

Application of Best Value Approach to Resolve Educational Non-Performance

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Trends suggest that employers across various industry believe that the younger generation of employees are deficient at making decisions, thinking critically, and leading others. The Best Value Approach (BVA) is a management model shown to increase organizational efficiency and employee performance. Studies show that the BVA automates administrative work functions and minimizes human error associated with decision making and critical thinking. This research seeks to investigate the effectiveness of incorporating the BVA in high school. The authors hypothesize that BVA concepts can help students rapidly learn critical thinking, decision making, and interpersonal skills. To test this hypothesis, the authors created a BVA high school curriculum and tested it in four phases differing in timeframe, classroom structure, and population. The results show that when students understand BVA concepts they show improved mental stability (stress and confidence), increased academic performance (grades and test scores), and parents/teachers report significant positive behavioral improvements.

Keywords: Best Value Approach, Secondary Education, Classroom Management, Talent Management, Leadership.

Introduction

The purpose of the education system is to prepare students for productive careers. A productive career requires students to use their training to meet the changing demands of a specific industry. The authors propose that successful graduates must adhere to the following assumptions:

1. Educated people will know how to meet job function requirements.
2. Educated people will select a career that fits their skill sets and interests.
3. Educated people will have more stable lifestyle.
4. A stable lifestyle will make educated people happier.

A 2013 combined research effort between Gallup and the Lumina Foundation found that only 11% of employers believe recent graduates possess the skills required to meet business needs (Gallup, 2013), supporting assumption 1. Over 90% of employers say critical thinking skills and decision making is more important than a graduate's degree or technical training (AACU, 2015). Yet, 11% of employers believe recent graduates can think critically and 30% believe graduates understand decision making. A 2014 CareerBuilder survey administered to over 2000 hiring managers and human resource professionals, echoes this sentiment by noting several observations about recent college graduates (Hunt, 2014):

- 40% do not think college prepared them for the “real world.”
- 49% are in a job fields unrelated to their major.

- 51% are in jobs that do not require a degree.

These problems have been prevalent for the past 40 years. Publications in the late twentieth century suggest that grades do not correlate to job performance or lead to more successful careers (Baird, 1985; Roth, 1996), as assumed by the authors. A long-term study of high performing students shows that valedictorians are no more successful than average students (Arnold, 1995). Despite these early findings, the authors have found no efforts proven to make curriculum more relevant to industry needs. The most widespread efforts (‘No Child Left Behind’ and ‘Common Core’) were reported failures (Garcia, 2015; Gates, 2017).

Besides poor job preparation, student mental health is rapidly declining. About one-third of U.S. college students had difficulty functioning in the last 12 months because of depression, and almost half said they felt overwhelming anxiety in the last year (Novotney, 2014). The number of child suicide attempts doubled between 2008 and 2015 and over half of those occurred between ages 15 and 17 (AAP, 2017). Further research shows that academic pressure causes 43% of child suicides (Cambell, 2017). These findings support assumptions 3 and 4.

These findings suggest that many US schools are not adequately preparing students for successful careers. Students do not possess important skill sets, they lack direction and motivation, they show signs of mental instability, and many are suffering widespread depression. Most school systems try to address these problems by obtaining more funding or providing students with more resources, but these efforts are inconclusive (Morris, 2017; Russakoff, 2015).

A Solution to Poor Performance in Supply Chain Management

The authors propose that the demand on the education will change with industry trends. Technology is changing the workforce and the nature of service delivery. In the next 10 years, 47% of US jobs will be automated (Frey, 2013). It is likely that automation will replace all job functions that do not require specialized training. Rivera et. al. (2017) propose that this will create a three-fold division of labor: technical experts, automated job functions, and information workers (see Figure 1). Highly specialized jobs that cannot be automated will require trained technical experts or artisans. Automated jobs will only use machines to accomplish key tasks.

<u>Technical Experts</u>	<u>Automated Jobs</u> Technical Information	<u>Information Workers</u>
<ul style="list-style-type: none"> • Craft Labor • Artisans 	<ul style="list-style-type: none"> • Information Technology • Artificial Intelligence 	<ul style="list-style-type: none"> • Executives • Managers

Figure 1: The Future of Automation in the Industry

All jobs that cannot be automated fall under a third category that encompasses executive roles and leadership positions. Kashiwagi (2018) calls this job function, the “information worker”. This category of workers will coordinate services between automation tools and technical

experts. Information workers are experts at using performance information to simplify decision-making, utilize expertise, and create organizational efficiency.

The Best Value Approach (BVA) is a management model designed to improve supply chain performance by training information workers (PBSRG, 2018). According to Kashiwagi (2018), most organizations and employees do not understand the job function of information workers, so they are not prepared for future industry demands. Kashiwagi (2018) proposes that the next generation of employees (and students) will be more prepared if they learn how to operate like information workers.

