

(based on Instructors Suggested Revisions)

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Overview

My previous on the job learning for Hyatt International appears in my resume as follows. I share this resume entry with you so as to better understand my role in the organization during the time at which these skills were developed. While there are certain parallels having opportunities to create new narratives for different course, the focus for the remainder of this paper will relate only to the IMAC (Integrated Marketing and Communications) portion. My previous role at Hyatt International is summarized as follows;

Hyatt International – January 1995 to January 1998 (Marketing Systems Manager)

Was responsible for the design, implementation and management of an Interactive Television Network affecting the 35,000 rooms of the Hyatt International properties. Gave direction to the General Managers, Owners and Project Managers for over 100 properties. Programmed and distributed interactive software program that allowed for demonstration of and content creation for the Hyatt Video Network. Additionally negotiated a partnership between Sony Europe and Prodac GmbH for the incorporation of the Prodac technology into the Sony Widescreen television models as well as develop and negotiate the Master Contract for implementation throughout the European properties. Designed, programmed and maintained the CompuServe site for Hyatt and participated in the initial design of HYATT.COM. Developed a data analysis program, I.M.A.C. based on the methodology and teaching of the Kellogg Business MBA course offering of the same name. This software tool became the standard for analyzing Hyatt marketing data. Designed and developed C.O.R.A.L., (Central Operating Repository And Language) to provide storage of all graphic images and marketing content to allow for repurposing.

Thesis

This narrative aims to outline the skills, verbiage and personal technical involvement with my previous experiences of learning IMAC as applied to work efforts that were performed over the course of three (3) years for Hyatt International, an International and National chain with domestic and world-wide locations. I had previously served as project manager under my then title as Marketing Systems

Manager implementing under the direction of reporting to four vice-presidents and the president of the company, to understand, develop and implement an integrated marketing program that took the teachings of the Northwestern University/Medill course of the same name throughout the world-wide locations, under the direction and further study of Professor Don Schultz, who came to Hyatt International through his consulting company, Agora, Inc. The course was required to taught to all of the manages, property managers, general manages and hotel owners, so as to provide a chain-wide understanding of integrated marketing. During this time, over 40 analysts were employed world-wide, working on analyzing and furthering data studies of the same. The program was an incredible success, and remains throughout the organization today. Other companies that were involved in this same process during the same time period included, Microsoft, United Airlines and Hewlett Packard. What I am about to illustrate through the course of this paper, are the essential elements that would be present as accountable and learned resources that may be confirmed and acknowledged by any facilitator, educator or student of any Integrated Marketing and Communications class.

I have begun by using the method of **“Organizing the narrative using course descriptions:”** for this narrative, along with many personal reflections, including a mini-dissertation (see Applying Theory) so as to get a perspective on my prior learning knowledge skills.

Since I already had an outline base on which to operate, I have selected the **course description** as a stepping stone for this, my final narrative.”

A requirement in the Professional Sequence in Integrated Marketing Communications and an elective in the Certificate Program in Marketing. Successful marketers maximize their sales opportunities by using integrated marketing communications (IMC), which include advertising, personal selling,

promotion, direct marketing, public relations, customer relationship management (CRM), and electronic media. In this course, you prepare an integrated marketing communications plan.

Breaking apart the phrases from the course description became the following which were simply headings in the outline, now become summarized and expanded as;

Maximize sales opportunities by using integrated marketing communications (IMC):

Every project had to go through the complete IMAC (Integrated Marketing and Communications) model, prior to implementation. If the results were not favorable, the project didn't begin.

Advertising:

Dealing with IMAC throughout the many facets of Hyatt International, allowed for myriad advertising opportunities. Anything from a new menu for a Food Outlet, to in-room materials or putting together a Dinner Theater promotion. Every potential cost was outlined, right down to the paper type. The Internet at the time was no where what it is now, and did not have at the time things like FaceBook, or YouTube. It was a struggle to have email available just so you are aware of the technological climate of that time.

Personal selling:

There were not a lot of opportunities for personal selling as such, however, the IMAC plan itself was to become 'sold' through the efforts of sales and marketing people, but theses sales were internal as the process of IMAC was being sold to the property managers and hotel owners so as to become implemented on every site. This become most effective, if every one was using it.

Promotion:

The IMAC plan was in and of itself the "Promotion of all promotions". Running everything through the IMAC model, was tantamount to the success or failure of a project.

