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Academic Integrity & Online Exam Proctoring

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Abstract

Academic integrity continues to be a factor on most campuses. Policies vary among institutions as to methods for supporting an environment that fosters learning with integrity. This is especially true with the explosive growth of online course offerings. This study examines the broad concept of video proctoring of online testing. The utility of three commercially available products are evaluated in terms of both real and opportunity costs including the perspectives of faculty, support staff, and student participants. Direct and indirect factors that impact the capacity of the institution to put forth at least a good faith effort to uphold online testing integrity are also discussed.

Advancing the Dialogue on Multicultural Instructional Approaches

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Abstract

Most teacher preparation programs and the state governments they answer to agree that education majors should receive training in multicultural education before being granted certification to teach in P-12 schools. Agreement begins to break down, however, over the details of instruction. An example of potential discord surfaces over whether or not white privilege should be included in teacher training. There is also considerable disagreement regarding which philosophical foundation a program of study should be based upon. Some school districts may utilize a compensatory or a deficit model, while others may chose a critical race or a critical pedagogy framework.

This research attempts to fill a gap in the literature that exists regarding multicultural best practices. It seeks to accomplish this by (1) providing a framework to better understand and categorize six curriculum approaches that instructors appear to work from, and (2) looking at the efficacy of each approach as seen through the eyes of education majors. I will conduct survey research, and utilize a Paired-Samples T and a Mann-Whitney Test of the data. This research will be concluded by conference time, but my preliminary hypothesis is that teachers of tomorrow want multicultural education that is more sophisticated than the typical "blame-game" or "feel-good" paradigms of yesteryear's efforts. I also comment on the difference between what is taught at the university and what is actually experienced in schools. This session is for educators who have a need to clear up multicultural confusion and ambiguity, while also encouraging lifelong learning among students.

Auditing Rulemaking Dockets: An Historical Approach

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Introduction

The Rulemaking Docket of the PCAOB shows the current progress of the various rules and regulations that are under consideration by the PCAOB. These various rules and regulations are assigned a docket number to identify them and each of these dockets is opened for public comments. The public comments then are used to give a 'Notice of Filing' that is printed in the Federal Register. That opens a 'comment period' on the proposed auditing rules and regulations. During this comment period, auditing students, practicing CPAs, academicians, and other stakeholders can comment on the proposed auditing standards. These comments are taken into consideration while instituting proceedings to approve/disapprove the rules by the SEC.

Many auditing students readily connect the frauds of Enron and Arthur Anderson to the passing of the Sarbanes Oxley Act of 2002 (SOX) and the creation of the Public Company Accounting Oversight Board (PCAOB). Students can also identify the rules and responsibilities set by these two actions. Yet, can these same students understand the background behind the establishment of the Generally Accepted Auditing Standards (GAAS) and the historical impact of frauds like McKesson and Robbins on auditing standards? Can these auditing students use the historical knowledge of auditing frauds to comment upon the open rulemaking dockets?

Is there a need for accounting students to understand forensic accounting from a historical perspective? Is there a need for accounting students to understand the social and ethical impacts of major frauds on auditing standards? If the impact of historical frauds is not fully understood, do we run the risk of repeating history? To get an insightful answer to this question - imagine a scenario of an accounting student in the Year 2080. This student lacks awareness of the devastation caused by

the twin frauds of Enron and Arthur Andersen on common people, like the shareholders of Enron. She understands SOX as a mere set of pedantic rules, which have to be followed to only fulfill the legal requirements. The social and ethical effects of the scandals will be lost on this student. Thus, even though the student may understand the 'letter of the law,' the 'spirit of the law' will be lost on her. Red flags that accompanied the two scandals may also not be recognized by the student.

To fully convey the spirit of auditing, its ethical implications and requirements, and the social responsibility of the profession, it may be necessary to educate auditing students not only on the details of the standards, but also the rationale behind the enacting of the standards. The American Institute of Certified Public Accountants (AICPA) suggests "promptly incorporating fraud prevention materials into the accounting curriculum and university textbooks" (Peterson 2003:263).

This paper reports on the lack of awareness of students of the McKesson & Robbins fraud – a fraud, which may have resulted in indirectly enacting GAAS and forever changing the auditing profession. By empirically measuring the knowledge level of accounting students of this impactful fraud, the paper also seeks to encourage accounting programs to adopt historical accounting education which looks both at past and present frauds in an attempt to nurture a much more prepared auditing professional.

McKesson and Robbins - Background

Serial fraudster Philip Musica was already an experienced fraud architect before he organized one of the most impactful frauds to date. Musica was convicted of fraud twice by the time he was thirty years old (Clikeman 2003). His first conviction came in 1909 when he was caught altering shipping invoices and bills of lading to avoid paying the full duty tax on the imported goods sold by A. Musica & Son. Musica was arrested a second time when he used forged invoices from his human hair business to steal over \$600,000 from 22 banks (Thompson 1953). After the fraud convictions it became time for Musica to reinvent himself and leave his criminal record in the past.

In 1919, Philip Musica took the alias Frank D. Costa and founded Adelphi Pharmaceutical (Clikeman 2003). Prohibition had just been ratified as the 18th amendment, but some companies were granted alcohol permits by the U.S. government so they could produce certain goods such as hair tonics and medicines. Costa (Musica) was able to obtain a federal permit for 5,000 gallons of alcohol per month. He used the alcohol to produce products, which he then sold to bootleggers.

The bootleggers were easily able to separate the alcohol from the product using a still and then cutting the mixture with water. The prosperous business lasted only a few years to due conflicts

between Costa and his various business partners, which forced Costa to inform the U.S. Treasury Department's Alcohol Tax Unit of Adelphi's underground business (Thompson 1953).

In 1923, Philip Musica became F. Donald Coster MD, PhD and founded Girard & Co (Thompson 1953). In an effort to add legitimacy and build a reputation to exploit in the future, Coster (Musica) hired Price Waterhouse & Company as auditors. At the time, PwC was widely regarded as one of the best accounting firm in the U.S. Musica was a smart and observant man who probably had the talent to make money in legitimate businesses if he was willing to be patient. However, he was looking to make money fast. Coster observed the Price Waterhouse auditors and noticed that they did not confirm accounts receivable or physically inspect inventory (Thompson 1953). In fact, auditors did little more than accept the numbers handed to them by the company's managers.

Between 1924 and 1926 Coster completed the purchase of McKesson and Robbins, Inc., a well known 90 year-old pharmaceutical company, for \$1 million cash (Baxter 1999). The hiring of the best accountants in the country and the acquisition of a highly reputable name is clear indicator that Coster wanted to be viewed as a bona fide businessman. Operating a legitimate business was something Musica and his three brothers knew little about. Coster (Musica) employed his three brothers who assumed various aliases to help him create and maintain his elaborate fraud.

George Vernard operated W.W. Smith & Co where he used seven different typewriters and may different types of stationary to write purchase orders from fictitious companies. Robert Dietrich forged shipping documents to give the appearance that inventory was delivered to those companies. The four brothers split a .75 percent commission that McKesson and Robbins, Inc. paid to W.W. Smith & Co (Clikeman, 2003). To an outsider everything appeared to be legal. All of the paperwork required to perpetrate the fraud was equivalent to the amount used by 85 companies (Lodge, 1987).

In 1937, McKesson and Robbins, Inc. along many other businesses experienced a business recession. The board of directors wanted to halt the growing debt problem by converting \$4 million (\$49.1 million today) into cash. This created a problem for Coster (Musica) because the crude drugs inventory only existed on paper. Coster's only option was to pump in the cash himself and decrease inventory. To do this, Coster tried to convince Julian Thompson, the company's comptroller, to take out a \$3 million loan. This unusual request led to Thompson eventually discovering about the fraud.

Julian Thompson informed NYSE about the fraud in 1938. NYSE suspended all trading of McKesson and Robbins shares. Within the crude drug division, there was a total of \$19 million (\$233 million today) in fake assets (Lodge 1987). There was \$10 million (\$123 million today) in nonexistent inventory and another \$9 million (\$110 million today) in phony accounts receivable (Baker, 2006). In

total, 20% of McKesson and Robbins assets were non-existent. Thus, for over a decade Coster conjured up an entire division of the company.

McKesson and Robbins, Inc. was successful when other companies were not. A fact that led prominent republicans to ask Coster (Musica) to consider running for the Presidential election in 1940. Musica committed suicide in 1938 before he could be arrested. The lie had gone on for so long that he was even buried with F. Donald Coster engraved on his headstone. In total he stole \$2.9 million (\$35.6 million today), but very little was ever recovered since most of the money was used to pay off former associates who knew him as Philip Musica (Thompson 1953). There were many factors that allowed a fraud of this size, which had never been seen before, occur for such a long time.

McKesson and Robbins – Current Firm

Price Waterhouse & Co was dismissed as auditor of McKesson and Robbins, Inc. W. J. Wardall, McKesson and Robbins estate trustee, hired S.D. Liesdorf & Co. to be the new auditors (“Business: New Accounting” 1939). Wardall was clearly trying to create distance between the new look McKesson and Robbins and its recent past. The reorganization of McKesson and Robbins, Inc. was completed in 1942.

Today, McKesson and Robbins, Inc. is known simply as McKesson and is traded on the NYSE under the symbol (MCK). The current auditors are Deloitte & Touche LLP. According to McKesson corporate website, McKesson is a highly profitable company with record profits. McKesson specializes in selling drugs, healthcare products, surgical supplies, medical equipment, and pharmacy management software to hospitals and physician offices.

As of August 1, 2014 McKesson indicates on its website:

“McKesson is in business for better health. As a company working with health care stakeholders in very setting, we are charting the course toward a stronger, more sustainable future for the entire industry.”

Elsewhere McKesson indicates that they are a “Leader in Corporate Citizenship.” Now the firm indicates that their commitment to good corporate citizenship is a fundamental part of creating sustained value.

Even though the firm is currently doing its level best to contribute towards social responsibility, McKesson’s corporate history fails to mention the monumental fraud and its effects (both direct and indirect) on the auditing standards.

Methodology and Results

An instrument measuring the awareness of the McKesson & Robbins fraud was developed and validated. The instrument showed strong psychometric properties (Cronbach's Alpha exceeded .90). This instrument was administered to students at a local state university. A Principal Component Analysis (PCA) with the Varimax rotation method was used to analyse the data. Using the Kaiser Normalization, the rotation converged in 3 iterations.

Discussion and Conclusions

The final administration of this instrument elicited 61 responses (n = 61, 100% response rate). Principle Component Analysis (PCA) indicated two factors – one, a factor measuring micro knowledge, and another measuring macro knowledge.

Results of this survey indicated that accounting students possessed very little awareness of the McKesson and Robbins fraud. Item nine (*Knowledge of the fraud of McKesson and Robbins, Inc.*) had an average of just 1.29 (1 = No Knowledge, 5 = Full Knowledge). This indicated an almost non-existent level of awareness of the fraud.

The lack of student knowledge and awareness of the fraud at McKesson and Robbins, Inc. may prevent a full understanding of how the auditing profession has evolved through the years. The results of this study may indicate the necessity of incorporating forensic examination, particularly as it relates in its historical perspective in accounting classes.

The limitations of this study obviously include the self-selected (convenience) sample and the small sample size. In the future, it is hoped that an auditing researcher can remedy this obvious weakness of the study by enlarging the sample and surveying students taking senior level auditing courses at the major universities in the U.S. Also, this survey could be administered to current CPAs. Understanding historical trends in creating auditing standards could be a valuable source of knowledge to practicing CPAs and even to the PCAOB.

Also, knowing the historical background on auditing standards may help students, current practicing CPAs, and PCAOB officials who are directly responsible for rulemaking releases (docket). This knowledge would have been particularly applicable to the following dockets:

Docket No. 040: Proposed Framework for Reorganization of PCAOB Auditing Standards and Related Amendments to PCAOB Auditing Standards and Rules.

Docket No. 039: Amendments to Conform PCAOB Rules and Forms to the Dodd-Frank Act and Make Certain Updates and Clarifications.

Docket 034 : Proposed Auditing Standards on the Auditor's Report and the Auditor's Responsibilities Regarding Other Information and Related Amendments.

Docket No. 037: Concept Release on Auditor Independence and Audit Firm Rotation.

Docket No. 036: Auditing Standard on Auditing Supplemental Information Accompanying Audited Financial Statements and Related Amendments to PCAOB Standards.

The above given auditing dockets were open for public comments in the past three years. These auditing dockets have been in various areas like auditing standards, attestation standards, rules, accounting support fees, ethics and independence rules, inspections, etc. Some of these dockets are pending approval, while others like Docket 039 have been approved by the SEC. Could having adequate knowledge of past practices and frauds changed the outcome (approval/non approval) of these auditing rules?

In terms of education, accounting students are held responsible for knowing the rules, concepts, and proper methods of their chosen profession, but not the history and significance of those items. Thus, the lack of knowledge of a monumental fraud like McKesson and Robbins, which indirectly led to the passage of GAAS, may reduce the historical perspective of accounting students in understanding the responsibility level that auditors must uphold. This lack of historical perspective may also impede students' ability to recognize fraud and the importance of professional skepticism.

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Bringing Lesson Study to Teacher Education: Simultaneously Impacting Preservice and Classroom Teachers

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Abstract

Each semester preservice teachers in our undergraduate program complete 20 hours of field experiences in elementary classrooms, although they routinely report that they are unsure of how to participate during their fieldwork. Classroom teachers are unaware of the importance of explaining their lessons and "teacher thinking" to preservice teachers and there is little or no time to do so as they are busy with their own students and curricular activities. A Lesson Study Program was developed as a way to close the gap of our preservice teachers' knowledge by providing guided, structured field experiences in collaboration with classroom teachers. The lesson study sessions provide time for preservice teachers to observe, participate, analyze, and reflect on model lessons with professors and classroom teachers. The purpose of this study was to measure the effectiveness of the Lesson Study Program. A pre-and post-survey was administered to preservice teachers; classroom teachers completed a post-survey and were interviewed after each lesson study session. Findings indicate that the Lesson Study Program has impacted preservice teachers' knowledge of the realities of teaching and their ability to confidently participate in classrooms. Teachers report that the reflective opportunities has improved their own teaching due to focusing on best practice and

explaining their “teacher thinking.” The Lesson Study Program is making a significant difference in the way our preservice teachers are learning to be teachers. By participating in collaborative lesson study sessions, preservice and classroom teachers are leading the way to reform in teacher education.

Online Proceedings

The Children's Cognitive Enhancement Program: A Review of Recent Findings

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Dr. Kohutek has spent over 3 decades working with students, parents and schools. After completing his Ph.D. in Counseling Psychology, he received post-doctoral training in neuropsychology. He has presented papers on a regional, national and international level. Topics on which he has presented include attentional difficulties, differentiated instruction, cognitive development, and cognitive enhancement. He was previously co-owner of the Texarkana Family Center which specialized in working with children and their families. Experience includes maintaining a private practice, teaching and serving as guidance counselor in elementary, middle, and high schools as well as teaching on the university level. Current research includes evaluating and "fine tuning" the *Children's Cognitive Enhancement* in order to make it a viable resource for parents and teachers.

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Prior to obtaining two Master's degree (Counseling Psychology and Educational Leadership), Ann Marie completed her Bachelor's degree at Yale University. She has spent her professional life working with children and adolescents. She was co-owner of the Texarkana Family Center which specialized in working with children and their families. She maintained a private practice as a Licensed Professional Counselor before entering the school systems where she has served as a Pre-K teacher, vice principal of a high school and director of guidance and college planning.

Abstract

As the 21st century unfolds and the technological world continues to permeate the culture, more emphasis needs to be placed on learning to think than memorizing information that will quickly be forgotten and/or easily looked up on the internet. The importance of cognitive enhancement (aka thinking better) has yet to reach its full potential in the instruction of young students. This generation of elementary age children will be ones most influenced by the technology yet to be developed. In general, the approach to instruction has not responded to this need.

There are several programs available designed to enhance cognitive skills via the internet or for software programs. The research assessing these programs provides mixed results, yet many agencies and individuals are spending a portion of their shrinking budgets to acquire such programs. In order for a program to assist in the training of young people, it should face empirical study in order to be considered “best practice”.

One program which is developing a body of research is the *Children’s Cognitive Enhancement Program*. Based on theories of Vygotsky and Feuerstein, this program removes the monitor and mouse to replace it with a “Guide” or individual who assists in working through the problem-solving skills. Going through its second year of validation, a body of data is being collected to assess the following questions: 1) Who benefits from completing the program?; 2) What is the better format for engaging the student? and, finally; 3) What generalization and/or long-term impact does it have on a student’s problem-solving skills.

This presentation will review findings, both published and unpublished, as well as a description of future studies. Finally, the introduction of cognitive skills into the Response to Intervention (RtI) movement will cap the presentation.

Online Proceedings

A Comparison of the Views of College of Business Deans' and Human Resource Managers' Opinion of Selected Workplace Qualities

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Abstract

As business students consider their job search strategy, they usually begin by asking themselves, "What should I look for in a potential employer?" Expectations of current graduates are high. They want a prestigious organization, excellent pay and benefits, great co-workers, and a culture in which they fit. Most of all, they want a job they enjoy.

In this competitive and challenging economic era, perhaps a more appropriate question for graduates to ask is "What will employers look for in me as a potential employee?" Like the graduates, today's employers look for very specific employability attributes in potential employees.

The literature reflects that the ability to communicate well verbally and in writing is an attribute that consistently appears at or near the top of the list of desired employability attributes. Other attributes that may be considered desirable by employers are understanding systems, using information, utilizing resources, working in the teams, and working with the technology.

Purpose of the Study

The intent of this study was to determine and compare the views college of business deans and human resource managers on the qualities or characteristics needed for entry into the workplace. The student perceptions on what qualities are important in obtaining a job are important to employers to assure that student views align with reality in the marketplace and to ascertain whether students are misplacing priorities in their assessment of desired work place characteristics. The results of the study will also be important to college of business instructors so that they will be able to assist students in appropriately identifying those work characteristics that are truly important to obtaining a position.

Procedures

The problem of the study was to determine the views of AACSB college of business deans and human resource managers concerning the most important workplace qualities. A questionnaire was developed and mailed to AACSB deans and to human resource managers in the 150 largest companies in the Dallas/Ft.Worth area. Both groups were administered the same questionnaire. They were asked to evaluate 26 workplace characteristics using a scale of 1 to 4, with 1 indicating that the characteristic is "not needed" and a 4 indicating that it is "essential." The work place qualities were selected and worded by three university professors familiar with students seeking jobs and companies which hire students. Also the literature was reviewed to determine the work-place qualities desired by employers.

The means and standard deviations for each work place quality for both student groups were calculated and then they were compared for statistical significance using the Student t test to analyze the differences between means. The rankings of the work place qualities by both groups of students were also identified and compared.

Converting Graduate Managerial Accounting to the Online Format: Lessons Learned

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Abstract

Faced with increased competition from organizations offering online education, not to mention the increasing pervasiveness and apparent appeal of Massive Open Online Classes (MOOCs) many schools are converting from traditional on campus courses to online. Yet, the online class, especially if conducted asynchronously, requires a level of self-discipline that can defeat some students. Similarly, transitioning from the in person class to online is not a trivial undertaking for the instructor. The challenges range from the selecting, learning and using the best technology to the need to overcome the social isolation that is possible in the online environment.

This paper presents the a review of the literature on online education combined with a series of personal lessons learned over a several year period converting a traditional graduate accounting classes to an asynchronous online format. Besides selecting among the various technologies, the lessons include observations about managing both the upfront and ongoing workload. Assignments, grading and communication not only require a greater time commitment from the instructor but also become critically important due to the lack of in person interaction. Without the dynamics of in person class participation, discussion boards created as part of the online experience become a critically important mechanism to overcome social isolation. Timely and meaningful feedback is also a key component of a successful online course. Therefore, the lessons learned also include

suggestions about developing and administering anonymous surveys as a means to allow continuous improvement as the class processes.

Online Proceedings

Cultural and Leadership Considerations in Implementing Programs in Differing Global Environments

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Sheryl Leytham PhD received her Masters in Psychology at California State University and her PhD in Clinical Psychology at St. Louis University. She is a licensed psychologist and on the National Register. She joined Grand View University in 2002 from private and hospital practice. Since her joining Grand View she has worked and published in the area of trauma focusing on post-disaster research. Currently she is focusing on evaluating and implementation of a global post-disaster research program and publishing in the area of global and cross-cultural research.

Abstract

Both private and non-profit programs have increasingly expanded globally. This both extends the scope of their target population but presents multiple cultural challenges. This presentation investigates and synthesizes two bodies of data on global program implementation. The first body of research is based on a multi-nation study of post-disaster intervention by the Journey of Hope (JOH) program. The second body of research is the Globe study of multi-cultural variables in leadership, expectations, values and practice. This presentation will both discuss the overlap of the divergent but aligned research and investigate the differences that may impact the implications for future directions of this body of research.

The JOH program is a post-disaster program initially developed post-Katrina and now being implemented in over twenty locations globally. The research on program implementation has identified various cultural and economic conditions that must be considered when implementing the program. The Global Research investigated cultural differences in valued leadership, focus of program implementation across countries, gender differences, communication styles and individual achievement compared to group achievement.

This presentation will look at commonalities found across the cultural groups when working internationally. It will also compare and contrast findings and discuss investigative methods. It will also offer suggestions for further research.

Effective Teaching Strategies for Graded and Non-Graded Classrooms

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Bibliography

Dr. Valerie Ritland has 37 years of experience in education and is currently an Associate Professor at Minnesota State University Moorhead. Dr. Ritland attended both the Beginner's and the Advanced National Multiage Institute in Flagstaff, Arizona. Following these institutes, Dr. Ritland participated in a Multiage Study Tour in Australia, in July of 2012. In October of 2012, Dr. Ritland was invited to present her dissertation research, *Multiage Instruction, an Outdated Strategy, or a Timeless Best Practice*, at the International ICEEPSY conference in Istanbul, Turkey. The findings in this abstract are a part of that research study.

Abstract

School districts strive to find the most efficient and effective methods of educating students today. Addressing Core Standards, and the high stakes focus on assessment, has eliminated some of the academic freedom of our teachers and created a stressful classroom environment for students of all ability levels.

Multiage instruction is a chosen classroom practice in some of the most successful school systems in the world, including Canada, Australia, New Zealand, and Finland. Multiage instruction has also been a proven successful strategy in Montessori programs, Charter schools, as well as many private and public schools, across the United States. The success of students in the multiage classroom can be directly linked to a focus on supporting student interest and ability. It is because of student outcomes in multiage classrooms, that many schools are revisiting this practice.

In my research study, multiage experts have identified instructional strategies which can be implemented in both the non-graded and the graded classrooms. This presentation will identify those strategies and the rationale for their success.

Elementary School Cognitive Training Cognitive Enhancement in an Elementary School Setting

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Abstract

There is mounting evidence indicating the importance of early cognitive skills on future success in both the academic (mathematics and language) and social arenas. These early skills include scanning, attention, inductive reasoning, planning, memory, and problem solving. Another line of research provides positive outcomes for the direct intervention in the development of these skills. These outcomes have been reported in both behavioral and neurological literature with follow-up studies implicating academic success several years after an intervention. The purpose of this study was to assess the efficacy of the *Children's Cognitive Enhancement Program* in improving cognitive and kinesthetic skills in an elementary school. Students were encouraged to work with an adult guide who assisted in the problem-solving process. Findings supported the hypothesis that cognitive skills can be enhanced after completing the program.

Keywords: cognitive enhancement, problemsolving, cognitive training, planning, fluid intelligence

Cognitive Enhancement in an Elementary School Setting

The relationship between different cognitive skills in the development and maintenance of academic, social, and vocational abilities has been well documented (Epsy, et al., 2004; Gathercole & Pickering, 2000; Jeffries & Everatt, 2004; Meltzer & Krishnan, 2007; Singer & Bashir, 1999). The abilities to remember, process complex information, solve problems, anticipate an outcome of decisions, and "course correct" should a decision be incorrect are essential in an information-filled environment. Described by Wertsch (1985) and espoused by Luria years ago, the human brain and the developing culture work in tandem to provide a citizen of that culture with the abilities to cope with challenges for survival in that setting.

Because of the gap between the actual use of problem solving and the relevance of skills such as looking for patterns, scanning and developing a plan of action in a technological culture, an option is to teach those skills (Feuerstein, Feuerstein, & Falik, 2010). Historically, it has been the older generation's task to teach such skills to their young, and it has been that historic passing on of information that assisted in culture's advancement (Barkley, 2012). Rather than assisting our youth in developing cognitive skills, the emphasis in the educational system has changed to teaching facts (Kellogg, 2008). However, even a brief review of the relationship between academic subjects and brain function finds that there does not seem to be one specific area of the brain dedicated to storing

mathematical facts (Dehaene, 1992; Dehaene, Spelke, Pinek, Stanescu & Tsivkin, 1999; Rubinsten, 2009), language skills (Dehaene, 2009), or original writing (Hooper, Swartz, Wakely, de Kruif, & Montgomery, 2002). Examples of these efforts have provided support for the finding that cognitive skills are precursors to the acquisition of mathematical (Blair, Knipe, & Gamson, 2008; Bull, Epsy, & Wiebe, 2008; Clark, Prichard, & Woodward, 2010; Passolunghi, 2008; Montague & Dietz, 2009) and language skills (Alloway, et al., 2006; Chung & McBride-Chang, 2011). Instead of the math or reading parts of the brain, it is the brain's complex wiring and adaptability that allows these complex behaviors to occur (Dehaene, 2009). The layering of neural circuitry from sensory input to the development of cognitive schema to observable behavior is too complex to specify a specific skill, such as reading comprehension, to become a condition to address (Collins & Rourke, 2003). An example of this is a child with not paying attention in the classroom. The behavior of not paying attention becomes the concern without consideration of underlying explanations, such as allergies, hunger, seizure disorder, not understanding the material being covered, or impaired functioning of the prefrontal cortex. An example taken from the medical field would be an individual running a temperature. It would not be the temperature that would be treated, but instead the underlying causes (Fischer & Daley, 2006). When dealing with issues of learning, it is often the symptom and not the underlying cause that is addressed. Even though most individuals would agree with this logic, the categorizing of learning difficulties continues to be placed in large categories, such as "Reading Disorder" (APA, 2000).

There are continuing efforts to introduce the teaching of cognitive skills into the formal educational process (Brown, 1997; Eaton, 2011; Fischer & Daley, 2006; Howie, 2011; Kellogg, 2008; Melillo, 2009). These efforts have received empirical support from fMRI (Gaab, Gabriele, Deutsch, Tallal, & Temple, 2007; Keller & Just, 2009) and improved academic skills of students (Gaab, et al., 2007; Jaeggi, Buschkuhl, Jonides, & Shay, 2011; Thorell, Lindquist, Nutley, Bohlin, & Klingberg, 2009). While many of these efforts are promising, perhaps the most ambitious efforts are by Rieven Feuerstein. The Mediated Learning Experience model has been reported to be successful when dealing with students with very serious learning and/or social impairments (Feuerstein et al., 2010). The model stresses the importance of "mediator" involvement in assisting the student in developing more complex problem-solving skills.

The theme of the majority of programs is to assist the student in overcoming difficulties that have been diagnosed with conditions which interfere with the learning process. There are, however, a large number of students who do not receive assistance because they are not eligible for services. Many of these students experience academic difficulties but do not meet the necessary standardized score differentiation to be considered having a learning impairment. Rather than receive accommodations, this large group of students are considered to be "slow learners" (Singer-Harris, Forbes, Weiler, Bellinger, & Waber, 2001) or unmotivated. Many of these students have been described as experiencing auditory or visual processing deficits (Singer-Harris et al., 2001), working memory difficulty (Alloway et al., 2006; Alloway,

Gathercole, Willis, & Adams, 2005; Gathercole & Pickering, 2000; Hunh, 1981), executive skills deficits (Dawson & Guare, 2004; McCloskey, Perkins, & Van Divner, 2009), impaired thinking skills (Polett, 2007) or difficulty with problemsolving (Posamentier, 2009).

There appears to be a gap between the current knowledge of how students learn and utilize cognitive skills and an empirically-based method in which pre-school and students in the first and second grades can develop those skills. Such an intervention, if implemented during the early formative years of education, could conceivably reduce the need for later remedial efforts (Alloway et al., 2006; Bull et al., 2008; Clark et al., 2010). Because of the gap in programs that can be used to assist students in engaging in effective problemsolving, the *Children's Cognitive Enhancement Program* (CCEP) was developed. By assisting the student in developing cognitive skills at an early age, the student would be better prepared for classroom instruction that would reduce the likelihood of the student falling behind in the classroom curriculum (Kohutec & Kohutec, 2012 a & b).

The purpose of this study was to assess the utility of a program that could be used during the early stages of a child's academic career. Such a program would be empirically driven and financially reasonable for parents and teachers. Instead of being a remediation program it was focused on being proactive and preventive by making it available for all students at a crucial time of cognitive development. It was hypothesized that there would be a statistically significant level of improvement in the dependent measures that were considered.

Method

Participants

Recruiting students for the study included a two-step process in that, prior to contacting parents and teachers about the study, a letter of introduction, including the research proposal submitted to the university Institutional Review Board, was submitted to the school administration. After meeting with the administration, a letter of introduction, along with the consent form, was sent to all parents of students enrolled in grades K2. From the sixty positive responses from parents, 30 students were randomly selected. This study was limited to 30 students because of time allotted for the program. A meeting was held with parents to answer questions concerning the study. During the meeting, parents were informed that there would be no compensation for participating in the study, the results would be kept confidential, and the results of the study would be made available to parents. Lastly, participant families were told that they could voluntarily withdraw at any time throughout the study's duration. It was noted that none of the participants withdrew from the study.

The age of participants at the study's onset ranged from 5.0 to 7.0 years (mean age = 6.40 years; standard deviation = .74). Of the 30 participants, 12 were male (40 %) and 18 were female (60%). None of the students had reported academic diagnoses or were being seen by a mental health professional.

Materials

Three scales from the *Woodcock-Johnson Test of Cognitive Skills—Third Edition (WJIII-Cog)* were selected as dependent measures: Spatial Relations (Subtest 3), Concept Formation (Subtest 5), and Planning (Subtest 19). The WJTC3-3 was selected because: 1) it has been well standardized with an age range from 2 to 90, 2) it is grounded in the Cattell-Horn intelligence model, 3) it is available in most schools, and 4) it provides a developmental zone for each skill assessed (Woodcock, McGrew, & Mather, 2001).

These scales were selected because of the relevance each has to specific skills essential to academic success as well as variables addressed in the research manual. Spatial Relations, a measure of Gv (visual-spatial thinking) and Gf (fluid reasoning) requires both abstract and concrete nonverbal reasoning, visual-spatial ability, and spatial scanning. Mastery of this task is essential in reading comprehension, inductive and general reasoning for mathematical achievement and basic writing skills developed during elementary school (Schrank, Flanagan, Woodcock, & Mascolo, 2002).

Concept Formation (CF), a measure of Gf, requires the student to utilize nonverbal reasoning skills, rule-learning abilities concept formation, and ability to solve problems with unfamiliar or novel procedures. These skills would be useful in both organizing math problems and using specific information in reaching conclusions after reading a passage from a textbook (Schrank et al., 2002). Planning, a measure of both Gf and Gv, requires planning and implementing a solution to a visual task. Similar to a maze test, the student must trace a complex pattern without lifting their pencil in the planning subtest. Unlike the other subtests, planning prior to beginning the task is critical to successful completion. Planning has been shown to be critical in early math achievement (Clark et al., 2010) as well as in higher-level mathematics (Schrank et al., 2002).

The *Children's Cognitive Enhancement Program: Primary Levels Research Edition* (Kohutec & Kohutec, 2012a) & *Children's Cognitive Enhancement Program Yellow Book: Primary Levels Research Edition* (Kohutec & Kohutec, 2012b) were the manuals utilized during the training phase. It is near the age of five years when many students appear capable of exhibiting a wide range of metacognitive skills (Shamir, Mevarch, & Gida, 2009). The approach utilized throughout the manuals most closely follows Fisher's "meta-teaching model" in which the student is required to explicitly state strategies prior to initiating a task. The purpose of this process is to assist in the development of self-appraisal and self-management (Fisher, 1998). Mediated Learning (Feuerstein et al., 2010) is an integral part of the program. The manuals have been used with individual students or small groups (three or four students) that are supervised by an adult or "guide". The four levels consist of a number of challenges that require the student to utilize attention, working memory, inductive reasoning. Should the initial response be incorrect, the student is encouraged to rethink the problem and develop an alternative hypothesis to the challenge's solution.

Embedded within the manuals are suggestions for the guide as well as hints for the student to assist in the successful completion of the challenges. Examples of strategies include planning, organizing, prioritizing, shifting, memorizing and reviewing the completed challenge for accuracy. Another strategy embedded in the manual is an emphasis on developing a plan prior to starting the challenge. This time of preparation prior to action is crucial because it allows the student to manage

strategies and organize the skills necessary to improve their strategies (Fischer, 1998). It was anticipated that, through systematic, consistent development of these skills across the various challenges, the student would be internalizing a model of his or her reasoning, an essential aspect of metacognition (Zakin, 2007).

Many of the challenges require manipulation of a pencil or other writing device while others require manual a geoboard and rubber bands. The importance of being able to use visual-spatial/visual-motor skills and manual dexterity was blended into the program.

Procedure

There were three portions of the study design: preassessment, completion of the CCEP, and postassessment. The author administered both assessments as well as worked with each student through the manuals. Individual sessions were held biweekly contingent upon the school calendar and the student's availability. Training sessions ranged from 15 to 30 minutes with the specific time frame for each session contingent upon the student's ability to focus. Each session started with a brief review of progress made the previous session and the strategies used to solve the challenges. While the challenges were divided into four levels, the goal of each session was mastery of the required skills rather than completion of a specific number of pages or levels per session. Some tasks, especially those in the *Yellow Book*, appeared too difficult for the kindergarten students with the student stating that it was too difficult or that turning the page to the next challenge. At those times, the guide would more directly intervene by breaking the challenge into smaller segments, sharing strategies by "thinking aloud" and/or demonstrating a strategy to successfully complete that challenge. The average number of sessions per student was 8 with a range of 5 to 10. It was observed that the older students were able to gain mastery of the tasks more quickly than the younger students. The youngest students (5.0 to 5.3) were unable to complete the manuals over the allotted sessions. The postassessment measure occurred as the student completed the manuals or at the end of the agreed upon 10 sessions.

Results

Each student completed both the preassessments and postassessments. Repeated *t*-tests were utilized to compare the changes in the means of each variable. These results suggested that the improvement in each variable was statistically significant ($p < .05$). CF ($t(29) = 5.65$; $p = .0001$) was the variable with the most significant improvement. The change of means from the pre and post measures was 11 standard score points (pre mean = 110, s.d. = 11.3; post mean = 122, s.d. = 10.6). The effect size of these two means was large with the Cohen's $d = 1.08$.

Scores on the Planning subtest were likewise significant with a pre-treatment mean of 108 (s.d. = 9.2) and a posttreatment mean of 113.2 (s.d. = 9.1) ($t(29) = 3.29$; $p = .003$). The effect size of these two measures was considered to be medium ($d = 0.51$). The pre-/post on Spatial Reasoning were significantly different ($t(29) = 2.99$; $p = .006$). The effect size ($d = 0.70$) was in the medium range. Further analysis of the data found that the effect size between the pretreatment means ranged from medium to small (SR/CF $d = 0.41$; SR/Plan $d = 0.30$; CF/Plan $d = 0.15$). However, when comparing the

posttreatment means, the effect size for CF was large (S/CF $d = 1.15$; SR/Plan $d = 0.21$); CF/Plan $d = 0.89$). These findings lend additional support to the magnitude of improvement found on the CF subtest.

Discussion

The purpose of this study was twofold: 1) to determine if cognitive skills, as assessed by the *WJ III Cog*, could be increased, and 2) to assess the efficacy of the *CCEP* in enhancing cognitive skills in students enrolled in grades K-2. Results indicated that the skills of spatial reasoning, concept formation, and planning could be increased. After the students completed the *CCEP*, there was a statistically significant ($p < .05$) increase in each of the three dependent measures considered. This study supported both hypotheses.

These findings lend evidence to the growing field of literature supporting the idea that cognitive skills necessary for success in mathematics, reading, and writing can be enhanced. The relevance of these findings cannot be overstressed in that there is potential for many, if not most, students to gain the cognitive skills necessary to succeed in the academic setting.

The inclusion of cognitive enhancement skills in the academic curriculum continues to be an overlooked, valuable portion of the educational process. Posamentire (2009) describes a distinct difference between problem-solving and strategies that may be taught from a text to solve a particular math or reading problem. While efforts to include training of cognitive skills may be found in science and math classrooms, these skills may be downplayed because of the need to teach facts necessary to successfully pass national or statewide standardized tests. It is noted that one school declined participation in the study because of that school's emphasis on preparing students for the statewide test.

While the number of students in each grade was too small for a statistical analysis, it was noted that the average number of sessions differed with the kindergarten children requiring more as well as briefer sessions. At times, sessions with the younger participants were often only 10 minutes. On the other hand, students in the second grade worked more diligently, completed more challenges each session and appeared more involved in the process. This observation supports Chevalier & Blaye (2009) who reported that, although verbal labeling enhances performance on some measures, children do not spontaneously resort to verbal rehearsal before the age of seven or eight years of age. Another variable not accounted for in this study was the time of day in which the training occurred. It was observed that kindergarten students appeared less involved in the process during the afternoon which is often recess or less structured classwork.

There remain a number of variables to consider when examining this set of data, including the location in which the study was conducted, the small sample size, the lack of a control group, and the *CCEP*'s ecological validity. Students enrolled in a parochial school are likely a unique sample for any number of reasons. While students were randomly selected from parents who agreed to participate in the study, the fact that they volunteered may also have had an impact on the sample in this study. A number of parents requested additional information concerning the program, progress their child

was making through the manuals and information concerning the pre and post assessments. The location of the specific school in which this study took place may have also resulted in students from an above average family income.

The findings are based on a sample size of 30 students which makes it difficult to generalize to the entire population of the school in which the study was conducted. While the likelihood of getting significant findings with a larger sample being less stringent, the use of a larger sample would be desirable. The selection process for these students may also make it difficult to generalize the findings from this study to a larger sample.

It is noted that the study was conducted during the school year. During that time, each student was exposed to their classroom curriculum and experienced cognitive growth as a result of maturation. While not documented statistically, it was noted that, as the school year progressed, students in the first grade as well as the older students in kindergarten became more proficient at the successful completion of tasks in the manuals. Learning the required skills to master these challenges, as well as maturation, may have contributed to this improvement. Future studies might consider including a control group to compare with the experimental group's overall improvement during an academic year.

Finally, the issue of ecological validity must always be considered in this type of research. While the students showed a significant increase in the dependent measures, changes made in the classroom and future successes in academic skills have yet to be investigated utilizing this program. A child's ability to utilize skills learned in the cognitive training sessions in the classroom is difficult and often difficult to assess (Elliott, Gathercole, Alloway, Holmes, & Kirkwood, 2010).

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The Epistemology of Organizational Ambidexterity: A Theory-of-Action Perspective

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Abstract

Organizational ambidexterity (OA) is a concept relevant to a variety of industries and business environments. It can be a tool for change, learning, strategizing and continuous improvement. Although there are many scholars devoted to this topic, it has not yet made the research to practice leap. Movement of OA as scholarly inquiry to a tool business will actually use is the intent of this paper. To this end, I will discuss the epistemology of OA. This contribution to the literature will help industry sectors understand OA in a practical way, ready for application. OA has been studied using the paradigms of post-positivism, social constructivism, and critical realism. However, OA scholars have not yet looked at the philosophical underpinning of OA as a useful concept. This paper will address the epistemology of OA to bridge the gap between OA as a research concept and theory and OA as a pragmatic theory-of-action (Argyris, 2004), useful in improving organization performance and effectiveness. To accomplish this aim, a literature review of epistemology is presented. Results of the review will be compared with other understandings of OA to produce a theory-of-action that managers and leaders can use in daily business practice. As a result, OA can become a simple yet practical tool of change, improvement, learning and growth. In this way, OA contributes to competitive advantage, helping firms develop and refine their distinctive edge.

Examining Drawing as a Meaning-Making Learning Tool

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Abstract

Literacy methods courses typically involve Literature Circles, a way for students to read fictional text and come together in small groups to explore the meaning of the genre. Students have roles within their own Literature Circle group, one of which is the Illustrator, a member draws what the group discusses as a way of capturing the conversation. I wanted to further this concept whereby teacher interns would participate in Literature Circles in my Social Studies Methods course with informational text as a way of processing their readings while insuring they did indeed read the material for the course, a problem that occurred regularly. Additionally, I wanted to calculate the value-added from Illustrator, while researching teacher interns' own learning from participating in the roles that they, in turn would ask their own students to complete. I created a survey using a Likert Scale with questions to determine if teacher interns valued the Illustrator process themselves as learners, while further asking if they believed the role of Illustrator would be valuable to their future students. This survey was given to teacher interns after they completed the role of Illustrator and was anonymous. Major results indicated teacher interns remembered the conversation and felt strongly that children would remember discussions while drawing them. This study concludes that drawing should be utilized more widely as a learning tool in the classroom.

Keywords: literacy, illustrator, reading, literature circle, Social Studies

Experienced Educators' Expectations of New Teachers

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Abstract

The purpose of this study was to examine veteran public school teachers' perceptions of factors contributing to new teachers' performance, and to explore the assumption that these expectations are similar to those of administrators who make hiring decisions. The research builds upon Bigham's (2013) interviews of public school administrators related to experiences, practices, and proficiencies contributing to new teachers' success. For the current study, public school educators who had recently served as student-teacher mentors were surveyed related to Bigham's questions and themes. Responses were analyzed for frequency levels and means, and examined for correlations with respondents' school location and experience.

Items related to professional outlook and demeanor were rated most highly, followed by broad skills and knowledge including classroom management techniques, content area knowledge (especially regarding implementation of Common Core standards), and time management skills. Relatively low ratings were given to specific skills (assessment, technology, and literacy techniques) and to experiences with student sub-groups (English language learners and extra-curricular activities). Most (but not all) findings concurred with Bigham's indication that school principals valued non-curricular aspects of teacher preparation over those related to curriculum and pedagogy. Conclusions may suggest that teacher candidates most benefit from training programs emphasizing professional demeanor and basic classroom skills. Further research exploring correlations between public school educators' expectations of new teachers and the core objectives of teacher education

programs will provide additional insight for the ongoing debate regarding the elements of effective teaching, and optimum preparation of future educators.

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Four Clinical Case Studies: The Common Variables Associated with Creating Successful Treatment Outcomes in Psychotherapy

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Abstract

This is about four clinical cases and the common variables that produced successful therapeutic outcomes in each case. These were clients treated while in the military as the Chief of Psychology Services and the Chief of Psychiatry and Neurology at an army community hospital in the Midwest. The first case was a 22-year old single male with schizophrenia. The second case was a 70-year old married female with major depressive disorder, single episode, severe without psychotic features. The third case was a 63-year old married female with panic disorder with agoraphobia, hypochondriasis, and borderline personality traits. The fourth case was a 33-year old married male with what turned out to be a surprising and unexpected diagnosis.

Online Pro

How Three Reading Teachers Flourish Within a Scripted Reading Curriculum: A Collective Case Study

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Abstract

Following the installment of the No Child Left Behind Act in 2001, schools have turned to a scripted reading curriculum to address the requirement of scientifically based reading programs for which they received additional funding by utilizing such programs. As a result, teachers within the scripted curriculum instructional realm think about students, content, and pedagogy; however, those thoughts are either obscured or blatantly discouraged due to their every move being directed by a script. As a result, this study examines three reading teachers and their instructional approaches within a scripted reading curriculum and illuminates the success that those teachers are having with developing their own teaching styles and building confidence in their teaching abilities within a scripted reading curriculum. What is found is that teachers are, indeed, able to make a scripted reading curriculum their own through the use of extrinsic rewards, the use of drama, and various levels of record-keeping systems.

Keywords: Adequate Yearly Progress, basal reading curriculum, English Language Learners, fidelity, No Child Left Behind Act, para-professional, Reading First Initiative, script, scripted reading curriculum, social learning theory

Introduction

It is widely believed that when teaching elementary children, individual needs must be met. However, in recent years, scripted curriculum has taken hold of school curriculum markets thus leaving school professionals, parents, community members, and students in a confused state of mind. For instance, if what they believed to be effective teaching practices were being proven otherwise by data, what was the answer? Why was a scripted reading curriculum being recommended by research studies? Scripted reading curriculum is defined by Bond and Dykstra (1967), the seminal researchers in scripted reading curriculum, as a commercial reading program, not the classroom teacher who determines what the teacher says during instruction and/or the particular lessons and the pace at which the lessons are taught. Due to the 2001 legislation of the No Child Left Behind Act (NCLB), school districts have pursued different avenues in an attempt to improve student learning visible in test scores. One of the avenues school districts have pursued in response to such legislation is that of using systematic sequential phonics instruction, or scripted reading curriculum, in an effort to close the achievement gap.

To further support states as they faced the demands of the No Child Left Behind Act, some states turned to the Reading First Initiative as a means for supporting curriculum endeavors. Of the 900 million dollars in state grants available, schools were only able to tap into the monetary resources if they could show evidence of using scientifically based reading curriculum to support their learners. As a result, many school districts turned to scripted reading curriculum as a way to meet student needs, obtain monetary support, and meet the rigor of NCLB, leaving critics asking such question as: Are teachers even teaching anymore? Do students benefit from this type of learning environment? How are individual students' needs addressed? These questions, along with many more, have data that point to the fact that the programs are scientifically proven to increase test scores; however, long-term effects on student interest and student achievement are in question (Milosovic, 2007). A lingering question remains of what effective reading teachers in the scripted environment do to develop their own teaching styles and build confidence in themselves and their teaching abilities if mandated to teach from a script.

Statement of the Problem

There is a gap in the literature regarding the specific processes used by reading teachers to teach effectively within a scripted reading curriculum while developing their own teaching styles and building confidence in their teaching abilities. Therefore, leaders in educational administration must consider what strategies, techniques, and practices reading teachers use within a scripted reading curriculum that have allowed teachers to develop their own teaching styles, build confidence in their teaching abilities, and improve student reading.

The research regarding scripted reading curriculum clearly indicates that teachers are not allowed deviation from the script provided for each daily lesson. Reeves (2010) points out that teachers are required to deliver instruction strictly by reading and acting from the publisher's pre-written script. For example, a teacher using a script, might present a lesson on Irregular Words from the SRA/McGraw Hill curriculum (2009a, p. 195), using the following verbiage.

1. Touch the first word in Part 3. [Visually confirm that all students are touching 'Emma.']
2. That word is Emma. What word?
(Signal.) Emma.
 - Spell Emma. (Signal for each letter.)
E-M-M-A.
 - What word? (Signal.) Emma.
3. The next word is anyone. What word?
(Signal.) Anyone.

With evidence pointing to the fact that teachers are directed to teach in a very specific language, with very specific actions, and with a very specific set of skills, it leaves little room for deviation in meeting student needs, for teachers to develop their own teaching styles, and for teachers to build confidence in their teaching abilities. Furthermore, the gap in literature is evident through the fact that the

curriculum does not allow for teachers to develop their own style in their teaching through scripted reading curriculum.

Review of the Literature

There are clearly two sides to the scripted reading curriculum body of research: those for and those against. Some schools are desperate for answers based on low-achieving standardized test scores, a lack of funds to support curriculum initiatives, or even mandated consequences due to continued inability to meet adequate yearly progress (AYP). Garan (2009) states, "The declared rationale behind the scripting of programs is that teachers are incapable of making decisions that affect the children in their own classrooms" (p. 83). While the line has clearly been drawn in the sand separating the two sides, points can be made both for and against scripted reading curriculum.

Opponents to scripted reading curriculum are never too far away. For example, Demko (2010), a clear opponent to scripted reading curriculum, claims that "We need to consider what is best for kids, not for test scores and administrative control" (p. 60). Dresser (2012), also an opponent of scripted reading curriculum suggests that the scripted approach keeps learning and education at a superficial level by narrowing opportunities for teachers and students to be innovative, causing children to be underprepared and teachers to be disillusioned about their profession. On the other hand, the government promotes curriculum that is research based.

Garan (2009) makes some interesting arguments against the use of scripted reading curriculum. For example, a single method does not work for all students due to their uniqueness, the fact that teachers are intelligent; whereby, they should be a part of the educational process, not readers of a script, the consideration that teaching is an art and a science; therefore, teachers should be allowed to act upon students' growth and development as well as their strengths and needs, and scripted reading curriculum material is decades old and has been tried and rejected once, so why try again. As a result of negative perceptions about scripted reading curriculum companies, schools, districts, and states, may feel pressured to adopt this method based on research findings. However, are they reading the research, or just reading what someone says about the research?

While many are in opposition of scripted approaches to reading instruction, the funding from the federal government certainly makes it clear that this type of reading instruction is to be implemented. For example, the Reading First Initiative, authorized by the No Child Left Behind Act of 2001 (2002), supports schools in an effort to help all students achieve mastery by the end of third grade with grant monies when they commit to using these research-based reading curricula, scripted reading curriculum. Furthermore, in 45 states, President Obama and Secretary of State Arne Duncan granted waivers thereby allowing those states flexibility in meeting some of the requirements under NCLB, such as a waiver to the mandate requiring 100 percent of students to achieve reading proficiency by 2014 (USDOE, 2014). Garan (2004) points out some of the pros for scripted reading curriculum. First, she (Garan, 2009) suggests that with the standardization of the curriculum, teachers do not need to plan or make decisions. Additionally, all grade-level teachers should be on the same page at the same time, leaving little room for a teacher to get off track, or for an

administrator to not be aware of what is being taught. Garan (2009) also suggests that when schools are saturated with scripted or even tightly-controlled reading curriculum, teachers do not need professional development in a variety of areas; thus, cutting costs. Finally, if new-age teachers are simply teaching from a script, it is possible, and likely, that school districts may consider paying lesser wages than if they needed to specialize in a certain areas (reading).

The idea of scripted reading curriculum is not an educational fad developed overnight in response to one of the largest educational policy revisions in United States history, the NCLB Act of 2001. In fact, scripted curriculum has been in place for decades. However, with the rigorous demands of the NCLB Act, suggesting that schools must meet AYP every year or face harsh consequences, school districts opt for what they believe works. Through hundreds of research studies conducted, the prevailing curriculum recommendation from those studies suggests educators should be using a scripted reading curriculum, one that focuses on systematic, sequential phonics instruction. However, Demko (2010) points out that the large body of research indicating scripted reading curriculum is paramount to meeting the needs of today's learners was brought about by paid researchers which illuminates the fact that some of the research may provide skewed data. Furthermore, in trying to ensure all students' needs are being met, many challenges present themselves. In fact, student-teacher relationships, student engagement in their learning environment, and even playing fields are some of the greatest issues in the scripted reading curriculum arena.

Such challenges presented to teachers as student-teacher relationships, student engagement, and even playing fields do pose difficult dynamics for teachers to work through. For example, Parsons and Harrington (2009) boldly state that children attending Title I schools are receiving skill and drill, low-level teacher-directed literacy instruction that they would not personally teach their own children through scripted reading curriculum; therefore, they feel strongly that no one's child should be taught through such means. The question remains about how teachers touted as effective reading teachers, in scripted reading classrooms, are able to succeed in developing strategies for teaching to their students and developing their own teaching philosophies.

Methodology & Data

This study used a collective case study method with three teachers as each individual case. The collective case study strategy provided a view of how three teachers' use of scripted reading curriculum allows teachers to develop their own teaching styles and build confidence in their teaching abilities within a scripted reading curriculum. Some may argue that any school maintaining fidelity to a scripted program would have similar results; however, generalizations are not typically made in case studies due to the smaller population size which makes it difficult to generalize to a larger population. Furthermore, it is not the purpose of a case study to provide generalizations (Yin, 2012). In order to fully respond to the research questions, determining what and how teachers teach is critical; whereas, data must be presented in the form of teacher statements and opinions, evidence through artifacts, and through observational data pertaining to methods effective teachers use when teaching through scripted reading curriculum.

Due to the qualitative nature of this study, there was a triangulation approach used for data collection. The first data collection method used was recursive teacher interviews. In addition, artifacts were gathered to support the research questions. Finally, observations in elementary scripted reading classrooms were conducted to determine potential deviations from the script and teachers' methods and individualization of teaching style.

Three types of data were collected: interview data, observational data, and artifacts. Therefore, following a careful transcription of all interview data, a constant comparative data analysis ensued. Considering the triangulation of data collection, there were many different means for analyzing. However, the selection of analysis strategies included a constant comparative method, which included three levels of coding: open coding, axial coding, and developing themes.

Discussion

These case studies examined three elementary reading teachers who teach from a scripted reading curriculum, have more than a year of experience, have been trained by the curriculum company's trainers, and were highly valued by their building principal. The primary focus of the research was on how reading teachers develop their own teaching styles and build confidence in their teaching abilities within a scripted reading curriculum to improve student reading. In what ways have teachers developed their own styles while maintaining fidelity to the script? Educators may speculate about the improbability of teachers being able to reach all individual students through strategies, techniques, or practices. However, the only way to know for sure was to interview and observe exemplary reading teachers who have come to know the scripted reading approach well through professional development, by teaching, and by following-through with the curriculum at its original intent. MacGillivray et al. (2004) suggest that teachers must teach only as the curriculum specifies to ensure each teacher is on the same page as their peers. Essentially, the three teacher-participants for this study reflected on their own progression in teaching to the extent that they focused on specific strategies, techniques, and practices they deem effective for improving individual student reading within the scripted reading curriculum.

Through specific interview questions, direct observations, and gathering of relevant artifacts, the researcher intended to paint a picture reflective of the investigation of the strategies, techniques, and practices that three reading teachers use within a scripted reading curriculum that allowed them to develop their own teaching styles, build confidence in their teaching abilities, and improve student reading. The researcher's intent was to present the findings in such a way that the results would be relevant and would advance the knowledge base for educators.

Upon conclusion of the data gathering and analysis phases of this study, some common trends emerged. First, all three participants clearly *add to* the curriculum in an effort to make adjustments for the learners they teach; however, none of the participants take away from the curriculum in any way. Second, adjustments are made for behaviors, staffing issues, levels of learners, and classroom management by all three participants. However, individual adjustments were made by all three participants for their individual teaching styles and the needs of their students as well. Finally, while

the focus of this study was on the development of teaching styles and the building of confidence in teachers' abilities within a scripted reading curriculum, it was necessary to look at the individual strategies, techniques, practices, and deviations within that curriculum by three individual teachers as well as the collective unit of participants.

The purpose of the study was to investigate the strategies, techniques, and practices that three reading teachers used within a scripted reading curriculum that allowed them to develop their own teaching styles, build confidence in their teaching abilities, and improve student reading. Of particular importance when looking at the strategies, techniques, and practices the teachers used in the scripted reading curriculum was what types of deviations in support mechanisms that reading teachers described as effective and how the teachers responded to individual students' performance deficiencies. The findings uncovered multiple strategies and techniques that three teachers utilize within the controversial scripted reading curriculum. For example, all three teachers found strategies that worked in their classroom with their individual sets of students. Not all strategies were the same in every classroom, despite the nature of a scripted reading curriculum to ensure all teachers are teaching the same lesson at the same time (MacGillivray et al., 2004). Furthermore, the results illuminated possibilities for future research.

While there was no one size fits all approach to the use of strategies, techniques, and practices the three reading teachers use within their scripted reading classrooms, all three teachers found strategies that allow them to develop their own styles, build confidence in their teaching, and to improve student reading. Some strategies came from the curriculum itself; however, most strategies came from background experiences or trial and error. Each of the participants from the study took into account the students they were teaching when determining what to try and when to try it. For instance, one participant's reading classroom was made up of students who were reading below grade level. Therefore, she added in classroom management elements, grading elements, and an extreme level of reliance on data. However, a different participant, who had students who were at or above grade level, used what she called "drama" to add a level of excitement for the students. On the other hand, the third study participant used past teaching experiences to guide her scripted reading lessons.

Study Limitations

The qualitative nature of this study limited the idea of transferability or generalization; however, that was not the purpose of this particular project. Rather, the researcher set out to find ways that effective reading teachers are able to build confidence and maintain their own teaching styles within the strict confines of scripted reading curriculum. While the case study strategy utilized in this body of research would not directly relate to the scripted reading classrooms as a whole, it did showcase how the strong and experienced teachers in one building effectively taught using scripted reading curriculum.

While a case study tends to lack generalizability, it could easily be suggested that any teacher maintaining fidelity to a scripted program may have similar styles and strategies in place; however,

further research would be necessary to validate the suggestion. In the case of scripted reading curriculum, the author has only observational experience with the style of curriculum for reading; no first-hand teaching experience with scripted reading curriculum; however, scripted math curriculum has been taught first-hand. Furthermore, the study itself has the potential to directly influence decision-making of other school districts, illuminate the need for professional development within their building, or to drive further research. For instance, the use of this research showcased the fact that there are some definite strategies in place. A limitation in this finding is that the effectiveness of those strategies is now in question. To combat these limitations, a follow-up research study utilizing a mixed methods approach would be recommended by the researcher.

Suggestions for Practice

Due to a small sample size when conducting qualitative research, it is impossible to generalize to a larger population. However, based on this study of how reading teachers develop their own teaching styles and build confidence in their teaching abilities within a scripted reading curriculum, practical suggestions can be made based on the effectiveness of the study participants. For example, all three participants used motivation to engage learners, developed classroom management systems conducive to the type of students they taught, and used strategies that might work for other education professionals as well.

First, motivation was a factor for all three study participants. Due to the fact that their students were not yet intrinsically motivated, the participants utilized forms of extrinsic motivation. For instance, Participant A focused on sticker rewards, Participant B implemented a Token System, and Participant C utilized candy rewards for her struggling students. Therefore, offering extrinsic rewards may be a valuable asset for some teachers.

Next, the importance of developing a clear, strategic classroom management system would be extremely important for teachers implementing scripted reading curriculum. Due to the length of time students are expected to attend to task (minimum of 90 minutes at least once each day), students may find it difficult to maintain the expectations of the classroom teacher. For instance, Participant B implemented the STAR Rules (see Figure 1) as part of her classroom management system during scripted reading curriculum.



Figure 1. STAR Rules

Finally, the participants in this study implemented a number of strategies that might be helpful to another teacher who is trying to develop confidence and find their own teaching styles

within the scripted reading curriculum. The use of data to drive instruction, asking a reading coach to observe a teacher's style of teaching in an effort to provide feedback, and developing checklists to ensure at least minimal expectations are being met may also be helpful strategies for educators. Participant B relied heavily on drama, through expression and gestures, to aid in storytelling during modeled reading; therefore, gaining confidence, practicing in front of a mirror, or video-recording classroom instruction might be necessary for successful implementation of this strategy. Furthermore, the use of conducting daily checkouts for students during independent class time was modeled by Participant C in her work with struggling readers. The use of daily checkouts sets the expectation for accountability and allows for teacher interaction in a one-to-one setting. Finally, for students whose needs are not being met in the general classroom setting, the use of intervention groups or a double-dose of the reading block may offer students an extra opportunity to close the gap between that of themselves and their at or above level peers.

Many strategies are available that could be utilized by any teacher teaching from a scripted reading curriculum; however, due to the minimal number of participants in a case study, the results cannot be generalized. To further generalize to a larger population, a follow-up study, with a much larger sample, would need to ensue. However, based strictly on data and what worked for the participants of this study, the use of strategies, a clear classroom management system, and motivational strategies may offer support to other educators teaching from a scripted reading curriculum.

Recommendations for Further Research

Based on the current study, three recommendations for further research emerged: the use of motivation, the necessity of additional classroom management training when using a scripted reading curriculum, and a comparison study of the effectiveness, measured by retention, of various reading curricula. There is a strong connection between the data collected during the research project, the study limitations, and the recommendations for further research. Further research is necessary to be able to offer solid recommendations that can be generalized as a way of furthering the field of education knowledge base.

Motivation was highly utilized by all three study participants; however, the type of motivation used was primarily that of extrinsic motivation. Is extrinsic motivation more effective than intrinsic motivation? How do educators move students from extrinsic rewards to being intrinsically motivated? Are all teachers teaching from a reading script using extrinsic motivation as their primary source of attention getting, and keeping, as well as motivating learners? The only way to effectively answer these questions would be to conduct a literature review and a research study.

Next, each study participant clearly developed means for classroom management that worked within the scripted classroom approach. Garan (2009) suggests that when a scripted reading curriculum is in place, it virtually eliminates the need for professional development in reading. However, because students may have more difficulty attending to task, would the use of professional

development be more beneficial if it were focused on the area of classroom management and engagement strategies within the scripted environment?

Finally, the current study focused on solely on how teachers develop their own teaching styles and build confidence in their teaching abilities within a scripted reading curriculum; however, readers are left with the question of what is the most effective type of reading instruction. What is the most effective type of reading curriculum with regard to student retention? Conducting a longitudinal study of students' gains and retention of skills in reading would be beneficial in responding to that question.

Conclusion

The primary research question asked, *How do reading teachers develop their own teaching styles and build confidence in their teaching abilities within a scripted reading curriculum?* The three participants in this study demonstrated that they used data, motivation, and classroom management techniques to meet their own needs and those of their students. However, other factors were at play as well, such as departmentalization, planning and preparation, drama and acting, and intervention groups. What became abundantly clear is that all three teachers had their own styles, and while some of their ideas were across classrooms, most did what worked best for their style and their students, exactly what many would agree characterizes good teaching.

