HR 5110-106: Leadership in Difficult Times

Course Description:
This course examines leadership challenges and opportunities in a rapidly changing, often stressful and unpredictable world. In addition to identifying and providing definitions and case studies that illustrate the challenges and the leadership responses, this course provides the student with the opportunity to make connections to real-life situations. Specific topics addressed include an in-depth examination of the impact of stress due to war and traumatic events on the workplace (including military operations), home, family, and the community; the current state of affairs in the workplace, the military, and communities with respect to women, ethnically-defined groups, and race; and challenges of effective team-building when there are shortages of resources, equipment, time, and experienced personnel.

Class Dates, Location and Hours:
- Dates: December 3 – 9, 2018
- Location: Nellis AFB, Las Vegas, Nevada. See Site Director for classroom location.
- Hours: Monday - Friday 6:00 p.m.-9:30 p.m.; Saturday 8:00 a.m.-4:30 p.m.; Sunday 8:00 a.m.-12:00 p.m.
- Last day to enroll or drop without penalty: November 4, 2018

Site Director:
Email: apnellis@ou.edu, Phone: 702-643-5354.

Professor Contact Information:
- Course Professor: Susan Smith Nash, Ph.D
- Mailing Address: 1108 Westbrooke Terrace
- Norman, OK 73072
- Telephone Number: (405) 314-7730
- Fax Number: (405) 310-6617
- E-mail Address: smithnash@ou.edu or susan@beyondutopia.com
- Professor availability: The professor will be available via email to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

Textbook(s) and Instructional Materials:
Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK, and can be ordered online, by phone, by email, or by fax. Ordering online at http://www.bksstr.com/oklahomastore/home is strongly recommended – students can track the status of their order within 48 hours. If an order has not been shipped within three days, students can contact the Follett textbook manager by phone (405) 325-3511, (800) 522-0772 (toll-free) or email 0831mgr@theolafollett.com. Phone orders (ask for the textbook manager and identify yourself as an Advanced Programs student) can be placed 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; 10 a.m. to 4 p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). Fax orders can be placed 24 hours a day at (405) 325-7770. Text prices are available online.


3. Materials posted on the OU Canvas learning management system: Access Canvas at [https://canvas.ou.edu](https://canvas.ou.edu), enter your OU NetID and password, and select course to access material. If you require assistance with Canvas, please click on the Help icon. You can search the Canvas guides, chat with Canvas support, or contact OU IT.

Note: Follett is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through Follett.

Course Objectives:

Students will gain an understanding of the theories used to explain sociological and psychological phenomena, the methods used to detect and describe situations and problems, and strategies used to seek productive resolutions. With the goal of mitigating human suffering as well as developing productive individuals, healthy communities, and transformative workplaces, this course provides the students with an interdisciplinary, multi-pronged approach. The course instructional strategy and course materials are designed to be applicable today yet robust enough to be utilized in the future as well.

Assignments, Grading and Due Dates:

Unit 1

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Readings from texts and online</td>
<td>N/A</td>
</tr>
<tr>
<td>In-class activity – group discussion and presentation – 100 points</td>
<td>Dec 4</td>
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<tr>
<td>Unit 1 journal – 750 - 1,000 words – 100 points</td>
<td>Dec 5</td>
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Overview:

This unit defines difficult times and explores the impact on individuals, families, organizations, community, and society. The unit examines the sources of stress (war, terrorist attacks, domestic violence, bullying, and economic uncertainty) and examines the methods currently used to detect, assess, and therapeutically deal with post-traumatic stress disorder (PTSD). Case studies are examined, as well as secondary-order consequences and impacts. Strategies for providing support and recovery are discussed. Students will have the opportunity to investigate, discuss, and propose solutions for what they identify as current issues.

