

Welcome to The Briefing!

This is a new newsletter brought to you by Philadelphia University's Chapter of the International Association of Emergency Managers (IAEM). The newsletter is designed to keep students of the Disaster Medicine and Management program in the know. We look forward to delivering you with interesting and informative articles on a quarterly basis and we welcome you to take part in the process! If you would like to prepare an article for the next publication of The Briefing, please contact the editor, Amy Aiken, at AmyMAiken@gmail.com. Enjoy!

This Quarter's Feature Article: On the Hunt – Finding a Job with Your New Degree in DMM

Presented by Eric Lobay, DMM Graduate, PhilaU IAEM Chapter Secretary

With the significant amount of time, devotion, and commitment required to complete the Disaster Medicine and Management (DMM) program, graduation is a very exciting time! However, reaping the benefits of all of the hard work and attaining a position where the knowledge and skills can be applied can be a challenging and onerous process. To help you when it comes time make the transition from a disaster management *student* to a disaster management *professional*, I thought that it would be helpful to share some of my experiences looking for a job in emergency management.

One of the most enriching attributes of the DMM program is the diversity of student backgrounds and the incredible experiences and knowledge that are shared. Within this spectrum of student histories are varied career goals and reasons for program completion, *(Continued on Page 5)*

DMM AEM/CEM Corner

Presented by Jennifer Lord, DMM Student, PhilaU IAEM Chapter President

Many employers recognize the IAEM Associate Emergency Manager (AEM) or Certified Emergency Manager (CEM) credential as validation of professional competence in emergency management. Increasingly, employers are including the AEM or CEM credential as a job requirement. The DMM AEM/CEM Corner brings resources and information that can help a candidate prepare their application. The application process is very detailed and extensive. Articles, originally published in the IAEM Newsletter provide navigation guidance through the application process.

The AEM credential was developed for candidates who either lack a baccalaureate degree or formal work experience that is required for the CEM credential. The CEM degree requires additional professional and/or volunteer contributions to the field of Emergency Management.

The DMM AEM/CEM Corner brings the IAEM CEM Corner articles to DMM students and alumni to help foster support and encouragement in the pursuit of credentialing.

The AEM/CEM application includes the following sections:

- Work History, Experience and References (for both AEM and CEM)
- Education (BA required for CEM)
- Training Requirements (100 hours of emergency management training and general management training each, for both AEM and CEM)
- Professional Contributions (CEM only)
- Comprehensive Essay (for both AEM and CEM)
- Proctored Written Exam (for both AEM and CEM)

This issue's AEM/CEM Corner topic is: Benchmarks in Emergency Management. *(Continued on Page 3)*

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Faculty News and Updates: Program Developments

Presented by Aaron Richman, DMM Faculty

First of all, the faculty wants to congratulate the IAEM Student Chapter for the kick-off of this newsletter. The team effort is very symbolic of the collaboration and cooperation necessary in the field of disaster management. We are looking forward to taking part in the future newsletters as well as future activities the chapter is planning for the DMM and IAEM community. There have been a lot of exciting activities coming from the halls of DMM. Summer planning is underway, as well as curriculum development, research, publications, and presentations to name a few. We have listed a number of projects that faculty along with DMM students and graduates have collaborated on together below. We look forward to future projects of this nature and are always available to brainstorm concepts and ideas for possible fruition.

Capstone: The faculty has had the opportunity to review and work with recent Capstone students. As usual, your work and products represent the PhilaU community in a positive fashion. We want to remind everyone beginning their project to formulate a plan and map out the Capstone project. Also, the faculty is available to assist you early on as you formulate your project concepts.

PhilaU Connect: The development and implementation of the PhilaU Connect Professional Speaker Series is underway. Currently they are scheduled at approximately one presentation per month. Speakers range from DMM graduates to local, state, federal, and international subject matter experts that address their own views and visions of the field of emergency management, homeland security, and medical preparedness. If you have an experience you wish to share, please reach out to the faculty for a possible presentation. During the month of March 2011, the PhilaU Connect series hosted Commander Joe Crane, United States Special Forces. His presentation addressed leadership similarities between the disaster management and Special Forces community.

