



We want to hear from you. Please contact us at orgleadership@lewisu.edu.

Readers say what?

"I found the newsletter to be a great reminder of why I decided to pursue this degree path, especially as I finish up my electives. This newsletter was a small oasis in what has otherwise been a dry period of classes with no connection to my major. I miss my classmates, I miss the instructors, I miss the material."

~ Joel Erickson, B.A. candidate

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Please consider the environment before printing

"I like the newsletter since it was informative and made me feel closer to the organizational leadership department. Please consider the following topics:

- what to consider if you want to pursue your Ph.D.
- study tips for online courses
- upcoming social events within the department
- job listings (internal or external related to Org. Leadership)
- more capstone preparation information
- tips to become an adjunct professor
- ways to stay connected to Lewis University and the Org. Leadership Dept."

~ Steve DeHart, M.A. candidate

Newsflash - Announcements and Program Updates**PLEASE NOTE: Change in text for LL430 Organizational Text and Discourse**

The second edition is out of print and unavailable. The third edition has a slightly different title:

Goodall, H.L. Jr, Goodall, Sandra & Schiefelbein, Jill. (2009). *Business and professional communication in the global workplace: Skills, ethics, and technologies*. (3rd ed.). Boston: Wadsworth. ISBN: 978-0495567387.

**Wanted: Academic Graduate Assistant**

The OL Department is look for an academic graduate assistant. If you are interested, contact Amelia Alvarado at alvaraam@lewisu.edu or 815.836.5864 for an application.

Who Knew? Bernie is One of Us**By Scott Sobkowiak**

At Lewis University she needs only one name, much like Cher or Madonna, when you say her name on campus most everyone will know exactly who you are speaking about. Bernie. Her full name is Bernadette Valderrama and to know her is to love her. Most likely because of her upbeat spirit, her ability to always offer a smile and the fact that most will readily admit to feeling, "happier when they are in her presence." Bernie came to Lewis via her previous experience with the Village of Romeoville, while there she worked with the Romeoville police, the Mayor, Village Manager and the Director of Economic Development. While working with the later she had the joy of meeting Brother Tom DuPre and Vice President Wayne Draught both of prominent stature here at Lewis University. In 1992 with the Village of Romeoville making extensive budgetary cuts, including that of Bernie's position, Brother Tom heard this news and reached out to let Bernie know of a couple different positions available here at Lewis.



Bernie interviewed and accepted the position of Secretary to the Academic Advisors in the newly started accelerated education program at Lewis. Bernie, having always dreamed of completing her undergraduate degree now realizes that in this academic environment it can, and will become a reality. In 1998 Bernie earns a Bachelor's degree in Business Administration and graduates with the highest of honors, and is honored with the Academic Excellence Award from the College of Business. But before graduating Bernie is bestowed with, what she

considers, an even greater honor; she is offered the position of Academic Advisor to adult undergraduate students.

In the early 2000's Lewis brings the MA in Organizational Leadership to the accelerated programs office, and it was an obvious and natural choice for Bernie to take on the role of Academic Advisor for the MA students. Still feeling empowered with the spirit of knowledge and what a degree can do

for you, and mean to someone's life, Bernie decides to enter the Master of Arts, Organizational Leadership program, which she subsequently graduated from in 2004. She not only graduates, but does so earning all A's on her way to an MAOL degree with a concentration in Higher Education-Student Services.

You read that correctly. The woman who helps us all in finding not only the right class, but the right path through the MAOL program has lived it herself. She is truly one of us, she gets it. She knows that the vast majority of us have full time jobs and children perhaps. But you know what, Bernie did it!

At this point after nearly 19 years of service, Bernie is the academic advisor for both the bachelors and master level Organizational Leadership degrees. She has overseen 13 MAOL cohorts in hospitals and social agencies throughout metro Chicago and Joliet. She serves as the academic advisor for the McDonald's Corp. Educational Alliance in which she helps McDonald's employees who are looking to better their academic situations. Bernie is a transcript evaluator for nine accelerated undergraduate degrees. She also teaches the Internship (capstone) course in the undergraduate Organizational Leadership program.