Direct marketing:

Direct marketing was most definitely involved, specifically with the over 4 million Gold Passport members and their behavior. Collecting the information about them in a database, then pairing the behavior specific outreach to a direct mailing piece led to much success.

Public relations:

Through the research of the collected data, the public relations and marketing teams had a much clearer and more accurate perspective of the audience, and was thus able to tailor communications, marketing or events to those effects.

Customer relationship management (CRM)

This is what it was really all about. The customer relationship. Ultimately, the bell curve data analysis may vary, but the relationships between customer behavior, marketing communications and the bottom line remained, and became more effective through constant analysis and review of targeted objectives and results, which translated into simply an R.O.I. (return on investment). While the money analysis side of that formula is key, to me it was a byproduct of really caring about customers and giving them what they wanted.

Electronic media.

The program I developed took all of the teachings of Northwestern's I.M.A.C. Program and turned them into actual, usable data, that allowed it to be put through the program, using all of the theories and practices developed through IMAC. While waiting for the data to process, which could take a very long time due to constant 'drilling down' I presented to the viewer/user animated alpha grams so that they could see the program wasn't stuck, that later became affectionately known as "bert and ernie"

Prepare an integrated marketing communications plan.

In my mind, the plan is not simply, 'one plan' rather the architecture used to process the data using strict formulas and rules which the absolute intention of preserving both the plan and the tactics.

This concludes the summarized outline portion.

Focusing on the elements required for the narrative, I will use the same technique of expanding on the column headings to provide summarized information.

[Describe]

Describe your experience as related to the course outcomes, topics, or objectives

My experience with this was three 'actual' years, but felt like more, as when I was implementing this around the world. I would work and live on site at the hotel. This led to many 14 and 18 hours days, so in work-efforts time, it is much longer than three years. I am not making light of the course outcomes, topics or objectives, rather, trying to shy down, as the work which came as a result of this goes far beyond the teachings of the course. Implementation and analysis of a central topic for that long, will generally bring such results.

Describe where you learned it

I was first introduced to IMAC at a managers meeting. Professor Don Schultz and his team, had come to our meeting to talk about IMAC.

Describe what you learned

In going through the process of IMAC through that week long seminar/retreat I had opportunities to learn from the professors themselves contrasting that information with what I already knew about working at Hyatt.

Describe why you learned it

It was a requirement of all managers to go through the course, and begin implementing IMAC throughout all locations.

Describe how you learned it

The initial knowledge came from that first seminar. Then I began writing notes, as my mind became filled with ideas. I shared this through discussions with both faculty and staff. I suggested certain proceedings which led to a project plan, that became tested, implemented and refined. The most that I learned was from actually programming the code to match specifically the logic of the IMAC/Northwestern program model. This became heightened through further testing with in-house and student data analysts.

[Reflect]

Reflect on how you know that you learned something

I learned because my learning became applied and made manifest through my own program efforts. I know I hit my mark, when the professors agreed that it was solid and accurate, and also finally most thrillingly, when it actually worked and the applications of the results became proven.

Reflect on how you used this learning for your personal and professional growth

After that I allowed myself to 'put it away' for a long time. So much time with that data, and fighting a program code dragon takes its toll. On a personal level, I was very proud of my efforts. On a professional level, the process of IMAC is embedded in my personality and behavior forever.

Reflect on your stages of learning (e.g., from novice to expert)

Throughout the process of developing my 'Bert and Ernie' program, I went from a complete novice to an expert. It was not overnight, nor through lack of many, many hours of constant learning, reflection and corrections. Ironically, this mimics the very tenet of IMAC itself, so that puts me in line with where I believe I should be in that regard. If I truly learned and was really an expert, then going beyond all of the principles and tiny keystrokes, and data collection should leave me with the equivalent revelation that just as art imitates life, my conscious being and my manifestations should become realized, rather actualized along the same lines. So to write short summaries is very difficult for me on this topic. To write a clean final paper is even difficult. In IMAC, the shortest and most potent result comes only after all the data gets worked down to their most finite parts.

