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This newsletter is for all instructors using one of McGraw-Hill's six management textbooks.

The intention of this newsletter is to provide you with tools and resources necessary to stay on the cutting-edge in the classroom.

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## In the Trenches with:

### Sister Karen Elliott, C.P.P.S.

Dr. Karen M. Elliott is an ardent advocate for service learning as a core element of any academic program that directly supports and demonstrates institutional learning outcomes. She is the Chair of the Religious Studies Department and Associate Professor of Religious Studies at the University of Toledo and holds a doctor of ministry degree from Barry University, Miami Shores, FL, and an MA in theology from St. Michael's College in Vermont (1). She is also known to have a mean long putt (2), and earned eight varsity letters at Wright State playing softball, basketball, and volleyball during her undergraduate years (3).

Elliott is the recipient of the 2011 Mercy College 'Mind, Heart and Hand Award,' presented by the President of the College to a member of the Mercy Family whose thoughts, attitudes, and presence serves as a positive influence on others. "Both inside and outside the classroom, Dr. Elliott exhibits an extraordinary commitment to her students in their academic and personal lives. ... She is a person who is true to her word and speaks with integrity. She has a keen sense of justice and is persistent in addressing concerns until a resolution is reached." Sister Karen's passion for teaching and life is rooted in her faith, which is integral to her leadership both at Mercy College and within her religious congregation (4).



In weekly evaluations Dr. Elliott's students frequently comment on the passion and enthusiasm she brings to her teaching. Students note that she engages them not only intellectually, but also emotionally, connecting mind and heart. Embodied learning comes through service. One illustration is a course taught by Elliott that requires participation in a week-long service learning experience at Santo Hermano Pedro long-term care facility for severely disabled persons (infants to seniors) in Antigua, Guatemala. At the core of this learning experience is the concept that students and instructors serve the needs of the residents first and foremost.



Nurses at the facility comment that the volunteers from Mercy College don't wait to be told what to do. They observe and "dig in," whether the task is mopping floors, feeding the residents, or folding laundry. Students don't stand around talking with



one another; rather they engage the residents and embrace the menial tasks that need to be done in order to serve.

Sister Karen believes that the core element of service learning is "service." The student must be client focused – that is, they are to identify the need of those being served and "just do it." Too often, students will go into a service learning project with a "me" attitude. What am I going to directly learn from this activity? It is the "for you" attitude that creates the deepest learning

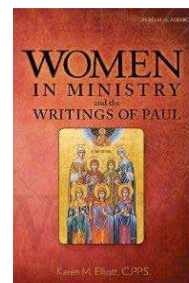
for students. This can help students from any degree program develop the skills and competencies for career success; particularly, when it comes to translating an internship into a job – or getting a job promotion. After a true service learning experience, a student will be more inclined to take initiative with an observed need not being filled. When that happens, leaders notice and want that person to remain with the team and be promoted. The only way to teach such initiative is through experiencing it.

Sometimes such initiative requires literally digging in: Elliott recalls a time as volunteer at Camp Andrew Jackson in McKee, Kentucky. While she might have preferred to teach to the children, she rolled up her sleeves and dug a pit for an outhouse that needed to be excavated. Elliott is a Sister of the Precious Blood [C.P.P.S. from Latin: *Congregatio Missionariorum Pretiosissimi Sanguinis* (5)], who dedicate themselves to education and pastoral ministry in various settings including prisons and health care facilities; as counselors, spiritual directors and in outreach to the poor (6).



Resource Link: Learn more about the [Sisters of the Precious Blood](#) (6)

She has also been at the forefront of efforts for women in leadership. Much like management tradition, Christian tradition has used a male perspective toward its tasks and responsibilities, a viewpoint that privileges male leaders and minimizes the role of women. In her book, *Women in Ministry and the Writings of Paul*, Elliott challenges this view, providing solid evidence for women's important and vibrant role in leadership (7).



Resource Link: For more on the book click [here](#) (8)



# Hot Topics — Current Events



## Mental Illness Affects Half Of All Americans During Their Lifetime

From Medical News Today (9)



Approximately half of all American adults will suffer some kind of mental illness during their lifetime, a CDC reports announced. [One occurrence during a person's lifetime — this does not mean that half of all Americans have a mental illness at this moment.] This finding appears to be out of step with common perception and the stigma still attached to seeking treatment for these particular health concerns. The authors of the CDC report stress the need for better surveillance in order to improve treatment and prevention.

