

June Covington, PhD

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EDUCATION

- **December 2012** PhD in Organization and Management with a specialization in Leadership. Graduated with Distinction from The School of Business and Technology, Capella University, Minneapolis, Minnesota.
 - Dissertation topic: *Sociocultural integration of acquisitions as experienced by veteran organizational development consultants: A qualitative exploratory inquiry*
- **February 2004** MA in Business Communications. Prescott College, Prescott, Arizona.
- **July 2002** BA in Business Management (Human Potential). Prescott College, Prescott, Arizona.
- (See Appendix A for more education, development, and on-hold project details.)

ACADEMIC

KEY ACADEMIC COMPETENCIES

- Facilitate discussions between students and industry/thought leaders on relevant topics, (i.e., arrange video conference calls with professionals in various industries and guest speakers for student groups studying business and management courses). Podcast example: <https://productivity-podcast.com/leadership-motivation-business-questions-answers/>
- Manage fulfillment of course and student learning objectives using combinations of face-to-face experiential learning experiences (hands-on activities, projects) and Learning Management Systems (LMS)/technical tools such as Blackboard, Moodle, Canvas and Google Drive for evaluations and demonstrations of learning (quizzes, collaborative writing)
- Build and/or customize and deliver curriculum using Instructional Design (ID) and Design Thinking (DT)
- Assess student proficiency in, and provide coaching on, MLA and APA styles
- Mentor and advise students outside the classroom, including graduate and doctoral students
 - Recognized as an outstanding Phi Theta Kappa Mentor, 2009, Estrella Mountain Community College, Avondale, AZ

ACADEMIC EXPERIENCE

Shasta College, BAITS Division, Part-time Faculty
Redding, CA

May 2013 – Current (For course descriptions see Appendix B.)

- **Spring 2021**
 - BUAD-66 *Business Communications*
 - OAS-91 *Word for Windows*
- **Fall 2020**
 - BUAD-66 *Business Communications*

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- BSOT-166 *Records Management*
- BSOT-80 *Outlook*
- BSOT-10 *Excel for Windows*
- **Previous**
 - Classroom, ITV, online, and hybrid instruction
 - BUAD-66 *Business Communications* (See Appendix C for more detail.)
 - BSOT-166 (previously OAS-166) *Records Management*
 - BUAD-10 *Introduction to Business* (See Appendix D for more detail.)
 - OAS-1 *Career Planning for Office and Administration*
 - BUAD-166 *Business English*
 - OAS-157 *Office Procedures*
 - BUAD-80 *Principles of Customer Service*
 - BUAD-85 *Customer Service*
 - OAS-10 *Excel for Windows I (Gateway to College Program)*
 - OAS-91 *Word for Windows I (Gateway to College Program)*
 - BUAD-85 *Customer Service/Workplace (Gateway to College Program)*
 - OAS-94 *PowerPoint (Gateway to College Program)*
 - Online instruction
 - BUAD-66 *Business Communications for ACE Program*
 - BUAD-87 *Team Building*
 - BSOT-80 *Outlook*
 - STU-90 *Career Choice*
 - Worksite Learning (WSL)
 - BUAD-84 *Vocational Worksite Learning*
 - *Leadership Seminar, Gateway to College Program.*

California State University, Chico, Part-time Faculty, College of Business, Management Department
Chico, CA (See Appendix E for course descriptions.)

August 2016 – Current

- **Spring 2021**
 - MGMT-443 *Organizational Design and Change*
 - MGMT-447 *Leadership and Motivation*
 - OMBA BSIS 501 *Advanced Excel* (lead instructor)
 - OMBA MGMT 647 *Leadership and Ethics Seminar* (section instructor)
- **Fall 2020**
 - MGMT-303 *Survey of Management*
 - MGMT-447 *Leadership and Motivation*
 - MGMT-489E *Practicum in Project Management*
- **Previous**
 - Classroom instruction including hybrid and two-way video
 - MGMT-443 *Organizational Design and Change* (See Appendix F for more details.)
 - MGMT-303 *Survey of Management* (See Appendix G for more details.)
 - MGMT-304 *Human Resource Management*
 - MGMT-447 *Leadership and Motivation* (See Appendix H and K for more details.)

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- MGMT-460 *Managing for Sustainability*
- BADM-300 *Communication in Business*

California State University Chico, Part-time Faculty, Communications Arts and Sciences
Chico, CA

August 2011 – January 2012 (Active in the adjunct faculty pool through March 2015)

- Classroom instruction
 - *Introduction to Human Communication*

Prescott College, Part-time Academic Advisor, Adjunct Faculty, Master of Arts Program (MAP), Prescott,
AZ

2005 – 2010 (Distance Learning Program)

- Supervision and approval of successfully completed program requirements, courses and master's theses
- Reader/approver for qualifying paper
 - *Instructional Design for Facilitation and Delivery of Distance Education*
- Advisement on MA degree concentrations:
 - Communication Arts
 - Media Communications
 - Organizational Studies
 - Sustainable Business Practices
- Supervised theses:
 - Swanson, L. (2010). *Entrepreneurial innovation, co-opetition, and information technology convergence: Support for small and medium enterprise retail tourism*. Master's thesis (Publication No. AAT 1467790).
 - Thurtle, M. (2010). *Difference can make a change: A literature review of heterogeneity in non-hierarchical organizational systems*. Master's thesis (Publication No. AAT 1473606).

Estrella Mountain Community College, Adjunct Faculty, Communication Arts and Sciences, Avondale,
AZ

November 2007 – December 2009 (See Appendix I for course descriptions.)

- Classroom instruction, including honors sections and honors cohorts
 - *Introduction to Human Communication*
 - *Interpersonal Communication*
 - *Public Speaking*
 - *Small Group Communication*

PARTIAL LIST OF ACADEMIC PRESENTATIONS DEVELOPED AND DELIVERED

August 2009: **Co-Facilitator**, Prescott College graduate level colloquium workshop design, development, delivery

- Session Title: *Waste Not; Want Not? Collaborative Decision Making*

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- Description: In this workshop, the attendees participated in discussions about collaborative decision making and related theories. The group participated in an activity where teams identified as Local Authorities, Experts, and The Public, created a collaborative resolution for disposal of nuclear waste at a plant in Slovenia. The planning process and tools have applicability to other areas of responsibility beyond the workshop activity.

August 2008: **Facilitator**, Prescott College graduate level colloquium workshop design, development, delivery

- Session Title: *Apples and/or Oranges: The Venn of Organizational Culture*
- Description: The nature of organizational culture overview presented along with discussion and interactive exercises for understanding various characteristics, with special attention in the areas of intersect in organizational culture.

August 2007: **Facilitator**, Prescott College graduate level colloquium workshop design, development, delivery

- Session Title: *Action Research in the Social Sciences*
- Description: From organizational theory and organizational behavior perspectives, discussion of various methods used in action research including Participatory Action Research (PAR) and Participatory Development Communications (PDC). Group discussion and activities related to conducting action research in the social sciences.
- Session Title: *Post-acquisition Integration in Organizational Change*
- Description: Mergers & Acquisitions (M&A) are a frequent strategy employed by organizations to remain viable or to gain a greater share of the market, yet they frequently are unsuccessful in delivering their intended benefits. Following a general description of M&A from an organizational strategy perspective, the session focused on acquisitions, and specifically post-acquisition integration. Group discussions included participant encounters with acquisition experiences.