And, after asking Bernie, after all these years; do you still enjoy your job and why? She said without hesitation that she just couldn't be happier here (Lewis) and that if she ever leaves, "That would be it for me. This is the last job I will ever have." Bernie states, "If you love what you are doing you never have to work a day in your life. For me, it is definitely a joy each day, not a job, to work with our adult students. I highly recommend this to so many, it is the best thing I ever did."

Bernie. To know her, is to love her.

Wellness 101: Mind, Body & Spirit

By Dorothy Cunningham

Get That Can-Do Spirit...here is a web-site that can get you there (www.caringtoday.com)

GIVE THE AFTERNOON SLUMP THE SLIP

"DRINK UP--When that 3pm fatigue hits, head for the water fountain: You may be dehydrated. If you're not priming your system with the equivalent of about eight 8 oz. glasses of fluid a day, your body will take water out of your circulating blood, reducing the volume of blood in your system. As your blood volume drops, your heart is forced to work a little harder. So your body slows down, and this makes you feel sluggish and, yes, a little slumpy."

(Source: Florida's Natural magazine, Fresh Start Mornings, Fall 2005)

For additional Wellness tips - www.caring.com/articles/dandelion

Mentoring: A Personal Story of Success

By Suzanne Sahloul

Galileo Galilei once said “You cannot teach a man anything; you can only help him find it within himself.” In our lives we encounter people and experience events that shape our lives and mold us into who we are. With each new experience or challenge we seek guidance from those who are older, wiser and who may have more experience to help us navigate through those challenges. People in this position are known as mentors.

For me there was one such person that helped early on when I started my pursuit in acquiring my



Master’s Degree in Organizational Leadership at Lewis University. Professor Maureen Keane was one of my first professors when I started the MAOL program. At the last class when I had to present my final project, I panicked. Sweating, feeling anxious and wanting the 20 minutes of presenting to end, Professor Keane could sense my panic attack not to mention the whole class. Somehow I got through it, badly I must say. Weeks later, I met with Professor Keane for coffee and we discussed some of my challenges. She believes “that a mentor can be a valuable relationship for anyone-in business or in life.”

Having graduated from undergrad in 1995 and having started my master’s degree in the fall of 2009, it was now 15 years later and let’s just say my skills were rusty. There were three issues or challenges that I needed to focus on: writing, speaking and presenting and core strengths.

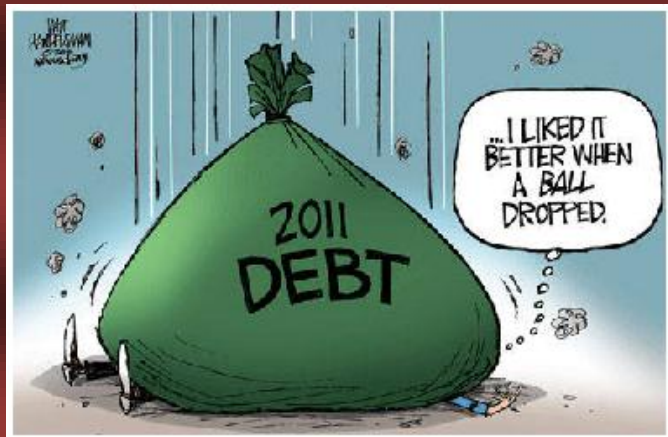
The first suggestion that Professor Keane made was to improve my writing skills and the best way to do that was by connecting me to a tutor at the writing center. My writing style was that of long paragraphs and many run-on sentences. The writing tutor helped me formulate topic sentences and supporting arguments. My writing is still a work in progress but slowly but surely my writing has improved.

