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EMAIL ETIQUETTE RECOMMENDATION FOR TODAY'S BUSINESS STUDENT

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ABSTRACT

Because of its many advantages over other forms of communication, electronic mail has experienced rapid growth in recent years and has become an indispensable tool in the business world. For this reason, email etiquette rules have also become an essential part of business communications. Just as etiquette rules should be followed in other forms of business correspondence, email etiquette rules should be followed in electronic correspondence.

As business students, there are some email etiquette practices you should learn and adopt when corresponding electronically in the business world. Your email correspondence needs to reflect positively on you as a professional.

Courtesy and professionalism need to be practiced in all business communications and in email correspondence more than ever. Because email is such a widely utilized form of communication, it is important to consider email etiquette practices when constructing email messages on mobile devices, in order to make good impressions, and when communicating during team communication.

Although email communication has been growing exponentially in recent years, communicating in person is still considered very important. Maintaining goodwill is a critical aspect of a company's going concern. Goodwill can be maintained via electronic correspondence and through in-person communication. Striking the right balance between virtual and personal communication is the most effective way to maximize the use of technology and yet sustain face time with people. The importance of face-to-face communication must not be forgotten in our faced-paced, technological world.

This study will make recommendations.

INTRODUCTION

Electronic mail has experienced rapid growth in recent years and has become an essential tool in the business world today. Email has many advantages and only a few disadvantages. The advantages are the primary reason email has become commonplace in all aspects of business operations. Therefore, etiquette rules must be followed in all forms of business correspondence. Courtesy should prevail when using mobile devices, communicating to virtual teams, and trying to make good impressions.

Purpose

The purpose of this study was to recommend general email etiquette rules to follow to today's business students. First, the role email plays in the business world today was determined. Then, the research led to the formulation of email etiquette rules and universal recommendations for electronic business communication.

Preview

The findings of this study are organized into three main sections: electronic mail, email etiquette, and business communication and email. The electronic mail section explains what email is and the advantages and disadvantages of email. The email etiquette section is dissected further into mobile device considerations, virtual team considerations, and good impression considerations. The business communication and email section describe the importance of in-person communication in a technologically driven business world. Conclusions and recommendations about email etiquette are based on the findings of this study.

ELECTRONIC MAIL

In recent years, the rapid growth of electronic mail has been one of the most exciting communication developments (Lesikar, Flatley, & Rentz, 2008). To explain the sheer volume of email communication, Lesikar, Flatley, and Rentz (2008) state, "there are more emails sent every day than telephone calls" (p.96). Electronic mail has become a mainstream form of business communication and is used widely in both small and large organizations (Lesikar, Flatley, & Rentz, 2008). As any form of new technology, email has its advantages and disadvantages over other communication tools.

Advantages

Email's principal competitor is the telephone, and there are many reasons why email is a more effective communication tool than the telephone. According to Lesikar, Flatley, and Rentz (2008), the advantages of email include:

•   Email eliminates "telephone tag."
•   Email saves busy people time.
•   Email can speed up decision making.
•   Email is cost effective.
•   Email provides written records.

Disadvantages

Although email provides many advantages, there are disadvantages as well:

•   Email is not as private as it may seem (Hughes, Stolley, & Driscoll, 2007).
•   Email does not communicate the sender's emotion and tone.
•   Email may be ignored or deleted by the recipient (Lesikar, Flatley, & Rentz, 2008).

Although email has its disadvantages, the explosive growth of email continues and is expected to continue for some time (Lesikar, Flatley, & Rentz, 2008).

EMAIL ETIQUETTE

Courtesy should be practiced in all business communications and in email correspondence especially (Lesikar, Flatley, & Rentz, 2008). Email has rapidly become commonplace in today's society. Its volume surpasses that of the U.S. Postal Service (Lesikar, Flatley, & Rentz, 2008). Because email is such a widely utilized form of communication, it is important to consider email

etiquette practices when constructing email messages on mobile devices, when communicating during team communication, and in order to make a good impression.

Mobile Device Considerations

The use of mobile devices to send and receive email has seen rapid growth in recent years. The BlackBerry and iPhone make it possible to communicate using email anywhere a cell phone signal connection can be made. There are some benefits to having the office in one's pocket; however, managing the daily flow of email is becoming a challenge (Forestier-Walker, 2007, p. 13).

Forestier-Walker (2007) provides several tips about emailing to and from mobile devices:

- Resist the urge to press "reply to all."
- Do not read or send messages during meetings, when attending religious ceremonies, movies, or dinner parties.
- Respect personal time off (p. 13).

Virtual Team Considerations

According to Lindsell-Roberts and Settle-Murphy (2007), email is the lifeblood of virtual teams and other electronically collaborative efforts. Specific suggestions for emailing members of these virtual teams are as listed:

- Set boundaries.
- Standardize response times.
- Be clear, concise, and informative.
- Figure out what's important.
- Answer the "who, what, when, where, why and how."
- Think before you send.
- Always proofread.
- Be sensitive to cultural differences (p. 50).

Although Lindsell-Roberts and Settle-Murphy's (2007) suggestions were expressly regarding emailing virtual teams, many of their recommendations are transferrable to email etiquette in general (p. 50).

Good Impression Considerations

Using good manners, proper English, and sensitivity to bring a professional tone to electronic correspondence is another way professional businessmen and businesswomen can make a good impression (Mind Your E-mail Manners, 2003, p. 26). The Journal of Accountancy (Mind Your E-mail Manners, 2003) outlines several tips to ensure business emails reflect the sender in a positive light:

- Do not write in all capital letters; it is the equivalent of electronic shouting.
- Answer business emails within 24 hours.
- Squash the urge to forward chain emails.
- Watch the language.
- Resist attaching pictures, letters, and large documents to emails.
- When replying to an email, include the original in the body of the message.
- Turn on the auto-reply function if out of the office for an extended period of time (p. 26).