Learning Objectives and Outcomes:

Upon successful completion of this unit, the student will be able to:

- Define post-traumatic stress syndrome, and the implications with respect to the workplace, family members, community, and to human relations in general
- Describe the impacts of economic crises, war or traumatic incidents (acts of nature, school violence) on families and the community
- Explain how various approaches to dealing with stress, post-traumatic stress, and secondary traumatization may employ the following awareness and coping strategies -- cognitive, behavioral, biochemical, group / individual talk therapy
- Describe how attitudes and beliefs about help-seeking can impede dealing with post-traumatic stress, and how leadership decisions can help overcome negative attitudes toward a stigmatized condition
• Explore the concept of traumatic re-enactment. Please explain how it might reveal the existence of post-traumatic stress.
• Explain the relationship between school violence and post-traumatic stress. How might the responses differ by age group?

Readings:
• Text: Burns (read entire book)
• Journal Articles & Online Readings

- **Difficult Times:**
  - War /
  - Economic Disruption /
  - Natural Disasters /
  - Rapid Technological Change /
  - Existential Anxiety –
- **Impact on people / leaders**
  - PTSD
  - Bullying
  - Fragmented families
- **Definitions of difficult times / contexts**
- **Leadership under duress, etc.**
  [http://www.regent.edu/acad/global/publications/iijls/new/vol7iss1/IJLS_Vol7Iss1_Whitehall_pp06-17.pdf](http://www.regent.edu/acad/global/publications/iijls/new/vol7iss1/IJLS_Vol7Iss1_Whitehall_pp06-17.pdf)

Guiding Questions for reading and for journal. Just select the ones that are most interesting to you to discuss:

1. How might economic problems lead to stress? When does economic stress build to the point that one might consider violence against oneself and others? Please discuss examples.
2. How can being in a violent storm (tornado, hurricane, etc.) lead to PTSD? Think of examples (hurricanes, Oklahoma tornadoes, etc.) and explain how some of the experiences that survivors might have could lead to PTSD.
3. How might defective products create an environment of stress?
4. What are some ways that people might respond to economic stress and crisis?
5. Please describe one way that war or economic stress impacts families. What can be done to alleviate it or cope with it?
6. Describe therapeutic responses to PTSD or economic shocks and what various stages of recovery might look like.
7. How can counseling and group discussions help individuals suffering from war stress, economic trauma, and PTSD? Can it ever hurt? Describe examples.
8. When and how can leadership make a difference when groups are suffering from stress as a result of traumatic events and difficult economic times?

Worksheet for your in-class discussion and presentation. Please use this as a guideline and informally note your thoughts and discuss as a group. This workshop is designed as a convenient guide.

1. Identify a situation in which war stress, post-traumatic stress syndrome, or general stress is having a negative impact on a situation.
   a. Describe the situation
   b. Describe the stress
   c. How do you know that stress is having a negative impact? What evidence is there?
2. Who are the impacted individuals? Who are they? How are they affected?
   a. Primary impact: describe the event, circumstances, or issues.
   b. Secondary impact: describe the individuals who are impacted by the stress of those suffering from primary impact, explain how they are affected.
   c. Tertiary impact: describe the general impact that primary & secondary impact has on the community, the workplace, total strangers.
3. Return to the situation. Analyze it in terms of changeable and non-changeable elements:
   a. What can be changed?
   b. What cannot be changed? How do you know?

4. Focus on the changeable. Develop a series of action steps to be followed:
   a. What will they be?
   b. When are they to be implemented?
   c. What is a general timeline? What are the major milestones? What are the steps that need to be taken under the category?

5. Who are the primary people that need to be influenced in order to make the action steps and the general plan doable?
   a. Who do you have to lead?

6. Short-term goals:
   a. How did you select them?
   b. Are they realistic?
   c. How will you know if they have been achieved?

7. Long-term goals:
   a. How did you select them?
   b. Are they realistic?
   c. How will you know if they have been achieved?

8. Summary and overview.

Unit 2

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<tr>
<th>Assignment</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Readings from texts and online</td>
<td>Dec 5</td>
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<tr>
<td>In-class activity – group discussion and presentation</td>
<td>Dec 5</td>
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<td>– 100 points</td>
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<tr>
<td>Journal 2 – 750 - 1,000 words – 100 points</td>
<td>Dec 6</td>
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Overview:
This unit probes the changing face of the American workplace and communities, and looks at the current state of affairs with respect to gender equity, race relations, ethnic or group stereotyping, affirmative action, and other issues in terms of equitable access to economic and educational opportunity. Case studies are examined, particularly those that reflect recent issues and changes. Students will consider leadership approaches that support inclusion and diversity.