The BVA theory posits that performance issues arise when non-expert stakeholders attempt to manage, direct, and control (MDC) expert vendors. When expertise is properly used, BVA identifies that project costs decrease by 5-30% and project time and cost deviations fall under 1%. The BVA is the most licensed intellectual property (60 licenses over 20 years) developed at Arizona State University (the most innovative university for the past four years by the U.S. News and World Report) (Faller, 2018). This research has been tested over 2,000 times delivering over \$6.6B of services in ten different countries (Kashiwagi, 2017; Rivera, 2017; PBSRG, 2018).

Since its creation in 1991, the BVA spawned a diverse array of professional development programs. The foundational philosophy has proven applications in various personal and professional arenas. The core philosophy consists of four models (Kashiwagi, 2016; Kashiwagi, 1991; Kashiwagi, 2014; Kashiwagi, D. T. and Byfield, R. 2002; Kashiwagi, D. et al., 2016; Kashiwagi, D., et al., 2008; Kashiwagi, J. 2013; PBSRG, 2016; PBSRG, 2017; Rivera, 2014; Rivera, et al., 2016):

1. Information Measurement Theory (IMT)—“A predictive theory that simplifies reality and allows people to see into the future.”
2. Kashiwagi Solution Model (KSM)—A model that predicts human characteristics and behaviors based on “... individual’s perception of information”.
3. Spectrum of Observation (SOO)—A decision-making tool used to differentiate from observant and less-observant ideas/organizations/individuals.
4. Industry Structure (IS)—A model that describes the nature of professional services and relationships based on performance and competition.

The BVA leverages these models “... to optimize the participation of individuals by minimizing their time and effort in the delivery of services” (Kashiwagi, 2016). These models use performance information and deductive logic to minimize administration, decision-making, and risk (Kashiwagi, 2018). Kashiwagi (2016) suggests that this mirrors trends in modern technological advancements. Every industry is expanding its use of automation and robotics. Automation (robotics, IT, and intelligent software) reduces human error by providing solutions-based data driven analysis and reporting (Haight, 2007).

Research Questions & Methodology

The US education system is not preparing high school students for modern workplace demands, such as soft skills, leadership capabilities, and accountability. Recent graduates never learn critical skills desired by modern employers. College and teenaged students are suffering mental health issues. Public education proponents have spent billions to resolve school performance issues, but no clear solution has arisen. The solution to poor performance must leverage a unique approach. The BVA information worker is shown to improve performance through minimization of cognitive functions inclusive of decision making, risk and administration. The authors seek to investigate BVA methodology as a potential solution for poor performance in the education by answering the following questions:

1. Can high school students learn BVA concepts to become information workers?
2. Will BVA help students develop critical thinking and decision-making skills?
3. Will learning BVA help improve student mental health?
4. Can BVA help schools address non-performance?

To answer these 4 questions, researchers first conducted a literature review to investigate past BVA education methods. Next, researchers used these findings to create a curriculum for high school students that teaches BVA concepts. Last, the authors conducted various classroom case studies and measured the impact on student performance.

Curriculum Development

The authors identified 330 publications by searching for articles containing “Best Value Approach” or models relevant to BVA (“Performance Information Procurement System”, “Information Measurement Theory”, or “Kashiwagi Solution Model”). The authors could not identify any publications relevant to both BVA and education before 2013 (the commencement of this research).

In 2009, Dr. Dean Kashiwagi (BVA founder) developed a BVA honors course at Arizona State University (U.S. News’ most innovative university for four years) and Barrett, the Honors College (New York Times “Gold Standard”). After seven years of testing with over 1,200 graduate and undergraduate students, the education program showed impressive performance results. With a 94% student satisfaction rating, the course could decrease reported stress by 27% and help 30% of students overcome significant life challenges (depression, substance abuse, social anxiety, etc.) (PBSRG, 2018). The authors used the material from the college course to develop a high school curriculum.

Classroom Case Studies

With an approved high school curriculum, and Kashiwagi’s approval of its connection to BVA concepts, the authors founded Leadership Society of Arizona (LSA) to test out curriculum effectiveness. LSA developed various case studies to measure student impact among different populations:

1. Phase 1: Summer pilot programs (7th & 8th grades)
2. Phase 2: In-school programs (9th–12th grades)
3. Phase 3: Hybrid programs (7th–12th grades)
4. Phase 4: Performance consulting in high schools

These case studies span five years, 40 programs, and over 1,200 teenage students. Performance data was collected for each program. Researchers issued several surveys at the commencement and conclusion of each program:

- Student comprehension of BVA concepts
- Student leadership self-assessment
- Student Perceived Stress Scale (PSS) (Cohen, 1983; Roberti, 2006)
- Parent and student satisfaction surveys
- School administrator satisfaction surveys

After each program, researchers interviewed select students and parents to further validate responses found in their surveys. The data shown in this report summarizes the survey responses from all 40 LSA programs.