→ Discuss the relevance of mental health concerns in managerial decision making. To what extent should a manager be aware of and/or cater to mental health concerns an employee may have?

## Colin Powell's leadership book *It Worked for Me* to be published in May 2012

From the Washington Post / Associated Press (10)

The retired four-star general and former Secretary of State has signed a book deal with HarperCollins for, *It Worked for Me: Lessons in Leadership and Life*. According to HarperCollins, the book will include Powell's 13 rules of leadership and "revealing personal stories." The book is scheduled for release in May 2012. One of Powell's rules, "Get mad, then get over it," will be tested in his book: HarperCollins refused to comment on whether Powell would respond to the criticisms leveled at him in recent memoirs by former Secretary of Defense Donald Rumsfeld and former Vice President Dick Cheney, both of whom Powell often clashed with while in the George W. Bush administration. Cheney's "In My Time" noted their differences about the Iraq War and alleged that Powell was reluctant to express himself in Cabinet meetings. Powell has since said that Cheney's book included "cheap shots." It remains to be seen whether Powell is still mad – or has gotten over it.



Watch: [Colin Powell talks about Dick Cheney's book on Face the Nation](#). (11)

→ What do you think about Powell's rule: "Get mad, then get over it"? In the video excerpt above – does Powell sound like he's over it?





### Harnessing the Power of Feedback Loops

From WIRED magazine — by Thomas Goetz / the Associated Press (12)

The premise of a feedback loop is simple: Provide people with information about their actions in real time, then give them a chance to change those actions, pushing them toward better behaviors [like the “YOUR SPEED: \_\_\_mph” displays that can be found in some school zones and on some highways]. Why does putting our own data in front of us somehow compel us to act? In part, it's that feedback taps into something core to the human experience, even to our biological origins. Like any organism, humans are self-regulating creatures, and feedback loops are how we learn, whether we call it trial and error or course correction. In so many areas of life, we succeed when we have some sense of where we stand and some evaluation of our progress. As Stanford psychologist Albert Bandura puts it, "People are proactive, aspiring organisms," and feedback taps into those aspirations.



Resource Link: [Read the article in its entirety](#) (12).

The simplicity of feedback loops is deceptive. They are in fact powerful tools that can help people change bad behavior patterns, even those that seem intractable. Just as important, they can be used to encourage good habits, turning progress itself into a reward. In other words, feedback loops change human behavior. And thanks to an explosion of new technology, the opportunity to put them into action in nearly every part of our lives is quickly becoming a reality.



Despite the volume of research and a proven capacity to affect human behavior, we don't often use feedback loops in everyday life. Blame this on two factors: Until now, the necessary catalyst—personalized data—has been an expensive commodity. Health spas, athletic training centers, and self-improvement workshops all traffic in fastidiously culled data at premium rates. Outside of those rare realms, the cornerstone information has been just too expensive to come by. As a technologist might put it, personalized data hasn't really scaled.

Second, collecting data on the cheap is cumbersome. Although the basic idea of self-tracking has been available to anyone willing to put in the effort, few people stick with the routine of toting around a notebook, writing down every Hostess cupcake they consume or every flight of stairs they climb. It's just too much bother. The technologist would say that capturing that data involves too much friction. As a result, feedback loops are niche tools, for the most part, rewarding for those with the money, willpower, or geeky inclination to obsessively track their own behavior, but impractical for the rest of us.

That's quickly changing because of one essential technology: sensors. Adding sensors to the feedback equation helps solve problems of friction and scale. They automate the capture of behavioral data, digitizing it so it can be readily crunched and transformed as necessary. And they allow passive measurement, eliminating the need for tedious active monitoring. Sensors keep getting cheaper and better at monitoring behavior and capturing data in all sorts of environments. These new, less expensive devices include accelerometers (which measure motion), GPS sensors (which track location), and inductance sensors (which measure electric current). And that's just the beginning...

→ How can you harness the power of feedback loops? For your students? For organizations?