1990 – 1994: **Guest Lecturer** (volunteer), San Francisco State University International School of Business. Provided interactive learning opportunities to classes of undergraduate and graduate students on various topics in business; each term typically delivered to two groups of students and frequently voted as “best guest lecturer” by the students.

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INDUSTRY

KEY INDUSTRY COMPETENCIES

- Lead discussions, analyze business situations, formulate and administer systems strategies, facilitate Design Thinking (DT) sessions
- Manage recruitment, hiring, scheduling, development, evaluation, and discipline
- Create business plans including writing/revising policies and procedures in collaboration with subject matter experts
- Initiate and manage grant applications
- Facilitate synchronization between employee efforts and internal and external customer expectations
- Provide input and status of programs to minimize issues and maximize acceptance of changes to processes and schedules
- Manage employee expectations and group resource capacity during critical reporting periods
- Build consensus and effectively guide teams in increased effectiveness and efficiency
- Facilitate progress of program and organization priorities
- Ensure quality, cost control, and timeliness of business practices
- Identify, develop, and perform troubleshooting on process improvements
- Facilitate educational programs using Instructional Design (ID)
- Manage optimal leverage of various media to provide key content in a user-friendly manner to end users, knowledge of technologies and products for virtual training, conferencing, and meetings

EXPERIENCE

Independent Change and Communication Consultant/Coach

March 2001 – Current (Prior to December 2012, concurrent with other work experience and academic studies)

- For individuals, groups, and organizations, provide change and communication program consulting, coaching, and education, including but not limited to:
 - Personal and professional development
 - Decision-making
 - Communicating as a leader
 - Job skills
 - Up-skill development
 - Business management/ business leadership
 - Technical
 - New stand-alone software program deployment
 - New enterprise-wide software program deployment
- **Client, September 2016:** Danaher Labs, Santa Clara, CA. Public Speaking (F2F) workshop, using prerequisites from CrossKnowledge library/learning management system

Bedrock Markets, Program Manager, Chico, CA

August 2011 – March 2013, Independent Contractor

October 2010 – July 2011, Onsite/Employee

- Business development

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- Program management for national business development projects

2010 US Census, Enumerator, Chico, CA

May 2010 – August 2010 (temporary position)

- Partial list of responsibilities:
 - Conducted interviews with residents in assigned areas by following stringent guidelines and confidentiality laws
 - Explained the purpose of the census interview, answered residents' questions, elicited information following a script, and recorded census data on forms

Intel, Leadership Program Developer, Chandler, AZ

February 2006 – March 2007

- Administered training and development needs assessments
- Designed curriculum, developed and deployed training/development programs for international participants
- Target audience: engineers and project managers in a construction division/corporate setting
 - **Up-skill development** program for supervisors/managers
 - Responsible for: co-design, co-development and co-delivery with subject matter experts (SMEs)
 - Frequency/group sizes:
 - Twelve-month program duration, delivered every 2 – 4 weeks; 25 participants
 - Four-month program duration, delivered weekly; 12 participants
 - Delivery format(s): virtual, web and face-to-face; various media including PowerPoint
 - **Communicating as a leader**
 - Responsible for: design, development, delivery
 - Frequency/group size: Two three-hour sessions, 25 and 12 participants; two sessions for train-the-trainer with < 3 participants each
 - Delivery format(s): Virtual and face-to-face; various media including PowerPoint
 - Target audience: engineers and project managers in a construction division/corporate setting
 - **Problem solving**
 - Responsible for: design, development, delivery
 - Frequency/group size: Two three-hour sessions, 25 and 12 participants; two sessions for train-the-trainer with < 7 participants each
 - Delivery format(s): Virtual and face-to-face; various media including PowerPoint

Intel, International Training Team Member, Software Deployment, (3rd party through Kelly IT Services, Phoenix, AZ), Chandler, AZ

March 2005 – February 2006

- Deployed training program and delivered virtual and classroom training to various US locations, Israel, and China
 - **New financial software training**
 - Responsible for: Training deployment and delivery, train-the-trainer
 - Frequency/group sizes:
 - Eleven-month program duration deployed to five sites (Israel, China, Massachusetts and various smaller groups in Arizona)
 - Operations end users: 1-day sessions; group size from 5 to 45

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- Finance end users: 3-day sessions; group size from 5 to 45
- Delivery format(s): virtual and face-to-face; various media including PowerPoint

Televerde, Corporate Trainer, Phoenix, AZ (See Appendix J)

March 2003 – April 2004

- Administered training and development needs assessments
- Designed/delivered curriculum for leadership development, professional development, job skills and technical proficiency including:
 - **Decision-making**: twelve-part decision-making skill development with a focus on communication, role definition, relationship development and problem solving
 - Responsible for: concept, design, development, delivery
 - Frequency/group size: three-month program duration, delivered weekly; four groups of 25 – 35 participants
 - Delivery format(s): Instructor-led classroom training; various media including PowerPoint
 - Target audience: call center employees

Fresh Start Women's Foundation, Part-time Volunteer Workshop Developer and Facilitator, Phoenix, AZ
2002 – 2004

- Topics included various professional growth and job-skill development topics; audience included women in transition with group sizes of 5 – 25.

Plaut Consulting/JJ Croney & Associates, Organizational Change and Effectiveness Consultant, Phoenix, AZ

1998 – 2001

- Principal level consulting for organizational development including administration of training needs assessments; design and execution of end user training programs, web-based training and train-the-trainer program delivery
- Major SAP R/3 Implementations
 - (Plaut) Allied Domecq Wines, Inc., Healdsburg, CA (2000 – 2001), 100% travel role as change management lead on project management team, v4.6c, Financial/Controlling (FI/CO), Production Planning (PP), Sales & Distribution (SD), Material Management (MM), Warehouse Management (WM), 150 end users, 5 sites, 31 team members and Subject Matter Experts (SMEs)
 - (JJ Croney) Wyndham International, Inc., Dallas, TX (1999 – 2000), 100% travel role as change management lead on project management team, v4.6a & b, FI/CO, Legal Consolidations (LC), Asset Management (AM), MM, PS, and Business Warehouse (BW), 1,200 end users, 7 sites, 45 team members and SMEs **[NOTE: The department I managed was the top revenue-generator in the entire company for two of four quarters during this period.]**
 - (JJ Croney) Farnam Companies, Inc., Phoenix, AZ (1999) 10 – 20% travel role as change management lead on project management team, v4.0 b, FI/CO, SD, MM, WM, PP and Human Resources (HR), 180 end users, 3 sites, 20 team members and SMEs
 - (JJ Croney) Starwood Resorts and Hotels, Inc., Phoenix, AZ (1998 – 1999), Instructional Systems Designer, v 3.1h, FI/CO (upgrade to 4.5), 1,500 end users, multiple sites, 10 team members and SMEs

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Summary of experience prior to 1998 (includes overlap in years spent, i.e. some projects ran concurrently):