Writing clear, short paragraphs and being direct and to the point are ways to portray professionalism through email messages (Hughes, Stolley, & Driscoll, 2007). Professionals view their email accounts as another aspect of business. Writing unnecessarily long emails will only waste the recipient's time (Hughes, Stolley, & Driscoll, 2007). Keeping the courtesy is also important. Incorporating items such as a greeting and a goodwill close into the email message allows senders to control the tone, to influence how the message is perceived, and to make a more professional impression (Kallos, 2009).

BUSINESS COMMUNICATIONS AND EMAIL

Although email communication has been growing exponentially in recent years, communicating in person is still considered very important. According to Hamstra's (2008) article in Supermarket News, phone calls and face-to-face conversations add a significant dimension that electronic communication cannot replace (p. 23).

Hamstra (2008) reported the discussion of panelists at a Network of Executive Women event. The panel is called "Leadership in a Virtual World" (p. 23). Many of the panelists agree that some communications should be done by email, but that nothing can beat sitting down and looking someone in the eyes and telling them how it is, or listening to them. The panelists also agree that tone and context can be lost in email messages and that communicating via phone or face-to-face is often more effective (Hamstra, 2008, p. 23).

On the other hand, none of the panelists could deny the extent to which they utilize electronic communications each day. One panelist explained, "Everything I do now is virtual . . . I work with people around the world, across the country and down the hall. We work in virtual teams" (Hamstra, 2008, p. 23). Striking the right balance between virtual and personal communication is the most effective way to maximize the use of technology and yet maintain face time with people.

CONCLUSIONS

Electronic mail is undeniably becoming an essential aspect of business operations. It is a communication tool that has many advantages. Electronic communications allow business professionals to connect and collaborate in new ways. However, common courtesy and professionalism need to be maintained in electronic communication as well. Lesikar, Flatley, and Rentz (2008) state as an important reminder, "People still judge you on how well you communicate . . . commercial email represents your company and your brand" (p.101). In conclusion, courtesy, professionalism, and etiquette must be maintained in all business relations, including email communication.

RECOMMENDATIONS

As business students, learning proper email etiquette is imperative before entering the business world. The findings of this study lead to the following overall recommendations:

- Know your audience
- Use proper English, grammar, spelling and punctuation
- Consult specific email etiquette instructions when electronically communicating under certain circumstances
- Always keep the courtesy
- Keep in mind the importance of face-to-face communication

Following these recommendations will ensure your email correspondence will reflect positively on you as a professional.

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HUNCHES AND LEAPS OF FAITH: INTUITION AND FAITH IN DECISION MAKING

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ABSTRACT

Organizational decisions often involve leaps of faith. Frequently the most successful individuals and organizations are those that take a risk that pays off. However organizations use a variety of decision processes, some of which avoid leaps of faith and take a measured approach to minimizing risk. In this paper we maintain that intuitive decision processes allow decision makers to avoid being overly risk averse and actually reduces risk by allowing tacit knowledge and implicit processes to positively influence both decisions and their implementation. We examine how faith fits into models of decision making. Included are intuitive decision making and four other models - rational, behavioral, political and 'garbage can'. We conclude with suggestions of how faith and intuition can be used for better decision making.

INTRODUCTION

Intuition and faith are important but underexplored topics in decision making and management research. Magazine cover stories and television shows frequently showcase organizations that are successful due to the use of intuition and confidence in their decisions rather than using rational processes and proceeding cautiously. In reality all organizations use a variety of decision processes simultaneously. In this paper we maintain that intuitive decision processes allow decision makers to avoid being overly risk averse and actually reduces risk by allowing tacit knowledge and implicit processes to positively influence both decisions and their implementation. We further posit that faith or confidence fits into intuitive decision making and other models of decision making.

First examine faith and intuition are briefly examined, this is followed by a review of other models of decision making - rational, behavioral, political and 'garbage can'. The role of faith is the various decision making models is examined next. We conclude with suggestions for further research and how faith and intuition can be used for better decision making.

FAITH

"In faith there is enough light for those who want to believe and enough shadows to blind those who don't" - Blaise Pascal

"If men are given the grace to understand faith, they will comprehend it. If they aren't, then faith will always be nothing but mere folly." - Thomas Merton from The Seven Story Mountain

Faith is a word often associated with spirituality and religion, and workplace spirituality is associated with decision making (Fernando & Jackson, 2006). People want to integrate their faith and work (Naughton 2006). Although some researchers separate faith based (spiritual) and secular (rational) approaches to problem solving (Shakun, 2006), others argue that trust in a secular framework is like faith in a religious organization (Caldwell, Davis & Devine, 2009). In this context perhaps confidence is a better term than faith.

Building capacity and confidence is a key principle in decision making process (Brooks & Hulme, 2007). Confidence (faith) comes with experience and learning (Moorcroft 2009), and trust and credibility create confidence (Sande, 2009). Is the faith in the person making the decision or the decision itself (Payne, Davis Moore, Bell, 2009)? Both and neither. Faith in workers helps participation and acceptance of decision making (Wang, 2003). In this way the faith is in the decision. Self confidence allows entrepreneurs to be more innovative (Koellinger, 2008), with the faith in the decision maker. However faith has limits (Ye, 2008). Entrepreneurs have confidence in decision making, but overconfidence leads to failure (Hayward, Shepard & Griffin, 2006). Overconfidence results in and overestimating abilities in situations with incomplete knowledge (Hyatt & Taylor, 2008).

INTUITIVE DECISION MAKING

Intuition is a commonly accepted decision approach (Glass, 2007) that has an important place in strategic decision making (Butler, 2002). As one management expert said "When it comes time for real decision making in complex topic areas, the other methods tend to fail us" (Glass, 2007). Intuition allows for quality decisions to be made quickly, to manage the trade-off between speed and decision quality (Dane & Pratt, 2007). In fact, gut instinct or intuition is used by experienced managers under duress despite the data and analytics at their disposal (Matzler, Bailom & Mooradian, 2007). Small business owners rely on intuition and being so involved in the daily operations allows patterns to be internalized facilitating the development of intuition. (Isaack 1981).

