

APPLIED MANAGEMENT – BSMT261A – SPRING 2017**Tuesdays/Thursdays 12:00 – 1:30 PM – Room 261****3 Credit Hours****GENERAL INFORMATION**

PROFESSOR INFORMATION

**Instructor:**

Dr. Steve A. Varela

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Weds 10:30 – 12:00, or by apt.

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36 hour response time (often sooner)

COURSE DESCRIPTION

“Common sense ain’t necessarily common practice.”

Will Rogers

Much of the material that management experts teach is not particularly difficult to grasp; in fact, our author describes this course as follows: “... more like a course in sculpting than art history and appreciation; more like courtroom strategies than contract law; more like teaching techniques than educational philosophy.” Despite the discipline’s straightforward nature, the overwhelming feedback from practicing managers is that many students graduate with significant knowledge about management, but lack the skills necessary to put that knowledge into use. As a consequence, we will examine and develop a set of critical organizational skills, grounded in the behavioral science theories that you have become familiar with, which are proven to lead to success in life and work.

This is the second in a multi-course sequence of managerial skill development. This course focuses on what effective managers actually “do” in the real world based on proven principles supported by research and theory. The course is designed around self-assessment and experiential activities which build managerial soft skills in the areas of personal development, interpersonal skills, group skills, and communication skills. It is designed to help students discover insights about themselves as managers, fostering the development of a self-awareness regarding their strengths and weaknesses. Students will have the opportunity to practice and apply key managerial skills (e.g. influence, motivation, empowerment, negotiation, decision making, and analytical and creative problem solving) throughout the course, eventually preparing them to be successful managers in a variety of work environments.

ABOUT YOUR PROFESSOR

Steve A. Varela, Ph.D., MBA, M.Sc. is a native of Chicago, Illinois and speaks English, Portuguese, and basic Spanish. He has conducted business in more than 25 countries and has spent nearly half of his adult life as an expatriate. He has lived and worked on four continents including the countries of: Chile, China, Brazil, Nigeria, Taiwan and the US, operating as a senior business development executive or academic within the technology, telecommunications, and international education sectors. <http://www.linkedin.com/in/svarela>.

My teaching values are built on three tenets: service to the student, a global perspective, and the connection between theory and practice. Creating a learning environment for students to cultivate, critique, or enhance an idea is what benefits the cohort and our greater society as a whole.

My learning philosophy is tied to the notion that scoring high on academic tests does not translate into high performance. To me, it is a matter of how we learn as much as it is what we learn. Students in this course will be required to think like the leader/shareholder, to dutifully consider the risks and rewards, and to evaluate how these decisions position the organization and its stakeholders for future market participation. This involves much more than producing quick answers or even completing a semester-long project. It involves exercising and strengthening your curiosity, incisiveness of thought, and tolerance for ambiguity. It will also test your capability to find clarity in a society drowning in information overload.

I feel my role is a guide to the world of business, to illustrate the connection between theory and practice, and to demonstrate the value of theory and its efficacy relative to the varied situations that students will encounter throughout their careers.

COURSE LEARNING OBJECTIVES:

By the end of this course, successful students will be able to:

- LO1 Identify and understand the behavioral nature of management skills and differentiate them from personality or stylistic tendencies;
- LO2 Understand themselves deeply through the identification, exploration, and assessment of individual self-awareness, cognitive style, locus of control, tolerance for ambiguity, and emotional intelligence;
- LO3 Solve problems analytically and creatively through knowledge transfer, skill analysis, practice, and application;
- LO4 Build relationships through the skilled use of influence, power, and the effective motivation of others;
- LO5 Understand their own predisposition for handling interpersonal conflict, and develop skills in negotiation and authentic problem resolution; and,
- LO6 Assess the efficacy of teams through knowledge transfer and develop skills that foster group decision-making, teamwork, and leadership through case analysis, practice, and simulation.

