.

Disclaimer: This syllabus and schedule is articulated as an expectation of class topics, learning activities, and expected student learning. However, the instructor reserves the right to make changes in this schedule that, within his/her professional judgment would result in enhanced or more effective learning on the part of the students. These modifications will not substantially change the intent or objectives of this course and will be done within the policies and procedures of Chadron State College.

2.2.3 Work Examples

Dustin Kindred

CTE 632

Unit 5

Due Date: 11/12/13

I. Introduction

Steve Jobs had always had his eye looking to the future. From a young boy, Steve was always interested in technology and the way it integrated into our lives. Jobs learned the craftsmanship that he poured into his products from his father who was a cabinet maker. These early lessons paved the way for Apples products in the future. During Jobs' career he did not fluctuate much past being a dictator in both his personal and professional life. The driving force for Jobs' management style is in large part due to his obsession with perfectionism and complex simplicity. During Jobs' career he did not exhibit many of the habits that were presented in the book 7 Habits of Highly Effective People. The habits that Steve did practice were the habits that pertained to self-growth. Armed with intense focus and a vision for the future Jobs had managed to transform the computer, movie, music, and phone industries.

II. Review of Steve Jobs

There are many attributes that Steve Jobs possessed that had contributed to his astounding success that had transformed four different industries. Jobs believed in craftsmanship, acute attention to detail, and ran his company in a true dictator leadership fashion. These attributes combined together led to both great triumphs and great failures.

Early on in Jobs' career he had his eye on business in respect to marketing products to the masses. Jobs' marketing brilliance first showed through with the telephone device that would fake long distance codes so a person could call long distance without being charged. This is the first instance that has showed Jobs capable of being a deceitful character. Jobs would later use Steve Wozniak to help engineer parts for Atari while Jobs kept the monetary bonuses not telling Steve Wozniak about them. At this point in Jobs' life he seemed to be largely driven by money and he did not care about his actions so long as they benefited him. These actions stayed with Jobs throughout his time spent at Apple through the 1980's. While at Apple in the 1980's the board of directors thought Jobs was still too immature to manage the company. This led Jobs to search for a CEO that he felt he could mold and manipulate. He found this through John Sculley who was then CEO of PepsiCo. Jobs convinced Sculley that he was teaching Jobs how to grow as a business professional and run a company, however Jobs was actually manipulating Sculley to conform to Jobs' will. The manipulation of Sculley became more evident when Jobs eventually plotted to have a hostile takeover making him the CEO of Apple. The hostile takeover plan did not come without its consequences. When Sculley and the board of directors caught word of this takeover Jobs was stripped of all authoritative power, which began Jobs' exodus from Apple.

Despite Jobs' personality quirks and his manipulative nature, through his reality distortion field, there was a spark of genius that dominated his decisions. Because Jobs always had a vision for where he saw technology in the future, he had a strong personality that lead him to use the dictator style of leadership. This lessened later in his life, but Jobs saw everything as either good or bad. The idea of everything being either good or bad in his eyes was led mostly by his acute attention to detail from component to every icon on the first Macintosh operating system. This caused most of Jobs' project groups to work over budget and as a result made the Macintosh computer cost more than Jobs wanted to offer them to the public. Jobs' dictatorship later showed through with the release of the first Macintosh, there were two different groups. One was the Macintosh group and the other the Lisa. Jobs was kicked out of the Lisa project, for being too controlling, which created strong feelings toward Lisa project. At the Macintosh release, within the company, Jobs stood in front of the company and said "A players like to work with other "A" players. When B players join the group this opens the door for "C" players to join. So at this point we are laying off all the "B" and "C" players." Jobs was referring to the Lisa project at this time and laid most of that team off that day. This example is just an insight of how cruel Jobs could be through his dictator leadership style.

Despite the imperfections that Jobs held, there is always room for an individual to grow and learn from their past mistakes. After Jobs was ousted from Apple he went on to form the NeXT computer company, and bought Pixar animation studios. These two new business endeavors had helped Jobs grow into the CEO that is remembered today. Many theorists believe that NeXT computers is what catapulted the professional growth. Though it can be argued that Pixar truly shaped Jobs into the CEO he became. Because Jobs did not know about animation he learned to trust the animation engineers. Jobs' role as Pixar's CEO was mainly to facilitate contracts, the biggest being a contract with Disney Animation Studios.

The time at Pixar was hard for Jobs because he normally demanded creative control. Jobs, however, could not have creative control because he didn't know about the animation process. This allowed Jobs to start trusting his engineers' creative design. What Jobs learned at Pixar really showed through when Jobs came back to Apple in the late 1990's as their CEO. This second round with Apple Jobs had more focus and came in with a more directed plan for the future. At the time Apple had too many iterations of the Macintosh on the market and decided to cut them down to four products. With more focused Apple products, a new marketing campaign, and the implementation of "just in time" shipping, Jobs took the company from almost bankrupt to being profitable again. The result was the new iMac designed by Jony Ive. From this point forward Jobs played a much different role in Apple that focused more on collaboration. Jobs still remained the creative mind behind new products that would soon change the music, movie, and the phone industry, but he was no longer entrenched in every project detail as he was with the first Macintosh.

III. Review of 7 Habits of Highly Effective People

The 7 Habits of Highly Effective people is a book that teaches a process that will help a person to be successful in both their personal and professional lives. This book is set up on the principal that a person cannot achieve the next step without first fulfilling the prior habit. The

habits are set up with the first three habits teaching personal development and the last three showing how to improve interpersonal relations or exterior development. The 7th habit is sharpening the saw, which is the continual process of learning and revising the prior six habits.

Out of the seven habits there is a handful of them that are more useful than the others in terms of personal and professional development. The most beneficial habits come from the personal development tier which focuses on personal development. Being proactive, beginning with the end in mind, and putting first things first all focus personal development. These are the habits that make people effective in their lives, relationships, and their environments. These three habits help a person to become more focused on their end goal in life. This not only incorporates beginning with the end in mind, but focuses on the individual's goals they have set up. The second set of habits contain less effective personal management strategies.

In this second set of habits the most important takeaway is a person is better off if they think win/win, not focus on the negative, and to be constantly reviewing and learning through self-growth. While habits four, five, and six are focused on a person's exterior center of focus. It is important to remember that these are focusing on a person's interpersonal relationships with those that surround them, so these cannot be discounted as not necessary on the road to personal growth. The author helps with this by instilling the seventh habit of sharpen the saw. This is the habit that is meant as a review process for the other six. Without the seventh habit a person would arrive at habit six and be stuck with no further growth. So the last habit is a self-check to look for ways to improve one's personal life and their interpersonal daily interactions.

IV. Leadership Analysis

Although Steve Jobs did not possess many of the positive qualities that people would say make a great leader, he did possess charisma, passion, and a vision for the future. This was the sole driving force that has made his companies so great and successful today. What Steve envisioned in the early 1980's is where the computer industry is today. In the early eighties he sat down with his team and described to them that the notebook he was holding is what Apple will be producing by the end of the eighties. Technology though, did not move as fast as Steve thought it would. It was the end result goal that inspired his teams to produce the products they did. Yes, Apple employees bought into his "reality distortion field" but this seemed to be a necessity for the engineers to accomplish what they did. These engineers were proud of their work with Apple no matter how stressful it was to work alongside Steve Jobs.

Jobs did not possess many of the habits that are outlined in the 7 habits of highly effective people. This clearly shows that a person does not need to follow every habit to be a successful in business. The few that Jobs did exhibit were being proactive, beginning with the end in mind, and sharpening the saw. These three do seem to be the most important habits to have to be successful in their professional life.

Jobs demonstrated time and time again that he was proactive when it came to making new products. Steven Covey describes being proactive as more than taking initiative. It means that as human beings we are responsible for our own lives. This definition is saying that we have to the initiative and take the responsibility to make things happen. Jobs demonstrated this time and time

again. The most prominent example is when he first envisioned the personal computer. He knew that he could make this computer for everyone and saw everyone having a personal computer. Jobs then acted on this vision creating the Macintosh, which was deemed the computer for everyone. Beginning with the end in mind is defined as "to begin today with the image, picture, or paradigm of the end of your life as your frame of reference". This habit can take on many different circumstances according to Steven Covey. Jobs did not follow this habit exactly but Apple computer was created on technology that the world had not seen or conceptualized yet. The Macintosh computer was the first computer with a user interface. Jobs then took this concept a step further by having the computer introduce itself during its product launch. Jobs created the Macintosh thinking about what consumers would want their computer be able to perform. A popular phrase coined by Jobs further shows how Jobs began with the end in mind, "consumers don't know what they want until we tell them". Finally Jobs demonstrated through his life that he was in tune with Habit 7 sharping the saw. In this habit there are four dimensions physical, mental, social/emotional and spiritual. Jobs was obsessed with his nutrition being a vegan he often went on some extreme diets in a quest for the best diet. Jobs was spiritual throughout his whole life, this resulted in a journey to India to find his Zen guru. The mental dimension was probably the most influential aspect of Jobs' life. Jobs was always visualizing and planning for new products to introduce to the market. The social/emotional dimension is the dimension that was always a constant rework for Jobs. Jobs had a hard time exhibiting synergy and empathy with his interactions with others. Many examples of Jobs working with people was described as him berating others and bullying people to get his way. Later in his life this quality had improved where he was no longer screaming at people to get his way and was more tactful with his interactions with others.

Despite not exhibiting many of the habits of effective people, Jobs did have a clear management style that he demonstrated. The management styles were dictator and authoritarian styles. Under most organizational systems this style would not last long and should not be duplicated in the future. The dictator/authoritarian leadership also does not agree with the Seven Habits. The Seven Habits are mainly focused on improving relationships with others. Steve Jobs, the dictator, did not think about those relationships. A dictator also does not think in terms of habit four: think win/win. This seemed to produce a hostile work environment for many employees. This worked for Apple, though, because the conditions were ripe and the industry was young enough. Apple's employees truly believed they were advancing the technology of the time. The employees wanted to be a part of the technology revolution. This caused Apple's employees to be bullied into working under Jobs and his hostility. Being hostile toward employees is just one example of how Jobs did not follow Habit six: to synergize Jobs created negative working environments. The bottom line is that working environment would not be able to continue today. Employees would most likely be happy to pick up their work and go to another company. Jobs may have been a dictator as a leader, but he was still transformational in how he practiced. This is what ultimately set Apple up for their overwhelming success that we see today. Jobs was able to envision the future and act upon those visions. That is what is important to being a leader in today's market.

While reading these two books it is easy to envision how to apply the principals in our professional lives. Steve Jobs transformed the technology industry while the principles of the Seven Habits has changed the approach to daily interactions. Trying to lead by principles that both books have laid out turns out to be a dichotomist relationship making the thought process come to a futile end. What can be taken away is that one has to think beyond the short-term and start thinking about the long-term. This thought process is exemplified in both books. Once we have our long term goals, the short-terms goals will align with the long-term to produce the desired results. This is the foundation of being a transformational leader. Neither of the books fully demonstrate this type of leader, but it's what's being said between the lines. Yes, Jobs was a dictator by nature but he envisioned the future where everyone had a personal computer and wanted to be the cause of that. In the 7 Habits the first two habits are to be proactive and to begin with the end in mind. These are first two because they are the foundation of molding one's self to where they want to be in the future. Without these first two habits a person cannot proceed to define the rest of their interactions. This is the soul of being a transformational leader.

V. Conclusion

Steve Jobs taught us that creativity and innovation can be successful, but this alone does not determine how well a company will perform. Throughout Apple's history Jobs was not the CEO because he did not know how to run a company. There was a burning desire to run the company, but this didn't happen until the late 1990's when he was more mature. Jobs did not follow conventional management principles of running a company he was only armed with his vision of the computer industry. Because of this when he came back to Apple in the late 1990's he came back more focused than ever. Up until then he never fully understood the principles that were laid out by the 7 habits of Highly Effective People. When Jobs took back Apple he demonstrated these with his "Think Different" campaign, being, proactive with the new iMac, then the iPod that eventually skyrocketed Apple to being the world's most profitable company. Looking at the life of Steve Jobs and armed with the knowledge contained from the 7 habits there are very powerful messages being taught. 1. Dictator leadership can work, but it comes with great sacrifices in one's personal and business life. 2. The 7 habits teachings are the complete opposite of dictator leadership. These principles focus more on servant leadership. The 7 habits teaches a person to be methodical in their daily interactions and that is the real success. Jobs did not discover this until later in his life, and he still did not utilize all of the 7 habits. Toward the end of his life Jobs no longer was thinking the "win" scenario he was moving toward the win/win as exhibited with iTunes and the contracts with the record companies. Life is a constant learning process and we have to be willing to learn with life. Jobs realized later that he needed to grow which is part of being interdependent. Without the ability to grow we will stagnate as the rest of the world leaps forward.

VI. References

Covey, S. R. (1989). *The 7 habits of highly effective people.* New York: Free Press.

Isaacson, W. (2011). *Steve Jobs.* New York: Simon & Schuster.

2.3 Advanced Behavioral Statistics

2.3.1 Reflections

This class used a online format of teaching where are assignments were designed by software including online textbook. I find this format very difficult to interact with and felt that much of the learning was more self learning and not learning from the instructor. Many times when figuring out assignments I would need to seek out other resources to understand the concepts in order to do the homework. This is not the sole fault of the professors teaching, but rather an issue with course work that relies on online software based math courses. Since the course was laid out with software learning this lead to just solving problems without hitting on the course learning outcomes.

Throughout the class I did become more familiar with performing ANOVA and CHI Squared tests. Since this course picked-up where my introduction to statistics course left off and I was happy to finish learning some of the more advanced statistical methods. But I did have a hard time grasping the concepts presented in the class and was left wanting more direction in each lesson than the course software provided.

What I have taken away from the class is even though I could not recite how to perform some tests today. I do know what types of tests I should be performing in order to arrive at a statistical result. If presented today to perform a statistical analyses I would need to refresh my memory of what is needed in order to give an exact result. I don't feel this is a bad outcome because I am not ignorant to the statistical process.

2.4 Advanced Behavioral Stats

CSC CHADRON STATE COLLEGE **Course Information**	**BusinessACADEMY** We Mean Business @ Chadron State College **MGMT 630-79A3, Organizational Behavior** **Fall 2014, 1st 8 Weeks** **August 18, 2014 – October 10, 2014**
Instructor Information	**Dr. Jamie Hamaker** **Office: Burkhiser 134** **Office Phone: 308.432.6497** **E-mail: jhamaker@csc.edu** **Sakai Address: https://csc.anisakai.com OR www.csc.edu** **Campus/Online Office Hours: Please send an e-mail/Sakai message to schedule an appointment when needed.**
Course Description	**Credit Hours: 3** Organizational Behavior (OB) is an interesting and exciting aspect of management that applies to any business or organization that wishes to maximize people based outcomes. This course will cover the determinants and organizational consequences of both individual and group behavior within formal organizations, with emphasis on theories, concepts, and empirical findings from the behavioral sciences that will help managers to understand, predict, and influence the behavior of members of an organization. Emphasis will be given to the transfer of theory to support the application of OB techniques that may be used to produce results in the real-world. You will have the opportunity to focus your assignments within your particular area of study in support of your career plans.
Required Text	Organizational Behavior, 12th Edition Fred Luthans, UNIV OF NEBRASKA-LINCOLN Softcover, 592 pages ©2011, ISBN-13 9780073530352 MHID 0073530352 **eBook Information** **Purchase Premium Content (Optional)**
Student Learning Outcomes	The student will be able to: • Understand current management related research and theory concerning how and why people behave the way they do in the context of work organizations. The focus is on individual, group, organizations and leadership behaviors. • Know how to understand, predict and influence behaviors of individuals and others for the improvement of organizational effectiveness at the personal and group level. • Apply organizational behavior skills in the real-world business enterprise. • Appreciate the importance of organizational behavior and its role in creating and supporting successful organizations.

Method(s) of Instruction	Online discussion of readings, PowerPoint presentations, interactive on-line response, testing, article reviews, project, term paper and other assignments and methods needed to ensure understanding and application of content.
Course Requirements	Students are expected to read the appropriate chapters and be prepared for online class discussion; additionally, projects and other assignments to facilitate learning will be required throughout the course. Students will be required to satisfactorily complete all assignments including weekly participation in on-line discussions. All assignments are due on the date specified. Note that the "Accept Until" date is for Sakai functionality purposes only and all assignments must be completed by the due date.
Grading Procedures	Grading Procedures: Students will be graded on a total points earned basis. Total points earned divided by the total points as weighted available for the course. Current grades will normally be available online. **Grading Scale** **Approximate Weighting** / **Overall Grading Scale** Assignments 30% — A = 100 - 90 — A Discussion 15% — B = 89 - 80 — B Project 15% — C =79 - 70 — C Term Paper 20% — D = 69 - 60 — D Tests & Quizzes 20% — F = 59 & below — F Total 100%
Student Behavior	**Academic Honesty** - Students are expected to conduct themselves in conformity with the highest standards with regard to academic honesty. Violation of college, state, or federal standards with regard to plagiarism, cheating, or falsification of official records will not be tolerated. Students violating such standards will be subject to discipline, as per campus policies articulated in the Student Handbook. Please request a copy of the student handbook from the Vice President for Enrollment Management and Student Services (Crites, Rm. 336, 432-6231). **Attendance Policy** – The College assumes that students will seek to profit from the instructional program and will recognize the importance of attending every class meeting of courses for which credit is expected. Responsibility for notifying faculty of absences, and for arranging potential make-up, rests with the students. **Civility** – Civil behavior enhances the academic setting, and is expected at all times. Courtesy and respect for others are essential elements of the academic culture. The academic environment welcomes a difference of opinion, discourse, and debate within a civil environment. **Groups** –Group learning activities: A "down vote" by the Team for a member's "social loafing" will result in a one letter grade reduction for the first assignment, -2LG, -3LG for any subsequent occurrences; any no shows or egregious non-contributors will not be eligible for full credit up to and including a zero for the Group assignment/s; Team input is invited, however, all credit earned and posted grades are totally at Instructor discretion.

Nondiscrimination Policy/ Equal Educational Opportunities Policy	Chadron State College is committed to an affirmative action program to encourage admission of minority and female students and to provide procedures which will assure equal treatment of all students. The College is committed to creating an environment for all students that is consistent with nondiscriminatory policy. To that end, it is the policy of Chadron State College to administer its academic employment programs and related supporting services in a manner which does not discriminate on the basis of gender, race, color, national origin, age, religion, disability, or marital status. *Student requests for reasonable accommodation based upon documented disabilities should be presented within the first two weeks of the semester, or within two weeks of the diagnosis, to the Disabilities Counselor* (Crites, Rm. 108, 432-6461).
Disclaimer	This syllabus and schedule is articulated as an expectation of class topics, learning activities, and expected student learning. However, the instructor reserves the right to make changes in this schedule that, within the instructor's professional judgment, would result in enhanced or more effective learning on the part of the students. These modifications will not substantially change the intent or objectives of this course and will be done within the policies and procedures of Chadron State College.
Expected Contact Hours	**In accordance with the Nebraska State College System Policy 4141** the following represents the expected contact hours needed to ensure that the time involved in student learning is equivalent to that needed to attain the learning outcomes in comparable courses; learning outcome equivalency is achieved through multiple course modalities. It is expected that students will spend the following Hours per Week participating in each of the listed course activities.

Learning Activity	Hours Per Week	Total for Course
Direct Instruction	0.00	0
Reading & Interactive Multimedia	4.75	38
Homework	3.25	26
Discussions	2.75	22
Project-Based Learning	0.00	0
Research-Based Learning	2.875	23
Group Work	1.00	8
Assessments	2.25	18
Total		**135**

***Disclaimer: The completion of the minimum time commitment does not ensure a passing grade. Achievement of the course competencies must be demonstrated. The actual hours spent on individual learning activities will vary from student to student depending on prior knowledge; however, 135 hours represents the **minimum** expectation for any student.*

Summary of Common Professional Component Topics Covered in Course

Topics	Contact Hours*
Marketing	0
Finance	0
Accounting	0
Management	40
Law	2
Economics	0
Ethics	4
Global	8
Information Systems	0
Statistics	0
Policy/Comprehensive	8
Total Hours	62

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*Note: The CPC contact hours shown in this summary add to more than 45 because certain topical areas of the CPC are covered along with the primary subject (**list subject here).** For example, a lecture on (**list lecture topic here**) could include contact hours under CPC headings of both "(**list heading here**)" and "(**list heading here)**."

Course Schedule/ Outline	Dates	Content Covered and Assignments
	Week One	Introduction and welcome to course Chapter 1 – Introduction to Organization Behavior: An Evidence-Based Approach Chapter 2 – Environmental Context: Globalization, Diversity, and Ethics
	Week Two	Chapter 3 – Organizational Context: Design and Culture Chapter 4 – Organizational Context: Reward Systems
	Week Three	Chapter 5 – Personality, Perception, and Employee Attitudes
	Week Four	Chapter 6 – Motivational Needs, Processes, and Applications Chapter 7 – Positive Organizational Behavior and Psychological Capital
	Week Five	Chapter 8 - Communication and Decision Making Chapter 9 – Stress and Conflict Chapter 10 – Power and Politics
	Week Six	Chapter 10 – Power and Politics Chapter 11 – Groups and Teams
	Week Seven	Chapter 11 – Groups and Teams Chapter 12 – Behavioral Performance Management
	Week Eight	Chapter 13 – Effective Leadership Processes Chapter 14 – Great Leaders: An Evidence-Based Approach Arranged (TBA) Comprehensive Final Exam

The Ghost of Christmas Future	Nothing ever stays the same and you are changing as well. You are now in business for yourself—the business of your future. In many ways whether you get a “lump of coal” or a coveted present will be determined by the work you do now. Woody Allen once said “80% of success in life is just showing up.” In other words, do not expect to be successful in your academic endeavors if you do not physically show up for class—or virtually show up in the case of an online class. You will almost certainly find this to be true—and perhaps you already have. During your class work we will discuss many things; two of the most important will be theory versus application, as the two are complementary but do not always agree. You will also be exposed to a variety of critical thinking methods and managerial techniques including what I call horizontally and vertically integrated thinking [looking at multiple stakeholder viewpoints within the organization]. Just because a business person asked for something to happen doesn’t mean it did happen—thus, the need for feedback and verification loops. We will cover these and many other topics [including the Gretzky] during our time in class; all will be geared for your benefit. My efforts in any of your courses with me will be to educate you in both the content of the course and how the real-world of business practice works, with a goal of grafting transferable skills that will support your getting hired by an employer—yes, if you are not already working it will seem like tomorrow that you are on the pavement with your resume’ in hand. Many students waste a lot of time and effort trying to figure out what they should apply themselves to and learn; my advice to you all is to save the energy and learn everything you can. Quite simply put you will never know what you need to be prepared for in the future. You are in the process of creating human intellectual capital--your own. Research has shown that investing in yourself and earning a baccalaureate or graduate degree is one of the best possible investments you could make—don’t waste this opportunity! Most people now change careers approximately five times in their working lifetime, and this business course or degree will be of great benefit to you as “business” is the core of many professional endeavors. "We should be taught not to wait for inspiration to start a thing. Action always generates inspiration. Inspiration seldom generates action." Frank Tibolt So what are you waiting for?

2.5 Theories of Conflict Resolution

2.5.1 Reflections

Conflict Mediation was a hard class for me. Although I use the underlining concepts of this class everyday at work when working with customers. From the moment we started I was wishing the workload would have been lighter. I say this because I felt that the discussion response requirements were so much that the class created an atmosphere of forced response. I understood the purpose of the original in depth discussion. I also understand the purpose of responding to other participants. What I did not understand was the purpose of responding to three other posts with the same in depth response that was required with the original post. I really struggled in writing the in depth responses to three other students and felt that my responses were not genuine and forced as I struggled to meet the requirements of the class. Many times most of the students had close to the same response to the original post which lead to the question of how am I going to write 14 paragraphs three different times explaining how we have a similar experience and perspective. I would have liked to see the requirement for responses limited to food for thought, insights gained and lessons learned.

From taking this class I have learned that to every decision and every outlook there is a cause for the conflict. Everyone has their own personal perspective and perceives the world differently than the other. Because of varying perspectives we have to work hard to see the world from the other point of view. Once we accomplish this we can work together to create a common ground in which we can work from. The main take away from the class is we all need to take a moment to listen to other and to not speak out of emotion. This is what I understood from the S-TLC system. We must stop then think about what we are listening to then communicate. This acronym can be used just about every conflict from interpersonal to work/co-worker related conflicts.

2.5.2 Theories of Conflict Resolution Syllabus

CA 610 – Theories of Conflict Resolution & Mediation
Chadron State College
Course Syllabus – Spring 2014

Instructor: Kathleen C. Kirsch, Ph.D.
Phone: 308-432-6046
Office: 219 Old Admin Building
email: kkirsch@csc.edu

Office Hours:

Monday 1:00-2:30 pm
Wednesday 1:00-2:30 pm
Tuesday 10:00-11:00 am online
And by appointment

Credit Hours: 3 credit hours

Course Description

CA 610 - Theories of Conflict Resolution & Mediation is a graduate level course. The course approaches conflict resolution and mediation from a theory and skills perspective. Conflict mediation and resolution theory and skills in both personal and professional settings will be discussed.

Required Textbook / Materials:

Hocker, J. L. & Wilmot, W. W. (2013) Interpersonal Conflict. 9th Ed. McGraw Hill
Other readings provided by the instructor in Resources in CSC Online. You will check the READ IT section of each unit for information on readings.

Learning Outcomes:

By the end of this course, students will be able to:

- An understanding of the nature of interpersonal conflict
- Understand how to take a transactional approach to conflict – to learn how to constructively resolve conflict "with" others.
- Understanding of how different conflict "choices" promote more constructive and productive resolution to conflict situations.
- Identify and analyze different conflict types
- Understand of how to use the S-TLC System for communicating effectively in conflict situations.
- Apply appropriate communication responses in different conflict situations and styles
- Understand when and how to incorporate negotiation principles and techniques in conflict situations.
- Evaluate how to manage the "process" of conflict toward constructive conflict resolution.
- Understand how to create and maintain favorable communication climate during conflict situations.
- Understand the role of stress and anger in conflict situations
- Understand the role of creating & maintaining "positive face", "autonomous face" and "face saving" in conflict situations.
- Understand the concepts of forgiveness and reconciliation with others following conflict situations.

Method of Instruction:

This course will be conducted completely online. Students are responsible for checking in to Sakai, participating in discussion forums, completing assignments and communicating with instructor as necessary.

Course Design:

This course is designed to be completed entirely online. As a graduate level course, students will be expected to be actively engaged each week in a strategic combination of activities to complete the R.A.D.A.R. Learning Cycle:

R.A.D.A.R. Learning Cycle = Read and Discuss: Apply & Reflect

The R.A.D.A.R. Learning Cycle includes a strategic combination of learner-content interaction, learner-instructor interaction, and learner-learner interaction to help each student successfully achieve each week's learning outcomes.

Assignments:

Students will be expected to successfully complete the following graded assignments in this course:

- First Week "Getting Started" Assignments **10 Points**
  (3 small assignments)
- Active Participation in 6 "In-Depth Discussions" (20 points each) **120 Points**
  (See course schedule & calendar below for posting due dates)
- Reflection Journal with 10 "In-Depth Entries" (10 points each) **100 Points**
  (Complete Journal with entries 1-10 submitted together by April 11th)
- Final Conflict Focus Paper **100 Points**
  (Due April 26)
- Final Week "CRM Goals Evaluation" Assignment **5 Points**
  (Due May 1th)

Total Points Possible: **335 Points**

Grading:

Final Grades in this course will be assigned according to the percentage of points earned by each student out of the total points possible according to the following grading scale:

A	=	100 - 90 %
B	=	89 - 80 %
C	=	79 - 70 %
D	=	69 - 60 %
F	=	Below 60%

* Percentages will be rounded up to the next letter grade at .5 and above. Grades below .5 will retain that grade level.

In-Depth Discussion Participation Requirements:

This **IS NOT** a self-paced course. Actively engaging in course discussions will be essential for your success in this class. Because your active discussion participation is worth almost 1/3rd of your course grade, I strongly recommend that you devote great effort toward being actively engaged in each Unit's discussion. The following information is intended to help you successfully fulfill the discussion requirements in this class. **PLEASE READ BELOW COMPLETELY and VERY CAREFULLY!!!**

All students are required to be actively engaged in "In-Depth" Discussions scheduled throughout the course calendar. In this class, there will be one (1) - "Self-Introduction" discussion forum during the first week of class and then seven (6) discussion forums, each running for 1.5 weeks, which are focused on discussing specific topics being covered in the course content.

For each Unit's discussion, several initial questions will be posed by the instructor which are intended to encourage all students to critically examine and explore different perspectives on the course content. Occasionally, the instructor will also present several "follow-up" questions intended to encourage students to build upon the current discussion and/or to encourage students to consider other directions of dialogue on the topics being discussed for that unit.

Within each discussion period, all students must contribute a specific quantity of discussion posts - **AND** - most important - each discussion post must satisfy very specific "In-Depth" content requirements. Please review the instructions below **VERY CAREFULLY** to ensure that you understand the **"4-Part In-Depth Discussion Format"** requirements that must be followed for all forum discussion postings.

For the "Self Introduction" discussion forum during the first week of class, all students must complete the following requirements:

1. Post a complete "Self-Introduction" posting to the discussion forum.

2. Review and respond to at least 4 of your classmate's discussion posts within the 1-week (7 Day) discussion period. These can be responses to your classmate's "Self Introduction" postings and/or responses to your classmate's responses to your "Self-Introduction" posting, and/or your responses to your classmate's responses to other classmate's original discussion postings, as long as you have contributed at least 4 separate discussion postings to the forum, in addition to your own "Self-Introduction" post. (NOTE: These posts do not have to follow the "4-Part In-Depth Format" requirements, but should reflect substantive interaction and meaningful dialogue with your classmates).

