



DEVRY UNIVERSITY

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DEVRY UNIVERSITY JOURNAL OF SCHOLARLY RESEARCH



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A MESSAGE FROM THE ASSOCIATE PROVOST

On behalf of DeVry University professors and Academics colleagues, I am proud to share this issue of the University's *Journal of Scholarly Research*. Included in this issue are insightful contributions, each providing a view into the diverse scholarly work in which our esteemed faculty are engaged.

This edition contains multiple book reviews on timely matters, plus individual papers addressing relevant industry and cultural topics.

Read through these exceptional papers in this issue of the Journal:

- Associate Professor Jon Gorgosz, PhD, offers a timely, culturally relevant paper, Black Student Culture.
- Effective Teaching Methods comes from Associate Professor Nicos Antoniadis, PhD, and provides excellent insights for readers.
- Jacqueline Saldana, DM, assistant dean of teaching and learning, Florida and North Carolina, digs into the use of Theory U to increase innovation, providing the reader with excellent guidance.
- Associate Professor Joan Snyder and Professor Linda Wayerski, PhD, take readers to school on how to increase Servant Leadership in online education.
- Visiting Professor Felicia Riney, DBA, walks readers through supply chain disruptions as a result of COVID-19.

Regarding the book reviews:

- Professor Deborah Helman, PhD, provides a great review of Sarbani Sen Vengadasalam's book on teaching business.
- From Senior Professor John Murphy, PhD, comes insight into Anthony Esolen's book on the demolition of the Western mindset.
- Matthew Schumacher (son of Senior Professor Shawn Schumacher) shares a look into Kate Masur's book on America's first Civil Rights Movement.
- Senior Professor Shawn Schumacher, PhD, shares a great overview of Nathaniel Philbrick's book on George Washington's travels and his legacy.

Each of these reviews and papers is timely and relevant as we move further through the COVID era and past the changes that have occurred. As we welcome a new academic year, we are no doubt wiser, more agile and more committed than ever to producing diverse scholarly work, guided by Boyer's model of scholarship.

Enjoy the outstanding work provided by DeVry University professors. I hope other faculty members and Academics colleagues will join these professionals in submitting a paper or book review to share their knowledge with our learning community. Together, we will continue DeVry's commitment to best practices in teaching and learning and live our mission to prepare and empower learners to thrive and advance their ambitions.



Darryl Field, PhD.

Associate Provost – Academic Operations



A MESSAGE FROM THE MANAGING EDITORS

Welcome to the *DeVry University Journal of Scholarly Research* (DUJOSR, Vol. 6, No. 2). This issue should provide something of interest for each member of our community.

The purpose of our journal is to support our university community's attempts to advance knowledge and we are committed to building the literature in our domain – online learning. We continue to encourage faculty to engage in scholarship and share the products of their labors with us in the form of academic papers, From the Classroom articles, that describe practical approaches that promote success in the classroom for our students. We welcome letters from our fellow colleagues, and book reviews that stimulate interest in recent publications and garner debate.

We would like to acknowledge the efforts of the members of the DeVry University community who have recently gained doctorates or published, and those who have published in this issue of the DUJOSR. We have had the unique opportunity to include two book reviews submitted by Schumachers Shawn and Matthew, a book review of Visiting Professor Dr. Sarbani Sen Vengadasalam's *Teaching Business, Technical & Academic Writing Online and Onsite: A Writing Pedagogy Sourcebook*, and the enticingly titled review by John Murphy. We are delighted to have frequent authors, Felicia Riney, Jackie Saldana and Linda Wayereski, return and welcome Dr Wayereski's co-author Joan Snyder, as well as Nicos Antoniadis and John Gorgosz. Importantly, in this issue we have a letter from Prof. John Kavouras that introduces the DeVry Creative - a collaboration that is intended to showcase the creative talents of our students and the rest of our community.

We are always highly appreciative of the contributions of the authors and the DUJOSR team. We welcome our recent additions to the editorial board Jennifer Lame as HIT Editor, Michael Faulkner and Bob Biswas to the COBM team, and Jeevan D'Souza and John Kavouras, respectively to the EIS and LAS Teams. We encourage all the members of our community to consider the full range of opportunities available to publish in the Journal and to consider contribution as a reviewer or as a member of the editorial board. The DUJOSR continues to uphold the goals of the founding board, and to that end we continue to endeavor to provide a platform to share the scholarship of our community and to offer support to the members of our community who are seeking to publish for the first time - all forms of scholarship are welcome, as we seek to develop our reputation as a university that specializes in online learning. We urge you to consider working on collaborative research projects with colleagues and students within and outside our community. Last, but most certainly not least, we thank Dr. Lynn Burks for her unstinting support and leadership of the DUJOSR, and we welcome Dean Sandy Kampenga who has undertaken this role.

Please review our Journal archive in the DU newsroom: <https://www.devry.edu/newsroom/academic-publications.html>.



Deborah Helman, PhD
Managing Editor



Michael Bird, PhD
Managing Editor

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JOURNAL INFORMATION

The *DeVry University Journal of Scholarly Research* (ISSN 2375-5393 1) is a semi-annual multi-discipline, peer-reviewed, journal devoted to scholarship and education research.

The journal is the work of the faculty, staff and administration of DeVry University. The views expressed in the journal are those of the authors and should not be attributed to the sponsoring organizations or the institutions with which the authors are affiliated.

MANUSCRIPT SUBMISSIONS INFORMATION

The journal welcomes unsolicited articles, case studies, reviews, and letters on scholarship, education research or related subjects. Text and citations should conform to APA style as described in the Publication Manual of the American Psychological Association (7th ed.). Because the journal employs a system of anonymous peer review of manuscripts as part of its process of selecting articles for publication, manuscripts should not bear the author's name or identifying information.

Electronic submissions of manuscripts (MS Word) and all other communications should be directed to: DUJOSR@devry.edu

EDITORS AND REVIEWERS

DeVry faculty who wish to apply for positions on the Journal's board of editors or as reviewers of manuscripts should contact Deborah Helman or Michael Bird.

PEER REVIEWERS FOR THIS ISSUE

The following DeVry faculty served as peer reviewers for this issue. We thank them for their service.

Nancy Berkoff, RD, EdD
Lorenzo Bowman, PhD
Michael Dufresne, MA, MEd
Julie Hagemann, PhD
Paula Herring, PhD
Elliot Masocha, DBA
Jacqueline Lang, PhD
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INSTITUTIONAL REVIEW BOARD

DeVry University has an Institutional Review Board (IRB) to protect the rights and welfare of humans participating as subjects in a research study. The IRB ensures the protection of subjects by reviewing research protocols and related materials. DeVry University's colleagues and students who want to conduct research must first contact the IRB for an application. Once received, the IRB will review the application and supporting materials to determine if all criteria have been met before approving the research. In support of helping colleagues and students gain an in-depth understanding of ethical research processes, the IRB requires CITI certification for all applications. The application is available on the CTE website. Applicants should contact Sandy Kampenga skampenga@devry.edu for approval and reimbursement of the CITI certification costs.

For additional information, you can contact the DeVry University IRB through the following email address: dvuirb@devry.edu.

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DEVRY UNIVERSITY JOURNAL OF SCHOLARLY RESEARCH



CALL FOR PAPERS, SPRING 2023 ISSUE

The *DeVry University Journal of Scholarly Research* (DUJOSR) continues to expand its pages to include a variety of publishing opportunities for faculty. Academic scholarship remains a staple for the journal, but new categories include Case Studies, Book Reviews, Letters to the Editor, and a “From the Classroom” section, in which faculty can share vital experiences and best practices. These categories of submission are fully described below. Specific deadlines and instructions for submission conclude this “Call for Papers.”

ACADEMIC SCHOLARLY ARTICLES

For the Spring 2023 issue, we continue to solicit “working papers” (3000 to 5000 words) in our scholarly article category.

Papers of all types are welcome including theory, empirical, or methodology papers, as well as literature reviews, from both positivist and naturalistic traditions. Research- and evidence-based papers emphasizing practical relevance that resonate with our readers are preferred. We regard submissions as “working papers” that can be submitted to other journals for consideration (but have not been previously published elsewhere).

The review process requires that each paper is coded and blind reviewed by two peer reviewers with expertise in the author’s discipline. Faculty volunteers (for whom profound gratitude is expressed) comprise the peer review board. Final publication decisions are made by the editorial board, consisting of College and Managing Editors.

Authors who have previously submitted academic scholarly papers for past issues are encouraged to re-submit their revised papers. Papers should be sent with an additional document that specifies detailed responses to reviewers’ and editors’ feedback.

CASE STUDIES

DUJOSR solicits case studies (ranging from approximately 500-word short cases, to 1000 to 3000-word long cases) that have not been published elsewhere but are considered “working papers.” The purpose of this initiative is to create a repository of case studies that can be used by faculty to teach DeVry University graduate and undergraduate courses. Our aim is to provide students with a unique and valuable learning experience that has been generated by our faculty.

Case studies of all types are welcome, including multi-media. We would prefer case studies that emphasize practical relevance that resonate with our faculty and students. Case study submissions must also be supported by a set of directions, i.e., Faculty Teaching Notes. The teaching notes must indicate the relevant courses and TCOs associated with the case study, as well as suggested question strategies and pedagogical practices.

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The case study should be, significant, complete, compelling, inclusive of alternative perspectives, qualitative, sufficiently evidenced, aligned with one or more Course Objectives, and written with accuracy and relevance.

The review process for case studies is the same as for academic scholarly papers. Case studies will be evaluated on the following criteria:

- Timeliness of case & relevancy (tied to 1 or more Course Objectives)
- Theoretical framework, and practical applications
- Opportunity to expand knowledge,
- Implications for field of studies
- Case notes for faculty
- Writing quality: Clarity, conciseness, and organization, grammar and mechanics,
- APA format, including in text citations and reference page.

There is no submission deadline; case studies will be accepted on an ongoing basis.

BOOK REVIEWS

Book reviews continue to be a regular feature in the journal pages. They are an important part of scholarly life. They alert colleagues to new developments in the academy, foster discussions that can lead to new scholarship, and ultimately provide us with both a broader and deeper view of the world, which we in turn can share with our students.

Reviews of either fiction or non-fiction works should adhere to the following publication guidelines:

1. Reviews should be between 500 to 1000 words in length, double spaced, and include the following: author, title, place of publication, publisher, year, price, page length (including introduction and text), and International Standard Book Number (ISBN).
2. Reviews should include a brief summary of the scope, purpose, content of the work, and its significance in the literature of the subject. Reviews should evaluate the strengths and weaknesses of the work as well as attend to its use of sources, including documentation, methodology, organization, and presentation.
3. Reviews should be fair, balanced, and treat authors with respect.
4. A signed permission form to publish a review is required.

LETTERS TO THE EDITOR

Letters to the Editor are a welcome addition to the journal pages. Letters that reply to or extend academic scholarship published within DUJOSR pages are particularly welcome, as these add rich texture and dialogue to ideas presented. Letters should be professional, well-tempered, and engage with content meaningfully. Letters that do not necessarily attend to previously published work but are timely and relevant are also welcome.

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Letters responding to published articles in DUJOSR should identify the month and year of the article, review, or previous letter on which it is commenting. The full title of the article, review, or letter as well as the author(s) name(s) should be included. Letters should be double-spaced and 500 to 1000 words in length. Letters may express well-tempered opinions but should include citations in cases where academic integrity requires documentation. Letters should be fair, balanced, and treat authors with respect.

FROM THE CLASSROOM

This section of the journal is newly offered to faculty who have rich pedagogical experiences worthy of sharing with a larger audience. Papers in this category may use research to support ideas but may also consist of valuable experiences about which research may not have yet caught up. Well-crafted papers that demonstrate increased student engagement in the classroom are particularly prized. In this category, the recommendations for length are 750 to 1000 words, but longer papers of exceptional quality and relevance will be considered. Content should seek to express pedagogies that transcend the commonplace or that provide an interesting new spin on well-trod best practices.

EDITORS' INSTRUCTIONS FOR AND SUBMISSION AND DEADLINES

All submissions are expected to follow the APA style sheet. Templates and APA source materials are available through the DeVry Commons intranet community site, *DeVry University Journal of Scholarly Research*, under the following headings:

- Guide to APA Research Writing and Formatting Template Revised 2020
- DeVry University APA Handbook
- Guide to APA Research Writing and Formatting Revised Nov 2013
- APA 7th Guide to Citing Sources

The submission deadline is March 1ST, 2023. Please submit your work and a Turnitin Report in any category to Managing Editors, Deborah Helman and Michael Bird, at DUJOSR@devry.edu.

The Managing Editors reserve the right to edit all submissions in any category of submission for length, tone, and content, over and above recommendations made by peer reviewers and College Editors.



LETTER TO THE EDITORS:

THE DEVRY CREATIVE: EDIFYING EACH OTHER AND OUR COMMUNITY

Dear Editors,

Part of DeVry’s greater mission is to create. Further, our mission is to share our creativity with each other and our university. Professor Carol Dietrich described it this way; she encouraged us to “edify each other and our community, one beautiful work of art at a time.”

In previous years, DeVry University had a host of ways to show off our creations and presentations at each campus. In our current environment, we haven’t always been able to do that. But now we can. Check out **DeVry Creative**, an easily accessible place in our library where we can submit and view writing, painting, photography, media art, and more: <https://libguides.devry.edu/creative>.

Having your work published and displayed in this way can benefit your career. Employers are often looking for that something extra — something like this — to set you apart from another equally qualified candidate. Publication guidelines and submission forms are on the website.

I invite and encourage all our colleagues, students, and alumni to take a look at our site, then show us what you’ve got! As Professor Dietrich said so eloquently, through our creations we build each other up, we improve ourselves and each other, and we contribute to the world around us, “one beautiful work of art at a time.”

Respectfully,

John Kavouras, Professor
College of Liberal Arts and Sciences



HISTORIOGRAPHICAL ANALYSIS OF CAMPUS PAGEANTRY WITHIN BLACK STUDENT CULTURE

JON GORGOSZ,
COLLEGE OF LIBERAL ARTS AND SCIENCES

Author Note: Jon Gorgosz, PhD, Assistant Professor of Liberal Arts and Sciences, Chicago, IL

ABSTRACT

This article provides a historiographical analysis of the practice of pageantry within Black student culture in higher education. This paper provides an overview of pageantry by examining the significance of the literature relating to Black pageantry in four key areas: the study of Black femininity in the nineteenth and twentieth centuries, the larger history of pageantry on campus, the performance of gender within Black student organizations, and the history of women within campus life. From this review, an analysis of Black pageantry forms that provide agency to this overlooked area of research within student culture in higher education is offered. More importantly, this paper offers suggestions for future areas of study on the subject to develop a more complete understanding of the experiences of Black women in higher education as well as other less-explored populations, such as Asian, Latino, Native American, and non-heteronormative students.