COURSE PREREQUISITES

This course requires students to have successfully completed BSMT220, and BSMT261 with a grade of "C" or better. See <http://www.ccsj.edu/academics/resources/catalogs.html> for details and see advising immediately if you do not meet these requirements.

DIGITAL TEXT BOOK, MULTIMEDIA, JOURNAL ARTICLES, AND OPTIONAL READING MATERIAL

DAVID A. WHETTEN | KIM S. CAMERON



Developing Management Skills with MyManagement Lab access, 9th Edition, 2016.

by David A. Whetten and Kim S. Cameron
Pearson Publishing, ISBN13: 9780133134773

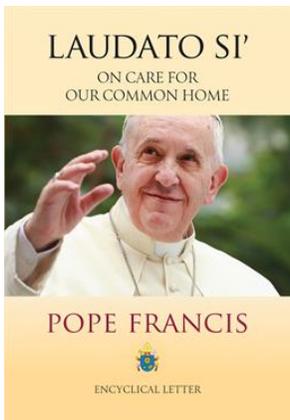
<http://www.pearsonmylabandmastering.com/northamerica/mymanagementlab/>

The cost for this package is about \$99.50 and includes immediate access to the text and digital features as part of a two-week grace period. Students are required to have the course materials from Day 1, no exceptions, no extensions. A value priced, loose-leaf, full-color edition is available as an option.

(NOTE: Print books without MyManagementLab access are not acceptable.)

Additional Supplemental Reading: Journal Articles (Posted on Blackboard or available online)

1. Laudato Si: On Care for our Common Home



Pope Francis
The Vatican, April 2015

This is the latest encyclical letter by the leader of the Catholic Church addressed to all of humanity on environmental issues, our place in creation, and responsibility towards our common home authored by **Pope Francis** himself.

This letter is available free from the Vatican Files in rich text format (http://w2.vatican.va/content/dam/francesco/pdf/encyclicals/documents/papa-francesco_20150524_enciclica-laudato-si_en.pdf) or available on Apple iTunes for about \$5 (September, 2015).

2. The Manager's Job: Folklore and Fact



Henry Mintzberg
Harvard Business Review, April 1990

This is considered “old but gold” and delves into the details of what managers are asked to do on a day by day basis. If you are curious about your future, this is one to read.

This classic is available free in pdf format:

<https://www.regonline.com/custimages/250000/250761/3%20Articles%20for%20Pre-reading%20LDP2.pdf>)

LEARNING AND TEACHING METHODOLOGY – THE APPLICATION OF THEORY TO PRACTICE

One of the most unique features of this course is the five-step learning model. It is patterned after Al Bandura's learning theory (Social Learning Theory, Englewood Cliffs, N. J.: Prentice Hall, 1977). This starts with a **Self-assessment** of students' current level of skill development. Each learning theme contains a standardized instrument that is an elaboration of the Personal Assessment of Management Skills (PAMS) survey administered during the first week of the course and helps students focus their skill-building efforts where there appears to be the greatest need.

Skill Learning is the next component which reviews the theory presented in previous courses and highlights its application in the current learning theme. During the **Skill Analysis** phase, students will transition from the conceptual material to practice activities such as cases that permit them to critically apply important behavioral guidelines to specific situations. **Skill Practice** follows by incorporating role plays/simulations in a safe, yet realistic classroom environment.

In the final phase, **Skill Application**, participants extend their practice activities to the real world by applying the behavioral guidelines to each participant's everyday life. As most CCSJ students participate in athletics, part-time work, or community organizations, these situations offer a genuine test bed for further understanding and refinement of the behavioral skills exercised in the classroom.

LEARNING METHODS

Limited class lecture, extensive pre-class preparation, video presentation, MyManagementLab based dynamic text & self-awareness assessments, case analysis, simulation, and group presentations (in-class and online).

EXPERIENTIAL LEARNING ACTIVITIES

This course offers limited experiential learning activities. These include student interviews with practicing managers in local organizations and in-class simulations.

