



May, 2010 Issue Highlights

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What's Happening at Rushmore?

Bv: Alan Guinn, Dean of Graduate Studies

As you have probably noticed, it has been awhile since we have published a new issue of the ***Rushmore University Worldwide News***. I apologize for not staying in touch. On a personal note, I experienced some health challenges that are totally cleared up now, but that kept me from being as active as I wanted during much of the fall and early winter. At the university level, we have all been extremely busy with the accreditation process.

Let me share just a little more about where we are with accreditation. We have received lots of excellent advice from many sources about how to improve Rushmore, and we have been working hard to do so. An example occurred just this week when we began producing our first E-manual to make it easier for new students to become oriented to the university. In the process of seeking accreditation, we have all been touched by the little nuances of improvements we have been able to address and correct.

We hope to complete our submission for review by the accrediting organization in 2010. I'll keep you updated on our status in future editions of the ***Rushmore University Worldwide News***.

Professor Donald Mitchell kindly offered to develop some information for the issue. One article, "Tutoring Lessons," shares his positive experiences in working with Dr. Michael Cox, Rushmore's founder, and how Rushmore has helped advance the 400 Year Project (to help everyone make improvements 20 times faster and easier). Professor Mitchell also put together a list of questions to gather more information about how Dr. Cox has affected others' lives. Please read "Questions about the Influence of Dr. Michael Cox" and respond with your answers to Professor Mitchell.

I believe you will also enjoy the articles Professor Mitchell wrote about "Some Reflections on Best Practices for Gaining the Most Benefit from Your Rushmore Education" and the humorous, "Was Something Lost in Translation?" which are designed to help you accomplish more.

Rushmore also has a page on Facebook now where you can meet others from the university.

Check it out at: <http://www.facebook.com/home.php#!/pages/Rushmore-University/118702478145461>

Some Reflections on Gaining the Most Benefit from your Rushmore Education

By Donald W. Mitchell, JD

Since 2007, I've had the pleasure and honor to become acquainted with about a hundred of Rushmore's most distinguished and successful alumni through writing profiles about them that are designed to help prospective students gain a better sense of what a Rushmore education can do. Meeting and getting to know these outstanding people has helped me to realize and appreciate more of the benefits that Rushmore can bring.

While I have made no formal attempt to quantify what I learned from the conversations and information exchanges, I have developed some perspectives that might be helpful to current students in gaining more benefits from their Rushmore studies. I've summarized these impressions into a list of ten best practice opportunities for you:

1. Before taking any courses, consider the dreams that you fear you will never accomplish and ask your Rushmore advisor to help you select courses that will enable you to accomplish these desires (or at least to make immediate progress towards their fulfillment).

Rushmore professors know of books and questions to answer that can help you progress faster and more surely than you realize. Rely on their expertise to help you to identify the right courses and to design your studies to increase your capacity to accomplish what you want.

If you aren't sure which dreams you want to accomplish, *The Success Principles* by Jack Canfield and Janet Switzer (the basis for the short course, 1117) can be a great help.

2. Set your life in order so that major hurdles and barriers are overcome.

Some people are procrastinators. Others lack an understanding of the background needed to succeed. Still others are wasting a lot of time doing things that don't make a difference. Whatever circumstances, habits, and attitudes are holding you back, get your mind and your time in order so you can work on what's most important while you earn your degree and after you graduate.

Short courses 1104 (Lakein on Time Management) and my course, 1120 (Mitchell on Exponential Business Success) can help you refocus your time and attention while increasing your effectiveness more than you ever imagined.

3. Assess your career prospects from the perspective of what sources of credibility you are missing to make faster progress and take courses that will strengthen your credibility.

Organize your Rushmore studies to ensure that you engage in

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enough credibility-building learning. Many alumni are pleasantly surprised to observe how a more advanced degree, studying with a world-famous expert, conducting original research, or becoming familiar with the latest literature in their field causes others to take their ideas much more seriously.

4. Before you finish a course, be sure you know what practical skills you are supposed to have mastered as a result of applying what you learned.

Part of the benefit of a Rushmore education is becoming much more skillful in activities that affect many parts of your professional and personal lives. Some students have trouble appreciating what's most important in a given course. If in doubt, discuss your ideas about what you are to learn with your professor until you understand the key skill to add and you have a sense of how well you are doing in applying that skill. If you need more work after the course is over, ask your professor for suggestions (both for practicing on your own and for other courses that can help you).

5. Learn to assemble persuasive arguments that are built on relevant and accurate measurements, facts, and assessments.

It's easy to write a paper for a course in such a way that you just try to satisfy yourself. If you can persuade others that your view is the correct one, you'll be a lot more effective. Take the time to have others review what you've written to suggest where your arguments and support could be strengthened before asking to have your paper graded.

6. Take at least one course that requires you to do original research and employ unusual implementation methods.

A lot of the lists and methods that you find in various books won't apply very well to your situation. In addition, you may be able to gain extremely valuable insights from new information you develop. Performing original research and employing unusual implementation methods are the first steps toward becoming a recognized expert.

7. Examine yourself to see where a lack of confidence is holding you back. Choose courses for skill-building and knowledge expansion that will leave you feeling quite relaxed and confident that you will succeed in what you want to do.

Do you find that you are reluctant to advance your good ideas? Or that you don't try very many new things because you are afraid you won't succeed? If either one is your case, let your Rushmore learning build your confidence by producing work that you can proudly share with others to gain their respect and interest.

8. Become an opinion leader in your profession or career field.

Whether by writing articles, publishing books, or speaking at important conferences, you can help others to gain valuable insights

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into better ways to accomplish their dreams and serve their customers or beneficiaries. Use your Rushmore courses to gain experience in sharing your knowledge and experience.

9. Let your successes with Rushmore courses free your mind and heart to go after bigger goals that are more exciting to you.

You don't realize what your full potential is until you try to stretch beyond what you've ever done with the encouraging help of Rushmore's professors.

10. Know you will succeed.

Many students start with substantial doubts or very conservative beliefs about how much they can improve. Through earning their degrees, making practical contributions at work, and receiving professional recognition, they begin to appreciate that with an improved set of skills, enhanced credibility, and more focus it's highly unlikely that they won't succeed . . . rather than the reverse.

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Grants and Educational Opportunities

Announcing CIPE's 2010 Youth Essay Contest

The Center for International Private Enterprise invites young people to share their ideas on how to create opportunities for youth to strengthen democracy and the private sector in their own countries.

Who can participate: Students and young professionals aged 18-30.

Contest Deadline: June 18, 2010

Essay Length: 2,000 - 3,000 words

Essay categories: - Democracy that delivers; - Entrepreneurship and society; - Women and participation.

For each category, CIPE will publish first, second, and third place essays, and authors will receive a \$1,000 honorarium.

For full guidelines, helpful resources, and to submit essays, visit www.cipe.org/essay.

Heinrich Boll Foundation BS/MS/PhD Scholarships for International Students

2011 Applications to Heinrich Boll Foundation Scholarships is now open to international students around the globe especially students from developing countries. Pursue a Bachelors, Masters, or Doctoral Degree in selected fields of studies at German Universities.

Next deadline is 1 September 2010.

<http://www.boell.de/scholarships/scholarships.html>

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The Danish Ministry of Education Scholarship Scheme

The Danish Ministry of Education Scholarship Scheme is open to highly qualified candidates studying for Academy Profession degrees or Professional Bachelor's programmes.

Scholarships for students from outside the EU/EEA for studies at Academies of Professional Higher Education and University Colleges are administered by the individual institutions.

The scholarships can be given as full or partial tuition fee waivers and/or grants towards covering your living costs. However, as the scholarships are administered by the individual institution, you should enquire about the details at the institution you are interested in studying at.