Intuition may truncate steps present in rational models; however intuition and logical reasoning go hand in hand and rely on each other (Barnard, 1938). Explicit analytical thought and implicit intuitive thought are both useful and necessary (Pretz, 2008). Experts and experienced decision makers cannot explicitly explain their decisions, they unconsciously recognize and understand patterns, in other words they have intuition (Simon, 1987). Jung recognized intuition and considered it as one of his personality types (Jung, 1926) later incorporated into the popular Myers-Briggs Personality Indicator (MBTI) as a dichotomy between intuitive and analytic types (Meyers, McCauley, Quenk & Hammer, 1998). Barnard was referring to intuition when he spoke about 'non-logical processes' that were difficult to express in words but revealed themselves in actions and decisions. (Barnard 1938). About 50 years later Simon said "Intuition and good judgment are analyses frozen into habit" (Simon 1987).

DECISION MODELS - RATIONAL, BEHAVIORAL, POLITICAL, GARBAGE CAN

In addition to intuitive decision models, we will examine the relationship between faith and decision making in four other dominant process perspectives on decision making. Models of decision making processes typically include various stages. To simply our analysis we will consider three stages - problem definition, alternative generation and selection. a stage devoted to alternative generation. Each of these stages combines steps that exist in one or more of the models of decision making. For example, in some models problems definition requires an information gathering step or selection requires data analysis. The various models diverge early in the decision process, which changes the dynamics of the stages. For example, in some models there is a highly truncated search, and others require extensive scanning of the environment in search of alternatives or information from which alternatives are formed (Harrison & Pelletier, 2001). In this section we present a brief description of the five models, summarized in Table 1.

Table 1 Portrayal of Essential Stages In Five Decision Making Models			
Decision Model	Problem Definition	Alternative Generation	Selection
Rational	Comprehensive analysis	Extensive search	Optimization
Behavioral	Focused Analysis	Problematic search	First adequate solution
Organized Anarchy	Spontaneous	Spontaneous	Serendipity
Political	Constraints and preferences	Restricted set	Sub-unit self interest
Intuition	Vague	Ad Hoc	Loosely defined

Rational Models

The rational model of decision making has strong advocates, primarily in economics (Zey, 1998). The rational model of decision making uses distinct steps in an orderly progression. 'Problem definition' or 'goal setting' immediately precedes alternative selection (Tarter & Hoy, 1998). The idea is that you must know what your goals or problems are before you can propose ways to reach or solve them. All alternatives that would solve the problem or lead to the goal being reached are uncovered or developed during the alternative generation step, through extensive scanning of the internal and external environment (Harrison & Pelletier, 2001). The step that follows alternative generation is some form of 'evaluation' which is followed by 'choice'. Alternatives must be evaluated as to their merits and then a choice can be made. Evaluation of alternatives involves calculating the 'utility' of each alternative. The utility of each alternative includes the various risks, costs and benefits associated with it (Jarret, 2000). It is assumed that the utility of each alternative can be measured and that adequate and appropriate methods of measuring utility can be established. Choice in a rational model may be combined with implementation and evaluation because the alternative with the highest utility is automatically chosen.

Behavioral Models

Many researchers reject the rational model of decision making in favor of a behavior model (Halpern & Stern, 1998). Much like in the rational model, distinct steps in an orderly progression are present in behavioral models of decision making. The sequence and steps are roughly the same - 'problem definition' or 'goal setting', 'alternative generation' and 'evaluation' which is followed by 'choice'. The main differences between rational and behavioral models are the comprehensiveness of the processes (Cosgrave, 1996). In a behavioral model the analysis is far more focused. The problem is more narrowly defined with a goal of finding a satisfactory alternative, not the optimal one. Behavioral models assume that there is a set of criteria that describes minimally acceptable or satisfactory alternatives (March & Simon, 1958). Establishing these criteria takes place at the 'problem definition' or 'goal setting' stage. Alternative generation in behavioral models starts local and is historical, simplistic, and problem oriented. The 'evaluation' is on the basis of the criteria an alternative must satisfy and 'choice' is simple, the first alternative found to be minimally acceptable is chosen.

Political Models

Although political processes are considered to be independent of rational or behavioral processes (Dean & Sharfman, 1993), as in those previous models there are distinct stages in the decision process. The problem definition stage is more concerned with establishing constraints and preferences of those involved in and affected by the decision. Alternative generation come next, followed by the stage dealing with the gathering of information about the alternatives. (Pfeffer, 1981) The order of the stages in this model is viewed as an important part of a legitimate process. To violate the order of the process by conducting the stages in parallel would be "at once an invitation to conflict and is likely to be perceived as illegitimate and harmful to the organization's solidarity and the fundamental beliefs in organizational goals and organizational rationality." (Pfeffer, 1981. p121). In the political model the three stages - definition of constraints and preferences, alternative generation, and gathering of information about alternatives - all serve to reduce the number of and differences between possible alternatives. Choice is steered by constraints, preferences and the information gathered, and it is restricted to the alternatives generated. In the political model goals are heterogeneous and solutions are advocated on the basis of sub-unit self-interest. Involvement in the process that restricts the solutions offered allows you to influence the final decision.

'Garbage Can' Models

In contrast to the other models, in the organized anarchy (or 'garbage can') model alternative solutions exist and are developed and proposed independent of problems (Cohen, March & Olsen, 1972). . They are ideas that are found or developed by individuals within an organization or ideas brought in by individuals outside of the organization. These ideas are proposed as solutions. In an organized anarchy, the solution proposal process is on-going. Ideas are constantly being proposed or withdrawn as solutions. If an idea is withdrawn as a solution, it may be re-proposed by the same or another individual at a later time. Once proposed, solutions may initiate another generation process; it is the generation of a problem to fit the solution (Rommetveit, 1976). Neither problem generation, nor problem-solution fit is necessary however, the organized anarchy model allows for a decision to adopt a solution that 'found' an existing problem that it does not solve.