Learning Objectives and Outcomes:
Upon successful completion of this unit, the student will be able to:

- define and describe culture clashes and when / how they might occur;
- explore the reasons how and why cultures might misunderstand or misinterpret each other;
- explore the way that "cultures" evolve in organizations, and how they evolve over time in response to specific changes in the context of the organization or the individuals;
- explain how perceptions of gender, ethnicity, and diversity can be utilized to bring about truly inclusive leadership and group ethos;
- describe how concepts of identity relate to gender and ethnicity consciousness, and how differences utilized to build stronger relationships and organizations; and
- explain how transformational leadership can be used to resolve culture clashes.

Readings:
- Text: Avolio and Bass (Parts 1 and 2)
- Journal Articles and online readings: Please select three (or more if they interest you) for use in developing your paper and/or final project. Procedure for reading -- read quickly, for concepts rather than detail. Choose two or three to read more closely. Please think of ways that what is occurring in the text relates to a current contemporary situation, or a leadership/management issue
Guiding Questions:
1. Describe different types of culture clashes that might occur at the workplace or in one’s community.
2. How do cultures misunderstand each other? Describe two examples.
3. How can differences be an asset to a team? When? Give examples.
4. Describe the impact of diversity and culture on organizational culture. What is the effect on team performance? On the development of a vision? On the accomplishment of a mission?
5. Identify ageism in an organization and explain the impacts.

Worksheet for your in-class discussion and presentation. Please use this as a guideline and informally note your thoughts and discuss as a group. This workshop is designed as a convenient guide.

1. Identify a culture clash in your organization. What are the groups and who are the members?
   a. Describe the prevailing "cultures"
   b. How is it apparent that there are conflicting cultures at play in this situation?
   c. Delineate their defining values.
   d. Point out areas of conflict. Describe an example and its possible consequences.
2. Perception issues. How does one group perceive the other?
   a. Problem points.
   b. General issues.
   c. Specific examples.
   d. Are people manipulating others in order to profit from the culture clash? Why? How? When does it happen?
3. Costs of Escalation. What are they? How and when does escalation happen? Provide examples of escalated ethnic, cultural, gender, or class/interest group clash.
4. Perception Correction. How would you go about correcting perceptions and misconceptions? How would you de-escalate a situation? When and where are power issues a factor? How do people perceive their situation vis-à-vis power structures, the distribution of resources, economic access, a voice in community affairs, etc.?
5. Insights gained from this analysis. List them. Comment on what it means to you, and your ability to work for positive change in your community, organization, or group.
Overview:
This unit explores how to build effective teams in difficult times typified by a shortage of resources, funding, personnel, and/or time. In addition to dealing with leadership theories, the unit will examine motivation, personality factors, perception, applied problem-solving approaches, and the role of vision, communicating a clear mission, and the development of appropriate tactics. Team-building in times of adversity, or when members from divergent groups are compelled to work together will be highlighted, with a focus on effectiveness and measurable results.

Learning Objectives and Outcomes:
Upon successful completion of this course, the student should be able to do the following:

- When is a team affected by economic stress?
- What happens in the workplace in times of economic crisis? How do individuals act? What are some of their positive behaviors? What are negative ones? How can coaching / leadership help?
- Describe a situation when team-building is impacted by a lack of resources.
- How do ideas found in your textbook apply to stress brought on by economic crisis?
- What are the negative effects of a lack of time?
- Describe situations when Myers-Briggs assessments may be counterproductive. When can they be productive?
- When does distributed leadership make the most difference to the accomplishment of a mission, goals, and objectives?
- Explain how personality indicators such as the Myers-Brigg indicator can be used in conjunction with team-building.
- Describe the importance of vision in team-building, and how that relates to creative approaches to solving problems that arise from shortages of key elements needed to achieve the organization's mission.
- Explain how a lack of time can be as destabilizing as a lack of resources in terms of achieving goals, and how this can impact team members and team performance.
- Describe potential hostile environments, and their impact on individuals and groups.
- Relate transformational leadership to dealing with shortages of time, personnel, resources, and/or being in a hostile environment.

