

Phoenix Scholar

School of Advanced Studies
Periodical for Research and Scholarship

HIGHLIGHTS IN THIS ISSUE

**A Celebration of One Million Grads
(See the Photo Spread on Page 18)**

**Two Articles on the KWBA
Bootcamp in New Jersey**

**A Study on Emotional
Intelligence in the Workplace**

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An Interview with a SAS Alum

Detroit Rising

Gender Bias and Combat Roles

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More Inside



Centuries of tradition are colorfully exhibited in the academic regalia worn by the faculty and students on ceremonial occasions. The regalia have their origins dating back to the 13th century medieval university when it was actually a criminal offense for anyone who was not a member of the academy to adorn the traditional cap, gown, and hood. Today, scholars wear regalia to display their affiliation with the university, and, therefore, their continuing quest for knowledge. Scholarly rank and discipline are indicated by the cut of the gown and the colors of the hood and tassel.

PHOENIX SCHOLAR



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Ryan Rominger, Ph.D.
Associate University Research Chairs
Center for Leadership Studies
and Educational Research

Contact Information

Email:

Address:

LeadershipStudies@Phoenix.edu

4025 S Riverpoint Pkwy
Phoenix AZ 85040

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In 1976 University of Phoenix began with a dream. It faced enormous opposition particularly from politicized state educational boards and the passé academic community that denounced alternative class schedules and stereotyped night school, trying unsuccessfully to delegitimize the quality while barely examining its rigor. The stakeholders had the acute sense and wherewithal to know that most adults, particularly those raising families or those in the military, could not leave their current lifestyle for dormitories and boxed football seats.

After all, when UOPX began there were no online alternatives, just alternative on-ground classes. Truth be told, the traditional academicians were likely more frightened and some even envious when some twenty years later UOPX took a bold initiative to offer cloud-based education, setting the benchmark for hundreds of schools to emulate the world over. From a platform as simple as Outlook Express to its own proprietary platform dubbed New Classroom, UOPX set the standard for access. Today, UOPX is investing in what it does best, delivering challenging and practitioner based online education programs within the industry standard Blackboard Ultra.

This spring, 42 years after its inception, University of Phoenix marked a special milestone. We had achieved one million graduates. One million students who were receptive to UOPX’s mission of access and quality. From the stakeholders intuition these graduates (including myself) would undoubtedly agree that they were each in their own way trailblazers; having shown resiliency, adaptability, and tenacity. Each is his or her own rebel with a cause. In this special edition of Phoenix Scholar, join me as we celebrate. Enjoy, in particular, special feature stories as Dr. Rodney Luster (Senior Director of Research Strategy, Innovation and Development) and I interview two School of Advanced Studies (SAS) students: alum Dr. Jim Rice, a security expert whose scholarship now stands on the shoulders of giants; and student Bobbie Murray, a military sergeant with a penchant for industrial psychology. Each shares why they chose UOPX, what hurdles they overcame, and how they see the value of their degree.

To every UOPX staff member, administrator, faculty, and stakeholder, we celebrate you too. For without you, your dedication, and your commitment, our school would not have achieved such rigor and such a large alum. This summer we ponder these million graduates. We think about what each student faced, their varying day-to-day pressures, and no student’s pressures can be measured in terms of the energy, commitment, sacrifice, and time they spent to succeed. Even as these one million graduates continue to reach their career goals, each can rest assured that their degree has made a difference because a college degree is something no one can ever take away from us.



Erik Bean

Erik Bean, Ed.D.
Associate University Research Chair
Center for Leadership Studies and
Educational Research



Preparing For The Future: Themes In Doctoral Education Literature

Ryan Rominger, Ph.D., LCPC-PIT
Center for Leadership Studies and Educational Research

Doctoral education has long been the focus of exuberant and tenacious individuals reaching for the highest academic accolades, in order to position themselves on the front lines of innovation and exploration. It has also been the focus of institutions which hope to promote leadership in science and philosophy, while also positioning the institution itself as a host of such exploration and leadership. Not infrequently, doctoral education also invites financial gain through grants as well as development of proprietary knowledge which may be marketed and put to use in the world. However, doctoral education as an institution continues to change each generation, with the current generation posing no exception.

Increasing cost of education, challenges to federal financial support, and expanding international influences all put pressure on higher education (New England Resource Center for Higher Education, 2016; The Woodrow Wilson National Fellowship Foundation, 2005). Structures and pedagogy morph to meet each challenge, with new models of doctoral education emerging over the past several decades. Additionally, more recognition is given to efforts putting doctoral education to work in the world—in other words, to the practical application side of research and to practitioner-oriented doctoral degrees (Gokhberg, Shmatko, & Auriol, 2016; Rice & Matthews, 2012; Walker et al., 2008).

However, quite often so much is written regarding doctoral education that it can be difficult to know which discussions are most pertinent. Several endeavors helped review the broad landscape of doctoral education. In 2005 The Woodrow Wilson Foundation published *The Responsive Ph.D.*, which was a report generated from in-depth literature review as well as collaboration from many doctoral institutions. This endeavor resulted in four main themes they felt were pertinent in a 'responsive Ph.D.' program: it engages constituents within and outside

of education; it utilizes new paradigms of educational andragogy; it engaged new practices in teaching and research; and it engages new and more diverse peoples outside of the normal, traditional doctoral students (who happen to be white, middle to upper class, able-bodied, heterosexual, etc.). Note that this endeavor was specifically focused on the research Ph.D., as opposed to all doctoral education.

A second endeavor was spearheaded by the Carnegie Foundation for the Advancement of Teaching, was called the Carnegie Initiative on the Doctorate, and was a review of literature and surveying of doctoral programs (Walker et al., 2008). While this endeavor also focused primarily on the Ph.D., it also included institutions which granted other doctoral degrees, most often the Ed.D.. Faculty, students, and administrators all contributed to ongoing discussions and completed surveys regarding many different aspects of doctoral education. Findings largely pointed toward several main themes. First, scholars are formed through often complex relationships and processes which help impart knowledge, skills, opportunities to practice those skills, and, at its base, a greater understanding of the process of research. Second, scholars are developed within scholarly communities, with reciprocal relationships built in integrated systems. These systems, intellectual communities at heart, help impart professionalism and the learning of skills required to become a fellow doctorate. Finally, scholars become stewards, of their area of study as well as of the scientific endeavor of advancing human knowledge and understanding of the world. Advancement of understanding is then put to work to solve real-world problems (Walker et al., 2008).

What has occurred, though, in the past 10 years? What are the current discussions in doctoral education with regard to andragogy, relationships between education and industry, or programmatic structures? The current study sought to answer this ques-

tion by conducting a literary meta-analysis of a broad set of published literature on doctoral education. The study used a snowball sampling method applied to literary discovery. First, a set of 'seed' texts were identified by searching databases for key terms, such as 'innovations in doctoral education' and 'dissertation and capstone projects.' Texts were limited to the past 10 years, unless a text was discovered that was key to understanding another more recent text. The initial core set of texts included three books and 10 articles. Second, based on the content and themes of the core texts, new searches were conducted to expand the literature. Additional texts were gleaned from the references of the core texts as well. Finally, organizations specifically named within the core and expanded set of texts were reviewed for pertinent reports, white papers, and organizational publications. During analysis, all texts were coded by hand, and themes were developed which represented the main discussions occurring within the texts. Literature was continually added until new articles no longer added to the expansion or refinement of the themes (a concept often referred to within human subjects research as saturation).

Emergent results included three main categories and 11 main themes (Rominger, in press). The three categories were Connection with Non-Doctoral Education Groups; Re-visioning the Doctoral Education Process; and Aligning Dissertation/Capstone Projects with Type of Doctoral Program (Rominger, in press). It should be noted that each category demonstrated reciprocal influential relationships with each of the other two categories. For example, Connection with Non-Doctoral Education Groups was both influenced by, and influenced, Re-visioning the Doctoral Education Process. As a concrete example, literature often discussed how institutions with doctoral education programs were increasingly building relationship with industry, non-profit, community, and government leaders and organizations in

order to place doctoral students in those respective locations (Gokhberg, Shmatko, & Auriol, 2016). Additionally, to connect with those institutions, maintain relationships, and place graduate students with appropriate skills, the successful doctoral programs were re-visioning their educational process by integrating new courses which, for example, taught industry-specific skills (budgeting, management skills, etcetera) (Lee & Danby, 2012).

While describing all of the 11 themes are beyond this summary, the themes will be listed. Within the category Connection with Non-Doctoral Education Groups four themes emerged: connections with government organizations, non-profit organizations, business and industry, and community organizations (Rominger, in press). Clearly the themes were specific to the actual constituent groups. Each constituent group has its own needs, and thus its relationship with the doctoral program will be unique. Discussions within this literature revolved around how to build and maintain the relationships, national and international financial support for school-industry programs, and national and international transience as doctorates move around post-graduation. Within the category Re-visioning the Doctoral Education Process these themes emerged: teaching teaching, collaborative learning, creating an intellectual community, pedagogy of research, multi-mentoring relationship/team supervision, and disciplinarity versus interdisciplinarity (Rominger, in press). The category of Aligning Dissertation/Capstone Projects with Type of Doctoral Program had the main theme of discovery plus application (in the Boyer domain model). Within

this theme were sub-themes related to the expanding number of different types of doctorates, including an expansion of practitioner doctorates (such as the nursing doctorate called the Doctorate of Nursing Practice, or DNP). Another sub-theme, representing a growing base of literature, relates to the alignment of the dissertation or capstone project to the doctoral program itself. Increasingly there is recognition that the traditional 250-page research-focused dissertation (which may sit on a shelf with few readers) may not be the most appropriate use of a doctorate student's time, energy, and training. Rather, there is growing support for training doctoral students to produce outcomes which are similar to what may be expected in the industry in which they will be hired post-graduation. As most doctorates now enter the labor market (businesses, non-profits, community organizations, government organizations) rather than entering back into academia, this challenge is gaining traction. Thus, faculty teaching doctoral students find themselves facing questions regarding how to align doctoral student's research and content training with professional skills and expected industry output.

Overall, the literary meta-analysis provided a snapshot of literature written on doctoral education over the past decade. There are clear challenges to the current models of doctoral education. Fortunately, there are also new and innovative structures and processes which may help doctoral education remain relevant as programs strive to meet the problems now faced by a globalized economy, globalized marketplace, and thus globalized opportunities for graduates

NOTE: This study has been accepted for publication in the *International Journal of Higher Education* (<http://bit.ly/2wFpLPX>).

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Research Methodology Special Interest Group: The Community of Scholar Practitioners

Mansureh Kebritchi, Ph.D.

University Research Chair

Center for Instructional and Educational Technology

Mark McCaslin, Ph.D.

Dean of Research and Scholarship

A comprehensive knowledge of research methodology is critical for researchers to conduct valid studies and for research consumers to apply studies' results. Thus, a Special Interest Group – Research Methodology Group – has formed within the Research and Scholarship Enterprise on the Research Hub with the purpose of generating discussion around existing and emerging research designs and approaches, as well as sharing and building resources to support research and scholarship across the University of Phoenix. Experiential learning and scholarly leadership serve as the theoretical framework of the group. Scholarly leadership is held as a transformative and potentiating relationship among experienced and aspiring scholars, practitioners and leaders who intend – through the production and application of research – to advance their professional life and the community of scholarship. Experiential learning seeks to put knowledge and wisdom to work in the

world. It bridges theory and practice which aids in cultivating a sense of transdisciplinary as a living dynamic existing within a community of practice. Research Methodology Group creates a dynamic community of scholar practitioners who share and apply their research method knowledge.

The overarching objective of the group is to enhance the research method knowledge and skills of doctoral students, faculty, and alumni. To achieve the objective, a committee of methodologists has been formed with specific responsibilities. Committee of methodologists are experts in at least one of the established research methods and designs, and are committed to enhancing the quality of research methods and designs of studies conducted within the University of Phoenix. The committee of methodologists strive to share their expertise with faculty, staff, and students and help them enrich the quality of their research methods

and designs through following supports:

- Sharing materials, resources, examples, and guidelines related to their expertise method and design.
- Offering web-based webinars related to the method and design.
- Enriching understanding of the research method and design by engaging in conversations in the discussion forums at the group site.
- Addressing conflicts, issues, and challenges related to the method and design in a one to one setting.
- Creating design groups or communities of practice to facilitate knowledge exchange.

The committee of methodologists provide design guidelines, resources, and webinars

to nurture the researchers' skills. Table 1 shows the timelines for offering webinars by the methodologists in 2018. Webinars are offered via web conferencing platforms and are open to all University of Phoenix faculty, staff, students, and alumni.

In addition, Research Methodology Group supports studies conducted in advancement of research methods and designs. The research agenda may be included but not limited to exploring:

- Issues and challenges of implementing established research designs within qualitative, quantitative, and mixed methods.

- Issues and challenges of implementing alternative research designs within qualitative, quantitative, and mixed methods such as arts-based, collaborative inquiry, and appreciative inquiry.

- Effective practices related to teaching and learning research methods and designs.

We encourage all researchers across the University of Phoenix join the group. Research Methodology Group endeavors to address your needs and engage you in the community of scholar practitioners.

Join the group if you like to share your expertise, wonder about which design(s) or method(s) is more appropriate to investigate your research question(s), try to gain more experience with basic statistical tests and software for analyzing the quantitative data, learn about how to use qualitative software to analyze qualitative data, learn about nature of various research designs, or conduct research about research methods or designs.

For further information, please visit the Research Methodology Group (<http://bit.ly/2iTIQVX>)

Table 1. The Methodologists and their Scheduled Design Webinars in 2018

	Date	Methodologists and their Expertise/Webinar Topics
1	Jan 18, 2018	Orientation, Welcome session by Committee of Methodologists The group leaders: Dr. Mansureh Kebritchi, Dr. Mark McCaslin, Dr. Ryan Rominger
2	Feb 15, 2018	Case Study, leader: Dr. Mansureh Kebritchi
3	March 15, 2018	Content analysis, leaders: Dr. Erik Bean and Dr. Liz Johnston
4	April 12, 2018	Delphi Method, leader: Dr. Phil Davidson
5	April 26, 2018	Mixed Methods, leader: Dr. Ryan Rominger
6	May 10, 2018	Quantitative Experimental, leader: Dr. Brian Sloboda
7	May 17, 2018	How to use Dedoose for data analyzing in qualitative and mixed methods studies: Dr. Eli Lieber, Dedoose Co-Founder, CEO
8	June 21, 2018	Quantitative Non-experimental, leaders: Dr. Armando Paladino & Dr. Ruzanna Topchyan
9	July 19, 2018	Phenomenology, leader: Dr. Karen Johnson
10	August 16, 2018	Auto Ethnography, leader: Dr. Jim Lane
11	Sep 13, 2018	Grounded Theory, leader: Dr. Mark McCaslin
12	Sep 27, 2018	Narrative Inquiry, leaders: Dr. Ryan Rominger and Dr. Jim Lane
13	Oct 11, 2018	Quantitative Measurement Development of Surveys, leader: Chara Price
14	Nov 8, 2018	Action Research, leader: Dr. Mansureh Kebritchi

Research Fellows In Action

Center for Global Business and Information Technology Research

Dr. Arturo Trejo



Dr. Trejo works in the aerospace sector, and he is SAS alum (DMIST). His research topic is emotional intelligence in the Hispanic IT industry. Dr. Trejo is recognized as a motivational and organizational leadership and management professional, a speaker focusing on innovation and organizational improvements, and he provides consultancy services to several industries. Dr. Trejo is a TED Speaker. Dr. Trejo works in Aerospace sector focusing in Military & Defense, Avionics and Transportation line of business, allowing Dr. Trejo to interact with major airlines around the world regarding the flight deck navigation instruments and in-flight entertainment and communications systems. He has worked in the High Technology and Aerospace / Avionics fields for over 40 years, employed by major technology companies in computing research and currently focuses on wearable technology, and high-performance computing technology and satellite communications. This work takes him to live, and work in several countries on different continents such as USA, UK, Russia, New Zealand, Australia, Colombia, Brazil, and Puerto Rico. Dr. Trejo speaks four languages (English, Spanish, Italian, and Portuguese). He has presented his doctoral research at the following universities: Oxford, UK; Mumbai, India; Barcelona, Spain; Buenos Aires, Argentina; Moscow, Russia; Kathmandu, Nepal; Salzburg, Austria; Porto, Portugal; Brussels, Belgium; University of Phoenix; University of La Verne; and Universidad Nacional Autónoma de Mexico. He has also presented at these institutions: United Nations, International Leadership Association, Society for Advancement of Management, Latinos in Information Science and Technology, Emotional Intelligence Institute, and International Society for Emotional Intelligence. Dr. Trejo is also unique in that he has delivered a TEDTalk (in Spanish, <http://bit.ly/2KjkhM3>).

