



MINORITIES &

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Summer 2014

**Top 7 Reasons Why Women
Business Leaders Are Needed**

**5 Keys of Success
As A Direct Support**

Pros & Cons of Online Education

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In this Edition:

Top 7 Reasons Why Women Business Leaders Are Needed.....Page 4

Create Business Systems With This Simple Project Management System.....Page 7

Keeping The Pace-Powerful Time Management Skills.....Page 10

Learn How to Supervise People and Deal With Common Employee Complaints.....Page 14

It Takes More Than Hype.....Page 20

Tough Times, Optimism, Personal Responsibility and Success.....Page 23

How Can CIOs Prevent Their Team Members From Burning Out?.....Page 29

5 Keys to Success As a Direct Support Professional.....Page 33

Why Police Jobs Are Getting Harder to Get.....Page 39

Successful People Never Stop Learning.....Page 42

How Do You Develop Professional Presence?.....Page 45

Pros And Cons of Onlione Education For The World Citizen.....Page 49

Some Harsh Words About "Guided Reading"Page 66

Creating Better Pathways For Minority Student Transfer.....Page 71



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minoritysuccess.us

Publisher.....MSPG, Inc.
General Manager.....Mike Jahromi
Operatings.....Shahrouz Govahi
Business Development.....Mehrshad Alborz
Client Services.....Frank Baethe
Web Design.....Avrin Design

Free Subscription for Colleges, Libraries and Minority Employment Organizations. \$29 all others

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Vol. XXIII No. 3 ISSN# 1058-6318

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Top 7 Reasons Why Women Business Leaders Are Needed

By: Brian Kirk

That's what they say...but business is being done a new way. Massive technological connectivity and access to tidal waves of information is causing a shift in society, workers attitudes and how business is done.

Rapid changes in technology are causing disruption in the way corporations do business. Communication is now digital. Products are now digital. Marketing and delivery of product and services must be done in a different way.

Added to that, the evolution of global business environments has

significantly increased competition and stress on the traditional corporation.

One other important shift is that now the "knowledge worker" (skilled and experienced) is now becoming the most valuable asset of the corporation versus capital equipment and they are leaving corporations by the thousands.

So what is a corporation to do? Find and retain the best people.

I believe a new, better corporate structure is evolving and it will take

women of ability paired with men of ability to make it the best and most profitable business. However, few women make it to the top management positions.

This is where many women's development programs have failed. They simply addressed the soft skills of mindset and confidence for women.

The truth is that successful business is led by people of experience with specific business skills AND the right mindset.

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This is why we must develop women managers further through learning experiences, coaching and training that insure the results a corporation needs to obtain highly skilled women leaders.

Here are some reasons why we need more women as leaders in business:

1. Women, on average, are terrific communicators and tend to be better at it than men. It's the information age and it's highly competitive. This means companies will need more skilled communicators involved in all aspects of business where good, clear communication is critical to generate revenue, control expense, manage top talent and build a loyal customer base.
2. Global business will require expanding business networks. Women are natural networkers.
3. Diverse viewpoints can result

in better, more creative solutions to business issues. Both women and men are needed to address business issues effectively.

4. Keeping a talented knowledge worker will require relationship strategies. Women instinctively care about building relationships which is why they tend to gravitate toward jobs where building relationships is a major component such as Marketing or HR.
5. Increased competition will require the resources of creative thinkers to develop new products and services that meet the needs and desires of the marketplace. The talent pool of creative leaders is doubled when more women leaders are available.
6. Rapid change in technologies requires more flexibility. Women have extensive multi-tasking abilities as evidenced by

women who manage business and families at the same time.

7. Half of the workers available today are women. Women in leadership roles can act as mentors to develop other potential women leaders just as executive men have done for years.

With all this said, women are still not reaching top levels in management. There are several reasons for this.

Part of the reason is societal in that women were often not included in business conversations as they were growing up so they did not have the opportunity to learn. Part is that the corporate structure was invented by men for the way men think and work. Part is that women are still the primary managers of the family and cannot always dedicate all their time to the company.

In a recent survey conducted by Womencorp, there were some striking differences between what men

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believed and what women believed about the “why” women are not succeeding as corporate business leaders.

Of the female respondents, 68.3% believe that lack of flexible options for work is holding women back. 51.7% believe that lack of confidence is also a contributing factor. 45% believe that women aren’t given a chance because men stick together.

This was what one woman had to say about that subject:

“This is a very complex issue. What I have found, after seven years at [a major corporation], is that men seem to internally denigrate qualified technical women (perhaps because of jealousy). They do form cliques and do not wish to ‘include’ women in their cliques. They are group-oriented, no doubt. They will hang with

other guys, just because they are guys. There are individual males who communicate well with women,

but they are few. Despite years of emphasis on including women, promoting women, and hiring women, I feel that the disparity of women in the business world is growing, not shrinking. Still, both men and women

do not seem to ‘get it’. I wish I had something more positive and constructive to give, but I do not.”

On the other hand, 53.7% of men believe that lack of flexible options is holding women back. 32.3% said they feel the glass ceiling is still firmly in place and just 17.9% believe that women lack confidence.

Perhaps men don’t realize women lack confidence, whereas women know how they feel. This mindset can be altered with a proper development program for both women managers and men who manage women.

This comment from one male participant is noteworthy:

“Capable women are often unfairly fast tracked early in their career to

positions that may demand experience to be successful over a prolonged period. Found wanting, they are then niched in dead-end executive roles. Rather like moving a ball player to the majors too quickly because of their native talent. Their “rookie” mistakes occur with too much exposure and can prove fatal.”

But what difference does it make as to why few women have achieved top leadership roles in business? The reason to know why is because we can then use this information to develop solutions.

The bottom line is that more women need to be in leadership roles for many reasons including the 7 listed above. The challenge is to find new ways to enable them to succeed at top levels.

For both men and women respondents, they seem to feel that coaching, mentoring and multi-day workshops are quite important to help develop women leaders to their fullest potential.

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Create Business Systems With This Simple Project Management System

By: Kim N Morris

Here is an outline of the system I have used to plan my time and to track and manage my business building activities for developing my business.

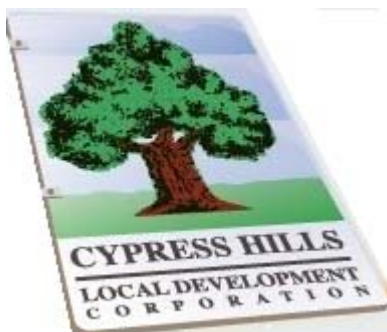
Project Management Plan

I created my project management plan in MS Excel, but you could do it in MS Word, or even by keeping a notebook.

The steps:

1. List all activities that you need to do in order to get your business ready to launch.
2. Identify your launch date
3. Work out how many months you have until your launch
4. For each activity you identified choose the month that you need to do the activity in
5. For each activity in each of the months, choose the week that you need to do it in
6. Once you have the activities by month, and by week, you now need to identify an estimated time to complete the activity, and a target date within the week you nominated
7. Next you will need to identify the milestones, or key activities where you think that it will be a real accomplishment when you have achieved it

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8. On your project plan, highlight your milestones so that they stand out, and now the important bit....
9. Beside each of your milestone, write what your reward is, for example it might be a manicure, walk on the beach, indulgent food, dinner out etc etc.
10. Next is planning for contingency in your project management plan. For each activity you need to identify if a contingency plan is required in the event that the activity is not able to be delivered.
11. A good way to do contingency planning is to go through each activity and ask yourself for each one "What would happen if this [your activity] didn't happen," and then rate your answer according to "nothing," "I could live without it" or "I can't launch my business without it." Anything that will prevent you from launching your business needs a contingency plan. A contingency plan, is basically an alternative to what you were previously going to do - a back up plan.
12. Once you get to this level of planning - I would consider this to be your "baseline" project management plan - your starting point for moving forward.