- **Management Consultant** (~10 years)
 - New technology initiative, construction industry
 - Business process reengineering, mechanical contracting industry
 - Medical services in-hospital 24/7 pediatric coverage, healthcare industry
- **Non-profit Start-Up** (~3 years)
 - Homeless youth vocational training program, non-profit sector
- **Social and Human Rights Documentary Production** (~5 years), media industry
 - Homeless youth
 - Human rights violations demonstrated through various forms of violence
 - Youth leadership
 - Intra-familial violence
- **Business Management** (~15 years)
 - International corporation, director of operations
 - Project management, construction industry
 - Retail, clothing industry
- **Small Business Ownership** (~5 years)
 - Retail, sports equipment, and apparel
- **Graphic Design** (~10 years)
 - Full-service retail campaigns, including in-house/window displays
 - Corporate branding/imaging
 - Illustration

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Appendix A

Additional Academic Studies:

- March – December 2009
 - Professional Development: Estrella Mountain Community College, Avondale, AZ
- June – August 2009
 - Professional Development: Rio Salado College, Tempe, AZ
- August 1981 – June 1983
 - General Education, Organizational Psychology: Indian Valley Community College, Novato, CA
- January 1969 – June 1971
 - Fine Arts: Southern Utah University, Cedar City, UT

Selected Training/Professional Development:

- August 2019 – May 2020
 - ACUE certification <https://acue.org/about/>
- June 2019
 - *How Technology can Enhance both the Quantity and Quality of Experiential Learning on Your Campus* (Webinar) Riipen & Peer Scholar Webinar <https://zoom.us/j/817203406>
- 2018-2019
 - Quality Online Learning and Teaching (QoLT) Cohort (See Appendix H for more details.)
- August 2017
 - Attended Academy of Management Conference, Atlanta, GA
- *Brainiacs Book Club* (See below for more details.)
- Kickedup Highway, Co-Producer (Project currently on hold)
 - Project Summary and Purpose:
 - *Kickedup Highway* is a project designed to further document the experiences of the same participants who were originally interviewed, photographed, and/or videotaped during the mid-1990s as a part of *Kicked-up: documenting the reality of homeless youth*. The interviews, photography, and videotaping were conducted in various locations including Arizona, California, Colorado, Louisiana, New Mexico, Oklahoma, Utah, and Mexico. The resulting photos, videos, and story excerpts helped to inform and educate many, including advocates for homeless youth, mental health and healthcare professionals, and the general public.
 - The new project has the same overall purpose, which is to inform and educate professionals and the general public on the reality of homelessness from the perspective of the participants. The original co-producers on *Kicked-up*, Aly Downs, Amy Romanin, and June Covington, PhD, lead the Project Team for *Kickedup Highway*.
- Neuroscience-focused books and other resources read and explored in the last two years with *Brainiacs Book Club* (members are coaches with backgrounds in academia and industry, many of them are authors and speakers. I joined the group around 2014):
 - *Who You Are: The Science of Connectedness* (2020) by Michael J. Spivey

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- *The Hope Circuit: A Psychologist's Journey from Helplessness to Optimism* (2018) by Martin E.P. Seligman
- *Panning Your Client's Gold: 12 Clean Language Processes*, (2015) by Gina Campbell <https://www.cleanlanguage.co.uk/>
- *Behave: The Biology of Humans at Our Best and Worst* (2017) by Robert M. Sapolsky
- *Your Body is Your Brain* (2018) by Amanda Blake
- *It Didn't Start with You: How Inherited Family Trauma Shapes Who We Are and How to End the Cycle* (2017) by Mark Wolynn
- *Helping: How to Offer, Give, and Receive Help* (2011) by Edgar H. Schein
- *Humble Inquiry: The Gentle Art of Asking Instead of Telling* (2013) by Edgar H. Schein
- *Neuroscience for Coaches* (2015) by Amy Brann
- *How Emotions are Made: The Secret Life of the Brain* (2017) by Lisa Feldman Barrett
- *Daring Greatly: How the Courage to be Vulnerable Transforms the Way We Live, Love, Parent, and Lead* (2012) by Brené Brown
- *Social: Why Our Brains Are Wired to Connect* (2013) by Matthew D. Lieberman
- *Emotional Success: The Power of Gratitude, Compassion, and Pride* (2018) David DeSteno
- *Conversational Intelligence: How Great Leaders Build Trust and Get Extraordinary Results* (2014) by Judith E. Glaser
- *Emotional Agility: Get Unstuck, Embrace Change, and Thrive in Work and Life* (2016) by Susan David
- *The Body Keeps the Score: Brain, Body, and Mind in the Healing of Trauma* (2015) by Bessel van der Kolk
- <https://www.technologynetworks.com/neuroscience/videos/a-neuroscientist-explains-what-conspiracy-theories-do-to-your-brain-323919>
- Selected books read and discussed with friends, colleagues, and family:
 - *The Tyranny of Merit: What's Become of the Common Good?* (2020) by Michael J. Sandel
 - *Caste: The Origins of Our Discontent* (2020) by Isabel Wilkerson
 - *Women Rowing North: Navigating Life's Currents and Flourishing as We Age* (2019) by Mary Pipher
 - *You Can't Know It All: Leading in the Age of Deep Expertise* (2019) by Wanda T. Wallace
 - *The Subtle Art of Not Giving a F*ck: A Counterintuitive Approach to Living a Good Life* (2016) by Mark Manson
 - *Talking to Strangers: What we Should Know About the People We Don't Know* (2019) by Malcom Gladwell
- Current non-academic writing projects:
 - Working title: *Stark-Effect Execution* co-authoring independently under a pen name. This fictional novel is about discovering personal strengths while traveling through life.
 - Working titles: *Bad Cat*; *Hangiburger*; *Taco Prep*; and more. Authoring and illustrating independently under a different pen name. This is a series of children's book based on everyday events with babies and children.

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Appendix B

Course descriptions for courses taught at Shasta College, Redding, CA.

- **Classroom, ITV, online, and hybrid instruction**
 - ***BUAD-66 Business Communications***
 - Description from course catalogue: This course provides implementation of letter-writing principles and techniques through expository and argumentative writing. Additionally, the writing of an employment portfolio, business letters, an analytical report, and team presentation are required. Application of electronic communication (Netiquette, email format, Internet uses) will also be presented. This is a required course for many major and certificate programs and an alternate requirement or suggested elective in others. This class also satisfies the A.S. General Education requirement in English. This course may be offered in a distance education format.
 - ***BSOT-166 (previously OAS-166) Records Management***
 - Description from course catalogue: A study of the basic principles, rules, and procedures of filing. It includes a study of alphabetic, numeric, subject, and geographic filing. Various types of filing equipment will be analyzed. This course may be offered in a distance education format.
 - ***BUAD-10 Introduction to Business***
 - Description from course catalogue: A survey course for both business and non-business majors covering the different disciplines (finance, management, and marketing) of business. The course also covers the complexities of the competitive business world and includes additional disciplines such as international business, forms of business ownership, social responsibility and ethics, and entrepreneurship. Designed to provide students familiarity with basic principles and practices of contemporary business, knowledge of business terminology, and an understanding of how business works within the U.S. economic system. Due to its introductory nature, it is recommended that this course be taken as a first business course. This course may be offered in a distance education format. (CSU/UC* transferable) *UC transfer limit – maximum credit one course between BUAD 10 and BUAD 15.
 - ***OAS-1 Career Planning for Office and Administration***
 - Description from course catalogue: This class focuses on the following key areas for Business and Office Administration students. Understanding career opportunities and goals, job skills (including soft skills) and training requirements and working at a small business and entrepreneurship. Students will learn how to find and apply for jobs, how to prepare for interviews and proper interviewing skills by participating in employer lead interviews.
 - ***BUAD-85 Customer Service/Workplace (Gateway to College Program)***
 - Description from course catalogue: This course is designed to provide the student with certain key skills and attitudes in order to effectively meet the needs of the customers. The student will be introduced to the concept of internal and external customers, customer satisfaction and customer retention. Topics will also include communicating with customers, developing a positive

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attitude, handling complaints and sales skills. This course may be offered in a distance learning format.