Dr. Dena Bateh



Dr. Bateh's research interest is about businesses in MENA region, and she runs a

SIG on the Research Hub. Dr. Bateh is currently a full-time Professor of Management and International Business in New York City. In addition to teaching international trade and marketing, her areas of expertise also include business strategy, entrepreneurship, integrated marketing, model united nations and organizational behavior. She obtained her Ph.D. in International Economics from Columbia University completing her doctoral dissertation on Healthcare Improvement in Third World Countries - A Focus on Egypt and both her M.B.A. and B.A. from Jacksonville University (Florida). Prior to becoming a professor, Dr. Bateh worked extensively in the pharmaceutical industry focusing on cardiovascular health. She is also the co-founder of the American-Egyptian Aid Foundation, a United Nations NGO. Other than teaching and working with the NGO, Dr. Bateh devotes her time to scholarship, currently in the areas of Globalization, Cultural Evolution, and Entrepreneurial Ecosystems in the MENA Region, Digital Privacy, and Healthcare Technology. Dr. Bateh is also the leads the UOPX Special Interest Group blog – "The Cultural Impact on Globalization."

Dr. Doug Gilbert



– Dr. Gilbert is a full time administrative faculty with the University of Phoenix. Previously he was the Dean of the School of Organizational Leadership at the University of the Rockies in Denver, Colorado. He holds a Doctorate of Business Administration from the University of Phoenix, a Juris Doctorate from the University of Iowa, and an MBA from the Université de Genève (IMD) in Switzerland. He is also a Ph.D. candidate at Tilburg University in the Netherlands. Prior to joining the University of Phoenix and the University of Rockies he worked in the legal profession, in industry, and management consulting for over 25 years. From 1989 to 1999 he worked for Novartis AG, a Swiss pharmaceutical and chemical company, in Basel, Switzerland. Upon returning to the U.S. in 1999 and prior to assuming academic appointments, he worked for Cap Gemini Ernst & Young as a strategy and transformation consultant in the life sciences/biotech. Dr. Gilbert has been an ACBSP site evaluator since 2011 and has been an accreditation mentor for schools in the U.S., Mongolia, Switzerland, and India. He also serves as a site examiner for the U.S. National Baldrige

Performance Excellence program and for the regional Baldrige affiliate, Rocky Mountain Performance Excellence, where he is chairman of the board of directors. He is a member of the board of directors of the Baldrige Alliance for Performance Excellence, the body that oversees the 33 state and regional programs affiliated to the Baldrige program. In 2017, Dr. Gilbert served as a Fulbright Specialist at the University of Finance and Economics in Ulaanbaatar, Mongolia. His current research interests include management education and organizational performance excellence.

Dr. Jim Rice



Dr. Rice sings and has performed at Carnegie Hall! A SAS alum, Dr. Rice's research interest is healthcare IT. He studies and applies information technology governance processes to efficiently realize tactical and strategic business goals. His studies include businesses in a variety of industries; including financial services, healthcare, and retail. He explores how traditional enterprise and information technology governance frameworks are affected by increasingly diverse organizational models. Dr. Rice's goal is to reduce the often underestimated agency problem in organizations by challenging assumptions created by traditional application of the philosophy of management control. His current areas of research include data security, governance, and privacy in digital services.

Dr. Kim Capehart



Dr. Capehart is a SAS alum. He is also a

practicing dental surgeon and a professor in dentistry. Dr. Capehart is an educator, speaker, motivator, and business consultant. He is the founder, president, and CEO of three multi-million-dollar corporations. He has consulted dreamers with aspirations of being a start-up entrepreneur to Fortune 500 companies across the country as well as internationally. He has been published in textbooks, trade magazines, and peer-reviewed journals. He also published a novel entitled, "My African Safari" in 1999, and a featured guest columnist in newspapers. Dr. Capehart has also taught in higher education for nearly 20 years for numerous colleges and universities, including the University of Phoenix since 2008. He also speaks nationally and internationally concerning social media, digital media, marketing and eMarketing, leadership, and management. He also speaks nationally and internationally as a motivational speaker sharing his story. Dr. Capehart's research interest is two-fold with an emphasis on digital education in higher education and clinical surgery.

Dr. Leo Maganares



Dr. Maganares began his career as a Naval Officer. He earned his BS degree in Naval Engineering (1980) and served as Chief Engineer on numerous naval ships. From the very beginning of his career, he understood the significance of the human factor for the success of any organization. Driven by his passion in leadership, he received a scholarship for postgraduate studies in Management at the Naval Postgraduate School, Monterey, California. During his studies at the Naval Postgraduate School, he was inspired by the Total Quality Leadership Theory. In 1995, he resigned from the Navy at the rank of Commander Engineer. He then started his second career in Monterey, California as an entrepreneur college instructor and administrator. Since 1995, Dr. Leo Maganares has contributed to the success of many colleges as Director of Academic Affairs, Dean of Education, Department Chair of Business and Technology, and Instructor of Business, Mathematics, and Computerized Accounting. In 2004, he founded The Learning Triangle, School of Mathematics which was developed and implemented as an on campus and online program for Middle School, High School, College and University students, as well as working professionals. In 2007, he earned his doctorate degree in Educational Leadership and Change from the Fielding Graduate University, Santa Barbara, California.

Dr. Lillie Hibbler-Britt



Dr. Hibbler-Britt is with the School of Business at University of Phoenix. Her research topic is about African American women in the financial industry. She has her B.S. in Business from Claflin University in Orangeburg, SC, her MBA from Bowling Green State University in Bowling Green, OH and her Ph.D. in Organizational Behavior, concentrating in Human Resources from Capella University, in Minneapolis, MN. Dr. Hibbler-Britt has over 24 years of corporate experience working for such Fortune 500 companies as Harris Corporation, Emerson Electric, Prudential Financial, and Wells Fargo/Wachovia Securities. Her corporate experience is in the defense and financial services industries. Prior to becoming full time faculty with the University of Phoenix, she was the founder and owner of The Focus Investment Team, in Charlotte NC. Dr. Hibbler-Britt has taught both graduate and undergraduate human resources courses and is involved in the Human Resources Curriculum Development Committee for the University. Dr. Hibbler-Britt has served as a Human Relations Commissioner for the city of York, PA, and was recognized as a Dr. Maya Angelou Woman Who Lead by the United Negro College Fund, Charlotte, NC. She published her first book River Voices: Breaking the Silence in 2011.

Dr. Louis Daily



Dr. Daily recently become interested in qualitative techniques such as phenomenology. This method is being used by one of his SAS mentees. His interests include quality control, anything involving linear regression or econometrics, the problems of emerging economies, consumer psychology, organizational behavior, and other areas. He recently presented his research "The Discrete Emotions Controversy and Relevance to Consumer Behavior" at the Association For Consumer Research - Asian Pacific Conference in Hong Kong.

Dr. Pam Gordon



Dr. Pam Gordon is SAS faculty. Her topic is business and she runs a SIG. Dr. Gordon earned her doctorate in Business Administration from Northcentral University in 2008. Her three Masters degrees are in Human Resource Management, Organization and Leadership, and an MBA with a specialization in Marketing. She has 22 years of experience in the pharmaceutical industry, with 17 of those years in corporate management/leadership positions. She has more than 10 years of post-secondary teaching experience and currently works for University of Phoenix fostering faculty development. Her research interests are in the areas of management/leadership, organizational behavior, marketing, and human resource management. Her published articles appear in Management and Organizational Studies; SAGE Research Methods Cases, Career Convergence, Journal of Business and Economics Research, Journal of Diversity Management, American Jails, Progressive Grocer, and Counseling Today.

Dr. Paul Wendee



Dr. Wendee is an investment banker and SAS alum, his research topic is wealth management. Dr. Wendee is the Managing Director of Paul M. Wendee & Associates, LLC, a corporate finance, private equity, and management consulting firm which he founded in 1998. He has been an entrepreneur, investment banker, securities analyst, and private equity fund manager for 36 years. He publishes an award-winning investment newsletter, the Intrinsic Value Wealth Report. He is the creator of Value Driver Theory, a new way of understanding and strategically thinking about business; and teaches courses in business, investments, economics, entrepreneurship, and finance to university students worldwide. He founded the Value Driver Institute and Research and Educational Expedition Programs (VDI/REEP), a non-profit organization with a mission to conduct research on enterprise value driver theory and the enterprise value creation process, and to take the business incubator concept to places in the world where business incubators are not commonly found but where they are needed the most.



Knowledge Without Boundaries: Bootcamp at the Southern Regional Science Association Conference

Fiona Sussan, Ph.D.

University Research Chair

Center for Global Business and Information Technology Research

Brian Sloboda, Ph.D.

Associate University Research Chair

Center for Management and Entrepreneurship

Center for Global Business and Information Technology Research (CGBITR) and Center for Management and Entrepreneurship (CME) jointly organized an inaugural Knowledge without Boundaries Academy Bootcamp (KWBA Bootcamp) at the Philadelphia Campus on March 15, 2018. This KWBA Bootcamp was organized concurrently with the 57th Southern Regional Science Association (SRSA) Annual Meeting. SRSA conference was held at the Courtyard Marriott in Philadelphia, March 15-17, 2018. Dr. Fiona Sussan (Research Chair, CGBIT) and Dr. Brian W. Sloboda (Associate Research Chair, CME) organized two sessions and submitted nine papers to SRSA conference around the theme of entrepreneurial ecosystems (EE) and regional economics. The two sessions were accepted by the SRSA. After the acceptance, Drs. Sloboda and Sussan decided to take this one step further: KWBA Bootcamp. The premise of this special version of KWBA is to have researchers, either doctoral students or faculty from the School of Advanced Studies (SAS), present their almost completed research at this special session of KWBA for feedback and to receive comments to complete their research for publication. In addition, non SRSA conference attendees from the Philadelphia campus were also invited to join us and work with us at the Philadelphia campus and SRSA conference site informally to help them advance their research with the eventual goal of publication.

The idea to hold this KWBA-Bootcamp was espoused by Dr. Fiona Sussan. During the summer of 2017, Dr. Sussan was invited to a research group held at Oxford University in the United Kingdom. This small gathering worked on their research independently and would also collaborate with other attendees during the session and at social gatherings. The intent of this session is to facilitate the completion of research for publication.

An event cannot be successful without support. The Knowledge without Boundaries Academy Bootcamp received accolades from the staff at the School of Advanced Studies (SAS) because they felt this was a superb way to get the faculty and doctoral students engaged in research. In large part, the association with the Southern Regional Science Association (SRSA) Meeting made the event more meaningful. The research that was presented at our Knowledge without Boundaries Academy Bootcamp was also being presented at the SRSA. The presenters had some feedback before their presentation. What a great way to present research and polish it as well. This enables the researcher to be able to finalize their research and submit for publication at a peer-reviewed journal.

To facilitate the collaboration with Philadelphia campus, Dr. Rodney Luster contacted Dr. Erin Rogers, Director of Academ-

ic Affairs at the Philadelphia Campus and Joe Capebianco, Campus Director for the Philadelphia Campus. They loved the idea of having this Knowledge without Boundaries Academy Bootcamp at their campus. In conjunction, Dr. Rogers planned a special session for the Research Club to have their meeting with the KWBA Bootcamp on March 15, 2018 during the evening hours to engage with the doctoral students and faculty in the Philadelphia market. The turnout for this special session of the Research Club was robust, and the engagement among the participants was highly interactive and meaningful. The beginning of the Research Club meeting included a welcome message and present his tips for engaging in research by Dr. Mark McCaslin, Dean of Scholarship and Research, via Skype.

In the end, the main goal of this Knowledge Without Boundaries Academy Bootcamp is that, through the series of presentations and discussions of working papers, our doctoral students will come to appreciate and be excited about the face-to-face knowledge creation process that they may not normally experience within our formal and structured doctoral program. As for the faculty, this provided an opportunity to engage in research to prevent obsolescence in their skills and to develop their skills as a researcher. Our aim is to add value to SAS doctoral program.



Preparing a Successful Practitioner Publication Submission

Erik Bean, Ed.D.

Associate University Research Chair

Center for Leadership Studies and Educational Research

Not unlike academic or theory-based journals that often rely on publishing a variety of research studies that can offer outstanding author career visibility and advice for the profession, so to do the practitioner periodicals afford the type of visibility and advice that also can build career strength and author notoriety, an accolade no one can take away. While these periodicals can suffer from many of the peer reviewed flaws such as little concern for immediacy as evident in extraordinarily lengthy publication time, nepotism and cronyism, just the same, understanding how to approach a practitioner periodical before submission can improve the chance of acceptance since some do not accept unsolicited articles and may only review a query letter, the latter of which is seldom used in academy geared publications (<https://n.pr/2InUkuw>).

What We Covered and the Potentials

In earlier blogs Ryan Rominger, Ph.D. (<http://bit.ly/2FoFgPn>), Erik Bean, Ed.D. (<http://bit.ly/2GeHDQU>), and Fiona Sussan, Ph.D. (<http://bit.ly/2Gfyhof>), discussed what practitioner publications are and how they can be challenging to discern, but we agree reputable ones are indexed in most library databases, afford a large well documented circulation in the form of a journal, magazine, or prolific website particularly in this age of non-traditional periodicals. These practitioner periodicals are typically geared to the profession more so than the academy but can include targeting both or either and might be published daily, weekly, monthly, quarterly, or bi-annually. Practitioner publications can often be under the guise of an association or trade (Marketing News <http://bit.ly/2liwK2w>, School Library Journal <http://bit.ly/2lj1TGU>, Diverse Issues in Higher Education <http://bit.ly/2jWdEVp>) or a journalistic entity (Crain's Detroit Business <http://bit.ly/2KnRdDw>, Crain's New York Business <http://bit.ly/2l-jHkh>, Business & Leadership <http://bit.ly/2k0kDg9>, Wired <http://bit.ly/2lh9iP>, En-

trepreneur <http://bit.ly/2GgOHMW>, The Chronicle of Higher Education <http://bit.ly/2L1QYPO>), to name a few.

Open Markets for Submission

Practitioner publications typically differ from academy periodicals in that most do not use a blind peer review process, but are reviewed by a managing editor, editor, or editorial team in general. These periodicals often seek manuscripts via their detailed guidelines that specify how much freelance work they most notably accept (as opposed to academic journals that may indicate their acceptance rate of content that is typically almost 100 percent vetted from academicians). Those practitioner periodicals that accept 25 percent or higher can be worth targeting. Such percentages of publications open to freelance may be found on their websites or in long standing publications such as Writer's Market <http://bit.ly/2lCr5HR> (by Writer's Digest <http://bit.ly/2lilGX6> a for profit providing freelance information since the 1920s) and the International Directory of Little Magazines and Small Presses <http://bit.ly/2lff0Es> (2017-2018, 53rd edition) by Len Fulton. If guidelines are not readily available, it is recommended to avoid submission since such periodicals are not actively seeking content because they most often have their own editorial team (Bean 1999, <https://amzn.to/2rFGwoX>). Select periodicals that complement your doctoral or masters degree career discipline.

The Query Letter

Those practitioner publications open to submissions will either be open to a query, typically a one-page letter proposing an article, or a full manuscript based on their guidelines.

1. The art of writing a query is generally one that combines a proposal with the writing voice typically found in the periodical. Meeting the writing tone is crucial for success.

2. Be direct, but do not editorialize that readers may enjoy the piece. Rather, let the query reveal the concept itself to allow the editor to see for herself if the proposal is a match.

3. Selling an idea that has already been covered will lead to a fast rejection. That is why it is recommended one review the periodical over the last 12 months to two years focusing on the voice, paragraph style/length, headers and sub-headers, and accompanying pictures which prospective authors may be required to furnish.

4. If images are required, check for resolutions and save formats whether PC or MAC. The goal is to prepare all portions of the submission meticulously: font style, spacing, margins, pictures, or other media content, to lessen any chances the piece may be rejected for not being compliant. Most such practitioners periodicals may not require APA or MLA style and may in fact have their own style or utilize AP (Associated Press, <http://bit.ly/2L2TF3l>) style.

5. A query letter need not be accompanied by any other materials.

Quick Manuscript Advice

For complete manuscripts most of the query requirements are still important, but one will likely still need a simple cover letter properly addressed to the current editor simply informing him or her the title of the article and the section it is targeted and contact information. Whether snail-mail or electronically, failure to acknowledge the current staff members could result in rejection since it shows the periodical the prospective author is not familiar with it. Voice, above all, is the draw as well as offering contemporary information the profession, whether business or the academy, needs through one's empirical experience, with little or no literature review.