Analysis & Results

BVA High School Curriculum

The BVA college curriculum was designed to introduce students to the logical foundation of the BVA model. Kashiwagi (2017) maintains that the foundation of learning BVA is “natural laws”, or principles of reality that remain unchanging and, thus, help to predict the future. The curriculum is designed to teach the following concepts:

- Using deductive logic and critical thinking to solve problems.
- Information-based decision making.
- Understanding new subject material by simplifying specialized language and the amount of data.
- Identify and utilize the expertise of others.
- Using a computer-like decision making system based on binary principles.
- Interpersonal skills based on “no influence”, accountability, predictability, “win-win”, and self-discovery.
- Replacing thinking with observation for stress management and problem solving.
- Using and interpreting performance metrics.

Traditional education does not measure based on these factors. Successful education in the U.S is dependent on grades, graduation rates, and standardized test scores (Loo, 2018) The traditional school environment causes students work alone in all assessments and must therefore rely on their own thinking abilities. BVA Education teaches students high-level concepts aimed at helping students simplify complex problems by using performance information (IW concepts). BVA students learn how to utilize expertise in all aspects of life. Traditional education supposes

that all students can learn any line of expertise with the right training. BVA education proposes that students must learn how to discover their own expertise and develop it. The difference between education system is shown in Figure 2.

The traditional path takes a bottom-up approach in which students must spend 13 years memorizing core competencies as determined by federal and state governments (Loo, 2018). Students are then tested and certified with specific degrees. After that, students typically receive on-the-job training for their specific job functions.

BVA Education takes a top-down approach in which students learn BVA natural law concepts within six months. In learning these concepts, students should understand how to utilize expertise in two primary ways. First, students will learn how to self-evaluate to determine their own area of expertise (or desired area of expertise). Second, students will assess their own deficiencies or areas of risk in which they lack expertise. With these areas identified, students look for other experts to help them. The final goal should be to automate any reoccurring areas of non-expertise so students can minimize their own risk.

The major difference between these two models is that in the traditional path, students need constant supervision, education, and testing. In the BVA Education model, students learn how to self-asses and teach themselves, so any management is minimized.

Traditional Education

- Requires 18-30 years
- Technical details and core competencies
- Treats everyone the same
- Silo-based (kids work alone)
- Rely on thinking and decisions
- Not industry related

BVA Education

- 6 months
- Natural laws and performance info
- Helps kids find own expertise
- No silos (kids identify and utilize expertise)
- No thinking or decisions
- Connected to industry research

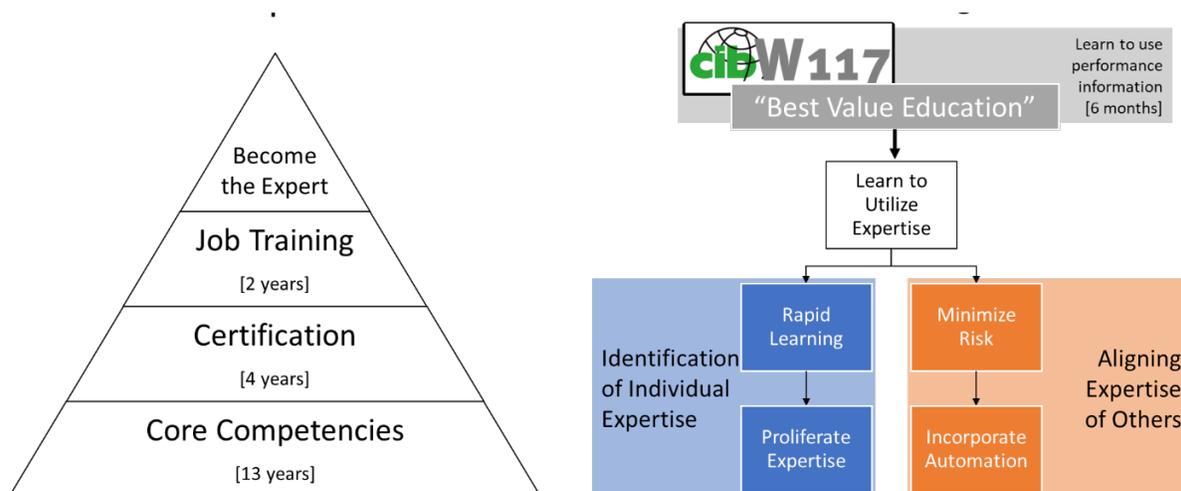


Figure 2: Comparing the Traditional Education System with the BVA Education Model

Based on these fundamental differences, the authors believe that BVA education addresses key problems in the education system and provides solutions for them. BVA education uses critical thinking, logic, and natural laws to help students improve decision making and manage their stress. This model teaches students how to recognize expertise within themselves and others.