Reflect on the most valuable insights you had from this learning

-All marketing is communication and all communication is marketing

-70% of the revenue comes from 30% of the clients (also understanding the figures may vary, but that the principles remain)

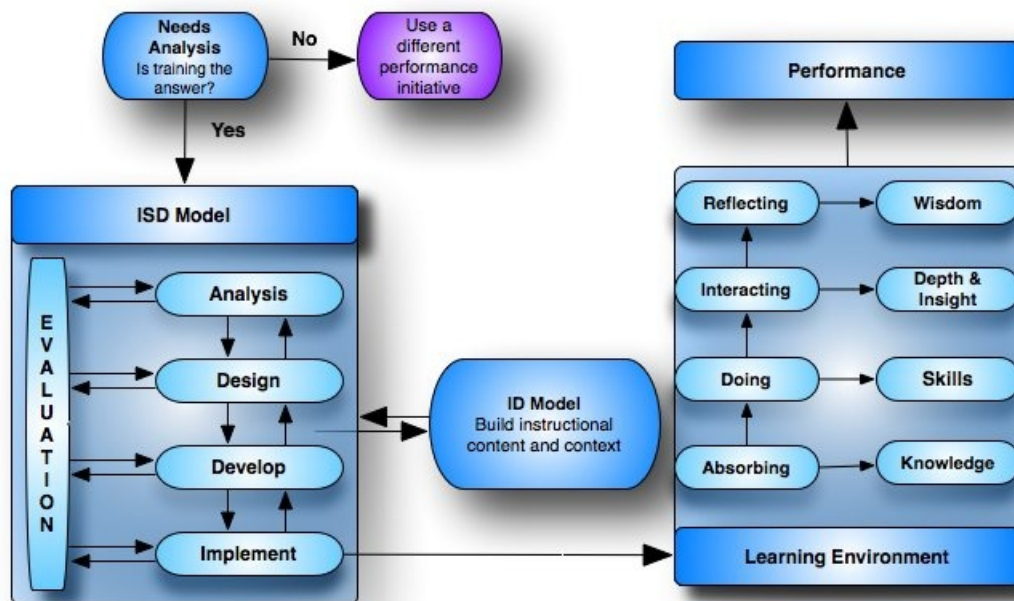
-Customer first and always and Let the data decide

{newly revised}

[Apply Theory]

Apply principles, ideas, theories, guidelines, or concepts that you learned from your experience

To check my math, I referenced a Blooms Taxonomy mind-map style chart that for a visual learner such as myself, is encouraging and thought provoking. I will use this as the basis to compare elements from the theories and concepts that I went through during the course of my employ at Hyatt International while studying and implementing IMAC.

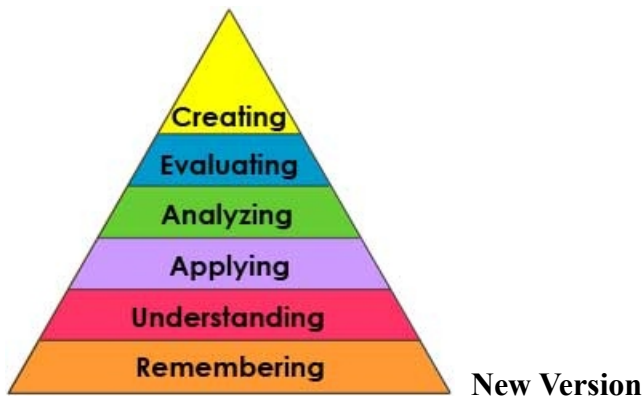


Retrieved from: [http://www.google.com/imgres?](http://www.google.com/imgres?imgurl=http://www.nwlink.com/~donclark/hrd/ahold/jsdmap.jpg&imgrefurl=http://www.nwlink.com/~donclark/hrd/bloom.html&h=457&w=718&sz=60&tbnid=1QZ20zV1VLvDGM:&tbnh=90&tbnw=141&prev=/search%3Fq%3Dbloom%2Btaxonomy%26tbn%3Disch%26tbo%3Du&zoom=1&q=bloom+taxonomy&usq=__ql6U4fZ1bXYtOudq5f5JY2ZJYEw=&docid=8i_khhdj5V3lIM&hl=en&sa=X&ei=BnrHT4KuPMO_gAeGz93sDO&ved=0CGikQ9QEwAQ&dur=55)