I did find that several times throughout my building phase, I have had to "crash" my project management plan, because my timeframes were not being met, because I kept adding additional things in, and not getting to the ones on the list. This is of course good, but what it means is that you must re-evaluate your overall project management plan timeframes, that is, where your activities are sitting in the plan, and whether or not they need to be moved as other things are added in, or perhaps things you had on there initially might even become redundant. So, in a nutshell "crashing" your project plan is basically stripping away all the tasks and activities that are not critical to the delivery of your project - which is getting your business to a state ready for launching.

So this is your high level project management plan. As each activity is completed you should cross it off, not delete it. Crossing it off, rather than deleting it is more about the psychology of recognising how far you have come more than anything. Crossing off is recognition that every time you do it you are getting closer to where you want to be.

Each time you cross something off, include the date it was completed, and the amount of time it took, and compare that to what you had originally estimated. This is just useful to know for future reference in case you have to perform these activities again post launch.

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Keeping The Pace - Powerful Time Management Skills

By: Cheryl Leitschuh

Do you sometimes feel like the white rabbit in Alice In Wonderland? "I'm late! I'm late! I'm late!" You might be aware of time management tips in the world but during times of increased stress your natural style emerges. So, you can decide to work against your natural time management tendencies OR you can work with your natural flow to improve your productivity.

So, what are "natural time management tendencies"?

There are two types of time management tendencies. One is the

"Time Manager". This person appreciates promptness, speed, brevity and punctuality. They measure things by the clock and typically decide in advance how time will be spent on each task/project. Planners and to-do lists work well for this type of personality. Predictable tasks lend themselves well to this personality.

The other time management tendency is the "Process Manager". For this person, time is related to many complex factors. Decisions are typically made intuitively, in the moment and as events play out. People issues, intangibles and

agreements are most suited to this type of personality.

Each needs a different approach to time performance management that suits their personality and yet gets the work done. Following are three Powerful Time Management tips tailored to each of the tendencies.

Performance Enhancement #1: PLAN

For Time Managers, planning involves making a list and checking it

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twice. For Process Managers, planning involves piles and possibilities. We have all heard the saying “Plan well in advance and stick to your plan.” This type of thinking will work well for the Time Manager and frustrate the Process Manager.

Time Managers will perform best if they take time during the day to create a to-do list and have an action plan for each day. Process Managers will need to have three to four working items on their desk. More than four and they will feel overwhelmed. Less than three and they will feel bored.

Tip from the Coach: Regardless of your style, schedule three times during your day to do a time management performance check. The start of the day, mid-day and late afternoon would be my recommendation. The length of this check-in should be five to ten minutes in length. During this time you will either

1) review your list or

2) check the piles of working items on your desk. Clarify where you are and where you need to focus between the current time and your next check-in time.

Performance Enhancement #2: FOCUS

“Finish one task at a time.” A great time management tip that works fine for the Time Manager Personality but can be a disaster for the Process Manager Personality. Time Managers strive to finish each task before moving on to the next. Or, at the very least, leave it with a note on top as to the next steps before you set it aside to begin the next project.

For Process Managers, if you spend too much time on one task, your brain will begin to wander to other projects and tasks despite your best efforts to concentrate on one task at a time.

Therefore, with three to four projects on your desk, recognize that you may only be able to spend twenty minutes focusing on one project before moving to another. By frequently changing the focus, you will perform at a higher level than the “one task at a time” perspective.

Tip from the Coach: If you manage others, be aware of this difference. What you see as a lazy or unorganized person may be that your style is Time Manager and your staff’s style is Process Manager. OR, you may see a person on your team as rigid and slow. This may be because you are a Process Manager personality while this team member is a Time Manager personality.

Performance Enhancement #3: USE SOME BEHAVIORS FROM THE OPPOSITE STYLE

Overwork and stress sometimes lead

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us to become more engrained in our natural styles. The more you can self-manage to use the style that is best for the situation, the more your performance will improve. For example, if you are a Time Manager personality with multiple tasks on your desk, do not let the anxiety of too many things and no clear timeline...overwhelm you. Recognize that is not a natural operating position for your tendency. Do recognize the anxiety, but do not overreact to the anxiety.

On the other hand, if you are a Process Manager who needs to focus on one high priority task, you may struggle with keeping your mind focused on the task. The anxiety will also occur but for a different reason. Recognize that this is not a natural operating position for your personality AND do not overreact to the anxiety.

Tip from the Coach: At the same time that you are checking in on your planning needs from Tip #1 also check in with your anxiety. If anxiety is present, first take a deep breath. One of the things that happens when you are anxious is you forget to breathe which in turn creates more anxiety. After taking a few deep breaths, recognize the anxiety and the fact that you do not need to overreact to the anxiety. Do what you can to plan for the next block of time using your natural time management style. If you cannot use your natural style, incorporate what is needed. Just remember, this too shall pass.

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Learn How to Supervise People and Deal With Common Employee Complaints

By: Linda Finkle

There may be no such thing as a perfect workplace, with perfect staff, and a perfect manager. An employee may start with a company completely happy and satisfied, but problems and dissatisfaction begin to set in. Whether the employee complaints are reasonable or not, they should be addressed by managers or the leadership team. In learning good business leadership and how to supervise people, you need to be able to look into employee complaints before they get out of hand.

Employees who are happy with the work environment, satisfied with work practices, and motivated by their managers will perform their job with more passion and efficiency. In the same way that employees who have grievances and complaints about issues concerning work will fail to meet organizational expectations, simply because they will be demotivated to perform while preoccupied with their issues.

To help leaders understand how to supervise people more effectively, here's a shortlist of the most common

employee complaints in the workplace. Knowing them will give you a head start on addressing these issues:

"I am underpaid"

When the work begins to get tougher and tougher, employees will start to ask for a salary raise. Employers need to compensate workers commensurate to the time and effort their work demands.

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“I am micromanaged”

Employees generally appreciate being empowered by their managers to make decisions and take on bigger responsibilities. No one likes to be treated like a kid in the workplace.

“There is favoritism”

When organizations make the slightest hint that they favor a few employees over others, it can spark huge complaints. We all want to be treated fairly in every aspect of our professional work.

“No one listens to me”

Employees want to be heard. They want to be able to speak out their ideas and suggestions and know that the leadership team listens and values what they think about issues that concern the business.

“I am overworked”

As business demands increase with growth, many

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employees find themselves over-burdened with work. Some organizations are undermanned and staff is forced to meet higher quotas in shorter deadlines.

“I don’t have enough benefits”

Employee benefits are very important to keep staff motivated. In most cases, organizations invest very little in providing the proper benefits to their workers.

“The work environment is not conducive”

Not all organizations invest well in workspaces that are conducive to efficient work and productivity. This can be a big factor to demotivate staff.

It is necessary for organizational leaders to know how to supervise people and deal with complaints the right way. It is natural for workers to complain and have objections every now and then, you can’t please everyone. Some may totally agree with your business process while others might totally hate it. What’s important is that as a leader, you listen to your employees and take steps and decisions that will benefit the majority. Learning *good business leadership* and how to supervise people may take a lot of trial and error, but don’t worry, you’ll get there.

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It Takes More Than Hype

By: Rick Johnson

Some ineffective leaders believe that a new slogan, a new vision or mission statement or a new “Flavor of the Month” initiative is all that is needed to instill excitement, a sense of urgency, dedication and the ability to release employee discretionary energy. After all...

“Excitement breeds Excitement — Success breeds Success.”

I firmly believe that. Why wouldn't I — I said it. However, I am not naïve enough to simply believe that's all it takes. Just get your people excited

with an internal marketing slogan or pitch and everything else will fall into place. Kind of like the “Law of Attraction”. Just believe and visualize anything and it will happen...
HOGWASH.

Yes, there is validity to the Law of Attraction but that validity only comes into play if “you take action”.

Being a Cheerleader is not Enough

A cheerleader's primary responsibility

is to keep the team focused and motivated. They in essence are the primary team builder starting at the top with the executive team. But creating an enthusiastic executive team isn't enough. The leader must instill the coaching and mentoring concept in the core belief system of his executive team to insure that these values are passed down throughout the organization.