Correspondence regarding this article should be addressed to Dr Gorgosz at Jgorgosz@devry.edu

Keywords: femininity, higher education, pageantry, student culture, Black student culture

Gaining popularity on college campuses following the Second World War, pageantry represents an enduring tradition that has allowed college women to display both hegemonic and counter-hegemonic aspects of femininity. Differing from the pageants at county fairs or local beauty pageants, pageantry on campus developed into an assortment of diverse customs within higher education, from the fraternity practice of selecting a chapter sweetheart to large-scale organizational and institutional elections. While scholarship exists that examines pageantry on campus during the twentieth century, historians have focused on the practice within White student culture or at traditionally White institutions. Scholars have produced little research addressing pageantry at Historically Black Colleges and Universities (HBCUs) in Black student culture or within a larger discussion pertaining to Black femininity.

This paper provides a holistic overview of pageantry by examining the significance of the literature relating to Black pageantry in four key areas: the study of Black femininity in the nineteenth and twentieth centuries, the larger history of pageantry on campus, the performance of gender within Black student organizations, and the history of women within campus life. From this literature review, a comprehensive analysis of Black pageantry provides agency to this overlooked area of research within student

culture in higher education. More importantly, this paper provides an understanding of the oversights present in the academic literature pertaining to pageantry at HBCUs and offers suggestions for future areas of study on the subject to develop a more complete understanding of the experiences of African American women in higher education—a subject that the dominant historiography has often overlooked. Furthermore, this paper calls for further research on pageantry in less explored populations, such as Asian, Latino, Indian and non-heteronormative students.

DIFFERENT TYPES OF PAGEANTRY

Pageantry at Historically Black Colleges and Universities (HBCUs) takes on many forms as well as cultural meanings. The list below provides a background on distinct types of pageantry to provide context and understanding for the reader; however, this list is not comprehensive as new forms of pageantry are developing and shifting to meet current cultural ideas and expectations. University Pageantry consists of university-wide contests such as Homecoming King/Queen and other titles connected to notable events. This type of pageantry is typically consistent between institutions; however, some pageantry may be connected to events unique to that institution. Greek Life Pageantry represents contests held either for Greek university-wide pageantry or individual chapters. Local chapters often select a man or a woman to represent the chapter as a “sweetheart” or “king.” Stepping is a performative dance connected to African heritage that uses the performers body to make sounds through footsteps, clapping and words (Whaley, 2010). While not a title or award, these performances are important aspects to student life at HBCUs and depict many cultural ideas and expectations.

AFRICAN AMERICAN FEMININITY AND PAGEANTRY

The history of Black pageantry has been positioned as a component of the larger historiographical discussions pertaining to femininity in African American culture during the 19th, 20th and 21st centuries. Specifically, scholars have examined how displays of gender within Black pageantry have reinforced hegemonic views of femininity within African American culture. Although debate exists about the conforming role of Black pageantry, scholars agree

that the customs represent a significant point of analysis for analyzing gender in higher education.

Studies examining displays of Black femininity and sexuality constitute a significant portion of the historiographical discussion within the larger field of African American history in the United States. Higginbotham (1993) first introduced the idea of “respectability” in her book, *Righteous Discontent: The Women’s Movement in the Black Baptist Church, 1880-1920*. Describing a gender norm that promoted abstinence, hygiene, purity, and an array of traditionally feminine traits for African Americans, scholars of Black history argued the view aimed to not only have African Americans conform to these perceived reputable qualities but also to illustrate to White individuals that Black citizens could act in a suitable manner (Higginbotham, 1993). Subsequent works, such as Wolcott’s (2001) *Remaking Respectability: African American Women in Interwar Detroit* and Schecter’s (2001) *Ida B. Wells-Barnett and America Reform*, examined “respectability” particularly within Black femininity during the nineteenth and twentieth centuries. These scholars analyzed how class-based undertones resonated in the idea of respectability in African American culture and how Black women navigated and reacted to these standards in their daily lives.

Gray’s (2001) *Too Heavy a Load* reveals the effects of respectability on the lives of African American women and their political activity. She highlights that class divide was rarely breached within Black women’s political activity—even within national organizations. The politics of respectability with its upper and middle-class undertones effectively divided African American women in the United States in a manner that was not as defined among White women. Moreover, respectability and its link to White assimilation also demonstrate in another profound manner how both racism and sexism affected the lives of Black women in America.

Black pageantry has enriched the history of respectability by revealing its role in promoting and reinforcing gender norms for Black women across the country. Roberts (2014) discusses pageantry’s role in promoting femininity to Black women in the South. He argues that middle-class African American leaders utilized pageantry to ensure poor Blacks in the South acted in a manner that uplifted

the race and to counteract White assumptions about the inadequacy of African Americans. He discusses how, “the many contests and rules to which Black women were expected to submit—on college campuses, but also on city streets in rural hamlets” worked to transform their bodies and “embody a respectable femininity” (Roberts, 2014, p. 151). Furthering this argument, Tice (2012) highlights that many Black pageants “were designed to counter White representations of Black women’s perceived immorality and inferiority” by “[reinforcing] intra-racial hierarchies of class” (p. 33). Both studies work to examine how ideas about class and race were promoted through the notion of respectability and strengthen the history of Black femininity in the twentieth century.

WOMEN AND CAMPUS LIFE

Studies focusing on Black pageantry also comment on the larger discussion of the history of women within campus life in the early to middle of the twentieth century. Early scholars largely ignored the role of Black women within college culture and based their analysis on White women at historically White institutions (Solomon, 1987). College women were portrayed either as unruly “outsiders” who rejected traditional expectations and experienced college life on the periphery, or as conforming, marriage-focused actors who participated enthusiastically within campus activities. Consequently, college campuses during the twentieth century were positioned as places of conformity, while feminist thought was positioned as forming in opposition to student culture (Solomon, 1987).

More recent works have begun to expand the experiences of women on campus in the twentieth century; however, they too have largely focused on lives of White women. Scholars have investigated the gender-defying actions of women on college campuses during the Second World War as well as moments of women’s activism on campus through the promotion of federal legislation (Dorn, 2008; Eisenmann, 2006). These analyses have defied the notion that campus culture represented a conforming space for college women.

Despite the overwhelming presence of histories focusing on the experiences of White women at traditionally White colleges, only recently have scholars begun to analyze the experiences of

Black women within higher education. Evans’ (2008), *Black Women in the Ivory Tower* and Whaley’s (2010) *Disciplining Women* solely examine the experience of Black women within higher education. Evans’ text is split into two sections that examine the educational history of Black women in higher education as well as Black women’s intellectual history. She begins by analyzing both the development and effect of institutions—such as women’s colleges, HBCUs, the Morrill Acts—as well as the experience of Black women in higher education. Evans contends that Black women in college had to negotiate both the intersections of sex and race distinct from White women’s and Black men’s experience in higher education. Due to this position, they were subjected to an “uplift ideology” synonymous with “respectability” (Evans, 2008, p.64). This philosophy argued that women, as the morally superior sex, were responsible for the immoral position of African Americans in the United States. This ideology became internalized by Black educated women and worked to separate them from the majority of the Black community, where they were seen as exceptional and superior. Evans argues that Black women’s experiences in higher education were thus focused on controlling and modeling moral behavior as well as promoting community involvement/service.

Scholars have also identified Black Greek Letter Organization’s focus on promoting Black middle-class values (such as respectability) to their members within campus culture. Washington and Nunez (2005) discussed the altruistic roots of African American sororities during the twentieth century. Contending these organizations were born from ideas about social reform and Black middle-class values, the article highlights the emphasis by Black sororities, such as Alpha Kappa Alpha, on community service, social protest, and respectability as core missions to their organizations. Moreover, Simmons (2012) argues that, although in public African American students stressed conservative values pertaining to gender expectations, in private they “articulated their pleasures and desires” in a more open manner (p. 450). Through an analysis of classroom questionnaires administered by faculty at Howard University, the article reveals how both men and women at Howard University negotiated the

idea of “respectability” with their own sexual desires during the twentieth century. Importantly, Simmons’ article supports the theory that although campus culture outwardly projected conservative values for campus women, their lived experiences, and interactions in private, represent spaces of gender-defying behavior.

Studies investigating Black pageantry support the argument that African American campus culture promoted middle-class values—such as respectability—through organizations. As Roberts (2014) highlights, “Even when physical beauty per se was not at issues, then, its constitutive elements—femininity, deportment, and modesty—were” (p. 150). The research argues that although attempts to underscore beauty and defy a hegemonic belief associated with respectability did occur in pageantry within Black student culture, these transgressions were always accompanied by a reinforcement of less physical characteristics connected to the norm. Furthermore, Roberts reinforces the notion that even at the most progressive moments, pageantry and Black student culture did not provide a significant space for rejecting dominant gender norms or beliefs found within the African American culture and strengthens the conservative view of campus culture.

HISTORY OF PAGEANTRY ON CAMPUS

Until recent years, scholars have largely overlooked the role Black pageantry—and pageantry in general—played within the history of higher education. Influential works on women in post-secondary education, such as *In the Company of Educated Women* (Solomon, 1985) and *Gender and Higher Education in the Progressive Era* (Gordon, 1990), disregard even mentioning the practice. When early histories of higher education have discussed pageantry, they overwhelmingly focused on the practice within White, hegemonic culture. Horowitz (1987) references pageantry within higher education in her work, *Campus Life*. The first major historical analysis of student culture in post-secondary education, Horowitz de-emphasized pageantry on campus only sparingly mentioning campus sweethearts or queens without any substantial analysis. Not until Syrett’s (2009) *The Company He Keeps* does an analysis of pageantry within campus life manifest. The work investigates

ways White fraternal organizations used pageantry to compete on campus.

More recent scholarship has sought to challenge the patriarchal depiction of pageantry within predominantly White Greek organizations by focusing on how women portrayed the campus sweetheart image. Gorgosz (2015) reveals that sororities produced counter-hegemonic depictions of the campus sweetheart that challenged the patriarchal ideal portrayed in many campus publications. Women depicted campus sweethearts as smart, ambitious, and beautiful figures that challenged patriarchal ideals about femininity found in postwar America.

In more recent years, scholars have begun to investigate Black pageantry within campus life. The opening chapters of Tice’s (2012) *Queens of Academe* provides an analysis of not only the custom in the dominant, White culture, but also a historical examination of pageantry within Black student organizations and at HBCUs. Arguing that segregation caused many campuses to ban Black women from competing in campus pageants, Tice reveals that campus pageantry only formed either at HBCUs or through affiliated contests from sponsoring organizations. Robert’s (2014) *Pageants, Parlors, and Pretty Women* furthers the notion that Black pageantry manifested either on campus or through affiliated pageantry by investigating the custom at HBCUs in the South. Importantly, Thomas’ (2018) recent study focusing on Black pageantry at Howard University analyzes how campus queens reflected larger social, cultural, and political views not only on campus but in the country as well. The political and cultural focus of queens at Howard University demonstrates the distinctiveness of Black pageantry, particularly in comparison to pageantry at predominantly White institutions.

Despite the disregard given to campus pageantry within campus life, recent scholars have begun to investigate the origins of Black pageantry at HBCUs. Furthermore, historians have argued that segregation within campus culture and higher education caused the custom to develop at African American institutions in a distinct manner compared to pageantry at predominantly White colleges and universities. While absences in the scholarship remain, historians of higher education

have begun to analyze Black pageantry as a significant factor in the development of campus life.

GENDER AND PERFORMANCE WITHIN BLACK STUDENT CULTURE

Scholars have examined the shifting performance of gender and analyzed how students negotiate these terms on stage. Research pertaining to pageantry within student organizations and at HBCUs adds to this scholarship to reveal significant observations about the history of performance of gender in Black student culture. Specifically, academics highlight the transforming nature of gender norms within the performance of gender in Black campus pageantry.

Early authors positioned pageantry on campus as conforming acts meant to reinforce Black middle-class values pertaining to femininity (Roberts, 2014). They revealed that the custom worked to reinforce notions of White superiority amongst African Americans in the twentieth century while simultaneously positioning Black citizens as inferior. Yet, contemporary analyses of pageantry demonstrate that significant changes have occurred that reveal a strikingly different outcome for the meaning practice.

Tice (2012) highlights those present-day performances of gender within Black pageants tend to reinforce African cultural roots, challenge notions of White superiority and instill campus pride. Recent scholarship on gender performance in Black student organizations reinforces Tice's claims that pageantry has altered to promote new beliefs. Whaley (2010) reveals how cultural connections to African heritage as well as projections of strong, sexually confident women are transmitted through the performance of sorority stepping performances. Consequently, scholarship on pageantry both depicts the conforming nature of gender performance within Black student culture during the early to middle twentieth century and reveals instances of more defiant, contemporary responses that stress African cultural pride and non-White ideals of beauty.

CONCLUSION

The current scholarship pertaining to pageantry within Black student culture is incomplete—at best. Although research exists that positions the practice

within larger historiographical trends, scholars have not adequately investigated the promotion of counter-hegemonic views pertaining to femininity within African American pageantry. Historians must begin to research the practice further than a superficial analysis based on advertisements, magazines, or newspaper reports. Significant research must occur that analyzes how Black women viewed or promoted themselves within these pageants historically.

Building on Gorgosz's (2014) study investigating the counter-hegemonic images present in Sorority publications at primarily White institutions during the 1950s, 1960s and 1970s, scholars investigating HBCUs must analyze pageantry and its messages on the personal level, separate from the influence of the dominant patriarchal culture. Questions remain whether African American women viewed themselves in relation to pageantry or if they defied or countered ideas of beauty, femininity, scholarship, or gender through their own portrayal. Completing this research would advance the history of pageantry and the history of African American women within higher education. Most importantly, this type of analysis would illustrate the agency and beliefs of African American women on campus and counter the hegemonic representations of femininity and beauty forwarded by the dominant patriarchal society present on campus at HBCUs.

Despite the development of more recent scholarship focusing on Black women in higher education, several significant actors are still left out of the historiography. There is little examination of individuals of color outside the Black and White dichotomy. Questions remain about the experiences of Asian, Latina, Native American and others within pageantry in higher education. In addition, the history of non-heteronormative women is absent from the historiography as well. These exclusions may be due to lack of records; however, materials certainly exist from the latter half of the twentieth century. The experiences of women outside the Black and White dichotomy as well non-heteronormative women—such as those that identify as gay or queer—represent a missing voice within the history of higher education and pageantry within the United States.

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THE CIS MODEL AS A DRIVER OF EFFECTIVE TEACHING METHODS: PATH TO PROSPERITY

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ABSTRACT

In order to manage to communicate an idea/proposal effectively, political actors must build on three interrelated capabilities detailed in the CIS Model (Antoniades, 2019b): (1) the capability to Create an idea; (2) the capability to Inform about the idea; and (3) the capability to Support the idea. Despite several studies in education examining how professors can send the "right" message when communicating with their students, no attention was given to testing the CIS Model as a mediator to effective teaching methods, and prosperity. In an attempt to apply the CIS Model from politics to education, and using correlation analysis, the current study examines the relationship between each of the eleven proposed teaching methods and the effect of the CIS Model on prosperity. The data were collected anonymously and voluntarily from 104 college students in New York. The results of this study show that professors who use the CIS Model (i.e., the ability to create, inform, and support their methods and plans), can lead their students to prosperity, as long as they (1) are inventive, (2) provide tools that can be applied to real life,

(3), state the goal of the lesson and provide simple and clear explanations, (4) ask questions and request students to express their thoughts, (5) encourage dialogue, and (6) encourage practical work.

