Corporate Apprenticeship:

A Personalized Career Development Program

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ABSTRACT

Research has found that intrinsically motivated employees increase overall organization effectiveness. This study evaluated the impact a corporate apprenticeship process can have on intrinsic motivation. A qualitative analysis was used to compare research in the fields of psychology, sociology, neurophysiology, and organizational behavior on career development, work motivation, mentorship, and organization effectiveness and found common evidence that supported the effectiveness of an apprenticeship process. Evidence was compiled in an Excel spreadsheet and sorted based on similar qualitative attributes. Then the evidence was evaluated for agreement or disagreement of an effective apprenticeship process. It was found that an apprenticeship process that focuses on building strong personal relationships enhances career development, increases intrinsic motivation and requires mentorship to increase overall organization effectiveness.

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OVERVIEW OF STUDY

Purpose of Study

The purpose of my study is to evaluate an apprenticeship process that provides an opportunity for employees to develop meaning in their work and increase organization effectiveness and profitability within any corporation. The apprenticeship process allows frequent feedback between a mentor and protégé that can build-up a cultural momentum of trust, pride and camaraderie through the practice of emotional intelligence and systems thinking. Research from psychology, sociology, and organization development suggests that intangible results such as these increase career satisfaction, self-awareness, customer awareness, affective commitment, talent capacity, and leadership capacity. The research also suggests that the tangible outcomes are an increase in job performance, internal job promotion rate, decreased turnover, and a non-linear increase in profit. Yet, the process to gain these benefits does not fall within the well defined parameters of financial analysis and return ratios. It is defined by the behavioral sciences and may have significant delays in observable and measurable results until sufficient cultural momentum is achieved. In a corporate culture that prizes a quick return on investment this process may be too far from the norm to be effective. However, in a corporate culture that values sustainable development of their people this apprenticeship process can be transformative. Helping people find meaning in their work is

not quick and orderly, yet a corporate apprenticeship is a simple repeatable process that builds momentum over time and has non-linear positive results. When compared to other types of corporate development programs an apprenticeship process stands out because of its ability to transfer and verify tacit knowledge, corporate values, emotional intelligence, and ultimately tap into an employee's intrinsic motivation. This is examined in studies on career development, work motivation, mentorship, and organization effectiveness in following sections of this study. The author believes the research points to a dynamic apprenticeship process that intrinsically motivates people to be and do their best through one-on-one relationships designed by the mentor and protégé to produce tangible deliverables. These new theories and practices have recently been adopted by some innovative companies who could see beyond the normal business curve and have benefited greatly.

Some successful corporations that effectively use these new theories and practices are companies such as Google, Whole Foods, Intel, W.L. Gore, Zappos, Genentech, and Recreational Equipment as highlighted at the website Great Place to Work Institute. They have found simple solutions to complex problems by practicing simple relationships which is also confirmed in the research throughout the fields of psychology, sociology, and organization development. For example the paradox between corporate humanity and financial performance is considered complex but Michael Beer's (Beer 2008, 418) solution is a simple process that combines the two

ideals. These solutions are mirrored in complexity science which claims that simple patterns are at the root of most complex systems and are a major theme in the paradoxical relationship between order and chaos where order is found within chaos and vice-versa (Senge 2006, Holbeche 2005).

Considering, there are many compelling yet competing viewpoints from which one might reasonably pursue and answer the questions throughout this study an attempt was made to find patterns and relationships between various fields on human development and organization performance. Every field stays alive only to the extent that fresh questions are generated and taken seriously as the driving force in thinking (Elder and Paul 2006, 3). Hopefully, this study challenges the reader's assumptions and mind-set on development programs for employees and organizations to inspire innovative thought and action.

The current thought in research has indicated certain types of career development, work motivation, and mentorship can be used as a means of increasing organization effectiveness. The following is a literature review of these studies.

LITERATURE REVIEW

Overview of Literature Review

Career development in the form of a managed program has been the traditional method to encourage growth in employees, but current research suggests that a self-directed process is more effective. This change has

occurred because of globalization and the dynamic and complex demands it has placed on organizations to stay competitive. There is also an increase in the significance and importance of a work life balance from the corporate level and home front. The more effective career development programs also acknowledge intrinsic motivation as a critical factor in the design which is detailed in the work motivation section.

Work motivation research has been carried out over many different fields and has come to a consensus that it is complex and varies from person to person. Yet, key aspects of this research confirm what is found in career development and mentorship programs that may be effective in an apprenticeship process. The theme of intrinsic motivation is suggested to be the key to effective, productive, and healthy employees. Tapping into this motivation takes considerate dialogue and discussion that can be delivered in a mentorship program.

Research on mentorship programs lines up with suggestions from career development and work motivation research on how and why a program should be developed if an organization wants to be effective. The research touches on the different forms of career development and the importance of intrinsic motivation in the bond formed between mentor and protégé. A look into effectiveness research on organizations reveals a common relationship that binds these three subjects. But of course in business a tangible profit must be seen to be a viable project.

So why should an organization spend the money to develop their employees' career? Will they realize a tangible profit from intangible development? Do they cut into profits for an intangible value that is not on the balance sheet? Organizations are forced to embrace this paradox of enhancing economic value (Theory E) and developing human capacity (Theory O) to gain the benefits of both theories (Beer 2008, 415) which increase overall organization performance. Research suggests that developing employees' careers does enhance the economic value and human capacity of an organization which leads to sustainable and non-linear growth. So, what is a career and how do organizations and employees develop it?

The literature on career development, work motivation, mentorship and organization effectiveness contains volumes of psychology, sociology, neurophysiology, and organizational behavior theories that indicate healthy personal relationships are at the core of organization effectiveness. Research across these many layers raised fundamental questions that were answered before the apprenticeship process could be effective. For example, what is the best way to encourage self-sustaining intrinsically motivated personal development at many levels within an organization so that the process can be changed dynamically and autonomously by the people yet continue to attune to the core vision of the organization? The following sections provide evidence to answer this question which culminates in the description of the

apprenticeship process section at the end. But first a discussion on career

development theories and practices will provide a wider context for

designing an apprenticeship program that is used to develop and employee's

career.

Career Development

What is a career? Is it a job or is it an occupation or something else?