- **OAS-94 PowerPoint (Gateway to College Program)**
 - Description from course catalogue: This is a hands-on course designed to familiarize students with Microsoft PowerPoint. Students will learn how to create effective slide show presentations with emphasis on customizing text, graphics and charts. Students will work with embedded and linked objects as well as hyperlinks and use PowerPoint's many slide show features. This course may be offered in a distance education format.
- **BUAD-166 Business English**
 - Description from course catalogue: This course provides an effective command of written English for transaction of business. Emphasis is given to grammar, spelling, vocabulary, and punctuation, and the format of the business letter, including expository and argumentative writing as well as the necessary information competency skills to select and incorporate reliable data in support of an argument. This is a required course for many majors and certificate programs and an alternative requirement or suggested elective in others. This course may be offered in a distance learning format.
- **OAS-157 Office Procedures**
 - Description from course catalogue: A capstone course in office technology. Content includes office ethics, greeting office callers, telephone techniques, working with others on the job, mail procedures, filing procedures, reference sources, appointment/calendaring, office reprographics, employment testing, and career planning. This course may be offered in a distance learning format.
- **BUAD-80 Principles of Customer Service**
 - Description from course catalogue: This course is designed to provide the student with understanding and knowledge of the importance of meeting the needs of customers in a service economy. Students will gain insight into employer and customer expectations of service levels. Emphasis will be placed on developing specific skills and abilities critical to providing excellent customer service. In addition, the student will be introduced to the concepts of internal and external customers, customer satisfaction and customer retention. Other topics covered are attitude in the workplace, communicating with customers, decision making and problem solving, conflict resolution, and dealing with change in the workplace. This course may be offered in a distance education format.
- **OAS-10 Excel for Windows I (Gateway to College Program)**
 - Description from course catalogue: This is an introductory course that introduces the concepts, principles, and uses of the Excel spreadsheet through multi-media lecture, demonstration, and discussion. Instruction will include use of the Windows environment; creating, editing, formatting, and printing a worksheet; charts/graphs development; and formulas/functions using relative and absolute cell reference. This course may be offered in a distance education format.
- **OAS-91 Word for Windows I (Gateway to College Program)**
 - Description from course catalogue: This course introduces word processing through using Microsoft Word for Windows. Microsoft Word will be used to

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complete the functions of creating, editing, saving, opening and printing documents with varying degrees of difficulty. Topics to be covered include: file management; creating new documents using both the blank Word document screen or wizards and templates; selecting text to move/copy/delete/format or utilize the clipboard; creating and formatting tables, including calculations; spelling and thesaurus tools; font, paragraph and page formatting; customized tabs; indents; bullets and numbering; borders and shading; headers, footers, and page numbering; finding and replacing. This course may be offered in a distance education format.

- **BUAD-85 Customer Service**
 - Description from course catalogue: This course is designed to provide the student with certain key skills and attitudes in order to effectively meet the needs of the customers. The student will be introduced to the concept of internal and external customers, customer satisfaction and customer retention. Topics will also include communicating with customers, developing a positive attitude, handling complaints and sales skills. This course may be offered in a distance learning format.
- **Online instruction**
 - **BUAD-66 Business Communications for ACE Program**
 - Description from course catalogue: [This class is for the ACE Program, is accelerated, and delivered online.] This course provides implementation of letter-writing principles and techniques through expository and argumentative writing. Additionally, the writing of an employment portfolio, business letters, an analytical report, and team presentation are required. Application of electronic communication (Netiquette, email format, Internet uses) will also be presented. This is a required course for many major and certificate programs and an alternate requirement or suggested elective in others. This class also satisfies the A.S. General Education requirement in English. This course may be offered in a distance education format.
 - **BUAD-87 Team Building**
 - Description from course catalogue: This course is designed to provide the student with an understanding of how teams work together, common problems teams encounter and how to solve them. Students will learn to recognize various team player styles. Students will be introduced to team building in the workplace. This course may be offered in a distance learning format.
 - **STU-90 Career Choice**
 - Description from course catalogue: A course designed for students who are undecided about their educational and/or career goals. Through a series of group exercises, and career development testing, students learn to identify personal values, interests, skills, aversions, and personality patterns and understand how they relate to choices in the world of work. Students learn to access occupational information, develop decision-making skills and set career goals. This course may be offered in a distance education format.

