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HIGHLIGHTS

An interview with Principal and Life Long Educator Dr. Alana Morales

Rethinking Supply Chain in a time of Uncertainty

COVID-19 Impacts on Commerce and Education

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Editorial

It is a pleasure and honor to write this month's editorial. As we set our sights on June, and the summer months ahead, there is a feeling of "guarded" relief. With some aspects of COVID-19 tapering, for many, it provides the chance to at least catch our breath. However, much of what has transpired over the past few years has been to a great degree reflective of living in a VUCA world. VUCA is an acronym that stands for situations that are considered *volatile*, *uncertain*, *complex*, and *ambiguous*. The concept of VUCA comes from classic leadership theories that arose from the work of Warren Bennis and Burt Nanus. Most recently, the term has been used to describe the rapid onset of turbulent environments, such as those that took place during the COVID-19 pandemic and the residual effects on businesses.

To date, the fallout of what has occurred from the impact of things like COVID-19, work-life balance, social unrest, wilding behaviors of angry customers on airlines and in stores, policing issues, the great resignation, business closures, fallout of employees leaving jobs and more have jeopardized mental health and perhaps awakened a more hyper-vigilant state of living for employees. As evidenced in 2021, the burden of stressors seemed to accumulate further and faster than ever, with studies revealing the impacts to how people attempted to functionally manage their job given sweeping changes. We examine some of this in a former issue on the "New Normal."

The consequences of such major impacts can also impose some heavy financial burdens to industry, affecting both employee performance and ultimately the health and longevity of businesses in the long-term. For example, I just reviewed some recent comparative statistics estimating the cumulative annual cost of stress on society during the pandemic to be around 255 billion dollars. That is a tentative estimate, but I imagine that number will likely increase. This impact is enormous when we think about it on a business scale, where employees are deeply affected in so many ways. Additionally, although there are studies that demonstrate national and supranational estimations of the work-related costs of this kind of stress (alongside the added immense psychosocial risks) there still remains a lack of resources provisioned within organizations to evaluate and understand the full scope of the burden resonating within their own workforce.

Since our world and economy has been so affected by the pandemic, we invited individuals to share with us their business-related research, best practices, and conceptual pieces focused through the lens of industry. This Phoenix Scholar is full of thought-provoking ideas that take us into the realm of possibilities in a time where business is challenged more than ever, and as employees rethink their own motivations and desires for continuing or reshaping their career goals. I think we all can benefit from a look at these scholarly perspectives.

Enjoy the stimulating content of this issue!

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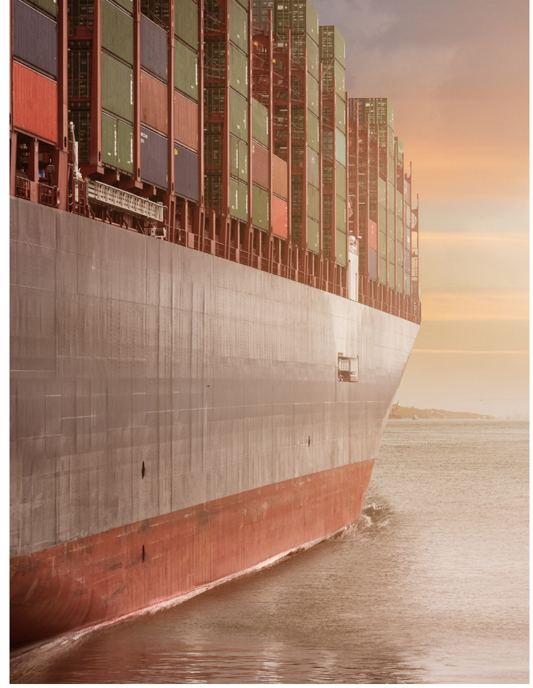
Rethinking Supply Chain in the Wake of Uncertainty



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The world is currently in the midst of a crisis unlike any seen in this lifetime. The global population is living at a time in history where economic wellbeing, healthcare, political ideologies, and technology are being challenged and tested in ways never imagined - impacting critical manufacturing capacity and the availability of critical products, goods, and services. While global supply chains have transformed the world, adverse events like the COVID-19 pandemic have exposed long-standing vulnerabilities and risks inherent with interconnectivity of global populations. In 2020, economic activity and supply chains were halted by the pandemic. The supply shocks that started in China in early 2020 and the demand shock that followed exposed vulnerabilities in production strategies and supply chains across the globe. Other factors also played a role in supply chain disruptions, such as the trade war between the United States and China; significant tariff increases imposed on aluminum, steel, and other goods between the United States and the European Union; and the reorganization of the North American Free Trade Agreement to what is now known as the USA-Mexico-Canada agreement.

Presidential Action

In response to global supply chain disruptions, President Biden issued an executive order on America's supply chains, directing the Secretaries of Commerce, Energy, Defense, Transportation, Agriculture, and Health and Human Services to review supply chain risks within each of their respective agencies. The intent of the review was to highlight each agency's asymmetric vulnerabilities within the global supply chain system and to contribute to national efforts to build resilient supply chains that are more secure, diverse, and aligned with allies and partners who share our values (White House, 2021). However, disruptions in the supply chain are rarely one-dimensional. The effects of such disruptions are seen not only within agencies but throughout the government, financial institutions, and consumer markets. Asymmetric interdependence has the potential to produce asymmetric vulnerabilities where political disputes are weaponized and economic coercion is used to achieve strategic gains – such as the case with China (Nagy & Nguyen, 2021). Despite efforts to diversify supply chains domestically and internationally, the United States government has not enacted tangible actions to substantially evaluate and reorganize supply chains to meet the White House objectives of supply chains that are more secure, diverse, and aligned with allies and partners who share our values.

Rethinking Supply Chains

As the United States emerges from the crisis in effect today, manufacturers across the world will be under greater pressure to protect interests in economic nationalism by increasing domestic production, growing employment opportunities, and by eliminating dependence on countries that are perceived as risky. In turn, consumers will continue to demand low prices and firms will be under increasing pressure to operate efficiently. Mitigation of global supply chain risk will involve the reduction of unfavorable outcomes should an adverse event materialize. For the United States this means pulling purchase orders or production forward. Other short-terms strategies include building inventory stock levels and applying for tariff exceptions. In the long-term, companies can shift or expand their supplier and manufacturing activities from China to other countries that are more secure, diverse, and aligned with allies and partners who share our values. Resilience is key to effectively responding to supply chain disruptions. Visibility and active analysis are key to supply chain resilience.

Supply Chain into the Future

The COVID-19 pandemic's impact on global trade exposed the need for greater resilience and agility of global supply chains. Resilience refers to the ability to absorb and recover from shocks. Agility refers to the ability to rapidly and effectively correct a supply chain course with minimal impact to operational costs (The Future, 2021). Risk mitigation will continue to play a critical role in the redesign of systems and processes that leverage sustainability. Technological advances are driving the modernization of supply chain management however, the same technological advances are creating mass migration and displaced workers who will add to the instability of the global labor population. Companies can do their part to hedge labor volatility by anticipating significant automation changes and by subsequently developing plans that support labor sustainability in the global workforce. Resiliency across global supply chains will be equally important (The Future, 2016). Companies will need to relook the placement of on-shore, near-shore, and off-shore manufacturing locations with an emphasis on avoiding low-cost regions and a move away from maximizing profit (Howells, 2022). Instead, maximizing shareholder's wealth will allow companies to consider human and environmental factors critical to a long-term and sustainable global supply chain management.

Policy is another way for the United States to improve its competitiveness in the global economy. For example, an agreement such as the Trans-Pacific Partnership pact, is one way to update the global trade relationship because such agreements help to promote high standards and ethical behavior. Volatility remains within the global supply chain system however transparency and collaboration will be key to transforming supply chains across the globe. Additionally, understanding changes in consumer behavior will be key to adapting to new demand patterns. No doubt, the redesign of supply chains will continue well into the next decade. To respond to supply chain challenges, companies will need systems and processes that are resilient and agile.

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Commerce Recovery and Resiliency after Uncertainty and Pandemonium

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Introduction

How can businesses truly prepare for an unknown crisis or any uncertainty? This article's purpose is to look at possible approaches for preparation in the wake of and post COVID-19; using a conceptual framework, it's intended to expand the question most commerce has raised: what could we have done differently? This will examine how firms can develop a plan that yields commerce success in a crisis/pandemonium. Literature further confirms the ability for firms to be resilient to survive, find creative methods, and the ability to be adaptive as a society. The framework set to review covers three major factors that affect commerce success in a crisis: product needs, leadership approach, and corporate culture. How do they prepare for these factors?

Literature

The literature specified the importance of having a resilient workforce that can forge through a storm. Surviving and being an adaptive workforce will determine success, specifically a workforce that is innovative. Finding new ways to operate has mitigated crisis management challenges. It reduces the level and number of changes needed or reduces level of adaptability required. The quicker you adapt, the less there is to manage. Companies with employees that need less hand holding function better and faster (Geldres, 2021).

Building Resiliency

Hernado (2021) and Mitsakis (2019) stated that building a new level of resiliency has been a major focus in recent strategic plans of firms during the pandemic. With business closures and adjustments to the new normal, this drove a major surge of business for e-commerce companies that were forced to pivot and adapt quickly. Increased fear of COVID-19, contactless transactions through online purchases, switching to working and learning remotely, and other rapid adaptations became success stories in the wake of uncertainty and pandemonium (Nacar & Ozdemir, 2022). This review dove into how companies learned to create a crisis or contingency plan. This is a plan that is outside a regular job performance checklist, but gives organizations a planned guideline for adaptability. The ability is necessary to be adaptive and resilient, and to continuing to perform. The key skills were essential to remaining open and sustaining profit (Mitsakis, 2019).

There are four suggested steps for crisis-preparation. First, companies should create a clear crisis management plan. Next, assess current plans/strategies to determine if they will work under the new conditions. Third, quickly pivot to more easily assess consumers' current needs. Lastly, management should *communicate* effectively, by providing resources and being empathetic to the needs of its workers. These efforts will increase stakeholders' commitment and embrace the notion of "we are stronger together."

The key to successfully meeting consumer needs is to deliver what's needed under all circumstances, understanding the crisis will force companies to plan a delivery method and along with inventory needs. The clarity in these findings is important for business and institution plans in understanding future strategies and resources for crisis management. COVID-19 did not only push companies to be innovative but also forced them to creatively overcome any barriers to their success. If technology was not already in place, organizations needed to quickly adapt new technologies to maintain their business, while operating within an unknown and rapidly changing business environment (Nacar & Ozdemir, 2022).

Over the last few years, the topic of crisis management has been discussed repeatedly because business owners want policy changes that can protect them in the future. To manage the spread of COVID-19 the retail industry and other forms of commerce, had to close large, costly retail spaces, resulting in tremendous loss due to a complete loss of walk-in traffic, crisis-management plans or insurance coverage. The world has endured global crisis before, yet few policies were in place for the continuance of business during a pandemic. Additionally, there was of course the challenge of still paying employees. Geldres (2021) emphasized that research in the content of commerce and unprecedented times such as COVID-19 is new, and therefore necessary to have supportive future policy changes and resource allocations. Governmental policies are needed so firms can continue to push forward. Training access, resources, fair trade opportunities, and funding support are among many additions to the list.

Commerce is the engine of economic stability in every country, from small to large firms. As such, programs that create sustainability and support growth even in a midst of crisis as COVID-19 should be highlighted and supported. Entrepreneurship is encouraged as one source of stimulating a developing economy. Policymakers suggest supporting entrepreneurship as the backbone to a healthy economy; you must support stages of growth, especially in crisis. In the wake of a crisis, firms found various ways to survive by changing more tactics and developing new methods to deliver their product and services. Providing resources ahead of possible issues will make any transition a minor task and more valuable. Companies that are more diversified in its process and product can shift and respond quickly and efficiently. The unforeseen damage of COVID-19 is current, pressuring all businesses, government, lawmakers, and institutions to catch up and innovate in their response. We can never be fully prepared but a contingency plan will place everyone in a better position (Ramlachan & Beharry-Ramraj, 2021).

Strategies & Preparation

Begin to set long-term strategies for any crisis and create a path for support and recovery. A map in case of a recession is difficult to outline, but based on past turmoil, creating plans A and B is still preparation. Important projected steps such as resources saving, saving of assets, contingency planning, or creating an outline to focus on research and development (R&D) of new products and services can help drive the planning process (Hernado, 2021). Based on the current environment and time of business crisis, is when adjustments are made to meet what is essential.

Nacar and Ozdemir (2022) stated that currently one of the most essential items that has guided business survival is technology. Forced to an unforeseen use of technology, firms were able to service customers by optimizing the use of social media, video conferencing platforms for educational purposes and to maintain the continuity of business, including connections with staff. One major reaction for some companies is to find ways to diversify portfolios/products, delivery methods, in addition to being more inclusive to generate new ideas from the workforce. Leaders by necessity became more empathetic and provided flexibility for workforce support. Finally, companies began to collaborate with other firms to meet customer needs (Geldres, 2021).

Resolutions

As management becomes aware and familiar with the current pressing issues, the next step is to understand how these changes are affecting the consumer. After which adjustments to support the consumer can begin. Some current adjustments are deciding what platform and mode of communication will be used to support the consumer and the employees. An active leader and an empathetic leader will have affective communication that can reach both audiences (Hernado, 2021).

The second is the assessment of the marketing platforms and if it's effective in the current crisis. If it is not bringing in the same amount of business as pre-crisis, strong consideration must be made to adjust or switch to attract more clients to support and maintain the company goals (Nacar & Ozdemir, 2022). In addition, organizations need to also support consumers with products that currently meet their needs. Being empathetic may also increase consumer loyalty, therefore increasing chances of success in uncertain times. Providing goods and services is based on research of providing the consumers with what they need at that moment. Effective enhancement of brand and creating brand loyalty and image is a key element. The crucial element is to select the platforms that have the most impact and reach the maximum numbers of clients, providing feedback on the product and services. Full interactive engagement allows businesses to "deliver" to the consumer.