<http://studyindenmark.dk/tuition-and-scholarships/scholarship-scheme>

Australian Leadership Awards Scholarships

Applications for the 2011 intake close on 30 June 2010

The Australian Leadership Awards (ALA) aim to develop leadership and build partnerships and linkages within the Asia-Pacific, while addressing priority development issues of the region. The ALA program comprises ALA Scholarships and ALA Fellowships. These awards are for leaders or those who have potential for leadership roles that can influence social and economic reform, both in their own countries and in the Asia-Pacific region.

ALA Scholarships are for study at Masters or Doctorate level in an Australian university. Study programs must relate to a priority development area: disability, economic growth, education, environment, food security, gender, governance, health, human rights, infrastructure, regional stability, rural development, water and sanitation. ALA scholars also undertake a Leadership Development Program in Australia.

As ALA Scholarships are an investment in the future of the Asia-Pacific region, ALA scholars are required to return to their home country or the region for two years after they have completed their studies in Australia.

Read more at <http://www.usaid.gov.au/scholar/ala.cfm>

South-South Annual research grants

The Collaborative Tri-continental Program was launched in 2005 by the Latin American Council of Social Sciences (CLACSO), the Council for the Development of Social Science Research in Africa (CODESRIA) and the Asian Political and International Studies Association (APISA) with the purpose of enhancing the production of knowledge suitable for fostering high quality social science research to build a Southern perspective on critical issues, with the aim of feeding these into global debates. The South-South annual research grants aim to promote collaboration among researchers from the South and to stimulate analytical empirical studies on topics of relevance for their countries. Special attention will be given to projects involving the elaboration of alternative methodologies, the generation of new empirical data and the critical questioning of dominant theoretical paradigms. Altogether 9 (nine) proposals will be selected with a maximum grant of USD 10,000 per project. The resources allocated would be freely utilized in activities related with the research: information collection, data processing, books purchase and related expenses. Resources cannot be used for project designing or for direct or indirect costs of the supporting institutions.

This program is open for experienced researchers, MA or PhD graduates. Candidates are required to be supported by organizer institutions or their member centers. The call for applications is open to candidates of all disciplines

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of the Social and Human Sciences with projects linked to the main theme "Hegemony, Counter-hegemony and Alternative Hegemony", in the current context of global crisis. Priority will be given to experienced researchers based in Southern institutions with a strong track record in cross-disciplinary research.

Application closing date: 30 May 2010.

More information is available at

<http://www.codesria.org/spip.php?article509&lang=en>

IFS Research Grants

The IFS Granting Programme is open for project proposals from developing country scientists who meet the eligibility criteria and conduct research on the sustainable management of biological resources. An IFS Research Grant has a maximum value of USD 12,000. It is awarded to an individual researcher, for a specific research project, presented by the applicant in the application form. The IFS Research Grant is intended for the purchase of the basic tools needed to conduct the proposed research project - equipment, expendable supplies, and literature - and to arrange fieldwork activities related to the proposed project. It is expected that the IFS Grantees already receive a salary and are employed by or otherwise attached to a developing country research institution. The timeframe of a research project should normally be 1-3 years.

An eligible candidate for an IFS Research grant is: -a citizen of a developing country -a scientist with at least a Master's or equivalent degree/research experience -under 40 years of age and at the beginning of research career (45 years in sub-Saharan Africa) -attached to a university, national research institution or a research-oriented NGO in a developing country.

Closing date: 30 December 2010

More information is available at http://www.ifs.se/Forms/how_to_apply.asp

Fundraising for Women and Girls Worldwide

<http://www.philantropia.org/> OR

<http://www.reliefweb.int/rw/lib.nsf/db900SID/OCHA-838LB8?OpenDocument>

World Challenge

Now in its sixth edition, World Challenge is once again looking for projects that are reshaping their communities through innovation and sustainable development. Our mission is simple: to seek and reward small businesses which have found grassroots solutions to some of the world's most pressing problems.

If you feel you have what it takes, please check the nomination section of our website and fill in an application form. Our judging panel will select the best 12 entries to be filmed by BBC World News and featured in a special ad series in Newsweek magazine. The public vote will then decide who deserves to win.

Projects can be entered under six different categories: community welfare & enterprise, health & education, sustainable farming, energy, water, and environment. The winner will receive a grant of \$20,000, with \$10,000 going to each of two runners up.

Deadline : 13th June 2010.

For more information on what we are looking for and to complete a nomination form, visit theworldchallenge.co.uk.

ICI Call For Proposal on Climate Protection Projects in developing, newly industrialising and transition countries

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The Federal Ministry for the Environment, Nature Conservation and Nuclear Safety (BMU) to launch the International Climate Initiative (ICI) in 2008. It strengthens Germany's bilateral cooperation with developing, newly industrialising and transition countries in the field of climate protection and supports the ongoing negotiation process for a comprehensive global climate agreement.

The International Climate Initiative supports climate protection projects in developing, newly industrialising and transition countries ("partner countries") and complements the Federal Government's existing international, multi- and bilateral cooperation. The projects are geared towards the needs of the partner countries and are intended to support them in climate protection, especially reducing greenhouse gases, improving adaptability to the consequences of climate change and conserving and sustainably using climate-relevant areas which merit protection.

The deadline for submission of projects with a planned starting date in the first half of 2011 is December 31.

Read more at <http://www.bmu-klimaschutzinitiative.de/en/application>

The Goi Peace Foundation - International Essay Contest

The United Nations has designated 2001-2010 as the "International Decade for a Culture of Peace and Non-Violence for the Children of the World" and 2005-2014 as the "United Nations Decade of Education for Sustainable Development." Additionally, 2010 celebrates the International Year of Youth as well as the International Year for the Rapprochement of Cultures. Young people are encouraged to participate in these global initiatives and play a leading role in promoting peace and understanding among all cultures.

Theme: "MY ROLE IN CREATING A PEACEFUL WORLD" What is your vision of a peaceful and harmonious world? What can you and the young people of the world do to realize that vision?

Deadline: Entries must be received by June 30, 2010.

Read more at <http://www.goipeace.or.jp/english/activities/programs/1001.html>

ASEAN Champions of Biodiversity - Call for nomination

Biodiversity loss can lead to human extinction. Unfortunately, this threat has not attracted enough leadership, public and media attention to generate a concerted effort to halt the rate of biodiversity loss. This lack of awareness is attributed to the dearth of information campaigns and materials on the values of biodiversity. To help fill this gap, the ASEAN Centre for Biodiversity (ACB) and its partners are launching the ASEAN Champions of Biodiversity – a recognition program for outstanding achievements in biodiversity Conservation and advocacy in the Association of Southeast Asian Nations (ASEAN) region (Brunei Darussalam, Cambodia, Indonesia Lao People's Democratic Republic, Malaysia, Myanmar, Philippines, Singapore, Thailand, and Viet Nam).

The program is aimed at generating greater leadership, public and media awareness of the problems facing the region's rich but highly threatened biodiversity and the need a concerted effort in biodiversity conservation and advocacy.

Specifically, the project aims to:

1. Recognize outstanding achievements of the private/corporate sector, media, and youth in biodiversity conservation and advocacy;
2. Identify leaders among the private/corporate sector, media, and youth from which a cadre of champions will be selected to serve as Ambassadors of

Goodwill for biodiversity;

3. Promote awareness of the values of biodiversity among ASEAN leaders and the public in general;
4. Promote corporate social responsibility (CSR) in biodiversity conservation and advocacy;
5. Encourage the youth and media to participate in biodiversity conservation and advocacy; and
6. Enhance linkages among ACB, the ASEAN Foundation, the United Nations Educational, Scientific and Cultural Organization (UNESCO), the private/corporate sector, media, and youth.

Three awards will be given:

Business/Corporations – Most Outstanding Biodiversity Conservation and/or Advocacy Project by a Private Business/Corporation

Youth – Most Outstanding Biodiversity Conservation and/or Advocacy Project by a Youth Organization

Media – Most Outstanding Biodiversity Reportage by a Media Organization

The program is co-sponsored by the ASEAN Foundation through the Japan-ASEAN Solidarity Fund and the European Union.