For each of the remaining seven (6) Unit discussions in the class, all students must complete the following requirements:

1. Post **at least 3** fully "In-Depth" discussion posts within each 1.5-Week (9 Day) Discussion Period:

   - **Days 1-3 of Each Discussion Period**:
     Within the first three days of each discussion period, all students must submit at least 1 "In-Depth" post - *that fully satisfies the "4-Part In-Depth Discussion Format" requirements outlined below* - in response to at least one of the initial questions posed by the instructor.

   - **Days 4-6 of Each Discussion Period**:
     Sometime between days 4-6 of each discussion period, all students must review, consider and substantively respond "In-Depth" to at least 1 of their peer's discussion postings. In order to be considered "In-Depth", *each post must fully satisfy the "4-Part In-Depth Discussion Format"*

requirements outlined below.

- **Days 7-9 of Each Discussion Period:**
  Sometime between days 7-9 of each discussion period, all students must review, consider and substantively respond "In-Depth" to at least 1 more of their peer's discussion postings. These can respond to your peer's responses to your postings and/or to any other peer's postings, so that you have contributed at least 5 fully "In-Depth" discussion postings within the unit's discussion. In order to be considered "In-Depth", *each post must fully satisfy the "4-Part In-Depth Discussion Format" requirements outlined below.*

  NOTE: You are required to be actively engaged in discussion interaction throughout each discussion period. **DO NOT** submit all of your discussion postings on one or two days of the week. Failure to follow the discussion guidelines and timelines above, without prior approval from the course instructor will result in a **4-point penalty** on the overall student's discussion participation score for that discussion cycle (i.e a score of 16 (80%) would become a 12 (60%).

2. Within **EACH** of the required **3 posts** students must satisfy the following **"4-Part In-Depth Discussion Format"** requirements:

   - For responses to the initial discussion questions, please use the following format for your posts:

     - **Part 1:** Label this part of your post: **"My Perspective"**

       Under this label, please provide at least 3 well developed paragraphs explaining your detailed perspective on the discussion topic(s)/question(s) that have been posed.

     - **Part 2:** Label this part of your post: **"Support from Readings & Outside References"**

       Under this label, please provide at least 4 well developed paragraphs that explain how your perspective is supported by specific quotes or passages from your textbook readings - AND - also from outside reference materials including other textbooks, journals, articles, or any other relevant internet resources that you find applicable to support your perspective using http://www.google.com or other internet search engines. In this section of your post, in addition to referencing specific page numbers from your text (i.e. pg. 214) where you are referencing specific quotes or passages, please also include the specific reference information or internet URL for outside materials that you are citing. Finally, please make sure that you provide a detailed explanation of how you believe each reference, quote, passage that you are citing specifically supports your perspective on the discussion topic(s).

     - **Part 3:** Label this part of your post: **"Support from My Own Experience & Observations"**

       Under this label, please provide at least 4 well developed paragraphs that explain how your perspective is supported by your own specific experiences and observations. Please provide very detailed, vivid descriptions of specific incidents or events that you have experienced or observed - and - then explain how these experiences and/or observations from these real situations help illustrate / substantiate / justify your perspective on the discussion topics.

     - **Part 4:** Label this part of your post: **"Food for Thought, Insights Gained & Lessons Learned"**

       Under this label, please provide at least 3 well developed paragraphs that are intended to promote or to provoke additional dialogue with your classmates to build off of your perspective shared in your post. This can involve "taking a stand" on the discussion topic that offers alternative or unique perspectives that you want to challenge your peers to consider, respectfully challenging other student perspectives that have been presented previously in the discussion or perspectives presented in your textbook readings, and/or presenting any other "food for thought, insights gained and/or lessons learned" from your consideration of the current discussions content and questions.

- For responses to your peer's postings, please use the following format for your posts:

  - **Part 1:** Label this part of your post: **"My Perspective on (Name of Peer)'s Posting"**

    Under this label, please provide at least 4 well developed paragraphs explaining your detailed perspective that provides a substantive and meaningful response in reaction to the perspective presented in your peer's posting. Your response needs to be something more than "I agree and here is why..." and must provide something "new" to add to and enhance the insights to be gained from the combination of your perspective being integrated with your peer's. You are encouraged to constructively challenge or critique the point of view being presented by your peer's and vice-versa - and/or - if your perspective re-enforces the perspective shared by your peer, your post must offer additional perspective that clearly adds value to what has already been stated.

  - Parts 2, 3 and 4 of your post should follow the same guidelines as outlined above under the previous section labeled "For responses to the initial discussion questions" - but - should reflect a clear consideration, reflection and response to the reference materials and experiences shared in the peer's posting and an explanation of how your understanding of the readings, outside references, and your own experiences relate / compare / contrast to your peer's. Please make sure you separate each part of each post into the 4 separate "Parts" as outlined above and provide the appropriate "Labels" for each part, including:

    - **Part 1: "My Perspective on (Name of Peer)'s Posting"**
    - **Part 2: "Support from Readings & Outside References"**
    - **Part 3: "Support from My Own Experience & Observations"**
    - **Part 4: "Food for Thought, Insights Gained & Lessons Learned"**

NOTE: You should expect to compose the equivalent of a 2 to 3 page, single spaced, 12-point font word document in order to fully satisfy the "3-Part In-Depth Discussion Format" expectations for EACH of your required posts.

NOTE: The key issue is to ensure that you are:

- #1 - able to demonstrate substantive and meaningful perspectives on the course content in relation to the discussion questions / topics being posed,
- #2 - able to support and justify your perspective based on your demonstrating how it relates / applies to your readings and outside reference materials;
- #3 - able to support and justify your perspective based on demonstrating how your point of view has been exhibited in actual real-world situations that you have directly experienced and/or observed; and
- #4 - able to acknowledge and articulate the "learning implications" of your having considered and reflected on the course content and discussion topics and that you are able to engage in and promote additional learning with your classmates through perpetuating the "in-depth" dialogue in each discussion cycle.

NOTE: Because of the expected length of each "In-Depth" discussion post, you are encouraged to compose your postings, initially, as a Microsoft Word document and "Save" each post on your computer as a separate file. This will provide you with a saved copy in case there is an "error" or "timeout" problem that can sometimes occur online if the computer does not detect activity while you have been typing over a long period of time. TRUST ME...please learn from the "lessons learned the hard way" from past students...and make sure you save a copy of each of your posts on your own computer before actually posting them to the course "FORUMS" area. Once you have a copy "SAVED", then please proceed to submit your post to the FORUMS area by copy/pasting from your word document into the discussion post area.

NOTE: Please DO NOT submit your discussion posts as word document attachments in the discussion FORUMS area. In order for your classmates and I to be able to read and respond to each

discussion post as it relates to other postings above and below in the discussion "thread", it is important that all discussion posts appear as text within the Forums area. Accordingly, posts that are submitted as "attachments" will not be accepted toward the minimum of 3 posts required for each discussion cycle.

NOTE: Discussions will be "CLOSED" after each 2-week unit period. Once it is "Closed" everyone will still be able to read/review all postings which have been submitted, but no new postings may be submitted to the discussion area.

In-Depth Journal Reflection Requirements (100 Points):

All students will be required to complete 10 "In-Depth" journal entries during the course that will be combined and submitted together as a complete "Reflection Journal" by April 25th. The intention of each journal entry is to challenge you to reflect on how the course concepts covered every few weeks have actually "played out" in your own experiences. Through direct application, synthesis, analysis & evaluation of course concepts, your journal entries should help you develop a very practical understanding of how you can use these concepts to help you engage in more positive and productive conflict management, resolution & mediation practices in future conflict situations you encounter.

Additional details will be provided on each "Journal Entry" assignment that clarifies the specific expectations for what your journal reflections should cover. "In-Depth" format requirements for each journal entry will be similar to those described above in the discussion requirements section. It is assumed that each journal entry will represent the equivalent of at least a 2-4 page, single spaced, 12-point font document providing an in-depth application, analysis, synthesis and evaluation of course concepts applied to specific situations you have directly experienced / observed. To provide you with adequate time to "focus" on your journal entries, the course schedule/calendar has been segmented into 2 week units with the first part of the 2 week period providing opportunity for the "Reading and Discussion" of the course content and the latter part of that period devoted to providing you with time to "Apply and Reflect" on your journal entry assignments. You will actually be provided with the journal entry assignments at the start of each 2 week period, so you can get started on these entries at any time that works for your schedule, but I am intentionally "closing" the discussions several days before the end of each 2 week period so that you will have dedicated time to "focus" on these important "Reflection" activities. Additionally, although it will be very important for you to work on these journal reflections as they are assigned throughout the course, I have also tried to build in maximum "flexibility" for your time/effort by setting the due date for all 10 journal entries to be submitted together in one complete "Reflection Journal" on April 25th. This way, you can budget your time according to when you have the ability to really 'focus" on completing these reflection assignments without feeling like you are "under a deadline" to complete these each week. That said - PLEASE DO NOT WAIT UNTIL APRIL TO WORK ON YOUR JOURNAL ENTRIES!!! Each journal entry will require a significant commitment of time and effort in order for you to satisfactorily fulfill the "In-Depth" application and reflection requirements of each assignment. This is why I have provided dedicated time every 2 weeks for you to "focus" on these. Please use this time as intended.

Additionally, please understand that the time that is dedicated to focusing on these reflection journal assignments is intentionally AFTER the discussion period for each unit. THIS IS INTENTIONAL in that it is expected that your journal reflections will actually serve as a reflective EXTENSION on what has been presented in the discussion forums and NOT a repetition of what has already been presented in the unit's previous discussion postings. In other words, the reflection journals should use the unit's discussion forum postings as another source of reference information, along with the textbook readings and other outside references, etc. but should be substantively different from the discussion forum postings themselves. As an extension of the forum dialogue, the reflection journals should go "deeper" and "farther" in considering the reflection journal assignment questions and expectations and should use the discussion forums as one source for support, but MUST be substantively different and offer meaningful extension and elaboration on what has been presented in the respective unit's discussion forum postings. PLEASE RE-READ THIS and consult with the instructor if this is not understood clearly as THIS IS AN

ESSENTIAL REQUIREMENT of this portion of the course requirements which represents 1/3 of your course grade.

Final Analysis Focus Paper Requirements (100 Points):

At the end of the semester, all students will be expected to complete a final "In-Depth" Conflict Analysis Focus Paper involving a comprehensive application, analysis, synthesis and evaluation of course content covered throughout the semester to actual conflict situations. This Final Analysis Focus Paper will represent the equivalent of your Final Exam in the course.

Explanation & Rationale for My Teaching / Facilitation Style:

The primary goal of my teaching / facilitation style is to create challenging activities that are strategically designed to promote positive and productive learning experiences for each of you individually as well as for all of you collectively. I see my role in the process as a facilitator or guide...similar to a "Tour Guide" on a "Learning Safari". If you think about that, please put the following into perspective: A tour guide cannot control whether or not you enjoy or "get something" meaningful out of the experience...only you can do that! The tour guide is not the "center of attention" but may offer suggestions or guidance from the sideline or in the background which is intended to help you navigate through your experience. A tour guide does not "have the experience for you" and should not "tell you what you should do, think, feel, etc. along the way".

Accordingly, as your guide/facilitator in this class, you will not learn anything FROM ME. I will not serve as an "Expert" that expects to transfer knowledge or skills I have acquired to you. Instead, I see my role as setting up challenging learning experiences for you to complete and to challenge you to invest yourself in the 'discovery" process. Then while you "dive in" and devote a considerable amount of thought, time and effort into these experiences, if I see anything along the way that I think would be helpful or if I sense that you may be "off-track" or "falling too far behind", I will intervene as needed to help ensure that you stay on course...but please understand...there will be only one source of your learning in this class...and that will be from YOU engaging meaningfully and deeply in the experiences provided for you to invest yourself into.

Please do not take my "guide on the side" approach to be a lack of interest or involvement with your learning. Instead, I am sincerely interested in make sure that you have an exceptional learning experience in this class and I will create and facilitate the experiences placed in front of you with that as my primary goal. Along the way, please do not hesitate to let me know if / when you need additional guidance, support and/or feedback from me and I will sincerely do my best to assist you throughout the course.

Spring 2014 - Course Schedule & Assignment Calendar

The following course schedule is tentative and may be changed as the semester progresses.
Any changes made will be communicated to students by the instructor.

Weeks	Dates	Readings	Assignments	Target Due Dates
Unit 1 **Week 1**	Jan. 13-19	Syllabus	Syllabus Review CRM Goals Assessment Self-Introductions	__ Due: Jan. 13-16 __ Due: Jan. 13-16 __ Jan. 13-15 Post Self-Introduction __ Jan. 13-17 Respond to 2 Peers __ Jan. 13-19 Respond to 2 Peers
Syllabus Review, CRM Goals Assessment, & Discussion Forum Posts - Due: January 13th				
Unit 2 **Weeks 2 & 3**	Jan. 20- Feb 2	**Nature of Conflict**	Reading & Discussion	__ Respond to 2 Initial Questions __ Respond to 1 Peer __ Respond to 1 Peer
			Application & Reflection	__Jan. 23-27: Focus on Journals #1 & 2
Journal Entries # 1 & 2 **Your Application, Synthesis, Analysis & Evaluation on "The Nature of Conflict"**				
Unit 3 **Weeks 4 & 5**	Feb 3 -16	**Conflict Perspectives**	Reading & Discussion	__ Respond to 2 Initial Questions __ Respond to 1 Peer __ Respond to 1 Peers
			Application & Reflection	__ Focus on Journals #3 & 4
Journal Entries #3 & 4 **Your Application, Synthesis, Analysis & Evaluation on "Perspectives on Conflict"**				
Unit 4 **Weeks 6 & 7**	Feb. 17- March 2	**Conflict Variables**	Reading & Discussion	__ Respond to 2 Initial Questions __Respond to 1 Peer __ Respond to 1 Peer
			Application & Reflection	__ Focus on Journals #5 & 6
Journal Entries #5 & 6 **Your Application, Synthesis, Analysis & Evaluation on "Conflict Variables"**				

Weeks	Dates	Readings	Assignments	Target Due Dates
Unit 5 **Weeks 8,9,10** *Week 9 Midterm Break*	March 3-8 Midterm Break March 10-14 March 17-22	**Differing Approaches to Conflict**	Reading & Discussion	** Start with Journal #7 - Pt. 1* __ Respond to 2 Initial Questions __ Respond to 1 Peer **March 10-14 = Midterm Break** __ Respond to 1 Peer
			Application & Reflection	__ Focus on Journal #7 - Pt. 1 __ Focus on Journal #7 - Pt. 2
Journal Entry #7 - Part 1 & 2 **Your Application, Synthesis, Analysis & Evaluation on "Approaches to Conflict"**				
Unit 6 **Weeks 11 & 12**	March 23-30	**Responding Constructively to Conflicts**	Reading & Discussion	__ Respond to 2 Initial Questions __ Respond to 1 Peer __ Respond to 1 Peer
			Application & Reflection	__Mar. 27-30: Focus on Journal #8
Journal Entry #8 **Discussion Synthesis, Analysis & Evaluation on "Responding Constructively to Conflicts"**				
Unit 7 **Weeks 13 & 14**	March 31-Apr. 13	**Post-Conflict Realities**	Reading & Discussion	__ Respond to 2 Initial Questions __ Respond to 1Peer __ Respond to 1Peer
Unit 8 **Week 15**	Apr. 14-2	**Mediating Other's Conflicts**	Application & Reflection	__Apr. 14-16: Focus on Journal #9 & #10 __Apr. 17-19: Compile Final Journals 1-10
Journal Entry #9 & #10 **Discussion Synthesis, Analysis & Evaluation on** **"Post-Conflict Realities"** **and "Mediating Other's Conflicts"** **ALL Journal Entries #1 - 10 - Due: April 25th**				

Weeks	Dates	Readings	Assignments	Target Due Dates
Unit 9 **Weeks 15 & 16**	Apr. 28-May 7	**Complete Final Conflict Analysis Focus Paper**		
Final Conflict Analysis Focus Paper **Due: May 2nd**				
Unit 10 **Week 16**	May 5-7	**Afterword**	___ CRM Goals Evaluation	__ : Complete CRM Goals Evaluation
CRM Goals Assessment & Evaluation **Due: May 7th**				

The schedule above is intended to offer flexibility "within" each 2-3 week unit...however...it is important to keep up with this schedule so that all assignments within a particular 2-3 week period are completed by the end of that unit. Please **DO NOT** fall behind (i.e. Do not plan to submit assignments or discussion postings after the unit's scheduled end date without advanced approval from your instructor). Also - Please **DO NOT** work ahead (Do not look ahead to future unit's content or work on future unit's assignments unless directed to do so by the instructor) as the instructor will likely be continually adapting materials prior to each unit's scheduled start date.

Course Policies:

Student Behavior - Academic Honesty:

Students are encouraged and expected with the assistance of faculty to conduct themselves in conformity with the highest standards with regard to academic honesty. Any violation of college, state or federal standards with regard to plagiarism, cheating or falsification of official records will not be tolerated. Students violating such standards will be advised and disciplined by the instructor and should be advised that such violations may result in course failure, suspension or dismissal from the college. It is recommended that students seek the advice of instructors as to the proper procedures to avoid such violations.

The following are examples of plagiarism:

- Handing in an assignment that someone else has written and claiming the work as your own.
- Handing in an assignment that contains, sections, paragraphs, sentences or key phrases that someone else has written without documenting the source(s) for each portion of the assignment not written by you.
- Handing in an assignment that contains paraphrased ideas from another source, published or unpublished, without documenting the source for each paraphrase. (changing around a few words in a sentence from the sources is not sufficient to avoid plagiarism.)

Someone else in the three statements above may refer to a published author, another student, an internet source, or any person other than the student claiming credit for the assignment. Documenting means

providing the name of the author, the source you have used, and other relevant bibliographical information such as the address for web sites used for sources. If you do not know how to document sources within your paper, ask your professor or the reference librarian for assistance. (Rev. Academic Review: Oct 6, 1998) This policy will be enforced. The first offense will result in 1) a zero for the assignment and 2) the final course grade dropped two letter grades. The second offense will result in a grade of an “F” for the course.

Attendance Policy: Online learning requires that all students actively engage in online interaction with the course content, with other students, and with the instructor. Because active online interaction and engagement is so important for student learning in online courses, the weekly discussion participation points are intentionally set to represent a significant portion of the overall course grade. Accordingly, "attendance" in this online class is required and all students are expected to "attend" class regularly by logging in frequently and actively engaging in weekly online discussions.

Nondiscrimination Policy/Equal Educational Opportunity Policy:
Chadron State College is committed to an affirmative action program to encourage admissions of minority and female students and to provide procedures, which will result in equal treatment of all students. The College is committed to creating an environment for all students that is consistent with nondiscriminatory policy. To that end, it is the policy of Chadron State College to administer its academic employment programs and related supporting services in a manner which does not discriminate on the basis of gender, race, color, national origin, age, religion, disability or marital status. Students request for reasonable accommodation based upon documented disabilities should be presented within the first two weeks of the semester, or within two weeks of the diagnosis to the Disabilities Counselor (432-6461; CRITES 338)

Disclaimer: This syllabus and schedule is articulated as an expectation of class topics, learning activities and expected student learning. However, the instructor reserves the right to make changes in this schedule that, based on professional judgment, would result in enhanced or more effective learning on the part of the students. These modifications will not substantially change the intent of objectives of this course and will be done within the policies and procedures of Chadron State College.

2.5.3 Work Examples

I. Introduction

Greeting/Affirmation/logistics

The role of the mediator in this case is to help Quick and Walker diagnose, negotiate, and then reach an agreement. The mediator will then follow-up on the outcome of the agreements.

Quick wants to use a debate platform about the political figures deciding whether to keep the monarchy or adopt a new Communist constitution. Walker on the other hand wanted to analyze the writings of Leo Tolstory. The two parties decided to have the debate of the Russian Political figures.

We will start the process with each party verbalizing their side of the conflict to explore where their conflict starts. We will then work toward each parties goals or outcomes that they both want to see achieved or reached. Then we will align each parties goals to a positive outcome that both parties feel satisfied with.

There will be ground rules that will be at play during this process. The number one rule is, if one party is speaking the other party will not interrupt. The goal here is to listen to what the other is truly saying. Rule number two; if at any time one party loses their tempers we will take a five minute recess so they can collect their thoughts. At the end of the presenting parties talking points I want the other party to summarize verbally to the other what they just heard, and reflect on what they are hearing and are feeling. This will be done verbally. Last but not least, if the parties cannot precede in coming to an agreement with the other the party, each party will then agree to present their own presentation on the class project.

II. Storytelling

Walker

Walker is not thrilled with the idea that Quick is presenting, but has decided to go along with it anyway. A reason for this is because he has always been willing to help Walker while working together, so Walker is willing to go with his idea on this project. With Walker not being thrilled about the direction for the assignment, compiled with the fear of public speaking, Walker is experiencing lower than normal motivation and is further discouraged because Quick keeps asking to see his notes on the subject. After Quick saw Walkers notes, Quick was not happy with the amount of notes there were. Walker works a lot from his head when working through projects and notes and does not feel that he needs pages of notes. After Quick became unhappy with the amount of notes that Walker takes, he talked to his roommate about dropping the joint project with Walker. This leaves Walker surprised that Quick would desert him at the last minute

Quick

Quick is excited about doing this project. He has been spending a great amount of time working on his side of the debate. He notices that Walker was not as enthusiastic as he should be, but Quick is still excited about doing the project knowing that Walker is also a good student. Quick recognizing that Walker felt that he was struggling with the project has offered to help with his side of the project. Walker has refused the help that was offered. After seeing the notes that Walker has taken Quick is now feeling that Walker is not going to follow through. Quick feels that if Walker's side of the debate is not good it will not work out well, as a result they will get a bad grade on the project. Grades are important to Quick because he wants to get into law school and needs a good GPA. Quick then lost his temper and was discussing with his roommate about dropping the joint project. Quick also feels that Walker is acting immature and foolish for not wanting to discuss the problem rationally by walking out on the conversation.

III. Identifying Issues

The key issues in this case is that walker is feeling as though he is being misunderstood and feels that he shouldn't have to take notes like Quick does. Quick also feels that walker doesn't care about the project because of his lack of enthusiasm about doing the debate for the class project. Walker also has a fear of speaking in public which is making it even harder to feel enthusiastic about the project. Because of this misunderstanding compiled with Walkers fear of public speaking, Quick thinks that he is not doing his part in the project and will not finish his side of the debate. From the incident with the notes and feeling the pressures of needing a good GPA to get into law school Quick had lost his temper resulting in name calling toward Walker which had really hurt Walkers feelings. Now there's a real possibility that both parties are going to be doing the project on their own.

Joint Issues

Both Parties want to use their own idea for the joint project

Both are Feeling that the other party is acting immature

Each other's ideas does not interest the other person at all

Both parties are facing doing the project on their own with little time left to complete it

Quick has enjoyed helping walker mainly because he feels he is helping more than Walker is

Walker sometimes feels that Quick is arrogant about how smart he is and that sometimes irritates Walker.

IV. Problem Solving- Healing

This is where you would do the following:

Help participants to describe the related problem in more depth

Encourage parties to generate options jointly

Note commonalities whenever possible

Encourage constructive communication (I-messages, active listening, empathy, etc.

Encourage parties to examine and be open about their feelings.

Help parties focus on the future rather than getting stuck on the past.

Most conflict include both tangible issues and relationship issues.

V. Agreement and Resolution

There are a few different possibilities here. I see that the probable outcome is that both parties will agree to continue to work on the project together because of what is at stake if they don't. If they don't agree to finish the project they will be on their own to finish with a short amount of time left. They will settle their differences on the notes. This will be accomplished by quick agreeing to not be controlling over how notes are taken and they will practice their historical debate before presenting it. This will ensure that the debate will have the desired effect when they give it for their class presentation. A major hurdle in this is Walker's fear of public speaking. The practices will help with this fear by scripting the debate for Walker.

In this case both Quick and Walker will have to work together more efficiently rather than have the relationship they have right now. Right now both are working on the joint project separately hoping that the debate will turn out how they want it. This is not an efficient way of working on a joint project. Both parties will have to get together more often to compare notes and really shape the direction of the debate together.

I think that by the end of the joint project Walker and Quick will have a restored friendship that they shared before they started the project. They may decide not to be partners again for class projects because of their differing views of what interests them. Walker is really interested in literature while Quick enjoys the social sciences. Both parties will most likely still study together since their friendship is based off the help they give each other.

2.6 Business Law

2.6.1 Reflections

This class should be a required class in any business oriented degree program. I feel that it is so important for everyone to understand legal issues that businesses are presented with everyday. As future leaders we need to stay current with labor regulations environmental regulations and ethical reasoning. Between the text and classroom discussion the class was very interactive with perspectives that ranged from one extreme to the other.

I really like the discussions that where included in this class. Dr. Galegos sought out different video or audio clips from different sources such as NPR and various news sites that seemed to be on topic of the readings that week. This was the best way to bridge between traditional classroom teaching and online learning. Every week I looked forward to participating in the discussions because of the relevant material he presented us during the week. On the other side the class assignments were driven to merely provide us with notes for the weekly test. Our assignments were to outline the chapters. For some students this works but does not provide critical thinking needed to fully grasp the many chapters that were assigned weekly. I do understand, however, that the course was a 8 week course with a lot of material that needed to be covered. I just felt that the weekly assignments could have been more meaningful.

My undergraduate business law class focused a lot on how to read state statutes, contracts, and how to read court rulings. This class was an extension of that class but focused on regulations nationally and globally. I was not as interested in the chapters which talked about trade regulation and international law as much. This was not because it was poorly described but rather because I have never seen myself in the capacity of international business. The parts of the class I really enjoyed and wanted more of was employee relations and labor management relations and how the regulations work into ethical standards.

During and after taking this class I felt that I had grown in relation to how I make organizational decisions. Before these classes thought was not given what legal ramifications exist for each action. The class has really opened my eyes to how we as business leaders need to stay current and possibly develop materials that help other members of the organization to also stay current on regulations and ethical standards as they relate to the type of work we are involved in.

2.6.2 Business law Syllabus

CSC Chadron State College **Course Information**	**Business**ACADEMY We Mean Business @ Chadron State College **MGMT 639-79B1** **Legal and Social Environment of Business** **Fall 2014, 2nd 8-Week Semester** **October 20, 2014 – December 12, 2014**
Professor Information 	**Dr. Nathaniel Vargas Gallegos** **Office:** Burkhiser 124 **Office Phone:** (308) 432-6288 **E-mail:** ngallegos@csc.edu **Sakai Address:** **www.csc.rsmart.com** **OR** **www.csc.edu**. **Please send an email/call to schedule an online/in-person appointment when needed. Email is my preferred method of communication.**
Course Description	**Credit Hours: 3** An examination of legal and social environments in relation to business operations.
Required Text	**Law, Business and Society**, Tenth Edition By Tony McAdams McGraw-Hill Companies, Inc. ISBN: 9780773525006
Student Learning Outcomes	• Identify legal issues in multiple business situations. • Discuss contemporary legal issues in the social and legal environment of a business. • Justify judgments and opinions for legal issues in the social and legal environment of a business. • Justify business strategies to manage the social and legal environment of a business.
Method(s) of Instruction	This is a fast pace 8-week online class. Students will be immersed in the basic areas of business law. Due to the short term and online format, active student participation during the entire 8 weeks is required to be successful. Student participation and completion of assignments are critical elements for online learning. As the professor, my role takes on more of a facilitator role than the traditional classroom lecturer. Students will have reading, forums, quizzes, outlines, and two non-comprehensive midterms. Please stay focused and on task and feel free to contact me if you have any questions.

Course Requirements	**ASSIGNMENTS:** **Weekly Outlines:** Every week you will be expected to read the chapters and submit an outline of the chapters with your notes from reading. You do not need to outline the chapters that are marked skim in the assignment list. Outline only the chapters that you will be tested on. This is meant to be a 'control-mechanism' to keep you incentivized and on task. You must submit the outlines in Sakai by Sunday of the given week. You may use these outlines on the test and it is my hope that these will help your preparation. You are not limited to a skeleton-form outline. You may use whatever technique you feel best with but you must submit to me proof of effort to capture all information that an outline captures. I need the document in a format that I can open (MS Word, Excel, PDF, JPG, or PNG). Your assignment will not be counted otherwise so be sure and check this. Grading is on a Pass/Fail scale. The weekly assignments will count as 10% of your grade. **Weekly Essay Quizzes:** Each week you will need to write an essay for each required chapter. There are two required chapters each week and an essay will come from each. The quizzes will be on the calendar and accessible under the Tests and Quizzes tab in Sakai. Each essay will be worth 10 points. Grading will be according to the Essay Rubric. The quizzes will account for 10% of your grade. **Weekly Forums:** Each week you will be asked to participate in the forums. The forums will be from topics in the book but on the chapters that you will not be tested on. Your original post to the forum is due by midnight each Wednesday, and at least two responses to classmates' postings are due by midnight Sunday. I encourage you to be very involved though. Each forum will be worth 25 points total (15 for original post, 5 for each response). Grading will be according to the Forum Rubric. The forums will count as 25% of your grade. **Participation:** I am saving a 5% as a quality measure. Those that post quality Forum postings and responses, participate in introduction Forums, are on-time with assignments, or participate in the polls and surveys will have no problem earning these points. _____ **TESTS:** **1st Midterm:** The first midterm will cover chapters 1, 3, 4, 5, 6, 7, and 8. It will be a 1-hour exam on Sakai consisting of multiple choice and true/false questions. Open outlines and open book is allowed. No collaboration! The first midterm will count as 25% of your grade. **2nd Midterm:** This will be non-comprehensive. The second midterm will cover chapters 9, 10, 11, 12, 13, 16, and 17. It will be a 1-hour exam on Sakai consisting of multiple choice and true/false questions. Open outlines and open book is allowed. No collaboration! The second midterm will count as 25% of your grade.