EVALUATION CRITERIA / ASSIGNMENT WEIGHTING

Graded assignments are similarly weighted such that the likelihood of falling behind is limited and a very low score from one assignment will not jeopardize the student's ability to successfully pass this course. This is not a 'high stakes', midterm and final style course.

Course Requirements	Weights
Weekly Assignments & Assessments (Ch. 1-3, 6-10)	35%
Foundation Exam (Ch. 1-3, 5-6)	25%
Final Project – Instructor	20%
Final Project – Peer Assessment	10%
Class & Online Participation: Instructor's Discretion	10%
Total	100%

WEEKLY CLASS ASSIGNMENTS (35%)

There are several assignments integrated with your text readings that must be completed for this class. All of these assignments are individual in that they must be completed separately by each student. You will find a complete listing of these assignments and reading activities in your MyManagementLAB (MML) course portal and Blackboard. NOTE: Weekly self-assessment surveys are 'Check-in' assignments. You will receive full credit for your complete submission, provided they are submitted on time. Check-in assignments are valued at 10 points each and are used for class discussion. No late assignments can be accepted.

The details for each assignment is located on BB or MyManagementLab. Assignments are due per due dates provided. **LATE ASSIGNMENTS WILL NOT BE ACCEPTED FOR CREDIT**. This class has time-sensitive assignments so students are expected to submit their assignments on or BEFORE the due dates (generally before the start of the respective class. These are provided so you can actively manage your family, academic, athletic or work schedules.

GROUP WORK (20%)

An important portion of this course's grade is based on group activities and your final group project. On the first day students will form teams (groups) and communicate with their groups through the course of the semester. NOTE: Each student will submit **a confidential peer evaluation** on all the members of his or her group. These evaluations will be used at the Professor's discretion when determining participation grades.

EXAMS (25%)

To ensure that you are keeping up with the textbook and foundational concepts, there will be one foundation exam. The exam will cover the material from the text, the chapter power points (including the videos), articles, and any other class related discussion

CLASS PARTICIPATION (10%):

Everyone will be expected to attend class, to come prepared, and to participate actively in the discussion. Before class, you should have read the assigned readings, thought critically about the concepts they present and their application to the case or topic of the day, and be prepared to answer the assigned study questions (with written pre-session notes in hand- typically one page in length). The best contributions are those that are relevant to the concept at hand. They often build on or respond to the observations of others, make connections to prior class sessions, or draw on materials and lessons from other courses.

Debates and disagreements can be powerful opportunities for learning (conflict is an energizing motivator that can propel us forward). You are encouraged to challenge the views of your classmates and the instructor – provided that you do it constructively and with civility. **IF YOU DO NOT PARTICIPATE YOU WILL APPROPRIATELY EARN A LOW PARTICIPATION GRADE – NO EXCEPTIONS – FOR YOU BASKETBALL FANS, PARTICIPATION IS LIKE THE FREE THROW LINE: DO WELL AND YOU WILL WIN THE GAME.**

Of course, regular attendance is a must. You cannot participate if you are not there. All classes will start promptly. **You will be expected to be on time**. Late arrivals can delay the start of class, disrupt the conversation, and are disrespectful to guests, classmates, and me. If you expect to be late for some good reason, please alert me if possible and take a seat quietly. Without a compelling excuse, late arrivals will count against your class participation grade.

GRADING POLICY

<i>Grading Weights:</i>	Weekly Assignments (pts)	--		Letter Grade	% Range
	Foundation Exam (points)	--		A	94 – 100
	Final Project	--		A -	90 – 93
	Peer Review	--		B +	87 – 89
	Participation	--		B	84 – 86
	Bonus (e.g. surveys, tests)	--		B -	80 – 83
	Total	1000 pts.		C +	77 - 79
				C	74 – 76
				C -	70 – 73
				D +	67 – 69
				D	64 – 66
				D -	60 – 63
				F	< 60

EXPECTATIONS

This class is demanding in terms of outside-of-class time. Students are expected to collaborate after course hours throughout the semester. **Expect to spend a minimum of 2 hours in out-of-class preparation for each in-class hour.** My goal is for every single student to see a noticeable improvement in your understanding of the human side of business. I expect you to work very hard on your own, and as teammates, to accomplish this goal.