Curriculum Development: In conjunction with the Office of Continuing and Professional Studies (CPS), a new course was developed in November 2010 called, "Foundations of Homeland Security". This course is the first of a new major area of concentration for the Accelerated Degree Completion Program which is a Bachelor of Science in Leadership in Homeland Security. Three new courses were added during the 2010-2011 terms to the DMM curriculum. Homeland Security and Defense, Clinical Disaster Medicine, and, Healthcare Emergency Management. Two of the courses were direct influence of Capstone deliverables of two students.

PhilaU Faculty Research Grant: This PhilaU grant was awarded on May 1, 2009 and was led by a team of students and faculty, to include Christopher Foerster, Jim Patrick, and Jonathan Mohr. The publication was *(Continued on Page 4)*

Skills Brush-up: APA Formatting and Using MS Word

Presented by Charlie Bortle, DMM Faculty

Written communication is the foundation of scholarship, research, education, and general staff operations in the disaster management community. It is important to strive for a high degree of mastery of the basic tools of the trade, and word processing programs like Microsoft Word[®] are no exception.

Most people who write with any frequency can open a document, change the font and size, center text, and use bold, italics, and underline. But advanced features that can dramatically simplify formatting and improve the look and quality of your finished work often remain a mystery, even to seasoned wordsmiths.

Resources abound to help you navigate the complex maze of key commands and dropdown menus, including the help feature in WORD[®], online tutorials, and, for a select few with significant control over their Y chromosomes, the instruction manual. Yet few of us have ever taken the time to peruse these resources, let alone dive deeply into them. In each issue of The Briefing, I will present a few MS WORD[®] tools that I find to be particularly helpful.

Tip #1 – Customize your toolbars

In WORD 2007[®], click on the "Office Button" (the circular button in the top left of your screen next to the "Home" menu), and then the "Word options" button at the bottom of the dropdown menu. From here you can add and delete a variety of features to your menu bar at the top of the page. Get rid of ones you rarely use, and add things that are helpful. Many of the tips I'll subsequently discuss involve features that you can easily add if they aren't already there. It is a LOT easier to find and use features if you remove some of the clutter of buttons that you never use.

Tip #2 – Modify your spell checker

The rules of grammar and style are surprisingly different depending on your academic requirements (APA vs. MLA vs. ICMJE, etc.), or the type of writing you are doing (Medical, Legal, Various Journals). The spelling and grammar checkers can be set to alert you to the number of spaces after a period (some styles want 1, some styles want 2), if you fall into first person, if you put a comma before the last item in a list (some styles yes, some styles no), and a host of other issues that devil the average writer. You can set it to disallow contractions or colloquialisms if you are embarking upon a professional writing project. *(Continued on Page 6)*

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Benchmarks in Emergency Management – Pinnacles of Success or Just Window Dressing?

By Brian V. Bovyn, CEM, Emergency Services Supervisor, Manchester, New Hampshire Police Department
Originally published August 2009, IAEM Bulletin

Do benchmarks in emergency management really exist? A benchmark is “a standard of excellence, achievement, etc., which similar things must be measured or judged.” (Dictionary.com, 2009)

EMAP as the Benchmark for EM Programs

By definition, emergency management has two predominant benchmarks and many less predominant benchmarks. The Emergency Management Accreditation Program (EMAP) is the recognized benchmark for emergency management programs seeking excellence. Those emergency management programs that are reviewed in an onsite assessment using the EMAP standards are measured against the recognized industry standard.

Emergency Management Standard by EMAP (EMAP, 2007) has 63 standards in 16 categories: program management; administration and finance; laws and authorities; hazard identification; risk assessment and consequence analysis; hazard mitigation; prevention and security; planning; incident management; resource management and logistics; mutual aid; communications and warning; operations and procedures; facilities; training, exercises, evaluation and corrective actions; and crisis communications, public education and public information.