In everyday language people often use the terms job, occupation, and

career interchangeably (Greenberg 2005, 131). In actuality the three are

officially nested within one another. An individual has one career that may

have been in different occupations or fields and held different jobs within

each occupation. Let's use Joe for example, he worked as a waiter for a

restaurant during engineering school, then after graduation as a mechanical

engineer in the automotive industry, and currently is a senior development

engineer at the same company. In this example Joe has had three jobs, two

occupations, and one career. There are many different combinations of jobs

and occupations within a life-long career. Careers can be traditionally linear

like Joe's or even more transitory or spiral. The forms of these different

career paths are unimportant for this study. What is important is to

recognize that career paths can be as varied and unique as their owners.

Formally, a career can be defined as the evolving sequence of work

experiences over time (Greenberg 2005, 131). This is an ambiguous

definition that needs more clarity and depth before delving into the world of

career development.

One problem in career studies is a tendency to think of careers as being about people's experiences in their occupations and jobs and to not look beyond that. Unfortunately, this way of thinking is an oversimplification because careers are affected by major influences beyond the job itself- for example, by wider economic and social systems, by the organization worked in, and by the family. To understand careers, therefore, we need to consider the wider contexts in which people and their jobs are embedded. (Inkson 2007, 4)

These wider contexts can be found in the shifting sands of globalization. The traditional career path of growing within one company or even one field has been forever changed. Globalization has forced many individuals to become nomads in a new corporate world that is more interdependently connected and rapidly changing. Kerr Inkson's recommendation for a career mind set is to be open to discontinuity, conduct self-designed apprenticeships, develop self-reliance through travel, conduct experiments, treat employers as temporary partners, not permanent bosses, learn, learn, learn, build networks and reputation, consider self-employment, leverage your experience, and keep your options open (2007, 265-266). Note that Inkson does not mention a form of sequential advancement through the ranks which has been the traditional career path. This recommendation implies that careers have become increasingly more complex and non-linear. The

chances of an individual working for one corporation their entire career and advancing in a lock step pattern have decreased dramatically the last 20 years. As the "baby boomer" generations near retirement, approaches to work and careers that they represent are passing with them (Holbreche 2005, 319). If the above is correct organizations will need to adapt to the demands of their employees if they want to engage and retain talent. A program that allows employees to have choice in their learning and career development is a significant factor in designing an effective program.

The career as we know it today has been studied since 1851 (Inkson 2007, 10) with many theories on how to develop a career for the benefit of the organization, employee, or both. Current theories suggest benefits to both the organization and the employee in many different ways. Career development is beginning to be seen as "the total constellation of psychological, sociological, educational, physical, economic, and chance factors that combine to influence the nature and significance of work in the total lifespan of any given individual" (Schutt 2007, 9). How does an organization address these areas? There have been many theories that attempt to fully explain career development to help people make the right career choices and guide organizations in developing programs to further their employee's performance and satisfaction. The more influential theories acknowledge the complexity of people's choices from the psychological and sociological point of view such as with

- Holland's theory of personality and vocational choices

- Krumboltz's social learning theory,

- Super's developmental theory, and

- Dawis and Lofquist's work adjustment theory (Patton and McIveen 2009).

  Brown (2002) notes that all of the earlier career theories are based on the philosophical position of logical positivism—that is, they are based on notions of empirical evidence, testability, and logical proof. An alternative, which since about 1990 has gained a strong following in career studies, is the notion of constructivism or social constructionism, which holds that people construct their own realities. If that is correct, then individuals construct their own realities of their careers, and the conduct of career studies and indeed career counseling is about understanding individuals' understanding of their own careers. (Inkson 2007, 11)

  The assumptions of the social constructionist's position are as follows:

  - All aspects of the universe are interconnected; it is impossible to separate figure from ground, subject from object, people from their environments.

  - There are no absolutes; thus human functioning cannot be reduced to laws or principles, and cause and effect cannot be inferred.

- Human behavior can only be understood in the context in which it occurs.

- The subjective frame of reference of human beings is the only legitimate source of knowledge. Events occur outside human beings. As individuals understand their environments and participate in these events, they define themselves and their environments. (Brown 2002, 14)

Some of the theories that subscribe to the social constructionist view are

- Gottfredson's theory of circumscription, compromise, and self-creation,

- Career construction theory,

- Social cognitive career theory, and

- Cognitive information processing.

The scope of this study is not to exhaustively detail career development theories, nor even summarize the theories. This section merely details the assumptions of the social constructionist position to provide a piece of context that connects current career development theories to the world of work motivation theories, mentorship, and organizational effectiveness.

Regardless of the career development theory used to describe an employee's career path most of the current theories acknowledge it is ultimately driven by an individual's motivations. The embodiment of the above theories can be seen in what is called a boundaryless organization or in a protean career development path.

It appears that career development activities are not as much in evidence now as they were in the early 1990s. This seems to be in part because the new protean career contract puts more control in the hands of the employee and makes the guiding role of the employing organization less clear. (Karaevli, and Hall 2008, 380)

The complexities of human motivation are experienced by all, yet empirically understood by few. The inner thoughts of individuals toward their work are detailed in work motivation research across many different fields. To increase the success of this apprenticeship process an understanding and use of empirical work motivation theories and practices are in order.

Work Motivation

Why would a person's personal work motivation matter to corporations? Aren't people just supposed to do their jobs and do them well? Is it necessary or beneficial for executive leadership to concern themselves with an individual's motivations?

The following research indicates that motivation is at the core of employee productivity, satisfaction, and effectiveness and of course an unmotivated employee is unproductive, unsatisfied, and ineffective. The research also shows that an individual's general motivation is affected by many elements in life such as family, health, where they live, money, industry standards, job tasks, co-worker relationship, supervisor/manager relationship, personal philosophy, and personality traits. Most of these

elements cannot be directly influenced by a corporation nor should they, yet when it comes specifically to work motivation an employer has many methods to enhance an employee's potential to be motivated. "At the broadest level, work motivation is a psychological process that influences how personal effort and resources are allocated to actions pertaining to work, including the direction, intensity, and persistence of these actions" (Kanfer, Chen, and Pritchard 2008, 5). More specifically Kanfer, Chen, and Pritchard note the following features of work motivation:

- Motivation varies within and across individuals, and across situations for the same individual

- Motivation is not directly observable and must be inferred from person and situation antecedents and consequences.

- Motivation is determined by the combination of individual and environmental characteristics and represents a set of psychological processes that connect and integrate these forces.

- Motivation is subject to change as a function of forces internal to the individual as well as external to the individual, either in the work environment or outside that environment.

- The primary feature of the motivational process is the coupling between intentions and the allocation of resources toward specific actions. Intentions and actions can change rapidly as a function of change in the individual or the environment, and vary in terms of

scope, timescale, and complexity.