Chapter assignments, normally 10 dynamic study questions, are designed to measure student comprehension and engagement. Case analysis projects (individual and group) measure both individual and team contributions.

COURSE TECHNOLOGY

This course utilizes two learning management systems: Blackboard and My Management Lab (MML). **MML** is your digital text with integrated exercises, assessments, and videos which explain the chapter content in familiar terms.

This course also relies on **Blackboard** for important course announcements, assignment submission, grades, and serves as the main repository for course documents such as this syllabus and course policy, customized lecture slides, relevant articles, and current events as they relate to the course concepts.

Reliable and accessible **internet service** is required for all students. Students must check their Blackboard portal daily as well as check your email for important course announcements as you will be held responsible for any communications.

RULES, POLICIES, AND ACADEMIC MISCONDUCT

Assignments from the text and other resources are listed below for each class session. Students are expected to pace their learning according to the posted course assignments.

It is expected that interactive learning and teaching will enrich the learning experience of all students, and that each student will work in partnership with the professor to create a positive learning experience for all. Student engagement is a necessary condition for an effective learning experience, and includes contributions to debate and discussion (if any), positive interactive learning with others, and an enthusiastic attitude towards inquiry. Everyone is expected to be a positive contributor to the class learning community, and students are expected to share the in the responsibility of learning.

COURSE CALENDAR

WEEKLY SCHEDULE

**BSMT 261 – APPLIED MANAGEMENT
SPRING 2017**

<p>Week 1: (January 9 – 15)</p> <p>Part I:</p> <p>INDIVIDUAL SKILLS</p>	<p>Session 1: <u>Brief Course Introduction: Theory & Practice Methodology, Syllabus, & Technology Review</u></p> <p>Group Establishment (3 persons maximum) Seating: Students should sit within/near their chosen work groups at each class lecture.</p> <p>Access MyManagementLab: http://www.pearsonmylabandmastering.com/northamerica/ Course ID: varela81206</p> <p>Complete the PAM Diagnostic Surveys in MML - >> Print/bring to review in our next class.</p> <p><u>The Critical Role of Management Skills</u> Review carefully p. 1-14</p> <p>Session 2: <u>Selling Lemonade</u> Arrive on time!</p> <p>Due Dates: All dates are listed for each assignment in My Management Lab (MML). See your MML Course Home for your calendar and pay close attention as dates vary with each assignment, <u>late assignment penalty = 100%</u>.</p>	<p>Complete Diagnostic Survey's (~.75 hr.):</p> <p>1) <i>Self-awareness,</i> 2) <i>Emotional Intelligence,</i> 3) <i>Cognitive Style, and</i> 4) <i>Locus of Control</i> 5) <i>Tolerance for Ambiguity,</i> 6) <i>Core Self Evaluation,</i> then print your results and bring to class.</p> <p>Read "Introduction". p. 1-14. (~.75 hr.)</p>
<p>Week 2: (January 16 - 22)</p>	<p>Session 1: <u>Chapter 1: Developing Self-Awareness</u> Read carefully p.44-65, and then complete the Dynamic Study Module in MML before arriving in class.</p> <p>Session 2: <u>Ch.1 Self Awareness Results, Activity & Comparisons</u> Optional reading: <i>The Manager's Job: Folklore and Fact</i>, Mintzberg, HBS, 1990</p>	<p>Essay: <i>What does it take to be an Effective manager?</i></p> <p>Write a 260 word paper describing a good and a bad manager you have had in the past. (See MML)</p>
<p>Week 3: (January 23-29)</p>	<p>Session 1: <u>Chapter 2: Managing Personal Stress</u> Read carefully p. 90-114, and then complete the Dynamic Study Module in MML before arriving in class.</p> <p>Session 2: <u>Ch. 2 Stress/Time Assessment Results, Case & Comparisons</u></p>	<p>Diagnostic Stress Survey, p 107, then Enter your results in MML. (due next class)</p>