Resource Link: Check out [Rypple](#) (13) and similar software applications:

Rypple's online platform helps workers give and receive feedback. Picture it as Facebook for the office: Users can set up private projects, post comments, make their goals public, and even assign badges to one another's profiles. Supervisors can use it to track the progress of their employees, and there's a tool for coaching workers and managers.



## Research

### Personal Devices fuel Security Fears in Business IT from Business Wire 2011 (14)

In August 2011, an independent database of IT professionals world-wide were invited to participate in a Web survey on the topic of Consumerization of IT. 741 respondents completed the survey, representing a wide range of company size and industries.

The survey, conducted by is Dell, shows that almost 90 percent of employees use personal devices (laptops, smartphones, etc.) for work-related purposes. Almost two-thirds of survey respondents report security concerns from the use of these personal devices in the workplace. More than half feel their organizations lack the tools needed to effectively manage personal devices and are unable to effectively protect corporate data and intellectual property as well as ensure compliance.



"Consumer products are evolving into viable business tools, but according to our research, the majority of companies do not have a proper strategy in place to manage these devices which opens them up to serious security risks," said Diane Hagglund, senior research analyst for Dimensional Research and the study's author. "Consumerization of IT is not simply a passing trend—it is the way business will be conducted on an ongoing basis, especially in the small and medium business market; so it is critical that companies put policies and standards into place to support these devices to ensure the security of corporate and intellectual property."



WATCH: Four reasons for [using the iPad for business](#) (15)

Personal devices continue to proliferate the businesses as they see the value in a more mobile, efficient and connected workforce. Key survey findings include:

- 87% of respondents reported employees use personal devices for work purposes;
- 59% reported personal devices have created the need to support multiple operating systems;
- 60% reported a greater demand for support of Mac OS X, Apple iPad and iPhone;
- 82% cited they have concerns about the use of personal devices for work purposes;
- 64% revealed they are not confident they know of all personal devices being used for business;
- 32% believe employees use unauthorized personal devices to connect to their network; and,
- 88% said they believe it is important to have a policy in place to support personal devices, yet
- 62% revealed their organization lacks the necessary tools to manage personal devices.

"The results of our latest survey represent a significant shift in how systems administrators manage their organization's networks in today's disparate global workforce. It's absolutely essential that IT teams deploy a strategy that provides end-to-end management capabilities on a variety of operating systems to effectively protect networks and address the 'Consumerization' of IT," said Rob Meinhardt, general manager and co-founder for Dell KACE.



Resource Link: Read more on the [DELL Research Survey](#) (16).

→ Would you recommend use of smartphones and tablets such as the iPad in your organizations? What policies do you feel ought to be in place to control and monitor personal vs. business use these devices?



# Thought Leader Interview

## with **Sister Karen Elliott**

from an interview with C. Theodor Stiegler (17)



**C. Theodor Stiegler [CTS]:** How did you come to live your passion in your work and why do you continue?

**Dr. Karen Elliott [KE]:** As far back as I can remember, I always wanted to be a teacher. I have been blessed to have opportunities and have made choices that led to my passion. As a student in the eighth grade, I volunteered to assist a teacher in my parish's religious education program. Religion was always my favorite subject in school. Throughout my educational career, I have had the privilege of teaching theology at the middle school, high school, and collegiate levels.

I continue to live my passion for several reasons. When people are engaged with the sacred, the holy, with mystery – all of which are part of the study of theology – there is a natural holistic integration that occurs within each person. I find that people are open, receptive, and even hungry for the sacred, a deepened awareness of the presence of God in their lives. They are open to the fullness of their being – heart, vision, hopes, dreams, love of family – things that really matter in life.

**[CTS]:** What challenges do you see for our world? How might these be turned into possibilities?

**[KE]:** One of my great sadness is when I observe or hear of people who distort and/or pervert religion and their understanding of God to harm others. They use religion as a destructive power to advance political and/or economic agendas. Another challenge, I believe, is the growing gap between “liberals” and “conservatives.” The intensity of the debates and the rejection of one another by both groups are contrary to St. Paul's exhortations to unity, rooted within the Christian tradition. Such extremism harms all faith traditions and all relationships. In the midst of this reality, I have a great deal of hope. I see students who believe in the inherent goodness in each person and know that there is a spark of the Divine in each person. These students want to make a difference in the world through selfless service and a desire to relieve suffering.