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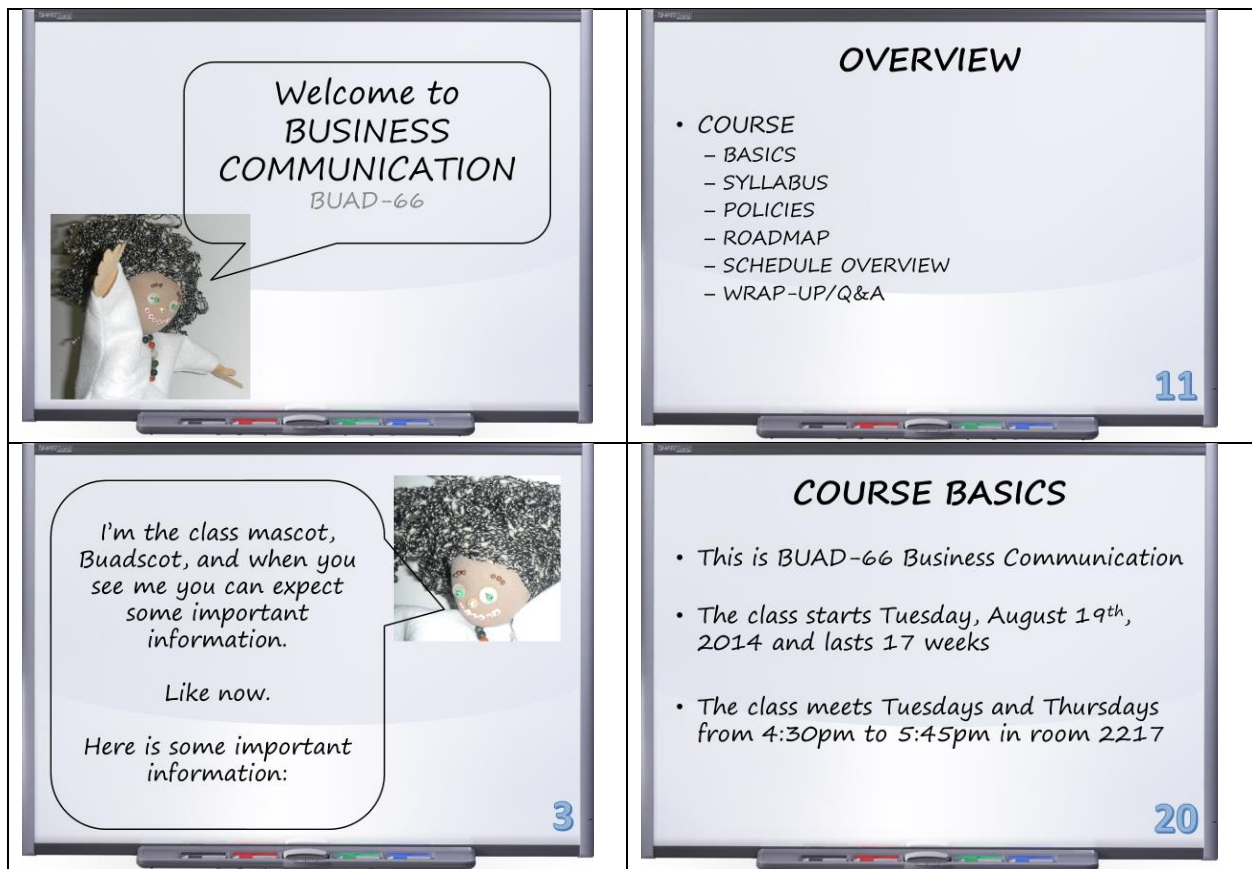
- Worksite Learning (WSL)
 - ***BUAD-84 Vocational Worksite Learning***
 - Description from course catalogue: The Vocational Worksite Learning course allows the student to gain on-the-job experience through employment/volunteerism at an approved job site that is acquired by the student and related to the student's major. A faculty member supervises all WSL courses to ensure that the work experience is of educational value. The course stresses good work habits and meeting of competencies through actual on-the-job performance. A student may earn up to 16 units through repeating this course since course content varies and skills are enhanced by supervised repetition and practice. A maximum of 8 units may be earned in a single semester.
- Leadership Seminar, *Gateway to College Program*. No course catalogue description available.

Appendix C

BUAD-66 *Business Communications* overview


When I was hired at Shasta College one of the first courses I taught was BUAD-66 *Business Communications*, which was a nice transition from the teaching I had done for communication courses at Estrella Mountain Community College and Chico State. I have taught BUAD-66 face-to-face, hybrid, ITV, and online including for the ACE program, and have revised the delivery method and class format numerous times while adhering to the course requirements.

In the fall of 2014, I introduced a mascot named Buadscot as a cue for the students to pay close attention to lecture and activity details. Buadscot was a hand puppet and I made several outfits so that the images could be changed out depending on how they were used.



COURSE BASICS (continued)

- In this face-to-face (F2F) class we will use various methods of technology including email, conference calling, document sharing on (possibly) Google Drive and virtual meetings using Google Hangout and more
- Plan to spend around 9 hours per week to read, study for quizzes and exams, and work on assignments for this class




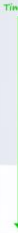


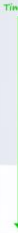


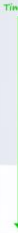







That's it for the basics.

Remember, when you see me, pay attention because I am a resource to not only help you succeed in this class, but to enjoy it as well.

~ Buadscot

Continued ...

<h4 style="text-align: center;">IN SHORT...</h4> <ul style="list-style-type: none"> Provide your name and contact details when you email or leave a phone message Show respect to everyone in the class Listen attentively to everyone in the class Participate in the class discussions and activities and complete the first week's assignments Drop the class if you don't plan to or are unable to finish it Contact me when circumstances require that you submit work or need to take quizzes/tests/exams later than when they are due 	<h4 style="text-align: center;">COURSE ROADMAP</h4> <p>This course is divided into 6 sections:</p> <ol style="list-style-type: none"> Navigate the business communication landscape Frame your story Plan your delivery Develop stage presence Plan the multimedia Put it all together <p style="text-align: center;">Let's take a closer look.</p>	 <p style="text-align: center;">*Plan, Prepare, & Deliver = PP&D</p>									
<h4 style="text-align: center;">OVERALL SCHEDULE</h4> <ul style="list-style-type: none"> 8/19/14 to 9/4/14 (3 weeks) - Section 1 - Business Communication Landscape 9/9/14 to 9/18/14 (2 weeks) - Section 2 - PP&D Frame your story 9/23/14 to 10/2/14 (2 weeks) - Section 3 - PP&D Plan your delivery 10/7/14 to 10/30/14 (4 weeks) - Section 4 - PP&D Develop stage presence 11/4/14 to 11/20/14 (3 weeks) - Section 5 - PP&D Plan the multimedia 11/25/14 to 12/13/14 (3 weeks) - Section 6 - PP&D Put it all together 	 <p style="font-size: small;">Image retrieved 7/18/14 from: http://1.ha.blogspot.com/0k0ny4k3/7hATGiem1Bv/AAAAAABew0w44Baf2f640/rainbow-braid-large-mq-130885447759_large.jpg</p>	<table border="0" style="width: 100%;"> <tr> <td style="text-align: center;">Areas of Focus</td> <td style="text-align: center;">Timeline</td> <td style="text-align: center;">Deliverables</td> </tr> <tr> <td style="text-align: center;">  </td> <td style="text-align: center;">  </td> <td style="text-align: center;">  </td> </tr> <tr> <td style="font-size: x-small;">*Plan, Prep. & Deliver Frame your story plan your delivery develop stage presence plan the multimedia put it all together.</td> <td></td> <td style="font-size: x-small;">*Demonstrations of Learning: 4-8 minutes, Forum posts, MyPPT, etc.</td> </tr> </table>	Areas of Focus	Timeline	Deliverables				*Plan, Prep. & Deliver Frame your story plan your delivery develop stage presence plan the multimedia put it all together.		*Demonstrations of Learning: 4-8 minutes, Forum posts, MyPPT, etc.
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<table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <h4 style="text-align: center;">Timeline</h4>  </td> <td style="vertical-align: top;"> <h4 style="text-align: center;">Activities</h4> <p>Student presentations</p> <p>Participation / discussion options</p> <p>Surveys (take and create)</p> <p>Reading and/or research assignments</p> <p>Textbook and Additional!</p> <p>Textbook chapter assignments</p> <p>HP LIFE entrepreneur activities</p> <p>Extra credit</p> </td> </tr> </table>	<h4 style="text-align: center;">Timeline</h4> 	<h4 style="text-align: center;">Activities</h4> <p>Student presentations</p> <p>Participation / discussion options</p> <p>Surveys (take and create)</p> <p>Reading and/or research assignments</p> <p>Textbook and Additional!</p> <p>Textbook chapter assignments</p> <p>HP LIFE entrepreneur activities</p> <p>Extra credit</p>	<p style="text-align: center;">Complete the following shown in the funnel and as outlined and described below...</p>  <p style="font-size: x-small;">...and by the completion of Week 2 of Learning Unit 2, you will be able to:</p> <p>(LO 1.1) differentiate "real" and "virtual" forms of organizational communication and summarize the advantages and disadvantages of each (Guffey & Lowy, 2014, p. 19).</p> <p>(LO 3.1.2) identify the differences and similarities of the communications-by-objectives approach as described by Brantley and Miller (2008), and the 3X3 writing process as described by Guffey & Lowy (2014, pp. 126-128); and,</p> <p>(LO 3.1.3) explain the 3X3 writing process, including components of the prewriting, drafting, and revising stages.</p>	<p style="text-align: center;">...</p>							
<h4 style="text-align: center;">Timeline</h4> 	<h4 style="text-align: center;">Activities</h4> <p>Student presentations</p> <p>Participation / discussion options</p> <p>Surveys (take and create)</p> <p>Reading and/or research assignments</p> <p>Textbook and Additional!</p> <p>Textbook chapter assignments</p> <p>HP LIFE entrepreneur activities</p> <p>Extra credit</p>										
<p>During week 4 of our class we start on Unit 2, FRAME YOUR STORY.</p> <p>We'll start the week off with a presentation by one of the librarians from the Shasta College Library, Kate Williamson. She customized the presentation and the resources specifically for our class, so don't miss it! In the meantime, if you have questions or if you feel a little lost, email the instructor at jcovington@shastacollege.edu</p> <p style="text-align: right;">~ Buadscot</p>	<h3 style="text-align: center;">Navigate the landscape</h3> <ul style="list-style-type: none"> http://www.superstarmagazine.com/when-i-saw-this-2-million-dollar-pool-was-dropped-can-this-be-real/ (Link retrieved 8/14/14) <ul style="list-style-type: none"> What is your favorite feature of this pool and why? What is your least favorite feature of this pool and why? Use a single adjective to describe this pool: _____ pool Definition of Adjective <ul style="list-style-type: none"> Adjectives are describing words. Large, gray and friendly are all examples of adjectives. In the examples below, these adjectives are used to describe an elephant. Examples: <ul style="list-style-type: none"> Large elephant Grey elephant Friendly elephant (Retrieved 8/14/14 from: http://www.grammar-monster.com/lessons/adjectives.htm) 	<h3 style="text-align: center;">Wrap-up and Q&A</h3> <ul style="list-style-type: none"> Assignment <ul style="list-style-type: none"> Read Chapter 1, <i>Business Communication in the Digital Age</i>, in the textbook, and pages 126-128 for a description and discussion of the 3X3 writing process. Go through the PPT presentation of communications-by-objectives approach. MindTap Q&A 									