Readings:
- Text: Avolio & Bass (Parts 3 and 4)
- Journal and Online Articles: Please select three (or more if they interest you) for use in developing your paper and/or final project. Please look in D2L in Course Documents for your articles.

- Online Readings to use for your journal: Procedure for reading: Read quickly, for concepts rather than detail. Choose two or three to read more closely. Please think of ways that what is occurring in the text relates to a current contemporary situation, or a leadership / management issue that you have encountered or been aware of. Be sure to relate the reading to current historical & political issues as well:
  - Creating Leadership Teams in Times of Crisis
  - Texas Buffalo Shooting Triggers Culture Clash (article plus Audio 😊)
  - Food for thought -- you don't have to agree!
  - Team Building: Confessions of a Pom Squad Wannabe (podcast and article by susan smith nash) scroll down…..
  - Attitudes, Beliefs, Misconceptions, and Team-Building: Elizabeth Smart and America's "Lurking Polygamists" Fantasy (podcast and article by susan smith nash)
  - John Diamond. A New View: Distributed Leadership. Video and article. "Distributed leadership" is the latest educational buzz word, but what does it mean? HGSE Associate Professor John Diamond, former director of a major 4-year study on distributed leadership, states, "It's not something that you do or don't do. It's a useful analytical frame that can help you understand leadership activity in your school or district." In this brief written summary and audio excerpt with accompanying slides from a recent class presentation, Diamond clarifies why this latest term offers a powerful new view for school leaders. [http://www.uknow.gse.harvard.edu/leadership/leadership002a.html](http://www.uknow.gse.harvard.edu/leadership/leadership002a.html)

**Guiding Questions:**

1. Describe a situation when team-building is impacted by a lack of resources.
2. What are the negative effects of a lack of time?
3. Describe situations when Myers-Briggs assessments may be counterproductive. When can they be productive?
4. When does distributed leadership make the most difference to the accomplishment of a mission, goals, and objectives?
5. What kinds of leadership approaches can you take to diffuse problems with time and resources?

**Worksheet for your in-class discussion and presentation.** Please use this as a guideline and informally note your thoughts and discuss as a group. This workshop is designed as a convenient guide. Identifying the difficulties:

- **Resources:** What are the resource difficulties? Are there shortages? List the items, and then prioritize them by their impact on the overall mission.
- **Funding:** Identify funding difficulties. What is the impact on the mission? What are explanations for the funding difficulties? Propose solutions.
- **Personnel:** Identify problems in personnel (shortage, etc.). What is causing the personnel difficulties? Do the difficulties have to do with skills? Are the new personnel/team members new? Prioritize the difficulties, and make a "wish list" of a perfect solution in terms of personnel.
- **Time:** Describe the time difficulties. Not enough time? Why? What are the impacts of not having enough time?
2. Mission-critical needs:
   a. Which are the needs that, if not met, will result in harm to people?
   b. List the top three needs, in order of importance.
3. External factors:
   a. What are the major external factors (exogenous influences) that will impact the timely availability of resources, funding, and personnel?
4. Rapid rate of change:
   a. Quickly evolving scenarios, needs, problems.
   b. Where is the pace of change the most rapid?
5. Role reversal:
   a. Thinking from the other side.
   b. Is there a person in this situation who is placed in difficulties?
   c. Which person would that be?
   d. How does the situation impact him or her, and what are the resulting difficulties on the rest of the team?
6. Making asymmetry work for you:
   a. Asymmetry: Where there are huge imbalances (an oversupply of what you don't need, a shortage of things you do need).
   b. How can you use the imbalances in a positive way, which would result in a resolution of the difficulties?
7. Forecasting and projecting problems/difficult scenarios, and rating the probabilities:
   a. List three different possible scenarios that involve difficulties of shortages of resources, funding, personnel, and/or time. Please state the likelihood of their occurring.
8. Forecasting and projecting solution scenarios, rating the probabilities:
   a. Propose a brief one or two-sentence solution for each of the three scenarios. Rate or state the likelihood of that outcome.