Deadline for submission of nominations is on 15 July 2010.

Read more at

http://www.aseanbiodiversity.org/index.php?option=com_content&view=article&id=519&Itemid=205

International Postgraduate Scholarships at University of Birmingham

The University is offering 20 individual awards worth up to £10,000 for candidates commencing a one year Masters programme in 2010.

The scheme is open to applicants from all countries outside the EU who have applied for a one year Masters degree programme in any discipline at the University.

Candidates must be classified as overseas for fee purposes and must not be in receipt of a full scholarship from any other source.

To apply, candidates must submit a scholarship application form together with copies of academic transcripts and at least one academic reference no later than the closing date of Friday 28th May 2010.

Read more at

<http://www.international.bham.ac.uk/prospective/scholarships/irscholarships.shtml>

“La Caixa” Foundation - Barcelona GSE Scholarships for students from emerging and developing countries

The “la Caixa” savings bank Foundation and the Barcelona GSE offer 14 fully-funded scholarships to students from emerging and developing countries with excellent academic backgrounds who will return to their home countries at the end of their professional training process to implement their knowledge.

This award covers:

master program tuition

medical insurance
round-trip airfare from the student's country of residence
monthly stipend for expenses during the student's stay in Barcelona

Deadline: 15 July 2010.

http://www.barcelonagse.eu/Scholarship_Sponsors.html

IMD MBA Alumni Scholarships - Switzerland

The five IMD MBA Alumni Scholarships are designed to encourage diversity in the class. One is awarded to each region: Asia, Africa/Middle East, Latin America, Eastern Europe and Western Europe/North America/Oceania.

Criteria: Submitting an essay on: "As a business leader, which issue would you set as your first priority to address in your region / country? Why would you choose this issue? How would you, personally, address it?"
(maximum 1000 words)

Please draw on your own experiences in your answer, rather than on general, broad statements. The committee is looking for essays that are personal, visionary and demonstrate leadership, which include a clearly articulated description of how the solution could be implemented.

essay template

Deadline : September 30.

Read more at <http://www.imd.ch/programs/mba/fees/scholarships/Shell.cfm>

JIM ELLERT SCHOLARSHIP - Swizerland

Applicants must submit an essay on: 'Why I would like to do an MBA at IMD'
(maximum 500 words)

Candidates will also be considered on the basis of merit as per the quality of their admission application.

essay template

Deadline : September 30.

Read more at <http://www.imd.ch/programs/mba/fees/scholarships/Jim-Ellert.cfm>

NESTLE SCHOLARSHIP FOR WOMEN

The Nestlé Scholarship for Women was first awarded in 1997 and was initiated by a group of IMD MBA participants who wanted to encourage women to take the MBA.

Applicant submit an essay discussing the issue: 'Does diversity in management impact the bottom line? If so, how?' (maximum 750 words)

Deadline : September 30.

Read more at <http://www.imd.ch/programs/mba/fees/scholarships/Nestle.cfm>

The Fondation Rainbow Bridge Scholarship

The Fondation Rainbow Bridge will enable young women recipients to enrich their academic background by obtaining an HEC MBA.

Recipients of this scholarship are top-caliber female candidates who have been admitted to the HEC MBA program and who can demonstrate exemplary

leadership skills in one or more of the following areas:

Community work,
Charity engagement,
Sustainable development practices.
Selection Criteria:

Women applying must come from an Asian or African country affected by a natural disaster, drought or famine. In addition, they must demonstrate a commitment to solving some of the social and economic issues affecting their countries while working for the long-term security of the people living there.

Essay Question:

Please explain in 1,500 words why you should be named the Fondation Rainbow Bridge Scholar at the HEC MBA Program, while identifying your post-MBA goals.

Application Deadline: TBC

Read more at

<http://www.mba.hec.edu/Admissions/Financing/Scholarships/HEC-Fondation-Rainbow-Bridge>

The Netherlands Fellowship Programmes

The Netherlands Fellowship Programmes (NFP) are demand-driven fellowship programmes designed to promote capacity building within organizations in 61 developing countries by providing training and education to their mid-career staff members.

[Read more](#)

NZAid Scholarships

<http://www.nzaid.govt.nz/scholarships/>

IDPM Scholarships - University of Manchester

Institute for Development Policy and Management (IDPM) is part of the School of Environment and Development (SED) at the University of Manchester, UK. IDPM will be offering 7 International Development Bursaries for students from developing countries to study on an IDPM Masters programme commencing in September 2010.

The bursaries are available for applicants to the following programmes:

- MSc in Globalisation and Development
- MA in International Development: Public Policy and Management
- MSc in Industry, Trade and Development
- MSc in ICTs for Development (ICT4D)
- MSc in Organisational Change and Development
- MSc in Management and Implementation of Development Projects
- MA in International Development: Politics and Governance

The deadline for application for the scholarships is 28 May 2010.

For more information on this and other funding opportunities for IDPM programmes, please visit

<http://www.sed.manchester.ac.uk/idpm/postgraduate/taught/funding/>

IMD MBA Future Leaders Scholarships

Three scholarships are awarded each year to candidates who demonstrate leadership understanding through an essay competition. Candidates must be

those who demonstrate exceptionally strong leadership potential and submit the best essay on 'Leadership in an era of Globalization'.

Deadline: September 30.

Read more at <http://www.imd.ch/programs/mba/fees/scholarships/Future-Leaders.cfm>

Stockholm Challenge 2010

Stockholm Challenge gives you a unique opportunity to boost the viability of your project, find new investors and expand your professional network.

The proven Stockholm Challenge Framework puts the most relevant and crucial aspects of your project to the test. The most promising projects will be nominated for the Stockholm Challenge Award. Selected by a jury comprising some of the foremost global IT-entrepreneurs, the most innovative and viable projects will be rewarded the Stockholm Challenge Award.

The Stockholm Challenge Award categories cover the most significant areas of social and economic life. They are selected to match the UN Millennium Development Goals and cover a wide spectrum of services and activities for people, communities and their environments.

* Culture: The Challenge is looking for the role of ICT in every aspect of cultural expression, including the preservation of cultural heritage and identity. Entries can include viral marketing, online bookings and reviews through digital products and services to the Internet as a global venue for performance. The areas that are especially in focus are: - Arts and entertainment; - Heritage preservation and access; - Sports and recreation; - Tourism; - New media.

* Economic Development: ICT is being deployed in all areas of economic development, from home shopping, banking, marketing to business-to-business transactions. New opportunities are tested in developing countries with special attention to new sources of income. Entries are welcome under the these headings: - Business and enterprises; - Commerce environment; - Regional economic development; - Agriculture and food security; - Information based businesses.

* Education: Educators are early adopters. They have encountered some of the most difficult problems in implementing ICTs and making them available to those who most need them. This category targets: - All school and university level education; - Private and public courses; - Professional training and practice; - Lifelong and informal learning; - Knowledge networks.

* Environment: This category seeks projects that demonstrate excellence and innovation in preserving the environment and enhancing environmental awareness, in areas such as: - Urban and regional planning; - Traffic and transport; - Climate change; - Alternative energy technologies; - Habitat protection.

* Health: This category covers activities from public health campaigns, emergency response to access and security, telemedicine and communication channels for those with special needs. Special focus is on: - Telemedicine; - Hospital and home care; - Health promotion; - Disabilities support; - Disaster and emergency.

* Public Administration: ICT implementations in public programmes to promote better governance, administrative efficiency and transparency, citizen inclusion and democratic processes; projects under headings such as: - Governance - politics and elections; - Citizen inclusion; - Public services - administration and management; - Communication infrastructure; - Universal access and security.

Stockholm Challenge 2010 is open for applicants until August 1, 2010.

<http://www.stockholmchallenge.org/>

University of Sydney International Scholarship (USydIS)

The University of Sydney invites candidates who are eligible to undertake a Postgraduate Research Degree or Master's by Research program at this University to apply for the University of Sydney International Research Scholarship (USydIS).