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Keywords: Effective Teaching Methods, College & University, CIS Model, Political Marketing, Prosperity

Prosperity is an auspicious word. However, it is very difficult to achieve prosperity. The question is how can we achieve this? Undoubtedly, there are several answers and many ways. Political Marketing investigates problems, intending to find solutions that will lead society to a more prosperous future (Antoniades & Haan, 2019). One of the answers lies in the young generation (Gen Z); what we give them "today" is what they will give back to society "tomorrow" (Antoniades and Mohr, 2019; Antoniades, 2019c).

This study's questions relate to college teaching methods that can lead Gen Z to prosperity. According to Antoniades' study (2019a), although the government also bears a huge responsibility to provide education, a teacher's role is invaluable. As indicated above, this study aims to apply a political marketing tool in education. Following two studies on performance and prosperity by Antoniades (2019b) and Antoniades and Haan (2019), the current research sets two questions: (1) Is the CIS Model (i.e., the capability to Create, Inform, and Support) a solid tool for college professors' teaching methods? (2) How can these teaching methods lead Gen Z to prosperity? The current study focuses on specific teaching methods, as described below.

TEACHING METHODS (TM)

Teachers and students play a significant role in the learning journey. Teachers must facilitate their students' learning experience using teaching methods (TM) including individual assignments, group projects, and student classroom participation. The new era of technology and the aftermath of the pandemic led the education sector to use several techniques in order to help students learn in their classrooms. Most educators use computers in the classrooms. Others assign homework using the internet to do homework or connect students with people from all over the world. More than ever, educators must follow the new trends and build their teaching methods accordingly.

According to Quillinan et. al, (2019), an effective teacher is inventive (TM 1) and, per Bamford and Greatbanks (2005), provides tools that can be applied to real-life (TM 2). Murray and Macdonald (1997) support that a successful teacher states

the goal of the lesson and provides simple and clear explanations (TM 3). A good teacher asks questions and requests their students express their thoughts (Elliott, 2003) (TM 4). An effective teacher also uses repetition methods (Tautz, Sprenger, and Schwaninger, 2021) (TM 5). Getrude (2015) states that a good educator encourages collaboration (TM 6), and Chanock (2007) defines a successful instructor as one who encourages dialogue (TM 7). A successful educator encourages social interaction through working in groups (Huxham & Land, 2000) (TM 8) and applies learning by teaching methods, i.e., teaching peers (Parr et. al., 2004) (TM 9). Encouraging practical work (Hanson, 2003) (TM 10) and giving incentives in class (Radhakrishnan et. al., 2009) (TM 11) are also among the major characteristics of an effective teacher.

THE CIS MODEL

Antoniades (2019b) supports that just having an idea is not sufficient; a government (and/or any political actor) needs to build on the CIS Model's three interrelated capabilities: the capability to create, the capability to inform, and the capability to support. The target audience needs to be adequately informed about the created idea, and the sender needs to support this idea using effective communication. Adapting Antoniades' study (2019a) on the CIS Model and Antoniades and Haan's study (2019) on prosperity, the researcher aims to bring the CIS Model to higher education. It is hypothesized that professors who follow specific teaching methods and build on these interrelated capabilities of the CIS Model lead their students to prosperity. By using the CIS Model in higher education, this study attempts to highlight the value of (a) a professor's ability to create new teaching methods, (b) a professor's ability to inform students about their teaching methods, and (c) a professor's ability to support and communicate these teaching methods.

PROSPERITY

Prosperity often defines happiness and health. Economic growth is often connected to economic prosperity; it is used as a measure of prosperity. However, growth metrics alone do not tell us much about prosperity. Thus, many economists combine economic well-being in terms of per capita income, unemployment rate, and poverty rate (Antoniades & Haan, 2019; Hammond, 2017). These three economic factors represent this study's items on prosperity (see *Appendix A*).

RESEARCH METHODOLOGY

Fifty students were randomly invited to send the survey link questionnaire. Each of these students was asked to send randomly 10 online survey invitations by email or social media to friends who are: (a) college students studying in New York, and (b) aged 18 to 25 years old (Gen Z). As per the questionnaire instructions, all participants were asked to respond to the online questionnaire voluntarily and anonymously. The final sample was 104 completed questionnaires (21% response rate). The survey took place between 20 July and 20 November 2020.

The study used a structured approach with closed statements based on a 7-point Likert rating scale (1932) ranging from 1 (Strongly Disagree) to 7 (Strongly Agree), to measure (a) the level of use of each of the eleven proposed Teaching Methods (TM), (b) the CIS Model, and (c) Prosperity. The range captured the intensity of students' feelings for a given item (i.e., the professor's capability to Create).

Use of the CIS Model was measured by three items: (My professors have the) ability to (1) Create, (2) Inform, and (3) Support their teaching methods. As indicated above, Prosperity was also measured by three items: (With the methods used by my professors) (1) I become competitive to avoid Unemployment, (2) I become competitive to avoid Poverty, and (3) I become competitive to help Productivity and Per Capita Income Increase (*Appendix A*).

RESEARCH HYPOTHESES

The researcher considered the following hypotheses:

H1: The use of the CIS Model is significantly related to a professor's ability to be inventive.

H2: The use of the CIS Model is significantly related to a professor's ability to provide tools that can be applied to real life.

H3: The use of the CIS Model is significantly related to a professor's ability to state the goal of the lesson and provide simple and clear explanations.

H4: The use of the CIS Model is significantly related to a professor's ability to ask questions and request students to express their thoughts.

H5: The use of the CIS Model is significantly related to a professor's ability to follow repetition methods.

H6: The use of the CIS Model is significantly related to a professor's ability to encourage collaboration.

H7: The use of the CIS Model is significantly related to a professor's ability to encourage dialogue.

H8: The use of the CIS Model is significantly related to a professor's ability to encourage social interaction through working in groups.

H9: The use of the CIS Model is significantly related to a professor's ability to encourage learning by teaching, i.e., teaching peers.

H10: The use of the CIS Model is significantly related to a professor's ability to encourage practical work.

H11: The use of the CIS Model is significantly related to a professor's ability to give incentives.

H12: The use of the CIS Model is significantly related to Prosperity.

PRESENTATION OF RESULTS

DEMOGRAPHICS

The sample consisted of New York students, aged 18 to 25 years old (Gen Z). Fifty-four percent were women, 44% were men, and 2% were X.

Table 1: Effective Teaching Methods and the CIS Model

SUMMARY OUTPUT	
REGRESSION STATISTICS	
Multiple R	0.840977
R Square	0.707242
Adjusted R Square	0.672223
Standard Error	0.67225
Observations	104

ANOVA	df	SS	MS	F	Significance F
Regression	11	100.4405	9.130954	20.20482	4.74E-20
Residual	92	41.5766	0.45192		
TOTAL	103	142.0171			

	Coefficients	Standard Error	t Stat	P-value	Lower 95%	Upper 95%	Lower 95.0%	Upper 95.0%
Intercept	-1.1436	0.889825	-1.2852	0.201949	-2.91087	0.623669	-2.91087	0.623669
TM1	0.64377	0.081275	7.920873	5.26E-12	0.48235	0.805189	0.48235	0.805189
TM2	-0.52539	0.164761	-3.18878	0.001953	-0.85262	-0.19816	-0.85262	-0.19816
TM3	0.567622	0.174086	3.260581	0.00156	0.221872	0.913372	0.221872	0.913372
TM4	-0.2493	0.069978	-3.56261	0.000584	-0.38829	-0.11032	-0.38829	-0.11032
TM5	0.016048	0.057225	0.28043	0.779777	-0.09761	0.129702	-0.09761	0.129702
TM6	-0.00901	0.112555	-0.08001	0.936404	-0.23255	0.214539	-0.23255	0.214539
TM7	0.256848	0.105735	2.429171	0.017076	0.04685	0.466847	0.04685	0.466847
TM8	0.056077	0.077378	0.724707	0.470471	-0.0976	0.209756	-0.0976	0.209756
TM9	0.101945	0.061571	1.655728	0.101184	-0.02034	0.224232	-0.02034	0.224232
TM10	0.216589	0.074806	2.895357	0.00473	0.068019	0.365159	0.068019	0.365159
TM11	0.079981	0.064738	1.235457	0.219806	-0.04859	0.208556	-0.04859	0.208556

HYPOTHESIS TESTING

As shown in Table 1:

H1: The use of the CIS Model is significantly related to a professor’s ability to be inventive.

H2: The use of the CIS Model is significantly related to a professor’s ability to provide tools that can be applied to real life.

H3: The use of the CIS Model is significantly related to a professor’s ability to state the goal of the lesson and provide simple and clear explanations.

H4: The use of the CIS Model is significantly related to a professor’s ability to ask questions and request students to express their thoughts.

H5: The use of the CIS Model is not significantly related to a professor’s ability to follow repetition methods.

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H6: The use of the CIS Model is not significantly related to a professor’s ability to encourage collaboration.

H7: The use of the CIS Model is significantly related to a professor’s ability to encourage dialogue.

H8: The use of the CIS Model is not significantly related to a professor’s ability to encourage social interaction through working in groups.

H9: The use of the CIS Model is not significantly related to a professor’s ability to encourage learning by teaching, i.e., teaching peers.

H10: The use of the CIS Model is significantly related to a professor’s ability to encourage practical work.

H11: The use of the CIS Model is not significantly related to a professor’s ability to give incentives.

According to *Table 2:*

H12: The use of the CIS Model is significantly related to Prosperity.

Table 2: THE CIS Model and Prosperity

SUMMARY OUTPUT	
REGRESSION STATISTICS	
Multiple R	0.613695
R Square	0.376622
Adjusted R Square	0.37051
Standard Error	1.074238
Observations	104

ANOVA	df	SS	MS	F	Significance F
Regression	1	71.11391	71.11391	61.6245723	4.31E-12
Residual	102	117.7066	1.153986		
TOTAL	103	188.8205			

	Coefficients	Standard Error	t Stat	P-value	Lower 95%	Upper 95%	Lower 95.0%	Upper 95.0%
Intercept	1.088308	0.512505	2.123509	0.03612993	0.071758	2.104859	0.071758	2.104859
TM1	0.707631	0.090143	7.850132	4.3082E-12	0.528834	0.886429	0.528834	0.886429

PEARSON CORRELATION

Going a step further, the researcher examines the strength of the relationship between statistically significant teaching methods and the CIS Model and the strength of the relationship between the CIS Model and Prosperity (which also showed a statistical significance). According to Shortell (2001), correlations above 0.40 are relatively strong; between 0.20 and 0.40 are moderate, and those below 0.20 are weak. All the Pearson correlations that were tested show a strong positive relationship except “real-life tools,” which shows a moderate positive relationship (Table 3).

Table 3: The Pearson Correlation

TEACHING METHODS (TM'S)	PEARSON CORRELATION (TM & THE CIS MODEL)	PEARSON CORRELATION (THE CIS & PROSPERITY)
Invention	0.68	
Real-Life Tools	0.29	
Goal, Simplicity & Clarity	0.50	
Asking Questions / Requesting Comments	0.42	
Encouraging Dialogue	0.45	
Encouraging Practical Work	0.53	
The CIS (& Prosperity)		0.61

DISCUSSION AND CONCLUSIONS

Rapid developments such as the cultural, the social, the political, the economic, and the technological have an impact on humankind. Several sectors relating to society must adapt to these new developments in order to achieve growth and prosperity. Undoubtedly, the educational system, and in particular the teaching methods, is one of those disciplines that must follow these changes imposed by the modern era to make students happy and lead them to prosperity (Hammond, 2017).

Following these changes, the current study identifies specific teaching methods delivered by professors (as described above) and offers a useful tool for professors to lead their students in a prosperous direction. In the new era of technology, more and more institutions all over the world give emphasis on the diversity of desires and inclinations of each student. Modern teaching should embrace and promote new teaching techniques and methods that have as their main goal the student themselves.

This study supports that modern teaching methods are student-centered. These methods include pedagogical techniques that aim to create young people (Gen Z) with critical thinking, perception, and cultivated individual skills; a Gen Z with stimuli who seek knowledge on their own and thus store it for life. According to the findings of this study, a huge part of such pedagogical techniques is considered the dialogue and the transfer of opinions between the students. More specifically, the results of this study point out that professors who use the CIS Model (i.e., ability to create, inform, and support their teaching methods and plans), can lead their students to prosperity, as long as they (1) are inventive, (2) provide tools that can be applied to real life, (3), state the goal of the lesson and provide simple and clear explanations, (4) ask questions and request students to express their thoughts, (5) encourage dialogue, and (6) encourage practical work (Figure 1).

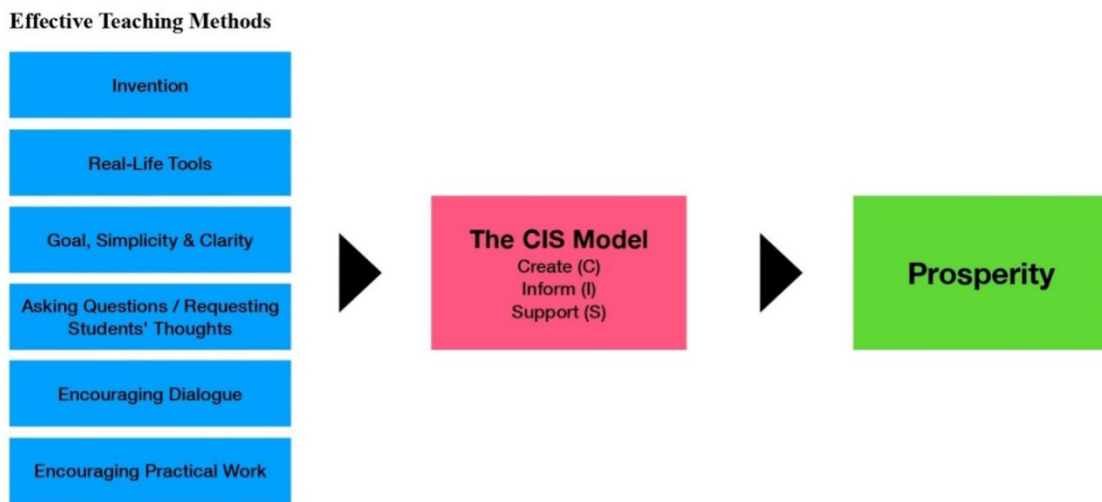
LIMITATIONS

The researcher did not have control over the data collection. As indicated, the students who sent the invitations were the ones to confirm that these invitations were correctly and adequately sent and received by their friends (students aged 18-25). Additionally, the researcher expected to have at least a 35% response rate; however, the sample size remained relatively small (21% response rate).