Such periodicals are typically looking for solutions, advice to meet the demands of growing markets, customers, and technological fixes (hacks), or they may want pieces about grassroots and community

efforts that individuals in the field have experienced, pieces that speak to immediacy. Most will require a third person authoritative writing voice, a voice that imbues passion with careful selection of

nomenclature the field will be ready to absorb. With such attention to these query or complete manuscript details one stands a higher chance for preparing a successful practitioner publication submission.



Boyer's Scholarship of Engagement: Detroit Rising, What if We Could Make a Difference?

Janice Cardwell, Ph.D., MBA
Dissertation Chair and Faculty
Center for Leadership Studies and Educational Research

James Gillespie, Ph.D.
University Research Chair
Center for Organizational Research

Across academia, Boyer's (1990) scholarship domains are used for student scholarship training, faculty scholarship, and as a theoretical underpinning for research. The primary domains include: teaching, discovery, integration, and application. What is not widely referenced is a fifth domain offered by Boyer (1996) titled the Scholarship of Engagement. Perhaps less attention has been given to this domain, which was introduced in a speech on October 11, 1995 for the Induction Ceremony of the American Academy of Arts and Sciences, because the article and the speech were published after Boyer's death in December 1995. Beyond the historical foundation, most important is what Boyer offered as the Scholarship of Engagement.

According to Boyer (1996), "on one level" the Scholarship of Engagement involves "connecting the rich resources of the university to our most pressing social, civic and ethical problems, to our children, to our schools, to our teachers, and to our cities" (p. 19). As read, this statement is very broad and lofty while encompassing a great deal of societal issues. To clarify his intent, for this domain, Boyer added this commentary:

"Increasingly, I'm convinced that the scholarship of engagement also means creating a special climate in which the academic and civic cultures communicate more continuously and more creatively with each other... enriching the quality of life for all of us" (p. 20).

Interpreting this more deeply, Boyer's Scholarship of Engagement could be a "what if" scenario, which is how Detroit Rising (DR) began. DR is a project created and co-led by the Center for Organizational

Research (COR) in the School of Advanced Studies (SAS) at the University of Phoenix (UOPX).

Detroit Rising was initiated on December 1, 2017 by Dean Mark McCaslin (Dean of Research and Scholarship, Office of Scholarship Support), Dr. James Gillespie (Research Chair & Leader, COR), Dr. Jan Cardwell (VP Campus and Academic Director, Detroit UOPX), and over 50 leading executives from the business and community sectors during a strategic planning meeting in Downtown Detroit.

The primary purpose for the meeting, provided on a complimentary bases by a prestigious law firm in Detroit, was to uncover needs for research and scholarship among the Detroit group of leaders, but there was something else that resonated with this group of leaders. They were not interested in talking about their needs. Instead, they selflessly wanted to talk about how to help the City of Detroit and the surrounding region to sustain its economic comeback. As the conversation evolved, an excitement, energy, and awareness permeated and drove the discussion. Leaders shared how they could contribute resources and talent, including legal and financial advice. Discussions turned from personal needs to contributions for the good of the City. Commentaries and discussions were captured and later sent out by email, which prompted more feedback, thoughts and ideas. In essence a movement was launched. Most importantly, the foundation of a new service and support organization was launched – Detroit Rising.

Detroit Rising will focus on economic development, entrepreneurship, and training in the greater metropolitan Detroit region.

The goal is to create a financially self-sustaining 501(c)(3) entity that is independent of but highly collaborative with organizations from the academic (particularly the University of Phoenix), community, foundation, governmental, and industry sectors. Detroit Rising allows us to examine how scholarly leadership has potential to become applied practice. Using Boyer's (1996) Scholarship of Engagement as the theoretical underpinning, the practical question for the Detroit Rising project is "What if we could make a difference?"

Armed with a momentum, commitment, and purpose, our first step was to form an Executive Advisory Council of highly distinguished Detroit-based leaders. This group of volunteers is adding more detail and legs to the initiative. This "special climate of continuous communication and creativity," as Boyer articulated (1996), is being cultivated with a frequency of communications and activities. For example, a strategic planning session was organized on February 22, 2018 and facilitated by a former General Motors strategic planner, at no cost. The intensive session was to grind out the mission, vision, and core values. With these foundations in place, the next step is a process of discovery to systematically and objectively identify collect, analyze and catalogue what is already being done by service and support organizations in Metropolitan Detroit. In addition, every event and activity for Detroit Rising is examined with a research lens, covering the study of leadership and organizational behaviors.

We look forward to a bright future for this exciting initiative which bridges the gap between the world of academic and the worlds of work and community.



Enhancing Doctoral Student Progression: An Overview of the Jersey City Campus

Miriam Frolow, Ph.D.

Director of Academic Affairs

New Jersey Campus

Center for Workplace Diversity and Inclusion Research

At the Knowledge Without Boundaries Academy at the Jersey City Campus (JCC) in May 2017, we noticed that there was a thirst among the 20 doctoral students who attended the event for more contact and support. With more than 235 doctoral students in the New Jersey/New York Market, I saw an opportunity to extend the mission of Knowledge Without Boundaries to provide a new kind of hands-on support for doctoral candidates that often flounder or give up on their dissertation due in large part from a sense of isolation.

Thus was born the JCC Research Club. Meeting on the last Thursday evening of every month, the JCC Research Club has resulted in the creation of an academic community where doctoral candidates, faculty, and alumni can meet to discuss and collaborate on research and scholarship. After nine months, the results have been impressive. We have a number of dissertation students who come because the monthly meeting gives them a solid deadline toward their progression. It provides a community that shares a wide range of knowledge and skills. There is also a social support value to having doctoral candidates at different stages of the process inspire each other, and say "I understand what you are experiencing." Alumni, such as Dr. Joey Jackson, DM 2013, also contribute to creating a sense of accomplishment at each step in the process. Dr. Jackson likes to share with the Research Club participants the same message of encouragement that he delivers at the School of Advanced Studies residencies. Within the first nine months of the JCC Research Club, 40 doctoral students have attended at least one club meeting or participated in a tutoring session with JCC faculty members, some of whom are also dissertation chairs with SAS.

Academic support is key to doctoral student success. The Jersey City Campus is fortunate to have a resident University Research Methodologist (URM) attend each meeting. Dr. Lia Margolin, who is also a JCC faculty member, provides tutoring to help students solidify their research design or data collection methods. Other JCC faculty, like Dr. Anna Copeland Wheatley, a writing instructor, provides strategic writing advice as well as APA guidance. We brainstorm with students who struggle with narrowing their dissertation topic, walk them through how to align a problem statement with the purpose and significance of the study, and help refine the research questions to ask of the sample population. The Research Club fills the "gap" between doctoral classes and helps students connect with a University of Phoenix resource to keep working on the dissertation. All this is accomplished in a guilt free zone designed to enable students to ask for help.

Faculty involvement and engagement has evolved beyond the few JCC faculty members who participate in the Research Club meetings. While the central role of the chair and committee members in the dissertation process is paramount to the successful completion of dissertation, doctoral students will still turn to other instructors and their fellow students for guidance and support pertaining to specific obstacles. The introduction of the URM and specific classes focusing on quantitative and qualitative research methods ensure that students are making the right decisions for their research plans. In-person tutoring sessions for online students provide an additional level of moral and academic support. When I contact a dissertation chair after a tutoring session that has taken place at the Research Club meeting, it is to make sure that they know the stu-

dent has asked for additional assistance, and that any suggestions I make serve to supplement the guidance being given by the chair. These conversations create new lines of communication and engagement for the online faculty, some of whom have commented that it is helpful for students to "hear the same message from multiple sources." It is this new bridge between the local campus and online dissertation chairs that can enhance faculty engagement and student progression to degree completion.

While we are still in the formative stages of this project, we are keeping notes with the potential to conduct future research. That said, we have had a few successes so far. One student who plans on using a population that is served by the non-for-profit where she works had not yet approached the organization about her work. In fact, her leadership and colleagues did not even know she was working on her doctoral degree. After encouragement from the Research Club members, she told her superior of her work and her desire to apply for IRB permission to collect data at her place of employment. Her supervisor pledged support for this plan, and her colleagues are now offering her moral support and encouragement. This student's participation in a Research Club resulted in a transformative experience for someone who once felt isolated and nervous about her decision to pursue a doctoral degree. Another student contacted me several weeks after receiving APA formatting assistance at a Research Club meeting to say that his dissertation passed the Quality Review Final (QRF) stage, and he was now preparing for his oral defense. A third student, who has consistently been attending the monthly meetings, called with the good news that her IRB application was approved. While

only anecdotal, these examples demonstrate the positive effects for doctoral students who have access to a support network.

There is recognition in the literature that doctoral student progression hinges on institutional efforts to address the stress and anxiety related to conducting their first major research project and mastering academic writing outside the traditional classroom structure with which they are most familiar (Burkard, Knox, DeWalt, Fuller, Hill, & Schlosser, 2014; Cugno, 2015; Gerber & Bentley, 2012; Holmes, Robinson, & Seay, 2010; Kania-Gosche & Leavitt, 2011; Liechty, Liao, & Schull, 2009; and Lovitts, 2008). In the first nine months of this initiative, the JCC Research Club has become a successful model for doctoral student persistence. It builds on the existing cohort nature of the University of Phoenix doctoral programs, and fills the void between doctoral residencies and dissertation classes. Students have said that the in-person dissertation support provided at the monthly meetings has become the difference between continuing in the program and taking a leave of absence or dropping from the program.

The JCC Research Club is not only for doctoral candidates. School of Advanced Studies alumni have received encouragement and "homework assignments" to turn their dissertations into journal articles, conference presentations, and articles adapted for the mainstream press. The JCC Research Club has also become a new way to encourage faculty engagement. Faculty, who are now required to participate in research and scholarship, have shared their research ideas and started to collaborate on formulating research plans. Dr. Joey Jackson, who I mentioned earlier, is in the process of writing his first scholarly article based on his completed dissertation.

About the JCC Research Club

The monthly JCC Research Club meeting is scheduled for the last Thursday of the month at 6-8:30 PM in the Student Resource Center at the Jersey City Campus, 88 Town Square Place, Jersey City. The session is open to everyone who wants to spend the evening talking about and doing research in a collaborative and supportive atmosphere. As the monthly meetings are an informal gathering, participants are encouraged to bring their dinner, while the Jersey City Campus supplies beverages. For more information or to learn how to start a Research Club at other campuses, please contact Dr. Miriam Frolow at (201) 234-3141 or Miriam.Frolow@phoenix.edu.

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Image from the prior page

Attendees at the March 29, 2018 Research Club Meeting at the Jersey City Campus (JCC): Carmine Salerno (JCC Associate Faculty Member), Nadine Akinyemi (DHA Student), Dr. Miriam Frolow (JCC Director of Academic Affairs and Dissertation Chair), Dr. Lia Margolin (University Research Methodologist and JCC Associate Faculty Member), Ruby Frazier (Ed/CI Student), Dr. Anna Wheatley (College of Humanities and Sciences Faculty Development Chair, Jersey City Campus), and Dr. Tim Callaghan (School of Business Lead Faculty Area Chair, Jersey City Campus).



Bobbie Murray, SAS Doctoral Candidate with a Penchant for Industrial Psychology: An Interview with Rodney Luster and Erik Bean

VITAL STATS

Name: Bobbie Murray

Occupation: Industrial Psychology

Student Status: ABD

Rodney:

Bobbie, thank you so much for joining us to do this interview, we are honored to have the chance to talk to you given our theme (One Million Graduates) of this issue of the Phoenix Scholar.

Bobbie:

It is a pleasure to be here Dr. Luster

Rodney:

So let's begin with the vitals for our readers so they can get to know you and your background for this interview.

Bobbie:

I think the best approach is to divide my background into three parts: school, military, and what I am doing right now at the Command and General Staff College. I started my education at Sam Houston State University in Huntsville, Texas. There I completed two bachelor's degrees – B.B.A. in International Business and a B.A. in German. Thirteen years later I went back to Sam Houston State University for a Master of Science degree in Finance. I entered the Ph.D. program for industrial-organizational psychology with the University of Phoenix in 2009, and will hopefully complete that journey soon. My last dissertation hurdles are Quality Review Final and defense. I am a retired Lieutenant Colonel, U.S. Army, with a combination of twenty-two years of active and army reserve experience in the fields of nuclear, biological, and chemical defense; human

resources; finance; education; and training. My military experience began at Sam Houston State University, Huntsville, Texas where I was commissioned as a second lieutenant. My first assignment was to a combat zone. My military career concluded with assignments in Houston, Texas and Fort Jackson, South Carolina as a Lieutenant Colonel. Currently I am a government service employee with the United States Army Command and General Staff College at Fort Leavenworth, Kansas. I work in the field of research compliance, holding the title of human protections administrator.

Erik:

That is quite a background!

Rodney:

Wow, so hopefully very soon you will be earning a Ph.D.?

Bobbie:

Yes! I am looking forward to the conclusion. It has been a long and arduous journey.

Erik:

That's incredible. Bobbie, do you remember the T.V. show M*A*S*H? (the Multi-Emmy Award CBS show about U.S. military involvement in 1950s Korean War from 1972 to 1983.)

Bobbie:

I do remember M*A*S*H, (Mobile Army

Surgical Hospital) [laughter] but I never watched an episode of it.

Erik:

You're probably wondering why I mentioned the show. Over the span of several episodes they hired a psychiatrist who served as an Industrial Psychologist to come to their Korean based camp, to analyze the relationships and team functions, so they could improve their performance. It was fascinating aside from the comedic elements and helped the show achieve high ratings. I surmise the large audience may have been due to the fascination people have regarding how people operate. Maybe it's worth examining, if not just for some fun as your doctoral journey comes to fruition.

Bobbie:

I think so. [laughter]

Rodney:

What year did you start the Ph.D. degree Bobbie?

Bobbie:

I started the Ph.D. in 2009 and in 2011 took a break to deal with life events. There was a lot happening; the military was happening, I was mobilized, I had several family moves, and I was trying to start a business. As soon as life settled down, I went back into the program and engaged full speed ahead.

Erik:

Bobbie, it's a fascinating discipline, Industrial Psychology. What would you say from your knowledge of the discipline now are some basic myths or even stereotypes about Industrial Psychologists that we could debunk for our readership right now? Maybe a few things that people might not understand, for instance, what an Industrial Psychologist does, can you explain that to our readers?

Bobbie:

Industrial-organizational (I-O) psychology is the scientific study of human behavior in the work place - it is an applied discipline within the field of psychology. I-O psychologists focus on a variety of areas to include policy planning, organizational development and analysis, employee testing, recruitment, productivity, and training and development to name a few. Our customers include individuals, small businesses, industry, academics, and community and health organizations (again, to name a few). Completing my academic journey while working has been an eye opener. Every day I am reminded of the profound relationship between work and individual well-being. In my humble opinion I feel, in general, our labor force has become more indifferent to work as well as to the feelings, goals, aspirations, and space of others. My assessment is based on observations and scientific research. It is very easy to become...

Erik:

Do you mean robotic? Without emotion or...

Bobbie:

Yes, in a sense. Especially as one moves closer to senior leadership. It is easy to lose sight of what motivates others to action while dealing with the demands of the day. A focus on others is an exercised discipline, one that must be practiced daily. Yes, there are times when robotic is necessary - a combat zone, medical emergencies, or an environmental crisis's where actions are and should be based on trained responses. But outside of those scenarios, there are real people at work. People looking for a greater good, a better position, affirmation, a better life for their family. As leaders and practitioners, it is our challenge to help others achieve their work life objectives. There can be and should be joy in work. And with the right leadership, systems, and organizational design, it is possible.

Erik:

Thank you for that explanation.

Bobbie:

I think I'm getting the hang of this, so keep going [laughter].

Erik:

To pivot off that, let's talk about some of the underpinnings of how you have evolved those thoughts. I know from my days as

an undergraduate major in psychology there were several prominent national psychologists at the time that I admired so much. The first was Leo Buscaglia who often talked about the concept of "love" and that we just don't love each other enough. And then there was another famous psychologist named Dr. David Campbell and he wrote a book called If You Don't Know Where You're Going, You'll Probably Wind Up Somewhere Else.

I'll never forget Dr. David Campbell's work, it had such an impact and resonated with me. Naturally I have to ask, do you have a favorite psychologist and is there a particular psychological discipline, whether its Behaviorist or Freudian Psychoanalytics that you practice? Something that you feel makes the most sense today in our contemporary world?