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Online Proceedings

Human Diversity and Dialogue: Building Bridges for Social Justice

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Abstract

Finding ways to connect with others who are different from us is an important tool in the struggle for social justice. The importance of dialogue as a means to build bridges of connection between people is becoming increasingly apparent. Joan Blade (<http://www.livingroomconversations.org/>) founded Living Room Conversations as a way to "revitalize the art of conversation among people with diverse views and remind us all of the power and beauty of civil discourse". This presentation will explore

how one university incorporates adapted Living Room Conversations as part of the pedagogy to teach about human diversity and social justice. Increasingly on college campuses, the convenience of social media eclipses the importance of authentic human relationships. Students tend to learn and live in silos of segregated disciplines; operating in fragments rather than in wholeism. While most students would admit to wanting the world to be a better place and valuing equality in theory, they may graduate ill-equipped to bring unity and problem solving capacities to their communities. They may have forgotten (or never been exposed to) dialogue as a way to manage or mitigate conflict. The authors teach a course which explores not only the mechanisms that allow social injustice to exist at the individual, institutional and societal levels, but also requires students to plan intervention strategies to promote justice and advocacy. The building blocks of such interventions used in this course are civil discourse, authentic interpersonal relationships, and an appreciation for wholeism.

Online Proceedings

Implementing Educational Technology in the K-12 Classrooms

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The new technology culture of recent decades has changed the way students learn as they have been connected increasingly to the technology mediums for support and have mastered their use as learning tools. Technology access is increasingly available to engaged and empowered learners in K-12 schools. Creating and empowering learners in an Electronic Learning Community is the goal of many instructional designers. By most accounts, it could be argued that the very essence of a virtual learning environment is the creation of a web of learning, a network of interactions; where the process of knowledge acquisition is collaboratively created and where evidence of critical thinking and empowerment are desired and this leads to effective instructional outcomes. Conrad and Donaldson (2004) speak about the “engaged learner” which includes, “active learning, social cognition, constructivism, and problem-based learning, all of which are student-focused learning with an instructor-facilitator environment” (p. 3). To accomplish these kinds of learning environment, instructional websites should therefore focus on the learning and de-emphasize the bells and whistles that do not add to instruction.

The internet though a good learning tools, there are however, some ethical issues involved in bringing the World Wide Web into the classroom. These problems include ethical and copyrights issues. The general safety of students in Kindergarten through twelfth grade is also a concern when using the internet for instruction and learning. This paper discusses technology implementation in K-12 settings and provides guidelines for technology policy in schools.

Code of Ethics in Writing

Online cheating is an associated problem with technology. With technology in the classrooms, it is probably easier to plagiarize information found on personal and professional websites than it is with books. A common theme that occurs in most cases is confusion between what is research and what is plagiarism? Cambridge University Press (2004), an online dictionary, defines plagiarism as “to use another person's idea or a part of their work and pretend that it is your own.” Furthermore,

Merriam-Webster, Inc. (2005) defines plagiarism as “to commit literary theft: present as new and original an idea or product derived from an existing source.” Plagiarism has been a problem in schools for a long time. It is getting more sophisticated. Some students cheat using instant messaging and text messages in the classrooms even during examinations. Teachers have attempted to minimize and eliminate plagiarism in their classroom. In higher academic institutions, plagiarism could result in the student being expelled from that academic institution. In the business and research communities, plagiarism could result in legal action. Most K-12 schools do not have policy in place for plagiarism and students in most cases do not understand the concept.

To prevent plagiarism the teacher should do several things. Explain what plagiarism is to the students. The Plagiarism.org website (iPlagiarism, 2003) provides resources for students and teachers . Create clear and concise consequences for plagiarism. Finally, require students to follow the appropriate writing ethics requirements in their assignments and projects. The code of ethics in writing requires that credit should be given to whom credit is due, this include proper referencing. It is very important to discuss the potential consequences of plagiarizing written work. These consequences should be quite severe such as failure of the assignment. It could also result in the failure of the class.

Copyright/Fair use Guidelines

When one thinks about copyright, what comes readily to mind are books and music. However, Ashcroft and Congressmen Boucher and Campbell introduced the Digital Millennium copyright Act which makes it clear that fair use extends to digital environment (American Library Association, 2006). In 1998, the Digital Millennium Copyright Act (DMCA) was signed into law. In today’s Electronic era, where most searches starts with the web, everyone should be aware of the copyright basics. Copyright laws should be posted in the classrooms and computer labs where there is access to the internet. Copyright laws protect the creativity of authors and inventors. Students should be made to know that, that something is on the internet does not mean it is free. Works on the internet are the property of authors and writers. The U. S. Constitution (Article 1 and 8; Clause 8) states: “The congress shall have Power . . . To promote the Progress of Science and useful arts, by securing for limited times to Authors and Inventors the exclusive Right to their respective Writings and Discovering” (The United States Constitution Online, 2006).

As for web site designed specifically for instructional use, it is important to include a copyright notice and/or restrictions of use when information is posted on such web sites. Since for those aware of these laws, it is frustrating when there is an information on the internet and teachers and students are not quite sure of the fair use of such information because there is no copyright notice found anywhere on the site. One is therefore not sure whether to use it or not. Educational website designers that include teacher’s websites are encouraged to display copyright notices for visitors. It helps to serve as a reminder to the students and other young adults visiting such sites of the fair use policy.

Graphic use is usually not mentioned when discussing copyright issues. Copyright laws also protect graphics. Annbell (2005) offered creative and ethical use of graphics by students and

teachers. One way is to give credit to the designers of these graphics. However, another suggestion that Annbell (2005) used in her classroom is to encourage students to generate their own images by involving the art department. Speaking of integrated learning, this is one way of integrating technological into classroom activities. In Annbell's (2005) classroom, students enjoy developing their own graphics which becomes custom design and tailored to what they need and like. The teacher can then help the students by protecting their intellectual work using the appropriate copyright protection notice.

Internet safety

Obscenity on the internet is a big issue for educators of young children. Adult pornography sites are required to have firewalls. The Children's Internet Protection Act (CIPA) was created to protect children against online information considered harmful. It is however difficult to get the culprit to justice because the law punishes only commercial distribution of materials harmful to minors and websites. That is, the law applies only to websites and not to chatrooms, email, or newsgroups. There are various programs to filter what gets to the screen such as *NetNanny*. The problem is that none of such programs work hundred percent, and when they do work they sometimes filter out non-pornographic materials because of the key words plugged in the search.

There is no perfect solution for children safety on the net, however; tips include separating internet terminals that minor use. The latest Internet filters for schools includes the software *Deep Freeze* produced by Faronics Technologies which preserves original computer settings. It is used with a firewall. No matter what changes a user has made to a workstation, each restart eradicates all modifications and resets the computer to its original state. This ensures the network is free of harmful viruses and unwanted programs. The newest feature of the *Deep Freeze* program is the "automatic scheduled Windows Updates; and capacity to run scheduled batch files such as updating antivirus definitions" (McCarthy 2005, p. 2). McCarthy in his article explained how this could be used as an effective web safety for unsolicited information on the web. The unique component is that it can schedule automatic shutdown and restart, which saves money and energy for multi-user workstation environments such as a school or office.

Another Firewall software, the *Total Traffic Control program*, produced by Lightspeed Systems offers monitoring, reporting and content filtering (Murphy 2004). This program includes *Desktop Security Agent software* that protects against known and unknown threats. The key is that internet should be safe for those savvy learners out there.

Acceptable use Policies

For home use, computers could be placed in common areas or a no use without parental supervision could be the rule at home. This rule however, may be difficult to monitor when both parents work outside the home and have less supervision of children computer-use activity. As for schools, teachers could send permission forms signed by parents for school use. The most important step for teachers and school administrators committed to integrating technology to the classroom is to develop a comprehensive and easily understood policy for Internet usage. A school-wide policy approved by the school district should be in place. In that way, a committee rather than one person writes the technology policy for the school system. Therefore, each item on the policy is thoroughly checked for clarity. The students' age should also be considered so they understand what the policy says and means. Detailed standards of behavior and appropriate use should be stressed. School

districts should also outline the legal issues involved if policy is not adhered to, especially in the parent's copy of the policy. It is always a good idea to remind users that Internet use in schools is a privilege and not a right.

Net Etiquette is an area that is not frequently outlined in internet policies, especially if it is been used as an online instruction where students will discuss issues. It is very important that they are polite and consider the effect of their message to others in the classroom. Written messages could be easily misunderstood in an online learning environment. Net Etiquette should also be included in school policies.

Conclusion

When these implementation issues and policies are considered, integrating technology into the classroom instruction adds rich, vivid colors and stunning visual aides for the visual, auditory, and the kinesthetic learners. Let us also not forget the overall convenience of technology to the special needs and to all other students. A good policy clarifies student rights and expectations. It also limits liability for the school.

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Improving Preschool Family/Student Motivation and Achievement through Multicultural Teaching and Learning

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2. Phi Kappa Phi Honor Society
3. Delta Kappa Gamma Elmore County Teacher Organization: Jr. Miss/Distinguished Young Women Scholarship Program
4. Elmore County Leadership Academy
5. The National Honor Society for Leadership and Success
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Abstract

During a one-week research project at a university early childhood center located in the Southeast United States, the researchers collaborated with parents and educators to explore the effects of including 10 multicultural educational experiences to familiarize 20 three- to five-year olds about the diversity and family practices of the Chinese, Korean, African-American, Hispanic, and American cultures. Findings for this qualitative study were synthesized from videotapes of children's spontaneous interactions and from data collected during observations of classroom instruction as

well as interviews with parents, children, and student teachers. The purpose of this exploratory study was to forge trusting partnerships between parents (of five distinct cultures) and educators in an effort to meaningfully incorporate each child's household and cultural knowledge within classroom instruction. The aim of this study was to enrich the children's regular classroom learning with developmentally appropriate activities that instilled in them a greater knowledge base of people around the world. This study illustrates the intrinsic value of classroom teachers integrating multiculturalism within daily classroom routines. I would also like to share my experience with multicultural teaching and learning experience from studying and working in schools in Sydney and Tasmania, Australia over a three-week period. I was able to learn and work with students from many different cultures from around the world. This relates directly to this study because I will be able to share ideas from Australia to incorporate multicultural teaching and learning effectively into schools.

Online Proceedings

The Influence of Power Sources and Opportunism on Power, Dispute, and Satisfaction

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Biography

Mohammed Y.A. Rawwas is Professor of Marketing and Senior Fulbright Specialist at the University of Northern Iowa in the U.S.A. He has taught as Visiting Professor at a range of institutions in Austria, Brazil, Chile, China, France, Germany, Hong Kong, Japan, Lebanon, Russia, and Trinidad and Tobago. His areas of research include consumer and business ethics, health care marketing, cross-cultural studies and marketing channels. He has published across these areas more than 45 manuscripts including works in Journal of Business Research, International Marketing Review, Journal of Marketing Education, Journal of Business Ethics, European Journal of Marketing, and International Business Review.

Abstract

This study investigates the casual relationships among suppliers individual power sources and their impact on power, productive and ineffective dispute, and ultimately wholesalers satisfaction. By using these power sources individually or by combing some of them, suppliers may manage dispute and boost wholesalers satisfaction. For example, the use of opportunistic and/or coercive power sources may intensify dispute and eliminate satisfaction. On contrary, the use of reward, referent, legitimate and expert power sources may individually or their combination decrease dispute and boost satisfaction. Data were obtained from a survey of 106 drug wholesalers about their relationships with drug suppliers. Results showed the following significant results: (a) the use of rewards on referent and expert power sources; (b) use of opportunism on referent, expert and legitimate power sources; (c) use of coercion on power; (d) use of opportunism on power; (e) use of reward on dispute with a productive outcome; (f) use of opportunism on dispute with ineffective outcome; (g) coercion on satisfaction; (h) referent on satisfaction; and (i) managing a dispute with a ineffective dispute on satisfaction. Implications will be discussed in the conference

Investing in Yourself: One University's Leadership Models

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Abstract

Looking at higher education institutions today, one constant that is readily noticed is change. Change is indeed inevitable in all organizations; however, we can temper that change to include growing our own successor in order for our leadership components to continue and provide continuity in the workplace. Smooth management transitions are infrequent and when a leader leaves or retires, no matter if a vice-president, supervisor, manager, chairperson, director, often, there is no one prepared to replace them. Succession planning and/or leadership development models have been accomplished at one university will be discussed in this paper.

KEYWORDS

Leadership, succession planning, leadership development

One of the keys to success in any organization is having a leadership training program that provides a conduit into a promotion or administrative position. Succession planning programs or leadership training programs identify and recognize talented employees before the competition can lure them away. This type of coaching provides continuity in the growth and vision of an organization and in the smaller venue provides continuity within departments. Whether your organization calls this type of leadership program succession planning or simply grooming employees for administrative roles, there is no single approach that can be used for all organizations.

INTRODUCTION

In a higher education setting, there are many instances where leadership training can facilitate the movement of employees from faculty or staff positions into administrative roles. There is a constant

demand for competent leaders in all organizations; but, building an effective leadership training strategy can be challenging. In the paragraphs that follow, several models that provide experiences for leadership training will be discussed.

According to the Center for Creative Leadership (Wilson, 2011), an investment by managers or supervisors of 70% leadership assignments, 20% developmental relationships in the organization and 10% leadership training and coursework is necessary to guide employees toward a leadership mentality. However, this rule does not provide detailed guidance about specific types of work experiences that provide the most learning and growth for employees and does not indicate the leadership lessons provided by the experiences (Wilson, et.al, 2011). Although this rule provides some awareness of the different types of experiences necessary for leadership development, many organizations still do not have systematic plans in place to groom leadership.

Wilson (2011) identified one global collaborative effort as five basic sources of leadership developmental experiences: 1) bosses and superiors, 2) turnarounds, 3) increases in scope, 4) horizontal moves, and 5) new initiatives. Role-modeling by bosses and superiors was considered important because observing and experiencing how a supervisor behaves and handles disputes in the workplace provides an approach for employees to model. These supervisors can play distinct roles: positive role models, teachers, catalysts, mentors, or negative role models who have a positive impact (Wilson, et.al, 2011). The second type of leadership experience deals with turnarounds or repairing an organization that is floundering or in decline by changing the institutional structure as well as its culture. Promoting and increasing an employee's responsibility to provide for a wider scope of financial and human resources is what is meant by increases in job scope. Horizontal moves calls for new expertise and new experiences as an employee transitions to a new line of work within an organization. Lastly, new initiatives are those leadership experiences that expand the employee's interaction to a broader area or geographical location extending the scope of the business at hand (Wilson, et. al., 2011).

Another successful leadership program was developed by Susan Schaeffler (Olson, 2008) of the Charter School Network. Her premise is that in order to provide continuity and successful leadership, each of her schools is equipped with two vice-principals so that if one principal leaves or retires, there is another person ready and willing to take over. This process, called *Fisher Fellows*, was the first in leadership development followed closely by other initiatives such as *Principal Prep Pathway*, *Teacher Leader Pathway* and *Mile Family Fellowship pathway*, each providing leadership opportunities for individuals at all levels of the Charter School Network (Olson, 2008).

Many community colleges and universities have also begun to plan for the retirement of baby boomers by producing their own leadership programs to help alleviate the leadership drain that may be approaching. Two individuals, Scott and Sanders-McBryde, played a part in a community college leadership development program and offered useful pointers for community colleges that are planning to have leadership development or succession planning program. They list five principles that would apply to all leadership programs for community colleges: 1) college administrative support promotes a significant succession planning outcome; 2) never consider your leadership

program a class; 3) avoid the in-house crowd; 4) form a team in deed, not in word; 5) challenge your administration to implement as feasible (Scott & Sanders-McBryde, 2012).

How do individuals gain knowledge and experience in leadership? Individuals that are being groomed for leadership roles need to be in a position to learn the job from the ground up. These individuals may not always have the prerequisite skills for certain positions, but they are expected to learn what it takes to perform the job which may be measured in years not in months. Some ways to identify leadership characteristics in future leaders are to look for: vision, character and integrity; performance talks louder than promises; leaders know how much they don't know; must be able to communicate well vertically and horizontally; should bear the blame and bestow the credit (Seeds, 2013). The process of creating new leaders begins with their first leadership role. It is in this position that the individual can make the transition from contributor to leader (Wilkins, Snell & Thomas, 2012). Individuals may lack the initial confidence in their skills to handle all the challenges that are set before them, yet these individuals are the very people that provide the leadership among employees who are responsible for the execution of the strategy and those senior managers and executives who define corporate strategy. So a leadership program should include recruitment to area leadership talent; assessments to evaluate leadership capabilities both internally and externally, performance management to monitor and make course corrections in developing leaders; internal mobility to provide development and promotion opportunities; succession planning to avoid future leadership gaps; career planning to allow employees to understand their leadership options and set their own development goals and development to create in-role mastery and accelerate high-potential leaders (Wilkins, Snell & Thomas, 2012).

In order to establish the competencies noteworthy to initial leadership achievements, Development Dimensions International, Inc. performed more than 700 job analyses. The competencies identified included managing relationships, guiding interactions, coaching for success, coaching for improvement, influencing, delegation/empowerment, judgment, problem/opportunity analysis, and planning and organizing (Wilkins, Snell & Thomas, 2012). In a similar leadership training program, the following abilities were listed as critical for leadership: communication, creativity, vision, image and ability to see how their specialized skills fit into the total organization (Andrica, 1994).

"Education leaders want to accomplish goals that matter, inspire others to join them in working toward those goals and leave a lasting legacy" (Hargreaves & Fink, 2004). In their article, *Seven Principles of Sustainable Leadership* (2004), they list seven principles from their study that define sustainable leadership which are: 1) sustainable leadership matters, 2) sustainable leadership lasts, 3) sustainable leadership spreads, 4) sustainable leadership is socially just, 5) sustainable leadership is resourceful, 6) sustainable leadership promotes diversity, 7) sustainable leadership is activist (Hargreaves & Fink, 2004). Using principles from all these different models will assist in creating a leadership program that is slated for success.

Patricia Nugent (2008) indicates that succession planning in public education is not a straight transfer of skills. "Teachers tend to be exclusive, wanting only those who have risen from their ranks to be administrators. In some cases school counselors, social workers and school psychologists, with skills

in mediation, conflict resolution and facilitation are often rejected out of hand based on a lack of classroom experience” (Nugent, 2008). Although this should not be the case, many times search committees do indeed single this out as a deficiency in individual applicants. Another item that tends to occur in some cases is that even the elite and smartest individuals, simply don’t wish to transfer given the minor difference in salaries for the amount of work to be done.

One key element to grooming your successor and guaranteeing their success is to surround yourself with talent. Begin by developing the leadership of several different individuals by mentoring and teaching them how you do your job or different facets of your job. Lead with transparency so that these possible successors understand what your job entails and how you navigate through the challenges. Provide these individuals with lists and contacts for completing tasks so that they are able to take over certain responsibilities as soon as possible. Once you have transferred as much knowledge as possible, then it is time to get out of the way and allow them to begin to make their way in the new environment (Hurt, 2012). “The sole purpose of mentoring was once career advancement and promotion, which explains why mentoring was often seen as merely an activity to groom the next generation of leaders. The goal of mentoring today has shifted to focus on helping someone gain new insights and abilities (Emelo, 2011).

MODELS FROM ONE UNIVERSITY

Recognizing the talent within an organization and grooming those employees to take on greater challenges gives an organization depth and strengthens the very foundation of the enterprise. Because good leaders surround themselves with talented people, they are not afraid to bring others along. Doing this insures the success of the organization and the ability to attract and retain employees.

The authors examined attempts made by a mid-size university in South Texas to recognize this talent and groom employees to take on greater challenges. This particular university is geographically isolated with the closest major metroplex approximately five hours away. Enticement and recruitment of faculty and professional staff is often difficult because of its location in the state. The university is faced with identifying and nurturing future leadership talent as a primary concern. Two faculty leadership models, *Provost Fellows* and *ULead*, and one staff model, *The Next Generation*, were identified as being successful. These model projects are applicable in other universities regardless of the size of the organization.

Faculty Leadership/Grooming Initiatives

The first project is entitled the *Provost Fellows* initiative which was designed to encourage faculty to consider administrative and supervisory roles. The project funds two to three fellows each year. Faculty have an opportunity to apply and be selected based on their interest in helping to solve a particular administrative need. Administrative needs have ranged from designing a freshmen year experience program, researching and proposing policy for the central administration of all academic on line course development, approval, and implementation, reviewing and redesigning a comprehensive assessment and data management system for all academic program to meet accreditation requirements, and creating of a faculty resource center for instructional support. If selected by the Provost, faculty receives release time, a modest stipend and one year to submit their

recommendations. In some cases, an extension of time is allowed. In the process of completing their task, faculty become acquainted with university senior management, attends executive level meetings and learn to navigate the university administrative protocols.

This leadership initiative serves to meet critical university needs that the university has identified; but just as importantly, provides faculty with a taste of administrative responsibilities and leadership. To be selected as a *Provost Fellow* rewards faculty, motivates faculty into considering a leadership role in their university and helps identify future leaders for the organization. While the individual focuses on a single yet complex task, the process for addressing the task is one that acquaints them with various units within the university thus giving them a broader perspective of the organization for which they can consider taking on more responsibility.

The second model found was a larger initiative for faculty entitled *ULead*. This particular initiative was organized by a group of faculty, the Faculty Leadership Development Committee and implemented by a former *Provost Fellow*. The purpose of *ULead* is to provide faculty an opportunity to develop skills for sustained leadership within the university. Faculty is selected by the committee based on their commitment to leadership development from theory to practice and on their willingness to transmit the core values of the university mission. This one year program accepts approximately seven tenured and non-tenured faculty members each year who are nominated or self-nominated for the program. Members of the Faculty Leadership Development Committee developed the curriculum and serve as core faculty along with other invited guest lecturers. Participants are provided with a reading list of classic readings in organizational behavior, leadership theory, and other essential university functions such business functions, foundational skills, strategic planning and implementation, and personal leadership development. Specific topics are presented in case study format, interactive approaches and short lectures. Such topics include (1) Ethics and Culture (2) Goal Setting and Expectations (3) Conflict Resolution Management and (4) Introducing and Managing Organizational Change. Faculty meet through the fall and spring semesters taking one full day a month to attend and all day class. Upon conclusion of the program, faculty receives recognition at a ceremony attended by their peers and senior management officials. Participation in this initiative can be recorded on their vita.

The authors completed a follow up of faculty who participated in the two faculty initiatives described and after reviewing records for the past four years found that while many faculty continued in their roles as faculty, others had indeed moved into administrative positions within the same university. These records indicated that some of the selected *ULead* faculty now held positions of Dean of the College of Education, Director of Student Advising, Director of the Faculty Center for Instructional Support, Director of Student Relations and Community Support to name a few. A greater understanding of administration in higher education and a deeper commitment to university values was expressed by many who continued in their faculty role.

The third model to be discussed is one designed for staff. This is a much larger initiative in that it focused on identifying, nurturing, and moving talented staff into key professional leadership positions that often a university does not recruit in the *Chronicle of Higher Education* or other national publications but who do play a key role in the university. Finding talented professional staff at this university that is so geographically challenged has been difficult.

Staff Leadership/ Grooming Initiative

The Next Generation Academy was created for the purpose of preparing the next generation of professional staff to take over key administrative positions. This is a two year program that accepts ten to twelve staff members identified by their direct supervisor as showing promise as a future leader. Because of staff working hours, it is imperative that their supervisor agrees to give the staff member time away from their duties to participate. This particular leadership development model was found in the Division of Student Affairs where the Vice President for Student Affairs, working with other key directors in the division, created the two year curriculum. Faculty for the academy was drawn from university senior management officials, academic faculty with specific expertise in organizational leadership and invited community business leaders and area school district administrators.

Academy participants were given a list of readings for the two year period that ranged from leadership theory, University Regents' policy, successful business models found in various literature reviews and budgeting and procurement operations. Half day classes were held once a month during the two long semesters with class activities ranging from interactive exercises, campus tours of "behind the scenes" administrative offices, forum discussions and problem solving assignments. Emphasis on good customer relations, conflict resolution, ethics, and human resource management was a recurring theme. The summer was used to address a major task assigned to the participants by the Vice President of Student Affairs that focused on finding enrollment management solutions or grant writing.

Upon completion of the two year program, staff members were recognized at a graduation ceremony. Peers, family members, and senior management attend the ceremony. Completion of this program offers staff an opportunity to add their participation in this leadership program on their vita. The academy experience was a leadership development and grooming experience for staff employees who demonstrated a desire and a potential for greater responsibility. Reviewing the records of individuals who participated in the two year *Next Generation Academy* the authors found many successful leadership stories. One individual moved to become a Registrar and Director of Admissions, another Vice President of Student Affairs at different institution, and a third became a community college President. Other participants became Directors of Financial Aid, Associate Vice Presidents for Enrollment Management, Budget Officers and one a local attorney to name a few.

Summary

In today's challenging university climates, it is imperative to establish continuity in leadership. Succession planning is as important to higher education as it is to the private sector. As the literature reveals, those organizations who have addressed this need are those that will face the future with a sense of employee commitment and certainty. As baby boomers begin to retire, especially in higher education, we can now begin to see many examples of grooming the next generation of university leadership. Successful university leadership is best found when it is groomed from the ground up. Many examples of model programs can be found on university campuses. The authors focused on three successful models in a mid-size university in South Texas; but, which could easily be found in many other universities.

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Linking Theory to Practice: Instructor and Student Perceptions of Problem-Based Learning in Introduction to Education Courses

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Abstract

Teacher education programs strive to ensure their graduates are prepared for complex and diverse issues present in the teaching field, and to incorporate effective methods that address research-based theories of learning. There is growing interest in problem-based learning (PBL) in teacher education. Though research into PBL in education programs is growing, it is still inadequate at delineating the process of PBL at foundational course levels, which are often prospective teachers' first experience with educational theories and practices. This study's purpose was to examine the experiences of students and instructors undertaking PBL in three Introduction to Education courses. Three instructors implemented PBL in separate sections of an introductory course, with the assistance from a professor. This process involved eighty-eight students collaborating to: generate problem cases

from field experience observations; research the problem; create a findings poster; and participate in reflective discussions of their PBL experiences. Data included PBL posters, instructor reflections, student surveys, class feedback sessions, instructors' written implementation reflections, and the professor's presentation reflections. Data were analyzed and coded by the four researchers. Findings indicated that students were motivated by the PBL process, found it relevant to their future careers, faced challenges, and were able to indicate competency of the course objectives. As an understudied component of the literature, this study described the process of incorporating PBL in introductory courses. It adds to the discourse how teacher educators can link theory to practice, while authentically engaging students. It also outlines PBL challenges and suggestions for future PBL teaching and research.

Keywords: problem-based learning, reflection, teacher education, theory to practice

Introduction

Traditional teacher education programs are historically ineffective at preparing prospective teachers for classroom realities (Goodlad, 1990). There exists a field-wide conversation about the role that universities play in educating teachers (Darling-Hammond, 2010). Schools of education across the country are grappling with educating prospective teachers to operate in unpredictable educational contexts. Pedagogical knowledge is often developed in two places: the university classroom and in practicum placements. Often times, prospective teachers view the university classroom as inauthentic, theoretical learning and the practicum as the "real teaching world." This is problematic. Teacher educators must find a way to connect the theory they teach to practice in their own classrooms so prospective teachers can be exposed to the knowledge and skills required in the teaching profession.

More teacher education programs are advocating for a shift to authentic assessments (Bohlin, Durwin, & Reese-Weber, 2012), but may not be adequately linking theory to practice to prepare their prospective teachers (Darling-Hammond & Bransford, 2007; Korthagen, 2008). Additionally, recent NCATE/CAEP mandates require teacher education programs to increase field placement hours and experiences for their students. However, increasing field placement hours is not enough. Without the ability to make conceptual theoretical links in the university classroom, these hours are not sufficient in providing pedagogically rich, reflective experiences for prospective teachers (Jones & Turner, 2006; Miller, 2008).

The digital age is also helping usher in a potentially radical departure from traditional education to teaching focused more on problem-solving, accessing information, using technology, and collaborating (Beetham & Sharpe, 2013). Constantly fluctuating educational landscapes mean that teacher education programs must assist prospective teachers with the ability to be responsive to these changes when they become teachers. Additionally, Loughran, Korthagen, and Russell (2013) advocated for new principles of teacher education practice and assessment, including: more focus on prospective teacher problem research; prospective teachers working closely with peers; and, ensuring that good teaching practice is being modeled by teacher educators in their programs.

One such example of a way to encourage critical thinking, collaboration, and provide authentic experiences in teacher education programs, is problem-based learning (PBL). PBL grounds teaching and learning within a central problem, on which students speculate, research, collaborate, and attempt to solve. PBL allows learners to become actively engaged in their learning process (Cobb, 1994), activate prior knowledge (Schmidt et al., 1989), and become more intrinsically motivated to complete the given task (Barrows & Tamblyn, 1980).

PBL has been used successfully in preparing university students in other fields (Boud & Felletti, 1991; Hmelo, 1994). As we transition to problem-solving foci in K-12 education, teacher education programs must be advocating for similar instructional practices within their own classrooms that help prospective teachers “undo” misconceptions they have about teaching (Lorti, 1975), and help them experience and understand research-based practice that they can implement in their own future classrooms (Huba & Freed, 2000). Proper educational modeling (or, teaching well) can be an effective way to prepare prospective teachers, and can also help improve teacher efficacy (Hoy, 2000), which is the “confidence in their ability to promote [their future] students’ learning” (p. 2).

In a study presently under review for publication, these four authors (three graduate teaching assistants and a university professor mentor) found that, by incorporating PBL in their Introduction to Education courses, students were generally highly motivated, found it to be relevant to their future careers, faced challenges as a result of doing PBL, and were able to explicitly and measurably able to make connections between the course objectives (theory) and their field experiences (practice). Linkages from theory to practice were present in the students’ assessment artifacts.

However, there is a need, and a call, for research that provides a better understanding of how instructors implement PBL (Ravitz, 2009). Through offering students experiences with instructional strategies, we can better model to prospective teachers the practice behind the theory we teach. In this paper, we provide insight from the instructors’ perspectives about the process of undertaking PBL in teacher education courses, threading student vignettes about the process, in an attempt to add additional insight into how teacher education faculty can look at linking theory to practice in a different way: providing students with instructional experiences that allow them to understand complex theories first-hand.

The purpose of this reflective self-study was to examine the experiences of students and instructors undertaking PBL in three Introduction to Education courses. The research question that guided this was: How do students and instructors perceive the process of PBL in three Introduction to Education courses?

Review of Literature

Theoretical Framework

Reflection

The framework that guided this study was an archetype of reflection initially developed by Korthagen (1985), which is a cognitive model that describes how teachers look upon their practice

and improve. Reflective practitioners are more likely to be self-efficacious and autonomous in their practice (Noomohammadi, 2014). This was a natural framework to guide how the students and we experienced and discussed the process of problem-based learning, during and after its implementation.

Korthagen and Lagerwerf (1996) developed a model of learning that focused on Gestalts, which are patterns or organization around which knowledge and experiences are based. Gestalts can develop into schema (organized representations of theories), based on both concrete experiences and subjective, unconscious meaning-making devices. Experiences and content knowledge can lead to Gestalt formation, which, when accompanied by reflection and cognitive networks, can assist in forming mental theories.

Korthagen and Kessels (1999) advocated for teacher reflection using the ALACT model. Five stages of this process included action, looking back on the action, awareness of essential aspects, creating alternative methods of action, and trial (Korthagen, 1985). When teachers can gain experiences, be guided to think back upon them, understand their connections to theory, develop formal concepts to improve, and try them out, they can become more effective when placed in similar or new situations.

Schön (1987) believed that teacher education classrooms did not provide suitable risk for prospective teachers to reflect upon; they were too safe. As a result, prospective teachers operate on a continuum from overconfidence to insecurity and frustration from their known limitations (Simmons & Sparks, 1987). Teachers require concrete experiences to allow them to begin to form Gestalts, and then pedagogical content knowledge in the form of theories and practices to recognize elements they may confront in the field, so they can act upon them when necessary (Korthagen & Kessels, 1999). Practicum and university course experiences help prospective teachers uncover their personal beliefs and teaching efficacy and provide a safety net of instructor and peer support. Activities that help generate teaching reflection can include case studies, journaling, experiences, and self-studies (Jaeger, 2013).

According to Bandura's (2001) Social Cognitive Theory, humans are active, reflective agents who learn through interaction experiences and social models. In simple terms, people often learn from those who influence them (Bohlin, Durwin, & Reese-Weber, 2012). Teacher educators are a primary influence for prospective teachers, and have the immense responsibility to be good instructional models. Teacher educators can do this through providing effective, research-based instruction in the university classrooms. In this study, teacher educators reflect upon the process of allowing prospective teachers to experience problem-based learning, an engaging, authentic, research-based strategy (Barron et al., 1998), early in their educational sequence.

Problem-Based Learning

Problem-based learning (PBL) was initially developed and implemented in schools of medicine, where heavy content teaching and little opportunity to study authentic problems were prevalent (Barrows, 1996). PBL is a student-centered, inquiry-based model of education in which

students take responsibility for understanding, researching, and solving problems while teachers facilitate the process. Problems are often presented as authentic, ill-structured questions with multiple, complex features and potential solutions (Levin, 2001). The problems may be developed by the teacher or students (Walker & Learly, 2009), and practical solutions may or may not exist (Walker & Leary, 2009).

Problems should be presented in a way that allow students to reflect upon what they know, brainstorm ideas, understand gaps in their knowledge, and collaborate to access information to better understand the problem (Barrows & Tamblyn, 1980). Through the opportunity to work with authentic problems, research, and develop solutions, students can develop problem solving skills (Norman & Schmidt, 1992), metacognitive skills (Gijbels, Dochy, Van den Bossche, & Segers, 2005), and engagement in the process of learning (Barron et al., 1998).

Additionally, collaboration and authentic engagement are key principles to constructivism (Savery & Duff, 2001; Vygotsky, 1978). Many teacher education programs operate under constructivist principles (Levin, 2001), believing cognitive meaning is developed through cultural interactions with others and through engagement with the environment itself (Vygotsky, 1978). The collaborative nature of PBL contributes to this goal (Hmelo-Silver, 2004).

PBL Instruction

In teacher education, research into PBL is still generally limited (Levin, 2001). Most has focused on blending PBL with lectures (Derby & Williams, 2010); technologies (Hmelo-Silver, Derry, Bitterman, & Hatrak, 2009); and skill and disposition development for teacher education students (Hung & Holen, 2011). Only Dean (1999) studied PBL implementation in large, foundational education courses, and found that students found the process invigorating but challenging. Although there is a robust amount of literature supporting the benefits of PBL (Onyon, 2012), “one of the major concerns for departments or schools contemplating a change to PBL is that of staff resources” (Newble & Cannon, 2013, p. 31). It can be time-consuming and may be difficult for faculty unfamiliar with it to understand how it looks in action.

In a meta-analysis of psychological and educational PBL literature across several fields, Onyon (2012) wrote, “Are the theoretical benefits lost in the implementation of a PBL curriculum by busy doctors in an imperfect world? Future research should concentrate on the reason behind this uncoupling of theory and outcomes” (pp. 25-26). Lack of resources (Zuberi, 2011), poor instructor preparation, and a lack of understanding PBL’s requirements may be reasons instructors are unwilling or unable to attempt it in their classes (Azer, 2011).

In another meta-analyses and meta-syntheses of PBL research, Ravitz (2009) felt that the new generation of PBL research should focus on PBL in new disciplines and contexts, and that “specific mechanisms that contribute to PBL’s effectiveness should be identified” (p. 6). Without examining the types of instructional practices, he felt the results of PBL studies do not provide the full story. Thus, “examining the actual implementations may help illuminate how and why the end results were produced, and in turn, shed light on how to improve PBL practices” (Hung, 2011, p. 530). In this

study, we offer our experiences, insights, and recommendations, and those of students, through the stages of implementing a PBL project in three Introduction to Education courses.

Methodology

Eighty-eight participants from three courses were recruited to participate in this study, and 87 agreed to participate. The three course instructors and a faculty mentor served the role as researchers as participants. No identifying information from any participants was included as to ensure confidentiality.

Data gathering began during the second half of the semester after the instructors, faculty mentors, and two PBL expert faculty members worked to develop the project and research tools. Prior to the beginning of the study, we (the course instructors) explained PBL, its rationale within the context of education and our courses, and our research study, giving students the opportunity to consider their participation and sign consent forms.

We initially provided students with information about the project through a series of handouts and discussions. The first handout indicated the sequence overview for the PBL project and the requirements for the summative product, a poster. We also provided students with a grading rubric for the poster and presentation. Students were also given a self- and peer- evaluation sheet to encourage group participation and reflection. This was necessary because students should understand their role within a group when performing collaborative work (Barron et al., 1998).

By this point in the semester, the students were placed in a classroom in a public school, private school, or the university aviation department (for the flight education students). Since most had already experienced weeks of observations and participation in the schools, they were asked to brainstorm three educational issues they had observed and were interested in studying. They posted their issues on an instructor-created, course-specific wiki page. The instructors then worked with students during class to group students into groups of three based upon similarity of the topics they provided. The instructors then worked with the groups during class time to develop a problem-based question regarding that issue that warranted further research and potential solutions.

The students were then given class time to distribute research tasks among their group members; no specific requirements were set for how they did this, and groups were allowed to decide the way they felt was best. Since research was a new process for most of them, the instructors provided instruction on accessing literature and performing academic research. Instructors also provided guidance via the Blackboard course management system in the form of emails and announcements. Near the end of the PBL process, we gave students two in-class work days to focus on developing ideas, synthesizing research, and discussing elements of the poster. Students were also given two days off from class to work together, since scheduling time outside class can be very difficult for students when given group work assignments.

To enable triangulation of the findings, this study incorporated various methods of data gathering: the summative product (poster); open-ended student surveys; instructor notes taken during student presentations, post-PBL process group feedback sessions; instructors' written

reflections on their experience during this project; and the faculty mentor's reflections on the presentations and post-presentation group feedback session.

PBL Student Data

To develop findings of students' experiences and the PBL process, the instructors used three sources: the summative product (poster), an open-ended survey, and group feedback sessions. The students created posters that included: their individual field placement experiences, PBL questions, research methodology, research findings, potential solutions, and references. They then presented their posters during a 10-minute timeslot during the two class periods. The posters were securely stored in a locked faculty office following the presentations.

We also asked students to complete an open-ended survey that was provided and completed in class. Student data were aggregated for analysis. The survey included four, open-ended questions: What were the benefits of the problem-based learning project? What were the drawbacks? What recommendations do you have for improvements to the PBL project? Sixty-three students completed and submitted the survey.

During the final class of the semester, the instructors led whole-group feedback sessions about the process of performing PBL research. The faculty mentor was able to attend two of the sessions. The instructors and mentors took diligent notes of the student responses and aggregated the data for analysis.

PBL Instructor Data

Along with being participants as instructors during the PBL process, we created a detailed reflection of our perspectives. This was a narrative describing our thoughts during the steps of the PBL process, successes, challenges, and parts of the process we would change in the future. Since this was the first time any of the instructors had formally adopted a PBL in our classes, we felt it vital that we make our thoughts, ideas, and opinions visible.

Data Analysis

We used a three-tier approach to analyze the student data. First, we individually analyzed the student posters for connections they were able to make between the course and their field experiences. Analyses were aggregated for further investigation. Next, we develop codes that emerged from our poster analyses. All researchers coded the aggregated data. Finally, we held a two-hour meeting to discuss our coding processes and develop themes that helped group and clarify the major findings of our codes. The four themes that emerged were Motivation, Relevance, Challenges, and Connections.

Results of these findings were then developed into a research manuscript, but we felt as though the PBL experience of the instructors was not fully expressed. Although PBL research often reports on gains and challenges of PBL, particularly from the perspective of students, it is important to view it as a complex process on the part of instructors, who must navigate instructional paradigms, student feedback, course objectives, and valid assessment. We used the narrative vignettes to

provide more reflection on our practice, and analyzed the narratives to help provide a cohesive and articulate picture of the process of PBL, which is described below.

Findings

Findings from this PBL project indicated that prospective teachers in three Introduction to Education courses found the process to be motivating, relevant to their careers, challenging, and were able to make visible connections between their field experiences and the course objectives. These findings were reported with greater depth in a separate research study. To further investigate the work with students that led to these findings, we reflected upon and investigated the process of students and instructors as they traversed their first experience with PBL.

PBL Introduction

On the first day of the PBL project, the three instructors provided our students with a handout that included an overview of PBL, the sequence of the process, and grading rubrics. To ensure we were confident with our knowledge of PBL, we held several meetings prior to beginning. We met with two faculty members who were experts in PBL to help design the project, discussed our proposed project with a faculty mentor, develop assessment criteria, and read foundational and instructional literature on PBL.

When we explained PBL to our students, most of them seemed enthusiastic with the idea of working together and not having to write a ten-page paper as their summative assessment. We all believed our students understood the general idea of the project after the initial introduction conversation. On the survey, one student indicated that he/she enjoyed “looking into a problem and finding solutions to it. You got to look into what interested you.” They seemed to appreciate the choices they were given in their topic and groups, and were motivated by “Working with group [to] identify what we already know what we have to research more about it. I learned how to define a problem, analyze, and research for some suggestion,” as one student responded on the survey.

Although our reflection notes indicated we believed students understood PBL, some indicated differently. It is apparent that some students in the class were confused about what PBL was and how the course would change from the syllabus calendar. One student responded on the survey, “There was a lot of confusion on what was expected from the project.” We understood that this was a new process for everyone involved. Initially, we may not have been as clear in our focus or explanation in the purpose of the PBL project as we could have been. Although we provided Blackboard announcements and class emails, time in class for questions, and office hours, it is apparent that students may need additional avenues of instructor interaction when introducing and undertaking PBL, particularly if misconceptions about project guidelines may be reinforced in outside group work.

Problem Development

The next step in the PBL process allowed students to list three areas of interest on a class wiki page on Blackboard. We explained to the students that these areas should come from their field experiences, and showed on a digital projector how to access and create an entry. Fortunately, no

student seemed to have trouble coming up with classroom issues they observed or using the digital interface.

We used a day in class to digitally project the wiki page so students could see the topics of interest they had noted. On the surveys, students noted that they were motivated by the fact that they “got a chance to answer questions that arose during observations and help to educate others, as well, for possible ideas and such for future classes.” Although students had observed different classrooms and indicated different topics, we helped them to see the connections to other classmates’ areas of interest. For example, we explained to them how “Student Hitting” and “Distracted Student” could both fall under the umbrella of “Classroom Management.”

Resources and Research

On the survey, whether they indicated they enjoyed the process or not, nearly all students appreciated that they “got to research a topic [they] were actually interested in.” The difficulty we ran into was that many students were unclear about how to undertake academic research. Although the course requirement for prerequisite hours meant that most students were sophomores or older, and had most certainly had at least one experience with a librarian in one of their courses, we still had to show them how to access resources and ensure the resources are appropriate and, in most cases, refereed. Although time to research was limited, and noted as a challenge, some students indicated on their surveys, “Finding research to support my specific question was difficult.” In retrospect, we wished we had started the PBL process earlier in the year so we could provide more guidance in this area. We asked students to bring resources to class to collaborate during one session, but we offered little more guidance, largely because of limited time and access to students. Although we used that session to look at the resources students brought and recommend areas for further explanation, their work may have been stronger if we had more time to give them. Quite a few students did not bring materials, or only brought a laptop (most likely because they forgot to bring resources). Additionally, discussion occurred in one instructor’s feedback session that some students were lost in the vast amount of available research on their topics. More advanced researchers know how to narrow the size and scope of their searches, but also have more research experience and content knowledge to fall back upon.

However, we are confident that our students became stronger researchers as a result of doing PBL research. During the feedback, they indicated this. One student said, “It taught us how to research. We hadn’t researched like this before, and it was a good introduction.” This is nothing we would change, since we feel our students had a tremendous advantage over their peers by accessing education and psychology literature to attempt to solve pragmatic problems in teaching and learning.

Collaboration

We allowed students to use two class sessions to work with their groups. During this time, they seemed to work effectively. We facilitated conversation with group members, offering advice, asking questions, and giving guidance to help them better understand their group’s topic. However, there were cases of group members forgetting resources or not attending class that day. In the group

feedback session, one group discussed that they had never seen their classmate after the PBL process began, so they needed to work as a pair instead of a group of three. This student dropped the course, but most certainly not because of the PBL project.

Individual students in this project perceived group work differently. Most students were highly motivated by not only the ability to work together, but also the fact that we respected them as learners to trust them to work together. The large number of students who described collaboration as one of the most beneficial components of this project indicated this. One student responded on the survey, "I think all of our group members knew that we would all do our work, we were assigned to do." Another responded, "The benefits of the PBL project were working in a group, and getting to learn about other people's observations, as well as the answer to our own question."

Outside of class, there was little we could do about group members showing up to meetings, or even if or how the groups decided to meet. Although we met with groups outside of class, and fielded a barrage of emails with questions and clarifications, there is little we could do about how they worked together outside class time. On the survey, a student indicated, "Sometimes with work and class it's hard to find time to meet as a group." Although students were allowed to fill out peer evaluations after the class, we would find a more effective way of ensuring groups would and could meet, and keep track of those who failed to attend scheduled meetings.

Presentations

The students created posters that included: their field experiences, problem questions, research, potential solutions, and resources. They created these on their own, and printed them from a PowerPoint slide through the university's printing services. Although one student mentioned that printing was expensive (typically ranging from \$5 to \$20, depending on the size), few indicated that they had any problems with arranging posters or printing them. We provided them with a poster template that they could work from, and guided them in arranging it. During the feedback sessions, though, a number of students admitted to struggling to create the poster due to the format of the PowerPoint slide template. For the most part, we focused our time helping them understand how to narrow the information in a presentable way, such as taking large narratives and creating bullet points, or information that could be easily followed by the reader.

During presentations, the students displayed their posters on the wall and stood next to them as they presented them to the class. Feedback from the group feedback indicated that space within the classroom was an issue to some students, who struggled to move around the class to view classes and maneuver through desks and tables to stand by their poster.

Many students appreciated learning from other groups. One such example is a student, who indicated on the survey:

Each group gained a lot of knowledge in an area that interested them instead of a topic that was not interesting. We gained knowledge on other issues from the presentations from other groups.

No student signified that they disliked the presentations. However, it was commonly noted in the group feedback sessions and surveys that that “presentations [should] be longer so more information can be included in the presentations.” Due to limited time with our students, we had to restrict them to ten minutes, and five more for class questions. However, we generally disagree, and feel it is important for students to develop the ability to be concise and efficient in working within a limited timeframe to present what they know.

Regardless, the analysis of the student presentations and posters showed definitively that most students were explicitly able to make connections from theory (university coursework and readings) to practice (describing practical solutions) because of the opportunity to undertake a PBL project. In some cases, student posters and presentations contained a section with the course objectives and the connections to their research and findings. One instructor asked them to do this. One such connection was on a poster in which the group wrote:

There is a theoretical issue with our question. A teacher must choose [sic] with theory of classroom management works best for their classroom. We discussed many of them in class, such as...

In other cases, it was not directly labeled, but threads of the course objectives were observable in sections of the poster (such as the provided background research) or throughout the poster. Other issues emerged from the analysis of the posters, including new prospective teachers’ naivety of drawing conclusions about students, such as one group that wrote, “Students...would not answer for fear of being made fun of.” Another issue was the seeming interest in social and social justice that seemed to emerge. One such poster examined exclusion of Muslim students that was observed in a classroom. We believe it would be beneficial to have longer at the end of the semester to examine these posters and be able to further examine topics, or to help alleviate potential misconceptions that may emerge. In that sense, this project would have functioned more as an assessment for learning instead of an assessment of learning. Unfortunately, with time limitations, we did not get a chance to use these to guide our instruction that particular semester, though it certainly informs our work with prospective teachers now.

Additionally, we should note that we all agreed that more time was needed. Some student products appeared rushed, and many of the solutions they proposed seemed anything but innovative. Being their first time doing PBL (and some of their first time doing academic research), this could be expected. We felt it would have benefitted students to see an academic research poster that incorporated PBL, to give them a concept of a final product and visualize our expectations.

One group’s poster (including research and suggestions) about a topic in classroom management was so exceptional that Vincent asked them to present to his Classroom Management course. After bringing their poster to that class and presenting, the class asked Vincent if the presenters were really teachers because they spoke so confidently, did such substantive research, discussed the topic so thoroughly, and answered questions in such an informed way. For Vincent, that group was the pinnacle of what PBL is meant to be in teacher education: a way for prospective

teachers to gain content knowledge about an authentic problem and use authentic skills of teachers (research, creativity, and problem solving) to develop solutions.

Discussion

As a result of incorporating problem-based learning (PBL) into our Introduction to Education courses, we think about the way we instruct differently. It was eye opening to see that students could demonstrate objective mastery through means beyond traditional assessments, such as a written paper. In fact, in a meta-analysis of PBL, Dochy, Segers, Van den Bossche, and Gijbels, found that every PBL study of the 43 they reviewed reported positive effects on students' knowledge and problem-solving skills (2003). We felt students were able to better use their talents (artistic, research, communication, etc.) and collaborate effectively to solve problems that were meaningful and engaging. These are exactly what we teach the prospective teachers in our classes to do. No longer were we providing lip service to the idea of thoughtful, engaging teaching and assessment; we were practicing our ideas, and allowing students to experience constructivism first-hand.

Most students in this study were empowered by the ability to work together and learn authentically instead of being forced to do traditional, paper- or test-based course summative assessments. These results reinforce other PBL studies (Castro-Sánchez et al., 2012). Many appreciated the opportunity to research topics that interested them, and demonstrated learning in the course content areas (Hmelo-Silver, 2004). However, new instructors learning to teach with PBL may struggle to understand the process of it, and in learning how to facilitate student learning effectively (Spronken-Smith & Harland, 2009).

As is true with all forms of student-centered learning, some parts of this PBL process did not go well for all of the instructors. Each wished they had more time to devote to the process, although practicality issues arise in a survey course (Introduction to Education) when its nature is to teach large amounts of diverse information. Some students indicated afterward that some group members did not contribute, which is a perpetual struggle with group work. It was surprising, in most cases, since most did not inform their instructors during the PBL process. It is unclear the reason behind this, but instructor-student communication was obviously an issue.

We wished we had more than one class, or more individual time, to help students craft problem questions based on their experiences. Without a good problem question to research, the rest of the process has no hope of being quality. Additionally, we would like to give our students longer than 10 minutes to present, but scheduling problems prevented this. Most groups seemed like they had much more to share, and we wanted to hear more about the work they did. A final consideration is cost when you ask students to print or develop posters to present. It is not unreasonable to ask them to do so in a university class, but it should be approached with caution and an understanding of student financial means.

Future research should examine other instructional formats of PBL, in an attempt to clarify what the PBL process means for problem-solving goals in other formats. Further research should clarify the gains students make in their confidence, skills, and knowledge through undertaking PBL.

We suspect that students who are engaged in the process make great strides in their teacher efficacy; research should be done that measures this, potentially quantitatively. More diverse populations of students will help us better understand learning needs in other cultures and contexts. There is still a demand for more robust scholarship coming from PK-12 schools, as well as fields outside of education, psychology, and medicine.

We highly advise other teacher education faculty (and faculty in other fields) to begin reading literature and pursuing PBL in their own classes. We feel that the learning experience was well worth it, for both the students and us. We believe our teaching has improved as a result, becoming more authentic, engaging, and reflective. As with all teaching, it is important that we find ways to track our instructional processes, through reflective journals, notes, or whatever works for the instructor. As we research and begin incorporating effective strategies, we not only provide students with a tangible experience in research-based instructional methods, but model to them the theory-to-practice that is desperately needed in teacher education courses.

Conclusion

Results of the previous study indicated that PBL students were challenged by their ability to meet together, work under tight timeframes, and to perform the researching aspect of their problem. Teaching with PBL can be more effective for helping students retain information and develop problem-solving skills than teaching in traditional ways (Strobel & van Barneveld, 2009), although it is more important to understand now how they differ, but how instructors can use the resources they have at hand to become more effective teachers (Ravitz, 2009). With this and subsequent research from instructors' and students' perspectives, we advocate that teacher educators look into adopting PBL in their classrooms as a way to help students experience effective classroom theories and instructional strategies that are taught, and also as a way to bridge their own potential instructional divides between theory and practice.

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The Leaders' Ways Tested Practices For Achieving One's Heartfelt Vision

Charles F. Fitzsimmons, Ed.D.ⁱ

Approaching the Inquiry

Perhaps, now and then, a current sensing of what is happening in the practice of leadership is worth doing. R.M. Stogdill (1974) had recently completed his seminal review of leadership and leadership theory when my colleaguesⁱⁱ and I first studied the subject. More recently, Peter Northouse (2004) clarified leadership as a dynamic process "...whereby an individual influences a group of individuals to achieve a common goal."

One would presume that leadership activities would be affected by evolving social norms, by the sophisticated use of modern technology and by the interactive dynamics between people as their increasingly creative energies cause things to happen. With the rapid acceleration of business changes and social events over the past twenty or more years, leadership dynamics may have also been impacted. So, with this thinking, we found our curiosity arising to learn the current prominent aspects of leadership practices today.

Over the intervening years, we had seen an abundance of models, formulae, equations, skills, principles, styles, and checklists. But, we felt modern leadership was not limited to just logical, observable factors and managerial techniques for persuasion. Consider that an abundance of management theory and techniques has been produced over the past 60 years. Curiosity drove us to ask: "Just what are the ways to success that some individuals have applied to cause others to want to follow and to want to sustain efforts toward the leaders' desired outcome. Just what are the ways that led them to attain stellar successes?"

We set out to discover how today's successful people get things done through and with other people. Each of us, individually and collectively, has been engaged in the areas of management and organization development to bring about high performance toward important goals and desired end states. We wanted to learn the current views of successful leaders in terms of their ideas and visions, what they aimed for, how they went about their pursuit and what was noteworthy about the events along the way.

Now, much has been written in biographies and autobiographies about leaders and how they, in fact, accomplished their vision and/or goals. These sources recount the stories of individuals and their traits and, also, the perspectives and uses of resources that served them well. An analysis of this information did not serve our purposes well. We did not intend to re-examine the quantitative aspects of leadership strategy. Further, we weren't interested in more study of leadership skills, styles

or characteristics, usually wrapped up in managerial skills and strategies. Our focus, then, is on leaders, the perspectives they had, and how they went about their pursuit of their goals or end states. Just what are leaders' ways today?

The Leadership/Management Interaction

The quest for a focus on leadership, without the complications and complexity of management functions, roles, skills and organizational strategies, causes a critical need to clarify some differences and similarities between management and leadership.

In Mintzberg's study of managerial roles (1973), one role identified is that of the Leader. Nine other roles speak to interpersonal, informational and decisional activities. Now, that is not to say that the leader role does not involve managerial skills, functions and overall responsibilities. The leader role has its own prominence, just as the other nine roles do, depending on the challenges of the situation and the organizational priorities.

Historically, we can see the evidence of significant leader accomplishments – the Great Wall of China, the Pyramids in Egypt, the Temples of Ankor Wat, the Cathedrals of large European cities, the Taj Mahal, the Hoover Dam, etc. These listings could go on and on as could the individual accomplishments. Man has historically sought to attain heartfelt goals and desires within the context of the tenor of the times. Modern times and resources have opened untold possibilities for individuals to pursue their ideas and fulfillment of their desires for the future.

Management skills, functions, and processes are relatively recently studied and set forth as theories and models. Initial writings began in the late 1800's. Then, the successes of Frederick Winslow Taylor and his application of the Scientific Method to achieve startling efficiency improvements stimulated business organizations to delve into other management processes and responsibilities.

Subsequent to World War I, organizations and their managers began to pay more attention to the people part of efficiency and effectiveness responsibilities. The human side of managerial processes gained further attention with the respected writings of Charles P. McCormick (*The Power of People*) and Douglas McGregor (*the Human Side of Enterprise*). Since the mid-1950's, organizational leaders have sought to blend the updated findings of managerial theories about the people impact on managerial techniques with leadership pursuits. Noteworthy is the attention to the leader role about motivation, about change management and about establishing visionary goals.

So, the basic focus, here, is on the leader role as a priority and the managerial approach(es) as ways to achieve the heartfelt vision or in the terms of Northouse, "the process for influencing a group of individuals to achieve a common goal." A study of the process should indicate the ways current leaders are setting goals and how they are influencing a group of individuals

We determined that, for us, to gain a current sensing of recent successful leaders' accomplishments, would be to focus on current leaders and to learn from them about their current ways and practices. We would focus on their perspectives and their personal pathways to success. We sought, also, to identify the critical events that occurred along the way in their endeavors, from

start of the idea to its successful fulfillment. Then, we would look for common themes and practices that occurred. Our purpose is to identify the approaches and practices today's leaders take to fulfill their ideas, in our modern times. We aimed to build a reference we could use in our practices of facilitating leadership activities. In addition, we want to provide other leaders and managers with up-to-date information for the 21st century in order to help them attain their pursuits to accomplish their visions and goals.

Our curiosity, then, was to learn what happens at noteworthy times that lead to success, personal joy, and satisfaction. Fundamentally, we focused on the forces, within the leader, that seem to inspire them - the drive they then convey to those who join in for the quests. This focus does not intend to overlook the managerial techniques but to give prominence to the leaders' ways of using those resources for the leaders' purposes. The context, then, is regularly to focus on the leaders' perspectives and blend of managerial resources to attain the fulfillment of the vision or the goal. Of course, this context creates a dominant focus on the leaders' ways towards the goals. The managerial expertise, then, is employed, as needed, to reach the ends and purposes for the fulfillment of the leaders' ideas.

The Study Approach

We chose to interview very successful people whom we knew had made recent significant accomplishments. We confirmed these were successful, not just in our eyes, but also in the eyes of the general public and in the eyes of their peers. As we went along, our original interview population recommended other leaders who met these criteria whom we then added to our base. Ultimately, our interview population included twenty acknowledged senior managers and executives, or those whose ideas brought them to such levels. Thus, we gained a representative cross-section from several disciplines, as well as age groups, gender, and ethnicity.ⁱⁱⁱ

As our interviews and analyses went along, we realized we were learning the inner thinking and personal intentions of inspired leaders. We heard about the intangibles that guided and permeated their approach; about the phenomenon of intuitive sensing, distilled by personal experiences; and, about heart-felt devotion to their deep beliefs, as required to make it all work. More, we explored the essence of their practices, attitudes, and beliefs. We learned from successful leaders about the importance of:

- Building stunningly effective teams
- Creating a climate which positively impacts and motivates others
- Developing practices and processes which lead to the payoff
- Critical Events for special attention to move the quest along
- Handling important challenges, threats and/or difficulties
- Having an inner game plan, formed from an integrity of the heart, mind, and spirit

Leaders Who Shared Their Stories

The following is a brief synopsis of the single noteworthy event each of our interviewees related. Some recounted very recent activities while others related a story that started in earlier times and may even continue to the present

In some instances, salient points, discussed by each leader, are included. In others, that information comes out later in this treatment as we examine and consolidate the myriad learning points from the experience. As you read, you will notice we only cited our interviewees' positions, not their names. We did this purposefully to protect their privacy.