- Motivation as the allocation of resources to different actions includes the concept of self-regulatory or implementational processes.

- The dedicated allocation of resources to actions represents the primary means of personal control over behavior. Therefore, to change behavior, one must change motivation. (Kanfer, Chen, and Pritchard 2008, 6)

As in the previous section the intent is not to provide a detailed analysis of this subject. This definition of work motivation and its specific features are offered as a synthesis of fundamental elements of work motivation from industrial-organizational psychology and related fields of science and practice. The intent is to highlight the organic and complex territory of human motivation. This thing called motivation is highly subjective and truly controlled by the individual employee within an interdependent context that does not fit nicely into a measurable box. So how can an organization inspire motivation within their employees?

Most corporations attempt to tap into this powerful inspiration by means of extrinsic rewards (also called extrinsic motivation). There is a myth in the corporate world that if a person is extrinsically rewarded with a good paycheck and incentivized to perform well that they will be motivated to perform well in the long run. This is not the case. People are fueled by both extrinsic and intrinsic rewards to drive their choice within the context of their

entire life experience. The more superior and long-term performance driver is to design a work place that uses intrinsic rewards (also called intrinsic motivation) as the main motivator and supplement with extrinsic rewards where appropriate. Both types of rewards need to be in the system, yet they must be applied to the proper type of work environment. For example "[Extrinsic] rewards usually improve performance only at extremely simple— indeed, mindless—tasks, and even then they improve only quantitative performance" (Kohn 1993, 46). Yet in this form of motivation "the perceived locus of causality is outside the person, and as such, it can have negative consequences, including lower task satisfaction, a focus on achieving extrinsic rewards, and expending lower effort" (Parker, and Ohly 2008, 250- 251). If extrinsic motivation does not enhance long-term performance or employee satisfaction what are the alternatives? Alfie Kohn has recommended three steps to encourage intrinsic motivation:

- Abolish incentives:
    - Pay people generously and equitable. Do your best to make sure they don't feel exploited. Then *do everything in your power to help them put money out of their minds.*
- Reevaluate evaluation:
    - Provide two-way conversation, an opportunity to trade ideas and ask questions, not a series of judgments about one person pronounced by another.

- o Make it a continuous process rather than an annual or quarterly event.

- o It should never involve any sort of relative ranking or competition.

- o It should be utterly divorced from decisions about compensation. People are least likely to be receptive to feedback when they are fearful of being judged, when they are forced to compete against others, and when extrinsic motivators are involved.

- Create the conditions for authentic motivation through collaboration, content, and choice.

    - o Collaboration: Genuine commitment to the practice, not lip service.

    - o Content [of work]: A chance to engage in *meaningful* work.

    - o Choice: When we are free to make decisions about the way we carry out a task. (Kohn 1993, 181-197)

Recognizing these recommendations may induce fear at the idea and logistics of changing a corporate wide compensation system let alone the culture, a qualification is in order. To change a system or a culture within an organization takes time and special considerations in the realm of organization development. The proposed apprenticeship process does not completely follow all of Alfie Kohn's recommendations because the context and scope is different. Some common themes from career development and

work motivation are self-direction with free choice, individualized meaning, intrinsic reward, difficult to measure, and non-judgmental. By using these characteristics to design organizational change enables the system to be more effective in the complex world of human behavior.

Where do these theories and practices of career development and motivation lead? If the theories are used in the apprenticeship process it will increase the possibility of having a strong workforce that focuses on its customers and work in an engaging and effective manner. This is because a highly motivated (intrinsically) workforce that continuously evolves through self-directed learning increases the effectiveness of an organization. How can this type of complex knowledge and process be trained with limited resources and provide positive results? Research on mentorships has indicated that it is one of the only methods that can transfer such a high level of tacit and intangible knowledge consistently and effectively.

Mentorship

For this apprenticeship process particular attention was focused on designing a practical process that increases the effectiveness and sustainability of any corporate-wide development program. A premise was adopted that one cannot separate the humanness from the work as indicated in the work motivation section. This was considered a practical design element because according to systems thinking and emotional intelligence theory and practice it needs to be addressed for successful implementation

and maintenance of any program or process (Argyris 2000, Holbreche 2005, Senge 2006). The separation of humanness from work is a mechanical compartmentalization that has dehumanized the work environment and this has not always been the case. Prior to the industrial revolution the majority of work environments were based on an apprenticeship model which heavily uses mentoring as the main element. No claims are made as to the effectiveness of these processes during that time period. Yet similar models are still in use today within the skilled-trades industries such as with electricians, carpenters, steel workers, and plumbers. This form of knowledge transfer is not used in typical universities and colleges. Therefore, this form of job training is not used in the majority of corporate learning and development methodologies. There are systems that utilize the learning mechanisms behind apprenticeship learning but they are not widely utilized in most corporate knowledge transfer programs, i.e. training and development. The programs that typify most knowledge transfer in corporations are based on a formal education model that focuses on distributing information via self-paced web training, instructor led training, or PowerPoint slides. There are appropriate uses for this type of explicit knowledge transfer and it is with simple or linear content. These forms of knowledge transfer are not effective in transferring tacit knowledge which is inherently complex and requires an understanding of the context as well as the content (Argyris 2004, Leonard and Swap 2005, Senge 2006, Caproni

2005). Dorothy Leonard and Walter Swap call this type of tacit knowledge "deep smarts" and enter the realm of epistemology, psychology, sociology, and organization development to describe their term.

> Deep smarts are a potent form of expertise based on first-hand life experiences, providing insights drawn from tacit knowledge, and shaped by beliefs and social forces. Deep smarts are as close as we get to wisdom. They are based on know-how more than know-what-- the ability to comprehend complex, interactive relationships and make swift, expert decisions based on that system level comprehension but also the ability, when necessary, to dive into component parts of that system and understand the details. Deep smarts cannot be attained through formal education alone--but they can be deliberately nourished and grown and, with dedication, transferred or recreated. (Leonard and Swap 2005, 2)

Developing deep smarts in a person is not what the business world would call efficient nor is it easily measured. This causes a problem in most organizations because they are driven by metrics that prove the return on investment in a fairly linear and mechanized fashion. "In western society, efficiency is king. Anything that can be done faster is automatically something done better. But speed is anathema to the transfer of deep smarts. Deep smarts are grown organically, through experience" (Leonard and Swap 2005, 231). Yet this tacit form of critical knowledge is used and

needs to be transferred from one person to another for a company to be high performing. A formal mentorship program where work is completed can effectively transfer this deep knowledge and would then be called an apprenticeship because work is being completed.