Bobbie:

There are three psychologists that impact my work and way of thinking. They are not of the newer generation of contemporaries, but their work holds true today. First, Albert Bandura. Bandura was a social cognitivist well known for social learning theory. I appreciate his insights regarding our acquisition of knowledge. Bandura is also known for his theories on moral agency and self-efficacy. My appreciation for his works can be summed up in one of his quotes - "people who believe they have the power to exercise, some measures of control over their lives are more healthier, more effective, more successful than those who lack faith in their ability to effect changes in their lives." Second, Solomon Ash. His work on conformity is unrivaled. Everyday I am guarded and vigilant to social pressure from a majority group and how that pressure can affect a person to conform. Finally, Carl Jung. Jung established the landscape of analytic psychology. His works are the foundation for my research on the introvert and extrovert personality, archetypes, as well as the power of the unconscious. Collectively, these three psychologists provide the framework for my research interests in identity, conformity, contingencies of self-worth, consumer preferences, and marketing strategies.

Erik:

Fascinating! These individuals are among the most prominent psychology players without a doubt especially Bandura's work, which I have referenced in a paper or two. So where do you reside right now, what part of the country?

Bobbie:

Leavenworth, Kansas.

Erik:

Do you plan on staying there after graduation or are you open to relocation?

Bobbie:

I am open to relocation. In 2017, I was board selected for an Army sponsored senior leader development (SLD) program. While completing my Ph.D. journey with

University of Phoenix, I am concurrently completing an Executive Scholar's program at Northwestern – Kellogg. I will also complete two developmental opportunities (one in summer 2018 and one in summer 2019). My development program will end August 2019. Then...who knows? I am actively pursuing my next move – it is very exciting!

Erik:

Who hosts that program, Bobbie?

Bobbie:

TRADOC; The Training and Doctrine Command of the United States Army.

Erik:

Is this military personnel only?

Bobbie:

The program is designed for the civilian government service work force. The two-year SLD program is designed to develop civilian leaders through accelerated executive training, education, and experimental assignments. The program also develops the ability to think strategically, strengthen leadership skills and prepare leaders for positions of greater responsibility.

Erik:

What a fabulous opportunity Bobbie. I like the research aspect of undertaking that kind of assignment. This brings us back to your educational journey now. Can you tell our readers more specifically about your dissertation and where your findings are taking you?

Bobbie:

My dissertation addresses the relationship among personality type, coping resources, and burnout of female army officers. Stress has been shown to play a significant role in soldier workplace performance. Additionally, research shows that stress and coping directly influence the psychological health of a soldier. By understanding the associations among personality type, coping, and burnout as well as understanding how specific personality types relate to stress and burnout by gender, military leaders are better equipped understand the strengths of and potential challenges for the female soldier. The study of personality type, coping resources, and burnout are equally important in the process of identifying resiliency initiatives that do not work. I recently completed data collection, so the results are still pending. However, chapters four and five are in the works and I am scheduled for Quality Review Final in just a few weeks.

Erik:

Is servant leadership a part of that component?

Bobbie:

Servant leadership is not a part of my study.

Erik:

Got it. Well, thank you so much, Bobbie. Your background and trajectory, with the complement of the executive program that you’ve also entered into, is certainly a role model for all SAS faculty, students, and stakeholders. This is much appreciated. So I’ll turn the next questions over to Rodney.

Rodney:

I know your research has been really interesting and fascinating, as I have some prior knowledge of it when working with you on the topic. I love the fact that you have a Jungian slant. I’m a fan of Jungian theory and most notably his work on archetypes that have inspired so many tests and is the foundation of Myers-Briggs. Bobbie, based on your background I’m curious about the path that motivated you to pursue a doctorate?

Bobbie:

I was working as a mobilized soldier in the army – stationed in Houston, Texas. It was there I met an Army colonel who was also pursuing a doctoral degree with the University of Phoenix. Additionally, he was a faculty member with the University of Phoenix, facilitating business courses. We had several conversations about his journey and it was through those conversations that I became interested in pursuing a Ph.D. in I-O psychology. I loved the idea of an online experience because I was a writer – or at least I thought I was [laughter]. I had to quickly learn the difference between academic writing and all other writing. Wow – that was a learning experience. But, what really drew me to the online process (where video is not included) was the art and science of decoding dialogue. Meaning, in the online environment there are no face-to-face communications that allow for measures of body language and facial expressions. When you write online, you must stop and think about what it is that has been said and how you will respond meaningfully to grow the value of the conversation. It’s all about value creation. In the process of value creation, I became a better writer, a better listener, and a better leader. My online educational experience with the University of Phoenix gave me the online background I needed to land my first job as an online instructor with the Command and General Staff College in the Department of Distance Education.

Rodney:

I always love to hear the motivating factors behind what promotes someone’s interest in pursuing higher education. It sounds like it was quite the deep dive, to choose a modality that was new and innovative, but with which you had no prior experience. Perhaps the inquiry, the potential and introspective weighing of what the colonel in your story told you, moved you to that next stepping point. I appreciate those slices of perspectives that you have integrated into your response to this question. I think it really helps us see the “why” of your actions.

Bobbie:

If I may add, in these important decision-making moments (such as pursuing a Ph.D.) we take chances - calculated risks. Such an endeavor is full of compromise. However, I am also a believer in chance encounters. Those pivotal moments when we encounter an opportunity to really stretch ourselves, to leave behind what we know and work toward the unknown. Here we can see the ideas of Albert Bandura at work. He was a believer in chance encounters and life-path. I had my professional plans in place and I was managing my individual chain of events. But nowhere along the way did I expect those chains of events to intersect, to create a chance encounter that would lead to such an endeavor.

Rodney:

Wonderful insights. Tilling the soil and allowing the opportunity to simply consider the possibilities. That’s quite riveting as well when we consider the “chance encounters” phenomenon.

Erik:

It is, and you know that I have heard or observed that in quite a few people’s lives as well. Pursing a doctoral degree is a deeply personal decision.

Bobbie:

Agreed.

Rodney:

Ditto.

Erik:

So I have to ask, when time permits how do you relax, decompress or simply unplug and balance? Like many doctoral students you are, indeed, burning the candle on both ends.

Bobbie:

I enjoy travelling and working out. But let me add, I don’t work out like I did during my Army days. My idea of today’s workout out includes yoga, meditation, and low-impact exercises. If I could travel the world for 90 days, I would!

Erik:

I can identify with that! [laughter] Especially from one yogie to another, I just went this morning for my Vinyasa practice.

Bobbie:

Very nice.

Rodney:

So Bobbie, before you both return back to yoga mat, I wanted to venture into another question?

Bobbie:

Please do.

Rodney:

Tell me something that stood out to you

about your matriculation here? I know you have probably had quite a few experiences in your courses and your coursework. Is there something that really kind of stood out to you or something that was an ah-ha moment, or even something that was maybe a rough patch that inherently had deeper meaning for you? I just wanted to tap into that area and scope of prerspective for our audience with what you’ve done inside the program, going back to your student experience and anything that stands out.

Bobbie:

There are two things that stand out during my doctoral journey. First, I had a very challenging childhood. My interaction with the faculty, my years of reflection (written weekly), and my work with teams allowed me to sort through and heal many wounds from childhood. I was able to take most of my experiences and meaningfully put them together in written words. Eventually, I would like to publish those recorded collections. Second, there are some amazing faculty members in the School of Advanced Studies. These are faculty members who not only facilitate your doctoral journey but your life journey. Faculty who listen, give constructive feedback, and those who know how to raise the performance bar just a little higher at just the right moment. Overall, the doctoral process transformed my life.

Erik:

That candid metamorphosis is quite a motivating story. I think many people outside our university may not realize the depth and breadth of the “practitioner” experience that our faculty have and how they interact with students on a one-on-one basis. Such a great story Bobbie. By the way, for your book, if we could be of any help, we have several practitioner-based assistance services for publishing ideas through The Hub.

Bobbie:

Thank you.

Rodney:

Bobbie, I love that story and I know our audience will find it compelling and insightful. I liked the reflection on the series of events that brings us to points in our life. I can look at it sociologically with how the environment shapes decisions and how events around us influence our decisions. Then I can look at it psychologically regarding the deeper, intrinsic motivation that happens, which also brings us to do things in our lives that are different. So, thank you for not just sharing that story, which I will say again is a wonderful story. Your experience reminds us of how important it is to be mindful of the things and people around us. Erik, last closing comments for Bobbie?

Erik:

Indeed, Bobbie, it’s been a pleasure to meet you. You know we just reached a milestone at University of Phoenix. We just

graduated our one-millionth student.

Bobbie:

That is awesome.

Erik:

When the school was founded in 1976 no one would have ever imagined how big it would be, or the hurdles and even stereotypes that were faced opening up a night school (let alone one that would eventually become online). So having pursued your degree in a nontraditional format along with one million peers (including myself), what would you say to other students that might be contemplating a doctorate degree in a nontraditional school like University of Phoenix?

Bobbie:

I have been to both a traditional university and now an online university. You are going to get out of it what you put into it. Your professional and personal growth are yours for the taking – the University of Phoenix can help pave the path.

Erik:

Agreed.

Bobbie:

Back to Bandura’s chance encounters and life’s path. Life has not been easy. I have had many struggles and few assists, but I persevered. I can relate to the story of Carlos Ramirez! But perseverance pays off. Once upon a time I met a colonel who told me about the University of Phoenix. I decided to take a chance on a doctoral journey. During this journey I managed to

come to terms with a life long past. As I progressed, I came to know my self and decided that I really like myself (after years of not liking myself)! I came to understand others in ways I never imagined. I met some amazing people with whom I will stay connected to for years to come. I landed a job that was considered impossible to get. That online job led to my current job. While working my current job, I received an invitation to compete for a position in a Senior Leader Development Program. I took a chance and applied. To my amazement and excitement, I was selected. I was subsequently appointed a mentor who now helps facilitates my professional path. I was provided the opportunity to explore executive education opportunities. I met a general officer who said to me, “Northwestern – Kellogg has a truly world-renowned faculty and curriculum designed to facilitate your journey. And by the way, you will have fun!” It was that last part that was enticing. What good is all the work if fun is not incorporated? And now? Well, that rest of the story is unfolding. And I am just getting started! Does that make sense?

Erik and Rodney:

[Together] Yes.

Bobbie:

I feel like I’m just now getting started, so I’m excited. I am very fortunate, I have a very supportive supervisor and leadership in my organization.

Erik:

Bobbie it was a pleasure meeting you, and I hope that we keep in touch, before, during,

and after graduation. I want to hear more about all of your accomplishments as you continue to grow.

Bobbie:

I would appreciate that very much.

Rodney:

Bobbie, I am proud of you and the things that you’re doing as I look at your kind of growth through the years and I just know that it’s going to keep continuing for you because that’s the kind of person you are.

Bobbie:

Dr. Luster, before we close I want to say thank you! You have inspired me on many occasions. You have an art for saying just what is needed to kick me over to the other side (back to action) or get me back on track. You are an excellent listener. You inspire me to do more, do better and go higher. Having you as a facilitator during the program and now as a member on my committee has been and is a blessing!

Rodney:

You just made my year. I so appreciate it! Those things I take with the greatest compliment.

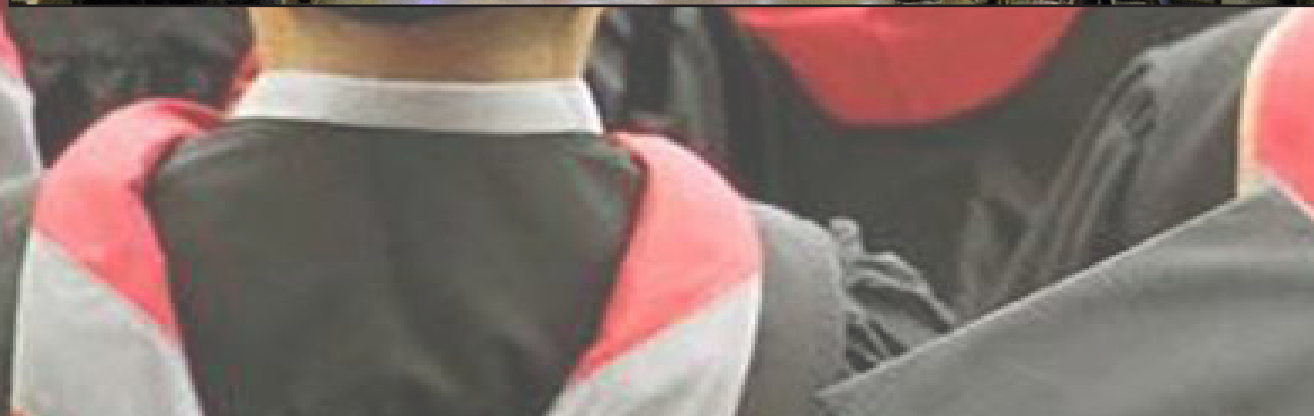
Bobbie:

Thank you.

Rodney:

Thank you Bobbie and thank you Dr Bean for helping me facilitate this great inter-view!

One Million Strong!





Dr. Jim Rice, A Thoughtful One in a Million Grad Who Helps Keep Data Secure: An Interview with Rodney Luster and Erik Bean

VITAL STATS

Name: Jim Rice, DM/IST

Occupation: Computer Security

Student Status: UOPX Alum

Research Hub Affiliation: CGBITR

Rodney:

Dr. Rice, thank you for joining us today for what I know will be an enlightening interview. If you would, tell our readers a bit about yourself?

Jim:

I work for a company called Sirius Computer Solutions and we are a national systems integration company. When I say national, I mean, all of our clients are based in the United States, although we often do business at international locations on their behalf. For example we have clients based in Chicago that do work in the UK, client who have operations in Poland, or wherever. Also, we have delivery resources around the world including a large software development managed services operation in India, and security operations center in Canada. We are a multi-billion dollar privately held company. I'm responsible for the post sales consulting services arm of the business. What that means is, I lead a team of consultants who work with our clients that largely work through transformations that they are experiencing in their businesses. So, as a systems integration company, we have a large number of technical and engineering staff that do software development, product installation, project configuration and optimization. My team doesn't

do any of that though. My team works primarily in non-product affinity services meaning we do consultation on data governance, business continuity, IT Service Management, and provide a variety of other services. So basically, in techie terms, non-product affinity work.

Rodney:

Okay, excellent. Please continue.

Jim:

I originally joined Sirius in 2000 and have enjoyed working to support our IT Consulting team.

Rodney:

Thanks for sharing Jim. Now please tell us about your role within the University.

Jim:

At the University I have a couple of roles. One of the roles that I enjoy a great deal is working with SAS doctoral students and mentor them through their dissertation process. I'm also a Senior Research Fellow in the Center for Global Business and Information Technology Research through the Research Hub. In this role I get to work with other members of the center as well as in the research community, such as with

publishing research outcomes of projects being worked on. My particular research agenda tends to focus on data privacy-data governance issues within data security issues. But I've worked on a number of different projects with different folks within the other respective Centers as well. I also teach and have extended that into a newly added area where I am teaching classes in cyber security for the College of Information Systems and Technology. That's a brand-new role. I'm teaching my first class right now and enjoying it a great deal. My relationship with the University is really there because I believe in the Scholar Practitioner Leader (SPL) model and, for me, it's an opportunity to give back substantively to the University, and specifically to the students who are coming through the University, in a way that I think will help them become better practitioners in their field.

Rodney:

We are very grateful for your contributions Jim. Now tell us more about your affiliation, as a former student or as a current alum.

Jim:

I am indeed SAS alum. So, my affiliation with Phoenix started when my youngest

child started college. I had previous degrees with traditional public and private brick-and-mortar universities and I was looking to continue to expand my education. I had learned more about UOPX through its marketing campaigns and was curious to understand whether or not I was well-suited to the online education world. So, even though I had other bachelor's degrees, I decided to start with a bachelor's in business information systems. So, the first degree I earned from Phoenix was the BSPIS. I did that as much to experience the online learning environment as anything else and it was a positive experience. So, I enjoyed working with practitioners and I really enjoyed the model. This is going to sound strange given all the bluster we sometimes hear about it, but I really enjoyed the learning team experience in the bachelor's program because I thought it was like real life. So many college experiences focus on developing academic knowledge but not how to apply it. The Learning Team experience impressed me in that it helped me really take knowledge and put it into a collaborative environment. I earned a BSPIS in 2009, and of course then I jumped into the program that I was really originally interested in doing, which was the MBA. I earned my MBA from the University of Phoenix in 2011. A fairly straightforward process and again I think it reinforced my appreciation for the educational experience at UOPX. After I completed the MBA, I had probably developed such an academic habit and was impressed enough with the faculty that I had experienced that I decided to pursue the doctoral program. So, in addition to the BSPIS and the MBA, I entered into the Doctorate of Management with an emphasis on Information Systems and Technology (DM/IST) program and worked with Dr. Marilyn Justice, who actually isn't in either the Business Administration or the technology field but really has been a foundational scholar at UOPX. She did an excellent job of guiding me through the doctoral journey. What I appreciated about our doctoral program is its interdisciplinary potential; meaning, that as I worked through both my academics and my dissertation process, I was working with these variety of scholars. They came from different disciplines, business technology and education for example, and it allowed me – actually, forced me – to look at how my research would affect the broader community, not just the narrow disciplinary industry focus that I might have experienced in another university setting where the doctoral program would have been isolated to a department. I graduated from the DM/IST program in 2015.