**[CTS]:** You have experienced some amazing human beings in your work. What is the common thread that threads or connects them? How are you different from knowing them? Share a story that captures the essence of the experience for you.

**[KE]:** The common thread that I experience in working with some very amazing students is the desire to use one's God-given talents to make the world a better place. They want to alleviate suffering in the world; they believe in and embrace the goodness in others and in doing so they come to experience their own goodness. Furthermore they have the determination and dedication to “roll up their sleeves” to do what is necessary to achieve their dreams.



A quote from St. Teresa of Avila (1515 – 1582) sums up the attitude and beliefs that I am inspired by as I observe my students when they are engaged in service, “Christ has no hands on earth but yours. Yours are the eyes with which He looks with compassion on this world. Yours are the hands with which He blesses all the world.”

I am inspired to continue what I’m doing because of the amazing people I have met in my life. Knowing that my teaching helps others to deepen their relationship with God provides an on-going impetus for me to strive for excellence in my teaching, to encourage my students to be servant-leaders and to use their God-given gifts and talents to make the world a better place.

Each semester I assign my students to participate in a required community based service learning project which is equivalent to a test grade. The fifteen minute verbal assessment for this assignment includes: a signed documentation form, written notes or a written narrative of their responses to all of the required information, reflection on the experience, and integration of the experience with their professional development. I am always deeply moved and inspired by the depth and integrity of the students’ reflections and am honored to listen to what is for many of them a conversion experience. Many of them share how the experience has changed them and their views about the poor and suffering in our area. Many students are so inspired by those whom they witness working with these populations that they continue to participate in serving long after their required assignment has been completed. I believe the experience was best summed up by a student who shared, “Before this experience, I felt that people who were severely handicapped would be better off dead. I agreed to assist with their care but I wasn’t happy about it. After working with the residents, I began to feel connected with them. I went there to help them, but in the end, they helped me! They helped me to see and experience that regardless of our handicaps, we all have great dignity and an ability to love and to share love.”

**[CTS]:** What are you seeing in college graduates today that encourages you and what concerns you? What advice do you have for faculty teaching students today?

**[KE]:** I am encouraged by college graduates who have often made great sacrifices to achieve their dream of completing a degree program. That dream for most of them is not solely self-serving, simply to earn a good salary, but an opportunity for them to live their vocation, their calling in life. These graduates have a deep desire and commitment to make a difference in the world by compassionately serving others.

I have several concerns about our educational system. Beyond deficiencies in both written and verbal English skills, I see students who struggle to make connections in the learning process. Often our educational system emphasizes rote memorization, stresses those things that will be on the “test” whether it be standardized tests, proficiency tests, or tests for licensure/ accreditation. Our students often are not encouraged to think more broadly, to make applications of what they have learned to systems and/ or institutions. Education and knowledge is so much more than the questions on a test; it involves divergent thinking skills and making connections.

My advice for faculty is to develop assignments and assessments that require the students to make connections beyond the rote memorization of facts and/or data. Use humor in the classroom. Something is only funny if the hearer gets the point, makes the connection. Believe in the goodness of students and encourage their dreams. Lastly, know yourself – know when it’s time to quit teaching because you have lost the passion for teaching and no longer enjoy it.



**[CTS]:** Describe a favorite learning activity or tool that you have seen, experienced, or used yourself?

**[KE]:** In my Death, Dying and Bereavement course, I have developed a culminating project which students research, and then present in small groups. Throughout the course, we study the rituals utilized by various cultures related to death. Groups choose a particular culture they wish to study in more detail. Individuals research the history of the culture with a focus on the culture's understanding of life and death. Each group then creates a PowerPoint presentation reflecting their learning as well as the integration of the culture, the history, and the religious practices of the group they have studied. Additionally, students incorporate music, food, and various works of art related to the culture they have chosen. This activity requires students to work collaboratively, to think creatively, and to utilize the skills required in giving an effective oral presentation.

**[CTS]:** Tell us about a real “zinger” of a moment you faced in leadership with your work. How did you handle it and what were the results?