Geldres (2021) and Hernado (2021) both echoed that constant upgrades or adjustments should be made to products and services. Systems of evaluation are vital to competition and consumer satisfaction. Creating a service or brand that is always better than the rest is also key to success, while also making an adjustment that may meet consumer needs. Nacar and Ozdemir (2022) noted that the pandemic has created a shift for firms to operate on a local scale as well. When products were no longer accessible from neighboring countries because of price or shipment issues, firms began to source them locally. This transformation allowed smaller companies to expand. E-commerce or commerce began to operate at both levels, local and global to meet the change necessitated with borders closed to the traditional import and export exchange (Nacar & Ozdemir, 2022).

The evaluation system is ultimately practice for periodic adaptation of product services. In addition, the strategy for sustainability in unprecedented times is a useful way to prepare all stakeholders. Lastly, communication shows empathy and care for consumer safety in any crisis management strategy. Communication that delivers awareness and shows adjustments have been made to support the consumer, will increase engagement, and increase purchasing that result in reaching the business goals in any major crisis and at a minimum, survival with no major interruption (Hernado, 2021).

Conclusion

A challenge within these prevention methods is that both consumer and workforce expect the same support as normal. Once these methods and elements are in place employees and consumers become the companies' assets. As leadership continues to consistently keep up with these "upgrades" all stakeholders may begin to reduce their fear of discontinued product or service that normally occurs in a time of crisis. While still in the unpredictable stages of this current crisis, firms have become more adaptive and resilient. The literature indicates that we as people have recognized that the workforce is priceless. We have to push through by supporting each other, in our current professions, local churches or schools. In many ways we have prevailed. Hence, businesses became more sustainable. Our ability to pivot has become more powerful in the wake of any obstacle. Firms have adapted and produce new business models that will support them in their trajectory for the future. Finally, these mentioned strategies may assist small to large businesses to move ahead and optimize in the event of a crisis or pandemic. The survival of any organization in the wake of a pandemic has shown to be based on the ability to pivot, a resilient culture, workforce agility and loyalty, customer and brand loyalty, and access to government resources.

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Digital Communication and Entrepreneurship in the Wake of the New Normal

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Organizations including entrepreneurial ones have been tasked with implementing strategies using digital communication tactics and tools in the paradigm shift to the new normal brought on by the COVID-19 pandemic. This new normal affected business practices, team dynamics, and organizational structure, especially in the realm of digital communication. Businesses in all industry types had to figure out the appropriate ways to pivot. Business owners understood they needed to put practices in place that ensured the business would not just survive but to thrive within the pandemonium experienced in marketplaces around the world during the pandemic. An attitude of "business as usual" had to be quickly replaced with a mindset of reset, resilience, and recharge. A willingness to learn new methods of conducting commerce within this new paradigm shift was an imperative. All organizations had to refocus their energies into understanding digital communication platforms and hybrid workplaces. Entrepreneurship in these uncertain times rose to the challenges presented in all the pandemonium. Entrepreneurship increased in the world of commerce and eCommerce. COVID-19 highlighted the value in organizations investing in the development of sustainable digital communications strategies. Organizations learned the meaningful use of having a tactical communication plan consisting of using social media platforms, search engine optimization (SEO), and digital marketing tools for conducting business-to-business (B2B) selling and buying of products. Digital communication became the lifeline for commerce as society, businesses, and the government struggled to determine the full scope and breadth of the uncertainties felt globally as the pandemic raged.

Digital Communications

Digital communication has proven to boost performance amongst small and medium size business enterprises. In previous research, digital communication benchmarks showed that businesses were already beginning to move toward some of the digital communication tools to increase revenue and lower costs. One research survey showed businesses that adopt digital media platforms had five times more revenue growth than similar businesses that did not adopt digital media (Fraccastoro, Gabrielsson, & Pullins, 2021).

Traditional versus digital communication plans were on display as bottle necks in the distribution of goods and services became evident. COVID-19 and the bottle neck it created in exposing the great gulf between supply and demand accentuated the need for a robust digital communications footprint in commerce and its role in elevating the eCommerce platform for businesses. Organizations who were ahead of the curve in investing in digital communication tools were able to leverage and affirm their businesses as distinctively different from other organizations and ascertaining their readiness to continue commerce amid the pandemonium.

Many organizations shifted the workplace models to meet the moment. Businesses realized the need for a more digitized workplace. Also, businesses understood the value in staffing their organizations with leaders who possessed change management skills. The change managers would have to successfully lead various changes within the organization during this paradigm shift. Leaders in every industry had to assess the level of digital transformation required and how to leverage their existing talent. Also, organizations had to figure out and plan for the new competencies for employees, changes to administrations structures and practices, changes in administrative systems, and the changes in communications platforms.

Organizations were already concerned with streamlining current practices, making the transition to a digital workplace, and the challenges created in the necessity to pivot to new practices (Hult & Bystrom, 2021). Hult and Bystrom (2021) noted that the COVID-19 pandemic's impact has prolonged the period of having a digital workforce worldwide. Digital communication and the digitalization of organizational systems has enhanced the idea of working from home as an effective option for many employees. The new normal has left employers with the tasks of shifting commerce to a digital platform, learning and teaching new skills, and many employees wanted to work from home. Hybrid workplaces are a part of the new paradigm born out of the pandemonium brought on by the pandemic two years ago.

Hybrid Workplace

The pandemic has affected every individual around the world, their lifestyle, cultural practices, and social settings (Ratten, 2020). The uncertainties associated with the pandemic has caused individuals from all walks of life to reexamine what they consider the most important aspects of their life. Most people realized the value of time, health, and family as they faced the possibility of death from COVID-19. There was an awakening within society. Many individuals began to reassess their work/life balance and realize the fragility of life. Many employees decided their work life had taken precedent over their family life and self-care was unheard of because they did not have time to slow down until COVID-19 brought the whole world to a screeching halt. In the wake of uncertainty, employees exited the workplace in droves. This movement became known as the great resignation. It was a staggering exodus from the workplace with over 4 million employees leaving their jobs during the second half of 2021. However, the great resignation gave way to the entrepreneurship boom. Entrepreneurship created a calm amid a great storm of uncertainty as businesses were closing or greatly reducing their workforce to remain a viable business.

Entrepreneurship In Uncertain Times

Economic uncertainty was the only certainty that has existed over the past two years. Entrepreneurship was one way that individuals found to act amid great uncertainty in the marketplace. These individuals made the conscious decision to pursue their own opportunities in commerce and/or eCommerce. Creative and innovative ideas emerged from individuals and small groups in various business industries. Entrepreneurship became the vehicle many found as an equalizer for those who felt stagnant in their current position, those furloughed and those laid-off. This uncertainty brought about the rise in technological and digital entrepreneurship assets such as the internet, information technology, and digital communication technology. This helped businesses and entrepreneurs leverage the team dynamic.

Digital communication became the gold standard for businesses as this massive restructuring of the business model was taking place. Likewise, digital communication was and is a pertinent tool for accessing the needs of customers in the online environment and having the ability to foster marketing visibility (Purbasari, Muttaqin, & Sari, 2021). A network-rich ecosystem coupled with a digital platform allows for an interconnected contextual relationship to entrepreneurship. A strong ecosystem provided a conduit for the development of entrepreneurial relationships to emerge creating the space for start-ups.

After a decade long start-up drought, Americans flooded the entrepreneurial workspace filing paperwork to start 4.3 million businesses in 2021 (Casselman, 2021). Entrepreneurship had been on a 40-year decline when the pandemic hit in 2019. However, the rise in commerce for entrepreneurs have been in areas most heavily affected by the pandemic (e.g., retail, food services, manufacturing, construction professional services, etc.). I was one of those who exited the healthcare industry amid the pandemonium and started my own communication business called CLATAK Consulting. CLATAK Consulting was opened at the height of the pandemic because I experienced what many professionals did in the wake of all the uncertainty within the pandemic. We saw the great need for communication strategies, tactics, and tools with the new normal of the organizational structure. CLATAK Consulting is a communications business that operates on the foundational principals of the 3Cs. They are *connection*, which was changed significantly by the pandemic, *collaboration*, which is experienced, lead, and managed in new ways, and *communication*, the key that unlocks the other two Cs. We use fun activities, crucial conversation, role play, and a host of other communication strategies in our service offerings, which are executive coaching, team building, conflict resolution, diversity, equity, and inclusion consulting and training.

Commerce in the wake of so much uncertainty saw businesses reimagine how they would successfully conduct business in the global marketplace. All organizations had to create a platform for digital communication and restructuring the workplace to a hybrid model. The influx of entrepreneurship proved to be a viable economic solution amid the unexpected devastation of COVID-19 to business practices as we knew them in pre-pandemic times. A paradigm shift has ensued in work/life balance, workplace environment, workplace location, business best practices, digital communication in lieu of traditional communication, employer and employee competency and a host of other standard operating procedures. It has been a long hard struggle to strike the right balance in commerce, but it is a challenge that we as a people have proven to be resilient in moving with the tide and learning how to successfully navigate the "new normal" in the workplace.

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Political Economy of Climate Stabilization: Implementation of Equimarginal Principle

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Introduction

According to the Intergovernmental Panel on Climate Change (IPCC), human activities have caused approximately 1.09° Celsius (C) of global warming above pre-industrial levels (IPCC, 2022). The IPCC's latest report urged policymakers that global warming is likely to reach 1.5°C between 2030 and 2052 if it continues to increase at the current rate. IPCC concludes: "human-induced climate change, including more frequent and intense extreme events, has caused widespread adverse impacts and related losses and damages to nature and people, beyond natural climate variability" (IPCC, 2022).

The world has not made any significant progress on climate stabilization and the Sustainable Development Goals (SDGs). According to the UN Environment Programme (UNEP)'s Emission Gap Report 2019, global GHG emissions have increased by 1.5% per year in the last decade. Inger Andersen, UNEP's executive director, alerted policymakers: "our collective failure to act early and hard on climate change means we now must deliver deep cuts to emissions - over 7% each year, if we break it down evenly over the next decade.... If we don't do this, the 1.5oC goal will be out of reach before 2030" (McGrath, 2019). The World Meteorological Organization Secretary General Petteri Taalas underscores: "there is no sign of a slowdown, let alone a decline, in greenhouse gases concentration in the atmosphere despite all the commitments under the Paris Agreement on Climate Change. We need to translate the commitments into action and increase the level of ambition for the sake of the future welfare of the mankind" (WMO, 2019a; WMO, 2019).

This paper explores the economic and environmental consequences of public policy choices related to Sustainable Development Goal (SDG) 13, Climate Action. In the following section, an analysis will be presented on how the SDG 13 can be implemented more rapidly and effectively by countries through the environmental economics rule, the Equimarginal Principle, and based on the recognition of the needs and unique circumstances of developing countries under the principle of Equity and Common But Differentiated Responsibilities and Respective Capabilities (CBDR-RC).

Implementation of Equimarginal Principle for Climate Stabilization

Far more ambitious and consistent climate actions by all member states to the 2030 Agenda and parties to the Paris Agreement are required for reaching the climate stabilization target of keeping the average global temperature rise this century well below 20C and as close as possible to 1.50C above pre-industrial levels. Developed and developing countries' climate policies and actions must complement a global collective action which should be based on equity, efficiency, cost-effectiveness, enforceability, incentives for innovation, and ethics.[1] These six criteria would bring the desperately needed trust and confidence among all countries as a foundation for a well-

1 I developed this idea based on economic and environmental evaluation of policies by Barry Field and Martha K. Field (2016).

functioning global climate change regime.

The discipline of Environmental Economics offers a valuable principle, the Equimarginal Principle, which could be used as a basis for a successful global collective action. Through using this principle, greenhouse gas emissions could be reduced more cost-effectively and equitably. The Equimarginal Principle would help to allocate mitigation and adaptation costs to developed and developing countries fairly and reasonably. The application of the Equimarginal Principle to the greenhouse gas emissions reduction rests on basic logic. Developed and developing countries have different marginal abatement costs depending on their levels of institutional, financial, and technological capabilities. If it is desired to reduce aggregate greenhouse gas emissions (GHG) at the least possible cost or, alternatively, with the most significant reduction in emissions for a given cost, then GHG emissions must be reduced by considering countries' respective capabilities. According to the principle, GHG emission targets should be distributed among countries in such a way as to equalize their marginal abatement costs. This principle will be instrumental in achieving maximum emissions reductions.

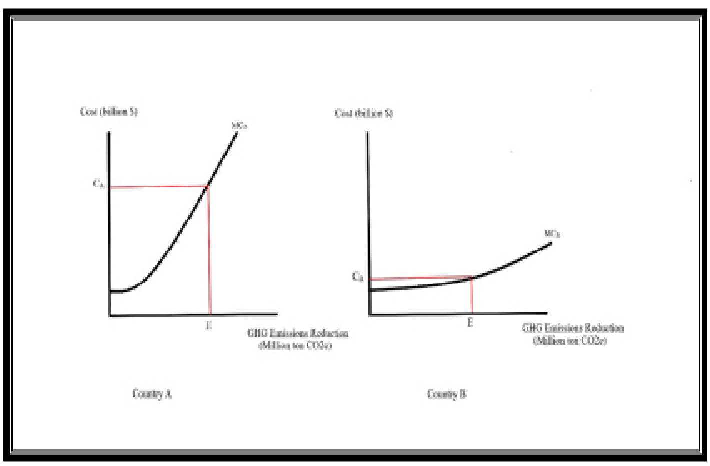

Figure 1 | Marginal abatement cost for developing and developed countries.