[imgurl=http://www.nwlink.com/~donclark/hrd/ahold/jsdmap.jpg&imgrefurl=http://www.nwlink.com/~donclark/hrd/bloom.html&h=457&w=718&sz=60&tbnid=1QZ20zV1VLvDGM:&tbnh=90&tbnw=141&prev=/search%3Fq%3Dbloom%2Btaxonomy%26tbn%3Disch%26tbo%3Du&zoom=1&q=bloom+taxonomy&usq=__ql6U4fZ1bXYtOudq5f5JY2ZJYEw=&docid=8i_khhdj5V3lIM&hl=en&sa=X&ei=BnrHT4KuPMO_gAeGz93sDO&ved=0CGikQ9QEwAQ&dur=55](http://www.nwlink.com/~donclark/hrd/ahold/jsdmap.jpg&imgrefurl=http://www.nwlink.com/~donclark/hrd/bloom.html&h=457&w=718&sz=60&tbnid=1QZ20zV1VLvDGM:&tbnh=90&tbnw=141&prev=/search%3Fq%3Dbloom%2Btaxonomy%26tbn%3Disch%26tbo%3Du&zoom=1&q=bloom+taxonomy&usq=__ql6U4fZ1bXYtOudq5f5JY2ZJYEw=&docid=8i_khhdj5V3lIM&hl=en&sa=X&ei=BnrHT4KuPMO_gAeGz93sDO&ved=0CGikQ9QEwAQ&dur=55)

While the diagram is nice and very pretty, I still don't seem to understand it enough to use it as a favorite tool for application.

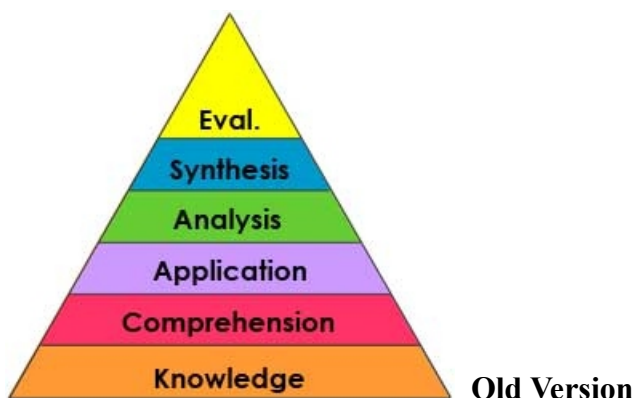
I went further and found;



“In 1956, Benjamin Bloom headed a group of educational psychologists who developed a classification of levels of intellectual behavior important in learning. During the 1990's a new group of cognitive psychologists, lead by Lorin Anderson (a former student of Bloom), updated the taxonomy to reflect relevance to 21st century work. The two graphics show the revised and original Taxonomy. Note the change from nouns to verbs associated with each level.

Note that the top two levels are essentially exchanged from the traditional to the new version.

Remembering: can the student recall or remember the information? define, duplicate, list, memorize, recall, repeat, reproduce state **Understanding:** can the student explain ideas or concepts? classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase **Applying:** can the student use the information in a new way? choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write. **Analyzing:** can the student distinguish between the different parts? appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test. **Evaluating:** can the student justify a stand or decision? appraise, argue, defend, judge, select, support, value, evaluate **Creating:** can the student create new product or point of view? assemble, construct, create, design, develop, formulate, write. “



Retrieved from: http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm

This seemed more approachable to me. Removing conversations about old versus new Blooms verbiage, I went right into the new version using both the headings and potential outcomes to become a starting point for my recollection:

Remembering: *can the student recall or remember the information? define, duplicate, list, memorize, recall, repeat, reproduce state ...*

Understanding: *can the student explain ideas or concepts? classify, describe, discuss, explain, identify, locate, recognize, report, select, translate, paraphrase ...*

Applying: *can the student use the information in a new way? choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write....*

Analyzing: *can the student distinguish between the different parts? appraise, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test....*

Evaluating: *can the student justify a stand or decision? appraise, argue, defend, judge, select, support, value, evaluate...*

Creating: *can the student create new product or point of view? assemble, construct, create, design, develop, formulate, write.... “*

I quickly turned away from turning this into a dissertation on the values of using a particular Taxonomy model versus the other...and just as quickly turned to the realization that for me to really prove an apply my learning on this topic, I should just do what I do best...go freestyle and show myself as the original

(rather than critical) thinker that I am. So here goes;

This summary (in my mind) contains all of the elements I have to describe my prior experience as expressed in the new version of Blooms Taxonomy and as otherwise mentioned throughout this document. Listen or read carefully, filling in the portions that YOU feel appropriate and their relevant sections:

How I Learned What I Learned and What That Means

You will recall earlier I mentioned that three of the most “valuable insights” I had learning were;

Reflect on the most valuable insights you had from this learning

-All marketing is communication and all communication is marketing

-70% of the revenue comes from 30% of the clients (also understanding the figures may vary, but that the principles remain)

-Customer first and always and Let the data decide

Let's look at them so as to obtain a perspective of my learning without the benefit of going through a complete IMAC plan. You can see that the thought processes that I use, are forever embedded in my strategic thinking with certain application towards Blooms Taxonomy.