Grading Procedures

Grading for this class will be based on the highest accumulative average of all course work. I do not grade on the bell-curve and have no limits to the distribution of grades I can give. All can earn As in this course.

A	90 – 100
B	80 – 89
C	70 – 79
D	60 – 69
F	0 – 59

Grading Weights:

Item	Weight
1st Midterm	25%
2nd Midterm	25%
Participation	5%
Weekly Forum Posts	25%
Week Quizzes	10%
Weekly Outline Submission	10%

Student Behavior

Academic Honesty - Students are expected to conduct themselves in conformity with the highest standards with regard to academic honesty. Violation of college, state, or federal standards with regard to plagiarism, cheating, or falsification of official records will not be tolerated. Students violating such standards will be subject to discipline, as per campus policies articulated in the Student Handbook. Please request a copy of the Student Handbook from the Vice President for Enrollment Management and Student Services (Crites, Rm. 336, (308) 432-6231).

Civility – Civil behavior enhances the academic setting, and is expected at all times. Courtesy and respect for others are essential elements of the academic culture. The academic environment welcomes a difference of opinion, discourse, and debate within a civil environment.

Nondiscrimination Policy/ Equal Educational Opportunities Policy

Chadron State College is committed to an affirmative action program to encourage admission of minority and female students and to provide procedures which will assure equal treatment of all students. The College is committed to creating an environment for all students that is consistent with nondiscriminatory policy. To that end, it is the policy of Chadron State College to administer its academic employment programs and related supporting services in a manner which does not discriminate on the basis of gender, race, color, national origin, age, religion, disability, or marital status. *Student requests for reasonable accommodation based upon documented disabilities should be presented within the first two weeks of the semester, or within two weeks of the diagnosis, to the Disabilities Counselor* (Crites, Rm. 108, (308) 432-6461).

Feedback and Response Time

My official policy for feedback will be a 48-hour response time. I will very likely reply immediately but this will cover a weekend that I am inaccessible for whatever reason. I will post any time that I may be away longer than 48-hours, but this will be very rare.

Legal Advice Prohibition

I absolutely cannot give legal advice or provide legal services to any student. The State Bar of North Dakota's ethics rules, malpractice insurance concerns, conflicts of interest issues, college policy, and monetary reasons prohibit me from being your instructor and your attorney at the same time.

Chadron State College's Disability Services

In compliance with the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act, the Disability Services Contact Person coordinates CSC's efforts to provide accommodations to individuals with specific learning disabilities. For questions regarding Disability Services or to apply for accommodations, please contact Jerry Cassiday the CSC Disability Services Contact Person. (Office: Crites Hall 011, Phone: 308-432-6268, Email: jcassiday@csc.edu) From mid-May to mid-August, please direct inquires to the Executive Director of Student Affairs (Office: Crites Hall 337, Phone: 308-432-6280).

Disclaimer	This syllabus and schedule is articulated as an expectation of class topics, learning activities, and expected student learning. However, the instructor reserves the right to make changes in this schedule that, within the instructor's professional judgment, would result in enhanced or more effective learning on the part of the students. These modifications will not substantially change the intent or objectives of this course and will be done within the policies and procedures of Chadron State College.

Summary of Common Professional Component Topics Covered in Course

Topics	Contact Hours*
Marketing	
Finance	
Accounting	
Management	
Law	47
Economics	2
Ethics	8
Global	6
Information Systems	
Statistics	
Policy/Comprehensive	5
Total Hours	68

Accreditation Council for Business Schools and Programs

ACBSP
GLOBAL BUSINESS ACCREDITATION

*Note: The CPC contact hours shown in this summary add to more than 45 because certain topical areas of the CPC are covered along with the primary subject.

Credit Hour Defined Modality

The following represents the expected contact hours needed to ensure that the time involved in student learning is equivalent to that needed to attain the learning outcomes in comparable courses; learning outcome equivalency is achieved through multiple course modalities. It is expected that students will spend the following Hours per Week participating in each of the listed course modalities.

Learning Activity	Hours Per Week	Total for Course
Reading & Interactive Multimedia	10 hours	80 hours
Homework	4 hours	32 hours
Discussions	1.5 hours	12 hours
Assessments	1.5 hour	12 hours
Total	**17 hours**	**136 hours**

The actual hours spent on individual learning activities will vary from student to student depending on prior knowledge; however, 136 hours represents the minimum expectation for any student.

Course Schedule/ Outline

Dates	Content Covered and Assignments
Week One **Oct 20 – Oct 26**	**Capitalism and Government + Ethics Forum** **Chapters 1 & 3 (skim Chapter 2)** • **Monday:** Class begins. • **Wednesday:** Original forum post due and Introduction posting due. • **Sunday:** 2 Forum responses, the 2 Chapter quizzes, and Chapter outlines due by midnigh
Week Two **Oct 27 – Nov 2**	**Introduction to Law + Ethics Forum** **Chapters 4 & 5 (skim Chapter 2)** • **Wednesday:** Original forum post due • **Sunday:** 2 Forum responses, the 2 Chapter quizzes, and Chapter outlines due by midnigh
Week Three **Nov 3 – Nov 9**	**Introduction to Law + Ethics Forum** **Chapters 6 & 7 (skim Chapter 2)** • **Wednesday:** Original forum post due • **Sunday:** 2 Forum responses, the 2 Chapter quizzes, and Chapter outlines due by midnigh
Week Four **Nov 10 – Nov 16**	**Trade Regulation and Antitrust Law + Consumer Protection Forum** **Chapters 8 & 9 (skim Chapter 15)** • **Wednesday:** Original forum post due • **Sunday:** 2 Forum responses, the 2 Chapter quizzes, and Chapter outlines due by midnigh
MIDTERM **Nov 16 – Nov 23**	**Midterm:** Chapters: 1, 3, 4, 5, 6, 7, & 8 • Open Sunday, November 16th @ 12:01am – Sunday, November 23rd @ 11:59pm
Week Five **Nov 17 – Nov 23**	**Trade Regulation and Antitrust Law + Consumer Protection Forum** **Chapters 10 & 11 (skim Chapter 15)** • **Wednesday:** Original forum post due • **Sunday:** 2 Forum responses, the 2 Chapter quizzes, and Chapter outlines due by midnigh
Week Six **Nov 24 – Nov 30**	**Employer-Employee Relations + Labor-Management Relations Forum** **Chapters 12 & 13 (skim Chapter 14)** • **Wednesday:** Original forum post due • **Sunday:** 2 Forum responses, the 2 Chapter quizzes, and Chapter outlines due by midnigh
Week Seven **Dec 1 – Dec 7**	**International Law & Environmental Law + Internet Law & Ethics Forum** **Chapters 16 & 17 (skim Chapter 18)** • **Wednesday:** Original forum post due • **Sunday:** 2 Forum responses, the 2 Chapter quizzes, and Chapter outlines due by midnigh • **Sunday:** End of Classwork
FINAL **Dec 7 – Dec 12**	**Final:** Chapters: 9, 10, 11, 12, 13, 16, & 17 • Open Sunday, December 7th @ 12:01am – Friday, December 12th @ 11:59pm

2.6.3 Work Examples

Weekly Discussions Summaries

1. Assess where your employer or business (present or past) fits in this business ethics spectrum.

In the past I worked at a local public mental health facility. I felt that though out the course of my employment with them that the ethical atmosphere started changing dramatically. The management constantly started wanting to run in the "grey area" as they referred to it. This allowed them to make decisions based on a person's personal situation. I constantly had problems with this because I felt that we should treat people equally given the base circumstances. Also by operating in the grey area they were also able to justify their questionable decisions that sometimes took a person's legal freedom away for a short time. This is where I had problems while working for them because I ran by the rule that the laws set forth trumped whatever disposition they had with the person of interest. When assessing this company on business ethics I would classify them as using the relativism. I say this because they are operating not on a single set of standards. They were operating on different standards depending on who saw the client at the time. These people were meaning good for the individual but the conduct was based on the persons own moral conduct and standards for judging actions.

2. Assess which institution that you feel that you fit in best with.

I myself feel that I hold myself to a high standard of ethics in both my personal life and business life. I also feel that my personal life choices and moral standards plays a big part in how I act and respond in my professional life. As to assess my institution that I follow I think that I follow a mixture of two different ones. First I base every action from the principles of Virtue. I strongly believe that this is a good moral foundation that was instilled in my thinking since I was a kid in the Boy Scouts then further ingrained when joining the Navy. Both of these organizations teach that truthfulness, integrity, and honesty is the way to live your life and if we live our lives in such a way we in turn will be rewarded similarly. The second institution that I identify with is the utilitarianism philosophy. This is in part because I do not take actions based on my personal feeling all the time. Many times I choose actions based on what is going to be good for the most number of people. An example of using this philosophy is when I decided to leave the military to start off on my college career I was working for the Forest Service as a forest firefighter. I loved that job and wished I was still doing it many times even though it required me to be working out of state for four months out of the year. This left my wife home by herself wondering if I was okay. Then the unexpected happened, we had a kid, my life changed and so I thought that my choice of work should change too. It would be unfair to leave my wife and kid home for so many months while I am out traveling the country. I ended up leaving the job to benefit the family as a whole.

Who are you when no one else is looking? I feel that is the real question of what personal ethics is.

Business ethics is a very broad subject that is not so much involved with law than it is with philosophy, morality, culture, and even religion. There are distinctions too between corporate/organizational level ethics and personal/professional ethics (We will look at corporate ethics next week). Lawyers,

accountants, physicians, dentists, psychologists, etc... are considered regulated professions and they often have state laws and discipline boards that will enforce and regulate professionals in the field. This is not so for business in general. Hence, there is a lot of questioning on the academic side in business school about the place of ethics in the curriculum and even whether it is worth teaching it (McAdams, 78-9).

I am on the side of teaching it. I teach business ethics to my undergrad students and I am often disappointed to learn how weak some of their integrity is. One course cannot undo personal choices and a lifetime of bad influence. But the lawyer in me finds the value in giving notice. If people know the law, they will usually obey it. Presenting standards that are expected, or should be aspired to, is an excellent way of letting someone know that he/she "should know better," or even the basis of convictions when the standards are criminal laws.

In business ethics, there is an assessment process when one encounters a dilemma. The first step is to define a dilemma, which is obvious. It is a situation that involves competing options that pose zero-sum outcomes for multiple stakeholders. How you handle the dilemma will be a measure of your own ethics and values. Keep this in mind as you do the forum this week.

Forum Assignment:

Refer to Part One of Chapter 2 (57-64).

Listen to the podcast below (20 minutes).

Answer Questions:

1. Every one of the employees that this man asked to conspire in the fraud. Why would do you think they helped him and knowingly breaking the law?

    Not only did every one of the employees help in the fraud but outside companies did also. I found that the explanations provided were interesting that they helped with the fraud because humans like other humans and want to help out a person in need. Albeit I find that this explanation is a bit broad in nature. When looking at the perspective that when given a choice that involves business people tend to make the decision based on what is going to be best for business. For the employees their help in the scandal I think resides in the fact that the employees knew that if they didn’t help they would be out of a job because the company would go out of business. In their case this was the best solution for them along with the possible thought that there would be some backlash from him if they did not participate. When I look at why the other companies helped with the fraud even though they have nothing to do with the company I think that those decisions were possibly based money. Title companies have money to be gained when drawing up title work and closing the sale of everything. My theory here is

that sure they wanted to help out somebody but the companies also saw that they would gain money from titling process and at over 7 million dollars, if that is percent based, that is quite a bit in fees they would have collected in the process of helping Tony out. The theory that human act unethically because we simply like each other I find too simple I truly feel that there are underlining motivators at work that simply push a person into the unethical realm.

2. Would you cross the line? And don't be so fast to say no! What if it were your spouse? Child? Parents?

I really don't know if I can say no here. I would like to say no I would never cross the line, but I can't say this because I have not been in that situation. When I look at different philosophies and realize that sometimes we act in a way that affects the greater good or the biggest population of people. I have to realize that sometimes we may in fact make these poor decisions because we are trying to find the best possible solution that will help the greatest number of people. When thinking about the common good in that instance where Tony purchased fake properties for over 7 million dollars I think he didn't want to see his business go under and un-employ so many people. If I were in the same situation I think that I would have a hard time doing what he did. Looking from the outside it is easy to say that it would have been easier to file bankruptcy than to do what he did. On the other hand we don't know what the exact circumstances were that drove him to defrauding banks.

Bribery, what a hot button issue? When we use the term bribery the thought immediately is, this is bad. However, when we think about the act outside the term bribery it makes it much easier to start considering the act more lawful. I personally find it interesting how the simple act of changing the word makes and act become more appealing.

Not only do I consider the FCPA to be lawful I also find that it is necessary for business growth. I say this because when bribery becomes the norm for conducting business the only companies that are winning are the large companies because they have the larger pockets. In the system of bribery the small businesses simply cannot compete in the market. The example that was on the PBS special, BAE, obviously had lots and lots of funds totaling billions of dollars available to support the lavish life styles of the Saudi Princes. I would be surprised if anyone other than BAE being able to compete in that deal. When we are looking at whether or not this deal hamper the growth of business in foreign countries I think it does only if the country deals heavily in bribery or not. I do think though however that a company that does not participate in black money will eventually be better off within that country because they cannot then be black mailed into making business decisions. As out text points out more and more countries are starting to participate in anti-bribery treaties and as the PBS special shows if a company started brokering deals with bribery before a treaty they can certainly be investigated after the law takes effect for acts of bribery.

The FCPA is also important from the ethical standpoint in my opinion. As I said before these deals

generally favor the larger corporations because of the money they have. When participating in deals that uses “black money” those companies and those countries are effectively not participating in the free market. These practices push down the small business and the non-wealthy. I find this unethical because I feel everyone should have the chance to succeed and these practices discourage free trade, capitalism, and small businesses.

1. If you were a shareholder in a company with a CEO that gets paid $3000 an hour, would you vote her/his salary down?

   This is a hard question to answer for me. I understand that this salary sounds audacious when we talk about how much one makes in an hourly context. However, like our instructor points out these CEO’s are constantly tied to work having to travel from place to place. This is a demanding lifestyle that incurs many costs. For these reasons I feel that maybe the wages of these CEO’s might be justified. On the other hand when we look at these salaries we might be inclined to think to ourselves that 15 million dollars for a bonus might be a bit excessive and that money could go back in to employee salaries. If I recall correctly CEO salaries were really made to light during the financial institution break down when the government needed to bail out these companies. Some of these CEO’s had rather outrageous salaries, and it didn’t seem justified considering how the companies were performing and on the brink of bankruptcy. When I look at these facts these high level executives are making too much money and could still live the same life styles with less of a salary. Depending on the circumstances under which the CEO was to get a raise and salary and bonuses I would want to see if the CEO made their targets and if the targets were hard to reach or if they had been dumbed down and easily obtainable. In one of the pod casts that we listened to the Walmart CEO met his targets but the targets were dumbed down where there was going to be no way that he couldn’t meet the goals to obtain his bonus. In these cases I would vote down the increase in salary based on merit. If I were to vote to increase salary I would vote for the increase based on inflation or some other measurable metric.

2. Are there ethical issues that C-level officers owe to shareholders, employees, or society?

   I have never been too upset about these C-level officer making so much money. When talking about ethical issues when talking about shareholders I don’t believe there is any here. I hold the idea that shareholders are investors in the company and that is the extent of their involvement. If the company isn’t performing how they feel it should be then they are more than welcome to pull out their investment and put their money elsewhere. When we look ethical issues and if these officers owe society I also don’t believe there are any. If we start regulating corporations in these ways just because we feel that they are earning too much we would not be democratic society. We would be leaning more on the complete socialist/communist society. This would start breeding corporate corruption. Looking at ethical issues concerning employees I believe there may be some there. In many of these corporations the high ranking officers make millions of dollars while 90% of their employees are making minimum wages are a little higher than

that. I feel it is fine that they make a lot more money but as a person that truly believes that a company is only as good as their employees and not as good as their tope figure heads. I feel that the ethical issues here is that much of this money would be better served going to the employees instead of the top tier executives. I say go ahead and let them make a couple of million dollars a year but the rest could go back in investing in their employees.

1. In response to a point made in the August 2011 WUBR podcast, do you think that it was Boeing's decision to build the South Carolina plant as a negotiating point to the Washington unions demands?

   I don't feel that this was a negotiation tactic on Boeing's part. This would have been a major expense to build a plant that was close to one billion dollars just to make a point to lower wages and avoid other strikes. I do think they wanted to offset costs of the union in Washington, and offset the cost of the loss of production in case of another strike in the future if the union decided to strike again. Also South Carolina is a right to work state. That is not to say that the workers there could not unionize under the same union as the one's in Washington.

2. In March of 2013, Boeing announced layoffs, specifically in Washington. Hypothetically, assume the aviation industry's business picks up again. And assume you were on Boeing's board or a shareholder.

a. Would you be for Boeing to rehire the Washington employees or move to South Carolina with it's new plant?

Yes, I would be willing to rehire the Washington employees back enough to keep up with production. However, I would not solely build the aircraft in Washington. I would build them in both places to hedge against delays in one area of the country. I think this would be a smart move. I would however invite to hire them back at the same wage and benefits that the plant in South Carolina is at. I am for the organization to have the same wages and benefits adjusted for their region they live. This would account for the cost of living wages etc.. If the engineers refused that negotiation I guess they chose to be unemployed by Boeing.

b. What are some cost/benefit factors that Boeing might look at?

Like I said before I don't think they should manufacture in strictly one plant or the other. If they had to choose between the two I think Boeing is going to look at cost primarily. Then they will look at productivity, which plant can produce more in less time. This goes back to cost. If it cost more to pay workers in one state but their production is greatly higher than the other in the long run they would profit more in the higher wage and benefit state. But if they choose to strike again then production stops costing the company potential millions in revenue. This is why I chose to have the production spit

between the two states so the company can hedge against possible delays in their manufacturing process.

2.7 Organizational Behavior

2.7.1 Reflections

I really enjoyed Organizational Behavior because learning how to motivate employees was one of the entire reasons for pursuing this degree path. Starting on this path I was set on the idea that employees make the organization great. This class helped with motivating the workforce to produce the best possible results. One key area was theories of motivation where we learned that monetized incentives only quell employees concerns for a short time but the underlining roots to employee concerns are still there. I find this fascinating because many employers work hard to offer these incentives but they never work on employee relations.

During the period of this class we did several company profiles. One profiled American Airlines for corporate culture examples. What we learned is American Airlines is successful because of their corporate culture. The company strives to maintain a fun working environment for their employees. The company also encourages employees at all levels to participate is making work processes better. They also have extensive employee learning opportunities. With everything put together American Airlines have shown the world that when we invest in the workforce the workforce rewards the company with high profit margins with a direct correlation between happy employees and happy customers.

Since taking this class I have used different theories described for employee enrichment. One theory that I felt is important was Maslow's hierarchy of needs. Every employer should study this theory and understand the psychological perspectives behind employee motivations. As future leaders we need to understand that we all have the basic needs that needs to be met before we can focus elsewhere. If employers are not supplying living wages to their employees some ramifications could include employees not being motivated to work at their full potential. Other parts of the class that I use is the theory of job enlargement. When employees become proficient in their jobs they need to still be challenged. However job enlargement can be taken to extremes and employees need recognition for the extra duties they have taken on.

Overall this class taken with organizational leadership were perfect compliments to each other when learning to become future leaders. The real world examples presented in the class helped with the understanding of how to implement such theories in the workforce. There are plenty of other organizations that we could also model behavior from such as Starbucks or Panera Bread. Teaching the real world examples brought the textbook together driving the point that employees are responsible for making a great company.

2.7.2 Organizational Behavior Syllabus

CSC CHADRON STATE COLLEGE **Course Information**	**BusinessACADEMY** We Mean Business @ Chadron State College **MGMT 630-79A3, Organizational Behavior** **Fall 2014, 1st 8 Weeks** **August 18, 2014 – October 10, 2014**
Instructor Information	**Dr. Jamie Hamaker** **Office: Burkhiser 134** **Office Phone: 308.432.6497** **E-mail: jhamaker@csc.edu** **Sakai Address: https://csc.anisakai.com OR www.csc.edu** **Campus/Online Office Hours: Please send an e-mail/Sakai message to schedule an appointment when needed.**
Course Description	**Credit Hours: 3** Organizational Behavior (OB) is an interesting and exciting aspect of management that applies to any business or organization that wishes to maximize people based outcomes. This course will cover the determinants and organizational consequences of both individual and group behavior within formal organizations, with emphasis on theories, concepts, and empirical findings from the behavioral sciences that will help managers to understand, predict, and influence the behavior of members of an organization. Emphasis will be given to the transfer of theory to support the application of OB techniques that may be used to produce results in the real-world. You will have the opportunity to focus your assignments within your particular area of study in support of your career plans.
Required Text	Organizational Behavior, 12th Edition Fred Luthans, UNIV OF NEBRASKA-LINCOLN Softcover, 592 pages ©2011, ISBN-13 9780073530352 MHID 0073530352 **eBook Information** **Purchase Premium Content (Optional)**
Student Learning Outcomes	The student will be able to: • Understand current management related research and theory concerning how and why people behave the way they do in the context of work organizations. The focus is on individual, group, organizations and leadership behaviors. • Know how to understand, predict and influence behaviors of individuals and others for the improvement of organizational effectiveness at the personal and group level. • Apply organizational behavior skills in the real-world business enterprise. • Appreciate the importance of organizational behavior and its role in creating and supporting successful organizations.

Method(s) of Instruction	Online discussion of readings, PowerPoint presentations, interactive on-line response, testing, article reviews, project, term paper and other assignments and methods needed to ensure understanding and application of content.
Course Requirements	Students are expected to read the appropriate chapters and be prepared for online class discussion; additionally, projects and other assignments to facilitate learning will be required throughout the course. Students will be required to satisfactorily complete all assignments including weekly participation in on-line discussions. All assignments are due on the date specified. Note that the "Accept Until" date is for Sakai functionality purposes only and all assignments must be completed by the due date.
Grading Procedures	Grading Procedures: Students will be graded on a total points earned basis. Total points earned divided by the total points as weighted available for the course. Current grades will normally be available online. **Grading Scale** **Approximate Weighting** / **Overall Grading Scale** Assignments 30% — A = 100 - 90 — A Discussion 15% — B = 89 - 80 — B Project 15% — C =79 - 70 — C Term Paper 20% — D = 69 - 60 — D Tests & Quizzes 20% — F = 59 & below — F Total 100%
Student Behavior	**Academic Honesty** - Students are expected to conduct themselves in conformity with the highest standards with regard to academic honesty. Violation of college, state, or federal standards with regard to plagiarism, cheating, or falsification of official records will not be tolerated. Students violating such standards will be subject to discipline, as per campus policies articulated in the Student Handbook. Please request a copy of the student handbook from the Vice President for Enrollment Management and Student Services (Crites, Rm. 336, 432-6231). **Attendance Policy** – The College assumes that students will seek to profit from the instructional program and will recognize the importance of attending every class meeting of courses for which credit is expected. Responsibility for notifying faculty of absences, and for arranging potential make-up, rests with the students. **Civility** – Civil behavior enhances the academic setting, and is expected at all times. Courtesy and respect for others are essential elements of the academic culture. The academic environment welcomes a difference of opinion, discourse, and debate within a civil environment. **Groups** –Group learning activities: A "down vote" by the Team for a member's "social loafing" will result in a one letter grade reduction for the first assignment, -2LG, -3LG for any subsequent occurrences; any no shows or egregious non-contributors will not be eligible for full credit up to and including a zero for the Group assignment/s; Team input is invited, however, all credit earned and posted grades are totally at Instructor discretion.

Nondiscrimination Policy/ Equal Educational Opportunities Policy	Chadron State College is committed to an affirmative action program to encourage admission of minority and female students and to provide procedures which will assure equal treatment of all students. The College is committed to creating an environment for all students that is consistent with nondiscriminatory policy. To that end, it is the policy of Chadron State College to administer its academic employment programs and related supporting services in a manner which does not discriminate on the basis of gender, race, color, national origin, age, religion, disability, or marital status. *Student requests for reasonable accommodation based upon documented disabilities should be presented within the first two weeks of the semester, or within two weeks of the diagnosis, to the Disabilities Counselor* (Crites, Rm. 108, 432-6461).
Disclaimer	This syllabus and schedule is articulated as an expectation of class topics, learning activities, and expected student learning. However, the instructor reserves the right to make changes in this schedule that, within the instructor's professional judgment, would result in enhanced or more effective learning on the part of the students. These modifications will not substantially change the intent or objectives of this course and will be done within the policies and procedures of Chadron State College.
Expected Contact Hours	**In accordance with the Nebraska State College System Policy 4141** the following represents the expected contact hours needed to ensure that the time involved in student learning is equivalent to that needed to attain the learning outcomes in comparable courses; learning outcome equivalency is achieved through multiple course modalities. It is expected that students will spend the following Hours per Week participating in each of the listed course activities.

Learning Activity	Hours Per Week	Total for Course
Direct Instruction	0.00	0
Reading & Interactive Multimedia	4.75	38
Homework	3.25	26
Discussions	2.75	22
Project-Based Learning	0.00	0
Research-Based Learning	2.875	23
Group Work	1.00	8
Assessments	2.25	18
Total		**135**

***Disclaimer: The completion of the minimum time commitment does not ensure a passing grade. Achievement of the course competencies must be demonstrated. The actual hours spent on individual learning activities will vary from student to student depending on prior knowledge; however, 135 hours represents the **minimum** expectation for any student.*

Summary of Common Professional Component Topics Covered in Course

Topics	Contact Hours*
Marketing	0
Finance	0
Accounting	0
Management	40
Law	2
Economics	0
Ethics	4
Global	8
Information Systems	0
Statistics	0
Policy/Comprehensive	8
Total Hours	62

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*Note: The CPC contact hours shown in this summary add to more than 45 because certain topical areas of the CPC are covered along with the primary subject (**list subject here).** For example, a lecture on (**list lecture topic here**) could include contact hours under CPC headings of both "(**list heading here**)" and "(**list heading here)**."

Course Schedule/ Outline	Dates	Content Covered and Assignments
	Week One	Introduction and welcome to course Chapter 1 – Introduction to Organization Behavior: An Evidence-Based Approach Chapter 2 – Environmental Context: Globalization, Diversity, and Ethics
	Week Two	Chapter 3 – Organizational Context: Design and Culture Chapter 4 – Organizational Context: Reward Systems
	Week Three	Chapter 5 – Personality, Perception, and Employee Attitudes
	Week Four	Chapter 6 – Motivational Needs, Processes, and Applications Chapter 7 – Positive Organizational Behavior and Psychological Capital
	Week Five	Chapter 8 - Communication and Decision Making Chapter 9 – Stress and Conflict Chapter 10 – Power and Politics
	Week Six	Chapter 10 – Power and Politics Chapter 11 – Groups and Teams
	Week Seven	Chapter 11 – Groups and Teams Chapter 12 – Behavioral Performance Management
	Week Eight	Chapter 13 – Effective Leadership Processes Chapter 14 – Great Leaders: An Evidence-Based Approach Arranged (TBA) Comprehensive Final Exam

The Ghost of Christmas Future	Nothing ever stays the same and you are changing as well. You are now in business for yourself—the business of your future. In many ways whether you get a “lump of coal” or a coveted present will be determined by the work you do now. Woody Allen once said “80% of success in life is just showing up.” In other words, do not expect to be successful in your academic endeavors if you do not physically show up for class—or virtually show up in the case of an online class. You will almost certainly find this to be true—and perhaps you already have. During your class work we will discuss many things; two of the most important will be theory versus application, as the two are complementary but do not always agree. You will also be exposed to a variety of critical thinking methods and managerial techniques including what I call horizontally and vertically integrated thinking [looking at multiple stakeholder viewpoints within the organization]. Just because a business person asked for something to happen doesn’t mean it did happen—thus, the need for feedback and verification loops. We will cover these and many other topics [including the Gretzky] during our time in class; all will be geared for your benefit. My efforts in any of your courses with me will be to educate you in both the content of the course and how the real-world of business practice works, with a goal of grafting transferable skills that will support your getting hired by an employer—yes, if you are not already working it will seem like tomorrow that you are on the pavement with your resume’ in hand. Many students waste a lot of time and effort trying to figure out what they should apply themselves to and learn; my advice to you all is to save the energy and learn everything you can. Quite simply put you will never know what you need to be prepared for in the future. You are in the process of creating human intellectual capital--your own. Research has shown that investing in yourself and earning a baccalaureate or graduate degree is one of the best possible investments you could make—don’t waste this opportunity! Most people now change careers approximately five times in their working lifetime, and this business course or degree will be of great benefit to you as “business” is the core of many professional endeavors. "We should be taught not to wait for inspiration to start a thing. Action always generates inspiration. Inspiration seldom generates action." Frank Tibolt So what are you waiting for?