Interviewee #1	<p>The Executive Officer of a major petrochemical organization. He described the complex task of selling-off the agrichemical division of the corporation during a reorganization</p> <p>As he initially approached the complexities of this operation, he determined early-on that he wanted to respect two paramount values:</p> <ol style="list-style-type: none"> 1. Continue the day-to-day business in a profitable manner even though the final sale might not happen for two or three years. 2. Genuinely care for the people involved in conducting the business while this transition occurred. <p>The people part of this was especially challenging because he wanted to maintain their professional work output while supporting their career transition decisions.</p>
Interviewee #2	<p>A leading psychology professor at a state university. As a board member of a major training organization involved in providing professional consultation services to businesses and organizations for planned change initiatives. Often human rights issues added a special dimension to such change activities - especially the inclusion of minorities and women and their issues in the change initiatives. In addition, some disagreements arose regarding the inclusion of minorities and women in the planning and membership on the board. Her efforts were aimed at having the board practice what the organization was preaching, with the goal of attaining effectiveness through diversity performance.</p>
Interviewee #3	<p>The President and Chief Executive Officer of a firm, dedicated to providing services for people who need debt counseling, selected his critical incident around the founding of this</p>

	<p>company and his way of guiding its operations. The start-up of this business followed a series of failures and misadventures in his early career that culminated with the bankruptcy of his four million-dollar company earlier. His personal life was also full of disappointments. At that time, it seemed to him that a great number of forces and people were working against him. His resolve to turn things around through his own efforts to serve others resulted in his founding of this company. His idea of how to do this and his expectations about what would result from such services is the heart of his narrative.</p>
Interviewee #4	<p>The Chairman of the Board of a holding company for a number of retirement communities. He shared with us the events that led up to his initial development of that concept, senior campus living, during the early 1980s. He was living in Florida and doing construction and development work there in 1981. A business meeting in Washington, D.C. provided him an opportunity to use some of his spare time to visit his old university. During this visit he happened to meet up with a former professor. Some of their discussion was around the decline in vocations to the priesthood. It had gotten so bad that a preparation seminary was closed down and standing vacant. Curious that a whole college campus and buildings were just lying there dormant, he decided to see for himself. What he saw were beautiful Romanesque buildings with lovely supporting columns - solidly constructed with a great shell that was very sound and attractive. The expanse of the campus was magnificent. This led to an interest in pursuing his notion of bringing the amenities of Florida community living with its golfing, club houses, shuffleboard courts and pot luck dinners to a campus retirement community near where people had lived much of their lives prior to retirement. Another appeal of the concept was for seniors could be near to their families and grandchildren as they got on in years. He also envisioned a financial arrangement that could make this campus living affordable to the average middle income senior.</p>
Interviewee #5	<p>A Senior Vice-President of a major telecommunications company started his story when as a division general manager;</p>

	<p>he had the formidable task of turning around a very poor performing division. By all measures the service was the worst in the entire company, maybe even in the country. Also, the costs of doing business were out of control and the people's morale was terrible - there was no organized approach to anything! He was new to this area and the people working there. His approach was to meet with his reporting middle managers of the different operations to create the desired picture of the future. They were involved not only in the depicted vision but also establishing new goals for customer satisfaction, budget priorities, and employee self-satisfaction and pride in their work. He explained how they developed a management system for administration throughout the operations division. Their strategy was spearheaded through clear goal improvements, extensive face-to-face communications, far-reaching employee skill development, and responsive road block removals by supervisors and managers throughout the area. Subsequent organizations throughout the larger parent organization later adopted these strategic combinations in their Administrative Systems for organizational improvements.</p>
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Interviewee #6	<p>From her many accomplishments as President and Chief Executive Officer of the National Council of Negro Women, she chose to tell us about her efforts to have a monument approved by the U.S. Congress and constructed in Washington, D.C. in honor of Mary McLeod Bethune. This would be the first statue dedicated to an African-American as well as being the first statue to honor a woman in Washington, D.C. She attributes her energy and political successes to spiritual guidance – she persisted for over two decades with this project until it was completed and dedicated on July 10, 1974 when 57,000 people attended the park ceremony. Her philosophy for leading toward a desired goal is summed up by her favorite saying "I will find a way or make a way."</p>
Interviewee #7	<p>The Director of Human Resources of a large telecommunications company was also the founder of an</p>

	<p>industry-specific association for black professionals. Earlier in his career he developed a workshop specifically for black managers, and became the champion for it through the corporation. The workshop focused on the personal development and effectiveness of black managers for making contributions to the goals of the organization. He had to work within the existing social structure both then and now. This structure was not always supportive, but was oftentimes hostile to special learning events for minorities. His ability to prevail with this learning event, despite budget cuts and some adverse challenges, is attributed to his own integrity and commitment to the endeavor. He was willing to work within the system, to find ways of connecting its value to the priorities of the business and to offer results that validated his promises. Although he serves in many other capacities - on boards and committees - he chose this endeavor to share with us.</p>
Interviewee #8	<p>The Archbishop of a large diocese of the Roman Catholic Church served in many assignments before becoming the archbishop. From his many initiatives, he chose to tell us about how he championed the Renewal Program for the laity of the archdiocese. One of his first concerns at his new appointment was to provide for an enhanced spiritual life for the priests throughout the archdiocese. So, he fostered a program of spiritual collegiality. This was warmly received and continues to thrive today. Subsequently, he wanted to do something special for the spirituality of the laity in the archdiocese - a sort of spiritual renewal. Some of his experiences in promoting this effort are a part of the summary.</p>
Interviewee #9	<p>The Vice-President and Lead General Council at large northeastern university discussed a crisis when the students took over the Administration Building and offices as a protest against the school's procedures for administering financial aid. At that time, this student protest was somewhat a socio-political issue that was heightened by its tie-in to an anniversary of the Kent State student protest and subsequent student killings. She was able to see the legal aspects due to the disruption of regular work by the university's administrative</p>

	<p>staff. She fostered a way to work with compassion for the students and to reestablish a favorable light for the school in the minds of its alumni. All this had to be played out in the legal mechanisms of the local jurisdictions because part of the protestors' strategy was to insist on being arrested. This was needed for some extra notoriety for their cause. How she worked to gain a balance in her goals was her story to us.</p>
Interviewee #10	<p>She shared her experiences around transitioning the Congressional and Hispanic Caucus Institute into a respected political unit. She was the first woman to be elected president of a tri-state group to reflect Hispanic interests to the national Caucus Institute. When things weren't going well, she became outspoken about the right and moral way to proceed. Her values began to prevail. Subsequently, she was elected to head up the Congressional and Hispanic Caucus Institute. She cultivated a board of directors that fully supported the vision she had for the Institute. Her comments to us were about the personal efforts and events to establish the respectability of the Institute.</p>
Interviewee #11	<p>He was closing down the host-city headquarters of the U.S. Olympics Committee when we met with him. He had headed up that special event from the day he determined to make it happen - ten years earlier. His comments outlined the inspiration to put the games on, the early efforts to build a base of operations, his intentions to provide a rewarding experience for all who joined in, and his reflections on the joys of joining in with so many volunteers to make it a hugely successful Olympic event.</p>
Interviewee #12	<p>A typical youthful entrepreneurs, he is the Chief Executive Officer of a resort-area realty company. He told us about his early days as a restaurant waiter and part-time maintenance man for vacation properties. Through some personal thrift and deeply held value for customer service, he began to acquire and improve properties for resale or rental. His personal approach for relating to customers and to business colleagues are the highlights of his comments to us. His, then, is the story of a young person's approach to building a successful business</p>

	through personal values and customer service.
Interviewee #13	The Executive Vice-President and General Manager of a perennial winning and continually profitable professional baseball organization. He had a number of jobs in baseball administration and had achieved prior success at another, similar organization. He told us about the times he agreed to take his current job and his experiences while moving the team from worst in the league to first place. His efforts brought accolades from the baseball world where they have named that team the most successful of the era. His remarks to us centered on the early days of transformation - the days of leading them out the loser mentality to a vision he had for their success. His activities treated the entire organization from grounds keeper operations to administrative services as well as the baseball playing intricacies.
Interview #14	A lawyer, sports agent, and Chief Executive Officer of a negotiations institute. He got his start as a sports agent when he was asked to help out with some of the off-the-field activities that had gone sour for an All-Star baseball player. He told us of that experience and how he went about pulling together a team of professional legal, financial, and business experts to provide full service support for professional athletes. His story is the model for the present day full service sports agent.
Interview #15	She had recently completed a very successful career in tennis. She performed on the Women's Professional Tour for over 15 years. She has also been a television commentator on tournament play. She chose to share with us some of her efforts as a member of the Players Association of the Women's Tennis Association. She was on that board to try to help unify and strengthen the voice of women tennis players. She talked about the complex business and marketing challenges of that time. She mentioned the competitiveness going on at that time and how she sought common ground for forging ahead as well as gaining support from the players for the direction the board was moving toward. Her values for being involved and giving back to her community sparkled throughout her comments.

Interviewee #16	<p>He took over the Presidency of a medium-sized college when it needed someone to move it from mediocrity to greater respectability - both financially and as a school where parents wanted to send their children for a quality education. His early efforts stabilized the situation and gained him a reputation as an able administrator with strong leadership abilities. He built an administrative team and fostered effective working relationships throughout his constituency.</p> <p>The situation he spoke to was the way he established a new method for parents to know the financial arrangement for a student's education at the college. His idea was to shift the unpredictability of financial aid, as determined by the Federal Government process, to the clear expectation of how the student could count on financial aid based on student performance. The aspects of this challenge became his contributions to this project.</p>
Interviewee #17	<p>The Chief Executive Officer for US operations of holding company of multiple kinds of organizations throughout the world. He took that assignment when the corporation had 20 diverse operations in the United States. All of them were gained through mergers or acquisitions just prior to his arrival. His priority was to learn about each operation and its profitability potential or sell-off strategy.</p> <p>His example for us involved his experience with the brick business, the clay tile manufacturing operations and the concrete tile business. He told how he used personal contact with the managers and workers at the plants, about how he approached learning from them what it would take to be profitable and proud of their work. In essence his story is about his values for working from the status-quo toward a successful enterprise. For example, he spoke to the Spanish-speaking workers in their native tongue. Also, he empathized with managers who couldn't see the possibilities of success by helping them move on to other jobs.</p>
Interviewee #18	<p>The Human Resource Director for a major petroleum corporation discussed her involvement in bringing about massive changes at their organization development unit.</p>

Interviewee #19	The founder of the specialty publishing house related the incidences associated with the founding and growth of his firm.
Interviewee #20	The Vice-President of Human Resources shared an experience from her tenure with her former employer when she had to restructure a division. Despite many negative forces, she rallied support for her efforts and pulled it off successfully.

Noteworthy Pathway Events Emerge

As we heard their stories, we were deeply impressed with the sense of individual satisfaction, enjoyment, and deep-set personal values being related by each of our interviewees.

A set of common, yet important, pathway events emerged from the stories as we began to organize the collected information. Some common events that needed to be successfully handled are recounted by our interviewees. As we sought to identify a "flow" of the events, as the leaders spoke to the successful undertaking, important pathway events loomed as appropriate. Our ultimate desire is to mold their reflections and observations into something that could be useful as a reference for others. After analyses, it became obvious that there is a set of critical events along the pathway, emerging from these leaders' experiences. Each time my colleagues and I discussed our interim findings, we found a new emphasis for the critical events along the way to the fulfillment of their ideas. Thus, seven critical events emerged. These are common to every story of success.

Our initial approach was to view them as linear steps. As we went along, however, we found this approach didn't quite fit so neatly. Ultimately, we learned each of our leaders' success depended on all of the events being handled successfully, but the order was unimportant.

In fact, some of the events continued throughout their efforts. Some leaders reported that particular events weren't ever completed. They kept recurring - even though they appeared complete at various stages in the process.

For instance, difficulties or missteps or new challenges would occur at random times along the way. Or, new ones would pop up at unpredictable times. Finally, we put them in what seemed to us to be as logical an order as possible, with the caveat that an event might never be "completed" or might be tended to more than once. Each segment in our order initially had a short, operational description which we later adapted as title for a section of this paper.

The list of Critical Events is explained below.

The Seed of the Idea or starting out!

Expressed here are comments about how the idea originated and the context of the idea as to the leader's values, desires and sense of potential benefit. Does this idea and its potential excite the leader? Is the pursuit worth it? Would others see the benefits and worth? Are the benefits seen as important by the potential beneficiaries? A certain worth is needed-one that fits in with the leaders'

values and one that might also excite others to join in. This Event, **The Seed of the Idea**, gathers together the common ideas expressed by the leaders as the journey toward the idea fulfillment seems worth the pursuit.

A Reality Check or testing feasibility of the idea with others.

Compiled here are notes about the experiences of our leaders in putting forth the idea to others or to the public at large. The communication of the idea, in a reality setting, and the potential benefits to others is put forth. Initial discussions with supporters or potential joiners on the journey are held. The leader begins to find out the reactions of others to the idea and to the vision of what can be. This event also contains some fine tuning of the initial thoughts about the potential outcomes, or to the possible beneficiaries or about the resources needed. Some dialog is around potential problems and possible hurdles to be handled. Thus, a **Reality Check** happens, successfully, and further intensifies the leaders' determination and commitment to proceed with making the idea a priority pursuit.

Progress Happens or support builds

During this event, actions are taken to move the idea toward becoming a reality. Here, noted, are the practices employed by the leader to gather resources for the journey. Important at this event is enlisting others who share the value of the idea or the vision for what can be. Common values are shared by others for the potential of the endeavor. Others want to make the journey and to be a part of the excitement that will happen as the vision becomes a reality. Thus, **Progress Happens!** Joiners opt in! Resources are identified! And, elements come together to pursue the vision of the leader toward its accomplishment.

Bonds are Strengthened as coalitions are built

This event gathers together the leaders' practices for moving the resources forward to attain the desired goal. Special expertise is identified and competent specialists are added, as needed. Also, other specific needs get attention as roles are identified and assigned. Relationships are developed around the common cause, the spirit of the endeavor, and the shared values for all. Teamwork is fostered. The overall effect is that **Bonds are Strengthened** for moving forward.

Sustaining the Efforts occurs as commitment builds towards the common vision

This event captures notes about the ways that leaders maintained the priority and prominence of the desired goal or vision. Here listed are the practices employed to highlight and remind followers and others of the continuing priority for the outcome. An embedded integrity toward the vision is consistently displayed. The values for the expected benefits are regularly pointed out despite distractions to other activities. Those entrusted with special responsibilities are reminded of their important contributions and are encouraged to maintain attention to the goals. The leaders' practices, here, are focused on **Sustaining the Efforts**.

Meeting the Challenges or handling the unforeseen

At this event, the leaders comment on obstacles or potential setbacks that pop up along the way. Leaders' comments here are on the nature of the incident and the way it is handled. Often, the way it is handled is a recommitment to the importance of the desired outcome or the sense of priority for the goal or, even, the learning insight that makes progress happen. Further, it shows others about the use of creative approaches for handling challenges that they might find useful. The power of the goal's importance stirs up choices for maintaining progress as all go about **Meeting Challenges**.

Miscellaneous Insights or lessons learned!

This event captures leaders' comments about their reflections on the entire activities or on special events associated with the venture from the idea to its fulfillment or vision realized. These leaders' insights offer special lessons learned from their initial involvement in the journey to the vision attained. Hopefully, the insights can serve them and others who travel the pathway to a desired end. These reflections, rather than a step along the way, contain potentially useful considerations. This is a reflective event. Thus, this becomes a collection of **Miscellaneous Insights**.

A listing of the Important Critical Events follows:

Description	Title
Starting out	The Seed of the Idea
Testing the idea and honing it for feasibility	A Reality Check
Gaining support toward their vision	Progress Happens
Building coalitions	Bonds Strengthened for Moving Forward
Continuing to focus on the vision	Sustaining the Efforts
Handling the unforeseen	Meeting Challenges
Reviewing their afterthoughts to note other lessons learned	Miscellaneous Insights

INQUIRY FINDINGS:

Based on the identification of the important Events and Miscellaneous Insights, above, the following is a report of the highlighted information provided by our interviewees. The information is reported with comments made as relevant to the specific Step. An extrapolation of their information is noted in a section about the tested practices for handling the Event. As mentioned earlier, the focus is on the Leaders' reported activities at this section.

The Seed of the Idea

Early-on in our interviews, we began to see a common thread emerging from the critical events being related. Each of them either was now or had been facing an overarching and challenging issue. For example, their task or mission might have been:

- To establish a new direction
- To further an idea from some deeply-held personal value
- To improve a needed organizational performance
- To offer or provide new or additional service to others
- To seize a here-to-fore unavailable opportunity
- To help others achieve new or unusual performance levels.

In every one of their stories, though, before they could address the challenge, their personal backgrounds and experiences, vision, and personal values helped them see creative possibilities for reaching new levels of satisfaction. The following are some of the salient quotes from the interviewees:

- "We had a chance to move the organization to the ideals we care about."
- "We can provide a needed service to our customers, our employees, or even our community"
- "This is a chance to make this organization more in line with what it should be or more consistent with its mission."
- "I am in a position to provide a solution that will satisfy all the people involved."
- "I can create a better climate in our organization for the youth and new workers who will be coming along."
- "...we shared a bunch of values and a sense of what the organization ought to be like. We saw the potential our people had to use their talents for creative advancement."
- "I was determined to see it through...according to the vision I developed.... My vision incorporated the values and ideas from many diverse sources."
- "I felt a strong support for the best interests of our organization...to put aside personal agenda. I'm here to serve our people; I have a clear understanding of our mission. I care. My heart is in it."
- "I had an instinctive value to contribute to society, my community, my profession...giving back to the community."
- "...I believed in the collective effort that exceeds what anyone could have viewed or dreamed."
- "Well, it's a question of whether I had the idea or the idea had me. I don't know which came first."

Initially, we heard very little about experience and expertise. Oh yes, it was there and it eventually surfaced. But, first and foremost, these men and women revealed a pattern of consistency. At the heart of their endeavor (i.e., that critical event they were discussing) was a deeply-held value. It seemed their values were a combination of some special inner drive coupled with their personal expertise, and a strong sense of a possibility with benefits that should be pursued. Their emerging vision sprang from these sources. The possibility, in every case, was seen as a unique service or an advanced fulfillment of their sense of mission and the reason for their organization's existence. This possible service to others inspired a passion to move it along - to champion the idea for a benefit and service to others.

An underlying tenet became obvious. Each interviewee had a high inner standard to achieve greater service. Some talked about their unique position or their perspective to seize an opportunity. Each had a personal connection to the idea they envisioned, whether it was *his/her* value or some

shared organizational-held value or some esteemed benefit for a larger audience. In every case, there was a connection strong enough to elicit the interviewee's personal commitment to pursue the idea further. So, beyond their various backgrounds, specialties, or career interests, this one certain commonality existed - a passionate commitment to seek the fulfillment of an idea or a vision to be realized.

They stressed the benefits that could be provided, about the positive impact on others, about their competency and readiness to benefit their organizations, people, or society in general. This connection, rooted in a personal value, usually, guided their efforts and sustained the endeavor for the long haul or whatever it would take to see it through. The foundation was laid for an effort that would get the vision accomplished.

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We felt certain, at this point, that we had identified the first (and possibly, the most important) aspect of *The Leaders' Ways*, **The Seed Of the Idea**. We had learned several invaluable lessons:

- The leaders' perspectives were such that they could sense a need existed. They went beyond personal interests to see the benefits to others. They could provide a service that would create an improved state. This moved the idea beyond simply a personal interest, and into a sense of its own worth. The idea flourished into an innovative vision bigger than the individual and potentially satisfying to a larger audience.
- Even though the ideas were value-based, their personal connection established a commitment to see it through. This seemed to engender a passion for pursuing the idea. And, the benefits touched many people. All this heightened their confidence in the correctness of their direction.
- Each seemed inspired to create a better way and to reach for greater levels. Each leader felt an inward commitment to pursue the idea to its fullest reality. They spoke of the benefits of the endeavor. Each saw a broader, big-picture scenario for the idea's impact.
- *The Leaders' Ways* become a foundation for channeling their efforts toward overcoming challenges and to pursue the idea or vision. An integrity about the pursuit is established. The ways are characterized by these three intangibles:
 - The mind of the leader. An idea develops in the mind of the leader when he or she couples it with their expertise and past experiences. It is at that point that the leader senses a gap or a need.
 - The heart of the leader. It's here the leaders sense a value connection and the sense of worth from his or her perspective. It is a personal connection with heartfelt meaning for the leader.
 - The leader's spirit springs forth from the mind and heart, but takes its own impetus from the attractiveness of the end result - the allure of the bigger-than-life contribution that can be created.

Tested Practices for Moving an Idea Along:

At this stage of the development of an idea, these practices are associated with emergence into a clear and communicable vision. The combination of these practices is important for building the sturdy platform that becomes a reference point throughout the endeavor. This developed reference point can also be used as an evaluation, along the way, to assess the sense

of progress.

Specific activities to pay serious attention to:

- Does the idea make sense to my rational mind, my expertise and my experiences? If so, outline the ways this happens for you.
- Are my mind, heart and spirit in concert for moving forward? Can I envision this unity and see how it all goes together? This becomes part of the communication to others about your reasoning and the expectations for your pursuit. Others will want to know. You can convey your enthusiasm and personal beliefs.
- Are my personal values invested and is my spirit excited? Again, this sense of you and your vision will help explain to others your commitment to the vision.
- Is the new idea or vision a meaningful endeavor? If so, in what way. And, is it meaningful to you and to others? This needs to go beyond a personal only benefit.
- Do my personal intentions go beyond self-interest to benefit others? If so, in what ways? As before, this needs to be communicated clearly to others.
- Will the required actions be consistent with my ways of doing things and my values? This verification is so important for the long haul. Further, the consistency is important to those who join in for the endeavor.
- Can I explain my idea, the vision and the positive expectations to others? Again, an important early-on activity for moving the idea and vision along.
- Can I transmit my spirit, my enthusiasm, and my commitment to others? This is important to enlist support and investment from others.

If you develop a strong “yes response”, with clear understandings of each of these questions, then you are ready to serve as the leader and champion for your vision of an idea's fulfillment. Your developed integrity will be projected continuously and consistently throughout the endeavor. It will fortify you and your cohorts for the challenges to be faced. Moreover, your integrity will sustain your efforts, still the critics, and blunt the efforts of those with self-serving motives or desires. Others will be able to see your heart is in it, your thinking is constant and makes sense, and your spirit and passion are in line with your heartfelt values and your behaviors. Your values will remain constant as a guide for future challenges and difficulties. In addition, you will have that personal self-confidence that others will see as your “having it together”. Others will want to join in for the vision that appeals to them, for the confidence in your way of doing things and/or for being a part of something that they cherish and value. The foundation for pursuit of the vision is built.

What a powerful way to begin! And what a climate for success!

A Reality Check

We debated what to call the next Event that is discovered from our interviewees. Some of us wanted to call it "Selling the Idea." Others wanted "A Reality Check." In essence, by moving the vision out to others for their reactions and challenges, this stage becomes a reality check of the personal development of the idea into a strongly-held vision.

Our leaders recognized the importance of this event. They knew they could not move their idea along without the support, buy-in, acceptance, and, even, an embracing by others - some within their organization, some outside. The leader had to be open about his or her idea; that is, put it to a real test with others.

The Reality Check is a critical event in the path toward the quest! This move could be to get approval, or to get financial backing, or to just get others to sign on to help. This may be the first time the idea gets aired to others. It becomes a test of the worth or respect these others have for the espoused concept. It can also be the point of displaying the leader's confidence in the vision and the value of the endeavor.

As they recruit support, our champions^{iv} drew upon their conviction, dedication, personal values, and the potential service and benefit that the idea can bring to others. The leader is impelled to move the idea along - the personal investment and commitment is so strong!

This critical event, then, is characterized by communication with others. Our contributors mentioned discussions with employees, with peers, with spouses, with groups within their own organization, with other potential champions, and with potential financial backers. We were able to further categorize this stage of *The Leaders' Ways* into the particular constituent groups to which the leaders presented their ideas for a reality check. Additionally, we saw that our leaders used different methods and varying approaches as they sold their ideas. Check out the following:

Overcoming Inertia

- "I had to overcome the mindset that 'change' meant things had gotten worse I had to convince people that we can bring about this change, that it would be for the better and why things would be OK."

Getting Support from Sponsors^v

- "I was convinced I would have the resources and commitment from the ownership to turn this team around to be champions. Then, I went out on a limb to predict that to others, after familiarizing myself with every aspect of the organization. I explained what I was aiming for and what I thought it would take to get there."
- "This idea was conceived to be a benefit to the overall company goals. I could show the benefits to the senior managers and get their support and endorsement."
- "I could explain all the benefits and the tie-ins to important company goals - this got the endorsement of senior management."
- "The Board heard me out and agreed to move in that direction."

Implied Support

- "During the civil rights movement in the 60s some people were saying that I should work with Dr. King and abandon my efforts to erect this monument. I convinced them that these efforts were the kind of thing which Dr. King was fighting for, the dignity of people of color. In fact, I knew Dr. King and knew I had his support."

Selling the Idea to Investors

- "The pieces fit together pretty well - the tax credits, the architectural layout, zoning permits, etc. Why, even our initial marketing efforts exceeded the industry average. I was able to explain this to initial investors and to get some money to get started."
- "We talked about how the pieces could all fit together to initial investors to get some money to get started."

Involving Internal and External Stakeholders

- "I didn't settle on a vision for the business until I went out and talked to the workers at the plant, to the distributors and to the end users. Then I was able to express my vision - usually in about two minutes - and to communicate it to all constituencies, not just leader

support groups, but also to every single employee, to customers and to suppliers."

Enlisting Peers

- "I explained the idea to my colleagues as well as to the senior staff. They all supported it, found a way to finance it, and set up a committee to move it along."

Signing-up Special Groups

- "We called everyone personally. We also reached out to women, Blacks, and Hispanics. They were willing to go along with this radical change and to help make our idea happen."
- "I said to my wife that I wanted to take on this endeavor."

Recruiting "Friendly" Others

- "I picked people who shared my vision. We were all united. We decided how to face this future - all pulling together as a team in the same direction."
- "Early on, I interviewed everyone, face to face, and explained my ideas. Then, I listened to their reactions, and got them to volunteer to get involved in different phases we were planning. They were all willing to help me make the reorganization happen."
- "The idea was posed to an already established collegial group and they not only supported the idea but they even found financing."

Recruiting "Not-so-Friendly" Others

- "I had to overcome a mindset and show the worth and betterment of things."

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We certainly learned valuable lessons during the "Reality Check" event of *The Leaders' Ways* journey. To some, these lessons are painfully obvious. At the same time, several of them are easily forgotten or overlooked.

- The tie-in of leadership, determination, and communications comes through so strongly at this stage. The communication is not just words being said. It's important for others to hear the logic, implications, and potential benefits. It is also the fervor accompanying the words. Here is where the "having it all together" shows up.
- The leaders will be challenged in some way by every audience. Explore each question, each challenge, and every naysayer. Also pursue all of the positive comments and questions. Every one – whether positive or negative – is important and carries a message about some constituent individual or group in the leader's audience. He or she has to maintain their focus on the promise of the vision. The leader must send forth a message of conviction, of resolve to see it through, and of a *heartfelt* belief in the value of their vision.
- Consider that some of our champions operated from a position of power, while others were without an organizational-status platform. Some were starting up a new venture. None resorted to a power play or use of edict or command. All gained understanding and support through their own logic, intensive commitment, and a spirit of "can-do" for the benefits and values the idea offered. The integrity to the vision was a worthy endeavor to carry the day. Though some in the audience didn't buy-in at the time, enough support came forth to increase the commitment to see it through. Reluctance and opposing mindsets began to fade away.

TESTED PRACTICES FOR DOING A REALITY CHECK:

These practices, then, emerge as the way the leaders handled this critical event:

- Pay special attention to your heartfelt communications skills here. Your openness about your vision, its benefits and your values, underlying the vision are especially critical here.
- Convey your beliefs with a spirit and energetic promise that your supporters, critics, champions, and sponsors will see, hear, and feel.
- Be open about the ideas and the paths to success as well as having an eagerness to listen to the concerns and challenges of others. Their interactive comments can add other dimensions to your thought processes.
- Create an accepting and open climate for the audiences. This invites their contributions.
- Focus on the benefits and values that will accrue from your vision, the thinking behind it, the commitment to pursue the idea, and the spirit driving it. For, it is not only about you, personally.
- Hear, sincerely, all of the responses and advices. Somehow, let them know you are listening to and value their comments.
- Be alert to suggestions or potentially, unthought-of- consequences.
- Remain attentive to other slants, alternatives, and inputs.
- Look for a buy-in^{vi} for wanting to make the idea work. Support is usually available.

Now, the first movement of the idea by a larger contingency begins to take on its own life. The initial test passes its challenges. Enough support and energy surfaces to encourage further movement. Supporters, in many cases, want to become part of the ensuing activity. The unified determination to pursue the vision is in place. And, now, it is onward to the vision!

Progress Happens

The next event in *The Leaders' Ways* toward the vision is where significant progress is made. During this phase, as the idea moves along, refinements are made and the idea's energy grows stronger. The idea gains momentum as the leader proselytizes the idea and others buy-in. At this stage, noticeable and definite progress occurs, but, most importantly, it is during this stage that the concept begins to appear more feasible, and tends to develop "a life of its own." We felt there were three potential reasons for this occurrence:

- The leader's past successes reflect on the new idea, providing strength and nurturing.
- The idea itself is unique, seems achievable, and engenders its own energy and enthusiasm.
- The constituency begins to see value as the idea becomes clearer and becomes more realizably formed.

Then, hope rises. Others begin hoping for the promise that the idea's fulfillment offers. This hope seems grounded in the benefits that would accrue as the scenario becomes real. Many attractive possibilities are created. The hope intensifies as the methods for making progress are respected and esteemed. The stakes start to become personal. Others want to join in the support of the idea. They sense that they can be a part of a valued venture. Others buy-in. They are willing to commit - they want in!

Our leaders made the following comments about this stage:

- "Our focus is on helping others, then good things happen - we had similar values about the focus and the way we could help others. Others in the organization sensed the fairness and fair treatment about the way we would precede. They wanted to go along with the

proposal."

- "I exhibited my belief in their ability to fit in and come through; the ones who believed stayed and were willing to go for it."
- "People said, 'I honestly believe this guy [me] is going to make a difference in how people are taken care of. It's worth doing something.'"
- "One guy said to me, 'I believe it will work - everybody gets a benefit.' The key is a consistent integrity over time on my part."
- "The approvals were important. The encouragement to seek the idea's fulfillment was important. And so were the refinements of the idea as discussions and support of the people helped shape the possibility of its becoming a reality."
- "Others who are associated with the approvals and support for the idea sense that they are a part of a valued venture. They want to do whatever they can to move it along."

Our interviewees felt that the buy-in of those others involved was extremely important to their idea gaining a life of its own and eventually leading to success. Their comments reinforced this:

- "Now, I brought in people who will resonate with our mission of helping others. We use their specialty to excel at fulfilling our mission."
- "In the first meeting there were people around the table who made a judgment about my approach, and they knew I was serious. In their hearts, they knew the status quo was unacceptable. Those who felt the status quo was good enough got very uncomfortable and spent a lot of energy telling me how tough things were - tough with the union, tough because of all the storms, tough customer demands, tough for the employees to do a good job. I basically had to say that was totally unacceptable. We are going to shoot for a new level of performance and we will make it. It was clear to me we could be competitive, if not the leaders, in most of the performance measurements and we would transform the place. I was convinced of it. Some believed in it. Some knew we had to do it. Some believed they had to hear more. So, we began telling our several thousand people about our management system and how we are organized to transform things. We began to formalize our action planning. Roadblocks were identified formally. Then, someone was held accountable with a schedule to get it fixed. At first, people lower in the ranks thought this was another program. When they started seeing roadblocks removed and people being accountable, they started to get the message. If I found something wrong, I stopped, found the responsible person, talked with them, and made sure it was changed. People started to say this isn't just words, this is real behavior, and this is action. They really meant it! In our plan we included things like what are we doing to communicate our message to our people regularly. We held regularly organized communications sessions. We had training and development - that was important. Some of our people were very rough, gruff, and tough. When they recognized that here was a sense of fairness and fierce accountability, they started to open up. They obviously had standards and integrity. They became almost emotional about getting performance up to an accountability standard. So, we had a follow-up process, and even provided help if they got into trouble. The kernel of the process was its sense of fairness and fair treatment for accomplishing tough standards."
- "At two general sessions, management representatives presented the concept, explained how it would work, and invited discussions and questions. At the end, I asked who was

willing to support it. It was virtually unanimous!"

- "I had interactive dialog with all the people. I talked about high goals and commitment, about assets and shortfalls, and about attitudes. In the beginning I saw no self-confidence, no belief in themselves. I thought they lacked leadership and direction. I gave them my expectations and exhibited my belief in their ability to fit in and come through. They gained a sense of pride and a can-do attitude of professionals - a more appreciative belief in ourselves. The ones who believed stayed and were willing to go for it."
- "The way people offered to help in all kinds of ways demonstrated to me, inherently important to me, that a community interest can also be self-interest. That gave me something to sell to the young and immature mind. Look! Being involved is important because what we put back into the community also builds a bond with the community. And, you never know when that helps you, both psychologically and practically. My belief is that I have a responsibility to build bridges - not burn bridges. This runs through my role as the head of a company with a diverse group of people as clients. It runs through my role as a member of the community. It drives me to try to help people get along."
- "The real authority you have is the moral authority that people accord you - because of a whole range of circumstances. One, you've done things that seem to work; two, you treat people fairly; three you are open; four, you try to embrace them and involve them in the decision-making process, and, over a period of time you know people are with you. The key is a consistent integrity!"
- "I told my staff, 'We have to find a way to not only make our product affordable, but also to change our price mechanism.' I explained that I had only two choices. I could do what the rest of the world was doing and downsize, or I could lower our costs. I couldn't increase sales. I said it's a gamble! Yet, I believed it would work, and they went along with it."

These excerpts demonstrated the dynamics that occurred as the potential benefits of the idea and its sponsor begin to attract others who will help make it happen. Others now experience the desire, the spirit, and commitment of wanting to be a part of the idea fulfillment. They are willing to invest something of themselves, their resources and personal and creative energy. They sense some personal connection to an end state with all its potential and valued appeal. What emerges seems to be a match for the supporters. Each one that buys-in comes to the point of self-selection out of some willingness and attraction. This is due to their perception of:

- Credibility of the leader - respect, confidence, and trust in his or her ability to pull it off
- Expected benefits and services to others, and the chance to make a worthwhile difference for many in their world - including themselves
- Gratitude for the opportunity to be in on something and hope for their chance to be a part of a valued activity

It is during this phase that those who truly commit to making it happen have identified with the end state - the successful realization of the vision. They identify with the values in a deeply, heartfelt belief in the worth of the effort.

The linkage is now made. The integrity of the leader, with a cohesive unity of mind and heart and spirit, unites with supporters of a kindred mind and heart and spirit.

TESTED PRACTICES for MAKING PROGRESS HAPPEN:

These *Leaders' Ways* stand-out at this critical time as **Tested Practices**:

- Openness to communicate the values underlying a noble endeavor; a willingness to regularly remind others of the values of the activities.
- Consistent fervor for the vision. This helps focus on the special and unique creation, beyond our personal satisfaction. The *Vision* touches so many areas. Along with the fervor is a certain evident spirit for the pursuit. Others sense the spirit and passion.
- Respected values are not only for the benefits of the endeavor but also for the manner we employ for proceeding. Our ways are respected as we move forward. They ennoble the activities.
- Credibility is grounded in right thinking. Confidence that we are on the right track is evident. It regularly makes sense to others.
- Personal investment and commitment to see it through to reality -come what may!

The bond is built. A force is united for the pursuit. Now, the leader has assembled people with shared values for the goal and its benefits; people who want to be a part of making it happen in the right way; those who want to identify with the integrity of the leader and the valued mission and goals; as well as the spirit to carry it to fruition. A unified commitment is carved out to move forward.

Bonds Strengthened For Moving Forward

Additional resources and members are assembled for the move forward. As the organization develops, additional roles are required, and new relationships are formed. For instance, special expertise is identified as needed. Client groups take on a new significance. And, subgroups within the organization are formed. A structure to support the organization's mission and vision grows.

Some comments from the leaders reflect the importance of their ways at this critical growth stage:

- "For me, it's all about the mission and helping more people. I hire the best financial, best marketing persons - that isn't my expertise! What we're doing is too important for me to stand in the way."
- "I learned a lesson: pick what I can do as a leader and, then, *trust* others to help implement the vision. I encouraged them to participate in the implementation decisions on how we would do this."
- "We shared a bunch of values about the kind of organization that we are idealistic about. We created a diverse board and elected people in categories. These were our values and we lived the dynamics of becoming a fully integrated organization."
- "I turned to some creative arrangements that protected the other party so they wouldn't lose anything. Others feel comfortable with me. I respect them and their preferences. So, I'm easy to do business with."
- "I've got to have people working with me that I have confidence in and where there is totally open communications and trust. I want my people to apply their common sense on behalf of the company."
- "Our approach had integrity and could match up with the company's values - we got support because of these common values."
- "Now, we have a very creative intellectual, value-added type of environment. And that's

my job: to create this positive environment where people can grow. I trust my colleagues as professionals and adults."

- "The communications skills are very important. I just try to keep it in a language they can understand. I try to be sensitive to them."
- "The people I picked were friends or became friends. They did not allow me to fail as that shared affection is a part of the relationship. They felt the sincerity and respect. In return, they shared a deeper, trusting confidence in the leader, the idea and the organization. They all felt the commonly created energy that will propel us forward. The excitement was heightened by the sense of ownership, the commonly held values and the welcomed responsibility, respect and latitude. These relationships were so solidly founded and the bonds so strongly built that they endured throughout the tests and demands that were ahead."

Tested Practices to Strengthen Bonds for Moving Forward:

We felt *The Leader's Way* was especially evident at this critical event and emerged into another checklist of **Tested Practices**:

- Whenever necessary to focus resources on the endeavor, only bring resources to bear that reflect the values lived by the leader and shared by the early supporters. This maintains the consistency and integrity of the endeavor.
- Share responsibility for important activities; others want in and their perspective is needed. Creative problem solutions abound. Trust in each other and in the Vision creates an environment of healthy accomplishments.
- Continuously recognize and reinforce the talents and contributions of others involved in the effort – create, continuously, a climate for growth, development, and achievement for all.
- Be sensitive to the needs of others; they will be sensitive to yours.
- Be consistent with your trustworthiness and integrity toward all stakeholders. This is the *sine qua non* for the valued vision to be achieved.
- Foster friendship and affection throughout the organization. This maintains the spirit for the endeavor.

Sustaining the Efforts

As the organization continues towards its mission, the leader now focuses on sustaining the growth. Resources are in place, roles, relationships, a climate for growth and development, as well as the unity of shared values are further deepened. This is a critical event, for it takes a long time. This is the gestation period of the project. *The Leader's Ways* during this period were discussed as follows.

- "My expectations permeated the organization. People knew that if they are going to be a part of this new world, they are going to have to elevate themselves. And I knew I had to walk-the-talk."
- "At every opportunity, in every setting, I kept directing attention to our project over and

over again."

- "My passion comes from a very intense personal perspective as well as the broader scheme of knowing that I'm doing something important for the corporate good."
- "So, along the way, I refocus and re-support the original direction. And reward the progress that was made toward the original direction."
- "We rewarded our people who modeled the values of the company. We promoted an environment where you succeed by sharing with one another, helping your fellow workers grow and develop. We had a team-based environment here"
- "We had a group of people who were aligned, committed, and knew where they want to go, and their bosses were removing roadblocks and working to get training for them, and communicating regularly. We had some magic going and things continuously improved."
- "When you have people using their talents toward the goal, and it's all going together, you have something beautiful going."
- "I just got to know the people. Showed that I cared! Opened up communications channels. Showed it from the top. Lived what we said, told the truth, espoused our values through recognition, asked the people to take ownership. And I tried to simplify to the point where employees could apply their common sense on behalf of the company."
- "Effective leaders in the end become followers if they do their job effectively. I had the privilege of leading the organization, but the organization's results were determined by the employees. I followed them to the end. It was a strange, wonderful feeling - but still strange. It made them feel good as it dawned on them this significant responsibility."

TESTED PRACTICES at this Critical Event to continue actions toward the Vision:

This phase encompasses the ongoing implementation stage associated with progress towards the vision fulfillment. To summarize what leaders practice during this phase:

- Constantly and consistently maintain and display the clarity of purpose, passion, and intensity for accomplishing the vision - The priority of the mission is Number One regardless of other competing demands. Nothing belies this.
- Responsibility is shared along with empowerment, respect, and confidence No one person can do it all. These practices are a sign of trust in others
- A climate of growth and achievement, open and honest communications, trust, and teamwork permeates the organization everywhere. Motivation is naturally rampant throughout, in this kind of environment.
- Everyone is encouraged to learn and grow - on-going training is supported and rewarded ; personal development is reflected in improvement and growth.

During this time, *The Leaders' Ways* predominate. Consistently, the power from the leaders' mind, heart, and spirit continues to have its impact among the others in the organization. Their trust in the leader stems from that. The followers know what they can count on from the leader when he or she acts consistently with the promises and purposes of the vision. The spirit that attracted others to unify toward a worthwhile cause is maintained and intensified as activities unfold. This unity brings about the respect and confidence that fosters positive efforts throughout the organization.

The original commitment established among the followers, early on, is evident. For, the followers who joined in are deepening their commitment to the goals they committed to by using their ingenuity and creativity. Their imprint becomes apparent. All this is coupled with the kindred spirit, common throughout the organization.

It is increasingly apparent that *The Leaders' Ways and practices* not only foster climates of growth, learning and achievement, but also create the unique organizational cultures, necessary to support and nurture these important strategic visions.

Meeting Challenges

Along the way, even the most synergistic of organizations face issues, difficulties, roadblocks, and challenges in one form or another. Our leaders were less interested in discussing *how* they solved or mitigated the issues they encountered. Instead, they were exceptionally open as to how they reacted to challenges:

- "You only want to learn from the negative experience and, then, apply the learning to the next experience."
- "We might find out that certain of our assumptions were not correct. The only thing we ask is that, OK, let's not make the same mistake again. Let's learn from this! No recriminations!"
- "A roadblock is an opportunity. Absolutely! When you have a customer complaint, it's an opportunity for you to show how you can excel."
- "Roadblocks! There are none, really. They are just something that helps me move on - to find another solution or another way to make things work."
- "There were a lot of difficulties, a lot of failures. I look at them as successes because they're more valuable learning lessons than our successes. Maybe, an expensive lesson, but it is worth it and is part of our becoming the great organization we are now."
- "You get enough things moving forward and one of them can be a stumbling block and the momentum of it all will pick it up! The creative juices just flow!"
- "I picked good, talented people, but, who were my friends or became friends over time. It was not all without conflict, but with a deep mutuality of respect, we could overcome every hurdle in the way."

Tested Practices for Handling Challenges:

The Leaders' Ways when they encounter roadblocks, difficulties, or setbacks is to turn them into benefits for the organization and their vision.

- Turn a difficult situation into a source of creativity and develop a unique solution and an opportunity to reaffirm your core purposes and values
- See challenges as building blocks to an improved way of doing things, especially for treating each other and customers better
- Treat setbacks as learning opportunities for growth and success.
- Maintain a "no recrimination" attitude. Here, trust drives out fear!

The theme of *The Leaders' Ways* during this time of the progress toward the vision is the trust the leaders have in the process. It's relatively obvious they have the confidence in their abilities, and, in their visions of the futures they are building towards. They have to instill this same confidence in those who are following them. They had to keep the fire of this vision alive in all of their minds. My colleagues and I saw that *The Leaders' Ways* was in-fact, a process. It was a consistent process, rooted in trust for the leader's integrity of mind, heart, and spirit, towards a vision that would override any and every challenge.

Miscellaneous Insights

Our contributors offered us other insights about their experiences and their personal approaches. These seemed, to my colleagues and me, to be "mega;" that is, overall "how-to's", or practices that apply to every phase of *The Leaders' Ways*.

Some representative comments about their **insights** are as follows:

- "As a leader, you must recognize the tremendous importance of building a team through communications and an understanding of what you are about. Then, as the team, they know what needs to be done to gain understanding, alignment, and commitment. Results are built on personal integrity, high standards, and a sense of fairness. The integrity factor is the real essential. When you are working with people, you have to have it, consistently."
- "Once I made the conversion, I started doing things for the right reason - helping people who needed it. Then, it seemed like things flowed easier. There was more harmony and opportunities presented themselves. So, I'm going to do more of it and more of it. It may come in more joy in all parts of my life."
- "I mean this company couldn't do what it's doing and it couldn't get to the next plateau if it didn't have that right value culture. It goes everywhere in the company."
- "Well, I think a key learning for me is around the importance of having a holistic and integrated perspective."
- "It isn't about one person – me as President. If my senior managers were not talented, honest and team players...if those people hadn't come together along with some others...if they hadn't come together as a team...if they didn't trust each other or if they didn't work together, nothing would have been possible! They are all leaders."
- "I love to see people grow and be the best that they are. And, I'd rather conduct a symphony orchestra than just a three-man band. When you have more people playing at the same time and all the music is going together, you have a more beautiful sound. But I didn't write the music. I provided the opportunity for the musicians to do their thing very well and for others to do what they naturally can do. I pointed them in the direction that the organization and I wanted to go. I was helping make it their direction in addition to it being my direction. So, it was my music in addition to their music. And, it all sounds good! I'd like to be remembered as one who cared about the other people; as one who saw opportunity for other people and cared enough about them to let them grow."

Noteworthy Themes

Certain themes evolve from a review of the leaders' remarks. The three elements of the definition for leadership, cited earlier, are:

- the leader's idea to pursue an outcome or goal
- The outcome, goal, or vision of the leader
- The process used to pursue the goal/vision

Associated with these three elements are themes, noted by our contributors. The three themes follow.

Theme around the Idea and its Origin

Focus on the origin of the leader's idea raises the curiosity about how it all gets started. Certainly, each of us has a unique perspective about how each sees the world around him/her. This perspective influences the slant on life's activities. Also, it influences our stream of consciousness and what is of interest. As attention is paid to an aspect of life, our brain notes the event, compares it to other stored information and seeks connections. As connections are made, ideas develop. An idea then comes into one's consciousness. As the idea is explored and other connections develop, a certain prominence evolves. Most importantly, the prominence gathers a sense of possibilities for the idea and yields a certain attractiveness for potential application of the idea. Now, an excitement about the possibilities gets to the heart of the person and one's values. Further excitement leads to additional thoughts about the benefits for others. The excitement leads to a desire to advance the idea and its possibilities to benefit others. Thus, a deepening belief in the value of the idea excites even the desire and heart to move it into reality. Out of this heart and desire is a certain spirit to pursue the idea and its implemented potential.

This beginning of an investment of one's values, one's mind, one's heart and one's spirit for the realization of the idea becomes especially important for the leader. This kind of investment is now a *sine qua non* for success. For, without this foundation, this commitment, little likelihood of advancing the idea through to its desired goal exists. This becomes the point where the leader begins to articulate the potential of the idea with a personal investment and intensity. Such openness causes others to sense the seriousness, the thinking behind the idea and the expected benefits. The openness of the leader also encourages dialog and testing of the idea's feasibility. This is where a certain clarity develops for how the idea would look in reality. Even a beginning sense of a future vision emerges from the reflections on the dialog. The more the projected vision is discussed, the more the commitment to its realization is invested and grows. Support for the potential begins to build. The leader is now poised to continue the pursuit, to amass the resources needed and to enlist followers. The allure of the vision realized becomes embedded in the leader's commitment. Further activities can now flow from this foundation. A direction for needed efforts emerges.

Theme: the Outcome, Goal/Vision for the Idea's Implementation

The process continues from the origin of the idea to thoughts about moving forward towards its implementation. Fundamental to moving forward is: in what direction to move? This becomes clear as the development of the newly-formed idea takes shape as a clear vision of the future state with the idea implemented. The development of the idea into a clear vision is important to the pathway to fulfillment. It is the clear vision that attunes others to the same desirable, future state of affairs, to the same outcome of the efforts we devote our attention to, to the same benefits we seek to provide. This is the heart of our united contributions. Together we aim to create this envisioned state.

Thus, the importance of a clear vision plays out in many ways. It becomes clear to the leader after the test of the idea in the public arena. The dialog with its challenging discussions and the give and take of different viewpoints under discussion all lead to a realistic expectation for the idea's implementation. The leader now has honed the initial idea into a clear sense of what can be created. The benefits for others can be spoken to with a sense of confidence and assurance. The leader is now positioned to further the movement toward a clear state of accomplishment.

As the implementation of the vision begins, it is important for the leader to communicate the vision as a common goal with its attendant values. This vision is our common goal with value for us and for others. Thus, a shared value unites us and underlies the meaning of our efforts. Also important is that this shared vision can be communicated clearly to potential joiners, to followers, to supporters, to other stakeholders and to the public at large. This intensifies the commitment and support for the endeavor. Further, the shared vision serves as a regular reference point as actions unfold and strides are made to bring the vision to reality. Decisions along the way are made with reference to the vision and the associated values. This serves to move along the progress towards completion. This is a further emphasis for the priority of the vision and associated benefits. As progress happens, those involved invest more ownership for the success of the vision and can see the fruits of their efforts unfold. Thus, their creative efforts underlie the successful pathway towards realization of the vision. Now, the leader's vision takes on a unique power, like a magnet, to pull along the heartfelt efforts, creativity, and wisdom towards the successful completion of a vision realized. Apparent now is the need for a well developed vision for the future - a *sine qua non* for success.

Such a vision can be characterized as:

- Initiated by the leader
- Is future oriented
- Is positive and hopeful for the future
- Is comprehensive and with enough detail to highlight specifics
- Is believable
- Creates expectations that it can be accomplished
- Identifies respectful values and beliefs
- Is embraced by top echelons of the organization who agree to support and pursue it
- Appeals to future joiners and followers

These criteria can be used to verify the leaders' treatment of a developed vision for the future.

Theme Around a Process to Move Activities Toward the Vision Fulfillment

This aspect of the definition of Leadership deals with the dynamic activities between the determination to pursue a clear vision up to its realization. Others may have joined in or are being recruited, at this step. Resources are identified or arrangements are being made to gather the needed resources. The leader, now, must move the people and the resources toward the vision and its benefits. A primary concern for the leader, now, is the kind of environment or climate that will be healthy for the people, for the resource applications and the furtherance of the endeavor to a successful attainment.

Consider the groundwork that the leader has already built: a clear, heartfelt, and committed desire to pursue the idea; a positive and inspiring vision for what can be realized; and, some support from others has already been gained. A review of the contributors' comments shows their attention to collegiality or inclusion of the opinions and concerns of those affected by the proposed activities. Also, comments about the leader's confidence in the abilities of the followers to execute their part of the progress toward the vision are noted by some. Then, again, comments are made about respect the leader shows for the creative solutions to problems. The communications are open and direct with no fear of recriminations. The importance of trust and confidence is regularly highlighted and steps are taken to build a trusting climate to further the development toward the shared values for the vision. This mien is highlighted in the segment: **Bonds are Strengthened**. Thus, our contributors describe a climate of mutual trust and confidence for their pursuit (comments abound about: integrity to the vision; sensitivity and respect to the followers; trust for them to do the right thing; the common values shared throughout; the positive environment created so people can grow; shared affection which grows throughout, based on sincerity and respect; and a deep, trusting confidence in the leader, in the idea, and in the organization.) . The leader consistently, and over time, demonstrates a trustworthiness to the rest of those involved. This is the climate that supports the shared values developed initially. Those comments and this consistent climate, engendered by the leader, is the climate that fosters growth and development toward the vision as well as for the entire group striving toward the vision realization. The trust climate, championed by the leader, is the *sine qua non* for successful Vision fulfillment.

The Leaders' Ways and The Trust Process

It all starts with an idea, with focus on the benefits for others, rooted in a personal value that now leads to something that is bigger than the individual. Thus, integrity is formed as the mind and heart and spirit unite to form an *esprit* for making the idea a vision to be fulfilled. With this as a creative starting point, the leader moves into action, guided by the integrity. A certain intuitive guidance, stemming from the integrity and values and spirit, influences and guides the actions toward a consistent display of commitment and passion for the vision. Thus begins a **process**, grounded in integrity and guided by a set of values and a driving spirit to seek the vision. This now evolves into a process with a framework for moving forward. It is a trust process, characterized by belief and reliance on the vision. There is no fear of failure. Creativity abounds. *The Leaders' Ways* unfold, consistently.

Now, as the leader moves into the external environment to test out the idea, the process becomes evident. Foremost in the process, at this stage, is open and straightforward communications

about the idea, its value and its potential benefits. A message of resolve and commitment to the vision is sent forth. Others sense the integrity, spirit, and trust of the leader for the endeavor. The confidence and trustworthiness of the leader comes across so obviously. Support from some begins to emerge. Those of a kindred spirit offer support and considerations. Many sign up to be a part of the venture. Others can opt out of further involvement. A group of believers with a shared spirit and shared sense of values for the vision now emerges. The initial bond is built. Steps are taken to continue to build trusting relationships with confidence in each other to grow and develop the necessary pathway to the vision.

Their combined efforts build a larger organization. The leader is the nucleus of a framework of integrity, shared values, and confidence in the trust process. His or her followers flourish under the climate created by the leader – a climate of trust and openness that spurs creativity for positive progress toward the vision. All the stakeholders sense the trust and confidence and are more likely to join in to support the efforts.

Creativity reigns as strides are made to implement ideas and overcome any challenges. The climate of trust and openness becomes an embedded culture for all. The passion and intensity for the vision continues. The spirit and values are everywhere present. Compassion and empathy prevail. Individual expertise is readily applied as progress is made.

As roadblocks, difficulties, or potential setbacks pop up, the leader seizes these as opportunities for more learning and growth and development throughout the organization. These are seen as a reaffirmation to the core purposes and the values underlying the venture. This is the trust process in full bloom. The environment of creativity, of growth and learning, of fearlessness, of “can-do” prevails. The vision fulfillment is at hand. At the heart of it all - the *sine qua non* - is *Trust and Confidence in the people and the process*.

As my colleagues and I discussed the lessons we learned from our efforts on *The Leader's Ways*, this aspect of *trust* became more-and-more obvious. *Trust* is the ingredient - like yeast in bread. If it weren't for *trust*, they would not have achieved the results they did. In retrospect, as we reviewed our findings, we discovered that underlying and supporting *The Leader's Ways* is something more esoteric and powerful, *The Trust Process- Trust in the People and in the Process*.

The Trust Process originates with the blending of the mind, heart, and spirit. Fears about the vision diminish as the power of the value and potential benefits grows. Then, as the idea grows, trust builds. The mind, heart, and spirit combine to assure the leader of the correctness of the idea and its path. The communication about the endeavor flows effortlessly. The openness not only inspires the leader, but also invites others to join in.

As the flow of events moves toward implementation, the trust process creates a climate of positive and creative support. All involved begin to realize the active movement toward the vision attainment. Creativity abounds among the entire unit. No fears pop up to challenges. Further movement towards the accomplishment seems to strengthen the momentum. A sense of working together is another hallmark of the trust process. It is easy to be interdependent. Skills and abilities mesh as needed and the people-functions work smoothly. Creativity abounds as a sense of positive results happen. Success is inevitable.

Creating an Organization to Attain the Vision

Now, the leader cannot do everything. As momentum towards the vision builds, complexity increases. Others are needed to handle the specialized work requirements and the diverse

relationships with many stakeholders. Specialists in so many fields are required for fulfilling operational and staff requirements. The sheer volume of work increases as business picks up. The organization grows as does its needs. As such, followers with various skills, abilities and knowledge are needed to continue the advancement toward the leader's vision.

So, leaders should understand the followers' inclinations to join a leaders' cause. Why do followers want to join an endeavor? And, what might be in it for them? Of course, different persons will vary in their different needs and expectations. Yet, a follower is attracted to aspects of the leader and the Vision, as espoused by the leader. A follower can see a possible and/or personal connection. Further, a follower can see a part where he or she can contribute one's personal abilities and skills to the endeavor. Such is the nature of adults with different skills, interests and goals – to use them for creating value,

Now, consider the elements of our Leadership definition: the Leader; the Vision; and the implementation activities needed along the path to attain the Vision. Many followers are prompted to join the overall cause through any one or more of the Leadership elements. Let's examine each separately for some possible insights into why followers may want to join in.

The Leader

What is it about the leader that prompts a follower to consider joining in for the endeavor? For starters, the follower may already have some knowledge of the leader and his or her persona. The knowledge might be about some past achievements, or some common relationships, etc. At any rate, the image of the leader is a favorable one. Such knowledge might sit well and be favorable, in the eyes of the potential follower. And, so, a follower is willing to join a leader, based on the favorable impression.

A past acquaintanceship may have created some confidence in what the leader is aiming for this time. That confidence in the leader can be part of an interest in what is going on now and, maybe, stir up a yen to be a part of the current quest. For, such confidence about the leader encourages followers to want to join in to the leader's current priority. Many followers want to be part of a winning endeavor.

Then, again, some leader's past success suggests some similar outcomes with this new venture – a sense of can-do arises as possible, here. So, the expectation builds for another success and its associated prestige. As such hopes form, followers are eager to be seen as a part of a significant and prestigious undertaking. Many followers can see some personal respect afforded to them because of their association with the respected venture. This kind of respect appeals to many followers and can be an inclination to join the leader for this endeavor.

And, again, the leader may project some aura of confidence as he or she communicates about the endeavor. As discussions and explanations happen, the leader also connotes a personal involvement in the approach and a personal heartfelt commitment to the vision and its potential benefits.

The top priority for the pursuit of the vision is unmistakable. The benefits to be realized are also valued and esteemed by the potential follower. As such, a sense of shared values prompts a follower to enlist in the endeavor

More, again, can be sensed about the leader and his or her communications. Followers look for the leader's consistent and heartfelt commitment to the endeavor. Is it such that the priority will be maintained as a top pursuit? Can I count on this leader to maintain a consistent high regard towards

the endeavor, despite the possible difficulties along the way? Will the displayed integrity be there regularly? Can I expect a respectful inclusion in the activities that result in success? For, followers are looking for the respect and inclusion as events unfold – a powerful incentive to join in!

Now, followers can join in due to the potential allure, as displayed by the **leader**. Such attraction can be rooted in these favorable aspects projected by the leader:

- The personal, favorable image and persona
- The confidence shown about the endeavor
- The believable aura of the leader, that the Vision will be achieved
- The personal respect that is possible by association with this leader
- The leader's personal, heartfelt commitment to the vision and its potential benefits
- The shared values with the leader, as sensed by the follower
- The possible chance to be included in on such a worthwhile endeavor
- The respect the leader shows for the contributions and support of others
- The apparent climate of mutual trust and confidence, as well as respect, espoused by the leader

Followers can opt to join in as the attraction has appeal, personally. Connections can be made due to the promise of a favorable and respectful relationship and its potential payoff to the follower.

Compare the aspects that followers want, above, with the first *sine qua non*, as outlined earlier in the first Theme, about the leader's heartfelt commitment to an idea – the foundation to build toward the idea's realization. Here, the leader's investment of one's values, one's mind, one's heart and one's spirit for the realization of the idea becomes especially important. A consistency, about the Leader's expectations for and commitment to the idea and the followers' favorable attraction for wanting to join in, is apparently present. There exists a powerful potential for connections to be made with such compatibility. And, it is this compatibility between the followers and the leader that can be nurtured, built upon, and can result in an effective collaboration along the path to a Vision to be realized. Now, shared goals can be reached and, are even inevitable.

The Vision, as Proposed by the Leader!

This is a second element of our Leadership definition and can be a source for more possible connections with followers. What is it about the possibilities of the Vision fulfillment that can be what followers want?

They might want to join in to pursue a vision that has a **clear direction** to a place that has appeal. Maybe, they see an appeal that brings benefits to others. Or, even, it can be an appeal that is respected by the general public as well as the follower. It seems clear and fitting to the potential follower – it makes sense. Also, it seems appropriate when compared to the leader's discussions and expectations. It is consistent with the very nature of the leader. And it is a direction where some followers want to go. The direction is focused! It conveys a choice, rather than a random hope, clearly. Such communication contains the information that followers want and can arouse a desire to be a part of it.

Consider that the potential followers can learn more about where the leader is headed – even the broad **goals and objectives** entailed. Further, the picture painted is rather clearly portrayed and has enough detail for the followers to get enough of a sense of the target to arouse their interests and,

perhaps, even see a reason to want to be in on it. The Vision attracts followers as a future scenario with a resonance for them. It is a place they respect. It is in tune with their own sense of the way things should be.

And again, followers are also alert to learn that the leader's reporting cadre of close, fellow colleagues is also aware of and supportive of the quest for the Vision. Apparently, this has been explained and discussed satisfactorily. Surely, some reality test has been explored and deemed feasible. A confidence in the feasibility of the Vision has been established. All this has resulted in a consensus agreement to pursue the Vision, to amass the resources needed, and to create a plan for pursuit of the Vision. Followers are attracted to such a unified commitment. This commitment from the top cadre speaks to the unified and serious priority that will be given to the quest for the Vision. This is a powerful allure to followers – an attraction to join in! Followers sense the importance and are willing to contribute to such a pursuit..

Such a serious and unified commitment suggests, also, to followers, that the Vision is **believable and attainable**. A certain confidence emerges around a momentum for a Vision to be realized; and for the expected benefits that will come to be. Now, despite the challenges that will surely emerge and the demands that will have to be responded to, the Vision seems inevitable to happen. Doubts and any personal misgivings seem to fade away with this overall positive approach. Momentum seems to emerge all around. Followers are sensing such an aura around the Vision and are willing to join in for the quest. For, such an outcome would be worth the efforts of all.

As the scenario becomes clear in the minds of the followers, the potential **benefits** also emerge. Followers realize the feasibility of the Vision; see the values possible for all and see the many ways they can fit in and be a part of the creative venture. They want to share in the activities needed to help create the Vision realized. A commitment can be made. For, followers are convinced that the benefits are worth it; that the leader and the rest of leadership will be behind it; that the public will also get value; and, that personal efforts will be respected and treasured. Such a sense of things can only lead to a joint commitment to shared values between the leader and followers. The Vision now has the power to attract creative efforts from all so the inevitable fulfillment is realized.

Now, the leader's vision can be seen as a possible allure to followers and a stimulation to want to join in and be a part of the journey to the vision fulfillment. The above mentioned Vision attractions are reasons enough for joiners to want to be a part of the endeavor:

- The clear direction
- Sought-for goals and objectives
- Support and commitment from top colleagues
- Momentum towards a Vision that seems believable and attainable
- Potential benefits for the general public, the pursuers and the organization
- Shared values with the leader for the Vision realization

Now, the power of the Vision is clear. The power draws not only the leader towards the realization of the idea but also followers. And for the followers there is a special attraction that goes beyond the ordinary to a deeper level of appeal. The believability for the Vision, displayed by others; the many benefits for so many other entities; and, the chances for personal creative investments all stir up a possible inspiration to many potential followers. For, in their hearts, followers are inspired to want to lend personal talents to such a lofty Vision. The identity with the Vision is heartfelt.

The second Theme spotlights a *sine qua non* for the leader, "...the need for a well-developed vision for the future". Others can see the attraction of such a well-developed Vision and the power it has for bringing in followers with a potential yen to join in. And, the power of the Vision even can inspire creative contributions to the inevitable realization of the Vision. Such momentum will surely be needed along the path to Vision fulfillment.

A Path to the Vision

Again, joiners can be attracted by the numerous and varied activities required to reach the Vision realization. Many potential joiners have skills, knowledge and abilities that can support the leader's efforts to realize the Vision fulfillment. These talents can be the reliable source for the leader to count on for success with the venture. Many allures from different aspects of the path to the Vision can attract the talented joiners. The allure can emanate from the organization itself, or from the group activities entailed, or, even, from individual needs, within the many activities along the pathway.

Consider the kind of organization the leader creates. A certain organizational culture evolves from the leader's persona. The culture signals the way things get done. It is rooted in certain key values of the leader that get displayed in the norms and processes throughout the organization. Potential followers can ascertain whether their individual values match up with the organizational values. Such a judgment can be made from noting certain signals given out. For instance, what symbols are used? What is connoted by the logo, or by a badge that employees wear, or the advertising catch phrase, or even by their policy to customers and how they want to treat them? Is this the kind of organization a follower wants to be a part of? With a match-up to similar values and customs, a follower can willingly want to join in.

Even more so, a follower may get a sense of the organizational stance on learning and growth. Is it one that encourages a norm for employees to pay high regard to gaining new information and learning lessons that can be shared with fellow employees for organizational growth and improvement. Again, this can be a reflection of values for high standards. Or, also, it can be a reflection of respect for individuals and their contributions to a continuing involvement in the healthy progress of the organization.

Further, the image of the organization to the general public can also be an attractive factor for potential followers. Consider the reputation of the organization and the services or products they provide. Is it one that seems to do the right thing? Is it respected within the community as well as the marketplace? Often, the image can be something to arouse the interest of a potential joiner.

Beyond the image, followers are also interested to learn about how the organization develops relationships with its stakeholders –those important to the successful attainment of its mission. Are efforts made to have a respectful relationship? Is the organization sensitive to the issues that arise? One key stakeholder, usually, is the employee body. How is that stakeholder treated? A respectful relationship with employees is an attraction to many potential followers. They can expect to receive the same respectful treatment.