### Unit 4

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<th>Assignment</th>
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<tbody>
<tr>
<td>In-class activity: group discussion and presentation – 200 points</td>
<td>Dec 9</td>
</tr>
<tr>
<td>Journal: 1,200 words – 200 points</td>
<td>Dec 15</td>
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A key goal is to create the type of knowledge which inspires reflection, and which leads to meaningful and significant reflection. "Reflectionable knowledge" often exists in the form of stories. It provides a context which makes it easy to assimilate and think about new information. It makes explicit the multiple mental models which operate in a given social setting. The knowledge is expressed at different levels of abstraction - from observable data to interpretations, attributions, and generalizations in such a way that the communicator's thought processes are articulated. -- Chris Argyris

**Final Journal:**

Please write a 1,200 word essay on an aspect of this course which you find important and/or thought-provoking. Ideally, this essay will give you an opportunity to express your views, and describe how your perspectives and views have been expanded. Your essay can take many forms -- here are a few options:

- **Post-Traumatic Stress:** from war, traumatic events, economic shock, job change
- **Our Crazy, Changing World:** climate change, economic shocks, altered sense of self
- **My Nile Monitor Lizard, My Pet:** new and unexpected threats in places we formerly considered safe (an escaped boa constrictor in the neighborhood anyone?)
- **Doomsday Cults and their Leaders:** what do you do in a world where utopian experiments can go horribly wrong and turn into dystopias run by leaders that seem reckless to outsiders, but visionaries to the insiders?
- **Adventures in Culture:** Any awkward misunderstandings lately? What is the best way to resolve them? How do we create teams?
- **Team-Building: inside-out and upside down:** sometimes you need new perspectives when there's a crisis! New tools for old teams. New teams for old problems. Teams that can do it all.
• **Other Topics:** Living through abductions, zombies, etc. (can be creative) Please feel free to return to the units and to address the guiding questions or learning objectives that you not have had the opportunity to write about in a previous journal. Your essay can take many forms, your professor will provide examples. You may be informal, or formal. If you use sources, please cite them using APA style.

**Research/Literature Search Component:**

Find at least five journal articles from the online library/online resources and refer to them in your final project. Please consider integrating all the concepts you have studied in this course and relating them to your personal experiences and challenges. These may take the form of stories that refer back to the concepts you have encountered. Be sure to make the story as concrete, tangible, and meaningful as possible in order to derive maximum benefit to you now, and in the future as you reflect upon the situations and the theories.

**Grading:**

This is a letter-graded course: A, B, C, D, or F.

**Notice:** Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.
POLICIES AND NOTICES

Attendance/Grade Policy

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution’s policy regarding “I” (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any “I” (Incomplete) grades by the end of the term or he/she may be placed on “financial aid probation.” If the “I” grade is not resolved/completed by the end of the following term, the student’s Financial Aid may be suspended make the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Integrity and Student Conduct

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student’s academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc…in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc…; intimidation and interference with integrity process; and plagiarism. All students should review the Student’s Guide to Academic Integrity at http://integrity.ou.edu/students_guide.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at http://studentconduct.ou.edu/

Accommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

Adjustment for Pregnancy/Childbirth-Related Issues

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact me as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to accommodations based on temporary disability. Please see http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html.
Title IX Resources

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at smo@ou.edu or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615-0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office’s website at http://www.ou.edu/content/eoo.html

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: http://www.goou.ou.edu/
INSTRUCTOR VITA
Susan Smith Nash, Ph.D.