Figure 1 shows marginal abatement costs for a developing country (Country A) and a developed country (Country B). The curve of marginal abatement cost for developing Country A (MCA) rises very rapidly, whereas the curve of marginal abatement cost for developed Country B (MCB) rises very moderately, indicating their respective institutional, financial, and technological capabilities to reduce GHG emissions. For the E gigaton carbon dioxide equivalent (CO2e) emission reduction, Country A's abatement cost (CA) will be much higher than Country B's abatement cost (CB). Obviously, a carbon policy based on the same emission reduction responsibilities among countries would not be either equitable or ethical. In addition, the abatement costs of these two countries for achieving E gigaton CO2e emissions reduction, CA+CB, would be higher than necessary, making this carbon policy less cost-effective.

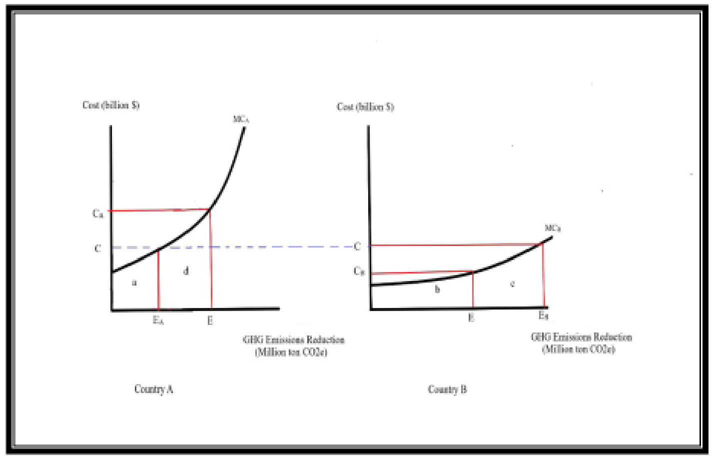

Figure 2 | The equimarginal principle.

By using the Equimarginal Principle, the aggregate emissions reductions could be achieved in a more cost-effective and equitable way by these two countries. Their GHG emission targets should be reallocated by equalizing their marginal abatement costs. Based on their respective capabilities, Country A and Country B should have differentiated responsibilities in reaching the aggregate GHG emissions reduction target. As shown in Figure 2, Country A's emission target can be lowered from E to EA which would decrease its marginal abatement cost from CA to C. Country B's emission target can be raised from E to EB with a tolerable increase in its marginal abatement cost from CB to C. The total abatement cost (a+b+c in geometrical terms) of achieving the aggregate emissions reduction (EA+EB) would be less than the original total cost (a+d+b).

Figure 3 indicates the application of the Equimarginal Principle based on the real-world carbon price.[2]

2 As a carbon price, I use the European Emission Allowance (EUA) price at the European Energy Exchange (EEX). In order to eliminate any COVID-19 pandemic-induced market distortion, I use November 1, 2019 carbon price. On that date, EUA price was €25.40 per ton CO2e and €1 was equal to $1.1. In order to make calculations simpler, I rounded the numbers and used the EUA price as $28 per ton CO2e.

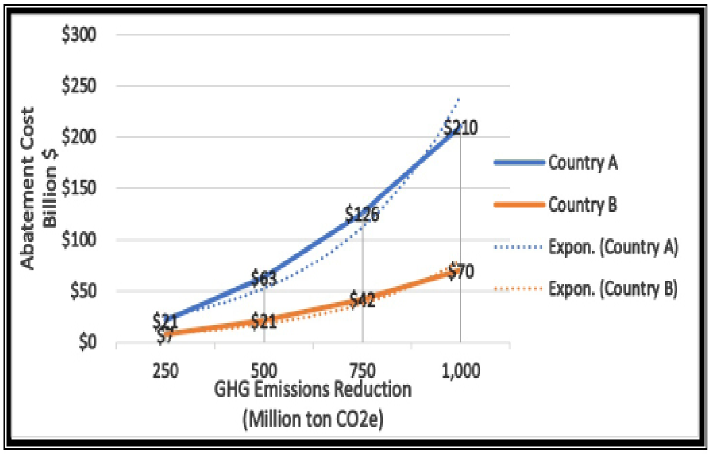

Figure 3 | Application of the equimarginal principle.

Let's assume that the developing Country A and the developed Country B are assigned to reduce aggregate GHG emissions of 1,000 million tons CO2e. If this task is taken through equal emission cuts, meaning that Country A reduces 500 million tons CO2e and Country B also reduces 500 million tons CO2e, their marginal abatement costs will be $84 billion ($63 billion for Country A + $21 billion for Country B). However, if this task is conducted based on the Equimarginal Principle by equalizing their marginal abatement costs, the total cost will be much lower. According to the principle, Country A could reduce its GHG emissions by 250 million tons CO2e with a marginal abatement cost of $21 billion, and Country B could decrease its GHG emissions by 750 million tons CO2e with a marginal abatement cost of $42 billion. In this way, the marginal abatement costs of reducing the aggregate GHG emissions by 1,000 million tons CO2e will be $63 billion ($21 billion for Country A + $42 billion for Country B), which is $21 billion less than the original cost. Therefore, a carbon policy based on the Equimarginal Principle would be more cost-effective.

Conclusion

A global carbon policy based on the Equimarginal Principle would acknowledge the needs and unique circumstances of developing countries under the principles of Equity, and Common But Differentiated Responsibilities and Respective Capabilities (CBDR-RC), which have been the Global South's core policy standpoint during the international climate change negotiations.

A comprehensive global carbon policy and its successful implementation require full commitment and ambition of all developed and developing countries. A global carbon policy based on the Equimarginal Principle could ensure the urgently needed aspiration from all countries. As discussed in this article, as an economic rule, the Equimarginal Principle would not only make the global carbon policy cost-effective, but also would help the carbon policy meet the other five criteria of a successful environmental policy: equity, efficiency, enforceability, incentives for innovation, and ethics. Therefore, it would lead to a successful implementation of Sustainable Development Goal (SDG) 13 and the Paris Agreement without facing the free-rider problem and tragedy of the commons issues.

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INTERVIEW WITH DR. ALANA MORALES

Dr. Alana Morales, a Center Fellow with a “Principal” Message on the Importance of Life Long Education: An Interview with Dr. Erik Bean and Dr. Rodney Luster

Center of Leadership Studies & Organizational Research (CLSOR) University Research Chair Rodney Luster and Associate University Research Chair Erik Bean speak with CLSOR Fellow and UOPX College of Doctoral Studies Alum Alana Morales as she shares her unique public education experience and administrative expertise, particularly with regard to the challenges for students and faculty in the wake of COVID and pressing social change.

ERIK BEAN:

Thank you, Alana, for joining us. To start, can you tell us a little about your background?

ALANA MORALES:

I’m a lifelong educator. Next year will mark my 25th year in education. My path was very different at the start than today; I began teaching and I was very happy as a teacher. I was OK doing just that; I didn’t even have my masters at that point. I had some challenges with my children regarding their mental health and some additional issues they had with their education, which took a lot of my focus.

But one day, when I was at work and I came back into my classroom, there was a letter on my desk that would change my life. I firmly acknowledged that it could have been a form letter, but it just said: “I think you would be great as a leader, have you thought about getting your master’s in educational leadership?” And I was thought to myself, “No I haven’t, but tell me more.” So, that’s kind of what sparked it for me. I went in pursuit of my masters.

I was a decent student when I was younger but nothing like when I was older; I wanted to prove to myself I could do well, and that I did. But it didn’t end there, I distinctly remember the moment when I decided I wanted to get my doctorate. I was sitting in a history of education class, and we were talking about teachers’ unions and how they started in Chicago. And I was listening to the discussions going on around me and we were referring back to the text, reading about all the challenges faced by African Americans in that time, and the differences in the teaching quality and it hit me, – I’m from Chicago [that’s where I was born] and my mom was raised there.

My grandparents raised my mom in Chicago, and it just struck me, that this could have been my family story in these discussions. My grandfather is somebody who I looked up to and very, very highly respected him. He worked in the steel mill for most of his life and he was in the military. Impressively, he spoke 4 languages, which, being Black, he unfortunately didn’t have the opportunity to do much with it after leaving the military. So, I decided at that moment that I wanted to get my doctorate, because I wanted to do something that he did not have the chance to do during his lifetime.

Further education was not in the cards for my grandfather. He rescued my grandmother from Germany in WWII, my grandmother is 100% German and so their story is a unique one. To honor him, I really wanted to embrace the opportunity of education and I really wanted to embrace furthering my education; I feel the field of education lacks sufficient leaders of color and I wanted to be a positive contribution to the field.

ERIK BEAN:

And you have made many contributions Alana! Please share with our readers the important areas that have stood out?

ALANA MORALES:

For me, I have always taken my job as a teacher very seriously. I love being a role model for my students, somebody that they could talk to and go to when they needed. So, the idea of being a leader who was also a model for students and teachers was very appealing. I remember the day I said to my husband, "I just finished with my masters, but I really think I'd like to get my doctorate." He was very, very supportive; I had all my arguments all laid out as to how I was going to convince him if he felt otherwise, but I didn't need any of them. He said, "Yeah, I think that's a great idea!"

What I discovered throughout the course of my masters, and especially through my doctoral studies and dissertation process, is that I'm pretty sure I'm addicted to the process of learning. I can't get enough information, and I'm enamored with the idea of building on what I already know. The fact I might learn something – or anything I am curious about – that might help the adults I support who work in education, so then they can better support their students, that's a good thing: a catalyst. That is very important to me. I want to be part of the solution. So, by furthering my research and engaging in the research process, I'm always discovering nuggets of information I can use to help better the lives of those around me. I know it sounds very contrite to say it that way, but that really is genuinely what it's about for me, and so that's really the 30,000-foot view of how I got to this point.

ERIK BEAN:

Thank you for that fascinating introspective look at your life-long educational journey! Please share more about your doctoral research and why you specifically took it on?

ALANA MORALES:

So, I specialized in teacher professional development, and again I can absolutely pick the moment I decided that that was the topic. I was going to engage teachers, because for me teacher professional development is one of those areas where I 100% believe that if you ask a teacher what they think about professional development 9 out of 10 – if not 10 out of a 10 – may roll their eyes at you because they're perspective of professional development may come from a place of "is it even worthy?" or "when do I have time for that?" And so, having taught in different states (because I've moved a couple of different time in my life and been engaged in education throughout those moves) I learned that the reaction never changes, even to this day.

Being in this profession as long as I have, my perspective around my own knowledge and research regarding professional development is that we waste a lot of money on professional development in education. What I mean here is that there are so many ways to do it better, to make good use of our time here, but we're not engaging in that and so that's what really sparked my whole dissertation research journey. When you do a deep dive into teacher professional development there's quite a bit of research that speaks to the good components of what it takes to have effective teacher development practices. But the disparity happens when you actually survey teachers. It's really rare to find those elements embedded within the development opportunities available to educators, and that just fascinates me. We say we're developing our teachers, but really, we're just unidirectionally putting information in front of them and that's not quality, so I landed on teacher self-efficacy because I really wanted to have quantifiable data to support what I was thinking about here and seeing, and that's what I wanted to research.

My ultimate goal, and my hope, is to continue my research and eventually come up with a model of professional development. And in that model, it would be based on "plan, do, study, act" (PDSA) cycles, so that there's continuous improvement, based on data conversations. The big question of course came down to: is professional development worth it? Research helps me tell that story with numbers that help back the narrative.

ERIK BEAN:

That is a really a finely tuned look at teacher development Alana. Thank you so much for sharing your expertise and research topic. Turning to your work as an assistant principal at Folsom High School, how did your public school system fare during the COVID-19 pandemic and how was teacher development impacted there?

ALANA MORALES:

COVID-19, definitely changed the base of professional development because we were forced as an industry to pivot so quickly. So, I think what's really important about it is that we went from having the typical teacher professional development where you go to school early, and somebody comes in and talks at you and then you take your assignments with you to your classroom to a situation where the development that we were providing was essential to our functioning as a school system. That's the real big difference. We had to pivot and then be able to provide teacher professional development on digital platforms, and on how to focus on how to engage students over Zoom, but out of necessity we addressed the distance learning needed.

So, learning from a distance changed professional development, and I am certain and 100% acknowledge that it changed or impacted my study results because you can't overlook that type of professional development. I like that you said emerge from COVID-19 because I feel like we are definitely emerging, and with some very strong positives so I think that's a really important point. But we have to be careful about falling back into old routines, like the way we were doing professional development. There were no other option and of course everything in professional development was considered essential for the job functions for teachers. I think that's where we landed before. But, preliminary, what I see as we are coming out of COVID-19 may be a slow creep into some of our old habits now that some of the restrictions have lifted. It's too early to tell. Interestingly enough, though, my district (even though I won't be a part of it anymore) is going to be integrating teacher efficacy next year into their professional development. I would like to think it was a direct result of my research after I shared it with the district. This is why research is so important.

ERIK BEAN:

It is always interesting to learn how school districts have coped during and after the pandemic. I appreciate how your research was adopted to fit the changing COVID-19 landscape Alana.

Rodney, who specializes in psychology, may want to know the psychological impact with regard to your research and the pandemic. So, I am going to turn the reigns over to him.

ALANA MORALES:

There was a psychological impact for sure. The research that will come out regarding the impact on both adults and students is going to be fascinating. When I think about what we've endured as a profession over the past two years it is not pretty, and we have to do better.

RODNEY LUSTER:

You know, the other interesting part of what you had touched upon Alana is self-efficacy. I know it was a huge psychological shift for a lot of people for teachers and healthcare workers especially, being on the front lines of the pandemic. Between administration and teachers having to adapt very quickly, probably to the things that they didn't want to adapt to like new technology, and rapidly adopt whatever platform was engaged by their school. So, I'm going to pivot back to psychological performance enhancement and self-efficacy for a minute. As you move into your new role as principal, and by the way congratulations on that!

ALANA MORALES:

Thank you.

RODNEY LUSTER:

Do you feel, through this aspect of introspective components like self-efficacy, that there are psychological performance enhancement tools which the teaching industry needs to start looking at for teachers?