To date, 20 states and four county jurisdictions have received full EMAP accreditation; two states have received full re-accreditation. “With the approval of the commission, these states have completed the final step for accreditation,” said Karen Windon, chairperson of the EMAP Commission and deputy county administrator of Manatee County, Florida. “States like these that work toward and achieve compliance with these standards are at the forefront in ensuring their residents are served by a comprehensive system to deal with disasters.” (EMAP, 2009) Accreditation is a means of demonstrating, through program self-assessment, documentation and on-site assessment by an independent peer-review team, that a program meets national standards. Accreditation is valid for five years from the date the EMAP Commission grants accreditation. Accredited programs must maintain compliance with EMAP standards and be reassessed in five years to maintain accredited status. (EMAP, 2009)

EMAP baseline assessments for states were initially authorized and funded by the Federal Emergency Management Agency (FEMA), and a second round of baseline assessments have been approved by FEMA and funded to measure the improvements made by programs since the first round. While funding is guaranteed by FEMA for the second round of baseline assessments for states, participation by the states is voluntary.

IAEM is the Benchmark for EM Professionals

IAEM’s Certified Emergency Manager® (CEM®) Program is the benchmark for individual achievement of excellence in emergency management. The IAEM CEM® credential is neither easily earned nor maintained. The CEM® credential is based upon the candidate demonstrating a formula of knowledge, skills and abilities in emergency management. The CEM® credential requires a minimum of three years full-time comprehensive emergency management experience, participation in an actual disaster or full-scale exercise, professional references, a comprehensive essay, 100 hours each of emergency management and general management training, a minimum of six different professional contributions, and successful completion of a 100-question comprehensive emergency management examination (IAEM, 2009).

The purpose of CEM® is to recognize that a professional emergency management practitioner possesses at least a minimum of knowledge, skills and abilities in emergency management against the set benchmark standard. Any CEM® should be able to satisfactorily operate functionally as an emergency manager in almost any jurisdiction or other emergency management program.

IAEM has certified a total of 1,358 Certified Emergency Managers®. There are currently 825 Certified Emergency Managers® and 24 Associate Emergency Managers.

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Alumni Connection: 5 Tips on Surviving the DMM Program While Still Having a Life

Presented by Chris Foerster, DMM Graduate

Maintaining a healthy work-life (or school-work-life) balance is never easy and can seem impossible at times during the DMM program. As a May 2010 graduate, I wanted to share some advice from my 21 months in the program while working full time. It is not easy to add academic commitments on top of work and family, but it is possible to make it through the program while still having a healthy life balance. Here are some of my tips on how to do that:

1. Plan ahead

This is probably the most important point for getting off on the right foot, especially when taking multiple courses at once. Depending on the professor, there may be slight differences in where the major tasks during the term are described between the syllabus, calendar, and the Assignments section on Blackboard. At the start of the term, take the time to go through all of them to be sure you have a full understanding of when assignments are due and how much work they will likely take. I found it useful to write out week-by-week what was due for each course I was taking. Seeing it side by side would easily let me see far in advance when I would have a busy week so I could be sure to prepare far ahead of time.

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Program Developments

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titled, "Can a standard response methodology be designed and developed to prepare local agencies for the response to suicide bomber incidents?" Research and the collection of data from multiple countries (site visits to London, Jerusalem, and Tel Aviv) and lessons learned were developed for final submission during the summer of 2010. An Adobe online session, open to the university and the DMM program, was scheduled in May 2010 to present the overall findings. The DMM student base that took part in the site visits, the development of the research, and compilation of the findings came from multiple disciplines within the field of emergency management. As of last month, the research team was invited to present their findings this coming May at the World Congress on Disaster and Emergency Medicine in China.

Publications: Chapter in book: Mechem Crawford and Aaron Richman, "Terrorism Scene Control"

Jean-Louis Vincent and Jesse B. Hall (eds.), Encyclopedia of Intensive Care Medicine, DOI 10.1007/978-3-642-00418-6_858, Springer-Verlag Berlin Heidelberg 2011

A team of faculty and DMM graduates, to include Chris Foerster and Matthew Butler, have been chosen to contribute chapters to a book tentatively entitled "Disaster Management: A Medical Perspective". These graduates have agreed to contribute a chapter to the book that is being published by a not-for-profit organization. The book will be made available to low-income countries free of cost for the benefit of mankind through one of the platforms of the World Health Organization. This will benefit a large section of the worldwide population, with the DMM contributions reaching the masses most in need for such material. The chapters being written include the topics of incident command, medical response to suicide bombing incidents, and hospital emergency planning. ☒

Benchmarks in EM...