The objective of the USydIS is to attract top quality international postgraduate students to undertake research projects which will enhance the University's research activities. The USydIS is open to all research disciplines, however participation in the USydIS program each semester is at the discretion of the Dean of each faculty. These scholarships will be awarded to eligible applicants twice a year – in October/November in conjunction with the International Postgraduate Research Scholarships (IPRS) for commencement in Semester 1 (March), and in early April for commencement in Semester 2 (July).

The USydIS will cover tuition fees and living allowance for up to three years with a possibility of one semester's extension for PhD students.

Applicants who wish to be considered for the IPRS and USydIS awards for semester 1, may indicate this by completing the relevant section of the Postgraduate Research Application form. To be considered for an award for semester 1, applications for admission to a research degree MUST be received by the International Office by 31 July of the previous year.

To be considered for the USydIS for semester 2, applications for admission to a research degree MUST be received by the International Office by 31 December of the previous year.

[Read more](#)

The Ramsar Convention's Small Grants Fund

Suitable project proposals are those which contribute to the implementation of the Convention's Strategic Plan 2003-2008 for the conservation and wise use of wetlands; provide emergency assistance for Ramsar sites; or provide 'preparatory assistance' to allow non-Contracting Parties to progress toward accession. Eligibility is restricted to countries on the List of Aid Recipients established by the Development Assistance Committee (DAC) of the Organization of Economic Cooperation and Development (OECD), effectively meaning developing countries and countries with economies in transition. Projects may be proposed and implemented by any agency, NGO, or individual, but proposals MUST be endorsed and monitored by the Administrative Authority (the Ramsar implementing agency) in the Party's government, and seldom is more than one proposal approved from the same Party in any year. Successful proposals receive 80% of the allocated funds upon signature of the contract and the remainder upon submission of an adequate final report, but countries from which adequate final project reports have not been received may be denied further consideration for funding until those outstanding project dossiers have been closed.

Readers can also find below lists of the successful project proposals for each year since 1992 and news reports of successfully completed projects, which may provide useful tips as to the kinds of projects and approaches most often selected for assistance.

The deadline for applications for the next round is 30 June 2010.

All of the required forms for applying to the Small Grants Fund are included in the Operational Guidelines.

Read more at http://www.ramsar.org/cda/en/ramsar-activities-grants-rsgf/main/ramsar/1-63-68-159_4000_0__

International Scholarships on water resources management

ICE WaRM offers a scholarship programme to attract high quality international students to education and training in water resources management, delivered by ICE WaRM partner institutions.

The ICE WaRM scholarship programme aims to:

- provide high calibre students with the opportunity to study with ICE WaRM partners to further their knowledge;
- provide students with the opportunity to participate in research and advance their scientific knowledge in water resources management;
- encourage the exchange of ideas on best practice within water-related fields;
- provide students with the opportunity to participate in presentations, conferences, seminars and forums on contemporary issues in water resources management;
- provide the opportunity for students from organisations and countries currently facing major water issues to participate in programmes which they may not be able to fund; and
- demonstrate a commitment to cultural change and diversity and the international sharing of knowledge and skills related to water resources management.

ENTRY REQUIREMENTS, PROGRAMME INFORMATION AND PARTNER UNIVERSITY WEBLINKS

We recommend that you visit the Post-Graduate Programmes page of the website to find out more about the programme.

SCHOLARSHIP APPLICATION CLOSING DATES

Semester 2 (February 2011) - Deadline 27th August 2010

ICE WaRM offers two rounds of scholarships annually, in February and July. Applicants are able to begin applying for current or future rounds at any time.

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Was Something Lost in Translation? -A Humorous Guide to Clearer Communications with Rushmore Professors-

Donald W. Mitchell, J.D.

While I have subtitled this article, "A Humorous Guide to Clearer Communications with Rushmore Professors," I cannot promise you that my advice will work well with every Rushmore University professor. However, I can promise you that my comments may well be helpful if you take a course with me.

The best way to test how applicable my advice is to your work with another professor is to share the article with your professor and to ask how she or he differs in preferences from the lessons I share. Hopefully, some of the advice will be useful.

Introduction

First, let me admit that my language skills are modest at best. I am pretty familiar with American English, international English can be a puzzle for me, British English can mislead me, I can order a meal quite effectively in a French restaurant, and I read 19th century French newspapers (the basis for my undergraduate thesis at Harvard) with alacrity. Beyond that, I'm useless with languages.

Second, although I have written or been the main co-author for nine books, I require a lot of editing to turn my prose into sentences and paragraphs that most people who are not native speakers and readers of American English can understand. The e-mails and comments that students receive from me aren't edited, and I would advise you to realize that these communications may well contain ambiguities, confusing expressions, and even (let me be candid) grammatical mistakes.

As a result, I'm happy to discover that Rushmore students who aren't native speakers and writers of English always have a greater command of American English than I do of their language. Thank goodness! Otherwise, we wouldn't have a chance of understanding one another.

Third, I have a lot of students. Try as I do to keep track of every one of you and everything that has gone on before, I don't succeed in remembering all that I should. This forgetfulness really becomes a problem when I don't hear from a student for many months or years. The context of the communication I receive from you, or the question you pose to me, may totally escape me.

As a consequence, it's always a kindness when students send a new communication as part of a stack of e-mails going back to cover at least the whole of the current assignment. Then, without a maximum of embarrassment, I can re-read what's been going on. As a result, I may even make sense (on occasion) in responding after not hearing from you for six years.

Some Translations into Blunt Language

Academic activities are always enhanced by considerate language and decorum. As a result, plain language is seldom used by professors. It will help you to learn to read between the lines. To assist you, I am providing some of my stock responses to student comments, requests, and papers . . . along with translations into blunt language. I don't mean to offend, so please realize that I'm intending to be somewhat lighthearted in the style of what I say (while being deadly serious about the content of the translated messages).

"While reading *Grimm's Fairy Tales* can be enjoyable, I suggest you not take a course based on the book." [Translation: "Are you out of your mind? There's nothing in that book of any value whatsoever for someone in your degree program in entrepreneurship, and you are way beyond reading books like that!"]

"While reading *Harry Potter and the Half-Blood Prince* will be enjoyable, I suggest you don't need to read it before reading and writing a paper based on *Look before You Leap: Market Research Made Easy* by Don Doman for your doctoral research on improving educational texts for autistic children in Tibet." [Translation: "That book has absolutely nothing to do with what you are working on, but it's a fun read. Read it after you graduate."]

"While reading *Emily Post's Guide to Etiquette* will certainly provide you with valuable information, I suggest you read the book on your own but not write a paper based on the book." [Translation: "Yes, that's a book everyone should read. I have no clue why you think it has anything to do with your degree program in management of software development.]"

"This paper displays a detailed knowledge of the text, one that will serve as a good reminder of its content. That's the paper's strong point. The paper's weak point is that the student fails to describe how to apply the book's lessons to the research question posed in the assignment." [Translation: "This is a set of notes that copy down in detail what the authors had to say and doesn't provide any insight to show that the student understands and can apply a word of what was read. I want to see practical application of knowledge from what was studied."]

"While some students prefer to work on more than one course at a time, I don't recall the last time one of my students graduated after doing so." [Translation: "I don't know why, but people drop out after trying that approach. I beg you. Please don't do it!"]

"While you can certainly write your whole dissertation without showing it to me before asking for grading, I would be more than happy to look at it in pieces as you go." [Translation: "You have a 99 percent likelihood of having to throw out almost all of what you wrote after I finally see it. If you want to do your dissertation twice, that's all right with me. But I wouldn't recommend it. I will spend more time on your work if you send it in chapters or even smaller sections, and you will get feedback from the editor on any needed changes in writing style much sooner, which helps to further reduce your work."]

“This paper would have been a lot better if the student had followed the word length guidelines in the approved outline.”
[Translation: “There’s too much summary and filler about the book and almost no application to the subject of the paper. This isn’t much more than a book report that is unworthy of being considered as a graduate-level paper.”]