2.7.3 Work Examples

The Roots of Employee Motivation

Dustin Kindred

Organizational Behavior

October 1, 2014

Chadron State University

Abstract

The school of thought by many firms are still as distant today as it was seventy years ago when deciding how to motivate employees to do better higher quality work. The research presented in this research is an attempt to show the reader that there are many options that prove effective when it comes down to employee motivation and job satisfaction. There are also many alternatives other than giving employees monetary rewards. The research also proved that employee motivation does not start with the “rule with an iron fist theory” in which employees are motivated out of fear. Employees are indeed motivated with simple rewards and recognition that are cheap for the employer but priceless for the employee. These thoughts and theories have been both researched and proven by countless surveys and countless hours of research. The research started with Maslow’s Hierarchy of needs and continues today between scholars alike.

Employee motivation and job satisfaction have pondered by the minds of scholars and managers since the early 1900's or earlier. The questions; what creates the motivation for employees to do their work in a productive and intuitive manner? What keeps employees satisfied with their work today that will prevent them from having high absenteeism? Or how does the organization keep from having a high turn around rate? There are three main psychologists that spent a lot of time formulating the different needs theories that describes contrasting views on human motivation. With so much work that has been involved with the study of motivation, managers and organizations should realize that through motivation an employee's job satisfaction will increase creating more productive employees and a better work place.

Fitz-enz (1997) stated that the average company loses approximately $1 million dollars with every 10 managerial and professional employees who leave the organization (Ramill, 2004). This is a big loss for these organizations, often a loss that organizations don't realize resulting a sunk cost in their operating expenses. The organization will not get that cost back, this is such a discrete cost that organizations often overlook this as an expenditure of their manpower. For this reason organizations need to start looking at why their employees are leaving the company seriously to better retain their employees in the future.

The term motivation is derived from the Latin word movere, meaning to move (Dictionary.com, 2014). Motivation represents those psychological processes that cause the arousal, direction, persistence of voluntary actions that are goal oriented (Ramill, 2004). The definitions of motivation arose the various needs theories of motivation in an attempt to pinpoint internal factors that energizes behavior. Needs as defined are physiological or psychological deficiencies that arouse behavior. Thus, human needs vary over time and place (Ramill, 2004).

Maslow's needs hierarchy theory is stated that human beings aspire to become self-actualized and viewed human potential as a vastly underestimated and unexplained territory (Ramill, 2004). The hierarchy starts with the need to obtain physiological support before being able to move to the next rung in the pyramid. The need for security which includes economic, psychological, and physical security are the next needs that need to be filled before moving to the next rung. The person then needs to fulfill the social need before moving up to esteem then to self-actualization. This needs hierarchy is really great in theory but does not explain the motivational factors of individual employees. This is because employees in today's modern world do not have the same needs or goals in mind. Employees also have different motivators that are not explained by the hierarchy of needs theory. McClelland's needs theory focuses more on three needs: achievement, power, and affiliation (Ramill, 2004). The need for achievement is defined as the drive to excel; the need for power is defined as the need to make others behave in a way that they would not have behaved otherwise; the need for affiliation was defined as the desire for friendly and close interpersonal relationships (Ramill, 2004). Achievement theories propose that motivation and performance vary according to the strength of one's need for achievement (Ramill, 2004). This is best summed as saying that the need for achievement proposes that motivation and performance vary according to the strength of one's need for achievement and is defined as a desire to accomplish something difficult (Ramill, 2004). According to Ramill (2004), McClelland proposed that high achievers are more likely to be successful entrepreneurs. The need for affiliation is suggested that people have the desire to spend time in social relationships and activities. These people are likely best at being effective managers or leaders because they have a hard time making difficult decisions without worrying about being disliked. The need for power reflects an individual's desire to influence, coach, teach, or encourage others to achieve.

McClelland proposes that top managers should have a high need for power coupled with a low need for affiliation (Ramill, 2004). These needs are vary generalized needs that have been created but nonetheless are very profound in their finding and describe people and their motivators effectively.

The theory that most accurately describes employee motivation is Expectancy theory. Expectancy theory describes an employee's tendency to perform his job tasks at a level that's equal to the type of response he expects from the employer (Mayhew, 2014). Expectancy theory argues that the strength of a tendency to act in a certain way depends of the strength of an expectation that the act will be followed by a given outcome and on the attractiveness of that outcome to the individual (Ramill, 2004). In layman's terms the individual is to act with their perception that their effort will lead to performance and the desirability of the outcomes that result from the performance. This leads to the thought that job design is actually the answer that gives motivation among employees. The general concept of job design is that workers are motivated to perform better when they find satisfaction in their jobs. Research suggests jobs that are interesting, motivating, and meaningful often supply employees with a high level of satisfaction, which translates into a productive work-force that meets business goals (Redmond, 2014). This is based on the idea that the task itself is the key to employee motivation. Mainly boring and monotonous jobs will stifle the motivation to perform well. This is where the challenging job enhances motivation through variety, autonomy, and decision authorities as ways of adding challenge to a job (Ramill, 2004). In today's workforce employees are hungering for more responsibility and tasks that are not mundane in nature. Employees want substance in the work that they are performing. This is where the other needs theories fail to meet the expectations of employee motivation. They are assuming that the employees are still striving to

meet the basic needs of security, and safety. This is not true in the modern era and employees are now looking for different motivating factors in their lives.

Herzberg's theory of the motivator-hygiene in this author's opinion goes almost hand and hand with the expectancy theory. Frederick Herzberg's theory was based on a survey of over two hundred accountants and engineers throughout the United States (Value Based Management , 2014). During the survey Herzberg discovered that employees tended to describe satisfying experiences in terms of factors that were intrinsic to the content of the job itself. According to Herzberg the factors leading to job satisfaction are separate and distinct from those that lead to job dissatisfaction. Because of the hygiene theory managers who seek to eliminate factors that create job dissatisfaction can bring about peace but not necessarily motivation (Ramill, 2004). Herzberg advises managers to use vertical loading on employees instead of just giving employees tasks that are harder. Vertical loading is when an employee is given tasks that are of a supervisory position to motivate employees. This also gives employees more responsibility. Herzberg has advised to follow seven principles when vertically loading jobs (Ramill, 2004).

Table 1.1 Principles Used to Provide Additional Responsibility

Principle	Motivators Involved
a) Removing some controls while retaining accountability	Responsibility and personal achievement
b) Increasing the accountability of individuals for their own work	Responsibility and recognition
c) Giving a person a complete natural unit of work(module, division, area, and so on	Responsibility, achievement, and recognition
d) Granting additional authority to employee in one's activity job freedom	Responsibility, achievement, and recognition
e) Making periodic reports directly available to the worker directly rather than to the supervisor	Internal recognition
f) Introducing new and more difficult tasks not previously handled	Growth and learning
g) Assigning individuals specific or specialized tasks, enabling them to become experts	Responsibility, growth, and advancement

Ramill (2004), explains that with the principles of Herzberg there is more in the manager's role in motivating employees than just compensation. Herzberg also suggests that managers and organizations should arrange work in the following ways; job enlargement, job rotation, and job

enrichment (Value Based Management , 2014). Ramill (2004), outlines some of his guiding principles when looking back upon the theories and how to put them into practice.

Needs of the employee- Employees have multiple needs based on their individual, family, and cultural values. In addition these needs depend on the current and desired economic, political, and social status; career aspiration; the need to balance career, family, education, community, religion, and other factors;; and a general feeling of one's satisfaction with the current and desired state of being.

Work Environment- Employees want to work in an environment that is productive, respectful, providing a feeling of inclusiveness, and offers a friendly setting.

Responsibilities- Given that one feels competent to perform in a more challenging capacity and has previously demonstrated such competencies, and employee may feel a need to seek additional responsibilities and be rewarded in a fair and equitable manner.

Supervision- Managers and other leaders more frequently that others feel a need to teach, coach, and develop other. In addition these individuals would seek to influence the organization's goals, objectives and the strategies designed to achieve the mission of the organization.

Fairness and equity- Employees want to be treated and rewarded in a fair and equitable manner regardless of age, gender, ethnicity, disability, sexual orientation, geographic location, or other similarly defined categories. Employees also expect to be rewarded better than their counterparts that are working with an output at or below the norm.

Effort- Even though employees may exert higher levels of effort into a position based on a perceived significant reward, this could be a short-term success if the task itself does not challenge or provides satisfaction to the employee.

Employee' Development- Employees prefer to function in environment that provide a challenge, offers new learning opportunities significantly contributes to the organization's success, offers opportunities for advancement and personal development based on success and demonstrated interest in a particular area.

The above listed theories are the foundation for managers. Managers must know the basics which their decisions are made from. The question remains though how do managers take the motivational theories and put them into practice to create employee motivation, satisfaction, and productivity? Messmer (2005), describes a "sandwich generation[1]" where it is becoming increasingly important for employees to have increased control of their time so they can balance competing demands such as personal obligations that include caring for children and elderly relatives. Being able to accommodate this group of employees can boost their morale and loyalty to the company. The ways to accommodate this is to have flexible schedules that include telecommuting and working from home. This also includes having more flexible office schedules where employees are given the options of coming to work later or leaving a little earlier to better accommodate their personal needs not just work needs. Work life balance is an issue that is on the rise among employees. Other ways to create job satisfaction is giving employees interesting work to keep employee retention. Employees also want to have the opportunity for professional development. This is not only good for growth but creates a more skilled workforce within the organization (Messmer, 2005). Not only should the organization provide accommodations

[1] Sandwich generation is defined as a generation of people who are caring for their aging parents while supporting their own children (merriam-webster, 2014)

for their workforce; employees also want to have feedback on their performance.

Performance reviews are a good indicator of how the employee is performing, but these only happen once or twice a year. To build the positive work culture managers should be able to have conversations with their respective employees more often than once or twice a year. Ensuring that the employee knows how they are performing and where there is room for improvement. Without regular performance appraisals employees are often left in the dark about their performance. This often creates sentiment and dissatisfaction of the job. These feelings should not be ignored until the annual or semiannual review of the employee. A way to help carve better relationships between managers and employees is to have regular meetings. These meetings will help to serve what employees are doing right and what the employees need to improve upon. These meetings will help managers stay on track with their job requirements and professional objectives year-round (Messmer, 2005). There is nothing too lose when the manager stays in contact with their employees working to keep them on track to obtain goals. Employees need interaction to be able to communicate their needs to the organization. Each employee has a need that needs fulfilled. Developing career paths is another motivator for an employee (Messmer, 2005). Employees do not like the thought that they are going to stuck in their position without moving anywhere whether that move is horizontal or vertical. When a survey of 150 executives was surveyed of why good employees quit their organizations the number one reason was the limited opportunities for advancement. Good employees are ambitious and most likely won’t stay in a position long if it lacks growth potential (Messmer, 2005). It is difficult for all organizations to have that potential for growth due to perspective size. There are a lot of organizations where the employee base and management base are small in size. These

organizations likely experiences higher turnover when compared to bigger organizations that naturally has more opportunities to help their employees grow to their potential.

With creating employee job satisfaction employee attitudes often come into play. There are contradicting schools of thought where happy employees are productive employees, and on the other side happy employees are not productive employees (Lise M. Saari, 2004). The truth is that employees have attitudes and viewpoints about the many aspects of their jobs and their organizations (Lise M. Saari, 2004). From the research however the focal point is job satisfaction. Job satisfaction is defined as a pleasurable or positive emotional state resulting from the appraisal of one's job or job experiences (Lise M. Saari, 2004). The important idea to take away is that whether or not employees are either happy or not happy the manager has to consider how satisfied the employee is with their job. There are many ways for organizations to create job satisfaction in the business world today. Companies can create job rotation. Job rotation is often used in jobs where a quick cycle process is involved. Industries such as manufacturing plants often times use job rotation to help break up the repetitive cycles of turning the same bolt all day. This practice can also be used in a number of other industries to help create a more rounded employee. This process is sometimes called cross training of employees. This cross training means that employees can now rotate around where needed to fill in the gaps of missing employees. This process also makes the employee more indispensable to the organization. This is a form of horizontal loading that is used more frequently in organizations such as the United States Navy to develop a moveable workforce. Employers can also use the techniques such as job enlargement, and job enrichment. These techniques include more vertical loading. With this vertical loading employees are now given tasks that are more of a supervisory level. This gives the employee the chance to show that they are capable of having a more challenging task added

to their workloads as well as showing their managers that they are capable of more than just their job description. How the organization tackles the task of creating job satisfaction is dependent upon what the organization is trying to accomplish. It is proven that job satisfaction not only creates employees that are productive but also creates a positive work environment that feeds into their need to create more motivation.

Employee motivation is not just created on the back of the employee's job satisfaction. Motivation can come from a number of different factors. Employers can drive the influence of Herzberg and create more vertical loading. This idea works but without recognition this method often times becomes a source of employee resentment without other practices in place. The organization needs to be able to recognize their employees in ways that are both satisfying and rewarding. A survey conducted in the 1990's revealed that nearly 95% of American workers ranked cash bonuses as a meaningful incentive, 87% believe that special training is a positive incentive, following stock options at (85%). 76% said that recognition at a company meeting, and tied at 62% was merchandise incentives and a simple pat on the back saying "good job" (Creech, 1995). It is important to note that even though monetary incentives are ranked number one on the list these incentives are short lived. The organization can also fall into the trap of where the monetary bonus becomes expected of the organization, often-times creating problems, if that is taken away from the employees. An interesting item from the survey is the fact that employees want recognition. The two forms of recognition, being recognized at a company meeting and receiving a pat on the back ranked rather high in the list of employee incentives. Employees also said that they wanted to be part of the inner workings of the corporation (Creech, 1995). These are simple and inexpensive ways to create motivation among employees. These practices are more often being over looked within organizations today. These are such small and

simple jesters that help employees realize they are important to the organization and their work is needed and appreciated. These small steps will lay the foundations of the organizations motivators for their employees.

Recognition and reward represent fundamentally different mechanisms of human motivation (Hansen, 2002). With these different mechanisms Maslow not only provided a theoretical basis for differentiation between reward and recognition but for arguing that they represent different mechanisms of human motivation (Hansen, 2002). Thus the primary implication is that reward and recognition must be distinguished because the underlying mechanism of human motivation is different. Recognition and reward are not simply two options from which to choose when assembling an employee motivation program (Hansen, 2002). Employers need to change the angle in which they undertake employee motivation. Instead of asking how do we motivate employees? Employers need to ask the question; how is this behavior motivated (Hansen, 2002)? In response organizations should not expect employees to appreciate having their behavior motivated with a reward program (Hansen, 2002). According to Hansen (2002), the only appropriate expectation is that behavior meets the minimal requirements for the reward. Effective reward programs may be the ante that gives the organization entrance to the game (Hansen, 2002). On the other hand recognition is appropriate to intrinsically motivate behaviors such as inventiveness, commitment, and initiative (Hansen, 2002). Herzberg observed that problems could occur with the removal of rewards because they often turn into expectations or even entitlements. Herzberg described this as the “what have you done for me lately” syndrome. This suggests that an organization will be rewarded for both a reward program and a recognition program. Recognition programs are more likely to have a lasting effect on the employees, whereas rewards can become subject to entitlements. The research suggests that even

though programs that have reward systems in place, employees can come to the expectation that they are entitled to that reward because they met those minimum requirements. A recognition program tends to go a lot further when trying to motivate employees. This approach is cheaper and goes along way when it comes to notoriety within the organization. It is because of the notoriety of being recognized by the upper ranks within the organization that drives employees to be motivated to perform their job with excellence.

Theorists and employers are still studying the early works of motivational behavior. Maslow's hierarchy of needs and Herzberg's theories of employee motivation still make the foundations of thought. The modern day management fads that float around in business journals today are still based on the founding principles. Employees and organizations are realizing that it is important to see what the employee needs and to accommodate those needs. Employee needs have a wide range in scope. Ranging from needing flexible work hours to provide better work and personal life balance to being able to reward employees with monetary and recognition rewards. Employers are now coming to the table with every possible idea to get the most out of their workforce. As this workforce changes it is sure that the underlining basic theories won't change just the execution of the principle. Job design to rewards is always changing and so does the organizations who want to implement these programs into their structure. It will always be important for organizations to recognize that without employees, work will be left undone. So with that in mind what drives the employees to work will always be the subject of the human resource professionals around the world.

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2.8 Mathematics for Management

2.8.1 Reflections

After taking Mathematics for Management I wasn't sure if I took the same class as the syllabus described. The syllabus describes us demonstrating the principles of compound interest to using discrete random variables using combinatorics. These are the topics that I wanted to learn and was really interested in learning. While participating in the class we had five projects we needed to complete. There were two memorable projects one was a stock market project and the other was a hot dog stand project. The stock market project included us buying and selling stocks and determining profits over the course of a couple of weeks factoring in the cost to buy and sell at certain quantities. The other was starting a hot dog stand and calculating cost of goods as determined from real prices and determining price points to sell our product. The second part of the project was determining an area of our town to sell our product. During this portion we simply needed to record everything we see at this location for a period of time determining if the location is worthy of selling there.

At this point I was feeling let down by the course feeling that it was not what I had expected in a class of this level. What I expected was learning the learning outcomes described to also include labor management or budgeting management. Instead the class offered a lesser version of a basic finance class. There were other areas that was challenging to learn. Computing probabilities using normal distribution and discrete random variables in project 3 were challenging. The problems in this section called on the student to find the equation from a data set. This was math I have never learned requiring many hours of research to wrap my head around the concepts. I am still not sure if I fully understand how to arrive at the predictive models. At this point I felt that I should have taken another math class to better understand the concepts in this section and wishing the class had a formal textbook to reference to understand the concepts being described.

Overall toward the end of the class we were learning and understanding new math concepts that was a nice departure of stock market exercises. I did wish there was a formal textbook used for the class or at least a school created textbook that fully described the more advanced mathematics. The course was not exactly what I was expecting when I first enrolled but I did learn important concepts such as predictive modeling.

2.8.2 Mathematics for Management Syllabus

Mathematics for Managers
Math 631, 3 credit hours
Spring 2015

Instructor: Dr. Robert Stack **Office**: Online

Email: rstack@csc.edu

Required Text: None

Class meeting times & room: This class in online

Office hours: Online – please contact me via email through the CSCOnline course website

Catalog Description: Quantitative methods for managerial, educational administration, and public policy applications. Topics from discrete mathematics, data analysis, and operations research areas.

Learning Outcomes:
Upon satisfactory completion of the course, the student will be able to
1. Demonstrate use of basic principles of compound interest.
2. Show a basic understanding of probability as applied to financial situations.
3. Compute probabilities from a normal distribution.
4. Compute probabilities for a discrete random variable using elementary combinatorics.
5. Use exponential growth and linear growth to develop predictive models.
6. Utilize management skills as applied to mathematical models.

Grades: Grades will be determined by the following distribution:
Projects = 80%
Final Exam = 20%
Incompletes are discouraged and will only be given if C-level or better work has been maintained.

Grading Scale: This is the grading scale to be used in the class. The scale may be adjusted at the instructor's discretion.
A 90-100; B 80-89; C 70-79; D 60-69; F 59 and below

Projects: There will be five projects for this course. There will be a project due approximately every 3-4 weeks, with some projects overlapping each other. The topics for the projects will vary, with some being related to statistical concepts, while others will be related to finance/management concepts. The rubric for assessing these projects will be emailed to you the end of the 1st week of classes, along with the due dates.

Exams: There will be one exam (a final exam for this course). This exam will be a take-home exam and will be available to you prior to the last week of classes. You will have approximately one week to complete and submit the final exam.

Academic Honesty: Students are expected to conduct themselves in conformity with the highest standards with regard to academic honesty. Violation of college, state, or federal standards with regard to plagiarism, cheating, or falsification of official records will not be tolerated. Students violating such standards will be subject to discipline, as per campus policies articulated in the Student Handbook. Please request a copy of the student handbook from the Dean of Students (Crites 6280).

Attendance Policy: The College assumes that students will seek to profit from the instructional program and will recognize the importance of attending every class meeting of courses for which credit is expected. Responsibility for notifying faculty of absences, and for arranging potential make-up, rests with the students.

Civility: Civil behavior enhances the academic setting, and is expected at all times. The academic environment welcomes a difference of opinion, discourse, and debate within a civil environment.

Nondiscrimination Policy/Equal Educational Opportunity Policy: Chadron State College is committed to an affirmative action program to encourage admission of minority and female students and to provide procedures which will assure equal treatment of all students. The College is committed to creating an environment for all students that is consistent with nondiscriminatory policy. To that end, it is the policy of Chadron State College to administer its academic employment programs and related supporting services in a manner which does not discriminate on the basis of gender, race, color, national origin, age, religion, disability, or marital status. Student requests for reasonable accommodation based upon documented disabilities should be presented within the first two weeks of the semester, or within two weeks of the diagnosis, to the Disabilities Counselor (432-6461; CRITES 338).

Disclaimer: This syllabus and schedule is articulated as an expectation of class topics, learning activities, and expected student learning. However, the instructor reserves the right to make changes in this schedule that, within my professional judgment, would result in enhanced or more effective learning on the part of the students. These modifications will not substantially change the intent or objectives of this course and will be done within the policies and procedures of Chadron State College.

In accordance with the Nebraska State College System Policy 4141 the following represents the expected contact hours needed to ensure that the time involved in student learning is equivalent to that needed to attain the learning outcomes in comparable courses; learning outcome equivalency is achieved through multiple course modalities. It is expected that students will spend the following Hours per Week participating in each of the listed course activities.

	Hours Per Week	Total for Course
Learning Activity		
Direct Instruction	3	45
Reading & Interactive Multimedia	2	30
Homework	3	45
Group Work	0.5	7.5
Assessments	0.5	7.5
Total	**9**	**135**

*The actual hours spent on individual learning activities will vary from student to student depending on prior knowledge; however, 135 hours represents the **minimum** expectation for any student.*

**Disclaimer: The completion of the minimum time commitment does not ensure a passing grade. Achievement of the course competencies must be demonstrated.

2.8.3 Work Examples

Throughout my observations starting with the sixteen hour block, I started to think about everything in terms of math and how it is used. When really thinking about this concept everything we touch and see uses math either to assemble the product or for the product to even run. There are little tiny calculations being performed around us at alarming rates of speed. For the most part this is what is making our world run twenty four hours a day seven days a week. Much of what we see and feel throughout our day we as humans take advantage of math without thinking.

During my sixteen hour observation period my day started at 7:30 am. I didn't wake up to an alarm but when I woke up I grabbed my phone and started to browse Facebook and various news sites to catch up on news. Normally I wouldn't think about it, but every little bit of what I was doing on my phone involves math of some sort. Looking at the object calculus is involved in the programing of the phone and how the phone connects to the internet to allow to browse throughout the day. Moving on throughout the day on my drive to work in the morning there are minimal stops that are needed.

At 9:15 I get in my car and drive to work. On the way there I was first on the lookout for stop signs and other signs etc. Signs obviously use geometry that determines their size and shape. What interested me more though was my car. While driving to work I was paying attention to the things I was doing in my car. I have to accelerate, brake, and come to complete stops within certain distances adjusting braking power for my speed. In these instances there are many different maths involved there is trigonometry, calculus, and algebra involved. This is just so I don't get into an accident. We as humans don't actually make these calculations in our head, but rather, we guesstimate what we need to do in order to drive safely. Our cars though are calibrated using math. For instance our steering is carefully calculated so that when we move our steering wheel a certain distance our tires will move in a distance that is equal to the calibrated ratio.

From 9:30 to 10 I am working in my home office. Here I normally am catching up on work I neglected to do the day before. I didn't really observe much math in this area during my observation. During this time frame I stamped some envelopes using the postage meter and refilled the meters funds. The one thing that really stood out to me was the postage meter. Inside there is a spinning wheel that grabs the envelope and pulls it through the meter where a stamp is then applied to the mail piece. Like the car that spinning wheel is calibrated to spin at a certain speed to pull the envelopes through without any incident. While physics is used for rotational speed in order to complete physics we have to perform calculus and algebra to use physics formulas.

From 10:00 to 1pm I am working out of my Rapid City office. My work involves nothing but math throughout everyday. I work in mortgage work acting as a neutral third party to bother sellers and buyers of real property. To do my job without math is truly impossible by all accounts. I think about it so much that I forget that what I am doing is sometimes complex algebra. A unique encountered that I received during this observation period came with someone asking for a payoff on an account. Earlier in the week they asked for a payoff with their interest paid to a certain date. Well that buyer did not like the amount of interest he was charged. He then asked his seller to reduce the amount of interest that is needed to pay off the account. This is

where it became interesting. The seller just decided to divide the amount of interest by two. Well when working with interest we can't just divide numbers we have to reduce interest by a certain number of days. In this instance I had to use algebra to figure out to when then interest would have been paid to. I had to take the new interest amount due divided by the amount per day of interest on the account to figure out the amount of discounted days of interest. During my work hours these math instances are common and we have to figure these figures out daily for our customers.

The rest of my day during this sixteen hour block was really uneventful when looking at the world through math goggles. I noticed street lights that are maybe on timers, pressure plates or uses a camera and computer system that senses traffic and changes lights accordingly.

During the evening hours from 5pm to 9pm I was sitting in my home relaxing from the grueling day of observing math. Looking around my house and observing the world around me I didn't find any unique math encounters that I already didn't observe in the morning hours in my house. I mowed the lawn then sprayed insecticide on the lawn after that. When mixing my insecticide I had to figure out the amount of insecticide I needed for two gallons of water. This involved algebra because the instructions were written for fourteen gallons of water and not for the amount that I was using. Lucky two gallons is divisible by 14 so this was easy enough to figure out. I only needed one once per two gallons of water.

My observations period for the eight hours took place on a Saturday. Normally my weekends do not contain much activity. I preserve these days to hopefully do nothing and enjoy the fact that I don't have to do anything. This Saturday wasn't any different from my other Saturdays. I wake up my wife and the kids cook some breakfast then we get ready to go ice skating lessons. Like the sixteen hour observation period I woke up and checked my phone for the latest news. As before I thought about how the intricacies of the cell phone works from the mathematical perspective. These little devices are truly amazing on their own with everything they can do.

At 10:30 my wife and kids packed up into the car to go to skating lessons. This time while I was in the car I was not so much paying attention to how the car was driving, or the road signs. These were already observed earlier. This time I was paying attention to the road and how it was laid down. We live in the hills. As you can imagine the road system might be pretty complex. We live nearly 4000 ft above where Rapid City is so going to town there are a range of downhill slopes that are around 10% grade. I thought about this as I was driving down to town that in order for this road to exist here the construction workers had to use trigonometry to safely build the road.

At 11.30 we arrived at the skating rink. We had to have my daughters skates sharpened this week since it has been quite sometime since the last sharpening. This was my next mathematical acquaintance. When sharpening skates we have to consider what kind of edge will be needed. When I brought the skates to the counter the employee asked what kind of hollow do I want on the skate. Well this is important to know because this is the radius in the valley of the skate blade. For the employee to know what I am talking about he first needs to know geometry and how the radius relates to the ice skate.

At 12:30 after the ice skating lessons we went to target to shop for a little bit. This was the second encounter with math. We didn't have any limits of what to spend but when getting to the checkout there is invariably math involved with the checkout process. Albeit for the cashiers all the math is done on their computers anymore and the cashier no longer has to think about the correct amount of change to give back or how to total the items is sales discounts or anything.With that said as a consumer I need to pay attention and use some quick algebra to ensure that the cashier did not make a mistake. This time the cashier did not make a mistake and she didn't need to give change back because I used my card to pay for my items.

From 5pm on I was again looking around my house to cases that need to use math either it was math I used or math that was needed during construction that I use everyday. This time I came up with the use of the electricity that I use in my house. This math is started when the electricity is stepped down at the transformer to 120v to enter my house through the electrical panel. From there the electricity is split up into separate circuits that are wired through my house.When thinking about it each of the circuits wiring are determined by the breaker and how many amps it can handle. Knowing this information If I use power tools and other heavy amperage appliances I have to know be able to calculate what I can run and not run before creating a dangerous situation on my house wiring. To demonstrate this I started my generator that is rated to 12k starting watts and hooked up to the house. While doing this I carefully started each appliance until my generator became overloaded. If I knew what each of my household appliances used I

would not of had to start each appliance one at time. I would of just calculated the values and matched them against what my generator is rated at. Electricity is calculating using a variety of mathematics ranging from physics, thermal dynamics, calculus and I am sure many others.

While looking around I thought for sure that my weekend observation would of produced null results in the mathematics department from the standpoint of math I need to perform. I discovered that even though I was not actively engaged like I was when performing my job during the sixteen hour period there was still a lot to observe and perform throughout the day. I did have to go looking for it more than I did when I was working and my observations that I noticed were the same ones that I had during the sixteen hour period therefore I did not include time during this observation time.

Did you encounter any mathematical observations that could be applied to algebra, geometry, statistics, trigonometry, pre-calculus, calculus, discrete math? If so, list the math topics, and the observation you encountered.

During my observations I think I observed the use of algebra, geometry, trigonometry, calculus, and maybe discrete math. Other observations applied to physics and thermal dynamics.

6. During these two observations, in what way(s) have you used math without realizing that you were actually using it?

The main way that I used math without realizing it would be while I was driving. Our brains make so many calculations per second that if we actually sat and worked out the math it would take a really long time Which made me think about an abstract idea that we as humans no much more math than we think we do. Our brains just process the information before there is time to really think about it. The hard part is proving how our brains arrived at our actions by using math.

7. Describe, in detail, at least three ways you can utilize this activity to manage your mathematical skills, and keep them sharp

Observing

By observing the math that surrounds us we become more aware of where it is at and when it is involved. The simple act of observing mathematics as we view the world is an act of furthering our education.