ALANA MORALES:

I feel like the greatest benefit for that is around mentor support. Things like mentor support have been proven to help and retain teachers. Having a mentor is one of the best things you can do to support a new teacher; they need somebody that's not an administrator. But the reality is when you go to campuses to look at new teacher programs, whether they're veteran teachers or brand new teachers to campuses and districts (and I want to be very clear this is not a criticism of my current district) , very few places have a system that supports that. So, I think that's where the inherent weak link remains. And, unfortunately, our systems aren't set up with such supports in place so that we don't get to this point. I mean, you're dealing with people, and whether it's in healthcare or in education, you saw that element of the unknown rear its head during COVID-19, and its effect on behavior.

RODNEY LUSTER:

So, Alana, what's their greatest burden of psychological stress?

ALANA MORALES:

I feel like it's hard to pinpoint that, and here's why: because, believe it or not, we get asked that question a lot. But something I do feel very, very strongly about is the role of the administrator in helping diffuse stress. I always want to be an administrator that supports my teachers and so when I have a teacher who says, "I really feel like I'm going to lose it" I say, "OK, let me help you, and ask the teacher what do we need in this moment, what's causing this feeling?" And I don't think it's one thing. You know? I think it's more like the culmination of things, because we've had to pivot so exponentially as a profession, and we've never had to do that. I think it's a trauma response to all the changes, all the pivots, and being under the microscope for so long with teaching. I think it's all of these different things. For instance – again I can only speak for my teachers in my district and the way we function – when we came back from COVID-19 it was all or nothing, because all of a sudden we were engaging distance learning, then we had hybrid learning (which was a very low entry point), and then when we started this school year that we're finishing right now it was back full force at 100%.

So, our teachers rolled through some tough transitions. But I do think it's just everything, so much being considered, it's just overwhelming. It's trauma from teaching where a teacher may feel like, "I used to teach this and now I have to do everything digitally and nobody will turn their camera on," and so on. It's so many different things, and so I really feel like it's a combination of that, more so than any one factor that we could just say "oh, that's the thing we have to fix." I think we need to have trauma informed practices for our adults and then I think we need to have our adults have trauma informed practices for our students, because I think we all need it.

ERIK BEAN:

Well, I want to segue to an area that I think has become problematic based on my own experiences. Let's turn to the students, the most important factor of this life-long educational journey, and an area that I believe has such long lasting impact is the pervasiveness of social media. For all the good it can do, it has sparked several issues including problems with self-image and competition, bullying, misinformation, and much uncivil discourse. We are also bombarded with algorithms and purposefully driven false narratives, and students must contend with these things as well. So what can we all do to help students better understand what they're experiencing in social media versus the way the real-world works. Particularly since most students are driven by social media; many appear to want to be social media influencers. Where does this leave our students today?

ALANA MORALES:

Oh my gosh. First of all, if I could solve this, I could retire [laughing]. Honestly, I feel like social media literally is the biggest determining factor of the issues that are caused on campuses across the country, because I have not spoken to one person in education that is not impacted by it. There are so many different components I want to make sure I address. I feel that we need to rethink how we are addressing our students and how we are addressing these issues with our students, because I think we need to put a bigger focus on exactly what you're talking about. And with the caveat that it's hard to do that when we still have such a deep focus on standardized testing, but that's a whole other conversation that's kind of tangential to this one.

But I think with students it must be highly repetitious, obviously, and it has to be something that they are getting good information from a bunch of different solid sources: from methods, people, places. Because it is a pervasive problem, and I would venture that 90 to 95% of all the discipline issues we deal with originated or were perpetuated on social media. So, I think it's a much bigger issue. And when we consider how to address the issues of social media, I feel like if we don't address it collectively soon, I think we're going to really be in a world of hurt. One of the things I think about is students and the difference in their attention spans because of social media. I remember when I was a middle grade teacher and had been teaching for a little bit and I started thinking I'm not some YouTube entertainer, I'm not here to entertain them, but guess what, we seem to be getting to the point where if you're not somewhat entertaining then how else do you get student to engage? Therefore, I think the attention span is an additional issue.

ERIK BEAN:

By the way Alana, we used to call that "edutainment."

ALANA MORALES:

Yes, yes [laughing].

ERIK BEAN:

From one English teacher to another, I've noticed that even the quality of their sources seemed to have suffered because of Googling. It seems that everybody wants to do things so quickly, and they search for the first piece of information that comes along. We call that confirmation bias. Social media, I have found, can adversely affect the quality of their academics.

ALANA MORALES:

I agree. It's tough because it's so difficult to address in the moment when – for example – I have a student in my office (whether they're in trouble or not I try to meet with students quite a bit, just for support reasons) it's helping them understand that what they see on social media is not reality, it's teaching them consistently to be cognizant, and to be critical thinkers so they know that they have to pull back the curtain on what they're actually seeing so that they know what's going on behind the scenes. I think that's where we as educators need to be more intentional about how we are helping shape our students. And they need to learn it from a younger age and then it needs to be reinforced.

In fact, I have had some of the most bizarre social media cases this year. I'm 100% convinced it's because they had open access to technology for almost two straight years and now we, as a profession, are trying to wean them back off of that. And we all know how addictive this stuff actually is and how it can convolute thinking (the research is out there and it's very easy to come across), all the different aspects of it. I think as a profession collectively we need to do a better job of addressing that. But then that gets into the whole argument of: well, we're not supposed to parent the kids and isn't that the parents job? There are so many different layers that you have to take apart with all of those arguments. What it really comes down to is we need to educate the whole child, and whether we're going to have a student focused and a student-centered approach to education. We need a more symbiotic relationship with our parents in order to have a more holistic approach to support our students because we can't do it alone.

RODNEY LUSTER:

Alana, I would like to return to your earlier mention of some things that came out of the COVID-19 experience. Can you elaborate on those?

ALANA MORALES:

Sure, so, during this time there was a lot of scrutiny on our profession – not all of it was bad, because we saw inequities emerge even more clearly and how they impacted students of color. It illuminated the struggles of learning amongst special education students. And perhaps forced teachers to move into the digital age, whether they wanted to or not. There were, given the circumstances of COVID-19, perhaps some good things that came out of a very bad situation: lessons learned.

RODNEY LUSTER:

From the things we have all learned during the pandemic, particularly relative to teaching and education, do you think parents learned a lot as well?

ALANA MORALES:

I would like to think if a parent is reflective, then yes. I think if you're not a reflective person in general, then maybe not. But I think if you are reflective in some sense, then I don't see how you could not learn through that experience. I mean, my daughter was finishing high school during the end of second year of the pandemic, and she's on the spectrum. I think I learned a lot as a parent. I know the appreciation of teachers from parents was pretty high during COVID-19, because everybody had their kids at home the whole time.

RODNEY LUSTER:

Interesting observations Alana! We are running out of time, so please let our readers know: in your spare time what do you like to do?

ALANA MORALES:

Oh gosh, I should not laugh, but my life is in such chaos right now so I can't help it [laughing]. I love reading. I love writing. I'm looking forward to continuing my research. I was going to say once my life calms down, but I'm going to be a principal. So, I know it's probably strange for me to say this next thing. I'm pretty introverted, so for me, my spare time or any downtime. That's my quiet time because I'm constantly interfacing with people during the day, talking and doing, and all these different aspects of my role. So, for me I really, really, really appreciate my quiet time.

It's a way of being able to slow down in that spare time space and not have to run to this appointment or that appointment or this game or that swim meet. I'm really learning what it means to have "me time," because I think when your kids are younger "me time" isn't really a thing you can comprehend or have the space to embrace. I think you can pretend like it is, but I think it takes time to figure out what "me time" really is for yourself. I just happen to be one of those people that always has chaos, so I'm just learning to kind of move on from such things and find "me time" in all of it.

RODNEY LUSTER:

Yes, that quiet quiescent space.

ALANA MORALES:

Absolutely, absolutely.

ERIK BEAN:

One final question Alana: what advice would you give to prospective students in the University of Phoenix doctoral program?

ALANA MORALES:

It would probably be about the doctoral journey itself. I think my biggest piece of advice to a new or prospective student would be to be responsible for your learning and make the process your own. I would also recommend that doctoral students to use all the great resources at their disposal. I don't understand why someone wouldn't use any and every resource from every person that's done it before. And so, for me, that's what I did. I'm a nerd [laughing].

ERIK BEAN:

Alana, it has been a pleasure talking with you.

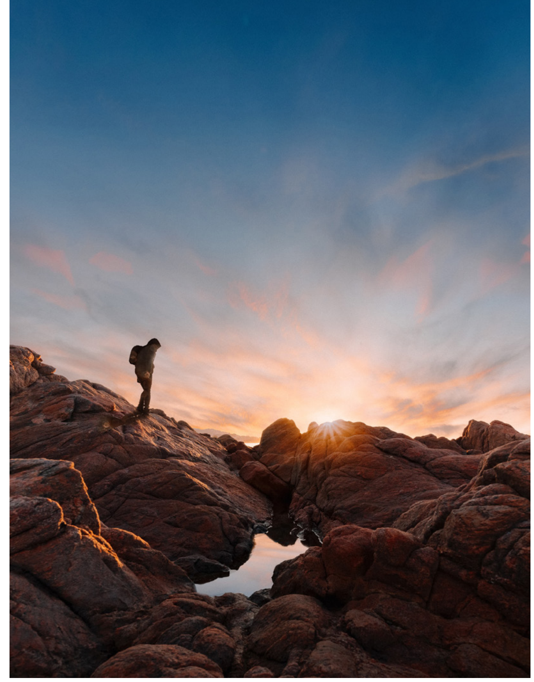
RODNEY LUSTER:

Yes, very interesting to hear your perspective!

ALANA MORALES:

Thanks so much for having me today.

Reconnecting with Self and Outside Activities Add to Career Enjoyment, Happiness Levels



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

Executive Summary

Many people involved in their career may describe it in different ways. Satisfaction with career may also relate strongly with one's perceived expectations of meaning associated with their career. The variants for how we come to understand how we feel about what we do are wide ranging. These are turbulent times. The pandemic, civil unrest, and an economy splintered due to shelter in place and social distancing requirements have taken a heavy toll. But many college students feel they are stuck in the middle. They are weighing dreams of a satisfying career with a less than optimistic future. And while balance helps many to endure their unique journey every single day, so to can this balance and compromise set expectations of career aspirations to unreasonable levels. An example of this story arc can be extracted from the University of Phoenix Career Optimism Index® in Figure 1 (Edelman, 2021).

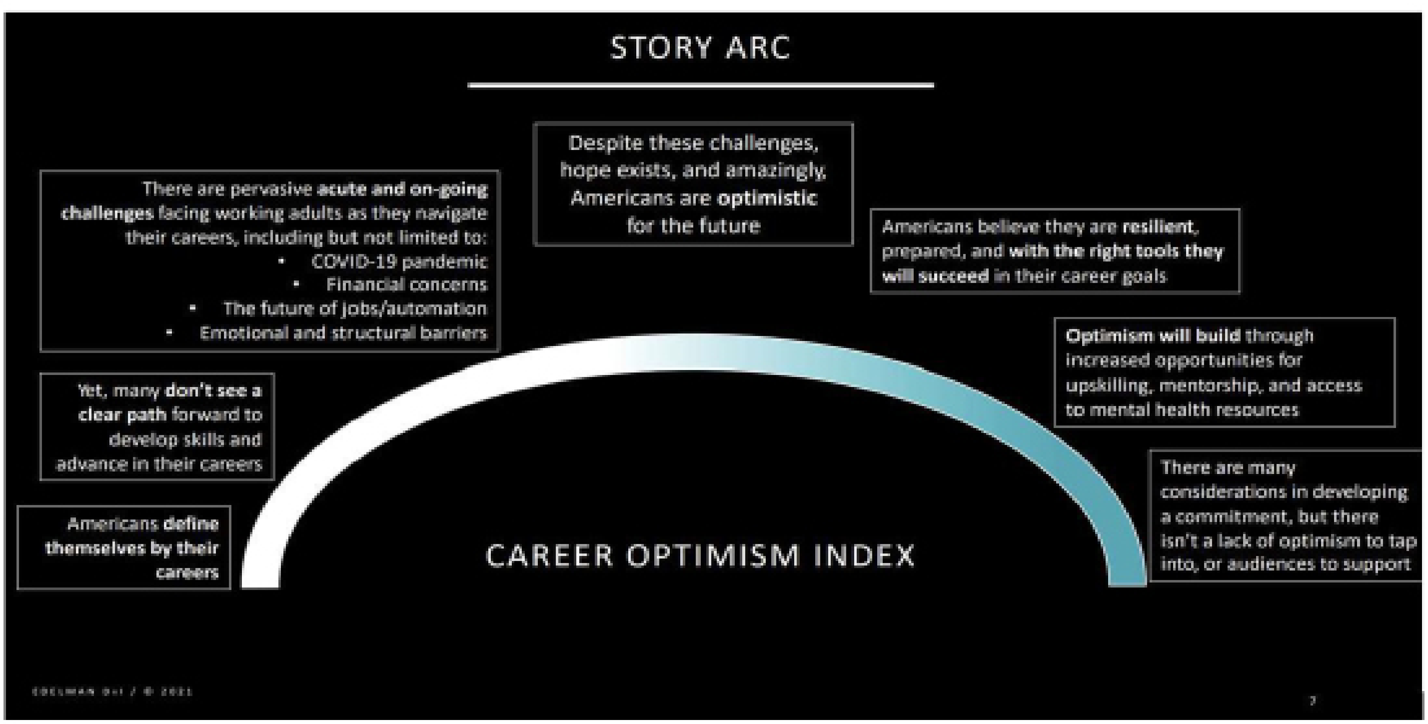


Figure 1 | University of Phoenix Career Optimism Index (Edelman,

According to the University of Phoenix Career Optimism Index® and outcomes furnished, "those in our nation's capital are struggling the most with emotional barriers such as low self-confidence, low motivation, hopelessness, and mental health and they also feel that a lack of time/schedule flexibility is holding them back" (Edelman, 2021, p. 9). But what goes on during any given day on the job is not necessarily the last word on happiness and contentment. Reassessing your personality, vying for awards, and joining associations add to happiness levels no single job can necessarily offer, thus strengthening one's career identity. This article will cover the implications of impact variants and how they may serve as disruptors for achieving the essential "balance" needed in maintaining and enhancing work related quality of life. Understanding perspective alongside working disposition is critical in fostering one's prospects for happiness as equated to career.