“This is an outstanding paper that deserves to be published on the Rushmore Web site, and I happily recommend that be done.”
[Translation: “I wish I had written the paper. It’s great!”]

If you ever want a blunt translation from me because you aren’t sure why I’ve made the comment I made or what I mean, just ask me for the blunt version.

Test What You Think You Should Be Doing with Some Work Samples You Send to Me or Others

Two people who think they are in agreement may actually be nodding off in the distance in different directions. It happens all the time. Students can save a lot of effort and wasted time by checking in with a professor with some sample work. I often provide a suggested list of when to check in and with what. Here are some possibilities:

1. Share an outline and ask for comments.
2. Write the first 500 words and ask for comments.
3. Revise what you sent after getting comments and ask for more comments. I’ll review any section of a paper twice before leaving you to Ms. Laurel Barley to help you make sense out of the content.
4. Send a section to Ms. Barley along with my comments when you aren’t sure what I’m getting at. She communicates more clearly on these matters than I do and she’s very patient.
5. Review a sample paper if I’ve sent one at the point when I recommend it and then make adjustments to reflect what you like in the sample paper. [It’s absolute folly not to look when I tell you to do so. I realize you are probably going to get in trouble without a review at that point based on lots of other students having had problems. I’m trying to help you succeed.]

Never Assume that Your Professor Wants What You Have Found to Be Acceptable at Other Universities and Schools

Every one of your professors was trained at a different university. Rarely has any one of us attended any of the schools you have attended. We know what we like. You need to figure out what that is. Why? We grade your papers! We also become primary sources of references for the quality of your Rushmore degree work.

I went to Harvard. I will believe that you can do Harvard-level work

until you prove to the contrary after putting forth a good effort. If you stick with me and work hard, you will do Harvard-level (or even better) work before you graduate. I assure you that you will get a lot more promotions and better jobs in new organizations if I'm able to say that about your work in a letter of recommendation.

Get on with It

I write about 500 words a day for each of my books. I do that six days a week, taking Sundays off. Before starting the next 500 words, I go back and revise everything I've written in that chapter. While it helps to sleep on material overnight, your ability to gain perspective by leaving something alone for a bit goes down after about 72 hours.

If you decide that your paper will get a lot better if you don't work on it for a year, you are wrong. You will just forget what you thought you were doing.

But don't start writing until you know what you want to write, what you have to say, and especially how you intend to apply what you learned. That thinking may require a few weeks. But don't just sleep on it while developing a point of view. Take notes on your thoughts, try things out, do more reading (remember Syntopical reading?), and discuss your ideas with others until you can describe in a conversation what your point of view is.

If you just keep writing every day, sending in what you write that you think is good for comments, making revisions based on the comments, and getting to the point where I tell you to have your paper edited, you will produce an acceptable paper in a fairly short amount of time.

Most of your papers (or chapters for books and dissertations) will be 3,500 to 5,000 words. Once you start writing, you should be able to turn your thinking into an acceptable paper within two weeks by just working on it every day.

If you are taking longer than that, you probably have a problem with procrastination.

In Conclusion

After reading all this valuable advice, I expect that you will complete your next practical paper for me within one to two months of getting approval on your book(s) and topic. Am I right?

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**Questions about the Influence of
Dr. Michael Cox,
Founder of Rushmore University**

1. What contacts have you had with Dr. Cox or his educational writings?
2. When did you either first meet Dr. Cox or first read his writing?

3. What effects has either Dr. Cox or his writing had on you?
4. What do you wish that prospective students knew or experienced about Dr. Cox?
5. What are your impressions of the effects that Dr. Cox had on Rushmore University and its students?
6. May I send you more questions to follow up on your answers?
7. What's the best way to reach you by e-mail?
8. What is your name?
9. What has been your connection to Rushmore?

Please send your responses to Professor Donald Mitchell at askdonmitchell@yahoo.com

Tutoring Lessons

A professor is someone who talks in someone else's sleep.

— W. H. Auden

An Unexpected Invitation Opens Doors to Progress

*Making a wrong decision is understandable.
Refusing to search continually for learning is not.*

— Philip Crosby

One day in the fall of 2003, Dr. Michael Cox, founder of Rushmore University (www.rushmore.edu), called me at the office from his then home in Vancouver, British Columbia. That turned out to be the most momentous telephone conversation so far for the 400 Year Project (the project I started in 1995 to demonstrate how the whole world could make improvements at 20 times the usual rate, www.fastforward400.com) although it would be years before I realized it.

Mike let me know he shared my love of reading, especially for business books. He had found my thousands of book reviews on Amazon.com and tracked me down to invite me to join the university as a professor. On my long list of planned roles, "professor" did not appear. I politely declined, but Mike would not take no for an answer.

He told me that I could do as much or as little teaching (the latter appealed more to me at the time) as I wanted. I would be tutoring individual students (like much of the advanced training I had enjoyed so much at Harvard) over the Internet and my sole responsibility was to grade the resulting papers. I didn't have to go anywhere, give any lectures, write any materials, or provide any course outlines. I would receive a modest honorarium for the work.

Eventually, Mike got my attention when he pointed out that I could offer courses based on my books about the 400 Year Project. Now that, I thought, could be interesting. Was that ever an understatement!

I agreed to a trial run for a few months, asking that I receive no more than three student papers to grade in a month. As a fast reader and quick writer, I figured that I could easily fit that much effort into my busy schedule.

Rushmore was best known at the time for its graduate business programs. Most students were working on MBA (master of business administration) degrees along with some DBA (doctor of business administration) and Ph.D. (doctor of philosophy) candidates. The students were typically mid-career people who wanted to use the education to gain a promotion, to start a business, to improve a small business they owned and operated, or to upgrade a nonprofit organization. A few wanted to write books and start strategy-consulting firms; I could definitely relate to that last group.

I was rather pleased when students began signing up for my course based on *The 2,000 Percent Solution* (which explains how to accomplish 20 times as much with the same time, money, and effort or to get the current results with only 1/20 the time, money, and effort). But what was that course? I didn't know, so I made up a course. I asked students to identify some personal and organizational stalls they had experienced and to describe some stallbusters they had used or thought would work to overcome the stalls. In the second half of the paper, I asked them to come up with a 2,000 percent solution for something that was related to their work or an organization they knew well. Why did I set up the course that way? Mike's idea of a university was to focus on helping students learn important practices *and* how to apply what they had studied.

I had no idea what kind of papers would result.

To make life easier for my students who were located in inaccessible places around the world with few libraries and bookstores, I e-mailed electronic versions of *The 2,000 Percent Solution* until e-book versions became readily available on the Internet. Those who couldn't download the book for some reason could read all but two chapters by visiting the excerpts at www.2000percentsolution.com/. That approach to providing the book meant that students could begin my course within a few minutes of signing up for it if we both were online at the time. My course became even more popular because of this innovation. Some standard Rushmore courses for new students were based on books that had to be purchased in the United States or the United Kingdom and delays could stretch into months for those in remote parts of Asia, Africa, and South America.

While my children were growing up, a new philosophy of education became popular in the United States. Instead of grading students and letting the chips fall where they might, teachers and professors offered to comment on drafts of papers and projects. If a student was diligent and quickly made corrections, the work could be reviewed several times before it was due. A good grade and a better sense of what good work looked like were the usual benefits for the student from this approach. I decided to provide that same kind of support to my students at Rushmore.

Rushmore was also helpful to students in other ways. Since many students spoke and wrote English as a second, third, or fourth language, all papers went through an editing process before being sent to professors for grading. This step helped students learn to spot the weaknesses in their English writing styles. Professors liked it, too, because it made papers easier to understand.

