

# MINORITIES & SUCCESS

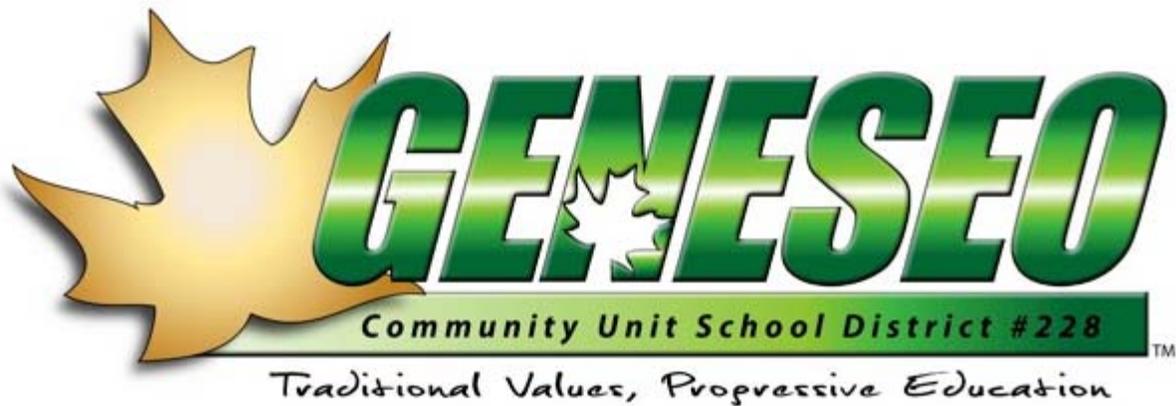
*Winter 2017*

**Federal Contracting Trends**

**Diversity in the Workplace**

**Create Your Success by Acting  
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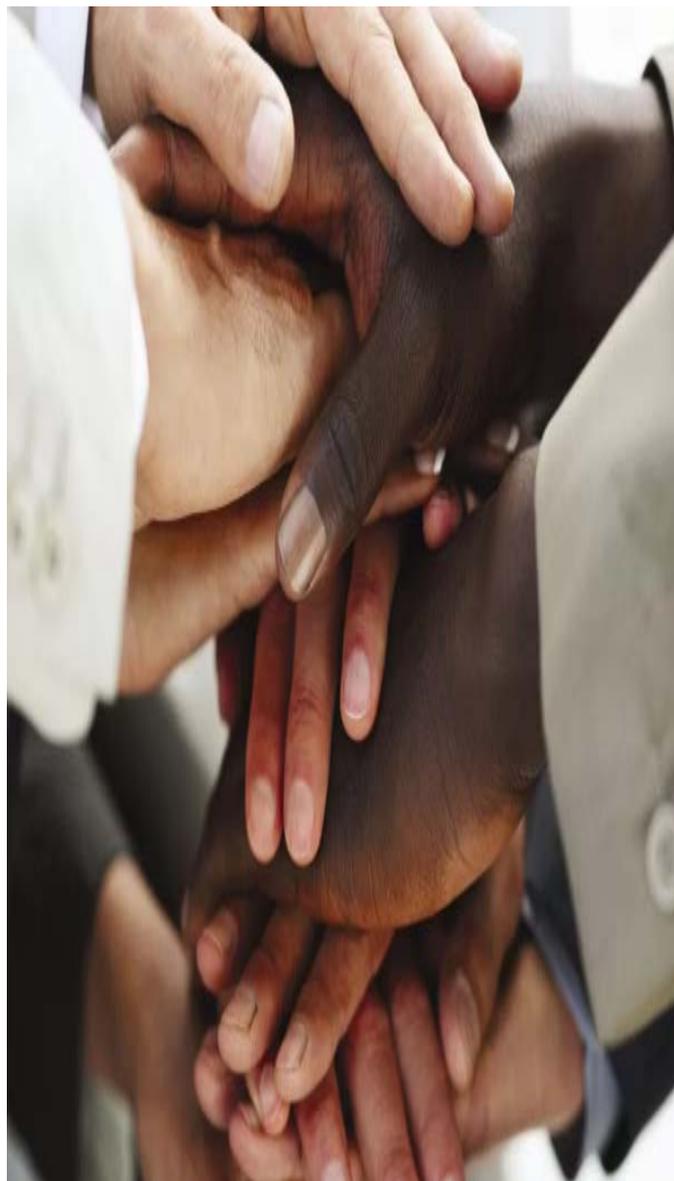


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# Developing an Effective Business Plan

By: Dickson Adom

A business plan is a document that indicates what one intends doing, how and when. This document outlines in great details, how a particular business activity is to be carried out. It gives a perfect picture of the things needed for the work, the skills to be employed, the time span to be covered, the capital needed for the productions and even how to market the finished product. In fact, it gives the total outlook of a business activity.

A business plan has several

purposes. It serves as a guide in controlling the direction of an enterprise. The business plan dictates the activities of a business. It is the boss who makes the decisions as to how to do it, how much to spend, the section of the large market to target etc. It single handedly guides the affairs of a business.