Table 2 Role of Faith in Each Stage of Five Decision Making Models			
Decision Model	Problem Definition	Alternative Generation	Selection
Rational	Appropriate process	Solutions will be found	Optimal solution is recognized
Behavioral	Appropriate limits	Minimum criteria can be met	Good enough is good enough
Organized Anarchy	Problems will surface	Solutions will surface	Match can happen
Political	Limits help	Bad alts not included	Friends come through
Intuition	Proper understanding	Know or can find solutions	Good instincts

FAITH AND DECISION MODELS

Confidence or Faith can facilitate each stage in the decision models considered (Table 2). At the problem definition stage, faith in the appropriateness of the process is important. Faith in the right limits in the behavioral model is the key because the problem must be framed appropriately. In order for organized anarchy to be effective, the decision maker must believe that problems in need of solutions will surface. In political models the key belief is that the limits set in the problem definition will ultimately guide the process and lead to a favorable selection. For intuition to work the decision maker must have faith in the understanding of the problem.

Confidence that a solution can be found is necessary in rational models. The behavioral model depends on the minimum criteria being met. Faith that the right solutions that match the problems will surface allows the organized anarchy model to proceed. Intuition can only work if the decision maker is confident that a solution is known or will be found. Confidence in the selection in a rational process means that the decision maker is confident that the optimal solution will be recognized as such. The behavioral decision maker that is selecting a 'good enough' solution must be confident that good enough is indeed good enough. If the decision maker is confident that a match can happen, then the organized anarchy process will be trusted. A political selection process requires confidence that the selection will be supported by others with influence on the process. Faith in the decision maker's instincts leads to faith in the intuitive selection process.

CONCLUSIONS AND SUGGESTIONS FOR FURTHER RESEARCH

Faith in people and processes and intuitive processes are influential phenomenon in organizational decision making, but have not received significant attention in decision making research. In this paper, the relationship between faith and five decision models - rational, behavioral, organized anarchy, political and intuitive - were examined. The key aspects where faith or confidence would facilitate each stage of each model were identified.

Managers can use awareness of these attributions and facilitating factors to control the decision making processes within the organization and sense making processes both inside and outside of the organization. The processes can be controlled internally by considering what elements key players need to have faith or confidence in to keep the decision process running smoothly.

This examination is a first step in creating a more complete view of the decision making process. Each combination of stage, decision model and faith deserves greater theoretical attention and empirical investigation. Each stage of each model and its relationship with faith can be examined individually or investigated by decision model, stage or some other grouping. Academics can also use the analytical framework presented in this paper to guide lectures on decision making, faith and intuition. Addressing such interesting but under-investigated current topics in the class room allows our students to augment the mature bodies of knowledge that they are accustomed to encountering in class by considering new and relevant issues as they are being addressed by the field.

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LUCKY ROLLS AND HUNCHES: LUCK AND INTUITIVE DECISION MAKING

Stephen C. Betts, William Paterson University

ABSTRACT

Organizational efforts often are based on the 'hunches' or intuition of decision makers, and success is frequently attributed to luck. However successful individuals and organizations that are more prone to using intuition are also disproportionately lucky in having things work out well. In this paper we maintain that intuitive processes allows decision makers to avoid being overly risk averse and actually reduces risk by allowing implicit processes to tacit knowledge and to positively influence both decisions and their implementation. As such, the subsequent outcomes are more by design than due to luck. In this paper we examine how luck is attributed in various models of decision making. Included are intuitive decision making and four other models - rational, behavioral, political and 'garbage can'. We conclude with suggestions of how intuition and luck can be used for better decision making.

INTRODUCTION

Intuition and luck are important but underexplored topics in decision making and management research. Magazine cover stories and television shows frequently showcase organizations that are successful due to the use of intuition and luck, than using rational processes and getting expected results. In reality all organizations are lucky at times and use a variety of decision processes simultaneously. In this paper we maintain that intuitive decision processes allow decision makers to avoid being overly risk averse and actually reduces risk by allowing tacit knowledge and implicit processes to positively influence both decisions and their implementation. We further posit that luck fits into intuitive decision making and other models of decision making.

First examine luck and intuition are briefly examined, this is followed by a review of other models of decision making - rational, behavioral, political and 'garbage can'. The role of faith is the various decision making models is examined next. We conclude with suggestions for further research and how luck and intuition can be used for better decision making.

LUCK

"I'm a great believer in luck and I find the harder I work, the more I have of it." - Thomas Jefferson

"Luck is the by-product of busting your fanny" - Don Sutton

Luck is a popular concept that not covered in management literature (Hafer & Gresham, 2008). Although difficult to define, luck is attributed to a situation that occurs against probabilistic expectations (Pritchard, 2005). Researchers have explored various types of luck, such as moral luck vs. epistemic luck (Hafer & Gresham, 2008). Moral luck is concerned with external circumstances and conditions - the consequences of actions a person's moral standing (Hafer & Gresham, 2008; Nagel, 1993). For example, if a morally questionable action results in little or no direct negative effect, the actor is considered lucky and the moral judgment is less severe than if there were dire consequences for the same action. Epistemic luck involves the gaining of knowledge through luck (Pritchard, 2004). For example, you suddenly have a breakthrough discovery in your series of

experiments. You will be considered 'lucky' in the decisions that you made resulting in having and gaining knowledge (Hafer & Gresham, 2008). There are further divisions possible of different types of moral luck (Nagel, 1993) and epistemic luck (Pritchard, 2005); however the conceptual basis of all types of luck is in attribution theory (Hafer & Gresham, 2008). Luck is attributed when events and circumstances are unexpected or unanticipated. As such, innovation can seem to be the result of luck rather than judgment. (Strategic Direction, 2007), as can membership in dominant coalition (Pearce & Denisi, 1983).