Rodney:

That's a great connective and pragmatic account of how much we have the potential to connect. This is a great start Jim, giving our readers a few vitals on you. Now let's pivot to Dr. Bean, who I know is ready to dig in with questions. So, Erik, I'm going to let you take it.

Rodney:

Thank you Rodney. Well I'll tell you Jim, you definitely raised the question of whether or not we have 1 million graduates to a new level since you are a multiple grad. Congratulations.

Erik:

Thank you Rodney. Well I'll tell you Jim, you definitely raised the question of whether or not we have 1 million graduates to a new level since you are a multiple grad. Congratulations.

Jim:

I am not alone, I actually know a number of students that have multiple degrees from UOPX. I think it's okay to count them multiple times because a million graduates speak to the impact on lives as a University because each degree brings a new level of awareness, self-awareness, and capability to an individual. So, whether it's a million individuals or a million moments in people's lives. I think it's still a very valuable data.

Erik:

I love your assessment Jim. It's that type of analogy that is a great segway into my first question. How does your doctoral degree help you personally and professionally in the field and in academia?

Jim:

That's a fascinating question and it may elicit a longer answer than you probably want but what attracted me to the SAS program and what continues to keep me engaged in the SAS program both academically and professionally as mentioned earlier is the SPL model. The Scholar Practitioner Leader model, which I use with my employees almost every day, really speaks

to building balanced professionals. And so SAS met and exceeded my expectations with that model because it's a model that you don't see in many universities. I have the unique advantage of having degrees from multiple universities and having experience in both public universities and private brick-and-mortar universities. And the SPL model is unique as I was looking at different degree programs around the country. UOPX honestly wasn't my first choice, not because I saw anything wrong with it but it just wasn't the brand name I was looking for originally, but when I saw that SPL model and I saw the interdisciplinary approach that SAS took it really attracted me to the program and it did not disappoint.

Erik:

Thank you for that insight and let me parlay that into my next question, What challenges and possible barriers do University of Phoenix graduates in general face over the next decade?

Jim:

Interesting question and because I think the answer varies by student. I really didn't face a tremendous number of barriers. The degree only opened doors for me. What the degree teaches beyond subject matter expertise is a level of humble self-confidence. So, it truly helps people learn how to learn and collaborate and stand upon the shoulders of the giants that came before them, whether that's through their literature reviews or through the work that they do with their peers in the alumni and the faculty and if they embrace that I don't think there is a barrier. There will be practical barriers out there, there will be people that will look at a degree from an online university – or from any private university – and will look at it as a scam, but I will challenge people to remember that that institutional bias has existed as long as universities have been around. A graduate from the University of Minnesota will look askance at a graduate from the University of Iowa. Harvard graduate will look askance at a graduate from the UC Berkeley. That type of Institutional channel bias or preference has always existed, and so Phoenix graduates have to recognize that exists. However, they also have to recognize that they are a million strong.

Erik:

Stereotypes in academia have a long track record Jim, so glad you pointed that out. So, let's focus now on your subject matter expertise, cyber security and something that might immediately benefit our readers. What can any of us do to protect our data in from ever present hackers?

Jim:

It's fascinating. It will depend a little bit on how you define security. So, security as an individual means control both your assets or your information. It also means protecting against misuse of your assets and the best way to do that is just to make sure that you don't overly expose those assets to bad actors. So change your password

often, don't tell anybody what it is, and you will have solved 90% of the problems that are out there. When we look at most of the breaches that have occurred it's because somebody gave away or shared a password and then provided an opportunity for somebody to step into such data, data they shouldn't have ever been able to access. As a business the answer may be a little different because as a business concerned about security you're protecting not only your personal assets but assets you are a steward of, and you are trying to protect it cost-effectively but you're also protecting a lot more volume of information than would have ever existed before. So, you have to build security into everything you do. Whether security awareness at the basic employee level, security awareness and application development, security awareness and data protection, security awareness and your compliance activities, and recognizing the role and responsibility with stewardship of the data that some of the new regulatory controls are reemphasizing. So, businesses have more responsibilities than they've ever had before. The best thing anyone can do is not to treat security as an afterthought. Think of it as an omnipresent forethought.

Erik:

Indeed, security has different applications for personal and business use. Since we are all so tied to our laptop computers and smartphones these days is it worth investing in encryption software?

Jim:

The need for personal encryption software I think is declining, and the reason for that is most of the data that we are personally responsible for no longer resides on our laptop.

Erik:

We've already given it away?

Jim:

Well we haven't given it away we are securely storing it in the cloud. So, when I teach a class all of my materials are on the OneDrive at the University. When I work on a project for work all of my data is stored on my OneDrive or Dropbox or a box account for my business. I keep almost nothing on my laptop, in fact I probably have three or four laptops or tablets I walk around with and use them interchangeably because they are simply application appliances. So, the there's nothing to encrypt on my laptop. There is no data there.

Erik:

I see Jim. Looks like each of us needs to think about where our data resides and how secure it is and as you said earlier, better as a forethought than afterthought. Now let's focus back on your amazing academic accomplishments, what specific degrees did you also obtain outside of UOPX.

Jim:

I hold engineering degrees from the University of Minnesota. My first degree was electrical engineering with an emphasis in semiconductor physics and computer science and I also have a master's degree in pastoral ministry from the St. Paul Seminary in the University of St. Thomas (2015).

Erik:

Jim, you are a role model for academic discipline, motivation, and success. Motivation involves risks since there is no guarantee that the amount of time and monetary investment will necessarily achieve anticipated results. How does somebody then get motivated to the finish line like you have in so many instances?

Jim:

I don't focus on the finish lines. To me education is a lifelong journey and so I have always been interested in my next learning opportunity. For me a university education – a formal education – is a way of putting structure around my exploring the world; so, whether it is theology or ministry or engineering or business or education, I view the different disciplines that I'm called to as an opportunity to explore the world and the university education provides a framework in which I can do that. Not only to structure the learning but it also puts me

“It's the community that I immerse myself in that inspires me and keeps me moving.”

into a setting in which I've got a network of like-minded peers in faculty and alumni and fellow students that are interested in that same subject. It's the community that I immerse myself in that inspires me and keeps me moving. And so I don't focus on the degree. I focus on the environment. I focus on lifelong learning and giving myself a structure for continuing to grow as a person.

Erik:

Enjoying the educational and camaraderie ride on the way up.

Jim:

Exactly. Well, I don't know if it's the way up. It's the way through life.

Erik:

I stand corrected Jim. Agreed! Rodney has been patiently waiting for a burning question he has. Rodney please proceed.

Rodney:

This goes back to Erik's cybersecurity inquiries, but to business practices and potential research needs. Each of our Centers continue to engage in external collaboratives, with various corporations and their trending issues. By taking up those potentials between research as an institution and the needs within industry

and to study such issues while collectively working with such groups, we want to help them problematize and synthesize their relevant and prominent needs. From your extensive executive experience Jim, how do you visualize our role in such a collaborative landscape?

Jim:

So let's deconstruct this. For one, the UOPX model of a practitioner degree program means that both from a curriculum standpoint and from a faculty standpoint, we are exposing students and learners, adult learners, not just to ways consume knowledge but to the practical application of knowledge. It's an intriguing thought and I would love to explore it more deeply. What I know is that adults are seldom interested in knowledge for the sake of knowledge. They want to see the value in applying it to their lives and so, by putting students into an environment in which they are not just learning but learning in a way that they can apply to their careers to their lives is the end goal. This may be more recognized and valued more by adults than necessarily those fresh out of secondary school. They are still processing life in general. So, I often think even if we weren't mostly an online University we would continue to attract the adult learner. So yes, I think it's relevant. I think it's relevant to the market that we serve. A university that's preaching a practical approach to learning should provide students opportunities to apply what they're learning. So you know relationships like we're discussing that potentially involve external corporations are going to provide our students an opportunity to apply the skills that they're acquiring and they will be able to come out of school with a degree and experience reinforcing the practitioner model. This makes our students more marketable. It is one thing to graduate with a security certificate, for example, but another to demonstrate that one has already put it to good use. And that is going to put Phoenix head and shoulders above most of the public universities that are out there.

Rodney:

Thank you for that depth Jim, much appreciated. Let me volley back to Erik before I finish up.

Erik:

Jim, as a long time user of The Hub, what areas of it do you find most beneficial?

Jim:

What I enjoy about the Hub is the collegial nature of everybody that's there. I think it is a place for people that have a common interest in a research agenda to gather, find each other, and to explore how to deepen their expertise to develop that professional and academic network. It allows a venue in which people can continue to grow. One of the challenges I think individuals experience as a doctoral student, or post doc grad, is that when you have earned a degree and just go back into your professional setting you may not find people with the same kind of skills and methodical ap-

proach of problem solving and discovery that you have in the academic setting. The Hub provides an environment in which we can continue to practice the methodological, disciplined approach to applying knowledge, then you have just made the degree more intrinsically valuable. We don't always get that in a professional setting. It's that real-time, ongoing environment of learning that is I think most useful, how its stacking against the real world of corporations and worldly issues.

Erik:

Thank you so much for your time this afternoon Jim. You certainly are a role model of the one million University of Phoenix graduates and you make this alum very proud to be part of such a large but a thoughtful and quality driven cohort. You show the immediacy of the degrees you have earned relevant to practical experience, you give back to the academy, your industry, and the communities you serve. A win/win for you and all of us!

Jim:

I know it's not about me. I mean it really is about the community and I am so appreciative of the work that you and Rodney and everybody else in the Hub continues to do. I don't think the Hub would be as vibrant without the participation of the affiliates and the Center Chairs, and one in particular who I have enjoyed working closely with, Dr. Fiona Sussan. She and all the Chairs are a great example of a close-knit group of professionals who are open and always available to assist the beginning researcher to the most advanced. Just an amazing community.

Rodney:

So Jim, let's close with a memory that you have from your doctoral journey. Something that stands out. It could be anything, wherever it occurred in your journey, even part of the dissertation process. This is your free reign chance.

Jim:

Oh my goodness. There are so many of them. How am I going to pick one? Those memories come out from almost all aspects of the process. One in particular was when I had to sit down with a committee member and just dig through some of my methodological processes and to learn

from his wisdom and how to get through the process, and not just to get mired in the details. He helped me to recognize what I was doing. Just having that opportunity to meet with somebody face-to-face (and virtually) with mixed-mode environment was invaluable. You need that. It can't all be done online. He and I still continue to exchange email, even though I don't know if he's still teaching with UOPX anymore, but he still has been a great resource for me when I need him. Another event that I still remember is when my chair accepted the challenge of taking me on as a student. She actually was the faculty leading my second-year residency group, and it was an amazing residency. I remember being a little bit ahead of the curve in my dissertation preparation and my proposal preparation and spending most of my time working with other students to help them on their proposals. I learned so much from helping other people in that process that it improved my proposal. I really appreciated the residency work. Dr. Justice was just an amazing facilitator of learning in that process and when I asked her if she would consider being my chair she actually accepted [laughter].

I still remember that moment and I still am inspired by her teaching style. In fact, it was this week I received an email requesting some help from a student on his proposal and I looked at his draft proposal just to provide instant feedback, and I realized that I had now switched places with Dr. Justice. That responsibility of a chair is not to be taken lightly. There really are just a lot of little stories I could tell along the way. I think everyone has them, the highs and the lows were very instructive, and they really helped form my opinion of the university. So, it's not always a cakewalk and it's not always the positive memories, but it's simply sometimes the challenge to overcome impediments that are formative in the process. I think a student who thinks going to class and writing a paper called a dissertation is all they need to do is not really understanding the depth of commitment they need to undertake. Truly, earning a doctoral degree really means you have become a different person. You have become a more balanced person. Through the successes and the adversities, you've learned how to traverse that journey and that really makes you a better person. It goes back to what I started with my humble self-confidence. Approaching

problems with the humility to recognize what you don't know and the confidence to know that you can get through it and figure it out eventually.

Rodney:

Well said.

Erik:

Ditto Jim. One last question! Jim I think the readers might want to know the last conference you presented at?

Jim:

I have probably presented at a dozen conferences this year, but the last conference I presented at was the ISACA Conference in Cincinnati and that was on the topic of building a comprehensive data security program. The one before that was actually far more fascinating to me. I was on a panel discussion on emerging trends in the data security and the data privacy space. It was the first conference that people were actively tweeting and quoting me during the conference. This was the first conference where I was a referee; I coached three presenters in the development of their presentation, preparation for the conference, and had the opportunity to introduce the speakers at the recent H.I.M.S conference. HIMS, the Health Information Management System society, or HIMS18, this year was their annual conference and is the largest practitioner conference in the world. So, to be invited to be a referee for that was a tremendous honor and I really enjoyed helping other people who presented at that conference, even though I didn't present myself this year. Being a referee was a pretty amazing experience.

Erik:

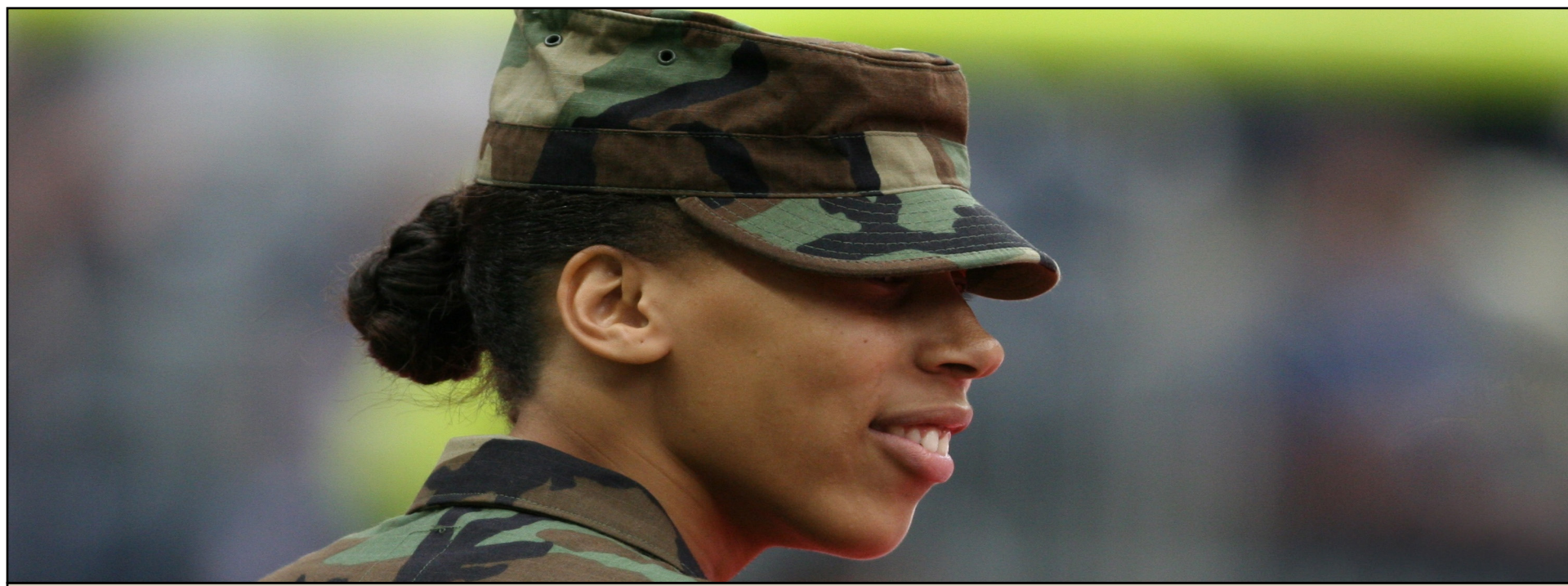
Thank you for sharing so much today Jim. Once again we are grateful to have you as an alum and as a colleague.