What I have learned, to great advantage is that the greatest truths can be obtained by looking at the simplest elements. IMAC breaks things down into their simplest form, so as to observe, measure, evaluate and segment. My statement of ;

“-All marketing is communication and all communication is marketing”

may seem simplistic in its form, however many hidden truths lie in such simple things;

Just as IMAC breaks things down, let's break that sentence down;

To understand it we first must know;

- ***What Is Marketing?***
- ***What is Communication***
- ***What is Marketing Communication***
- ***What is Integrated Marketing***

Next after understanding the common elements we need to understand and believe that “ALL Marketing is communication” and also that “ALL Communication is Marketing”

Essentially when we are marketing we are either talking, advertising, showing a picture, a sign, a billboard, a coffee mug, a t-shirt, a business card, or the like. The person or persons looking, seeing, reading, hearing, viewing, touching, feeling, tasting it is being 'communicated with.' I think everyone will accept that. Then there are all of the communication models, and personal or environmental biases, and communication breakdown, and psychological, moral, ethical and other issues involved in communication.

So essentially, whether implied or not, all marketing *is* communication. If someone is riding a bus, and notices a pamphlet laying on the seat telling them they can get a buy-one-get-one-free espresso, that communication may or may not have been for them specifically or even for people riding the bus, but

yet, that marketing has been communicated. Let's say they got off the bus, and went for the coffee, buying one for their friend, while they kept the free cup. Is this not communicated marketing realized? It certainly is. And if anyone was modeling the marketing plan for that marketing piece, aka the buy-one-get-one-free flier, they may not have even been aware of their newest hidden demographic, “People who happen to see a displaced flier, and take advantage of it...” How to behaviorally segment the unknown? Now there is a question...

IMC: PROGRAMS

FULL TIME | PART TIME | [IMC ONLINE](#) | UNDERGRADUATE CERTIFICATE

IMC Online Graduate Program Course Requirements

[Overview](#) [Core Courses](#) [Electives](#)

For more information about the online program as well as degree requirements, please visit the main [IMC Online Graduate Program page](#).

Click the course names for more information.

Core Courses

- Course has pre-requisites

Students must take all core classes.

IMC 455 Consumer Insight	● IMC 460 IMC Strategic Process
IMC 452 Marketing Management	IMC 461 Media Economics and Technology
IMC 451 Statistics and Market Research	● IMC 451-1 Analytic Techniques
IMC 450 Financial Accounting	● IMC 457 Managing Integration
IMC 459 IMC Law, Policy and Ethics	

Just from the example above, we can see that the simple sentence that turns round on itself, is not so simple after all. In fact, going through the exercise in real life, I vividly recall my memory/summary as being, you could get a degree in IMAC if you truly understood what all of that means, and believed and

applied it. For more information, please see the Medill IMAC course offering below;*retrieved from:*

<http://www.medill.northwestern.edu/imc/imccourse.aspx>

Back to the communication side, it is ironic that in order to 'sell' IMAC itself, there is first much communication, prior to marketing or even making a marketing decision. If the person/persons who are to implement an integrated marketing plan, don't know of the objectives, along with their buy-in, the process becomes difficult if not entirely compromised. On the same communication side, if certain communications need to take place prior to marketing, it could easily lead to an underhanded consultant taking advantage of that, and over explaining or mystifying the audience with verbal mischief to the only advantage of their consulting rate. It is a very good thing that Professor Schultz includes a sectional requirement of Law, Policy and Ethics for the program;

“IMC 459-0 IMC Law, Policy and Ethics

IMC Law, Policy, and Ethics enhances students' abilities to make better marketing communications and business decisions. This will be achieved through an in-depth study of the areas of law and ethics that are the most critical to business judgment and decision making. Students delve into 1) The First Amendment and its protection of commercial speech, the legal basis for marketing communications, 2) The U.S. legal system and its relevant statutory, administrative and case law, 3) Contracts, 4) Intellectual Property including copyright and trademark law, 5) Privacy, as it pertains to the collection, aggregation, sale and use of personal data, and 6) Ethics, as there is significant overlap between law and ethics when it comes to making good business and policy decisions.”