A mentorship program is associated with dedicated, intrinsically motivated people that are on an advancing career development path and usually increase the effectiveness and performance of an organization because of tacit knowledge transfer and affective commitment (Allen, Finkelstein, and Poteet 2009). So at the core of an apprenticeship or mentorship process is a one-on-one relationship between the mentor and protégé. This is significant because as Linda Holbeche states "Dialogue between individuals and groups can subtly shift attitudes, beliefs and behaviors over time. Such conversations enable learning to be generated and intelligence shared within the network" (Holbeche 2005, 59). So why can't people just get together and mentor each other on their own time? "It does no good for an employee to develop and become committed to detailed career plans if there is no career management process in the organization to help him or her implement those plans" (Karaevli and Hall 2008, 380). "Perception of support [from the organization] is important and must be visible and genuine" (Allen, Finkelstein, and Poteet 2009, 15). The meaning of this working relationship needs to be realized by the participants to inspire the motivation detailed earlier.

How can people's experience of work become more meaningful? [In one study, typical comments were as follows]:

- Care and concern for people

- Relationship to others is significant

- The colleagues with whom I work, above all else, give meaning

- Treating all employees and team colleagues with dignity and respect, building trust; creating an environment at work where people feel their contribution is noticed and valued; empowering them to question and challenge in a constructive way to achieve business success, rather than collude with stale procedures which need challenging and improving. (Holbreche 2005, 388)

This may involve a change in culture for an organization which will require leadership to be aware of the processes that change culture.

Shared meaning, or culture, is continuously created and recreated by individuals through their interactions with one another. Some of what is created becomes taken for granted and affects people's perception, especially of the need for change. The process of creating shared meaning is influenced to a large extent by people in organizations who hold power. These people are in a position to manipulate various symbols, such as what gets rewarded, which causes people to change their behavior. Cultures are enduring, and can be difficult to change. Deliberate attempts to change culture are likely to meet opposition.

(Holbeche 2005, 49)

Some of the tangible outcomes of a mentoring program described by

Allen, Finkelstein, and Poteet are

For mentor:

- Enhanced career success

- Career revitalization

- Personal growth and satisfaction

For protégé:

- Higher compensation and faster salary growth

- More promotions and higher expectations for advancement

- Higher job and career satisfaction

- Greater career and organizational commitment

For organization:

- Enhanced organizational attraction and recruitment

- Reduced employee turn over

- Increased organizational learning and employee socialization (Allen,

  Finkelstein, and Poteet 2009, 5)

These outcomes have some weaknesses. In the mentor category, if the

mentor is topped out in their career or near retirement the enhancement of

career success and career revitalization may not be a motivator for them

(Allen, Finkelstein, and Poteet 2009, 29-35). In the protégé category, the

external rewards only motivate short-term and if the protégé doesn't get

along with the mentor it may even de-motivate them (Allen, Finkelstein, and Poteet 2009, 26-29). So the organization may be left with an ineffective program that wastes the time and efforts of the participants. A mentoring program has the potential to increase the performance of an organization but as describe throughout the study it should be designed to increase intrinsic motivation in an employee's self-directed career path. The following intervention strategy is intended to provide an effective performance increasing process that will be sustainable within an organization.

Organization Effectiveness

Drastic changes in the social, economic, and technical environments, with the corresponding changes in customer preferences and demand, necessitate a high degree of adaptive capacity in organizations. … Although an organization development intervention might result in significant changes in basic systems or processes, unless the people whose work is part of those systems or processes are affected and experience some level of personal or behavioral change, those changes will not be sustainable. (Karaevli and Hall 2008, 367)

Basically, what Karaevli and Hall are saying is that things are always changing in an effective organization and if you don't get people on board with a change it will not stick and therefore the effectiveness goes down. These are direct connections to motivation and career development to the promotion of organization effectiveness. Along with sustaining changes,

corporations are also seeking a high performing organization which Holbreche notes "while there may be no single magic formula for maintaining margins and competitive edge in such a turbulent context, there has been no shortage of ideas on the subject" (2005, 12). Does sustainability and high performance make for an effective organization in such a turbulent climate?

The people and how they conduct business are at the center of an organization's effectiveness (Beer 2008, 405-428). What Michael Beer means is that by focusing on communication or the relationship the organization can increase their effectiveness. An important concept of organization effectiveness is the dichotomy of financial capital and human capital. Michael Beer calls these two opposing views Theory E and Theory O. "Theory E has as its goals economic value creation and focuses on the hard facets of organizations, financial performance, strategy, structure, and systems. Theory O has as its goal enhancing organization effectiveness and focuses on the organization's culture and its people" (Beer 2008, 406).

When messages are communicated in an organization without addressing the paradox between E and O it can frustrate and alienate employees by hearing a contradictory message. For example, if on Monday they hear a message about employee development and on Tuesday they hear about a cutback of employee development training a silent revolt may occur in the minds of employees. So a consistent vision must be

communicated about the contradictory structures and systems within an

organization therefore acknowledging the reality of the situation.

Table 1. Michael Beer's Theories E and O of change

Purpose and Means	**Theory E**	**Theory O**
Purpose	Maximize economic value.	Develop organization capabilities.
Leadership	Top down.	Participative.
Focus	Strategy, structure, and systems.	Culture.
Process	Plan and establish programs.	Experiment and evolve.
Motivation	Motivate through financial incentives.	Motivate through commitment. Use pay as fair exchange.
Consultants	Large, knowledge driven.	Small, process driven.

Source: Beer 2008, 408.

Table 2. Micheal Beer's integration of Theories E and O

Dimensions of Change	**Theories E and O Combined**
Purpose	Explicitly embrace the paradox between economic value and organization capability driven change.
Leadership	Set direction from the top and engage the people below.
Focus	Focus simultaneously on the hard (structures and systems) and the soft (corporate culture).
Planning	Plan for spontaneity.
Motivation	Involvement is used to motivate; compensation is used to recognize, not motivate.
Consultants	Consultants are expert resources who empower employees.

Source: Beer 2008, 418.

So by conducting business in a way that acknowledges the reality of the

situation a business can inspire effectiveness. This can be as simple as a

memo or as involved as a team meeting. Or as this study proposes an

apprenticeship process that transfers the tacit and explicit message while

providing an opportunity for dialogue and meaning.