Luck is not completely out of a decision maker's control. Often decision makers often try to duplicate the luck of others by imitating what made them successful (Offerman & Schotter, 2009). Putting yourself in a position for luck to happen is the key. Knowing what is attainable and acting accordingly often results in lucky outcomes (MacLeod & Pingle, 2005).

INTUITIVE DECISION MAKING

Intuition is a commonly accepted decision approach (Glass, 2007) that has an important place in strategic decision making (Butler, 2002). As one management expert said "When it comes time for real decision making in complex topic areas, the other methods tend to fail us" (Glass, 2007). Intuition allows for quality decisions to be made quickly, to manage the trade-off between speed and decision quality (Dane & Pratt, 2007). In fact, gut instinct or intuition is used by experienced managers under duress despite the data and analytics at their disposal (Matzler, Bailom & Mooradian, 2007). Small business owners rely on intuition and being so involved in the daily operations allows patterns to be internalized facilitating the development of intuition. (Isaack 1981).

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Behavioral Models

Many researchers reject the rational model of decision making in favor of a behavior model (Halpern & Stern, 1998). Much like in the rational model, distinct steps in an orderly progression are present in behavioral models of decision making. The sequence and steps are roughly the same - 'problem definition' or 'goal setting', 'alternative generation' and 'evaluation' which is followed by 'choice'. The main differences between rational and behavioral models are the comprehensiveness of the processes (Cosgrave, 1996). In a behavioral model the analysis is far more focused. The problem is more narrowly defined with a goal of finding a satisfactory alternative, not the optimal one. Behavioral models assume that there is a set of criteria that describes minimally acceptable or satisfactory alternatives (March & Simon, 1958). Establishing these criteria takes place at the 'problem definition' or 'goal setting' stage. Alternative generation in behavioral models starts local and is historical, simplistic, and problem oriented. The 'evaluation' is on the basis of the criteria an alternative must satisfy and 'choice' is simple, the first alternative found to be minimally acceptable is chosen.

Political Models

Although political processes are considered to be independent of rational or behavioral processes (Dean & Sharfman, 1993), as in those previous models there are distinct stages in the decision process. The problem definition stage is more concerned with establishing constraints and preferences of those involved in and affected by the decision. Alternative generation come next, followed by the stage dealing with the gathering of information about the alternatives. (Pfeffer, 1981) The order of the stages in this model is viewed as an important part of a legitimate process. To violate the order of the process by conducting the stages in parallel would be "at once an invitation to conflict and is likely to be perceived as illegitimate and harmful to the organization's solidarity and the fundamental beliefs in organizational goals and organizational rationality." (Pfeffer, 1981. p121). In the political model the three stages - definition of constraints and preferences, alternative generation, and gathering of information about alternatives - all serve to reduce the number of and differences between possible alternatives. Choice is steered by constraints, preferences and the information gathered, and it is restricted to the alternatives generated. In the political model goals are heterogeneous and solutions are advocated on the basis of sub-unit self-interest. Involvement in the process that restricts the solutions offered allows you to influence the final decision.

'Garbage Can' Models

In contrast to the other models, in the organized anarchy (or 'garbage can') model alternative solutions exist and are developed and proposed independent of problems (Cohen, March & Olsen, 1972). . They are ideas that are found or developed by individuals within an organization or ideas brought in by individuals outside of the organization. These ideas are proposed as solutions. In an organized anarchy, the solution proposal process is on-going. Ideas are constantly being proposed or withdrawn as solutions. If an idea is withdrawn as a solution, it may be re-proposed by the same or another individual at a later time. Once proposed, solutions may initiate another generation process; it is the generation of a problem to fit the solution (Rommetveit, 1976). Neither problem generation, nor problem-solution fit is necessary however, the organized anarchy model allows for a decision to adopt a solution that 'found' an existing problem that it does not solve.

Table 2 Role of Luck in Each Stage of Five Decision Making Models			
Decision Model	Problem Definition	Alternative Generation	Selection
Rational	Right criteria	Generated right alt. set	Correct analysis
Behavioral	Right focus	Looked in right places	First alt was good
Organized Anarchy	Right problem surfaced	Right solution surfaced	Right match
Political	Right limits	Exclusion of wrong alt	Support of others
Intuition	Right insights	Found good alternatives	Right insight

LUCK AND DECISION MODELS

Attributions of luck can be made in each stage of the five decision making models whenever the decision maker got something 'right' (Table 2). The object of the luck or what the decision maker was lucky about is what varies by stage and model. In the problem definition stage the decision maker is lucky if the right criteria are used. In the behavioral model, where things are truncated, it is lucky if the focus is correct. Anarchy models rely on a match between problem and solution, therefore it is lucky if the right problem surfaces. Political models depend on constraints that shift decisions in the favor of those in power, so it is lucky to set the right limits. Finally in the intuitive model, the insights are correct if the decision maker is lucky.

In the rational model many alternatives are generated, therefore the lucky outcome is the right set of outcomes. The behavioral approach uses a 'problematic search' so to be lucky means that the search was made in the right place. Anarchy depends on the right match so like in the earlier stage it is lucky to have the right solution surface. To avoid decisions that are not favorable to key players, it is lucky if alternatives that would favor opponents are avoided and never considered. Intuition is lucky if good alternative solutions occur to the decision maker.

The final stage is selection and in the rational model it is done systematically. If the analytical methods and procedures are correct then the decision maker is lucky. In the behavioral model alternatives are considered until one meets minimal acceptance criteria. The luckiest outcome is to have the first alternative be good enough. A lucky selection in the garbage can model occurs when there is a match between problem and solution. Support of others in selecting the preferred alternative is lucky in the political model. Finally in intuitive decision making, the right selection means that the decision maker was lucky in having the right insights.

CONCLUSIONS AND SUGGESTIONS FOR FURTHER RESEARCH

Attributions of luck and intuitive processes are influential phenomenon in organizational decision making, but have not received significant attention in decision making research. In this paper, the relationship between luck and five decision models were examined. The most likely attribution of luck was identified for each stage of each model.