The second skill I needed to focus on was my presenting/speaking skills. Professor Keane recommended that I join my local Toastmasters chapter. Toastmasters International is a not-for-profit organization aimed at helping people with public speaking. It is natural to have a fear of public speaking but my fear was not just mere nervousness, I was in a real panic and found it difficult to breathe. I started attending Toastmasters. I am an average presenter right now and at times I still fumble with my notes. With enough practice, I hope to be a good speaker. For more information go to at www.toastmasters.org

The third aspect that Professor Keane suggested was to work on my self-confidence by focusing on my core personality strengths. She recommended that even my capstone should focus on a particular strength, and that is on being a *connector*. At first, when she suggested that idea to me I was not fully convinced. As I continued to progress in the program, I began to see what Professor Keane was suggesting and began to grasp the idea.

According to Professor Keane, “A mentor is a person who has your best interest in mind.” At the time of our meeting, I did not know that she was mentoring me. I owe a lot to Professor Keane because she helped guide me to find my way. I hope to see her one-day to thank her.

When asked about the importance of mentoring, Professor Keane said, “In order for the relationship to be successful, both parties need to invest in the relationship. This investment includes time, energy, experience and emotion. The characteristics of this relationship should include: trust, confidence, and good open, honest communication.” If we all extend a helping hand to someone then the world would be a better place for all.



Tips for Trying Times By Scot Sobkowiak

There is absolutely no doubt that our economy is in a very bad state. Gas prices are at an all-time high, home prices are at all-time lows. It is a rough time to be an American. So...how has this economic downturn affected you? Will you share some of the issues you are dealing with in these hard times? Do you have creative methods for saving money? Let us know. In hard times like these, the best thing we can do is reach out to our friends for their support. After all, that is always FREE. Email your thoughts and tips to orgleadership@lewisu.edu

FYI - a Spot to Share Personal Updates



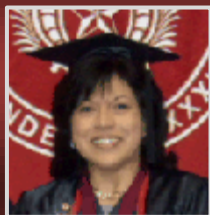
Congratulations to Sean Fagan (MA 2011) and Tiffany Ramberg (M.A. Counseling Psychology 2012) plan to marry on July 14, 2012.



Genesis Hey, MA (2010) is Director of Business Development for Long Time Liner. Genesis is also an entrepreneur and is CEO/President of GDH Career Center which offers training and development seminars for young adults. Genesis also has written a book called "A Work in Progress". Her capstone project involved working with her company to recreate their communication strategy.



Dana Bozeman, MA Higher Education/Training and Development (2007) is now the Program Director for Campus Life at Loyola University. Dana is also an Entrepreneur and owns Legacy Shuttle (www.legacyshuttle.com) a company that specializes in providing reliable transportation for children. She got her start in Higher Education as a graduate assistant at Lewis University and her Capstone project was Work/Life Border Management in Student Affairs.



Paula Parra, MA Training and Development (2012) was just promoted in October 2011 to Program Manager for a large locomotive manufacturer. She credits her promotion to hard work, dedication and her continuing education at Lewis University. When Paula receives her MA, she will be a double Flyer. Paula received her undergraduate degree Business Management in May of 2010.



Chuck LoPresti, MA (2010) and his wife, Basia, welcomed their new son, Oliver Charles, born October 11, 2011. Everyone is doing well.

Social Networking

By Abdul King

Look for another way to connect. To find us on LinkedIn, search groups for Lewis and locate



Organizational Leadership, a sub-group of "Lewis University - Students, Alumni, Faculty and Staff". Verification is completed by Lewis before membership is approved.

This is a great way to connect with students, alumni, faculty and staff.

Tweets from Grads

By Scott Sobkowiak

We went out and asked some recent MAOL graduates, "What has your Master's done for you?" And then we asked them to answer that question as if it were a tweet! So the following are short, poignant answers to a monumental question. Leave it to Org. Leaders to make it sound so easy!!.



"Looking back, it's amazing to see how far I've come both personally and professionally through the MAOL program. From an unemployed kid to a successful professional, my Master's gave me the skills to carve my own path." ~

~ Sean Fagan



"I believe the MAOL courses helped me and those I supervise understand the transitions that have taken place at Hines VA Hospital. I have put my learning to good use."

~ Neil Narine



"The MAOL gave me the opportunity to do what I do best and that is to teach."

~Alvin Butler



"My new job at Joliet Junior College is because of my experience at management and events as well as my Masters in Organizational Leadership. I have also applied to start adjunct teaching in the Spring."