Moreover, it helps in monitoring and evaluating the progress of the business. It plays a supervisory role for any business venture. It meticulously and regularly monitors

the progress of a business while evaluating it to see if the set goals and objectives of the business are being achieved. When a business is declining or advancing in terms of productivity or sales it is the business plan that points it out.

In addition, it serves as a collateral or security to seek a loan or financial assistance. It acts as a security when seeking for a loan at a financial institution. It is a guarantee for assistance from corporate bodies and banks.

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Several factors must be considered when preparing a business plan. Some of these have been outlined below.

i. Executive summary- This refers to the profile of the members of the executive body of the company. It is not a detailed account of each of them but a summary.

ii. Name and address of business or enterprise- The business plan must contain the full name of the business as well as the residential and postal address of the enterprise.

iii. Identification of a need to satisfy- The enterprise should identify a special need that should be satisfied. This should be explicitly indicated in the business plan.

iv. Establish what you want to achieve or do- The set out goals and objectives of the enterprise should be enshrined in the drawn business plan.

v. Find out or research from past solution to similar problems- Solutions or remedies to past problems encountered by the enterprise should be written in the business plan. The measures taken by the enterprise should be noted in the business plan.

vi. Analyze the industry or market where you can operate e.g. potential customers, competitors, etc.- A good business plan should include analysis of the target group, likely buyers of the product and potential competitors of the same product especially those in the same business location. This would help the enterprise to determine best strategies in winning customers and competing effectively with competitors.

vii. Pick the best solution -The best solution that can proficiently address the situation(s) in vi. above is selected and written down.

viii. Describe the enterprise or business (product, services, background of the entrepreneur) - The full description of the enterprise and its activities should be vividly given. This entails the products and services offered by the enterprise as well as some vital information about the entrepreneur who is manning the enterprise.

ix. Describe production activity e.g. designing and making process, machines, sources of raw materials, location of enterprise etc.- The entire production processes through which the final product or service gets to the customer are fully described. This includes the source of raw materials for the production, the actual production and the machinery or tools that assists in the manufacture of the products and/or services.

x. Marketing activities e.g. customers, pricing, distribution, promotion,

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advertising, etc.- The marketing and pricing strategies adopted to be used by the enterprise should be stated in the business plan. The various vents for distribution, promotions and forms of advertisement decided by the enterprise must be clearly spelt out in the business plan.

xi. Organization e.g. background of managers and their duties, etc.- The organizational structure or plan of the business thus, the chain of top executives or managers and their assigned duties should be discussed in the business plan.

xii. Financial plan e.g. capital requirement, potential profits, cash flow and sources of funds- A good business plan should have a clear financial plan with details regarding the business capital, expected profits, the day-to-day flow of cash and the sources of funds for the business. This must be explained in simple and straightforward language.

If all these factors are well covered in one's business plan, it would be very efficient in helping the enterprise to grow and not to incur great losses but rather compounded profits.

For proactive solutions to problems in firms and how to harness your small-scale enterprises for optimum benefits you need efficient planning and organization.

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# The Ethics of Your Business

By: Arthur Langton

I've been hearing quite a bit lately about companies and their ethical beliefs and trainings. Unfortunately, most companies do not do nearly enough to fully integrate ethics into their workers. A one hour seminar, if even, once every two years just will not do it anymore. You do not see ethics taught must in high schools or colleges any more. You do not even see any sort of ethics being promoted on television (whether they are cable or main stream media does not even matter, unfortunately) of in movies (If the movie happens to

be about business, you can be almost certain that there will a number of unethical situations show, whether within business or without). To avoid becoming one of those businesses known for having faulty ethical practices, here are some vitally important ways to get ethics back into the business.

To make the best ethical workers group is to start before they are even hired. Ethics must be strictly stated and questioned during the recruitment and interviewing

processes. Strict, and specific, standards must be demonstrated, followed, and insisted upon before the applicant even gets the position. It may seem time-consuming at first, and probably will cost a bit of extra money, but having and promoting the standards before hiring will avoid any problems, most likely legal, in the future.

After you hire the person, and in all training and orientation manuals given and shown to your new and even established employees, be sure

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to inform and review with them any federal, state, and local laws, company codes of ethics, and relevant policy information that are applicable to your company. Such information may include, but is in no way limited to, whistle blower protection, nepotism, use or company equipment and automobile, financial disclosure, and gift giving and receiving. You would be quite surprised at the number of people who come into a position with good intentions that turn bad, since the ethical standards are not followed or even mentioned. And it would be worse if they followed the model of a dishonest and/or unethical supervisor!

Don't stop talking about ethics and ethical business decisions after you hire them, either. Maybe your company newsletter can have a section about ethics in the industry or the company. Work groups can also discuss ethical issues for both supervisors and employees.

Finally, during the training process, and also during the performance and annual review processes, be sure to include ethics and ethical evaluations in the plans and process.

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# Where Are We Going With Proposals?