Managers can use awareness of these attributions to control the decision making processes within the organization and sense making processes both inside and outside of the organization. Anticipating and controlling attributions of luck can be used to establish credibility, avoid the appearance that success is due to chance, be sure that key elements of effective decisions are identified and responsible parties are given appropriate credit.

This examination is a first step in creating a more complete view of the decision making process. Each combination of stage, decision model and luck deserves greater theoretical attention and empirical investigation. Academics can also use the analytical framework presented in this paper to guide lectures on decision making, luck and intuition.

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COMMUNICATION AND CONFLICT: SOCIAL ANXIETY AND LEARNING

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ABSTRACT

Social anxiety continues to affect numerous special needs students throughout our educational system. Many educators are unaware of what social anxiety is and how it affects their students. Social anxiety is a term that is used to describe an experience of anxiety regarding a social situation, interaction with others, or being scrutinized by other people. People who feel social anxiety are often overcome with timidity, bashfulness, diffidence, apprehension, intimidation, lack of confidence and/or lack of assertiveness. Research has shown that some students have become so bad with social anxiety disorder that they are afraid to speak and interact within an educational setting (Social Anxiety Disorder: Children and Education, 2008). When students possess social anxiety, it greatly affects their ability to succeed inside and outside of the classroom environment.

Problems in Communication Associated with Social Anxiety

Social anxiety problems are often associated with learning disabilities. Unfortunately, students with special needs are frequently lacking necessary social skills needed to adapt to their environment. "Individuals who have learning disabilities may be less observant in their social environment, may misinterpret the social behavior of others at times, and may not learn as easily from experiences or social 'cues' as their friends" (Social Adjustment Problems Associated with Learning Disabilities, 2009). These qualities in a person will likely lead to a student developing social anxiety. As a result, students may feel apprehensive in their educational setting which can lead to major problems in their learning. By being aware of social anxiety that can exist in students with learning disabilities, teachers will have a better chance of helping their students overcome their fears and succeed in their educational endeavors.

Social anxiety can be a debilitating and shameful feeling. However, this disorder is not something that people have to live with. There are some basic fundamental strategies that can help overcome social anxiety in almost any setting. A good starting point would be initiating conversation or arming oneself with pre-planned topics for conversation when attending social events (Sena, Lowe and Lee, 2007). Along with pre-planned topics, preparing questions to ask of others will alleviate social anxiety because asking questions of others is a way to get the focus off oneself. In addition to these, it is better to arrive early to parties or functions in order to meet a few people without having to break into large, already-formed groups (Lein, 2008). Entering a situation or place with a trusted person, someone you feel comfortable with, will help to guide and reassure a student that there is nothing to fear.

Prepare an Environment for Communication

By incorporating simple steps into your teaching mannerisms such as acting friendly, smiling, speaking in a soft tone, and giving compliments will help the socially anxious student feel more at ease in the classroom. Establishing a "peaceful place" open to all students in the classroom, whether it's a corner with a bean bag in it, or a quiet section tapped out on the rug, provides a safe place for students to go and sit quietly to gather themselves if they feel threatened or stressed in a social situation (Young, 1991). Providing positive reinforcement when the student does engage in

a situation that he or she may have considered fearful is another way for teachers to help students grow out of this social fear. The student should be gradually forced to work with another classmate, and eventually in a group with several peers as they begin to build self-confidence.

Social anxiety is not a life sentence and can be remedied with the support and patience of trusted individuals surrounding the person. The individual must have the courage to gradually push themselves outside of their comfort zone in order to see progress. This progress will result in increased self confidence and open doors to peer relationships.

The Conflict of Social Anxiety

Individuals with social anxiety exhibit several characteristics. They often avoid social contact because they are introverted and feel large amounts of anxiety in social situations. The characteristics surrounding social anxiety may emerge in adolescence and continue throughout a person's life. Individuals experiencing social anxiety have persistent and irrational fears of embarrassment in social situations and are often depressed (Gilboa-Shectman & Shahar, 2007). Two main types of social anxiety exist; each type exhibits different characteristics. The non-generalized (or specific) type person normally exhibits performance anxiety and shows a fear of speaking in front of groups. While the non-generalized type exhibits characteristics in specific situations, the generalized type shows a "persistent fear and avoidance of most social situations" (Antai-Otong, 2008). Individuals experiencing the generalized type of social anxiety are usually anxious and uncomfortable in all social situations (Social Phobia/Social Anxiety, 2009).

Students who have social anxiety within the classroom are likely to experience a strong sense of anxiety during social situations because they fear being judged. Students who have social anxiety will be confused by their feelings, and their peers will most likely be confused as to why their classmate does not want to associate with them. Often, people with social anxiety will be upset and distressed in situations where they are the center of attention and have to meet new and important people. It will be important that the teacher understands that this student has social anxiety and the beginning of the school year will be an especially hard time for that student. Because individuals with social anxiety believe that everyone is watching and judging them, they can never truly relax around other people. If, in the beginning of the year, a teacher notices a student that seems especially shy, unfriendly, nervous, disinterested, and aloof, then it should be a warning that this student is exhibiting characteristics of social anxiety. These students often report that they are constantly anxious, have nervousness, negative thoughts, and muscle twitches as well (Social Phobia/Social Anxiety, 2009). Social anxiety is treatable even though this disorder is not usually publically mentioned. Teachers will need to work with these students and help them to overcome their anxiety in the classroom. It would be in the student's best interest to not force them to give presentations or introduce themselves as it could cause an anxiety attack. Eventually, students will have to learn to deal with their anxiety in these situations, but that comes later - after diagnosis with treatment.

Teachers can help students grow out of social anxiety by working towards smaller goals in order to reach the larger one of building self-confidence. If the teacher creates a comfortable and protected classroom environment, the student with social anxiety is more likely to feel safe and secure, resulting in a better chance of opening up.