~ Sarah Grady Hintze



"The MAOL degree from Lewis has given me new perspectives, has opened doors for me, and has allowed me to network with people who I now consider good friends."

~ Victor Sanchez

Tips to Get the Gig

By Tanya Hellams

The PBI - Performance Based Interview - focuses on experience, behaviors, knowledge, skills, and abilities that are job related. It is based on the belief that past behavior and performance predicts future behavior and performance.

The three categories that are evaluated are:

- Content skills
- Functional or Transferable skill
- Adaptive or self-management skill

How should you best answer a PBI question?

Provide complete answers state the problem, the action taken and the results (think PAR for the course).

How do you prepare for a PBI?

Analyze the position and your own background, have examples of past experiences and provide more than one example to quantify your responses, if possible.

Provide opportunities for any interviewee to display or introduce their strengths in all or specific categories.

PBI courtesy of the USDVA

Graduated. Now What?

By Geneva Jackson

Graduation has come and gone, and your ideal career has still eluded you. Ideally you would have found an entry level position in a company of your choosing, with the opportunity for advancement.



The market place has changed over the years, one must be resilient, flexible and take risks to create opportunities. Graduates are taking any job that comes along, just to pay the bills. Taking any job but not finding a career can cause a cycle of never advancing in one's career or pay. According to msnbc, "We have a major problem , and young people are the biggest losers," said Andrew Sum, an economist and director of Center for Labor Market at Northeastern University. He noted that for recent college grads now getting by with waitressing, bartending and odd jobs, they will have to compete with new graduates for entry level career positions when the job market eventually does improve.

The days of working for a company until you reach retirement age have faded. We have to change our mindset and focus on our marketable skillset to create jobs for ourselves. Social media can help in networking and connections with regards to obtaining employment. Here are some suggestions to increase your options: * volunteer * involvement in extra-curricular activities * seek opportunities at school * attend job fairs * stay proactive and if possible, return to school. To make it in today's economy you must be flexible and open to change.

Remember, opportunities present themselves daily in casual conversations.

Dear Santa

By Abdul King

**Honors Recognition**

Students in pursuit of a graduate level-degree are not recognized for their academic attainment. Applying an honor's distinction in graduate-level programs would serve as a short term reward system, providing students with recognition for their ability to maintain a high level of academic achievement

Articulation Program

Collaborate with other departments or universities to provide an articulation program for students who complete the MAOL Program and are interested in pursuing a Ph.D or Ed.D. in a similar program. Similar to the [Illinois Articulation Initiative](#) which provides articulation of general core courses allowing students to transfer credits into another institution. Having such an initiative at the graduate-level would allow students to transition into doctoral programs while saving time and tuition dollars that may result from retaking courses.

Mentor Program

Provide mentors to students matriculating the program and obtaining employment. Currently, many adjunct professors serve as student mentors. Adjunct professors' expertise would be an asset to students helping them maximize their degree potential.

Weekend Program Format

Provide a weekend format for degree attainment in the Organizational Leadership program. The weekend format offers a commuter student the flexibility to work full-time during the week and go to school on the weekends. These students may have no other option. By providing a weekend program format Lewis will be better able to serve its students

Happy Travels (gotta get away)

By Suzanne Sahloul

Do you dream about studying abroad? Do you dream about traveling to new places and



meeting new people? Do you dream of exploring new places and trying out new exotic foods and flavors? If you answered yes to these questions then you should check out the Study Abroad Program offered to Lewis University students. So why study abroad and what's the big hoopla about traveling?

Well studying abroad can be an enriching and eye-opening adventure, where your learning can extend to the world beyond the classroom walls. There is no substitute for living and studying in a foreign country if you want to gain in-depth knowledge of another culture's customs, people, and language. In addition, you will find that living and studying or working abroad can develop important skills and independence that can be of interest to future employers.

Students, whether they are undergrad or in the graduate program, who return from a study abroad program often see it as an experience that helped them mature personally and intellectually. They praise being exposed to new ways of thinking and living, which encourages growth and independence.