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The Importance of Quality Control Maintenance

While there are benchmarks in place, such as EMAP for programs and CEM® for individuals, who polices the integrity of the benchmark? In the case of EMAP, there is a mechanism in place for program self-reporting requirements each year. Each accredited program must explain what enhancements have been made to their program each year in order to maintain compliance with the EMAP standard. Failure to report may result in a warning letter or potential revocation of program accreditation by the EMAP Commission. Additionally, EMAP responds to complaints about programs from the public, and these complaints are investigated.

In the case of IAEM, CEM® practitioners are bound by the IAEM Code of Ethics, which each person signs and agrees to uphold. A violation of the IAEM Code of Ethics may result in a revocation of the CEM® credential of the practitioner by IAEM.

Maintain Integrity and Foster Excellence

With these checks and balances in place for an EMAP-accredited program or an IAEM CEM® professional, emergency managers should carefully ponder practices and decision making in day-to-day operations in order to maintain the integrity of the programs, and continue to foster excellence in the emergency management field. ☒

Sources:

- <http://dictionary.reference.com/browse/benchmark>
- Two State Programs Achieve National Emergency Management Reaccreditation: EMAP Press Release, Mar. 27, 2009

On the Hunt...

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from attending medical school to becoming a fire chief to working with an international aid agency (eg., the United National or Red Cross). Personally, I entered the program with the aim of developing a career in community emergency management. From early on in the program, I have been searching for opportunities to gain experience to hopefully find a great job upon graduation. During this time and since completing coursework last semester, I have learned much about finding a job in emergency management. Recently, I have been shortlisted on two national competitions for emergency management jobs, and I'm now waiting to hear the results. Regardless of your end goal or ambition, here are a few relatively universal strategies that have worked for me and led to being called in for interviews.

Start early and make contacts

More than ever, job searches can take a significant amount of time and patience. For instance, a recent article published in the New York Times suggests that the average job search in the United States lasts for about six months. For executive and senior management jobs, labor statistics reveal searches can take 2 to 3 times longer. If you're looking to start a new job immediately after graduating, these figures express the importance of not waiting until graduation to begin your job search. Many career advisors suggest that making contacts and networking are valuable first steps to begin your job search. Among benefits, networking can provide you with information about the attributes that potential employers are looking for, prospective job openings, and may provide you the opportunity to create a good impression on potential employers to think of you should an opportunity arise.

A great way to make contacts while also gaining some experience is to volunteer in areas related to emergency management such as the Red Cross or other non-profit agencies in your community. With the demands of the program it can be challenging to find the time to seek out volunteer opportunities, but early efforts may lead to appealing opportunities later on. Perhaps more importantly, volunteering for emergency management organizations provides significant personal satisfaction, life experience, and when it comes to candidate selection, may be what sets you apart from the next candidate.

In addition to volunteering to make contacts and gain experience, a significant advantage of the DMM program is the flexibility offered when it comes to topic selection for several of the major assignments. Be creative and take advantage of course projects by reaching out to local officials, government agencies, and business leaders. A contact that I made early on during the program with a municipal emergency management official led me to the idea for my capstone topic, and this contact recently forwarded a job posting to me. Another consideration is to

gear your capstone project towards an area that you're interested once you graduate. For instance, if you would like to work for an international aid agency, consider developing your capstone project on an issue relevant to international emergency management and response. When you're sitting in front of a panel of interviewers and asked the question "Why should we hire you?", a response that your capping project was written on the specific area can be very powerful and one more strength that may set you apart from the next candidate.

Depending on where you currently work, don't rule out making contacts within your current department or organization for potential opportunities. Talk with your employer about the education that you are pursuing and how it may help their organization. Talk with current supervisors about your studies and ask if they would be willing to provide a reference letter on your behalf.

Build your Resume

The DMM program includes a significant amount of certificate courses, research opportunities, and other opportunities for experience outside of course work to gain experience. In addition to volunteering and seeking opportunities to network, embrace the many opportunities provided during the DMM program to build your personal portfolio and develop your resume. Consider working towards IAEM certifications (www.iaem.com), publishing your work, or attending disaster management conferences. We are fortunate to have a strong student IAEM Chapter and if you're interested in pursuing these designations, the student chapter is in place to advocate the value of these certifications and to assist you with the process of attaining certification.