Student reactions to my course on 2,000 percent solutions were very positive. They liked learning about stalls and stallbusting and were soon sharing all kinds of interesting business and nonprofit organizational examples with me. My first students came up with ingenious 2,000 percent solutions without much prodding from me. For example, one student in Africa, Professor Elijah Chingosho, found a way to speed up and improve

work-related education for airline employees by switching to Web-based instruction. A student in the Middle East, Dr. Burra Ramulu, redesigned a chemical plant to increase its capacity by more than 40 percent while slashing costs through making a small investment. A student in Canada, Dr. Andreas Stark, identified ways to create excellent, low-cost education for children who live below the poverty line through simplifying knowledge into easier-to-appreciate modules.

Stalled Solutions

Success in the marketplace increasingly depends on learning, yet most people don't know how to learn.

— Chris Argyris

After a few months, I decided I was having fun and asked Mike to increase the student load. Wayne McManus, then dean, suggested that I also become a student advisor. That prospect seemed daunting to me, but he offered to mentor me through the process if I would send him copies of all my e-mails to students.

Since I had written several business books, I also began to attract students who wanted to write books. Being used to reading a lot and knowing the current business book market pretty well, it was easy for me to guide students towards producing better books.

At about that time I also started to work with a new type of student, someone who was very intelligent but hadn't received a very good education. These students had often grown up in third-world countries where educational opportunities had been limited when the students were young. I developed some new versions of courses for them that built basic skills such as careful reading, writing essays, using their time more effectively, setting goals, and developing plans. It was a pleasure to see the students' effectiveness blossom as their tool kits of skills became more extensive. I was very impressed by how many of the students talked thankfully about how much Mike had inspired them through telephone calls and e-mail messages to take on the challenge of learning at such advanced levels.

My 2,000 percent solution course became more popular, and some students took it as their first course. I quickly learned to discourage that. My course was one of the most difficult in the university, and most students needed to work up to the challenge. But some insisted, and I patiently helped them through the process.

Some students were fascinated by creating a 2,000 percent solution but had trouble turning their thinking into a paper. The least able students were often confused about what comprised a 2,000 percent solution. I changed my directions to tell students that they had to propose a 2,000 percent solution goal to me before they could begin on that part of the paper.

Some students did fine once they had the goal. Others didn't seem to be able to proceed on their own through the eight-step process to create a 2,000 percent solution. I changed the directions again to require that papers have a section addressing each of the eight steps. With this change, I could be sure that they at least thought about each of the eight steps.

Even that wasn't enough. A few people struggled to go from the general material in the book into applying that knowledge to a specific problem.

Although I didn't realize it at the time, I was actually taking a course as well; my course could have been called, Turning Inexperienced Leaders

into World-Class Improvers.

Mind-Boggling Solutions

Every misery I miss is a new blessing.

— Izaak Walton

Let's go back and look at those first brilliant students who employed the 2,000 percent solution process. The problems they addressed, the solutions they found, and the implications of their success fascinated and moved me.

One student, Dr. Roy Rissanen, was a missionary pilot flying food and medicines into relief camps serving those who were displaced by war or famine. His job was difficult and dangerous. Landing strips were primitive. Maintenance facilities were minimal. Opposing troops might take a potshot at his plane. The pilot's initial idea was to decrease the rate of flight accidents by 20 times with the same time and resources. He developed a way to do that easily.

Seeing that he was a brilliant man, I pointed out that all the safe flights in the world wouldn't help the people who needed the supplies unless solutions focused on increasing the timely distribution of supplies to those who lived in the camps. Dr. Rissanen quickly changed his focus to the whole distribution process, and massive increases followed in aid delivered and used by the proper people. His plan was duplicated in other parts of Africa, and soon thousands who otherwise would have gone without were getting needed supplies. I felt very humbled by seeing to what good uses they put my thinking.

Another student was a nurse (who prefers to remain anonymous) and reported that her hospital was so poorly run that people might wait many hours before being seen by a triage nurse in the emergency room. For her 2,000 percent solution, she studied who was being harmed most by the delays. From this, she discovered that some patients who appeared to be well but needed immediate care were dying or suffering irreversible harm. As a solution, she trained the guards to spot such people and bring a triage nurse to see them immediately. Many lives were saved and disabilities were avoided. My awe at the potential impact of 2,000 percent solutions increased.

A student in an advanced country (who also prefers to remain anonymous) pointed out that the transportation system in his country was inefficient because the needed equipment was being acquired by a poorly designed and overly expensive financing system. He designed a better system that promised to reduce the cost of all goods delivered in the country by more than 15 percent. When implemented, that result would be like raising the standard of living for everyone in his country by 2 to 3 percent just from one financial innovation.

A pediatrician in Asia, Dr. Fatima Ali, reported that her charity hospital could only afford to treat less than 1 percent of the children who needed help in her area. Through redesigning the way medicine was practiced and where facilities were located, her hospital was able to increase its pediatric patient load by 2,000 percent with the same budget.

A teacher in Japan (who prefers to remain anonymous) developed a new way for babies and toddlers to learn English. Audio tapes and brief social discussions among young Japanese mothers trained them to teach their children before they start school. The cost for the service was less than 5 percent of individual tutoring for such children, which is a popular choice in Japan. English education began to spread more rapidly among preschool children in Japan where this new service was offered.

A student (who prefers to remain anonymous) was able to do more land-mine clearance by speeding repairs of its vehicles by 20 times through refocusing the same resources. Previously, the organization had vehicles sitting around for endless weeks waiting for parts. Under the new system of stocking the most-often needed parts, better communicating what needed to be done, and regularly inspecting vehicles for preventive maintenance, repairs were usually made the same day. As a result, many children would not lose their legs to unmarked land mines.

I began to realize that the world was hungry for the fruits of the 400 Year Project. Why? Many dedicated people through this course were working on huge problems for which there would never be enough resources if things were done in the same old way. Accelerating improvements would allow those people to do more with the limited resources they had already assembled. Here's an example. If the charity hospital followed its first 2,000 percent solution with a second one to serve more children, all of the children in that area would be receiving care. Think of that!

A barrier to progress still existed. Obviously, if I taught people one at a time, that approach wasn't going to make a dent in the opportunity to make improvements. The lessons of the one-on-one tutoring needed to be turned into 2,000 percent solutions for mass education for those who want to learn to stretch their resources to solve the most pressing needs.

Scaling Up

*When a man is wrapped up in himself
he makes a pretty small package.*

— John Ruskin

Three ideas immediately occurred to me. First, I should find a way to help others learn how to teach the 2,000 percent solution process. Second, students needed a workbook that mimicked the training I gave them in my tutorials to help when they ran into problems. Third, *The 2,000 Percent Solution* needed to be translated into more languages. Rushmore under Mike's direction turned out to be pivotal in all three areas.

I began offering courses in teaching others how to create 2,000 percent solutions. A prerequisite was to have developed a 2,000 percent solution through taking a course with me. The lack of interest was stunning: Even people who were committed to creating 2,000 percent solutions didn't see much advantage to passing the skill along. That experience taught me a fundamental lesson: Students often wanted to keep their knowledge of the process to themselves so they could easily outperform their peers and competitors.

The only possible counter to this understandable tendency was to make teaching 2,000 percent solutions a desirable job in organizations. That solution would require leaders to realize they needed this role in their companies. That conclusion was also discouraging; even my CEO students showed no interest in helping their employees learn to create 2,000 percent solutions. Why? I think for some leaders it's an ego thing. Some people enjoy feeling superior to others because they have created a 2,000 percent solution. They prefer that feeling to enjoying the benefits of having many more 2,000 percent solutions in their organizations.

Even if some organizations did start teaching the process, more trainers would be needed. One option I decided to explore is to develop a business model where teaching how to create 2,000 percent solutions is a highly paid, high-status professional activity.

My next step in creating a core of those who can teach the subject was to establish a 2,000 percent solution major at Rushmore. Dean McManus was very supportive as I defined a series of classes in teaching, developing, and applying 2,000 percent solutions. In many cases, I didn't yet have the course materials to support this program, but I knew that I could create ad hoc materials to support the first students until the course material development was completed.