For many students, going abroad to study is the first time they have really been away from 'home,' from familiar surroundings of the USA, as well as from friends and family.

So now that you have decided to study abroad and have made the necessary arrangements with your department, what are some things you need to ensure stress free travels?

1. Get your passport ready. For help and to know how to renew or apply for a passport visit the US Department of State at www.travel.state.gov/passport
2. Try to learn the language of the country you will be traveling to.
3. Educate yourself on local cultures, customs and norms.
4. Locate the US Embassy in that country in case you have an emergency.
5. Familiarize yourself with some of the popular street names and famous landmarks.
6. Understand the currency exchange rate of your destination. Look into using travelers checks in case of theft. For more information on tips, on safeguarding your money, visit www.gocurrency.com/travelers-tips.

Remember this is a once in a lifetime experience so make the most of your time!

Financial Aid: Knowledge is Power

By Tiffany Pauldon & Joni Scott

The "Skinny" on Financial Aid

Majority of the students attending college use financial aid. Financial aid is inclusive of scholarships, grants, employer reimbursement, tuition assistance, veteran's benefits, on-campus work opportunities and student loans. Most aid is awarded based on the information obtained from the Free Application for Federal Student Aid, commonly referred to as the FAFSA.

By far student loans are the most utilized resource because almost all students qualify. As long as a student is a United States Citizen or eligible non-citizen, enrolled in a degree-seeking program, registered with selective services (males between 18 and 25 years old) and has not defaulted on a federal loan, the student qualifies for this type of aid. Many students are surprised to learn that as long as the aforementioned criteria are met, all students, regardless of income are eligible to borrow federal loans.

Many students and their families depend on federal aid to help cover their college cost. The most used type of financial assistance is Stafford Loans. With the increase of college costs, student loan indebtedness is also on the rise. Therefore, it is increasingly important for students to understand loan repayment options before they actually start borrowing. According to CNNMoney and a report from the Student Loan Project, undergraduate seniors who graduated in 2010 had at least \$24,000 in student loan debt, which is a 6 percent increase from last year. This does not capture those students pursuing additional or advanced degrees. With unemployment on the rise it is very important that college students become educated about loan debts and repayment options. In an attempt to reign in the problem, here are a few suggestions to help students become knowledgeable and take action on your student loans prior to graduation.

5 Steps to Gain Control of Student Loan Debt

Step 1: Borrow Only What You Need

To best utilize the resources available students should understand their costs of attendance. Knowing the costs, both direct (tuition and fees) and indirect (books and personal expenses) will allow students the opportunity to better plan for college. Often times adult and graduate students over borrow. Miscellaneous, travel and personal expenses are part of a student's financial aid budget. However, students should try to keep indirect costs to a minimum. For example, even though a line item of their budget is designated for travel a student should not think their financial aid would cover car payments.

Step 2: Know the Types of Financial Aid Available

Grants	Do not have to be repaid. They are awarded to the neediest students. Reapply for them yearly. Federal and state grants are only available to first-time undergraduate students.
Scholarships	Free money that does not have to be repaid. Students must maintain a certain criteria to maintain eligibility. They may or may not be renewable.
Federal Work-Study	Work opportunity on-campus or via a campus-based relationship to allow students to gain skills and earn money to assist with college related expenses.
Loans	Money that must be repaid.

Step 3: Know the Loan Options

Federal Direct Stafford Loans	Educational loans available to students regardless of income. Loan amounts vary by grade level and degree type. The loan amounts vary for undergraduate students from \$5,500 to \$12,500. The aggregate loan limit for undergraduate students is \$31,000 for students that are considered dependent by the FAFSA and \$57,500 for independent students. Graduate students annual loan limit is \$20,500 with an aggregate limit of \$138,500. The financial aid office always awards the maximum amounts based on enrollment, degree-type and cost of attendance. It is repayable 6 months after a student graduates, leaves school or drops below half-time.
Federal Perkins Loan	This loan is available to students that demonstrate high financial need. The interest rate is 5 percent and is repayable 9 months after a student graduates, leaves school or drops below half-time.
Graduate PLUS Loan	Graduate students are the only students eligible for this loan. It is a credit-based loan and the student may use a cosigner or endorser if needed.
Alternative Loans	Alternative loans are funded by private banks. These are credit based loans in which a student must qualify. Usually students that do not work or have adverse credit need a cosigner. Students should go directly to the lending website to find out more about the application process.