Search and Apply!

When it comes time to applying for a job, with the current labor market conditions employers may receive a high number of applications and therefore have the luxury of picking the cream of the crop. If you want to get a job, you need to be the cream. One strategy advocated by experts to be the cream is to closely match your background and experience with what the employer is looking for. In other words, you need to identify a clear job search direction taking account your personal strengths and career goals. If you are interested in receiving assistance with resume writing or learning more tips on searching for a job, Philadelphia University provides these services through the Career Services Center. There is a useful section on the main university website with help on resume and cover letter writing, and advice for how to handle yourself during an interview: <http://www.philau.edu/career/>.

So good luck with your job hunt! Hopefully these suggestions will be of some help when it comes time for you to enter the job market, and please feel free to contact me at elobay@shaw.ca with any questions or comments! ❖

Skills Brush-up *(Continued from Page 2)*

Tip #3 – Word Count

If you click on Word Count (might be in the REVIEW menu, but I usually have to add it) you can get the word count for your entire paper. If you highlight some text, clicking WORD COUNT will tell you how many words are in the selected section. Is your quote >40 words (making it a long quote in APA)? You shouldn't have to squint at the screen while trying to count words with your finger or a pencil anymore.

Tip #4 – Format Painter

The little paintbrush at the left of your HOME menu is the format painter. Ever paste some text into a paper and then find that WORD refuses to allow you to change the margins or spacing to match the rest of your work? Simply highlight a "correct" section of your paper (try to do a whole paragraph), click FORMAT PAINTER, and note that the cursor turns into a little paintbrush. Now highlight the offending section of text and format painter will change it to match the previously highlighted section. This little trick has saved me HOURS of formatting frustration.

Tip #5 – Page Break

Many of you probably already know this one, but it always amazes me how many learners still format their pagination by inserting carriage returns. When you want to start a new page, hold down the CONTROL key (Cntrl) and hit ENTER. This inserts a page break, meaning that the next paragraph will always begin a new page.

Tip #6 – Show/Hide Paragraph marks

A variety of "marks" are usually invisible in a WORD® document. Spaces, paragraph marks, page breaks, tabs, and a variety of others can be seen by clicking on the PARAGRAPH MARK icon (looks like a backwards "P" with two vertical lines) in the PARAGRAPH section of the HOME menu. If you write a lot, I'd suggest that you get used to leaving these marks visible all the time. You'll get used to it, and it will be obvious when you have too many spaces between words, your hanging indents are off, and a whole host of other common formatting glitches. If all those marks make your head hurt, it's easy to toggle them on and off using the PARAGRAPH MARKS button.

Learning the nuances of MS WORD can take some time, but it's the kind of project that repays the investment many times. I look forward to adding additional tips in future newsletters. Feel free to send your tips or suggestions to me at BortleC@PhilaU.edu. ☒

Surviving DMM...

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2. Study at work

This is obviously easiest for those of us who work in emergency services where our on-call time can provide incredible study opportunities. Even in an office job, as I had during part of my studies, time can still be found. During the busier times in the program, I would spend a half hour during lunch each day reading or posting on the discussion board or doing readings. Spending these 30 minutes each lunchtime on DMM work may not seem significant, but if you do it every day it quickly adds up. That bit of work during lunch can mean 2.5 hours more family or relaxation time after work.

3. Consider your capstone early

If you've been in the DMM program for more than a semester, you're probably tired of hearing this. The reason it is said so much is because it is so important. A good capstone cannot be done from scratch in 12 weeks if you have any outside commitments, as we all do. If there is something that interests you during one of your early courses and might make a potential capstone, approach the professor and begin a dialogue.

4. Help each other out

Everyone in the program brings unique professional strengths and it is important to help each other out since we all also come in with weaker areas. I came in with a strong EMS background, but initially did not have much idea of what went on in an EOC. Some of my classmates had a much stronger emergency management background, but were not too familiar with how EMS works in the field. It is much easier to come to an understanding of these less familiar areas through discussions with classmates rather than trying to teach yourself through reading about them. Take advantage of these resources and try to be one yourself as well.