FURTHER RESEARCH

Further studies could obtain data from a larger sample and conduct this research in the other U.S. States and other countries. More research could also test the relationship between more teaching methods and the CIS Model, and the impact of these methods on prosperity.

Figure 1: The CIS Model as a Driver of Effective Teaching Methods: Path to Prosperity



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**APPENDIX A
OPERATIONALIZATION OF CONSTRUCTS**

TEACHING METHODS (TM'S)	ADAPTED FROM
My professors are inventive	Quillinan, et. al. (2019)
My professors provide tools that can be applied to real-life	Bamford and Greatbanks (2005)
My professors state the goal of the lesson and provide simple and clear explanations	Murray and Macdonald (1997)
My professors ask questions and request their students to express their thoughts.	Elliott (2003)
My professors use repetition methods	Tautz, Sprenger, and Schwaninger (2021)
My professors encourage collaboration	Getrude (2015)
My professors encourage dialogue	Chanock (2007)
My professors encourage social interaction through working in groups	Huxham and Land (2000)
My professors encourage learning by teaching, i.e., teaching peers	Parr, et. al. (2004)
My professors encourage practical work	Hanson (2003)
My professors give incentives in class	Radhakrishnan, et. al. (2009)

**APPENDIX A
OPERATIONALIZATION OF CONSTRUCTS (CONT'D)**

THE CIS MODEL	
<p>My professors have the ability to Create new methods of teaching (Create)</p> <p>My professors have the ability to Inform me adequately about any new methods of teaching (Inform)</p> <p>My professors have the ability to Support any new methods of teaching (Support)</p>	<p>Antoniades (2019a)</p>
PROSPERITY	
<p>With the methods used by my professors, I become competitive to avoid Unemployment</p> <p>With the methods used by my professors, I become competitive to avoid Poverty</p> <p>With the methods used by my professors, I become competitive to help Productivity and Per Capita Income Increase</p>	<p>Antoniades & Haan (2019); Hammond, (2017)</p>

USE OF THEORY U FRAME TO INCREASE ORGANIZATIONAL INNOVATION

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ABSTRACT

Today's organizations are challenged to develop innovation and continuous improvement. This is especially true for small and medium enterprises. Theory U is a reflective practice frame that can serve as a powerful change management tool to elevate organizational productivity and innovation. Theory U generates organizational transformation among workers through awareness, listening, dialogue, and letting go of preconceived ideas while receiving and adopting new working realities. This article proposes that the use of reflective practices such as the Theory U frame can bring numerous organizational benefits, including higher productivity, employee engagement, augmented capabilities for organizational learning, and job satisfaction. Theory U case studies evidence positive outcomes when implementing reflective practice frames; still, this is not a widespread strategy in most organizations. Managers can use reflective practices to exploit their human capital through interpersonal connections, empowerment, and the deliberate creation and implementation of best practices.

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Keywords: Theory U, reflective practice, organizational innovation

Today's organizations must develop a workforce that can be creative and innovative. By the current state of the external environments (e.g., pandemics, environmental changes, and sophisticated consumers), it is clear that organizations need human capital that can devise solutions to ensure competitive advantage and sustainability. However, organizations confront the challenge of identifying and training experts who can support development goals (De la Peña, 2020). This is true for both big and small organizations, but small and medium companies confront higher difficulties in achieving innovation to compete in their marketplaces. Although all organizations benefit from innovation, it is often difficult for small and medium enterprises to compete against the resources of bigger companies. In addition, a misconception exists that innovation is only for the mass-market industry (e.g., cars, technology), leaving behind operational processes in everyday organizations (Jaravel, 2019). Lager and Chirumalla (2020) agreed that innovation is not perceived as "glamorous" in small organizations compared to big industries in sectors such as information technology or product design. Case studies and textbook examples put great emphasis on big corporations, while few collect information from small and medium enterprises struggling to achieve sustainability. This is paradoxical, considering that small businesses comprise 99.9% of U.S. businesses and employ 47.1% of the United States employees (Small Business Statistics, 2022).

While academia continues to suggest methods for innovation such as subject matter experts (SMEs), entrepreneurial competencies (Suksod, 2020), knowledge management, management by objectives (David, 2019), systems approaches (Day & Shea, 2020), and decentralized environments (Drakeman & Oraiopoulos, 2020), small and medium enterprises have limited access to the same resources as bigger and stronger companies. Furthermore, a gap exists in the dissemination of novel practices from academia to traditional organizations. The 28 million small and medium enterprises in the United States represent an enormous unexplored field for process and service innovation (Small and Medium-Sized Enterprises, 2020) and thus an avenue to increase profit and support jobs for United States workers.

This article proposes that organizations can use their human capital to achieve innovation by connecting people in synergy using the Theory U frame. Theory U is a managerial frame that facilitates finding new solutions to existing dilemmas by connecting people to themselves and others in a relatively simple space, with minimum resources, and which allows workers to create new processes and implement quality practices for both simple and complex challenges. The Theory U dynamics increase workers' abilities to adapt to change, find the root cause of problems, and generate innovation.

THEORY U

Theory U (Scharmer, 2007) relates to the way members of a working community connect by establishing negotiation-and-dialogue mechanisms that often result in new institutional infrastructures. Scharmer (2007) proposed Theory U as a frame for reflective practice, in which listening to each other becomes a central element and takes individuals from a reactive approach to generating responses to solve problems that integrate into the organizational repertoires of practices. Theory U is similar to approaches related to the "from the inside out" concept (Cashman, 2017) in which leaders cultivate their ability to connect with a "deeper dimension" through self-reflection, mindfulness, and introspection. This subsequently increases the ability to connect awareness to the duties that people perform in everyday scenarios, promoting transformational change. This model is no different from other innovation management methods, in which individuals use previous knowledge and understanding of their surroundings to create new solutions and transform problems and situations. Theory U represents a working frame that relies upon human connections to create moments of transcendence that ignite creativity. By connecting and channeling with each other, Theory U facilitates "letting go" of preconceived ideas and collaborating to create new solutions that can transform the organization.

Theory U constitutes an unconventional method to connect awareness and intuition so that individuals can "crystalize" new working perspectives and methods while increasing cognition and critical thinking (Scharmer, 2007).

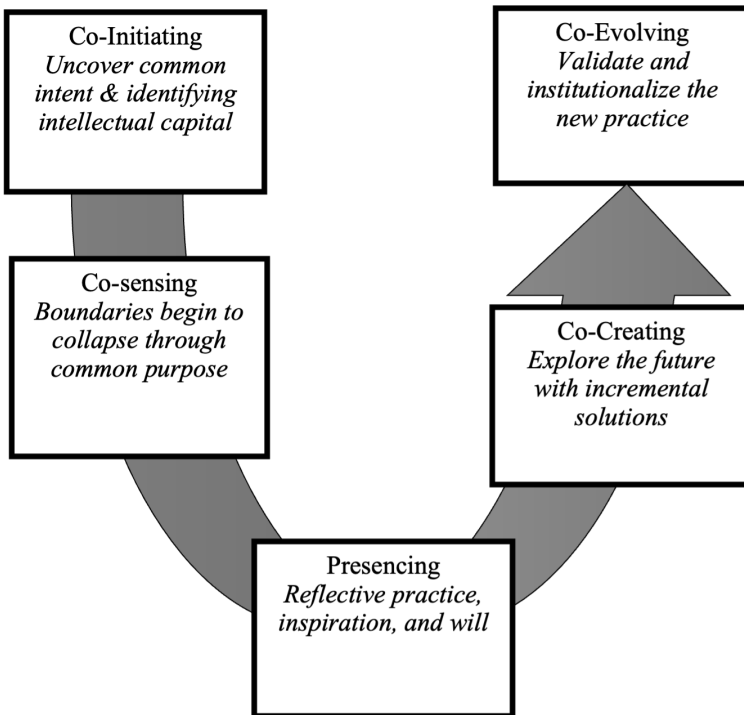
By using human capital as a core competitive advantage, Theory U can contribute to the organization through processes of inquiry, brainstorming, and creation. Most recently, Kuhl (2020) reported that Theory U could be seen as a new model that signals scientific competence seeking to optimize organizations and that is capable of extending its promises to a paradigm shift. The model holds the promise of change from within individuals in charge of the various phases of change management as long as the process is driven by specific goals. Theory U uses reflection as one of its core capabilities, but this is not the first time that scholars identified reflective practice as a powerful method to create working change. Schon (1983) and Potter (2015) agreed that intuition aligned with reflective practices are both necessary to accomplish innovation. Theory U combines the necessary elements of deep connections, awareness, reflection, and prototyping to become a “legitimate” management process. Reflective analysis and quality of attention have been already identified as decision-making strategies (Potter, 2015).

Scharmer (2007) defined the five stages of Theory U as co-initiating, so-sensing, presencing, co-creating, and co-evolving (see *Figure 1*).

CO-INITIATING

In this phase, individuals converge through a shared discourse that reflects the perspectives of a common world and builds common intent by listening actively to others and themselves (Saldana, 2019). Also, workers united by an organizational common purpose develop mutual understandings for accountability. Wenger (2004) named this mental state “craft intimacy,” a moment that emerges when people are forced to cooperate to find new solutions to existing problems. Co-initiating also means that an “intention” to collaborate exists among participants. This is the beginning of a creative mental process that bonds people together to identify specific elements of their shared practice such as transfer of semantics and review of work policies (Saldana, 2014).

Figure 1: Theory U Phases



CO-SENSING

During this phase, the boundaries and differences between individuals collapse. They become reciprocal, identify with each other, and develop a mutual commitment toward a common goal. Co-sensing means that members of the same organization can act and think alike (Townley et al., 2011). Members of the group experience sense of common purpose, cohesiveness, solidarity, and reciprocal identification (Saldana, 2019). Fominaya (2010) reported that a sense of common purpose is one of the elements that precede reflective collaboration as the first step to innovation. Quality relations arise from the co-sensing phase of Theory U, increasing collective identity and strengthening the organizational culture, with workers who can embrace lines of responsibility and develop a “rationale” of why the job should be done in specific ways (Adkins et al., 2010).

PRESENCING

Presencing is when reflective practice happens and individuals connect to themselves and others to unleash possibilities not seen before (Scharmer, 2018). Through presencing, individuals connect to their most profound source of inspiration and stillness and then imagine a future possibility that can emerge as a new solution. Presencing involves reflective practice, or the persistent and careful consideration of existing beliefs and knowledge (Kinsella & Whiteford, 2010). Looking at the past to understand new realities is a valid method to find new solutions to existing problems (Tal & Morag, 2009). Aligned with the behaviors of reflective practice, presencing allows people to evaluate working knowledge persistently and carefully (Kinsella & Whiteford, 2010), and then to internalize ideas through a new comprehension of realities.

CO-CREATING

Individuals visualize and prototype incremental solutions to the problems they are trying to solve (Dane, 2010) while obtaining feedback from stakeholders in real-time. Co-creating is the phase of Theory U in which innovation begins to “crystallize,” by expanding existing knowledge into new or incremental workplace solutions. Scharmer (2018) theorized that presencing

happens through the five concepts of core teams, places, and platforms, intention, listening to the universe, and prototyping. Co-creating allows people to prototype ideas and processes through trial-error and peer-to-peer collaboration, which in turn allows them to leverage organizational knowledge to break old paradigms (Bosa, 2008).

CO-EVOLVING

Finally, in the co-evolving phase, individuals begin to see, strategize, and act from a new mindset, developing the ability to assess their actions through new tools, artifacts, and work representations (Li et al., 2010). Co-evolving is the dissemination and institutionalization of new ideas into the organization after innovation. It relates to how people adopt new routines and working vocabulary that emerges after a process of innovation and thus allowing them to experience a new reality (Scharner, 2018). After co-creation takes place (e.g., innovation), co-evolving allows linking awareness with collective change by embedding new practices into the organizational culture. In the co-evolving phase, organizations can create policies and knowledge repositories. Today, technology supports the agile dissemination of these practices with fewer boundaries.

THE CASE FOR REFLECTIVE PRACTICE

Reflective practice as an organizational strategy became a popular topic in the 1980s. Schon (1983) described what happens during and after reflective practice (i.e., reflection-in-action and reflection-on-action). Reflection comes from personal inquiry, questioning, and engaging in thoughtful conversations with others (Schon, 1983). However, although organizational innovation can be traced to reflective practice at the individual, group, and structural levels for all types of organizations (Ukko et al., 2017), its use seems to be more popular in service areas such as healthcare and education. Sherwood and Horton-Deutsh (2015) reported a systematic reflective process to yield change management in healthcare (i.e., Quality and Safety Education for Nurses, the Carnegie Project, and the Institute of Medicine Task Force). The book presents numerous case studies in which novice providers

in clinical settings would produce solutions and actioned decisions while engaging in reflection-in-action. The authors emphasized that when these professionals embed reflection on daily practices, then they become more adept and can make this an assimilated practice. Nevertheless, scholars reported that reflective practice is an underutilized resource as a management tool to create innovation and learning in most organizations (Englund & Gerdin, 2015). Reynolds and Vince (2004) have called on organizations to use reflective practice as a managerial strategy to create a collective workforce that is more focused on coping with change. However, it is still not considered part of the general managerial conversation despite scholars agreeing that inquisitiveness, dialogue, and reflection are necessary to create an innovative organizational culture (Martins & Terblanche, 2003)

Social entrepreneurs have integrated the Theory U frame in their processes of innovation. The model allows increasing the consciousness of workers to negotiate their craft and develop a mutual repertoire of practices, such as in the Sustainable Food Lab initiative (The Sustainable Food Lab Case Study, 2006), a nonprofit organization that used Theory U dynamics to organize leaders from different multi-national companies to initiate sustainable food chains worldwide. The initiative engaged in dialogue and reflective conversation with all types of stakeholders in the food supply chain. Today the organization oversees dozens of farming food projects around the world. The Creative Living Lab, on the other hand, used the Theory U frame among teachers to innovate in the way they deliver education programs concerning spaces, real-world tools, working materials and methods, project management, presentation forms, student potentials, and fundraising (Schweikert et al., 2013). Business consultants also have used the Theory U frame to help companies such as Corporate Evolution, a private equity firm, to align a new desired culture and values. After a year of continued reflective practice, not only did the company evolve into a strong organizational culture but also within six months the executives became better salespeople, increasing profit and

becoming more confident and effective because of the trust developed during the process (Doig, 2016).