Step 4: Know the Loan Status Terms

During the in-school period, as long as student is enrolled at least half-time in a degree-seeking program student loans are in educational deferment. Deferment is a temporary suspension of loan repayment. There are other deferment and forbearance options that allow students to postpone loan payments due to financial hardships. It is advisable that students speak with their lender about their situation to see what options are available that meet the student's individual circumstances. Students should avoid non-payment on the loan to prevent default. Defaulting, failing to make loan payments after 270 days, has negative effects on future borrowing and impacts student overall credit rating.

Step 5: Know Your Indebtedness

Check the National Student Loan Data System (www.nslds.ed.gov). You are able to review your financial aid from any school you have ever attended. You are also able to view a glossary of terms that are often used. In addition, you are able to view interest rates and servicer information.

REPAYMENT OPTIONS

Type	Period		Benefit	Criteria
Standard	Up to 10 years	Fixed	Shortest time to repay; potentially saving on interest	none
Extended	Not to exceed 25 years	Fixed or graduated	Monthly payment is less than Standard but more interest is likely paid over time	Must have more than \$30,000 in loan debt from either FFELP or Direct loans (not combined program indebtedness)
Graduated	Up to 10 years	Graduated	Payments start out low and increase every two years. No single payment will be more than three times greater than any other payment	Income should be expected to increase over time
Income-based	Up to 25 years	Variable	Affordable loan based on income and family size. If borrower continues to qualify for this plan and makes on-time payment for 25 years, the remaining loan balance is canceled. (Qualifying public service workers will have loan canceled in 10 years).	Eligible if monthly payment is less than what would be expected from Standard plan
Income contingent based	Up to 25 years	Variable	Gives opportunity to repay loan without creating economic hardship.	Monthly payment determined by AGI (included spousal income if married), total amount of direct loan. Twenty percent of monthly discretionary income
Income-sensitive	Up to 10 years	Variable	Monthly payments based on annual income	Loan amount will fluctuate based on increases and decreased with income
Public Service Loan Forgiveness	Up to 10 years	Standard, Income-based, Income-contingent	Loan debt forgiven after 10 years of consecutive on-time payments	Offered to individuals who make 120 consecutive qualifying payments after 10/1/2007, while working full-time in a "public service organization". Only on Direct loans or loans consolidated through Direct loans.

* Generally students have 10 to 25 years to repay their loans, depending on the payment plan chosen. To see the plans in detail, click [here](#).

Knowledge is POWER! Use this knowledge to empower your educational pursuit.

Leadership Characteristics

By Dorothy Cunningham



Did You Know? ... Tips for Success

Students who read the last issue gave us feedback that the information was very helpful. We repeat it here for those who may have missed it before and those who are new to the OL Programs.

- **Course Rotations**

These course rotations show the *planned* schedule for 2011-2012:

- the [MAOL onground](#)
- the [MAOL online](#)
- the [BAOL program](#)



Be sure to check with your advisor as additional classes may be added and classes will be cancelled for low enrollment.

- **Booklists**

Whether you are a student or member of the faculty, the following booklists identify the required texts for all classes and can help you plan:

- the [BAOL booklist](#)
- the [MAOL booklist](#)

- **Student Resources**

Need help? These resources are available:

Technology & Media	IMPACT Lab
Online Classroom	Blackboard Tutorials
Book Rentals	Lewis Bookstore
School News	The Lewis Flyer
Writing	Writing Center
Job Search	Career Services
Tutoring	SmarThinking (available in the Student tab on Blackboard)
Lewis Library	
Research Sources	Reference Librarians
I-Share (inter-library book loans)	

Lewis Writing Center Works for You

By Dr. Jennifer Consilio

Located within the Leckrone Academic Resource Center (LARC), the Writing Center offers peer tutoring for students' course writing. The writing tutors, many of whom are English majors, can help writers at various levels of experience and at any stage in the writing process. We also have a few graduate student tutors who are available to work with writers. The writing tutors can effectively provide what most writers need and seek: real audience response to a piece of writing.