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CUSTOMER SERVICE AND EMPLOYEE TRAINING

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ABSTRACT

In this analysis, customer service and employee training were combined and analyzed to determine the benefits of this merger and how businesses today can benefit from implementing the use of customer service and employee training to improve their overall performance. It was determined that the combination of customer service and employee training is highly effective in any business. The data gathered has provided sufficient information to understanding the great benefits obtained, to identify improvement opportunities, and to provide recommendations for employee training in customer service.

INTRODUCTION/CONCLUSIONS

A copy of the full paper is available from the first author.

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AN EMPIRICAL STUDY OF ATTITUDES TOWARD RECOGNITION AMONG CIVILIAN MUNICIPAL EMPLOYEES IN A US CITY

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ABSTRACT

Motivating employees through the incentives and rewards is a fertile area of research. We investigated the relationship between rewards, recognition and employee behaviors in a Public Organization. The sample consisted of the employees of the City government of a mid-sized city. Multiple regression analysis was used to empirically test the relationships. Our findings indicate that type of recognition is positively related to preference for rewards and the source of recognition and attitude towards recognition is positively related to source of recognition.

CUSTOMER SERVICE: TRAINING AND DEVELOPMENT ISSUES

Ally Prieto-Valle, Greenberg Traurig
Samuel Lane, Lane Import

ABSTRACT

Customers expect answers right away. They expect for the employee who they approach to know the answers to all their questions, to represent the company, and to make their decision making process a bit easier. However, there are always those employees that will need to refer to a phone call, a manager, or the computer to answer the customer's question. The customer gets irritated by the employee and then questions themselves if they made the right decision of walking into that store, calling that 1-800 number or even purchasing that product. Customer service drives different levels of customer satisfaction and employee training that is vital to overall customer loyalty. In this paper, we will look at how customer service is affected by employee training and development.

INTRODUCTION/CONCLUSIONS

A copy of the full paper is available from the first author.

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WHY SO FEW MINORITY PROFESSORS IN HIGHER EDUCATION?

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ABSTRACT

The percentage of minority professors in higher education is extremely low. Several research studies were analyzed to try to discover some of the reasons behind this phenomenon. This paper focuses on problem areas with minorities as professors and students, the education of our public school teachers, and some laws and institutional efforts aimed at alleviating the situation. Minorities require a great deal of social support when they are instructors as well as when they are students. Many teacher education programs need to be reformed in order for disadvantaged youth to get a quality education. The government may have to step in to try and assist. Progress toward a solution will continue to be slow until real changes are made in our social structure.

INTRODUCTION

In the United States minorities have long been underrepresented in many different areas. Since its infancy social inequities have been a part of this country. The teaching field, specifically college professors, is one of those areas that have not seen much change over time. In 1980 Blacks made up 4.3% of full-time faculty in American universities, and by 2003, that figure had only risen to 5.5% (Cooper, 2009). In more than two decades (23 years), the numbers had only gone up by 1.2%. If change is to occur, this number has to be considered unacceptable and something must be done to rectify the situation.

This paper will discuss a few of the obstacles that minorities face not only as professors, but also as students. Then, it will analyze the education of our public school teachers, and end with some of the measures taken at private institutions as well as notable government intervention. For a positive adjustment to take place, the first step would be to get to the root of the problem.

MINORITIES AS PROFESSORS

Aspiring minority professors may find impediments to their success throughout their educational experiences. The few that make it to the end have probably gone through some tough and trying times to get there. This can be a good thing because it builds character, shapes who they become, and gives them life lessons to use in the classroom. However, this will likely not be the final test, as they will encounter more problems after they are hired to teach at a college or university. A couple of areas of concern for minority college educators are student resistance and a difficult or biased administration. Networking with other faculty and creating support groups can be excellent tools to help them deal with these situations.

STUDENT RESISTANCE

After overcoming the many obstacles just to get into the position, minority professors may find real resistance of mainstream students to minority professors that are teaching on diverse issues. Student resistance will be defined as students challenging an instructor's credibility and authority

by inappropriately opposing the instructor's presence in the classroom (Perry et al., 2009). This type of environment is not conducive to learning.

Minority professors should try and establish a high level of credibility in the students' eyes from day one. They may want to tell the class of their academic accomplishments and their research in the field, such as journal articles or even books on the subject matter (Perry et. al, 2009). This will make it less likely that students will devalue the instructor or the course content.

DIFFICULTIES WITH ADMINISTRATION

Collegiate faculty depend on their administration and support staff for assistance. White administrative staff can very easily use their power to hamper the success of minority faculty members. These individuals can delay work, do a poor job, or even "lose" files or documents in an effort to disrupt the work and credibility of these teachers.

In Samuel and Wane's study (2005) the minority faculty interviewed experienced a lack of administrative support from secretaries, colleagues, department chairs, and deans as compared to their white counterparts. The participants in this research believed that minority faculty or administrators were put in visible positions for public image reasons, but in many instances, their power did not match the position held.

SUPPORTING EACH OTHER

While instructors in higher education settings are usually strong and very intelligent, we must remember that they are still human. Professors need encouragement and support just as students do. Fries-Britt and Turner Kelly (2005) showed people, through their own personal narratives, just how invaluable a support system can be. These two women leaned on each other during the hard times and celebrated together during the good times. They developed an unbreakable bond and are still close friends today.

Social networking at the workplace can be a very valuable tool for a minority educator. It is always easier to persevere through difficult times with someone there giving support. Mentoring programs should be implemented at all universities.

MINORITIES AS STUDENTS

Minority students are just as impressible as any child. Most do not grow up thinking of becoming teachers, or even going to college. Their parents may not be able to be completely involved in their education, so they turn to their peers. Teachers can also have a lot of influence on the educational choices of economically disadvantaged students. Whoever is influencing these kids needs to make sure they are pushing them in the right direction.