## - Federal Contracting Trends

By: Olessia Smotrova-Taylor

There are definite trends I have been noticing in the direction the government contracting and proposal world has taken as of late. Here are a few recent occurrences I have observed that may be common:

- One small business contractor had three DOD contracts cancelled, and it is now on life support struggling to survive.
- A few other contractors spent precious resources on proposals only to have the opportunities cancelled 7-10 days before submission.
- Others have seen most of the opportunities they were tracking slip to the right.
- Most who have been busy writing proposals at the end of this fiscal year are working to preserve their existing work.
- Many agencies had to self-cut their budgets.
- Most everything that is not absolute core mission work has been removed. Existing projects are the ones that are being rebid.
- Most of these projects are moving to IDIQs or GSA and VA schedules.

I have been talking to government employees about it, and here is what they report:

In a nutshell, the government is trying to award faster, with fewer

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headaches because they don't have much time to dilly-dally with extended procurements and a higher possibility of protest. In response, companies are working diligently to move their existing work to IDIQs where they prime, while their competitors play a tug-of-war looking to move them to other vehicles. Procurements that were once stand-alone are now task orders, with some exceeding \$800 million.

Industry-wise, my personal crystal ball is telling me that the most stable areas are going to be security, cyber, and intel, as the world is not getting much safer and some areas (lifecycle logistics, or operations and maintenance) just cannot be eliminated very easily.

While all of this is from personal conversations, here is some data to show that this multiple award trend is real.

As of August, there was roughly a \$132 billion ceiling for IDIQ contracts in the soon-to-be-ending 2011 fiscal year (FY) according to a quick ballpark in Centurion Research's pipeline tool. This represents a 27% increase from FY 2010. It would be interesting to see how many task orders are issued under this ceiling come the end of this fiscal year. USASpending.gov stated over a year ago that more than 50% of government procurement is now moving to multiple award contracts. Once bidders are qualified for the IDIQ vehicle, the award could take just a couple months instead of the normal 6-18 months. It streamlines competition, reduces protests, and provides the government with better buying power and greater efficiencies.

The government itself doesn't know how many IDIQs it has across all the agencies, but it has been trying to keep the number down. There are rumors on the street that some large ones that people already have bid on might be cancelled, with the work moved to the existing vehicles.

Obviously, all of this has implications for your bid and proposal strategy. Most players in the federal contracting arena see IDIQ contracts as a main strategic element of their revenue growth, even in this shrinking market. Those who are nimble enough to adapt will navigate through this environment successfully. Those who fail to adapt may be beyond life support shortly.

The first reaction may be to bid on more IDIQs. "Collecting" IDIQs is only half the battle, and it won't help you much, especially if you are not the prime on a vehicle. It certainly adds flexibility and portability for

different contracts, but doesn't guarantee revenues.

The secret is not only to have enough IDIQ and schedule vehicles (or all the right vehicles in your industry), but also to leverage them to the maximum extent possible. Although the ceiling value of each IDIQ often reaches hundreds of millions or a few billion, you need to "crack the code" of each vehicle to make actual money.

Every IDIQ is different. It has its own personality, patterns, and ways of getting ahead. It takes thorough preparation with a passionate and well-calculated approach to each task order. Unfortunately, many companies fail to crack this code.

Here are some of the mistakes many companies make:

- **Mistake:** No *task order response manual and processes* created prior to, or after award; no single belly button responsible for IDIQ capture management; and no tools to implement anything consistent.  
**Result:** Lack of organization and leadership after IDIQ award - no one knows how to prepare for the task orders, how to react quickly in order to bid, and how to go about winning, leading to the loss of momentum, skepticism, and lack of support from the team.
- **Mistake:** Responses barely make the deadline because business developers learn about majority of Task Order Requests only when they are released.  
**Result:** Lack of planning and preparation in submitting a winning proposal by the deadline that leads to throwing a hastily written document "over the wall" and hoping to win on price (and "hope" is not a strategy).
- **Mistake:** Difficulties in getting the team to follow a *task order response process*- many think task order proposals should be inexpensive and easy because of time and page limitations.  
**Result:** Lack of discipline or structure to meet the submittal deadline, and as a result, pasting general boilerplate and marketing text that won't win, instead of presenting a condensed, hard-hitting approach to how the job will be done.

What have you observed as trends? Do you agree with my assessment? Have you experienced any of these pitfalls at your own company?

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# Diversity in the Workplace

By: Judith Lindenberger

As you look around your office, is everyone just like you? Probably not. The demographics of the American workforce have changed dramatically over the last 50 years. In the 1950s, more than 60% of the American workforce consisted of white males. They were typically the sole breadwinners in the household, expected to retire by age 65 and spend their retirement years in leisure activities. Today, the American workforce is a better reflection of the population with a significant mix of genders, race,

religion, age and other background factors.

The long-term success of any business calls for a diverse body of talent that can bring fresh ideas, perspectives and views to their work. The challenge that diversity poses, therefore, is enabling your managers to capitalize on the mixture of genders, cultural backgrounds, ages and lifestyles to respond to business opportunities more rapidly and creatively.

Here are two examples of the challenges

inherent in managing a diverse workforce:

An American health insurance company hired employees from a variety of racial and ethnic backgrounds. The variety of different native languages and cultures, however, did not mix. Instead of making employees feel that they had a sub-group within their larger team, it gave rise to paranoia (“They must be talking about me.”) and assumptions (“They think they are smarter than everyone else.”). When

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the group needed to learn a new intake system, rather than pull together, they became even more estranged and productivity and morale plummeted.

