Master of Science
Organizational Management (Human Services)
Graduate Portfolio

Dustin Kindred
Chadron State College

September 29, 2016

Contents

1 Part I

1.1 Resume

DUSTIN KINDRED
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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 Katrina Kirsch Kirsch Date 9-2-16
Approval of Committee Member Hamaker Hamaker Date 9/12/16

Signed for Graduate Council Date 9/12/2016

Rev 29Jan2013

2 Part II

Course Chapters

2.1 Research Design and Data Analysis

2.1.1 Reflections

Hello this is just a test of the system

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.

References

Bilsker, D., & Foster, P. (2003). Problem-solving intervention for suicidal crisis in the psychiatric emergency service. *Crisis, 24*(3), 134-136. doi:10.1027//0227-5910.24.3.134

Broussard, B., McGriff, J. A., Demir Neubert, B. N., D'Orio, B., & Compton, M. T. (2010). Characteristics of patients referred to psychiatric emergency services by crisis intervention team police officers. *Community Mental Health, 46*, 579-584. doi:10.1007/s10597-010-9295-3

CIT International. (n.d.). *Brouchure*. Retrieved from CIT International: http://www.citinternational.org/CITINT/PDF/CITIntBrochure2012.pdf

Compton, M. T., Demir Neubert, B. N., Broussard, B., McGriff, J. A., Morgan, R., & Olivia, J. R. (2011). Use of force preferences and preceived effectiveness of actions among crisis intervention team police officer and non-CIT offcers in an escalating psychiatric crisis involving a subject with schizophrenia. *Schizophrenia Bulletin, 37*(4), 737-745. doi:10.1093/schbul/sbp146

Franz, S., & Borum, R. (2011, June). Crisis intervention teams may prevent arrests of people with mental illness. *Police Practice and Research, 12*(3), 265-272.

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Montagne, R. (2008, August 13). *Inside the nation's largest mental institution*. Retrieved from npr.org: http://www.npr.org/templates/story/story.php?storyId=93581736

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Renaud, E. F., Hills, O. F., & Lee, T.-S. W. (2003). An emergency treatment hub and spoke model for psychiatric emergency services. *Psychiatric Services, 54*(12), 1590-1594.

Spooren, D., Van Heering, K., & Jannes, C. (1997). Short-term outcomes folling referral to a psychiatric. *Crisis, 18*(2), 80-85.

Tyuse, S. (2012). A crisis intervention team program: Four-year outcomes. *Social Work in Mental Health*, 464-477. doi:10.1080/15332958.20120708017

Watson, A. (2010). Research in the real world: Studying Chicago police department's crisis intervention team program. *Research on Social Work Practice*, 536-543. doi:10.117/1049731510374201

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2.2 Organizational Leadership

2.2.1 Reflections

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 7^{th} 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

2.4 Theories of Conflict Resolution

2.4.1 Reflections

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

Instructor: Kathleen C. Kirsch, Ph.D.
Office: 219 Old Admin Building
Phone: 308-432-6046
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 (3 small assignments)	**10 Points**
• Active Participation in 6 "In-Depth Discussions" (20 points each) (See course schedule & calendar below for posting due dates)	**120 Points**
• Reflection Journal with 10 "In-Depth Entries" (10 points each) (Complete Journal with entries 1-10 submitted together by April 11th)	**100 Points**
• Final Conflict Focus Paper (Due April 26)	**100 Points**
• Final Week "CRM Goals Evaluation" Assignment (Due May 1th)	**5 Points**
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.

2.4.3 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.

2.5 Business Law

2.5.1 Reflections

2.6 Organizational Behavior

2.6.1 Reflections

2.6.2 Organizational Behavior Syllabus

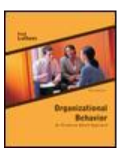
<table>
<tr><td>CSC
CHADRON STATE COLLEGE

Course Information</td><td>BusinessACADEMY
We Mean Business @ Chadron State College

MGMT 630-79A3, Organizational Behavior
Fall 2014, 1st 8 Weeks
August 18, 2014 – October 10, 2014</td></tr>
<tr><td>Instructor Information</td><td>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.</td></tr>
<tr><td>Course Description</td><td>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.</td></tr>
<tr><td>Required Text</td><td>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)</td></tr>
<tr><td>Student Learning Outcomes</td><td>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.</td></tr>
</table>

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

Accreditation Council for Business Schools and Programs

*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?

2.6.3 Work Examples

The Roots of Employee Motivation

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Organizational Behavior

October 1, 2014

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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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2.7 Mathematics for Management

2.7.1 Reflections

2.7.2 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.

2.8 Public Relations

2.8.1 Reflections

2.9 Human Capital Management

2.9.1 Reflections

2.9.2 Work Examples

Employee fitness and its effect of employee health

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Human Capital Management

December 18th 2015

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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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2.10 Marketing Management

2.10.1 Reflections

2.11 Business Internship

3 Part III

Summary and Conclusion

References

[1] J. Y. Gil. $\LaTeX\,2_\varepsilon$ for graduate students. manuscript, Haifa, Israel, 2002.