Also, workers engaged in collaborative practice with models such as Theory U learned how to listen to divergent perspectives and to bring those viewpoints into new ideas to the organization through dialogue and discussion of contrasting ideas (Lavoue & George, 2010). Adult workers' attitudes toward the implementation of Theory U had a positive statistical correlation (Ho & Kuo, 2009) when practicing the five phases of the model based on their level of self-efficacy, experience with reflection and meditation, and controllability. Findings of this research suggested that adult workers in high-technology manufacturing would see an outcome of innovation as a motivator to enhance learning. In addition, Eizaguirre et al. (2020) presented a case study on the shared reflections that 95 school directors achieved while using the Theory U model to build "a desired future." This study demonstrated as well that the Theory U methods served to generate a shared vision, connect the organizational vision to overarching values, and generate concrete innovative projects in the short, medium, and long terms. Finally, studies in sports (Dixon et al., 2016) reported that reflective practice has a positive impact on the health, strength, and well-being of participants, thus building stronger relationships, positive emotions, and more confident, valuable, and productive athletes.

CHALLENGES IN ADOPTING THEORY U

Theory U also poses a challenge of engaging the human capital toward the practice of self-reflection, which some workers can see as a futile exercise. Many workers in small and medium enterprises are often overworked and stressed, which would not allow them to invest their time in mindfulness, self-reflection, and being fully present in the here and now (De Allicon, 2020). Killingsworth and Daniel (2010) reported that people are not present when they perform their daily duties by 50%. Scharmer (2007) classified

this cognitive phenomenon as the “blind spot;” a type of knowledge insufficiency that creates obstacles to creativity and a higher risk of failure and lower productivity levels. The blind spot is an inability to change individual perspectives cemented on developed epistemologies of how people see their world. Similar to the phenomenon of intellectual arrogance (Gregg & Manadevan, 2014), people are not aware of the limitations of their pre-conceived ideas or how these affect their decision-making. Peschl et al. (2019) classified the “blind spot” as one of three illiteracies of the 21st Century, the other two being an “inability to deal with a future that unfolds in complexity, uncertainty, and exponential dynamics,” and as “inability to anticipate and see novelty even though it is not here yet” (pp. 162-163). The human mind can also suffer from weaknesses in the form of unconscious biases. Kinsella & Whiteford (2010) acknowledged that personal biases could cloud conceptual clarity, failing to accept critique, and accepting new mental models. Senge et al. (2004) presented the anecdote of a group of United States executives who could not understand how the Japanese kept their manufacturing costs low because they did not find “traditional factories” during their visits to their country. The Japanese had simply adopted the just-in-time inventory methods, in which the assemblers would bring parts only when they were needed. The United States visitors could not recognize this new concept because they looked at the production from a “blind spot” that did not allow them to recognize a new manufacturing system. These inabilities are a concern for organizations adopting Theory U methods because, as revolutionary as consciousness can be, human capital is the engine that can envision new realities but can be impaired to accomplish this if their perceptions are based on static and less informed reflections.

Ukko et al. (2017) also emphasized that reflection is emotional as much as it is a cognitive process. The ability to self-regulation, modify emotional stages, and then use this information to relate to others is necessary to connect with others at an in-depth level (Mayer & Salovey, 1997). Goleman (1998) applied the emotional intelligence concept

to organizational contexts, coining the term “secret economy” to the ability of individuals to transfer emotions. This transference of emotions can make people feel negatively or positively about others. When the transference of emotions is positive, it creates a synergy that can serve as a change catalyst. However, when the transference of energy is negative, then connecting in reflective practice could be impossible. Goleman (1998) also reported that managers’ emotional intelligence could make the difference between connecting or not with workers and promoting lower or higher productivity. These interchanges would foster introspection and the capacity of reflecting as people interact daily. Both personality and cultural background have a direct effect on their ability for reflective practice. Mezirow (2009) reported that cultural norms, behaviors, and influences are part of the critical reflection process. Personal values such as ontological humility, consciousness, and open-mindedness facilitate the ability of workers to connect. Simultaneously, creating these connections take time and not all organizations are willing to devote production time to reflective practice, even when this reflexive dialogue can bring long-term benefits in productivity, increased innovation, and profit.

Finally, the type of craft intimacy that can come from Theory U dynamics could be perceived as part of the institutionalization of the organization, a mind frame and situational state that could decrease people’s ability to innovate (Wenger et al., 2004). A disadvantage of institutionalization is that workers could perceive the implementation of Theory U as part of the organizational policies, and then part of the organizational politics. Orr (1996) emphasized that workers tend to rebel when they associate practices that are close to the organizational bureaucracy. This challenge to the human being to keep their internal consistency can result in defensiveness and skepticism (Schultz & Baker, 2017). A fundamental element for reflection is the individual level of involvement reflected by participants. True reflection requires a willingness to engage in inquiry and deliberate thought. Workers who are not engaged and active on the job show a higher tendency to

make mistakes or errors in their decision-making. Reflective practice equips them with the ability to make better decisions but their willingness to be active participants on this process is fundamental for any reflective practice endeavor to be successful.

CONCLUSION

All organizations benefit from developing a creative and innovative workforce as a result of the continuous pressure of the external environments. Small and medium enterprises are especially challenged in gaining access to innovation methods. Thus wrong perceptions exist that innovation is an activity that is exclusive to the mass-production markets. Innovations in small and medium enterprises remain underdeveloped although they represent almost half of the United States economy. The dissemination of innovation practices from academia to industry and vice-versa is a slow process and often collects case studies from bigger corporations leaving small and medium enterprises as an unexplored territory for service and process best practices. Nevertheless, these organizations can capitalize on the use of the Theory U frame by integrating their human capital into the solution of everyday problems.

Theory U proposes reflective practice as a fundamental tool for innovation. Reflective practice is not a new construct in the theory of management, although through the years it has been relegated to only a few types of organizations. As of today, it remains an underutilized strategy to promote organizational learning and innovation. If human capital is “the engine” for most organizations, especially those with a strong service component, then reflective practices should be part of the repertoire of cognitive skills that help organizations to drive their competitive advantage and sustainability. This is especially important in an era when work motivation and engagement are among the main organizational challenges that managers confront.

The benefits of reflective practice are many and permeate working methods and organizational culture. Organizational transformation is a core capability that is necessary to thrive in today’s ever-changing external environments and reflective practice equips workers with a deeper understanding of their surroundings and how to adopt new paradigms when these circumstances change. Deliberate reflection also increases a worker’s learning capabilities and improves decision-making.

However, adopting the Theory U frame also represents organizational challenges, especially at the beginning of its implementation. As in any other change process, breaking old perceptions takes time, conviction, and persistence. Personal biases, inability to see with “clarity,” and ontological arrogance are all counterproductive to reflective practice. Scharmer (2007) identified these inabilities as the “blind spot” or a type of knowledge insufficiency that clouds people’s judgments and does not allow them to “see” broader perspectives and working scenarios. Emotions and self-regulation also could be an impairment to the implementation of Theory U. People who are not attuned with their feelings or that exhibit low awareness can produce negative synergy either as managers or as followers. The dissemination of Theory U practices can be also seen as part of organizational politics and be rejected by individuals who fear the institutionalization of bureaucracy. As in any other innovation strategy, commitment and involvement are necessary for a successful implementation. Finally, along with the implementation of Theory U methods, empirical research is necessary to quantify and record innovation outcomes that result from this reflective practice.

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THE UNIVERSITY PIVOT: HOW TO PROVIDE SERVANT LEADERSHIP IN ONLINE HIGHER EDUCATION

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ABSTRACT

Leadership in higher education does not usually refer to how a professor leads the classroom. Instead, professors are expected to have the skills and are expected to be leading. However, according to Josselson and Harway (2012), a professor's identity has evolved to become the de facto leader of their students. This means professors must keep their identity as an educator while emerging as leaders, knowing when to lead students and when to manage them (Wenner & Campbell, 2017). The characteristics of this type of professorship indicate treating students more like people and going beyond a professor's call of duty in terms of assisting students with such events as outside classroom meetings and tutoring. This demonstration of kindness also demonstrates a natural level of care rather than being forced as they place the student first. This literature review looks at the evolving definition of leadership and how classroom teachers have had to pivot due to the extraordinary circumstances imposed by the pandemic. Absent from the usual in-class, in-person advantages of face-to-face instruction, professors have had to adapt their familiar sage

on the stage presentation and develop tools that allow them to be effective. There is no way to check for understanding by looking at students' faces to see if they are 'getting it' or are just puzzled. It is a challenge to check for understanding in a virtual classroom. Students are even reluctant to ask questions, so the usual methodologies, though they are still essential and necessary, do not always work.

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Keywords: Servant, Leadership, Remote Learning, Empathy

Servant leadership was founded by Robert Greenleaf in his 1970 ground breaking essay "The Servant as a Leader" and coined his theory, "The great leader is seen as a servant first" (Center for Servant Leadership, 2017). Greenleaf believed that one's consciousness would provide a compass to lead (Center for Servant Leadership, 2017). According to Clark and Higgs (2016), the concept of servant leadership is a framework for developing connections and fostering relationships. Unlike authoritarian leaders, servant leaders work to make connections that can lead to significant changes in a student's life and progression, rather than dictating from the top (Jaramillo et al., 2015). This form of leadership, which fosters authentic relationships and interest in another's progress, works well in ministries, retail, sales, brokerage firms, hospitality, and healthcare. Why not apply servant leadership to higher education in the online classroom? Jaramillo et al. (2015) expressed that servant leaders put followers in the foreground while they, as the leader, remain in the background.

A leader who practices servant leadership may come across as an active listener, someone who can be trusted, and someone whose clear agenda puts followers first (Dinh et al., 2014; Jaramillo et al., 2015). This is because the servant leadership style is focused on individuals and one-on-one relationships (Dinh et al., 2014), but also may be appropriate to use in a team environment where goals and objectives mesh between leader and individuals' goals (Jaramillo et al., 2015). A servant leader is a coach, and their primary goal is to empower followers in an individualistic way. Servant leadership can boost confidence by displaying assurance and having clear communication with individuals and teams (Jaramillo et al., 2015). Servant leadership has been recognized as one of the most challenging leadership styles to master because it must take the approach of a stand-alone leader while serving followers (Hoch et al., 2016).

A negative characteristic of servant leaders is the creation of co-dependency with their workers; this signals that when the leader is not productive, followers can be likewise. To fend off the potential for co-dependency (Coetzer et al., 2017), leaders/

professors must recognize and agree that servant leaders need to be aware and cautious not to be taken advantage of while using this leadership style. If this occurs, it could create a paradigm shift, turning leaders into de facto subordinates dictated to and controlled by their students.

Servant leaders need well-developed communication skills to cultivate individuals who strive for their best outcomes. Leaders who practice servant leadership influence desired behaviors that will lead to an overall result for a team and an individual (Coleman et al., 2013). These goals are like those of the transformational leader, who seeks to motivate and empower employees (Kouzes & Posner, 2007). Servant leaders focus on providing service to others through being selfless and concentrating on exceeding the expectations of individuals and the organization (Jaramillo et al., 2015). These behaviors may be compatible with students' needs for feedback and close working relationships with their professors (Campione, 2015).

While servant leadership is relatively easy to provide in a traditional campus setting, the online environment challenges building that relationship. Inherent difficulties accompanying teaching in an online environment for any professor stem from the challenges arising from authentically connecting with students. Students tend to become more relaxed in an online environment. In an onsite environment, the student would never show up wearing pajamas, eating a bowl of cereal, lying in bed, or having family members walk around in the background of their homes. Professors are not just teaching the materials but also engaging students. It is one thing to engage the students onsite but online, given the distractions that abound, this is much more difficult. Therefore, the characteristics of servant leadership—listening, empathy, healing, awareness persuasion, and conceptualization—can create a workable model for the online environment of teaching courses. Perhaps one of the most critical ways a servant leader can lead in a virtual environment is to ensure that the communication is ongoing, clear, and concise. Clearly, these are characteristics

of good leadership regardless of venue, but in a virtual environment staying in touch, and putting the success and wellbeing of everyone on the team first, is paramount (Skillsofyouneed.com, 2011-2021).

CHARACTERISTICS AND TRAITS OF A SERVANT LEADER

LISTENING

There is a reason that listening is listed as the first characteristic for becoming a servant leader. Mindful listening is not easy. There are always myriad details that require the attention of every human being, and this is true of every instructor. We are human. We have our own doubts and our own prejudices and biases and our own reason for teaching. Not all teachers are brilliant professors all the time. That is exactly why we need to be aware of our own 'mental state' and take the time not only to prepare our lectures and presentations, but also to prepare ourselves mentally for the task ahead.

Teaching in-person requires attention to the details, the ability to 'read a room' and know where the students are who are excelling, and where the students are who are just checking the boxes. The key to this is, of course, to listen. That is easy to do in an in-person class because teachers can see the faces, notice the frustrations, see the smiles, and watch the 'light bulbs' go off, which fuels most teachers onward. However, how do we do this online? How do we 'listen' to students in that virtual environment?

"It's . . . about bringing oneself into the classroom" (Roll & Ventresca, 2020, p.6). So, we need to be able to share ourselves and what we believe in as far as getting an education is concerned. As a servant leader demonstrating active listening, we need to share, but not over share. There is no need for the focus to be on the instructor. Instead, the focus needs to be on the students. When the leader listens, that community that is so essential in all our lives but particularly at this isolated and difficult time, becomes essential. We turn our cameras on and prepare to listen.

Clearly then, the focus needs to be on interactive presentations that move beyond a transactional model and move toward developing and encouraging a sense of purpose and ownership in students. Recently, a professor was not getting much participation on the part of the students, stopped the live lesson, and then said, "Cameras On." With that, students' faces popped into view and the smiles came with those faces, and everyone got connected to each other, to the professor and to learning. Sometimes, it is just that simple. These live lessons provide the servant leader with the opportunity to 'read the room', listen to students to see where the difficulties lie, and address those concerns in a direct and pragmatic way.

As servant leaders, we must practice the ability to listen and perceive the needs of our students and create "a space where individual voices can grow and be heard, and where fear-based" learning is overcome. As we listen, we show respect for those individual voices and begin to empathize with other points of view (Center for Servant Leadership, 2017).

EMPATHY

One of the difficulties of teaching classes online is the lack of that in-person classroom connection. All instructors know how important it is to interact with students as they prepare for class. The professor arrives early and gets the classroom set up. The professor has the handouts ready and appreciates those students who come before the class begins. We take the time to find out how they are doing and what their successes or struggles were during the week. It begins to form a closer relationship with the student and allows us to see into their lives and their motivations. It is easy to do when students are there in front of us. A clear sense of concern for students is about their success. However, that relationship is more difficult to foster in an online environment. As a student arrives at their online lecture, the screen is blank, or the software does not allow the student to enter the session until five minutes before class starts. Making matters worse, the instructors sometimes do not appear until the

course begins. There is little attempt to establish connections and concerns for the individuals. That sense of a personal connection suffers. In this scenario, neither the instructor nor the student feels fully connected to the course or the material. Little time is focused on the end goal of student success. Instead, it is often a hurry on the student's part. Let's get this over with and move on to the assignment so that I can get the grade. That can leave both student and instructor feeling frustrated. There is no question that "it is important to establish a strong teacher presence in a virtual environment to motivate students and ensure they feel cared for" (Roll & Ventresca, 2020, p. 5). How do we circumvent that disconnected feeling? How do we incorporate servant-leader traits into an online course that shows students empathy?