Another concept around effectiveness is a spectrum of career development activities that promote organization effectiveness. The spectrum as described by Ayse Karaevli and Douglas T. Hall has employee-centered career planning on one end of the spectrum and organization-centered career management on the other to have a well designed career development program.

> We argue that this full spectrum of career activities must be performed in some way if the organization is to have an integrated career development system. In its simplest form, there must be a process whereby the organization plans the development and deployment of human talent to implement the business strategy, and this process must be informed by the desires, goals, constraints, and talents of its employees. (Karaevli and Hall 2008, 368-369)

So an apprenticeship process would need to be implemented and supported by the organization and also inquires into the employee's wants and needs. This dynamic awareness of employee development and engagement is in agreement with Holbeche's view of a high performance organization. She expands on the details of what a strongly shared mindset and culture of high performance organizations do. Her view is the following:

1. They focus on the 'right things'
   - Develop strong culture and practice

- Financially conservative yet don't focus solely on profit

- Distinguish between 'core' and 'non-core' purpose

- Select people who can work successfully within their environments

- Obsessed with quality

- Innovative products and services

2. They reconcile different, potentially conflicting stakeholder needs

- Focus intensely on customers and their needs, not the shareholders

- Values employees

- Invest in employees

3. They aim for sustainable success over the long-term

- Have money 'in the pocket'

- Sensitive to the world around them

- Sense of cohesion and corporate identity

- Management style tolerant of experimentation and eccentricity

- Controlled the context rather than the contents

- Healthy culture and are fulfilling places to work

- Developed social capital of employees

- Employees feel committed

- Leaders are grown from inside the organization (Holbeche 2005, 15-20).

Some key similarities between the views of Karaevli and Hall, Beer, and Holbeche are intrinsic motivation, a protean career development path, social awareness around employee engagement, and an overall address of the interdependent variables that create a sustainable system that realistically address the human component.

This level of complexity brings up many practical questions. How does an organization develop organizational change-ability and continue to engage employees? Can an organization create a knowledge-rich context for innovation and still make money? Should an organization create a boundaryless organization and let people transfer around to different departments? What does it mean to stimulate people to sustainable levels of high performance? Is it realistic to "walk the talk" in a values-based organization? These are difficult questions that are being answered in the annals of psychology, organizational development, management, sociology, neurophysiology, and in the pragmatic business world.

> Companies must put in place career development processes that will help them grow a large pool of well-trained and adaptable managers who see learning, mobility, and change as part of their identities and jobs. Bringing high-potential people with diverse backgrounds, different ways of thinking, and new competencies into key positions will introduce fresh, adaptive approaches to solving today's novel business problems. (Karaevli and Hall 2008, 380)

The apprenticeship process is specifically designed with this in mind. The process of encouraging people to find interesting pockets of work and relationship is a key motivator for employees. Why aren't companies doing this now? It is because only a small percentage of organizations use current research to develop new programs (Rousseau 349). The majority of managers and leaders rely only on gut feel anecdotes that were ingrained through trial-and-error (Rousseau 349-350). Utilizing a fair-minded critical-thinking approach to process development requires evidence-based management which is not the norm in most businesses (Rousseau 342-344).

> Evidence-based management means translating principles based on best evidence into organizational practices. Through evidence-based management, practicing managers develop into experts who make organizational decisions informed by social science and organizational research—part of the zeitgeist moving professional decisions away from personal preference and unsystematic experience toward those based on the available scientific evidence. (Rousseau 2006, 342)

This research-practice gap in business exists for many reasons which the reader is encouraged to investigate. The critical question for this study is how to close this research-practice gap in an organization. The recommendations for corporations made by Rousseau are as follows:

- Provide models of evidence-based practice
- Promote active use of evidence

- Build collaborations among managers, researchers, and educators (Rousseau 2006, 354-356).

Rousseau provides a cautionary note that the label of evidence-based practice can be misapplied. "It can be used to characterize superficial practices or to force compliance with a standard that may not be universally applicable. It is not a one-size-fits-all practice; it's the best current evidence coupled with informed expert judgment" (Rousseau 2006, 356). A solution proposed in this study is to us an apprenticeship process to use a mentor to provide context and meaning of the practice to a protégé.

A one-size-fits-all practice is simple but as the above suggests it is not realistic, effective, or high performing. The paradox of a simply complex system is needed to dynamically interface human emotions, desires, and motivations with the concrete world of making products, serving customers, and paying the bills. A one-on-one relationship with an experienced and competent mentor is a suggested way of getting this simply complex system. One important skill needed to begin to handle these relationships is a robust communication model or as Chris Argyris calls it a theory-in-use. Chris Argyris has developed a two model concept of viewing the personal interactions within an organization. His Model II reinforces a culture of evidence-based management whereas Model I does not. His work looks into theories of action, defensive reasoning mindsets, double-loop learning, and implementable validity to describe the interactions among people in

organizations. His observation of a Model II theory-in-use encourages

sustainable corporate virtues and internal (affective) commitment whereas

the current Model I theory-in-use of most organizations does not. Seeing the

different outcomes of the two theory-in-use is probably best shown as a

comparison and contrast, so the following is the Model I then the Model II.

An organization that has a Model I theory-in-use exemplifies the following

governing variables or values.

1. Be in unilateral control over others

2. Strive to win and minimize losing

3. Suppress negative feelings

4. Act rationally, which means using defensive reasoning (Argyris 2004,

   10)

   Model I core injunctions that people strive to satisfy through their

actions include:

1. Define goals and try to achieve them.

2. Maximize winning and minimize losing.

3. Minimize the generation or expression of negative feeling.

4. Be rational.

   To accomplish these ends people will:

1. Design and manage the environment unilaterally.

2. Own and control the task.

3. Unilaterally protect yourself.

4. Unilaterally protect others from being hurt. (Argyris 2000, 62-63)

An organization that has a Model II theory-in-use is composed of the governing variables or values that may be used to produce double-loop learning is as follows.

1. Producing valid information [meaning people's ideas are testable]

2. Informed choice [meaning people are given all information to make a choice]

3. Vigilant monitoring of the effectiveness of the implemented actions to assess its degree of effectiveness (Argyris 2004, 10)

The action strategies used with Model II are to advocate your position and combine with inquiry and public testing to minimize unilateral face-saving. It is important to note that Model II is not the opposite of Model I. They are different mindsets that produce different virtues within an organization. The following tables detail the virtues of both models and will help to identify the different behavioral outcomes of the two models.