Creating a slogan, simply relying on your cheer leading skills as a leader is just not enough. Although employee attitude is one of the most critical

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elements of success, it is far from being the only one. This is especially true if your entire culture needs rebuilding. This becomes a major transformation.

Transformational Leadership

Richard L. Daft raises the question, “What kind of people can lead an organization through major change?” Rebuilding your culture as an organization qualifies as major change and requires transformational leadership. Daft points out that this type of leader is characterized by the ability to bring about change through innovation and creativity. This type of leader motivates people to not only follow their lead but to believe in the vision of corporate transformation, the need for revitalization, to sign on for the new vision and to help institutionalize a

new organizational process.

Almost every Human Resource expert will tell you that employees must enjoy their work to be effective doing it. Enjoying work is not limited to the task itself. What this really means is simply “enjoying work is exceptionally dependent upon the culture which the works resides in.” In other words, the company must build a culture that the employees embrace; one that encourages self-development, empowerment, social interaction, accountability and recognition. This is the platform required to build the kind of culture and transformation that will create excitement, create success instilling a desire in employees to release their discretionary energy.

What is discretionary energy?

Discretionary energy is the energy an

employee uses when going above and beyond the call of duty to complete a task or get the job done. Every employee has discretionary energy. The amount of energy released and employed at work depends on their attitude, how well they enjoy being at work, how they are treated and how they feel about the company and how excited and energized they become. Discretionary energy can be the difference between doing what is expected and performing in an outstanding manner.

The Lead Wolf Leader Approach

Lead Wolf Leaders get results. They make things happen. They continually advance a clear agenda, get others to buy in and move the organization to accomplish specific objectives. They are explicit,

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consistent, concise and sincere. They generally have an abundance of charisma although some leaders gain success with a quieter influence. They instill a sense of confidence along with excitement. Lead Wolf leaders take charge and are not afraid of responsibility or risk. Most people want to follow them. A good leader develops openness, honesty, clarity of purpose and a sincere caring for the people they lead. They gain commitment and trust by demonstrating respect for the individual. They have a keen sense of understanding. Most Lead Wolf Leaders have established a pattern when it comes to creating the kind of culture that encourages excitement and breeds success. This pattern includes the following:

- They have an incessant curiosity about success and the future
- They demonstrate a willingness to

admit they don't have all the answers

- They recognize and embrace the need for change
- They understand that there is no purple pill to creating a sense of urgency, a culture of success and an atmosphere filled with excitement.
- They make a commitment of time and resources to create change and manage it effectively
- They develop a structure with supporting processes to stay focused on the desired goals and results
- They take unprecedented steps through empowerment and recognition to maximize participation and involvement throughout the organization.
- They practice the skill of listening while at the same time creating an acceptance of accountability by every

employee.

Change can be challenging. More importantly however, change can be the driving force that creates both individual and team effectiveness. That driving force to be effective requires leadership at every level in the organization. Effective leaders understand this and indoctrinate change as a living breathing organism and process that needs to be embraced by everyone in a positive sense. Effective leaders know that creating and managing change starts with the human side of the equation. Behavioral change becomes a necessity for almost every success initiative employed. This often means more effective coaching, training, skill development, empowerment and accountability. And last but not least, change becomes a meaningful part of organizational structure and culture.

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Tough Times, Optimism, Personal Responsibility and Success

By: Bud Bilanich

Self confidence is one of the keys to personal and professional success. You can become self confident by doing three things. First, choose optimism. Believe in your heart of hearts that today will be better than yesterday, and that tomorrow will be better than today. Second, face your fears and act. Procrastination and inaction feed fear and rob you of self confidence. Action cures fear. Take responsibility for yourself and do something. Third, surround yourself with positive people. Don't let the naysayers into your life. Hang

around with people who are positive about themselves, their careers and life in general.

I have been in business as a success coach, speaker and management consultant for 21 years. I've been through several economic downturns. This past year, however, has been the most difficult of all my years in business.

As a result of the economic downturn, many of my clients are in a severe cost containment mode. This means that a lot of my consulting and coaching work

dried up this year. I'm an optimist, so I feel confident that it will return. However and more important, I've used my down time as this opportunity to change my business model and learn some new tricks.

For 21 years, I have operated in the B to B sector. This downturn has led me to refocus my business on the B to C sector. This year, I invested time and money in becoming adept as an internet marketer, selling coaching services and information products via the internet to individuals, not

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corporations.

This change has not been as simple as it seems. In short, it's been a time of incredible learning as well as a time of high stress. Instead of bemoaning my "bad luck" as a result of the economic situation, I have turned 2009 into an exhilarating year. I've chosen to be happy and optimistic and to use the economic downturn as an opportunity to learn new things and put them into play.

This change has also impacted my home life. For many years, I got on an airplane on Sunday or Monday almost every week and returned home on Thursday or Friday. Now, I stay at home more and work out of my home office, which is good. It has introduced an entirely different dynamic into my marriage — and this is a good thing. I live a healthier lifestyle too. I eat better when I'm at home — and I exercise more too. It's all good.

This change has had some other unexpected benefits. I've met some great people that I never would have had I not begun marketing my services to individuals. One of my coaching clients is the pastor of a Chinese Christian Church in New York. Another is a woman real estate developer here in Denver who has done well for herself buying abandoned buildings and turning them into

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condos. I've met some dynamic young people who are mentoring me in the art of internet marketing. Had I not added a B to C component to my business, I would never have met these interesting people, and I would have lost an opportunity to serve many others, helping them create the successful lives and careers they want and deserve.

In short, I'm grateful for the opportunity this economic downturn has afforded me. I chose optimism and committed to taking personal responsibility for creating positive change in my life and work. As a

result, I've expanded my business. I'm traveling less. I'm healthier. And, I am building a business that I can sell when, and if, I decide to retire. Right now though, I'm having too much fun learning new things and meeting new people to think about retiring.

The common sense point here is simple. Successful people are self confident. Self confident people are optimistic. They face their fears and act. They commit to taking personal responsibility for their lives and careers. When you are optimistic and commit to taking personal responsibility you realize that the stuff

that happens to you is not nearly as important as how you choose to react to the stuff that happens. I used the recent economic downturn to add another component to my business. I learned a lot in the process and created a more sustainable and stronger business. And that's how I suggest you think. When the fates seem to be conspiring against you look on the bright side. Figure out what you can learn from the situation and how these learnings can help you move forward. Then commit to taking personal responsibility for doing what it takes.

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How Can CIOs Prevent Their Team Members From Burning Out?

By: Dr. Jim Anderson

Isn't it the dream of every CIO to have a fully committed team? A team that understands the importance of information technology and what you are trying to accomplish as a team, has fully bought in to that dream, and is aggressively working to achieve your goals? It turns out that there is a dark side to this dream. You need to be aware of what that dark side is and how you can deal with it before it causes your team to burn out...

The Downside of Having An A-Team

At first glance, having a totally committed team would appear to be a CIO's dream. Just think about it: your team "gets it". Those things that you've decided that the IT department needs to work on are what your team is willing to work on. When you are not there, you know that they are still moving forward because they truly believe in the department's goals.

Yes, this is a good thing. However, there is a downside to all of this. It is

entirely possible that the members of your team who are so committed to accomplishing the team's goals are going to end up burning themselves out. There's just no way that you can fully commit yourself to accomplishing a task without starting to come apart around the edges.

As the person with the CIO job you are going to have to be looking for the tell-tale signs of burnout to start to happen within your team's Type A's. What you'll start to see among your team members will be exhaustion, a loss of motivation, team members not

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taking care of themselves, and perhaps even health problems. This is exactly what you'd like to prevent from happening in the first place.

How To Prevent Team Burnout

As the person in the CIO position it is your job to stop burnout from happening to your team before it happens. This means several things for you. First, you are going to have to identify the Type A's on your team - they are the most likely to burnout. Next you are going to have to keep a careful eye on them to detect if they are starting to have problems.

What you'd like to do is to take steps to prevent burnout before it happens. One of the ways that you can do this is by stopping everything that your team is doing. The reason that burnout will happen is that your Type As are going to get too consumed by their work. By calling a halt to all work, you can get their attention.