Performance Results of Classroom Case Studies

In 2013, LSA adapted the BVA education model for teenage students. LSA created a curriculum designed to address the issues of non-performance in the school system (skill deficiencies and mental instability). The data collected spans five years, 17 research partners, 40 programs, 1,200+ students. The following sections will describe the performance results from each phase of this research.

Description of Phase 1 – Summer pilot

Phase 1 spanned 2013- 2015. LSA developed a week-long curriculum for 7th and 8th grades students in the Barrett Summer Scholars program hosted at Arizona State University. The course instructors were undergraduate and graduate research assistants who previously learned the BVA at ASU.

The results of the full three-year case study are shown in Table 1. Students were asked to evaluate their own perceived stress levels before and after the program on a scale of 1 (low stress) to 10 (high stress) (see Appendix A). The results suggest that, on average, students felt less stressed. In addition, students were asked to rate the BVA course and instructors compared to their other courses in the program (on a scale of 1 [dissatisfied] to 10 [highly satisfied]). The results show that students preferred the BVA education.

Table 1: Performance Results of the Summer Pilot Program

Case Study Length	3 years
Number of Students sampled	194
Decrease in reported stress level	-24%
Non-BVA Course Rating (1-10)	8.56
Non-BVA Instructor Rating (1-10)	8.78
BVA Course Rating (1-10)	9.06
BVA Instructor Rating (1-10)	9.60

Students completed an exam on basic BVA concepts before and after the program. Concepts include major ideas regarding IMT, KSM, and SOO (see Introduction). Before taking the course, students had an average comprehension score of 45%. After taking the class, students had an average comprehension score of over 80%. Upon further investigation of survey and exam results, students provided the following comments:

“(The class) completely changed how I view and approach everyday situations. All the information that I learned through this program is completely applicable.”

“I like how this class made life easier and actually happier for me; teaching me how I am in control of my life.”

“I’m always trying to take challenging classes, but this is the first one that challenged me to think differently. I have learned more this week than in any other course.”

The positive results of Phase 1 encouraged LSA to develop additional programs. LSA wanted to investigate how these impacts might affect performance in school settings and student behavior.

Description of Phase 2: In-School Programs

In 2015, LSA researchers began developing a year-long curriculum for high school students. During the 2015-2016 school year, LSA partnered with Saint Louis Schools (SLS) in Hawaii to offer a leadership course. One teacher from SLS offered to learn the curriculum and teach the course. Throughout the year, LSA researchers provided material and consultation services to guarantee program success.

Researchers used the same methods in Phase 1 to track the results of Phase 2. Students complete social-emotional surveys before and after the program. These surveys ask a series of 10-point scale questions regarding stress, confidence, happiness, and career readiness (see Appendix A). The SLS instructor submitted qualitative observations as well. The program results are shown in Table 2 below. Self-evaluation survey results show that students enjoyed the class and it made them feel less stressed, more confident, and more prepared for their future careers. Student comprehension was measured by testing students on IMT and IW concepts. The results suggest the comprehension increased by 79%.

Table 2: Phase 2 Program Results

Criteria	Metrics
Students	20
Student Satisfaction Rating	9.6/10
Change in Stress	-46%
Change in Confidence	+51%
Change in Career Readiness	+44%
Change in BVA Comprehension	+79%

In addition to these results, the SLS instructor noted a positive behavioral change in all 20 students. The instructor stated, “The biggest take away is that students are realizing that they control their lives. It is very empowering and has given these students a self confidence that was missing in their lives.” Positive behavior is also shown through student feedback:

1. “My process before taking this class was downhill, meaning I wasn't humble, I wasn't respectful to others, and it was all about me... There was a particular lesson when we were being taught to think about others before yourself. I really considered this and came out with good results. I found that when you help others you feel really good and pleased about what you did, which causes you to do more good acts.”
2. “I've learned to utilize experts, and if you do not know something, ask. The big area this affected was my fitness. I have a good knowledge about lifting and supplementation, but I do not know everything, so I will ask experts when I am unsure about a certain lift or a certain supplement. By asking questions, it's helped me to increase my knowledge on any subject.”

Description of Phase 3: Expanded Programs

The purpose of Phase 3 was to investigate how different populations respond to the curriculum. LSA researchers offered programs to the public for three years (2016–2018). In this timeframe, LSA offered 31 programs to 1,078 students from various backgrounds (race, ethnicity, and affluency). Each of these programs used the same BVA curriculum, but each program was administered according to the needs of specific schools or student groups. Some programs were facilitated over the course of four days, while others occurred throughout a semester. All programs consisted of 15–25 hours of in-class instruction.