Consider, also, the marketplace of the organization. A relationship is also established there. How respected is the organization by others in the same marketplace. Especially, if it is a reputation for fair play, innovation and honest dealings, it can be another attraction for followers. An association with a respected organization is especially attractive to potential followers. The possibilities can stir up an eagerness to join in and be a part of contributing to the mission and goals of the organization.

Potential followers may also be aware of how the organization conducts activities at the group level. Often, followers want to learn about the friendliness and cohesiveness of the groups. Identity with such a positive climate is usually attractive to many potential followers. They see the social interactions as suitable as well as a chance for building personal relations, while working. Other followers may see the personal fit for putting forth their skills and talents. They like to work in such a positive setting. Even further, they may enjoy the encouragement available for their expressions of personal creativity.

Group development can also be an attraction for potential followers. Especially, when it goes beyond to team development, a whole new set of attractions are available. Does it also take advantage of the unique contributions that result from genuine teamwork? For, this is where peak performance happens. The organization that devotes time and resources to team building, especially at the top levels as well as throughout the organization as appropriate, can count on synergy from the team output, particularly noticeable, in quality to the customer. The quality can be to every customer, whether internal to the organization or external. It can be quality at every group level. It is usually accompanied by a proud team spirit.

Potential followers are also interested in being part of a quality ethic throughout the organization. It is a chance to be on a winning unit. The potential follower can sense the contributions one can make and can reap the personal satisfaction from one's efforts. Opportunities for creative contributions to the organizational goals occur frequently at the peak performing team level. Such possibilities are attractive to many followers.

Consider the varied and complex requirements of an organization at the everyday level. Many tasks, many process aspects, and numerous skill sets are needed to be done efficiently and effectively. Even professional expertise must be applied at various parts of the organization. All these can be opportunities that are attractive to followers. Chances to apply their skills, abilities and knowledge abound. So, followers are especially attracted to organizations that apply consideration to jobs and how they are structured for worker performance. Followers are interested in having work identity or a grouping of tasks to allow a worker to perform the necessary skills from a beginning to a recognizable end. This sense of identity allows for pride in one's work and a sense of personal achievement. This can be a powerful draw for a follower. For, even, recognition for one's quality touch can be seen and admired by others. More, again, this can be work one enjoys or even one can learn and grow from as personal developments are created. Often, a follower can pass along his/her handiwork to a customer. The established relationship with the customer can be such that the worker learns what is satisfying or not, in the eyes of the customer. Such feedback is often stimulating to the follower – it can even raise the bar for quality even higher.

Beyond the possible satisfaction from a job with such characteristics, other satisfying attractions to a potential follower are the use of personal skills that can be applied on a day-to-day basis. Many skills are needed in the daily planning, organizing, influencing and control functions that go on day-to-day. Followers have, either from education or past work experiences, such skills. The path to the Vision needs top performance of these skills. Even more is needed in every organization. Special knowledge in certain areas or top abilities to coordinate, communicate and make decisions (to mention a few critical ones) are also important for making progress. Again, followers with these experiences and talents can be invaluable for successful Vision attainment.

What Followers Want

So, followers want to connect with a leader:

- Who is committed to pursue an idea with a heartfelt investment
- Who has had past success in attaining important goals
- Who is respected by peers and others
- Who is seen as acting with confidence and respect to followers
- Who is trustworthy, especially in actions toward the goals

Further, in regard to the Vision for the Idea, followers want to connect with a leader:

- Who has a clear direction to the Vision attainment
- Who has enlisted support from his/her surrounding followers
- Who inspires others with a positive approach
- Who is believable about the realization of the Vision
- Who is consistent with his/her values, as associated with the Vision and its benefits for others
- Who demonstrates values that are consistent with the potential follower

And, again, followers want to connect with a leader who creates a culture and a climate that:

- Uses the skills, abilities and knowledge that support the Vision
- Structures work operations for employee involvement and ownership
- Includes employees in important decisions that affect them and their work
- Respects and rewards those who support progress to the Vision goals
- Maintains a consistent high priority for the Vision attainment
- Features open communications, especially in regard to issues related to the Vision
- Attends to respectful relationships with all stakeholders
- Fosters an organization culture formed to support the Vision
- Honors the shared values toward the Vision
- Creates a climate of trust and confidence for all who support the activities toward the Vision
- Is open to regular review and evaluation of processes and activities
- Encourages continuous improvements throughout the organization

Pathway to the Vision (Implementation)

Again, leaders cannot do it all. People are needed to accomplish the Vision. To move along on the pathway to the Vision, the leader creates an organization. The purpose, or mission, of the organization is to fully realize the Vision. This mission usually requires people with the necessary skills, abilities, and knowledge to handle the many tasks and relationships along the way to the realization of the Vision.

As were the situations with our contributors to the study, some leaders created an organization for moving the idea along. Others were already in an organization. They needed to build a subunit for the mission of fulfilling the Vision. So, the organization is developed, whether newly from scratch or as a subunit within a larger, already established organization.

The leader begins to make an imprint on the newly formed organization. The leader's Vision influences preparations for forging ahead. A strategy, in consultation with folks in the organization,

is developed. Such a strategy becomes the unified and driving force to proceed with implementation. The developed strategy also evokes strategic initiatives and associated goals and objectives for all parts of the organization. Others in the organization attune their operations to be in line with the overall strategy to achieve the Vision. As such, all units develop goals and objectives, supportive of the strategy. This, then, is the strategy-driven organization.

Another imprint the leader makes for proceeding along the way to the Vision is the development of the organization's climate and culture. The leader's persona suggests a distinctive culture and climate under which the rest of the organization can thrive and grow as it moves along the path to the Vision. As such, a leader's influence is on the organization's culture for ways to do things – ways that work to get progress to happen and on the climate for growth and development throughout the organization.

Thus, an organizational culture, value laden to support the strategy, is formed and shared throughout. This culture highlights shared values for how customers, stakeholders, organizational members and others, who have contact with the organization, are treated. The culture also influences such characteristics of the organization as:

- An overarching focus on the mission and Vision, despite “pop-up” issues and problems that, potentially, can be distracting.
- The power to attain the Vision is through the people and their skills, abilities, and knowledge applied to support the strategic initiatives.
- The shared values for the Vision are evident throughout the organization.
- The work operations are conducted by people at the lowest level as their sense of ownership and pride creates exceptional outcomes from their efforts.
- Respect is for all customers, whether internal to or external to the organization. The respect is such that it shows up as top quality services and products and as open and healthy relationships with all stakeholders and each other.
- Effective team approaches, as appropriate, for creative and synergistic solutions.
- Bold and fearless actions, after initial planning, to improve progress toward results.
- A spirit of innovation and creative approaches to high standards throughout the organization.

Such a culture is completely supportive of the strategic initiatives that drive to the accomplishment of the Vision.

With such a culture in place, a shared respect develops between the leader and his/her followers. It grows out of the commonality that exists between the leader and the followers. The commonality of purpose and the mutual respect for what each other brings to the endeavor creates a unique bond – an unwritten contract. The leader provides the Vision with its associated planned strategy for attaining the reality of the Vision and the supportive culture. The followers bring a commitment to apply their skills, knowledge and abilities for the realization of the Vision. The joint purposes are in place. Both are aspiring to the same ends with shared values. The expectations are that both can work together for the common purposes. So, it is expected that the leader can further complete the joint undertakings by providing the healthiest climate possible. The focus now is on a climate that stimulates performance, personal growth, and effective practices. The leader who has already

developed a trust in the idea and Vision, a trust in himself/herself, and a trust in the process now seeks to place a trust in the followers. Such a trust will provide the climate for progress.

Now, along with the culture, the leader influences the climate for productivity and personal accomplishments throughout the organization. Consider these forces that are coming together for implementation of the Vision:

- A heartfelt Vision, shared and supported by the uppermost group at the top
- A developed strategy for driving all efforts toward achieving the Vision
- People who want to follow the leader to the fulfillment of the Vision with their individual skills, knowledge and abilities. For many, this is a chance to be included in as part of an important endeavor.
- People who respect a leader with a heart, mind and spirit for a worthy Vision that can be a benefit for so many.
- People who support the strategic initiatives with a personal commitment to their own goals and objectives.
- An organization with a culture that is in full support of the strategic initiatives.
- A culture with underlying shared meaning for all throughout the organization.
- An expectation for respect to all who contribute positive efforts to the Vision.
- A sense of unity and shared values toward the Vision.
- A willingness to go beyond the mundane with creativity and synergy, poised to effect the realization of the Vision
- Processes in place, with regular reviews and evaluations for improvements, as needed.
- A certain tonus to act in concert with all processes and resources for implementing steps toward the goals and objectives.

To configure these forces toward the envisioned goals, the leader creates a climate for moving in a positive and healthy way. It would be a climate that will expect followers to apply peak performance and creativity in every aspect of the organizational functions. Also, it would be a climate that elicits the best efforts from each and toward each other and toward every stakeholder. The climate would focus on positive efforts and creative problem-solving solutions to everyday challenges. Fears of second-guessing and blame-pointing are no longer present. All organization members are free to pursue every avenue to progress for goal attainment. This is so because the leader expects this of everyone. For the leader is acting consistent with dedication to the Vision. No suspicious or untrustworthy activities on the part of the leader happen. The leader is seen as trustworthy by the followers. Even more importantly, the leader acts with trust and confidence towards all associated with the endeavors toward making the Vision a reality with benefits for many. Thus, the leader creates a climate of trust throughout the organization.

What can the leader expect by creating a climate of trust and confidence throughout the organization? Consider the elimination of fear with its defensiveness and posturing actions to protect oneself. This gives each a chance to be able to be ourselves at our work and in our activities with others. It can be a barometer of health, both individually and in group work as people function.

This climate also encourages openness throughout the organization. It is openness about one's activities and about relationships with others as work activities get handled. The absence of fear enables the people to see the best use of resources and the best solutions for the day-to-day challenges at the workplace. Instead of defensive postures, people have creative stances and are free to use the

creativity for progress. The air at the workplace is stimulating for seeing boundless possibilities and creative solutions.

Also, trust acts as a catalytic process. It enhances our mind and spirit processes as feeling and thinking are both more focused and energized. One can discover new and creative abilities. Discovery abounds in a trusting climate. And so, the trust of oneself, and the trust of the followers, leads, also, to integrity for the leader and the followers. Trust releases people to use their creativity to focus on discovering. Trust is an environment to nourish personal growth and development. Thus, the power of the leader is to maintain the trustworthiness and the focus for keeping the Vision a top priority. The openness and integrity sustains the efforts of all. (See Appendix B for notes offered by our interviewees.)

Concluding Notes

The interviewees provided insights about their experiences from the germ of their idea to its successful realization. Some recounted a recent experience while others told of an event from previous times, some continue today and some do not. All touched on seven (7) common occurrences. These are the seven (7) critical events toward realization. Associated with each of the seven are their practices that helped the process toward attainment of the Vision to move along. Further, their information led to the summation of three themes, so important to successful attainment of the Idea turned into a Vision. It became a Vision that seemed believable and inspiring. The themes suggested three "*sine qua nons*" for consideration along the process.

Subsequently, an organization is established so activities can create the Vision Realized. To begin, a rundown of "what followers want" is reviewed. The leader's approach can satisfy the followers' wants. This leads to the creation of an organization for the leader to lead. Influencing an organization of followers to pursue the Vision is then examined. Foremost is the development of a strategy with associated strategic initiatives for guidance to all followers in terms of goals and objectives. Followers translate the goals and objectives to a personal set of job objectives which they can commit to, for support to attain the Vision.

Further, the leader influences the organization culture that will support the strategic initiatives as activities flourish. The culture is the normative way to do things that all in the organization can get with and proceed accordingly. It dispels dysfunctional activities and ensure their attainment.

Next, the leader influences the climate that will provide the healthy everyday environment for followers in every activity toward the Vision fulfillment. The climate is one of trust and confidence in the followers and in the process for all associated with the pursuit of the Vision.

Finally, the leaders displays trustworthy behaviors and relationships as an integrity to all for the Vision and its associated benefits. Nothing takes higher priority. Further, the leader displays unwavering trust and confidence in the people and in the process toward the Vision goal. This powerful consistency drives freedom for followers to exert their talents and to be open to all kinds of creativity for success of the goal attainment.

So, the Ways for Leaders, as they pursue the seven (7) Critical Events and the *sine qua nons* suggest how the pathway can be travelled successfully. It is now laid out.

As Mintzberg described the roles of Managers, the Leader role is just one of the ten (10). Managers must contend with all 10, as times demand. Perhaps these notes will assist them as time for a Leader role demands.

LEADERS' WAYS

Appendix A – The demographics

We were aiming for some diversity regarding the fields the leaders worked in, and in having a mix of age and gender as well. This is expected to lead to a rendition of the important events that can be embraced by everyone.

Here is how it all turned out, in summary form:

- Twenty interviews were done
- Gender: 13 male and 7 female
- Age groupings:
 - under 40 = 4
 - 40 - 50 = 5
 - 50 - 60 = 7
 - over 60 = 5
- Occupational Fields:

Large business (over 1,000)	-	8
Education		3
Sports/Entertainment	-	3
Legal		1
Non-Profit Association		1
Politics		1
Publishing		1
Real Estate		1
Religion		1

While geographical location was not a criterion, a wide dispersion did occur despite a heavy representation of the east-coast area. This happened due to our own east-coast base of operation. Yet, the west coast, south and southwest are represented. The responsibilities of many of our interviewees extended nationally as well as internationally.

Appendix B

Expanded excerpts from the Interviews, selected according to the important events.

IMPORTANT EVENTS - # 1 THE SEED OF THE IDEA

What permeated the situations offered by our contributors is the powerful personal connection they each described. Some typical comments from them are:

Contributor # 1:

"If I were the customer or if I were a present employee, how would I want this to go? ... So, I listened to all of them openly and honestly ... then I asked advice from other companies about what worked for them in similar endeavors ... I respected their feelings (the customers and employees) ... I let them volunteer their ideas. Then, I was determined to see it through ... according to the vision I developed from all these discussions - a unique approach for us ... my vision incorporated values I had of respect for the customers and employees "involved."

Contributor # 2:

"Our organizational values were at stake ... and we were headed for a financial downfall ... four of us had shared ideas for how to run it in the future - as an involved group of professionals ... we shared a bunch of values and a sense of what the organization ought to be like - we saw the potential our people had to use their talents for creative advancement - no matter gender, race, etc. (a very different approach for us in the mid 1970s; especially since our leadership was unwilling to deal with this issue at that time.)"

Contributor # 10:

"I felt a strong support for the best interests of our organization ... to put aside personal agenda ... I'm here to serve our people; I have a clear understanding of our mission ... I care ... My heart is in it."

Contributor # 8:

"After success with the Emmaus Program for the priests of the archdiocese, I wanted to do something for our laity, our clergy, and the parish communities - a sort of spiritual renewal."

Contributor # 15:

"I had an instinctive value to contribute to society, my community, my profession. This was a family value - my dad especially was active in giving back to the community - and a value fostered at the McDonogh School where I attended ... So, I felt it was important to strengthen the voice of the Women Tennis Players ... I served on the Board so I could contribute to the growth of our profession."

Contributor # 11:

"Despite all I had done so far, I felt I still could do better; as though I'm leaving something on the table. This Olympic endeavor fit this yearning - it would allow me to go as far as I could go and perhaps inspire others to exceed the expectations they had of themselves. I believed in the collective effort that exceeds what anyone could have viewed or dreamed of."

Contributor # 4:

"Well, it's a question of whether I had the idea or the idea had me. I don't know which came first ... I was familiar with retirement housing concepts because of work I had done in Florida ... I knew that 80% to 90% of retirees stay in the communities they were in at retirement ... and I was thinking what we really ought to do is create that community value we had in Florida (the golfing, club houses, shuffleboard courts, and pot luck dinners, etc.) for the people who stayed home ... that maybe I could create a retirement concept for those who stayed home and even provide the services they might need as they got up in the age scale or got more at risk or had a wake-up call ... So, that was my thought - create community value and service for stay-at-home retirees."

Now, these samplings are representative of all 20 of the interviewees. They all contributed similar accounts. The consistent pattern they revealed is this: at the heart of every endeavor is a combination of the leader's expertise and some deeply held value. The combination is some inner drive coupled with a sense of a possibility that should be pursued. Their emerging vision sprang from these sources to create a unique possibility. The possibility, in every case, was seen as a unique service or an advanced fulfillment of their sense of mission and reason for their organization's existence. This possible service to others inspired a passion to move it along - to champion the idea for a benefit and service to others.

IMPORTANT EVENTS - # 2 - A REALITY CHECK:

Some sample comments as this stage are:

Contributor # 1 (on the three year restructure)

"Early on, I interviewed everyone, face to face, and explained my ideas ... Then, I listened to their reactions, let others volunteer and get involved in different phases we were planning. They were all willing to help me make it (the reorganization) happen."

Contributor # 2: (on the board rearrangement)

"We called everyone personally. We also reached out to women, to Blacks, to Hispanics ... they were willing to go along with this radical change and to help make our idea happen."

Contributor # 6: (on her effort to get the statue built)

"During the civil rights movement in the 60s some people were saying that I should work with Dr. King and abandon my efforts to erect this monument. I convinced them that these efforts were the kind of thing which Dr. King was fighting for, the dignity of people of color. In fact, I knew Dr. King and knew I had his support."

Contributor # 10: (on her vitality for the Caucus Institute)

"When a new Board was put in place, all those elected were ones who favored my ideas."

Contributor # 8: (on his RENEWAL Program)

"We had a collegial process already in place. So I explained the idea to them as well as to the senior staff.

They all supported it, found a way to finance it, and set up a committee to move it along."

Contributor # 15: (on her promotion of the Women's Tennis Assn.)

"The Board agreed with my basic idea - to move ahead in the direction of other sports."

Contributor # 11: (on his idea to have the Olympics)

"Others sensed my incredible focus on the goal and my willingness to make it happen."

Contributor # 16: (on his project to improve student financing predictability)

"I had to overcome the mindset that change meant that things got worse ... I had to convince them that we can bring about this change, that it would be for the better and things would be OK."

Contributor # 19: (on expanding his business from his start-up)

"I picked people who shared *my vision* ... we are all united ... we decided how to face this future: all pulling together as a team in the same direction."

Contributor # 13: (on taking over the baseball operation)

"I was convinced I would have the resources and commitment from the ownership to turn this team around to be champions. Then, I went out on a limb to predict that to others after familiarizing myself with every aspect of the organization. I explained what I was aiming for and what I thought it would take to get there."

Contributor #4: (on developing his idea for a local campus retirement community)

"The pieces fit together pretty well - the tax credits, the architectural layout, zoning permits, etc. ... Why, even our initial marketing efforts exceeded the industry average ... I was able to explain this to initial investors and to get some money to get started."

Contributor # 17: (on rebuilding a clay and brick business)

"I didn't settle on a vision for the clay business until I went out and talked to the workers at the plant, to the distributors and to the end users ... then I was able to express my vision - usually in about two minutes - and to communicate it to all constituencies, not just leader support groups, but also to every single employee, to customers and to suppliers..."

Contributor # 7: (on creating a Workshop for Black Managers)

"This (management workshop for development of black managers) was conceived to be a benefit to the overall company goals. I was able to get lots of help to put a top professional touch on it ... I could show the benefits to the senior managers and get their support and endorsement." So, what seemed to come through to others at this stage is an idea that makes sense to others or an outcome that seems worthwhile and feasible.

IMPORTANT EVENTS - # 3 PROGRESS HAPPENS

The approvals were important. The encouragement to seek the idea's fulfillment was important. And so were the refinements of the idea as discussions and support helped shape the possibility of its becoming a reality.

Others who are associated with the approvals and support for the idea sense that they are a part of a valued venture. They want to do whatever they can to move it along.

The interviewees offered these descriptions:

Contributor # 3:

"I started by myself in my apartment. I put every gain back into the company to expand it - that was more important to me than taking home a paycheck. Then, I had to bring in another person ... someone to work with me in my apartment ... I found a real genuine guy. We lived the values of our endeavor (helping others with financial counseling) ... but our help was with the right intentions - to focus totally on helping them ... we kept things in perspective - for the real value is to help someone else and we are going to be rewarded for that.

It wasn't about our need for a bigger paycheck. We wanted to grow so we could help more people ... the more we focused on creating value for others, the more successful our venture became ... When we were doing things for the right reasons, opportunities presented themselves - we became luckier. Before, I never had any luck.

Now, I bring in people who will resonate with our mission of helping others ... We use their specialty to excel at fulfilling our mission ... I spend a lot of attention on that at every new employee orientation session today."

Contributor # 5:

"...in the first meeting there were people around the table who made a judgment about my approach and they knew that I was serious - that the status quo was unacceptable. In their hearts they knew that it was too ... It was clear to me that we could be competitive, if not the leaders, in most of the performance measurements and that we would transform the place.

Those who felt the status quo was good enough got very uncomfortable and spent a lot of energy telling me how tough things were ... tough with the union ... tough because of all the storms ... tough customer demands ... tough for the employees to do a good job.

I basically had to say that that was totally unacceptable ... we are going to shoot for a new level of performance ... we will make it. I am convinced of it. Some believed in it. Some knew we had to. Some believed they had to hear more. So, now let's get into a planning mode here. Let's

start telling our several thousand people about our management system and how we are organized to transform things.

We began to formalize our action planning. Roadblocks were identified formally ... then, someone was held accountable with a schedule to get it fixed ... at first, people lower in the ranks thought this is another program. When they started seeing roadblocks removed and people accountable, they started to get the message.

If I found something wrong, I had to stop, find the person, talk with them and make sure it was changed ... people started to say this isn't just words, this is real behavior, and this is action. They really mean it!

In our plan we included things like what are we doing to communicate our message to our people regularly ... having organized communications sessions ... We had training and development - that was important.

Some of our people are very rough, gruff, tough ... when they knew that here was a sense of fairness, they were going to treat you fairly and they had standards and they had integrity ... fairness and fierce accountability came out of them ... emotional almost about getting performance up to an accountability standard ... So, we had fairness and fierce accountability and a follow-up process - even help if you got into trouble ... the kernel of this character was its sense of fairness and fair treatment for getting tough standards."

Contributor # 8:

"We found a way to cover the costs ... Also, at the diocesan level we would undertake the role and cost to train the discussion leaders - this reduces the burden on the pastors and the parish staff.

At two general sessions, the Priests Council representatives presented the concept, explained how it would work, and invited discussions and questions. At the end, I asked how many are willing to support it. It was virtually unanimous!

Our working committee looked at the material and felt that it was dated. They wanted to update it. So, I encouraged that very much. Our people rewrote the materials and today it's the standard nationwide - something we are all proud of!"

Contributor # 9:

"The student protest of 1996 began as an anniversary of the 1966 student protests across the country ... When I brought up the issue that the protesters are interfering with our Administrative and Support Staff people and preventing them from doing their jobs, the rest of the school leadership could really get behind that. This is a deeply felt value to establish - a long-term value. So, we came to a consensus around this value.

I wanted to have a negotiation process where the school would not drop this part - the violation of our Administrative people. We also wanted a solution that our students would learn from without being seriously harmed.

My cohorts saw the administrative support people as caring people whom they know and interact with daily ... So, protecting them and the security of their workplace is something we can establish as an enduring value ... We all agreed to act with compassion for the students as well as for our staff people during the ensuing events of the process."

Contributor # 12:

"My consistent belief is that we are in business to bring comfort and delight to our customers through superb accommodations so they can enjoy their visit here ... that is our focus completely ... that binds us together as we go about doing our separate jobs."

Contributor # 13:

"I talked about high goals and commitment ... had inter-active dialog with all the people ... talked about assets and shortfalls ... and about attitudes. In the beginning I saw no self-confidence, no belief in themselves ... I thought they lacked leadership and direction ... I gave them my expectations and exhibited my belief in their ability to fit in and come through ... They gained a sense of pride and a can-do attitude of professional people - a more appreciative belief in ourselves ... The ones who believed stayed and were willing to go for it."

Contributor # 14:

"The experience with Brooks Robinson opened my eyes to something I really wanted to do. And that is, when I started to think about how I wanted to do it and I did not just want to be an agent, I wanted to be an advisor who helped the professional athlete with all these issues - a total holistic picture in terms of life ... and I said why don't I form a group, and get a psychiatrist, get a doctor, get an accountant, and get an investment guy. Then, put this team together to address the total needs of the professional athlete ... and the way people offered to help in all kinds of ways demonstrated to me, inherently important to me, that a community interest can also be a self-interest. That gave me something to sell to the young and immature mind. Look! being involved is important because what we put back into the community also builds a bond with the community. And, you never know when that helps you, both psychologically and practically ... So, when I represent an athlete I am not only responsible to get a contract for him but also to manage his affairs, to help him be involved in the community and also to help him go through the transitions. And I took Brooks from the transition from the ball field to the business field, to the broadcast booth. And I brought in other entities to become Brooks' support system during the transition.

My belief is that I have a responsibility to build bridges - not burn bridges. This runs through my role as a negotiator ... it runs through my role as the head of a company with a diverse group of people as clients ... it runs through my role as a member of the community ... it drives me to try to make people get along ..."

Contributor # 16:

" ... so, the real authority you have is the moral authority that people accord you - because of a whole range of circumstances. One, you've done things that seem to work; two, you treat people fairly; three you are open; four, you try to embrace them and involve them in the decision-making process ... and, over a period of time you know when people are with you ... and the key is a consistent integrity!

As we faced a need to bring in greater enrollment (a class of about 300) and an improved quality of incoming students ... and I'm saying to my staff: we have to find a way to not only make our college affordable but also to change the price mechanism so that the buyers know it at the point they want to know it ... Instead of asking how much do your parents make let's change it. Let's say: how well did you do in high school? If you quality on: one, top 10% of your class; two, top 20%; or, three, top 30%; you'll get scholarship assistance. Then let's say to them, if that's

not enough or you can't afford it or if you didn't qualify for one of these top three but you are still admitted, then you can play under the need-based rules of the federal government. So, we changed the question ... and they found out their price early on.

... I explained to the faculty: I have only two choices. I can do what the rest of the world is doing and downsize and many of you in this room know what that means. And if I downsize, I'm doing just what every other company does when faced with problems - I'm lowering my costs because I can't increase my sales. I'm not going to do that for two reasons: one, I didn't come here to do that; two, if I do that, I'd be sending the institution into a downspin that it can never recover from because it's already too small. So, I said, it's a gamble! Yet, I believe it will work ... So, they went along with it. Now, I also got lucky. When the Washington Post liked my price plan based on high school performance and its incentive aspects, they wrote a lead editorial, praising Lebanon Valley College for this approach - the whole Sunday morning editorial was about us. We reprinted that (about 200,000 copies) and sent it everywhere - this third party validation is crucial.

The trustees also accepted the idea ... they had seen a lot of successes before ... and they had great confidence in my staff and we were able to address most of their questions.

The present students said to me: well, what about us? People asked me: how are we going to explain this to the students? I said: we're going to bring them in - we're going to talk to them in small groups and tell them what we are doing ... And I ended the discussion with a pledge: if we do this, I can hold tuition to within 1% of the CPI every year we do it.

So, everybody gets a benefit."

Contributor # 4:

"The first group of investors all knew who I was and they believed in me because of the things that I had done in my life and they said sure I'll go along with it. Now, I didn't have very many friends that I could do that with but that was clearly enough to get us started ... and I started spending more money than my good friends had, so I had to go find a group of investors who didn't know me very well ... this was a hard call ... it's purely an idea and I don't propose to give them a large sum of cash. I'm going to give them a potential investment tax credit from a historic rehab. I mean that was their return ... and that's pretty iffy.

One of my original investors made some phone calls for me ... put me in touch with Don. I called Don from a pay phone in Texas to tell him about my idea. He said that Kim (our mutual acquaintance) says you've been a pretty good operator over the years, so I'll go along with you for a hundred thousand ... he sent me a check by Federal Express overnight. That got me through the next two months or so.

Another potential investor and I met one Friday afternoon ... he said: well, John, I've really worked on this past week ... it's riskier than I had counted on and I'm really not going to be able to do this with a third interest. I'm going to have to have controlling interest to do it ... I said I don't think you could take the project so I'm not going to do that ... I left his office and I was driving Interstate 70- I had to go out that way for something. I said to God: here I am trying to convert this seminary over and I've got the pieces all in place ... and I've got my family in trouble; I've overdrawn with my bank account and I can't get over this next step and I said; you know this is really irritating me; I don't understand. You know you're the one with the leftover church on the hillside.

I was just going on -giving God a hell of a time. It was like one of those moments in life.

He said: John, you better pull over. I began thinking: uh! oh! I don't think I'm going to like this.

He said: you know I've got enough real estate. The last thing I need is your real estate skills. I've got enough finances and wealth. The last thing I need is you to be my financier. As a matter of fact, I don't even need you to be my marketing person. What I need is somebody who is going to take care of people! And, you haven't given that a thought!

I felt like Isaiah probably felt in the Temple! ... I said: OK! you're right. So, He said: you see it's not me at all. It's you! If you had just paid attention to what was important, you wouldn't have had this problem in the first place.

I was just sitting there and an immense sense of both indictment and peace came over me. Well! What a thought!

... I got home that night in Florida and I saw my wife ... and she said: well, did everything go OK? I said: well, yes and no. It didn't go OK and it didn't close - but everything is fine! ... I just can tell you it's OK. Don't worry about it!

On Sunday morning, after church and a tennis game, I was telling this one guy about how the deal didn't go through ... I'm not positive it was a great thing to do but I had the instinct that it wasn't the right thing to do so I didn't do it. He said: I have a friend - we're on a subsidiary board out there in Colorado. He's right there in Chevy Chase, MD. He does lots of things. Probably, he'll at least talk to you. So, he calls this guy Sunday at home. The guy says: tell John to come up to see me on Monday morning at ten.

I met with Jack in the cafeteria as he is preparing for a shareholders' meeting. After a thirty-second meeting, he shakes my hand and says: well, John, I've set up a conference upstairs for you to talk to my financial group. And, I just wanted to say to you that there's no higher return than when you invest in God's work! So, if that's what you make it, you'll be fine.

So, I went to the conference room and spent three hours explaining my whole concept to nine people - senior financial executives and operations people. I offered them a third interest in the partnership for their guarantee to the bank for the money that would get everything going.

Alex, the guy who ran the meeting, said: don't count on much because this isn't our kind of business and we don't do this kind of thing ... I'll see Jack on Thursday morning then I'll call you on Friday.

This same Thursday was the dedication service for the starting of this community ... four hundred people came to this campus on a beautiful sunny May 26th ... We had a service in the church and unveiled the lintel stone over the main doorway that said: "Return to the Lord's service, May 26, 1983." I unfolded that stone and said: God has one hundred fifty years of service connecting to people and making the changes He saw important in the world on this campus and those will not end because of the concept of the seminary program changing. They will continue to live on because that is the spirit that he feels about people. We are here today to carry that forward and that will be the new life in this campus.

Now, people still remember that service and I'm thinking that I didn't tell them that I'm deep in trouble, unfinanced and stuck!

Well, the next morning Alex called me, true to his word, and said: John, I spoke with Jack last night and he said we will assign the guarantee for this. I said: that's great! ... Then I drive over

and get the signatures on the guarantee form - not one thing in hand, no partnership agreement, no document, nothing from me!

I drove back, called a conference and said we're going to start to work! That afternoon I went to the bank. One bank attorney, who was opposed to this kind of a deal, was away at a convention. A young attorney, who didn't know anything about it, took care of signing every agreement and got it recorded by four o'clock in the afternoon. So, from a handshake in the cafeteria we are on our way.

After five years - the seminary was paid off, the guarantee terminated, and the tax credits came through, and everybody was happy - I invited Alex and Jack to our fifth anniversary luncheon. Now, Jack had since left so the new President, Bill, and Alex joined us for a great afternoon. Afterwards they told me they wanted to get out of this - which it's not in their primary line of business. They said: Look, from our point of view we got what Jack had said. It's true - that we couldn't get a higher return on our investment. We signed a piece of paper; we got a couple million of dollars in tax credits for doing nothing - that's an infinite return. We're fine.

So, they then donated half a million dollars to charitable work at the community.

Then, five years after that, I ran across Alex in downtown Washington and we got to talking that evening. He said: John, I never really told you what happened after you left our meeting that Monday morning. You see, I had just come back from Florida where I had buried an aunt of mine. I was her only living relative and I'd been taking care of her by long distance, for ten years. What a struggle those ten years were, particularly the last year! It had just ended and I had come back that weekend from her funeral. When you started talking about this whole concept of taking care of the elderly on a campus, I thought somebody has to do it. We can't live the way I lived my last ten years, taking care of my aunt by long distance!

On that Thursday afternoon I went to see Jack and I said: You know, Jack, (OR ALEX?) I just came back from Florida last week from burying my aunt I went through ten years of hell trying to figure out how to handle this. I honestly believe this guy is going to make a difference in how people are taken care of. Jack agreed - it's worth doing something.

So, I look at all this and say: from turning around in Washington National Airport to visit this site - to the happenstance meeting in the cafeteria with Jack - or whatever, if we're doing what God has in mind and we're involved in taking care of people and improving their life and giving people an opportunity in life, you can't fail!"

Contributor # 11:

"I explained to those willing to join me in this Olympic endeavor that together we are going to do and accomplish something that is going to make us immensely proud ... that is going to make us develop a great affection for each other ... and, is going to surprise us by the positiveness of the results ... the positive benefits will far exceed the end results of winning the games or putting on the great games ... it will be the joy of the journey itself - not the destination."

These excerpts are representative of the dynamics that occur as the idea, its sponsor, and its possible benefits begin to hook others who will help make it happen.

IMPORTANT EVENT - # 4: BONDS STRENGTHENED

Now that others are enrolled to join in for the pursuit of the common vision a way to get there emerges. Appropriate roles are carved out and relationships are developed. Our contributors offered these experiences.

Contributor # 3:

"We were living our mission. So, when it came to be five o'clock we thought about closing shop for the night ... It was like, well we can't. Because somebody might call us that needs our help. We've got to be there for them - for as long as we can make it today. So, OK! we'll keep going. So it got to be from seven in the morning to eleven o'clock at night - for months, and included Saturday and Sunday. It was hey! we're reaching people out there and if they're going to call us, somebody's got to be here for them ...

For me, it's all about the mission and helping more people so I'm very willing to let go of control. I hire the best Chief Financial Officer I could find in the country - because that isn't my expertise. I have the best marketing person. I pay them a lot of money and give them a lot of control. What we're doing is too important for me to stand in the way!"

Contributor # 1:

"I had six general managers under me. We divided the world - half in the eastern hemisphere and half in the western - with two general sales managers, the head of research, of legal, of finance and of human resources ... as they became more comfortable that I was going to treat them with respect and listen to them and let them do their jobs and be flexible, we got to be a pretty good team - and all were very helpful ... and I learned a lesson: pick what I can do as the leader and, then, trust others to help implement the vision ... I allowed them to participate in the implementation decisions on how we would do this."

Contributor # 2:

"We shared a bunch of values about the kind of organization that we're idealistic about - what this organization ought to be about ... our feeling was that this organization ought to be an inclusive organization ... it ought to be the place where people could have the wonderful experience of finding out that people, regardless of what color or what gender, are wonderful human beings - in addition to having the skills to do this, that, or the other ... Then, what happened was that we simply moved into what was essentially a power vacuum and began to put forth our ideas ... we called the members of the board ... we visited with them in Texas, and we started our personal campaign ... we were busy calling up all of our friends and asking if they would go along with our plans to have a different work relationship with NTL and to donate two weeks of their time, free to the new arrangement ... we said how would you like to become a part of this new thing where the people would elect the board of directors. So, we changed the whole governing structure.

We talked about being a multi-cultural organization. We have a golden opportunity here. If we're going to go out and consult about diversity and we're not a multi-cultural organization, then what kind of ground do we stand on? ... You know most of the organizations in the United States are scratching around trying to hire blacks or Puerto Ricans or something like that. We really can change the whole thing. It is really an open possibility ...

We decided to move from what we called a House of Representatives model of the board to a Senate model of the Board. We created a board that was half male and half female, half minority

... and we elect people in categories ... These were our values and we lived the dynamics of becoming a fully integrated organization."

Contributor # 12:

" ... I could see the possibilities that the property had - how nice the place could be and the value that could be there for my customers. Yet, when I wasn't able to get bank financing at this early stage, I turned to some creative arrangements that protected the other party (if I didn't make it work, they wouldn't lose anything). I wanted to do good with them; not take advantage of them ... to be open and honest ... to help them see the value I had in mind ... Others feel comfortable with me ... I respect them and their preferences. So, I'm easy to do business with ... and I'm lucky at finding good deals ..."

Contributor # 17:

"So, if I look at how I spend my day, I spend most of my time coaching. As a manager's style has changed so much, my role is to be a coach. I've got to have people working with me that I have confidence in and where there is totally open communications and trust. And when I say open communications, I'm not just talking about you and me. What I'm talking about is also sideways and downwards. And I will rate you on that as well. We do peer review. And, I'm actually moving to a 360 degree review. It takes a while but I'm a strong believer in the peer review - especially in terms of how openly I communicate. And, then, I've got to have people coaching ... To the middle management people to suddenly say, "No! you don't manage by edict!". You should manage by open communications and consensus. You should go out to those people you've been telling what to do, and say what do you suggest for me to do. It's not going to happen unless you start providing the coaching and the tools. So, you also have to offer training...." We use a management development program globally ... And, so, when I talk open communications and feedback, you understand what I mean ... One of the key roles I fill as CEI is to simplify, not to the point of being trite, but to simplify to the point where employees can apply their common sense and are encouraged to do so on behalf of the company."

Contributor # 7:

"What's the payoff to this business? If I don't have a payoff, they aren't going to play ... I knew all nine department heads and they knew me - that was the value of having so few black folk; they sort of took pride in knowing who you were. So, the deal with Frank (head of the operations) was this: I'll gather data about the effectiveness of the workshop and its value to the organization and you will review the data ... I want you and your department heads to see what we have to say. Frank said fine ... So, we got good results! When I reviewed it with Frank and the department heads it was a whole different ball game ... we could show the self-development, the skill-building and the value in terms of its professionalism, and that it accelerates the learning process ... Even today its value is seen by our corporate leaders because it brings about empowerment, personal accountability and a determination to make contributions to the organization and its priorities ... our approach had integrity and could match up with the company's values. Leadership regularly and consistently supported this workshop for the common values."

Contributor # 19:

"... it's sort of a philosophy and how I like to be treated and how I think it's proper to treat other people ... Now, you know, we have a very creative, intellectual, value-added type of environment ... and this is a real world environment with frustrations and human emotions and anger and so forth, but not directed at a colleague ... it is hopefully a positive real world place where people have many opportunities and where they want to stay ... and that's my job - to create this positive environment where people can grow and be accomplished and talented ... I trust my colleagues as professionals and adults."

Contributor # 15:

"You know communication skills are, more than anything, very important. And, in women's tennis, you learn to communicate at a pretty basic level - the players are young and from all sorts of different countries and with different language skills. So, I try to express things in a pretty simple way; also, just expressing myself slowly ... I just try to keep it in a language that they can understand ... I try to be sensitive to them."

Contributor # 11:

"Once again, it was that we're going to join hands and take this as far as we can take it. And we're going to measure success based on how far in excess of our own talents and skills we could move it ... people want to be a part of something like that ... I preach effort and sticking together and the team is better than the parts. And people respond to that ... as the job got bigger and bigger, I had to kind of be painfully separated from the details. I had to learn to delegate ... I probably had a few rough edges as I dealt with this but became convinced I'm pretty good at delegating.

I picked good people - people who were not only talented but were my friends, and, if not at that time, became my friends. These were friends who both give me and receive from me unquestioned loyalty - the truth is: your friends are not going to allow you to fail, if that shared affection is a part of the relationship. And, so, the success of this endeavor was really predetermined as the circle of friends supporting each other grew stronger through the early years ... the greatest emotion that I feel is, and it's one that I can't explain, I mean: I don't know why all these people are so loyal to me or have loved me so much. I'm just fortunate that they did."

The patterns that emerged here are the powerful bonds that are formed between the champion and others involved. A shared desirability for the envisioned scenario deepens the connection between them. The champion invites others to add their expertise to the mix - to help shape the pathway to the fulfillment. Exhibited here is the consistent confidence the champion displays and communicates. Even beyond the words they build a trusting relationship.

For, here, the ongoing activities are consistent enough and lasting enough that those who join in are ennobled by the trust placed in them. They feel this sincerity and respect. In return they share a deeper, trusting confidence in the champion, the idea and the environment that is created. They all feel the commonly created energy that will propel them forward. The excitement is heightened by the sense of ownership to make it happen, the commonly held values and the welcomed responsibility to help shape this worthwhile endeavor.

These relationships are so solidly founded and bonds so strongly built that they will endure throughout the tests and demands that lie ahead.

IMPORTANT EVENT - # 5 - SUSTAINING THE EFFORT:

The kinds of roles and relationships mentioned earlier are tested over time. Many endeavors selected by our interviewees last for a quite lengthy time - some as long as eight to ten years; others are ongoing. Comments are offered about how the champion sustained progress toward the successful completion and fulfillment of the intended scenario.

Some typical approaches mentioned are:

Contributor # 3:

"I have an idealistic view for running the business ... you don't have to run a business in the traditional model where it's about shareholder value. I'm a shareholder and I can tell you I don't care about that ... I really present to the organization, and have shown it time and time again, that this isn't about me. It isn't about me as the owner or as the shareholder. It's about the mission and there's nothing more important than the mission - it's even more important than myself. So I won't let myself stand in the way of the mission and neither should you.

We do things to reward people who model the values of the company so they can see that to be successful here this is how I act. We've built an organization where we try to tear down the barriers of control and lack of sharing information and knowledge ... we promote an environment where how you succeed is sharing with one another, helping your fellow workers grow and develop and you're rewarded for learning from fellow worker's experiences, technical skills or whatever. That's why we have a team-based environment here - it promotes the sharing of information ... So, it's not only us working together and sharing with the customer. It's helping each other be good at spreading it out ... We want to reward you for your impact on the development of others - focus on helping other people and by helping others your rewards will come - just as it did for me."

Contributor # 8:

"Then I wrote a couple columns in our paper and in other publications ... and we had the educational sessions. I went to several of those in different places to give encouragement and to acknowledge those who were trainers or discussion leaders. At every talk I gave during that time I mentioned what a great blessing this is for all in the archdiocese. Also, when I visited parishes for other purposes, I would make a reference to Renew ... we kept directing attention to it over and over again in different settings."

Contributor # 6:

"I respected those who disagreed with me but I didn't allow their views to deter me. I am a person of faith and I believe I'm never alone ... especially when I'm doing something that will benefit others ... I will continue to pursue those goals."

Contributor # 14:

"One of the things that I have is something in my heart around having an appreciation for people ... If we spent the same amount of energy including and respecting people and helping them reach their full potential we'd have a lot less problems ...

And integrity is another key. Others know that when I talk, I say what I mean ... I believe in negotiations which build and build ... and I communicate my passion fairly effectively."

Contributor # 5:

"When we have a group of people who are aligned and committed and know where they want to get to ... and their bosses are removing roadblocks and working with the team to train them, and all the time communicating with them, then you've got yourself some magic going and things improve.

Now, it's impossible to be the best in every measure but you're always looking at continuous improvement."

Contributor # 10:

"... you can't just walk in and say, hey, I'm your leader ... you have to have people who trust you - who have confidence in you. Then, you have to build confidence in other people ... I think they really appreciated my honesty and they trusted me and they trusted that I really cared about the organization and that it wasn't just words.

So, I think they knew that I'm a strong person and I would carry it through.

... You have to make sure that you bring people along with you and that they always understand what you are doing. Because you have to keep the trust value there - and be honest.

Now, I believed that once people were empowered ... then, all these ideas start, and everybody started moving. People were giving more time to the organization this year than they ever did. They felt someone was listening and that the organization was going to benefit from what they did ... but I love to see people grow and be the best that they are. And, I'd rather conduct a symphony orchestra than just a three-man band. When you have more people playing at the same time and all the music is going together, you have a beautiful sound."

Contributor # 9:

"... And I think this is another thing to do as a leader - remain compassionate! A leader stays compassionate - but not foolishly so!

They took the students who wanted to be arrested down to the police station one by one. And, remaining compassionate, the dean actually walked down with each one to make sure there was no police brutality ... and everybody at the university really wants to remain compassionate, so now how do we get out of all this? ... before the hearing the president wrote a letter in which he asked the court to allow them personal recognizance and that he would vouch that they would show up at their trial - more compassion! The judge went along with this.

Later on, I spent time coaching some of those students as they applied for graduate school to be honest about their charges and how it turned out."

Contributor # 18:

"... so my passion stems from being engaged in something that I think is very personal for me but also is something that will have a dramatic impact on everybody that I work with and that works for the company as well. So the passion comes from a very intense personal perspective as well as the broader scheme of knowing that I'm doing something that will ultimately be good for the corporate good."

Contributor # 13:

"And I don't know if it's because of the message that I sent by the way I expected people to work ... or the demands in other parts of the organization where their expectations were raised as well. So, the message permeated the organization.

Initially, it started with the one-on-one discussions but mostly it was about watching, I think. Watching me work, watching the expectations happen, and the manner and level of performance

that was acceptable. And people knew that if they were going to be a part of this new Braves world, they were going to have to elevate themselves ... It didn't take much after that first year, when I enunciated what my expectations were, for people to say: if we're going to work with this guy, we're going to have to have a sharp organization here and our department is going to really have to be cracking! So, let's go!

... I knew that I wanted to create a new belief system in this organization. I knew we had to get rid of the apathy and have a new and more appreciative belief in ourselves ... But I also knew that I had to deliver the goods. I couldn't just talk this talk; I had to walk the talk ... And after a few player deals were made, I knew that we were well on our way to creating a top team product. That's how people were going to believe me or not."

Contributor # 1:

" ... I would find milestones along the way or rest stops that give people a sense

of accomplishment for getting to that point. And so, you refocus or resupport the original vision and reward the progress that was made toward that original direction ... and make sure they still feel comfortable about what they've accomplished toward that goal ... give them an opportunity to say: are we still going in the right direction? And, as a leader, explain, yes we are, through supporting what they've done so far to get there."

Contributor # 17:

And there are ways of getting all over the organization - irrespective of the size of it. One of the things is just knowing people ... show you care! ... And one of the key things is just opening up the communication channels - and that has to come from the top! ... and you actually have to live what you say. This whole thing of having open communications is key! And I say: tell me the truth! ... But you clearly have got to open up the channels of communication and remove recrimination. That is not easy. And that's when you start coming to things like values ... Recognition is a great way to espouse your values ... if someone has delivered bad news and is rewarded through recognition, use that as an example. I say: Thank you for bringing this problem to my attention! Otherwise, I wouldn't have known. Now, I can actually do something about it.

... And I ask my people to take ownership. I ask them: what do you think we should do about the problem. Now, they have thought it through. So, just do it! ... once you get out of the corporate nonsense and you simplify the operation to the point where common sense prevails - where people can apply common sense on a day-to-day basis - because I have infinite confidence in people's common sense! ... if they can just use their common sense, it's enormously powerful! So, I try to simplify to the point where employees can apply their common sense and are encouraged to do so on behalf of the company."

Contributor # 11:

" ... one thing I experienced is: That effective leaders in the end become followers if you have done your job properly. As I remember talking ... to those 50,000 volunteers out here this Saturday in each of these venues - and ready to do their job. At the same time it dawned on me that the results of these games will now be measured, not by how I act or what I do, but, rather, by how they do their job. And so I felt very much at that time that it had come full circle - that I had the privilege of leading this organization yet now the results of these games will be

determined, in fact, by them. And I was going to follow them all the way to the end of the games. And it was a strange feeling - a wonderful feeling - but a strange feeling. And I told them that. I said: From this moment forward I'm following you all! I'm out of the leading business! And it made them feel good because it dawned on them the significant responsibility that they were taking forward into the games!"

Some powerful personal beliefs and values are exhibited here:

The importance of the original idea is regularly and consistently kept in focus and at the top of the list.

The values that stimulated the endeavors are guides for all involved.

The integrity of acting consistently in keeping with the values, purposes and expectations put forth earlier permeates the ongoing events.

The openness of the communications is regularly attended to.

The recognition and support for the contributions of all involved shows up constantly.

The care, compassion and considerations on a regular basis creates a personal bond as we move forward toward our common goal.

The display of trust and confidence in each other ennobles both parties. For, one feels valued that the other sees trustworthiness in me while the other who is willing to extend trust and to display a trusting relationship creates an environment of respect and an invitation to boundless creativity and personal expressions.

These values, these bonds of mutual respect, this open communication, this integrity of consistency between heart-felt intentions, reasonable thinking and matching actions, and the environment of trust and confidence seems to underlie the thrill of the pursuit. It's also the promise of success!

IMPORTANT EVENTS - # 6 MEETING CHALLENGES . . .

Now not everyone interviewed responded to this aspect of moving things along toward the sought after scenario despite some obstacles or setbacks. Yet, those who offered comments provided a similar attitude or mindset. Here is a selected review of their comments.

Contributor # 13:

"We were within one run of scoring to become the world champions in 1991. And we should have won that game ... And we lost ... So you move on and make some changes, some refinements. And that's what I do. I do it every year. I mean, there is always an attempt to get better.

As to the effect on the people: they were energized! They were excited! They were proud that we had come that far - that we had gone from three years of last place finishes to within one hit of the world championship. They were excited! They walked around here answered the phone with new energy.

... I was really hurt and upset by the fact that we didn't win. But I couldn't show that to the organization - it wouldn't have been right. I showed the pride I had in what they did - the pride in the organization and how we presented ourselves during the World Series and to our guests and to the world. I pointed to the great deal of satisfaction that we as an organization could take out of that and the accolades we received about how professional we were and how proud

everybody was of the transformation of our organization. That's what I talked about - not my immediate disappointment - it didn't last long!

So, I try to focus on the target. When we have our meetings we talk about what level of success we've achieved, what manner of frustration still exists and how we can eliminate that - what do we have to do to eliminate it? The vision hasn't changed! The goal hasn't changed."

Contributor # 16:

"The housing is a good example of an unforeseen difficulty ... I'm sitting there, thinking we're going to increase enrollment from 950 to maybe around 1,200 and we really had to find housing.

Now, earlier we were doing some rehab in the area. And I had an old factory across the street from the school which was a detriment from a marketing standpoint - it was empty; had broken windows! And I formed an alliance with the housing development corporation ... to put condos in there so we could sell them. Well I wasn't able to sell the condos - the economy had gone a little sour.

Then, at home one night I'm talking to Glenda (my wife) and said: I don't know how I'm going to sell these condos! Then, a couple minutes later I said to her: Glenda, we've got more students than we thought and we're going to have trouble housing them next year. Then I said: Wait a minute! I don't have a problem - I've got the housing.

So, after a quick study and some creative refinancing we found a way to buy the rehabbed factory made into apartments.

So, we announced that we were going to have these beautiful apartments - but only the kids with top academic records were going to get them! What an incentive! Work hard; don't get into any difficulties academically or disciplinary; keep you skirts clean and you can live in these. So, 71 seniors were able to do it.

Now, that plus some other things we did got us about 200 more spaces and we were able to house all the kids ...

Well sure that was luck! But here's the thing: you get enough things moving forward - and one of them can be a stumbling block - and the momentum of it all will pick it up - the creative juices just flow!"

Contributor # 8:

"You know I didn't mention one of the challenges. The advisory board recommended to me that the program - for credibility - should be headed by someone who was a good pastor. Now that meant that I had to ask someone who was a good pastor - a very effective pastor - to stop doing what he loves doing! To stop for a couple of years to do this program. Then the priests on the personnel board identified some people who are wonderful priests. And I said I want the best, the absolutely best. Then, I felt that this certain priest really had the leadership. An exciting moment for me!

So, I invited him in and asked him what he thought of the Renew Program. He told me how he had already organized it in the parish and how he thought it was just the greatest thing going ... I said: that's just the thing everybody needs to have told to them and would you do it for me?

He thought about it for a day and he accepted it. Then, he asked me to help break the news to some of the people in his parish ... and I did.

And he accepted it and did an outstanding job ... and he guided the revisions and everything along ... and it was strongly embraced throughout."

Contributor # 11:

" ... for managers, I picked good people. People who were not only talented, but were my friends ... or became my friends over time. So not all was without conflict. So with this deep mutuality of respect we could overcome the hurdles that were in the way."

Contributor # 7:

" ... So we had conversations around the table about our CEO support and how we needed to show our involvement ... And I said: I've been ordered to stop the Black Manager Workshop - no budget, no resources ... then the head of Personnel says we have to have something to show EEO ... what would it take to have those workshops again? ... I said: I would write a letter to the head of Training and Development to request resources to do this workshop ... So I helped write the letter to T & D. Then I helped write the response letter back to the Personnel Head ... that got us over the hump!

Now, I'm the keeper of this process while others go ahead to sponsor it ... and I know there will be the same resistance to spending the money and all ... and in the next few months there will be a battle again around the survival of this process and I'll make a few enemies - but it doesn't matter.

Somebody has to do this stuff and I can't be selfish ... Who's going to do it for my kids if I don't do it now! and those kinds of things! So I am driven by my integrity! by what I think is right and it's the right thing to do."

Contributor # 19:

"So, the point is: if we don't succeed at something we take into account whether the person did his or her best? Whether they exhibited good behavior? We might find out that certain of our assumptions were not correct but the execution was done very well. The only thing we ask is that, OK, let's not make the same mistake again. Let's learn from this ... No recriminations!"

Contributor # 4:

" ... when you do something like this, there are thousands of things in the way. They are always there ... you can't put this building here; you can't do that; you can't do this ... you hear that at every turn ... and I say I'm going to get to my end and I really don't care ... you may not cooperate but I'm going to get to my goal because I'm strong enough ...

So, I always had the ability to go around that. I can always get to the next plateau and to create the thing. I've had a facility to know how to manage my way through that ... the priority isn't development and real estate, it's not finance. It's care first and the rest of these pieces will fit in the right order."

Contributor # 12:

"Roadblocks - there are none really. They are just something that helps me to move on - to find another solution or another way to make things work."

Contributor # 17:

"A roadblock is an opportunity. Absolutely! When you have a customer complaint, there is an opportunity ... to solve a problem. And, if you do that, the customer will remember you far longer ... an opportunity for you to show how you excel."

Contributor # 14:

"There is no such thing as a roadblock, OK! There is a bump but never a roadblock ... Sure, there are certain things in all of our lives where we are hurt or affected by something and we

carry it with us. But most things I dispose of immediately because that becomes a weight if I hold onto it. I just create new targets! ... I had a great idea, which I really loved. As soon as I found out I couldn't do it, I moved on to another idea. And I believe that is what keeps me going. Now, that doesn't say I don't feel momentary disappointment or even disappointment for a day - usually in a day I let it burn off ... and burning off is a key for me. Because I don't want to be held down. You only want to learn from the negative experience and, then, apply the learning to the next positive experience you have."

Contributor # 4:

" ... But, how does the present create the past? This is a tricky part to understand. And this has something to do with failures ... In all of our lives something happens to us that seems to be the worst thing that could ever happen to us in our life. Like, for me, it was the marriage separation and the losing of my job and all of that stuff - that was the worst thing that could have happened to me! At that time nothing could have and I think that was the best thing that ever happened to me. But, you know what - the event didn't change. The only thing that changed is how I look at it. Our perception - and that is the real power we possess, as people, is our ability to choose how we are going to look at something. So, now I say the reason that the present creates the past is because we have the ability to choose how we look at everything that has happened in the past and transform its benefit or its effect or its value. So, those things that were the worst thing that could ever have happened to us are things we can look at and say: you know I might not be here today if it weren't for that happening. So, we have the ability. Now, the most important thing is to go forward. We can choose how we look at every single thing that happens to us.

About six years ago my daughter was in a serious automobile accident. She has permanent brain damage. But I choose to look at that and say: that is the best thing that ever happened to her and the best thing that ever happened to me ... that makes her a special person, a unique person, a person that can overcome. And, if she can overcome those challenges, it will make her very strong ... So, it's up to us to choose to feel that way and to think that way.

Now, as an organization it works the same way. So, whether we try something and succeed or we try something and we fail, it doesn't matter. It was part of getting there. All we have to do is be able to say, basically, OK we failed ... Maybe an expensive lesson but it was worth it and is part of becoming the great organization that we are ... there are a lot of difficulties, there are a lot of failures we've had. But I look at them as successes because they're more valuable than successes we've had."

The theme here is consistent. The roadblocks or difficulties or failures along the way are seen as a natural part of the progression towards successful attainment of the desired scenario. In some cases they brought on a creative solution, in others they intensified the commitment toward the goal, and in others they provided valuable learning lessons. The striking theme here is the positive value that these difficulties provided to the people and to the purposes.

IMPORTANT EVENTS - # 7 MISCELLANEOUS INSIGHTS:

At times, our contributors offered some other comments about their selected experience or about their personal approach to such endeavors. Selections of these general comments are as follows:

Contributor # 5:

"... recognize the tremendous importance of building a team through communications and through getting them to an understanding of what you are about and, as a team, know what needs to be done to gain understanding, alignment and commitment ... results are built on personal integrity, high standards and a sense of fairness."

Contributor # 4:

"... and it goes everywhere in the company. They know the priority isn't development and real estate; and it's not finance. It's care first and then the rest of the pieces will fit in the right order. I really feel very good about how that got communicated, how that was absorbed. And, not just at the top ten managers! I'm talking of the top 250 managers of the company and then on down to the care center staff ... I mean this company couldn't do what it's doing and it couldn't get to the next plateau if it didn't have that right value culture."

Contributor # 18:

"Well, I think a key learning for me is around the importance of having a holistic and integrated perspective ..."

Contributor # 14:

"I mean, the integrity factor we talked about, that is the real essential. When you are working with people and doing what I'm doing, you have got to have it. If you don't have it, it's tough to function."

Contributor # 16:

"It isn't about one person ... If Bob were not in place or ????? becoming a first rate financial officer or if I had not had a dean who was as honest as the day is long - and a team player! If those people hadn't come together along with some others; if they hadn't come together as a team; if they didn't trust each other or if they didn't work together, nothing would have been possible! ... they are all leaders. Where they lead, I don't have to be president to lead."

Contributor # 3:

"There were times when we were creating the friction we had to fight ... So, it was very hard and things didn't come easy ... and once I made that conversion, had that experience, I started doing things for the right reason (to help people who needed it). Then, it seemed like things flowed easier. There was more harmony. When you are doing things for the right reasons, opportunities presented themselves. We became luckier! Whereas before, I never had any luck. ... So what I said was: doing the right thing is good ... so, I'm going to do more of it and more of it. Basically, I relied on faith that one day I would be rewarded for my efforts and that may not have come financially - it may come in some other way. It may come in more happiness in my family ... it may come in more joy in all parts of my life."

Contributor # 12:

"Things just started to fall into place for me (example of the penthouse apt. deal) (customer connection) (luck)"

Contributor # 10:

... but I love to see people grown and be the best that they are. And, I'd rather conduct a symphony orchestra than just a three-man band. When you have more people playing at the same time and all the music is going together, you have a more beautiful sound."

Contributor # 1:

And so, I think that, as a leader, I've provided the opportunity for others to make the music ... I didn't write the music ... I provided the opportunity for the musicians to do their thing very well - for others to do what they naturally can do. And you are pointing them in the direction that an organization wants to go or you want to go and you are making it their direction in addition to your direction. So, it's your music in addition to their music. And, it all sounds good! ... I'd like to be remembered as one who cared about other people. As one who saw opportunity for other people and cared enough about them to let them grow."

Contributor # 11:

" ... I wouldn't feel near the joy that I feel now - no matter how successful the games were - were it not for the fact that so many other people, who were involved and inspired, feel the same way and shared the same opportunity. So, my joy and sense of accomplishment is truly a reflection of the fact that we all shared it together ... the shared experience of the journey."

Again, they emphasize the personal joys and rewards associated with their endeavors:

the integrity factor and its sense of personal satisfaction

the realized values and intrinsic benefits of doing something worthwhile for others

the "luck" or fortuitous events that are associated with their blend of noble purpose and right approaches and care for others

the intrinsic satisfaction of creating a positive environment for others to grow and to express their personal talents

the joy of building and sharing trusting relationships

These personal and deeply felt rewards are treasured beyond all other benefits or achievements or satisfactions. For surely they have made a difference to others and to themselves.

Linking Acts of Cruelty to Animals and Violence Towards Humans

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Abstract

This study provides a systematic review of a ten year synopsis of primary studies that discuss the link between acts of cruelty to animals and violence toward human beings, which includes an exact statement of the research objectives, resources, and outcomes of the studies that have been organized according to specific and reproducible methodology based on the following criteria: Step1: Framing the question for review: What are the results of research studies within the last ten years that address the link between acts of cruelty to animal violence toward human beings? Step 2: Identifying the relevant work: Computerized studies and printed were searched extensively to include the perspectives of interdisciplinary studies of criminal justice, human services professions, and

behavioral sciences. Step 3: Assessing the qualities of the studies: Identified as peer reviewed, detailed and useable for clinical practice decision making. Step 4: data synthesis consists of tabulations of study characteristics and the differences between the studies. Step 5: Interpreting the findings: Seeks to assess the strengths of the studies' inferences and in making recommendations for future research under way by the presenters currently. This systematic review serves as a foundation for evidence-based practice. Also, it is a systematic review which contains relevant information applicable to clinical practice.