Creating a workbook was an easier matter: Carol Coles (my main coauthor for *The 2,000 Percent Solution*) and I could just write the workbook to satisfy the needs demonstrated by my experiences at Rushmore. The writing, editing, and publishing went rapidly. The workbook came out in 2005 and proved to be invaluable to all who used it. Invariably, some students would decide to save a little money and not buy the workbook. I could always tell who those students were because they were asking for help that was readily available in the workbook. At that point, I would send an e-mail telling them to buy and use the workbook. Immediately, their work would improve. *The 2,000 Percent Solution Workbook* (iUniverse, 2005) has proven its value in so many ways I wonder how anyone ever developed a 2,000 percent solution without it. Carol and I began to appreciate that *The Irresistible Growth Enterprise* and *The Ultimate Competitive Advantage* also needed workbooks if people were to get the most benefit from our ideas.

Translation assistance came unbidden. One of my very first 2,000 percent solution students at Rushmore owned a publishing company in Finland and asked if he could acquire the Finnish language rights for that book. I quickly agreed. A Japanese student, Professor Hiroshi Fukushi, who had done remarkable work with 2,000 percent solutions, asked if he could translate the same book into Japanese. We agreed to split the royalties, and he began the difficult task of turning our many American idioms and cultural references into something that made sense to those who had never left Japan. Another student indicated he wanted to develop a Russian version. Still another student expressed a desire to develop a French language edition.

Deciding that this interest was promising and wanting to know more about what could be done, I spent a day with a friend of mine who heads a translation company. My friend assured me that I could have my book wonderfully translated into any language I wanted for a mere \$50,000 per language. We would have to sell over 100,000 books in each language to break even on that kind of a program, and that level of sales was highly unlikely to occur in most languages.

At that point, I also started receiving inquiries from specialists who make introductions to foreign publishers. For just \$900 to \$1,500, they would send e-mails out to foreign publishers. When I tried to find out what the success rate was, the answers were sketchy. I suggested giving the specialists a lower fee in exchange for a large cut on the royalties, and there were no takers. This path didn't seem very promising either.

Clearly, it was going to be much more reasonable to rely on Rushmore students to provide the translations. My suspicion was that the Rushmore students would also do a better job of translation because they would have an intimate knowledge of the subject while a commercial translator would not.

As of this writing, these kind efforts have succeeded in creating a Japanese language version of *The 2,000 Percent Solution*, which became the best selling e-book in Japan for several months in 2009, and a partially completed Finnish version.

Going Public: The Invigorating Smell of Ammonia

Everywhere I go I smell fresh paint.

— Diana, Princess of Wales

When most people talk about going public, they have in mind selling shares to investors who can then trade the shares on the public financial markets. Early in the 400 Year Project, a number of advisors pointed out that the value of what we were working on was staggering. “Create a public company to exploit this new learning” was the advice that many gave. I disagreed. There needed to be as few barriers as possible to accessing the new knowledge and information. In most cases, public companies hoard valuable knowledge, squeezing out the maximum profit, rather than maximizing the usage of the knowledge.

The 400 Year Project’s role seemed more akin to what Isaac Asimov addressed in his Foundation Series about Hari Seldon’s public foundation: Public awareness needed to be aroused while the serious work of improving what is already known went on elsewhere in private. It’s similar to the way the American Cancer Society helps people become aware of how to live a healthier lifestyle that will help people avoid contracting cancer while serious research on improved ways to counter cancer occurs in dedicated labs. Once useful findings are made in the labs, those results are soon published.

Intrigued by my experiences with individual online tutorials with highly motivated students at Rushmore University, I began to wonder how learning about the key concepts in the 400 Year Project would work in a classroom setting for more typical adults. Where was a setting to help me find out? Having been astonished in the past by how some of my personal heroes made themselves available to teach adult education classes, I decided to try that route. This would, in part, be my chance to pay back those who had helped me learn while the teachers and adult students all sat crunched up at fifth graders’ desks.

However, my timing for this decision wasn’t much better than it had been when I decided to launch *The Ultimate Competitive Advantage* in 2003. Enrollments for adult education had been rapidly dropping for four years in our area. Everyone was happy to have me send them course proposals, but nobody accepted one.

On my second round of contacts with the local adult education programs, I caught a break. I found someone who is as big an optimist as I am in the Brookline Adult and Community Education program. Monica von Huene was willing to let me offer courses in creating 2,000 percent solutions and business model innovation. Brookline, Massachusetts offers the largest adult education program in New England. I was fortunate to have finally arrived at the right place.

I soon had a regular spot in the catalog and began offering other courses as well, dabbling in teaching entrepreneurship and about artists I know well. Having grabbed a place in Brookline meant that I became more attractive to neighboring Newton and began teaching there as well for fellow Harvard graduate, David Fechter.

Between the two programs, I was often out at night offering my courses in three-hour-long sessions. I found the experience to be energizing because I was seeing the future face of the 400 Year Project, when millions would be receiving such mass training.

As I walked into a classroom, I was always greeted by the jolting aroma of ammonia signifying that the janitors had already done their work. That experience reminded me of the late Princess Diana’s quote about fresh paint smells when she was attending public events while part of the Royal

family. Perhaps that's part of the reason why the British always paint before the Royal family arrives, to make everyone more awake.

Being an inveterate optimist, I was sure that everyone would want to know about my other subjects, so I packaged up bits and pieces of as many parts of the 400 Year Project as I could into each class. People thought it was just fine; they assumed that I knew what they needed to learn.

Students wanted to learn more than I originally provided. Each term, I added more class sessions and hours per class. Courses that began as three hours in total expanded into six sessions of three hours each. If I wanted to teach it, they would come.

Based on these successes, I felt like it would be easy to create a teacher's edition for each of our books to turn what we described into a day-to-day curriculum, and I felt reassured by the prospect.

Squared Benefits

Nobody before the Pythagoreans had thought that mathematical relations held the secrets to the universe.

— Arthur Koestler

One day, a Rushmore student, Arun Kohli, taught me a profound lesson. In reacting to my directions for the 2,000 percent solution course, he asked if instead of creating one 2,000 percent solution it would be all right to work on two. After all, as he pointed out, if you expanded revenues by 20 times and reduced costs by 96 percent, that would expand profits by around 400 times. That result would give him 380 times more profit while doing only twice the work of creating a single 2,000 percent solution.

Of course, he was right. Why hadn't I focused on the opportunity to create complementary 2,000 percent solutions? I guess that experience is a good example of how the teacher usually learns more than the students. Learning from his observation, I quickly penned *The 2,000 Percent Squared Solution* (Mitchell and Company Press, 2007), with coauthor Carol Coles, showing how organizations could grow much faster while minimizing costs to unheard-of levels.

From this experience I learned that even expanding potential benefits by squaring great solutions would sometimes not be enough. Under some circumstances, you would also need a third, a fourth, or even a fifth 2,000 percent solution to turn great concepts into reality. What might those other solutions be? I began to think seriously about defining what complementary solutions were needed to make the most out of typical opportunities, something I did first in *Adventures of an Optimist* (Mitchell and Company Press, 2007).

From this thinking, I realized that it was time to develop a body of knowledge for making 2,000 percent solutions complementary to one another so that further exponential increases in benefits could come from combining the right solutions. I added Rushmore courses on this topic and looked forward to finding students to lead me down the path. None came immediately. I assume part of the problem was that if 2,000 percent solutions seemed far-fetched to reasonable people, the view of 40,000 and 800,000 percent solutions had to be even more mind-boggling.

Another distraction from making the most of 2,000 percent solutions is that students love to study what well-known authors have produced. In most cases, the students have no concept of how little or how much they will learn because they don't check out these authors and their subjects before taking a course. To my surprise, learning enough to be able to talk

about some trivial development that was out of date 50 years ago makes some students feel more confident they are learning because other people also know about the same subject. Clearly, that herd instinct would be helpful whenever 2,000 percent solutions came to be perceived as a brand-name approach to business and nonprofit organizations. Unfortunately, those days are still ahead of us.