Table 3 below summarizes the overall results of these programs. The data collection process was mimicked from Phase 1 and 2. Students completed a self-evaluation survey before and after the program. The survey results match Phase 1 and 2; most of the students feel less stressed and more confident after completing the programs

Table 3: Phase 3 Program Results

Criteria	Metrics
Students	1,078
Programs	31
Student Satisfaction Rating	9.3/10
Students who feel less stressed	67%
Students who feel happier	46%
Students who feel more confident	55%

The Impact on Self-Perception

In each phase, most of the students reported a positive mental impact (less stress, happier, and more confident). In order to measure the extent of this self-perception, researchers examined a focus group of 303 students from the 2017 and 2018 summer programs. The focus group was comprised of students who were willing to offer survey feedback. All students were invited. These students varied in race and ethnicity, but LSA staff estimate that over 95% of the students came from more affluent backgrounds (estimated household incomes of about \$40,000 or higher).

Of these 303 students, researchers examined the top 10% (30) of students who reported the greatest emotional impact from the program (e.g. showed the greatest before and after change in stress, confidence, and happiness). The results shown in Table 4 summarize data from students who perceived the greatest change in stress, confidence, and happiness respectively.

Table 4: Percent Change in Self-Evaluation Scores Among the Top 10% of Students

Criteria	Metrics
Students	33
Change in Stress	-63%
Change in Confidence	+43%
Change in Happiness	+46%

Parent Perception

Researchers wanted to further validate student perceptions through parent feedback. The authors surveyed 192 families (mothers and fathers of students) from the 2017 and 2018 summer programs. The survey results showed:

- 97% were satisfied with the program.
- 92% noticed a positive behavioral change in their child after one week.
- 92% said they would sign their child up for another.

Parents were given the option to explain their child's changes in greater detail. Of the 192 families, 52 (27%) offered additional information. The authors categorized these responses and analyzed the results (see Table 5).

Table 5: Reported Changes that Parents Noticed in their Children

Description	Percent of Respondents
Better social skills (speaking & listening)	25%
More focused on goal setting/planning	23%
More confidence in self and future	21%
More responsible/accountable	17%
More open to new ideas	12%
More helpful around the house	12%
Less stressed	10%

Impact on Academic Performance

A large Arizona school district contracted with the LSA to assist with the Title VI (Native American) tutoring program at a local high school. The program was designed to provide students with both math tutoring and leadership development education.

At the beginning of the program, LSA issued the same self-perception surveys and conducted an initial evaluation on their math and leadership comprehension skills and provided a psychological stress evaluation for every student. LSA found that 76% could not pass a basic ACT math practice test and 50% of students failed their previous math course. After four weeks of facilitating the program, LSA conducted the evaluation survey again. The results showed an increase:

- 60% of students received a passing grade in their math classes.
- 30% of students improved their math grades.
- 67% of students felt less stressed (16% average stress decrease for all students).
- 100% of students who attend more than 20 classes felt less stressed.
- 78% of students feel happier.
- 65% feel that they have more control over their lives.
- 80% improved their practice ACT scores.
- The passing rate increased by 36%

LSA staff issued a 10-question survey from the Coehn Percieved Stress Scale (see Appendix A)(Cohen, 1983). The max score (highest stress) that a respondent can have is 28, while the lowest is zero. This test was given to students three times throughout the program. Figure 3 shows the average stress of the full class during each one of these testing periods. The most dramatic decrease in stress occurred between the beginning of the program and the middle. Table 6 shows how stress changed among different groups of students between the beginning and midway analysis.

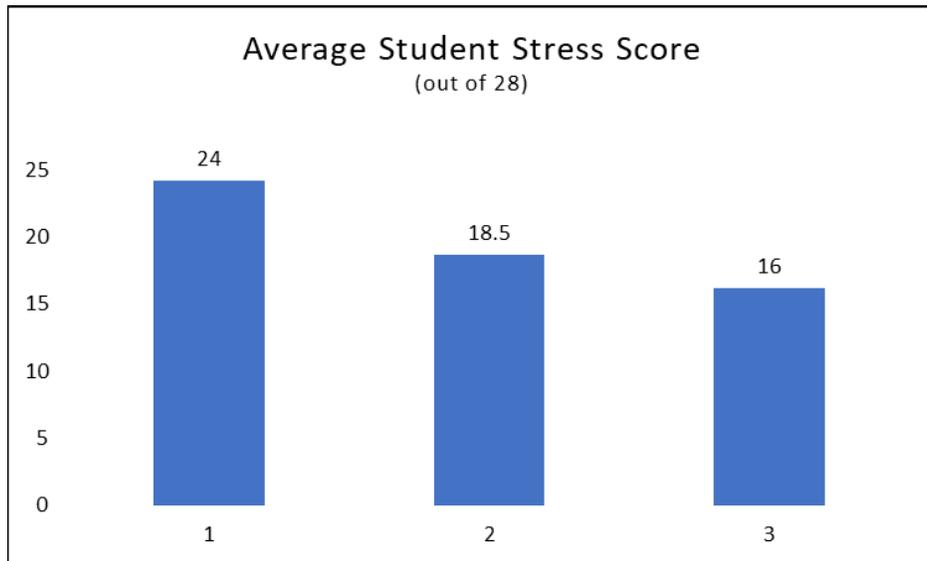


Figure 3: Average Student Stress Levels Based on the Physchological Stress Survey (max score: 28)

Table 6: Percent Decrease of Student Stress

Decrease in Stress (% change)	Number of Students (out of 18)
20%+	3
15-20%	3
10-15%	2
1-10%	4
0%	3
Stress increase	3

Description of Phase 4: High School Consultation

Phase 3 program results suggest that BVA concepts may have a positive impact on student academic performance (grades and test scores). To further validate this hypothesis, LSA initiated a new academic success program in Phase 4.