The purpose of this systematic review is to evaluate "The Link" between animal cruelty and violence toward humans, and will aid in finding a solution to animal cruelty and how it is linked to domestic violence, elder maltreatment, and child abuse cases. (250 words)

The Problem

The correlation between animal abuse, family violence and other forms of community violence has been established. Child and animal protection professionals have recognized The Link, noting that abuse of both children and animals is connected in a self-perpetuating cycle of violence. When animals in a home are abused or neglected, it is a warning sign that others in the household may not be safe. In addition, children who witness animal abuse are at a greater risk of becoming abusers themselves. A survey of pet-owning families with substantiated child abuse and neglect found that animals were abused in 88 percent of homes where child physical abuse was present (DeViney, Dickert, & Lockwood, 1983). A study of women seeking shelter at a safe house showed that 71 percent of those having pets affirmed that their partner had threatened, hurt or killed their companion animals, and 32 percent of mothers reported that their children had hurt or killed their pets (Ascione, 1998). Still another study showed that violent offenders incarcerated in a maximum security prison were significantly more likely than nonviolent offenders to have committed childhood acts of cruelty toward pets (Merz-Perez, Heide, & Silverman, 2001). In many communities, human services, animal services and law enforcement agencies are sharing resources and expertise to address violence. Professionals are beginning to engage in cross training and cross-reporting through inter-agency partnerships. Humane societies are also teaming with domestic violence shelters to provide emergency shelter for pets of domestic violence victims. In addition, some states have strengthened their animal-cruelty legislation and taken other measures to address The Link. These state-level actions permit earlier intervention and send a clear message that all forms of violence are taken seriously. For example:

- There are now felony-level penalties for animal cruelty in nearly all states.
- Several states require veterinarians to report suspected animal abuse and offer veterinarians who report cruelty immunity from civil and criminal liability.
- Some states require animal control officers to report suspected child abuse or neglect and receive training in recognizing and reporting child abuse and neglect.
- A few states permit child and adult protection workers to report suspected animal abuse or receive training on identifying and reporting animal cruelty, abuse and neglect.
- Nearly half the states call for psychological counseling for individuals convicted of animal cruelty.

The Purpose of the Study

The purpose of this systematic review is to evaluate "The Link" between animal cruelty and violence toward humans, and will aid in finding a solution to animal cruelty and how it is linked to domestic

violence, elder maltreatment, and child abuse cases. This systematic review will provide the foundation for additional research being proposed by the co-presenters to conduct a mixed methods study of violent criminals to include men and women incarcerated in a state penitentiary for violent crimes against property or humans to further explore The Link. "The Link" will be explored between animal cruelty and violence toward human beings in relation to the inmates' own history of childhood animal abuse and or the witnessing animal abuse by others in their presence as a child, and it's correlation with their violent conduct as adults.

The Research Methods

This study provides a systematic review of a ten year synopsis of primary studies that discuss the link between acts of cruelty to animals and violence toward human beings, which includes an exact statement of the research objectives, resources, and outcomes of the studies that have been organized according to specific and reproducible methodology based on the following criteria: Step 1: Framing the question for review: What are the results of research studies within the last ten years that address the link between acts of cruelty to animal violence toward human beings? Step 2: Identifying the relevant work: Computerized studies and printed were searched extensively to include the perspectives of interdisciplinary studies of criminal justice, human services professions, and behavioral sciences. Step 3: Assessing the qualities of the studies: Identified as peer reviewed, detailed and useable for clinical practice decision making. Step 4: data synthesis consists of tabulations of study characteristics and the differences between the studies. Step 5: Interpreting the findings: Seeks to assess the strengths of the studies' inferences and in making recommendations for future research under way by the presenters currently. This systematic review serves as a foundation for evidence-based practice. Also, it is a systematic review which contains relevant information applicable to clinical practice.

The Results/Outcomes

The outcomes and result of the systematic review of the literature is currently being conducted, but it is the hypothesis of the researchers that the correlation between animal abuse, family violence and other forms of community violence will be indicated. The Link should correlate study findings that abuse of both children and animals is connected in a self-perpetuating cycle of violence. The follow up study using mix methods of research will focus on incarcerated men and women's own history of childhood animal abuse and or the witnessing animal abuse by others in their presence as a child, and it's correlation with their violent conduct as adults.

The Project's Implications to the Field

The purpose of this systematic review is to evaluate "The Link" between animal cruelty and violence toward humans, and will aid in finding a solution to animal cruelty and how it is linked to domestic violence, elder maltreatment, and child abuse cases. It will lay the foundation for a follow up mix methods research study seeking to provide more information to clinical practitioners and law enforcement officers on how The Link between animal cruelty related to violence toward humans in vulnerable populations including domestic violence, elder maltreatment, and child abuse cases. (1, 290 words including the abstract).

MBA's without Borders: Sustainability Beyond the Boardroom

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Abstract

How can we provide MBA students with the opportunity to more clearly focus on corporate sustainability in terms of the "triple bottom line" of earning profits, contributing to the betterment of society and preserving the environment? Saint Mary's College of California introduced an innovative Global Executive MBA program with a specific goal of providing content in a global context while developing managerial skills and social conscience. During the program, participants complete a team-based international business consultancy project at the base of the economic pyramid, complete traditional MBA courses and travel on two overseas courses. The students are expected to apply their class-room learning to their global projects. In this model the concept of sustainability while balancing people, planet and profit moves beyond a boardroom concept. The unique part of this design is that the experiential learning also benefits the local marginalized communities. For example during the course in Zanzibar, the students integrate the concepts of the local fishing industry with global warming and degradation of the reef systems. They measure coral bleaching in the barrier reefs so they experience in real time the impact on people, planet and profit. This data is entered into

the global coral bleaching data base under the auspices of Coral Watch, which then helps local governments. Exploratory data was collected from the students in our most recent three cohorts (N = 46), to track the effectiveness of these applied approaches to learning. Students agreed (95%) that the field experiences were instrumental in helping them better embrace sustainability in terms of the “triple bottom line”.

Online Proceedings

Macro-Gene Expression: Poets as a Phenotype for a Prosocial Community

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Reuben – I am currently in the Psychology program at Adams State University and am the founder of Without Wax, LLC. I have a background in Spoken Word Poetry, and taught a poetry program for two years at Rorimer Elementary School in La Puente, California. I have also worked with high school students, creating I.E.P.s through which I utilized poetry as a mechanism for supplementing the acquisition of academic skills. My interests lie in developing the affective skillsets of students in an effort to facilitate their cognitive growth, thus increasing their academic mastery.

Abstract

In genetics, certain gene expressions are only exhibited in response to specific situational cues. The reactive behavior to those situations is said to be a person's *phenotype*. Likewise, a community's phenotype – or observable behavior – is a collective expression of individual reactions in response to the environment of the community. The purpose of this study was to create a prosocial shift in the phenotype of an at-risk community. The method used was to implement a Poetry Open Mic in close proximity to the at-risk community of La Puente, California. Beginning September 8th, 2013, it operated every 2nd and 4th Sunday between 9:30pm-11:30pm, and consisted of a venue location, a host, an audience and a Dj to provide music. It served to provide an environment through which individuals in the community could express themselves positively and prosocially. Preliminary results have demonstrated initial success on several levels: After 10 poetry shows, over 450 individuals have attended; over 50 poets have performed over 100 poems; over \$1,000 has been fundraised to keep the Poetry Open Mic operating; and over \$2,500 in revenue has been generated for the local business that allowed the study to operate within their premises. Its implications within the field of the Behavioral Sciences are significant in that an observable shift in the behavior of an at-risk community was established, creating a culture of compassion and support for emotional expression. The study will continue, in an effort to grow the support base established in the community of La Puente and surrounding areas.

Further update to originally accepted proposal

Cross-analysis of study findings with current literature in the fields of social psychology and social neuroscience indicates results and patterns consistent with those of Dynamic Skill Theory, Identity-

Based Motivation and Possible Selves Theory. Research into these focused areas has largely been the result of Dr. Kurt Fischer, University of Harvard and Dr. Dana Oyserman, University of Southern California, respectively. It is suggested that further studies seek to find correlations between contextualized skill acquisition in relation to identity formation and its influence on motivation.

Online Proceedings

The Need for “Andragogy of Workplace Relevance” in College Classrooms

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Abstract

This paper explores incorporating practical coursework and assignments in college coursework. Ideally, course learning should bridge the gap between the classroom and the “world of work.” This requires sensitivity to workplace cultures. “Learning organizations must find a way to capture, retain and disseminate the cultural competence that already resides within their companies” (Goodman, 2/13/2012. p. 35).

Higher learning courses can foster an “andragogy of workplace relevance” that make classroom assignments relevant to individual learners and link learning to future workplace experiences. Malcolm Knowles emphasized the need to make learning relevant to the learner’s situation and experiences, provide learning experiences that have practical applications in real life, and gear learning to the learner’s level of readiness (Knowles, 1989; Knowles, Holton & Swanson, 2005). The authors explore the suitability of incorporating the “andragogy of workplace relevance” in college classes. The literature suggests that designing coursework using the “andragogy of workplace relevance” will bridge current gaps between the traditional classroom and the workplace. To accomplish this, courses can incorporate and target specific aspects of the workplace, actual activities, or management practices when developing each assignment and piece of coursework. This will enable instructors and students to link learning goals and each activity/assignment to the future world of work. Thus, students can develop skills, understanding and capabilities with direct applications in the workplace. Students can then better recognize the relevance of classroom learning as they move into the workforce. Some practical application examples are briefly presented based on current classroom assignments.

Keywords

andragogy, learning relevance, adult education, workplace integration, college classroom

Introduction

Textbooks and their supplemental learning tools generally present information in an organized and

systematic manner. These resources provide the learner with in-depth explanations, examples and problems regarding the subject matter of study. Such examples and problems, however, are often far removed from the individual learner's experiences. There exists a critical gap between the academic material and the real-world experiences that make learning relevant. On the one hand, the academic material may be too theoretical; not being an accurate representation of what really happens in the workplace. On the other, learners may not have enough hands-on experience to relate the textbook examples, or activities, to their own lives or place of work.

Workplace experiences and real-world applications are inherently important to the learning experience. Instructors must ensure that classroom assignments are symbiotically relevant to the individual learner and, further, link learning to the workplace. Malcolm Knowles emphasized the need to make learning relevant toward the learner's situation and experiences, provide learning experiences that have practical applications in real life, and gear learning to the learner's level of readiness (Knowles, 1989; Knowles, Holton & Swanson, 2005). Thus, instructors of higher learning are challenged to engage and foster an "andragogy of workplace relevance."

Many working students find traditional classroom experiences do not adequately prepare them for the workplace. Similarly, adults who come back to college later in life often find that the information from the classroom does not accurately reflect "real life". In such instances, academic instruction falls short of expectation and are inaccurate representations of what they know to be true based on their actual experience in the workplace. Instructors are embattled with the responsibility to identify and use meaningful learning activities that result in rewarding experiences for both instructors and adult learners by developing "personalized" learning experiences.

The development of personalized learning experiences requires identifying local, current, and real-world examples that students can relate to and presenting them in the classroom. Cultural nuances and diversity implications must be considered. In this way, course activities (homework and class discussions) can be structured to link coursework to theory and study to practical application. This personalized approach improves retention, sparks interest and enthusiasm, and provides relevance to learning. This, in turn, can enhance immediate learning and reinforce the applicability of such learning.

Linking workplace practices to college classroom learning is an ongoing challenge. Literature though has not identified many reports of college level courses that integrate "real-life" practices into the learning curriculum. Most integration happens primarily in secondary education, apprenticeships and workplace training programs. Therefore there is a need to address this integration at a college level.

Students want to know how they can make use of the assignments they are required to complete. Typical questions include:

Can we use what we are learning in real life?

How does this relate to me and my future job?

I'm not going to be an HR manager, so why will I need this?

How will this make me a better manager and contribute to my career growth?

Employers want to know what types of "real world" experience job applicants, especially new graduates, will bring with her/him. Not all college students have work or internship experiences. So,

responsible instructors design and integrate practical activities that support both academic learning and real world applications. This involves bringing real world experiences to the classroom that develop and utilize an “andragogy of workplace relevance.”

Review of Literature

The College-Educated Worker

Is there a need for college graduates in the United States workforce? Research has identified a continuing demand for college educated workers (Siegfeldt & Jackson, 2000; Barton, 2008; Buhler, 2012; Miller & Slocombe, 2012; and Van Horn, 2013). The college-educated worker is critical to the future and sustained economic well-being of the United States (Barton, 2008). If so, this raises some questions about existing courses and programs; among them: Are college graduates sufficiently prepared for the workforce? Do we even know anything about the quality or type of graduates? Ultimately, do we have any realistic grasp on the supply, demand and knowledge, skills and abilities (KSAs) required of college-educated workers?

Since World War II, jobs have demanded ever increasingly complex educational requirements; specifically in educational skills and literacy (Barton, 2008). Furthermore, the realities of the impending wave of baby-boomer retirements are anticipated to create a shortage of skilled workers in certain fields in the United States. Many developing countries have already surpassed the US in the number of higher education degrees earned, and in various test scores in critical subjects such as math and science (Barton, 2008; Miller & Slocombe, 2012). All of this speaks to the necessity for a high caliber college-educated worker.

Despite the importance of college-educated workers, the federal government only recently started to measure relevant data such as graduation rates (Cook & Pullaro, 2010; Selingo, 2012). Prior to 1985 little national-level institutional data on graduation rates existed. While legislation required colleges to publish graduation rates in the 1980s and early 1990s, it wasn't until the mid-1990s that colleges actually began reporting graduation rates and the Department of Education documented this data. However, graduation rates are not necessarily correlated to the quality of the graduate. Thus, important data regarding college graduates were being overlooked.

Dormer (1992) and Buhler (2012) questioned the effect of an inadequate college educated worker. They agree that the failure of the education system, to adequately prepare their students for the workplace, threatened the very ability of the United States to compete on the world stage. Miller and Slocombe (2012) echoed this, expressing concern that this reality would reduce the country's productivity and standard of living. Ironically, students reported feeling inadequately prepared regarding their “understanding of the global workplace/culture” (“College students feel,” 2000, para. 3). Research affirms that U.S. students, compared to their contemporaries in other countries, have a poor understanding of the outside world and are generally weak understanding of geography and global issues (Hoeflinger, 2012). In the current global economy, this is a very serious deficiency. Dormer (1992) adds that to successfully compete in a global economy the workforce must be both skilled and literate.

Once again, the WASC Accreditation Standards speak to the need for "... an educational program designed to prepare students for a specific profession. It may apply to both undergraduate and graduate programs that prepare students for direct entry into employment. ..." (WASC Glossary: Professional Program, 2013). This requires that programs and individual courses "... shift in perspective from teaching and input (e.g. assignments) to desired outcomes and what student actually learn..." (WASC Glossary: Student-centeredness, 2013).

As the world evolves, so too will the workplace. The workplace is a dynamic environment that changes in an effort to meet the challenges of the day. Due in large part to the technological era that we live in, it is apparent that the world is growing exponentially faster and becoming more complex. This is evident even more today than at any other time in history. Siegfeldt & Jackson (2000) argue that the contingent workforce is "the trend for the future" (p. 6). Moreover, it has been noted that colleges and universities are great resources where such a workforce can enhance potential and increase their chances for success.

Educational outcomes, and their related impact, are so significant that the responsibility for success is shared among all stakeholders. Atherton (2011) notes that "some aspects of practice which can readily be improved by training" (para. 2). As a result, we need to provide students with training activities (assignments) that mirror real life workplace activities. In doing so, such activities will help engage learners and provide a bridge or link to workplace applications found at work. Business, government, education and the community alike must become engaged and proactive partners in the process of bridging the gap between school and work (Bray 2010; Buhler, 2012). Buhler frames the importance of this partnership in this way:

Education cannot deliver the skill set required for the new workforce entrants if they operate in a vacuum. It is only with the input of business that they can better address the teaching of the appropriate skills. Without the voice of business, education may continue to prepare students with an outdated (and ineffective) skill set. They may continue to focus on the technical and basic skills without addressing the softer and applied skills. All the stakeholders must partner to ensure that the workforce is better prepared for work in this century. (Buhler, 2012, p. 24)

The Shortcomings of College Graduates

During the mid-1990s, the literature began to question the competency of college graduates and their ability to function in the business environment. Employer complaints mounted regarding their dissatisfaction with the proficiency of the college graduates. College graduates were proving ill prepared to enter the workforce. Thomas (1994) documented significant criticisms; many of which stemmed from a lack of writing skills, communication skills, thinking skills, and an overall inability to "understand how to operate successfully" (para. 1). To this end Miller and Slocombe (2012) wrote:

While over one third of the students demonstrated practically no increase in critical thinking, complex reasoning, and writing over four years of college (Arum & Roska, 2011). According to research by the National Center for Education Statistics, only 31% of college graduates could read a "complex book and extrapolate from it (Kryzanek, 2006). (p. 20)

Van Horn (2013), referencing data from the 2012 U.S. Commerce Department and the National Economic Council, noted a “major shortage of skilled workers” (para. 6). Moreover, while there is an ever growing demand for capable and skilled employees, the reality was that such employees were in short supply. Van Horn (2013) said that education was key. The United States, he argued, must simply do a better job of preparing students for the workforce. Success hinges on: 1) raising the level of education standards; 2) innovating student learning techniques; 3) creating a commitment to lifelong learning; and 4) preparing students as early as possible.

The problem with the education system is one that starts much earlier than college. A survey by *Project Tomorrow* reported that over half of parents and teachers believed that schools do not adequately prepare their students for today's workforce (Ash, 2007). Citing a 1985 report by the Committee for Economic Development, regarding high school students, Dormer (1992) noted:

Too many students lack reading, writing and mathematical skills, positive attitudes toward work, and appropriate behavior on the job. Nor have they learned how to learn, how to solve problems, make decisions, or set priorities. Many high school graduates are virtually unemployable... (pg. 75)

Strikingly, such inadequacies follow graduates of high school into college. The challenges are so prevalent that close to two-thirds of all US colleges actually provide remedial courses in reading and writing.

The Gap between College and Careers

Can the United States retain its prominence in the world stage with a lagging workforce? Van Horn (2013) argued that a well-educated workforce is critical to competing in technological world economy of today. Barton (2008), referencing the Commission on the future of Higher Education, said that “Ninety percent of the fastest-growing jobs in the new knowledge-driven economy will require some postsecondary education” (para. 8). Granted that the occupations with the fastest growth rate do not represent all occupations, the data is still compelling.

Today, the value and worth of a college education is still a topic of much debate (“Does College Effectively,” 2013; “Many Workers Question,” 2013). Evidence suggests that there is a low level of confidence regarding the ability of college institutions to prepare people for the workforce. A 2013 survey from the University of Phoenix affirms that 22%, roughly one out of four working adults, believe that a college education effectively prepares them for employment in the real world. This leaves a hefty 78% of the working adult population that does not believe that a college education effectively prepares them for real world employment. Despite this, the same study noted that about half of the respondents reported regretting not attaining more education.

If the college educated worker is important to the workforce then college plays a critical role in the preparation of such a workforce. Fundamentally, it is the role of colleges to educate. But, to what end? People may go to college for a multitude of reasons, but one general motivating factor remains above all else. Students aspire for a college degree with hopes of advancement; particularly advancement in social status and financial wealth (Bui, 2002). The college degree is seen as the ticket

toward opportunity. Here, better education means better jobs, better jobs leads to better opportunity, and better opportunity, in turn, leads to the fulfillment of the aspirations for advancement.

How well are colleges addressing this role? There is a sizeable gap between the academic rigor of college and the applicability of that knowledge toward the workforce (“Many Workers Question,” 2013). In this way, higher education must adapt and be more responsive to the needs of the job market; the ultimate end user of their service. About 51% of college-educated respondents surveyed agree that some of what they learned in college is relevant. However, only 35% believe that all or most of what they learned is applicable. Thereby, the gap between college and the workforce can be defined as a gap between relevance and applicability.

From Pedagogy to the Andragogy of Workplace Relevance

Pedagogy is commonly used term in academia to refer to a specific teaching philosophy; a model of or a set of beliefs regarding education. The pedagogical approach is teacher-driven. Here, learners are kept in a “submissive role of following teacher’s instructions” (Knowles, Holton, & Swanson, 2005, p.62). The teacher has discretion, authority, and “full responsibility for making all decisions about what will be learned, how it will be learned, when it will be learned, and if it has been learned” (p.61).

The word pedagogy derives from two Greek words; “paid” (meaning “child”) and “agogus” (meaning “leader of”). Thus pedagogy literally is the philosophy of teaching children. This ideology, developed between the seventh and twelfth centuries, grew out of the teaching and learning assumption observed in the monastic and cathedral schools of Europe. Secular public schools began to take shape in the nineteenth century. The pedagogical model was the dominant educational model during this formative period. Hence, the pedagogical model persisted and became the crystallized model from elementary to college levels (Knowles, Holton, & Swanson, 2005).

During the 1950s, Malcolm S. Knowles began to formulate ideas about how adults learned. In the mid-1960s he was introduced to the term andragogy; defined as the “art and science of helping adults learn” (Knowles, Holton, & Swanson, 2005, p.61). Knowles embraced the concept and actively differentiated the ideology of andragogy from pedagogy. This differentiation was pivotal. For the first time, academia began to officially recognize that adults learned differently from children. Based on this, the andragogical model can be a more effective and relevant teaching philosophy for higher education.

As noted earlier, the gap between college and the workforce is as a gap between relevance and applicability. Therefore, use of an andragogical course design that focuses on making the curriculum relevant to the workplace is a critical paradigm shift. This paradigm shift is best termed as “the andragogy of workplace relevance.” The andragogy of workplace relevance is an adult teaching model that focuses on making curriculum practical and relevant by link learning to real-world practices that develop the KSAs (Knowledge-Skills-Abilities) needed to be successful in the workplace.

The foundation for this approach to developing and presenting course assignments is grounded in

Malcolm Knowles's adult learning theory of andragogy. According to Knowles, learners as adults have needs and expectations that differ from those of children. Therefore college-level learning should provide opportunities for adult learners to experience, explore and satisfy their adult learning needs. These include providing relevance to the learning experience and content which links the experience to the real world around them (Knowles, 1980; Smith, 2002, QOTFC, 2012; Pappas, 2013). This approach has been coined by these authors as the "andragogy of workplace relevance." This practice has been effectively incorporated into the design of a basic human resource management (HRM) course at the University of Guam's School of Business and Public Administration. The program developers have academic and real-world practitioners backgrounds. Both authors bring extensive experience in human resource management practice and consulting to the classroom as well as advanced professional certifications in human resource management.

Methods

Background Setting

Founded in 1952, the University of Guam (UOG) is a four-year WASC (Western Association of Schools and Colleges) accredited U.S. land-grant institution with approximately 3,000 undergraduate students. It is the only U.S. accredited four-year institution on this side of the International Date Line. Guam is a United States Territory located in the Western Pacific with an economy that is primarily tourism and service oriented. The University of Guam is primarily a commuter university offering a range of undergraduate degrees including a Bachelor of Business Administration (BBA). The BBA program currently graduates approximately 80 students per semester and most of these graduates primarily enter the workforce on Guam or the Pacific Region..

UOG's School of Business and Public Administration (SBPA) offers a Bachelor of Business Administration (BBA) degree with a number of concentrations including: Accounting, Marketing, Finance, Economics, Tourism/Hospitality, Human Resource Management, Entrepreneurship, Management, and other optional specializations. All BBA Students are required to complete an introductory HRM course.

Course Description

The course, BA241 Human Resource Management, is a 200-level or sophomore offering that generally targets the BBA student. The course can be taken by any UOG student who has completed the first English requirement (EN110) and is qualified to enroll in College Mathematics (MA110). The average age of the students in the BBA program is 23 years old.

The course employs a standard introductory HR text that has 10 chapters covering the major areas of HR. The textbook does not provide standard questions or chapter assignments. There are usually three sections offered per semester with a team of two or three instructors, led by the senior HR professor.

The course is taught using a standard syllabus that all HRM instructors and adjuncts adhere to. Communication among all who teach the course is excellent and suggestions for changes are welcome. All potential changes though are discussed thoroughly before being adopted. Each instructor is expected to cover the same material and require the same assignments, projects, and assessments. The instructor is free, however, to approach the material in her/his own style. The timing of lessons, assignments, projects and student learning objectives have been standardized to ensure consistent learning outcomes no matter who teaches the material. Thus, students should leave

the course with a standard set of experiences and common learning. Pre- and post-course assessment of learning is completed in addition to standardized 2-chapter exams which are designed to emulate professional HR certification examinations.

Course Development

Over the last decade, the HRM course development and refinement has been spearheaded by the senior HRM Faculty member with major contributions from qualified adjuncts and Instructors. The coursework and assignments have been designed to link with the upper level (300 & 400 level) courses offered for the HRM Concentration. All the instructors for the course are experienced in management and HR functions in both the private and public sectors. Additionally, most have earned certifications from HRM from HRCI (Human Resource Certification Institute) and are active members of SHRM (Society for Human Resource Management).

Students

The basic HRM course (BA241) is required for all BBA students and may be an elective for UOG students from other majors. This is the first course in HRM available to almost all students at UOG. Therefore a basic premise of the course is that students taking the course do not have work or learning experience in HRM. While there are a few exceptions to this, generally the students in the course are not working in the HR field.

The majority of the students enrolled in the course are not majoring in HRM. At present, approximately 10% of the students enrolled at the start of each have declared HR as their concentration. (This often changes as the semester progresses and student interest in, and understanding of the importance of HR in all career choices is reinforced.)

It is important to note that over 90% of the students at UOG, and those in the BA241 HR Course, are commuter students. They do not reside on campus although some limited on-campus housing is available. Further, over 70% have, do or will hold either a part-time or full-time job while completing their undergraduate studies. Additionally, many are parents or heads of households. Consequently many of these students come to their studies with an expectation that their learning will have direct application in the workplace, now or in the near future.

Course Design Rationale

This paper affirms the need for college courses to incorporate different approaches to coursework and assignments. College course design should ensure that learning is standard and applicable to the "world of work." This requires being sensitive to workplace cultures. Goodman states:

Learning organizations must find a way to capture, retain and disseminate the cultural competence that already resides within their companies. Sharing information is critical for long-term global success. This is particularly true when it comes to sharing information that promotes cultural intelligence. (Goodman, 2/13/2012. p. 35)

Cultural competence at work includes recognizing and becoming comfortable with different aspects of the management functions or practices in the workplace. When new employees understand the rationale for, and are familiar with basic organizational practices, they transition from school to work more smoothly and effectively. This can lead to greater success in the workplace. This also has financial implications for businesses. A better prepared workforce reduces the losses associated with the opportunity cost of workforce turnover.

Course developers should target a specific aspect of the workplace, an actual activity, or management practice when developing each assignment and piece of coursework. The WASC Senior College and

University Commission, in the Handbook of Accreditation – 2013, explicitly states that student learning and authentic assessment should represent “an activity close to ‘real life’ rather than an academic construct...” (WASC Glossary: Authentic Assessment, 2013). The instructor must then link course design goals and each activity and assignment to the future world of work. Thus, students develop skills, understanding and capabilities that have direct applications in the workplace. These approaches help prepare all students recognize application relevance as they move into the workforce.

Discussion

Rationale for the “Andragogy Of Workplace Relevance”

One basic premise reiterated by the HRM instructors is that “all supervisors and managers are HR managers.” The instructors reinforce and emphasize the need for every supervisor and manager to understand and practice good basic HR management. This is because, in almost every role or department, a supervisor or manager manages or supervises people. Therefore an understanding of the HRM basics is important to the success of all supervisors, managers, and the organization as a whole. It can help protect all members of the organization and improve performance.

Course assignments are designed around a range of different practical applications that supervisors and managers are expected to understand, practice and comply with. These applications were chosen to develop the basic awareness and skill levels of all potential supervisors or managers regardless of their academic discipline or work assignment.

Additionally these assignments are directly connected to the knowledge, skills and abilities (KSAs) that human resource (HR) professionals deal with on a regular basis in an HR department. As such, HR and all other students leave the course with 1) a basic understanding of some major HR functions and 2) develop fundamental skills in the HR area.

The assignments are coordinated with the textbook and lecture topics. In this way, theory and specific learning points are reinforced through the activities and subsequent classroom discussions. A series of 15 major the assignments providing the “andragogy of workplace relevance” were developed and refined for HRM course application to date.

The basic starting point is the identification of an appropriate target or “Dream Job” that each student has for five years after graduation. The activities are linked to the individual student’s Dream Job, ensuring that the assignments have a “personal” aspect that has been missing in most other coursework or assignments to date.

The Dream Job is linked to the current degree that the student is seeking. Each student identifies a reasonable and suitable entry-level position in an appropriate industry that may be attained after graduation. Then the student extrapolates her or his development and progression over the following five (5) years, leading to a suitable supervisory or managerial position. This is the “Dream Job” which the student then utilizes in subsequent course assignments and activities.

Each activity has been successfully incorporated into the basic HRM course. Some have also been incorporated into subsequent HRM, organizational behavior and other management courses. Five examples of assignments incorporating the “andragogy of workplace relevance” include:

- 1) Basic Documentation including a Course Contract and Job Description;
- 2) Career Planning including Entry Job Training, Talent Management and Dream Job Development Plans;

- 3) Costs of Employment including Turnover Cost Calculation, Benefits and Pay Scale Development;
- 4) Development of Dream Job related documents such as Performance Appraisal and ADA Accommodations;
- 5) Local Business Climate and Workplace Understanding including Local Union Presence and Conducting an OSHA Inspection

A survey of former students who have completed these activities is currently being conducted. It is expected that the results will identify areas for refinement in this andragogical approach to coursework and assignments. These results will be reported in a future publication.

Conclusion

The need for the “andragogy of workplace relevance” in college coursework is becoming more evident and important; especially with growing global and economic development of the United States. The appropriate application of Malcolm Knowles’s concept of andragogy has been explored. The literature identifies and clarifies the need for learning systems that link closely to real-world applications in the workplace.

This paper has presented information supporting the development for the “andragogy of workplace relevance” in college business and other courses. This approach is also evidenced as being compliant with the WASC expectation that “Baccalaureate programs engage students in an integrated course of study of sufficient breadth and depth to prepare them for work, citizenship and life-long learning.” (WASC: Handbook of Accreditation, 2013, p. 14)

Further exploration of the “andragogy of workplace relevance” concept for college course design and assessment is needed. Data on the impact and effectiveness of this program is being collected from former students. It is expected that this data will provide further insights into the relevance of course design that integrates “real-life” activities at the college level.

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No Passport Required: Study Away Programs/Classes

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Chuck is a former Professor of Rangeland Management and Department Chair at Chadron State College. He holds a BS from University of Wyoming in Range Management, a MS from Texas A & M University in Grazing Management and a PhD in Rangeland Ecology from the University of Nebraska. Chuck has spent 30 years in teaching and research. He has lead study abroad trips to Mexico, Argentina, and Chile and was part of a teaching delegation to Ukraine setting up student exchanges. He has also lead domestic study away trips to 16 different states.

Abstract

Chadron State College is located in Chadron, NE in a rural region in northwest Nebraska. The majority of our students come from predominately rural ranching and farming communities. Most of our students have never been exposed to interdisciplinary, multi-cultural experiences. Chadron State College is proud to offer, not only Study Abroad classes, but also Study Away classes. Study Away classes do not require a passport and are usually less expensive than study abroad. The actual “away” time for the Study Away classes are generally much shorter in duration – usually about a week to 10 days. The wonderful, rich, interdisciplinary, multi-cultural, study away experience, plus the corresponding in-class time and required homework and/or final project, counts as one, 3 credit hour, multi-cultural, general studies class. An example of one such Study Away experience is the

2013 Alaska Iditarod class. That year we had students from the following majors attend: Education, Agriculture, Pre-med, and Criminal Justice/Justice Studies; as well as a college recruiter. Alaska offers a unique opportunity for many multi-cultural interactions. It is remote enough to feel like a “Study Abroad” and brings many student cultures together. All students attended all activities with the exception of a job shadowing experience with a doctor at a rural health center for our pre-med student and a police ride-along for our criminal justice student. At the end of the trip, one student said, “I have had more multi-cultural experiences here than I have had in my whole life.”

Online Proceedings

“OMG! We Can’t Text in Class?! WTF!?”

Student and Faculty Perceptions of Good Pedagogy and Classroom Etiquette

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Dr. Heide Island is an Associate Professor of Comparative Behavioral Neuroscience at Pacific University. Her research is an example of the interdisciplinary nature of the Liberal Arts education and the Dr. Island’s current research projects include: Post-concussive Syndrome among College Student Athletes, Stereotypic Behavior in the Captive Southern Sea Otter, Efficacy and Techniques of Animal-Assisted Activity among Children of Domestic Violence, and Changing Attitudes of What Constitutes “Good” Pedagogy. Heide lives in Portlandia (Portland, Oregon) with her husband, two dogs and a cat.

Abstract

The popularity of portable, wireless technology provides students immediate access to their social groups, academic resources, and video media. Although there are different age cohorts among college students, those enrolled in the Liberal Arts are typically from the Millennial Generation. While the age distribution among faculty is less homogenous, with Millennial Generation junior faculty and Generation X and Baby-boomer age cohorts largely defining senior faculty. Faculty familiarity and history with these portable technologies vary across these age cohorts, resulting in disparate expectations in the classroom as well as significant differences in pedagogical style. For students, this can translate to both confusion and discontent. One professor may encourage or even require laptops in the classroom, while another forbids them. Smart phones must be turned off in one course but applications for calculators, dictionaries, and access to course material make them useful learning tools in another. Poor class climate, student morale, and mutual respect influence student confidence, enthusiasm and openness to course material. As such, it is important to understand how faculty and student attitudes about pedagogy as well as professional etiquette differ. This information could better inform classroom policy, the use of technology in instruction, and student-professor rapport. This study sampled undergraduate, college students and faculty from a small, Pacific Northwest, Liberal Arts University using an online survey. The questions asked faculty

and students to report what they believe are important professor characteristics, what constitutes teaching efficacy, as well as good professional etiquette in the classroom.

Online Proceedings

Out of Site (Sight) Out of Mind: An Excursion of Cross Cultural Experiential Learning

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Abstract

The purpose of this study was to explore and document, during the collection and analysis of qualitative data, the means by which adult participants of a cross-cultural experiential learning excursion (a bus tour across Indian reservations and key locations that have historical, cultural, and spiritual meanings for Native Americans) dealt with their epistemological experiences when exposed to culturally unfamiliar content and pedagogy.

The question was, will learners in the nucleus of this innovative context perceive the learning process differently and consequently develop a higher pragmatic, intellectual, emotional, and spiritual level of consciousness toward unfamiliar cultural phenomenon. The phenomenon was presented as a 3 day 2 night "learning excursion: of American Indian culture."

Most universities are struggling to develop inclusive culturally diverse campuses through various programs and initiatives designed to resolve institutionally complex questions. This initiative attempted to perpetuate cultural, social and righteousness awareness about American Indians by exposing and allowing learners in a very raw and real sense, the opportunity to independently visualize, synthesize, and internalize a particular American Indian state of being. Learners were encouraged to pragmatically, intellectually, emotionally and spiritually explore, reflect and critically think about their conscious interpretations of a moral and just society without the pressures of

solving external problems. Further, learners may recognize their ability to stimulate and galvanize the internal intensities that initiate opportunities for a highly principled and ethically sound personal actuality that could manifest into greater levels of understanding.

In additional, learners may become better equipped to improve relationships across cultures.

Online Proceedings

Peer Assessment and Accountability: Motivation and Engagement in a Collaborative Classroom

John Stigman

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Abstract

Collaborative classrooms are the future of education. Traditional classrooms are being replaced by collaborative learning through flipped classroom pedagogy, technology immersion, and team-based learning. Classrooms that rely on more student interaction may be best served by using collaborative assessment through peer assessment practices, such as peer review and peer grading. In this paper, the impact of peer assessment on student accountability is explored. Students in the study were asked to peer assess classroom engagement and participation within a team-based learning environment. The peer assessment process had a positive impact on the development of the individual learner, as well as the overall motivation, engagement and accountability. Students found value, helpfulness, and fairness in the processes used in the study.

Poetry as Contextualized Education: A model for Improving Educational Conditions for “At-Risk” Students

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Reuben – I am currently in the Psychology program at Adams State University and am the founder of Without Wax, LLC. I have a background in Spoken Word Poetry, and taught a poetry program for two years at Rorimer Elementary School in La Puente, California. I have also worked with high school students, creating I.E.P.s through which I utilized poetry as a mechanism for supplementing the acquisition of academic skills. My interests lie in developing the affective skillsets of students in an effort to facilitate their cognitive growth, thus increasing their academic mastery.

Abstract

Dynamic Skill Theory states that the development and acquisition of skills occurs in contextualized environments. Possible Selves Theory relates how the development and acquisition of skills is further impacted by how one identifies oneself. Identity then, becomes the contextualization, through which the motivation to develop and acquire skills is derived. Poetry, furthermore, creates an apt contextualization within an educational environment. Empowering students to become poets will promote the qualities of ethics, virtue, morality and truth that are typically associated with poets and poetry. With these contextualizations built into the fabric of educational curriculum, students will be more likely to develop skillsets associated with the aforementioned qualities.

Particular strategies within poetry also provide skillsets that have been proven to be correlated with improved academic outcomes. For example, introspection and other internal reflections are often times the inspiration for poems. The development of these processes as academic skills is allowed through what is known as *time perspective*. Time perspective is a construct defined as thoughts and attitudes towards the past, the present and the future. These thoughts and attitudes known as time perspective have been shown to predict developmental outcomes. For example, how anticipated discrimination felt by minority groups in educational settings influences academic achievement. Developing a student's *time perspective* serves not only as a cognitive function, but also as a protective factor within the student's educational experience. As research indicates, positive classroom narratives are positively correlated with higher academic achievement. Therefore, classrooms contextualized with qualities inherent in poetry are better served than those that are overly sterile and disconnected from humanistic qualities. A supplemental poetry curriculum not only provides an apt context for student development, it provides applicable skillsets such as time perspective and improved language mastery, which improve academic outcomes.

The Power of Curriculum Integration

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I have had the pleasure of working with pre-service and in-service teachers for over 20 years specifically in the area of curriculum integration. Serving as graduate faculty and Director of the Initial Licensure Program, I primarily teach graduate classes in the areas of Assessment, Social Studies and Integrated Curriculum. My research interest is currently focused on maintaining the joy of teaching in the midst of change, high stakes testing and the influence of politics on education.

Abstract

Curriculum integration remains a challenge for teachers. The many demands regarding testing, time requirements associated with the push and pull of specific curriculum as well as state mandated evaluations make curriculum integration a viable solution in meeting the demands placed on teachers today. Providing a means of accomplishing several standards in one lesson, while addressing critical components of the teacher evaluation is one huge benefit. Another important bonus is that research is indicating when students experience connections between curriculum areas learning becomes relevant and more meaningful. When students make sense of their world through connections learning is increased leading to higher retention which leads to increased achievement. Research regarding connections between how children learn with the value of curriculum integration has an interesting history. Information regarding curriculum integration is present as early as the 1800's including John Dewey in the 1920's suggesting perhaps this approach to learning and teaching can be known as "a classic". However a clear formula for how to implement curriculum integration does not exist. In addition, one clear definition describing the many possible variations or methods of implementation cannot be found. To complicate matters, this era of accountability and standards seems to focus on discipline specific expectations. Yet, many professional organizations do recommend integration in some manner. The National Council of Teachers of Mathematics encourages connections to real-life situations. Likewise, the National Council of Social Studies recommends connections with the English/Language Arts disciplines. In hopes of providing opportunity for teachers to see benefits and relevancy in the classroom, benefits, strategies as well as specific examples of curriculum projects spanning K-6 grade levels will be shared.

Practitioners' Views of the Lack of Support for IFRS Adoption in the United States

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Abstract

Until recently, the adoption of International Financial Reporting Standards (IFRS) in the United States seemed to be inevitable. The primary question back then involved when the adoption process would be completed. However, the process has slowed down and it is uncertain whether the US will ever adopt IFRS. The accounting profession needs to understand the reasons behind this change, preferably from the viewpoint of accounting practitioners. This proposed study will seek to address this gap.

The authors previously published research showing that accounting educators felt that the US was not yet ready for the adoption of IFRS. The educators felt that both US accounting educational resources and institutions were not yet ready to help train current accountants and prospective accounting students in IFRS. The authors propose extending this research to accounting practitioners through a survey of their views related to the current situation regarding the IFRS adoption slowdown. The authors are especially interested in the reasons that practitioners feel the adoption process has slowed down, and whether it will ever gain impetus in the future. The authors will compile this feedback in order to develop a full-scale paper detailing the results. The results from practitioners will also be compared to the previous results from educators.

This exploration of practitioners' viewpoints will help the profession gain additional knowledge as to whether the adoption process will speed up in the near future. It will also help gain insight as to whether the US will even adopt IFRS.

Online Proceedings

Predictors of Grief in Bereaved Family Caregivers of Person's with Alzheimer's Disease: A Prospective Study

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Abstract

The purpose of this prospective study was to identify factors in 66 spouses and adult child caregivers of person's with Alzheimer's disease prior to the death that predicted higher levels of grief in bereavement. A hierarchical regression model was tested to identify pre-death predictors of grief after the death of the care recipient. Pre-death grief, positive states of mind, social support, dysfunctional coping and depression explained 54.7% of the variance in post-death grief. Factors contributing to post-death grief were pre-death grief and depression. Health care providers may want to screen caregivers with a pre-death grief inventory to determine who may be at risk for high levels of grief after the death.

Program Assessment: Pre-service Teachers' Perceptions of their Preparation in Reading Instruction

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Dr. Pamela Beck earned her M.Ed. in Reading Education, and her Ed.D. in Educational Leadership from the University of North Dakota. Her professional experience includes 25 years of service as a primary grades classroom teacher, reading specialist, and full-time mentor teacher assigned to work alongside first-year teachers participating in the Elementary Education Resident Teacher Program; a university and public schools collaborative partnership. She has presented on topics involving strategic reading behaviors, effective teaching methods, process writing, and mentoring. Currently an Associate Professor, her research interests focus on literacy learning, and assessment, and effective instructional methods in the elementary school.

Abstract

Reading education programs are responsible for developing effective teachers equipped with the foundational knowledge and instructional approaches to deliver a comprehensive and balanced literacy curriculum. The purpose of this study was to assess the impact of a teacher education reading program on teacher candidates' ability to plan, deliver, and reflect on instruction, and to understand the extent to which students are transferring professional knowledge in practical ways. It also serves as a program assessment to determine if course content and pedagogy is aligned to current practice. Participants included 16 pre-service teachers enrolled in a reading methods course, which includes a 60-hour field experience. Qualitative data was collected through an open-ended survey, one-on-one interviews, and lesson plan analysis. Data analysis revealed that students consider themselves as competent educators, able to deliver effective reading instruction. Participants identified coursework content and the quality of instructors as positive, but believe more exposure to core curriculum and additional time in the field would allow for more practical application opportunities and thus, would enhance their preparation. Participants in the study also described current content and pedagogy practices in elementary education classrooms prompting teacher educators to reexamine the reading program; its strengths and areas for continued improvement.

Promoting a Student-led Classroom

Matt Hoelscher

Abstract

Inquiry-based learning is when students seek out information or solutions to problems instead of being told the information by their teacher. By allowing students to dig deeper into the content, it can have a more meaningful connection thus increasing retention. Tenth grade students were taught using the traditional lecture based method where the educator is the one giving information to the students. They were also taught with the inquiry-based learning method where students worked together through collaboration and simulations to understand the content of the class. Data was collected to compare the retention and participation of students during the teacher-led and student-led instruction methods. Results from this research indicated that the student-led classroom/inquiry-based teaching method, had a more positive effect on students than the traditional method.

Providing the Fuel Needed to Blast Teacher Candidates into Employment

Lori Piowski

Peggy Ballard

Lori Piowski, Ph.D. is an Assistant Professor in the Elementary and Early Childhood Department at Minnesota State University, Mankato and has a practice centered on educational literacy, assessment advancement and issues related to equity and access. Prior to higher education faculty roles, she served as an elementary and special education teacher pre-k through grade 12. The majority of her experiences have been working with diverse populations and her area of study is cultural proficient teaching, literacy, assessment and special education. Her passion is to influence teacher candidates to be able to differentiate their instruction to meet the needs of all students.

Peggy Ballard, Ph.D. is an Associate Professor in the Elementary and Early Childhood Department at Minnesota State University, Mankato with a focus on reading interventions and assessment, and technology integration as it relates to student learning. She is a graduate faculty member and teaches several courses for the Reading Master's program, as well as for the K-12 Reading licensure program. Program development is another area of expertise as it relates to both teacher preparation and the struggling reader. She is the original architect of the current K-6 licensure program and has designed and established several successful experiences for teacher candidates with partner school districts to provide services for struggling readers including an RTI intervention four days a week using iPads.

Abstract

The 21st century learner has many facets that a teacher must be able to gleam and respond to; as identified in the increasing number of teaching standards that require teachers to meet the needs of all diverse learners through instruction and assessment that engage and encourage all student learners. The increasing diverse composition of students in classrooms brings new challenges that teacher preparations programs must address to prepare effective teachers ready to embrace these students in a classroom that is responsive to the needs of all students. Preparing teacher candidates to engage and build on the assets of students' prior experiences and knowledge while bridging their gaps through collaborative and student centered instruction and assessment. This study focuses on the program development of teacher candidates learning in block three courses (the last semester before student teaching) in correlation with obtaining employment. This block of instruction, prior to student teaching emphasizes meeting learner needs through differentiation, Response to Intervention, English Language Learners, Special Education and struggling readers. Analysis of

candidate response to program development inquiry will add to the clarification of the variables that exist between the block three content and the ability to gain employment.

Online Proceedings

Psychosocial Needs of Men with Breast Cancer: A Case Study

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Abstract

Cancer and its treatment have more than a physical impact. There are emotional, social, psychological, functional, spiritual, financial, and practical consequences as well. Life is never exactly the same once a cancer diagnosis has been made. Men are alienated by the breast cancer treatment and recovery process, including assumptions and myths, which further complicate their difficulty in expressing pain associated with a breast cancer diagnosis. This single-subject case study details the diagnosis, treatment, and recovery experience of Ben, a 64 year old Caucasian man who had one of the warning signs related to breast cancer: a change in his nipple. Research suggests the importance of including men with breast cancer into treatment through a psychosocial educational process. Despite being physically treated in much the same way, results suggest that breast cancer is emotionally different for men and women. Including men in the “breast cancer sisterhood” in a masculine way could reduce mortality rates in men with breast cancer.

Keywords: male breast cancer, cancer treatment, cancer recovery, cancer psychosocial need, case study

Psychosocial Needs of Men with Breast Cancer: A Case Study

An estimated 2,200 men will be diagnosed with breast cancer and approximately 410 (20%) will die each year (American Cancer Society, 2013). Lacking awareness of breast cancer signs and symptoms can result in a greater likelihood of fatality as cancer found at later stages may be less likely to be effectively treated (Borgen et al., 1992). Survival rates and clinical outcomes for men are about the same as for women *with the same stage of cancer* at the time of diagnosis (Cutuli et al., 1995; Howlader et al., 2013; Weber-Chappuis, Bieri-Burger, & Hurlimann, 1996). However, men are usually diagnosed at a later stage because they are less likely to identify or report symptoms. Men with breast cancer often mistake visible lumps for other problems or ignore them until it is too late. Lack of awareness, embarrassment, and social stigma can contribute to later cancer diagnosis (Stage III or IV) resulting in fewer positive outcomes for men than women (Adami, Holmberg, Malaker, & Ries, 1985).

Breast Cancer in Men

Although breast cancer in men is rare it does happen since men have breast tissue. Boys and girls begin life with similar breast tissue, but men do not have the same complex breast growth and development as women. At puberty, high testosterone and low estrogen levels stop breast development in men. While some milk ducts exist, they remain underdeveloped, and lobules are most often absent (“Susan G. Komen...Men” n.d.). As with female breast cancers, most male cancers begin in the milk ducts of the breast (invasive ductal carcinomas). Less often, male breast cancers begin in the lobules of the breast (invasive lobular carcinoma). In rare cases, men can be diagnosed with inflammatory breast cancer, ductal carcinoma in situ (a non-invasive breast cancer) or Paget’s

disease of the nipple (American Society of Clinical Oncology, 2010; National Cancer Institute, 2010; Wisinski, & Gradishar, 2010). Paget's disease of the nipple is a cancer that begins in the milk ducts of the breast tissue, but spreads to the skin of the nipple; it can cause a scaly rash on the skin of the nipple. Although Paget's disease is rare, it occurs more often in men than in women (American Society of Clinical Oncology, 2010).

Occurrence

Both men and women may develop benign (not cancerous) breast conditions. However, the benign breast conditions that are most common in women (such as cysts and fibroadenomas) are very rare in men. The most common benign condition in men is gynecomastia (GUY-nuh-ko-MASS-tee-uh) or enlargement of the breast tissue (Niewoehner & Schorer, 2008). Certain diseases, hormone use, obesity or other bodily changes can cause hormonal imbalances leading to gynecomastia (Niewoehner & Schorer, 2008), but it is unclear whether gynecomastia is related to male breast cancer. Although some data suggest it may increase the risk of male breast cancer, most studies have found no link between gynecomastia and breast cancer (Brinton, Carreon, Gierach, McGlynn, & Gridley, 2010; Fentiman, Fourquet, & Hortobagyi, 2006; Wisinski, & Gradishar, 2010). Getting older increases the risk of male breast cancer. Most breast cancer in men occurs between ages 65 and 67 (Wisinski & Gradishar, 2010). The strongest risk for male breast cancer is Klinefelter's syndrome, a condition related to high levels of estrogen in the body (Fentiman et al., 2006; Niewoehner & Schorer, 2008; Wisinski & Gradishar, 2010). This rare condition occurs when men are born with two X chromosomes instead of one (XXY instead of XY). Men with Klinefelter's syndrome are 20 to 50 times more likely to develop breast cancer than men without the condition (Wisinski & Gradishar, 2010).

Similar to women, men with an inherited mutation in the BRCA2 gene have an increased risk of breast cancer (Fentiman et al., 2006; Niewoehner & Schorer, 2008; Wisinski, & Gradishar, 2010). Men who carry a BRCA2 mutation have about seven percent chance of developing breast cancer by age 70 (Tai, Domchek, Parmigiani, & Chen, 2007). BRCA2 carriers are also at an increased risk for other types of cancer, such as prostate cancer. Men can inherit a BRCA2 from either parent. Further, a man who carries the BRCA2 mutation can pass the mutation on to both his male and female children. Whether or not a man carries a BRCA2 mutation, having a family member with breast cancer increases the chances of developing male breast cancer (American Society of Clinical Oncology, 2010; Mayo Clinic Staff, 2010). Heavy alcohol use, chronic alcoholism, chronic liver disease and obesity may also increase the risk of male breast cancer (Fentiman et al., 2006; Niewoehner, Schorer, 2008; Wisinski, & Gradishar, 2010). These conditions can increase estrogen levels in the body and these higher estrogen levels, in turn, may increase breast cancer risk. Some hormone drugs used to treat prostate cancer also may increase the risk of male breast cancer (American Society of Clinical Oncology, 2010; Wisinski & Gradishar, 2010).

Case Study

While the loss of a breast may not be as devastating for men as women from an “[appearance](#)” perspective, receiving a cancer diagnosis is still life changing. In addition to the shock, the fear, and the upheaval of a [breast cancer diagnosis](#), men may feel there is a stigma to having what is considered a ‘woman’s disease.’ This is no small thing for men. Literature discussing the warning signs of male breast cancer exist (“[American Cancer Society](#),” n.d.), but are not easily accessible or something men are familiar or bombarded with in the same way as women. Even though literature states the warning signs of male breast cancer, most men are in denial of those symptoms.

Ben Davidson

A case study design is used to illustrate the diagnosis, treatment, and recovery experience of Ben Davidson (pseudonym), a 64 year old, Caucasian man who had one of the warning signs related to breast cancer: a change in his nipple. Before his diagnosis, Ben had a history of being overweight, drank three glasses of wine a night, and had high blood pressure. Ben participated in regular in-depth interviews throughout his treatment and recovery process, and allowed the authors access to his treatment and follow-up appointments over a three-year period. The California State University Institutional Review Board approved this study. The case study is presented in timeline form, beginning in October 2010 and ending in October 2013. Quotations, comments, and circumstances pertaining to Ben’s diagnosis, treatment, and recovery are used to illustrate the challenges men face when diagnosed with breast cancer and the importance of including men in the treatment and recovery process.

October 2010. Ben’s left nipple was discolored, turning almost black. He saw this, but was not concerned, nor did he realize that it was one of the warning signs related to breast cancer. “None of my doctors ever discussed signs and symptoms of breast cancer with me. They poked me every year for prostate cancer, but we don’t talk about breast cancer.”

January 2011. Three months later, after first discovering a change in his nipple, Ben went to the doctor for his yearly physical examination. His doctor did not notice the change in his nipple, so Ben asked his doctor about the change in his nipple and was informed that he should have it looked at and possibly biopsied. His male internist did not offer him a referral to a pathologist or oncologist, but suggested he have his dermatologist look at it. Ben is like most men, who do not like going to doctors, and he had already scheduled his annual visit to his dermatologist for June. Since his primary care doctor did not seem to think the nipple change was serious, Ben waited until June to talk to his dermatologist during his annual appointment.

June 15, 2011. Ben’s dermatologist biopsied his nipple and sent the tissue to a pathologist. The results came back inconclusive, but with the suggestion that Ben see a breast specialist. Although Ben’s girlfriend had not questioned him about the change in his nipple, since she works in

a hospital she knows doctors and their reputations. She recommended that Ben see an international breast cancer surgeon at a medical center in Los Angeles, California, since he is one of the leading experts on breast cancer. Ben scheduled an appointment with the internationally renowned oncology surgeon.

July 11, 2011. Upon arrival at Los Angeles Medical Center Comprehensive Cancer Institute, the parking attendant opened the door for Ben's girlfriend and stated "Be careful getting out." The attendant looked at Ben and said "You take care of her." After going upstairs and registering, they sat down and a volunteer approached the couple. "She asked my girlfriend if she would like to take a survey on breast cancer. My girlfriend declined since she wasn't the one with breast cancer. It bothered me that the volunteer assumed my girlfriend was the patient, but I figured it was a common mistake. But then a staff member approached her about coffee and magazines and ignored me. Pink was everywhere! Everywhere I looked there were pictures of women, women's anatomy, and pink."

After registering, a nurse requested additional information from Ben and two oncology surgeons examined him. Ben presented as asymptomatic for breast cancer based on a breast tissue exam looking for a lump in the chest area and a lack of skin dimpling or puckering. Although he did have a nipple change, which explained the lack of skin dimpling and/or puckering, the biopsy was inconclusive. The oncology surgeons asked Ben if he would pick up the biopsy slides from his dermatologist along with the pathologist's report.

July 12, 2011. Ben called his dermatologist and requested his biopsy slides and the pathologist's report. He picked up the slides and documents, and delivered the information to the oncology surgeons the same day. Unbeknownst to Ben, the pathologist did not send the full report to his dermatologist. Since the report was not the full report, Ben's oncology surgeons requested the report themselves. They received it on Monday, a week later.

July 19, 2011. Both oncology surgeons called Ben immediately and requested that he come in that day. "I knew that when they ask you to come in on short notice that it's not good news."

July 22, 2011. Ben met with his oncology surgeons and was told that the pathology report came back positive for Stage II breast cancer. Ben needed surgery and it was scheduled for Thursday July 28, 2011.

July 25, 2011. Ben was scheduled for a chest x-ray, EKG, MRI, PET scan, CT/CAT scan, bone scan, MRI, ultrasound and a mammogram. None of these tests were explained to him. "It was apparent that the technicians who administered the mammogram had never had a male patient since there was no discussion about what they were going to do." Since Ben has a son, he was instructed by the oncology nurse to have a comprehensive BRAC Analysis to see if his son would be at risk from a genetic family history. Another oncology nurse came in and provided Ben with a pink notebook and information related to his upcoming surgery. "It had information for women facing breast cancer and was called 'A Women's Guide to Breast Cancer Treatment.' There was nothing there for men facing breast cancer surgery."

Ben admitted that the pink notebook contained helpful information as it explained the PET scan, CT/CAT scan, bone scan and the mammogram, about which he knew nothing. Unfortunately, Ben received the pink notebook after he completed all of the aforementioned tests. However, the pink notebook also contained information about the Los Angeles Medical Center Comprehensive Cancer Institute for Breast Center with a statement on the second page reading “We provide emotional support for women with breast cancer.” Ben was disappointed that nothing was in the resource guide for supporting men emotionally, and no support groups for men with breast cancer were listed.

July 27, 2011. Ben’s doctors asked him to come in on Wednesday, the day before he was scheduled for surgery, and he was provided with more information related to the surgery and recovery. “They still didn’t tell me anything specifically about men. I asked about breast reconstruction and was informed that I would not need it since I did not have large breast tissue.” At this meeting, the day before his breast cancer surgery, Ben was informed that the oncology surgeons had contacted his urologist. At that point, his oncology surgeons informed Ben that he had prostate cancer as well as breast cancer; his PSA was 9.8 and the pathology report was positive for cancer. Ben was told that his urologist said the breast cancer was the number one priority and that he would work with Ben once all of the treatment for breast cancer was completed.

Treatment

The overall ratio of female to male breast cancer in the United States is 100 to 1, but knowledge about specific adjuvant therapies for men with breast cancer is limited because of the rarity of the diagnosis (American Cancer Society, 2010). The main treatment for male breast cancer is a mastectomy. Lumpectomy (also called breast conserving surgery) is rarely used because of the size of the male breast. After the mastectomy, some men may have radiation therapy following surgery. Treatment for male breast cancer is similar to treatment for female breast cancer. Since most male breast cancers are hormone receptor-positive, Tamoxifen is usually the first drug therapy used. Tamoxifen is taken in pill form, every day for five years. If the tumor does not respond to the first hormone therapy (usually Tamoxifen), Gonadotropin inhibitors may be used to lower hormone levels in the body. Depending on the cancer stage, chemotherapy may be given before Tamoxifen therapy. For men with hormone receptor-negative breast cancer, chemotherapy is usually the first drug therapy used. Men with HER2/neu-positive breast cancer may be treated with trastuzumab (Herceptin) plus chemotherapy that contains a taxane (“Susan G. Komen...Men,” n.d.).

July 31, 2011. Following successful breast cancer surgery, Ben was referred to a medical oncologist who would follow him for the next five years. Ben was prescribed Tamoxifen to be taken for five years. When Ben asked his oncologist about the research findings related to men and this drug, he was informed that none existed. When he asked about the side effects from this drug, Ben was given a long list of potential negative side effects based on research performed on women. Ben

was informed that there are many studies on women and Tamoxifen, and it is assumed that side effects are the same for men as for women. Because of the lack of research, Ben did not begin taking Tamoxifen until the end of October 2011. Curious about what was being prescribed; Ben looked for research specific to men. He did not find any at the time.

At the meeting with his medical oncologist, Ben was referred also for radiation therapy. Radiation therapy was scheduled for eight weeks five days a week. At no point did anyone talk to Ben about the potential effects of the breast cancer treatment on his prostate cancer. Nor did anyone at the radiation therapy center explain the risks of having a higher rate of cardiac issues since it was Ben's left breast that had the mastectomy.

August 10, 2011. On his first day of radiation treatment, Ben saw a copy of the Cancer Support Community calendar of programs for September/October 2011. Listed in the calendar were drop-in-groups for Brain Cancer, Stage 1 & 2 Breast Cancer, Prostrate Cancer, and ten other groups, but none for men specifically with breast cancer. Ben could attend the Stage 1 & 2 Breast Cancer group and tried it one time, but he felt out of place since the group focused on women and he was the only man there.

Also in the waiting room for radiation treatment was the "Perspectives" magazine published by the Cancer Institute. There was an article on 'Triple-Negative Breast Cancer for Women' and another article on a pink background titled 'Supporting Breast Cancer Research Eighth Avon Walk Benefits the Cancer Institute.' Once again, Ben found nothing in the magazine specifically related to men.

Breast Cancer in the Media

Ben's experience not being able to find available information on breast cancer in men was not unusual. WebMD magazine has an article on 10 cancer symptoms *women* (italics added) should never ignore. The winter 2010 Caring for Cancer magazine has wonderful suggestions on cancer questions to ask and the roles that each professional plays, but offers nothing specifically for men with breast cancer. The Caring for Cancer website states "Breast cancer is the most common form of cancer in women. It will account for an estimated 26 percent of all cancer diagnosed in women in 2010, according to the American Cancer Society. Over the course of a woman's life, she has a 1 in 8 chance of getting breast cancer." The article goes on to state "It is also possible for men to develop breast cancer, although this is rare" ("[Caring for Cancer](#)" n.d.). Unlike many websites, the Caring for Cancer website does have a link for men and breast cancer. When a man clicks on that link, he is led to a Reuters Health article titled "[Male breast cancer rare, but can be aggressive](#)" (Lies & Nishikawa, 2011). There can be little that is more frightening than having recently received a breast cancer diagnosis and reading an article that talks about how aggressive the disease can be for you without offering additional psychosocial support, resources, or information.

Cancer Support Groups for Men

The Caring for Cancer magazine lists cancer support groups in the community. The Cancer Support Community-Benjamin Center has a group for Stage 1, 2 Breast Cancer, but the flyer only has pictures of women on it. Seeing pictures of women on a pink background does nothing to make men feel welcome, despite men being able to benefit from a support group (Decker, 2008).

An Internet search of the term “breast cancer support groups for men” revealed numerous links to webpages for nationally known organizations. The Susan G. Komen for the Cure webpage has pink headings, a pink banner, and a small listing at the bottom of the ‘Support Group’ page saying “In-person support groups for men with breast cancer can be hard to find” (“Susan G. Komen...Support” n.d.). They go on to suggest that there are support groups for men with any cancer, which does not take into account the stigma and embarrassment men might feel having a ‘women’s disease’ in the midst of other men.

The Men Against Breast Cancer (MABC) webpage is light purple with a pink banner and proudly states their heritage as the “first and only national 501 (c)(3) nonprofit organization designed to provide targeted support services that educate and empower men to be effective caregivers when cancer strikes” (“Men Against Breast Cancer,” n.d.). While laudable that an organization exists to help partners cope with disease, the assumption driving the MABC’s mission perpetuates the myth that breast cancer happens only to women in heterosexual relationships; further ignoring the fact that men get breast cancer, too.

Ben was unable to find a breast cancer support group for men in his community. He tried going to a general cancer support group, but once there he discovered he did not want to share his diagnosis with the group members. He did not go back. Ben continued his treatment and recovery largely on his own. His girlfriend remained a source of support, but Ben’s work colleagues were aware only that he was receiving treatment for cancer. Ben tried to keep his personal and professional life separate.