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I also created an assignment called a “TEDTalk-Styled Talk” for students to practice public speaking. The students liked that the acronym, TTST, was like PTSD, which was the level of anxiety most of them had over the idea of public speaking. One semester the students changed the name to “DoL Talks”, referencing the “Demonstration of Learning” used in the course.



These are photos from some of the spring 2016 presentations.

I am currently re-designing BUAD-66 as one of my activities in the ACUE 2019-2020 cohort. I am doing so because I always want to keep the course relevant and incorporate changes, among other things, in technology, current events, and business practices. It is a late-start ACE program course starting October 22nd, 2019, and because it is accelerated, I want to make sure I am exploring opportunities that can help students successfully navigate such a demanding schedule.

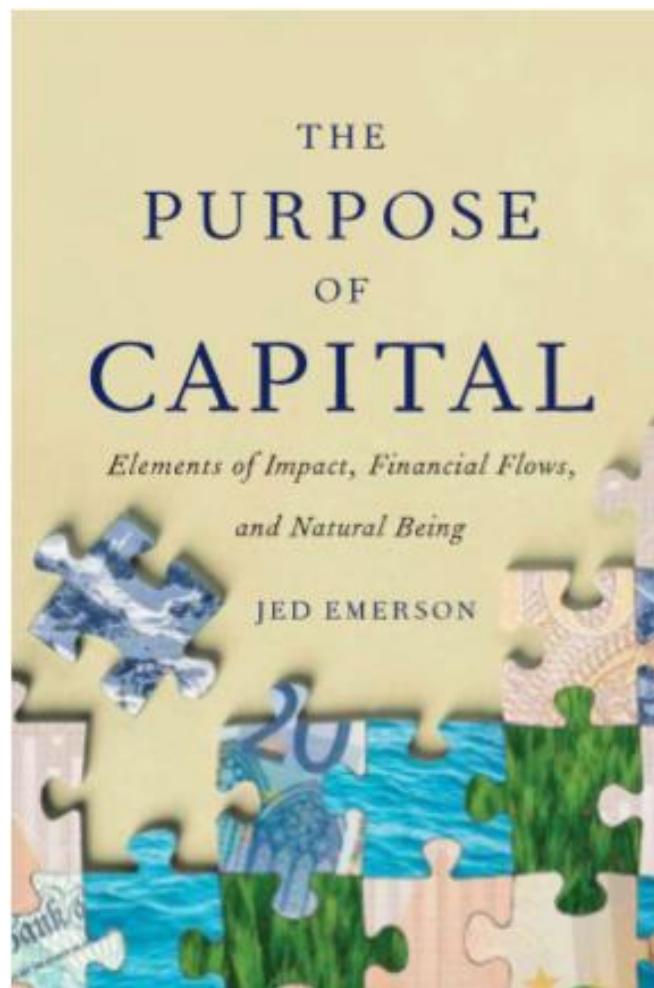
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Appendix D

I introduced the BUAD-10 *Introduction to Management* students to the work of Jed Emerson, someone who has been in my network since the early 1990s. I wanted the students to be aware are other ways of looking at finance and investing. I think this might have been an ambitious idea for the age of the students but at least they were introduced to the idea of alternative approaches.

<http://www.blendedvalue.org/about-jed-emerson/>

<http://m-restaurantgroup.com/wp-content/uploads/2019/03/Emerson%20FINAL-compressed.pdf?t=1553680878>



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Appendix E

Course descriptions for courses taught at California State University, Chico.

California State University, Chico, Part-time Faculty, School of Business, Department of Management
Chico, CA

August 2016 – Current

- Classroom instruction
 - **MGMT-443 Organizational Design and Change**
 - Description from course catalogue: Effective organizations make active design decisions that support their goals and generate a competitive advantage. This course takes a systems perspective to analyze the different elements of an organization's design, including the fundamental elements of internal design and decisions regarding its interaction with its external environment. Students explore specific organizational design solutions that respond to recent social trends, technological advances, and changing environmental conditions such as increasing global competition. The course introduces students to difficulties inherent to managing a process of change, as well as processes that facilitate its effective implementation. The course further explores the development of continuously changing, learning organizations.
 - **MGMT-304 Human Resource Management**
 - Description from course catalogue: This course surveys human resource management practices needed for effective performance by every manager and employee. The focus of the course is on processes used to effectively recruit, select, develop, evaluate, reward, and ensure the safety of employees in order to attract and retain the best possible workforce in any organization. This course provides students with an understanding of workforce diversity, investigates ethical issues, and explores the international context of HRM.
 - **MGMT-447 Leadership and Motivation**
 - Description from course catalogue: Advanced course for students with some background in basic leadership models. The interactional phenomenon of leadership is examined from philosophical, conceptual, and applied perspectives, mostly with a focus on leadership within organizations. Issues of ethics, gender and culture are included.
 - **MGMT-460 Managing for Sustainability**
 - Description from course catalogue: This course examines the ways in which organizations can be managed to meet the triple bottom line: profit, ethical treatment of workers, and environmental sustainability. Students learn to analyze organizational impacts and develop practices that foster a balanced ecosystem as well as organizational effectiveness.
 - **BADM-300 Communication in Business**
 - Description from course catalogue: Emphasis is on solving business problems through the strategic design of verbal, print, and electronic messages. Models for effective business documents, presentations, meetings, and interpersonal as well as electronic project interaction are applied to business communication problems. Related technology use, etiquette, cultural differences, and ethical considerations are highlighted.