Take the team off site. Get them out of the office. This is not an IT team building exercise. Rather it is a chance for your team to take a break and spend time together not working. The key is that there needs to be no agenda and no structure

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to these events. As a CIO, you need to be willing to step in and command some time for your team to have fun.

What All Of This Means For You

One of a CIO's greatest challenges is to get your team fully motivated. However, it turns out that if you are able to do this, there is a dark side to it. Members of your team may be TOO motivated and may start to become burned out as they fully throw themselves into achieving your team's goals.

In order to prevent burnout from happening, as the CIO you need to take action. You need to pull your team out of their work environment and have them focus on doing something else for a while. Forget team building, just have the team kick back and enjoy spending time together not working. This will allow your Type A's to chill out and will prevent burnout.

Building a high performing IT team is never easy to do. Keeping that team operating at top speed without suffering a burnout is the next step for a CIO. Take the time to allow your team to "decompress" and you'll be able to keep them on track and not burning out!

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5 Keys to Success As a Direct Support Professional

By: Bobby J Harris

Direct Support Professionals (DSP's) are people who work with and for people with intellectual disabilities or physical disabilities. The motive of DSP's is to help the program participants to increase independence and integrate into the community with minimal restrictions. DSP's often enter the field of adult human services with a prejudice that the relationship with people having intellectual disabilities is automatic. In reality, that isn't the fact. There are some concepts that are very

essential for the DSP to understand to better their chance of success.

1. You are a service provider

As a Direct Support Professional, you need to know that you are a service provider, and the participant is essentially your customer. You aren't in a higher hierarchy than the participant and need to treat with dignity and respect. The DSP has to understand that he is getting paid for

services, and the participant is entitled to the highest level of quality.

2. Understand your role and responsibilities

The job is not like babysitting. Program participants are adults with intellectual and or developmental disabilities. It is hence important for the DSP to understand that these adults have the same feeling like any other adult. The only difference

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would be that the participant may not have the required opportunities that as the average person. A simple YouTube search for Realistic DSP Job Preview will yield several excellent sources of information.

3. Earn respect and trust; it is not automatic

Respect is not a guaranteed entitlement for the services a DSP offers. Participants often have traumatic histories. Past experiences impact a person's ability to trust and form new relationships. Respect is gained with a consistent quality service and a consistent positive attitude.

4. Maintaining a positive attitude

The DSP should maintain a highly positive attitude. Attitude is a key factor that contributes to the success of a DSP. It is important to understand the power of first impressions. First impressions can be formed in as little as three seconds. Positive attitude is crucial in setting a good first impression. In turn, a positive, caring attitude spreads positive energy, and this is mutually beneficial to the participant as well as the DSP.

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5. Give space

It's true that you need to provide support as a Direct Support Professional. However, you also need to note that one of the keys to success is to help the participant be a self-advocate. The patient should be given space and privacy as required in their plan of care. Participants should be given the freedom to comprehend things by himself and do as much as he can for himself. It is important to educate the participant in rights and responsibilities with as much detail require.

People with intellectual and developmental disabilities are more like than different from the average person. At the core, we are all human and have similar needs and desires. It is important that the DSP understand and respect their position as a source of support. Understanding the five keys outlined, will aid in starting your career off on the right foot.

Bobby Harris is a driven, experienced and knowledgeable professional within areas such as healthcare, childhood education, abuse intervention and crisis prevention; organizational leadership and intellectual / developmental disabilities.

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Why Police Jobs Are Getting Harder to Get

By: Don Cirillo

In today's unpredictable economy the police force represents a form of employment that is highly sought after. It's almost recession proof. As the economy gets worse, the crime rate goes up and the more police officers are needed. Plus, you are given a good, competitive salary that comes complete with job security and many benefits that few other jobs are able to offer you.

There are many other reasons for wanting a career in law enforcement, some of the main ones being that few other jobs offer you the

excitement and satisfaction that is received from being involved in the police force. On top of this you also gain the satisfaction of helping people, arresting felons and wearing your badge with honor.

It is due to these factors that there is now overwhelming competition for police officer jobs so in order to find the best candidates you need to pass the Police Officer Entrance Exam. It is because of this exam that many extremely qualified police candidates don't get through. The force doesn't want ordinary candidates they want the

best, the toughest, the most intelligent and the most able to pass the test. Police departments can now be more selective. The screening process has become more difficult.

Basically it comes down to this, people who get better test scores will be chosen over people who are deemed to be the most qualified for the job. Some of the best candidates for the police force don't get hired simply because they don't prepare enough or they simple don't take tests well. It doesn't matter how many facts you know or how physically fit you

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are, if you don't learn strategies about how to approach exams you will find it very difficult to pass.

If you fail or you don't do very well in your entrance exam but you are the most qualified candidate you could find that people with less college or on job experience than you are being hired over you simply based on their better test results. Unfortunately, the most qualified person doesn't always get hired or promoted. The candidates, who have the best test scores, usually do.

You only have to look at the statistics that surround the entrance exam to join the police force to gain an idea of just how difficult it can be. Statistics indicate that only 35% of people pass and out of those that sit the exam only an estimated 10% are hired. This is down to the high standard of training that a police officer needs as well as the high

quality of the person that the force is seeking.

If you don't pass the exam you won't be hired. However passing the exam doesn't mean that you are guaranteed to be hired but the higher your test score the more likely you are to be hired.

If you asked someone which one out of toughness, intelligence or test ability is the most important when it comes to gaining a job within the police force no one would generally opt for the test ability answer. In reality however test ability is ranked higher than toughness and intelligence due to the fact that if you don't know how to take exams your toughness and intelligence are no use to them.

There are a few things that you can do however if you are one of the many people who are often let down by your test taking ability such as the following:

- Memorize strategies for police officer oral interviews

- Learn strategies for reading comprehension

- Gain memory aids that help you recall tests, key concepts and facts

- Learn from the pitfalls that others have fallen into and the mistakes they made, and how to avoid them

- Understand how to go about handling the police officer essay exam

- Learn strategies for police situation questions

You need to study and prepare for your police entry exams if you want to stand any chance of getting into the police force. So look into study aids such as books and manuals like The Police Written Exam Digital Manual and start your revision now to guarantee your place in the police academy.

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Successful People Never Stop Learning

By: Bud Bilanich

Lifelong learning is the first step in becoming an outstanding performer. In today's fast paced world, if you don't keep learning, you're not standing still, you're falling behind. One of my favorite quotes from Gandhi nails it when it comes to lifelong learning...

"Live as if you were to die tomorrow. Learn as if you were to live forever."

He's right. None of us should ever quit learning. I have a thirst for knowledge and do my best to quench

it through learning. I try to learn something new every day. Sometimes my learning is trivial, sometimes it is profound. Regardless, I keep on learning.

On days when I feel as if I haven't learned anything, I turn to a little book that I have called Live and Learn and Pass It On. The subtitle is, "People ages 5 to 95 share what they've discovered about life, love, and other good stuff." I usually find something in there that satisfies.

conditions are perfect before you act, you'll never act.

I've learned that if you want to get promoted, you must do things that get you noticed.

I've learned that 90% of what happens in my life is positive and only about 10% is negative. If I want to be happy I just need to focus on the 90%.

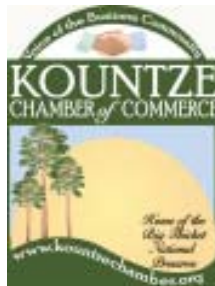
These are little life learnings that I find helpful.

Here are a few of the learnings in the book that have helped me...

I've learned that if you wait until all

On the other hand, I had a big learning the other day. I figured out how to podcast. I have been wanting to turn my blog posts into podcasts for a long time. However, I never put in the time it takes to become proficient. I promised myself that I would learn in early 2010. On

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Tuesday, I spent about four hours figuring out how. It wasn't all that hard, the information I needed was on the web. Now I know how to podcast.

Podcasting is an important technical skill for me. I had to learn it if I were to reach my target audience with my common sense career and life success advice. What important technical skill do you need to learn to stay current in your area of expertise? How can you learn it? I suggest you set a deadline for learning this skill, and then do whatever it takes to learn the skill by the deadline.