How This Information Should Be Used by Leaders

The following information can be engaged by leaders who oversee and manage others as a preventative-programming measure to ensure the quality of work-life for their constituents.

This article should be used for:

- Knowledge management
- Preventative programming measures for leaders in industry

Introduction

These are turbulent times. The pandemic, civil unrest, and an economy splintered due to shelter in place and social distancing requirements have taken a heavy toll. No one wants to go to work and perform duties he or she doesn't like to do. However, we all know that even the best jobs, (i.e. doctors, lawyers, police officers, and teachers, to name a few), have various administrative tasks that are truly less than desirable. Some have also discovered that working for one traditional employer for a lifetime may not be ideal for their career trajectory and happiness. Despite all of this, many of these individuals report feeling "optimistic" and "engaged" on the job because they understand how critical *balance* and *compromise* are particularly during these turbulent and pandemic times.

What have these workers learned?

Despite challenges incurred by many jobs, something interesting has set in with many of these same workers in coming to understand their roles. What many have discovered is the imperative for "balance" as key to a qualified emotional work-life. Even amongst those who will stay and leave a role, satisfaction can still be achieved through focused perspective of maintaining work-life balance.

They also understand that life is not a linear process, meaning that many evaluate what they like and do not like several times within their career and understand they may end up working for two or three employers simultaneously while still feeling a sense of pride because research shows one's career reflects who they are intellectually and behaviorally.

What is important to remember is that what goes on during any given day on the job is not necessarily the last word on happiness and contentment. Reassessing your personality, vying for awards, and joining associations add to happiness levels no single job can necessarily offer, thus strengthening one's career identity.

"Color Code" as a Useful Assessment for Career

No matter where you currently stand in the job market, employed, unemployed, feeling secure, insecure, or waiting to get into the workforce or continue with a better job, recent studies reveal Americans define themselves based on their career. And these feelings seem to carry across all income levels, high school or college educated, frontline workers, prospective students, the various generations (such as: Boomers, Gen X, Gen Z, Millennials), all races, nationalities, and genders. But it can be confusing to know one's next move. There are a variety of tools to help people assess their personality in relation to their careers whether they are starting out, or whether they are in mid- career and ready for a change. Over the years one tool that many claim to adequately summarize their traits in relation to various work roles (such as leader, follower, subordinate, team member, and independent contributor) is the Color Code Personality Assessment.

For nearly twenty years, Color Code has offered a free assessment that helps to pinpoint one's personality color and compares it to the categories of employment in a matter of minutes. You will need to furnish an email address and you must take the test briskly and provide true answers (not what you think that will make you look good). The questions are challenging. No matter their complexity, the results can pinpoint your unique color and what it means in terms of your personality and the people you tend to attract or detract for that matter.

From assessed "red" who are driven by technology to assessed "blues" who strive for high integrity to assessed "whites" seeking acceptance and assessed "yellows" who enjoy social interactions, your color is compared to each category. Afterall, one cannot always choose who they work with, let alone the role they will have on a team of strangers that must work in harmony with one another. So, the Color Code gives you a sense of where your personality stands and categorizes it to help determine your level of comfort, level of need, and what makes you tick.

Awards and Job Satisfaction = Getting Involved

Regardless of your results, know that it is just a snapshot in time. It may hold true year after year, or it may change as you grow and blossom. But flexibility appears to help many feel more confident knowing that they can strive to draw from multiple sources of income or find satisfaction in other areas that run congruently to their profession outside of work. For example, a creative individual can apply to the call for public creative contests that may include notoriety or accolades in their field regardless of their current employment position. Such awards may offer monetary incentives, or other award mechanisms that can provide job satisfaction when one's current job status cannot provide such accolades. According to Edelman, flexibility appears to help many feel more confident knowing that they can strive to draw from multiple sources of income or find satisfaction in other areas that run congruently to their profession outside of work.

Are you a photographer, writer, videographer? Then search the Web using terms like writing, contests, poetry, contests, video contests. Try including the year so you can vie for contests who might be open currently. If you should apply and win at any level, that is a feather in your career cap, particularly if the output is professional or runs along the discipline in one's profession. The result can be a resume builder since the listing of the winners are often shown on websites for months or years, and/or winners are sent commendations and certificates validating their entries.

The good news is that you do not need anyone's permission to apply. The only permission you need is your own to search, enter, and try. Many times these contests do not receive enough entries. If this should happen, you might win more by default. No matter how you place, the goal is to build a resume accolade that can set you apart from the competition. Even if you do not wish to build your resume this all goes back to balance and rewards. Rewards you can develop even if you are not able to get them from your current employer, a reflection of who you are and what you do.

Professional Associations and Enhancing Well-Being

As we have discovered, maintaining happiness levels is not just related to one's job but also what one does outside of work. A great area to continue networking and building other success stories is through association affiliations. There are literally hundreds of professional career-oriented associations out there, these are examples of high profile associations more amenable to those in education or those who are looking to bolster their leadership skills. Each of these has the potential to boost happiness levels based on participation and the track record of those who have contributed to local chapters, in presentations or in other activities that help communities, for example:

- The Association for the Advancement of Computers in Education (AACE),
- The American Marketing Association,
- Online Learning Consortium (OLC), and
- The International Leadership Association (ILA).

Most associations need affiliates to serve in many capacities, including chairing conference presentations or serving on their boards. While some of these board positions are elected, some are not. Many other associations exist that are practitioner focused.

Practitioner focused associations include hundreds of groups whose subject matter expertise lend itself to for-profit and non-profit endeavors. Groups with excellent track records that are related to many of University of Phoenix degree offerings and that have an excellent networking opportunities include the American Management Association, American Business Association, and the American Marketing Association. Serving on their boards, committees, and sub committees allows you to shape policy and develop new discipline standards or measurements while propelling your brand as a leader in the field.

Conclusions

In sum, being happy is also about being productive and assessing what you like to do, and knowing that one company is not necessarily going to lead to complete on the job happiness. Indeed, what one does outside of work can significantly lead to a better job identity and provide avenues for visibility and networking opportunities never imagined.

It's time to look at job happiness a new way. It's time to keep moving forward no matter the obstacles (such as the pandemic, the economy, and your current employment situation). It's time to reassess who you are and how you can obtain the types of accolades that reflect your career contributions, and to continue networking to yield more opportunities and job satisfaction than you can ever imagine.

Keep moving forward!

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Social and Economic Adjustments During the Pandemic

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During the onset of COVID-19 in 2020, the pandemic jeoparded organizations throughout the world. Profit and non-profit entities changed their business methods to adapt to various profitability and sustainability issues. However, business leaders must consider other areas of the organization that are just as important to the well-being of the company stakeholders. These aspects include health, quality of life, social values, and education. In assisting with these necessary changes, various entities such as governments, policymakers, and the adaptability of average citizens lead to business sustainability (Nundy et al., 2021).

Higher Education

Higher education institutions as an industry were affected by the pandemic and came under restrictions with COVID-19, including aspects on social distancing, wearing of masks, quarantine, and other issues. In their research, The Transformation of Higher Education After the COVID Disruption, Garcia-Morales et al. (2021) examine global institutes of higher learning and detail the many barriers and resolutions that colleges and universities were able to adapt and pivot to continue maintaining the teaching environment for students.

The disruption of higher education during the beginning of the pandemic had a global effect on over 1,000 million students throughout the world. Combating the spread of COVID-19, institutions immediately were shut down, and campuses filled with students were now barren. However, the schools could pivot to holding classes online quickly, allowing the students to continue their education and easily finish out their school terms (Garcia-Morales et al., 2021).

Institutions could transform from in-classroom instruction to remote learning environments quickly. They are achieving this transformation by adopting newly developed communication and information systems already in use by global businesses. Enhancing this process with applications such as Blackboard, Zoom, Microsoft Teams, and Google systems provides a quick turnaround in learning from outside the classroom locations. One of the only major barriers was access to stable internet connections. Still, this new process creates an innovative method to enhance higher education, even when campus life returns to normal. This new ability to teach online opens greater doors to benefit the growth of universities and colleges in reaching more potential students on a global basis. Education becomes an open opportunity for people to learn through video conferencing, online courses, streaming conferences, instant messaging, and other educational apps (Garcia-Morales et al., 2021).

Business Resilience

In another research article on business resilience, Huang and Jahromi (2021) studied resilience building in service firms during and post COVID-19. Their research entails service-related businesses' ability to create innovative methods in surviving the sharp decrease in customer revenue during the pandemic. The research includes cost-cutting, employee retention, customer service options, third-party partnerships, and other methods to maintain business (Huang & Jahromi, 2021).

Business resilience responds to the service industry crisis by changing work routines, cutting expenses, using teleworking, increasing online platforms, and other strategies to maintain stakeholder relationships. Other innovation methods include adopting distribution methods by partnering with other service industries or offering new services or products (Huang & Jahromi, 2021). Along with ordering lunch or dinner, customers can purchase grocery staples from their favorite restaurants, including bottles of wine or signature beer. Restaurants partner with other service companies such as Uber or Lyft as a customer food delivery service for customers who wish to shelter themselves. Supply chain issues for the service industry are a major factor in maintaining a business. Developing partnerships with suppliers or creating applications that automatically search out supplies enhances the ability of companies to stay open for business (Huang & Jahromi, 2021).

This crisis period may also require the reorganization of a company and creating an opportunity to look at and evaluate one's organization carefully. To maintain a business, a company may need to develop joint partnerships with other firms or create new marketing strategies. Innovative thinking is important to build sustainability that will carry over into the period once the pandemic is over. For example, the health industry has now moved to telemedicine to quickly and easily provide off-site diagnoses and recommendations for patients who do not require an actual visit to the doctor's office. These changes are also advantageous for employees as it creates the ability to work remotely. The business world is changing and improving, and all industries will not return to former methods (Huang & Jahromi, 2021).

This study in business resilience provides a framework for businesses to create an ability to maintain and grow business opportunities and revenue, particularly in a time of need. The research provides greater insight into four major areas of survival in a crisis, including financial resilience, technological ability, human resources, and social capital (Huang & Jahromi, 2021).

Managerial Implications in a Time of Crisis

Research by Cortez and Johnston (2020) studies managerial implications based on social exchange theory that emphasizes the need for management to understand better internal and external human resources instead of focusing on the organization's economic situation. Their study brings out five factors important for organizations during the COVID-19 pandemic when company revenues experienced a rapid downturn. This downturn subsequently has a great effect on human resources and the management of these stakeholders. It is differentiating between the COVID-19 pandemic and other previous economic-financial crises, the lockdowns that affect the digital transformation of business (i.e., working from home), management decision-making processes during the crisis, leadership on social exchange for the workplace, and emotion and stress management for the workplace. These five areas are vital to management in fostering human attitudes and resilience with human health issues inside and outside the organization (Cortez & Johnson, 2020).

This study investigates the concept that dealing with a health-related crisis has a greater vulnerability for problems than dealing with a financial crisis problem. The situation with COVID-19 has a variety of problems that add to the existence of a financial downturn. Various factors are in play, especially due to outside constraints imposed by other sources, such as government control issues. Management needs to understand the five factors to ensure that the business will handle a financial crisis. The company's survival is based on its employees first, which can then address the financial issues as a working group (Cortez and Johnson, 2020).

Impact of COVID-19 and the Environment

In their study on "Impact of COVID-19 pandemic on socio-economic, energy-environment and transport sector globally and sustainable development goal (SDG)," Nundy et al. (2021) has a different insight into the economic losses due to COVID-19 restrictions. As organizations struggle with economic downturns and a financial crisis, the study perhaps reveals a silver lining in sustainability goals. The study emphasizes five key sectors in how COVID-19 has harmed various aspects that can have a devastating effect on global sustainability. The five sectors include social, environment, economy, energy, and transport (Nundy et al., 2021).

A critical issue of the pandemic is the social issue. It has created plenty of issues with the need for home quarantine, wearing of masks, inability to socialize, education issues, etc. However, one social value it improves upon is the action to communicate more with friends and family, particularly when using electronic communications. It also gave families more time to pursue interactions than before (Nundy et al., 2021).

Other aspects of the five sectors helped realize the importance of energy use and the need to improve clean energy resources. Coincides Transportation coincides with the economic drain on the use of petroleum in vehicles. The battery-powered vehicles or limiting the use of vehicles greater use of personal transportation such as bicycles or public transportation. Their development of innovative products and ideas pushed to the forefront through all this negativity. Many new concepts in how we purchase products, eat meals, attend events, educate ourselves, and other methods will be adopted and in use when the pandemic is over. We will continue to use these new innovative methods in the future (Nundy et al., 2021).

One of the most beneficial aspects of the five sectors deals with the goal of environmental sustainability. As transportation has stalled, fewer people using their automobiles, and subsequently purchasing more environmentally friendly vehicles, there has been a great effect on the environment. The study reveals a downturn in fossil fuel emission and the spread of pollution, which affects global warming and the environment. Overall, this study reveals what leaders can accomplish in the planet's sustainability, take these lessons from the pandemic, and carefully consider methods to improve today's economic and ecologic needs (Nundy et al., 2021).

Conclusion

As we reflect on pandemic and the effects on the global economy and businesses, leadership is essential in helping to create innovative methods to sustain business and maintain an economic presence. The ability to adjust and to create partnerships assists in creating a community economy as organizations can achieve more by working together than competing with one another. By overcoming the trials of the pandemic, innovation will continue to carry on, and new methods will become the new normal (Ahlstrom et al., 2020). However, accomplishing business sustainability is difficult without the aspect of the well-being of the company stakeholders, including management, the customers, the suppliers, and most importantly, the workers who support the company. Management leadership must review these studies about successful operations during the pandemic. The companies should review their methods and understand the socio aspect of supporting and sustaining their organization.