Rodney:

We appreciate your time and the great contributions to this interview Jim. Thanks so much for joining us and keep doing the great work you do!

Jim:

Thank you both!



“What’s a Nice Girl Like You Doing in a Combat Zone?” Challenging the Persistence of Gender Bias in Combat Roles

Donna Smith, Ph.D.

Dissertation Chair and Faculty

Center for Workplace Diversity and Inclusion Research

Daniel Roberts, DM

SAS Alumni

Center for Workplace Diversity and Inclusion Research

Conceptually, when most of us think of a workplace, we imagine some type of office, service, or manufacturing environment. However, one workplace that is often overlooked is the military. Historically, women have participated in various aspects of the U.S. military and, within these male-dominated branches, women are usually associated with operations-type, non-combat careers in safe areas of the world. However, recent U.S. Department of Defense (DoD) policy changes now permit women to engage in active combat, thereby opening over 91,000 jobs to female in the military (2015). Previous research documents the many negative beliefs of women in combat roles and, as women enter into these new roles, they often face numerous societal stereotypes (i.e. being too emotional or not having the physical aptitude to effectively serve in these roles) which hamper their effective integration into these combat-related groups (Matthews, Ender, Laurence, & Rohall, 2009). The focus of this article is to provide greater clarity to challenge persisting stereotypes and assumptions about the suitability of women in combat roles.

Previous literature has contributed to the persistent beliefs that women are unqualified for combat duty. For example, Simon (2000) notes that “common sense” dictated that women would never fit into combat units. He follows with the notion that sexual attraction, pregnancies, and physical weaknesses that hamper female soldiers’ inclusion into combat units would always erode cohesion and effectiveness (Simon, 2000). Further anti-women rhetoric includes the assertion by Van Creveld (2000) declaring the inclusion of women as the cause of the decline of the modern military force. It is true that some females

do not have the strength to carry combat loads and perform the highly demanding physical tasks that are required of infantry soldiers (King, 2015). Nevertheless, many males also do not qualify for combat arms jobs (Walter Reed Army Institute of Research, 2013). What is important to understand is that, whether male or female, only the physically elite can serve in direct fighting capacities, and only those who meet stringent requirements are selected for these positions. Fortunately, in many instances, women are accepted as equivalent soldiers if they perform their jobs well, even if they do not have the same physical strength as their male counterparts (Brownson, 2014). Tarrasch, Lurie, Yanovich, and Moran (2011) discovered that there was no significant difference between men and women undergoing infantry basic training in areas of burnout levels, degree of commitment, or constructive coping strategies. Thus, for many of the character traits expected of fighting soldiers — perseverance, commitment, and resilience — women fared as well or better than men. Further, through the examination of mental and emotional responses to combat, Vogt et al. (2011) found “no significant interactions between combat-related stressors and gender in the prediction of posttraumatic stress symptomatology, mental health functioning, and depression” (p. 802).

Recommendations for Mixed-Gender Military Teams

Even with full inclusion into combat, women will most likely represent a small minority of the combat force. Pregnancies, sexual harassment, and the fear of false accusations may be unfairly viewed as hindrances to both entry into these areas

and unit cohesion upon entry, but these challenges have been part of commanders’ problem sets since the first day of women’s participation in the military. The challenges articulated here might serve as convenient excuses for opponents of women’s full integration, but commanders of support units, which have included women for decades, have found ways to navigate these difficulties and complete their missions. Over time, infantry leaders could learn to do the same.

Following the removal of policies excluding women from ground combat (DoD, 2015), with an eye towards the future, military leaders should focus on taking advantage of the benefits of diversity and seek strategies for overcoming the challenges found within this type of integration. Diversity within organizational cultures and teams provides long-term benefits, such as innovation, efficiency, and the attraction of highly qualified individuals to a wide variety of organizations (Segal, Smith, Segal, & Canuson, 2016). The DoD’s mission to embrace diversity and support inclusion is enforced through policies provided by the Equal Opportunity Office (Segal et al., 2016). Adding women to ground combat units is likely to provide similar benefits to the military, especially among U.S. citizens who support equality for women (Segal et al., 2016).

In general, when outsiders are brought into the membership of a group, leaders can establish the environment for success or failure. Some of the actions that are conducive to the successful integration of new members are a) incorporating new associates with equal or higher status than original members, b) encouraging everyone to work toward common goals, c) pro-

viding opportunities for all to get to know each other, d) ensuring that enough new members are added to the group so that they do not feel like tokens, e) minimizing competition for rewards, and f) providing support for the integration from senior levels down (Segal et al., 2016). With these guidelines in mind, military leaders should bring women into combat roles in groups, to avoid tokenism. In addition, promotions and awards should be based on merit. This creates opportunities for commanders to uphold established standards and show support for the women in the unit. Further, senior officers can assist in creating inclusion by communicating the importance of accepting and integrating women into combat roles as equals. As one way of ensuring this type of acceptance, we recommend military leaders first bring female junior officers and non-commissioned officers into the infantry so that they have enough rank, status, and experience to hold their own with peers. Without this type of support, these women might be more vulnerable to bullying and discrimination.

Finally, leaders need to match a soldier’s strengths with assigned tasks. For example, Brownson (2016) described how a mixed gender unit carried wounded Marines downhill on a stretcher through jungle terrain by putting female Marines on the uphill end of the stretchers. This use of physical strength would be a smart approach even in a male-only unit since some males are bigger and stronger than others. Leaders must also be cautious not to engage in benevolent sexism, which is the favored treatment of women and can create harmful divisions between the sexes (Brownson, 2014; Segal et al., 2016). Mentorship and the establishment of professional, supportive relationships is key to helping women succeed in combat roles and encouraging diversity in the

military. While more research is needed, it is our hope that these recommendations provide a solid framework for successful integration policies and practices.

Conclusion

While some workplace stereotypes are strongly ingrained, this article provides a pathway for adopting a different mindset about incorporating women into military combat roles. Research has shown that women can not only perform well as male soldiers (Finestone, et al., 2014), but also can demonstrate the same perseverance as their male counterparts (Tarrasch, et al., 2011; Vogt, et al., 2011). Those working within the military and researchers interested in this dynamic can explore our understanding of other commonly held workplace stereotypes to provide solid evidence for leaders as they strive to diversify and maximize the potential of all people in a given industry or place of work.

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Developing Your Research Topic

LauraAnn Migliore, Ph.D.
 Research Fellow
 Center for Learning Analytics Research

Now that you've decided on a research topic (<http://bit.ly/2D4tvs6>), it's time to determine your vision for it. As a life-long learner and scholar/practitioner/leader (SPL), your capacity to turn vision into reality is the process of aligning your ideas with a researchable problem and then executing the study.

To develop your research topic, I recommend thinking in terms of three distinct processes: (1) Vision, (2) Alignment, and (3) Execution. According to Straw, Scullard, Kukkonen, and David (2013), these three processes are fluid, because leaders are continually reflecting upon and reshaping their vision for the future. This same concept applies also to scholarly leaders and their vision for research. Although the sequential aspects of crafting a vision first, before aligning, and then executing it makes intuitive sense, it is recommended you allow for flexibility in the development process of your research topic.

For example, you may start out with a broad vision to improve profits by improving workplace productivity via increased digital-skill competencies in employees. Notice these are each very big topics. The key is to go from the very broad to the very specific and address a viable, research-worthy problem (Ellis & Levy, 2008).

Continuing with this example, you explore the literature and come across an old but familiar research study, The Employee-Customer-Profit Chain at Sears (Rucci, Kirn, and Quinn, 1998). You see that this study provided empirical evidence of a positive link between employee attitudes, customer satisfaction, and increased revenue and it was framed into three themes: (1) compelling place to work, (2) compelling place to shop, and (3) compelling place to invest.

As you reflect upon these key findings, you come to wonder what level of digital-skill

competency do executives have and how well are executives able to align organizational processes with today's mobile technology?

These thoughts get you thinking more about process alignment with technology and people. You then explore more of the literature and find an abundance of research on employee-customer-profit chain, service chain, and leadership profit chain. What's interesting is the publication dates on these studies – many are published between 1999 and 2006 and then it seems like the volume drops off with only a few studies published here and there in 2007, 2009, etc.

However, one particular study catches your eye because it was published in 2014 and the topic is on the impact of information technology on firm performance with focus on the employee-customer-profit chain (Mazidi, Amini, & Latifi, 2014). As you continue to reflect, your iPhone rings with an incoming call, then EUREKA! All of a sudden the time gap in literature makes sense as to the few and far between research studies on technology and the employee-customer-profit chain. You exuberantly exclaim, "the iPhone was released in 2007!" At that moment, you see the connection between the release of the iPhone in 2007 and the gap in the literature, because the iPhone changed everything in terms of the proliferation of mobile technology! Here is the opportunity to add new knowledge to the existing body of literature by focusing on executive-level understanding of the employee-customer-profit chain, but in the specific context of mobile technology aligned to the positive link between employee attitudes, customer satisfaction, and increased revenue.

This example represents my own ideation process for developing what started as a broad topic and then was funneled down into a researchable topic: Mobile Tech-

ect. I was driven to follow through, kept good communications flowing with all parties involved, and addressed issues as they came up. In addition, I made a point to praise the support and encouragement of others, because together we each achieve more!

The discipline of following a framework to develop your research topic includes development of a research-worthy problem (Ellis & Levey, 2008), and a process of vision, alignment, and execution (VAE) to turn ideas into scholarship. See my next blog post, which addresses disciplining your research focus in the context of leadership behaviors and the VAE process

(Straw et al., 2013). If you have questions, please contact me at lamigliore@email.phoenix.edu

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nology and the Employee-Customer-Profit Chain (Migliore & Chinta, 2016) through a fluid, but sequential process of vision, alignment, and execution (Straw et al., 2013).

Key Behaviors for Developing Your Research Topic

Reflecting back, I have summarized some key behaviors and actions that I did to turn an idea for research into a published journal article through the process of vision, alignment and execution (Straw et al., 2013):

Craft a Vision: In crafting a vision, I explored the possibilities and remained open, always prioritizing the broad topic of digital-skills competency, mobile technology, and alignment to processes and people. I was willing to be adventurous and share my ideas with the University of Phoenix Research Center Chairs and get feedback to improve upon my ideas. I also tested my assumptions by going first to the literature and conducting my own analysis, synthesis, and evaluation. From there, I continued to seek counsel and explore the implications of my ideas in terms of timing and resources.

Build Alignment: I started to build alignment as I shared my ideas and vision with others. I was receptive to feedback as I shared how I thought I could frame the problem, research questions, and select the most appropriate design, measurement, and data analysis. I purposed to provide clarity in dialogue and I naturally shared my own inspiration with others, which helped to build understanding and support for my topic that was now starting to turn into a viable research project.

Champion Execution: After I wrote and submitted my research proposal for Institutional Review Board (IRB) review, I received IRB approval and then began to implement my structured plan for the proj-



In Search of the “Entrepreneurial Mindset:” Insights from Neuroscience

Norris Krueger, Ph.D.
Senior Research Fellow
Center for Management and Entrepreneurship

Overview

Entrepreneurship has finally begun to wrestle with the microfoundations of its key phenomena. One term that has come increasingly in vogue is the “entrepreneurial mindset.” On one hand, this is a healthy recognition that there are clearly cognitive underpinnings for entrepreneurial action and those underpinnings lay fairly deep. On the other hand, the term is rarely defined and almost never defined in satisfying ways that allow us to rigorously test, for example, critical antecedents. We are learning that the cognitive microfoundations are crucial to understanding entrepreneurial thinking, feeling, and action. We are also learning that we will need to probe even more deeply.

Entrepreneurship scholars have long nibbled around the edges of cognitive science, in large part because to skillfully use its theoretical concepts and empirical tools is challenging. However, we will argue here that the investment will yield exceptional returns (Krueger, 2004; Krueger & Day, 2010).

Consider these opportunities:

- We can ask questions that we could not ask before.
- We can ask questions in better ways than before.
- We can ask questions that we could not even think to ask before.

Entrepreneurship shares a common refrain with other social sciences in that we have identified often wildly conflicting behaviors. We also see often wildly different seeming antecedents. In turn, we see degrees of complexity that taxes our abilities to explain, let alone predict.

A deeper dive into the microfoundations

appears to offer useful pathways to addressing that complexity. On the other hand, neuroscience and cognitive science introduce their own complexities both theoretical and empirical. Nonetheless, it seems most fruitful.

For example: A major construct in entrepreneurship research is entrepreneurial intentions, usually tested with some variation of Ajzen’s Theory of Planned Behaviour. However, what are we to make of Benjamin Libet’s work in the 1980s that showed clear evidence that the brain’s automatic processing forms the intent well before we are mindful of it? And where can we best deploy concepts from neuroscience to understanding entrepreneurial thinking and behavior?

The Entrepreneurial Mindset

In entrepreneurship, it has become en vogue to say that we are no longer teaching about entrepreneurship but teaching to think entrepreneurially, we are building a healthy entrepreneurial mindset (albeit without any rigorous definition or measurement). However, if the mindset is cognitively deeper than surface knowledge, we are already moving down Simon’s stack from Semantic to Symbolic and if the literatures on becoming an expert and on deep learning are correct, we cannot ignore the Biological. Enter “Neuro-Entrepreneurship”?

Implications for Studying Entrepreneurship Education

The vast majority of research studies are weak on theory and methods (Nabi, et al., 2016). If we are to begin studying the impact of training and education, then we must begin to address the deep cognitive structures that lie beneath entrepreneurial learning (Krueger, 2007).

There is so much that we can learn by de-

veloping the rich, deep theoretical frameworks from cognitive science and by taking advantage of its equally potent empirical toolkit (Krueger & Welpel, 2014).

The first signs of genuine potential? “Plumbing and Wiring”?

Herbert Simon was one of many who long ago noted that what we say and think (and do) is a deeper ‘symbolic’ level where attitudes and deep beliefs may drive our behavior in ways of which we are not terribly mindful. His distinction was simple but powerful: The topmost of three levels is what he called “Semantic” – words and actions. Underneath that is the “Symbolic” layer – attitudes and beliefs. But deeper still is the “Biological”, the neurological (and endocrinological) substrate beneath it all. See Figure 1 below.



Figure 1. Simon’s (1963/1997) Three Levels of Analysis

“Plumbing and Wiring”?

Deeper still are neurological and endocrinological influences that are well below our cognizance but are nonetheless malleable. The hormone oxytocin has itself become a cottage industry for decision making research. For example, levels of oxytocin affect levels of trust in us. However, increasing trust will increase oxytocin production (Krueger & Welpel, 2014).

Note that neuroscience itself is fraught

with methodological peril, often producing (and publishing) exciting results that sadly lack statistical power to support their claims. Moreover, it is a misconception to equate “neuroscience” with neuro-imaging. Much of the very best work is done via field experiments.

Consider the first entrepreneurship research article ever published in Nature was out of the neuroscience labs at Cambridge. Barbara Sahakian’s team partnered with the Judge Institute to compare top managers with serial entrepreneurs on emotion-independent (“cold”) cognition and emotion-dependent (“hot”) cognition, finding that the entrepreneurs preferred and were better at hot cognition. It is easy to see the possibilities for extending this model.

Welpel and associates research entrepreneurial emotions through clever, rigorous experimentation. One study found that between- and within-subjects, experimenters could induce different cognitive states by envisioning either an economic venture or a social venture with significant cognitive consequences such as significant differences in fear of failure (in Krueger & Welpel, 2014).

Zald and colleagues found in a population of entrepreneurs with low levels of risk-aversion had visibly more dopamine receptors in key areas of the brain. Knowing that interventions can change the number of dopamine receptors suggests evidence of neuroplasticity in a seemingly entrepreneurial setting.

Impressive results? Yes. But have our interests outpaced our tools?

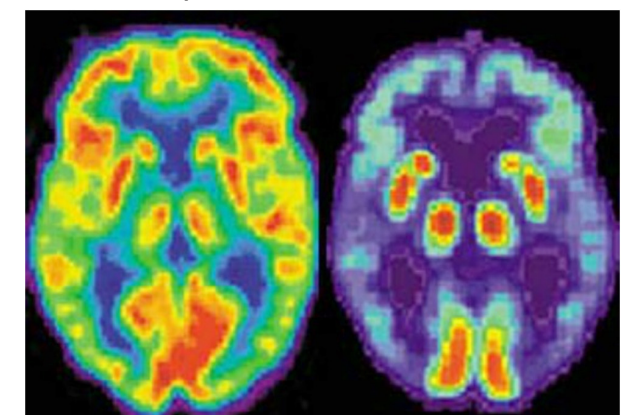


Figure 2. The “aha” Moment?