All of the people I know who are committed to lifelong learning have several traits in common. They all...

...Are humble. They admit what they don't know. This is the first step in

learning what they need to know.

...Question the status quo. They realize that because something is right today, it may not be right tomorrow. They know that doing things "the way we've always done them" is not good reasoning.

...Are intellectually curious. They truly want to learn and find learning fun, interesting and stimulating. They see life as a journey in which they are constantly learning.

...Are willing to try new stuff. They experiment and see what works. When things work, they use them.

...Are not afraid to fail. They see failure as an opportunity to learn. Just as they incorporate what works into their repertoire, they use failures as stepping stones to other experiments.

...Are tolerant of ambiguity. Learning creates ambiguity. These people are

willing to let go of past ways of doing things in order to come up with new ways of doing things in the future. The gap between the

past and future can make for an uncomfortable present.

...Focus on staying ahead of the pack. They are early adopters — of new technology and new ways of thinking. They realize that knowledge has a short half life today. They keep learning to stay ahead.

The common sense point here is simple. Successful people are outstanding performers. Outstanding performers remain outstanding performers by becoming lifelong learners. They continually expand their knowledge in order to get out in front of the pack and stay there. Begin your lifelong learning journey by focusing on your strengths and working to improve them every day. Building on your strengths is easier than overcoming your weaknesses. When you build on your strengths you can make incremental improvements. However, if you have a glaring gap in your skills, address it now. Don't wait to take necessary quantum leaps. What do you need to learn in 2010? How do you plan on learning it? Remember what Ben Franklin had to say, "An investment in knowledge pays the best interest."

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How Do You Develop Professional Presence?

By: Helen Wilkie

If you want to advance in your career, you can borrow the idea of positioning from the marketing world. Positioning has a simple objective: to make a target group of people see a particular brand of product as the best of its kind.

What does this have to do with you? If you have been passed over for raises and promotions even though you know you are well qualified and do a good job, maybe it's time to consider your professional presence

— or lack of it. You need to establish your “professional presence”.

Where do you start? Here are three aspects of your working life in which you can make the necessary changes.

o Visibility

Think of yourself and what you do as a product, and the people you work with as clients. Just as manufacturers know that people will forget their products if

they don't remind them through advertising and other activities, understand that you must make sure the right people know what you do and how valuable you are to the organization.

It's your responsibility to know what skills and talents you have to offer, and what value they create. Look for assignments and projects that will showcase your special abilities. Take any opportunity to talk about the company to senior people, and learn

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as much as you can about the company so that you can do so intelligently. Can you reasonably and logically introduce something about your own department or work into the big picture?

Look out for creative ways to position yourself as a professional, whatever your job may be, so that the right people recognize your potential for upward movement and growth in the organization.

o Image

It's said that we make up our minds about people within six seconds of meeting them. Obviously, these fast impressions are superficial, but if they are having such an immediate impact then surely it is worth managing them.

How do you dress for work, and what does your appearance say about you? The gradual loosening of the rules around how we dress for work has been welcomed by most, but many have shown lack of judgement in how they apply the new styles. What is "business casual" anyway? It's openness to interpretation is what causes the problem. A great deal depends on the culture of your organization, what type of business you are in, your geographic location and whether it is a city or small town, and whether or not you meet personally with clients.

There is one old piece of advice that still stands: dress for the job you want, not the one you have. Who are the people you want to respect you? Whose good opinion would you like to cultivate? Take a look at how they present themselves, and consider how you might emulate them. If he always wears a jacket to meetings, don't show up in shirtsleeves; if she wears a smart pantsuit while others show up in jeans, veer towards her style. People relate to others who are like them, and your appearance is an important first step. In response to a survey I did on the subject of business casual dress, one woman said she liked to stay fairly formal because, as she said, "I'm young and pretty. It's hard enough to be taken seriously, and if I show up in jeans and a teeshirt I don't stand a chance." Is your appearance sabotaging your professional presence?

o Relationships

Develop and cultivate a respectful relationship with your peers, those above and below you on the organizational chart, and clients.

Unfortunately, many people spread gossip and unpleasant rumors about their colleagues. This is not the conduct of a professional. In business, as in life, my mother's advice is still good: if you can't say something good about someone, don't say anything at all.

Try as we might to be positive, it's not possible to be upbeat and bright all the time. Professionals provide the same high level of service regardless of how they are feeling. It's not the client's fault that you overslept this morning and missed your train; act like the professional you are, and your mood will take care of itself.

You must see yourself as a professional, and then work on creating that impression for others. You'll soon notice people see you in a different light, and you'll have chances to undertake higher level projects. If you are job-hunting, your interviews will be more successful.

Cultivate a reputation for doing things well and on time, getting along well with others and providing first class service to clients. That's professional presence, and it can be a strong force in helping you climb the career ladder.

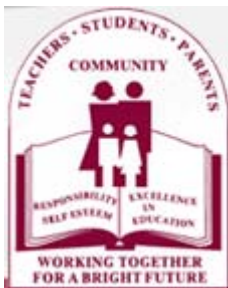
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Pros And Cons Of Online Education For The World Citizen

By: David W Morris

More and more young people are choosing non-traditional education to start and advance in their careers while completing and furthering their formal education. "Typical distance learners are those who don't have access to programs, employees who work during scheduled class hours, homebound individuals, self-motivated individuals who want to take courses for self-knowledge or advancement, or those who are unable or unwilling to attend class" (Chap, 2000, p. 10). Three key elements surround the online learner: technology, curriculum, and instructor (Bedore, Bedore, & Bedore, 1997). These elements must

be keenly integrated into one smoothly and operationally functional delivery tool.

While an online method of education can be a highly effective alternative medium of education for the mature, self-disciplined student, it is an inappropriate learning environment for more dependent learners. Online asynchronous education gives students control over their learning experience, and allows for flexibility of study schedules for non traditional students; however, this places a greater responsibility on the student. In order to successfully participate in an online program, student must be

well organized, self-motivated, and possess a high degree of time management skills in order to keep up with the pace of the course. For these reasons, online education or e-learning is not appropriate for younger students (i.e. elementary or secondary school age), and other students who are dependent learners and have difficulty assuming responsibilities required by the online paradigm.

Millions of students use e-learning solutions in over 140 countries: corporations such as Kodak and Toyota and education providers like ExecuTrain, New Horizons, the Enoch

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Olinga College (ENOCIS), Phoenix University amongst the hundreds of schools and colleges.

Studies have shown student retention to be up to 250% better with online learning than with classroom courses. Several recent ones have helped frame the debate. The Sloan Consortium published a widely distributed report titled "Growing by Degrees: Online Education in the United States in 2005" that examined the growing prevalence of online education across U.S. institutions.

In addition, a study conducted by the Boston-based consulting firm Eduventures found that, while about half of institutions and more than 60 percent of employers generally accept the high quality of online learning, students' perceptions differ. Only about 33 percent of prospective online students said that they perceive the quality of online education to be "as good as or better than" face-to-face education. Ironically, 36 percent of prospective

students surveyed cited concern about employers' acceptance of online education as a reason for their reluctance to enroll in online courses.

But what actually drives quality? A March 2006 report released by the U.S. Department of Education's Office of Postsecondary Education identifies six quality indicators: mission, curriculum and instruction, faculty support, student and academic services, planning for sustainability and growth, and evaluation and assessment.

The debate rages on while the Pros and Cons of Online Adult Education for today's international students are constantly analyzed to determine if this type of education platform can deliver predictable and measurable results.

The Enoch Olinga College (ENOCIS) is one institution which uses this type of delivery system. ENOCIS enhances their learning experience by offering many other "value added", cost reducing benefits to students. Online

pupils can apply for scholarships available to students of excellence and other financial aid programs like the Parent Loan for Undergraduate Students (PLUS), with attractive interest rates. They also provide convenient payment facilities, on line banking, Western Union Quick Collect, bank cards and a student who is granted a loan can start repaying it after two months if they have a corporate guarantor.