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- ***MGMT-303 Survey of Management***
 - Description from course catalogue: Using a combination of theory and application, this course focuses on the human side of organizations, including issues of 1) making good decisions, 2) enhancing performance, 3) steering through a turbulent global environment, 4) combining and unifying multiple business functions and 5) enabling change. Students gain an understanding of management and how and why organizations are structured. The themes of quality, technology, ethics, and adaptation are emphasized.

California State University Chico, Part-time Faculty, Communications Arts and Sciences
Chico, CA

August 2011 – January 2012 (Active in the adjunct faculty pool through March 2015)

- Classroom instruction
 - ***Introduction to Human Communication***
 - Description from course catalogue: Effective oral communication. Introduction to human communication theory. Practice in gathering, organizing, and presenting material in speeches to persuade, inform, and interest. 1-hour lecture, 2 hours discussion. This is an approved General Education course.

Appendix F

MGMT-443 Organizational Design and Change

I was able to partner with a company, Riipen one semester to work with a financial services company out of Quebec Canada who arranged a project with my MGMT-443 class. I'm not able to show a lot of the materials because they are confidential, but the students were able to advise the client on various design and change initiatives.



Another semester I was able to arrange for three classes to work with a design firm from the San Francisco Bay Area, Sarah St. Onge Design. The work done by the MGMT-443 students is highlighted in the slides below. The owner, Sarah St. Onge came to the classes to meet with the students in person when they pitched their ideas to her.

Sarah St. Onge Design Organization Design Project

Fall 2018
MGMT-443 Org Design & Change
CALIFORNIA STATE UNIVERSITY Chico

Thanks to From the Hearth (on Market Street) in Redding for putting together great snack bags for my presentation!

Hearth SNACKS & COFFEE

Chico







Subject Matter Expert (SME) Data

	Home Staging	Sales	Textiles	Renovation	Construction	Other	
Donna	3	0	0	2	1		6 Renovation
Wendy	0	5	0	0	5	7	6 Other
Ruth	5	0	0	2	1		8 Home Staging
Treavor	0	4	0	5	5		14 Construction
Jessie	5	4	3	0	1		13 Textiles
Nate	5	5	1	5	5		Change orders 23 Renovation
Jodie	5	5	2	3	0		15 Management
Tony	3	5	2	1	1		Real Estate 12 Sales
Stephanie	3	5	1	5	4		18 Construction

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<p>The Pedagogy</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> Demonstrate (application) the acumen necessary to understand the impact of organizational design decisions. Employ (application) critical thinking to evaluate the importance of org design decisions and new design trends. Describe (comprehension) management strategies that facilitate the process of change. Identify (knowledge) the role of learning in organizations and develop strategies to develop learning organizations. 		<p>Organization Design & Change</p> <p>MGMT 443</p>
<p>Office/Warehouse Design</p>	<p>Office/Warehouse Design</p>	<p>Facility and Layout - 1st Floor</p>
<p>Facility and Layout - 2nd Floor</p>	<p>Departments & Roles</p> <p>Project Manager - Jade Penrod Director of Home Staging - Rudi Galvan Director of Textiles - Jenae Lambert Director of Sales - Charles Tony Piscotta Directors of Renovation - Donna Arellano & Nate MacKay Directors of Construction - Trevor Harrison & Stephanie Worden</p>	<p>Project Manager</p> <ul style="list-style-type: none"> Organize the project team Maintain project schedule Control project processes Monitor progress Improve organizational performance Control situations Minimize uncertainties Report and document project objectives Achieve project objectives

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<p>Home Staging & Textiles</p> <ul style="list-style-type: none"> Interior design expert Familiar with current market pricing for home staging and remodeling Prepares a portfolio of homes you've staged Has outside contacts with other design professionals such as painters, carpenters, furniture store owners and real estate agents. Provide day-to-day hands on creative direction, inspiration, and management for the design team Keep consistency across all creative assets through each project while adhering to brand standards/guidelines Keep looking for updated designs on a variety of home textiles items, specifically bedding and home decor 	<p>Sales</p> <p>Primary responsibility – build a team of sales representatives. Goal to achieve revenue while maintaining high levels of customer satisfaction. Lead team to actively seek and engage customer prospects.</p> <p>Secondary Responsibilities</p> <ul style="list-style-type: none"> Work closely with developers, real estate brokers and flippers. Perform cost-benefit and needs analysis of existing/potential customers. Engage guests and close sales if that is what is needed to lead the team to its goals. Assign leads and connect guests to the right team member. Assist team members with overcoming objections and closing sales. 	<p>Renovation and Construction</p> <p>Roles</p> <ul style="list-style-type: none"> Subcontracting Monitoring the project Completing small projects Restoration and upscaling furniture Detailed plan of crew, budget Leadership and motivation Design and submit plans to county and city building departments Equipment and machinery Maintenance and upkeep Renovation Expert Opinion and recommendations Consulting 
<p>Communication Strategy</p> <ul style="list-style-type: none"> Directors and Employees <ul style="list-style-type: none"> Email will be used on a regular basis Text/Phone Calls will be used for urgent matters Each employee will have a phone at their desk Members should communicate their progress to their directors of the organization in a timely fashion to ensure updates are correct and in line with client's desires. Internal meetings at scheduled times Clients <ul style="list-style-type: none"> Phone Calls or Email with updates Client consultations upon appointment 	<p>Coordination</p> <ul style="list-style-type: none"> Work Groups: Training, Skill Development, Team Building. Performance Reviews: Ensure departments are completing projects on time and within parameters. Information-sharing: Communication between departments is vital. Goal-setting: Each department will set a goal each month and work to obtain it.  	<p>Sarah St.Onge Design Organization Design Project</p>  <p>Fall 2018 MGMT-443 Org Design & Change</p> <p>CALIFORNIA STATE UNIVERSITY Chico</p>

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Appendix G

When I attended the Academy of Management conference in 2017 one of the final workshops I attended was given by Team-Based Learning™ Collaborative (TBLC) (<http://www.teambasedlearning.org/>). I've used several of the methods learned in my courses. More recently I have been creating a game to use in my MGMT-303 *Survey of Management* class for Chico State. Here is a brief overview:

Super Visi[O]n S[X]quares

In-class activity to promote knowledge retention and explore concepts and terminology

Keywords:

Instructional design, social constructivism, experiential learning

Purpose:

- Introduce management students to local businesses.
- Provide an opportunity for students to network in the community.