Questioning

We then have to take our math that we observed then question if it is correct. Many statistics that we hear in advertising and the news etc. might be made up or partial truth to the real statistic. for this reason we need to question and keep questioning the mathematical reason behind what we observe in our world.

Proving

The next step in using this exercise to keep improving our math skills is to prove the math that we have observed. This is the most critical step in the process without our proofs we cannot justify that we are right in our thinking. After we observe we then question the math that we saw. Proving is providing the answer to our questioning process. This step also creates the application of backing up our facts, and keeps us honest when relating the facts.

2.9 Public Relations

2.9.1 Reflections

When enrolling in public relations I expected the class to be very dry and boring. Mostly teaching how to interact in public settings, but the class was so much more that this. I enjoyed how public relations played a role with marketing and projecting on organizations image in the public light to influence customer behavior.

Throughout the course we learned many concepts that changed our perception of what public relations really is. Before the class my understanding was public relations are centered on press releases and how to handle fallout from company missteps. Though damage control is an important aspect when speaking about this topic, we learned and demonstrated public relations is presenting the company we need to determine how to design our messages to relate the same internally and externally to the public.

What I found interesting is how corporate culture can play into how a company is perceived in the publics eye. Everything the company does is considered public relations from ethically sourcing their products to how to handle a product recall. The public looks at these activities when choosing products to buy. Personally as a consumer I look at how the company handles environmental issues. For example I will rarely buy bottled water because of how companies source the water and how environmentally bad this is for local community ground water supply. This ties into public relations because these bottling companies in my eyes have a negative connotation with robbing aquifers. This is what the class has tough me. Everything that can affect employees to the environment affects how the public views the company which ultimately affects their bottom line. Going forward after taking this course. I now know it's important to know what issues our customers and non-customers feel strongly about. Ultimately the public wants to support a company that acts responsibly both socially and environmentally.

The course overall was great. We mixed different media mediums together to develop concrete concepts of effective public relations. After the course was finished I felt that public relations and marketing can work together in the same department. I saw the need for people responsible for public relations to also work close with marketing to ensure the correct messages where presented internally and to the companies publics.

2.9.2 Public Relations Syllabus

Chadron State College

Public Relations

EDAD 631 79

Spring 2015

Instructor: Dr. Linda Hunt Brown **Office: Montgomery, Alabama**

Office Phone: 334-593-8624 334-593-8624 **e-mail:** lbrown@csc.edu

Cell Phone: 406-679-5675 406-679-5675

Office Hours: Monday 2-3; Tuesday 10-11 and 2:30-3:30; Wednesday 10-12 and by appointment or in my Vidyo conference room. (Please click on the link below to attend:
http://vportal.csc.edu/flex.html?roomdirect.html&key=DtpdIvUz1DCS
If you do not have a user account on this Portal, please enter your name in the "Guest Name" field and then click "Join". If this is your first time using Vidyo on your computer, you will be automatically prompted to install VidyoDesktop.)

Credit hours: Three graduate credits (3)

Course Description: An overview of current theory and practice in public relations indicating principles and models to help understand how to sell an idea, build a coalition, and manage crises. Working with various sources to develop a public relations plan will be addressed. The candidate will develop an understanding of the public relations process that may be used in the private, government, nonprofit, and/or the school setting.

Prerequisite: An earned baccalaureate degree from a regionally accredited institution of higher education. EDAD 631 is a core requirement course for individuals who are seeking the Masters of Education degree in Educational Administration or may serve as an elective in a graduate program with approval of an advisor.

Required Text(s): Fulginiti, Anthony & Bagin, Don. (2005). *Practical Public Rrelations: Theories & techniques that make a difference*. Kendall/Hunt Publishing Co.

Specific EDAD 631-79 Learning Outcomes: This course is a required core course in the Masters of Education Educational Administration degree program. The Program Outcomes are cross-referenced with Chadron State College's Conceptual Framework for the Education Unit. Candidates will be able to:

- Determine how public relations are used in society.
- Relate how public relations works to develop ideas.
- Recognize how to manage public opinion.
- Develop ways to use research in public relations.
- Formulate ways to manage relationships with employees.
- Generate ways to work with the media.
- Identify ways to use advertising, marketing and lobbying in public relations.
- Prepare public relations publications.
- Explain how to write effective public relations messages.
- Identify ways to communicate in special circumstances.

- Determine ways to effectively use technology as a communication tool.
- Generalize ways to stay legal in the workplace.
- Explain ethics in the workplace.
- Plan a public relations program.
- Evaluate a public relations program.

Administration Program Outcomes:

Candidates will be able to:

- Lead and organize the collaborative development, articulation, implementation, and stewardship of an organization. (*Communication, leadership, thinking skills, human relations/diversity*)
- Lead and promote a positive organizational culture and designing comprehensive professional growth plans for staff based on identified needs. (*Methodology/technology, leadership, professionalism, assessment, thinking skills, human relations/diversity*)
- Lead and promote the success of all employees by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective environment. (*Communication, leadership, thinking skills, methodology/technology, professionalism*)
- Demonstrate the knowledge, ability and dispositions to promote the success of all employees and other community members, responding to diverse community interests and needs, and mobilizing community resources. (*Communication, methodology/technology, human relations/diversity*)
- Demonstrate the skill, knowledge, and ability to promote the success of all involved in the organization by acting fairly, with integrity, and in an ethical manner. (*Human relations/diversity, communication, leadership, professionalism*)
- Demonstrate the skill, knowledge, and ability to respond to, and influence the larger political, social, economic, legal and cultural context. (*Professionalism, leadership, thinking skills, human relations/diversity*)
- Demonstrate the ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by leaders. (*Communication, leadership, thinking skills, methodology/technology, professionalism, assessment, and human relations/diversity*)

Continue to develop as "Visionary Leaders" in the following areas:

1. Thinking Skills: Development of advertising, communication skills, and a public relations plan.

2. Human Relations/Diversity: Working with others in and outside the workplace in an ethical

   manner.

3. Assessment: Evaluating a public relations plan.

4. Communication: Using good communication skills in all aspects of a public relations program.

5. Methodology/Technology: Development of a plan, communicating ideas, using technology to

   sway others views.

6. Professionalism: Understanding laws pertaining to public relations, using good

   communication skills, being ethical.

Method(s) of Instruction:

Course methodology is web-based with threaded discussion boards, reading in texts and research articles, and reflective discourse between classmates and the instructor. Feedback is a critical aspect of learning. We all like to know “how we are doing”. To that end, this course will attempt to model transformational and constructivist learning processes that encourage a concept of problem-posing, connections with prior experience, **reflection**, and reflective discourse that help shape a new understanding. (Reflection is expected on all posts and projects.)

TENTATIVE Class Schedule: Please note that you will have FORUMS and ALSO ASSIGNMENTS.

- Jan. 12 **Course Overview – Introductory Assignments Due Forum - Introductions**
- Jan. 19 ***Policies, Goals, and Strategies Assignment*** **Forum - The Importance of Public Relations Assignment: Interview**
- Jan. 26 ***Communicating with Internal Publics***
- Feb. 2 **Forum** - **Managing Relationships with Employees (Assignment: Review of Video.**)
- Feb. 9 **Forum - Generate Ways to Work with the Media**
- Feb. 16 **Forum - Advertising and Marketing**
- Feb. 23 ***Writing Effective Public Relations Messages*** **Forum - Writing Effective Public Relations Messages**
- ***Spring Break (Go Fly a Kite!)***
- Mar 23 **Forum – Communicating in Special Circumstances**
- Mar 30 **Forum** - **Technology as a Communication Tool**
- Apr 5 ***Ethical Behavior*** **Forum - Public Relations Ethics and the Laws**
- Apr 13 ***Planning and Evaluating a Public Relations Program*** **Forum –Planning and Evaluating a Public Relations Program**
- Apr 20 ***Develop a Public Relations Plan*** **Forum – Use this forum to share ideas regarding developing a public relations plan.** ***No forum requirements***

Apr. 29 – May 3 **EXAM WEEK**

Course Requirements: It is intended that all courses on the graduate level shall require of students greater intellectual effort, more independence in reading and investigation, and more constructive thinking than do the undergraduate levels of instruction.

- Read, study and evaluate the assigned text. Take tests and quizzes covering assigned portions of the text and all information posted in the class.
- Respond to discussions in an ethical manner.
- Prepare presentations on topics concerning public relations.

A Key Instructional Methodology: *Collaborative Learning and Online Learning*---The Collaborative learning process is an important learning strategy for this course to promote authentic learning through questioning and understanding in sharing thoughts and ideas regarding the essential points from the readings and how the topic relates to your own experiences. I will post a discussion prompt for each module group's discussion board. For the first part, reflect on the discussion prompt posted for your group. In order to be more thoughtful about your original posting, I would recommend preparing your original posting first on a word processor and then copy and paste them to the discussion board. *Do not simply attach your Word Documents as your post. Copy and paste your initial post into the response frame.* Your original posting should be approximately two to three paragraphs (250 to 350 words) in length citing the key elements from your research and your own experience to support your work. **At least one citation is required in each post from your text or other reliable sources.**

For the second part, I would like you to begin by reading through other group members' original postings and provide feedback to at least two other classmates. For both the original posting and responses, please use the ***Class Participation Rubric*** as a guide. It can be found in Sakai RESOURCES.

It is not helpful to your learning or your fellow group members to post late. I understand that with online courses it can be difficult to stay current. However, most students find success by simply making their first post and then checking the discussion thread twice more. The secondary post is to provide classmates feedback and formulate your thoughts based on ideas from others. Because the discussion boards are intended to be dynamic, I encourage you to treat them as such and resist the urge to post generic or ambiguous postings as if the discussion board was a correspondence course. You will be sharing your thoughts with fellow scholars and I will expect you to dig deep and demonstrate knowledge of the research presented in the unit by citing sources as you make your original post.

Technology Issues: Because EDAD 631 is an ONLINE course we want to take special care to provide several technology reminders. Here is a simple list of technology issues that are specific to the course and Chadron State's Sakai course management system.

1. Chadron State College prefers the use of Microsoft Internet Explorer as the browser for properly opening Sakai course materials. Using Mozilla Firefox on a PC will soon be frustrating as students try to open PDFs or other documents. Please use Microsoft Word for your word documents.

2. Check your e-mails regularly and make sure you are using your "eagle mail" account provided by Chadron State College. **PLEASE use only the CSC ONLINE MESSAGES email within the course to communicate with me.** Checking your COURSE messages and your CSC e-mail regularly is essential for students to stay current with instructor announcements and possible changes in course procedures.

3. All assignments and tests need to be submitted via CSC ONLINE links designated by the instructor. Students should only send assignments via e-mail attachment when approved by the instructor in advance.

4. Audio and video clips will be used occasionally during the course. Again, in most cases Microsoft Internet Explorer is required to open the video images. Be sure to check you system to ensure that you have a functional Adobe Flash player or similar software installed. (If you can get YouTube videos to work, you should be fine.)

Grading Procedures: Total points will determine your grade for this class. Grades are determined by the following scale:

A = 93-100%

B = 85-92%

C = 76-84%

D= 75-65 %

F = 64 and below

Late or Missing Assignments: As we approach grading, it is reasonable to assume that a policy dealing with late or missing assignments should be established. I hold to the notion that learning should take precedence over strict policy enforcement. However, I also want to honor those students who consistently submit assignments on-time and with superior quality. I am always willing to work with students who may need accommodation due to exceptional circumstances. Therefore, all assignments have due dates and students have ample time for completion. Full credit can be earned on work submitted on *or before the due date.* Without a waiver from the instructor prior to the due date, reduced or no credit will be given for work turned in late. (However, for the benefit of the student, the instructor will provide feedback for late work even if no credit is given.) Course assignments are posted in Sakai and should be submitted electronically via the appropriate attachment. Please do not e-mail assignments unless instructed to do so.

Course Requirements and Evaluation

In accordance with the Nebraska State College System Policy 4141 the following represents the expected contact hours needed to ensure that the time involved in student learning is equivalent to that needed to attain the learning outcomes in comparable courses; learning outcome equivalency is achieved through multiple course modalities. It is expected that students will spend the following Hours per Week participating in each of the listed course activities.

Learning Activity	Hours Per Week	Total for Course
Reading & Interactive Multimedia	2	30
Homework	2	30
Discussions	1	15
Project-Based Learning	2	30
Research-Based Learning	1	15
Group Work	.5	7.5
Assessments	.5	7.5
Total 135		

Student Behavior:

Academic Honesty - Students are expected to conduct themselves in conformity with the highest standards with regard to academic honesty. Violation of college, state, or federal standards with regard to plagiarism, cheating, or falsification of official records will not be tolerated. Students violating such standards will be subject to discipline, as per campus policies articulated in the Student Handbook. The full copy of the student handbook can be found at http://www.csc.edu/publications/csc_student_handbook.pdf. Academic Policies, including academic dishonesty, can be found between pages 32-34.

Attendance Policy – The College and the instructor assume that students will seek to profit from the instructional program and will recognize the importance of attending scheduled class meetings of courses (if face-to-face instruction is required)(not required for on-line courses) for which credit is expected. Responsibility for notifying faculty of absences, and for arranging potential make-up, rests with the students.

Civility – Civil behavior enhances the academic setting, and is expected at all times. Courtesy and respect for others are essential elements of the academic culture. The academic environment welcomes a difference of opinion, discourse, and debate within a civil environment.

Nondiscrimination Policy/Equal Educational Opportunity Policy: Chadron State College is committed to an affirmative action program to encourage admission of minority and female students and to provide procedures which will assure equal treatment of all students. The College is committed to creating an environment for all students that is consistent with nondiscriminatory policy. To that end, it is the policy of Chadron State College to administer its academic employment programs and related supporting services in a manner which does not discriminate on the basis of gender, race, color, national origin, age, religion, disability, or marital status. *Student requests for reasonable accommodation based upon documented disabilities should be presented within the first two weeks of the semester, or within two weeks of the diagnosis, to the Disabilities Counselor (432-6268; Crites 011).*

Disclaimer: This syllabus and schedule is articulated as an expectation of class topics, learning activities, and expected student learning. However, the instructor reserves the right to make changes in this schedule that, within

my professional judgment, would result in enhanced or more effective learning on the part of the students. These modifications will not substantially change the intent or objectives of this course and will be done within the policies and procedures of Chadron State College.

Student Support Services

You can access Student Support Services through the Quick Links located at www.csc.edu/studentserv/.

Information for Students with Disabilities
Website: www.csc.edu/healthserv/counseling/index.csc
Phone: 308-432-6461 308-432-6461

Accommodations for Students with Disabilities
Website: www.csc.edu/technology/students/disabilities.csc

Academic Support Services
Website: www.csc.edu/projectstrive/
Phone: 308-432-6068 308-432-6068

Tutoring
Email Frances Gonzalez, Tutorial Services Counselor, at fgonzalez@csc.edu
Phone: 308-432-6381 308-432-6381

Technology Help
Email IT Help Desk at helpdesk@csc.edu
Phone: 308-432-6311 308-432-6311

Library
Email the reference desk at library@csc.edu Phone: 308-432-6271 308-432-6271

Writing and APA Tips:

Paraphrasing and Synthesis

The ability to clearly and concisely paraphrase or synthesize another's work is one of the most important skills needed to write research papers and dissertations at the graduate level of education. Although the terms are often used interchangeably, there is a distinction between the two. Paraphrasing is restating something is a simpler or clearer manner by using other words. Paraphrasing can also be a means of separating the wheat from the chaff of another's words. In this, you trim the paraphrase to include only the important idea(s). The steps of paraphrasing follow:

1. Read the original work two or three times.
2. Do something else for a few moments. Just make sure you don't think about the original work.
3. Write down what you believe to be important idea(s) of the original work.
4. Check your paraphrasing against the original work. If your original too closely matches the original, try the process again.
5. Sometimes there is phraseology from the original that is necessary to include in your paraphrasing. Be sure to place quotation marks around these phrases.
6. Parenthetically cite your source in one of the following preferred ways.

<u>ORIGINAL</u>

"However, a greater number of American students may come to realize that their employers will expect a new level of personal cultural competence in order to compete in the global marketplace. Consequently, the curricula of degree programs in American higher education will rapidly transform as entrepreneurial and market-driven universities

receive intensified pressure to provide graduates who are mulitculturally competent, able to work in diverse settings, and knowledgeable of the global community."

-Stromquist, N. P. (2002). *Education in a globalized world.* Lanham, MD: Rowman &

Littlefield Publishers, Inc.

PARAPHRASE

1. Stromquist (2002) believes that the force of economic globalization will lead to higher education curriculum that will produce graduates that can walk the world as employees.

2. The continued pressures of economic globalization will lead employers to pressure institutes of higher education to produces world savvy graduates (Stromquist, 2002).

Synthesis is a blending of others' works together to show their relationship. It might help to think of it as paraphrasing on a larger scale; however, you will be required to relate different works to each other. Almost every paper you write in graduate school will require a literature review, which is a synthesis of the works related to your topic. The steps for synthesis are similar to those of paraphrasing, except now you are paraphrasing entire works:

- Read the original at least twice.
- Once you have read it, write a two to three sentence summation of why the work is important to your paper and how it relates to your topic. You might also write a brief explanation of how the work relates to other works in the field. You must be faithful to the original. Do not change the source's ideas or intents.
- Sometimes there is phraseology from the original that is necessary to include in your summation. Be sure to place quotation marks around these phrases.
- While writing your literature review, parenthetically cite your source in one of the preferred ways.
- Be sure to not just give a listing of work that has come before yours. This bibliography method is boring, and it adds nothing to your work. You want to place each work you cite in a context with each other work you cite. Explain in your synthesis how they relate to each other and how the findings/results/opinions of one work inform those of another work. You can also relate the main ideas of each work to a common theme or element of your topic. Your research paper does not take place in a vacuum. You are standing on the shoulders of giants, and the literature review (your synthesis of past works) shows exactly how you are balanced on those shoulders.
- Online Resources:
- http://owl.english.purdue.edu/ The Purdue Online Writing Lab is the gold standard for online writing help (includes APA and MLA style guides). On this site search for the term "paraphrase" or go to https://owl.english.purdue.edu/owl/resource/563/01/ I was going to include more sites, but OWL really is comprehensive. You can of course go to www.google.com and search "paraphrasing" or "synthesis writing".
- **References:**
- Bagin, D., Gallagher, D.R., & Moore, E. (2008). *The school and community relations* (9th edition). Boston, MA: Allyn and Bacon.
- Marconi, Joe. (2004). *Public relations: The complete guide*. Mason, OH: Thompson Learning, Inc.

2.9.3 Work Examples

Please view my work examples at Dustin's Prezi

2.10 Human Capital Management

2.10.1 Reflections

Human Capital Management was the cornerstone of the degree program. The class was not as easy as I was thinking it was going to be either. The reason why I chose the human resources degree path is because I have worked in both great and poor organizations when taking about how employees were taken care off. What I have witnessed first hand is that when an organization has a great human capital plan that extends further than the human resources department the company as a whole tends to do great things. This is an important observation because my theorized slogan states that the organization does not make the company great but rather the people make the organization great. When we learn how to effective acquire great talent then learn how to retain that talent the company is doing a great job. This leads to the why I looked forward to this class which summed the culmination of the entire degree program. I wanted to better understand job design, recruiting, training programs, performance appraisals and so on.

The class presented us with what our expectations where. We quickly designed jobs and created training programs used in an organization that included a variety of different training methods. Perhaps one of the more eye opening exercises was learning and creating benefits packages for a fictitious company. I also really enjoyed the group projects of learning about human capital management of a real company. My group during one group project choose to profile Starbucks. I think this is where some of the most enlightened insights of the class came. While Interviewing a local Starbucks store manager I found myself asking several questions about how the human resources department deals with the management of thousands of employees in different areas of the country at once. What I had learned is that Starbucks does take really good care of their employees, however, there is a disconnect on the local levels of how to perform certain functions such as recruitment and employee appraisals.

Though I don't think that I will ever be in a position where I am working in a large corporation running a HR department that is responsible for every location. I know that if I were in the position I would make it a priority of the HR department to work with the locations to meet their needs and demographics.

What I truly learned was from personal experience employees have a negative view of the HR department. This perception should not exist since the department and the HR professional job are literally created to benefit the employees. From the teaching of the course the HR department should be a treasured department of the employees. If this is not the case then we need to re-evaluate how to become effective with the workforce. The

re-evaluation comes from job design and analysis, providing fair and effective performance reviews and administering compensation packages that get the workforce motivated.

2.10.2 Human Capital Management Syllabus

CSC CHADRON STATE COLLEGE	**Business**ACADEMY We Mean Business @ Chadron State College
Course Information	**MGMT 610-79B2** **Human Capital Management** **Fall 2015 - 2nd 8 Weeks** **October 26, 2015 – December 18, 2015**
Instructor Information	**Dr. Dana Leland** **Office Phone**: 210-844-0565 **E-mail:** dleland@csc.edu **CSC Online Address:** online.csc.edu OR www.csc.edu **Campus Office Hours:** Office hours are TWR 9:20-11 AM or by appointment. **Online Office Hours:** As needed Please send an email/call to schedule an online/in-person appointment when needed.
Course Description	**Credit Hours: 3** Human Capital Management (HCM) is an interesting and exciting aspect of management useful to anyone that wishes to maximize people based outcomes within an organization. This course will cover the principles and techniques of human capital management from both micro and macro perspectives, including legislation affecting employers today, and practical applications of various people related functions. State-of-the-art insight will be offered into the human resource functions of recruiting, development, compensation, integration, and separation. Emphasis will be given to the transfer of theory to support the application of HCM techniques that may be used by business/organizational leadership to strategically develop and tactically deploy human capital to produce results in the real-world enterprise. You will have the opportunity to focus your assignments within your particular area of study in support of your career plans.
Required Text	**Fundamentals of Human Resource Management, 5th Edition** **Raymond Andrew Noe, OHIO STATE UNIV COLUMBUS** **John R. Hollenbeck, MICHIGAN STATE U EAST LANSING** **Barry Gerhart, UNIV OF WISC MADISON** **Patrick M. Wright, Cornell University---Ithaca** Softcover with access card ©2014, ISBN-13 9780077801984 MHID 0077801989 Click to purchase Connect or Connect Plus with an eBook

Student Learning Outcomes	The student will be able to: • Understand the conceptual and theoretical knowledge base for the development and management of human resources in the organization. • Know how to utilize the basic functions of human resource administration including: planning, job design, job analysis, recruiting, selection, training, career management, performance appraisal, compensation and legal compliance. • Apply the administrative tools and techniques commonly used to manage the basic systems of human resource management in organizations. • Appreciate the importance of human capital management within the context of the global business enterprise.
Method(s) of Instruction	Online discussion of readings, PowerPoint presentations, interactive on-line response, testing, article reviews, project, term paper and other assignments and methods needed to ensure understanding and application of content.
Course Requirements	Students are expected to read the appropriate chapters and be prepared for online class discussion; additionally, projects and other assignments to facilitate learning will be required throughout the course. Students will be required to satisfactorily complete all assignments including weekly participation in on-line discussions.
Grading Procedures	Grading Procedures: Students will be graded on a total points earned basis. Total points earned divid by the total points as weighted available for the course. Current grades will normally be available onlir

Approximate Weighting			Overall Grading Scale	
Assignments	25%		A = 100 - 90	A
Blog	5%		B = 89 - 80	B
Discussion	15%		C =79 - 70	C
Project	15%		D = 69 - 60	D
Term Paper	15%		F = 59 & below	F
Tests & Quizzes	20%			
Wiki	5%			
Total	100%			

Student Behavior	**Academic Honesty** - Students are expected to conduct themselves in conformity with the highest standards with regard to academic honesty. Violation of college, state, or federal standards with regard to plagiarism, cheating, or falsification of official records will not be tolerated. Students violating such standards will be subject to discipline, as per campus policies articulated in the Student Handbook. A full copy of the handbook can be found at http://www.csc.edu/documents/publications/csc_student_handbook.pdf. Academic Policies, including academic dishonesty, can be found between pages 33-35. **Attendance/Participation Policy** – The College assumes that students will seek to profit from the instructional program and will recognize the importance of attending every class meeting of courses for which credit is expected. Responsibility for notifying faculty of absences, and for arranging potential make-up, rests with the students. In courses that utilize an online format, students are expected to participate in an appropriate and frequent manner, as determined by course instructor. **Civility** – Civil behavior enhances the learning environment, and is expected at all times. Courtesy and respect for others are essential elements to the learning process. Courses offered through Chadron State College welcome a difference of opinion, discourse, and debate within a civil environment. **Groups** –Group learning activities: A "down vote" by the Team for a member's "social loafing" will result in a one letter grade reduction for the first assignment, -2LG, -3LG for any subsequent occurrences; any no shows or egregious non-contributors will not be eligible for full credit up to and including a zero for the Group assignment/s; Team input is invited, however, all credit earned and posted grades are totally at Instructor discretion.
Nondiscrimination Policy/ Equal Educational Opportunities Policy	Chadron State College is committed to an affirmative action program to encourage admission of minority and female students and to provide procedures which will assure equal treatment of all students. The College is committed to creating an environment for all students that is consistent with nondiscriminatory policy. To that end, it is the policy of Chadron State College to administer its academic employment programs and related supporting services in a manner which does not discriminate on the basis of gender, race, color, national origin, age, religion, disability, sexual orientation, gender identity, or marital status. Student requests for reasonable accommodation based upon documented disabilities should be presented within the first two weeks of the semester, or within two weeks of the diagnosis, to the disabilities contact person (432-6268; Crites 011).
Disclaimer	This syllabus and schedule is articulated as an expectation of class topics, learning activities, and expected student learning. However, the instructor reserves the right to make changes in this schedule that, within my professional judgment, would result in enhanced or more effective learning on the part of the students. These modifications will not substantially change the intent or outcomes of this course and will be done within the policies and procedures of Chadron State College.

CSC Mission & Master Academic Plan (MAP)

Mission Statement

Chadron State College (CSC) will enrich the quality of life in the region by providing educational opportunities, research, service and programs that contribute significantly to the vitality and diversity of the region.

MAP Priorities, 2014-2018

CSC is committed to the achievement of tasks/projects that align with the following Priorities:

1) Continue to implement and improve the Essential Studies Program (ESP).
2) Define, develop, and promote co-curricular experiences that foster undergraduate and graduate student engagement.
3) Create and implement a strategic vision(s) for teaching and learning technologies, teaching and learning center (TLC) and the library learning commons (LLC).
4) Evaluate campus-wide processes for student recruitment, advising and retention; recommend a plan for continuous improvement.
5) Study, create, and implement a strategic vision for the graduate studies program.
6) Evaluate campus-wide processes for faculty and staff recruitment and retention; recommend a plan for continuous improvement.

Summary of Common Professional Component Topics Covered in Course

Topics	Contact Hours*
Marketing	0
Finance	0
Accounting	0
Management	40
Law	8
Economics	0
Ethics	4
Global	5
Information Systems	0
Statistics	0
Policy/Comprehensive	8
Total Hours	65

Accreditation Council for Business Schools and Programs

ACBSP
GLOBAL BUSINESS ACCREDITATION

*Note: The CPC contact hours shown in this summary add to more than 45 because certain topical areas of the CPC are covered along with the primary subject of Management**.** For example, a learning activity could include contact hours under multiple CPC headings.

In accordance with the Nebraska State College System Policy 4141

The following represents the expected contact hours needed to ensure that the time involved in student learning is equivalent to that needed to attain the learning outcomes in comparable courses; learning outcome equivalency is achieved through multiple course modalities. It is expected that students will spend the following Hours per Week participating in each of the listed course modalities.

**Disclaimer: The completion of the minimum time commitment does not ensure a passing grade. Achievement of the course competencies must be demonstrated.

Learning Activity	Hours Per Week	Total for Course
Direct Instruction	0	0
Reading & Interactive Multimedia	4	32
Homework	3	24
Discussions	2	16
Project-Based Learning	3	24
Research-Based Learning	3	24
Group Work	2	16
Assessments	1.5	12
Total		**148**

The actual hours spent on individual learning activities will vary from student to student depending on prior knowledge; however, 135 hours represents the minimum expectation for any student.