Pros of Online Education:

The key advantages of the online education experience are briefly explained below:

1. Cheaper:

Online courses may be more affordable than those offered at colleges or trade schools. You may also save on transportation costs like gas, bus passes, and parking permits

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because you don't need to commute to school and there are no housing or meals plans to worry about since you do not need to live on or near a college campus. Housing expenses and other costs associated with living expenses are usually the most expensive aspects of a college education, so by taking an online course you could save quite a bit of money.

The best part of online education is the absence of travel and immigration problems. Some students may prefer not to pursue traditional on campus education, as it involves traveling to attend lectures. With online education, an applicant does not need to travel. Courses simply require accessing the internet in order to begin the learning process.

2. More Convenient:

By taking courses online, you're able to decide when you study and for how long. You are also able to

schedule your studying around your work or social schedule.

Since you're not bound to a classroom, you may do your work wherever you have access to a computer and the internet. You'll be able to set your own pace and decide exactly how fast you want to go over the material.

Take online courses when you need them, not based on some college's annual or semester schedule. You can learn when you need it (Just-In-Time) A course is as close as a computer with an Internet connection.

3. Flexibility:

with no set class times, you decide when to complete your assignments and readings. You set the pace. In some programs, you can even design your own degree plan. The online students can carry out their private or official work, along with the online education. As it provides the convenience of time flexibility, a student can login and

logout as per his desire whereas, the traditional education do not provide such flexibility in learning.

Flexibility of online education allows the student control over their studies. They can allot more time in the topics, which they feel comparatively hard and vice versa. The speed of learning depends solely upon the students.

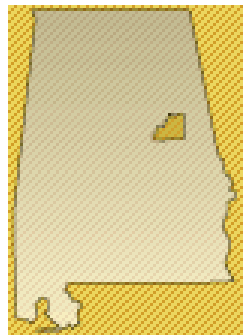
4. Technology:

With the help of the scientific technology, students can do their online education at any place. The only mandatory pre-requisite is the availability of computer along with an internet amenity. Side benefits include the learning new technologies and technical skills

5. Availability:

distance-learning opportunities have exploded over the past few years, with many accredited and reputable

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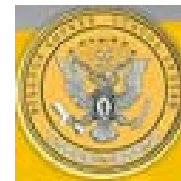


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programs.

6. Accessibility:

with an online course, you can work on the course just about anywhere you have computer access. Your learning options are not constrained by your geographic location. The new virtual classrooms have created a myriad of learning opportunities for global learning and education center. On line education is a new era experience adapting to the needs of the world citizen.

7. Self-Directed:

you set your own pace and schedule, so you control the learning environment.

8. Time Spent in Classroom:

now you can take a course on just

about any subject without ever having to be in, or travel to, a classroom so you have very little wasted time. Note, however, that some distance-education programs still do have an in-class component and normally to receive a fully accredited US university degree an international student must spend one or two semesters on campus.

9. High Quality Dialog:

Within an online asynchronous discussion structure, the learner is able to carefully reflect on each comment from others before responding or moving on to the next item. This structure allows students time to articulate responses with much more depth and forethought than in a traditional face-to-face discussion situation where the participant must analyze the comment of another on the spot and formulate a response or otherwise lose the chance to contribute to the discussion.

10. Student Centered:

Within an online discussion, the individual student responds to the course material (lectures and course books, for example) and to comments from other students. Students usually respond to those topics within the broader conversation that most clearly speak to their individual concerns and situations resulting in several smaller conversations taking place simultaneously within the group. While students are expected to read all of their classmates' contributions, they will become actively engaged only in those parts of the dialog most relevant to their needs. In this way, students take control of their own learning experience and tailor the class discussions to meet their own specific needs. Ideally, students make their own individual contributions to the course while at the same time take away a unique mix of information directly relevant to their needs.

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11. Level Playing Field:

In the online environment learners retain a considerable level of anonymity. Discriminating factors such as age, dress, physical appearance, disabilities, race and gender are largely absent. Instead, the focus of attention is clearly on the content of the discussion and the individual's ability to respond and contribute thoughtfully and intelligently to the material at hand.

On line adult education can be more effective and better for certain types of learners (shy, introverted, reflective, language challenged, those that need more time). Distance education courses are often better for people who learn through visual cues and experiential exercises.

12. Synergy:

The online format allows for a high level of dynamic interaction between

the instructor and students and among the students themselves. Resources and ideas are shared, and continuous synergy will be generated through the learning process as each individual contributes to the course discussions and comments on the work of others. The synergy that exists in the student-centred virtual classroom is one of the unique and vital traits that the online learning format possesses.

13. Access to Resources:

It is easy to include distinguished guest experts or students from other institutions in an online class as well as allow students to access resources and information anywhere in the world. An instructor can compile a resource section online with links to scholarly articles, institutions, and other materials relevant to the course topic for students to access for research, extension, or in depth analysis of course content material in the global classroom.

14. Creative Teaching:

The literature of adult education supports the use of interactive learning environments as contributing to self-direction and critical thinking. Some educators have made great strides in applying these concepts to their on ground teaching. However, many classes still exist which are based on boring lectures and rote memorization of material. The nature of the semi-autonomous and self-directed world of the virtual classroom makes innovative and creative approaches to instruction even more important. In the online environment, the facilitator and student collaborate to create a dynamic learning experience. The occasion of a shift in technology creates the hope that those who move into the new technology will also leave behind bad habits as they adopt this new paradigm of teaching. As educators redesign their course materials to fit the online format, they must reflect on their course objectives and teaching style and

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find that many of the qualities that make a successful online facilitator are also tremendously effective in the traditional classroom as well.

Cons of Online Education:

Briefly explained are some factors that could negatively affect your success with distance learning courses:

1. The Technology:

a. Equity and Accessibility to Technology: Before any online program can hope to succeed, it must have students who are able to access the online learning environment. Lack of access, whether it be for economical or logistics reasons, will exclude otherwise eligible students from the course. This is a significant issue in rural and lower socioeconomic neighborhoods and educating the underserved peoples of the world. Furthermore, speaking from an administrative point of view, if students cannot afford the technology the institution employs, they are lost as customers. As far as Internet accessibility is concerned, it is not universal, and in some areas of the United States and other countries, Internet access poses a significant cost to the user. Some users pay a fixed monthly rate for their Internet connection, while others are charged for the

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time they spend online. If the participants' time online is limited by the amount of Internet access they can afford, then instruction and participation in the online program will not be equitable for all students in the course. This is a limitation of online programs that rely on Internet access. Equity of access to learners of all backgrounds and parts of society

b. Requires New Skills/Technologies: if you're not computer-savvy or are afraid of change or new technologies, then online education will probably not work for you. The online students are required to learn new skills, such as researching and reviewing the internet. For the online students, they need to learn the techniques of navigation on an online library for necessary information. Technical training and support of learners and instructors

c. Computer Literacy: Both students and facilitators must possess a minimum level of computer

knowledge in order to function successfully in an online environment. For example, they must be able to use a variety of search engines and be comfortable navigating on the World Wide Web, as well as be familiar with Newsgroups, FTP procedures and email. If they do not possess these technology tools, they will not succeed in an online program; a student or faculty member who cannot function on the system will drag the entire program down.

d. Limitations of Technology: User friendly and reliable technology is critical to a successful online program. However, even the most sophisticated technology is not 100% reliable. Unfortunately, it is not a question of if the equipment used in an online program will fail, but when. When everything is running smoothly, technology is intended to be low profile and is used as a tool in the learning process. However, breakdowns can occur at any point along the system, for example, the server which hosts the program could

crash and cut all participants off from the class; a participant may access the class through a networked computer which could go down; individual PCs can have numerous problems which could limit students' access; finally, the Internet connection could fail, or the institution hosting the connection could become bogged down with users and either slow down, or fail all together. In situations like these, the technology is neither seamless nor reliable and it can detract from the learning experience.