PARENT INVOLVEMENT

Parents can be a huge factor in determining if their kids will end up enrolling in college. Minority children often have less parental involvement in their education than their wealthier counterparts. While a diploma is something to be proud of, the importance of a college degree in today's world cannot be ignored, but that does not mean they do not support their child's education. They probably do not know much about college, and they have little to no knowledge of the many different higher education options.

PEER INFLUENCE AND SCHOOL NETWORKS

The strong influences of peer pressure have been have been well documented over recent years. When kids are deciding whether or not to enroll in college, their peers can be huge factors in their decisions. Sokatch's study (2006) found that friends' plans are the single most important factor in low-income minority high school graduates' decisions of whether or not to attend a university.

If students have the time and resources to search for colleges and fill out applications, they will have a much better chance of attending postsecondary school. Students in Farmer-Hinton's study (2008) were provided class time and space to do research on colleges. They were also required to submit applications to those colleges and use class time to draft those applications and personal statements (Farmer-Hinton, 2008). Giving students the opportunity to take care of these tasks at the school can be a big help to them. Students without access to these resources will have a harder time completing the college-planning process, which can be confusing and very time consuming.

TEACHER INFLUENCE

Teachers can also have a very big impact on students' decisions on whether or not to attend college. Sometimes economically disadvantaged children need teacher support more than others if they are to succeed in their educational aspirations.

The research shows that when students perceive teachers as caring, it is associated with several positive results including higher attendance, more time spent studying, increased academic achievement, and a much lower drop-out rate (Foster, 2008). Lately, learner-centered teaching approaches have been getting a lot of publicity for their effectiveness in helping economically disadvantaged students. Different from the traditional method, the learner-centered method is based on a model of back and forth learning. With the learner-centered approach students are seen as active, knowledgeable, and individualized with an optimum speed and learning style (Foster, 2008).

Foster's study (2008) then looked at how the students felt about their teachers in the early college high school as compared to teachers they had before this experience. After a year in the early college high school program, students praised their new teachers. They truly believed the instructors cared about them and were committed to their learning processes. The teachers were seen as very encouraging and supportive toward the children. Many kids came out and said that their former teachers were nowhere near as passionate as the ones at the early college high school (Foster, 2008).

TEACHER EDUCATION AND PREPARATION

For minorities to accomplish more in this world, they must have a good education. How they are taught during their early years could set them up for the rest of their lives. If they are encouraged and held to a higher standard by teachers that try and relate to them, then they have a higher probability of achieving academic success. For this reason it is very important that teachers come equipped with effective ways to get through to economically disadvantaged children. How and what our teachers are taught during their own schooling is more important than ever if they are to do a good job with underprivileged youth.

It has been shown that teachers can have a huge impact on the achievement of minority students. They can also influence their ideas about themselves and their attitudes, which makes these types of pupils more dependent on the teacher than their white counterparts are. These teachers must get the proper instruction so they can meet the needs of these diverse students.

H. Richard Milner IV (2007) studied his own teacher education course where he attempted to introduce the relevance of race and racism in society and thus education. Through personal narrative and self-study, Milner found that it was very important for him to include personal

experiences into his instructor material. He believed that this allowed the students to see him as not just a professor, but as a normal person that they could empathize with. Milner showed future educators that racism was still in the classroom, and he also showed them how to stop it.

NO CHILD LEFT BEHIND

The No Child Left Behind Act of 2001 (NCLB) was signed into law on January 8, 2002, and is a federal legislative Act that is based on the theory that promotes setting high standards and establishing measurable goals to improve educational achievement. States are required to test students in certain grades on basic skills in order to receive state funding (Roach, 2005). Minority student performance has increased under NCLB. Proponents believe that NCLB holds schools and teachers accountable for the learning of their students and that this Act has improved the quality of education. It gives parents more options by allowing them to pull their children out of schools that are not meeting the assessment standards established by the state.

CONCLUSION

The low number of minority professors in education is a social problem that needs to be addressed. For those non mainstream individuals that are in this profession, student resistance and difficulty with the administration can be impediments, making it very important to have a solid support system. Potential minority candidates may not get much academic involvement out of their parents or peers, so it is often critical that teachers step in and guide them.

There are many reasons why the number of minority professors is not growing substantially. There are still far too many racial inequities present in our society. Obviously it will be challenging to turn this situation around, and it will not happen over night, but we must come together to find a solution.

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EMPLOYING IMPROVISATIONAL ROLE PLAY TO TRAIN THE LIMBIC SYSTEM TO ENHANCE EMOTIONALLY INTELLIGENT AWARENESS AND BEHAVIOR

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ABSTRACT

Implementing permanent changes in how we respond "in the moment" to stimuli requires training the limbic system's "fight or flight" response mechanism. The T-Group has been an effective training model for directly working on the limbic system to enhance what we commonly refer to as emotionally intelligent awareness and behaviors. As the T-Group is, in essence, a variation on improvisational acting practices (conducting a spontaneous "in the moment" conversation with no pre-set agenda), the principles of improvisational acting inherently apply to T-Group dynamics. An alternative to the structured T-Group teaching modality is a more prompted role play exercise employing the principles of theatre improvisation - a limbic system intervention that might be coined "Prompted T-Group" practice. This article addresses the use of improvisational role play to augment the T-Group training approach to teaching and enhancing emotional intelligence.

CONSULTING PROJECTS THAT TEACH PERSUASIVE COMMUNICATION: HELPING NONPROFIT ORGANIZATIONS AND STUDENTS SIMULTANEOUSLY

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ABSTRACT

As business writing instructors, we work diligently at raising the level of student writing performance in our classes. We want to see growth and long-term impact. However, students need some additional motivation to "step it up" or "take it to another level." Typically, business students are confronted with hypothetical situations for practice, such as claim letters, sales letters, and contrived case facts for reports. Writing principles such as tone, audience analysis, conciseness, formats, etc. all get some attention-but students want to see the results of their writing. We feel that writing skills can be enhanced by adding actual "real-world" situations to writing projects. At the same time, our end-users, nonprofit entities, can also derive great benefit through well-crafted documents produced by our students.