In an American subsidiary of a global bank based in Japan, a few Japanese female workers complained to management that their older Japanese male bosses were being disrespectful to them. The human resources manager questioned all of the women in the office. Every Japanese woman reported problems with the Japanese men. In contrast, the American women reported no problems at all. Confused, the human resources manager questioned the Japanese male managers. The answer? The Japanese men responded that they understood American expectations related to sexual harassment, so they were careful about what they said to the American women. They were perplexed by the responses of the Japanese women. "What is the problem?" the Japanese men wanted to know, "They know that we don't mean anything. Any Japanese person would understand." Communication, which has never been straightforward and easy in the first place, is becoming even more complicated as organizations take on global partners.

Diversity is no longer just a black/white, male/female, old/young issue. It is much more complicated and interesting than that. In *The Future of Diversity and the Work Ahead of Us*, Harris Sussman says, "Diversity is about our relatedness, our connectedness, our interactions, where the lines cross. Diversity is many things - a bridge between organizational life and the reality of people's lives, building corporate capability, the framework for interrelationships between people, a learning exchange, a strategic lens on the world."

A benefit of a diverse workforce is the ability to tap into the many talents which employees from different backgrounds, perspectives, abilities and disabilities bring to the workplace. An impressive example of this is found on the business cards of employees at one Fortune 100 technology company. Employees at this company have business cards that appear normal at first glance. On closer inspection, the raised Braille characters of employee information are evident.

Many companies, however, still face challenges around building a diverse environment. Part of the reason is the tendency to pigeonhole employees, placing them in a different silo based on their diversity profile. If an employee is male, over 50, English, and an atheist, under what diversity category does this employee fall? Gender,

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generational, global or religious? In the real world, diversity cannot be easily categorized and those organizations that respond to human complexity by leveraging the talents of a broad workforce will be the most effective in growing their businesses and their customer base.

So, how do you develop a diversity strategy that gets results? The companies with the most effective diversity programs take a holistic approach to diversity by following these guidelines:

**1. Link diversity to the bottom line.** When exploring ways to increase corporate profits, look to new markets or to partnering with your clients more strategically. Consider how a diverse workforce will enable your company to meet those goals. Think outside the box. At a Fortune 500 manufacturing company, Hispanics purchased many of the products. When the company hired a Director of Hispanic Markets, profits increased dramatically in less than one year because of the targeted marketing efforts. Your new customers may be people with disabilities or people over the age of 65. How can your employees help you reach new markets?

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**2. Walk the talk.** If senior management advocates a diverse workforce, make diversity evident at all organizational levels. If you don't, some employees will quickly conclude that there is no future for them in your company. Don't be afraid to use words like black, white, gay or lesbian. Show respect for diversity issues and promote clear and positive responses to them. How can you demonstrate your company's commitment to diversity?

**3. Broaden your efforts.** Does diversity at your company refer only to race and gender? If so, expand your definition and your diversity efforts. As baby boomers age and more minorities enter the workplace, the shift in demographics means that managing a multi-generational and multi-cultural workforce will become a business norm. Also, there is a

wealth of specialized equipment available to enable people with disabilities to contribute successfully to their work environments. If your organizational environment does not support diversity broadly you risk losing talent to your competitors. How can your recruitment efforts reach out to all qualified candidates?

**4. Remove artificial barriers to success.** The style of interview - behavioral or functional- may be a disadvantage to some job candidates. Older employees, for example, are less familiar with behavioral interviews and may not perform as well unless your recruiters directly ask for the kind of experiences they are looking for. Employees from countries outside the US and non-Caucasian populations may downplay their achievements or focus on describing, "who they know" rather than "what they know." Train

your recruiters to understand the cultural components of interviews. How can your human resources processes give equal opportunity to all people?

**5. Retain diversity at all levels.** The definition of diversity goes beyond race and gender to encompass lifestyle issues. Programs that address work and family issues - alternative work schedules and child and elder care resources and referrals - make good business sense. How can you keep valuable employees?

**6. Provide practical training.** Using relevant examples to teach small groups of people how to resolve conflicts and value diverse opinions helps companies far more than large, abstract diversity lectures. Training needs to

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emphasize the importance of diverse ideas as well. Workers care more about whether or not their boss seems to value their ideas rather than if they are part of a group of all white males or an ethnically diverse workforce. In addition, train leaders to move beyond their own cultural frame of reference to recognize and take full advantage of the productivity potential inherent in a diverse population. How can you provide diversity training at your company?

**7. Mentor with others at your company who you do not know well.** Involve your managers in a mentoring program to coach and provide feedback to employees who are different from them. Some of your most influential mentors can be people with whom you have little in common. Find someone who doesn't look just like you. Find someone from a different background, a different race or a different gender. Find someone who thinks differently than you do. How can you find a mentor who is different from you?

**8. Measure your results.** Conduct regular organizational assessments on issues like pay, benefits, work environment, management and promotional opportunities to assess your progress over the long term. Keep doing what is working and stop doing what is not working. How do you measure the impact of diversity initiatives at your organization?