Course Schedule/ Outline	Dates	Content Covered and Assignments
	Week One **10/26 – 11/1**	• Introduction and welcome to course • Chapter 1 – Managing Human Resources • Chapter 2 – Trends in Human Resource Management
	Week Two **11/2 – 11/8**	• Chapter 3 – Providing Equal Employment Opportunity and a Safe Workplace • Chapter 4 – Analyzing Work and Designing Jobs
	Week Three **11/9 – 11/15**	• Chapter 5 – Planning for and Recruiting Human Resources • Chapter 6 – Selecting Employees and Placing Them in Jobs
	Week Four **11/16 – 11/22**	• Chapter 7 – Training Employees • Chapter 8 – Managing Employees' Performance
	Week Five **11/23 – 11/29**	• Chapter 9 – Developing Employees for Future Success • Chapter 10 – Separating and Retaining Employees
	Week Six **11/30 – 12/6**	• Chapter 11 – Establishing a Pay Structure • Chapter 12 – Recognizing Employee Contributions With Pay
	Week Seven **12/7 – 12/13**	• Chapter 13 – Providing Employee Benefits • Chapter 14 – Collective Bargaining and Labor Relations
	Week Eight **12/14 – 12/18**	• Chapter 15 – Managing Human Resources Globally • Chapter 16 – Creating and Maintaining High-Performance Organizations • Arranged (TBA) – Comprehensive Final Exam

The Ghost of Christmas Future	Nothing ever stays the same and you are changing as well. You are now in business for yourself—the business of your future. In many ways whether you get a “lump of coal” or a coveted present will be determined by the work you do now. Woody Allen once said “80% of success in life is just showing up.” In other words, do not expect to be successful in your academic endeavors if you do not physically show up for class—or virtually show up in the case of an online class. You will almost certainly find this to be true—and perhaps you already have. During your class work we will discuss many things; two of the most important will be theory versus application, as the two are complementary but do not always agree. You will also be exposed to a variety of critical thinking methods and managerial techniques including what I call horizontally and vertically integrated thinking [looking at multiple stakeholder viewpoints within the organization]. Just because a business person asked for something to happen doesn’t mean it did happen—thus, the need for feedback and verification loops. We will cover these and many other topics [including the Gretzky] during our time in class; all will be geared for your benefit. My efforts in any of your courses with me will be to educate you in both the content of the course and how the real-world of business practice works, with a goal of grafting transferable skills that will support your getting hired by an employer—yes, if you are not already working it will seem like tomorrow that you are on the pavement with your resume’ in hand. Many students waste a lot of time and effort trying to figure out what they should apply themselves to and learn; my advice to you all is to save the energy and learn everything you can. Quite simply put you will never know what you need to be prepared for in the future. You are in the process of creating human intellectual capital--your own. Research has shown that investing in yourself and earning a baccalaureate or graduate degree is one of the best possible investments you could make—don’t waste this opportunity! Most people now change careers approximately five times in their working lifetime, and this business course or degree will be of great benefit to you as “business” is the core of many professional endeavors. "We should be taught not to wait for inspiration to start a thing. Action always generates inspiration. Inspiration seldom generates action." Frank Tibolt So what are you waiting for?

2.10.3 Work Examples

Employee fitness and its effect of employee health

Dustin Kindred

Human Capital Management

December 18th 2015

Chadron State College

Abstract

As the obesity rate rises among Americans today to staggering rates employers are now looking for alternative ways to motivate employees to be the best worker they can be. The research that has been conducted is still in its infancy, but there is promising research being conducted by the health departments. So far research has shown that employee fitness does play a vital role in how the employee performs. Their fitness is directly related to work loss due to sick time and injuries in the workplace. Research is now showing the many benefits of simple fitness routines such as creating better team cohesion, better communication among employees and the added benefit of being able to deliver short safety messages during these routines. Not only do these new programs have many benefits for the employees, they are also benefiting the employer by reducing health costs through lower worker compensation claims and lower insurance premiums.

There is a lot of controversy and media coverage surrounding the health of Americans. The fact is that as adult Americans we spend as much as fifty percent of our adult lives at work. This is the number one underlining reason for the workplace to offer employees comprehensive wellness and health programs. These programs not only help the worker but they help the organization by reducing the corporations tax rates, increases worker productivity, reduces worker compensation claims, and builds camaraderie and leadership among employees. With all of these benefits why wouldn't an organization want to offer these programs to their employees?

Injury prevention in the workplace is the leading topic among safety departments in organizations today. Human resources also have the shared task to help figure out how the company can decrease the amount of injuries in the organization. Together with the two departments working together the overall goals should be how can we decrease the amount of workers compensation claims, reduce the percentage of near miss incidents, and improve the overall health of the organizations' workforce. According to the Surgeon General 60 percent of adults are overweight and out of shape (Macdonald & Westover, 2011). This plays a huge role in many of today's manufacturing and textile market place. There is no coincidence for the reason that the military and paramilitary organizations practice overall health and wellness of their prospective organizations. Critics of this idea will argue that introducing and incorporating fitness[1] into the daily work routine would be counterproductive. There is no need for this type of behavior as most companies do not have any job descriptions that require that sort of physical activity. The organizations that practice good physical fitness need it for their jobs and survivability. The fact is that the number of lost work days is 13 times higher, and the cost of medical claims is 7 times higher among the heaviest and out of shape employees compared to those of employees of normal weight (Macdonald & Westover, 2011). The answer to the statistic is personal fitness simply reduces the occurrence of movement related injuries and chronic health problems such as heart disease, diabetes, high blood pressure and obesity. The research is not suggesting every organization to be at the same fitness levels as military and paramilitary organizations. However, its important to incorporate employee wellness into the company's

1 Fitness – For the purpose of this article the word fitness and wellness are interchangeable. Fitness refers to the quality or state of being in good health especially as an actively sought goal ("Wellness," 2015).

safety plan. Fred S. Drennan, (2003) shows that the lack of flexibility and strength is a primary risk factor for low-back and other soft-tissue injuries. These back injuries and other soft-tissue injuries account for more than half of all worker compensation claims today. The organizations effective safety program is not complete without addressing their workers flexibility and strength as preventive measures for musculoskeletal injuries (Drennan, 2003).

It is not enough alone to leave it up to employees to seek out and utilize the available resources that are provided to them in materials such as health pamphlets and access to gym memberships. Management must educate their employees about the important role that their flexibility and strength play in preserving their fitness and should include daily stretching as part of the employees' safety routine (Drennan, 2003). When integrated into the safety routine the employees will begin to value its importance and start to utilize these preventive measures to help offset the costs that are associated with workplace injuries. Such programs can help correct employees damaging postures, relieve chronic pain and may reverse injury or prevent costly surgery (Drennan, 2003). There is often much difficulty when integrating the beneficial wellness programs though. Many employees will not be able to do exercises the same as other employees are able to do. The important aspect is to begin with an exercise program that all employees can achieve without strain or pain then integrate that routine into the daily safety plan for the day. Many experts for example say to start out with simple stretches and upper body rotations. These exercises do not make the employees feel belittled in any way and many should be able to perform these without much strain. These simple exercises can also be done in the employees regular work clothes and without getting on the floor. The next benefit is that employees will be able to feel immediate results in the simple stretches because stretching feels good on the body.

The benefit to the employer is that their employees will quickly start having a better range of motion which prevents the soft-tissue injuries that is caused by the lack of flexibility.

Companies have a tough time in today's economy and every department has to justify their budgets. With budgets in mind workers compensation and healthcare costs are really the same side of the coin. They go hand in hand with each other when costs are concerned. The senior management should look at what is the best return on their investment in the long run. When workers compensation costs from back injuries, carpal tunnel syndrome, chronic pain and other musculoskeletal injuries account for half of the healthcare costs. Employers are now looking at what is going to maximize their return on their investment. This is when it becomes clear that improving the fitness level of the workforce by helping them adopt healthier lifestyles has a huge potential for cost savings (Drennan, 2003). The school district of Manatee County Florida when faced with 10% year over year increases in health care looked at how to reduce this cost to the organization and employees. What happened when they implemented HealthVantage, their health program, there was a sharp decline in costs. Now the county is looking at only 1% increase in costs year over year (Herbert, 2011). When integrating fitness, safety and supervisor leadership the return on investment is measurable in many areas most notably healthcare costs (Drennan, 2003). Employers can see the reduced incidence and severity of cumulative trauma disorders, their leadership is more skillful, their flexibility and strength is greater, 30 to 80 percent of participants adopt healthier lifestyles, the organizations' morale is improved and employees have the feeling that the organization cares, productivity is higher because of the healthier employees, and healthcare costs are reduced (Drennan, 2003). Organizations will be

more prone to accept budgets of this type once they learn and see the returns on their investments in ways that can be measured.

In 2008, more than 5000 workers died from occupational injuries and work related illnesses account for 49000 deaths annually. More than 4.6 million workers experienced nonfatal occupational injuries or illnesses in 2008 (Sorensen, 2011). This is only a portion of the costs that are associated with work-related illness and injury that are borne by employers, workers, and society overall. The heath care costs are staggering in the face of employers today. For the employers that offer health coverage for their employees they are now scrambling trying to figure out ways to reduce these costs for both them and their employees. The Center for Disease Control has recommended that at least 75% of work sites offer a comprehensive work site health promotion program. Even though the CDC recommends this type of health promotional only seven percent of work sites offer any sort of health promotion programs (Sorensen, 2011). Glorian Sorensen, (2011) reports that physical activity provides a useful example of a health behavior that can be effectively influenced through multilevel work site health promotions. Only about thirty two percent of US adults have reported engaging in regular leisure-time physical activity, with even lower rates among ethnic minority low-income, and other undeserved populations; rates are also lower when activity is objectively monitored (Sorensen, 2011). When rates of activity are lower like in the cases that Glorian Sorensen, (2011) report, the employees psychosocial stressors will contribute to obesity because these individuals are not relieving their stress in a positive way contributing to their overall health. The lack of positive stress relieving through regular physical activity can result in the individuals finding outlets of the psychosocial stress by smoking and heavy alcohol use. Employees will also have musculoskeletal disorders,

psychological disorders such as depression, anxiety and job burnout (Sorensen, 2011). These are huge issues that face employees and their employers. In 2008 prior the health program in Manatee County School District the organization found that only 5 percent of the districts 5,200 employees were accounting for nearly 51 percent of the district's overall health costs (Herbert, 2011). Costs such as the aforementioned continue to increase the cost to the employer by increased health care costs, lost time at work, and lower productivity. Because these issues are on the rise the upper management of organizations are now asking themselves: how do we integrate these lower cost programs into our workforce and start seeing the return on our investment?

A common question is how do we integrate safety and fitness together in a manner where employees and employers will start seeing the difference in daily activities. The answer started with the National Institute of Occupational Safety and Health (NIOSH). NIOSH started a campaign and laid out the steps to a healthier U.S. Workforce. The campaign started on June 20, 2002 when President George W. Bush signed an executive order to promote personal fitness among the general public (Drennan, 2006). NIOSH took the lead in this initiative and later unveiled the Steps to a Healthier U.S. Workforce campaign to encourage workplace safety and health programs that focus on preventing work-related illness, injury and disability, and on promoting healthier living and lifestyles to reduce and prevent chronic disease (Drennan, 2006). This is a big first step where businesses are no longer going about this alone and they now have the backing of NIOSH on their sides. In the campaign they showed that the costs to American industry in lost productivity (due to workers compensation injuries, healthcare costs and low output when bundled together were more than $16,000 per employee for 2002 (Drennan, 2006). The reports also showed that workers who lack basic fitness are also prime candidates to

experience musculoskeletal disorders, and excess weight and lack of abdominal strength stresses the lower back. This means that even though employees are demonstrating the proper lifting techniques in theory they in fact are not using the proper techniques for lifting. This is because when a person is overweight or obese and lacks the proper flexibility, when the person squats down to lift that heavy box they are lacking the proper flexibility in the hamstrings and quadriceps thus still putting the strain in the lower back for compensation of the poor flexibility. These numbers do not only affect the manual labor industry either. This study also found that people who are obese are three to five times as likely to develop problems that coincide with carpal tunnel syndrome (Drennan, 2006). There have been many efforts to help employees improve their health which often originates in the human resources' department. It is in the experience of Fred S. Drennan, (2006) that these efforts are often relatively passive and may include distributing brochures, hosting an annual health fair or providing internet access to evaluate personal health factors. There are two schools of thought as to how the industry should combine the safety department and the health department. One is to just combine the two under one umbrella, and the other is just providing employees more information about safety and health at home as well as at work. There is no right way of doing this but the latter is more of a passive way of promoting the outcomes that the organization wants to achieve. It is felt that for organizations to get maximum results they have to take a more aggressive stance as opposed to the passive. The aggressive stance does not mean for the company to act negatively toward the people who are not where the management would like to see them. It means that everyone from the workers to the upper management should take part in these programs. The CEO and or President must actively endorse the program by actively participating (Lindahl, 2011). This will

show that the company really does care about their individuals and is not practicing the "do as I say not as I do" practices. When management firmly links fitness and safety into training systems and the operational culture, participation rates can reach 100 percent (Drennan, 2006). If the supervisor is enthusiastic and supports a daily safety/fitness program employees will embrace it (Drennan, 2006). This is the aggressive approach that works and involves all employees from the top down. Not only should management participate in these daily safety routines but they should also educate employees about the importance of flexibility and strength in preserving their fitness and include daily physical conditioning as part of the daily safety routine (Drennan, 2006). In addition to just building strength and flexibility this fosters team building, good morale, cohesiveness, communication and productivity in a team based environment. Well-being also supports employees and their families in ways that enable the employee to support the business and its customers (Buer, 2015). Not only does this foster a great amount of benefits for the organization, employees also consistently report that daily stretching with their team builds stronger teams (Drennan, 2006). These are great secondary attributes from simple team exercises. The focus of integrated programs like the ones mentioned not only promote the employees fitness and health levels but are designed to deliver focused safety training such as hazard awareness and reporting, during the fitness routine. This link is a powerful justification for total participation. Organizations use this time to deliver short, scripted safety messages. It is imperative to ensure that as part of this health promotion routine safety is also included with regard to delivering the short scripted messages because safety competes with productivity, sales, profits, globalization, rising healthcare costs and many other issues that affect the company's ability to survive.

Whether the organization is trying to promote safety or better working conditions by reducing work hazards, or trying to promote better worker health to better their workforces and have them be more productive. Having workers stay at work more throughout the year and having the workforce be more productive is a major concern of employers. Employers don't take it lightly when employees are missing work because of worker compensation claims. Employers don't like their workforce to experience employment burnout where employees become apathetic toward what they are doing and lose their sense of their competitive edge in the workforce. So how do employers take charge of these issues that are facing the majority of the workforce today? They are taking to integrating employee fitness with their safety program as a form of preventative safety. Prevention is the best form of safety just like with an employee who takes the time to weigh actions and consequences against their possible outcomes. Employees that are able to flex in the ways that create a better posture when lifting objects and the employee that is able to lift a bit more without straining there body is beneficial. When a company practices this preventative safety measure they are not only creating a better and more productive workforce, but they are building team work, creating a better atmosphere to foster higher moral within the organization. The employees are happier because they now feel that their company truly cares for them and they are not just a number in the production line. There are other advantages to, when companies practice these steps to a healthier workforce the employee insurance rates go down. A great example of insurance rate decreasing is when the College of Wooster in Ohio decided to take these measures while also hiring a personal wellness coach from the local YMCA for $45,000 a year, the collage actually saved more than double the cost through lower health insurance premiums (Panepento, 2004). Not only can organizations save large amounts of money

on premiums, the organization might not have to pay as much in federal taxes when certain bills get passed in congress. These bills allow for a tax credit of $200 dollars per employee for the first two hundred employees then $100 dollars per employee after that. These are major incentives relating employee health and safety and it is no wonder why employers are now looking at these programs as better returns on their investments over the traditional ways of just passing out brochures or having employees filling out health assessments online. As mentioned earlier military and paramilitary organizations do not practice these programs just because their jobs require a fit workforce they just have an easier justification as to why they pay employees to stay healthy while employed with them.

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2.11 Marketing Management

2.11.1 Reflections

It is most likely my expectations but I am always let down by marketing classes. When enrolling in these classes I am always expecting to learn the creative aspects of marketing. I want to learn different marketing messages. I want to leave the class knowing how to market creatively. Marketing Management was no exception to my perceived thought process of what I wanted to learn versus what the class actually was. Mr. Benson did a wonderful job of presenting the material that was contained in our textbooks and I really enjoyed the ongoing assignment and simulation the class presented. In fact I wish more courses or textbook companies would figure out how to create simulations for other courses as well. I respond really well to the quasi real world teaching of the textbook material.

The particular simulation the we had was a pharmaceutical company. Each week we competed against each other to become the best company based on our weekly decisions to introduce new products and invest in marketing in different ways. That makes it a great activity that pairs well with other course materials.

This course has taught me that marketing is not just advertising. Marketing is a wide variety of activities from researching price points, when to introduce new products and how to perform market research. Market research probably is one of the most important aspects of the marketing process. Without the research the organization in flying blind into an ocean of products and services without knowing what the demand is or what their market segments are. Simply, it is not enough to have an inventive advertising campaign. We need to direct our marketing efforts based on the market segment we are trying to reach. This would involve creating different images depending on the part of the world or country we want to reach.

Marketing Management has caused me to really start thinking about where and how to direct efforts of customer acquisition. To start I need to know what are the different markets for a product and what are the different needs for each market. I think I am now better poised for these different analyses now than before. I realize that one class isn't making us an expert on the topics but the fundamentals are there creating pivotal points in the future.

In sum I may never find the class or coursework that I am looking for relating to marketing most likely because I have the wrong view of what marketing is. This class has helped shape my views of how to best position a organization to maintain a healthy bottom line while maintaining high ethical standards. My only wish is that I would have taken this class at the same time as public relations because these two would have worked nicely together.

2.11.2 Marketing Management Syllabus

CSC CHADRON STATE COLLEGE **Course Information**	**Business**ACADEMY We Mean Business @ Chadron State College **MKTG 630-79A2** **Marketing Management** **Fall 2015, 1st 8 Weeks** **August 16, 2015 – October 16, 2015**
Instructor Information	**Gary Benson** Office: Office Phone: 402-219-2620 E-mail: garymbenson.gb@gmail.com CSC Online Address: online.csc.eduOR www.csc.edu ****Please contact the instructor via email****
Course Description	Credit Hours: 3 Management of the marketing process to include planning, pricing, promotion, and distribution of ideas, products, and services to give the organization a competitive edge.
Required Text	**Author:** Kotler, Keller **Title:** Marketing Management Edition: 15th **ISBN:** 9780133856460 **Publisher:** Pearson Students will also need to purchase the following, for access to the simulation: **Interpretive Simulations Group B Access Card** **9780136075127** **Course ID: CHSC19459**

Student Learning Outcomes	Upon successful completion of this course, the student will: A. Be aware of the role of marketing in the global economy. B. Have an understanding of the marketing process and concept. C. Be able to identify consumer needs and how to use marketing research as an aid to define these needs and identify markets. D. Identify the variables of the marketing mix and gain skill in combining them. E. Recognize pricing objectives and develop pricing strategies. F. Combine the elements of promotional strategy into the marketing mix to make a comprehensive marketing plan. G. Use the marketing field in an ethical manner. H. Explore entre/intrapreneurship as part of the market planning process. I. Demonstrate competence through completion of comprehensive business/marketing plan.
Method(s) of Instruction	Weekly Quizzes, Final written exam, weekly discussion forums, ongoing marketing plan project, marketing simulation.
Course Requirements	High speed Internet Access Access to check email at least daily
Grading Procedures	Weekly Discussion Forums – 7 x 25 points each: 175 Points Weekly Quiz – 7 x 25: 175 points Weekly "Sonic marketing plan" submission – 7 x 25 points: 175 points Final "Sonic marketing plan" – 100 Points Final Exam: 100 points Simulation Case Quiz: 25 Points Simulation Score: 100 points Peer Evaluation: 100 Points Simulation Concepts Quiz: 50 Points Total: 1000 Points Grading Scale: 900-1000 = A, 800-899= B, 700-799 = C, 600-699 = D, less than 599 = F

Student Behavior	**Academic Honesty** - Students are expected to conduct themselves in conformity with the highest standards with regard to academic honesty. Violation of college, state, or federal standards with regard to plagiarism, cheating, or falsification of official records will not be tolerated. Students violating such standards will be subject to discipline, as per campus policies articulated in the Student Handbook. A full copy of the handbook can be found at http://www.csc.edu/documents/publications/csc_student_handbook.pdf. Academic Policies, including academic dishonesty, can be found between pages 33-35. **Attendance/Participation Policy** – The College assumes that students will seek to profit from the instructional program and will recognize the importance of attending every class meeting of courses for which credit is expected. Responsibility for notifying faculty of absences, and for arranging potential make-up, rests with the students. In courses that utilize an online format, students are expected to participate in an appropriate and frequent manner, as determined by course instructor. **Civility** – Civil behavior enhances the learning environment, and is expected at all times. Courtesy and respect for others are essential elements to the learning process. Courses offered through Chadron State College welcome a difference of opinion, discourse, and debate within a civil environment.
Nondiscrimination Policy/ Equal Educational Opportunities Policy	Chadron State College is committed to an affirmative action program to encourage admission of minority and female students and to provide procedures which will assure equal treatment of all students. The College is committed to creating an environment for all students that is consistent with nondiscriminatory policy. To that end, it is the policy of Chadron State College to administer its academic employment programs and related supporting services in a manner which does not discriminate on the basis of gender, race, color, national origin, age, religion, disability, or marital status. *Student requests for reasonable accommodation based upon documented disabilities should be presented within the first two weeks of the semester, or within two weeks of the diagnosis, to the disabilities contact person (432-6268; Crites 011).*
Disclaimer	This syllabus and schedule is articulated as an expectation of class topics, learning activities, and expected student learning. However, the instructor reserves the right to make changes in this schedule that, within the instructor's professional judgment, would result in enhanced or more effective learning on the part of the students. These modifications will not substantially change the intent or outcomes of this course and will be done within the policies and procedures of Chadron State College.

Summary of Contact Hours

Topics	Contact Hours*
Marketing	**40**
Finance	
Accounting	
Management	
Law	**4**
Economics	
Ethics	**8**
Global	**8**
Information Systems	
Statistics	
Policy/Comprehensive	**12**
Total Hours	**72**

Accreditation Council for Business Schools and Programs

ACBSP
GLOBAL BUSINESS ACCREDITATION

*Note: The CPC contact hours shown in this summary add to more than 45 because certain topical areas of the CPC are covered along with the primary subject (**list subject here).** For example, a lecture on (**list lecture topic here**) could include contact hours under CPC headings of both "(**list heading here**)" and "(**list heading here)**."

The following represents the expected contact hours needed to ensure that the time involved in student learning is equivalent to that needed to attain the learning outcomes in comparable courses; learning outcome equivalency is achieved through multiple course modalities. It is expected that students will spend the following Hours per Week participating in each of the listed course modalities.

**Disclaimer: The completion of the minimum time commitment does not ensure a passing grade. Achievement of the course competencies must be demonstrated.

Learning Activity	Hours Per Week	Total for Course
Direct Instruction		
Reading & Interactive Multimedia	7	49
Homework		
Discussions		
Project-Based Learning	6	42
Research-Based Learning		
Group Work	6	42
Assessments	.25	2
Total		**135**

The actual hours spent on individual learning activities will vary from student to student depending on prior knowledge; however, 135 hours represents the minimum expectation for any student.

CSC Mission & Master Academic Plan (MAP)	**Mission Statement** Chadron State College (CSC) will enrich the quality of life in the region by providing educational opportunities, research, service and programs that contribute significantly to the vitality and diversity of the region. **MAP Priorities, 2014-2018** CSC is committed to the achievement of tasks/projects that align with the following Priorities: 1) Continue to implement and improve the Essential Studies Program (ESP). 2) Define, develop, and promote co-curricular experiences that foster undergraduate and graduate student engagement. 3) Create and implement a strategic vision(s) for teaching and learning technologies, teaching and learning center (TLC) and the library learning commons (LLC). 4) Evaluate campus-wide processes for student recruitment, advising and retention; recommend a plan for continuous improvement. 5) Study, create, and implement a strategic vision for the graduate studies program. 6) Evaluate campus-wide processes for faculty and staff recruitment and retention; recommend a plan for continuous improvement.

Dates	Content Covered and Assignments
Week One	Discussion Forum: Original post due Wednesday, 3 follow-ups due Friday. Quiz due Friday Sonic assignment due Friday
Week Two	Discussion Forum: Original post due Wednesday, 3 follow-ups due Friday. Quiz due Friday. Case Quiz due in the simulation site, due Friday Practice the case simulation. Sonic assignment due Friday
Week Three	Discussion Forum: Original post due Wednesday, 3 follow-ups due Friday. Quiz due Friday. Sonic assignment due Friday Simulation: Rounds due Wednesday and Friday.
Week Four	Discussion Forum: Original post due Wednesday, 3 follow-ups due Friday. Quiz due Friday. Sonic assignment due Friday Simulation: Rounds due Wednesday and Friday.
Week Five	Discussion Forum: Original post due Wednesday, 3 follow-ups due Friday. Quiz due Friday. Sonic assignment due Friday Simulation: Rounds due Wednesday and Friday.
Week Six	Discussion Forum: Original post due Wednesday, 3 follow-ups due Friday. Quiz due Friday. Sonic assignment due Friday Simulation: Rounds due Wednesday and Friday.
Week Seven	Discussion Forum: Original post due Wednesday, 3 follow-ups due Friday. Quiz due Friday. Sonic assignment due Friday Simulation: Rounds due Wednesday and Friday.
Week Eight	Final Sonic Plan: Due Wednesday. Final Exam: Due Wednesday. Simulation Concepts Test: Due Wednesday. Peer Evaluation: Due Wednesday

Course Expectations

1. Students are expected to check their email daily for communication from the instructor.
2. Students are expected to submit all assignments and forums on time, as they will not be accepted late.
3. Students are to contact the instructor via email when there are problems and or questions. Students should note that while the instructor will generally be available to answer questions via email, that students should note that this will only be possible during reasonable hours.
4. All assignments are due by 11:59 p.m. MST on the day that they are due.
5. All assignments must be completed in Times News Roman size 12 font.

Weekly Quizzes

Students will be given a weekly quiz to test their mastery of course concepts and terminology. These quizzes must be done on time, as late work is not accepted. Quizzes are due Friday by 11:59 MST

Weekly Forum Assignments

During weeks 1-7, students will participate in a weekly discussion forum. These forums are designed to simulate class discussion, and show student understanding of the course material. The grade from the forum is made up of 12.5 points from the initial post, as well as a total of 12.5 points for three follow up posts to other classmates. The initial post is due Wednesday by 11:59 MST, and three follow-up posts are due by Friday at 11:59 MST. Grading from the forums will follow these guidelines:

Academic and Focused Writing

Please provide well written, academically sound responses and keep comments focused on the topic under discussion. To count as participation, postings need to contain elements of critical thinking, reading, and writing and must refer to the week's readings, relevant issues in the news, or other appropriate sources.

Comments such as "I agree" or "nice job" do not count as college level discussion. Students are encouraged to use critical thinking skills when posting. Follow-up posts must contribute to the discussion and add to the posting.

Style and Grammar

You are to include information from course resources, the text book, or outside sources. As college students, your work should reflect proper use of APA formatting as well as proper spelling and grammar.

Pharmasim Marketing Simulation

Students will be competing in a marketing simulation, called Pharmasim, through the semester. Students will be competing in groups of 3-4 students and will work together in the role of marketing managers. Information regarding this simulation are as follows:

- The link to the simulation is found in our Sakai course, called "Pharmasim Simulation". Students must use the course code **CHSC18924** for our course. Once logged in, students will be assigned an ID and password for their use. Students must purchase the access code found in the syllabus, or pay for the simulation directly once logged in.
- Students will find in the Sakai course under "Resources", information for their use. These include: A student manual, the case guide, a quick start manual. Students should read all of these before starting.
- Students must be fully registered for the simulation by the beginning of week 2.
- In Week 2, students will be given the opportunity to practice the simulation. Students will be allowed to practice 2 rounds individually and are given 3 replays during that week. Students should use this opportunity to learn the game and to have the opportunity to make mistakes without penalty.
- Due Friday of week 2 is your **Case quiz**. This quiz will be on the case itself, relating to the case in the resources tab. The quiz will be found within the simulation game site. (Note: This quiz is in addition to your regular quiz in Sakai for the chapter readings).
- In weeks 3-7, students will be competing with their teams. Each week, decisions are due on **Wednesday** and **Friday**. Do not miss a week, as this will seriously impact your team.
- In week 8, students will complete a **concepts quiz** and **peer evaluation** in the simulation site. The concepts quiz is a quiz related to concepts learned in the game. The peer evaluation gives every student an opportunity to evaluate their teammates. Students are asked to complete this honestly.

"Sonic" Marketing Plan

Students will submit weekly responses to the "Sonic Marketing Plan" found in the Appendix of the textbook. Each week, students will be given questions that relate to the week's readings and will be applied to the Sonic plan. These submission are due every **Friday** by 11:59 MST. In week 8, students must submit their final Sonic Marketing Plan, which will follow the format shown in the example marketing plan at the end of chapter 2. The final submission is due on Wednesday, of Week 8.

Final Exam

Students will be given a final exam due on Wednesday of week 8. This final exam is designed to show a student's mastery of course concepts and terminology. No make-up exams will be given to any student. If a student will be unable to be present for the exam, they must arrange with the instructor to take the midterm in advance.

Note about plagiarism:

Assignments in this course will be submitted to Turnitin.com, which is a service designed to detect plagiarism. This service will be used by the instructor as an aid in detecting plagiarism, but plagiarism detection is not limited to turnitin. Plagiarism in this course will result in an automatic F for the semester, as well as any disciplinary actions that are taken by Chadron State College.

2.11.3 Work Examples

Chapter 20

Mass communications will play a key role in Sonic's product introduction. After reviewing your earlier decisions and thinking about the current situation (especially your competitive circumstances), respond to the following questions to continue planning Sonic's marketing communications strategy.

·Once Sonic begins to use consumer advertising, what goals would be appropriate?

Sonic needs to make serious decisions on what media types they are going to use in their strategy. Some are more cost effective than others while the non cost effective ones has mass reach. Sonic needs to sets its goals based on budget and consumer group they are targeting. Where are the groups consuming their media? What is the avenue that Sonic needs to travel to deliver the message to them.

·Should Sonic continue consumer and trade sales promotion after the new product has been in the market for six months? Explain your reasoning.

Yes I think Sonic will need to continue their trade sales promotion because they are going to need to sell their old product to make room for the new product. In fact I think that after 6 months the trade sales promotions will be more important to emphasize leading up the new product launch.

·Jane Melody wants you to recommend an event sponsorship possibility that would be appropriate for the new product campaign. What type of event would you suggest and what objectives would you set for the sponsorship?