July 2012. Ben successfully completed cancer treatment and radiation therapy and went for his first yearly check-up with his surgeon. After registering, a nurse came out to the waiting room of eight women and one man (Ben) and asked for Mrs. D. No one moved. The nurse called again, at which point Ben looked up and said “Are you looking for Mr. D?” The record and registration sheet clearly stated “Mr.”, but the nurse’s jaw dropped when Ben informed her it was Mr. D not Mrs. D.

October 2013. Ben found research on Tamoxifen which was presented at the 2013 American Society of Clinical Oncology (ASCO) meeting. This study, called a TTom trial, included 6,953 women with early breast cancer who had been taking Tamoxifen for five years and who had not had a recurrence. These women were randomized to either continue taking Tamoxifen for an additional 5 years (10 years total) or stop after five years (American Society of Clinical Oncology (ASCO) Annual Meeting, 2013). The group has now been followed for longer than 10 years, and outcomes suggest that results are better for women over a 10 year period. Disappointed he did not find research

specific to men, Ben decided to talk to his doctor about increasing the length of time he would be taking Tamoxifen.

Discussion

Ben's case study clearly identifies the need for additional research and psychosocial support for men with breast cancer. From a medical perspective, research should include men in drug treatment studies for breast cancer. Assuming that drugs used to treat breast cancer will work similarly for men and women (and that side effects will be the same) without testing those drugs on men is akin to assuming medication will work equally well on women as men without testing. Laws exist requiring the inclusion of women and minorities in drug trials in order to receive federal funding to correct a history of medical trials using only men as subjects. Correcting that wrong is important and benefits society as a whole. However, it should not mean that the same wrong now occurs with men as the silent victims instead of women.

Research should also be conducted from a psychosocial perspective. Researchers should study risk factors that may help determine if and when a man should start having breast screenings. One suggestion would be to develop a research project using the Health Belief Model (HBM) which is a psychosocial framework developed in the 1950s and revised in latter decades to explain and predict the adoption of health promotion behaviors which could be modified for men with breast cancer or at risk for breast cancer (Becker, 1974; Rosenstock, 1974; Rosenstock, Strecher, & Becker, 1988). According to the HBM, the adoption of health promotion behaviors depends on an individual's (1) perceived susceptibility to a disease (men and breast cancer), (2) perceived severity of the disease (knowledge of men and breast cancer), (3) perceived benefits of adopting a new health behavior (addressing risk factors like heavy alcohol use, chronic alcoholism, chronic liver disease and obesity may decrease the risk of male breast cancer), (4) perceived barriers to adopting the behavior (the myth that real men don't cry, ask for help, or get breast cancer), (5) personal or environmental motivators or cues to promote the behavior (asking for insight into breast cancer screenings from their primary care doctors), and (6) self-efficacy or confidence to carry out the behavior (Austin, Ahmad, McNally, & Stewart, 2002). Outcomes of this research should address what motivates men to undergo cancer screening, more importantly; do men believe that they have a chance of developing breast cancer? It would be useful to know how men utilize existing resources, or whether they see these existing recourses as biased toward women. What do men see as the barriers to breast cancer screening and what would be the benefits of breast cancer screening for men?

Raising Awareness

While research may take years, the number of men with breast cancer is too small to be able to perform studies that include only men (Giordano, Buzdar & Hortobagyi, 2002). Researchers would have to find a method by which every man with breast cancer was included in a study in order to have sufficient numbers to achieve the necessary statistical power, but simple steps can – and should

– be immediately taken to raise awareness about male breast cancer, and improve the treatment experience for men with breast cancer. Raising awareness about male breast cancer needs to occur on two fronts: a) from the primary care physician, and b) in the media.

Primary Care Physicians' Office. Primary care doctors should integrate information about breast cancer and breast cancer screening exams for early detection for men when they are seen for their annual physical. Men without symptoms should be made aware of the possibility of breast cancer by their physician, and told what signs and symptoms to look for. Specifically, discussions and explanations should begin with men starting at age 20, and at age 40 men with risk factors for breast cancer should follow the guidelines for breast cancer screening including having an annual breast examination by their physician, conducting monthly breast self-examination, and having a mammogram if warranted.

Media. In addition to the doctor's office, raising awareness about male breast cancer needs to occur in the media. Breast cancer resources and organizations such as Susan G. Komen for the Cure acknowledge the fact that men can, and do, get breast cancer. However, the perception generated by pink ribbons, Avon 3-Day Walks, events like the Revlon Run/Walk for Women, and organizations such as Save the Ta-Tas is that breast cancer is a women's disease. Breast cancer is discussed, but men are relegated to the supportive caregiver role instead of the one in need of treatment or services. If men believe the myth that "men don't get breast cancer" or that men's breasts are somehow less important than women's, they are less likely to seek treatment if they see changes in their breast tissue or nipple, and more likely to be diagnosed at a later stage with a worse prognosis for recovery. The media can help demystify the myth of male breast cancer, encourage screening, and increase knowledge of early signs and symptoms. Social media sites (e.g. Facebook pages) could be easily developed and devoted to men and male breast cancer. A blog that men can go to and talk about their issues related to having breast cancer as a male might offer men the social support they deserve and include the privacy they seek when dealing with health issues.

Clinical Implications

Improving the treatment and recovery process for men with breast cancer begins at the doctor's office. Providing a leather informational notebook for men, instead of a pink notebook, may make important information more palatable and easier for men to digest. The Man's Guide to Breast Cancer Treatment should include information specific to men, such as why some men are more likely to have breast cancer than others, the importance of men getting prompt attention, and using mammograms to find hidden breast cancer. Screening and diagnostic tests, such as biopsies and mammograms, should be clearly defined and detail exactly what will occur for men who may be unfamiliar with the processes. Information should include the causes of breast cancer, how common the disease is in men, types and stages of breast cancer, and additional tests that may be conducted for men that are different from those performed for women.

Like women, men want to know about their treatment options. While many options are similar on their face, the needs of men differ from those of women. As seen in Ben's case, men are

typically not offered a lumpectomy as there is not enough tissue in the male breast. Hormonal therapy is likely to be different, with different side effects. Previous research has shown that men are less likely to use complementary alternative medicine therapies (Cherniack, Senzel & Pan, 2001; Fouladbakhsh & Stommel, 2010; Fouladbakhsh & Stommel, 2008; Lengacher et al., 2002; Sparber et al., 2000; Spiegel et al., 2003), and clinical trials may not be as available to men. Breast cancer prognosis and treatment is typically identified by Stage (I - IV), but men will likely have different ideas and options around reconstruction than women.

Also in the doctor's office, after receiving the leather Man's Guide to Breast Cancer Treatment informational notebook, it should be made clear to male patients that breast cancer is treated using a team approach. Men share different information than women (Klemm, Hurst, Dearholt, & Trone, 1999), and may not naturally gravitate toward having a team of specialists and clinicians. A man needs to understand that he is the most important member of the team, and carefully choose doctors and specialists who work well together and can give him the best care possible. The patient (male or female) typically ends up as the care coordinator, responsible for navigating treatment through a complicated health care system. For example, Ben was asked to retrieve the pathologist's report from his dermatologist to bring to the oncology surgeons. This coordinator role may not come easily to men, who tend to be private about their health care needs (O'Brien, Hunt, & Hart, 2005). Communication between all team members is required for treatment to be as hassle-free as possible, and traditionally men are not as open about talking to their doctors as women (Noone & Stephens, 2008; Pombal, 2013).

Supportive Care Processes. Improving the recovery process for men with breast cancer includes improving follow-up and supportive care processes. Psycho-oncology, social work, nutrition, pain and symptom management services, and physical therapy are vital to improving the wellbeing of patients with cancer, and not only should men be aware that these services exist, these professionals need to be aware of the quirks, challenges, and rewards of working with men with breast cancer. A relatively easy strategy for improving the comfort level of men with breast cancer would be to have a trained male social worker on call to explain the mental health side effects of the treatment process to men who have been diagnosed with breast cancer.

Improving the recovery process for men with breast cancer starts in the doctor's office and continues with support groups in the community. Calendars of Events published by cancer support organizations such as the Cancer Support Community should include a group for men with breast cancer that is led by men and for men only. These groups should meet weekly. There should be a support group for partners of men with breast cancer that is led by a male breast cancer survivor, meeting weekly, and focused on supporting the partners of men with breast cancer.

Cancer survivorship and rehabilitation services such as exercise recovery (tai chi, yoga), mindful meditation, and art therapy abound and these services should be made available to men as well as women. For example, Team Survivor California was founded in 1999 to provide free exercise opportunities for women with cancer ("Team Survivor," n.d.). In 2009, Team Survivor California

welcomed its first male breast cancer survivor into a yoga class and in 2010 changed its mission to include *all* cancer survivors. Despite welcoming men into the organization, the majority of participants in the Team Survivor classes are women.

It may not be enough just to open doors to male breast cancer survivors. In order to participate in social support groups, men need to feel as if it's their own support group (Sabo, Brown & Smith, 1986). For example, "men only" recovery groups like Alcoholics Anonymous are successful where men talk to other men, and men are comfortable in those meetings since the common theme is recovery.

In addition to providing social support to others with a similar challenge or condition, support groups provide valuable information. Cancer survivors talk about "chemo brain," the haziness of thought and memory loss that can occur during and after chemotherapy. Support groups and their members discuss attention and memory strategies, sleep, exercise and nutrition for optimum brain functioning, and relaxation and meditation techniques to assist mood monitoring. Hearing coping strategies from others who have "been there" or are currently "there" helps alleviate feelings of isolation, loss, and confusion. Making these resources available to men in a comfortable manner would improve their breast cancer treatment and recovery process.

Conclusion

Clearly, there are unique differences in health beliefs and behaviors between men and women with breast cancer. Men appear to differ from women in terms of screening behaviors, for example, and may therefore experience different barriers and facilitators to breast cancer screening. Little is known, however, about men's breast cancer screening behavior, although this group has disproportionately suffered from breast cancer mortality. Further complicating the already challenging task of raising awareness and improving treatment for men with breast cancer are differences within the broad male category. There is an urgent need not merely to consider men as an aggregate, but to examine the unique subgroup differences within that broad designation. Research reveals racial disparities exist for treatment outcomes for men with breast cancer: "black men were more likely to die from their breast cancer compared with white men" (Crew et al., 2007, pg. 1096).

In social work, cultural competency with diverse populations is paramount and interventions targeting men are urgently needed to raise confidence in the importance and utility of screening, dismantle perceived barriers to screening, and improve the treatment experience for men diagnosed with breast cancer. The lack of psychosocial support for men with breast cancer, coupled with the myth that "men don't get breast cancer" likely makes a man diagnosed with breast cancer feel marginalized, emasculated, and alone. As with treatment outcome differences, this may be more so for men of color who feel they have to live up to masculine cultural expectations (e.g. 'machismo' expected of Latino men).

Women are not the only ones who care about their appearance. Assumptions about body image and fears of disfigurement exist for men, although men typically do not talk about their

emotional or physical pain and trauma, and loathe talking about being diagnosed with breast cancer. Having a woman's disease is embarrassing to a man since men see having a women's disease as being emasculating (Decker, 2008). Media, culture, and stereotypical beliefs perpetuate the myth that "real men don't get breast cancer" leaving men with breast cancer isolated in a sea of pink. Breast cancer is different for men and women, and men need to be included in the "breast cancer sisterhood" in a masculine way to reduce mortality rates in men with breast cancer.

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Rural University Retention: A Departmental Model for Inspiring Students to Stay

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Reuben – I am currently in the Psychology program at Adams State University and am the founder of Without Wax, LLC. I have a background in Spoken Word Poetry, and taught a poetry program for two years at Rorimer Elementary School in La Puente, California. I have also worked with high school students, creating I.E.P.s through which I utilized poetry as a mechanism for supplementing the acquisition of academic skills. My interests lie in developing the affective skillsets of students in an effort to facilitate their cognitive growth, thus increasing their academic mastery.

Dakota Davy – I am currently in the Business program at Adams State University and intend to pursue graduate studies in the area of consumer behavior. I am particularly interested in becoming more knowledgeable in the field of neuromarketing. Through neuromarketing and the insights it provides with regard to psychosocial responses to conceptual communication, I believe more effective classrooms practices can be applied within an educational context. It is my goal to integrate better business practices with classroom management strategies, in an effort to provide more stimulating and enriching educational experiences for students.

Abstract

For the past several years, Adams State University has been grappling with the issue of maintaining its student enrollment. Rural university retention is particularly challenging because many of these schools do not offer the perks that larger and more heavily funded institutions can afford its students. Too often, students who begin at Adams State University choose to finish their educations elsewhere. It is imperative that students who begin are also guided through to their finish, and measures are being taken to ensure our future students also become our future graduates.

In an effort to create reform and better meet the needs of its students, several departments within Adams State University have developed and launched department-specific retention programs, each

with contextualized strategies for improving student experiences. Their primary focus has been upon student advocacy as it pertains to financial aid eligibility, pre-semester outreach in an effort to connect with students who are not anticipating returning, and in-semester student support services that include tutoring and mentoring.

Many successful colleges and universities have similar retention programs, and it is suggested through cross-analysis that those universities who enjoy strong retention rates have patterns of efficacy that can be emulated and adapted to fit the needs of the circumstances that other rural universities face. Although funding is a major challenge, humanistic approaches to student achievement can be systematically applied, in an effort to create a culture of inclusion and a university narrative of aggressively seeking solutions to student problems

Here we present our findings with regard to rural student retention rates, identifiable patterns of retention strategy within rural institutions, as well as a proposed model for future testing. Our model is one in which a student-first, sociocentric perspective is adopted; where the institution asks how have they failed to support their students so that improvements can be made, and one in which departmental accountability to its students supersedes stigmatizing rural and often unprepared college students.

Stress and Public Accounting: A Comparison on Study of Student Perceptions of Tax vs. Audit Environments with Implications for Academia and Practice

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Abstract

The negative outcomes of occupational stress affect individuals, communities, organizations and economies worldwide (Cooper & Dewe, 2004). This pervasiveness denotes the importance of gaining a better understanding of proactive, preventative occupational stress measures. Regarding a specific occupational field, the public accounting occupation has long had issues with occupational stress and its consequences, called strain, such as those direct and indirect costs arising from employee turnover (Smith, 1990; Sanders, Fulks, & Knoblett, 1995). Studies have shown that occupational stress is exacerbated when there is a misfit between the person and environment (French, 1963; Kristof-Brown & Guay, 2011). Studies have also shown that the reason for the misfit is that accounting employment candidates are uninformed/misinformed as to the environmental conditions that will surround their positions as tax or audit personnel (Aichinger & Barnes, 2010; Phillips & Crain, 1996). Therefore, this study compares student perceptions of public accounting's tax and audit environments in regards to the perceived type of occupational factors, called stressors, found in those environments. Results of the study indicate that accounting students agree, in part, with the perceptions of practicing CPAs. However, students may not have a realistic understanding as to the degree to which stressors are prevalent in audit and not in tax. Additionally, it appears that students find audit more stressful due to work/life balance stressors but are not aware of the role that job related stressors may have in audit vs. tax. The goal of this study is to assist academic advisors, business recruiters and future researchers, by using the information gained in this study to identify any disconnect between academia and practice, and create more effective, realistic job previews. These previews will assist in creating a more appropriate person-environment fit and thereby minimize the negative effects of occupational stress in public accounting.

INTRODUCTION

Occupation related events or factors, called stressors, have been shown to be a major source of stress and on the rise during the previous several decades (AIS, 2012; Brock & Buckley, 2012). In fact, the National Institute of Occupational Safety and Health (NIOSH), an “agency established to help assure safe and healthful working conditions for working men and women by providing research, information, education, and training in the field of occupational safety and health” (NIOSH, 2012), conducted the Stress at Work Questionnaire (NIOSH, 2008) which found that 75% of respondents believed there was more occupational stress than a decade ago. The American Psychological Association Practice Organization (APAPO), a companion organization to the American Psychological Association, whose mission is to assist practicing psychologists, reported that 69% of employees rank occupational stress as their significant source of stress and 51% stated that they were less productive as a result of the stress (APAPO, 2010). Additionally, they reported that 52% had contemplated making or actually made a decision to leave an employer due to occupational stress. A scholarly study by Brock & Buckley (2012) noted that occupational stress is seen as the major stressor for Americans and that a majority believe that they are under more stress now than five or ten years ago. These studies support the viewpoint of the United Nations, which labeled job stress as “The 20th Century Disease” (United Nations, 1992) and the World Health Organization (WHO) which stated that it is a “World Wide Epidemic” (Kalia, 2002). The WHO also stated that they believe stress related disorders, including occupational stress, would be the second leading cause of reported disabilities by the year 2020 (Kalia, 2002). These facts explain how Jones and Bright (2001) concluded that the term “stress” has taken hold in our vocabulary and likely will be a topic of discussion for some time to come (p. 12).

A major goal of the overall investigation into occupational illness and injury, including occupational stress, is to aid in the better protection of worker’s safety and health and fortify national and societal well being (Schulte, Pandalai, & Chun, 2012). This goal is important due to the costs of occupational stress to individuals, communities, organizations and economies (Cooper & Dewe, 2004). According to Weick’s (1983) summary of previous work (Cox, 1978; Ivancevich & Matteson, 1980), stressors’ “costs”, called strain, can be categorized by six areas: subjective, behavioral, cognitive, physiological, organizational, and health issues. More specifically, decreased health (Ganster & Schaubroeck, 1991) and self-esteem, increased job dissatisfaction, absenteeism (Manning & Osland, 1989), psychosomatic distress, reduced efficiency, increased rigidity of thought, decreased critical thinking, a lack of organizational and interpersonal concern, and turnover (Cluskey & Vaux, 1997; Sanders, Fulks, & Knoblett, 1995; Greenberg & Baron, 1995; Matteson & Ivancevich, 1982) have all been shown to be strains resulting from occupational stressors.

Given that this study will look at occupational stress within the field of public accounting it is important to note that studies dating back to the 1950’s have highlighted the pervasiveness of occupational stress in all areas of the profession (Smith K. J., 1990; Sanders, Fulks, & Knoblett, 1995). Occupational stress in public accounting has been a major factor in leading to a very costly type of

strain, employee turnover. Turnover has been and continues to be a major concern in the public accounting profession and is the focus of abundant research (Donnelly & Quirin, 2002; Cluskey & Vaux, 1997; Rahim, 1997; Rahim & Psenicka, 1996; Rasch & Harrell, 1990; Senatra, 1980; Roth & Roth, 1995; Nelson & Sutton, 1990). Studies have shown that turnover in public accounting results in costs such as decreases in client goodwill (Berton, 1994; Waller, 1985) and lower quality finished products, such as audit reports and tax documents (Hill, Metzger, & Wermert, 1994). Turnover costs for companies have been estimated at 12% of pre-tax income and as high as 40% (Saratoga, 2006). In fact, Roth & Roth (1995) note that turnover rates of staff and senior accountants average 25% per year and results in direct training and recruiting costs as well as indirect costs due to decreased performance (see Graphic 2 in appendix for a flowchart of turnover related costs). A study conducted by Bullen & Flamholtz (1985) found turnover at accounting firms to be as high as 80% over a five-year period. The profession's lack of success in retaining employees has a relationship to the perceived levels of occupational stress found in public accounting's tax and audit functions (Donnelly & Quirin, 2002). The stress found in public accounting is best characterized in a publication of the Texas Society of Certified Public Accountants (2012), which stated:

As an accountant, you occupy a unique position in society. You are called upon to handle the most delicate matters of great importance to your clients. You are entrusted with very private information about your clients' personal and professional lives. Your performance can contribute to a client's financial security or financial ruin. And your performance does not rest solely upon your accounting expertise. Your physical health, mental health, and overall quality of life directly affect your performance, and thus directly affect your clients. Any impairment of your performance ultimately impairs the client, the profession, and society.

Looking specifically at turnover as an outcome of occupational stress, studies of employee turnover have focused on items such as changing job content, policies, procedures, compensation plans, promotional procedures, workflow processes, and hiring procedures as factors leading to turnover (Larkin, 2002). This last activity aimed at reducing turnover and occupational stress, hiring/recruitment procedures, has an aim in research of reintroducing the idea that recruiters should "sharpen and intensify their communication during hiring and placement activities" (Larkin, 1995; Roth & Roth, 1995), however no guidance is given as to *what* communication should be provided. One type of communication that has been shown to aid in decreasing turnover is a realistic job preview, which provides an employee candidate with information concerning subjective and objective employment information, such as the type of stressors faced by employees. According to Griffin & Clarke (2011), a number of studies have concluded that an occupational stress prevention program that looks to describe and inform as to the health and safety hazards faced by employees within their job environment is important. Weick (1983) stated that, "If people can predict the onset of aversive events, even if they cannot control them, they experience less stress than if they can neither

control nor predict them” (p. 353). However, Kristoff-Brown (2000) found that business recruiters tend to assess an applicants fit by looking at their skills and abilities but failed to look at the applicant’s personality and values as relates to the environmental fit. Kristoff-Brown & Guay (2011) also noted that the selection of a candidate has been shown to rely more heavily on “similar-to-me-biases” between recruiter and candidate than on concrete determinants (p. 27). They concluded that during recruitment the perceptions by recruiters of “fit” are often “inaccurate or based on idiosyncratic preferences” of the recruiter (p. 35).

Public accounting firm recruiters are not the only party involved in matching individuals with the correct environment. Academic institutions, specifically academic advisors and faculty could and should have environmental fit information in order to properly assist students in choosing what career path to take within public accounting. Support of this stance is found in studies that have shown that accounting employment candidate’s expectations of their role and job within organizations may be unrealistic, and their expectations are usually not met (Aichinger & Barnes, 2010; Phillips & Crain, 1996). Dean, Ferris & Konstans (1998) found that this unrealistic expectation leads to lower levels of organizational commitment and an increased probability that the employee will leave the employer. Sanders, Fulks and Knoblett (1995) conducted a study of public accounting employees and stress and concluded that, “Students considering entering public accounting might want to consider...the type of firm with which to seek employment. They should assess their personality and goals to help decide which type of firm would best fit their needs” (p. 3/7). This conclusion was based on the fact that some firm types have environments that are perceived to be more stressful depending on the type of stressor. It follows that the same logic can be used for job specific environments (tax v. audit) within these firms in attempting to not only guide students towards advantageous firm types but job types as well.

Within the public accounting field, research (Sanders, Fulks, & Knoblett, 1995) has shown that the environmental demands (stressors) of tax and audit functions differ due to each environment having different types and/or strengths of stressors. Stewart (1976) found that accounting job positions (tax v. audit type positions) vary in the “exposure felt by those who are collecting, presenting, and imposing measures of performance” and in the types and strength of stressors present (Weick, 1983, p. 363). These variances support the idea that there are perceived differences in control, predictability, responsibility and time pressures among accounting job types (Weick, 1983). It is important to note that the same event (stressor) can produce different levels of stress among individuals, meaning that the individual’s perception of the stressor is a crucial intervening variable in the stressor (event) - strain (response) framework (Edwards & Cooper, 1988). Additionally, when looking at an individual’s reaction to their environment, researchers have focused on looking at the subjective (perceived) aspects of the environment/job since the objective realities are filtered through the individuals’ perceptions which ultimately results in subjective conclusions (Kristof-Brown & Guay, 2011). This is important to note in that it highlights the importance for both academic advisors and business recruiters to understand the individual *and* the environment in trying to assess the

individual's fit. Since organizational stress carries important managerial and strategic consequences as well as being a major precursor of illness, diminished general health, and increased business costs, it is important for studies to be conducted that address the roles that antecedents, mediators, moderators, and general environments have on the stress-strain relationship (Griffin & Clarke, 2011).

In reviewing previous research, it has been found that accounting student's perceptions (the individual) of the difference in occupational stressors between the tax and audit functions (the environment) have not been thoroughly identified. Furthermore, the last study conducted that addressed the "real-world" differences found in practice was by Sanders, Fulks, & Knoblett in 1995. Given the increase in responsibility placed on public accounting since the late 1990's due to an enlarged regulatory environment, heightened public awareness and an increasingly interlaced global economy, it is important to gain a current understanding of student perceptions of occupational stress levels found in public accounting.

This information is necessary so that academic advisors and business recruiters can properly analyze this information and understand any disconnects between student perceptions and actual findings in practice. Although the last study conducted on practice was in 1995, this current study can aid future research by bringing student perceptions into the discussion. Additionally, the student perceptions can be utilized to aid in creating more beneficial realistic job previews. The addition of student perceptions to realistic job previews may offset some of the misinformation that Aichinger & Barnes (2010) and Phillips & Crain (1996) noted in their research. These more effective previews can be used with accounting-students/business-recruits to enable better employee-environment fit between the tax and auditing functions in public accounting. Not having this information aids in securing the status quo of high turnover and other costly strains, resulting in a no-win situation for all parties. Having this information will support James S. Turley's, Ernst & Young's chairman, belief that, "Every night our assets walk out the door and go home. And we need to be the kind of place that they want to come back to the next day" (Greenhouse, 2011).

Overview Of Remainder Of Paper

The remainder of this paper will be organized as follows: First, a literature review that covers the theory of stress from multiple viewpoints. Second, an explanation of this study's theory development, research statement, and hypotheses to be tested. Next, will be a description of the methodology used in testing the hypotheses. Then the results of the research will be presented and followed by a discussion of the information gained. The paper will then continue with implications and limitations of the study and a conclusion that will include areas of future research. The paper will conclude with a section devoted to tables, graphs, and other aids and a full list of references.

LITERATURE REVIEW

STRESS

Selye (1965) defined stress as the body's non-specific response to any demand (stressor) placed upon it. Stressors are those events or demands that produce stress and cause a response, while strain is the resulting negative behavior or outcome (Cluskey & Vaux, 1997; Hobfoll, 1988). Selye, possibly the most influential stress researcher in recent time (Lazarus, 1977), suggested that there are four types of stress: good stress (eustress), bad stress (distress), overstress (hyperstress) and understress (hypostress) (Cooper & Dewe, 2004). McGrath (1970), working from theories set forth by Lazarus and Selye, defined stress as "a (*perceived*) substantial imbalance between demand and response capability, under conditions where failure to meet demand has important (*perceived*) consequences" (p. 20). The individual's perception of the environmental demands means that individual differences between people have been shown to influence the stressor-strain relationship in one of three ways: directly, or by mediation or moderation (Cooper & Dewe, 2004). Mediating variables act as a pathway or route that the stress takes in reaching the strain while moderating variables affect the strength of the stress-strain process.

An important issue to address is that stress is cumulative in nature, and the "addition" of stress to previous experiences is what leads to health issues. Stress becomes negative (hyperstress) when an employee faces "continuous challenges without relief or relaxation and the chance to rejuvenate between challenges" (Brock & Buckley, 2012, p. 1; Weiten, 2004; Budzynski & Peffer, 1980). This relief or relaxation period is called homeostasis, which is the staying power of the mind/body by maintaining a stable internal environment (Selye, 1956).

The theory of individuals needing to return to homeostasis to avoid negative responses to stress has been included in the definition of stress by Everly and Girdano (1986), who extended Selye and McGrath's definitions to include the fact that if the response is prolonged it can result in damage, to the point of malfunction, of the psychophysiological system. This led to the design of the Global Stress Paradigm (as seen in Graphic 1 of the appendix) created by Everly & Sobelman (1987). This model, following the previous definitions, begins with how the individual perceives an environmental stressor and then responds accordingly. The paradigm highlights the effects of excessive stressor impact on the individual who is not able to adequately cope with the environment.

The definitions and theories of stress created by Selye, McGrath, Lazarus and others have led to the description of the stress-strain process by the National Institute of Occupational Safety and Health as follows:

Stress sets off an alarm in the brain, which responds by preparing the body for defensive action. The nervous system is aroused and hormones are released to sharpen the senses, quicken the pulse, deepen respiration, and tense the muscles. This response (sometimes called the fight or flight response) is important because it helps us defend

against threatening situations. The response is preprogrammed biologically...short-lived or infrequent episodes of stress pose little risk. But when stressful situations go unresolved, the body is kept in a constant state of activation, which increases the rate of wear and tear to biological systems. Ultimately, fatigue or damage results, and the ability of the body to repair and defend itself can become seriously compromised. As a result, the risk of injury or disease escalates (NIOSH, 2012).

Occupational Stress

As the general idea of stress became a central theme in psychological research during the 1950s and 60s, so too, did the field of organizational (also known as "industrial") psychology (Cooper & Dewe, 2004). Kahn, Wolfe, Quinn, Snoek and Rosenthal (1964) were one of the first groups to research the role that employers and the environment have on employee mental health, specifically, stress. Their work stemmed from the increasing role that work related stress had on peoples lives, especially amid growing management theories such as motivation, job satisfaction and leadership (Cooper & Dewe, 2004). "Researchers from psychology, economics, sociology, public health, engineering, and medicine represent just some of the major disciplines that have addressed the nature and consequences of work stress" (Griffin & Clarke, 2011, p. 359; Ganster & Schaubroeck, 1991). The role of groups such as NIOSH, and its work with the American Psychological Association (APA), is to "promote and protect the psychological and physical health of workers" (Barling & Griffiths, 2003, p. 30), "so that all concerned – employees, organizations, and society as a whole – can benefit" (Ivancevich J., Matteson, Freedman, & Phillips, 1990, p. 260).

In 1984 Lazarus and Folkman adapted McGrath's generalized definition of stress (1970) to organizational research by stating that occupational stress is, "a particular relationship between the person and the environment that is appraised by the person as taxing or exceeding his or her resources and endangering his or her well-being" (p. 19). This definition notes the imbalance between the environment and how the individual perceives the environment, with the emphasis being on perceptions, leading to the belief that occupational stress, and similarly, non-occupational stress, is subjective. In Selye's terms, this means that one individuals eustress is another's distress. The study by Lazarus and Folkman (1984) produced the Socio-cognitive or Transactional model of occupational stress. Cooper, Dewe & Driscoll (2001) noted that this model leads to the understanding that stress is not a product of the individual or the environment but is based on the relationship between the two, the transaction. Specifically it is based on the environment, the individuals' perception of the environment and the individuals' ability to cope with their perceptions (Griffin & Clarke, 2011). This model also notes that the relationship is ongoing and reciprocal and that resulting strain is due to the environmental situation exceeding the individuals' ability to cope with a stressor that could be perceived as a loss, a threat or a challenge (Griffin & Clarke, 2011).

STRESSORS

Graphic 3 is a summary of stress-strain information gained from the literature review and can be referenced when reading the "Stressors", "Intervening Variables" and "Strain" sections.

A stressor has been defined as an individual's perception of internal or external environmental factors which upset that individual's homeostasis, and that recovery from such factors requires the individual to take energy-depleting, non-practiced action to overcome (Antonovsky, 1979; Griffin & Clarke, 2011). Stressors are perceived by the individual and are composed of the "external stimuli" and the "perceptual processes of the individual" (Griffin & Clarke, 2011, p. 359).

Although stressors exist in much variety and are almost impossible to completely list due to the fact that most definitions of stress include the fact that it involves a response to *any* change in environment, demands, situations, etc. (Weick, 1983), researchers have been able to categorize occupational stressors. Stressors have been categorized and studied under four broad areas: role situations, job characteristics, work relationships and career progress (Cluskey & Vaux, 1997; Cooper & Marshall, 1976; Brock & Buckley, 2012). Graphic 4's (in the appendix) top table displays these four categories, specific stressors, and studies that have investigated them.

Specific stressors most commonly researched within the four categories are as follows: role (conflict, ambiguity, ethical/moral issues, level of responsibility); job characteristics (overload, underload, meaningfulness of work, time pressure, decision making/autonomy and variety); work relationships (individual & subordinate or colleague or superior); career (job security, over-promotion, under-promotion).

Role

Role situations have been studied repeatedly by accounting field researchers (Kahn, Wolfe, Quinn, & Snoek, 1964; Caplan, Cobb, French, & Pinneau, 1975). Role stressors are comprised of role conflict and role ambiguity. Role conflict, defined by Wolfe and Snoek (1962), is the occurrence of two simultaneous requests, where compliance of one is mutually exclusive of the other. Role ambiguity occurs when needed information or direction is not available, and the completion of one's assigned role requires such information (Kahn, Wolfe, Quinn, & Snoek, 1964).

Job Characteristics

Job characteristic stressors are explained by Glowinkoski & Cooper (1986) as work overload (qualitative and quantitative) vs. work underload (capabilities exceed demand), time pressures and decision-making occurrences. Each of these is defined by Sanders, Fulks & Knoblett (1995); Qualitative work overload is characterized as assignments that exceed the employee's knowledge, skills and/or abilities (demands exceed capabilities). Quantitative work overload is characterized by having too much work to complete within resource boundaries. Time pressure stressors are caused by the employee's belief that there is not enough time to complete assigned tasks. A decision-making stressor is defined as the extent and frequency of, an employee's decision-making responsibilities.

Work Relationships

Work relationships is the third category of occupational stressors. Selye (1974) stated that this stressor is “one of the most stressful aspects of life” (Cluskey & Vaux, 1997, p. 8). Specifically, this stressor involves the strength of, and support needed/received from, relationships that employees have with their superiors, peers, and subordinates (Cooper & Marshall, 1978).

Career

The fourth area of occupational stressors is career progress, which is defined by Cooper & Marshall (1978) as job insecurity and the concept of being under or over-promoted. It also includes the perception by the employee of not having the wanted opportunities to succeed, whether that be via gaining knowledge and experience, and/or via promotion opportunities (Sanders, Fulks, & Knoblett, 1995).

INTERVENING VARIABLES

Individual Factors

The effect of a stressor and the magnitude of the resulting strain differ among individuals. The difference develops from the resistance and tolerance of the individual (Antonovsky, 1979; Kobasa, Maddi, & Kahn, 1982; Kobasa, 1982; Kobasa, 1979). The Person-Environment (PE) fit model, a development by the Institute for Social Research, proposes that “strain occurs when there is a misfit between the person and the environment...embedded in the notion of misfit is the *individual's* ability to manage the encounter” (Cooper & Dewe, 2004, p. 96). Individual factors can be categorized by: intellectual ability, character/personality traits, interests and values, motor abilities, sensory ability and attention, knowledge and skills, and biographical characteristics (Roe, 1984).

Coping Ability

Coping is defined as “the thoughts and behaviors used to manage the external and internal demands of situations that are appraised as ‘stressful’ and also shapes emotional responses” (Folkman & Moskowitz, 2004, p. 745). Kroeler (1963) stated that coping is/are comprised of the activity(ies) aimed at changing the environment or the individual in order to improve the fit between the two. The conservation of resources theory that Hobfoll (1988) established explains occupational stress as occurring when the individual’s coping strategy (of which the individual uses the minimum necessary in order to conserve these resources) is not adequate to handle the demands placed upon them by the environment in which they exist. This theory’s view of coping is also central to the transactional model of Lazarus & Folkman (1984). Meaning that, the level of perceived stress an individual “feels” depends, in part, on how well the individual is able to cope with the occupational stressors in their environment (Sanders, Fulks, & Knoblett, 1995). Coping strategies, both positive and negative, include such activities as smoking, substance abuse, participating in a hobby, social

support, self-help type programs, exercise, and general health awareness. The positive, or healthy, coping strategies have been found to decrease occupational stress and job tension (Sanders, Fulks, & Knoblett, 1995).

Additional Individual Characteristics

Individual traits such as cognitive moral development, locus of control, obedience to authority, moral disengagement, moral awareness, need for achievement, age, gender, marital status, having children, and self-esteem all play a part in an employees overall personality and stress tolerance (DeTienne, Agle, Phillips, & Ingerson, 2012; Greenberg, 2010). One individual factor in particular that has been associated with increased levels of perceived stress is Type A personality (Sanders, Fulks, & Knoblett, 1995; Ivancevich, Matteson, & Preston, 1982).

Realistic Job Preview (RJP)

Human resource professionals use a technique called a Realistic Job Preview (RJP) to convey the positive and negative aspects of an organization and specific jobs within the organization to employment candidates (Roth & Roth, 1995). RJP's give the recruit a complete and accurate job and environmental description in attempting to present both descriptive and judgmental aspects of specific jobs. Descriptive information concerns information such as salaries, benefits and working hours. While judgmental information focuses on how the employees feel and the perceived stress levels that the job causes (Roth & Roth, 1995). Studies have shown that RJP's, that address issues such as perceived occupational stress, have led to as much as a 12% decrease in turnover rates (the authors note that these are conservative figures as they only represent direct costs such as hiring and initial training programs, not the indirect and hard-to-trace costs associated with the decrease in initial performance due to new employees' learning-curve time-period; See Graphic 2 for an overview of turnover costs) (Premack & Wanous, 1985; Wanous, Poland, Premack, & Davis, 1992; Roth & Roth, 1995).

In support of organizations utilizing RJP's, Lazarus noted that organizations could reduce occupational stress by identifying the stressful relationships within the job environment (Colligan & Higgins, 2005; Lazarus R. , 1991). Weick (1983) concluded that organizations must give "people clear signals when something they cannot control is going to happen to them...and allow them to predict when those potentially aversive events will occur" (p. 366). "If people can predict the onset of aversive events, even if they cannot control them, they experience less stress than if they can neither control nor predict them" (Weick, 1983, p. 353). Predictability exists in two forms, contingency and what-kind-of-event (Miller, 1981). Miller (1981) defines contingency predictability as the instance when the employee knows when and how an event will occur, which enables the employee to make

preliminary adjustments which reduces the negative effects of the stressor. Conversely, what-kind-of-event predictability lets the employee know what the event will be like and how it will make the employee feel, which allows the employee to process the event (even though they don't know what the event will be) more positively than negatively.

Recruiters and academia must be thorough with their assessment of jobs/environments when formulating a RJP since this is, in part, a psychological contract between recruit and employer as well as between academia and the hiring organization. A psychological contract is "an individual's system of beliefs, based on commitments expressed or implied, regarding an exchange agreement with another" (Rousseau, 2011). A breach, or violation, of such a contract leads to issues similar to, if not the same as, persistent occupational stressors, but specifically the breach could lead to a decrease in organizational commitment and job satisfaction, and increases in other business costs (such as turnover, absenteeism, etc.) (Rousseau, 2011; Kristof-Brown & Guay, 2011). A breach of the contract, in regards to an RJP, is the inadequate description of the job, while a violation, is an intended violation of the contract (Rousseau, 2011; Robinson & Rousseau, 1994; Zhao, Wayne, Glibkowski, & Bravo, 2007).

Donnelly & Quirin (2002) found that realistic employment expectations, provided by the employing entity, are a highly significant factor in predicting an employee's intent to leave. They concluded that the providing of "a realistic view of employment to prospective employees appears to result in lower stress and lower turnover" (p. 83). Thus, when job specific characteristics are shared with new employees, an ensuing buffer between the employee and occupational stressors is created.

Person-Environment Fit (PE fit)

According to French (1963), experiencing occupational stress is indicative of "a poor fit between the individual's abilities and the work environment in which either excessive demands are placed from the individual, or the individual is not fully equipped to handle a particular situation" (Donnelly & Quirin, 2002). More technically, the occurrence of stress due to the interaction of environment and individual occurs when the environment, "does not provide supplies to meet the individual's motives and to the extent that the abilities of the individual fall below demands of the job which are prerequisite to receiving supplies" (Harrison, 1978, p. 178). Meaning that human behavior is not based on the environment or the person, but on the relationship between the two, their "congruence" (Harrison, 1978). The person-environment relationship functions both ways, in that the person must have skills and abilities that serve the environment and the environment must offer items of need and want to the individual. Griffin & Clarke (2011) stated that the stressor-strain relationship "captures the elements of a negative transaction between the individual and the environment" (p. 359). Scheider (2001) stated that, "Of all the issues in psychology that have fascinated scholars and practitioners alike, none has been more pervasive than the one concerning the fit of person and environment" (p. 141). PE fit theory has also been noted as the "cornerstone of

industrial/organizational psychology and human resource management" (Saks & Ashforth, 1997, p. 395). In fact, multiple models of stress have been produced, all leading to the same conclusion that the negative results of stress, called strain, occur when a misfit, mismatch or other imbalance exists between the environmental demands and abilities of the individual (Cooper & Dewe, 2004; Griffin & Clarke, 2011).

Kristof-Brown & Guay (2011) note that PE fit influences an employee's work behavior by highlighting the similarities of both supply and demand from both parties. PE fit attempts to address the concept that some individuals are more or less compatible than others in regards to characteristics that make up their work environments. Ostroff and Schulte (2007) concluded that high compatibility or congruence between the person and environment yields more positive outcomes (Ostroff & Schulte, 2007). Cooper & Marshall (1978) stated that any procedures or processes with a stated goal of reducing occupational stress that did not first take into account the differences between work environments and groups would be sure to fail. Among stress buffers that have been studied, person-environment fit has been found to be a variable that can offset or control the negative effects of occupational stress on employees and employers (Rebele & Micheals, 1990; Rahim & Psenicka, 1996; Donnelly & Quirin, 2002).

STRAIN

Stressors are the demands "experienced by individuals" while strains "capture a range of negative outcomes for health and well-being" (Griffin & Clarke, 2011, p. 359). Weick's (1983) summary of previous work concerning strain (Cox, 1978; Ivancevich & Matteson, 1980) can be categorized into six areas: subjective, behavioral, cognitive, physiological, organizational, and health issues. Griffin & Clarke (2011) more generally categorized strain in three ways: psychological, behavioral and physiological outcomes.

According to Weick (1983), examples of these categories include, increases in the number of careless mistakes, the missing of deadlines or forgetting appointments, disregard for high-priority tasks, changing boundaries to shift or avoid responsibility, and blocking out new information (p. 352). Additionally, stress leads to "more primitive modes of response; problem solving rigidity; diminished focus of attention, across both time and space, reduced ability to discriminate the dangerous from the trivial; diminished scope of complex perceptual activity; loss of abstract ability; disorientation of visual motor coordination; with the result that they performed much less capably than persons working under normal conditions" (Holsti, 1978, p. 44). Staw, Sandelands, & Dutton (1981) provided several events that occur due to occupational stress: people become less capable of innovation; people treat novel and unusual stimuli as if they were more similar to old information than in fact they are, which means that clues concerning significant changes are missed; and people pay attention to fewer things.

Current research studies have supported the fact that occupational stress is related to cardiovascular disease, musculoskeletal disorders and psychological disorders (Brock & Buckley, 2012; Bhagat &

Allie, 1989; Chen & Spector, 1991). The NIOSH 2008 report found that job stress was more strongly associated with health issues and complaints than non-occupational issues such as family and finance concerns (NIOSH, 2008; AIS, 2012). Studies have shown that healthcare costs for employees with high levels of occupational stress were 46% - 50% higher than those with lower stress levels (Goetzel, Anderson, Whitmer, Dunn, Wasserman, & Committee, 1998; NIOSH, 2012).

In the late 1970s Greenwood & Greenwood (1979) estimated that the cost of occupational stress was between \$9 and \$20 billion annually. Gibson (1993) estimated that by the late 1980s and early 1990s stress costs to U.S. business had risen to \$68 billion annually and a 10% reduction in profits (Gibson, 1993). By the late 1990s and early 2000s it was estimated that the cost of occupational stress outcomes (absenteeism, turnover, lower productivity and higher medical, legal and insurance costs) was more than \$300 billion (Rosch, 2001). It is important to note that a portion of the rise in occupational stress related costs in the last ten to twenty years is, in part, due to the fact that stress can now be a cause for worker's compensation claims in most states. According to Brock & Buckley (2012), between 1988-1998 there was a 700% increase in stress related workers' compensation claims.

These negative results (costs) include the cost to business of decreased quality of work, increased absenteeism, increased turnover (Snead & Harrell, 1991; Bullen & Flamholtz, 1985), and higher group health care (Harrison, 1978). In his article, *Managing Employee Turnover Is Everyone's Business* (1995), Professor Joseph M. Larkin states that turnover costs business billions of dollars every year, due to lower productivity and efficiency, and eventually decreased profits. Specific to absenteeism, the U.S. Bureau of Labor Statistics (2001) noted that the annual number of missed work days, per-employee, due to occupational stress, anxiety and related disorders averaged 25, which is much greater than the single digit days missed due to other non-fatal injury/illness causes.

The costs do not end with the employer and employee; they also reach to societal and worldwide economic levels. Such universal negative effects include increased welfare costs, increased symptoms of drug and alcohol abuse, and less community involvement (Harrison, 1978).

STRESS & ACCOUNTING

"Accounting scams are on the rise", was the headline in the *Wall Street Journal* on July 9th, 1982 (Morris, 1982). Then on June 2nd, 1983, another intriguing headline, "SEC charges fudging of corporate figures is a growing practice" (Hudson, 1983). Whether dating back to the role that Price Waterhouse had in the McKesson and Robbins fraud of the early 1900's or the more recent scandals that forced the passing of the Sarbanes-Oxley Act (SOX), these headlines remind us that public accounting has always been in the headlines and under much pressure to behave in a responsible manner (Baxter, 1999). These types of pressures are a contributing factor as to why the U.S. Department of Labor, Bureau of Labor Statistics (1999) stated that accounting and auditing positions were the white-collar professions most often leading to the reporting of occupational stress. Figler (1980) describes two scenarios unique to accounting that involve stress and help to justify the Bureau of Labor Statistics' conclusions:

In the case of the accountant, both the management accountant and the CPA, job pressures often include anxiety (fear) over the consequences of making an error, in a profession where judgment is required by the nature of the ground rules, but judgment that will be second guessed by many other people, some of whom are incompetent to do so; the never-ending volume of work; unreasonable demands for the impossible such as 'cut down on our taxes and I don't care how you do it, but keep it legal' and government-mandated paperwork; the computer; year-end pressures; and simple overwork. Sometimes there is a special problem for accountants because they are trained professionally to be critical and many do not "turn-off" that job-required characteristic when they go home to their families. For success in accounting, being constantly critical of data and its source is a vital necessity, while in terms of human relations the inability to accept human beings as imperfect usually leads to severe interpersonal problems, and thus stress (p. 25).

"Accounting is often seen as taking complicated situations and breaking them down into simpler components to monitor" (Weick, 1983, p. 364). Accounting, whether public or private, is the goal setting, decision-making, and analytical core of business organizations, which heightens the importance of their actions (Colville, 1981). Accounting is a major language of organizational decision-making and is guided by rigid rules based on rational processes (Weick, 1983). In fact, public accounting requires accountability to many parties: intra-organizational customers, clients, investors, government regulators, the general public, and economic and financial systems worldwide (Bagley & Reed, 2012). These varying groups that deserve accountability from CPAs may, and usually do, have differing agendas and points of concern, which can cause negative emotions, stress, and can ultimately impact performance (Bagley, 2010). It is logical to conclude then, that accounting as a career certainly fits into Kahn's (1981) remark that the underlying stressor of careers such as dentistry, law, and medicine is the "direct responsibility for the well being of others, especially in combination with the necessity of being directly responsive to many people under continuous time pressure" (p.59). These types of well understood pressures drove The Priory Group, one of Europe's leading providers of mental healthcare services, to offer therapy and stress management programs specifically designed for the accounting profession (Accountancy, 2007).

These pressures have been found, in part, to cause employee turnover in the public accounting field. Law (2005) found that turnover rates in accounting have been disproportionately high and increasing since the 1980's. Tracey & Hinkin (2008) found that since accounting takes place in a complex and dynamic environment, staff level turnover has relatively high costs. Ernst & Young has found turnover costs to be 150% of the employee's salary (Cole, 1999). However, researchers from New Zealand concluded that replacing junior level accountants could come with costs as high as 240% of their annual salary (Twinaime, Samujh, & Rae, 2011). In 1995 Roth & Roth estimated that *savings* due to having one less senior and one less staff position turnover at a regional public accounting firm

could lead to a savings of \$300,000 over five years (again, the authors note that these are conservative figures as they only represent direct costs such as hiring and initial training programs, not the indirect and hard to trace costs associated with the decrease in initial performance due to new employees learning-curve time-period; See Graphic 2 for an overview of turnover costs).

As for avoidable causes of the high turnover rates and occupational stress rates found in public accounting, studies have shown that accounting employment candidates' expectations of their role and job within organizations may be unrealistic, and their expectations are usually not met (Aichinger & Barnes, 2010; Phillips & Crain, 1996). A study by Cluskey and Vaux (1997) found that this improper role-fit in accounting has been highly correlated with occupational stress and turnover intention. Dean, Ferris & Konstans (1998) found that this type of unrealistic expectation led to lower levels of organizational commitment and increased probability of employee turnover.

Tax vs. Audit Stress

Studies dating back to the 1950's have highlighted the pervasiveness of occupational stress in all areas of the profession (Smith K. J., 1990; Sanders, Fulks, & Knoblett, 1995), however Stewart (1976) found that accounting job positions (tax v. audit type positions) vary in the "exposure felt by those who are collecting, presenting, and imposing measures of performance" (Weick, 1983, p. 363). These variances support the idea that there are perceived differences in occupational stressors such as control, predictability, responsibility and time pressures among accounting job- types (Weick, 1983).

Previous Studies on Tax v. Audit (in practice)

Two previous studies exploring occupational stress within public accounting addressed the incidences of differing levels of perceived stress between the tax and audit job functions.

The first, published by Gaertner and Ruhe (1981) studied the occurrence of perceived occupational stress according to organization type (local/regional vs. small national v. large national), job function (tax v. audit, business services was also included in their service as a third job function of public accounting firms) and position (staff v. manager v. senior v. partner). Their study found no significant difference in the reported stress levels between audit and tax job functions.

The second study (Sanders, Fulks, & Knoblett, 1995) also addressed occupational stress among public accountants with regards to position level, firm type (size) and job function (area of specialization). The results of this study found that employees working in the audit function reported the highest levels of perceived stress, with the largest differences found due to the stressors of role conflict, quantitative overload, time pressure and job scope. The study also found that auditors reported a greater tendency to leave the organization (turnover intention). The authors noted that these differences between job functions could be due to the audit function having tighter schedules for job completion, budgetary and time constraints, differences of opinion with clients over audit findings, and short "busy seasons" (work compression).

Interestingly, a recent article titled *Negative affect: A consequence of multiple accountabilities in auditing*, made general mention of the perceived differences in stress between tax and audit functions in public accounting. Although not conducted as a full study (at least not to the scale of Gaertner & Ruhe's and Sanders, Fulks & Knoblett's), Bagley (2010) stated that auditors, more than tax professionals, seemed to feel more of the negative emotions caused by being held accountable to multiple parties.

Events Since Those Studies

Since the accounting professions ethical and moral lapses of the late 1990s and early 2000s, the concern about stress, especially moral and ethical stress, has become increasingly significant not only in accounting but in the overall business environment (DeTienne, Agle, Philliips, & Ingerson, 2012). After the fall of the "Big Five" due to the collapse of Arthur Andersen and corporate misconduct that led to the demise of Enron, WorldCom, Tyco and others, the accounting profession awaited the "most sweeping corporate reform legislation since the Depression" (Sachdev, 2002), the Sarbanes-Oxley Act (SOX). These changes and regulations, aimed at increasing corporate governance, reporting and control, and stability, created unease in the accounting world, leading Barry Melancon, President and CEO of the American Institute of Certified Public Accountants (AICPA) to predict that more than 500 firms that audit public companies could choose to end that line of their business. The demise of Andersen and passage of SOX led to accountants feeling more swamped than ever with work (Greenhouse, 2011). The changes also caused increased role conflict such as that found between Callaway Golf Co. and KPMG over disputes concerning the correct method to account for reserves (Sachdev, 2002). SOX also raised the importance of consequences faced by accountants, which was the general theoretical focus of studies by Argyris (1953) and Weick (1983) who concluded that accountants put pressure on themselves due to creating environments of dire consequences due to failure.

These pressures, whether self-inflicted or not, faced by accountants, intensify when duties are conducted during economic downturns (Weick, 1983). The latest economic downturn and recession has caused business to increase work hours while reducing staff, put freezes on wage/salary increases, and lay-off staff. All these events add to the stress of a work environment, with nearly 68% of those surveyed by the American Psychological Association's Practice Organization, stating that their employers are taking these steps (APAPO, 2009). NIOSH (2012) also stated that the current conditions have forced, "Organizational downsizing and restructuring, dependence on temporary and contractor-supplied labor, and adoption of lean production practices" which are all "examples of recent trends in organizational practices that have been the subject of increased scrutiny in job stress research. Concerns have surfaced which suggest these trends may adversely influence aspects of job design (e.g., work schedules, work load demands, job security) that are associated with risk of job stress". The inclination for organizations to tighten controls, such as cutting budgets, terminations, dropping product lines & services, and tighter over-watch of operations, leads to increased stress (Weick, 1983). Dunbar (1981) found that the most difficult issue for accountants to deal with is a loss

of control. A study reported on by AccountingToday.com (2009) highlighted how more than 4800 hiring managers found that the economic conditions have led to loss-of-control type issues such as heavier workloads, higher stress and lower morale. Moreover, tough economic times, and other negative factors (such as time constraints) increase the pressure on accountants since executive/decision-makers could be pushed to rely too much on stable, reliable accounting data and ignore relevant non-accounting information (Weick, 1983).

The concept of control is a current topic within the accounting field, as changes to accounting standards remain in question as noted by Gail M. Kinsella, the President of the New York State Society of CPA's earlier this year. Ms. Kinsella shared her thoughts on the challenges facing the accounting profession over the near future. Her main concern involves the globalization of business and the associated new regulations that must be understood and adhered to by CPAs as the convergence of the International Financial Reporting Standards (IFRS) with the U.S.'s Generally Accepted Accounting Principles (GAAP) continues (Rosivach, 2012). With regards to convergence, The Securities and Exchange Commission (SEC) also reported earlier this year that an immediate, full scale adoption of IFRS is not supported by most businesses and would cause stress to U.S. companies, therefore a "staged" transition is likely (Aubin, 2012). Of most concern to accounting firms is that the SEC will have little influence and control over the International Accounting Standards Board (IASB – the entity that establishes IFRS) (Tysiac, 2013). In addition to the issue of U.S. accountants losing control to foreign entities, this delay in convergence leaves accounting firms unsure of how and when to advise clients on changes that may be needed in their accounting processes and procedures.

Always at the forefront of stressors faced by accountants are those of moral and ethical responsibilities to the profession and the general public. Two current issues facing the accounting industry have both local and international implications. The first issue is whether the AICPA should continue to promote efforts to conceal the use of offshore tax return preparation by U.S. CPAs (Desai & Roberts, 2012). This effort leads to a potential conflict between tax preparers and clients; clients who presently are not aware of whether or not their tax preparers are using overseas entities to prepare tax information. This is an activity that began in the early 2000s, particularly in India (Soled, 2005). This is not only an ethical/moral issue for the profession as a whole but also has economic and job security implications for U.S. accountants. The second current issue facing the accounting industry, which has global implications and political undertones, is that of the top five accounting firms being charged by the Securities and Exchange Commission with refusing to provide documents related to China-based companies that are under investigation for accounting fraud. The issue is that the companies' (which are audited by affiliates of the top five U.S. firms) securities are publicly traded in the U.S. Even though the accounting firm affiliates are not U.S. companies, they are "owned" by U.S. firms thereby creating an ethical issue of whether to follow less "beneficial" U.S. law or "lucrative" Chinese regulation and pressure (Chaudhuri, 2012).

THEORY DEVELOPMENT

This study is focused on a model of stress developed by Lazarus & Folkman (1984) called the socio-cognitive or transactional model. This model emphasizes the interaction between the person and the occupational environment. Cooper, Dewe & Driscoll (2001) noted that this model leads to the understanding that stress is not a product of the individual or the environment but is based on the relationship between the two. Specifically it is based on the environment, the individuals' perception of the environment and the individuals ability to cope with their perceptions (Griffin & Clarke, 2011). This model also notes that the relationship is ongoing and reciprocal and that resulting strain is due to the environmental situation exceeding the individuals' ability to cope with a stressor that could be perceived as a loss, a threat or a challenge (Griffin & Clarke, 2011).

Harrison (1978) noted that it is likely that occupational stress cannot be completely eliminated, however it could be minimized to the point of being a benefit, by reducing a multitude of negative results. Therefore, the aim of this research is to provide information that could be useful in creating a more effective realistic job preview (RJP) for public accounting's tax and audit functions in the hopes of minimizing the negative effects of occupational stress. Studies have shown that accounting employment candidate's expectations of their role and job within organizations may be unrealistic, and their expectations are usually not met (Aichinger & Barnes, 2010; Phillips & Crain, 1996). Dean, Ferris & Konstans (1998) found that this type of unrealistic expectation led to lower levels of organizational commitment and employees were therefore more likely to leave their employer. If an accounting employee can predict or have prior knowledge of the possibility of stressful events/environments, such as that provided in an RJP, then they experience less stress than if they can neither control nor predict the events (Weick, 1983).

Griffin & Clarke (2011) have noted that there are three methods for the management or intervention of occupational stress: prevention before employment, prevention after employment but before negative strain occurs, and strategies for those employed and already feeling the effects of prolonged stressor-strain outcomes. Prevention is the first method, and the method that this study is focused on, to include an organization's (both academic and practical) training, education, recruitment, selection and placement processes. Studies have shown that most methods utilized in practice for managing or intervening in the stressor-strain problem do not focus on prevention before employment, and that these programs fail to address the prevention of stress at the source or with the individuals' characteristics or stress tolerance abilities in mind (Griffin & Clarke, 2011). Cooper & Marshall (1978) stated that any procedures or processes with a stated goal of reducing occupational stress that did not first take into account the differences between work environments and groups (i.e. tax v. audit) would be sure to fail.

Due to the fact that the accounting environment may not be amenable to change organizationally and structurally, it may be "more appropriate to develop selection and recruitment procedures, to ensure...that appropriate individuals are attracted and selected" (Griffin & Clarke, 2011, p. 382). Furthermore, employees choose to join an organization and organizations choose employees based

on characteristics that have already been gained such as past experience, education, and skills and abilities (Schwab, Rynes, & Aldag, 1987). In the accounting industry, education and knowledge, especially at the academic level, are gained in both tax and audit. Therefore, when a college graduate enters the recruitment phase they are predisposed to choose accounting as a career with less regard to what type job (tax v. audit) they want to focus on.

The focus of this research is also supported by studies conducted by Rynes & Boudreau (1986) who noted that recruiters are chosen based on their enthusiasm and organizational loyalty and few are trained to select candidates on the basis of performance or ability. In other words, "Rather than focusing on environment-related criteria, selection appears to be based on such socially based criteria as 'personal chemistry', values, and personality traits and, possibly, on how closely recruits' preferences match organizational values" (Chatman, 1991).

In trying to achieve the goal of minimizing the negative effects of occupational stress this study will analyze the role that public accounting stressors (Graphic 4, second table) have in the student's perception of the overall environment of public accounting's tax and audit functions. These results can then be compared to findings from studies completed in practice that discuss the differences between tax and audit. The goal is that the information gained will highlight any discrepancies between student perceptions and actual occurrences of stressors in public accounting. The information gained would be an aid in the creation of a more effective, realistic job preview relative to documented stressors found in the tax and audit environments. The improved realistic job previews will allow for more appropriate person-environment fit by means of improved academic advisement and business recruitment practices.

Research Purpose, Question & Statement

Practical Purpose: Business suffers increased costs due an absence of recruitment and retention policies/procedures that address, pre-employment, the issues of occupational stress and an employee's stress tolerance.

Academic Purpose: Academic advisors may improperly advise an accounting candidate as to whether they should pursue a career in public tax accounting or public audit accounting due a poor understanding of the fit between a student's stress tolerance, and the difference between the stress levels in tax vs. audit practice.

Research Questions: Is there a difference in student perceptions of perceived level of occupational stressors between the audit and tax areas of public accounting firms during the spring of 2013? Do these differences vary from previous research that has analyzed the differences that practitioners perceive? Do students have a realistic understanding of the types and strength of stressors faced by auditors and tax CPAs?

Research Statement: This study will compare student perceptions of public accounting's tax and audit environments in regards to the perceived type and strength of occupational factors, called stressors,

during 2013, in order to guide the effective creation of relevant policy and procedure in academia and practice.

Research Goal: The goal is to assist academic advisors, business recruiters and future researchers, by providing information gained in this study to identify any disconnect between academia and practice, and create more effective, realistic job previews. These previews will assist in creating a more appropriate person-environment fit and thereby minimize the negative effects of occupational stress in public accounting.

Theoretical Model

Graphic 5, the research model for this study, is adapted by this study, from Everly & Sobelman's 1987 Global Stress Paradigm (Graphic 1). The model shows the relationships between academic institution, student/recruit and business entity. All parties working together with the assistance of stress related realistic job previews would allow for the proper career guidance and placement of individuals within the public accounting fields tax and audit functions. By enabling the proper person-environment fit, negative costs and consequences of occupational stress can be minimized.

Hypotheses

- H₁ Graduate accounting students will, to a greater level than undergraduate students, perceive that audit has more stressors than tax.
- H₂ There will be no difference in the perceived type of stressors between genders.
- H₃ This study's results in terms of the difference between tax and audit environments will agree with previous research concerning perceived stressors in practice (CPA perceptions as based on findings in previous research - Gaertner & Ruhe, 1981; Sanders, Fulks, & Knoblett, 1995).

METHODOLOGY OF TESTING NEW IDEA

Having a stated purpose and theoretical underpinnings complete it was now time to test the hypotheses. In doing this it was necessary to develop an instrument that measures perceived stressors. The development of the instrument is of critical importance and it is therefore necessary to follow strict guidelines in order to develop a reliable and valid instrument in order to ensure confidence in drawing conclusions concerning the factors being measured (DeVellis, 2003). The framework for proper instrument development is comprised of four phases: planning, construction, evaluation, and validation (Benson & Clark, 1982). This framework was followed and is described in a flow chart approach adapted from Benson and Clark (1982), Shinde (2009), and Spector (1979). Graphics 6 & 7 present this flowchart that was utilized to create and validate the Student Perception of Public Accountant's Stress Survey (SPPASS). The remainder of this section will describe the actions taken during the four phases and describe the procedures related to the final administration of the instrument to students.