Table 3. Chris Argyris' Model I and Model II social virtues

Model I social virtues	Model II social virtues
Caring, help, and support	
Give approval and praise to other people. Tell others what you believe will make them feel good about themselves. Reduce their feelings of hurt by telling them how much you care and, if possible, agree with them that others acted improperly.	Increase the others' capacity to confront their own ideas, to create a window into their own mind, and to face their un-surfaced assumptions, biases, and fears by acting in these ways toward other people.

Table 3. continued.

Model I social virtues	Model II social virtues
Respect for others	
Defer to other people and do not confront their reasoning or actions.	Attribute to other people a high capacity for self-reflection and self-examination without becoming so upset that they lose their effectiveness and their sense of self-responsibility and choice. Keep testing this attribution (openly).
Strength	
Advocate your position in order to win. Hold your own position in the face of advocacy. Feeling vulnerable is a sign of weakness.	Advocate your position and combine it with inquiry and self-reflection. Feeling vulnerable while encouraging inquiry is a sign of strength.
Honesty	
Tell other people no lies or tell others all you think and feel.	Encourage yourself and other people to say what they know yet fear to say. Minimize what would otherwise be subject to distortion and cover-up of the distortion.
Integrity	
Stick to your principles, values, and beliefs.	Advocate your principles, values, and beliefs in a way that invites inquiry into them and encourage other people to do the same.

Source: Argyris 2004, 14-15.

Table 4. Chris Argyris' external and internal commitment examples

External commitment	Internal commitment
Perform as required	Perform as required and keep alert to changing the requirements.
Hold management responsible for defining the work requirements and enabling the employees to achieve them.	Seek joint responsibility for defining work requirements and enabling conditions.
Hold management responsible for identifying and correcting gaps and errors.	Hold oneself responsible for identifying and correcting gaps and errors.

Table 4. continued.

External commitment	Internal commitment
Hold management responsible for defining fair financial compensation.	Seek to influence the definition of financial compensation and seek non-monetary compensation.
Depend on management. Be a pawn.	Depend on oneself. Be an originator.
Deny any personal responsibility for choosing external commitment and dependence on management.	Accept personal responsibility and seek to choose internal commitment.
Inquire into the way they reason as being unfair, if not a sign of mistrust.	Encourage inquiry into and testing of ideas.
Fear making oneself vulnerable lest one will also feel weak.	Seek making oneself vulnerable in ways that make one feel strong.

Source: Argyris 2004, 27.

A few criticisms of Argyris' Model II theory exist. One is that it sounds easy to do but is tricky to produce the virtues in the real world. The other is the question of how this concept moves from individual to collective or organizational levels. He has developed tools to overcome these criticisms to a reasonable level. The effectiveness of the tools is impacted by the openness of the organization's culture to such techniques.

The intent of this section is not to dissect Argyris' model but to highlight a core theory of why an organization's programs may fail even with the best of intentions and an intelligent program design. Explicitly, it is human relationships that will make or break a program. So, what specifically about human relationships make or break a program? This study contends it is a lower emotional intelligence and limited systems thinking.

Individuals familiar with systems thinking, emotional intelligence, and arenas of practice may recognize a pattern of use in the above sections. The

next section will attempt to demonstrate that these three concepts can tie together career development, motivation, and organization effective into a corporate process that is simple yet can effectively handle complexity.

APPRENTICESHIP PROCESS

Overview of Process

Some core dynamics of career development, work motivation, and mentorship have been identified as key factors in determining the effectiveness of an organization. Yet, how does this translate into an actionable process? And if a protean career path is one that is self-directed by the employee and is the most intrinsically motivating and dynamic, what process encourages this? How can it be made simple and yet handle the complexity of the system? The author suggests using human understanding to create meaningful context by developing one-on-one relationships based on career development aspirations of employees that are intrinsically motivated and are mentored through the process. A mentorship that incorporates work is an apprenticeship. This study suggests that an apprenticeship process is a possible solution to enhancing organizational effectiveness. A process that can connect people's intrinsic career desires with the correct department and mentor will increase satisfaction and therefore commitment as was described in the literature above. With commitment comes engagement and a perseverance that can lead to effectiveness if nurtured and molded by a mentor that is also committed and

also has the experience and knowledge of how the system works.

Some important requirements to connect people within an organization for effective results are instilling a shared vision, personal mastery, team learning, systems thinking, and mental models. A personal relationship between a mentor and the protégé can transfer these attributes reliably because of the feedback inherent in such a relationship. This type of process can start small and then spread this design throughout an organization through consistent effort over a few years. The organizational culture of a business can present some significant challenges such as participant ownership and support of the ideals and the transfer of those from one person to the next depending on the incumbent culture. If the faults of the existing culture are not identified and addressed by leadership an apprenticeship process may not work. For example, if an organization is lead by a command and conquer leader that rules by manipulative tactics the participants of an apprenticeship process may not feel that the leader has the employees best interest in mind and will therefore think the process is designed to take advantage of them. Before an apprenticeship process is implemented it is recommended that an emotional intelligence assessment be completed with the volunteering mentors and protégés. This assessment is the starting point for developing solid communication skills. A baseline can help the mentor and protégé determine what relationship faults may arise and to proactively work through them as a part of the apprenticeship. The

intent is to increase the likelihood of the participants meeting and enjoying the interaction which increases both the mentor and protégés motivation to work together. The tasks learned during an apprenticeship term are not the main purpose of the relationship the development of emotional intelligence is the main outcome but the tasks are needed to add context, reason, and productivity to the relationship. The work tasks give an arena for practice that raises real-life challenges and opportunities for the mentor and protégé to give feedback over time and with many different circumstances. It is this iterative feedback during the real-life challenges that cements the emotional learning into the deeper recesses of the brain (Goleman 2009, 154-161). With a foundation in emotional intelligence individuals can safely find whatever they are looking for in terms of career development, personal development, educational development, and communication development. A sense of safety allows a person to get beyond the base needs from Maslow's hierarchy into self-actualization (Greenberg 2005, 189-192).

The three main elements of the apprenticeship program are the people, the process, and the communication system. The three main people that comprise an apprenticeship relationship are the mentor, protégé, and facilitator.