Methodological Issues

While neuroscience has brought brain-based tools that have piqued the interest of researchers in entrepreneurship, this has opened new methodological avenues

(Krueger & Welpel, 2014). The most common use EEG, MRI and in some instances, CAT and PET scans (Krueger & Day, 2010).

On the other hand, these tools have their own issues and concerns for scholars. The whole domain has seen rising problems with Type I errors, especially in neuro-imaging. One famous study demonstrated how experimental interventions were changing brain tissue. Only problem? It was brain scans of the decaying brain of an Atlantic salmon (despite looking just like human brain tissue). The authors showed how easy it can be to identify false positives, especially in N=1 experiments.

Another famous study used multiple subjects to show that the brains of London cabbies showed more development in areas of spatial reasoning. (London cab drivers must memorize the map of London and navigate without map or GPS.) However, without a prior baseline, how can we be certain that the drivers were successful because that region of the brain was already developed?

Fortunately, it has become harder to publish studies that are not pre-post especially with a control group. Moreover, we are seeing increasing use of cross-disciplinary teams that include trained cognitive scientists and management scholars.

What we propose here is to continue the cross-disciplinary trend and further expand the teams. For example, given the strong desire to better understand entrepreneurial learning, it makes sense to include researchers with expertise in education and learning.

From Novice to Expert

Global entities from the Kauffman Foundation and NESTA to the OECD and EU have become vitally interested in how to assess what really happens in entrepreneurial learning. How do we assess entrepreneurial learning, especially as it has become clear that the critical impacts are at a very deep level (e.g., the work of Martin Lackeus, the OECD’s Entrepreneurship360 assessment, etc.)?

Research into what differentiates experts from novices and the mechanisms associated with that trajectory increasingly draw from cognitive science. What happens to us in the alleged ‘10,000 hours of deliberate practice’ that has become a meme? One thing that confirms observations from

educational researchers suggest that no amount of learning knowledge content can guarantee reaching the mindset of an expert. What differentiates experts is not how much they know but rather how they structure their knowledge. And how they see their world depends primarily on deep cognitive structures (scripts, maps, etc.) that are in turn influenced by changes in deep beliefs and assumptions that anchor those structures.

Figure 3 below shows the novice-to-expert process. While experts do know more than novices in a domain, they typically know different things. What is intuitively obvious to a novice can be painfully false to the expert. Mitchell’s (2002) pioneering work developed a set of such items that serve as cues to the presence/absence of an expert script. However, the constructivistic model (Krueger, 2007; Krueger & Welpel; Krueger & Day, 2010; Robinson, et al., 2016) expects that as our learning evolves, so does how we structure that knowledge. As those deep anchors/assumptions change, knowledge structures change. To change those anchors requires the right kind of experiential learning that provides critical developmental experiences. Shouldn’t we start assessing entrepreneurial learning in this model as the OECD and EU argue for (Krueger, 2015; Lackeus, 2015; and Penaluna, 2015)?

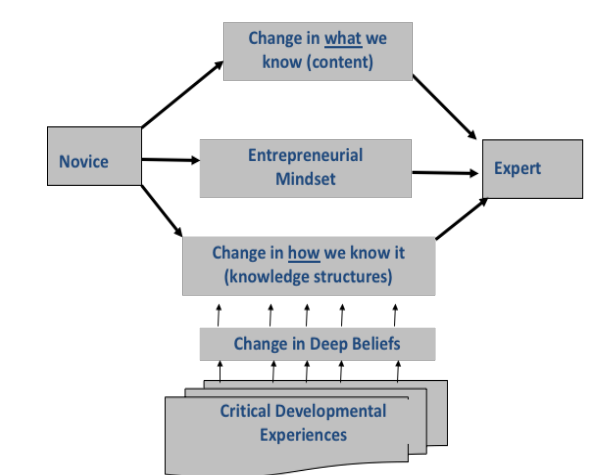


Figure 3. The Lessons of Entrepreneurial Experience (Krueger, various)

The implications for learning are neither surprising nor non-obvious. In the entrepreneurial setting, however, it affords us multiple opportunities to assess whether teaching and training interventions change deep beliefs in ways that (a) change knowledge structures and (b) in positive directions.

But we need the right kinds of cross-disciplinary teams. Shall we begin?



The Power and Wonder of Qualitative Inquiry: Reflections from the Field

Dr. Jim Lane, Ed.D.

Associate University Research Chair
Professional Responsibility in Education Research Group

As scholar practitioners, we may focus our work around four constructs: lifelong learning, solving immediate problems, responding to opportunities, and creating innovative results. Qualitative research provides us unique opportunities to explore these areas. The American Educational Research Association (AERA 2018, <http://bit.ly/2jVJcut>) asks us to consider what we have learned from our own experiences and probe how we can “learn sensitively from one another’s contemporary experiences and histories” (2017). Through the University of Phoenix I’ve had the opportunity to hear discussions from several prominent qualitative researchers. I enjoyed presentations from the first two researchers in my discussion, Carolyn Ellis and Yvonna Lincoln at The Qualitative Report (TQR) Eighth Annual Conference (TQR 2017, <http://bit.ly/2wHa2Q5>). Following are some of the insights they shared.

Carolyn Ellis is the leading proponent for autoethnographic research, a methodology that demonstrates the emotional power and academic value of personal stories and reflection. Ellis and colleagues (2011, p. 273) describe autoethnography as “an approach to research and writing that seeks to describe and systematically analyze (graphy) personal experience (auto) in order to understand cultural experience (ethno).” Focusing on what she calls the “relational ethics of care” and “compassionate research,” she is currently working with holocaust survivors to share their individual histories. By recasting their poignant memories, she crafts metaphors that apply to everyone.

Yvonna Lincoln is a pioneer in the development of qualitative research methodologies. With Norman Denzin, she is co-editor of the landmark text *The Sage Handbook of Qualitative Research*, now in its fifth edition. She encourages researchers talk about the humanity and connections

made in qualitative research. She reminds us, “we are all story tellers. We have the power to share stories - the power to make the understanding of those lived part of the human condition. If we have any hope for change, we must learn to understand all sorts of people to work together for the common good.”

Max Van Manen, a primary spokesman for phenomenology, led a workshop at the Thirteenth International Congress of Qualitative Inquiry (Van Manen describes the methodology as “the reflective study of the way we experience the world in our everyday life.” He argues for questioning experiences that give rise to the actual data. He invites researchers to ask “the meanings of experiences” and to use anecdotes and narratives “to help readers to start to wonder.”

In January 2018 I was honored to observe presentations by two leading qualitative researchers, Jonathan Smith and Johnny Saldana, at The Qualitative Report (TQR) Ninth Annual Conference (TQR 2018, <http://bit.ly/2FrFN7L>). The following discussion is taken from their presentations.

Smith has developed the focused approach of interpretative phenomenological analysis (IPA), which he has applied to a wide range of projects describing the psychological effects of physical trauma on participants. He defines IPA as “the detailed examination of how particular individuals are making sense of major personal experiences in their lives” (IPA is concerned with “personal, lived experience, and to understand how the participant makes sense of the experience.” It is interpretative or hermeneutic, and idiographic, or singular and unique.

Smith applies IPA with people who are in the midst of an event. Topics have included the transition to motherhood, clinical genetics, and chronic pain. Smith says the

best IPA is about something that is important now, in the moment. He calls this “hot cognition” – making sense of something now. It is the connection of emotion and cognition, as opposed to “cool cognition,” in which people recount events that happened a long time ago. He explains that while making sense of something that is distant can be phenomenology, it is not IPA. IPA is more concerned with things in the here and now. An exception is an experience that may have occurred in the past but is still very relevant to the participant. If it still generates massive “hot cognition,” if in its recall the participant is still in the moment, that can apply to IPA.

IPA requires purposive homogeneous sampling, verbatim transcripts taken from audio recordings, a systematic search for unique or individual idiographic theses, and then a forged connection between themes, establishing “superordinate themes.” Interviews are in-depth, semi-structured, and last about an hour. If necessary, the interviewer may return for another session. Interviews can be intense and demanding for both participant and researcher.

Findings and discussion involve a narrative account of the experiential themes, interspersed with interpretative commentary. In IPA, one looks at similarities and patterns while maintaining specific, individual experiences. The IPA researcher must take great care with each case and provide a nuanced account of similarities and differences between the individual and the universal.

He cites as an example of purposive sampling a study questioning how the British government is dealing with Brexit. This focused homogeneity allows variances to emerge at a deeper level. He notes that most beginning researchers focus on sample sizes between six and ten. He believes a danger of selecting many more is that

the researcher can’t do in depth probing of the experience. This intense approach requires a smaller sample size.

Smith stresses that the quality of an interview is as important as the analysis. He suggests spending a week analyzing. In order to become insightful, the researcher must be engaged. As with all qualitative research, personal investment is essential.

Another researcher speaking at the TQR 2018 conference was Johnny Saldana, a widely published and highly recognized scholar of qualitative inquiry, data analysis, and performance ethnography. The following is a paraphrased synthesis of his discussion. The use of second person is intentional. Saldana based his discussion on this fundamental question: What does it mean to be a qualitative researcher?

Qualitative research requires deep self-reflection. You can’t learn to tell someone else’s story until you can tell your own. You can’t analyze others until you analyze yourself. You are your own case study – reflective and refractive of all the ways you categorize and construct your personal identity.

Qualitative Research means astute social awareness. It means understanding your participants, their identities, their actions and inactions, their rituals, roles, and relationships.

Qualitative Research means meticulous attention to detail. It asks, how do things work together? It requires fierce organization, metathinking, total immersion, relentless pursuit to generate new patterns and social patterns. Qualitative research is not just analyzing people but analyzing life.

Qualitative Research means humble vulnerability. It means being open to inconsistencies, to being wrong, to being utterly confused with no idea where to begin.

Qualitative Research gives us personal and professional validation. People are changed when we enter their lives and capture some element of truth.

Qualitative Research gives us communal belonging. These are people we may not always love, but whom we will always respect.

Qualitative Research means unyielding resiliency, that you will not give up, no matter what. You know you may not get it absolutely right, but you won’t get it absolutely wrong.

Qualitative Research means visionary thinking, creativity, and the shaping of language. It is not just social science, but art.

Qualitative Research means emotional im-

mersion, social justice, and activism when things are not as they should be.

Qualitative Research gives us an enriched life. It requires deep empathy and perceptiveness into the mysteries of being human. It tells us what, how, and why. When things make sense, we have made meaning.

A Philosophical Metaphor

Here is a metaphor that helps me visualize the different approaches a researcher may take to viewing and interpreting an event or experience. Consider a pivotal or critical experience as a play involving one or more performers. The performance occurs in a particular place. The venue has different types of seating: near to the stage, further away, orchestra, mezzanine, balcony, middle seat or aisle. Different seats provide different perspectives. One may want to be close to get a good look at the set, costumes, or performers’ expressions. Another may choose to be further away for a more comprehensive look at the performers, the set, the peripheral aspects of the setting, and even the reactions of the other members of the audience. In addition, one’s perspective may be shaped by the experiences he or she brings to the performance. If the play describes divorce, for example, a viewer who has experienced divorce may interpret events differently than one who has not. That perception may be shaped further by whether the viewer lived the experience as child or adult. If the performance involves the death of a loved one, a person who has lost someone dear may judge the characters differently, through a different prism, than one who does not share that experience. In addition, the performance might be viewed differently by the makeup artist who must patronize cranky actors or the wardrobe manager or choreographer or writer processing how well the performers interpret their work. And so it goes.

There are multiple versions of the same event to describe. These can include the experience as described by the initiator, the event as described by the respondent, and the experience as recorded by the researcher through notes and memos. Of course, there is another unavailable version, theoretically an objective, post-positivist view of the event, perhaps a video sound recording of the story, an instant replay of the sort we expect in sporting events. As sports enthusiasts know, however, even in those situations, expert observers often disagree about the facts displayed in the recorded reality, as well as how to interpret them.

Lincoln admonishes qualitative researchers to “pursue your passions.” Saldana

reminds us, “if reflection doesn’t lead to action, what good is it?” He continues, “Qualitative Research not just about other humans. Qualitative Research makes us human.”

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Emotional Intelligence and Non-Management Employee Reaction: A Qualitative Phenomenological Study

Giselle A. Castillo, Ph.D., MBA

Alumni

Center for Workplace Diversity and Inclusion Research

Abstract

In the past two decades, Emotional Intelligence (EI) has been regarded as a leading attribute of management. Research has shown that managers and leaders have been afforded the opportunity to describe and demonstrate how EI assists them in developing not only their own self-awareness, but also self-management skills. In contrast, few, if any, studies have acknowledged how non-management employees perceive EI and its significance in the workforce. Numerous employees may not be accustomed to the term or even be aware of what EI is, and whether EI in the workplace offers any tangible advantages or disadvantages. Consequently, little is known about the lived experiences of non-management employees and EI.

Introduction

This study discovered the experiences, factors, and characteristics of EI which non-management employees deem most crucial in the workplace. Through the study the researcher aimed to convey how non-managerial workers define EI. The study focused on the following factors; thoughts, feelings, and ideas used when communicating with other workers through the use of EI. The characteristics of EI afforded the researcher with the opportunity to note the most common EI traits used by workers when communicating and establishing rapport. According to Goleman (2011) new brain-based research on EI and how those findings can be applied on a practical level to professional relationships is crucial in the managerial world. However, non-management employees are not deliberately introduced to the term and concept.

Method and Design

This research incorporated a phenom-

enological research approach which is described as a "proposed method to re-discover first experience" (Langer, 1989). Consequently, the sole method of data collection was in-depth interviewing. With in-depth interviewing the "lived experience" of each participant was noted and examined to gather the necessary data in order to answer the research questions:

1. What is the experience of workers exposed to EI?
2. How, if at all, does (did) EI motivate them?
3. How does (did) EI influence their ability to perform their job functions in the workplace?
4. Does (did) EI influence their organizational relationships?

The participants in this research were non-managerial workers, which were asked questions designed to inquire about factors such as; thoughts, feelings, and general ideas and thoughts used by these workers when communicating with other workers.

Setting, Population, Sample

Accordingly, the setting, population, and sample saturated with 13 individuals throughout various industries and working ages whom have not experienced, demonstrated EI skills within an organizational environment. The intent of the study was to examine the impact of EI on employees regardless of their gender, age, and industry of employment. The recruitment method chosen was an online recruitment medium. The use of e-mail communications and the creation of a website and blog in an immersive environment (Salmons, 2010) were used to recruit potential participants.

Data Collection and Analysis Procedure

The data collection was conducted by the researcher through the collection and implementation of various key factors: establishing rapport with her participants, focusing on context, applying active listening skills; developing a dialogue, engaging in reflection; asking questions, and fostering trust. Through a qualitative study, the researcher as the instrument was allowed to enter into the phenomenological reduction right away (Giorgi & Giorgi, 2009). Furthermore, the sole data collection method for this study occurred through interviews.

Findings

This study was intended to discover the experiences, factors, and characteristics of EI which non-management employees deem most crucial in the workplace. Hence, the study looked at the following factors: thoughts, feelings, and ideas used when communicating with managerial workers. In addition, the characteristics of EI afforded the researcher with the opportunity to note the most common EI traits used by workers when communicating, establishing rapport, and building workplace relationships. However, these non-management employees all attested to not being introduced to the term EI and its concept. Consequently, this study established that 97% percent of the participants were not exposed to EI; hence, they were not motivated by EI, nor did EI influence their ability to perform their job functions, or their organizational relationships.

Conclusion

In conclusion, the themes identified included the following four distinctions; (1) experience and definitions, (2) motivation, (3) performance, and (4) relationships. These themes were directly associated with the four research questions and pro-

vided a uniform understanding by all participants. The examination and analysis concluded, and established the following outcomes for the four research questions and themes:

Non-management employees are not very knowledgeable as to how and what EI in the workplace constitutes. Their experiences were illustrated through what they perceived EI was based on relative to common knowledge of the term, personal experience, upbringing, personal feelings, and control of emotions. Although all of these attributes formed, interconnected, and guided the foundation of EI in the workplace, they were the core influences in handling personal situations not pro-

fessional situations. Therefore, these findings suggested that the phenomenon warrants further study. One particular trend emerged: employees listed a lack of EI awareness and training in the workplace. Hence, the overall consensus of whether or not EI motivated, influenced the ability for employees to perform their job functions, and influenced organizational relationships could be positively affected if appropriate awareness and training on the subject matter were offered and provided to non-management employees.