2. The Institution:

Many online education facilities are relatively new with many courses and hence, lack in modern instructors for instructing the new curriculum. Estimates show that there is still a need for an increase of more 50% of qualified instructors for online education.

b. The Administration and Faculty:

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Some environments are disruptive to the successful implementation of an online program. Administrators and/or faculty members who are uncomfortable with change and working with technology or feel that online programs cannot offer quality education often inhibit the process of implementation. These people represent a considerable weakness in an online program because they can hinder its success.

3. The Facilitator :Lack of Essential Online Qualities:

Successful on-ground instruction does not always translate to successful online instruction. If facilitators are not properly trained in online delivery and methodologies, the success of the online program will be compromised. An instructor must be able to communicate well in writing and in the language in which the course is offered. An online program will be weakened if its facilitators are not

adequately prepared to function in the virtual classroom.

4. Perceptions/Reputation:

while slowly changing as more and more mainstream colleges and universities embrace distance learning, there still is a stigma attached to distance education to the student's interaction in the online education. Some of the students believe that, there are few opportunities with regards to face-to-face interactions and feedbacks.

5. No Instructor Face Time:

If your learning style is one where you like personalized attention from your teachers, then online education will probably not work for you.

6. Little Support:

students are expected to find their own

resources for completing assignments and exams, which is empowering for some, but daunting for others. There is little support and limited guidelines provided in online education system. Online students are required to search as per their own imaginations for completing exams and assignments.

7. Lacking Social Interaction:

while you often interact with classmates via email, chat rooms, or discussion groups, there are no parties or off line get-togethers. If you enjoy meeting new people and learn better while you're interacting with other people, you may want to reconsider online education.

8. No Campus Atmosphere:

part of the traditional college experience, of course, is the beauty of the campus, the college spirit, but you have none of that with distance-

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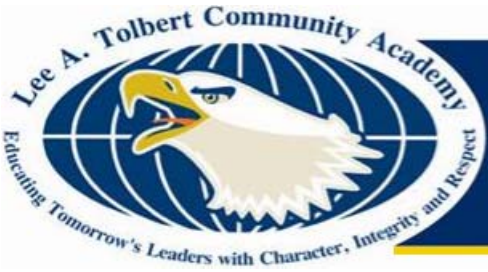


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education courses.

Since you're not on campus or in classes, you may lack opportunities to meet other students. You will not have many opportunities to interact face-to-face with your professors, so they may not have a real sense of who you are as a person.

9. Making Time:

if you are a procrastinator or one of those people who always needs an extra push to complete work, you may have a hard time making time for your online classes. On line learning requires new skills and responsibilities from learners

10. Academic honesty of online students:

requires a new mindset to online assessment. Most education experts agree that rote memory testing is not the best measure of learning in any environment and new measurement and evaluation tools are evolving.

11. Types and effectiveness of assessments:

The importance of outcomes in online learning cannot be over emphasized. Does the program have measurable results? Are students learning what you say they should be learning? Then there are institutional outputs: course completion rates, job placement rates (if that's the goal of the institution), graduation rates, student success on third-party tests, and student satisfaction scores.

These factors, both the pros and cons, contribute greatly to making an informed decision about the direction of your career path and how you are going to accomplish your

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goals: on line, in the classroom or a combination of both.

Institutions and companies that use continuing education to meet their needs also face similar decisions. Institutions that deliver online education are confronted with a series of challenges, including the search for good faculty, use of technology, and provision of adequate student services.

The Sloan Consortium report "Growing by Degrees: Online Education in the United States in 2005" found that 64 percent of chief academic officers and faculty believe that it takes more discipline for a student to succeed in an online course than it does in a face-to-face course.

More and more major business and industry is turning to on line continuing education as a viable and cost effective resource for training its personnel. Hilton Hotel has 380 hotels worldwide and is represented in 66 countries.

When you weigh the benefits and advantages of on line adult continuing education the cost of study and flexibility of scheduling tip the scales of programs like the Enoch Olinga College, Capella and Phoenix University's distance learning program on line adult continuing education is becoming a world wide respected form of education.

However, as with any situation, there are both pros and cons with the concept of online education and the benefits of the virtual or global classroom. You may want to evaluate both before you decide on an online education program. By examining the advantages and disadvantages, you will be able to make a more informed decision. But, at the end of the day, online learning is independent learning. A lot of structure has been put into online programs, but it still comes down to a learner sitting in front of a computer by him or herself. The knowledge you receive or the benefits it will generate either in development of self esteem or increasing earning capacity will depend sole upon you the student.

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Some Harsh Words About “Guided Reading”

By: Bruce D. Price

A reading teacher commented on the Internet: “The situation in the local public schools is getting worse. This year they switched to Guided Reading. Take a look at Pinnell & Fountas. This is a perfect example of ‘how not to teach reading.’”

Curious, I asked a teacher in Chicago what she knows about Guided Reading. Here’s her indignant response:

“HA!!! Fountas and Pinnell!!!! They created Guided Reading (I think).

These are two women who are obvious whole language experts. They publish their stuff at Heinemann.

Let me explain how Guided Reading goes. You know, Bruce, in a whole language classroom, students are never allowed to do round-robin reading. In other words, they never get to read out loud. It is the forbidden fruit.

So here is your typical Guided Reading period....There are two or three teachers in the room at one time. Each teacher has a group of four or five kids at a time. You give out these cheap little

books to the kids. You do a “picture walk” explaining page by page what is happening in the story. You ask the kids to make predictions from the pictures as to what they think the story is about. You do things like make them point out to you, page by page, where all the punctuation is. You talk about periods, exclamation points, and question marks.

Then you ask all the kids in the group to read out loud at their own speed. You now have five kids reading loud and each one is on a different page according to their speed. The teacher

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is supposed to be listening to all five kids at the same time. I can't describe how insane this is. The whole thing lasts 15 minutes. Then, you take another group for another 15 minutes and do the same thing.

The books they read are leveled books. They have no story line. These books are for idiots. They only contain the Dolch words the kids have memorized. These kids are NOT really reading, but if you didn't know better, you would think they are.

Kids in grades 1 and 2 are only supposed to learn 150 Dolch words per year. Those same 150 Dolch words are repeated over and over again in these books. And they have the nerve to tell me that I 'drill and kill'?????

The best part of this is something Fountas and Pinnell call 'running records.' You put a 'fresh read' in front of a kid and as they read, you are writing check marks over each word they read correctly. Now...if they get a word wrong, you make a different mark. This goes on and on. I have always refused to do these running records. They are a waste of time, but I have observed teachers doing this with kids who just can't memorize those darn Dolch words. It is awful for the kid because he sees all those awful check marks over each and every word. I have literally pulled kids away from teachers who do this. This is why many of my ESL students tell me they feel stupid.

I could go on and on. Kids who read get knocked down in scores because of something they call 'fluency'. According to these idiots, if a kid isn't reading with feeling or emotion in his voice, he gets a low score. Sometimes, he fails for the year. Also, if a kid can't 'retell' these idiotic stories from beginning to end, he's deemed a failure.

If you think whole language is fun for kids, you are wrong. Their self-esteem is knocked down time and time again in these classrooms.

I still teach Flesch phonics with my ESL kids (and other kids who I find can't read). I've had so much success and I won't stop, but my principal wants me to sit in these rooms and do nothing. They are stopping ESL teachers from teaching spoken English to immigrant students, and they don't want these kids to read in English either. That's the truth!

These politicians have figured out that they can make money in education now and they are using poor and immigrant children as scapegoats. This is really disgusting. I just try to save them one kid at a time. The administrators hate me and I do phonics right in front of them now. They can all go stand on their heads for all I care. I KNOW I am doing the right thing."

Creating Better Pathways For Minority Student Transfer

By: McGlynn, Angela Provitera

One of California's major problems is that it is projected to be one million college degrees short of meeting its workforce needs by 2025. About 60% of its K 12 students are underrepresented minorities (Hispanics, African Americans, and Native Americans). The great majority of these students, approximately 65% to 75% of those who decide to go to college, enroll in community colleges due to open admissions policies and lower tuition rates.