Perhaps this is just a case of taking the time to connect. Warming students up before the lecture gets started, by taking that time to connect with them, with their situations, and their lives. It can be as basic as asking what the weather is like in their part of the country or asking them to discuss their frustrations and difficulties. It is an old-fashioned ice breaker. Creating an atmosphere where "students share and participate more fully in the class . . . and share ownership for the learning environment . . . [as well as building] rapport among students" ("Icebreakers," n.d. p. 1). This allows students to find common ground. In this type of cohort, the environment can foster relationships that keep students in their course of study and enable them to build those cyber relationships that can last over time.

It is easy then for an instructor to pick out emotion and spin it positively. It is all about managing perception and moving students toward success. A 2020 student in an Advanced Composition course struggled to make ends meet working as a caregiver for a patient with Alzheimer's. She arrived in class every week tired but determined to make a difference in her own life and her family's. Unfortunately, late in the course, her grandson was hospitalized with Covid-19; this concerned and connected grandmother needed to be with the young man as he lay dying. She

just disappeared, offline, off the charts. However, she was a continuing student who had created a tremendous academic record of accomplishment, so it was easy to make sure that she had all the opportunities she needed to complete the course and succeed. What did that look like? Well, the zeros went into the grade book. Still, she managed to pass the course with a 'B.' It would have been easy to take the party line and adhere to just policy. Still, a university support system and empathetic instructor created the chance to ensure that this excellent student, this kind and loving grandmother, kept going.

HEALING

So, how does this particular healing characteristic manifest itself in the servant as leader role in an online classroom? The idea is that there is an "implicit . . . contract between leader and follower . . . [that] wholeness is something they commonly share" (Griffin, 2015, p. 1). So, what does an online, virtual classroom experience offer students in this regard? We are offering students a way forward as we create for them opportunities that result in their being able to make choices. Both parties, the instructor and the student, are focused on the student's success. The best "servant-leaders recognize that they have an opportunity to help make whole those with whom they come in contact" (Spears, 2010, p. 27).

This shows up as servant leaders build curricula with the end in mind. Thus, when a course is being developed, curriculum developers look at the course objectives and the end-of-course outcomes and then build the activities that will lead students toward success. Thus, it is the faculty's job to understand those goals and make sure that students understand ways to get there and how those goals apply to the bigger picture of their degrees and careers. Everyone has heard the saying that 'success builds successes,' and that is what we are after here. In a student's success, there is healing. A way forward manifests itself in the opportunities to achieve goals and move through a dynamic, relevant curriculum. The way forward is then supported by the servant leader to heal a life situation by presenting students with

the path that will give them opportunities in their lives. There could be no better healing than that. One of the best outcomes of servant-leadership is the chance to help students ‘heal’ their own lives, grab the elusive brass ring, and move toward success.

AWARENESS

All the prior characteristics, of course, assume (a dangerous practice that is assuming!) that we are aware of what we do and why we do it. Not surprisingly, “the servant leader [should be] deeply committed to the growth of every individual” (Spears, 2010, p. 29). This requires, however, that one “think deeply about our emotions and behavior and how they affect the people around you and align with your values” (Spears, 2010, p. 30). This means that some time then must be dedicated to understanding our values and motivations. That way, we can ensure that our expectations, materials, and interactions align with our values and goals. Thus, there must be time for reflection – especially in the last live lesson of the session.

Here is where we can also help students. We can encourage them to reflect on their writing, speaking, math, or designing computer programs and projects. It is often nice to look back and see where they have come from with their experiences and education. Here is where everyone, but especially online students, can work on developing metacognitive skills. Through this reflection, both the professor and the students will have learned more awareness of their own goals. Building time to reflect at the end of a course can come in discussion questions and a conversation in the virtual live lessons.

As the servant-leader develops their awareness and offers that opportunity to their students, they are, together, creating a life skill that will last over time. Being aware of oneself and how one fits into the world and how learning can move a person forward is a lifelong skill that impacts both the student and the faculty, as well as the world around them. As Song (2018) states, “awareness is tricky” (p.257) because it requires awareness of our own biases, weaknesses, strengths, and situations and those of our students. That, of

course, leads us to all the previous characteristics of listening, healing, empathy, and, thus, we become more aware.

PERSUASION

Professors as servant leaders are there to support and encourage students to comply rather than punish and coerce students into compliance. Within this paradigm, servant leaders eschew their position as an authority and instead persuade their students by being role models and by teaching by example (Song, 2018, p. 258). Instructors, professors, and teachers are the Subject Matter Experts in their courses. This recognition of expertise can encourage students to take action because they can rely on their professors to guide them and support them as they move toward success.

How does this work in an online environment? We can begin by using examples of finished work and explaining why this example is successful. Instead of lecturing for the whole 90 minutes, we need to demonstrate the skill. Thus engaged, students can be inexorably drawn toward the goal. Rather than working from the ‘top-down,’ we choose the more difficult path of convincing students along the way that they can do it (Shoff, 2020). Most teaching, whether in a traditional or virtual environment, is persuading students to ‘buy in’ to the course offerings. In the servant-leader pivot, that focus is on the student. This can easily be shown by doing the work in front of them. Sharing the screen, for example, and showing students how to cite a source, set up a References page, solve an equation, or work through a computer problem shows them how to do it. Solving a math problem on the whiteboard app or editing a student’s essay and explaining the needed revisions help students see how to proceed. It is far more effective than just reading the chapter in the textbook or death by PowerPoint. This is persuasion at its best. If the professor can do it, then they can do so with a bit of practice and guidance.

This also applies to the Discussion Threads, where we can model the types of responses that we want our students to strive for. Should the focus be on getting any old responses in by Wednesday and punishing those students who cannot make that

deadline, or should the focus be on the quality of the reaction? How often do we, as professors, actually cite a source or include a References page in a discussion thread? Maybe we should. The idea here is that if we are going to persuade our students to adhere to the basics, we must show them how. If a student has seen enough examples of that correctly formatted References page, they are far more likely to mirror that image.

CONCEPTUALIZATION

Take time for reflection – especially in the first live lesson. When students take time to reflect on writing or speaking, calculating, or designing, they develop metacognitive skills (Coetzer et al., 2017). Interestingly, through this reflection, both professors and students often find that they have learned more than they first thought. Building time to reflect at the end of a course is essential for students and professors. What went well? What did not go well? Which slides need to be changed? How did the lecture go? Was there enough participation? For students, this is a very empowering skill: the ability to evaluate one's performance and the performance of others. "It supports [a] growth mindset and encourages students to improve and learn from their mistakes" (Miller, 2019, para.1). In addition, providing clear connections between course subject matter and the workplace helps conceptualize what students are learning. This means that it is essential to give those connections to students. They need to see how the work they are doing applies. That is probably a lot easier for professors who teach in areas focused directly on the student's program of study. Still, teaching in the trenches such beginning classes as Critical Thinking and Writing, Fundamentals of English, or beginning English, does not always connect. So, we talk about the concept of and need for clear, concise, complete communication, and we show them ways to achieve that. That has direct application to the workplace. For example, these days, everyone authors emails, memos, and reports, is asked for feedback, and has to receive feedback – and that skill can be learned in a virtually risk-free servant leader environment. Professors can use peer reviews to teach both

how to give and receive constructive criticism and ways to think about assignments critically. Those are life skills.

This is where foresight comes in. "Foresight is a characteristic that enables the servant leader to understand the lessons from the past, the realities of the present, and the likely consequences of a decision for the future" (Spears, 2010). We, the experts, must know where we are going and how we are all going to get there. Students need to rely on that expertise and can rest assured that the servant leader has their best interests at heart.

CONCLUSION

The traditional conceptualization of instructors as authority figures has been turned on its head. Instead of the expert at the top of the pyramid as a dispenser of knowledge and wisdom, that whole diagram is turned upside down. The student is at the top, and the professor is at the bottom, supporting and encouraging along the way. Overall, the characteristic of servant leadership can give professors the guidance and tools that they need to lead in an online environment. Far from being an "oxymoron" (Kumar, 2020, p.1), servant leadership emphasizes professors' abilities to "conceptualize" (Kumar, 2020, p. 1) and have the 'vision' necessary to begin with the result in mind. In an online environment, instructors as servant leaders help students to shine. With listening, empathy, healing, awareness, and persuasion, the student is allowed to grow with their self-realization and conceptualization. Instead of the traditional method, servant leadership is a focus on the student as a whole human being. Consequently, the focus for that student is existential. The question for the servant leader is always, which way will work best for this student to get them the success they deserve? The professor is still an expert who has the knowledge to teach the material. In this new pivot, however, the method in this world of online virtual education emphasizes making the professor the foundation of the learning experience rather than the dictator of the learning environment.

Asking for cameras to be turned on and microphones to be muted to avoid background

noise creates a teaching environment that is much more conducive to learning. Since the professor cannot be there to see students smile, please give them a pat on the back, shake their hands, and keep them moving forward in the best sense of the way traditional teaching methods are employed. At the end of a camera, the professor is out there on a two-dimensional screen. We need

to find ways to connect. Maybe this servant-leader paradigm is exactly what the virtual environment needs.

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CASE STUDY: SUPPLY CHAIN DISRUPTIONS AMID COVID-19

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ABSTRACT

The Coronavirus Disease 2019 caused disruptions and upset conditions in many economic areas worldwide. The supply chain is one area that has not recovered from the pandemic because of supply shortages, logistical requirements, and customer demand. In the United States, a significant decrease in the value of shipments occurred between the announcement of the first case of the Coronavirus Disease 2019, and the mandate of guidelines to help stop the spread of the disease. This case study focuses on the logistical section of the United States manufacturing industry and how the Coronavirus Disease 2019 affected the value of shipments from 2017 to 2021. To support the claim that the Coronavirus Disease 2019 affected the value of shipments, this case study provides information on the value of shipments before the pandemic, during the pandemic, and after the pandemic.

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Keywords: COVID, supply chain, manufacturing, pandemic, disruptions, risk, shipments, logistics

CORONAVIRUS AND SUPPLY CHAIN DISRUPTIONS

This case study looks at the effects of the Coronavirus Disease 2019 (COVID-19) pandemic on supply chain operations, specifically in the manufacturing industry. Supply Chain Risk Management (SCRM) drives company leaders to understand risk, develop risk mitigating strategies, and implement those strategies in expectation of chaos (Zineb et al., 2017). Nonetheless, the COVID-19 pandemic changed the way the world worked and supply chain operations. Workers were asked to change how and where they worked. These changes affected the day-to-day operations of many industries and disrupted the supply chain.

The pandemic changed the operational flow of companies causing leaders to develop new strategic goals and daily processes. Some of the biggest changes to the operational flow happened throughout the manufacturing supply chain. Because of the shortage in supply, the increase in demand, and the restrictions in logistical channels, manufacturing supply chains have become more regionalized than global (Cai & Luo, 2020). Directors and managers have been and will continue to be tasked with developing new ways to secure raw materials, continue production, and deliver the products. Successful production and customer satisfaction are goals that must be met as the supply chain continues to suffer from the pandemic.

This case study looks specifically at the manufacturing industry in the United States (U.S.) in the pre-COVID, during-COVID, and post-COVID stages. The devastating failure of the supply chain disturbed the structure and volume of supply and demand in the manufacturing industry driving the need for developing coping and recovery mechanisms (Cai & Luo, 2020). The failures provide a window into the holistic need for more knowledge about the supply chain from management directives to functionality. In my opinion, U.S. leaders have witnessed the failure of the supply chain, the redevelopment of the supply chain, and the new wave of the supply

chain throughout the COVID-19 pandemic. As the COVID-19 crisis continues, the manufacturing industries continue to operate in a reactive mode with limited coordination in strategic plans and communication methods (Okorie et al., 2020). This reactive mode gives a clear picture of why the need exists for supply chain knowledge. This case study will focus on the following stages in the U.S. pandemic cycles, pre-COVID-19 warnings, COVID-19 dilemmas, and post-COVID-19 projections.

Literature suggests that the arrival of the COVID-19 virus led to an interruption in the supply chain and baffled supply chain management. Supply chain disruptions in the U.S. manufacturing industry occurred due to a high dependency on global suppliers that could not deliver parts or supplies (Belhadi et al., 2021). Even without reading literature, consumers knew that an interruption occurred by the empty shelves in the retail locations, out-of-stock items in the e-commerce market, and extended deadlines for delivery of ordered products or merchandise. Wal-Mart, a large retailer with an efficient supply chain, declared that the COVID-19 pandemic caused a rare challenge with the concurrent nationwide demand for supplies (Knoll, 2020). Even in 2022, additional variants of the COVID-19 virus have caused shelves to remain bare as the supply chain suffers through ebbs and flows instead of stable cycles (McCausland, 2022).

Many industries continue to feel the strain of the weakened supply chain, but the manufacturing industry experiences the strain on the front end from suppliers to the back end by customers. According to Okorie et al. (2020), "Pandemics and other forms of epidemic outbreaks are a unique case of manufacturing risk typified by high uncertainty, increasing propagation and long-term disruption to manufacturers, supply chain actors as well as the end-users and consumers." Procurement employees fight to get supplies while logistic employees search for carriers to deliver the final products. Internally, there also exists the challenge of having enough healthy

SUPPLY CHAIN DISRUPTIONS AMID COVID-19

employees to continue production and enough raw materials and supplies to produce products. The pandemic has touched the supply chain all over the world, especially in the U.S. The strain on the supply chain began with the pre-COVID-19 stage.

PRE-COVID-19 WARNINGS

The United States' pre-COVID-19 outbreak stage gave insight into an approaching strain on the supply chain as exports and imports began to diminish due to China's battle with the virus. However, the U.S. saw a decline in the efficiency and effectiveness of the supply chain before the virus entered the country. *Figure 1* shows that before China's outbreak in December 2019, the U.S. already had declined in the number of Manufacturers' Shipments. In 2019, a steady decline in U.S. Manufacturers' Shipments began around March 2019 due to various disruptions in the supply chain that happened before the COVID-19 outbreak.

Industry disruptions such as natural disasters, raw material shortages, logistic malfunctions, and labor disputes led to a dysfunctional supply chain in more than one industry in the U.S. For example, the 2019 dispute between Japan and South Korea affected the U.S. supply chain because of the needed semiconductors that South Korea supplies for laptops, cell phones, and many other electronic devices (Lee, 2019). Without the semiconductors, production slowed or stopped for electronic device production. Another example is the hurricane season in Florida and the Gulf Coast. In 2019, Florida had six hurricanes in 2019 (2019 Atlantic hurricane season has ended, 2019), with Dorian being the costliest at \$1.2 billion in total damages to the U.S. (Masters, 2019). Natural disasters can stop production in companies in their path and slow transportation in and out of the areas affected. These disruptions were pre-COVID, but once the COVID-19 pandemic began, the decline in U.S. Manufacturers' Shipments continued.