**[KE]:** When I taught the Death, Dying, and Bereavement course for the first time, I planned to utilize multiple choice tests. I created numerous questions and with revisions, also used some of the suggested questions for the tests which were provided by the textbook publisher. The average grade for the first test was 78%, and I thought, “Wow, they didn't study!” Then the average for the second test was 76%, and I thought, “Wow, I've done something wrong!” Initially, I became defensive when students complained about the test and thought to myself that they just hadn't prepared adequately for the test. Upon further reflection, it occurred to me that the multiple choice test format was not in alignment with my teaching style. Both in my lecture and in class discussions, I had stressed the integration of knowledge with real world experiences. The tests focused on memorization of details rather than broader concepts.

Consequently, I changed the assessments to a “take home” test format where students were required to reflect on the concepts and make application/connections to real life. Students were much more successful in completing the take home tests. My most recent class average on the first test was an 86%!

**[CTS]:** What are your hopes and dreams for the future of higher education and its role in our world?

**[KE]:** I believe it is the responsibility of those engaged in higher education to nurture and encourage students' ability to integrate knowledge/data with real-life experiences; inspire them to make ethical decisions that will impact human flourishing; embrace their God-given talents to alleviate suffering in the world; recognize the rights and responsibilities that are associated with earning a college degree; understand that learning is life-long; as well as to have a reverence and respect for the sacred in their own lives and in the lives of others.





# Tips: How to Create a Safe, Memorable Online Password

Adapted from *DailyFinance.com*'s Ron Dicker (18)

If your idea of a smart password is your first car followed by your mother's name, you need to get with the program. Hackers have recently stung Fox News, Apple, the International Monetary Fund, Lockheed Martin and Gmail: How can you expect to protect yourself with lazy wordplay? Create secure but easy-to-remember passwords before the cyber-nasties get your personal information and ruin you. Robert Siciliano, a security specialist and consultant for McAfee, explains:

**Use a combination of upper- and lower-case letters, numbers and characters.** For example, let's say someone wants to use the phrase iamhappytobe29 as the password foundation. Capitalize the i, keep the "am" lowercase and use the now-familiar colon and closed parenthesis :) to signify happy, then substitute a 2 for "to" and b for "be," followed by a numerical 29. The password comes out: Iam:)2b29. This is much like personalized license plate script with the added benefit of characters.

**Use a different password for every account.** It's not complicated. To avoid confusion, merely add a category to your main password. For example, for a bank account, your password could be Iam:)2b29bank. An AOL account could be Iam:)2b29aol.

**Get rid of passwords with favorite colors, pet's names, 1-1-1-1 and the like.** Hackers have developed what are called dictionary attacks that cover words and number sequences. If you must use a familiar name, add something to make it tougher to crack. Say you visited Positano, Italy, recently—even making the password Positano123 is more effective than just Positano.

**Know you are being watched.** Hackers are monitoring Facebook and social media. They are Googling you. They are gathering any intel they can use to decipher the code that is you. A hacker infiltrated Sarah Palin's Yahoo account by using her birth date, zip code and by answering one security question—where she met her husband—to reset her password. The information was all available in plain sight.

**Be vigilant against phishing.** Phishing, the dastardly art of sending emails that appear to be from a source you trust but are set up to commit identity or credit card theft, is as dangerous and sophisticated as ever. The same examination of your Internet life that allows password theft, has pushed phish email to a scary new level of authenticity. If an email from a familiar address asks you to divulge sensitive data, call the sender and make sure it's legit. Make it a policy not to click links in the body of an email unless you're certain the sender is legitimate: By clicking, you could be providing data to the bad guys or compromise your computer.

**Change your passwords every six months or so.** Doing it more frequently is preferable, but, given that it's human nature to put off such tasks, twice a year will suffice, Siciliano said. If you're managing more than 15 accounts or so, you might want to look into password managers such as Roboform or Last Pass.

**The root of a secure password begins with a secure PC.** Make sure you have an anti-virus program installed and updated. "You can have the most secure password in the world," Siciliano said. "It won't matter if your PC is infected. The PC itself has to be secure." Anti-virus software you pay for usually scans your machine automatically, but if you have a free anti-virus program, you'll have to start it manually, Siciliano said. And remember: B:)2bhackfree.