Retrieved from: <http://www.medill.northwestern.edu/imc/page.aspx?id=135571>

By the way, in preparing this style of reference, please know that this came directly after studying the one of the entrance requirements for the program while evaluating it as a potential portfolio submission through an admissions essay;

“Professional Essay. *Address the questions posed in the application (900 words combined for three specific questions).* “ Retrieved from: <http://www.medill.northwestern.edu/imc/page.aspx?id=204544>

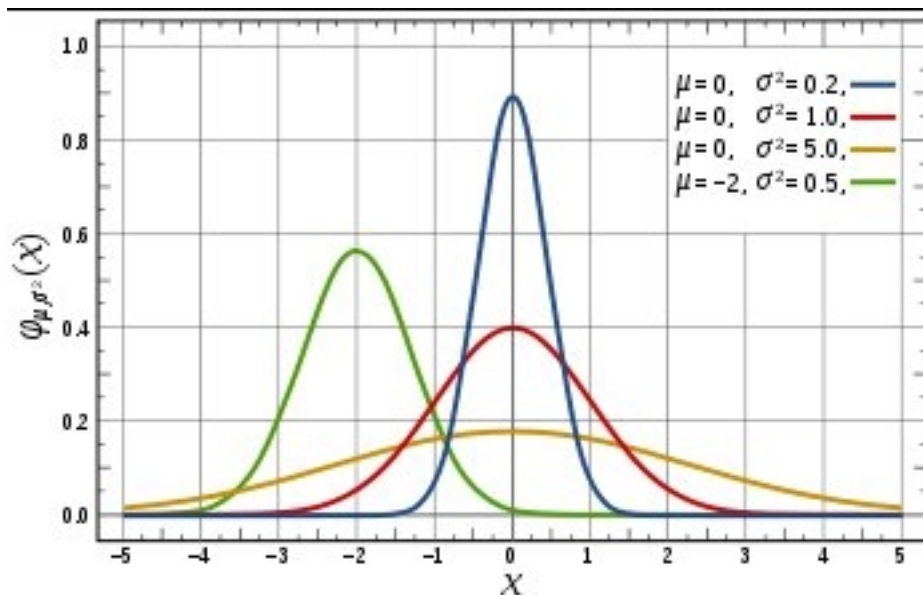
I didn't look at the application questions, rather modeled this section using three (3) responses to a taxonomic question, then went for about 900 words. A word count of this section will be included at the end of the section.

Let's look at my next response;

-70% of the revenue comes from 30% of the clients (also understanding the figures may vary, but that the principles remain) It could be 60/40, or 80/20 or 50/50 but if that occurs, you are probably looking at incorrect or incomplete data.

This reference, and it's implications have a fundamental basis in data collection and management. I will share with you that I only came to this saying (numbers being approximate and varied) after going through a database with over four million members. That is a lot of data. A lot of data. To get to the finer points of behavioral observation and segmentation, there first needs to be data. Really, there is always data...whether it is collected, observed and measured or not is another story.

Supposing that the data is collected (assuming the data collection mechanisms are correct and full enough to house the appropriate data segments for usage) properly with enough to base accurate analysis on, the lines may shift a little, and after the 'Eureka' moment (moment of marketing enlightenment as expressed through data revelation) is achieved, there remains the natural, yet organic (yes, data can be organic) bell shaped curve where the core activity retains approximately 80% of it's shape, with a ten percent sidereal decay slope. Again the numbers may shift, but the bell curve shape remains.



In [probability theory](#), the **normal** (or **Gaussian**) **distribution** is a [continuous probability distribution](#) that has a bell-shaped [probability density function](#), known as the [Gaussian function](#) or informally the bell curve: [\[nb 1\]](#)

$$f(x; \mu, \sigma^2) = \frac{1}{\sigma\sqrt{2\pi}} e^{-\frac{1}{2}\left(\frac{x-\mu}{\sigma}\right)^2}$$

The parameter μ is the [mean](#) or [expectation](#) (location of the peak) and σ^2 is the [variance](#). σ is known as the [standard deviation](#). The distribution with $\mu = 0$ and $\sigma^2 = 1$ is called the **standard normal distribution** or the **unit normal distribution**. A normal distribution is often used as a first approximation to describe real-valued [random variables](#) that cluster around a single [mean](#) value.

The normal distribution is considered the most prominent probability distribution in [statistics](#). There are several reasons for this: [\[1\]](#) First, the normal distribution arises from the [central limit theorem](#), which states that under mild conditions the sum of a large number of [random variables](#) drawn from the same distribution is distributed approximately normally, irrespective of the form of the original distribution. This gives it exceptionally wide application in, for example, sampling. Secondly, the normal distribution is very tractable analytically, that is, a large number of results involving this distribution can be derived in explicit form.