The percentages who intended to transfer to a four year college but did

not transfer are alarming. A report by the Civil Rights Project, published in February 2012 and titled Building Pathways to Transfer: Community Colleges that Break the Chain of Failure for Students of Color, showed that after seven years, only 17% of Latino students and 19% of African American students who had intended to transfer did so. Most who failed to transfer came from low performing high schools that underprepared them to do college level work.

Since the four University of California (UC) campuses studied tend to target

the most academically successful community college students often students in honors programs talented minority students who received poor high school educations and are, consequently, in need of remediation might be overlooked by UC's current outreach programs.

It will take more than UC casting a wider net for a broader range of students. The faculty and staff at both the community college level and those at high schools must

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create more productive pathways for transfer.

This study followed all first-year community college students in the state who had demonstrated intent to transfer from 1996, 1997, and 1998. After six years, outcomes were assessed for each of the three entering cohorts (2002, 2003, and 2004). Correlations were made between high schools of origin and four-year colleges to which they transferred. The data showed that quality of high school resources was highly correlated with the likelihood students had to transfer to a four-year institution.

The data also showed that the odds of attending a high- or low-quality high school were strongly related to race and ethnicity. One-third of Latino students and 20% of black students attended low-resource high schools while only one in 25 white students and one in 10 Asian students went to such high schools.

That inequality holds up at the other end of the scale as well: One in seven white students went to high-resource high schools along with 10% of Asian students. By contrast, only three in 100 Latino and black students attended a high-resource high school.

Typically, students from low-performing high schools enroll in community colleges with low transfer to four-year institutions rates. There were students, however, who broke that pattern and enrolled in community colleges with higher transfer reputations. It was also found that some community colleges demonstrated greater success with minority students from low-performing high schools than others.

Five community colleges were noted for having higher transfer rates for minority students coming from low-performing/high-need high schools. Three were disproportionately successful with Latino students, and two were more successful with African American students. None of the five

colleges were equally successful with both groups.

The colleges varied on student population size, geographical type (that is, urban, urban-suburban, and rural) and there were more differences than similarities among the five institutions.

Findings

The report did, however, find five key characteristics that seemed to affect student success in transfer:

1. The colleges that showed disproportionate success in transferring African Americans and Latinos from low-performing/high-need high schools were not necessarily those with strong reputations for transfer. One of the basic findings in the literature on

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community colleges is that a key to student success in transfer is to create a “transfer culture.” Yet many of the colleges with reputations for transfer cultures did not do as well as other community colleges did with this particular population. It might be that creating a generalized transfer culture does not necessarily help this minority population from low performing high schools. This study showed that the necessary ingredient for this population’s success in transferring had more to do with the colleges creating a sense of family or of belonging. For example, four of the five campuses had strong ethnic studies centers or departments that provided services and a safe space, coethnic peer support activities, and faculty who shared similar backgrounds with the students. Successful transfer colleges had specific programs involving culturally appropriate interventions and specific counseling strategies.

2. Community college outreach was in many cases the reason that students came to the college in the first place and connected with appropriate services once there. In many cases, outreach counselors from the colleges were the only resource guiding them to apply to college.

3. Strong transfer counseling is the sine quo non of community college transfer, yet it is wholly inadequate and is not always just because of resource limitations. At all five colleges, counseling was cited as the primary reason for transfer success with this population. However, transfer centers were usually too underfunded to contribute significantly to counseling students. Interviews with community college counselors found that in some cases, they eliminated UC as a transfer option for students who began their community college days in low level developmental courses. Too many students fall through the cracks, especially from this population.

4. Every campus pointed to its special support programs for underrepresented students as key to increasing its transfer rate for these students. Special support programs cited as meeting the needs of this population included EOPS and CARE that provide counseling, financial aid, and support services such as child care. The programs most successful in aiding transfer success were programs such as Puente and Adelante that specifically target Latino students and Unity and Umoja that target African American students. All this adds support to the importance of sense of belonging, yet these programs only reach a small percentage of students who would most benefit from them. The Adelante program focuses on connecting parents to the college, and although it provides fewer services, it reaches more students.

5. Developmental education is the elephant in the room for transfer of minority students from low performing/high need high schools.

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Almost all minority students from low performing high schools need remediation when they enter community colleges and this impedes transfer by slowing up the process of completing college level work. Even for these most successful community colleges, developmental education remained a looming challenge.

Few innovations were seen at the five community colleges studied except for one campus that was experimenting with intensive review courses in English and mathematics before testing students for remedial course placement. Additionally, this college uses diagnostic assessment to determine the specific areas of need for remediation and then provides modules aimed at specific deficits to speed up the remediation process. These practices seem to reduce the time that students are in developmental courses and get them into college level work faster. This particular community college offered a “bridge academy” over the winter

break, and many other colleges around the nation offer summer bridge programs.

Recommendations

The authors of this study condensed their overall findings and conclusions into five recommendations aimed at increasing successful transfer from community colleges to four year institutions:

1. It is critical to enhance and guarantee funding for community college and four year college outreach to the most high need high schools as their counseling is typically weak and these programs are often the only real preparation students receive for how to navigate college.
2. Careful evaluation of special programs targeted to black and Latino

students who seek to transfer needs to be conducted to determine costs and benefits. Evidence suggests they might be the most effective tool to increase transfer for underrepresented students from lowperforming high schools, but they must serve more students. Research should investigate how these programs can be most cost effectively scaled up.

3. Different delivery models of developmental education that focus on reducing the time to eligibility for college credit courses need to be evaluated, and structures that allow effective models to be disseminated need to be created.

4. There should be increased attention to and research on campuses that do an effective job of transferring students of color and Latinos from low performing high schools. Incentives for campuses to focus on the transfer of these students, in particular, should be put in place.

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5. Additional research needs to focus on the poor transfer rates of African American students with a goal of identifying specialized programs and practices that can support this vulnerable population.

Given the extensiveness of this study, these recommendations would be an excellent starting point to address the inequities inherent in our K 12 to community college to fouryear institution pipeline.

Major problems impeding interventions that would help this underrepresented population are cost factors and the pressure on community colleges to graduate more students. In an article published by The Chronicle of Higher Education titled "Education for All? 2 Year Colleges Struggle to Preserve their Mission," Kay McCleuney, director of the Center for Community College Student Engagement at the University of Texas Austin, said, "The students we turn away [or don't provide services they need to succeed] are the demographic future of America."

The full report can be found at: civilrightsproject.ucla.edu/research/college-access/diversity/building-pathways-to-transfer-community-colleges-that-break-the-chain-of-failure-for-students-of-color *

BY ANGELA PROVITERA McGLYNN

From The Hispanic Outlook in Higher Education

Angela Provitera McGlynn, professor emeritus of psychology, is a national consultant/presenter on teaching and learning issues. Condensed, with permission, from The Hispanic Outlook in Higher Education, 22 (September 3, 2012), 16-18. Published at 80 Route 4 East, Ste. 203, Paramus, NJ 07652

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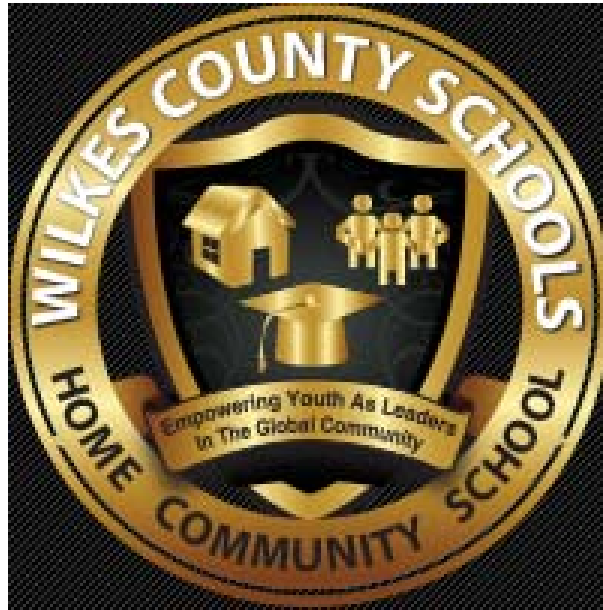
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