Figure 1: U.S. Total Value of Manufacturers' Shipments Data

U.S. Census Bureau Source: Manufacturers' Shipments, Inventories, and Orders Total Manufacturing: U.S. Total Seasonally Adjusted Value of Shipments [Millions of Dollars] Period: 2017 to 2021 Data Extracted on: March 1, 2022 (8:26 pm)												
Year	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
2017	457,211	457,371	457,258	454,701	458,333	457,509	456,756	462,402	465,409	470,226	479,071	479,474
2018	482,452	484,165	485,100	486,234	490,275	494,812	492,982	497,255	498,389	499,513	491,389	487,054
2019	484,548	486,932	483,965	480,104	479,366	478,958	476,073	475,168	473,597	472,370	472,012	472,893
2020	468,624	468,676	443,429	380,636	389,858	432,181	452,585	455,568	457,690	463,216	466,345	475,283
2021	484,703	475,852	486,040	487,131	491,339	500,673	507,959	508,234	513,205	523,458	526,864	528,924

Dec-19	First case in Wuhan, China in December 2019
Jan-20	First case in state of Washington in January 2020
Mar-20	The World Health Organization declares COVID-19 a pandemic U.S. states begin to shut down to prevent the spread of COVID-19 First human trial of a vaccine to protect against pandemic COVID-19 begins in the U.S.
Apr-20	CDC announces new mask wearing guidelines and recommends that all people wear a mask when outside of the home.
Dec-20	COVID vaccine developed & distributed It is estimated that more than 1 million people in the U.S. are vaccinated against COVID-19
Apr-21	U.S. surpasses 200 million vaccinations administered

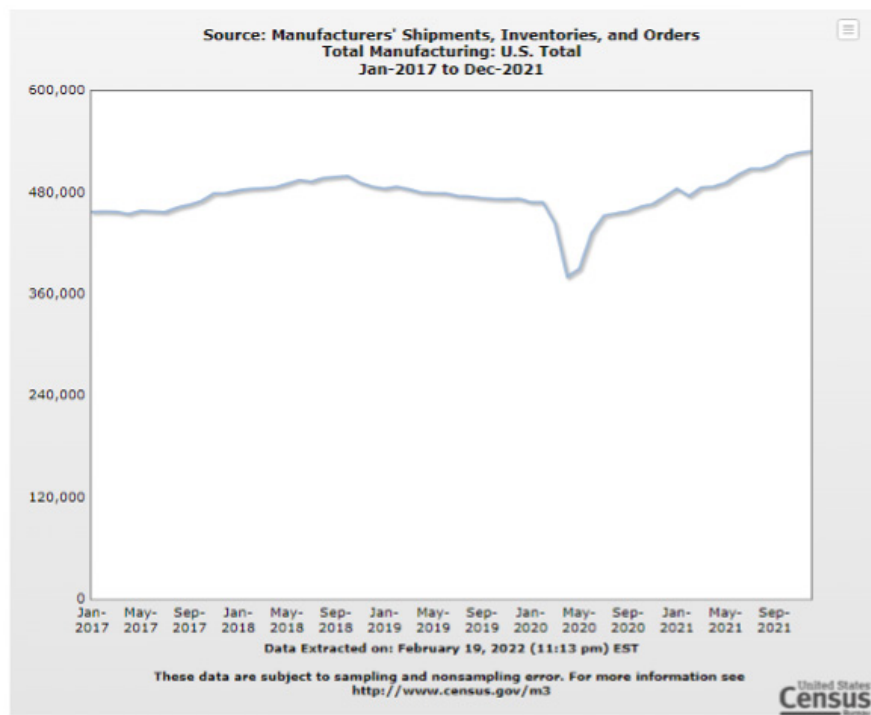
Note: (Business and industry: Time series / trend charts, 2022); (CDC museum COVID-19 timeline, 2022)

COVID-19 DILEMMAS

Figure 2 shows that once the first case of the COVID-19 virus was announced in January 2020 and as cases grew, the U.S. Manufacturers' Shipments began a fast decline through May 2020. Part of the supply chain disruptions was due to the labor shortages as workers became infected with the virus (Ricourte, 2022), and the fallout from those in contact with the infected workers. The employment-population ratio, in 2020, represents the greatest one-year drop from 60.7% to 53% (Dunn, 2022). Fewer employees created shortages in raw materials procurement, order production, and customer delivery (Ricourte, 2022). The labor effects of the pandemic were not expected to improve quickly, and new concerns were expected to surface. In the industry outlook, leaders expected a significant financial impact and large supply disruption in the manufacturing industry (Belhadi et al., 2021).

The disruption in the supply chain led to a decrease in products on the shelves for consumers. However, in 2021, after mask mandates were applied, the employment-population rose 5.1% to 58.1% (Dunn, 2022). In addition, after the strict mask guidelines were instated in May 2020, the Manufacturers' Shipments started to slowly increase, and a significant milestone was reached in December 2020. That is when the first vaccine was developed and distributed, and the Manufacturers' Shipments numbers surpassed the pre-COVID-19 totals. Since then, there has been a steady increase that has surpassed the Manufacturers' Shipments monthly totals seen in the past five years. Leaders must now plan for the future and secure supply chain operations in the post-COVID-19 projections stage.

Figure 2: U.S. Total Value of Manufacturers' Shipments Chart



Note: (Business and industry: Time series / trend charts, 2022)

POST-COVID-19 PROJECTIONS

In the U.S., strict mask mandates and vaccinations have given leaders a fighting chance against disruptions to the supply chain due to the COVID-19 pandemic. However, leaders may need to take additional proactive steps to prevent future supply chain disasters. Witham (2021) suggests that leaders should plan for the next infrequent event, reconsider just-in-time production, consider the increased semiconductor demand, and strengthen supplier relationships. More than two years since the beginning of the COVID-19 pandemic and semiconductor shortages are still driving elevated automobile prices (Dunn & Leibovici, 2021).

Other industries have also suffered from the devastation of COVID-19. Airlines, in the service industry, faced labor shortages and a decline in ticket sales. According to Belhadi et al., (2021), the pandemic has forced airlines to reduce flight operations due to many factors such as border restrictions, infection threats, and required quarantines. The food and agriculture industries were affected by COVID-19 on the distribution side of the supply chain. Farmers battled revenue losses not from producing products, but from destroying food that could not be shipped to the buyers (Barman et al., 2021). Logistical challenges prevented farmers from closing the supply chain loop with product delivery.

When looking at a recovery plan in the U.S. specifically, the Biden Administration plans to decrease the U.S.'s dependency on global sources by providing aid to help businesses to buy locally (*U.S. presents "buy American" plan*, 2022). If this plan is effective and more proactive steps are taken, the supply chain can function despite uncertainties. Devastation and uncertainty have occurred in the past, are continuing to occur in the present, and will occur in the future. Taking a strategic proactive stance can help companies recover from future pandemics with less financial loss and operational disruption.

This case study provides students with an opportunity to explore COVID-19's effect on the supply chain. The pandemic affected many industries, but this case study focuses on the manufacturing industry. The information provided shows that manufacturing shipments in the U.S. showed a decline pre-COVID, but a more dramatic decline occurred as COVID-19 cases continued to escalate and peak. As masks mandates were implemented and vaccinations were given, the shipments started to increase. *Appendices A* and *B* provide both questions and an activity to guide students in their thought processes over the case material. *Appendix C* provides teaching notes for instructors.

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APPENDIX A

QUESTIONS

1. Table 1 in the case study shows the Manufacturers' Shipments from 2017 to 2021. The table shows a decline in shipments beginning in March 2019. From news reports and scholarly research, were there initial signs that the supply chain was in danger of a breakdown or a continued decline? Could recognizing the signs earlier have prevented the failure of the supply chain? If so, how?
2. Correlation--Based on this case study and further research, was COVID-19 such a devastating pandemic that it caused the failure of the supply chain, or was the supply chain already in a fragile state beginning with the decline in shipments that started in March 2019? Does data show a correlation between the COVID-19 pandemic and supply chain failure? Is there a correlation between the increase in Manufacturers' Shipments and the mask mandate? Is there a correlation between the Manufacturers' Shipments surpassing the pre-COVID-19 stage and the vaccinations? If so, identify any correlations. Could evaluating the correlations have helped company leaders recover from the damage of the pandemic sooner? How?
3. From a leader's perspective, what can be done to rebuild the supply chain from the pandemic, or will the damage continue? If you think the damage will continue, why? What can be done to assure that the future supply chain will be stronger and able to withstand another pandemic or any uncertainty?

APPENDIX B

INSTRUCTIONS

1. Develop a 10-slide presentation that you would present to upper leadership that shows strategic steps you would take, as a leader, to strengthen current supply chain functions.

APPENDIX C

TEACHING NOTES

1. This case study can be used in the following courses: GSCM 520, GSCM 530, GSCM 540, GSCM 550, and GSCM 560, however; it can be beneficial in many management courses.
2. It is constructed to be a substitute for any weekly case study as an individual or team assignment. In addition, the case study can be used as a discussion topic or an additional class assignment/essay paper.
3. TCOs associated with this case: GSCM 520 (all TCOs), GSCM 530 (TCOs 3 and 4), GSCM 540 (TCOs 1, 2, 4, and 5), GSCM 550 (all TCOs), and GSCM 560 (all TCOs) relating to concepts and theories that underpin supply chain management and strategies.
4. The case study enables students to look at the effects of a pandemic on the supply chain in real-time and compare changes pre, during, and post-pandemic stages.
5. At a minimum, the student should see a correlation between the COVID-19 pandemic and changes in the supply chain.
6. This case study provides students with an opportunity to exhibit competency in understanding the flow of the supply chain, the relationship between sellers and buyers, the devastation that a pandemic causes to supply and demand, and understanding why cases such as this can lead to leaders practicing proactive behavior before a pandemic occurs (the focus of all weeks of GSCM courses). Students should acquire an understanding of the variables and how they affect each step of the supply chain from raw materials being purchased to the product being delivered (the focus of all weeks of GSCM courses). The focus can apply to all weeks of the GSCM courses because each week touches on some part of supply chain management.
7. The cases will help students connect and interpret class concepts, and later develop solutions that may lead to various outcomes.



FOR THE CLASSROOM!

Sen Vengadasalam, S. (2021). *Teaching Business, Technical & Academic Writing Online and Onsite: A Writing Pedagogy Sourcebook*. Cambridge Scholars Publishing. ISBN: 1-5275-6873-3. ISBN13: 978-1-5275-6873-0. 164 pp. \$65.

DEBORAH A. HELMAN,
COLLEGE OF BUSINESS & MANAGEMENT

Reviewer Note: Deborah Helman, PhD, Professor of Sales & Marketing DeVry University, Edison, NJ..

In her most recent publication, Dr. Sen Vengadasalam has tackled a major set of challenges for faculty, and as “luck” would have it - she has undertaken this as we continue to experience major disruptions in the academic environment. The author’s timing is perfect; professional communication skills, like information literacy have emerged as “must haves” in the information economy and the post-pandemic world.

Industry advisory boards constantly bemoan the fact that students must be better equipped with soft skills such as written communication and presentation skills. Faculty expect that targeted freshman writing courses get a student started, but constant reinforcement is required, and consistent expectations set, to ensure success. This book provides a catalyst for a much needed review of what students need and how faculty can address that need more effectively.

The benefits of increased awareness of, and the opportunities that digital learning management platforms provide are innumerable – and impact teaching online and onsite and in blended classrooms. In 2019, the upcoming year 2020 seemed to me to be an important milestone as the end of a decade and an important strategic opportunity to consider where we are and where

we would like to go. However, 2020 turned out differently, faculty and students were catapulted into a new learning environment, albeit a progression that has been slowly increasing momentum, but which has at breakneck speed launched us all, detractors and advocates alike, into a new world where we learn, work, collaborate and communicate online. The author helps prepare faculty for a new educational journey, using tools, techniques and media, with which some of us have little familiarity or experience. A journey that requires us to engage our “audience” differently – so that they in turn are equipped to optimize the opportunities they will encounter as students and in their careers.

The author has assimilated and summarized data and insights that address the key problems and opportunities that underpin a set of issues that are associated with the expanding gap between the traditional approach to “teaching writing” and the emergent requirement to provide a set of professional communication skills. Skills must demonstrate understanding, and the ability to apply concepts in a practical manner; to inform, persuade and engage in different formats for distribution through different devices and consumption on multiple screens. Dr. Sen Vengadasalam is preparing faculty for a learning

environment that is truly interactive and shares best practices for integrating technology and technology-oriented thinking into course and syllabus design and the art and craft of online discussions. The author helps us recognize when there is a need for practicality, agility and flexibility in the development of professional communications, as well as recognition of the need for precision, accuracy and clarity – and creativity. I am certain that the author’s perspective is a critically important facet of the paradigm shift associated with the information economy.

I first worked with Dr. Sen Vengadasalam when she presented at a DeVry University North East Group faculty symposium and her presentation on infographics was delivered remotely to our audience in North Brunswick, NJ, Pennsylvania, New York, Ohio – both the topic and the delivery reflected the importance of understanding the shifts that have occurred in communication in academic environments. The author went on to develop her well received presentation into a contribution to the DUJOSR (Vol.4., No. 2). Demonstrating the breadth of her range of interests we have also included in our Journal a review of the author’s publication titled; *New Postcolonial Dialectics: An intercultural comparison of Indian and Nigerian English plays.*

I am reminded of the promise of Kipling’s six honest serving-men: ...They taught me all I knew; Their names are What and Why and When, And How and Where and Who.... One million Hows, two million Wheres, And seven million Whys! As a marketing professor, I really struggle with some of the “how” questions – how can I get students to feel confident enough to move away from the safety of the research paper and move towards the less familiar professional documents they need to know how to prepare. Importantly, how can I help them know what is appropriate in terms of style and when to use it. How can I help them understand how to write and present in a compelling and engaging manner and persuade the audience within the parameters of changing boundaries around what is appropriate? Well, I think I can do this now if I work with Dr. Sen

Vengadasalam’s sourcebook - this is a practical guide that integrates material from a very wide range of sources for busy academics that will help prepare us to be better informed and more skillful communicators, as well as to build these skills and make clear our expectations for what needs to be delivered by the student – we all need to know what is in our toolbox – and importantly how to use it!.

Primarily, the author has established a reputation that bridges a traditional academic perspective, with the Infographic Wow! – she demonstrates that she understands the importance of multiple approaches, mixing styles and media, and leveraging new media. This publication will help faculty understand the new digital landscape and the role it should play in enhancing learning and building a more effective set of communications skills with which to explore, debate and document our world. The author has very generously shared her deep knowledge of writing, and the preparation of effective teaching materials. Her approach is practical and relevant, this publication as I mentioned above provides the basis for a highly relevant and much needed course to help faculty, reassess, refresh and move forward!

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SEX AND THE UNREAL CITY

Esolen, A. (2022). *Sex and the unreal city: the demolition of the Western mind*. San Francisco: Ignatius. ISBN: 978-1-64229-129-2. 209 pp. E-Book\$17.95.