5. Don't get discouraged

It is easy to get discouraged during the program either from feeling as though you will never reach the end, while taking a course that may not be one that particularly interested you, or during the capstone process. You will eventually make it through it. Whether one course at a time or three courses at a time, you will eventually complete the program and have earned a master's degree.

Despite the frustrations you may encounter at some point during the program, you will be able to look back and appreciate not only the degree conferred but also the knowledge gained. You will also have many new personal and professional connections, especially from the group you attended the summer on-campus sessions with.

Student Update: Since graduating from the program, Chris moved from working front line ambulance to also having an EMS education role. He also made two trips to Haiti to volunteer with the relief effort after the earthquake. In January of this year, Chris moved to Australia where he is now a medical student at James Cook University. Recently, an abstract submitted from a research project he was involved with while a student in the program was accepted to be presented at the World Congress on Disaster and Emergency Medicine in China. ☒

Time Management Strategies for the Emergency Manager – Part I

Presented by Steven J. Parrillo, DMM Faculty

Introduction

"It is not enough to be busy, the question is: what are we busy about?" -Thoreau

"One man cannot do right in one department of life whilst he is occupied in doing wrong in any other department. Life is one indivisible whole." -Gandhi

The Problem

Many of us are very good at being busy and not particularly good at being effective. Why is the adage "If you want to get something done give it to the person with the most to do" regarded as true by many managers? What is it that allows people with multiple activities and tasks the ability to accomplish them? Poor time managers are often plagued by the "tyranny of the urgent," spending most of their time dealing with crises which may or may not even be important.

This discussion could be sub-titled "The Clock and the Compass." The clock symbolizing our need to get things done right in a timely fashion. The compass symbolizes our need to do the right things, to shoot for "true north." Stephen Covey has said that the enemy of the **best** is often the good. We need to determine a balance that will work.

The Solution

The techniques and skills that allow some people to be more effective than others are not innate. They can be taught and learned by anyone. The keys to being able to manage multiple projects are organization and prioritization. The techniques involved are simple, reliable, and can be taught.

Time management does not mean working more hours or giving up your free time. It does mean working smarter. **It emphasizes effectiveness (getting the right things done) over efficiency (getting things done right)**. A key concept in time management is to recognize your work time as the limited precious resource that it is. Studies have demonstrated that for every minute a person spends planning he saves four minutes in the execution. Ultimately what we really need to manage is ourselves and how we utilize our own time. Using your time effectively will allow you to be more satisfied and successful at work and provide you with time to do the things you really want - including relax.

I. Planning Tools

Personal Calendar

Keep a personal calendar with you at most times. Keeping it accurate and up to date allows you to keep track of what is happening on given dates and to organize and/or combine activities. At a glance you will know where you need to be and what you will have to do when you get there. Authorities suggest using a calendar that is broken down by hour for each day as well as one which shows a full week or month at a glance. It is important that you get in the habit of using and relying on your calendar. You will find that you will not want to be anywhere without it. Your "pocket" calendar may be electronic (on your smart phone for example), paper or both.

Master List

This is a notebook in which you keep an ongoing list of everything you need or want to do. It includes projects that are ongoing and those that are planned for the future. It should be kept in a definite place so you can refer to frequently. Long term (5-10 years) projects should be separate from mid-range (6-12 months) and short term ones. There is no substitute for planning. Doing so takes the urgency away from meeting an important goal.

The Daily "To Do" List

The heart and soul of effective (and efficient) *traditional* time management is the daily list of things which need to be done. It should be made daily (at a time which is relevant to the type of work you do or shifts you work). The development of this list should take place when you are free from interruption and are able to plan ahead without distraction. Most time management experts suggest the most effective approach is to make a list at the end of the work day which prepares you for the next day. It should prioritize your daily activities and provides the foundation and direction for your day. Too often we find ourselves responding to tasks that need to be urgently completed and not working on things that are really important. Stephen Covey stresses the importance of distinguishing between the "Urgent-Important" – aka crisis management - and the "Important - Not Urgent." This latter category places the emphasis on planning and performing in the areas which are most important in meeting personal and professional goals.

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Time Management

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All items on the list must be prioritized. A common behavior with regard to "to do" lists is to attempt to check off as many items as possible without tackling the most important ones on the list. Don't do that. It is better to accomplish one important task or even a part of one important task than to accomplish multiple unimportant ones.