Retrieved from: http://en.wikipedia.org/wiki/Normal_distribution

Now the trick is to keep making smaller bells of that bell, and then another bell from that, and so on.

If in an amongst these writings it seems as though I am rambling, I can see how that can be perceived as such. I am putting out bits of ideas that have their base in a 13 course masters program, and

attempting to fit that in to a course offering of up to 6 college credits. Can you see the difficulty in trying to do that? On the words side, this was done deliberately to show you how the IMAC is not a single observed, or measured fact. It is a continuing process, where each new observed or heard variable adds new meaning, and takes on new meaning of itself in the process. If someone were to train their mind, so that all observations (even auditory or non-visual as such) went through this process, essentially their mind would become trained in such a manner. This is good if it can be conveyed and applying. The down side, is that in piecing together all of those variables, and by introducing a new one/s, the symbiotic relationships or parallels might get difficult to express, due to the subjugation of the enhanced ideas through the model.

-Customer first and always and Let the data decide

And here we have another simple question that is not so simple. What is a customer? What are their habits, traits, and behavior, etc...I could continue this further, but I will remain by highlighting simply the need to put the customer first and always. They may never buy anything, as would be the case of observer, for example; a Voters registration billboard. Only by understanding and looking to continually understand that the customer must always come first, with the approach of a true anthropologist, can we begin to effectively observe, measure and segment their behavior, let alone enticing them to change such behavior/s resultant from implementation of marketing plans.

The same is true of the data. Only by effectively providing data containers for the appropriate parts of behaviors, habits, patterns, skills may we successfully assess or analyze the data itself. This leads to the thrilling conclusion of the term which I describe as “Letting the Data speak”.

By using abstract and gentle data collection, so as to get pure data, “is your data as clean as your kitchen?” brings to mind many thoughts on have 'clean and pure data'. The next step in the process (which always continues from itself and its former findings) is to look at that data through a 'pure observation' replete of predetermined notions, suggested trends, or expert analysis. They may all have their place, but simply looking at the results of the data without polluting the results upon observation is key and essential to discovering organic patterns inherent in the data, thus letting the data “truly speak.’ After listening to the data speak, it is time for full empowerment...by letting the data decide the next step or steps. Is more analysis needed? Does the pattern consistently repeat, if at all? These are only a couple of questions along the lines of what should be asked.

Next, having the data speaking freely, will help to determine the next course of action, which produces more data, and the cycle repeats. This was not created as an exercise in loop cycle development, rather a by-product. In it's essence, for IMAC to continue, it has to continue perpetually at least until meaningful results, their sub results, and their sub-sub results have been derived, or until any point that a sufficient data understanding has been achieved.

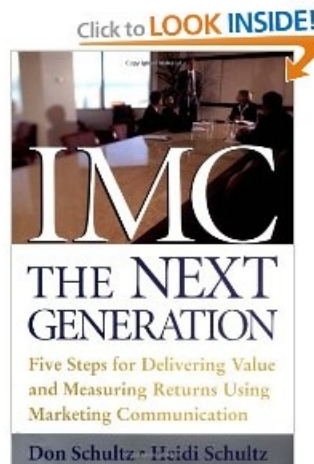
I have largely oversimplified this, tailoring portions to my specific rendition, but the theoretical and strategic objectives are there as written above, with enough perspective so as to show my suggested competency in this area.

[word count: 1973 for this section]

Previously submitted material continues as follows;

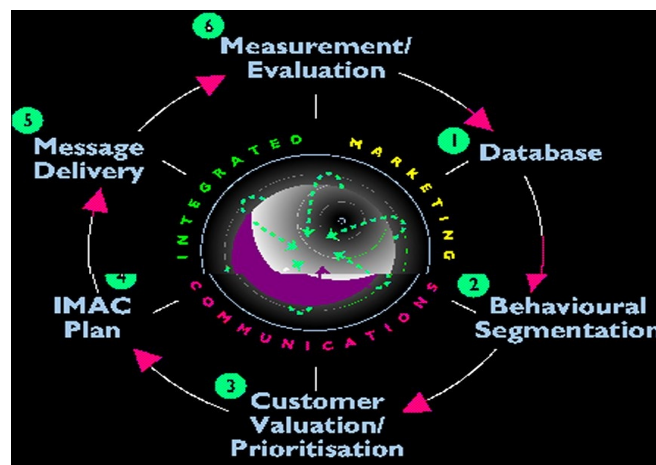
Cite learning from books or additional reading that may be relevant to the discussion