JOHN L. MURPHY,
COLLEGE OF LIBERAL ARTS & SCIENCES

Reviewer Note: John L. Murphy, PhD. Senior Professor, Humanities at DeVry University Long Beach, CA.

It's all over the place, this prolific professor of humanities admits. Compared to Anthony Esolen's aphoristic *The politically incorrect guide to Western Civilization* (2008) or his grim *Out of the ashes: rebuilding American culture* (2017), here's a loosely knitted series of essays. It benefits by the gradual accumulation of his sometimes eloquent. Not a new one, all the same.

Still, Esolen, a translator who studied under the eminent predecessor in all things Dante, the late Robert Hollander at Princeton, arranges aptly cited excerpts from *Paradise Lost* and *King Lear* in particular (more than from the famed Tuscan exile this time around; Esolen's treated him in-depth already) for his defense of the exile from the Unreal City, which recalls the citadel of infernal Dis drawn so vividly by that Florentine master whose poetic avatar braved the afterlife.

As for the titular sex of this new anthology, Esolen opposes gay rights and transgender movements. He evokes movingly the abandonment of still-living fetuses during abortion procedures. And Esolen wanders among the intimate betrayals generated among generations reared among fear of commitment, leaving children and parents alike adrift.

Where this lamentation reverberates most resonantly signals Esolen's appeal: to redirect our screen-addled gaze to the necessary

vision, that made in the image of a Creator and incarnated indelibly. This earnest approach emerges organically. Esolen withdrew from a long career at an increasingly liberalized and secularized college founded in the Catholic tradition. He retreated to a newer, close-knit enclave where the liberal arts within the structure of philosophy and theology attract a few youthful aspirants.

Little fortresses of tradition rally these faithful even as church attendance declines and fidelity fades, in the soft-sell of a re-branded Church which has adapted itself far more to the world it once resisted. Most surviving institutions of its vast educational system pay lip service rather than genuflect before their chipped, dusty icons. That is, if deans haven't discarded them already, praising holistic evaluation rather than meritocratic rigor, as bureaucrats bow to buzzwords.

This scenario triggers my unease with prescriptive and corrective missives from this embattled remnant behind improvised walls around once-sanctified liberal arts. These messengers defy the dissolute hordes unleashed by progressivism and liberation. Yet critics do so often from sanctuaries as privileged as Esolen's Ivy League alma mater. While today's student body may reveal faces and surnames which differ from most of the elite scions admitted in past

cohorts, any of those matriculated into such a coveted milieu enter a status that remains elevated for life. This lofty perch boosts their proverbial leg up over any barrier remaining after they grasp their diplomas.

Yet, millions of their humbler peers, struggling with issues of excess in their own appetites and lacking easy access to this increasingly ignored education in civilized arts and letters do so not from an ivy-wreathed campus bower, but in the kitchen, behind a keyboard while dealing with three kids. Or at a generic "Springfield Community College" branch in a strip mall off the interstate. We view our "Real City" at DeVry: tens of thousands of harried veterans, nurses, techies, new mothers, old fathers, all online facing a trifecta of unease over health, economics, and eroded verities.

These students would not articulate the last concern from this tainted trio in such a phrase, but they deserve to integrate this humane heritage of what we claw from the rubble of the past, among our "blended" or "nuclear" family, odds being 50-50. Esolen and his ilk address those entitled to afford astronomical tuition at the bastions of study he celebrates.

However, billions lack codes to unlock these gates of knowledge. Sure, nearly all of our students and too many teachers may sigh "just Google it" to answer any query or dilemma. But stark reality looms. Fewer of us, and around us, lose ourselves in that deep thought, lazy daydream, or a good book (capitalized or otherwise), when our big black mirrors loom over screens we cradle and tablets we tap, beckoning us into chirping glow. They know what we want. Amidst this lure, will Western Civ attract our distracted gaze?

Furthermore, Esolen glides past the incorporation of a wider range of ideas and influences into curricula. He may insist that the West remains the best. Yet, all in academia need to compare and contrast a witness to cultures, beliefs, denials, languages, mores, and forays of the majority, from realms beyond the far tip of Eurasia.

As a scholar of more than one tongue, Esolen might shepherd those stuck outside of his sunny glade, in the corporate park, or typing on the front porch to get away from the family's blaring gadgets. Where might we direct our quest towards nourishing the mind and soul? After all, Dante struggled towards this revelation in two-thirds of his Divine Comedy—those sections which tempt far fewer readers than the sensationalism of the Unreal City, a suburb of Hell.

But a few dogged pilgrims, likely far less willing or less able to return to their pursuit of meaning, far from sylvan settings, may draw guidance from Esolen's spirited appeal to a more ascetic, less material, and freshly cleansed view of another type of otherworldly construction, which his own beloved Dante depicted so memorably eight centuries ago.

Those to whom this entreaty appeals will align with Esolen's perspective. Those for whom an assertion of time-honored values and sacred transformation of the sinful human will be discarded as outdated or dismissed as delusional, those least probable to pick up this book, may languish among those Dante portrayed, in shadows rather than light. But I aver that's up for debate.

Correspondence regarding this book review should be addressed to Dr. Murphy at jmurphy@devry.edu



UNTIL JUSTICE BE DONE

Masur, K. (2021) *Until Justice Be Done: America's First Civil Rights Movement, from the Revolution to Reconstruction*. New York: W. W. Norton. ISBN: 978-1-324-02184-1. 438 pp. Hardcover \$32.00.

MATTHEW SCHUMACHER,
VILLANOVA UNIVERSITY, PA

Reviewer Note: Matthew Schumacher, BA. Villanova University, PA

While most people immediately attribute racial segregation and oppression to the American South before and after the Civil War, there was also widespread racial discrimination in the North as well. In her book *Until Justice Be Done*, Kate Masur illustrates the various oppressive laws and public attitudes held against African Americans around the United States, with a large amount of her geographic focus related to the Midwest and Old Northwest. As Masur argues, prejudice against black people was not merely confined to slavery, as laws against black immigration, segregation statutes, and vagrancy laws all served to hinder African Americans. Despite the variety in oppressive techniques employed throughout the nation, Masur's book chronicles the efforts made by political leaders, activists, and even regular people—both white and black—to combat these injustices. Masur believes this resistance seen in multiple states is the first real Civil Rights Movement, as these efforts were taken up long before the federal government stepped in.

Though Masur saves her explanation of historiography until the end of her book in a separate essay, she consults an exhaustive number of sources and cites a murderer's row of prominent scholars in various historical fields.

Masur does admit that she is far from the only one to write about this topic, and her explanation of why she wants to delve into these studies is not novel either. In the historiographical essay, Masur states that the reasons driving her study are her interests in black and white coalitions against racial injustice as well as the opposition these groups faced (371). What Masur does add to the discussion, however, is a glimpse into activities countering racial oppression at every corner of the United States. Masur's research, though primarily focusing on states like Ohio, Indiana, and Illinois, does not shy away from including examples of activism in states like Massachusetts. In this way, she is building off scholars of each area by looking at both simultaneously. Masur's real strength in her argument, however, comes from the immense detail she provides about racist laws and movements to resist them in each state she examines, going to extremes to paint vivid pictures about each states' citizens striving for equality.

The organization of *Until Justice Be Done* is largely two-fold; the book is arranged chronologically but also relates to specific geography in various chapters. The first part of her book explains antiblack laws in the early

American Republic, and as the book progresses, it examines laws and abolitionist movements from the 1820s through the Civil War and Reconstruction. Throughout the book, special attention is given to each decade. At the same time, much of Masur's organization is based on geography, as multiple chapters focus on one state. The rest of her book elaborates on matters around the United States, such as issues relating to Constitutional authority between states and the burgeoning of the Republican Party. Despite the geographic focus being inconsistent—at times homing in on one state and other times scattering across the country—the chronology of the book keeps Masur's argument flowing. Moreover, it accentuates her argument that racism was a nationwide threat to African Americans, as well as how people around the United States stood up to injustice over the course of the early and mid-1800s.

Masur's real strength in the book derives from the vast amount of primary sources she consults. An astounding majority of her footnotes are based on primary sources, and Masur is able to gather them from practically all corners of life around the country. This is Masur's second book, as her first was the award-winning examination of abolitionist movements *An Example for All the Land*. In her second outing, Masur seeks to pick up where the first left off by looking at more states further west and the various racist statutes and abolitionist movements. Masur's sources are similar in manner to her first book, as she includes correspondence from politicians and regular people alike, as seen in newspapers chronicling events, courtroom decisions, church pamphlets, and countless other documents to illustrate the interactions between white and black people in search of racial equality. Masur's research is superb, as she consults a vast number of collections from Massachusetts, New York, Pennsylvania, and Illinois. The hours spent in each archive browsing through sources must have been immense, and the reader is left astounded by the sheer number employed. Where other aspects of her book feel unremarkable, Masur more than makes up for it with her masterful display of research.

There is no doubt that this book's thesis is nothing novel, and Masur's interjection into the historiography is similarly derivative. However, *Until Justice Be Done* paints a picture unlike the resounding majority of other works chronicling American racism. While other books merely make the point that racism in the North tends to go unexamined, Masur takes a step further by illustrating the graphic moments in American history that sought to oppress African Americans throughout the nation. Each summary of every state Masur highlights feels completely different from the previous. Moreover, the racism opposed, in each state—while similar in nature across borders—depicts a struggle that makes every coalition striving for equality feel unique and memorable. The work done by these groups is so integral in the study of the United States, and Masur's audience are better for learning about it every step of the way.

Until Justice Be Done is a masterclass in the examination of the efforts made to combat racism across the United States. Anyone who is interested in American History, African American History, and Reconstruction History can undoubtedly appreciate the work made by Masur to highlight efforts made by a plethora of people—white and black—across the 1800s. Similarly, anyone interested in legal history or history of Midwest states will be astounded to learn the seldom examined history in each of these states. One can only hope that Masur comes out with a third book that examines even more parts of the United States.

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ON THE ROAD AGAIN

Philbrick, N. (2021). *Travels with George: In Search of Washington and His Legacy*. Viking Press. ISBN: 978-0-525-56217-7. Hardcover \$30.00.

SHAWN SCHUMACHER,
COLLEGE OF LIBERAL ARTS & SCIENCES

Reviewer Note: Shawn Schumacher, PhD. Senior Professor English and Humanities at DeVry University, Addison, IL.

When I was a young, single graduate student pursuing my degree in Literature in the early-1990s, I enrolled in a John Steinbeck Seminar. In this course, one of the several novels we were required to read was Steinbeck's 1962 travelogue, "*Travels with Charley: In Search of America*", which depicted Steinbeck's road trip through America with his poodle, Charley. Although Steinbeck was—and remains—one of my favorite American authors, at the time I found this particular work to be simplistic and somewhat trivial.

Thirty years later, as a married, veteran English professor with four kids and a Golden Doodle named Duncan, I recently reread "*Travels with Charley*" and loved it, secretly wishing I could pack up Duncan in our minivan and venture out across the country, and—like Steinbeck—discover new places, new people, and try to come to some sort of understanding of where I've been and where I'm going.

Similar to Steinbeck's "*Travels with Charley*", Nathaniel Philbrick's masterful narrative of his own travelogue, *Travels with George: In Search of Washington and His Legacy* (2021), retraces George Washington's tour of each American state in the newly-formed union. President Washington was inaugurated on April 30, 1789,

and with his goal of publicizing and instilling national values to the American populace, Washington travelled the country in four separate excursions from the late spring of 1789 to the late summer of 1791.

In this celebrated work, Philbrick, a prize-winning historian himself, delightfully paints images of his travels and—like Steinbeck's 1962 masterpiece—aroused a tremendous passion in me. After reading it, I personally wanted to further explore our American history—with all its glories and its flaws—and our place as Americans in it. Traveling with his wife, Melissa, their Nova Scotia duck tolling retriever, Dora, in the Fall of 2018, Philbrick took to the road in hopes of retracing the countryside, towns, and cities that Washington, the newly elected first President of the United States, had viewed on horseback and in his carriage, while putting a face on the new Constitution and attempting to win support for the federal government in its infancy.

Philbrick's survey of Washington's journey draws up on his own vast knowledge of the Post-Revolutionary War period and his keen eye for detail, while describing clear narratives and historical perspectives of Washington's first leg of his travels from his home in Mount Vernon, Virginia, to New York City, the nation's

first capital, with stops in Maryland, Delaware, Pennsylvania, and New Jersey in the early summer of 1789. Later in his work, Philbrick portrays Washington's travels in the fall of 1789 throughout each New England state, and Philbrick's moving and insightful depictions of the President's interactions with town leaders, former Continental Army soldiers, and ordinary American folk provide rich, compelling narratives of how those who made up the newly-formed states were struggling to survive the next astonishing, unforeseen events of the young nation. Throughout these two sections, Philbrick honestly and astutely intersperses these powerful historical narratives with his own present-day musings on issues in the Mid-Atlantic and New England states, including raw portrayals of cruelty and inhumanity connected to America's original sin—slavery.

Moreover, throughout his text, Philbrick delivers riveting accounts of eighteenth-century America, which was as divided and fraught with anxiety, apprehension, and angst then as it is in today's America. Through his modern-day perspectives, Philbrick illustrates how Washington, who owned more than 300 slaves throughout his lifetime, came to not only understand the harrowing nature of slavery but also how he was compelled, enticed, stood up to, and fervently listened to many different people with their varying perspectives he met along the way—and how his all-consuming belief in the union, even with the dreadful institution of slavery at the time, helped forge a nation.

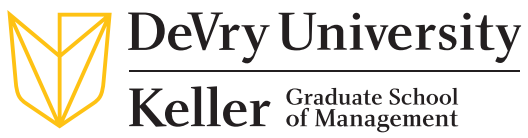
Throughout the second half of the book, Philbrick vividly retraces Washington's steps in early-1790 through Long Island, New York, where during the Revolutionary War the then-General Washington employed American spies to learn of the British Army's movement of troops and supplies. Later in the text's concluding section, Philbrick acutely follows Washington's path to the Southern states of North Carolina, South Carolina, and Georgia through the final leg of the tour from the fall of 1790 to the late summer of 1791. As with the previous two tours, Philbrick brilliantly switches from historical accounts

of Washington's journey to gifted reflections of Philbrick's own journey in 2018, seeking for himself what America had become 229 years later.

In 1789, when George Washington took office as the first President of the United States, the country was a divided confederation, with a political divide akin to that of today. Although the colonies had won independence from Great Britain, boundless trepidation existed among all Americans: What would happen next and how could our infant nation survive? At the time, Federalists supported the Constitution and a stronger national republic, while Anti-Federalists opposed the ratification of the Constitution in favor of a smaller, more localized government. President Washington's primary goal of his travels, which Nathaniel Philbrick illuminates exquisitely through his present-day contemplations in *Travels with George*, was to meet with ordinary citizens and converse with them about the new government, all the while infusing in the general public the notion of coming together as just one thing—Americans.

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