Mentors are more experienced employees that provide career related support and psychosocial support. They do not have the typical supervisor-subordinate relationship with their protégés. Protégés are

the less experienced employee that is seeking to learn from the

mentor and develop a relationship. The relationship is mutual and

dynamic which changes over time. (Allen, Finkelstein, and Poteet

2009, 2-3)

A facilitator serves as a point of knowledge or counsel for the mentor and

protégé if there is a dispute that is difficult. More importantly a facilitator

serves as the feedback mechanism to the relationship by conducting surveys

and providing instruction on 360 feedbacks between the mentor and

protégé. The process contains entry, maintenance, and exit protocols that

shape the relationships through controlling the content and context of the

shared vision throughout the company. It serves as the baseline of

expectations and knowledge needed by the participants in the process. The

process resides in the larger communication system and is empirically sound

in theory and practice. Changes in the process are encouraged through

feedback mechanisms that are controlled by the communication system. The

communication system is a set of expectations that are supported and

driven by executive leadership, directors, and managers. The main elements

of the communication system are emotional intelligence, systems thinking,

and a Model II theory-in-use. Note this is not a square-wave change that

needs every person in the system to fully understand all elements. It is

expected that key leadership is involved and engaged throughout the

process, especially at the beginning. One theme that is consistent for the

participants is a desire to be open and supportive to new information and to allow the possibility of change. Here in lies the crux of the apprenticeship process. How do you take many different personalities, mix them up and produce a reliable, moderately priced, high-performing, and interdependent system that truly works? Trust that the relationships which grow from dynamic, motivated, well-informed, highly experienced, and emotionally intelligent people can use a system supported by the organization. As an example, there would be three levels of apprenticeship. Level one is a shadowing where the protégé is only observing the mentor at work to see if it is truly what they want to do. The protégé can proceed to level two after going through level one. Level two is where the protégé begins to learn from the mentor and commits to at least six months. The protégé can then move to level 3 after completing level 2. Level three is where the mentor thinks the protégé is ready to take on low priority projects in that field and practices under the eye of the mentor.

Monitoring and Process Evaluation

Monitoring and process evaluation helps determine if the apprenticeship process is achieving the business goals and objectives. Since, the focus of this study is not to detail any specific organization's business goals and objectives it is left to the sponsoring organization to create the criteria. This section lists a few suggestions.

The elements of monitoring and control may be handled through the

system itself. By using 360 feedback, other human resource assessments and just plain old face-to-face between a facilitator, mentor, or protégé can be the means to communicate dysfunction and change the system. The key rests in the usability and meaning of the tool. One possible design of the tool could be an internal crowd sourcing hybrid that would contain certain elements of Facebook, Twitter, LinkedIn, MySpace, World of Warcraft, Google Earth, and GapMinder. The more user friendly a tool is the more effective it becomes. User friendly falls under the realm of visual design, internet technology, computer programming, user interface, computer technology, information technology, and many other fields. Any system chosen should be simple, user friendly, and helpful to encourage frequent visits and input. What should be monitored in this system?

Business Benefits

The business benefits of having an engaged, committed, and competent workforce that is motivated to grow self-awareness and social-awareness through basic human emotional intelligence and systems thinking are non-linear (Argyris 2000,2004; Collins 1994; Goleman 2004; Kanfer, Chen, and Pritchard 2008; Senge 2006) and the list goes on with mavericks that have challenged the status quo on industrial revolution era thinking. Pick up any recent business journal and one is bound to find an article on the benefits of developing people. There is a long list of tangible business benefits but focusing on those rewards would overshadow the true benefit of

helping people grow to increase knowledge and human capital. Focusing on

the person is the ultimate in organizational performance enhancement

(Goleman 2004, Senge 2006). This does not only include the employees but

also the customer. The customers can pick up on an employee's feelings

toward their work environment and if the employee is disengaged the

customer is dissuaded to purchase (Goleman 2004, 17-18). Yet to give some

financially tangible benefits here are some from Goleman, Boyatzis, and

McKee:

- "Emotional intelligence contributes 80 to 90 percent of the
  competencies that distinguish outstanding from average leaders"
  (2004, 251).
- And that "self-management competencies result in a 78% increase in
  profit and social skills increases profit 111%, yet both of these
  together result in a huge 390% increase in profit" (2004, 252).
- Also that "for every 1% improvement in the service climate, there's a
  2% increase in revenue" (2004, 15).

Risks

Any change to an organization's culture has risk associated with the

change. Yet, if the employees of the organization are in control of the

change it will lower the risk of people rejecting the change. "The protean

career is one in which the person, not the organization, is managing. It

consists of all the person's varied work experiences in education, training,

work in several organizations, changes in occupational field, etc" (Inkson 2007, 93). It is critical to adopt a humanistic philosophy toward change. "The central theme of humanistic philosophy is that close, personal relationships give meaning to life" (Goleman, Boyatzis, and McKee 2004, 123). In this apprenticeship process developing personal relationships through mentoring is a critical piece of creating meaning for everyone involved.

In today business culture rising to the top in a linear progression is the norm of advancement. This does not encourage people to develop based on their interests but on the cultural norm of advancement. An example of this is when an engineer is expected to advance into management when in reality they may not truly enjoy that role.

> Because of bureaucratic promotion policies that recognize only vertical mobility, as people rise, they get more narrow in experience but more irreplaceable in their function or business unit as the expertise deepens. This results in a human capital pool with a narrow range of skills and behavioral repertoire, which decreases organizational flexibility. (Karaevli and Hall 2008, 379)

A solution is offered by Holbeche.

> Repositioning lateral moves: To have transparent selection and promotion processes; To provide appraisal and development processes that encourage open, honest and realistic feedback; Deliberately to

reposition lateral moves as being career opportunities; To find

alternative forms of status to replace lost symbols of progression; To

remove all forms of status and 'democratize' the workplace; To provide

employees with challenging development opportunities; To provide

flexible reward strategies; To help employees to gain a sense of

involvement in decisions that fundamentally affect them. (Holbeche

2008, 332)

A risk of developing an employee is increasing desirability from the

external labor market which an organization will still have to deal with

sooner or later regardless if they intentionally develop the employee.