I've picked different industries and a variety of businesses so students can see different business structures.

I also typically promote these types of activities with photos and links to the business websites on social media including Facebook, LinkedIn, and Twitter.











Game Design:

Because being observant is critical to excellent management I named the activity Super Visi[O]n S[X]quares, modeled after the old TV game show, Hollywood Squares. The game questions will be based on the study guides the students have been working with, that are relevant to business structure, management approach, and culture of the organizations highlighted in the game. Secret square questions will be multiple choice and all others true/false. The students will earn points based on participation, correct responses, and demonstrated leadership.

Note: I auditioned for Hollywood Squares in Hollywood several years ago when I was exploring game design to apply to my work and teaching.

See game board on next page.

SUPER VISION SQUARES

		
<p>Faith Hornby, Event Coordinator Tierra Oaks</p>	<p>Greg Schork, Owner Schork Electrical Services</p>	<p>Michael Puckett, Owner The Laundry Room</p>
 		
<p>Daniel Garboden, General Manager Pet Town Nutrition & Wash</p>	<p>Erin Johnson, Admin Assistant Redding Air Service, Inc.</p>	<p>Dr. Megan Hillyard, Owner Country Roads Mobile Vet</p>
		
<p>Travis..., Owner Bleachers Sports Bar & Grill</p>	<p>Jenae Lambert, Admin Assistant O2 Staffing, Teamwork HR</p>	<p>Tyler Cote, Hiring Manager Compass SLS & ILS</p>

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I also have the students write or email thank you notes to the guest speakers, and promote the event on Facebook, Twitter, and LinkedIn.



A graphic with a red background. On the left is the Shasta College logo. The main text reads: "Thank you Greg Schork for your great presentation to my *Intro to Business* students at Shasta College!". Below this is a photo of Greg Schork, wearing a black t-shirt with a logo, standing in a classroom facing a group of students. To the right is a circular logo for "SCHORK ELECTRICAL" featuring a hand holding a lightning bolt, with "Lic # 1018506" written above it. At the bottom right is the URL "https://myreddingelectrician.com/".

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Appendix I

Course descriptions for courses taught at Estrella Mountain Community College, Avondale, AZ.

Estrella Mountain Community College, Adjunct Faculty, Communication Arts and Sciences, Avondale, AZ

November 2007 – December 2009

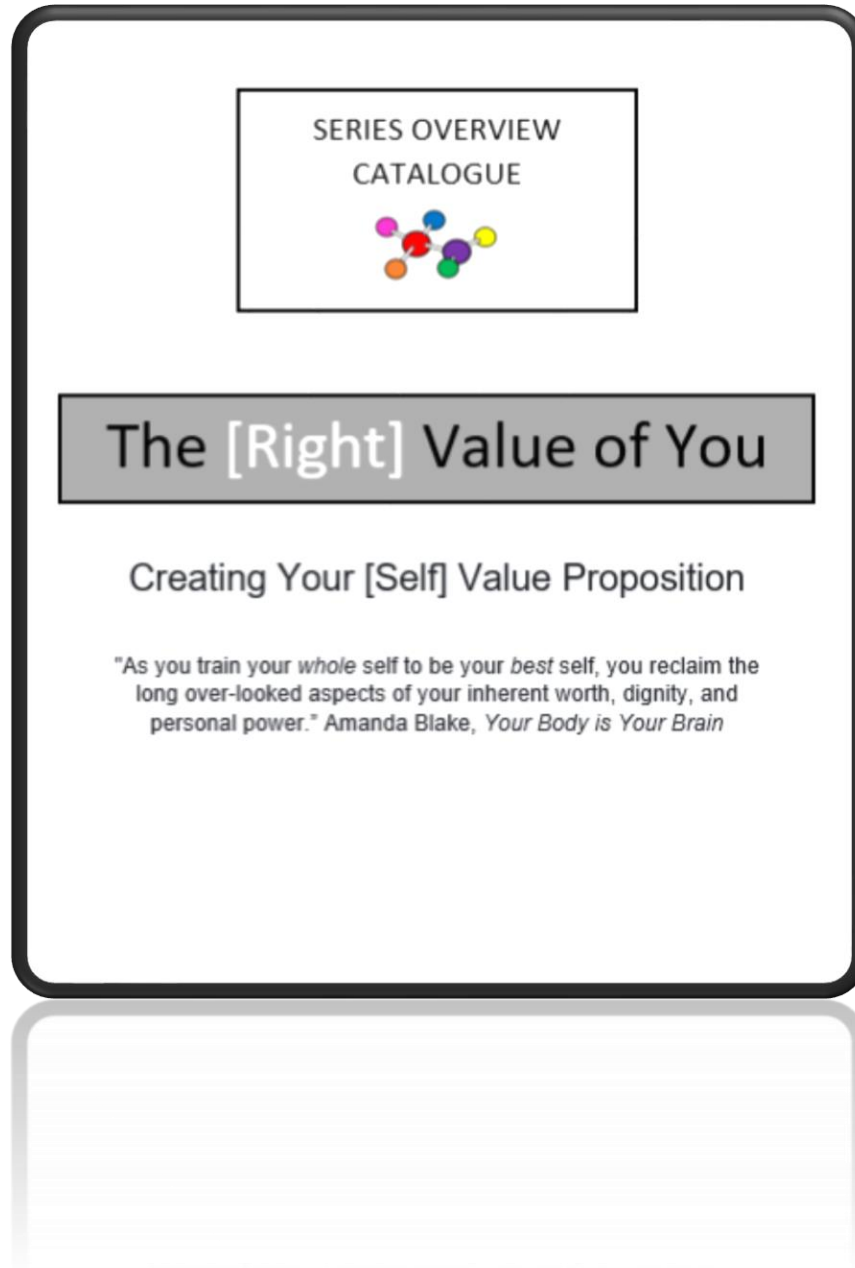
- Classroom instruction, including honors sections and honors cohorts
 - ***Introduction to Human Communication***
 - Description from course catalogue: Theory and practice of communication skills in public, small group, and interpersonal settings. Includes study of the speech communication process. Prerequisites: None.
 - ***Interpersonal Communication***
 - Description from course catalogue: Theory and practice of communication skills which affect day-to-day interactions with other persons. Topics may include using verbal and nonverbal symbols, interactive listening, resolving interpersonal conflict, developing and maintaining personal and professional relationships. Prerequisites: None.
 - ***Public Speaking***
 - Description from course catalogue: Designed to enhance the student's ability to present public speeches confidently and competently. Also designed to improve information literacy and critical thinking skills. Prerequisites: ENG101 or ENG107, or equivalent.
 - ***Small Group Communication***
 - Description from course catalogue: Principles and processes of small groups and development of skills for participation and leadership in small group settings. Practice in problem solving, decision making, and information sharing. Prerequisites: ENG101 or ENG107 or equivalent.

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Appendix J

I developed the workshop series, “The [Right] Value of You” focused on decision-making for women in the workforce. In addition to corporate clients, I delivered a modified version of this 12-part series to 130 female inmates.

I am currently revising the workshop series to focus on personal leadership.



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Appendix K

Photos from two Fall 2019 Chico State classes showing engagement by students in larger classes (MGMT-447).