<p>Week 4: (January 30- Feb 5)</p>	<p>Session 1: <u>Chapter 3: Solving Problems Analytically & Creatively</u> Read carefully p. 139-171, then complete the Dynamic Study Module in MML before arriving in class.</p> <p>Session 2: Chapter 3: Continued</p>	
<p>Week 5: (February 6 – 12)</p>	<p>Session 1: <u>Chapter 5: Gaining Power and Influence</u> Read carefully: Pages 228-250, then complete the Dynamic Study Module in MML before arriving in class.</p> <p>Session 2: <u>Chapter 5: Continued</u></p>	
<p>Week 6: (February 13-19)</p> <p>Part II: INTERPERSONAL SKILLS</p>	<p>Session 1: <u>Chapter 6: Motivating Others</u> Read carefully: Pages 264-287, then complete the Dynamic Study Module in MML before arriving in class. Read: The Salary for Happiness: \$75,000</p> <p>Session 2: <u>Chapter 6: Continued</u> Assignment Handout: The Salary for Happiness: \$75,000</p>	<p>Diagnostic Survey for Motivating Others, p. 324-325, (enter your results in MML)</p>
<p>Week 7: (February 20-26)</p>	<p>Session 1: <u>Chapter 6: Diagnosing Performance Problems</u> Re-Read Diagnosing Performance Problems</p> <p>Session 2: <u>Chapter 6: “Joe Cheney” Case</u> Be prepared to participate in motivation role-play between Joe or his manager.</p>	<p>Office Space</p>
<p>Week 8: (February 27- March 5)</p>	<p>Session 1: SPRING BREAK</p> <p>Session 2: SPRING BREAK</p>	
<p>Week 9: (March 6 - 12)</p>	<p>Session 1: <u>Exam Review Session – Student Led</u></p> <p>Session 2: <u>Foundation Exam: Chapters 1-6</u> Take home MML exam: see exam policies contained in this syllabus. See MML for due dates & time; submit to MML on time for credit.</p>	
<p>Week 10: (March 13 - 19)</p>	<p>Session 1: <u>TBD – SSS Software Sequel (in-Class)</u></p> <p>Session 2:</p>	

	<u>TBD – Video Case: Joie de Vivre Hospitality (Timed)</u>	
Week 11: (March 20-26)	<p>Session 1: <u>Chapter 7: Managing Conflict</u> Read carefully: Pages 306-330, then complete the Dynamic Study Module in MML before arriving in class.</p> <p><u>Chapter 7: Compromise vs. Resolution</u></p>	Diagnostic Survey for Managing Conflict, (complete and print your results in MML)
Week 12: (March 27-April 2)	<p>Session 1: <u>Chapter 7: Assessment Results & Activity</u></p> <p>Session 2: <u>Group Project Introduction & Consensus Building in Teams</u> Review: Group Project Handout (see BB)</p>	Group Project Discussion Q&A in breakout session. NASA Lost Moon
Part III: GROUP SKILLS		
Week 13: (April 3- 9)	<p>Session 1: <u>Chapter 8: Empowering and Delegating</u> Read carefully: p.443-471, then complete the Dynamic Study Module in MML before arriving in class.</p> <p>Session 2: <u>Chapter 8: Continued</u></p>	NGT 2 Case Group DM (or) NGT Satisfiers/Cheaters DM
Week 14: (April 10 - 16)	<p>Session 1: <u>Chapter 9: Building Effective Teams</u> Read carefully: Pages 493-517, then complete the Dynamic Study Module in MML before arriving in class.</p> <p>Session 2: <u>Self-Appraisals & Forced Ranking Simulation</u></p>	Students prepare self-evaluation of semester performance by detailing specific contributions to the group exercise assignments by chapter throughout the semester
Week 15: (April 17 - 23)	<p>Session 1: <u>Final Project Q&A & Working Session</u></p> <p>Session 2: <u>Final Project: “Performance Appraisal”</u> An in-class group consensus simulation.</p>	
Week 16: (April 24 - 30)	<p><u>Exam Week – See Exam Schedule</u> Reflection & debrief of Final Project Simulation</p> <p>Course discoveries, learning celebration, student evaluations</p>	Oral review of student group contributions.
Administrative (April 30 – May 4)	<i>Student contributions evaluated, grades calculated and submitted.</i>	Happy Summer!