The specific book for (I am included with thanks on one of the editions of) which I was working with at the time is:



http://www.amazon.com/IMC-The-Next-Generation-Delivering/dp/0071416625/ref=sr_1_1?s=books&ie=UTF8&qid=1338400765&sr=1-1

The model itself really boils down to a simple “mind map’ or visual template from which ideas and further applications can be developed as:



Authors Note: I have to laugh and applaud at the same time, after seeing the CORE course offerings as previous in this document, noticing that the color around the word 'core' and the purple core as shown above are in fact the very same purple. This may have been by accident, to to an also cultural anthropologist of sort such as myself, there is meaning in that specific color and word choice, that the makers may not have even been aware of. This represents just another behavioral observation, showing contemporary application of my learning.

Without getting into proprietary waters, the map can be seen through his teachings and published works.

The program I developed was able to build all of the needed databases, along with the program and required teaching materials from a single (.EXE) executable file. They don't make programs like that anymore, and it remains one of my most stunning intellectual achievements to date. I say that due to the variety and population of its efforts.

[Future Learning]

Describe how this learning applied to other situations, jobs, or other contexts (such as your family, volunteer experiences, or student life)

I have recently decided to revisit the IMAC concepts and applications thereof. In my analysis of today's business climate, 'turn-around' consulting will not only benefit the companies I can contribute to, but allow for contemporary application of the principles of IMAC, along with the desires of Professor Schultz. There are many great professors, I feel personally akin to this project, having lived it for so long. This also allows for invitation of further academic study of these same practices and principles.

In summary,

My experience with IMAC has led to personally rewarding intellectual experiences which have become even more rewarding in reflection. If I can parallel this experience for college credit would be fortunate, but even more fortunate is my recollection of these experiences, knowing that the application of them, and the myriad meanings that became manifest, benefited not only a companies bottom line, but also engaged and enabled real time, to be better served by the process. Beyond the paper, and the data, this remains the core of my business and academic heart and soul.

REFERENCES

as above IN CONTEXT

{in order of appearance}

Retrieved from:

Bloom's graphic mind-map chart

[http://www.google.com/imgres?
imgurl=http://www.nwlink.com/~donclark/hrd/ahold/isdmap.jpg&imgrefurl=http://www.nwlink.com/~donclark/hrd/bloom.html&h=457&w=718&sz=60&tbnid=IQZ20zV1VLvDGM:&tbnh=90&tbnw=141
&prev=/search%3Fq%3Dbloom%2Btaxonomy%26tbn%3Disch%26tbo
%3Du&zoom=1&q=bloom+taxonomy&usg=__qI6U4fZ1bXYtOudq5f5JY2ZlYEw=&docid=8i_khhjdj5V3lIM&hl=en&sa=X&ei=BnrHT4KuPMO_gAeGz93sDO&ved=0CGkQ9QEwAQ&dur=55](http://www.google.com/imgres?imgurl=http://www.nwlink.com/~donclark/hrd/ahold/isdmap.jpg&imgrefurl=http://www.nwlink.com/~donclark/hrd/bloom.html&h=457&w=718&sz=60&tbnid=IQZ20zV1VLvDGM:&tbnh=90&tbnw=141&prev=/search%3Fq%3Dbloom%2Btaxonomy%26tbn%3Disch%26tbo%3Du&zoom=1&q=bloom+taxonomy&usg=__qI6U4fZ1bXYtOudq5f5JY2ZlYEw=&docid=8i_khhjdj5V3lIM&hl=en&sa=X&ei=BnrHT4KuPMO_gAeGz93sDO&ved=0CGkQ9QEwAQ&dur=55)

Blooms Taxonomy Study for Mind-Map Narrative Construction

http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm

Northwestern University IMAC Course /Core Offerings

<http://www.medill.northwestern.edu/imc/imccourse.aspx>

Northwestern University IMAC/Ethics course

<http://www.medill.northwestern.edu/imc/page.aspx?id=135571>

Medill Essay Question Model

<http://www.medill.northwestern.edu/imc/page.aspx?id=204544>

Bell Curve/Continuous Probability Distribution

http://en.wikipedia.org/wiki/Normal_distribution

IMAC Book Reference

http://www.amazon.com/IMC-The-Next-Generation-Delivering/dp/0071416625/ref=sr_1_1?s=books&ie=UTF8&qid=1338400765&sr=1-1