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Meet the CLSER 2018 Fellows

Carol A. Holland, Ed.D.
Research Fellow
Center for Leadership Studies and Educational Research

A distinctive group of scholars of multi-talented individuals make up the 2018 University of Phoenix School of Advanced Study Fellows. Not only are they scholars and researchers, the fellows impact the lives of others in a variety of techniques and across many organizations here in the United States and around the world. The cohort of six fellows is comprised of two senior fellows and four junior fellows. One of the senior fellows, Dr. Kevin Bottomley, is charged with providing leadership, mentoring, and support to the junior fellows in the completion of their projects. The cohort includes the following additional fellows:

Dr. Gary Berg, Senior Fellow;

Dr. Tonia Perry Conley, Junior Fellow;

Dr. Betty Jones, Junior Fellow;

Dr. Carol A. Holland, Junior Fellow;

Dr. David Probst, Junior Fellow, and

Dr. Maria ReGester, Junior Fellow.

An interesting note is that five of the fellows have Leadership Studies as their field of study, one fellow is in the field of Pre-K12 Education, and one fellow is in Higher Education Administration.

Fellows Fun Facts – Did You Know?

• That Dr. Kevin Bottomley loves to swim and run marathons? <http://bit.ly/2J1rnIE>

• That Dr. Gary Berg has authored, co-authored, or edited 8 books and over 20 articles and book chapters on current issues in higher education, public policy, and distance learning? <http://bit.ly/2kZtRwG>

• That Dr. Tonia Perry Conley is a passionate researcher and writer. Dr. Conley is an experienced federal grant writer and writes a monthly blog, which contains a six-part

series entitled All Lives Matter: An Educational Perspective? <http://bit.ly/2lljeFy>

• That Dr. Betty Jones completed her dissertation, a qualitative, ethnographic study of the higher education governing policy in South Africa. For over 20 years, Dr. Jones worked in public education, primarily at the secondary level, in counseling and administration? <http://bit.ly/2xfcjTd>

• That Dr. Carol A. Holland is a Certified Yoga Instructor, who loves swimming laps and spending time with her children and grandchildren. <http://bit.ly/2IYDcPD>

• That Dr. Dave Probst lives in a very small community of 27,000 people, likes to be called Dr. Dave, and has been a Superintendent of Schools? <http://bit.ly/2Lj4bnz>

• That Dr. Maria ReGester's chief goal in life is to be at peace within and encourage others to gain a peaceful outlook? Dr. ReGester has a compassion for families and seeks to support the development of joy and happiness in all relationships. Dr. ReGester is also a certified fitness instructor. <http://bit.ly/2IEydOO>

About the Current Cohort of Fellows

Dr. Kevin Bottomley



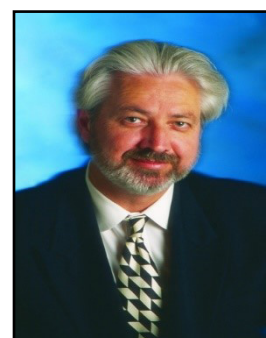
Dr. Bottomley received his Ph.D. in Leadership Studies from North Carolina A&T State University, he has a Master of Public Affairs. Dr. Bottomley has been teaching for University of Phoenix for over 10 years in the HSM Program. In the fall of 2013,

Dr. Bottomley started teaching research courses in the SAS. In January 2016, Dr. Bottomley became one of the Lead Faculty Area Chair's for Research in the SAS. Currently, Dr. Bottomley teaches residency courses, which are designed to support doctoral students in the development of substantive dissertation proposal.

Focus of Research: Dr. Bottomley's research and publications focus on leadership theory, decision-making, and the Malawian education system.

Current Leadership Study: Dr. Bottomley is completing his own leadership study. The sample consisted of 22 participants including C-level, senior executives, and administrative support personnel for a large nonprofit organization in the southeastern United States. The results of the study indicate that unspoken factors exist within organizations, however it is difficult to surface the unspoken factors within a group. This appears to influence the amount of information that is shared in the decision-making process. The present study is a first attempt to operationalize and study the hidden dimensions proposed by the Covert Process Model (Marshak & Katz, 2001). The research employs an inductive approach based on the assumption that some level of hidden processes occurs during organizational meetings. The researcher observed two of the organization's executive level meetings, then interviewed participants.

Dr. Gary Berg



Dr. Berg received a BA in English Literature from University of California Berkeley, a MA in Film Studies from San Francisco State University, a MFA in Film/TV Studies from UCLA in Los Angeles, and a PhD in Education from Claremont Graduate University. Dr. Berg is an experienced higher education administrator from both public and private institutions.

Title of Study: Accreditation Standards of Rigor and Academic Excellence for Unique Capstone Projects in Doctoral Programs

Study Overview: The goal of the study is to understand how regional accrediting agencies evaluate rigor and quality when evaluating non-dissertation doctoral capstone projects. The research question is: How do regional accrediting agencies evaluate rigor and quality when appraising non-dissertation doctoral capstone projects at specific institutions? A qualitative method is employed involving extensive interviews with accrediting agency personnel and evaluators. Results will help inform program administrators how accreditation site reviewers assess quality when considering unique doctoral capstone projects.

Dr. Tonia Perry Conley



Dr. Perry Conley serves as the Executive Director of the Student Academic Success & Retention Center and Principle Investigator for the TRIO Portfolio (4 - Educational Talent Search, Student Support Services, Educational Opportunities Center, and McNair Research Project). Dr. Perry Conley joined the University of Phoenix family as a Campus and Academic Affairs Director in 2015. Dr. Perry Conley received her B.A. in Psychology from Spelman College, and her M.A. in Theology & Counseling from Eastern University. Dr. Perry Conley brings more than 20 years of dedicated and professional expertise in Student Services, and she worked as the Executive Director, principle investigator for a research program.

Focus of Scholarship and Research Interests: Academic achievement gaps in secondary education; Post-secondary degree completion rates and the variance along racial divides. Dr. Conley is an enthusiastic presenter on such topics as Minorities and the Doctorate: Keeping Minorities in the STEM Pipelines; "Preparing for College: Making the Transition," and The Relationship of Risk Factors on Post-Secondary Degree Attainment in Institutions along Racial Divides.

Dr. Betty Jones



Dr. Jones received a BA degree in Social Welfare from the University of California, Chico, and a Master of Social Work (MSW) degree from the University of California, San Diego. Dr. Jones earned the Doctor of Education (Ed.D.) with a focus in Organization and Leadership from the University of San Francisco. Dr. Jones also earned a minor in International and Multicultural Education. Dr. Jones currently works at the University of Phoenix where she serves as faculty in the School of Advanced Studies, Doctoral Programs. As a mentor and dissertation chair, she has assisted many students through the dissertation process and taught doctoral dissertation courses.

Title of Study: Leading from Behind: Strategies to Engage Boomers and Millennials to Produce Next Generation Leaders

Study Overview: The concept of "leadership from behind" has evolved to encompass a leadership perspective known as "collective activity". The application and implementation of the view hinges on leaders' ability to develop and create environments that result in the production of leaders. In his autobiography, the late Nelson Mandela, political activist, revolutionary, and former President of South Africa, coined the phrase, "leading from behind", in his comparison of leaders to shepherds, shepherding a flock. The major underlying principle is empowerment of others to lead.

Dissertation: Completed a qualitative, ethnographic study of the higher education governing policy in South Africa.

Dr. Carol A. Holland



Dr. Holland holds a BA in Sociology and Psychology from West Virginia State University, a Master and EDS in Education from the George Washington University, and a Doctorate in Education from the George Washington University. Dr. Holland currently works for the University of Phoenix as a Dissertation Chair, Online Dissertation Faculty, and Residency Faculty. Dr. Holland is also an active Kiwanis Interna-

tional Member and works tirelessly to improve the quality of life for children around the world. Dr. Holland is currently President of the local Kiwanis Club. Dr. Holland worked for over 30 years in the Pre-K to 12 Public Schools in two states and three different districts.

Title of Study: Successes, Challenges, and Visions for the Future: A Consensus of Special Education Leaders on the Status of Special Education Forty-Three Years after IDEA.

Study Overview: The study was designed using the Delphi Technique to gather information from special education experts in leadership positions (directors, supervisors, and lead teachers, etc. in the field special education) on the status of the implementation of IDEA based on 21 FOCUS ELEMENTS. In a Delphi Study, consensus from a group of experts is gathered using several rounds of questions and reviewing each round prior to sending the next round. The study is in the data collection phase and should be completed by August 2018. The study has been approved for presentation at The Qualitative Review Conference in 2019.

Dr. David Probst



Dr. Probst holds a B.S. in Education University of Nebraska at Omaha majoring in social studies and psychology, an M.S. in Education University of Nebraska at Omaha with a major in special education, and a EdD in Administration, Curriculum and Instruction from the University of Nebraska-Lincoln. Besides my formal education. Dr. Probst has continued to study at the University of Missouri-Columbia and Central Missouri State as well presented at many state, regional, and national conferences.

Focus of Study: Examining the use of Twitter as a professional learning tool. Dr. Probst working collaboratively on this project with Dr. Jesse Garza. The study is designed using a pre-post questionnaire with professional educators who will take part in the questionnaire as well as six (6) monthly EdChats based on topics determined to be of interest to the participants. The goal of the study is to determine if Twitter can be an effective professional learning tool.

The impact of the study will help administrators examine different methods that are effective the provision of professional learning opportunities for staff members who are already taxed for time outside the normal school day.

Dr. Maria ReGester



Dr. ReGester earned a Bachelor of Science in Government from Campbell University, a Master of Arts in Organizational Management from University of Phoenix, and a Doctorate in Management Decision Science with a focus on Organizational Leadership from Walden University.

Focus of Scholarship: For over 16 years, Dr. ReGester has been providing management, leadership, and wellness classes to

military and civilian communities around the world. Dr. ReGester has also taught online classes at the high school level and post-secondary institutions. Dr. ReGester teaches students at the doctoral level with a focus on the providing instruction that has implications within the workplace that correlate with productivity, morale, absenteeism, and employee loyalty.

Publication Fellows

CLSER additionally has the pleasure of hosting a number of more recent Writing and Publication Fellowships for the 2018 academic year namely, Drs. Michelle Witherspoon (<http://bit.ly/2JsA2nv>) and Thomas Mosby (<http://bit.ly/2JuT4K0>). Witherspoon is an active writer and blogger on the Hub including informative pieces like Practical Guidelines for Devising a Concrete Plan: Before, During, and After the

Dissertation Oral Defense (<http://bit.ly/2JdDjYk>) and Social Networks: A College Professors Constitutional Right to Privacy (<http://bit.ly/2sxEnfC>). She holds a Doctorate in Leadership & Education with Specialization in Higher Education Administration from Barry University. Her research philosophy aligns she says to the great Albert Einstein's inclination that "not everything that can be counted counts, and not everything that counts can be counted" (Patton, 2002, p. 12). Mosby, on the other hand, "... currently serves on 6 business, community based, and education Board of Directors." In addition to more than 25 years of elementary, middle, and secondary education experience, he has been named a baseball and football sports coach of the year. Last year he published a popular blog dubbed, Should We Rethink How We Prepare Students to be College and Career Ready? (<http://bit.ly/2kQt79Z>)

WELCOME!

2018 Virtual Research Summit: Knowledge Without Boundaries

Tuesday, August 14th to Friday, August 17th, 2018

The banner features a sunset over a body of water with silhouettes of people on a pier. The word "WELCOME!" is written in large, white, serif capital letters at the top. Below the image, the event title "2018 Virtual Research Summit: Knowledge Without Boundaries" and dates "Tuesday, August 14th to Friday, August 17th, 2018" are displayed in a dark, sans-serif font.

The mission of Knowledge Without Boundaries (KWB) (<http://bit.ly/2kdu36V>) to provide opportunities that enable University of Phoenix faculty, students, and alumni, to develop and achieve their professional research and scholarship goals and, through scholarly leadership, improve the performance of the organizations and communities they serve. The annual research symposium is a continuation of this mission and it upholds the intended vision to encourage the formation of communities of scholarship for University Phoenix faculty, students, and alumni.

Our Overarching Objectives:

- To improve the performance of the organizations, communities, and schools our faculty, students, and alumni serve.
- To cultivate and sustain a productive community of scholarship to include the

production and dissemination of best instructional practices for reaching and teaching the working adult.

- To enhance the foundational research and proposal development skills necessary for an engaged practitioner/leader/scholar
- To inform and illustrate the preparations necessary for planning, preparing, and producing scholarly work.
- To provide guidance concerning the development of a research agenda as it relates to disciplines of study or fields of inquiry.
- To provide an opportunity to engage in an active community of scholarship.
- To develop strategies for writing for publication.

Save the Date

The research summit conference is scheduled for Tuesday, August 14th to Friday, August 17th, 2018. The conference is virtual this year; no travel is required. The call for presentations ended June 18th. However, your attendance can allow you excellent networking opportunities with faculty, students, staff, and stakeholders who are working on various research projects, papers, and best practices. Find out what is happening in all the research centers and with colleagues through the University. For details on access and the platform, visit KWBA's home page today. <http://bit.ly/2kdu36V>



Upcoming Events and Research Groups

Knowledge Without Boundaries Annual Event

August 14-17

The summit is virtual this year; no travel is required. Find out what is happening in all the research centers and with colleagues through the University. For details on access and the platform, visit KWBA's home page today.

<http://bit.ly/2kdu36V>

Research Method Center Webinars

The committee of methodologists offer research design webinars to enhance the researchers' research method and design understandings and skills. Webinars focus on various research designs, provide overviews about the designs, discuss when and how to use the designs, and offer opportunity for the participants to ask questions and share their design issues. We would like to encourage you to participate in the following research design monthly webinars offered by Research Methodology Group. The webinars are offered to all UOPX researchers including students, faculty, staff, and alumni.

View the event details in the Calendar of Events (<http://bit.ly/2FmxNB9>).

Research webinars home page (<http://bit.ly/2oTTwGm>).

Disclaimer for Students: Best practices within a method can differ and these differences are often illuminated by the constraints of a research project or trend in the field. Materials presented in the webinars may differ from materials presented in your classroom. Information presented are views of the methodologist based on their experience and expertise. Work with

your chair to determine the best method for your project.

All Webinar Times are 4-5 PM Arizona Time. Platform: Shindig; Event links will be uploaded to RMG group site, Calendar of events.

June 21, 2018:

Quantitative Non-experimental, leaders: Dr. Armando Paladino & Dr. Ruzanna Topchyan

July 19, 2018:

Phenomenology, leader: Dr. Karen Johnson

August 16, 2018:

Auto Ethnography, leader: Dr. Jim Lane

September 13, 2018:

Grounded Theory, leader: Dr. Mark McCaslin

September 27, 2018:

Narrative Inquiry, leaders: Dr. Ryan Rominger and Dr. Jim Lane

October 11, 2018:

Quantitative Measurement Development of Surveys, leader: Chara Price

November 8, 2018:

Action Research, leader: Dr. Mansureh Kebritchi

December 6, 2018:

Content analysis, leaders: Dr. Erik Bean and Dr. Liz Johnston

Research Communities

Open all year round for prospective researchers, SAS practitioners, and students who are interested in topics involving diversity. The Center for Workplace Diversity Research has organized its scholarship efforts in order to streamline its different lines of research by creating research communities. To participate, contact the community leader or email us at WorkplaceDiversity@phoenix.edu

About the Communities

Under the leadership of one of more members of the Center, the rationale behind the Research Communities is to create clusters of excellence in specific areas, always focusing on results that can bring benefits to our academic community as well to external stakeholders. Those external stakeholders may include organizations and companies that need that research to perform better and face their marketplace challenges on an advantageous condition.

Active Research Communities

- Cultural Conflict and Society Research Community Leader: Dr. Ray Bynum (CWDIR Research Affiliate) - Tucson, AZ

- Creative Leadership in Diversity and Inclusion Research Leader: Dr. Bethany Mickahail (CWDIR Research Fellow) - Tracy, CA

- Gender and Gender Identity in the Workplace Research Group Leader: Dr. Donna Smith - Columbia, NJ

- Special Needs & Disabilities Leader: Dr. Alana Lyles (CWDIR Research Affiliate) - Springfield, MO

- Spirituality in the Workplace Leader: Dr. Maryse Nazon (CWDIR Research Affiliate)



Fall 2018 Phoenix Scholar

Meet David Engstrom, Ph.D. University of Phoenix Full-Time Core Faculty Online Counseling for a summary of his background and his popular presentation, "The Body Always Listens: The Impact of Childhood Trauma on Chronic Illness."

Phoenix Scholar, Fall Edition, goes online
September 15, 2018

Join us on the Research Hub for all
Center activities, KWBA dates, and
new research information!

Research.Phoenix.Edu