I would be important to sponsor E3. E3 showcases groundbreaking technologies with leading-edge companies and never before seen products. If there was any event to sponsor this would be the one. Every technology blogger, and newspaper writer will be at the event. This is the event to really make a splash with innovative products such as the Sonic 1000. Goals that are important here would be to create and experience and evoke feelings that consumers have not yet felt with similar products.

Chapter 21

Digital communications strategies will be essential to Sonic's marketing plan as brand awareness can be generated quickly through online channels, social media, and work of mouth. Jane Melody is especially interested in your answers to the following questions.

·How should Sonic use word of mouth to generate brand awareness and encourage potential buyers to visit retailers to see the new smart phone in person?

Microsoft through an ad campaign a few years back dared people to put their phones up against Microsoft phones in the area's of speed. If a competing brand won Microsoft would then hand them a reward of some sort. Microsoft then took some of these videos and posted them on their blog site to show the world how much faster their phones were in everyday tasks. This could be a way or an idea of generating word of mouth publicity for the new phones. Sonic can pin a competitors flagship phone against theirs offering rewards or giving away a free phone to people who are willing to make the switch.

·Which social media platforms and networks should Sonic pursue based on their target audiences? Explain your reasoning.

I think that the question shouldn't be so much as which ones but rather which ones are out dated. Sonic should be on at least the two major one's Facebook and Twitter. These two platforms have the highest reach potential. The next important one would be YouTube. This is so Sonic can showcase their new phone to the world and tout how to use its great features.

·Is mobile marketing a viable strategy for Sonic’s smartphone? Why or why not?

I think that it could be a viable strategy for Sonic. Albeit we don't really see this type of advertising with our mobile devices. I think there is potential here to develop buzz for new products in mobile marketing. I could be as simple as a banner popping up with a countdown. Consumers then click through to see more. Or Sonic could use mobile marketing as mass media ads. I don't think that the latter would be as effective though.

Chapter 22

Sonic needs a strategy for managing personal communications during its new product launch. This is the time to look at interactive marketing, word-of-mouth, and personal selling. Answer these three questions as you consider Sonic’s personal communications strategy.

·Which forms of direct marketing are appropriate for Sonic, given its objectives, mass communications arrangements, and channel decisions?

·Should Sonic use database marketing to identify and cultivate prospects? What are the opportunities and potential downsides of this approach?

No I don't think that data mining is appropriate in this situation. Sonic is a cell phone maker. These industries sell these phones to mobile phone carriers. Then the carrier sells to the consumer. Since there are not many carriers data mining just would not be effective. Sonic is already aware of these customers. If and when Sonic uses services such as AdWords it might be more appropriate to data mine so the companies can accurately target the right consumer.

·Does Sonic need a direct sales force or can it sell through agents and other outside representatives?

As mentioned in other chapters Sonic should have a direct sales force and not use agents. Sonic is selling their phones to phone carriers. They need the carriers to buy the phones and promote them to their customers.

Chapter 23

With the rest of the marketing plan in place, you're ready to make recommendations about how to manage Sonic's marketing activities. Here are some specific questions Jane Melody wants you to consider.

·How can Sonic drive customer-focused marketing and strategic innovation throughout the organization?

Sonic can start thinking about how green their product is from start to finish. They can start to think of new ways of developing the product that is not only good for the customer but for the environment even after the product life cycle. This is the new trend in marketing and it is causing customers to really think about their products in an entirely new way.

·What role should social responsibility play in Sonic's marketing?

As mentioned before I think that it should play a big role in their marketing. Their social responsibility could set them apart from other manufacturers. They can even do cause marketing much like the RED campaign or TOMS with giving a shoe to people in counties that need them. The possibilities are endless and it all leads to positive marketing for the firm.

·How can Sonic evaluate its marketing? Suggest several specific steps the company should take.

I think Sonic will need to audit its marketing plan. This will not include only internal factors and opinions. Sonic is going to need to take the review process outside the company by performing surveys and by talking with customers. This should be done about once a year. However, since Sonic is a new company I would start the audit early maybe at the 6 month mark then eventually extend this to once a year once the product is established on the market.

2.12 Business Internship

2.12.1 Reflections

The graduate internship was a great experience that allowed me to gain real world knowledge and tie it in with classroom studies. This was the last course I had to take. I wanted to save this for last so I would not have any other studies taking valuable time where I could spend my time comprehending the entire internship process.

I chose to do my internship with a small business because I was aligning my after school goals with school experience. I wanted to see first hand what challenges a company of this size has and wanted to learn how a small business can compete against large scale organizations. I feel that during my time with the company I have learned the strengths and weaknesses of small organizations. Most of the differences revolved around money issues. Large organizations tend to have more money to throw at marketing for customer acquisition and can spend more needed software infrastructure. These two topics make the small business owner feel they cannot compete in the same retail space. What I learned is that the small business offers greater flexibility than the large competitors. This presents great opportunities for the business to sway customers by offering what they are needing on an individual basis. Something that cannot happen in a large organization.

I really liked how the internship program was structured. It allowed for the student to define how and what they wanted to learn. At time during the entire semester It did not feel like I was at school. I would have enjoyed and sometimes needed the weekly check-ins. I feel that this would be good just to ensure that we are kept on track with our weekly writing. Otherwise this was a great opportunity for me to make a great impression on a great company. I felt that saving this for last was a great cap on the entire masters program and would turn around and perform the internship again.

2.12.2 Work Examples

Internship Portfolio
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Spring 2016

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1. Learning Outcomes

Desired Outcome:

I want to learn what a small business can offer when comparing services that large cooperations currently offer. Are SMB's more or less flexible?

How:

While working I will take note of different services that this company can offer regarding their flexibility and willingness to work for the customers needs. I will then compare these capabilities with their large competitors.

Measurement:

The measurement of objective will be measured by using survey tables of services offered. By using this method I strongly feel that we will be able to show that the SMB has probable cause showing they are still viable when faced with large business competition.

Desired Outcome:

I want to learn how to Market a SMB with the limited budget that SMBs normally undergo.

How:

Currently I have limited knowledge of how to market. My experience with the subject is only with companies that have entire departments devoted to the subject. SMB's need to be more creative with getting their product into the world. I will undergo different learning from using social media then explore more traditional options.

Measurement:

To measure this I will use the simple test showing that I have learned different ways by actually creating some form of marketing material for the company.

Desired Outcome:

I want to learn the daily operations of Old West Escrow. This company is unique in the sense that they are not a mortgage company or own any of the loans they service. The company acts as a neutral third party to private lenders and borrowers. I feel that sets up a unique work environment that takes skill when working with both parties involved in transactions.

How:

I will accomplish this by accepting the job as an account manager. The job position will place me in the middle of the daily processing of accounts learning how to calculate different interest rates as well as learn the different aspects of the real estate market.

Measurement:

This goal is measured by my supervisor. They will perform an evaluation of my work checking for work accuracy and general knowledge of performing the job duties.

Desired Outcome:

The Small Business owner has many tasks that they are responsible for. This creates multiple instances where they are not only worrying about the products they sell their customers but they have to think accounting, marketing, and hiring decisions My goal is to observe how these tasks are carried out and how to manage all the aspects that are required when having multiple departments for these tasks are not feasible.

How:

I will observe these activities and perform the functions as needed by the business. During these observations I will record the actual process then determine if there are better solutions to the problem.

Measurement:

This outcome will be measured by performing the actual task that is required. If areas can be improved upon the options will be discussed with the supervisor on how to implement a new process. I want to know how many hours of work it takes to perform these specific functions.

Desired Outcomes:

I want to learn how to apply my business teachings to solve applied problems

How:

I will keep a log of my workdays while performing my internship. When applied problems arise I will document what actions I used to solve the problem documenting what I learned from the situation and how it was solved.

Measurement:

The measurement of this objective is based on a critique of the outcome of the solution and whether the solution I supplied was used or not.

Desired Outcome:

I want to demonstrate leadership behaviours such as initiative, focus and high performance standards.

How:

I will achieve this outcome by setting high standards for myself by constantly evaluating the quality of my work. I will also follow all projects and work related tasks to their completion demonstrating my focus and initiative as a professional.

Measurement:

The measurement of this outcome will come as a critique of both my strengths and weaknesses coupled with a solicited survey reflecting how my initiative and focus were perceived.

2. Reflection of Internship

2.1. Introduction

I am currently seeking graduate studies of organizational management. I chose this instead of pursuing a master's of business administration because I have always felt that the success of a company resides solely in the hands of the people they hire. Once the company has the right employees hired, the financials will fall into place. The second reason was because I have spent many years in organizations where the management was really needing work with treating their employees. Having worked for one of the best in this respect, I learned a great deal of what it means to take care of the employees and the employees will take care of you. This leads to why I chose an organization to intern with that didn't have many employees. I wanted to see this dynamic. I wanted to witness first hand how an organization that was completely flat with thier structure performed and I wanted to learn how small businesses fill the voids that large companies leave in the market.

Choosing an internship site for myself was a difficult process. What I really wanted

was to embark on an aspect of the workforce that I have not yet performed. I had several options available. The option that I almost pursued was to intern with a prior employer studying under the General Manager. I decided against this avenue because I felt that I had already experienced almost everything that is available in that office. I was not interested in how to be in a managerial position but instead wanted the entire business experience at once.

Old West Escrow Company offered more than just an observational experience. This was a fully immersive undertaking that so far proved to be one of the best decisions that I have made. I felt I needed a position that allowed me to fully utilize the teachings from the past three years hopefully contributing to a company for future success. So far I feel that I have accomplished this underlining goal and commitment to the company. I have completed projects ranging from developing a new website to simplifying daily processing reducing clerical errors resulting in an increase in productivity.

2.2. Introduction to Experience

When the time came, the daunting task of choosing an organization was challenging. I clearly know where I want my future. For myself the future isn't the hopes of attaining large sums of money. Rather, I want to work for myself. I want to go to work not because I have a boss that says I have to arrive at a certain time. I don't want to be in an environment that dictates that I grow a certain percentage every year. I understand that these concepts are still needed when self employed, however, in corporate environments a persons worth to the company is based on such standards as percentage growth year over year. This leads to the point where I decided to find a small company that had a flat organizational structure with low overhead. A company of this type was going to help with the logistics of be being self employed.

During this internship I was inducted into the world of private financing. Private party financing is an activity where a potential borrower seeks out loans from a party other than a lending institution such as a bank. This allows the borrower to establish a different line of credit than we are used to utilizing. The Job as an account manager allowed for the calculations relating to mortgage and mortgage interest. The job also dealt directly with the customers. I had to learn that no matter what in this business the customer is not always right allowing for the new knowledge of how to handle customers when it relates to financial transactions. Performing the job as an account manager was just a small aspect of the entire internship experience.

2.3. Job relation to organizational functions

Old West Escrow uses the matrix structure for their organizational functions. Within the organization there is no separate departments for each function and there are no separate divisions that have their own product lines or chain of authority. The employees in this organization have their assigned tasks and are assigned other tasks depending on their strengths. An example, the owner is not well versed in marketing any more so she would assign this to another employee to create good copies that are then approved. This type of process happens for every organizational function within the company.

My job as the account manager seemed at first to have a narrow scope. After performing the job for several weeks and the trust of the organization grew I was eventually assigned other functions to perform. In addition to the account manager I performed tasks related to the computer system or IT, budgeting, and marketing.

During the internship I performed many organizational functions. Two of the most notable was leading the company in a software conversion process updating from a software

that was outdated and lacked any modern features that we would expect in the post internet world. The upgrade and conversion process involved the clean up and organization of the old system so when the outside company converted our database everything would be transferred correctly. On the back-end of this process, the record keeping of all file changes from the time we handed the software off to receiving the new software package back equalled twenty-one days. The next process was to re-enter each of those changes on the new software before the company could continue with normal daily operations.

The next extra organizational function was more of a side project to work on in my free time. The company realized that the website is outdated and in need of some work. Albeit this project is not yet completed and I won't complete the project until after this internship. I have started work on the new website changing the look and feel of the site. This is a particularly tough task for the company. When they were looking at creating a new site they first went to outside companies looking for that help. They quickly realized that these options were outside their current budget and began looking internally for someone that was willing to write a site from the ground up. The problem was that every company that they called for price quotes quoted a price of $1,800 and up. This price was just for the creation of a simple site with up to ten pages. Then they were adding on an extra $1,200 for the inclusion of a web pay option or a authorize.net button. This was just too expensive for the company considering these prices a site from scratch with custom designs. They would use a template.

Over the course of this internship the narrow job title of account manager really only accounted for a small portion of the day. The rest of the time I spent performing other organizational functions that were needed as they arose. This was the benefit of doing the internship at a small company. I was able to broaden my work experience to multiple areas of the organization. I feel that this process greatly started to prepare me for my personal long

term goals.

2.4. Analysis and Evaluation

2.4.1. Observations and Thoughts

Learning Outcome One

Starting out in this internship I really had a hard time deciding on what learning outcomes I wanted from the experience. The goals ended up focusing on how a business of this size is able to perform against large rivals in the industry. Though through research and visiting with the software company that provides software to such companies I learned that there are not many large companies that are competitors. Essentially learning that in the early 1990's many banks decided that this type of business was not the right fit for them selling these accounts to other companies. In fact this is how this company started out. They bought accounts from banks that are no longer operating such as Norwest bank, Fidelity and many others. In the region this company operates, there is one large competitor which is First Interstate Bank. First Interstate Bank however, recently decided to reduce their offerings to only accepting accounts that are commercial accounts meaning non-owner occupied. By studying this market trend I see that small businesses are able to effectively compete by filling the voids that are left when large organizations decide to leave a market.

Looking at the first learning objective I set out to compare services that large corporations currently offer deciding if small companies of this type are in fact more flexible and competitive in this market. After performing some research on a few companies in the region along with one company that is not in the current region I learned that Similar companies perform the same functions for their customers. The difference was First Interstate Bank which recently pulled out of the owner occupied mortgage market. I found this

interesting. I started thinking that a small company in this market was really filling a void left in the market. In reality they are not. The point made is that there is only one large corporation that is offering these services. The differences seemed to stem from the different price points between the companies studied. The bank's start-up fees are based on the principal balance of the account $100 dollars for the first $50,000 then an additional $1.50 for each thousand after. They also charge $10 for each check that is dispersed to the sellers of the accounts. In contrast, the small business listed in table 1.1 all have similar start-up fee's. Old West Escrow for example uses a flat fee on $150 the same hold true for the other two companies listed, they are both using flat start-up fees and similar processing fees.

When looking at the differences between the companies, drawing a line that shows competitive advantage toward the small organization seems difficult at first. This table is also defeating when we hoped to show that a large company would offer fewer services than the local organizations. I do not think though that comparing services between companies show the real advantages and disadvantages between the organizational sizes. Digging deeper we would find as a customer using First Interstate Bank our documents and payments are sent to Missoula Mt. taking away from the one advantage that customers want when they choose a local company. Looking upon the first learning objective I think that if we strip it down large organizations can indeed offer the same flexibility as the small business. This just looking at the list of services from various companies. However, when I started to search the various fee schedules I found it apparent that fees really stack up quickly when using the bank compared to the SMB. My thoughts involving the fees are that the bank has larger overhead when comparing the two resulting in the larger fees we see between them.

Table 1.1	Old West Escrow	Black Hills Escrow	First Interstate Bank	INCS LLC
Mortgage Payments	x	x	x	x
Safekeeping of documents	x	x	x	x
Trust funds	x	x	x	x
Lease with Option	x	x	x	x
Mergers/Buyouts	x	x	x	x
Investments Offerings	x	x	x	x
Settlement of Claims	x	x	x	x
Owner Occupied Mortgage	x	x		x
IRS Reporting	x	x	x	x

Learning Outcome Two

The biggest challenge to the small organization is how to market the company. This is a real dilemma for all business owners. Assuming the company doesn't have the capital to invest in their marketing plan how do they market to their segment to continue to stay in business? In the more recent years there has been a large influx in marketing in social media such as Facebook, LinkedIn, and Twitter. These sites offer low cost to entry and is really easy to select the demographics that a company is looking for. A prior organization I worked for switched to using these sites primarily for this purpose. Can a small local business use this same system to market themselves and achieve the same results?

Currently at Old West Escrow the marketing plan is to advertise in the Yellow Pages

also relying on word of mouth when securing new contracts. From my studies I feel that this is a passive way of advertising and the company needs to adopt an active approach to their marketing plan. The question remains, what forms of advertising will be the most effective? When researching the topic, the first instinct is to use Facebook to promote the SMB in fact this has been encouraged by Facebook. Searching for this answer, Chris, (2015) published an article pointing out that in 2012 posts that businesses published on Facebook only reached 16% of their target audience. Since the publication was released, Facebook started offering promoted posts to target the low organic reach. By 2013 500,000 company pages used their promoted posts, however, in the meantime Facebook changed how news feeds read further reducing the organic reach to 2% of their fans (Chris, 2015). Based on this information suddenly the prospect of engaging with customers outside of the business through Facebook no longer seems that it is worth the time spent.

During the internship at Old West Escrow there hasn't been much improvement in the marketing department. Currently the focus of the conversations revolved around cutting expenses using the money saved for other marketing plans. The current outlook has revolved around possibly using social media as a means to engage in our customer base. At this time the thought process focuses on determining the right market segment. The company currently sees three possible market segments as a source of new accounts. The markets are private sellers and buyers, real estate lawyers, and real estate agents. Since the nature of the companies business is obscure, the best marketing practice might focus on marketing through education.

Education based marketing is the sharing of knowledge with the purpose of building trust. When a company uses this strategy they are wanting to establish credibility with their customers. Industries where this is the most effective is the financial services companies.

Steve, (2015) notes that in the financial industries there is a gap between the consumer understanding and the professional. To fill this gap the company needs to educate through information and knowledge forgoing the traditional direct marketing methods. Steve, (2015) lists several topics to consider when developing this approach. 1. Seek the answer to question the consumer is asking. 2. Identify consumer touch points including direct mail, websites, word of mouth, and publicity. 3. Develop a message that get a response. The company needs to speak to the consumers challenges, problems, and goals. 4. The company needs to add value at every opportunity. Customers want advice and knowledge without requiring anything in return (Steve, 2015).

Applying the education based marketing at Old West Escrow is imperative. While working with the company this approached jumped out because the most common misunderstanding is that the company is withholding their money or documents. Looking at problem from a prospective consumer the perception casts a shadow of untrustworthiness around the company scaring new clients to use the bank approach even though their pricing is higher.

Learning Outcome Three

The basic job of an account manager at Old West Escrow involves the daily processing of loan payments for the private party contracts. Old West Escrow does not own any of the loans, they only act as a neutral third party to private transactions performing basic accounting functions such as applying interest and principal to the accounts' ledger. The process of learning this job was fairly straight forward only requiring simple addition, subtraction and multiplication. To perform the job function one only needs to enter the payment into the computer system and in most cases the system will perform the mathematics correctly. Understanding the Math portion was also straight forward. The account manager

needs to be able to multiply the principal balance by the interest rate then divide the result by the type of interest that is charged on the account. For new accounts manual method is used as means to perform a check on the computer ensuring the account if functioning correctly.

The external factors when learning this job is learning how to work with the customers in a manner of being neutral in the process. Since the company cannot take the stance that the customer is always right. If they would work from this principal they would not be useful in protecting both parties against each other. These conflicts are what I was most interested in learning about. As an escrow agent the agent needs to stand their ground and show proof why they are performing a function a certain way. During many encounters the most common misunderstanding was calculating interest. Upon learning that regular customers don't understand interest calculated based on 365 days verses 360 days. Other misunderstandings are when customers don't realize their payments were amortized with their payments not meeting the amount of interest charged on the account. Both of these topics put Old West Escrow in delicate situations since both parties feel that the company created the contracts on their accounts. A process in handling the customers having problems was to create a form letter that breaks down the Math on their account step by step showing the entire process from start to finish. For most cases this process has worked with settling the issues they have. Other issues that arise are when the contracts the company handles are conflicting with accounting practices or conflicting with other sections within the same contract. In these instances the company will not contact the parties because they will want what benefits them. In these cases Old West Escrow will contact the person who drew up the contract which will then clarify with an addendum. When a companies purpose is to act as a neutral third party it's important for them to act as mediators between the two. Without having the basic skills of conflict mediation this company would find it difficult perform the job they

were hired for.

Learning Outcome Four

Using past knowledge and observed knowledge I understand that sometimes there are not enough hours in a day to perform the day to day activities required of a small business. In this learning objective I set out to observe what was required of the business owner. At this location the company is a bookkeeper for thousands of trust accounts as well as their own accounts. This process alone is a very tedious process of balancing the accounts as a daily activity considering their volume of incoming and outgoing checks. Other activities involve keeping the employees tasked ensuring all account records are kept up to date, creating marketing materials, updating forms, and updating the companies' website. All the aforementioned are part of an everyday process sometimes resulting in some work being delayed for other more pressing work. This learning objective is not yet fully realized in the sense that we will know all the answers. What was learned is that this will be an evolving process that will constantly change over time.

The process that is the most important is the managing of the several trust accounts that the company oversees. When a payment from a customer is received, the company takes that payment then splits the payment where it needs to go. Parts of payments are sent to a reserve account to be dispersed at a later date while other parts are split off as the fee the company collects as part of their income. The rest of the payments are then sent to the sellers of the contract as part of their proceeds. The time spent in this process is not residing in the dispersements of the contract monies, but spent after all payments are sent to their perspective cashiers. Currently the software package the company uses does not allow for bank account reconciliation. The software only records the check book register. Using this information the goal is to understand the process and what part of the process could use

improvement. From observations the process is balancing the check book. Since there are so many daily transactions compounded with the delays of the mail services and bank transaction delays the balancing process is a tedious process at best.

Working with the company owner we tried many accounting software packages to help keep track of the companies trust accounting. There are some basic problems with consumer software such as Quickbooks and Sage Enterprise accounting software. They are not equipped to handle trust accounting. There were ways to set-up the software to create contra accounts but this approach still lacked the functionality of showing the company how much they had outstanding in non-chashed checks. The next issue when using this software for trust accounting was finding the time daily to balance the accounts against checks and deposits that were received the day before. Currently there is one option that we haven't tried which will simplify the process to simply showing daily credits and debits. When visiting with the owner, this might be the best way to truly see the daily snapshot of the companies trust accounts.

Other issues of concern were generating new accounts. How is a business of this size going to devote the time and energy into reaching out to new perspective clients? Currently as mentioned in an earlier learning objective the company is using a passive approach to generating new business. The reason is that the company doesn't have enough capital to pay a firm to create marketing copies and the owner and the employees are not finding enough time to adequately generate new marketing material. For these reasons the company relies on the use of the Yellow Pages and word of mouth in order to generate new business. These same problems can be echoed across the entire small business community which is a reflection of how a small business stay a small. Again the goal was to find ways to advertise the company without spending extra money and spending time that they don't have. The solution to this

problem will continuously evolve as their marketing plan changes. Some options that we talked about though were to stop the advertising in the Yellow Pages and use that money to hire a web design firm to design a website using search engine optimization to increase search results. The idea of releasing the Yellow Pages as a form of advertising came from a Marketing class that I took last year. The text in the class provided useful information about the cost of entry for that medium. The cost is rather high when compared to the amount of prospective customers actually use the product. When looking at this company, the company currently spends over $2,300 a year on a marketing product that they weren't sure generated any business.

The last part of the learning objective was observing how the company manages their employees and company while handling the other pressing matters on a daily basis. What I like about this objective is there is no right way to perform the daily functions. This SMB and other SMB's that are in the same professional offices perform organizational functions as a similar process. These work groups function as collaborative teams than as a hierarchical structure. These companies perform as a lateral team with each member performing job duties based on their strengths assigning work to other members if they become overloaded. I find this really works speeding up production in such work centers. In past experiences organizations will typically work as a top down organization where the managers assign their employees work as a compartmentalized function. The observations from this company along with others in the professional building indicate that using such a system might well because of their size. This observation indicates that working as a collaborative team may work better for companies if the employee size does not exceed the maximum chain of authority.

Learning Outcome Five

The time spent at this internship was unusually demanding in terms of time and

deadlines. The company during this period decided they wanted to perform a software conversion setting up many new features for themselves and their clients. Much of the time spent during the last few months was spent performing the software conversion and setting up online accounts for each customer. Since this was the case, there were not many opportunities to apply business teachings to solve applied problems. Most of the work performed was independent work with my supervisor being the teacher. There were multiple times when as a company we were searching for solutions, but many of the applied problems were solved by looking from a different perspective. In these cases, as an outsider to the organization, it proved valuable being the outsider.

The software conversion was the major decision where having the outsider perspective allowed for the application of graduate studies as a voice for a solution. In March the company received a letter from their software provider indicating they were no longer going to support the software platform they were using. The major reason for the upheaval was because next year the IRS was changing how form 1098 had to be formatted. The company could not find a way to program the old software to meet the new IRS standards. Forcing Old West Escrow Company to finally upgrade software. The conversation was then what packages does the company need to function the same. After many meetings about the software, Old West Escrows conversations started revolving around what was needed to make the company competitive now and the feature. At this time I started to bring up that the company should not limit themselves when dealing with flexibility. I thought it was important for the company to start implementing customer account access, email payment receipts and payment notifications, and start automatic debits and credits. By performing a basic SWOT analysis on regional competitors these were all services that other companies already had making Old West Escrow the least competitive in the market for customer features. After

researching the cost of the program features versus the reduction in postage costs the solution simply made more sense to implement the new features available.

Learning Outcome Six

Learning objective six is hard sometimes to fully comply with. My personality sets up the decisions that get side tracked on different goals other projects I get interested in. Choosing this as a learning objective was a means to develop lasting behaviours for the future. In past work experiences I always feel that I exude initiative for the job but what I have is a lack of focus once a project is started. Since the focus diminishes so does the performance standards for that project. These issues are not intentional but are the side effects of wanting to do and change too much. Which is why I wanted this as a learning objective. I wanted to learn how to be disciplined in my professional life. Starting this objective in this organization was key to making a difference on the organization.

This organization has been set up solely on self initiative. Apart from the daily payments that are processed the rest is left to the employees to create their work and perform it before something comes due. In this setting I wanted to have a project that I could work on that would benefit the company is some way. I ended up with two projects. One was taking on the software conversion process and the other was helping the company re-write their website making it more professional and easily navigable. I felt these are two areas where my eclectic interests would prevail.

I started out by offering to create a new web design prompted by the costs with hiring an outside firm to do the same thing. The project though not yet completed has forced me to gain different knowledge researching different ways to market a company. The goals of the project was to help create a web presence that both showed the world the company is credible

and professional. The next goal was deciding what was needed for the site's content. Looking at the project I learned it was important to create a process and perform each step in order. The company has not yet published the new site though, the new site still needs proofing and other refinements. I am proud that it is mostly accomplished and plan to finish the rest of the project after the semester.

The next project has taken the most time. The company needed to undergo a software conversion but there were several things that needed to happen before the process could start. I volunteered to take this project showing the initiative to undergo large projects creating an environment where daily work flow was not disrupted during the process.

Going through a software conversion is not something any company wants to go through. During this time period the company needed to clean their old system of non-active accounts ensuring that each active account had IRS forms 1098 and 1099 created for each account contact. Other tedious items was adjusting dispersements to equal 100%. These were the important items needed for the outside company to convert the data base. Once the company started the conversion process Old West Escrow then needed to document every change performed in the system for the next twenty-one days. Once the new software was returned the last twenty-one days then needed to be re-entered to bring the software up to date. The issues I had during this process was staying focused maintaining detailed records of every change recorded for re-entry.

What I have learned though the completion of both of these projects is that initiative alone is not enough to maintain high performance standards. If we just have the initiative, we will only create many incomplete projects thus reducing goals to side work meant to be worked on in your free time. By maintaining focus and creating a detailed start to finish task list, as future managers and business owners we will drive the high performance standards we

are seeking. Neither of the aforementioned would have been completed with success without first detailing the needs of the company then planning around those needs.

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2.4.2. Parallels to Program Study

My program of study is organizational management with an emphasis in human resources. This internship did not handle or pertain to human resources much at all. The fact is the company is a small company and with many small companies there is no human resources' department or the need to devote personal to the art of human resources. What is needed is the understanding of labor laws and how to hire the right person for the right job at the right time. The internship site did exude many aspects that are part of the degree program from a business aspect. This was expected since this was the goal of the internship. Some course work that was used most often was conflict mediation, Math for managers, public relations, marketing for managers and from my undergraduate program accounting. Therefore, this was very successful when wanting to obtain an experience that culminates the years of school work into one event.

When having to think about which course work was used the most often, I would have to say that conflict mediation was the course that I extracted most often followed by Math for managers and public relations. These disciplines were not surprising since the company acts as the neutral third party. In businesses such as this conflicts arise every day because neither customer is fully trusting of any party to the transaction. A particular instance that I recall happened not even one month ago. We had one customer that did not fully understand her contract that she signed with the seller and did not understand the addendum that was filed shortly after. What happened was that the escrow was first set-up for the company to collect property taxes each month. Shortly after the contract was signed both attorneys sent us a letter stating that from that point forward we were to no longer collect for such payments

since the Veterans Administration was paying property taxes from that point forward. To sum their seller tried to collect taxes from the buyers and the buyers were mad that we applied the extra payment to reduce the principle balance of the account instead of holding the monies in escrow. The buyer then filed a complaint with the Better Business Bureau implying that the company had no clue how to perform their jobs. This was the perfect time to use the knowledge of conflict mediation and public relations together so all parties were on the same page and working together once again. In response we replied in kind validating her feelings of distrust and frustration. We then used this complaint as an opportunity to both educate and inform her of the particulars of the contract on the public forum. After our response she felt satisfied with our actions and thanked us for how we handled the situation. The conflict mediation class dealt more with resolving conflicts between workers in the organization but the same principals are easily applied to customer service. In this case public relations came into play because the complaint was on a public website that is set-up to handle such transactions. We wanted to not only show our customer but anyone else that would go to the site that the company is capable of handling transactions and that they care and know each customers account intimately. The response through educating the customer about how to handle the contract along with how the accounting breaks down showed the world that we are good at our job.