In the book, *Beyond Race and Gender*, R. Roosevelt Thomas defines managing diversity as "a comprehensive managerial process for developing an environment that works for all employees." Successful strategic diversity programs also lead to increased profits and lowered expenses.

The long-term success of any business calls for a diverse body of talent that can bring fresh ideas, perspectives and views and a corporate mind set that values those views. It's also no secret that the lack of diversity can affect your ability to communicate effectively with diverse clients. Link your diversity strategies to specific goals like morale, retention, performance and the bottom line. Build your business with everything you've got, with the complex multi-dimensional talents and personalities of your workforce, and make diversity work for you.

# County Health Department -

## A Great Resource for Physician Groups and Hospitals

By: Donald Bryant

As clinical providers seek ways to improve the health of their patients at the population level, one great resource that they should tap is their county health department. There are many resources and skills that health departments will share with physicians and other providers that will improve their ability to improve the health of their patients.

In my work I have had numerous occasions to collaborate with the chief epidemiologist of the Kent County Health Department of Michigan-Mr. Brian Hartl. Through

these contacts and through an introductory epidemiology course I have found that health departments are experts at providing population level health services. This is in contrast to most clinical providers who excel at working with their patients on a face-to-face level. Both staff of physician offices and staff of health departments are concerned with the health of individuals and groups of people.

Clinicians most often work with individuals during face-to-face encounters. They treat the disease or

injury of an individual one at a time. For instance, if a physician is treating a patient with hypertension, she will plan a course of treatment with the individual in mind. If the physician considers the population level in her work, then she is looking at how the treatments and instructions that she provides affect a group of her patients. For instance, she may consider how effective she is in treating her patients with hypertension collectively.

The patients of a county health department are the population of the

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county. Only in a few instances do health departments treat individuals one at a time. Much of their work would not be considered clinical interventions. However, their work does affect the population as a whole. For instance, health departments are responsible for seeing that food at restaurants is handled and cooked correctly. Health departments track reports of communicable disease to identify potential clusters or outbreaks, such as measles, in order to mobilize the community and physician groups to respond and prevent further transmission.

Can these two health groups benefit each other in improving the health of their patients and, if so, how? I recently interviewed Brian Hartl about this and he shared some thoughts that I believe can help clinical providers do a better job. As an expert in population level health, Mr. Hartl sees much of his work as preventive in nature. In the emerging world of population level medicine it is important for physicians and other clinical staff to focus on prevention too-prevention of chronic diseases worsening for patients, such as prevention of patients diagnosed with prediabetes advancing to diabetes, and prevention of teen patients from misusing alcohol and other drugs, including tobacco. The Kent County Health Department has many resources that can help physicians achieve their goal and would be very willing to collaborate with clinical groups. In fact, KCHD currently has a grant whose funds can be used to improve patient opportunities for chronic disease prevention, risk reduction or management through clinical and community linkages.

Mr. Hartl believes there is potential to work together with physicians to establish a system for prescribing healthy living activities and lifestyles as non-clinical interventions for the prevention/management of chronic disease. For instance, the Kent County Health Department is actively engaged in helping communities develop walking paths in underserved areas in the City of Grand Rapids. He thinks that patients with chronic diseases can greatly benefit if they became more active by walking. He is willing to share maps and information about the location of such paths so that a physician can prescribe a walking agenda for a patient and then point them to nearby paths that they can easily access.

The Kent County Health Department is also engaged in working with community partners to bring fresh foods to locations in the county where access to fresh fruits and vegetables is difficult. These are known as 'food deserts'

and often only have retail food stores that are 'quick markets' that have only boxed food, such as those found in many gasoline stations. His group is working with such retailers in the community to overcome the barriers to providing fresh foods. Mr. Hartl is willing to share with physician groups the locations of fresh food sources in the community so that clinicians can inform their patients of the locations and improve their food lifestyles.

These are just two examples of information that the health department is willing to share with clinical groups so that their patients can achieve healthy, active lifestyles. Besides information, health departments also have community contacts that could be useful. For instance, the Kent County Health Department works with the YMCA of Greater Grand Rapids, which has a nationally recognized program (the Diabetes Prevention Program) that helps prevent individuals diagnosed with prediabetes from becoming diabetic. The health department also has links with community educators, the Grand Rapids Urban League and prevention groups that focus on the prevention of the misuse of alcohol and other drugs.

As you can see there are many resources that are available from health departments. Will it be beneficial to clinical providers to access these resources? I believe that accessing these resources will help physicians and other clinical providers greatly improve the quality of life of their patients. Also, it will help in improving the outcomes of patients at the population level. This is very important for groups that have risk-based contracts with private payers and for those who serve patients who are covered by Medicare. According to an article in *Modern Healthcare* dated January 16, 2015, about 40% of all private payer contracts are incentive based now; those with such contracts need to focus on population level health.

There is a treasure of information at the health department for patient-centered medical homes that have patient care coordinators. One of the responsibilities of these coordinators is inform their patients of community resources that would be useful to them. The health department is an excellent source of such information.