Instrument development

Phase I – Purpose and Theoretical Base

This phase was achieved during the literature review portion of the research and has been discussed in detail previously. A synopsis of the purpose and theoretical base for this study is as follows: The purpose of this study is to determine the perceptions of students in regards to stressors experienced within the tax and audit functions of the public accounting environment. The theoretical base motivating this research involves the theory of person-environment fit and the usefulness of realistic job previews in minimizing the negative effects of occupational stress.

Phase II – Qualitative Evaluation

This phase consists of the qualitative construction of the instrument used to measure student perception of stressors found in the tax and audit functions of public accounting. Qualitative construction ensures that the final item pool, prior to quantitative evaluation (Phase III), has content validity. Content validity is comprised of both, content coverage and content relevance (Messick, 1980), and ensures that the final instrument items represent the concept being studied (Sekaran, 2003). Sekaran (2003) also noted that face validity is the basic index of content validity. Initial levels of acceptable content validity were achieved by generating the initial item pool based on the findings during the literature review. The initial item pool (Supplement 1), created during the literature review process, was further evaluated, qualitatively, with the assistance of three panels. Straub, Gefen, & Boudreau (2005) stated that validity can be assessed by seeking advice from experts in the field. Therefore, the instrument was analyzed by three expert panels, consisting of the following: The first panel consisted of a PhD and graduate student from within the accounting discipline, the second of accounting/business PhDs at a Midwestern university and CPAs who has worked in both tax and audit, while the third consisted of undergraduate accounting students from a Midwestern university. Phase II consisted of seven iterations of instrument analysis, review and revision.

First Iteration - An initial item pool (Supplement 1) of 84 items, covering 13 categories of stressors, was developed from information gained during the literature review. This initial item pool was given to panel one, a PhD and graduate student, for their review and comments concerning content validity. Panel one's goal was to reduce the initial pool of 84 items to 25. Both raters reviewed the initial item pool independently, chose their 25 items to accept and then compared their findings. The two raters found that they agreed on 18 out of their 25 choices, an inter-rater reliability of 72%. After further discussion panel one chose to accept the 14 additional items that they did not initially agree on, which brought the item pool to 32 (Supplement 2).

Second Iteration – During the second iteration of qualitative evaluation, panel one further reviewed the second version of the item pool (Supplement 2). The goal for this iteration was to reduce the item pool to 15 item. After independent review by the panel members there was a total of 32 items in total (the sum of both panel member one and two's choices) that were accepted. Of these 32 items, there

was agreement on 23 of them, an inter-rater reliability of 71.88%. Upon further discussion by the panel the accepted items were compared for any duplicated questions and unclear questions. This reduced the item pool at the end of the second iteration to 17 items (Supplement 3). The panel also modified the structure of the survey by placing the scale at the top of the form and not after every question. This was done in an effort to make the instrument shorter, easier to read and allow for less time being necessary for respondents to complete, thereby increasing the likelihood of increasing the number of responses.

Third Iteration – This phase consisted of panel one further reviewing the results of the second iteration (Supplement 3) of qualitative evaluation. The panel's goal in this iteration was to review the 17 items in regards to wording, readability, understandability and clarity. This iteration also attempted to overcome any threats to the validity of the instrument items. Research has shown that there are many such threats (Laerd, 2013), one specific type of threat is called Common Method Variance (CMV). "Most researchers agree that common method variance (i.e., variance that is attributable to the measurement method rather than to the constructs the measures represent) is a potential problem in behavioral research" (Podsakoff, MacKenzie, Lee, & Podsakoff, 2003, p. 879). In order to reduce CMV, panel one chose to make the following revisions to the 17-item instrument:

1. All items were revised to include a priming statement (In my current job, I feel that...). This was done to overcome the fact that "the positioning of the predictor (or criterion) variable on the questionnaire can make that variable more salient to the respondent and imply a causal relationship with other variables" (Podsakoff, MacKenzie, Lee, & Podsakoff, 2003, p. 882). The priming statement may minimize the occurrence of CMV (Shinde, 2009).
2. "Consistency theme" is another source of CMV and refers to the occurrence of respondents attempting to maintain consistency in their answers (always responding with the same answer, regardless of the question being asked) (Podsakoff, MacKenzie, Lee, & Podsakoff, 2003). This was addressed by using reverse scoring with one item of the instrument (item number 7 on Supplement 3).
3. Items on the survey were placed in random order (Prior to this the questions were still in the order that they were found in, on the initial item pool. This initial item pool order was categorized by the type of stressor.). This was done to reduce the bias of item context, which refers to the interpretation that a respondent might attach to an item solely based on its position in the survey or its relation to other items in the survey (Podsakoff, MacKenzie, Lee, & Podsakoff, 2003; Shinde, 2009).
4. Single respondent bias is the fourth type of CMV addressed during this iteration. This type of bias develops when only one type of respondent is chosen to complete the instrument (Spector, Using self-report questionnaires in OB research: A comment on the use of a controversial method., 1994). To address this issue it was decided to include three types of respondents in developing the instrument. The first panel

consisted of a PhD and graduate student from within the accounting discipline, the second of accounting/business PhDs at a Midwestern university and CPAs who has worked in both tax and audit, while the third consisted of undergraduate accounting students from a Midwestern university.

5. Common method variance was also reduced during the data analysis phase of this research via randomizing the data before completing statistical analysis. This will be discussed further in the *Results* section of this paper.

Supplement 4 is the resulting instrument after having reviewed the previous iteration's instrument for wording, readability, understandability, clarity and CMV. Item number 6's wording was changed for clarity, number 7 was reverse scored, question number 9 was combined with number 13 for clarity and simplification, number 10 and 11 were revised for readability, number 13 was removed due to excessive wording and a lack of clarity, number 13 was replaced by a question that arose during panel one's discussion, and number 14 was deleted due to it being ambiguous and the issue in question more adequately addressed in number 16. The final survey size at the conclusion of the third iteration was 16 items (Supplement 4).

Fourth Iteration – The fourth iteration was conducted with the assistance of panel two, which was comprised of PhDs with business and accounting concentrations, as well as practicing CPAs. Panel two was asked to review the latest instrument (Supplement 4) and provide feedback on whether the questions were vague, difficult to understand, and whether the items had content validity and clarity. This panel also reviewed the survey for any missing items of interest that they felt should be included in the instrument. Panel two provided the following feedback:

1. The priming statement should be modified in order to relate more towards the fact that students are the respondents, not CPAs. A suggestion was to make the statement read as follows, "In public accounting I will have to, ..." or "In public accounting, ...".
2. Item number 3, concerning "family and/or personal life", should be placed at the end of the survey to avoid having respondents be "confused" from having to respond to work related issues and then quickly change thought patterns to their personal lives, and then switch back to work issues.
3. Item 6 should read, "correct" instead of "right".
4. Item 11 should read, "completed" instead of "done"
5. Item 15 needed clarification as to what is meant by "groups".
6. The addition of items concerning the perception of how many hours are required to be worked during a normal work-week; technology use; the issue of keeping tax and audit functions separate as mandated by SOX and the difficulty to keep the firewall between the two groups; the relationship between subordinates and superiors, and the ease/unease of such relationships; the hesitancy of seeking support/assistance from superiors.

The panel also noted that items that inquire as to the Ethnicity, Gender, Age, Education, and Internship/Work experience in public accounting of the respondents, is necessary.

After reviewing the feedback from panel two, a revised version of the instrument was created and is found in Supplement 5. Panel one responded to panel two's comments (comments 1-6 above) in the following manner:

1. Item 1. We chose to keep the current wording since the final survey will have a descriptive "primer" statement that lets the respondent know whether they are to assume that they are employed in the tax or audit job type when they are responding to the instrument items.
2. Items 2, 3, and 4. These items were changed per panel two's recommendations.
3. Item 5. Panel one chose to keep this statement as is in order to keep the statement concise and less time consuming. Panel one felt that in order to fully define the reach of this statement would take a large paragraph to fully explain. Panel one felt that the term "group" would be understood by accounting students and professionals in the general context that it is meant. We are simply discovering if a stressor exists and to what extent, not necessarily why the stressor exists (In other words, it is not important in this study to determine *which* groups have disputes, just *if* disputes exist.).
4. Item 6. Panel one felt that the "time" factor was dealt with in questions 11 and 13. We didn't feel that technology use was a factor for students. Although the "firewall" issue is important we did not feel that this could be clearly and concisely described in a short statement, therefore it was not included. Panel one did choose to include "relationship" questions in 4th iteration's instrument (items 17 -19 on Supplement 5). Additionally, the final version of the instrument to be administered will include items for respondents to note their Ethnicity, Gender, Age, Education and Internship/Work Experience.

The instrument at the completion of the 4th iteration (Supplement 5) consisted of 19 questions and was ready for the fifth iteration of qualitative evaluation.

Fifth Iteration – This iteration consisted of giving the latest version of the instrument (Supplement 5) to a class of junior level undergraduate accounting students (Panel Three). The instrument was adapted from the actual instrument to ensure that the students were reviewing the instrument for clarity and not actually completing the instrument as a "final version". The following adaptations were made: The title was removed, revised instructions were placed on the survey, a scale for clarity and *not* agreement was placed on the instrument, and a "scenario statement" was added. The version of the instrument given to panel three is found in Supplement 6.

The instrument was given to 39 members of panel three with a response rate of 100%. The panel was asked to rate each item as to its clarity, make revisions if they thought the item was unclear, needed

alternate wording, and/or had grammatical issues. They were also asked to add any items that they thought were relevant.

Analyses of the data (Supplement 7) from panel three's comments highlighted the following facts: The average rating for all items was 1.1619 (1 = Clear, 2 = Clear but needs revision, 3 = Unclear). This average was improved when two respondents comments were removed (to be explained in the next paragraph), to 1.1266. Items number 1, 2, 6 and 10 had the highest (meaning negatively scored as to clarity) scores, all over 1.2. However, once two respondents were removed, only items 2 and 6 still had high scores. Items 2, 5, 6, 7, 9, 10 and 17 were the only items that students attempted to revise. There were no new questions suggested.

Additionally, there were two respondent's who appeared to have misunderstood the instructions, the scale, or simply didn't take the task seriously. This was apparent due to the fact that the two respondents had average scores of 1.9 and 1.7, whereas all other results averaged 1.16, and no other single respondent's average score was higher than 1.3. These two respondent's results were removed from consideration.

In regards to revisions of the instrument:

1. There were seven items (Items 2, 5, 6, 7, 9, 10 and 17) which students added their revisions, comments, concerns and/or questions (these can be found in Supplement 7). Items 5, 6, 7, 9, and 17's comments did not lend any changes deemed necessary by panel one (additionally there was only one or two respondents out of 39 that made a comment on each of these questions).
2. Item 10 was improved to include a "," after "potential".
3. After reviewing the panel's notes and comparing those with the average score of the item, panel one chose to focus on item 2 which had the highest score (lack of clarity) at 1.83 and the most comments from the panel. Five respondents noted that the word "apt" needed to be changed. One of these respondents advised that the word "either" should be used. Panel one chose to use the word "likely" instead of "apt".

The conclusion of iteration 5 of Phase II resulted in the instrument found in Supplement 8.

Sixth Iteration – After the fifth iteration Panel One chose to take a renewed look at the instrument found in Supplement 8. A number of concerns were raised and recommendations made on how to improve the instrument and the efficiency of the instrument. Those recommendations and changes are as follows:

1. The most important recommendation made during this iteration was to alter the instrument so that only one survey would be used to measure student perceptions (instead of using two instruments, one for tax and one for audit, for each respondent). This was achieved by removing the "scenario statement" which stated whether the respondent was "working" in tax or audit. Additionally, the priming statement was revised to read, "In tax accounting (vs. Auditing),..." instead of, "In my current job,...". This revision allowed for respondents to state their perceptions of

both tax *and* audit on one instrument. For example if a respondent entered a response of “4” (neutral) to a statement, that would imply that they think that audit and tax are equal as to that statements “stress”.

2. The title was removed and a more appropriate instructional statement was added to the instrument. This statement read, “What is your perception of the following statements, which concern events that you may face during the first three years of employment at a public accounting firm”. The “first three years” was added to the instrument to acknowledge that this study is looking at early-career accountants, not those above staff level. An “advisement statement was also added that read, “***note, that a response of “neutral” means that you think that tax and audit are equal***”.
3. Panel One also reviewed the items on the instrument to ensure they were specific to the jobs of tax and audit in public accounting. After review, Panel One felt that items 3, 5, 11, 15, 17, 18 and 19 should be removed since they would not show a definite difference between tax and audit, but more so the difference of subjective ideas such as “who your supervisor may be” or “what size firm employed by”.
3. Demographic items were added to the instrument to determine, Age, Gender, Class Level, Race and whether the respondent had any Intern/Work Experience in public accounting.

The conclusion of the sixth iteration resulted in the instrument found in Supplement 9. This instrument included ten items and demographic identifiers.

Seventh Iteration – This iteration included review of the instrument (Supplement (9) by both Panel One and Panel Two. The only changes occurring during this final iteration were to add GPA to the demographic identifiers and change the ethnicity/race choices. The conclusion of iteration 7 of Phase II resulted in the final *qualitative* version of the instrument (Supplement 10). This instrument was ready to be *quantitatively* evaluated and validated in Phase III and IV, respectively.

Definitions of Stressors to be Studied

Role Ambiguity (titled “Ambiguity” in data analysis portions of paper) - Stress created because an individual does not clearly understand what is expected on the job.

Role Conflict (Conflict, Family, Overnight) - Stress created because an individual is presented with conflicting demands or an unclear chain of command.

Overloads – Quantitative (Amount, LTD, WrkHome). Stress created by the perception of too great a volume of work to accomplish in the allocated time.

Time Pressures (Amount and LTD) - Stress caused by the perception of unreasonable deadlines and time demands.

Decision Making (Control) – opportunities

Autonomy (Control) – sense of freedom in workplace vs. “controlled”, self-governing

Variety (Multiple) – variety in daily/weekly/monthly tasks vs. monotony/tediousness

Phase III – Quantitative Evaluation & Phase IV Validating the Instrument

This stage of the study (Phases III and IV) included a “pilot” study of the Student Perception of Public Accountant’s Stress Survey (SPPASS) that was completed in Phase II’s qualitative evaluation (Supplement 10), in order to assess the instrument’s reliability as internally consistent (this was also completed in order to validate the instrument and assess the students perception of stressors in the public accounting environment, thereby addressing the requirements of Phase IV and fulfilling the goal of this study).

In regards to Phase III’s portion of this study, reliability ensures that the measurement procedure is stable or constant and should produce the same (or nearly the same) results if the same individuals and conditions are used (Laerd, 2013; Shinde J. S., 2013). A test of reliability that analyzes the internal consistency of the instrument is Cronbach’s alpha (Cronbach, 1951).

Chronbach’s Alpha is used to measure split-half reliability. However, rather than simply examining two sets of scores; that is, computing the split-half reliability on the measurement procedure **only once**, Cronbach's alpha does this for **each** measure/item within a measurement procedure (e.g., every question within a survey). Therefore, Cronbach's alpha examines the scores between each measure/item and the sum of all the other **relevant** measures/items you are interested in. This provides us with a coefficient of inter-item correlations, where a strong relationship between the measures/items within the measurement procedure suggests high internal consistency (e.g., a Cronbach's alpha coefficient of .80) (Laerd, 2013; Shinde J. S., 2013).

The instrument was administered to three levels of accounting classes (junior, senior and graduate) at a Midwestern university. This was a selected, convenience sample (Demographic information of this sample is found in Supplement 12). These students were chosen since they, in general, reflected the target respondents of the survey and the population. The pilot study participants were instructed to rate each of the 10 statements, based on their perceptions of public accounting using a seven point Likert scale. In total, 96 responses were received with a response rate of 100%.

Phase IV (completed simultaneously with Phase III for this study) involved “final” administration of the survey instrument (the “pilot” study) to accounting students to assess the instruments validity and assess the students perception of stressors in the public accounting environment, thereby addressing the requirements of Phase IV and fulfilling the goal of this study. According to Spector (1979), ten responses per item are needed in order to develop a valid instrument. This was achieved through the final administration.

The results of Phase III and IV’s analysis (found in Supplements 11-16) result in findings that will be discussed in the next major section of this study, the *Results*, since discussion involves both validity measurements and hypotheses testing concurrently.

Methodology Summary

Utilizing a literature review, qualitative and quantitative analysis, and overall discussion with CPAs, academicians, and students an initial item pool (Supplement 1) of 84 items, covering 13 categories of stressors was created.

Three panels qualitatively reviewed these items over seven iterations. The panels were instructed to review the items as to clarity, importance, wording, relevance, and content validity. Additionally, the panel's were assessing the degree to which the items were measuring the intended construct or stressor type. Upon completion of the seventh iteration, the 84 items had been narrowed down to a ten-item (and six demographic identifiers) instrument (Supplement 10).

Next, the instrument was distributed to 96 accounting students and the results were quantitatively evaluated to test the reliability and validity of the instrument. Chronbach's Alpha was used to test the instrument's reliability. The results indicated that the instrument had an acceptable reliability of .799 (Supplement 11). The results were also analyzed using the Kaiser-Meyer-Olkin Measure for sampling adequacy (KMO) test and Bartlett's Test of Sphericity, factor analysis and scree plots (Supplements 13 and 14). Analysis of these statistical results indicated that the instrument was both reliable and valid. In-depth discussion of the findings is available in the Results section of this paper.

Additionally, Phase III and IV provided this study with data that was analyzed and resulted in information pertaining to this studies hypotheses and therefore fulfilled the goal of this study: to provide information that may assist academic advisors, business recruiters and future researchers, by them using the information gained in this study to identify any disconnect between academia and practice, and create more effective, realistic job previews. The following section details the results in regards to this studies goal.

RESULTS

It is important to note that in running statistical analysis of the data, both of the undergraduate classes were combined to form one group, and experience was either "yes" - they have experience" or "no" - they do not have experience and not differentiated as to what kind of experience.

Data Analysis of instrument

Data analysis to measure the reliability and validity of the instrument, as well as test this study's hypotheses was completed using the data analysis software SPSS.

Chronbach's Alpha

Upon receiving the completed surveys, the data was compiled and tested for reliability using Cronbach's Alpha. This method of measuring reliability resulted in an alpha of .799 (Supplement 11), which is considered a good quality score and means that the instrument is reliable. In reviewing the item statistics (Supplement 11) it was found that if the instrument item concerning overnight travel (item number 8 on Supplement 10) were removed the alpha would increase to .800. However, this

item is a very important differentiating factor between the tax and audit environments and therefore was not removed. The cost of increasing the reliability of the scale by removing this item would decrease the validity of the instrument. Upon completion of this stage of data analysis the instrument was verified as reliable and valid.

Can Factor Analysis be Used?

Next, the data was tested to ascertain whether factor analysis could be used to analyze the results. Factor analysis is a statistical technique used to identify any factors that represent a group of interrelated items. Factors are useful in that they can assist in identifying non-obvious relationships between instrument items by highlighting “trends”. Testing the data to verify that factor analysis could be used was completed using the Kaiser-Meyer-Olkin Measure for sampling adequacy (KMO) and the Bartlett’s Test of Sphericity. KMO is used to measure sampling adequacy. That is, a high score, over .6 and hopefully over .8, means that there are correlations between pairs of variables that can be explained by the other variables. Bartlett’s Test is used to measure the correlations between variables and the significance level. Significance less than .05 means that there is correlation between variables and therefore the likelihood of factors being present (Shinde J. S., 2013; Horn, 2012; Allen & Yen, 2002). The results of the KMO and Bartlett’s (Supplement 13) indicate that factor analysis can be used in analyzing the data since the KMO was .756 and the significance was close to zero.

Factor Analysis

In reviewing the Total Variance Explained results of the factor analysis (Supplement 13) we identify two factors (these are also graphically presented in the scree plot - Supplement 14). These are evident in that there are two groups of variables that have eigenvalues over 1. This indicates that the groups or factors have enough variance explained to represent a unique factor. The remaining items do not have enough total variance to constitute a factor. Analysis also shows that the two factors have a cumulative percentage of variance explained of 54.18%. Typically, an instrument is psychometrically strong if the total variance explained is more than 55-60% (this is a limitation of this study to be discussed later in the *limitations* section) (Shinde J. S., 2013). Although the remaining items make up approximately 45% of the explained variance, each one by itself accounts for a very small % of variance.

Supplement 13 also contains the “Rotated Component Matrix” which allows us to easily see the grouping of the ten instrument items into two factors. Additionally, the matrix indicates that there is no cross-loading between the two factors. That is, any one item is only correlated with one factor and not both. Spector (1979) indicates that any cross-loading(s) of .4 and above creates a confounding effect in that they reduce the internal consistency of the scale. This means that there may be issues as to the item’s clarity, possible duplicate items and/or respondents understanding of the item. However, this study’s instrument is found to not have any cross-loadings.

Looking specifically at the two factors we find that the groupings of the instrument items are as follows:

Factor 1 – “Occupational Task Related Stressors”

In tax accounting (vs. Auditing), it may be hard to satisfy the conflicting demands of various people.

In tax accounting (vs. Auditing), there may be a lot of ambiguity in terms of the correct way to get duties accomplished.

In tax accounting (vs. Auditing), the amount of work that needs to be done may interfere with how well it gets done.

In tax accounting (vs. Auditing), rapid decisions are typically made with limited information.

In tax accounting (vs. Auditing), a starting accountant may not have adequate control or input over her/his work duties.

In tax accounting (vs. Auditing), one is expected to perform multiple tasks at the same time.

Factor 2 – “Work/Life Balance Related Stressors”

In tax accounting (vs. Auditing), one can expect to take work home to complete.

In tax accounting (vs. Auditing), there is a lot of overnight travel.

In tax accounting (vs. Auditing), the job may tend to interfere with my family and/or personal life.

Overall, in my opinion, tax accounting is more stressful than auditing.

Further discussion of the factor analysis will continue later, in the *Discussion* section of this paper.

Data Analysis of hypotheses testing

H₁ Graduate accounting students will, to a greater level than undergraduate students, perceive that audit is more stressful than tax.

Significance of Item Responses

1 = the stressor (demand) occurs in audit and not tax

4 = the stressor exists, equally, in tax and audit

7 = the stressor (demand) occurs in tax and not audit

A review of the statistical analysis in regards to the first hypothesis (Supplement 15) at a 5% significance level indicates graduate students, to a great degree, perceive that audit has more stressors in terms of Ambiguity (mean = 2.14), Amount (2.28), Control (2.50), and Limited (2.50); while undergraduates are generally neutral on those categories (3.58, 4.04, 4.1, 4.2 respectively) When the significance level is decreased to 10%, graduate students perceive Conflict (2.78) and Multitasking (3.14) will be more prevalent in audit; undergraduates remain close to neutral on these two categories with means of 3.5 and 4.1, respectively.

H₂ There will be no difference in the perceived level of stressors between genders.

Significance of Item Responses

1 = the stressor (demand) occurs in audit and not tax

4 = the stressor exists, equally, in tax and audit

7 = the stressor (demand) occurs in tax and not audit

A review of the statistical analysis in regards to the second hypothesis (Supplement 16) at a 5% significance level indicates that females perceive that audit is slightly more stressful overall (item is titled "Stress" in Supplement 15) (mean = 3.5), while males are generally neutral (mean = 4.1).

When the significance level is decreased to 10%, one item is significant, the variable of Control. At this level, females perceive that they will have less control in tax (4.56) while males are generally neutral (4.1)

H₃ This study's results in terms of the difference between tax and audit environments will agree with previous research concerning perceived stressors in practice (CPA perceptions as based on findings in previous research - Gaertner & Ruhe, 1981; Sanders, Fulks, & Knoblett, 1995).

Significance of Item Responses

1 = the stressor (demand) occurs in audit and not tax

4 = the stressor exists, equally, in tax and audit

7 = the stressor (demand) occurs in tax and not audit

A review of the statistical analysis in regards to the third hypothesis (using the data for the first hypothesis – Supplement 15 and 11's Item Statistics table) indicates that students tend to perceive that audit, overall (titled "Stress") is more stressful than tax with a mean of 2.69 (means of 2.79 and 2.14 for undergraduate and graduate, respectively). Previous research (CPA perceptions as based on findings in previous research - Gaertner & Ruhe, 1981; Sanders, Fulks, & Knoblett, 1995) as discussed in the *Previous Studies on Tax v. Audit (in practice)* section of this paper, has found that CPAs find stress from role conflict ("Conflict" in this study), time pressure (Limited) and workload (Amount), more prevalent in the audit environment. Graduate level students also found these to be factors more likely to be found in the audit environment while undergraduates remained neutral.

Although students seem to perceive work task related stressors (Amount, Control, Multiple, Ambiguity, Limited, Conflict) as being slightly more prevalent in audit, the main factor leading to them perceiving that the audit environment is more stressful is related to the factor of work/life balance stressors (Family, Stress, WrkHome, and Overnight). Without regard to class level, students seem to perceive that audit is more "stressful" due to the factor of work/life balance stressors (2.53), rather than job related stressors (3.72).

DISCUSSION

The results of this study highlight the need for four areas of discussion: the implications of the factor analysis, the role that class level plays in student perceptions, the findings related to CPA perceptions, and the researcher's thoughts on the external validity of this study's results. In regards to the factor analysis, it is interesting to note that students "grouped" job related demands separate from work/life demands (Supplement 13). Additionally, the work/life demands factor

included the tenth item on the instrument, which asked students whether they thought that tax or audit was a more stressful environment. Since students perceive that audit is more stressful than tax, then it follows that students believe this based on the perceived demands of the audit environment relating to work/life stressors *not* the actual job related demands. This is also evident in the item statistics table (Supplement 11) where we see that the students mean score for the job related stressors was 3.3750 (fairly neutral but trending towards audit), while the mean response for the work/life stressors was no higher than 2.7188. Yet, overall students had a mean response of 2.6979 on item number ten of the instrument (Supplement 10 - the item asking students whether they perceived tax or audit more stressful overall).

The second area of discussion relates to the first hypothesis, which identified any differences in perception between undergraduate and graduate students. The findings highlight that both undergraduate and graduate students felt that stressors were more prevalent in the audit environment. However, the graduate students perceived that the stressors were in the audit environment vs. tax, to a greater degree. This may highlight the importance of experience (classroom experience) in guiding an individual's perception. This is supported by Rousseau (2011, p. 193), who stated that perception is a dynamic process and highly sensitive to context. The context in this example being that the more time students have in academia (where they are constantly surrounded by accounting professors, fellow students who may have experience in public accounting as an intern or professional, and practicing CPAs), the more their perceptions may be in-line with what those in practice perceive. This point may be proven by the fact that graduate students' responses relating to job related stressors resembled those of practicing CPAs in a previous study (although we cannot say that the degree of the resemblance is identical, we can at least say that the type of stressors perceived as being in audit vs. tax was similar).

The third area of discussion concerns this study's findings (the overall findings without regard to gender, class level, or any other categorical identifiers) in relation to Sanders, Fulks, & Knoblett's (1995) study of the perceptions of practicing CPAs. Results show that students perceive that audit is more stressful overall and that all stressor types are more likely to be found in audit vs. tax. These results slightly resemble the findings of the previous study. *However*, overall, it appears that students perceive audit to be more stressful due to its imposition on their non-work lives *but* may not have a realistic understanding as to the degree to which job related stressors may be more prevalent in the audit environment. This implies that students may be correct in perceiving that audit is more stressful but incorrect as to the range of demands that may make it more stressful.

The final item of discussion concerns the external validity of this study's results. We believe that the findings in this study will and do extend to the general population. Although stress is a perceived event and the context (size of school, geographic location, cultural background of the individual, etc.) of the individual and their environment does have some bearing on the stress level, we do believe that results from studies of the population will be comparable to this study's results.

LIMITATIONS

There are three primary limitations of this study and one item regarding the instrument that may need attention in future research.

1. The factor analysis resulted in two factors that explained 54% of the total variance. This study had hoped to have a percentage of at least 60. We believe that this issue can be offset in the future by increasing the sample size.
2. There was a limited number of graduate level accounting students to sample. This can be offset in the future via increasing the sample size by way of inviting other university's and their students to take part in the study.
3. There was a limited number of students with experience in public accounting (9 out of the 96 respondents) to sample. This can be offset in the future via increasing the sample size by way of inviting other university's and their students to take part in the study.
4. In regards to the final instrument, there was a grouping of "factor" questions. In other words, the "job task" factor was items 1-5 and item 7. While the "work/life" factor was items 6 and 7-10. It is unknown what affect this may have had on the findings but it is an issue to discuss if the instrument is used again.

FUTURE RESEARCH

There are four areas of future research that this study proposes. These ideas are related to this study and could be of benefit to academics and practitioners.

1. An updated study could be completed of the "real world" view of CPAs as to the perceived differences between tax and audit environments. As this study has noted the last such study was completed in 1995 and there have been numerous events and changes since that time. Changes and events that could have had an impact on CPA perceptions.
2. An expanded version of this study could be conducted by inviting students at other universities (statewide, regional, national, and international) to participate. This would increase the sample size as a well as increasing the context/environment in which respondents exist. This wider scale and sample size would be important in that *perception* is a dynamic process, highly sensitive to context (Rousseau, 2011, p. 193).
3. A longitudinal version of this study could be completed to assess perceptions over time and how they may vary (Kristof-Brown & Guay, 2011, p. 40).
4. A study could be completed in regards to time cycles (tax season, audit season, month end etc.) and stress-recovery/coping in the public accounting field (Griffin & Clarke, 2011, p. 385).

CONCLUSION

The literature review process and discussions with CPAs and PhDs led to the formulation of this studies purpose: a need to assess whether there was/is a disconnect between academia and practice in regards to the stressors existing in public accounting's tax and audit environments. This need arose from the fact that accounting employment candidates are uninformed and/or misinformed as to the environmental conditions that will surround their positions as tax or audit personnel (Aichinger & Barnes, 2010; Phillips & Crain, 1996). This lack of understanding is avoidable via the usage of realistic job previews; previews that can aid in the proper placement of the employee in a complementary environment and thereby minimize some of the negative effects of occupational stress in public accounting.

This study has shown that there does seem to be a disconnect between academia and practice as to the types of job related stressors found in the tax and audit functions of public accounting. Students appear to understand the work/life demands of the audit environment and use this to base their opinion on the fact that audit is more stressful. However, previous studies have highlighted the fact that job related stressors are more prevalent in audit as well; a fact that students in general do not seem to perceive. This study proposes that future research be completed to gain insight into the current perceptions of practicing CPAs and compare those results with an expanded version of this study. Such research would provide valuable information for those in academic advising roles, students, and business recruiters.

APPENDIX

Contact the author for appendices.

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Suggestions to Improve Teaching and Learning in America

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Abstract

Education has given disproportionate emphasis to external inputs, such as healthy and conducive classroom physical environments, quality learning materials, instructional technology, innovative instructional approaches, alternative assessments, etc., etc., but insufficient focus to encourage students' internal inputs. Despite these very generous and desirable efforts, student learning has not improved as expected. Learning is very personal; learning must help students make sense out of the external inputs given to them. Students will make sense out of their learning only when education gives more importance to the internal efforts of the learner. The expression "no pain, no gain" seems to be very true of life. The learner is not a robot; the learner in America is a person living in a democratic, socio-economic-political system. Education must prepare the learner to be an autonomously functioning individual, interacting peacefully, harmoniously and efficaciously with others and getting actively involved contextually. Instructional inputs given in class should activate learner's intra-personal, inter-personal and contextual functioning systems and such activation can and will enhance students' motivation and their eagerness to learn and make sense out of the external inputs given to them and that in turn will enhance their academic learning, resulting in significant upward movement in the nation's ranking of education in the world. This paper will bring out concrete and specific suggestions for teachers of all levels to link external inputs to stimulate internal inputs and thus make it possible for students to enhance their intrapersonal, inter-personal and contextual functioning.

Supporting Statewide Systems Utilizing External Coaches: A Concurrent Mixed-Methods Study in a Rural Community

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Abstract

Across state lines, budget cuts in education are a reality, especially for those in remote and rural areas. With less financial support some districts are looking to their state departments to be models of good practice for how to leverage and work within budgetary means, while also keeping up with current advancement in education seen around the world. In order to continue on the path of educational

excellence, there is a need to find innovative ways to continue to be supportive of one another through embedded, professional development and systemic thinking. This concurrent mixed-methods research study looked to one state's Building Capacity Project over the last seven years. This state utilized its own coaches as a means to grow and develop leadership capacity as a means for system improvement, even when budget woes are at an all-time high. By identifying key components found to be most impactful, state leaders will be able to replicate those components in their other state initiatives. This study found that those who served in leadership roles of some type of capacity perceived to benefit more than those who received coaching support from others on their team who had been coached. These findings will help this rural state to reexamine its structure in order to strengthen the work being conducted throughout the state. Themes presented will also allow other state agencies to better assess their needs of implementing a statewide coaching project, especially those from rural states.

Online Proceedings

The Teacher Apprentice Program

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The Teacher Apprentice Program (TAP) is an undergraduate-graduate residency (apprenticeship) and internship program based on professional teaching standards and informed by research of effective practice. We are committed to supporting our novice teachers from the beginning of their coursework through their second-year of induction. This presentation examines this program and gives insights about the strengths, weaknesses, and suggestion to improve the program. The results illustrate the importance of creating an apprenticeship model for teaching in order to provide a innovative way to prepare the teachers of tomorrow.

Teacher Candidates and Audio/Visual Media in their Future Classroom: “I guess I feel prepared”

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OBJECTIVES

- Identify teacher candidate perspectives of technology (audio/visual media) usage in a classroom
- Determine role, if any, educator preparation programs play in teacher candidate perspectives toward technology usage in a classroom
- Analyze how teacher candidate perspectives of technology usage in a classroom affects his/her own learning

CONTENT

Learners in the 21st century are not the learners from the 20th century. These current learners are called “digital natives” because they are raised into a virtual world, with easy access to computers, cell phones with cameras, Kindles, iPods, and YouTube (Prensky, 2001). These digital natives see technology as the basis for learning in and out of the classroom. Unfortunately, their familiarity and enthusiasm for technology is not embraced by many teachers and school officials. Technology does provide two different paths in the classroom: “learning *from* technology and learning *with* technology” (Irving, 2006). A significant tool for learning with audio/visual media is digital storytelling.

As soon as this article has been read, technology will have changed. While, most of today’s public school students are keeping up with the technology changes, many of the teachers and teacher candidates are not. Technology as a learning tool provides students with authentic knowledge and authentic learning opportunities. These authentic learning opportunities are how the digital natives (Prensky 2001) accept learning with technology. The teachers and teacher candidates who work with students, or digital natives, are not always as savvy when it comes to technology. To address the disconnect between digital natives, the students, and the digital immigrants, the teachers, a technology framework of pedagogical knowledge was developed to provide educators with the potential to transform their lack of technical expertise (Mishra & Koehler, 2006).

The current generation of public school students is active and skilled in utilizing the Internet as a tool for entertainment and learning. For these tech-savvy students, the Internet is an important tool for literacy skills such as reading, writing, and communicating, not that they necessarily realize it (Coiro and Dobler 2007; Leu, Kinzer Coiro and Cammack 2004; Leu et. al. 2007). As educators remain working in classrooms and teacher candidates prepare to enter the classrooms, they must encounter new literacies transformed by ICTs (Internet Communication Technologies) like word processors, instant messaging and electronic books. New literacies can be explained as social practices (Street 2003) or new Discourses (Gee 2003) that emerge with new technologies. In an effort to prepare and coach future educators, they should be an active part of learning in the new literacies. Audio/visual technologies are new literacies. Such technologies refer to both hearing and

sight as a means to share knowledge and information to a broader audience. Audio/visual media is a tool that can be utilized to teach new knowledge and skills as well as to demonstrate one's knowledge and skills. In other words, these technologies are purposeful for teaching and learning in a classroom.

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Theory and Practice of Teaching Critical Thinking in a Business College

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Dr. Joanne R. Reid holds a Bachelor degree in Chemistry, a Master of Science in Education, and a Doctorate in Education with specializations in Educational Technology and Administration in Higher Education. She developed the first course of study in which critical thinking skills were demonstrated to be taught, to be learned and to be transferred between domains of learning. She completed a research program involving students who had taken the critical thinking course and had since graduated. This research demonstrated that the graduates used critical thinking in their personal, professional, and academic pursuits. Based on these studies, Dr. Reid has developed a number of related courses in critical thinking, directed towards different business or academic needs.

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Phyllis R. Anderson holds a Metallurgical Engineer degree, a Master in Business Administration and a Doctorate in Business Education. As a Senior Lecturer at Governors State University, she joined Dr. Reid in developing and evaluating a course in Critical Thinking, taught in her senior-level capstone classes in the College of Business Administration. Subsequently, she taught this course of study for five years in her classes. She worked with Dr. Reid to conduct the study to determine the level of satisfaction and use of the critical thinking applications by graduates of GSU.

Abstract

In two sequential studies, we: a. demonstrated that critical thinking could be taught, learned and transferred; b. demonstrated that graduates employ the critical thinking skills, knowledge and strategies learned in the classroom in their subsequent personal, academic and professional endeavors; c. these graduates are extremely pleased with the critical thinking course of study and benefits that resulted from it.

Problem

Businesses expect that college graduates have been taught basic critical thinking skills, including problem solving, decision making and creativity. Yet, fewer than one in eight students has ever been tested for their critical thinking skills (DeVore, 2008). Business executives report that only 2% of all college graduates are prepared to succeed in the business world (Woods-Bagot, 2012). Their top three complaints about college graduates are their poor problem solving skills, their ability to work and collaborate with others, and their poor critical thinking skills. Yet, no colleges or universities teach their students to think critically. Even the American Federation of Teachers declares it impossible to teach critical thinking to students (Rotherham & Willingham, 2010; Willingham, 2007). Faced with this conundrum, how should we proceed?

Purpose

Our research has shown that critical thinking can be taught, learned and transferred (Reid & Anderson, 2012a, 2012b). Our further research has shown that critical thinking instruction is transferred into the personal, academic and professional lives of graduates (Anderson & Reid, 2013a, 2013b, 2013c; Reid & Anderson, 2013). We ask why this extremely important skill set is not taught in colleges or universities, even though the need is well documented. Our purpose is to inform others that, in spite of the nay-sayers, it is not only possible to teach critical thinking, but that it is transferred from the classroom into the personal, professional and academic lives of those who have taken the course of study.

Method

In our initial study, we performed a quantitative study to determine if critical thinking could be taught, learned and transferred. The Teaching for Critical Thinking model of Halpern was our pedagogical foundation (1998). We used the Cognitive Training Model as our instructional design model (Foshay, Silber, & Stelnicki, 2003), and the California Critical Thinking Skills Test (Facione, Facione, Blohm, & Gittens, 2008; Facione, 1990a, 1990b) as our dependent variable using it as pre-test/post-test. Our text was *Critical Thinking Across the Curriculum: A Brief Version of Thought and Knowledge* by Halpern (1997), supplemented by *Thinking Critically About Critical Thinking* (Halpern & Riggio, 2003).

In the second study, we used a quantitative survey to determine if the students who had graduated were using the critical thinking skills they had learn in their personal, academic or professional lives. We used Facione's third method for the determination of proficiency to validate the responses (Facione, 1990b).

Results

In Stage 1, the experimental groups improved significantly relative to the control group in six of seven parameters reported in the CCTST. This result plus pre-test/post-test from each chapter were convincing evidence that the students had acquire critical thinking skills and had transferred them to standard tests.

In Stage 2, the graduates reported overwhelmingly positive assessments of their use of critical thinking skills, knowledge and strategies in their personal lives, their academic pursuits and their professional careers. These results were verified and validated by the graduate's descriptions of the processes, procedures and arguments they used in all three areas.

Also, in Stage 2, graduates reported very high levels of satisfaction with the course of study they had taken and its effects on their personal views, their academic attainments and their careers as professionals.

Conclusions

There is no doubt, based on these studies, that critical thinking can be taught and learned. Further, the knowledge, skills and strategies the graduates learned have benefited them personally, academically and professionally. However, the question remains as to why colleges and universities are not teaching this vital skill.

Implications and Future Studies

This is the appropriate opportunity to implement Stage 3 and 4 of the research program. In Stages 1 and 2, the course of study was taught in one college of one university. In Stage 3, the critical thinking course of study would be implemented in a different academic institution in several different academic departments to determine if the previous results could be replicated. If so, a Stage 4 study would involve implementing the critical study program in multiple academic institutions. Obviously, such a research study would require a grant or other source of funds. Assuming that both Stage 3 and 4 studies demonstrate that the critical thinking program is found to be effective, then long term studies would be helpful in determining the extent of transfer achieved in the personal, academic or professional lives of graduates.

However, in spite of the obvious merits of the critical thinking course of study, the authors ask why there is such resistance its implementation. The reasons critical thinking is not taught in colleges and universities are unidentified. However, the continued intransigence of institutions of higher education towards teaching it and applying it throughout the curriculum is as incomprehensible as it is inexplicable.

Proposal

The results of our research have been widely published. However, we have not fully disclosed how we did it. We propose that we will discuss our course of study in critical thinking. We were guided by two important criteria. The first was that this was a course of study in a college of business administration. Therefore, additional materials had to be developed to apply to this course. We chose to use business case studies, which could be used effectively to teach specific elements of critical thinking.

The second criterion was Halpern's Teaching for Critical Thinking pedagogical model. This consisted of four elements. The first was the attitudinal element to motivate the learner. The second was the instruction in and practice of critical thinking skills. The third was structure training to facilitate transfer from the classroom across contexts or domains. The final was metacognitive training to direct and assess learning.

Although there are many approaches to motivating learners, we chose to use the model provided by Foshay, Silber and Stelnicki (2003). As suggested in their cognitive model, we emphasized that the learners were capable of learning and performing the critical thinking skills. We also reiterated that the knowledge, skills and strategies they were learning would be important attributes in their personal, academic and professional lives.

The second element involved reading the textbook and answering the examination for the chapter. However, we engaged metacognitive and scaffolding techniques to facilitate learning. We began each session with a ten-question True/False quiz. The purpose of this quiz was not to test knowledge, but to stimulate the learner's thought processes. We needed to awaken those areas of the learner's knowledge and experience related to the subject of the chapter.

Later in the session, we introduced the chapter's material in a multi-media assisted lecture. This lecture was typically of twenty minutes. We began by reminding the learner of the previous learning experiences with a logogram of a pyramid labeled with the content of each chapter. We then introduced each topic covered in the chapter, emphasizing the most salient factors. The learners were provided with a copy of the PowerPoint slide program, which they could use to refresh their minds during their studies.

Further, the learners were provided with a second copy of the 10 question quiz. The students were instructed to use this as a study aid filling it out as they read the chapter. Of course, since they had already taken this quiz, those areas of their minds that were related would have been cognitively activated. Therefore, this quiz was an application of scaffolding to increase learning and to increase the learners' metacognition of critical thinking skills. The learners returned these copies of the quiz. We calculated the difference between their pre-test and post-test for each of the chapters. We analyzed these pre-tests/post-tests statistically to determine overall learning.

After they had read the chapter, they learners undertook the chapter examination. Although this exam determined the learner's grade, we did not want it to be punitive. Our objective was to facilitate

learning, not to fail our students. Therefore, we instituted a 'do over.' That is, the learners could submit their results before a given deadline several days before the next class session. If they did, we graded the exam, provided comments, and suggested reading of specific pages. These learners could then resubmit these examinations at the normal deadline, receiving an improved grade. Of course, this required significantly greater effort by both the learner and the instructor.

For our structure training, we incorporated business case studies. This accomplished two purposes simultaneously. First, this was a course offered by a college of business administration. These case studies ensured that the content of the course maintained the requirements of the college and the university. Secondly, the case studies provided a direct medium of transfer from the classroom to their academic and professional expectations.

We used the standard SWOT analysis, familiar to all business school students. However, we performed it in a different way. We specified that the initial phase was Analysis, one of the three criteria of critical thinking skill.

We then required the learner to Evaluate specific features of the SWOT formulation. We asked them to evaluate the combination of Strengths and Weaknesses versus Opportunities. Basically, could the business carry out the opportunities given their strengths and weaknesses? Secondly, we asked the learners to perform a second evaluation of the strengths and weaknesses versus the threats. Third, we asked the learners to evaluate the combined strengths and opportunities versus the combined weaknesses and threats.

Finally, we asked the learners to Infer two different outcomes for the business from the analysis and evaluations they had performed. First, we asked the learner to infer the one, three and five-year prognosis for the business. Second, we asked the learners what they would do were they in a position to affect the business. The learners were to provide several options, specifying why they chose that option, and specifying the projected outcome.

Therefore the case study fulfilled several critical conditions. It ensured compatibility with the business college. It provided a mechanism to learn three elements of critical thinking, namely Analysis, Evaluation and Inference. It provided experience in studying case studies, and it provided a mechanism and strategy for problem solving and decision making in a business environment. Therefore, the case study provided the structure training that would lead to transfer from the classroom to other domains or contexts.

It is our opinion that other teachers or course developers would benefit from our experience. Critical thinking is a complicated course of study. It requires expert instruction and considerable effort on the part of learners. It is only after six years of effort that we are able to offer others the benefit of our experience.

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Online Proceedings

Transformative Learning: Assessing Learning in Business and Education through Reflection

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Key Words: Organizational Learning, Transformative Learning, Experiential Learning, Reflection

Abstract

Evaluating the life-long learning of a student for determining academic credit has been challenging for higher education officials. Although it may not seem apparent, private industry addresses similar challenges in assessing organizational learning. In assessing life-long learning, officials base academic credit on competencies developed from student experiences. In organizational learning, managers attempt to assess learning from practitioner experiences to improve business performance. In both environments, how one assesses the understanding of a learned experience can affect the accuracy of the assessment. This paper will explore how transformative learning or reflection can draw upon unique practitioner experiences and be applied to assessing learning outcomes and organizational learning. The discussion will conclude with a model of how to apply the concepts of reflection in assessing learning in higher education and in organizations.

BACKGROUND

Adult learners use learning perspectives that enable them to draw on experiences to help promote the learning process (Kolb, 1984). This is especially true in higher education programs such as the social sciences (Fisher, 1996), nursing and education (Schon, 1983 and Kolb, 1984). One can also suggest that given the characteristics commonly displayed by adult learners (Kolb, 1984), experiential learning methodologies would also apply to other forms of learning such as organizational learning.

Hilden and Tikkamaki (2013) describe organizational learning (OL) as a purposeful process of evaluating old procedures, exploring new ones and shifting thought processes that often lead to new outcomes (82). As suggested by Hilden and Tikkamaki, the process also suggests that reflection is involved in making meaning of the learning. One challenge facing those in higher education, and in organizational learning as well, is how to measure the contributions of individuals in the learning process.

This paper will discuss the role reflection can play in higher education and the organizational learning process. It will conclude with a model that can be applied to evaluating reflection in support of organizational learning and higher education.

REFLECTION OR REFLECTIVE LEARNING

The practice of reflection and reflective learning is popular in higher education and among adult learners. Boyd and Fales (1983) define reflection as “internally examining and exploring issues of concern, triggered by an experience, which creates and clarifies meaning in terms of self and which results in changed conceptual perspective” (99).

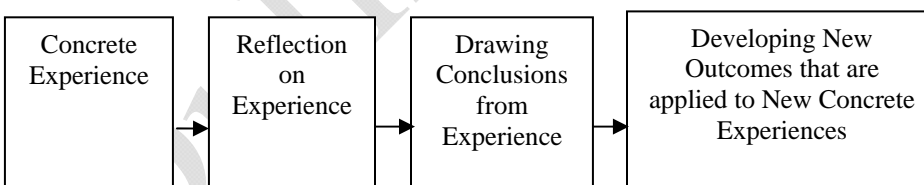
EXPERIENTIAL LEARNING

Experiential learning has been described as unplanned or emergent learning that is based on experience (Kolb, 1984). Experiential learning draws on practitioner experiences. It is generally accepted that reflection is a significant part of the experiential learning experience (Kolb 1984, Watkins and Marsick 1983 and Argyris 1993).

Experiential learning theory is grounded in the intellectual traditions of social psychology, philosophy, and cognitive psychology and involves learning from prior experience (Kolb 1974). At the heart of experiential learning theory lies the fundamental belief that learning occurs through active involvement of an individual with concrete experiences (Walters and Marks 1981 cited by Saunders 1997, 17). Hoover and Whitehead (cited by Saunders 1997, 97) explain that experiential learning emphasizes the full involvement of the learner’s intellect, feelings and behavior. In experiential learning, the processing of experiences leads to reflection and the integration of new concepts into existing knowledge. Figure 1 depicts Kolb’s (1984) experiential learning process as a four-stage learning model that is based on reflection. According to Kolb (1984), an individual experiences an event, then reflects on the experience and draws conclusions from it. Finally, based on the conclusions, the individual develops new outcomes that can then be applied to new experiences.

Figure 1

Kolb’s Model of Experiential Learning



(Kolb, 1984)

ACTION RESEARCH AND ACTION SCIENCE

Research also suggests that experiential learning includes the concepts of action research and action science. In action research, actions are typically developed in a group setting, based on reflection

(Watkins and Marsick, 1993). In action science, individuals are designers of actions. They design programs to achieve intended consequences. These designed programs are called “theories in action” (Argyris 1993). Learning is accomplished through observing espoused theories, theories that an individual claims to follow, and theories in action (Argyris 1993). Learning occurs through active reflection and feedback of the differences communicated between the espoused theories and theories in action (Argyris 1993). With respect to higher education and organizational learning, one can suggest learning occurs through the active reflection of espoused theories and the theories in action. Argyris (1991) discusses a learning model as a series of loops that are involved with reflecting on experiences. Of particular interest to organizational learning and higher education is his concept of Double-Loop Learning that has to do with reflecting on underlying beliefs or practices that can be rethought and improved upon. In addition, in their discussion of service learning, a form of experiential learning where students and community members work together to solve community issues, Gibson, Hauf, Long and Sampson (2011) discuss how reflective learning can help students internalize and apply learning experiences. Similarly, Sanzo, Myran, and Clayton (2010) suggest how introspection can provide the capacity for understanding individual and organizational situations. Sanzo, Myran and Clayton (2010) discuss how through reflection exercises, individual learning can be experienced and how it can be transferred to organizational-level learning. Although the definitions and models of experiential learning, action research and action science differ, they all involve the process of reflection. As a result, one could suggest that reflection can support higher education and organizational learning through the developing of new concepts and practices from evaluating existing ones.

ORGANIZATIONAL LEARNING AND REFLECTION

Crossan, Lane and White (1999), in their Four “I” organizational learning model, discuss a process that suggests learning happens through four steps:

Step 1 - Intuiting – preconscious recognition of an issue

Step 2 - Interpreting – explaining the issue

Step 3 - Integrating – developing a shared understanding of the issue

Step 4 - Institutionalizing – routinizing actions to address the issue

In this process one can suggest that reflection involves all four steps, but most important for Step 2 and Step 3 by interpreting and integrating new concepts into organization procedures.

The Crossan, Lane and White (1999) model has been part of a rich debate on OL. Addressing an apparent weakness in the process, Jenkin (2013) suggests a fifth step, Foraging, is required to initiate or start the Intuiting step. Jenkin (2013) suggests that Foraging could assist in formalizing or institutionalizing the OL process in an organization. Adding to the dialogue, in their discussion of organizational learning, Hilden and Tikkamaki (2013) introduced an instrument that could be completed by employees that assesses the perceived support of learning by their organization.

Senge (1994) in his description of the Learning Organization also discussed reflection. Senge suggests there are five disciplines of the Learning Organization: Developing a Shared Vision, developing an outlook of Personal Mastery, understanding the Mental Models from which we operate, valuing Team Learning, and understanding Systems Thinking. Although reflection is involved in all five disciplines, one can suggest that it plays a particular importance in the disciplines of developing Shared Vision and understanding Mental Models.

Similarly, in their book "Ten Steps to the Learning Organization," Kline and Saunders (1998) also discuss the role of reflection in organizational learning. Among their 16 principles that promote learning they discuss how reflection is used in reviewing business operations for continuous improvement, reworking organizational systems and encouraging people to discover their own learning styles. Finally, commenting on the role of reflection in Action Learning, Marquardt (2002) suggests that reflection is used to question processes and procedures for improving performance (47). The literature on organizational learning suggests reflection plays a significant role in the learning process. The research of Crossan, Lane and White (1999), Hilden and Tikkamaki (2013), Kline and Saunders (1998), Marquardt (2002) and Senge (1994) all describe processes of organizational learning that involve the use of reflection. What is missing in the research; however, is a way to assess the organizational learning on the individual level. How does one assess the learning of the individual during the process?

THE TRANSFORMATIVE OR REFLECTIVE LEARNING PROCESS

Scanlon and Chernomas (1997) discuss a three stage model of reflection:

- Step 1 – Awareness of an event that stimulates thought about a situation or event.
- Step 2 – Critical Analysis that brings to bear the knowledge and experiences to analyze the event and applying it to develop new knowledge.
- Step 3 – Learning or the development of a new perspective based on the critical analysis of Step 2.

A review of the literature suggests the role of transformative learning or reflection on the individual level as well as the organizational level. Sanzo, Myran and Clayton (2010) observed how a study of a school district leadership preparation program suggested both individual- and organizational- improvement through reflective journaling exercises.

To better reflect the value that many perceive in reflection, one can suggest an assessment tool be developed that evaluates the learning of the individual as the practice is applied to organizational learning or higher education. With such a tool, employees and students can be assessed for their individual contributions.

In his discussion of using reflection to assess student learning, Bourner (2003) suggests dividing reflective learning into two dimensions: Reflective Thinking and Reflective Learning. Reflective

Learning addresses the reflection on an actual experience. Reflective Thinking addresses the critical thinking or evaluation of the experience.

By modifying the reflective thinking questions developed by Bourner (2003, 270), a model can be developed that includes the assessment and evaluation for an employee's understanding of an experience and how it could be used in an organizational learning process. It could also be adapted to evaluate an experience in support of a course learning outcome.

The questions to evaluate Reflective Thinking for organizational learning could include:

1. What process or procedure did you reflect on?
2. How did you apply change practices to the process?
3. What did you learn from applying the change practice? What organizational improvement did you see or do you expect to see from the change?

The questions to evaluate Reflective Learning of the employee on the experience could include:

1. What does the change experience suggest to you about opportunities for organizational improvement?
2. What did you learn from the experience?
3. What does the reflection on the change suggest to you about your strengths?

Similar questions could be developed for evaluating reflective learning in the classroom.

The questions to evaluate Reflective Thinking could include:

1. What course learning objective(s) did you recognize from the experience?
2. How did you apply the learning objectives to the experience?
3. What did you learn about the objective(s) from the experience?

The questions to evaluate Reflective Learning of the student on the experience could include:

1. What does the reflection on the objective(s) suggest to you about your strengths?
2. What does the experience suggest to you about opportunities for improvement?

Thus, Figure 2 depicts a reflective or transformative learning model as modified from Bourner (2003) that describes the assessment of a reflective learning experience in both higher education and organizational learning. It also includes where the organizational learning steps (Intuiting, Interpreting, Integrating and Institutionalizing) apply from Crossan, Lane and White (1999) and Jenkin's (2013) discussion on Foraging. As described by the model, the employee/student experiences an event upon which she reflects. Using reflective thinking, she responds to the question by reflecting on the experience and how it relates to organizational performance or learning objective(s). Then using reflective learning she evaluates the experience from an individual perspective. Lastly, based on her response, a supervisor or instructor can then assess the learning event. As a result, an assessment can then be applied to how it supported organizational goals or learning outcomes.

FIGURES

Please contact the author for Figures.

DISCUSSION AND CONCLUSIONS

This research discussed the role reflection can have in assessing organizational learning and higher education. One can suggest that it can be a valuable practice in promoting and assessing the practice of reflection or transformative learning from an individual perspective. A challenge in fully appreciating the individual participation in the learning experience has been the ability to assess the inputs. A model that can evaluate the reflective thinking and reflective learning (Bourner, 2003) of the employee or student may help address this challenge.

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Using Service Learning in a Social Sciences Course – A Quasi-experimental Test of Impact

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Biography

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Abstract

The presenter will introduce a quasi-experimental design that is currently underway to test the impact of utilizing service-learning to convey the learning objectives of Lifespan Development, a general education social science course. Research is being collected to evaluate the effectiveness of service learning, which includes data from two Lifespan courses being offered in the same semester that differ only in the implementation of a service learning component. Results should provide evidence to understand the effectiveness of a service-learning generally and specifically within a social science class.

Using Universal Design for Learning to Improve Online Course Accessibility

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Abstract

This session provides participants with information and tools about how to use that Universal Design for Learning (UDL) principles to create e-learning courses are accessible for all learners. Outcomes for the session include 1) participants will evaluate existing course content for compliance with UDL checkpoints; and 2) participants will identify tools needed to create a blueprint for UDL design in a new online course. The blueprint includes creating instructional goals, methods,

materials, and assessments so that courses are consistently accessible without having to create different versions of the course to serve different situations.

Online Proceedings

When Do Students Enrolled in an Online Course Submit Assignments and Exams?

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INTRODUCTION

I'll Submit It When It Is Due!

I started teaching courses online at a regional university in 2008. I felt like a sponge yearning to learn as much as possible about online learning and soaking in as much information as possible from others. Sponsored by the Montana University System, I attended my first Extended Learning Institute (Xli) conference in 2010 and look forward to this conference each year. I leave the conference inspired and informed! The aim of the Xli conference was to promote the exchange of knowledge, effective practices and research relative to online teaching, learning and support services for online students. A teaching practice presented at an Extended Learning Institute conference was the Monday through Sunday online week, with assignments and exams due Sunday evening. I tried this method, but I wasn't convinced this was the best situation for students or faculty. I wanted to learn more about my teaching practices; therefore, I conducted a study to examine and understand when students submitted their academic work in relation to the due date. As a result of this study, I implemented two significant changes to my teaching practices.

A summary of the study is presented below.

Research Questions

The research questions addressed in this study were:

1. What relationship is there between cumulative grade point average and time difference?
2. When did most students submit their academic work?

Definition of Terms

For purposes of this study, the following definitions were used with the research question and methodology guiding the research:

- Assessment Record: An online assignment or online exam submitted by the student through the learning management system.
- Academic Work: An online assignment or online exam submitted by the student through the learning management system.

- Due Date: The date and time of when the assessment record was due. The due date was set by the instructor and restricted in the learning management system.
- Face-to-Face Course: A course listed in the institution's student record system with a Campus classification.
- Online Course: A course listed in the institution's student record system with an Online Campus classification.
- Student: A college freshman, sophomore, junior or senior, attending a regional university in Northwestern Montana and enrolled in at least one online course.
- Submission Time: The date and time recorded in the learning management system, indicating when a student submitted his/her online assignment or completed the online exam.
- Time Difference: The time between when the assessment record, an online assignment or online exam was submitted by the student through the learning management system and when the assessment record was due. Time was reported in minutes and calculated in Microsoft Excel. The calculation was: (Submission Time) minus (Due Date) multiplied by 24.

Limitations and Delimitations of the Study

The following limitations and delimitations were inherent in this study:

1. The actual time students spent preparing for and working on the assignment were not available.
2. The analysis was limited to descriptive statistics and correlations.
3. In assessing potential relationships between students' cumulative grade point average and time difference between submission time and due date, any relationships that were identified cannot be interpreted as cause-effect relationships.
4. This study was limited to college students who were enrolled in an online business course at a regional Northwestern state university taught by one faculty member. Consequently, college students enrolled in online courses in other disciplines and/or taught by other faculty were not considered for analysis in this study.
5. This study was limited to examining assessment records that were submitted by students by the due date. Late assignments and exams were not included in this study.
6. The researcher entered the data in the database, rather than requesting that the Registrar at the institution provide access to existing college student records by downloading data from the college mainframe to desktop computer files.

7. The researcher entered data in the database, rather than requesting that the Instructional Designer at the institution provide access to online records by downloading data from the learning management system to desktop computer files.

METHODOLOGY

Participants

Participants were 189 students (109 female and 80 male) enrolled in at least one undergraduate online course in the department of business at a regional Northwestern state university during academic year 2009-2010, 2010-2011, 2011-2012 and/or fall semester 2012. All participants submitted at least one assignment or exam, using the learning management system. The mean grade point average was 3.06 (SD = .57).

Throughout all semesters and courses examined, the average percentage of students enrolled in all online courses is 33.3 percentage (N = 63), as presented in Table 1. Approximately one-third of the students were defined as truly distance university students, taking all of their courses in a given semester online. The average percentage of students enrolled in online and face-to-face courses is 66.7 percent (N = 126). Over two-thirds of the students were taking online and face-to-face courses; therefore, they were on campus at some point during the week for their face-to-face course or courses.

Table 1: Percentage of Students Enrolled by Student Enrollment Classification and Semester Classification

Observations: N = 189

Semester Classification	Student Enrollment Classification		Enrolled in Online and Face-to-Face Courses		Total
	Enrolled in Online Courses Only		Enrolled in Online and Face-to-Face Courses		
	n	%	n	%	
200970	10	50.0	10	50.0	20
201030	0	0.0	8	100.0	8
201070	4	22.2	14	77.8	18
201130	11	25.0	33	75.0	44
201170	9	42.9	12	57.1	21
201230	7	21.2	26	78.8	33
201270	22	48.9	23	51.1	45
Grand Total	63		126		189

Assessment records, defined as an online assignment or online exam submitted by the student through the learning management system, (N = 857) were examined to discover submission patterns by participants. About half of the assessment records, 49.6 percent (N = 425) were online exams; 50.4% of the assessment records (N = 432) were online assignments. Assessment records ranged from assignments that required students to write papers on a specific topic, develop presentations, manipulate data, analyze information and complete exams on content topics, all of which students submitted electronically and the instructor graded.

In terms of course level, assessment records from seven lower division and upper division undergraduate online business courses were examined. About 70 percent of the assessment records were from upper division courses, as presented in Table 2.

Table 2: Percent of Assessment Records by Course Level		
Observations: N = 857		
Course Level	n	%
100-level	222	25.9
200-level	45	5.3
300-level	538	62.8
400-level	52	6.1
Grand Total	857	100.0

In terms of due date, assessment records due on various days and times of the week were examined. About 82 percent of the assessment records (N = 699) had a Saturday, Sunday or Monday due date, as presented in Table 3.