# Reading Recommendation

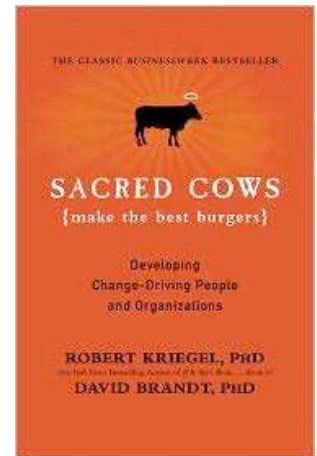
## Sacred Cows make the Best Burgers:

Developing Change–Driving People and Organizations

by Robert Kriegel and David Brandt (19)

Says Karen Elliott in response to our request for a book recommendation: “I am a Scripture scholar so naturally my favorite and most influential book is the Bible, specifically, Paul’s Letter to the Galatians because it calls the community of faith to recognize that their arguments are harmful. However, I realize that you are most likely interested in a favorite and influential book which is current.

I highly recommend *Sacred Cows make the Best Burgers: Developing Change-Driving People and Organizations* by Robert Kriegel and David Brandt. This book engages and encourages with specific examples of the necessity and success of change as well as real-life examples of the perils of avoiding change (4).



The Library Journal says: Kriegel and Brandt have written a guide to managing corporate change. They describe business's most common "sacred cows" and why they should be changed. These include "paper cows" (the more communication the better) and the "downsizing cow" (to cut costs, cut people). The authors also details ways to build a change-ready environment and motivate people to change. A personality inventory and exercises for personnel are also included. Although many other recent titles take on corporate change, none focuses on the need for change within traditional paradigms. Easy to read, with humorous illustrations, this book is recommended (20).

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Review from [achievemax.com](http://achievemax.com)

by *Harry K. Jones* (21)

Tackling one of the most important business issues of today, the authors demonstrate why the latest panaceas: re-engineering, virtual teams, outsourcing, reinventing, restructuring, downsizing; almost always prove unsuccessful. Kriegel and Brandt expose how these buzzword programs overlook the most fundamental element of all business: People. After all, people are the gatekeepers of change, with the power to breathe life into a new program or kill it. If they're excited and positive, it's open sesame; if they're resistant, they'll slam the door in your face (22).

The authors wonder out loud: Outmoded beliefs, practices, and processes ... Why do so many business people cling to their established ways as if their lives depended on them? The very things they refuse to give up, the sacred cows of the business world, are the lodestones that will kill their careers and their companies' path to success? In this insightful and unique guide, the authors reveal why people hold on to the old and how to inspire them to bring on the new—to the point where they're enthusiastically turning even their favorite sacred cows into burgers. This book offers concrete strategies to help you identify sacred cows, round them up, and put them out to pasture. Getting to the heart of the matter, Kriegel and Brandt show you how to coach yourself and others to create Change-Ready people.

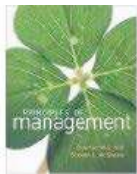


Resource Link: For more on the book click [here](#) (23).



Topics	Bateman 9e	Bateman 2e	Hill 1e	Jones 7e	Jones Ess 4e	Kinicki 5e
<a href="#">In the Trenches</a>	1, 6, 9, 11, 12, 14	1, 12, 14, 15, 18	1, 10, 16, 17, 18	1, 5, 6, 10, 11, 13	1, 7, 10, 11, 14, 16	7, 10, 11, 14, 15
<a href="#">Current Events</a>	2, 3, 7, 9, 12, 14	2, 3, 10, 12, 14, 17, 18	2, 5, 10, 11, 12, 15, 16, 18	2, 4, 5, 6, 8, 10, 12	3, 6, 7, 10, 11, 12, 14, 15	4, 7, 9, 10
<a href="#">Research</a>	7, 8, 10	10, 11, 13	10, 11, 12, 13, 14, 15	2, 9, 11, 12	5, 10, 12, 17	7, 9, 11, 12, 14
<a href="#">Reading Recommendation</a>	6, 9, 11, 12, 14	12, 14, 15, 18	10, 16, 17, 18	5, 6, 10, 11, 13	10, 11, 14, 16	7, 10, 14, 15

**This newsletter supports the following Principles of Management texts:**



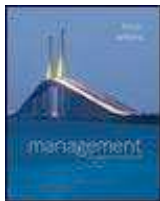
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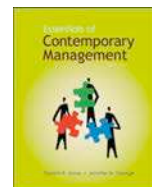
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