The more they facilitate the personal development of employees within

their organization for the benefit of the organization, the more they

may simultaneously be increasing the same employees' attractiveness

on the external labor market. The key to resolving this dilemma is for

managers to retain open communication with each employee so that

an employee' interest in making a career move to a new organization

is not regarded as disloyalty but as a problem to be openly discussed

in the hope of joint resolution. (Inkson 2007, 209)

Implementation of Process

A strong team that is knowledgeable in project management,

instructional design, leadership theory, and information technology should

be assembled to develop a project charter and scope statement. An

organizational assessment is also needed to determine the parameter and criteria for the apprenticeship process to fit within the cultural boundaries specific to that organization. Some other considerations are as follows:

> Start at the top with a bottom-up strategy: Engaging formal and informal leaders from all over the organization in conversations about what is working, what is not, and how exciting it would be if the organization could move more in the direction of what is working. (Goleman, Boyatzis, and McKee 2004, 220)

> Theory E and O: demand a lot and give a lot; embrace the paradox with a compelling articulation of business and organization direction; ownership and active leadership by a diverse and aligned senior management team are essential; enable truth to speak to power; address business, organizational, cultural, and leadership issues holistically and systemically; sustain the transformation through disciplined cycles of action, learning, and reflection; apply these principles in every unit of the corporation from top to bottom. (Beer 2008, 420)

> Use communications to revitalize people, give them chance to feed in ideas, and provide feedback on organizational progress. Paint roadmaps for people, which include both the future direction and some of the past. Help employees feel that what they have contributed in the past has made sense and produced worthwhile results - give

people cause to celebrate and be heartened about the future. Create

and sustain 'pockets of good practice'. Provide feedback and challenge,

but not blame. Give people the chance to take stock of their skills and

capabilities- both what they have developed in recent years, and what

the organization needs them to develop for the future. Make sure that

the individual's own aspirations are taken into account in development

planning. Reward people who are innovative, flexible and deliver

outstanding results- and be prepared to welcome them back if they

walk away. (Holbreche 2005, 75)

Conclusion

Simply focusing on fostering healthy relationships throughout an

organization can have a profound effect on the performance of a company

and more importantly on the quality of an employee's life. Research has

been reporting that employees and customers are the most important asset

to an organization yet they consistently ignore these reports for a more

anecdotal methodology (Rousseau 2006). Executive leadership, directors,

and managers would benefit from adopting more self-sustaining processes

that allow the employee to take control of their development by increased

organization effectiveness. The old adage of slowing down to speed up may

be close enough to describe the recommended intervention. Appropriately

relaxing some of the efficiency metrics may result in higher employee

commitment, effectiveness, performance, innovation, satisfaction,

promotions and may also increase customer satisfaction, vendor satisfaction, and leadership capacity from simply helping people connect with each other through an apprenticeship process.

In summary the conclusions from this study are that

1. A career development process that does not let employees safely experiment with career choice lowers intrinsic motivation.

2. A lower level of intrinsic motivation decreases effectiveness which decreases profits.

3. Intrinsic motivation is driven by an employee's choice, interest in content, and their work relationships in an emotionally intelligent manner.

4. A mentorship process transfers tacit knowledge, develops intrinsic motivation, and is an arena of practice for both the mentor and protégé.

5. A mentorship process is also a strong and consistent medium for sharing an organization's vision which leads to an attunement of purpose.

6. An apprenticeship process combines the above into a productive, dynamic and unique relationship between two people that can be repeated with others to increase cultural momentum on a shared vision, using three level of engagement.

7. Two people, one connection, infinite paths.

METHODOLOGY

Search for Secondary Sources and Criteria:

Typical search strings used to find secondary sources through Penrose

library and its subscription databases (but not limited to): Career, career development, career management, talent management, organization development, motivation, intrinsic motivation, intangible value, sustainable value, apprenticeship, and human capital. The authors that have been consistently referenced throughout many of the organizational development, career development literature have been noted and used to find subsequent literature to hone down the references to more legitimate and relevant authors.

Criteria used to evaluate sources for relevance (Booth 2008, 76-77) are as follows (but not limited to): Skim abstracts, front and back matter, chapter introductions, conclusions and summaries, and bibliographies. Looking for ties to emotional intelligence, intrinsic motivation, systems thinking, epistemology, complexity science, simple and practical applications used in the real-world, self-similarity, generational traits, and globalization.

Evaluate sources for reliability (Booth 2008, 77-80) by checking for most but not all of the following: published by reputable press, peer-reviewed or reviewed, author is a reputable scholar, published after 2000, frequently cited by others, high number of references in notes and bibliography. The author looked for mostly meta-analysis or evidence-based approach as opposed to anecdotal or over-generalized.

The criteria used for acceptable and non-acceptable evidence was an evaluation for evidence that was accurate, precise, sufficient, representative,

and authoritative (Booth 2008, 136-138) and an attempt was made to acknowledge when it was questionable. Search for the words "all, no one, every, always, and never" was used to filter questionable evidence. Find both creative agreement and disagreement with my argument, i.e. dynamic multi-use apprenticeship. Evidence may be qualitative and/or quantitative.

To record sources and evidence Excel was used instead of note cards to record sources and evidence as the author was reading. Two separate worksheets were used to track the sources as per the Integrative Project Design appendix and the other to use for notation of thoughts and warrants. Sources referenced to meet design appendix: use same column headers as in project appendix to easily sort and copy/paste into project appendix. Use of column headers was as follows for evidence and reasons: order, notes-evidence, category, source, and warrant/reason to capture thoughts about that single piece of evidence, i.e. sentence or paragraph. Note: The intended use for the order column was to organize evidence with numbers using Excel's sorting feature.

Claims, Reasons, Evidence, Warrants, Acknowledgments and Responses:

Analyze, develop and design arguments for a career development intervention plan using critical thinking processes from Criterion-Reference Instruction and Kepner-Tregoe Analysis with an emphasis on following the techniques taught in the Leadership and Organizational Studies bachelors

program at the University of Denver. Create each claim with supporting content as small as possible being stand-alone verification using the process below. By reviewing the above claims, reasons, evidence, warrants, acknowledgement and responses, with my reader's point of view in mind, I will try to find unsupported or unorganized claims, limited acknowledgement or responses, weak evidence, and warrants. Search for inaccurate terms by searching for the words "all, no one, every, always, and never" and reword. Search for imprecise wording by searching for the words "some, most, many, almost, often, usually, frequently, generally" and justify or reword. A rough draft was written to initially organize the above claims and sub-arguments in the most sensible manner going from base claims to more synthesized and complex claims. Check accuracy of references. Think like the reader to write for the reader. Write introduction and conclusion. Submit rough draft for review to instructor. Finally a final draft was written to review and revise using evaluative feedback from above. A search for consistent use of key terms and a check for clarity were performed. The project was set aside for three days before reading again for final review of overall consistency of topic and problem statement to limit reader bias. A final version of the revised draft was given to the instructor and several of my peers for review and recommended revisions.

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