Items for the list may be found in your master list, the previous day's list, or your personal calendar. They may also be assigned to you by someone in authority over you. You should also check your tickler file. (See below for more on the file).

Prioritization is essential. Priorities should be set as follows:

- A – These are the most important and must be accomplished before the end of the day. A rule of thumb is to include items for which there will be dire consequences if left undone. There should be only one "top" priority, although there may be several A items. In that case, sort As into A1, A2 etc.
- B – These are important, but could be left until the next day if necessary. They may or may not become the next day's As. These, too can be sorted.
- C – These would be nice to accomplish but are really not that important, at least not yet. Some may belong in the tickler file.

Be realistic about the number of tasks you put on the list. Leave time for routine tasks, interruptions and the inevitable crisis. You may find that some items can (or even should) be delegated. Support personnel should be aware of your list if they are to be involved. It will allow them to prioritize their own lists.

How do you decide which of the tasks on your "to do list" are the most important? From where do these tasks of significant importance come? The answers to these questions come with the development of effective goals and objectives. Covey says that you should ask yourself "What is the one activity that you **know** if you did superbly well and consistently would have significant positive results in your personal / professional life".

Goal Setting

When was the last time you really spent time concentrating on your long term career goals? Have you stopped and considered what you want to accomplish professionally? If you are like many of us you have not really given your professional future the time and consideration that it deserves. Ironically, many of us insist that we are too busy thinking about today (crisis management) to worry about the future. The development of specific goals and objectives is essential in increasing your personal effectiveness and productivity.

Setting goals is the first step in allowing you to develop a plan to be more successful in your career. Authorities suggest establishing term goals in terms of 5-10 years as well as 6-12 month and short-term goals. Stephen Covey recommends setting goals in the "Important but not urgent" category. In so doing, we minimize the "tyranny of the urgent" which deals with the "Urgent and Important" and is essentially crisis management. You cannot possibly succeed if you have not first considered what you want to accomplish. Many of us are perfectly willing to manage ourselves and our activities on a day to day basis without any vision of the future. We find ourselves managing by being reactive to events instead of being proactive. Don't let that happen to you.

Productivity requires that we plan for and consider options and unknowns. The reality of goal setting is that we may feel (and, perhaps, should feel) disappointed when we don't accomplish our goals. We may fear that writing down our goals for managers and peers to review will make us professionally vulnerable. Successful people approach goal setting as a challenge and a vehicle to improve their successes and do not fear accountability. The process of developing your career goals is not always comfortable and is subject to change. The development of short and long term professional and personal goals is an essential activity that should provide you with an idea of where you hope to be in five or ten years. The most important activities on your "to do" list are those activities that enable you to accomplish your goals. **Covey would say that "The main thing is to keep the main thing the main thing."**

What if the most important task on our "to do list" is also the most difficult? No one should proceed to "B" before completing "A."

When placing a large, long term goal on the list it is important to break it down into multiple single tasks that can be

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Time Management

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completed in a given work day. For example, although it would be impossible to write an entire paper in a single day, the literature search could be done, the outline could be written, or the rough draft could be developed. By prioritizing the project and fragmenting the work into more easily accomplished tasks you will find that you are in a better position to reach the goal.

II. Principles of Organization

Take a long, hard, honest look at your desk and your filing system. Is your desk top uncluttered? Are you able to consistently find things in your office without delay? Organization starts with having a place for everything and getting in the habit of putting things back in their original place when you are finished with them. Time wasted looking for objects can never be recovered. Alan Lakein says that the only thing on your desk should be the project on which you are currently working. Not only does this keep your desk surface organized but it also keeps you focused on the project.

If at all possible, attempt to handle each piece of paper only once.

Keep necessary files and don't be afraid to purge them as needed. By keeping your file headings general you will find it easier to recover information in the future. Use file headings which make sense to you such as "Committee Work."

The use of a "tickler file" to manage and organize future activities is helpful. A "tickler file" contains paperwork divided into twelve months and thirty-one days. It allows you to file away work, memos, etc which must be dealt with in the future in a place where you will know to look on a regular basis. This is not a place to file away work you never intend to do.