The goals of healthcare providers remains to provide safe and high quality care to their patients while their management staff work to improve the bottom line. With the rise of risk based contracts that dictate managing care at the population level, I believe that county health departments can do a great deal to help providers meet their goals.

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# Create Your Success By Acting With Enthusiasm

By: Bud Bilanich

If you want to succeed, you must commit to three things. First, you must take personal responsibility for your success. Only you can make you a success. You need to be willing to do the things necessary to succeed. Second, you must set high goals — and then do whatever it takes to achieve them. Third, stuff happens; as you go through life you will encounter many problems and setbacks. You need to react positively to the negative stuff and move forward toward your goals.

You have to take personal responsibility for your own success. I have a quote from Paul J. Meyer, a

well known motivational speaker, hanging just inside the door to my office. I read it every time I go in and out of my office. That quote reads...

*Whatever you can...*

*Vividly imagine,*

*Ardently desire,*

*Sincerely believe.*

*And enthusiastically act on...*

*Must inevitably come to pass.*

The four most important words in this quote are “*and enthusiastically act on.*”

When you enthusiastically act on achieving your goals, you are demonstrating commitment to taking personal responsibility for achieving them.

Hard work is one way to demonstrate your commitment to your success. Put in the time and effort you need to succeed. Do it under the best of circumstances and the worst of circumstances. I grew up in Pittsburgh. I’m a lifelong Pittsburgh Steelers fan. As you probably know, they won the most recent Super Bowl. Ben Roethlisberger may not be the prettiest quarterback to watch, but he is willing to do the work it

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takes to perform and succeed. He played the entire Super Bowl with two broken ribs. That's commitment to performing and succeeding.

I'm not suggesting that you work when you're injured. I am suggesting however, that you need to enthusiastically act on what you imagine and desire. That means you need to seize each day and get the most out of it. Paul Meyer offers 13 suggestions for seizing the day. Here they are, and how I use them in my life...

1. **Be an inverted paranoid:** I believe the whole world is conspiring to do only good things to me.
2. **Be a quick forgiver:** I don't have time to waste in unforgiveness.
3. **Be optimistic:** Believing the best of people and circumstances is a sure way to find the best.
4. **Be thankful:** I always give thanks for the blessings I've received and keep a smile on my face.
5. **Be an encourager:** Encouragers make me feel better, stronger, and more capable of accomplishing my dreams. I want to do the same for others.
6. **Be spontaneous:** I have a sense of urgency and a do-it-now attitude. I get things done fast.
7. **Be a giver:** My greatest joy is giving — especially my time and advice. I love to help other people succeed.
8. **Be positive:** Being positive has the potential of turning the worst situations into victories.
9. **Smile a lot and laugh at life:** Adversity is a steppingstone, not a roadblock. Why not laugh in the midst of the challenges?
10. **Live life with enthusiasm:** I will only live once, so why

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not give it my all?

11. **Enjoy life:** I truly enjoy life.

12. **Find a hobby you enjoy:** I read, cycle and go to the movies. No matter where I am, I always have something I like to do.

13. **Look for people to help:** I get up every morning excited about helping others that day. I'm really excited today, I'm recording a CD full of helpful career and life success tips.

At first, this list may seem a little surprising. It doesn't say things like "get up early," "create a to do list and cross off everything before you quit for the day" or "handle each piece of paper only once." These are good ideas, but I like the way Mr. Meyer approaches seizing the day — being human by being positive and a giver, looking for people you can help, smiling, being spontaneous and encouraging others.

The common sense point here is clear. Successful people commit to taking personal responsibility for their career and life success. They decide what they really want out of their life and career. They create a vivid mental image of themselves having what they want. And then they act — enthusiastically. They seize the day and do whatever it takes to get what they vividly imagine and ardently desire. Commit to taking responsibility for your success. Seize the day — and act.

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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 are, if you don't learn strategies about how to approach exams

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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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# Special Learning Needs - Effective Educational Services For Students

By: Kari Miller

15 million school age children in the US have learning problems that public and private schools can't solve. There are 72,000 special education students in LAUSD, alone. Every day these students sit unhappily in class, losing hope of ever realizing their dreams. Students are living in pain and shame. They are not learning to be successful students.

Their parents are frustrated in their attempts to find suitable education

for their child. They've tried working through the public schools. They have hired tutors. Parents are calling for real solutions.

In order to thrive, these students need special educational methods that address their unique profile of strengths and needs. But even more importantly, these children require a new mindset of success.

Educational therapy offers help and hope to children and adults with

learning challenges such as ADHD, autism, dyslexia, and learning disabilities. Educational therapy is an appropriate and highly successful approach to helping students of all ages achieve their maximum potential.

Educational therapists use state of the art educational programs and methods that have been proven to teach students with learning problems the skills they require to be successful. Educational therapy shows students how to overcome their learning

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problems and lead successful lives.

All throughout the school years, foundations for future success are laid down. Not only are students learning essential skills such as reading, they are also learning to value education. But most importantly, they are learning to believe that they are successful students!

When students experience repeated frustration and failure, they develop self-doubt along with dislike or distrust of educational experiences. These negative views influence how much students can learn, at every level from elementary school through college!