Cheerful Progress Goes Best

*We are all prisoners of our past.
It is hard to think of things except in the way
we have always thought of them.
But that solves no problems and seldom changes anything.*

— Charles Handy

Have you ever used a game to learn something? Many leaders report that doing so is an amazing source of lessons. Massachusetts Institute of Technology (MIT) researchers found, for example, that they could create games that would stimulate leaders to mistakenly pursue the wrong behavior. Making the mistake during the game helped leaders better understand the psychology they need to combat in themselves and others. When people describe that game experience, they can't help laughing at themselves for making silly mistakes during the game. That cheerful learning makes the recollection more intense and helpful.

How can I describe the reactions so confidently? In part it's because I took one of the MIT simulations and made all of the same dumb mistakes, too! Afterwards, I was able to chat more candidly and thoughtfully about the experience with my fellow learners.

My classroom experiences with teaching various 400 Year Project subjects quickly taught me to start off every session with some fun that unexpectedly turns the tables on what students believe. Novelists know this trick well: Lull the reader into expecting one kind of a story, then yank the rug out from under the readers by heading off in a more interesting and unexpected direction. In my case, I love to convince students that they know a lot more than they think they do. After more than a decade of being on the receiving end of teachers trying to prove to students just the opposite, students find this approach to be a refreshing change of pace.

I also learned to break down progress toward the ultimate goal into small, manageable steps that help students feel like they are moving ahead at a breakneck pace. That sense of unstoppable progress gives students wonderful confidence and enthusiasm. Usually, students have exceeded their expectations for a course before the end of the first class. How can that be done? First I ask them what's the most they expect to learn in the course and then I help them answer their own questions about that subject before they leave the first night. Also, I give them tools to dig in and learn more on their own. The students feel in control of their own learning and quickly expand their horizons to make greater accomplishments that reflect their true potential rather than their previously held pessimistic views.

One of my favorite ways to make classes more fun is to encourage students to bring food and beverages. If you are relaxed and can munch away whenever you want, how can learning not be easy and fun? I've also enjoyed some wonderful cookies in the process as generous students are inclined to share with fellow students and the teacher.

From the beginning, I set up an opportunity that can provide confidence and a sense of progress: Each student may make a presentation to the other students in the course's final class and ask for help on

whatever the student likes. I explain that this opportunity is optional but that students who take advantage of the opportunity say it's the best part of the course.

At the first class many students feel shy about speaking in a group. Those who break through that shyness to get help in the last class leave beaming with self-satisfaction, knowing they now have the tools to look for and receive the assistance they need in the future. All they need to do is find someone who should know and ask. Then keep asking potential sources until a good answer develops.

From my teaching experiences, I realized that I needed to put more fun and accomplishment into my online tutorials. Many students find themselves stuck in a rut: They cannot see any other ways to look at an opportunity or issue than the perspective they've always used. What they don't appreciate is that the work they've already done in thinking about the course opens up vast new opportunities that they cannot perceive because they are stuck in their usual thinking habits.

Send that stalled student off to consult with colleagues, and the student usually comes back with great ideas and filled with joy. Why? Colleagues are invariably impressed with the work that's been done so far and point out the implications for accomplishing more results that are already present in the work; it's like an opera singer getting an unexpected standing ovation during a small part.

After that introduction to the student's work, colleagues inquire about progress on a regular basis and offer more suggestions. The student has now become a thought leader, something the student may not have experienced before in that organization. And more thought leaders are just what the 400 Year Project needs.

One of the unusual parts of my educational learning at Rushmore was that I seldom met anyone from the university. To date, I've only sat face-to-face with one student, a dinner that took place in 2008 almost five years after starting as a professor. I haven't seen a student since then, although a few do telephone from time to time.

As you can imagine, it was with a great sense of gratitude and excitement that I responded to a telephone call from Mike Cox in the fall of 2005. His wife, Iola, and he were in Boston with their then two boys, Christopher and Caleb, and invited me to have dinner with them. (Their third son, Joshua, had recently been conceived and was present, but we obviously didn't have a chance to meet then.)

One of the funniest parts of the encounter was that Mike and I didn't recognize one another at first because our online pictures were a little out-of-date. His was a wedding photo where he looked very stylish in a tuxedo next to his bride, and I was a lot heavier in my photo than I was in reality. Eventually, we figured it out and sat happily circled around a large table at the Cheesecake Factory in east Cambridge, Massachusetts, not far from MIT.

Mike was full of exciting plans for Rushmore, he was happy about the chance to show his family all the historical sites in the Boston area, and he was optimistic about the future. I was virtually lifted out of my seat by his energy. Here was a man I believed would make a large, positive imprint on the world.

I was delighted to meet Iola, Christopher, and Caleb, each of whom represented to me fine examples of the kind of outstanding people who have made our country great. I was honored to be included into their brief time in Boston.

In the following year, Mike unfortunately passed away from a brain

tumor that he didn't know he had at the time we met. His premature loss was a huge shock to me, and I felt helpless to be of assistance. I decided to rededicate myself to Mike's dream by helping my Rushmore students even more than ever before, as a small way to honor Mike's extraordinary commitment to improving practical education.

Just days before he died, I finished this manuscript and sent it by e-mail to Lola to share with Mike so he could see some of the amazing effects that have occurred because of his educational ideas and the telephone calls to me back in 2003. I hope he had a chance to read it.

2010 Update

*It is better to be making the news than taking it;
to be an actor rather than a critic.*

— Winston Churchill

Mike's influence on the 400 Year Project continues to be profound through the astonishing learning that Rushmore University and its amazing students from around the world have provided to me. Let me cite just a few examples of stunning successes that would never have occurred without Mike's visionary leadership.


A student in Tanzania, Dr. Ikandilo Kushoka, took my idea for creating mass education one major step forward by conceptualizing a method whereby any underdeveloped country could quickly add millions of successful entrepreneurs among its young people at little cost by providing them with just the knowledge, experience, and resources needed to turn their optimism and energy into small and medium-sized, cutting-edge organizations. At the time of this writing, Dr. Kushoka was in the process of finishing a book that explains this idea in such a way that government leaders around the world can put into immediately implementation.

Dr. Burra Ramulu became fascinated by the idea of teaching 2,000 percent solutions and decided to apply what he had learned to his home village of Kasimpet in India. Within a few months, he developed a teaching method that created four complementary 2,000 percent solutions (raising incomes by 20 times, reducing debt by 96 percent, reducing interest costs by 96 percent, and increasing net worths by 20 times) for the first 50 students, who pledged to share what they had learned with others in their village after the next rice crop was planted.

Inspired by Dr. Ramulu's example, a doctoral student in Africa saw a way to combine what Dr. Kushoka and Dr. Ramulu had done and was in the process of testing a hybrid learning method for young entrepreneurs that would accelerate their success by giving them great capacity for creating business-related 2,000 percent solutions. In 2010, we'll have the chance to see how this test works and to learn from it.

Lastly, a doctoral student of mine has just proposed that Rushmore encourage students and alumni to apply 2,000 percent solution thinking to improving the university. Dean Alan Guinn has encouraged me to help the student to put together a proposal. What step could be more appropriate than to turn back and use the benefits that Mike's dreams have provided for the 400 Year Project for improving the university itself? I can hardly wait to see what comes out of all this!

Beginning in 2007, Dean Alan Guinn asked me to begin writing a series of profiles about Rushmore's many alumni as a way for prospective students to get a better understanding of what Rushmore is about and how the educational experience can be transformative. In the course of writing dozens of articles, I was struck that almost every student mentioned the



inspiration that he or she had received either from reading about Mike's vision for Rushmore or from direct encouragement by Mike while he was alive. From that wave of gratitude, it occurred to me to create a series of accounts capturing how much Mike contributed to education through Rushmore. I'm honored to have the chance to share my experiences as the first in this series.

Mike, we miss you, but your inspiration continues to carry us forward to places we hadn't dreamed existed. Thank you so much!

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