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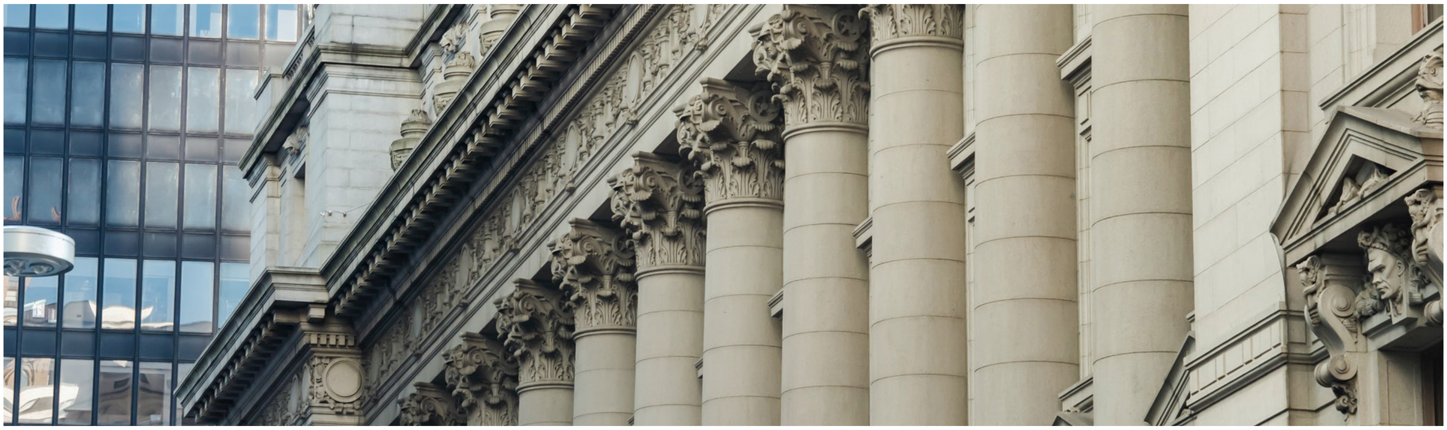

Breaking Down Barriers: The Importance of Collaboration Between a City Manager and Chief of Police in Today's Society

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Introduction

Public trust of governmental institutions and government officials at the local, state, and national level is low (Pew Research Center, 2021). Compounding the general mistrust between community members and local government officials is the tension between the police and the public related to aggressive policing, which has resulted in increased calls for police accountability and transparency. In most local governmental structures, the chief of police reports to the city manager. In order to rebuild public trust, the city manager and chief of police must develop a productive collaborative relationship. In effort to build a mutually collaborative relationship, these executive leaders need to understand each other's role and the challenges each face. There are steps that each can take to ensure that a collaborative partnership is established and maintained to achieve both community safety and organizational goals.

The City Manager

A top priority of a city manager is to be a responsible steward of taxpayer dollars. Research has shown that the fiscal condition of the city may be tied to city manager turnover (Lee & Lee, 2021). Cities across the United States vary in populations, economies, crime, and other specific needs. In spite of community differences, there are commonalities in the basic services most residents expect their local government to provide, such as police and fire services, parks and recreation, planning and zoning, and public works. All of the aforementioned services are important to the vitality of a community. Yet, revenues are rarely robust enough to fully staff and equip each department. City managers must balance competing personnel and department needs with shrinking local revenues, decreased support for increasing local taxes, and a public demand to do more with less.

Determining budgets is not just a matter of figures and spreadsheets. A wise city manager should also understand how local social issues affects city operations and community relationships. Today's societal issues are plentiful, and often reflect neglected resources for mental health, substance abuse, homelessness, and other basic needs. This absence of community safety-net resources has resulted in policing agencies serving in a variety of human services roles, often without proper training and funding (Serpas, 2021). Regardless of perspectives on policing, law enforcement agencies have historically had one priority: public safety. Successfully taking on traditional social safety-net services requires more human and budget capacity at a time when many cities are trying to balance community desires to reduce police funding. In today's environment, law enforcement agencies across the nation are under a microscope, and often deservedly. City managers, city councils, and chiefs cannot ignore the national civil unrest related to racism within policing, and the calls for police reform. For all of the aforementioned reasons and more, the relationship between the chief of police and city manager necessitates deep collaboration and trust.

The City Manager and Collaboration

A collaborative city manager and chief of police relationship is one of mutual benefit. City managers are generalist requiring knowledge about everything from policing to public works. As such, the city manager must be able to rely on the chief of police to be an expert in policing practices and trusted to provide an honest assessment of police staffing, budgetary needs, and community relationships. To achieve full transparency and honest disclosure, the city manager should be trustworthy, emotionally intelligent, and prepared to ardently review facts from multiple perspectives (Berman & West, 2008). It is the city manager's job to act on community expectations and to navigate the barriers intrinsic in policing. A successful city manager strives to build and maintain healthy communications with the chief of police and is able to identify when accountability and correction is needed, coupled with being supportive of the men and women tasked with ensuring public safety.

The Chief of Police

The collaborative and professional relationship between a city manager and chief of police is very important to the success of delivering an optimal level of quality of life in a community. As Gould (2016) stated, "local government mangers and assistants must ensure their relations with chiefs of police are strong, respectful, and mutually, supportive." Each municipal executive has the responsibility to make sure that the community is a safe and productive place for citizens to live and enjoy their families. If not, then conflict will occur, and this can produce discord between the city manager and chief of police. This may result in the police department experiencing a change in executive leadership. This change in leadership may redirect the police department in mission and vision, which can create morale issues within the police department and a decline in service to the public.

Responsibilities

The chief of police is responsible for planning, organizing, controlling, and leading the police department. The police department in many cities is the largest portion of the operating budget. This is just one of many obligations that creates a significant amount of accountability on the chief of police. Monitoring the police department budget concerning expenditures and meeting budget projections are a daily activity. Police department expenditures can fluctuate depending upon many factors, such as unexpected civil litigation, community needs, department/officer equipment needs, fuel price increases, line of duty death, line of duty injuries, officer retirements, officer overtime, recruitment needs for sworn and non-sworn personnel, staffing requirements both sworn and non-sworn personnel, technology repair/upgrades, training needs, and vehicle repair/replacement needs. Depending upon the size of the police department the chief may delegate some of the budget oversight, however, the chief is accountable for budget stewardship. It is imperative that the chief of police educate the city manager concerning public service demands that impact the budget and efforts to stay ahead of the crime rate, along with other needed police department resources. Gould (2016) suggested that managers and chiefs of police must share similar visions and values for their police departments. The city manager plays an important role in generating collaborative working relationships. This also assists when cities are faced with external recruitment for the chief of police position or when there is an internal promotion to the new role of chief of police. This understanding will assist in communication between both leaders when unexpected community incidents arise. The city manager and chief of police must be seen as a "team" by city officials, business leaders, civic groups, media, police department employees, and special interest groups.

The Chief of Police and Collaboration

The chief of police must have a clear understanding of the importance of cultivating and sustaining a collaborative working relationship with the city manager. Gould (2016) stated, these two highest ranking executives must understand each other's perspectives and support one another. The chief must gain the trust and confidence not only of the city manager but also the community. This can be achieved by staying as transparent as possible, champion community involvement, maintain a consistent policy of communication, and be dedicated to not only the safety of their community, but also to implementing a robust Community Policing philosophy throughout the police department and community.

Understanding the importance of collaboration, the chief of police should share with the city manager the Six Pillars of "Building Trust and Legitimacy" recommended by the final report of the President's Task Force on 21st Century Policing (COPS, 2015). Following the Six Pillars must become part of the shared vision and mission of both the city manager and chief of police. The fist pillar is Pillar One: Building Trust and Legitimacy. As we have witnessed in today's society "trust" of the police and city government has become nationally debated topics. Regaining community trust can begin by instituting Pillar One which can commence by working closely with the city management. According to the President's Task Force (2015) law enforcement culture should embrace a guardian, rather than a warrior mindset to build trust and legitimacy both with agencies and with the public. To make this transition the city manager must be open to supporting the chief with needed resources to begin the transformation to a true Community Policing philosophy within the police department. This should begin at the hiring process by ensuring that the police department reflects the community of which it serves and institute new training initiatives concerning Community Policing.

The chief of police and city manager should be in collaboration establishing Pillar Two: Policy and Oversight. One of the functions of the chief of police is establishing control by implementing and improving Policies and Procedures. All policies and aggregate data should be made publicly available to ensure transparency (COPS, p.2, 2015). To go further, law enforcement agencies should have clear and comprehensive policies on the use of force, mass demonstrations, consent before searches, gender identification, racial profiling, and performance measures among others such as external and independent investigations and prosecutions of officer-involved shootings and other use of force situations, and in-custody deaths (COPS, p.2, 2015). The city manager and chief must work together in a collaborative fashion to accomplish Pillar Two.

In today's ever-changing world of technology, a chief of police must collaborate with the city manager to ensure that the police department stays current. This includes computers, mobile data terminals, radio and communication systems, and using social media as a way to connect with the community. Pillar Three: Technology and Social Media suggests that the use of technology can improve policing practices and build community trust and legitimacy, but its implementation must be built on a defined policy framework with its purpose and goals clearly delineated (COPS, p.2, 2015). Implementing new technologies can give police departments an opportunity to fully engage and educate communities in a dialogue about their expectations for transparency, accountability, and privacy (COPS, p.3, 2015). The use of social media can assist a chief in the implementation of Community Policing within their community. It will aid the chief in communicating with citizens, business leaders, media, and special interest groups concerning various topics, such as police officer recruitment.

With recent civil unrest and mistrust of police the need for police departments to embrace a robust Community Policing philosophy is incredibly important. This action will support building trust and crime reduction within communities. According to Pillar Four: Community Policing and Crime Reduction, focuses on the importance of Community Policing as a guiding philosophy for all stakeholders (COPS, p.3, 2015). Law enforcement agencies should work with community residents to identify problems and collaborate on implementing solutions that produce meaningful results for the community (COPS, p.3, 2015). The chief of police and city manager should collaborate to ensure that resources are available to implement and maintain a robust Community Policing philosophy within the community and police department.

The city manager and chief of police must be in agreement and dedicated to quality training and professional development for both non-sworn and sworn personnel. Pillar Five: Training and Education, as our nation becomes more pluralistic and the scope of law enforcement's responsibilities expands, the need for expanded and more effective training has become critical (COPS, p.3, 2015). Today's line officers and leaders must be trained and capable to address a wide variety of challenges including international terrorism, evolving technologies, rising immigration, changing laws, new cultural mores, and a growing mental health crisis (COPS, p.3, 2015). The resources to ensure that police officers receive quality and updated training and education must be championed by both the city manager and chief of police.

Recently, not only the country but also the law enforcement community have felt the impact of the COVID-19 pandemic. This has become an additional challenge for both the city manager and chief of police to address concerning officer wellness and safety. Pillar Six: Officer Wellness and Safety, emphasizes the support and proper implementation of officer wellness and safety as a multi-partner effort (COPS, 2015). The wellness and safety of law enforcement officers is critical not only for officers, their colleagues, and other agencies but also to public safety (COPS, p. 4, 2015).

The city manager and chief of police must work collaboratively to ensure that resources are available to develop, administer, and maintain a quality wellness and safety program. Officers should be provided with equipment to protect them from COVID-19, issued properly fitted ballistic vests, provided with properly working and safe police department equipment, safety equipment in vehicles, and the appropriate training to stay safe and improve wellness.

Conclusion

The importance of positive collaboration between the city manager and the chief of police is incredibly important to the safety of the community and well-being of police department personnel. They must work towards a shared mission and vision for public safety. Each executive leader must be dedicated to maintaining transparency with each other and to always work as a team for the benefit of all stakeholders.

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Social, Behavioral, and Educational Research Ethics Post COVID-19

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The Office for Human Research Protections (OHRP, 2022) is a subdivision of the Department of Health and Human Services and is responsible for ensuring that the rights of human research participants are protected and that research involving human participants is conducted ethically and is aligned with the Belmont Report and 45 CFR 46 which is commonly referred to as "the common rule."

Background

As has happened with nearly all facets of everyday life (Van Kessel et al., 2021), the COVID-19 pandemic has forced researchers in both private and public settings to adjust their approaches when recruiting research participants and conducting data collection. Facilitating face-to-face research interviews and focus groups, gathering physical copies of informed consent forms and recruiting participants via in-person settings like in meetings and at conferences has essentially become a thing of the past. Or at least, these things remain indefinitely suspended in lieu of the pandemic (NYU, 2020). Truly, considering the pandemic, in-person research poses unnecessary risks too not just human research subjects but also to the researchers themselves.

Yet research must go on, and therefore the recruitment of participants must somehow continue. For biological and medical research the pandemic significantly limited access to qualified potential research participants – particularly in hospitals and other medical facilities. This was the case even for research projects designed to study the pandemic in real time. Fortunately, however, the office of human research protections – as well as hospitals, universities, and other organizations across the nation – have widely adopted remote and virtual methods wherever possible in order to conduct research activities that might have formerly been centered around face-to-face interactions. Nowhere is this more the case than within the sphere of social, behavioral, and educational research.

At the University of Phoenix® Institutional Review Board (IRB), the process of conducting research ethics oversight reviews on proposed research projects is much different than it was only a few short years ago. The pandemic has caused what might have otherwise been fairly straightforward ethics oversight reviews to be more in-depth and more conscious of social distancing, local rules and regulations depending on where researchers reside, state and federal regulations, and general public health best practices. Specifically, IRB reviews include particular emphasis on ensuring that research activities can be effectively facilitated virtually or remotely in order to guard against pandemic-related concerns regarding the protection of human research participants.