The purpose of Phase 4 was to investigate methods to improve student retention of math concepts. Researchers partnered with an Arizona high school that reported high failure rates in math classes and standardized tests. Researchers proposed that by applying BVA concepts to a

classroom, students could increase their concept retention and academic performance. The school elected to run a pilot program for Algebra I freshmen students.

For the duration of this program, LSA instructors worked with two Algebra I teachers (276 students). Before the program, only 24% of students past their first semester exam. LSA instructors spent ten weeks (25 hours) with each class period. Researchers incorporated BVA concepts by simplifying classroom instruction and reducing management, direction, and control by the leader of the classroom, thus reducing effort required. The following 5 changes were made:

1. Curriculum: Instructors simplified the curriculum and divided tests into separate 5 question exams. Teachers conducted a four-week review to reinforce key concepts.
2. Teaching Methods: Lecture was eliminated. Each day students were given a printout with simple instructions and 5-10 math problems. Teachers would walk around the classroom and provide help as needed.
3. Classroom Management: students were divided into groups of 4-5 and permitted to work together and share answers freely
4. Grading Policy: all students who came to class and participated would earn enough extra credit to pass the class (D). Higher grades were given to students who performed well on exams. All students were given multiple opportunities to retake exams.
5. Discipline: students who did not want to participate were given the option to sit in the back of the classroom with other non-participants. As a result, they would not earn extra credit for the day. Most non-participants became engaged toward the end of the two-month period.

Table 7 compares test performance of LSA students to non-LSA students (test scores range 1-4). Both groups included similar students. All students were freshmen in an Algebra I class.

Table 7: Standardized Test Scores for BVA Math Students

	Number	Average Score	Passing Rate (#)
All	549	1.44	14% (74)
BVA Students	276	1.53	17% (47)
Non-BVA Students	273	1.34	9% (27)

While both groups of students showed poor overall performance, nearly twice as many students passed the test in the LSA group compared to the other population of students. The math tests were divided into several sections. LSA students performed at least 5% better on all sections (including the statistics section which was not reviewed in the LSA class). These numbers are very promising given that LSA only had two months to prepare students.

In addition to their test scores, 38% of students improved their math grade from the previous semester and there was a 10% increase of students who received a B or higher. In the Fall semester, only 24% passed their final exam. After completing the review with the LSA instructors, 77% of students passed a make-up exam.

Conclusion & Recommendations

Research trends suggest that employers are not satisfied with the younger generation of employees. Most employers believe that the education system is not preparing students for the workplace. Graduates lack soft skills (critical thinking, problem solving, and interpersonal skills) and their technical skills are outdated or irrelevant to modern workplace needs. New hires are often retrained regardless of receiving degrees and technical certifications in the school system.

Dr. Dean Kashiwagi created the Best Value Approach (BVA) to help increase worker efficiency by automating workplace functions and decision making. Previous research shows that the BVA reduces human error and minimizes the technical requirements for employees (Kashiwagi, 2016).

The Leadership Society of Arizona (LSA) was founded to teach BVA concepts to high school students in order to better prepare them for industry needs. The research presented in this paper examines the impact that BVA concepts on student performance, soft skill comprehension, and workplace preparedness. The authors hypothesized that when students understand BVA concepts, they are more prepared for the modern workplace. The research results shown herein support this hypothesis.

Since 2013, LSA facilitated over 40 programs for 1,200+ teenage students. Programs varied from weeklong summer sessions to yearlong leadership courses. In every iteration, researchers found that students responded positively to BVA concepts. Self-administered survey show that students feel more confident (up to 43% increase) and less stressed (up to 63% decrease) after learning BVA concepts. Researchers found that when struggling students learned BVA concepts, they increased their standardized test scores (8% increased passing rate). This research suggests that BVA education can help children improve mental stability, concept retention, and learning speeds (as shown by their ability to improve test scores in a shorter period compared to a control group).

The authors recommend continual study in schools outside of Arizona and the United States. The authors also recommend conducting a long-term study to investigate retention and career success rates of students who complete BVA education. Researchers suggest surveying past BVA students after they have completed college, and surveying employers to measure job satisfaction and performance.

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Appendix A – Surveys

Starting Survey

Name: _____ Age: _____ School: _____

Grade: 7th Grade 8th Grade Freshman Sophomore Junior Senior

Below are a number of statement. Please read each one and indicate to what extent you agree or disagree with each statement (circle one).