- *Subject to change based on student progress, school schedules/closings, and official holidays.*

Responsibilities

<p>Attending Class / Exams</p>	<p>You cannot succeed in this class if you do not attend. We believe that intellectual growth and success in higher education occur through interaction in the classroom and laboratories. However, we do not want to penalize students for participating in college-sponsored events. When you miss class because of a college event, <u>you must give written notice of your absence at least two days in advance, and you are responsible for completing all missed work by their original due dates.</u></p> <p>There are no makeup exams in this course. Therefore, you must pre-arrange to complete an exam prior to the general exam date in order to earn credit. It is the student's responsibility to make these arrangements with the faculty at least one week in advance.</p> <p>Finally, any student who misses a total of three weeks of classes will be automatically dropped from the course. For hybrid courses, this means two face-to-face sessions.</p>
<p>Turning In Your Work</p>	<p>You cannot succeed in this class if you do not turn in all your work on the day it is due.</p> <p>The learning strategy in this course uses scaffolding and the activities in this course are cumulative. Therefore, you must complete assignments in sequence as indicated in the syllabus and online learning management system (Blackboard, Connect, Mindtap, etc.). In most cases, you will not be permitted to start a new exercise until you have completed its prerequisite. No exceptions can be made to this policy.</p>
<p>Using Electronic Devices</p>	<p>Electronic devices can only be used in class for course-related purposes. If you text or access the Internet for other purposes, you may be asked to leave, in which case you will be marked absent.</p>
<p>Participating in Class</p>	<p>You must be on time, stay for the whole class and speak up in a way that shows you have done the assigned reading. If you are not prepared for class discussion, you may be asked to leave, in which case you will be marked absent.</p>
<p>Doing Your Own Work</p>	<p>If you turn in work that is not your own, you are subject to judicial review, and these procedures can be found in the College Catalog and the Student Planner. The maximum penalty for any form of academic dishonesty is dismissal from the College.</p> <p>Using standard citation guidelines, such as MLA or APA format, to document sources avoids plagiarism. The Library has reference copies of each of these manuals, and there are brief checklists in your Student Handbook and Planner.</p> <p>PLEASE NOTE: All papers may be electronically checked for plagiarism.</p>
<p>Withdrawing from Class</p>	<p>After the last day established for class changes has passed (see the College calendar), you may withdraw from a course by following the policy outlined in the CCSJ Course Catalog.</p>

Resources

Student Success Center:	The Student Success Center provides faculty tutors at all levels to help you master specific subjects and develop effective learning skills. It is open to all students at no charge. You can contact the Student Success Center at 219 473-4287 or stop by the Library.
Disability Services:	Disability Services strives to meet the needs of all students by providing academic services in accordance with Americans with Disabilities Act (ADA) guidelines. If you believe that you need a “reasonable accommodation” because of a disability, contact the Disability Services Coordinator at 219-473-4349.
CCSJ Alerts:	<p>Calumet College of St. Joseph’s emergency communications system will tell you about emergencies, weather-related closings, or other incidents via text, email, or voice messages. Please sign up for this important service annually on the College’s website at: http://www.ccsj.edu/alerts/index.html.</p> <p>In addition, you can check other media for important information, such as school closings:</p> <p>Internet: http://www.ccsj.edu Radio: WAKE – 1500 AM, WGN – 720 AM, WIJE – 105.5 FM, WLS – 890 AM, WZVN – 107.1 FM, WBBM NEWS RADIO 78 TV Channels: 2, 5, 7, 9, 32</p>

***** Instructor reserves the right to make changes to the syllabus.**

Emergency Procedures

MEDICAL EMERGENCY

EMERGENCY ACTION

1. Call 911 and report incident.
2. Do not move the patient unless safety dictates.
3. Have someone direct emergency personnel to patient.
4. If trained: Use pressure to stop bleeding.
5. Provide basic life support as needed.