Education
- 1996 Ph.D., University of Oklahoma – English, Outstanding Ph.D. Dissertation Award
- 1989 M.A., University of Oklahoma – English
- 1981 B.S., University of Oklahoma – Geology (Minor – Business)

Current Positions
- Director of Education and Professional Development, American Association of Petroleum Geologists (AAPG), Tulsa, OK  http://www.aapg.org
- Advanced Programs Professor since 2001
- Vice President, Victoria Resources, Norman, OK

Past Positions
- Associate Dean, Liberal Arts, Excelsior College, Albany, NY
- Programs Director, University of Oklahoma College of Continuing Education
- Director of International Projects, University of Oklahoma College of Liberal Studies
- Director of Online Curriculum Development, University of Oklahoma

Frequently Taught Advanced Programs Courses
- HR 5110 The Literature of Leadership
- HR 5110 Leadership in Difficult Times
- HR 5100 Graduate Research and Writing for Human Relations

Major Areas of Teaching and Research Interest
- Leadership, Online Instruction, International Strategies for Development, Literature, Translation, Cultural Understanding
- Technical Projects/Programs Developed and/or Managed: Small business and producer solutions for small, multipoint retail, marketing, production
- Developing interface, curriculum, and system for online university courses, avoiding third party turnkey solutions, but focusing on proprietary, in-house, cost-effective and easy-to-implement solution. Low startup costs. High return on investment, cash flow.
- Developing curriculum, interface, and delivery philosophy with subject matter experts for university-level online courses in private, public, and corporate university settings.
- Online courses developed, with faculty training tutorials including the following courses:
- E-catalog interface, with third-generation relational database integration, with automated point-of-sale relating to logistics coordination, packaging, and production scheduling.
- Sales and anticipated demand production scheduling for inter- and intranet applications for chemical (pigment and synthetic rutile) producer
- Integrated logistics coordination for economies of scale for small and medium-sized producers; shipping, packaging, cold storage, warehousing, etc., for use in South America and U.S.
- International Economic Development Programs:
- Packaging and Brand Image, March 2001 (Azerbaijan)
- Private Sector Strengthening Mission, Fall 2000 (Azerbaijan)
- Best Practices for the Use of Internet-based Educational Programs in Developing and Transitional Economies (for Universidad Autonoma, Guadalajara, Mexico, Universidad el Bosque, Bogata, Colombia)
- English/Cultural Center Curriculum and Program Design, January 2000, (Cuidad del Este, Paraguay)
Representative Publications and Presentations

More than 75 articles and columns on distance learning and leadership, and more than 100 reviews, short stories (in the original Spanish and English), and poems (in the original Spanish and English) have been published in journals in the U.S., France, Germany, Japan, Australia, India, Azerbaijan, Paraguay. Poems have been translated in Russian, Bengali, and French.

Books:
- **E-Learning Success: From Courses to Careers.** Texture Press, March 2012.
- **The Adventures of Tinguely Querer.** Ljubljana, Slovenia: Vodnikova Zalozba, September 2011.
- **Moodle 1.9 Teaching Techniques** (co-authored with William Rice), Packt Publishing (Birmingham, UK), 2010.


**Book Chapters:**


**Articles:**

• "Assistive Technologies: Accessing Voice and Selfhood in an Age of Digital Technologies" *Feminist Cyberspaces* (Winter 2011)


• "E-Learning and the Geoscientist" *The Correlator*, AAPG Division of Professional Affairs. 1st Quarter, 2011: [http://dpa.aapg.org/correlator/e_learnQ111.cfm](http://dpa.aapg.org/correlator/e_learnQ111.cfm)


• Review of Ana Merino’s *Cell Mate*” *World Literature Today*. Winter 2009

• “On Jerome McGann’s *The Point is to Change it: Poetry and Criticism in the Continuing Present*” *Talisman*, Spring 2009


• “Subjectivity in Second Life: Enactments in the Space Between the Real and the Virtual” *Talisman*. Fall 2008


• Journal of Issues in Informing Science and Information Technology (IISIT), pages 811-818. It is also listed in the Proceedings of the 2007 Informing Science and IT Education (InSITE) conference


• "Pedagogically optimizing the use of weblogs and podcasts for maximum effectiveness in online and hybrid learning." with Sabrina Johnson-Taylor. *U.S. -China Forum on Distance Education*. April 2006.


Short Fiction, Creative Non-Fiction, Poetry:


Edublogs and Online Journals:
• edublog: Inside E-Learning (http://community.elearners.com/blogs/default.aspx?GroupID=8) – more than 100 articles on academic writing and research, online education, strategies, career outlook, educational success strategies.
• edublog: E-Learning Queen (http://www.elearningqueen.com) – theoretical articles, along with numerous online interviews with innovators and leaders in e-learning. E-Learning Queen has been widely recognized by educators and distance learning providers as a source of high-quality and up-to-date information on online learning, mobile learning, and new trends and technologies.