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. Chance and randomness do not exist.	1	2	3	4	5
2. Some people are successful because they are lucky.	1	2	3	4	5
3. I control my own life.	1	2	3	4	5
4. It is possible to control others.	1	2	3	4	5
5. It is possible to influence others.	1	2	3	4	5
6. It is important to talk to parents/teachers/mentors.	1	2	3	4	5
7. Successful people ask for help.	1	2	3	4	5
8. A person's environment is a reflection of the themselves.	1	2	3	4	5
9. Everyone in life has value and is important.	1	2	3	4	5
10. Mistakes are an important part of life.	1	2	3	4	5
11. I am confident about my future.	1	2	3	4	5
12. I am happy.	1	2	3	4	5
13. I am stressed.	1	2	3	4	5
14. I feel self-confident.	1	2	3	4	5
15. I know what I want in life.	1	2	3	4	5
16. I know my strengths and weaknesses.	1	2	3	4	5
17. I know what changes I have to make in order to improve myself.	1	2	3	4	5
18. I feel that personal improvement is directly related to my future success and happiness.	1	2	3	4	5
19. I have what it takes to be a good leader.	1	2	3	4	5

Application of Best Value Approach to Resolve Educational Non-Performance

INSTRUCTIONS:

The questions in this scale ask you about your feelings and thoughts during **THE LAST MONTH**. In each case, please indicate your response by placing an "X" over the circle representing **HOW OFTEN** you felt or thought a certain way.

	Never	Almost Never	Sometimes	Fairly Often	Very Often
	0	1	2	3	4
In the last month, how often have you been upset because of something that happened unexpectedly?	<input type="radio"/>				
In the last month, how often have you felt that you were unable to control the important things in your life?	<input type="radio"/>				
In the last month, how often have you felt nervous and "stressed"?	<input type="radio"/>				
In the last month, how often have you felt confident about your ability to handle your personal problems?	<input type="radio"/>				
In the last month, how often have you felt that things were going your way?	<input type="radio"/>				
In the last month, how often have you found that you could not cope with all the things that you had to do?	<input type="radio"/>				
In the last month, how often have you been able to control irritations in your life?	<input type="radio"/>				
In the last month, how often have you felt that you were on top of things?	<input type="radio"/>				
In the last month, how often have you been angered because of things that were outside your control?	<input type="radio"/>				
In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?	<input type="radio"/>				

Ending Survey

Name: _____ Age: _____ School: _____

Below are a number of statement. Please read each one and indicate to what extent you agree or disagree with each statement (circle one).

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. Chance and randomness do not exist.	1	2	3	4	5
2. Some people are successful because they are lucky.	1	2	3	4	5
3. I control my own life.	1	2	3	4	5
4. It is possible to control others.	1	2	3	4	5
5. It is possible to influence others.	1	2	3	4	5
6. It is important to talk to parents/teachers/mentors.	1	2	3	4	5
7. Successful people ask for help.	1	2	3	4	5
8. A person's environment is a reflection of the themselves.	1	2	3	4	5
9. Everyone in life has value and is important.	1	2	3	4	5
10. Mistakes are an important part of life.	1	2	3	4	5
11. I am confident about my future.	1	2	3	4	5
12. I am happy.	1	2	3	4	5
13. I am stressed.	1	2	3	4	5
14. I feel self-confident.	1	2	3	4	5
15. I know what I want in life.	1	2	3	4	5
16. I know my strengths and weaknesses.	1	2	3	4	5
17. I know what changes I have to make in order to improve myself.	1	2	3	4	5
18. I feel that personal improvement is directly related to my future success and happiness.	1	2	3	4	5
19. I have what it takes to be a good leader.	1	2	3	4	5
20. This program has helped me	1	2	3	4	5
21. I would recommend this program to others	1	2	3	4	5

Application of Best Value Approach to Resolve Educational Non-Performance

	Didn't like		Neutral		Loved
On a scale of 1 – 5, how would rate this program?	1	2	3	4	5
On a scale of 1 – 5, how would rate the instructors?	1	2	3	4	5

What did you like most about this program, and what did you like least?

Please leave any additional comments or suggestions below or on the back page.

Favorite Lessons (Circle your favorite lectures/activities for each day)

Day 1	Day 2	Day 3	Day 4
IMT Basics Lecture	No Thinking Lecture	WIOMM Lecture	Access ASU Lecture
Interview Game	Win-Win Game	Utilize Expertise Game	Leadership Lecture
No Randomness Disucssion	No Thinking Case Studies	Key to Selflessness Lecture	Lego Game
Lava Pit	Cone or Puzzle Games	The Harvest Game	College Prep
Steph Curry & Success	KSMs	No Influence Discussion	
Plan Your Week	Marbles or Movies	Minute to Win-it	
Dream	Presentations	Meditation & Journal	
Meditation & Journal	Meditation & Journal	College Prep	
	College Prep		

Application of Best Value Approach to Resolve Educational Non-Performance

INSTRUCTIONS:

The questions in this scale ask you about your feelings and thoughts during **THE LAST MONTH**. In each case, please indicate your response by placing an "X" over the circle representing **HOW OFTEN** you felt or thought a certain way.