Specifically, the Writing Center offers assistance with:

- Generating and developing ideas
- Organizing and structuring content
- Connecting one section of your writing with another
- Revising your writing
- Researching and Integrating sources
- Documenting and citing sources
- Choosing words well and composing smoother sentences
- Proofreading and editing

To make an appointment with a writing tutor, visit www.lewisu.edu/appointment. Each appointment is 30 minutes and you may sign up for two 30 minute sessions at a time. For longer pieces, we recommend to sign up for 1 hour. When coming to a session, please bring your instructor's assignment sheet, the grade sheet, and a working draft and any notes you have.

If you are not a student not on campus, we also offer two kinds of online response. The first is a response through email. Please inquire at writingcenter@lewisu.edu. The second is a real time online response, similar to a face to face session using google docs.

The writing tutors can help student writers at various levels of experience and at any stage of the writing process. The tutors will not correct or edit your writing; instead, they will ask you relevant questions about your work and discuss in detail the options and strategies available to you for making your writing more effective—in terms of content, organization, language use, and format style.

Writing tutors are available during weekdays in LARC/Benilde Hall, and evenings and on weekends in the library on the second floor in the JT Farrell Room.

Come visit us to *Talk About Writing!*

Legacy

By Paula Parra



Personally - Professionally - In Your Community. What will others remember about you? How will the world be better because you were here? What will be your legacy? As we go through life we touch the lives of others with our actions and our words. Whatever part we play, we need to remember that leaving a legacy and sharing dreams and changing humanity for the better is a legacy that never dies. John Wesley once said, "Do all the good you can, by all the means you can, in all the ways you can, in all the places you, to all the people you can, as long as you can." What will you do?

Mark Your Calendar

10.24.11	Fall II (H) begins	01.09.12	Spring I (J) begins
11.14.11	OL Faculty Wimba	03.05.12	Spring II (K) begins
12.16.11	Senior Honors Convocation	04.19.12	Celebration of Scholarship
12.17.11	Graduate Commencement	04.24.12	Seniors Honors Convocation
12.18.11	Undergraduate Commencement	05.19.12	Graduate Commencement
01.09.12	Graduation applications due	05.20.12	Undergraduate Commencement



October is Sudden Cardiac Arrest Awareness month. Parent Heart Watch urges each of us to learn how to respond to a cardiac emergency, to learn the warning signs and symptoms of a heart condition, to take a CPR class or recertify, to learn where the Automatic External Defibrillators (AEDs) are located and how to use them.



Do you remember this symbol from the last newsletter? We asked you to identify it. Congratulations to **Amelia Alvarado** for being the first to recognize it as the Gratitude symbol.

So here is our next challenge. Do you know the symbol to the right? What is the symbol's history?

Reply to orgleadership@lewisu.edu



Prior Newsletter

Click on this link to view the earlier Organizational Leadership newsletter:

[August 2011](#)

In Memorium

Our heartfelt condolences go out to **Donna Fagan** (MA-2005) and her family, whose son Donald Fagan III, age 19, passed away on October 1, 2011. For more information, see <http://legacy.suburbanchicagonews.com/obituaries/stng-heraldnews/obituary.aspx?n=donald-fagon&pid=153961346>

We would like to thank the Summer 2011 LL518 students, the originators of the initial Lewis Leader newsletter dated August 2011, for passing the torch of public creativity.

The Organizational Leadership Department would like to recognize and thank those who created this newsletter, the students of LL518 Organizational Communication FAII:

Dorothy Cunningham Tanya Hellams
Geneva Jackson Abdul King
Paula Parra Tiffany Pauldon
Suzanne Sahloul Scott Sobkowiak

Mary Wolthusen, Assistant Professor