Table 3: Day of Week Designated for Due Date		
Observations: N = 857		
Day of Week Designated for Due Date	n	%
Sunday	102	11.9
Monday	342	39.9
Tuesday	19	2.2
Wednesday	64	7.5
Thursday	0	0.0
Friday	75	8.8
Saturday	255	29.8
Grand Total	857	100.0

In terms of student submissions, participants had more than one week to complete an online assignment and one week to complete an online exam. For each assessment record, the time of submission was compared to the due date, as restricted in the learning management system.

Data Analysis

Data analysis was conducted in four phases: 1) Data Entry; 2) Coding; 3) Calculations; and 4) Data Analysis.

The data entry phase consisted of retrieving course and student data by semester. First, the researcher retrieved 857 assessment records from the institution's learning management system. Assessment record variables are information about the student's online assignments and online exams within a particular course. These variables were derived from the institution's learning management system for online courses. For each assessment record, eleven assessment record variables were recorded into a database. Table 4 lists the eight assessment record variables used for this study.

Table 4: Assessment Record Variables

Class
Section
Semester
Assessment Record
Student Name
Due Date
Student Submission Date
Student Submission Time

Second, the researcher retrieved 366 student records from the student record system used by the institution. For each student record, three academic variables were added to the database. Academic variables are information about the student's academic enrollment and performance within the institution. These variables were derived from the student record system used by the institution. Table 5 lists the names of the three academic variables used for this study.

Table 5: Academic Variables

Cumulative Grade Point Average
By Term, Total Number of Credit Hours Enrolled by Campus
By Term, Total Number of Credit Hours Enrolled by eCollege Site Campus

The coding phase consisted of creating five new variables that would be used during the data analysis phase. First, the researcher added a unique name counter variable to eliminate double counting. Second, a student gender variable was added to the database, and the researcher coded

each student as “male” or “female”. Third, an assessment record classification variable was added to the database, and the researcher coded each assessment record as “exam” or “non-exam”. Then, a course level variable was added to the database. Based upon the course rubric and number, each course was coded by level, “100”-, “200”-, “300”- or “400” -level. Finally, a student enrollment classification variable was added to the database. For each student and by semester, the total number of credits listed on a student record by campus classification and online campus classification was compared and each record was coded “all online” or “not all online”. Table 6 lists the names of the five new variables used for this study.

Table 6: New Variables
Unique Name Counter
Gender
Assessment Record Classification
Course Level
Student Enrollment Classification

The calculation phase consisted of adding one variable to the database, as presented in Table 7. To analyze submission patterns the researcher calculated the time between when the assessment record was submitted by the student through the learning management system and when the assessment record was due. The time difference was reported in minutes and calculated in Microsoft Excel. The calculation was: (Submission Time) minus (Due Date) multiplied by 24.

Table 7: Calculated Variable
Time Difference

The data analysis phase consisted of three types of analysis: 1) descriptive statistics; 2) correlation; and 3) several queries which involved sorting and filtering the data. Data were examined in numerous ways, including by due date, semester, course level and assessment record classification. Question 1: What relationship is there between cumulative grade point average and time difference? The correlation coefficient for all records (N = 774) was -0.05, indicating a negative correlation and no correlation. Similar results were found for all assessment records at the 100-, 200- and 300-level courses. The correlation coefficient for all assessment records at the 400-level (N = 52) was -0.21, indicating a weak negative correlation. Therefore, a change in one variable, time difference, is not accompanied by a systematic change in the other variable, cumulative grade point average. In essence, students who submitted their assignment or exam early did not have a higher cumulative grade point average. Table 8 presents the results of the correlation analysis.

Table 8: Results of Correlation			
Observations: N = 774			
Observations by Level			
Course Level	Correlation Coefficient	Interpretation	n
100-level	-0.08	No Correlation, Negative	154*
200-level	-0.08	No Correlation, Negative	40*
300-level	-0.04	No Correlation, Negative	538
400-level	-0.21	Weak Negative Correlation	52
All levels	-0.05	No Correlation, Negative	774*
*First semester students at institution were not included in correlation analysis, as these students did not have a cumulative grade point average.			

Question 2: When did students submit their work, an online assignment or exam?

The majority of assessment records, 63.7 percent (N = 546) were submitted by students within 24 hours of the due date. Of these, 9.2% percent of assessment records (N = 79) were submitted by students within 1 hour before it was due. About 13 percent (N = 108) of assessment records were submitted one day, 24 up to 48 hours, before the due date. The remaining assessment records, 23.8 percent (N = 203), were submitted by students earlier. Table 9 presents the percentage of assessment records submitted by time classification.

Table 9: Percent of Assessment Records Submitted by Time Classification		
Observations: N = 857		
Time Classification	n	%
Submitted on due date: 1 up to 24 hours before due date	546	63.7
Submitted 1 day before: 24 up to 48 hours before due date	108	12.6
Submitted 2 days before: 48 up to 72 hours before due date	72	8.4
Submitted 3 days before: 72 up to 96 hours before due date	58	6.8
Submitted 4 days before: 96 hours up to 120 hours before due date	22	2.6
Submitted 5 or more days before: 120+ hours before due date	51	5.9
Grand Total	857	100.0

Time submission data arranged by day of week are presented in Table 10. When analyzing the data, a pattern emerged. If the due date was in the evening, the majority of assessment records, over 50 percent, were submitted by students on the due date. Over 73 percent of assessment records were submitted on the due date or one day before the due date. Four observations will be discussed.

Table 10: Percentage of Assessment Records Submitted by Day of Week																
Observations: N = 857																
	Assessment Record Due Date															
	Sunday 22:00, 23:00 or 23:59		Monday 7:00	Monday 9:00		Monday 19:00 or 23:59			Tuesday 22:00	Wednesday 22:00 or 23:00	Friday 6:00, 2:00 or 2			Saturday 22:00 or 23:00		

First, if the assessment record was due Sunday evening, 79.6 percent of records were submitted by students on Saturday or Sunday. Of these, 69.9 percent (N = 65) were submitted on Sunday, the due date.

Similarly, if the assessment record was due Monday evening, 76.2 percent (N = 32) were submitted by students on Sunday or Monday. Of these, 52.4 percent (N = 22) were submitted on Monday, the due date.

Likewise, if the assessment record was due Wednesday evening, 82.9 percent of records (N = 53) were submitted by students on Tuesday or Wednesday. Of these, 56.3 percent (N = 36) were submitted on Wednesday, the due date.

Finally, if the assessment record was due Saturday evening, 73.6 percent (N = 187) were submitted by students on Friday or Saturday. Of these, 56.6 percent (N = 144) were submitted on Saturday, the due date.

A change in the pattern occurred when the assessment record was due in the morning. Interestingly, if the due date was 7:00 on Monday, 57.7 percent of assessment records (N = 173) were submitted by students on Sunday, one day before the due date. Notably, 16 percent of assessment records (N = 48) were submitted by students between midnight and 7:00, indicating that students submitted their work in the very early hours of the morning.

Another change in the pattern occurred when the due date was mid-week or late-week. Students submitted their work earlier. A weekend day, Sunday, was recognized as a popular day for students to submit their work. Two observations will be discussed.

If the due date was Friday afternoon or evening, less than one-half, or 45.3 percent of assessment records (N = 34) were submitted by students on Friday, the due date. Notably, 25.3 percent of assessment records (N = 19) were submitted by students on Sunday, the weekend day before the assignment was due, followed by 14.7 percent of assessment records (N = 11) submitted by students on Thursday.

Similarly, if the due date was Tuesday evening, 78.9 percent of assessment records (N = 15) were submitted by students on Tuesday, the due date, followed by 10.5 percent of records (N = 2) submitted by students on Sunday, the weekend day before the assignment was due.

CONCLUSIONS

Discussion

The purpose of this study was to examine and understand when students submitted their academic work in relation to the due date with an aim to inform the researcher about current teaching practices. College students attending a regional Northwestern state university and enrolled in at least one online course were the focus of this study. As a result of this study, the researcher implemented two significant changes to her teaching practices.

First, the researcher changed the due date of online assignments. All online assignments are now due at 18:00 on Friday. This due date encourages students to plan ahead, contact the instructor during the

week with questions and use campus resources, such as the online learning management system Help Desk, tutoring services and student success services before the due date. Most staff members work Monday through Friday, 8:00 to 18:00. Additionally, a Friday due date helps eliminate the perception or assumption that an online course is merely a “weekend” course. Although the institution’s library is open on Sunday, most campus resources are not available to students on the weekend. Students have more than one week to complete an assignment; therefore, at least one weekend is available, and typically two or three weekends are available, for students to focus on an assignment.

Second, the researcher shortened the start and end dates for online exams. All online exams are now open from 8:00 on Wednesday to Friday evening at 18:00. This due date encourages students to plan ahead, contact the instructor during the week with questions and use campus resources, such as the online learning management system Help Desk, tutoring services and student success services before the due date. Therefore, if the student has technical issues or computer problems, staff members are available to assist the students quickly and during the week. Staff member hours are Monday through Friday, 8:00 to 18:00.

Interestingly, after these changes were implemented anecdotal evidence suggests that the number of student computer crashes and technical problems during the weekend decreased sharply. Anecdotal evidence also suggests that students are more proactive and pose more questions to the instructor during the week. The instructor and staff members are able to respond in a timely manner during the week.

Recommendations

Although the present results are preliminary in nature, they suggest that different variables need to be considered in future research. The present study examined submission patterns and concentrated on time difference. Future research might employ student observations or a self-reported measure of when and how students approach and complete their work. The incorporation of such data would strengthen the results of future investigations of submission patterns and expand research on time on task, motivation, effort, procrastination and self-regulated learning.

Will *COIL*¹ Become a Signature Pedagogy? Should it?

Linda Rae Markert, Ed.D.

“In 21st century global and digital learning environments, the principal’s role may be to expose students to a wide range of teachers in and out of school and to create opportunities for students to use their knowledge locally and globally.” (Stewart, 2013, p. 54)

Authentic Learning for Aspiring Educational Leaders

A central tenet found in the Conceptual Framework for the School of Education at the State University of New York (SUNY) Oswego is an intense commitment to authentic learning and teaching. Educators and educational leaders are expected to develop and ultimately exhibit enthusiasm, initiative, and dedication to the task of providing a safe, inclusive, equitable environment for **all** students to learn at high levels. Further, they are given many opportunities to seek new and innovative ideas, diverse perspectives, and relevant information to develop continuously as leaders for social justice. Aspiring leaders who will enter the schools of today, tomorrow and onward need skills to move beyond being certified administrators to becoming well-connected lead learners (Meade & Day, 2014). These enlightened instructional leaders must learn how “to engage with like-minded educators throughout the nation and the world” . . . and recognize “what matters are the connections and relationships that are built within and beyond our school walls” (Meade & Day, 2014, p. 29).

For nearly five decades, SUNY Oswego’s Department of Educational Administration’s faculty members have guided and mentored hundreds of graduate students into a multitude of administrative appointments in educational venues across the United States and abroad. Professors take great pride in their alumni who are respected for their talent to lead effective teams, and their desire to establish and sustain strong collaborative partnerships. Picone-Zocchia (2014) might include these aptitudes among many others on a list of what she calls principals’ signature practices.

In her professional development seminars about the use of the Multidimensional Principal Performance Rubric (MPPR), a tool for assessing school building leaders’ effectiveness, Picone-Zocchia (2014) asks participants to consider the potential of their own (and others’) signature practices. These leadership behaviors are observed as school or district administrators try out new approaches to meet nascent and/or persistent issues, or as they test drive an innovative spin on a routine practice. For example: a district leader might try out a community café structure to launch her long-range strategic planning process; the elementary school principal might establish a master schedule where he substitute teaches in one classroom each week to allow the teacher of record to co-

teach with or observe another colleague during the regular school day; or, a high school dean of students might implement a system wherein she facilitates peer-to-peer student deliberations regarding the enforcement of the district's code of conduct.

These leadership strategies, if proven effective with positive outcomes for student learning, may become signature practices over time. They resonate nicely with the ISLLC (2008) policy standards for educational leadership, and echo the findings made by Darling-Hammond (2007) and her colleagues as they wrote their comprehensive report titled *Preparing School Leaders for a Changing World*. "While no list of practices can fully predict whether a leader will be effective in a given context, the capacity to lead in ways that both support teaching and develop productive school organizations appears to be a baseline requirement, a necessary if not sufficient condition, for school leadership" (Darling-Hammond, LaPointe, Meyerson, Orr & Cohen, 2007, p. 10).

In order for prospective educational leaders to acquire the knowledge and develop the skills and dispositions necessary to master these signature practices, preparation programs offered by institutions of higher education (IHEs) must be replete with authentic, applied, and timely learning activities. Deep professional learning must therefore be embedded in the real-world context of contemporary practice. Avowedly then, "a vertical integration of the school, district and university systems has the capability to promote generative learning and provide coherence to a system beset with teacher and principal overload and a cacophony of fragmented innovations" (Korach, Seidel & Salazar, 2012, p. 4). In this essay, through an explanation of SUNY Oswego's COIL initiative, an international partnership is critically proposed for inclusion in this integrated system.

Signature Pedagogies for Authentic Learning

Nearly a decade ago, Lee Shulman introduced us to the concept of signature pedagogies. Then president of the Carnegie Foundation for the Advancement of Teaching (CFAT), Shulman (2005a) explained three dimensions for a signature pedagogy in the professions: **surface** structure (concrete, operational acts of teaching and learning such as, showing, demonstrating, questioning, answering, interacting); **deep** structure (set of assumptions about how to impart a certain body of knowledge and know-how); and **implicit** structure (moral dimension that comprises a set of beliefs about professional attitudes, values and dispositions) (pp. 54-55). The year before this now seminal publication by Shulman hit the stands, this writer had the good fortune of listening to him speak to a small group of higher education professionals during the Integrative Learning Project's¹ summer institute held at the CFAT offices in Palo Alto, California. As he pondered this notion of a powerful signature pedagogy, Shulman conversed with us about how the notion of integration is, in actuality, linked to the quality of integrity (personal conversation, July 24, 2004). A person with integrity "acts" with soundness of mind in an honest, reliable and morally upright manner. We generally think of integration as the state of being whole, cohesive or unified. Integrative learning is about making connections – these may be across disciplines, among components with an academic major, or between curricular content and applied practices. It goes without saying, educational leaders must act with integrity as they navigate building-level and district-wide challenges. That said, integrative

learning and integrated thinking are wonderful iterations of authentic learning, and therefore push us to investigate and/or envision the signature pedagogies that can foster these qualities in aspiring educational leaders.

Some of the “features of signature pedagogies are that they are habitual, routine, visible, accountable, interdependent, collaborative, emotional, unpredictable, and affect-laden” (Shulman, 2005b, p. 12). While these signature pedagogies are both observed and respected as pervasive in their respective disciplines, such as the ones that come to mind when we envision the academic preparation of members of specific professions (e.g., engineering, law, medicine, clergy), Shulman (2005c) makes yet another distinction stating “the pedagogy is one of inherent contingency and uncertainty . . . it’s routine, yet never the same; it’s habitual, but pervaded by uncertainty” (p. 2). Finally, Shulman (2005a) asserts signature pedagogies clearly make a difference in the professions where they reside, and they are powerfully able to “form habits of the mind, habits of the heart, and habits of the hand” (p. 59).

To illustrate this final thought, one might envision the signature pedagogies found in an industrial design laboratory. Professors in this venue will devise assignments that hone their students’ knowledge of design for manufacturing theories along with an understanding of the product development cycle, eventually pushing them to “think” like designers (habits of mind). Projects proposals will be required, followed by actual construction of a scale model or full size prototype where the students begin to “practice” or “perform” like designers (habits of hand). Discussions about intellectual property laws and focus group exercises to identify consumer needs and preferences will provide opportunities to “behave” and “feel” like designers who have a strong moral compass (habits of heart). A modest attempt to present several of Lee Shulman’s salient ideas regarding signature pedagogies in various professions is depicted in Table 1. These categories will later be used to assess *COIL*’s viability as a signature pedagogy for the educational leadership profession.

Professor Shulman’s notions and insights regarding signature pedagogies prompted many scholars to investigate their presence, or lack thereof, within a wide range of disciplines. The topic itself has sparked heated debates among academicians who question the need for “special” pedagogies beyond the quotidian lecture and discussion method during classes. While the intent of this essay is not to provide an exhaustive review of these studies about signature pedagogies, a select few are summarized here to provide a framework for examining the *COIL* process as a functional signature pedagogy for preparing educational leaders. Readers are encouraged to refer to Table 1 as these examples are described; it may be a useful tool to discern the extent to which, by Shulman’s standards, their candidacy as signature pedagogies is evident.

Dimensions	Habits	Features	Caveats
Surface Structure [Acts]	Hand [Practice or	Habitual Routine Visible (Public)	Never the Same

Deep Structure [Assumptions]	Perform] Mind [Think]	Accountable Interdependent Collaborative Emotional	Pervaded by Uncertainty [Perhaps Tentative]
Implicit Structure [Moral Aspects]	Heart [Feel]	Unpredictable Affect-laden Integrative	

Table 1: Signature Pedagogies' Primer

- **Humanities** – Horn (2013) proposed the term 'powerful pedagogy' as an extension of 'signature pedagogy' in her examination of the Oxford tutorial system in the humanities. A model of the tutorial as a teaching system is described and it is portrayed well beyond the familiar very small group setting. The tutorial system "encourages the habit of students independently tackling the initial reading and assimilation of material for any topic . . . develops conversation and performances as students take part in an hour-long discussion of their work . . . gets students used to writing as a way of developing ideas or summarizing their learning . . . and enables students to develop the habit of orienting themselves in a large field" (p. 360).
- **Economics** – Maier, McGoldrick & Simkins (2012) boldly begin their argument stating emphatically "there is currently no 'signature pedagogy' in economics" (p. 98). They move on to discuss the typical sequence of most economics instruction whereas the teaching is more of an expedient vs. a signature pedagogy, with a heavy reliance on a straight lecture approach. They conclude with a few ideas regarding how higher education faculty members should be training students to think like economists, and introduce the creative use of classroom-based economics experiments as a possible signature pedagogic candidate.
- **Education Doctorate (Ed.D.)** – Zambo's (2011) study builds on the Carnegie Project on the Education Doctorate¹ and explains the use of "action research as a signature pedagogy to create stewards of practice, that is, school leaders who have the knowledge, skills and dispositions to pinpoint educational problems, design solutions, and create effective changes" (p. 261). Action research is pervasive in the doctoral program in which Zambo teaches. Her content analysis of the dissertations written by two cohorts of graduate students led her to the assertion that their Ed.D. candidates had "used habits of heart when they focused on a challenge in their world . . . developed habits of hand as they blended their practical wisdom with the theories and research skills they had learned . . . and . . . through multiple cycles of action research and their dissertation work, students developed habits of mind" (p. 270).
- **Teacher Education** – Crafton & Albers (2013) seem to concur with Shulman (2005b) who stated, with some amount of weariness, "it is very, very difficult for me to find the signature pedagogies of teacher education" (p. 15). These scholars open their reflection with this

sentiment: “As teachers of teachers, we embrace a signature pedagogy that, as is true in many disciplines, has not yet been realized” (p. 217). These scholars ultimately identified four loosely coupled areas that comprise their ideas regarding a signature pedagogy in teacher preparation including: “the need for a deep understanding of how people learn; the importance of communities of practice; the significance of semiotic practices; and the recognition that the aim of education is to create critical and democratic spaces of learning” (p. 221).

- **Education Leadership** – Meyer & Shannon (2010) provide one of the very few published analyses of signature pedagogies in this discipline. These researchers introduce authentic case writing as a signature pedagogy for the preparation of future educational leaders. Unlike the process of instructing candidates to deconstruct pre-defined, pre-framed case studies, the case writing pedagogy requires future education leaders to draw from their own organizational experiences in order to write their own cases “frequently featuring themselves as actors in the narrative of organizational development or change to advance their reflections and planned actions” (p. 89). Their research provides compelling evidence for the use of case writing followed by peer review as a tool to develop practical knowledge. Interestingly, the case writing activity may also be a vehicle for aspiring leaders to craft their own signature practices.

SUNY Oswego’s Educational Leadership Program & COIL

The Certificate of Advanced Study (CAS) in educational leadership at SUNY Oswego is a post-masters’/pre-doctorate program leading to school building leader and school district leader certification in the State of New York. It is nationally recognized by the Educational Leadership Constituent Council (ELCC) whose standards for program excellence are identical to those adopted by the National Policy Board for Educational Administration (ISLLC, 2008). Authentic experiences with practicing administrators in contemporary school settings are embedded throughout the program. Curricular additions, modifications and revisions are made as necessary to ensure compliance with the ELCC/ISLLC Standards, NYS regulations and mandates, and to maintain alignment with the following six elements in the School of Education’s Conceptual Framework¹.

- **Authentic Learning**, as noted earlier, is a key component of our program. Beginning with our candidates’ initial (gateway) involvement in action research related to a serious issue proposed by a superintendent, to delivering a school improvement plan to a panel of administrators, to conducting genuine clinical supervision within actual classroom settings, these prospective leaders are engaged in myriad rich school and district contexts. They routinely use and revise current school and district plans and policies, and their capstone course (recently modified) requires them to analyze authentic data documents from a district other than their own in order to create a framework for a 3-5 year strategic plan.
- **Knowledge** of effective leadership strategies, skills and attributes is a central objective of this graduate program. The content of all required courses and electives reflects the best practices of successful leaders whose diversity adds to the success of schools and districts. Candidates

align leadership skills with their endorsement and implementation of the NYS Common Core Learning Standards. They apply their knowledge of instruction, curriculum, supervision, professional development, organizational theory, law, personnel, school/district finance, and other related skills to authentic issues ongoing in schools. All candidates demonstrate this knowledge in classes, field experiences, throughout their internship, in their oral and written comprehensive exams, and through their passing scores on the NYS School Leadership Assessments.

- **Reflection** is built into every course and is of particular importance during the internship. Written reflective statements on team process as well as task accomplishment are interwoven in all teamwork. Candidate learning regarding roles on various teams, as well as leadership activities in general, are part of these reflections. Platform statements are written in several courses, and are used to assess candidates' dispositional attributes; they also allow faculty members to assess the quality of their thinking about contemporary topics (e.g., supervising and evaluating personnel, using data for school improvement, and ethical dilemmas). We believe reflective leaders are much better able to lead successfully and ethically at both the building and district levels.
- **Practice** is fostered as leaders from the field engage candidates in learning through the use of successful research-based strategies. Candidates are involved in ongoing self-assessment and receive feedback regularly from their professors and mentors. They are required to use technology for sharing reflections, class assignments, projects and research. They use technology tools to maintain rich dialogue with their colleagues during team exercises and application of these assignments to the field. During the second year of the CAS program, candidates complete an intensive internship within a school building or district-level appointment. Lasting a minimum of twenty weeks (summer included), these clinically rich experiences provide the best opportunities for aspiring leaders to put into practice some of the knowledge and skills they are learning in the program. In other words, in Shulman's (2005a) language, they begin to develop the habits of mind, hand and heart essential to effective school leadership.
- **Collaboration & Leadership** are critical to the core of our CAS for preparing future building and district leaders. Our candidates possess a wide range of previous experiences in schools when they are admitted into the CAS. Those with limited exposure to administrative duties often lack the knowledge or confidence to know the right questions to ask that will help them gather sufficient data to adequately address the vast array of ethical and often controversial quandaries they will ultimately encounter in the field. Therefore, each candidate must demonstrate proficiency in leadership and in working collaboratively with colleagues. In each of our courses candidates are expected to work in teams to produce both team and individual products for instructor and also peer review.

- **Social Justice** is an aspect of our program that ensures our leaders are aware of the need to create school environments and district cultures that are equitable for and inclusive of all. After graduation and once hired, educational leaders have an opportunity on many levels to influence school and district structures, together with curriculum policies and procedures that engage students and staff who have a wide range of abilities and backgrounds. It is essential they are aware of this power they have to make positive change happen for everyone in an equitable way. Social justice objectives are interwoven throughout the issue analysis action research, school improvement simulation, strategic plan framework, guest presentations, seminars, case studies, and ongoing dialogue with professors, mentors, colleagues, and school district leaders.

These examples provide a briefly annotated overview of Oswego's CAS, and also illustrate a variety of signature pedagogies faculty members are using to reach intended learning outcomes for school district leaders. We were both intrigued and incredulous when SUNY Oswego launched its *COIL* initiative in 2011, announcing its firm commitment to encouraging and actively supporting the development and implementation of globally networked academic activities as a new format for experiential cross-cultural learning. On one hand, this innovative instructional platform created an opportunity for our department members to think critically about transforming a component of the CAS to allow NYS leadership candidates to link with graduate students in another country who would bring diverse geo-physical perspectives and insights to the table. On the other hand, we had to acknowledge the fact we tend to be firm believers that face-to-face delivery of our courses trumps online delivery of the required course material. Realistically though, while our candidates largely perform very well on the aforementioned assessments, they often report feeling a bit less than well-prepared to tackle issues related to collaborating with family and community members, especially those who are not from the same cultural or ethnic background.

ISLLC (2008) standards four and six most closely address these competencies. Standard #4 states that educational leaders are able to collaborate with family and community members, as they respond to diverse community interests and needs, while mobilizing community resources. A function within standard four speaks to an ability to promote understanding, appreciation and use of the community's diverse cultural, social, and intellectual resources. Standard #6 asserts that educational leaders understand, and are able to respond to and influence the larger political, social, economic, legal and cultural context surrounding their district. A discrete function within standard six requires the skills needed to assess, analyze and anticipate emerging trends and initiatives in order to adapt leadership strategies (ISLLC, 2008, p. 19). With a bit less skepticism, we ultimately agreed *COIL* represents a powerful instructional tool to meet these and many expected learning outcomes for future educational leaders. Our next step was to identify an optimal point in the CAS where a *COIL* experience makes the most sense, and will positively enhance candidates' learning. Given the iterative and recursive nature of the courses and applied assignments completed within the

CAS, we decided to focus our attention on the newly revised capstone course titled *Organizational Change for School Building and District Leaders*.

This course is set up to allow leadership candidates to pull together all of the learning activities they have encountered during their previously completed coursework and administrative internship. They learn about and practice the essential elements of the strategic planning process as used to bring about desired change(s) in educational institutions, organizations and districts. They are expected to include multiple perspectives, use/apply various change structures, and discuss the cultural relevancy embedded in organizational change that is equitable and fruitful for all stakeholders. In its current format, candidates work in teams to conduct a series of interviews with practicing administrators who have developed (or are currently developing) a long-range strategic plan. The team is required to analyze why change was necessary, the stakeholders involved, the time frame, and the parameters considered. Candidates review the planning process through political, cultural, ethical, financial, global, and instructional perspectives. They create partnerships to create the framework for a district-wide strategic plan using local existing data documents. A few of these might include: school report cards, enrollment trends, changing demographics in the region, and school building floor plans. They prepare an executive report to accompany this strategic plan framework.

“COIL is not a technology, but rather a new approach to teaching and learning that brings together geographically distant instructors and students from different lingua-cultural backgrounds to communicate and collaborate through the use of online communication methods” (Guth, 2013, p. 2). Our education majors typically read (or hear) about how the United States’ P-12 students perform, when compared to primary and secondary students in other nations, on measures like the TIMSS (Trends in International Mathematics and Science Study), the PIRLS (Progress in International Reading & Literacy Study)¹ or on the International PISA Test (Programme for International Student Assessment). However, they do not normally have an opportunity to engage in detailed conversations with their leadership counterparts abroad about how the data are used, and the reasons students perform the way they do on these internationally standardized measures. Consider how the COIL approach might transform the assigned strategic plan investigations in the *Organizational Change* capstone course, and allow partnerships to form between SUNY Oswego’s CAS students and those enrolled in a parallel leadership program abroad. This seems to have excellent potential for being a signature pedagogy for leadership preparation, but the study has yet to commence.

The professor of record for the SUNY Oswego capstone course is presently in conversation with colleagues in several international institutions of higher education. In anticipation she will locate professors who are ready and able to link their courses with hers, a pilot COIL study is envisioned for the spring 2015 term. Once the partnership is established, faculty members in both institutions will begin what the SUNY COIL Center (2013) calls the “negotiation stage” of the process (p. 10). It is here that a variety of proposals for networking and linking the courses can be collaboratively discussed

and ultimately developed. Perhaps the academic faculty partners could synchronously or asynchronously share a lecture or two? Professors at both institutions might jointly plan a few shared discussion activities for their students in response to the lectures, and this could occur through written or videoconferencing communication. Or, faculty members could develop a mutually agreed upon project to link the two courses allowing graduate students in both countries to examine how they are sensitized to the global arena of education by deepening understanding of themselves and their culture. Further, this jointly completed project could give candidates a vastly different glimpse of how they are perceived as aspiring leaders, and how they perceive others in the international profession of educational administration. The faculty members may ask their students to work together for several weeks during the term on an authentic problem-solving exercise that will be mutually valuable to everyone.

Can COIL Be Described as a Signature Pedagogy?

As we ponder this question, which may actually be construed as somewhat rhetorical, it is useful to review the signature pedagogies primer presented earlier in the essay as Table 1. You may recall the various headings within Shulman's framework for signature pedagogies included features, habits, dimensions and caveats.

The SUNY COIL Center (2013) provides an array of prominent *features* and characteristics to consider regarding the *COIL* course model and modality. In their words, "*COIL*, also referred to as globally networked learning and virtual exchange, is a new teaching and learning paradigm that promotes the development of intercultural competencies across shared multicultural learning environments" (p. 4). Another view of this pedagogic approach is offered by deWit (2013) who suggests the *COIL* terminology "combines the four essential dimensions of real virtual mobility: it is a collaborative exercise of teachers and students; it makes use of online technology and interaction; it has potential international dimensions; and it is integrated into the learning process" (p. 1). And, in their review of online collaborative learning, Coughlin & Kajder (2009) found that teachers' professional learning communities seemed to press the groups to actually share collegial responsibility for each other's learning, development and measured growth.

Since the *COIL* course model is still in a nascent stage of development (i.e., 5-6 years at most), it is difficult, if not impossible, to ascribe Shulman's features whereby the pedagogy is viewed as habitual, pervasive or routine. But, we can certainly make a case to affirm the *COIL* pedagogy is interdependent, collaborative, emotional, unpredictable, affect-laden and integrative. And, since it may be possible for some students to "hide" or "be partially anonymous" during online discussions, and faculty members in each IHE may assess intercultural competence in an uneven manner, the jury is probably still out with reference to *COIL* being fully visible (public) or consistently accountable (Table 1 – features).

The following few anonymous testimonials were submitted by college students who had recently completed a *COIL* course. If these are representative of the many who have participated in

COIL to date, it seems reasonable to conclude these individuals have developed, and are continuing to refine new *habits* of hand, mind and heart (Table 1 – habits).

- As a team, the teachers were great! It was fun to watch them exchange ideas and theories about a given piece of literature because their knowledge is so encyclopedic. Individually, they are still excellent professors. (Guth, 2013, p. 22)
- It was so interesting to learn about the different approach to sports in the United States and Europe, as well as how the subject of sports management is taught much differently. It made us all think in a whole new way about the relevance of the subject matter. (deWit, 2013, p. 2)
- The most enlightening moments for me during the collaboration was realizing that America is a very conceited country who thinks too much of itself and often disguises this conceit through a false patriotism. The need for sensitivity and understanding was briefly addressed through our activities, but more action needs to be taken. (Guth, 2013, p. 22)
- Working with American students was better than I expected. (Guth, 2013, p. 23)

The third aspect of Shulman's (2005a) signature pedagogy framework that provides a lens through which the *COIL* pedagogic model should be examined relates to the three *dimensions* he proposed as surface, deep and implicit structures (Table 1 – dimensions). And, since the process of transforming our educational leadership capstone course to include a *COIL* module is in a very early stage of execution, with the pilot study planned for spring 2015, the following ideas are, by default, conjectural. Nonetheless, they provide a foundational starting point for this discussion.

The *COIL* pedagogy's **surface structure** entails the use of Internet-based tools and innovative online instructional strategies (e.g., Blackboard or Angel, Collaborate, Jabber, Elluminate, Google Hang-out, email and videoconferencing). Faculty members work in tandem and collaboratively facilitate a cross-cultural conversation that brings a new global dimension to their course content. As it impacts the preparation of educational leaders, the *COIL* linkage itself can be viewed as another critical component within the vertically integrated connections between schools, districts, IHEs and colleagues abroad. Also apparent in the surface structure for *COIL* is the fact that although the international component of the course takes place solely online, the full courses at each IHE may be offered in hybrid formats with a significant number of face-to-face sessions occurring at both locations. And, unlike study abroad experiences, students who take *COIL* courses are enrolled, charged tuition, earn credits and receive grades only at their home college or university.

As for the **deep structure** of *COIL*, it is probably way too early to articulate a full set of assumptions about how to most effectively impart knowledge or know-how about a specific topic – in this case, educational leadership. We do know that the *COIL* pedagogy strives to build bridges across study abroad, instructional designers and higher education teaching faculty, through team taught courses, thereby promoting, integrating and enhancing international education experiences across the curriculum.¹ One might argue that the curricular negotiations that take place between and among the team of *COIL* professors provide insights about their firmly held beliefs about how to

educate aspiring leaders to think and act like educational administrators. Avowedly, the United Kingdom's *Professional Standards Framework* (2011) might not align exactly with the *ISLLC Standards* (2008) within which SUNY Oswego's capstone course is framed. Moving beyond these parameters to a place where the *COIL* faculty members in both countries commit to a bi-directional, mutually shared process of assessing their students' intercultural competence as future leaders is imperative.

The moral dimension for the *COIL* course model is what defines its **implicit structure**. It probably goes without saying that the early founders and supporters of the *COIL* movement, who facilitated a one-day conference in 2007 at SUNY Purchase in Westchester, NY, were keenly interested in finding a new, more affordable and inclusive vehicle for a greater number of post-secondary students to have an international teaching and learning experience. *COIL* proponents recognized many college students cannot afford, or are too afraid to study abroad for an entire semester. They therefore sought ways to eliminate these barriers for instructors and students alike, allowing all to become fully engaged with different perspectives about the subject matter being taught in their respective disciplines. As *COIL* pedagogies have evolved over the past few years, participants report that each course is as unique as the course content itself; the level of institutional support and resources, the country context, and the formal (as well as informal) relationship between the partners differ from one course to the next (SUNY COIL Center, 2013, p. 5).

To conclude, it is only fitting to end with the fourth factor in Shulman's signature pedagogy discourse (Table 1 – caveats). The two essential *caveats* he posited regarding a signature pedagogy in a discipline state that they are never the same, and are pervaded by uncertainty (Shulman, 2005c). One of the most often heard negative statements about teaching and/or taking a *COIL* course regards the inconsistent, unreliable, uncertain or even tentative nature of the instructional technologies needed to support an efficient interchange between the partners. Others voiced anxiety about lacking the skills needed to play the role of intercultural mediator when moments of tension or delicate issues arose during the online classes. More specifically, this professor's journey to transform a capstone educational administration course to include a globally networked academic experience for prospective school leaders is well-intentioned, but replete with uncertainty!

A comprehensive review of the case studies available at the SUNY COIL Center (Guth, 2013), revealed that no other graduate level educational administration course had been offered via the *COIL* model. Exciting, but still evolving, discussions are underway with potential faculty partners around the globe, with a mutually beneficial agreement anticipated in the near future. Our spring 2015 *COIL* pilot study will provide data and artifacts we will examine to more confidently declare this instructional approach to be a signature pedagogy for educational leadership. As preparers of tomorrow's educational leaders, by committing to the *COIL* model and making a concerted effort to infuse a *COIL* experience into Oswego's CAS program, we are astutely following the advice Vivien Stewart (2013) offered to future school principals in the quote used to introduce this essay.

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Will COIL^{vi} Become a Signature Pedagogy? Should it?

Linda Rae Markert, Ed.D.

“In 21st century global and digital learning environments, the principal’s role may be to expose students to a wide range of teachers in and out of school and to create opportunities for students to use their knowledge locally and globally.” (Stewart, 2013, p. 54)

Authentic Learning for Aspiring Educational Leaders

A central tenet found in the Conceptual Framework for the School of Education at the State University of New York (SUNY) Oswego is an intense commitment to authentic learning and teaching. Educators and educational leaders are expected to develop and ultimately exhibit enthusiasm, initiative, and dedication to the task of providing a safe, inclusive, equitable environment for **all** students to learn at high levels. Further, they are given many opportunities to seek new and innovative ideas, diverse perspectives, and relevant information to develop continuously as leaders for social justice. Aspiring leaders who will enter the schools of today, tomorrow and onward need skills to move beyond being certified administrators to becoming well-connected lead learners (Meade & Day, 2014). These enlightened instructional leaders must learn how “to engage with like-minded educators throughout the nation and the world” . . . and recognize “what matters are the connections and relationships that are built within and beyond our school walls” (Meade & Day, 2014, p. 29).

For nearly five decades, SUNY Oswego’s Department of Educational Administration’s faculty members have guided and mentored hundreds of graduate students into a multitude of administrative appointments in educational venues across the United States and abroad. Professors take great pride in their alumni who are respected for their talent to lead effective teams, and their desire to establish and sustain strong collaborative partnerships. Picone-Zocchia (2014) might include these aptitudes among many others on a list of what she calls principals’ signature practices.

In her professional development seminars about the use of the Multidimensional Principal Performance Rubric (MPPR), a tool for assessing school building leaders’ effectiveness, Picone-Zocchia (2014) asks participants to consider the potential of their own (and others’) signature practices. These leadership behaviors are observed as school or district administrators try out new approaches to meet nascent and/or persistent issues, or as they test drive an innovative spin on a routine practice. For example: a district leader might try out a community café structure to launch her long-range strategic planning process; the elementary school principal might establish a master schedule where he substitute teaches in one classroom each week to allow the teacher of record to co-teach with or observe another colleague during the regular school day; or, a high school dean of students might implement a system wherein she facilitates peer-to-peer student deliberations regarding the enforcement of the district’s code of conduct.

These leadership strategies, if proven effective with positive outcomes for student learning, may become signature practices over time. They resonate nicely with the ISLLC (2008) policy standards for educational leadership, and echo the findings made by Darling-Hammond (2007) and her colleagues as they wrote their comprehensive report titled *Preparing School Leaders for a Changing World*. “While no list of practices can fully predict whether a leader will be effective in a given context, the capacity to lead in ways that both support teaching and develop productive school

organizations appears to be a baseline requirement, a necessary if not sufficient condition, for school leadership” (Darling-Hammond, LaPointe, Meyerson, Orr & Cohen, 2007, p. 10).

In order for prospective educational leaders to acquire the knowledge and develop the skills and dispositions necessary to master these signature practices, preparation programs offered by institutions of higher education (IHEs) must be replete with authentic, applied, and timely learning activities. Deep professional learning must therefore be embedded in the real-world context of contemporary practice. Avowedly then, “a vertical integration of the school, district and university systems has the capability to promote generative learning and provide coherence to a system beset with teacher and principal overload and a cacophony of fragmented innovations” (Korach, Seidel & Salazar, 2012, p. 4). In this essay, through an explanation of SUNY Oswego’s COIL initiative, an international partnership is critically proposed for inclusion in this integrated system.

Signature Pedagogies for Authentic Learning

Nearly a decade ago, Lee Shulman introduced us to the concept of signature pedagogies. Then president of the Carnegie Foundation for the Advancement of Teaching (CFAT), Shulman (2005a) explained three dimensions for a signature pedagogy in the professions: **surface** structure (concrete, operational acts of teaching and learning such as, showing, demonstrating, questioning, answering, interacting); **deep** structure (set of assumptions about how to impart a certain body of knowledge and know-how); and **implicit** structure (moral dimension that comprises a set of beliefs about professional attitudes, values and dispositions) (pp. 54-55). The year before this now seminal publication by Shulman hit the stands, this writer had the good fortune of listening to him speak to a small group of higher education professionals during the Integrative Learning Project’s^{vi} summer institute held at the CFAT offices in Palo Alto, California. As he pondered this notion of a powerful signature pedagogy, Shulman conversed with us about how the notion of integration is, in actuality, linked to the quality of integrity (personal conversation, July 24, 2004). A person with integrity “acts” with soundness of mind in an honest, reliable and morally upright manner. We generally think of integration as the state of being whole, cohesive or unified. Integrative learning is about making connections – these may be across disciplines, among components with an academic major, or between curricular content and applied practices. It goes without saying, educational leaders must act with integrity as they navigate building-level and district-wide challenges. That said, integrative learning and integrated thinking are wonderful iterations of authentic learning, and therefore push us to investigate and/or envision the signature pedagogies that can foster these qualities in aspiring educational leaders.

Some of the “features of signature pedagogies are that they are habitual, routine, visible, accountable, interdependent, collaborative, emotional, unpredictable, and affect-laden” (Shulman, 2005b, p. 12). While these signature pedagogies are both observed and respected as pervasive in their respective disciplines, such as the ones that come to mind when we envision the academic preparation of members of specific professions (e.g., engineering, law, medicine, clergy), Shulman

(2005c) makes yet another distinction stating “the pedagogy is one of inherent contingency and uncertainty . . . it’s routine, yet never the same; it’s habitual, but pervaded by uncertainty” (p. 2). Finally, Shulman (2005a) asserts signature pedagogies clearly make a difference in the professions where they reside, and they are powerfully able to “form habits of the mind, habits of the heart, and habits of the hand” (p. 59).

To illustrate this final thought, one might envision the signature pedagogies found in an industrial design laboratory. Professors in this venue will devise assignments that hone their students’ knowledge of design for manufacturing theories along with an understanding of the product development cycle, eventually pushing them to “think” like designers (habits of mind). Projects proposals will be required, followed by actual construction of a scale model or full size prototype where the students begin to “practice” or “perform” like designers (habits of hand). Discussions about intellectual property laws and focus group exercises to identify consumer needs and preferences will provide opportunities to “behave” and “feel” like designers who have a strong moral compass (habits of heart). A modest attempt to present several of Lee Shulman’s salient ideas regarding signature pedagogies in various professions is depicted in Table 1. These categories will later be used to assess *COIL*’s viability as a signature pedagogy for the educational leadership profession.

Professor Shulman’s notions and insights regarding signature pedagogies prompted many scholars to investigate their presence, or lack thereof, within a wide range of disciplines. The topic itself has sparked heated debates among academicians who question the need for “special” pedagogies beyond the quotidian lecture and discussion method during classes. While the intent of this essay is not to provide an exhaustive review of these studies about signature pedagogies, a select few are summarized here to provide a framework for examining the *COIL* process as a functional signature pedagogy for preparing educational leaders. Readers are encouraged to refer to Table 1 as these examples are described; it may be a useful tool to discern the extent to which, by Shulman’s standards, their candidacy as signature pedagogies is evident.

Dimensions	Habits	Features	Caveats
Surface Structure [Acts]	Hand [Practice or Perform]	Habitual Routine Visible (Public) Accountable	Never the Same
Deep Structure [Assumptions]	Mind [Think]	Interdependent Collaborative Emotional	Pervaded by Uncertainty
Implicit Structure [Moral Aspects]	Heart [Feel]	Unpredictable Affect-laden Integrative	[Perhaps Tentative]

Table 1: Signature Pedagogies’ Primer

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- **Humanities** – Horn (2013) proposed the term ‘powerful pedagogy’ as an extension of ‘signature pedagogy’ in her examination of the Oxford tutorial system in the humanities. A model of the tutorial as a teaching system is described and it is portrayed well beyond the familiar very small group setting. The tutorial system “encourages the habit of students independently tackling the initial reading and assimilation of material for any topic . . . develops conversation and performances as students take part in an hour-long discussion of their work . . . gets students used to writing as a way of developing ideas or summarizing their learning . . . and enables students to develop the habit of orienting themselves in a large field” (p. 360).
 - **Economics** – Maier, McGoldrick & Simkins (2012) boldly begin their argument stating emphatically “there is currently no ‘signature pedagogy’ in economics” (p. 98). They move on to discuss the typical sequence of most economics instruction whereas the teaching is more of an expedient vs. a signature pedagogy, with a heavy reliance on a straight lecture approach. They conclude with a few ideas regarding how higher education faculty members should be training students to think like economists, and introduce the creative use of classroom-based economics experiments as a possible signature pedagogic candidate.
 - **Education Doctorate (Ed.D.)** – Zambo’s (2011) study builds on the Carnegie Project on the Education Doctorate^{vi} and explains the use of “action research as a signature pedagogy to create stewards of practice, that is, school leaders who have the knowledge, skills and dispositions to pinpoint educational problems, design solutions, and create effective changes” (p. 261). Action research is pervasive in the doctoral program in which Zambo teaches. Her content analysis of the dissertations written by two cohorts of graduate students led her to the assertion that their Ed.D. candidates had “used habits of heart when they focused on a challenge in their world . . . developed habits of hand as they blended their practical wisdom with the theories and research skills they had learned . . . and . . . through multiple cycles of action research and their dissertation work, students developed habits of mind” (p. 270).
 - **Teacher Education** – Crafton & Albers (2013) seem to concur with Shulman (2005b) who stated, with some amount of weariness, “it is very, very difficult for me to find the signature pedagogies of teacher education” (p. 15). These scholars open their reflection with this sentiment: “As teachers of teachers, we embrace a signature pedagogy that, as is true in many disciplines, has not yet been realized” (p. 217). These scholars ultimately identified four loosely coupled areas that comprise their ideas regarding a signature pedagogy in teacher preparation including: “the need for a deep understanding of how people learn; the importance of communities of practice; the significance of semiotic practices; and the recognition that the aim of education is to create critical and democratic spaces of learning” (p. 221).

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- **Education Leadership** – Meyer & Shannon (2010) provide one of the very few published analyses of signature pedagogies in this discipline. These researchers introduce authentic case writing as a signature pedagogy for the preparation of future educational leaders. Unlike the process of instructing candidates to deconstruct pre-defined, pre-framed case studies, the case writing pedagogy requires future education leaders to draw from their own organizational experiences in order to write their own cases “frequently featuring themselves as actors in the narrative of organizational development or change to advance their reflections and planned actions” (p. 89). Their research provides compelling evidence for the use of case writing followed by peer review as a tool to develop practical knowledge. Interestingly, the case writing activity may also be a vehicle for aspiring leaders to craft their own signature practices.

SUNY Oswego’s Educational Leadership Program & COIL

The Certificate of Advanced Study (CAS) in educational leadership at SUNY Oswego is a post-masters’/pre-doctorate program leading to school building leader and school district leader certification in the State of New York. It is nationally recognized by the Educational Leadership Constituent Council (ELCC) whose standards for program excellence are identical to those adopted by the National Policy Board for Educational Administration (ISLLC, 2008). Authentic experiences with practicing administrators in contemporary school settings are embedded throughout the program. Curricular additions, modifications and revisions are made as necessary to ensure compliance with the ELCC/ISLLC Standards, NYS regulations and mandates, and to maintain alignment with the following six elements in the School of Education’s Conceptual Framework^{vi}.

- **Authentic Learning**, as noted earlier, is a key component of our program. Beginning with our candidates’ initial (gateway) involvement in action research related to a serious issue proposed by a superintendent, to delivering a school improvement plan to a panel of administrators, to conducting genuine clinical supervision within actual classroom settings, these prospective leaders are engaged in myriad rich school and district contexts. They routinely use and revise current school and district plans and policies, and their capstone course (recently modified) requires them to analyze authentic data documents from a district other than their own in order to create a framework for a 3-5 year strategic plan.
- **Knowledge** of effective leadership strategies, skills and attributes is a central objective of this graduate program. The content of all required courses and electives reflects the best practices of successful leaders whose diversity adds to the success of schools and districts. Candidates align leadership skills with their endorsement and implementation of the NYS Common Core Learning Standards. They apply their knowledge of instruction, curriculum, supervision, professional development, organizational theory, law, personnel, school/district finance, and other related skills to authentic issues ongoing in schools. All candidates demonstrate this knowledge in classes, field experiences, throughout their internship, in their oral and written

comprehensive exams, and through their passing scores on the NYS School Leadership Assessments.

- **Reflection** is built into every course and is of particular importance during the internship. Written reflective statements on team process as well as task accomplishment are interwoven in all teamwork. Candidate learning regarding roles on various teams, as well as leadership activities in general, are part of these reflections. Platform statements are written in several courses, and are used to assess candidates' dispositional attributes; they also allow faculty members to assess the quality of their thinking about contemporary topics (e.g., supervising and evaluating personnel, using data for school improvement, and ethical dilemmas). We believe reflective leaders are much better able to lead successfully and ethically at both the building and district levels.
- **Practice** is fostered as leaders from the field engage candidates in learning through the use of successful research-based strategies. Candidates are involved in ongoing self-assessment and receive feedback regularly from their professors and mentors. They are required to use technology for sharing reflections, class assignments, projects and research. They use technology tools to maintain rich dialogue with their colleagues during team exercises and application of these assignments to the field. During the second year of the CAS program, candidates complete an intensive internship within a school building or district-level appointment. Lasting a minimum of twenty weeks (summer included), these clinically rich experiences provide the best opportunities for aspiring leaders to put into practice some of the knowledge and skills they are learning in the program. In other words, in Shulman's (2005a) language, they begin to develop the habits of mind, hand and heart essential to effective school leadership.
- **Collaboration & Leadership** are critical to the core of our CAS for preparing future building and district leaders. Our candidates possess a wide range of previous experiences in schools when they are admitted into the CAS. Those with limited exposure to administrative duties often lack the knowledge or confidence to know the right questions to ask that will help them gather sufficient data to adequately address the vast array of ethical and often controversial quandaries they will ultimately encounter in the field. Therefore, each candidate must demonstrate proficiency in leadership and in working collaboratively with colleagues. In each of our courses candidates are expected to work in teams to produce both team and individual products for instructor and also peer review.
- **Social Justice** is an aspect of our program that ensures our leaders are aware of the need to create school environments and district cultures that are equitable for and inclusive of all. After graduation and once hired, educational leaders have an opportunity on many levels to influence school and district structures, together with curriculum policies and procedures that engage students and staff who have a wide range of abilities and backgrounds. It is essential

they are aware of this power they have to make positive change happen for everyone in an equitable way. Social justice objectives are interwoven throughout the issue analysis action research, school improvement simulation, strategic plan framework, guest presentations, seminars, case studies, and ongoing dialogue with professors, mentors, colleagues, and school district leaders.

These examples provide a briefly annotated overview of Oswego's CAS, and also illustrate a variety of signature pedagogies faculty members are using to reach intended learning outcomes for school district leaders. We were both intrigued and incredulous when SUNY Oswego launched its *COIL* initiative in 2011, announcing its firm commitment to encouraging and actively supporting the development and implementation of globally networked academic activities as a new format for experiential cross-cultural learning. On one hand, this innovative instructional platform created an opportunity for our department members to think critically about transforming a component of the CAS to allow NYS leadership candidates to link with graduate students in another country who would bring diverse geo-physical perspectives and insights to the table. On the other hand, we had to acknowledge the fact we tend to be firm believers that face-to-face delivery of our courses trumps online delivery of the required course material. Realistically though, while our candidates largely perform very well on the aforementioned assessments, they often report feeling a bit less than well-prepared to tackle issues related to collaborating with family and community members, especially those who are not from the same cultural or ethnic background.

ISLLC (2008) standards four and six most closely address these competencies. Standard #4 states that educational leaders are able to collaborate with family and community members, as they respond to diverse community interests and needs, while mobilizing community resources. A function within standard four speaks to an ability to promote understanding, appreciation and use of the community's diverse cultural, social, and intellectual resources. Standard #6 asserts that educational leaders understand, and are able to respond to and influence the larger political, social, economic, legal and cultural context surrounding their district. A discrete function within standard six requires the skills needed to assess, analyze and anticipate emerging trends and initiatives in order to adapt leadership strategies (ISLLC, 2008, p. 19). With a bit less skepticism, we ultimately agreed *COIL* represents a powerful instructional tool to meet these and many expected learning outcomes for future educational leaders. Our next step was to identify an optimal point in the CAS where a *COIL* experience makes the most sense, and will positively enhance candidates' learning. Given the iterative and recursive nature of the courses and applied assignments completed within the CAS, we decided to focus our attention on the newly revised capstone course titled *Organizational Change for School Building and District Leaders*.

This course is set up to allow leadership candidates to pull together all of the learning activities they have encountered during their previously completed coursework and administrative

internship. They learn about and practice the essential elements of the strategic planning process as used to bring about desired change(s) in educational institutions, organizations and districts. They are expected to include multiple perspectives, use/apply various change structures, and discuss the cultural relevancy embedded in organizational change that is equitable and fruitful for all stakeholders. In its current format, candidates work in teams to conduct a series of interviews with practicing administrators who have developed (or are currently developing) a long-range strategic plan. The team is required to analyze why change was necessary, the stakeholders involved, the time frame, and the parameters considered. Candidates review the planning process through political, cultural, ethical, financial, global, and instructional perspectives. They create partnerships to create the framework for a district-wide strategic plan using local existing data documents. A few of these might include: school report cards, enrollment trends, changing demographics in the region, and school building floor plans. They prepare an executive report to accompany this strategic plan framework.

“COIL is not a technology, but rather a new approach to teaching and learning that brings together geographically distant instructors and students from different lingua-cultural backgrounds to communicate and collaborate through the use of online communication methods” (Guth, 2013, p. 2). Our education majors typically read (or hear) about how the United States’ P-12 students perform, when compared to primary and secondary students in other nations, on measures like the TIMSS (Trends in International Mathematics and Science Study), the PIRLS (Progress in International Reading & Literacy Study)^{vi} or on the International PISA Test (Programme for International Student Assessment). However, they do not normally have an opportunity to engage in detailed conversations with their leadership counterparts abroad about how the data are used, and the reasons students perform the way they do on these internationally standardized measures. Consider how the COIL approach might transform the assigned strategic plan investigations in the *Organizational Change* capstone course, and allow partnerships to form between SUNY Oswego’s CAS students and those enrolled in a parallel leadership program abroad. This seems to have excellent potential for being a signature pedagogy for leadership preparation, but the study has yet to commence.

The professor of record for the SUNY Oswego capstone course is presently in conversation with colleagues in several international institutions of higher education. In anticipation she will locate professors who are ready and able to link their courses with hers, a pilot COIL study is envisioned for the spring 2015 term. Once the partnership is established, faculty members in both institutions will begin what the SUNY COIL Center (2013) calls the “negotiation stage” of the process (p. 10). It is here that a variety of proposals for networking and linking the courses can be collaboratively discussed and ultimately developed. Perhaps the academic faculty partners could synchronously or asynchronously share a lecture or two? Professors at both institutions might jointly plan a few shared discussion activities for their students in response to the lectures, and this could occur through

written or videoconferencing communication. Or, faculty members could develop a mutually agreed upon project to link the two courses allowing graduate students in both countries to examine how they are sensitized to the global arena of education by deepening understanding of themselves and their culture. Further, this jointly completed project could give candidates a vastly different glimpse of how they are perceived as aspiring leaders, and how they perceive others in the international profession of educational administration. The faculty members may ask their students to work together for several weeks during the term on an authentic problem-solving exercise that will be mutually valuable to everyone.

Can COIL Be Described as a Signature Pedagogy?

As we ponder this question, which may actually be construed as somewhat rhetorical, it is useful to review the signature pedagogies primer presented earlier in the essay as Table 1. You may recall the various headings within Shulman's framework for signature pedagogies included features, habits, dimensions and caveats.

The SUNY COIL Center (2013) provides an array of prominent *features* and characteristics to consider regarding the *COIL* course model and modality. In their words, "*COIL*, also referred to as globally networked learning and virtual exchange, is a new teaching and learning paradigm that promotes the development of intercultural competencies across shared multicultural learning environments" (p. 4). Another view of this pedagogic approach is offered by deWit (2013) who suggests the *COIL* terminology "combines the four essential dimensions of real virtual mobility: it is a collaborative exercise of teachers and students; it makes use of online technology and interaction; it has potential international dimensions; and it is integrated into the learning process" (p. 1). And, in their review of online collaborative learning, Coughlin & Kajder (2009) found that teachers' professional learning communities seemed to press the groups to actually share collegial responsibility for each other's learning, development and measured growth.

Since the *COIL* course model is still in a nascent stage of development (i.e., 5-6 years at most), it is difficult, if not impossible, to ascribe Shulman's features whereby the pedagogy is viewed as habitual, pervasive or routine. But, we can certainly make a case to affirm the *COIL* pedagogy is interdependent, collaborative, emotional, unpredictable, affect-laden and integrative. And, since it may be possible for some students to "hide" or "be partially anonymous" during online discussions, and faculty members in each IHE may assess intercultural competence in an uneven manner, the jury is probably still out with reference to *COIL* being fully visible (public) or consistently accountable (Table 1 – features).

The following few anonymous testimonials were submitted by college students who had recently completed a *COIL* course. If these are representative of the many who have participated in *COIL* to date, it seems reasonable to conclude these individuals have developed, and are continuing to refine new *habits* of hand, mind and heart (Table 1 – habits).

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- As a team, the teachers were great! It was fun to watch them exchange ideas and theories about a given piece of literature because their knowledge is so encyclopedic. Individually, they are still excellent professors. (Guth, 2013, p. 22)
 - It was so interesting to learn about the different approach to sports in the United States and Europe, as well as how the subject of sports management is taught much differently. It made us all think in a whole new way about the relevance of the subject matter. (deWit, 2013, p. 2)
 - The most enlightening moments for me during the collaboration was realizing that America is a very conceited country who thinks too much of itself and often disguises this conceit through a false patriotism. The need for sensitivity and understanding was briefly addressed through our activities, but more action needs to be taken. (Guth, 2013, p. 22)
 - Working with American students was better than I expected. (Guth, 2013, p. 23)

The third aspect of Shulman's (2005a) signature pedagogy framework that provides a lens through which the *COIL* pedagogic model should be examined relates to the three *dimensions* he proposed as surface, deep and implicit structures (Table 1 – dimensions). And, since the process of transforming our educational leadership capstone course to include a *COIL* module is in a very early stage of execution, with the pilot study planned for spring 2015, the following ideas are, by default, conjectural. Nonetheless, they provide a foundational starting point for this discussion.

The *COIL* pedagogy's **surface structure** entails the use of Internet-based tools and innovative online instructional strategies (e.g., Blackboard or Angel, Collaborate, Jabber, Elluminate, Google Hang-out, email and videoconferencing). Faculty members work in tandem and collaboratively facilitate a cross-cultural conversation that brings a new global dimension to their course content. As it impacts the preparation of educational leaders, the *COIL* linkage itself can be viewed as another critical component within the vertically integrated connections between schools, districts, IHEs and colleagues abroad. Also apparent in the surface structure for *COIL* is the fact that although the international component of the course takes place solely online, the full courses at each IHE may be offered in hybrid formats with a significant number of face-to-face sessions occurring at both locations. And, unlike study abroad experiences, students who take *COIL* courses are enrolled, charged tuition, earn credits and receive grades only at their home college or university.

As for the **deep structure** of *COIL*, it is probably way too early to articulate a full set of assumptions about how to most effectively impart knowledge or know-how about a specific topic – in this case, educational leadership. We do know that the *COIL* pedagogy strives to build bridges across study abroad, instructional designers and higher education teaching faculty, through team taught courses, thereby promoting, integrating and enhancing international education experiences across the curriculum.^{vi} One might argue that the curricular negotiations that take place between and among the team of *COIL* professors provide insights about their firmly held beliefs about how to educate aspiring leaders to think and act like educational administrators. Avowedly, the United

Kingdom's *Professional Standards Framework* (2011) might not align exactly with the *ISLLC Standards* (2008) within which SUNY Oswego's capstone course is framed. Moving beyond these parameters to a place where the *COIL* faculty members in both countries commit to a bi-directional, mutually shared process of assessing their students' intercultural competence as future leaders is imperative.

The moral dimension for the *COIL* course model is what defines its **implicit structure**. It probably goes without saying that the early founders and supporters of the *COIL* movement, who facilitated a one-day conference in 2007 at SUNY Purchase in Westchester, NY, were keenly interested in finding a new, more affordable and inclusive vehicle for a greater number of post-secondary students to have an international teaching and learning experience. *COIL* proponents recognized many college students cannot afford, or are too afraid to study abroad for an entire semester. They therefore sought ways to eliminate these barriers for instructors and students alike, allowing all to become fully engaged with different perspectives about the subject matter being taught in their respective disciplines. As *COIL* pedagogies have evolved over the past few years, participants report that each course is as unique as the course content itself; the level of institutional support and resources, the country context, and the formal (as well as informal) relationship between the partners differ from one course to the next (SUNY COIL Center, 2013, p. 5).

To conclude, it is only fitting to end with the fourth factor in Shulman's signature pedagogy discourse (Table 1 – caveats). The two essential *caveats* he posited regarding a signature pedagogy in a discipline state that they are never the same, and are pervaded by uncertainty (Shulman, 2005c). One of the most often heard negative statements about teaching and/or taking a *COIL* course regards the inconsistent, unreliable, uncertain or even tentative nature of the instructional technologies needed to support an efficient interchange between the partners. Others voiced anxiety about lacking the skills needed to play the role of intercultural mediator when moments of tension or delicate issues arose during the online classes. More specifically, this professor's journey to transform a capstone educational administration course to include a globally networked academic experience for prospective school leaders is well-intentioned, but replete with uncertainty!

A comprehensive review of the case studies available at the SUNY COIL Center (Guth, 2013), revealed that no other graduate level educational administration course had been offered via the *COIL* model. Exciting, but still evolving, discussions are underway with potential faculty partners around the globe, with a mutually beneficial agreement anticipated in the near future. Our spring 2015 *COIL* pilot study will provide data and artifacts we will examine to more confidently declare this instructional approach to be a signature pedagogy for educational leadership. As preparers of tomorrow's educational leaders, by committing to the *COIL* model and making a concerted effort to infuse a *COIL* experience into Oswego's CAS program, we are astutely following the advice Vivien Stewart (2013) offered to future school principals in the quote used to introduce this essay.

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