	Never	Almost Never	Sometimes	Fairly Often	Very Often
	0	1	2	3	4
In the last month, how often have you been upset because of something that happened unexpectedly?	<input type="radio"/>				
In the last month, how often have you felt that you were unable to control the important things in your life?	<input type="radio"/>				
In the last month, how often have you felt nervous and "stressed"?	<input type="radio"/>				
In the last month, how often have you felt confident about your ability to handle your personal problems?	<input type="radio"/>				
In the last month, how often have you felt that things were going your way?	<input type="radio"/>				
In the last month, how often have you found that you could not cope with all the things that you had to do?	<input type="radio"/>				
In the last month, how often have you been able to control irritations in your life?	<input type="radio"/>				
In the last month, how often have you felt that you were on top of things?	<input type="radio"/>				
In the last month, how often have you been angered because of things that were outside your control?	<input type="radio"/>				
In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?	<input type="radio"/>				

Starting Survey

Name: _____ Age: _____ School: _____

Grade: 7th Grade 8th Grade Freshman Sophomore Junior Senior

Instructions: Answer each question below. Use the appropriate column.	Rating (1-10) 1=poor, 10=good
My parent(s) forced me to come to this program.	
I wanted to come to program.	
My current stress level is a...	
My current confidence about my future is...	
My current confidence with my academic performance is...	
My current happiness with the relationship I have with my parents is...	
I always ask for help from my teachers when I am confused.	

Comments:

List 1 thing you wanted to learn in this program: _____

List any major issues you are experiencing and would like help with: _____

Additional Comments:

End Survey

Instructions:	Rating (1-10) 1=poor, 10=good
I am happy I attended this program.	
My current stress level is a...	
My current confidence about my future is...	
My current confidence with my academic performance is...	
My current happiness with the relationship I have with my parents is...	
I will now start asking for help from my teachers when I am confused	

Comments:

Did you learn the 1 thing you wanted to learn in this program: Circle one – [YES / NO]

Did you learn any tips to overcome the any major issues you have experienced: _____

Additional Comments:

CLOSING CEREMONY SURVEY

Your name _____

Your email _____

1. Your student's name: _____

2. On a scale of 1 – 10, 10 being the *highest*, how satisfied are you with the program? _____

3. In this week, has your relationship with your child improved? **Yes / No**

4. In this week, has your child shown positive changes? **Yes / No**

5. Please circle which of the following you are most interested in learning more about:

Purchasing a book

Success Coaching

Speaking Engagements

Free Workshops

Advanced Summer Programs

Overnight Camps

Other _____

6. Please write your phone number to learn more about the above: _____

When is the best time to call you? (circle all that apply)

MON

TUE

WED

THURS

FRI

Other _____

am pm

am pm

am pm

am pm

am pm

Additional Comments or questions?

Administrator Closeout Survey

Your name or affiliation will not be shared with external parties without your permission.

* Required

1. Full Name *

2. Preferred Email Address *

3. School *

4. Overall Satisfaction with LSA Programs *

Mark only one oval.

	1	2	3	4	5	
Very Dissatisfied	<input type="radio"/>	Highly Satisfied				

5. Overall Satisfaction with LSA Staff/Instructors *

Mark only one oval.

	1	2	3	4	5	
Very Dissatisfied	<input type="radio"/>	Highly Satisfied				

6. Overall Satisfaction with the current school system

Mark only one oval.

	1	2	3	4	5	
Very Dissatisfied	<input type="radio"/>	Highly Satisfied				

7. Do you think LSA programs improved student academic performance (grades and test scores)?

Mark only one oval.

- Yes
- No
- Unsure

8. Do you think LSA programs improved student wellbeing (stability and morale)?

Mark only one oval.

- Yes
- No
- Unsure

9. Please provide a statement on your experience with LSA. Consider mentioning how the programs have helped you, your students, or your school.

10. Additional Comments

Continual Involvement

11. Please select any future LSA partnerships you might be interested in:

Check all that apply.

- Publications (books and journal articles)
- Hosting Student Workshops
- Summer Programs
- Teacher Professional Development
- Data Collection and Analysis
- Curriculum Development
- Other: _____

12. Do you want to continue receiving information from LSA (newsletters, conferences, & publications)?

Mark only one oval.

- Yes
- No

Application of Best Value Approach to Resolve Educational Non-Performance

13. Can LSA share your contact information with future program referrals?

Mark only one oval.

Yes

No

14. Please list the contact information of any references that would benefit from working with LSA.

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