Every day the job of account manager at Old West Escrow parallels classes such as Math for managers and accounting. Daily, basic math functions are calculated on our client accounts using double entry accounting. In addition, we often have to teach our clients how to perform these functions themselves as questions arise from time to time. An example using such principals being taught is the calculation of interest of any payment. The different interest calculation principals often confuse our customers prompting the company to work

the mathematical equation with the consumer.

Math for managers could have been more detailed in their studies, but some concepts of the class are readily used when determining cash flow. A project problem used in the class was to show price points for a hot dog stand. We had to figure at what price point does our product need in order to start returning a profit when figuring cost a supplies and wages. This same concept applies to this internship. The company needs to calculate their cost of supplies, insurances, and services per account transaction. Using that example the company knows the price of each envelope, cost of postage, cost of paper, cost of ink, and the cost of the employee. With the subtraction of the employee cost each account has a base price for materials and services then any added expenses can be added on top of the base price to determine how to charge an account per transaction.

The above examples are just the surface to how the teachings reflect the skill set required in the business world. There are examples from every single class that is seen in the world of business. Others are more hidden such as research methodologies. I used this class during the internship, not to write the same style of papers, but to create business documents. This class has greatly increased my professional language and has taught that to create policy we have to research why policy is needed documenting supporting statements. An example of this practice can be seen by the example of the customer that filed a complaint with the BBB. As a company we have the policy of how to perform the accounting but it was important to cite their contract and to cite generally accepted accounting practices when payments are more than the principal and interest payments. I find the method of backing the companies practices by showing other documents using same methods useful. In these cases the company is shown as not only following best practices they created but the industries best practices.

2.4.3. Internship Improvements

During the period of the internship I feel that I have become more focused on my long-term goals and aligning short-term goals to co-exist and strengthen the long term goals. My personal growth absolutely blossomed forcing the behaviours that are no longer acting as a student but as an individual that is a professional in the work force. As the internship moved forward, I found myself no longer feeling that I didn't know how to perform the job. Instead, I found myself finding situations in the workforce that allowed for the continued memory recall of studies of the past three years. At times my memory was fuzzy on the exact decision making process which allowed me to go back and look up such topics applying them the work situations. Though, the time spent in the internship is not the only time I have experienced personal growth in these areas. The entire time attending Chadron State University has help my growth more than I can express. The time spent in the graduate program has helped utilize the world in areas that are yet undiscovered. For one I have become more organized and have developed writing processes that I could not have performed without entering this program. Using the same techniques that are applied in paper research I am now able to complete business research writing proposals with a high degree of accuracy. Though, this is not my greatest personal growth. The greatest improvement through personal growth comes from the gained understanding of how to incorporate the school lessons into the work atmosphere. The incorporation of graduate studies is valuable as well as the most difficult to accomplish. Partly because the teaching of such topics are rather general, but coming right out of school we think that we now know the intricate business practices. All we know is the base for which business decisions will fall upon in the future. It is up to us to decided what is the best use and application of what we learned.

I am still uncertain as to what was the greatest improvement when personal strengths

are concerned. I started the internship with a varied background. I have come from marketing, to pseudo therapist, and even the military. Through these various jobs I have acquired many skill sets that I am still finding use for everyday. I have strong strengths in administrative work, working under pressure, and working as a team member as a subordinate and a manager. To say that during the internship I gained an important strength would be undermining every other that I use. All strengths and improvements to strengths also prop up the ones I already have.

This internship has improved my career goals. I started the internship knowing that even though I choose to have a human resource emphasis that is not exactly where I want to be. I knew that having the background will lay the groundwork to where I want the future. However, I wasn't sure where I want to be. The internship has made this more clear. From this experience I have learned that even though the emphasis in human resources should be restrained to the human resource department, this program of study garnered general in-depth business knowledge. When viewing from this aspect I think the program knowledge coupled with what I experienced during the internship will enhance the career goal of owning my own business.

3. Resume

DUSTIN KINDRED

22797 Norris Peak Road
Rapid City, South Dakota 57702
Telephone: (605) 787-2907
dustin.kindred@outlook.com

OBJECTIVE

To obtain a position that utilizes the skills and education that I have obtained through the continued perseverance in higher education.

EDUCATION

Chadron State Collage, Chadron, Nebraska (Online)
Currently enrolled in the Masters of Organizational Management Program (Human Resources)
Expected graduation, August 2016 - GPA 3.0

National American University, Rapid City, South Dakota 2013
Bachelor of Science, Business Management - GPA 3.08

Western Dakota Technical Institution, Rapid City, South Dakota 2011
Associate of Applied Science, Fire Science - GPA 3.14

EXPERIENCE

Old West Escrow Company Internship Rapid City, South Dakota
Account Manager January 2016-May 2016

My job at Old West Escrow is to record numerical data to keep financial records complete. This is done by performing any combination of routine calculating, posting and verifying duties to obtain primary financial data to administer privately funded contracts. The job also requires the accuracy of figures, calculations, and postings pertaining to business transactions recorded by other workers.

Rushmore Mall Rapid City, South Dakota
Marketing Administrator December 2013-September 2015

As a Marking Administrator my job was to coordinate all the marketing activities and improve the performance of the company's brands and products. Working closely with senior management for implementation of various marketing plans and activities aimed at increasing the business of the company. Provide market research and generate performance reports.

Behavioral Management Systems Rapid City, South Dakota
Team Coordinator May 2011 - November 2013

As a team coordinator my job responsibilities were to oversee the daily job duties of six

employees. This included time card approval, employee performance evaluations, and coordinating services between community partners for people with a mental illness. I was also in charge of creating marketing materials to further enhance the Crisis Care Center's presence in the community. These materials contained brochures and flyers using a variety of software. My other duties included proving suicide prevention counseling and medical evaluations of consumers referred to the center or entering the center with a mental health crises and maintaining a budget to reduce costs.

Rushmore Mall Rapid City, South Dakota
Guest Services Representative November 2008 - June 2011

I performed as sales agent and information source for guests and tenants of the Rushmore Mall. Working with the Marketing Director I helped to develop e-mail lists for the mall's e-mail blast newsletter. I also created a database of all past and potential corporate clients that Simon Malls Inc. used to market gift cards.

U.S Forest Service Spearfish, South Dakota
Firefighter June 2010 - August 2010

I worked with a fire crew managing prescribed burns, wildfire suppression, and fire preparedness. Duties included conducting regular maintenance and repairs on various equipment such as fire engines, tractors, mowers, chain saws, and hand tools; serving as an engine crew member during fire break preparation; and when not involved with fire related activities, I conducted natural resources-related project work on behalf of the United States Department of Agriculture in coordination with other federal and state agencies around the country.

MILITARY SERVICE

U.S Navy Reserves Sioux Falls, South Dakota
Electrician, Navy Seabee Battalion 715 November 2008 - September 2012

Assigned as a Petty Officer Second Class in Navy Seabee Battalion 715, I served as a Squad Team Leader where I supervised over 16 other sailors, and performed a variety of tasks including the conduct of quarters, troop movement and the supervising of daily cleaning activities.

U.S Navy
Aviation Data and Systems Technician October 2004 - October 2008

In this position I performed a variety of clerical, administrative, and managerial duties necessary to keep aircraft maintenance activities running efficiently. This required close communication with all other aviation maintenance personnel.

March 2007 October 2008: On the USS Abraham Lincoln I served as a quality assurance representative. As a member of (QA) I was the Navy Aeronautical Technical Publications Librarian responsible for dispersed libraries, work center audits and the training of dispersed

librarians. As a Publications Librarian I created and maintained 4,500 technical publications using software such as Word and Adobe Acrobat Pro. I also disseminated over 22,853 technical directives to appropriate work centers aboard the ship. I successfully initiated, merged and transitioned their expansive library to a digital format reducing paper publications by over 20 percent. This transition resulted in an annual cost savings to the Navy of $41,256.

March 2005 March 2007: While assigned to Air Test and Evaluation Squadron 30 I served as plane captain training coordinator, support equipment coordinator and aviation armament equipment coordinator. I trained new sailors in the successful launch and retrieval of Navy aircraft. I also ensured that aircraft were "safe for flight" by performing regular daily, weekly and monthly inspections. I managed over 220 pieces of aircraft support equipment, ensuring their proper maintenance cycles were completed. As a result of my diligent efforts the squadron received zero discrepancies in three straight annual inspections.

APPLICABLE SKILLS

Microsoft Office Suite (2003-2013)	Technical Writing
Accounting principles	Microsoft Publisher
Principles of Finance	HR Concepts
Organization	Strong Communication Skills
Task Oriented	Self Motivated
Self-Starter	

References

Patrick Murphy (personal)	Karri Kenzil (co-worker)	Adam Kay (co-worker)
22799 Norris Peak Road	1103 Sitka St.	Phone: (605) 786-7220
Rapid City SD, 57702	Rapid City SD, 57701	
Phone: (605) 415-1676	Phone: (307) 431-5626	

4. Journal Entries

4.1. January 11-17

Job Description

Account Manager

My job at Old West Escrow is to record numerical data to keep financial records complete. This is done by performing any combination of routine calculating, posting and verifying duties to obtain primary financial data to administer privately funded contracts. The job also requires the accuracy of figures, calculations, and postings pertaining to business transactions recorded by other workers.

4.2. January 18-24

My Organization is Old West Escrow Company Inc. They are located at 2800 Jackson blvd in Rapid City South Dakota. This organization is very small and I would classify it as a micro business. There are not very many employees considering that it doesn't take much work to complete the job. At this point in time the organization consists of the CEO/ Owner and one other employee.

4.3. January 25-30

The effective and ineffective communications at this intern site are many. I feel the ineffective communication stems from generational gaps. The effective communication is awesome. The employees communicate with the owner freely and openly and the owner clearly verbally communicates with her employees asking for clarification when needed. The ineffective communication comes when technology is involved. The owner doesn't understand the use of email and will only use a fax machine when communicating with outside companies. On the other hand the other employee uses email to do the same communicating. This proves to be vary inefficient because depending on who answers the phone calls during the day correspondence is performed differently with the outside companies. If for instance a customer only has email and does not have access to a fax

machine that customer then has to wait until the other employee sends the email. Sometimes because of this disjointed system communication gets lost between the two and the tasking gets lost. I feel that this is unfortunate because this might send a message that Old West Escrow is disorganized.

The internal effective communication is great between the owner and the employees. Both parties are equally open and willing to communicate about future offerings as well working together to solve problems that arise from the daily work. One such incident where I noticed this was when there was a disagreement about how to apply a late charge on the account. The contract states to apply the late fees on a per day basis. The conflict happened when they made a payment and enormous late fees kicked in. Both the owner and the employee were right on their thinking and instead of getting mad at each other they worked the problem out with Math to make their case. There was collaboration between the two until they figured out the problem. I really liked this aspect because I have worked in so many organizations where employees thoughts and ideas don't ever seem to matter to the ones in charge. In the case of this organization both the employee and the management work together in a seamless environment making a frictionless environment.

4.4. February 1-7

Within the organization there is a divide with regard to the technology that is used. When I arrived at the organization they were still using a dos made program that hasn't been updated since the mid 1990's. As we might guess, this program has limitations when working in the technology driven world that we live in today. As mentioned earlier, not all the employees work from email. The owner of the company doesn't ever want to use email for external communications while the rest of the world uses exactly that technology for those

tasks.

In today's customer marketplace customers demand that everything they do to be connected by their fingertips. In my experience, when a customer is doing financial transactions they want to be able to see those transactions when they want to. They don't want to call the company for every question they have. This is where using technology that was built for pre-internet doesn't work well with maintaining customer relationships.

The main recommendation I have for this organization is to have all employees using the same technologies across the board. Having one person using antiquated technology only while the other is keeping more modern using email with attachments causes confusion between employees. This confusion then enables the organization to deliver delayed results because one maybe relying on the other to complete tasks. Personally I would like to see all employees embrace electronic communications in the future. The next item is the use of the software package that the company is using. With the software created in the mid-1990's there seems to be a lot that is left to be desired. When looking further into the type of software they use, I found that there are in fact newer versions available that offer all the features that customers look for when dealing with financial transactions. I would recommend that the company undergo the software conversion process in order to take advantage of gained competitive edge.

4.5. February 8-14

This internship is meeting all of my expectations thus far. When I picked this internship, I wanted to better understand the challenges of running a small business. This organization is a small business with vary few employees. These types of businesses have their own set of challenges that the large companies don't seem to have or are easy hurdles to

cross. I have worked at a number of large to mid-sized organizations and know the different red tapes they have to jump thorough. I have never been at such a company where budgets, human resources, and capital are huge restraints. Within these types of companies often times human resources and budgets go hand in hand. The organization truly needs more of the aforementioned, However, the constraint mechanisms are such that without one the other cannot be performed.

When looking at other companies that offer the same services this company would be classified as a mid-sized company. There are so few employees because it does not take an army of human resources to accomplish the daily work. It does however, need human capital that is highly versed in different aspects of business management. What this means is that one person is responsible for the marketing, payroll, budgeting, and financial bookkeeping.

4.6. February 15-21

Since I chose to use a small business as my choice for the internship I feel that I am adequately able to use most of the classroom learning from my undergraduate degree as well as my last three years with Chadron State University. So far I have been using areas from my marketing, public relations, accounting, Math for managers etc. I feel that this is the most rounded experience I could have come across. Throughout my time in this internship I am not just an innocent bystander during the process of the work week. Thw intern site has me working though the everyday problems and working directly with the customers. This site also values my input on best practices when looking at new competitive advantages. I am truly happy that during this adventure I have been able to use and practice all classroom teachings and apply them to real world examples.

4.7. February 22-29

There are many area's of this internship that I would like to share with my classmates that relates to our classroom learning. The first experience that I learned really quick was that during the internship when looking at market factors and finding the equilibrium it is not that simple. Finding what consumers are willing to pay verses their reactions to pricing seems to be more difficult to achieve. An example is when visiting with the company about new possible revenue streams on paper they seemed easy enough to accomplish. In practice when quoting the new different pricing the reactions varied greatly, sometimes over the smallest change that resulted in an extra dollar. At the same time when changing the pricing internally without a public notice the results seemed to be better taken if the consumer didn't know the price beforehand. An example of this practice happened when changing the pricing of closing costs. Before the change the company was charging a flat rate for all closing but added on extra fees depending on how many pay-off quotes had been requested. The new pricing changed out that variable and went with a flat fee plus a percentage cost basis. In this case consumers didn't think twice about the price charged. The original way consumers would cry foul when tacking on extra fees because an external company requested pay-off quotations at different times throughout the contract to verify their credit worthiness.

This example shows that finding the equilibrium in the market isn't simply the result of consumer surveys combined with the cost of goods or services. Consumers are much more dynamic which can result in knee jerk reactions. Consumer surveying has it's place in our current market other external factors needs to take place to truly find that market balance.

4.8. March 1-6

I have rather large long and short term career goals. Currently my short term career

goals consists of asking to myself of what can I do to make my job and internship better. Every day, I want to better the business that I work in. So my current short term goals consist of finding areas that needs improvement and finding ways to simplify the process that make work easier with the same amount of control and accuracy as the current process. Currently I am working on a project to increase my companies revenue without raising costs. I am accomplishing this by sorting out unneeded expenses or expenses that are redundant. One area that I found was by chance. I was given the task of calling the phone company to order a new modem. This call resulted in learning that the company had not updated their service package since the year 2000. By ordering a new modem the company was switched to new updated packages that saved one hundred and thirty six dollars a month. This set me off to find other areas of similar interest. Another goal is to find ways to reduce the company's cost of postage. This is by far their largest expense for the year. Currently there are several options available to the company but the new processes also require an initial cost of entry before savings can happen. These short term goals are very short term but I choose these goals as my short term because they demonstrate the ability to problem solve. This is an important ability that rolls into my larger long term goal.

My Long term goal is to become a business owner. This is one reason that I chose a micro business as my intern site. If I would have chose a site where I was bounded to a certain department buried deep within a corporation I feel that would give me a very narrow view of what the larger picture is. By choosing this type of site in a short time I am able to view the entire picture of what is needed when we look at professional and personal skills. In the short time that I have had, I have already learned that a SMB needs to have a well rounded understanding of all things business. They are the marketer, human resources, and accounting. Running this type is business is a trial and error process in many ways. The

process is also a never ending learning experience. Of course the business can hire professional services to fill many of the gaps that exist, however, there is always the issue of cash flow that plagues each one of these companies. So by having this internship site I feel that I will be better poised to understand if my long term goals are attainable.

4.9. March 7-13

Being the type of company that Old West Escrow Company is everyday presents it's self with an ethical dilemma. The company acts as a neutral third party to private lending parties. A certain issue recently that arose was when a seller of a contract called us and said that he is closing the account and I need to send him all the money that was in the reserves account. The seller in this case feels that the money is his since he is foreclosing on his buyer and needs that money so he can pay the property taxes and insurance from here on out. However, this money is paid into a trust account by the buyers on the contract so at the time the company felt that the money was rightfully the buyers money and he deserves to receive that money back as a check in the event that the account is foreclosed on. In this situation I had to tell the seller that this is in fact not his money to withdraw when he wants and the money really belongs to the buyer. The ethical considerations in this example maybe minor but could have enormous implications if we would have released the money. In this case we chose to continue servicing the contract until we get legal default instructions.

The second ethical dilemma I want to talk about arose when I was doing a periodic check on accounting versus how the contract reads. In this example our company was following the contract exactly as it read in the contract. The issue we discovered is when we follow the amortization schedule exactly the buyer unknowingly ends up paying interest on principal that should have been reduced. What was happening is that the contract was so

specific that each payment we were to apply a certain amount to each principal and interest. What happens when we do this we discovered is that the buyer ends up paying interest on principal that should have been reduced because there would have been no more interest to deduct from his payment. Essentially this buyer had a large number of prepaid interest. The ethical dilemma comes from asking what are we supposed to do now that we have this information. We asked ourselves should we deduct the prepaid interest from the principal balance then continue forward following accounting practices or should we continue to service the contract as it was read. Both parties did sign accepting the terms and conditions of the contract. This issue currently is not resolved. However, the solution that we are taking is informing all parties to the contract including the lawyer that wrote the contract that we are changing how interest is applied because of the prepayment that happens as a result of processing according to the amortization schedule. We arrived at this point because if we continue it would be impossible to determine when the contract has been fulfilled and have the seller repay the prepaid interest.

4.10. March 14-20

In my past organizations that I have worked for there have been many conflicts. Many of them stem from my personality I think. At first I come off as vary off standoffish or unapproachable. I personally feel that this should not be the case as I am really open minded. I do have issues though with having to prove that my ideas are the right way. In my prior organization I was a medic for an emergency mental health unit. As medics we considered ourselves as the medical authority when it came to patient safety. There was no other medical advice that was available. In this particular incident a patient came in to be seen. They were not currently on any medications nor was there any signs of medically related trauma. The one medical issue was that they were diabetic. The incident happened over night. The patients

sugar levels rose rapidly to very unsafe levels. The conflict was that the counsellor currently working refused to release the patient because there therapy was not over yet, their reasoning was that the patient refuses to manage their diabetes anyway so what harm will come from them not seeing the emergency room. At that point I was almost willing to walk out and quit my job. My thinking was what use is there having a medic on staff if other staff weren't going to listen to my medical advice. I don't think that this situation was ever fully resolved. From that point forward when I felt that a situation became medically unsafe I would call the emergency room for medical advice. In these instances the medical doctor overrode what the counsellor was trying to perform and legally they could not keep the patient at the center. I eventually left that place of employment because it was becoming increasingly clear that medical advice from medics didn't hold weight and that model was no longer fitting into their business plan.

4.11. March 21-27

As I have previously mentioned in earlier journal entries, there are a few items that would boost this organization forward. Albeit the moral is already vary high within the organization there are still several areas in which the organization can make the daily work much easier to perform than the current routine. The first item is for the company to adopt the same practices for every employee when communicating. As I have mentioned the owner doesn't use email and will only use a fax machine to send documents to various firms. If the outside firm doesn't use fax then they have to wait for another employee that uses email to scan their printed document and attach it as an email. This creates delays that are not needed. Once the organization starts to utilize emails as a official form of communication their efficiency greatly rises in this case.

The second suggestion is to update their software. The software company that currently supplies their software has updates that introduce many new features. All of the features are designed with productivity in mind. The new software currently can handle automatic transactions from banks. Using this feature would currently reduce the time spent on daily processing but also reduce their postage costs. Currently to enter these types of payments the company needs to create batches in their banking system to interface with the automated clearing house. Then once the batches are pulled they have to manually enter each payment into their daily processing. When using the new software once the automatic debit accounts were set up this process happens with just one button and all the payments are entered for the day. The same goes for the automatic credits. Currently the company is only sending checks by mail to the sellers bank accounts. By using the new software again the software saves a file that needs to be uploaded then all the sellers are paid without the need for extra postage costs. We have figured that not only would this simplify the processing of daily payments but would reduce the companies costs by over $5,000 a year.

Thirdly by implementing these changes the company can really start to focus on other aspects of the business such as securing new clients and increasing their advertising budgets. The downside is that the company needs to find the cash flow to purchase the new software. These are not cheap upgrades for a company of this size. If they find the money or financing for the new software I feel that it will pay for itself within the first year bringing in an extra $2,000 dollars after the software expenses.

4.12. March 28-30

This internship has been so insightful throughout the past twelve weeks. For myself I have learning that even though I have been attending a graduate program I am by no means

an expert in my field. Between working at the intern site and visiting with other business owners that are located in the same professional offices I still only have a sliver of the knowledge needed to be a successful business owner/operator. I know have great fundamentals that I was missing after attend my undergraduate school and this is a great base to work off. Now what I need to do is put this knowledge to use in everyday practice. I need to create professional habits that will endure for the long-run. I think the biggest lesson I learned for myself is when I have a goal it is important to take that goal in milestones. It is important to not move so fast as to lose the fundamentals along the way. I find it really easy to look at everything from the stance that there is a problem needing to be fixed. In the future I will still hit the floor running but taking smaller steps taking the time to learn the entire process before finding the solution.

There is a wealth of information that I learned from my employer. The company may be a small company but this by no means is a company with small knowledge. The company was founded in 1985 and since has filled a void in the market of home mortgages. They show that buying property through a bank is not the only way to buy property or secure business loans. There is a wealth of venture capitalists in the world that are willing to privately fund a contract proving beneficial to both parties. This is what I liked most. This company's heart is in the right place they want to show the world that we don't need to be bound by banks to fund large purchases such as land and houses. The other lesson learned is that it's really important for a company such as this to hold items that act as collateral for the contract. In most cases this results in documents such as warranty deeds or titles. These items are important to their mission keeping documents safe until the contracts are fulfilled. Without these documents there is no incentive for either party to follow through until the end.

When it comes to what I learned about my job, the mathematical functions are the

easy part. The hard part about this job is explaining to customers how to perform the Math correctly. This is the biggest hurdle that I came across from day to day. The companies customers can't seem to ever figure out the difference between interest calculated on a 365 day basis or the 360 day basis interest. This confusion really starts some fights with the customer thinking the company applied the payments incorrectly. In sum what I learned from the job is how to handle these conflicts as they arise learning to break apart the Math in simple steps that most people can understand.

4.13. April 4-10

This occupation or profession is a very small subset of the current market. Generally speaking we won't see any company of this sort that is a large corporation. When talking with the owner of the company, she explained to me that in the past years banks used to hold these types of transactions. What they quickly realized is that in order to service these transactions the bank would have to dedicate a person just for this process. These customers are more demanding and needs more attention than a bank would be willing to give without higher servicing costs. So one by one they started selling these accounts to small escrow companies in the region because the small business is better equipped to handle these transactions. Currently there is still one bank in the region that handles escrow and until recently accepted every type of escrow. In the recent months they are no longer accepting escrows of homes and private property and only accepting business to business transactions. I think this will start to be another area where the company will be able to pick up new accounts as there is still a demand for private property. Since it is not common for the large banks to handle these type of transactions the job outlook is small. The companies that are already formed have a good hold on the market. These companies are also not growing fast enough for them to expand and hire many employees. In the future I would like to stay with this company and

grow with them. I truly feel they fill a need in the market but the challenge is finding ways to expand their accounts. This seems to be an uphill battle since the public doesn't know that this is an option.

5. Thank You Letter

Mr. Dustin Kindred
22797 Norris Peak Rd
Rapid City SD, 57702
April 1st 2016

Ms. Glorine Hunt
Old West Escrow Company INC.
Rapid City SD, 57702

Dear Ms. Glorine Hunt:

I want to take this opportunity to thank you for your guidance and supervision this past semester during my internship experience with Old West Escrow Company. Your leadership throughout the semester assisted me in further development of my communication skills, and business knowledge as well as my ability to implement individual projects and function as a leading contributor on various projects within the company.

The experience was more than I could have expected and allowed me the freedom to develop and maintain individual accounts as a professional member of the team. I felt like a major contributor in the weekly/daily work and I was able to independently assist clients in making changes to their existing contracts with Old West Escrow. Working for Old West Escrow helped me use the knowledge I've acquired over the past three years as a graduate student as well as the skills I've developed during my previous job with the Rushmore Mall.

I also want to thank for taking the time to share your expertise and knowledge of the field. It was through these times that I felt I was able to learn and grow the most in developing my skills over the course of the semester.

Sincerely,

Dustin Kindred

6. Supplemental Materials

Old West Escrow website before and after proposed changes

Applications
Sun Apr 24 10:36 PM
Old West Escrow
127.0.0.1:36332/index.html
OLD WEST ESCROW
ABOUT
SERVICES
AUXILIARY
DOCUMENTS
CONTACT
SIGN IN
PAYMENT
CALL US (605) 348-6505
FAX US (605) 348-2340
THE NUMBER ONE ESCROW SERVICE IN SOUTH DAKOTA
As a neutral third party between private lenders and borrowers, Old West Escrow is ready to meet your financial needs.
FIND OUT MORE

3 Part III

3.1 Summary and Conclusion

Starting with my enrollment with and acceptance into the graduate program I was really unsure of myself and my abilities to perform at this level. My academic career started with a Associates degree from Western Dakota Technical Institute then finishing my Bachelors degree at National American University. I was worried that National American University wasn't a school that would have prepared me for the journey that I was about to undertake. I feared that maybe the public opinion of the school was correct that it was a diploma mill. Well It's not, my education I received there prepared me for my next academic journey.

Since I was unsure of academic my abilities I thought that my first semester was going to break me and thought that I would be seen as not ready this level of classes. I was pleased to find myself in Dr. Blundells class. She did a lot to help me get over the initial jitters of graduate studies. By the end of her class I felt confident that I knew what I was doing and made the right decision to pursue this degree path. I have to admit that my academic writing is still not where it should be to be considered professional but I have come along way since starting this journey.

My time with the school has been a joy. The staff and faculty have been great to work with even in times of emergency. This became apparent during a blizzard in October 2013 when I did not have power or the ability to leave my property for over 10 day. Everyone worked with me so I could still turn in assignments even if they were late. Everyone then worked closely with me in February of 2014 when my mother passed away. This was a difficult time and again the faculty work with me so I could turn in assignments late. These instances showed me that everyone in this school cares about their students and wants to see us succeed in our academic careers. In contrast My wife attends a different school. During the blizzard her teachers were not willing to work with her and gave reasoning that she should have turned her assignments in earlier then. So I want to say thank you. This school shows great compassion for their students.

After my mothers passing I found little motivation to want to move forward with school. I started the journey because of her wanting to prove myself semester after semester. I may have wanted to quit but I am glad I have stuck with it to the finish line. I have said this many times that I wanted this degree path because the people in the organization is what make the company. Throughout the courses that I have taken I feel that this philosophy still holds true. The programs core offerings focused around working with the people showing that there is no more important asset to a company the their people. I now feel more eager than ever to share this experience in the workforce developing employees and organizations to hold better knowledge of each other.

During my academic career my thoughts and goals may have changed. When I started at Western Dakota Technical Institute my goal was to work as a professional firefighter. Then

I slowly started to change. As time moved on it became apparent that what I wanted was to own my own company. I wanted to create the organizational culture that I wanted. During my time with Chadron State College I feel that I have moved ever closer to this goal. This was the basis for my internship. I wanted to be in the capacity of a small business and learn how they cope with business challenges. I learned from this that small business need to handle these challenges in a vary different way than large organizations. What it doesn't mean is that the concepts applied should be different. After completing the internship I am confident that the teachings where preparing us for the major decisions that come from running a business either small or large. The trick is figuring out how to apply the concepts from the last three years.

In sum the last three years have been wonderful and I would have never expected to have come this far academically. This school along with their faculty are outstanding causing me to suggest this school to anyone who asks. I am now more prepared and cognoscente of the business world. There may have been classes or parts of classes that I did not like or care for. But there was not a single class that was a waste of time. Each offering had validity when speaking in terms of what is needed in the professional arena. My largest criticism is not of this school but rather on the standards of online learning. There needs to be a better bridge between the classroom and the computer screen. One suggestion is to have in class lectures taped and posted online for students to watch. This might help the visual learners who are taking classes online. This has been a great journey and thank you for my continued and future success.