*Special needs students experience three major problems with learning:*

Teachers and tutors use the same methods for every child. Children are unique and each learns in his or her own way.

Teachers and tutors usually do not understand how to modify their approach to address different learning styles.

Teachers and tutors only teach subject matter. Students who experience repeated academic failure lack the underlying foundational skills to be successful students. They often don't know the best study methods, how to manage their time, or what the real secrets are to academic success.

Teachers and tutors do not address the root cause of continued academic failure-learned helplessness. When students experience failure after failure, they develop a mindset that they are "stupid" and "can't learn." They give up on ever being a good student! But, when students believe they can succeed, they begin to try. When they believe they can learn, they begin to study. When they believe they can have impressive futures, they make powerful choices. Students have the right to believe in their innate intelligence and skill!

Educational therapists generally begin their professional careers in special education, child development or counseling.

The Association of Educational Therapists is the national professional organization that sets the training standards for educational therapists. There are three levels of membership in the Association of Educational Therapists: Associate Professional (introductory level), Professional (experienced), Board Certified (seasoned).

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According to the Association of Educational Therapists: “Regardless of previous background, all Professional members of the Association of Educational Therapists (AET) have met rigorous professional requirements in the academic areas of elementary and/or secondary education, child development, educational assessment, learning theory, learning disabilities, and principles of educational therapy. All members have a B.A. degree and are required to hold a Masters Degree or equivalent in post-BA course work. They have completed at least 1500 supervised direct service hours, and are required to complete 40 clock hours of Continuing Education every two years.

To become a Board Certified Educational Therapist (BCET), a member must meet the following additional requirements: Masters Degree (required); one year membership in AET at the Professional level; 1000 hours of professional practice; formal written Case Study evaluated and passed by the AET Certification Board; a written examination that demonstrates professional expertise in educational therapy.”

To locate an educational therapist near you or obtain more information about educational therapy, visit the Association of Educational Therapists website.

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# Global English: Take the Mystery Out of Teaching English to Speakers of Other Languages

By: Sarah Anne Shope, PhD

The English language has become a commodity throughout the world, yet there is a shroud around the manner in which it can be or should be taught and who can teach it. What is not widely known is that nearly anyone with a passion for helping people can teach English on some level provided he or she knows English functionally, and note that I did not say perfectly or expertly.

## **The Mystery is a pack of myths and misunderstandings.**

Several myths and misunderstandings about TESOL (teaching English to speakers of other languages) include that in order to teach, a person claiming to be a teacher must be an expert in the language, have thorough knowledge of grammar, and have a specific degree that proclaims his or her proficiency and knowledge. Those things are absolutely not true.

Most speakers of English are not experts in the language, yet they have a working adeptness that allows them to communicate effectively, and so they make great teachers. They have what English language learners need and want. Few native speakers of English could pass a thorough grammar test, but they know when the grammar is being used effectively and they know enough about how

the language works to teach it to others. They have what English language learners need and want. English is being taught throughout the world by people who do not have degrees in education, language, or TESOL; nevertheless, people are learning English from them. Some students are impressed by degrees, and some teaching institutions do require specific degrees, though many do not. Simply having a degree or looking like you can teach English (whatever they means) does not make a person an effective teacher. Yet there are many individuals who have a knack for teaching and especially for helping others to acquire language. They have what English language learners need and want.

## **What else do English language learners need and want and do you have it?**

Consider who the learners of English are and you can figure out

want they need and want; then you can surmise if you have it. Many of them need to learn English because they've landed in an English-speaking location and they need the language to work and/or to be a part of the community. Or they are in other countries where they need to communicate with the English-speaking world for various reasons. They are often people with intelligence, motivation and dignity, and they want to be seen as such despite their limitations with English.

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Without a doubt they are people who for one reason or another need to learn English so that they can begin to use it. Then, they want to gain more English and use it even more effectively so that others do not cut them off, put them down, embarrass them, or treat them as second class. They want to engage in productive work and to not be held back due to limited communication skills, and they want to be a part of the society in which they live and raise their families.

English language learners especially need a teacher who is understanding and compassionate. Language has often become an issue of struggle and embarrassment for them. They struggle to understand English and to make themselves understood. They are often embarrassed when people react to their accents or when people simply cannot understand them because of accents. They want respect for their humanness, their intelligence, and all of their other fine attributes. They want a teacher who sees them as human and not as the “other.”

They need a teacher who is practical about grammar and who knows how the English language works most effectively. Some teachers become so caught up in their own ostensible knowledge of grammar rules that they cannot begin to convey true language meaning to students. They actually frustrate students by trying to explain the language. English language learners already have high anxiety about the language and they need a teacher who does not increase that anxiety. They need a teacher who views human communication as being far more important than detailed explanations of grammar rules, especially those rules that seem to have more exceptions than the rules imply. English language learners want a teacher who shows them how to use language patterns in real-life situations.