Schedule definite beginning and ending times. If you are responsible for running meetings, make and distribute an agenda ahead of time. Stick to the agenda. Get out of the habit of holding meetings purely for the sake of holding a meeting. There should be a definite reason. No reason- no meeting.

Batch related tasks such as returning phone calls, answering email, sending memos etc.

Use the "Swiss cheese" method - Poke holes in big things.

Minimize "downtime" by always having something with you that can be accomplished when unexpected parcels of time materialize.

Carry a micro-cassette recorder for dictating notes while away from the desk. Play the tape back during the time when you will be updating the "to do" list.

Use e-mail effectively. Get the addresses of as many colleagues as possible with whom you are likely to correspond. Set up an "address book" in your online service so that you will not need to type frequently used addresses each time you write.

Speaking of email – Don't fall into the trap of keeping it open at work and answering every piece as it comes in. Interrupting what you are doing at the time to answer costs you 17 minutes of productivity every time you do that. That is, it takes you 17 minutes to re-establish your rhythm. Instead, answer email 2 or 3 times per day at times when you expect to find answers to emails you sent out earlier.

Whenever possible, correspond by email using attachments written in popular word processing programs. Do as much as you can electronically. ✎ *(This article to be continued with Part II in next quarter's newsletter.)*

Internal Time Wasters - Under Your Control

Incomplete information

Lack of delegation

Waiting for answers

Management by crisis

Poor communication

Inadequate filing system

Peer demands

Equipment failure

Inadequate follow-up

Conflicting priorities

Mistakes of others

Telephone interruptions

Lack of priorities

Meetings

Outside activities

Red tape

New Opportunities: Internships in Emergency Management

Presented by Amy Aiken, DMM Student

Have you considered an internship in emergency management or a related field? An internship can help students round out and put in to practice skills and knowledge acquired from the Disaster Medicine and Management Program. Internships can also be translated in to program credit when paired with guidance from a faculty member.

Currently, I am working as an intern in Emergency Preparedness at one of the nation's best hospitals: The Children's Hospital of Philadelphia (CHOP). My internship with CHOP will last for a whole year and will give me the chance of gaining a more competitive edge when applying for jobs since I have had no prior formal work experience in an emergency management environment. I have found that the internship experience has been invaluable because of the "hands-on" aspect of working in the field.

If you have had little or no experience working in emergency management but want to move in to this field, I highly suggest considering doing an internship to give you a leg up. The IAEM website has listings of internship opportunities under their "Conferences" blog. To access this page, go to: www.iaem.com/resources/Career/Job_bulletin_board/cgi-bin/dcboard.pl and click on "New!! – Internships".

Take a look and see what's out there. You might find that an exciting opportunity awaits you in your own backyard...or halfway across the country. If you have any questions or would like to know more about my internship experience at CHOP, please feel free to contact me at AmyMAiken@gmail.com. ☒

Career Services is Here to Help!

The job search process changed dramatically as a result of the recession – are you up to speed on the latest methods? The Career Services Center offers job search assistance to students and alumni. We provide professional critiques of resumes and cover letters, train students in the use of social networking to advance the job search and advertise positions on CareerLink, our online job posting site. If you need assistance, contact the Career Services Center to schedule an appointment – phone appointments are convenient and effective. For additional resources, visit the Career Services website at <http://www.philau.edu/career>. To schedule an appointment, call 215.951.2930.

Interesting EM-related Websites

- NOAA "Operationally Significant Image of the Day" and Pictures of Weather and Disaster Events: <http://www.nnvl.noaa.gov/>
- Japan Tsunami Images and Information: <http://www.nytimes.com/interactive/2011/03/13/world/asia/satellite-photos-japan-before-and-after-tsunami.html>
- Memorial Institute for the Prevention of Terrorism: <http://terrorisminfo.mipt.org/>

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Meeting Calendar

CHAPTER CHAT & MEETING

April 21st, 2011, 7pm Eastern
Via Adobe Connect – See Blackboard for Details or email Annette Solarski at solarskia@philau.edu
Guest Speaker Bruce Lockwood, CEM and Former Commissioner of The National Commission on Children in Disaster

ANNUAL MEETING

July 13th, 2011, TBA
Live meeting at Summer Semester On-Campus Week – Mid-Week Picnic