The IRB at University of Phoenix is not alone. The same is true across the nation within different Institutional Review Boards at hospitals, universities, and other public and private research organizations who now must take the COVID-19 pandemic into consideration when conducting research ethics reviews. In fact, the office of human research protections has published specific guidance that Institutional Review Boards across the nation should follow while conducting ethics reviews on research proposals during the COVID-19 pandemic. Because of all this, the following best practices are offered to hopefully empower researchers and provide general guidelines for how to safely and effectively begin or continue social, behavioral, and educational research projects.

Best practices

Compared to biological and medical research projects, it is easy to assume that social, behavioral, and educational research projects are far less impacted by the research hurdles that might be in place related to COVID-19. However, this is not the case. Quite the opposite in fact. While it is true that navigating COVID-19 related restrictions while conducting social, behavioral, and educational research might be more feasible then if the project is biological or medical in nature, that should in no way diminish the importance ensuring that all public health best practices are followed. Indeed, Institutional Review Boards will specifically be looking for how researchers plan to mitigate risks related to the pandemic in their pursuit of human research participants. For this discussion, the focus will be placed on three primary elements often involved in social, behavioral, and educational research projects. These elements are permissions, recruitment, and informed consent.

Permissions

Social behavioral and educational research projects generally focus on specific populations of potential participants who meet a given criteria oftentimes this means that the pool of potential participants either is at a particular organization or is a member of a particular group. For example, if the project is focused on leadership techniques and employee engagement, the researcher will usually look for a medium to large organization or business with a large enough pool of employees to meet the criteria and effectively address the needs of the study. Conversely, if the project seeks to address a particular issue at a particular school district in a particular town, then the researcher might target the teachers and staff I at a few schools within the district that are able to provide valuable data. I both of these cases, researchers will need to gather permissions from the sites in question before an IRB is able to approve the plan.

Gathering permissions from organizations and potential research sites post COVID-19 pandemic has evolved into virtual and remote settings. Instead of having face to face meetings and interviews, and instead of making solicitations in-person, the quest for research site permissions has largely become a phone call and email-based endeavor. With the pandemic at least marginally in the rearview mirror, it is very likely that this practice continues, and that in-person solicitations and requests for permission to recruit our history. There are additional things for researchers to consider when discussing site permissions. Many organizations could be very hesitant to grant researchers access to their members/staff unless the researchers add here to the organizations health and safety protocols related to the pandemic. Additionally, organizations such as hospitals and universities often have their own Institutional Review Boards that will require a review – and subsequent approval – prior to any site permissions being granted to the researcher. Once these concerns are addressed and researchers have gained access to their targeted population of potential participants, and after the IRB has approved their study, the recruitment activities can then begin.

Recruitment

The recruitment of human research participants has historically been conducted in university common areas, classrooms, boardrooms, in business meetings and via fliers that were either handed out individually or posted in high traffic areas so that they might be seen by many. While recent years have seen a slow shift too male based participant invitations and certainly email invitations as well, many of the historical approaches to gathering research participants we are still widely used pre-pandemic. Today, particularly in the context of social, behavioral, and educational research projects, recruitment activities have transitioned to virtual settings almost exclusively. Emailed invitations to large population groups that include links to online surveys and online questionnaires have almost universally become the primary approach for researchers. In cases where there is no online survey, and the research project is centered around qualitative interviews in its data collection, emails are still the most commonly used method of recruitment. However, emails are not the only way to avoid pandemic related concerns in the recruitment process. Social media has proven to be a fantastic pool of potential participants and no face-to-face interaction is necessary. Posting invitations and digital flyers in social media based groups on sites such as LinkedIn and Facebook have become a far more common recruitment approach for researchers to employ than it might have been only a few years ago.

Informed Consent

The informed consent process is that final step prior to data collection where the research participant has already been recruited and now agrees to the details outlining their involvement in the study. Traditionally, this is done with a semi-formal paper document that the researcher gives to the participant, then the participant signs it and returns it to the researcher. Since face-to-face interactions are more difficult given the pandemic, and because it is far more convenient, social, behavioral and educational researchers have effectively transitioned the informed consent process to a remote/virtual experience. This is also an alignment with guidelines from the office of human research protections. Specifically, online eSignature-capable platforms such as Adobe, Microsoft Forms, DocuSign, SurveyMonkey and others have become the standard in the majority of informed consent processes used in social, behavioral and educational research studies. The proliferation of online eSignatures on informed consent documents allows researchers and study participants to ensure that all pandemic-related health and safety guidelines are followed, and provides a faster more convenient method of gathering, saving and storing of participants informed consents.

Moving forward

While the above best practices related to permissions, recruitment, and informed consent all were initially the result of guidance provided to social, behavioral and educational researchers due to the COVID-19 pandemic, it is becoming clear to Institutional Review Boards across the nation that these are indeed best practices moving forward - regardless of whether or not new pandemic variants surface or new public health concerns arise. As was previously stated, research must go on.

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Development and Validation of a Novel Measure for the Direct Assessment of Empathy in Veterinary Students and Other Healthcare Professionals to Improve Job Performance Patient Outcomes, and Job Satisfaction

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Abstract

Empathy is a requisite clinical skill for healthcare professionals and empathy scores have been positively associated with professionalism, clinical competency, confidence, well-being, and emotional intelligence. To improve empathy in healthcare professions, it is critical to measure the construct of empathy accurately. Most research has relied on self-reporting measures to assess empathy, while some studies have implemented the use of simulated client encounters in medical education. Building on this research, the aim of the current study was to develop and validate a novel quantitative assessment tool – the Empathy Clinical Evaluation Exercise (ECEX) – designed to measure empathy based on directly observable behaviors, using simulated clients. To evaluate empathy, evaluators used the ECEX to assess the performance of student clinicians in a simulated client encounter which contained a pre-determined number of opportunities designed to elicit empathic responses from student clinicians. Statistical analysis suggests the ECEX has a high degree of inter-rater reliability. Additionally, there was moderate correlation between average empathy scores using ECEX and previously validated measures of empathy, compassion fatigue, satisfaction, and burnout. Using these methods, findings indicate most students studied had increased empathy scores at the completion of their primary care rotations. These results provide preliminary support for the use of the ECEX as a direct and quantitative tool to directly assess empathy. Healthcare professionals could use this novel empathy assessment to teach

students, evaluate teaching strategies, and improve communication competencies in a wide variety of clinical settings.

Keywords: empathy, empathy training, compassion fatigue, veterinary medicine

Introduction

Empathy is generally deemed a required or important clinical skill for any health professional (May, 2013). Indeed, empathy is a stated core competency within academic programs across the healthcare professions (Ekman & Krasner, 2017). High empathy scores have been associated with professionalism, clinical competency, confidence, well-being, and emotional intelligence all of which are important to healthcare professionals (Olsen & Kemper, 2014; Ogle et al., 2013; Austin et al., 2007). As such, most agree any medical curriculum should teach, assess, and improve a student's level of empathy. While some educational interventions can effectively maintain and enhance empathy in students (Bonvicini et al., 2009; Batt-Rawden et al., 2013; Colliver et al., 2010) many studies show empathy decreases during the course of medical education (Chen et al., 2007; Hojat et al., 2009; Newton et al., 2008; Schoenfeld-Tacher et al., 2015; Neumann et al., 2011; Nunes et al., 2011).

Clinical empathy has been described as encompassing the following four distinct components: affective empathy – the ability to experience patients'/clients' emotions and perspectives; moral empathy – the internal motivation to empathize; cognitive empathy – the intellectual ability to identify and comprehend others' perspective and emotions; and behavioral empathy – the ability to convey understanding of those emotions and perspectives back to the patient or client (Morse et al., 1992).

Methods

Fourth-year veterinary students in the College of Veterinary Medicine at Midwestern University (MWU) in Glendale, Arizona, were asked to voluntarily participate in a research study designed to evaluate their communication skills during a simulated client encounter. MWU's Institutional Review Board reviewed and approved the study prior to its start. Volunteers participated in a simulated standardized client (SC) encounter designed to elicit measurable levels of empathy before the start and at the end of their clinical primary care rotation. Students were also asked to complete the previously validated empathy Toronto Empathy Questionnaire (TEQ) and the Professional Quality of Life Scale (ProQol) scale at the start and at the end of the primary care rotation. Data from these questionnaires were used to evaluate a possible correlation between the novel ECEX empathy assessment tool and established measures of empathy, compassion fatigue, satisfaction, and burnout.

Case Preparation for Standardized Client (SC) Encounters

A specific scripted case for use in the Simulated Client Laboratory at Midwestern University (MWU) was developed. The objective of the case design was to provide opportunities to allow the student veterinarians to display empathy. Four empathic opportunities were written into each case scenario. Along with client demographics, the case script also contained extensive details about the SC's family, economic background, lifestyle, experience with pets, emotions, and presenting behavior and attitudes. Signalment and medical history were also described for the patient/pet. The student's tasks were to:

1. Greet Mr./Mrs. Fuller appropriately given the circumstances of this visit and indicate that the student had met him/her before.
2. Obtain a complete history, elicit Mr./Mrs. Fuller's perspective, and address his/her concerns.
3. Share Marley's (patient/pet) physical examination findings.

Videotape Analysis

Students and SCs consented to participation in the research and videorecording of each encounter. Three independent observers (Stackhouse, Bouwer, Mexas) evaluated and coded each videotaped interaction and awarded the student's performance an overall empathy score that reflected both the number of opportunities for empathy and the student's points (0 – 3 from Table 1: Performance Categories, Scores, Criteria, and Empathy Components for the ECEX) for each of these opportunities. All encounters started with a similar planned number of opportunities for empathy to make these scores comparable between different scenarios. Actors (SCs) could repeat or add opportunities in response to the student's performance during each

Rating (Number of Points)	Criteria	Components of Empathy
Inadequate (0)	The student did not acknowledge the opportunity to display empathy – score 0 points (there are no empathetic statements following the client's emotional statement)	The observer is unable to detect moral empathy, even if present.
Needs Improvement (1)	The student acknowledged the client's emotional concern without further action – score 1 point (e.g., the student said, "It seems like you are sad," or "I'm sorry this is so difficult for you."	The observer detects cognitive empathy. The student displays moral empathy.
Competent (2)	The student acknowledged the client's emotional concern and reciprocated with reflective empathy – score 2 points (e.g., "It seems like you are sad. I can see why this would be emotional for you" or "I remember when I had a similar situation with my own pet. It was a really difficult time for me, too."	The observer detects moral and cognitive empathy. Reflective listening may or may not include affective empathy.
Advanced (3)	The student probed the client for more information regarding their emotional concerns – score 3 points (e.g., "It seems like this is making you upset. Can you tell me more about your feelings?"	The observer detects moral, cognitive, affective, and behavioral empathy.

Table 1 | Performance categories, scores, criteria, and empathy compoents for the Empathy Clinical Evaluation Exercise.

encounter. Additional empathic statements performed by each student were also tabulated. Investigators (Stackhouse, Chamberlain, Bouwer, Mexas) tabulated and analyzed the results to determine the utility of this novel empathy assessment tool.

Results

Differences in empathy scores were compared between and among the first and second cohorts of students where the second cohort of students had completed a greater number of clinical rotations prior to their primary care rotation. When comparing different student cohorts, the number of opportunities/attempts to display empathy was statistically different for the cohort of students completing the encounter before their primary care rotation. For the cohort of students completing these encounters by the end of their primary care rotation, total points achieved/final empathy scores were statistically different. The significant difference in total points achieved between the first and second cohorts following the primary care rotation may reflect additional time spent in other rotations prior to primary care due to unmeasurable differences in the performance of the standardized clients over time or due to differences in scoring by observers over time.

To determine if there was an overall difference in the scores from observers between cohorts, a comparison was made of the single highest score achieved per student per encounter and the sum of the highest scores achieved. When comparing the sum of all the highest scores or only the highest scores achieved for each empathy theme (themes included celebration, mourning, fear of loss/pain/illness), there were no significant differences in sum or highest scores among, between, or when all students were combined.

Validation

To validate the use of ECEX, a comparison of these results with those of the TEQ occurred and noted similar statistical conclusions using both instruments. Neither the ECEX nor the TEQ was able to detect significant differences when empathy scores were compared for all participants before and after their clinical rotation. Similarly, both ECEX and TEQ failed to detect significant differences when each student cohort was individually assessed. In contrast, both ECEX and TEQ detected a significant difference in empathy scores obtained after the clinical rotation when comparing cohort 1 to cohort 2 and both methods detected an improvement in empathy scores in the majority of students observed.

Discussion

A novel approach to measuring empathy through directly observable behaviors can improve one's ability to accurately assess and educate students for the development of better empathy skills. The ECEX direct assessment tool provided a sensitive measure of change and created a teaching tool for empathy skills.

The ECEX had high inter-rater reliability scores when applied in this pilot student population. This measure will need to be validated in a larger group of students or doctors and be applied to others before more complex measures of its validity can be determined. The three evaluators of this study contributed to the development of this tool and inherently understood how and why the tool should be used. Further studies are needed to determine inter-rater reliability for researchers other than its developers.

Strengths and Limitations

This study describes the development, application, and assessment of a novel third-party direct observation tool for empathy assessment (ECEX). Since this is one of only a few measures to quantitatively assess empathy in veterinary students from a third-party perspective, measures of its efficacy, accuracy, and validity are difficult to compare with other results. Other limitations of the study include the low number of students who participated in the pilot study and the different time points at which two different cohorts were measured.

A unique strength of this study is the infusion of four distinct components of clinical empathy within the direct empathy assessment (ECEX) tool described in the introduction. Careful measurement of the components and levels of empathy displayed by medical students underpins and can inform the design and delivery of effective empathy training and education that should be comprised of learning, applying, and mastering empathy responses at an expert level.