Papers Presented at Conferences:
• "Wimba and Blackboard Mashup Tools: Incorporating technology that promotes interactivity and student retention." Troy University E-Campus E-Colloquium, April 13, 2011.
• “Knowledge Transfer in the Multi-Generational Workplace,” AAPG MidContinent Section Conference, Tulsa, OK, October 12, 2009.
• “Avoiding Information Silos in the Distributed Workplace,” AAPG MidContinent Section Conference, Tulsa, OK, October 12, 2009.
• “Educational Uses of Mashups” (Keynote Speaker.) New Media Consortium Spring Symposium. April 3, 2008.
• “Quality in an E-Learning Course Featuring Mobile Learning,” 18th Annual Conference on Teaching and Learning, Jacksonville, FL, April 5, 2007.


• "Leadership and the Strategic Plan" co-presented with George Timmons, at presented at Sloan-C, The Eleventh Sloan-C International Conference on Asynchronous Learning Networks, "The Power of Online Learning: Mobilizing to Expand Community" November 16-18, 2005. (Sloan-C audience evaluation rating 4.6 out of 5.0)

• "Saving Face through Story: Paraguayan Myth and Folklore." presented at AGLSP - Association for Graduate Liberal Studies Programs Conference, October 2005, Minneapolis, MN.


Representative Honors and Awards Received

Many commendations and awards for initiatives and programs that promote democracy and democratic processes:

• International Who’s Who (Europa Biographical Reference Series), 2000 – present


• Trubar Translation awards to Texture Press to support publication of Slovenian literature: 2000 – 2011.

• ICEM / RIMA, Quebec City, Quebec – March 2004.

• Outstanding Faculty Teaching Award – The University of Oklahoma, April 2002, The University of Oklahoma.

• Trubar Fund (Ljubljana, Slovenia) – Travel grant to attend the Vilenica Literary Festival, Lipica, Slovenia.

• Oklahoma Fund for Poetry, January 2001, for Flyover States of Mind. Published by Light and Dust Books, Kenosha, WI.

• Outstanding Staff Award, February 2001, University of Oklahoma College of Continuing Education. Outreach Collaboration Award in Recognition of Unique and Extraordinary Collaborative Efforts for the BLS Internet-Guided Independent Study Program, University of Oklahoma, January 25, 2001.

• Outstanding Professional Staff Award, University of Oklahoma College of Continuing Education, 2001.

• Superior Teaching Award, University of Oklahoma College of Liberal Studies, 2000.


• Contemporary Authors Biography Series (Gale Research).


• Reconocimiento – Bio-ethics Initiative – Universidad el Bosque, Bogota, Colombia, 1999.


• Outstanding Achievement Award 00 Centro Cultural Paraguayo Americano and the Asociacion Paraguaya de Profesionales Graduados en USA – 1999.
Synergistic Activities: Grants & Research

- Recipient of Publications Grant / Award for E-Learning Queen (http://www.elearningqueen.com) from the Open Source Arts and Letters Initiative (OSALI).
- Principal Investigator -- RPSEA Technology Transfer. April 2010
- OpenCourseware: $30,000 from AAPG Foundation: Role Principle Investigator.
- Numerous grants and awards, including Ford Foundation (principle investigator), Trubar Fund (Slovenia – publications grant), Paraguayan Ministry of Navigation and Ports, University of Oklahoma Outstanding Teaching award; University of Oklahoma Outstanding Dissertation
  - American Association of Petroleum Geologists: Education Committee Advisory Board Member (2004 – present)
- Board of Directors, VOCA Foundation, a division of ACDI-VOCA. Economic development, with focus on agriculture and energy. Washington, DC. 2006 – present.

Memberships:

- American Association of Petroleum Geologists (Active Member); Energy Minerals Division.
- Modern Language Association. Active Member.
- American Society for Training and Development. Active Member.