FIRE

EMERGENCY ACTION

1. Pull alarm (located by EXIT doors).
2. Leave the building.
3. Call 911 from a safe distance, and give the following information:
 - Location of the fire within the building.
 - A description of the fire and how it started (if known)

BUILDING EVACUATION

1. All building evacuations will occur when an alarm sounds and/or upon notification by security/safety personnel. **DO NOT ACTIVATE ALARM IN THE EVENT OF A BOMB THREAT.**
2. If necessary or if directed to do so by a designated emergency official, activate the building alarm.
3. When the building evacuation alarm is activated during an emergency, leave by the nearest marked exit and alert others to do the same.
4. Assist the disabled in exiting the building! Remember that the elevators are reserved for persons who are disabled. **DO NOT USE THE ELEVATORS IN CASE OF FIRE. DO NOT PANIC.**
5. Once outside, proceed to a clear area that is at least 500 feet away from the building. Keep streets, fire lanes, hydrant areas and walkways clear for emergency vehicles and personnel. The assembly point is the sidewalk in front of the college on New York Avenue.
6. **DO NOT RETURN** to the evacuated building unless told to do so by College official or emergency responders.

IF YOU HAVE A DISABILITY AND ARE UNABLE TO EVACUATE:

Stay calm, and take steps to protect yourself. If there is a working telephone, call 911 and tell the emergency dispatcher where you are **or** where you will be moving. If you must move,

1. Move to an exterior enclosed stairwell.
2. Request persons exiting by way of the stairway to notify the Fire Department of your location.
3. As soon as practical, move onto the stairway and await emergency personnel.
4. Prepare for emergencies by learning the locations of exit corridors and enclosed stairwells. Inform professors, and/or classmates of best methods of assistance during an emergency.

HAZARDOUS MATERIAL SPILL/RELEASE

EMERGENCY ACTION

1. Call 911 and report incident.
2. Secure the area.
3. Assist the injured.
4. Evacuate if necessary.

TORNADO

EMERGENCY ACTION

1. Avoid automobiles and open areas.
2. Move to a basement or corridor.
3. Stay away from windows.
4. Do not call 911 unless you require emergency assistance.

SHELTER IN PLACE

EMERGENCY ACTION

1. Stay inside a building.
2. Seek inside shelter if outside.
3. Seal off openings to your room if possible.
4. Remain in place until you are told that it is safe to leave.

BOMB THREATS

EMERGENCY ACTION

1. Call 911 and report incident.
2. If a suspicious object is observed (e.g. a bag or package left unattended):
 - Don't touch it!
 - Evacuate the area.

TERRORISM AND ACTIVE SHOOTER SITUATIONS

EMERGENCY ACTION

1. Call 911 and report intruder.

RUN, HIDE OR FIGHT TIPS:

1. **Prepare** – frequent training drills to prepare the most effectively.
2. **Run and take others with you** – learn to stay in groups if possible.
3. **Leave the cellphone.**
4. **Can't run? Hide** – lock the door and lock or block the door to prevent the shooter from coming inside the room.
5. **Silence your cellphone** -- use landline phone line.
6. **Why the landline?** It allows emergency responders to know your physical location.
7. **Fight** – learn to “fight for your life” by utilizing everything you can use as a weapon.
8. **Forget about getting shot – fight!** You want to buy time to distract the shooter to allow time for emergency responders to arrive.
9. **Aim high** – attack the shooter in the upper half of the body: the face, hands, shoulder, neck.
10. **Fight as a group** – the more people come together, the better the chance to take down the shooter.
11. **Whatever you do, do something** – “react immediately” is the better option to reduce traumatic incidents.