Conclusions

Training students to become more empathetic may protect them from compassion fatigue. The ECEX tool can be applied to students, colleagues, oneself, or used by clients to rate faculty, practitioners, and students in practice. If shown to be effective, this tool may help improve the level of empathy throughout healthcare professions and achieve better patient outcomes. Further studies are needed to determine the relationship between empathy and other measures of good communication skills as well as the relationship between empathy and measures of well-being such as compassion fatigue, burnout, and job satisfaction.

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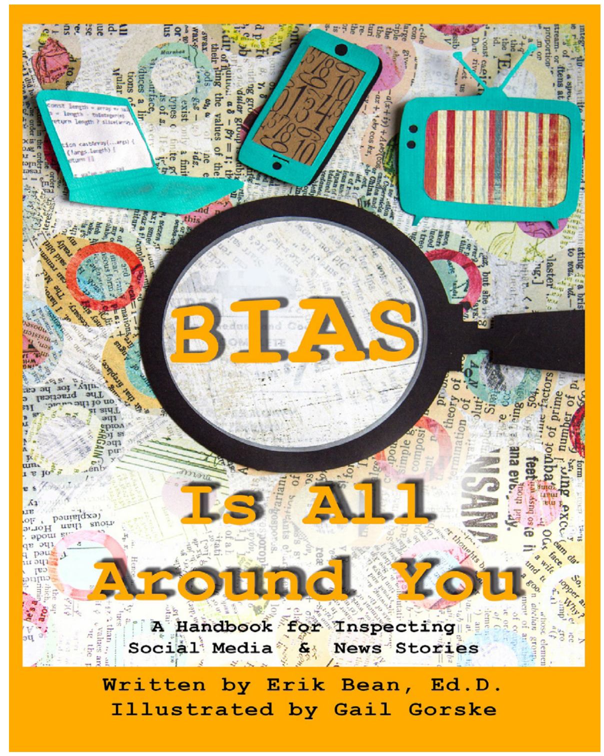
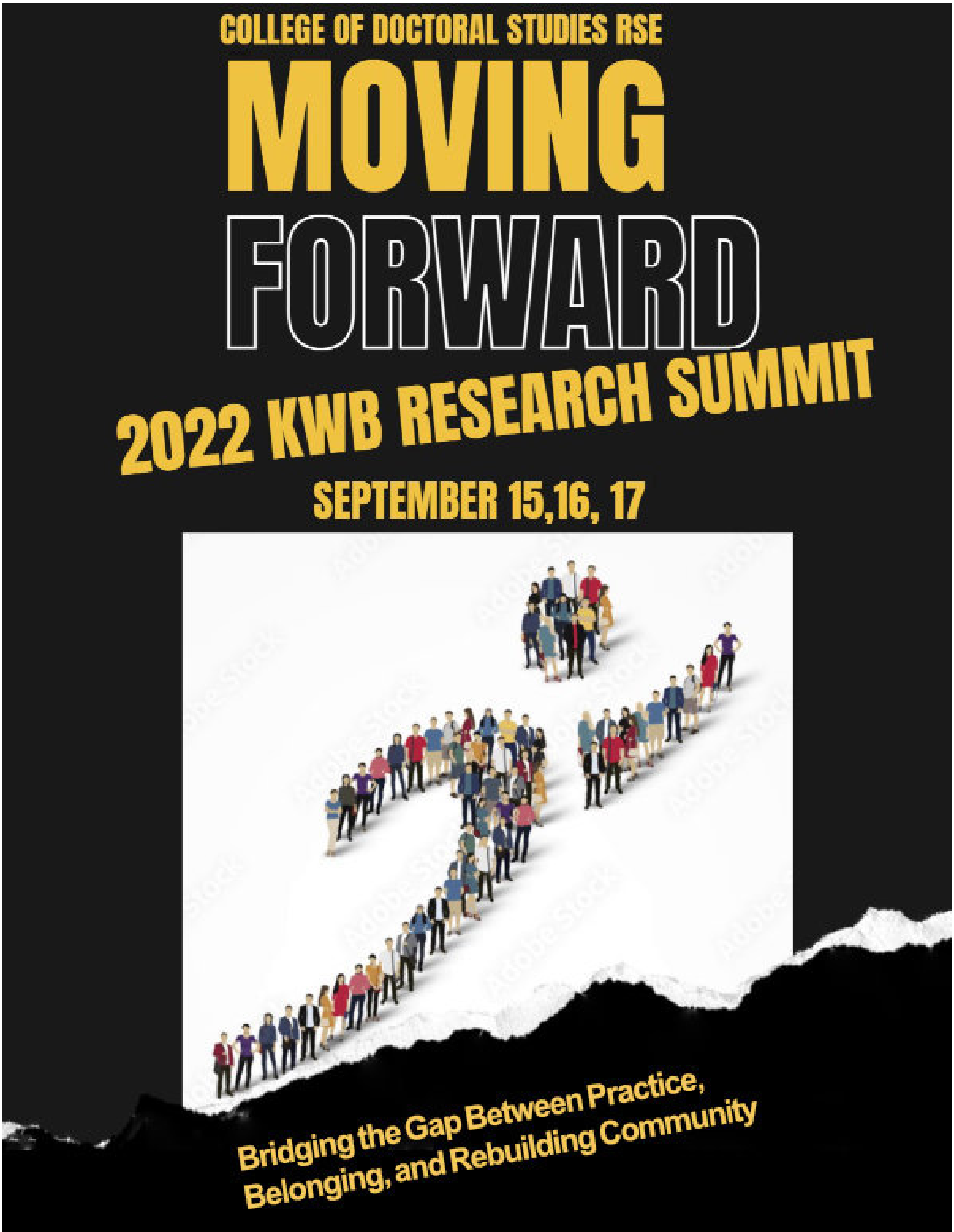
Dr. Bean's Book on Vetting Information Bias Earns 2022 Nautilus Silver Medallion Award



In 2021, Center for Leadership Studies & Organizational Research Associate Chair and University of Phoenix College of Doctoral Studies 2008 Alum Erik Bean, Ed.D. wrote a short (57-page) book entitled, Bias Is All Around You: A Handbook for Inspecting Social Media & News Stories. The book was published through his Michigan nonprofit imprint Healthy Mind Express in response to unprecedented turbulence in the aftermath of the 2020 U.S. election and the 2021 U.S. Capitol insurrection, misinformation associated with the COVID-19 pandemic, and uncivil unrest. "The purpose of the book is to help people learn how to separate facts from fiction in an era where algorithm manipulation, a multitude of false narratives, clickbait, and conspiracy theories continue to grow uncontrollably within social networks and the internet echo chamber," Bean stated. This past May, the book earned a silver medallion from the prestigious 2002 Nautilus Book Awards.

Nautilus recognizes books that promote hope, instill wisdom, encourage spiritual growth, and contribute to social causes. Over the years Nautilus winners have included Judy Collins, Deepak Chopra, Naomi Wolf, and Amy Goodman. This year, Bean, whose book earned a silver in the young adult nonfiction category, was among other 2022 notables from other categories, such as: Jane Goodall, Cicely Tyson, and Astronaut Nicole Stott. Bean has collaborated with several local libraries to offer both adult and teen workshops on information bias, and in July he will be presenting a chapter from the book at the 2022 National Council of Teachers of English Homecoming Conference in Louisville. When reflecting on the award, Bean stated: "I am grateful to receive the award and want to thank Gail Gorske for her unique colorful hand-cut paper illustrations and Sherry Wexler, book editor, for her outstanding attention to details." The book will be on display in June at the American Library Association Annual Conference in D.C. and in November at the New York Public Library with the New York Library Association.

Congratulations to Dr. Bean on this publication achievement!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Upcoming Events and Workshops

The College of Doctoral Studies offers a variety of events and workshops for students, faculty, and alumni. Below, you will find inforamtion for upcoming events and workshops; to access the full calendar please visit the **Workshop Calendar** on the Research Hub. All events are in the Arizona time zome, which does not observe daylight savings time. Feel free to reach out to us if you have an idea for a future event or workshop.

Date	Time	Title & Presenter	Description	Details
06/04/22	10 AM (MST)	**EDD Essentials**	Creating a peerwriting group	Via Zoom
06/09/22	4 PM (MST)	**The Art of Academic Writing: Mastering the Art of Writing Like a Scholar** Dr. Joy Taylor	A writing session designed to introduce students to the practice of writing for academic purposes. It will prepare students for work in doctoral courses in which research writing is a requirement and introduces basic research writing skills including synthesizing, paraphrase, summarizing, direct quotations, and critical thinking.	Via Collaborate
06/11/22	9 AM (MST)	**DHA Networking Call**	Discussion on Dissertation Journey for DHA students.	Via Microsoft Teams Meeting
06/16/22	4 PM (MST)	**Different Types of Delphi** Dr. Phil Davidson	This workshop provides an overview of Real time Delphi, Quantitative Delphi.	Via Collaborate
06/24/22	1 PM (MST)	**Healthcare Special Interest Group**	The Research and Scholarship Enterprise has a new Healthcare Special Interest Group(SIG)! This SIG focuses on various areas of healthcare and is open to all UOPX faculty, students, and alumni. The Healthcare SIG seeks to support members as they identify key topics in various areas of healthcare and initiate platforms to focus on these many topics. This SIG also seeks to connect like-minded individuals for support and collaboration.	Registration Via Google Form

Date	Time	Title & Presenter	Description	Details
06/30/22	4 PM (MST)	**Synthesizing: How to Make Sense of the Literature** Dr. Sandra Sessoms-Penny	This session details how to sort articles by themes or categories in preparation for writing your literature review; show how the articles relate to one another (through comparisons and contrasts); reveals how each article makes its own point about the topic and finally, how each article establishes its own argument or sub-argument.	Via Collaborate
07/02/22	10 AM (MST)	**EDD Essentials**	Careers and your Educational Leadership degree.	Via Zoom
07/07/22	4 PM (MST)	**What Do You Mean "Revise"? Embracing Faculty Feedback** Dr. Sandra Sessoms-Penny and Dr. Joy Taylor	This session focuses on how doctoral learners can implement faculty feedback to promote rigor and quality in their course work and in developing the prospectus, precis, proposal, and dissertation. The goal of the feedback is to guide doctoral students in developing the academic, research, and writing skills that enhance leaders and researchers throughout the doctoral journey. The Change Matrix is a tool designed to help doctoral learners throughout each stage of the dissertation writing process to capture the essence of writing and revising in response to the feedback presented by the committee.	Via Collaborate
07/08/22-07/10/22	3:30 PM-1 PM (MST)	**We Rise Doctoral Journey Colloquium**	Our We Rise Doctoral Journey Success Workshops will be a three-day in-person event starting on Friday, July 8th and will cover a range of critical topics based on your current Doctoral Journey Phase or alumni career path. Please review the attached agenda to view our planned events – these sessions do not earn credit. There is no fee to attend this event. Session presenters include our Associate Deans of Instruction for Business, Education, and Health Administration, our Associate Dean of Institutional Review Board and Dissertation Services, our Research Enterprise Chairs, as well as the University's VP of Public Relations, and Directors of Alumni Experience and Career Services. We are extremely excited about this event and encourage all students and alumni to attend. Registration will be open until 10 June 2022.	Onsite! University of Phoenix, 4035 S Riverpoint Pkwy, Phoenix, AZ 85040 Registration Via Eventbright
07/09/22	5 AM (MST)	**DHA Networking Call**	Discussion on Dissertation Journey for DHA students.	Via Microsoft Teams

Date	Time	Title & Presenter	Description	Details
07/14/22	4 PM (MST)	**Repeated Measures as Research Design and Repeated Measures (Bonferroni v. Tukey's)** Dr. Frederick Lawrence	This workshop provides an overview of how to analyze a repeated measure research design.	Via Collaborate
07/21/22	4 PM (MST)	**Data Saturation** Dr. Karen Johnson	This workshop provides an overview of issues, strategies, effective practices for data saturation.	Via Collaborate
07/21/22	5 PM (MST)	**Y3 Meet & Greet**	Mandatory for students and faculty attending the 7/22/22 Year 3 Residency.	See email from your faculty member on how to attend via Zoom link.
07/29/22	1 PM (MST)	**Healthcare Special Interest Group**	This SIG focuses on various areas of healthcare and is opento all UOPX faculty, students, and alumni. The Healthcare SIG seeks to supportmembers as they identify key topics in various areas of healthcare and initiateplatforms to focus on these many topics. This SIG also seeks to connect like-minded individuals for support and collaboration.	Registration Via Google Form
08/06/22	10 AM (MST)	**EDD Essentials**	Associations, conferences, and your research.	Via Zoom
08/13/22	9 AM (MST)	**DHA Networking Call**	Discussion on Dissertation Journey for DHA students.	Via Microsoft Teams
08/18/22	4 PM (MST)	**CDS Alumni Distinguished Speaker** Dr. Wayne L. McCoy, Dissertation of the Year Award Recipient	Dr. McCoy will describe the dissertation journey and highlight relationships between charismatic, transformational leadership and human capital, defined as "thinking of people in a business as resources with the drive, knowledge, passion and the energy to make incredible things happen" (Wustemann, 2021).	Via Collaborate
08/25/22	4 PM (MST)	**Academic Blogging Part II** Dr Rodney Luster	Blogging for the Hub and supporting your writing and scholarship within the Research Hub.	Via Collaborate
09/03/22	10 AM (MST)	**EDD Essentials**		Via Zoom

Date	Time	Title & Presenter	Description	Details
09/10/22	9 AM (MST)	**DHA Networking Call**	Discussion on Dissertation Journey for DHA students.	Via Microsoft Teams
09/15/22-09/17/22	TBA	**2022 Knowledge Without Boundaries Research Summit: Moving Forward**	For details on the event visit this page: Knowledge Without Boundaries.	TBA
09/23/22	4 PM (MST)	**Positive Delphi Method** Dr. Phil Davidson	This workshop provides an overview of conducting Positive Delphi method. Effective practices, issues, and challenges related to this design will be discussed.	Via Collaborate

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

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