Degrees are often impressive and it doesn't hurt to have a solid education, yet it is essential to realize that it is not about degrees-it is more about how the English language learner learns. We all need to continuously improve our skills so that we can help English language learners more efficiently, and we need to add professional development to our resumes so that we create more teaching opportunities for ourselves. But, we must admit that for language learning to take place, the ingredients must include a person who needs English and an understanding, compassionate, practical person who is willing and anxious to teach it. So, now you can answer the question: Do you have what English language learners need and want?

# Student Innovation and Creativity

By: *Bob Roth*

Some college students can see things from a different angle or another point of view. They have the ability to see through the problems and find solutions, develop new ways of doing things and deal with the many challenges that stop others from moving forward or reaching the goal. People call them creative, original, insightful, inventive or innovative. Whatever you call them, they have a gift that should not be ignored.

Innovation and creativity are talents that will always be in demand. Progressive and forward thinking employers need employees who will take them into the future. However these talents can also be a double edged sword. Creativity and innovation result in change. Unfortunately, not every employee and not every employer will embrace change. In fact, they may fear it and resist it. Change can be painful. It takes people out of their comfort zones and makes them learn new things and behave in new

and different ways. Some people (all of us at one time or another) do not adjust very well.

Funny thing! When a change is imposed on us, we often resist that change. However, when we are the ones recommending the change, we see it as good, necessary and helpful. Our own ideas usually seem better than the way things are currently being done. However, new employees must be careful not to badmouth the way things are being done. They may

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be insulting the person or people who designed that system or method.

Perceptions are important. You do not want to be perceived by your coworkers as an insensitive clod, smart aleck or know it all who tries to put other people down or make them look bad. Having your ideas accepted is far less difficult when the people around you like you and trust you. When you take the time to build good relationships first, any changes that you suggest will have a greater chance for acceptance.

To build trust with new employers, you should:

- Accept responsibility
- Admit and correct mistakes
- Prove that you are friendly and reliable

- Treat everyone with respect
- Look out for the best interests of others
- Help others when they need it
- Listen to the most respected people around you
- Recognize, appreciate and utilize the ideas and suggestions of others

It is important for you to understand that your idea may be creating a problem for someone else. When your good results come at the expense of others, you will hurt that relationship. Destroy enough relationships and you will find yourself out of a job.

Few jobs will allow someone to function in a vacuum. Employees are expected to cooperate and work together. Teamwork is valued. That means that individual ideas are

blended together to achieve a team solution. However, other team members will recognize the value of your contributions.

“Few of us can be successful unless the people around us make it possible.”

All of that should make it clear that innovation and creativity are important to your success both in college and after you graduate. While you are in college, you should look for opportunities to demonstrate your abilities. Employers will want to learn about the results that you achieved during the college years. When you can provide examples of the successes that were achieved because of your ability to create and innovate, they will believe that you can do the same for them.

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# The Language of Encouragement

By: Kevin Eikenberry

Some of the most powerful things in life are simple.

Such is the case with encouragement.

People are more productive, more focused and more successful in a positive and supportive environment than in a negative one. And we can help create that environment by being more encouraging.

John Adair wrote, "Praise and recognition based on performance are the oxygen of the human spirit."

I believe he is right.

Being encouraging and giving recognition is not only the right thing to do; as a leader it is our obligation and opportunity.

I believe there is a language of encouragement - a language that helps us take the good intention of being encouraging and supportive of others and makes it real. What follows is a part of that language.

Like any other language, as you use and practice it, you will become more fluent, more confident and use it more

often.

Here is your first lesson.

"I believe in you." Few words are more powerful than these. When people know that others believe in them, their self-image and self-belief rises.

"I appreciate how you did that." Praising someone's action will be heard and valued, and might be remembered for a very long time.

"Thank you." It is one of the first phrases our parents want us to learn.

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It is more than just polite. It lets people know we noticed.

“We need you/your help.” Everyone wants to be needed. Let people know when they are.

“What do you think?” Asking someone for their input and ideas is a great way to show others that you value them.

“I know you can do it.” This is another way to show your belief in words. I bet you remember a time when someone told you that and it changed your performance level (and maybe your life).

“How can I help?” Our time is valuable. When we are willing to give it willingly to others, it is very encouraging.

“I’ll go with you.” People don’t want to be alone. When we are willing to go along, people have less fear of the unknowns of the future and feel supported by you.

“What do you need?” We all need something and when someone wants to know what that is, it is very encouraging.

“I know what you mean.” Empathy is a powerful encourager. We don’t have to allow people to wallow in a problem, but often by truly hearing their situation and empathizing, we can help them move forward.

“I trust you.” When we are trusted, we are encouraged and want to live up to/earn that trust.

“Tell me more...” This powerful phrase shows our interest and willingness to listen.

“You are...” This is the way to start a compliment - it could also start with “you look...” “you give...” “you make...” Fill in a sincere compliment following these beginnings and you have instant acknowledgment and encouragement.

All of these can be said to someone with great effect. When they are written down (especially in a handwritten note), they create an even more lasting benefit.

The added personal benefit of all of this is that as we are encouraging others, we are creating a more positive environment for ourselves too. Even though your purpose in being encouraging is completely focused on others, you win too.

Encourage someone today, tomorrow and every day.

Some of the simplest things we can do have the greatest power.

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