Implementation of an Efficient Communication Infrastructure to Enhance Professional Leadership Development

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Abstract

Over the past 20 years, technology has truly revolutionized the way individuals and organizations communicate. People now use smartphones to send and receive text messages, use netbooks or tablet PCs to generate a web presence, check their Facebook pages or 'tweet' their current status. Individuals within organizations also create and share their work online and access documents from anywhere. This type of communication provides almost anytime, anywhere access to anyone and has in essence created a ubiquitous computing communication environment. This paper discusses how a three dimensional pedagogy is utilized to revamp the Florida A&M University School of Business and Industry's (SBI) Professional Leadership Development (PLD) current communications infrastructure. The focus of this paper is to (1) discuss the three-dimensional pedagogy model, (2) provide an overview of the School of Business and Industry's Professional Leadership Development Department, (3) present an overview of the updated communication objectives for PLD, and (4) provide a synopsis of our findings. The SBI PLD program combined with the three-dimensional pedagogy model can provide other schools with an implementation exemplar, which can serve as a foundational example and offer lessons learned from the program's deployment of their communication infrastructure.

Keywords: Technology, Professional Leadership, Social Networking, Communication

Introduction

The utilization of electronic tools has become a significant way to communicate. There are many versatile tools that are currently being used to communicate effectively. Social networking or social networking sites (SNS) have become one such dominating electronic tool which focuses on

connecting many people and organizations simultaneously (Finley-Hervey, Suarez-Brown, and Thompson, 2009) and (Smith, 2007). Sites such as Twitter, Facebook, and MySpace have become a natural part of daily communication (Pranke, 2010). Other sites such as Wikis and Wiggio also facilitate communication (Berk, 2010) and (Kharbach, 2011). These sites provide the users with the ability to access information anytime and anywhere.

A study conducted by Burson-Marsteller found that 79 percent of the largest Fortune 500 companies use Twitter, Facebook, YouTube, or corporate blogs when conducting business communication with customers and other stakeholders (Axon, 2010). The growth in the social networking industry is surreal, and companies are adapting to this growth. Businesses are able to take advantage of cost efficient communication through social networking sites. The types of markets that businesses can communicate with are unlimited. Furthermore, younger consumers are a market which social networking shows high efficiency (Kosmicki, 2010).

These electronic tools are also being used in the classroom to increase communication between students and professors (Alexiou-Ray, Wilson, Wright, and Peiran, 2003). For example, Blackboard, which is a proprietary learning management system, allows professors to post class PowerPoint presentations, notify students of assignments, and store important information pertaining to classes (Blackboard, 2012). In addition, Wikis are collaborative web sites that are comprised of collective work of many individuals. These sites are similar to blogs in nature, however, a Wiki can allow anyone to edit, delete or modify content that has been placed on the Web site (Kask, 2009). A Wiki page contains information, which can be created and modified at any time and any place by merely accessing its online interface. Many professors create blogs and discussion forums on Wiki pages to facilitate a student's communication with their peers and impact the students' knowledge (Frydenberg, 2008). Social networking sites such as these encourage communication beyond the classroom, outside of a traditional classroom door. Thus collaboration, interaction, and socialization that may be continued after the student walks out the door. This 21st way of learning has ultimately moved many professors to change or update their teaching styles and incorporate SNS to interact with their students (Saba, 2008).

Florida Agriculture and Mechanical University is an 1890 land-grant institution dedicated to the advancement of knowledge, resolution of complex issues, and the empowerment of citizens and communities (Florida A&M University, 2011). Florida A&M University strives for excellence and is dedicated to implementing its core values into its students. The faculty is

involved with nurturing students through education and equipping them with skills, which will have a positive impact on society.

The mission of the School of Business and Industry's at Florida A&M University is to produce graduates capable of excelling as future leaders in global business, industry, and commerce (Florida A & M University, 2011). In order to facilitate this growth SBI desires to utilize electronic tools to assist with its course management and delivery functions (Cannon, Davis, Ward, and Suarez, 2009; Cobb, Washington, Twiggs, & Suarez, 2007; Suarez, 2007). The Professional Leadership Development Program within SBI can benefit immensely by employing these modern technologies. The tools will provide alternative methods to enhance students' communication skills and develop ubiquitous access to quintessential information. Given today's advancements in technology there is no reason why students should not be constantly notified of information that will have a positive effect on their business career.

This paper will review a subset of these promising technologies. In addition, the usefulness of these technologies will be illustrated through an exemplar describing the deployment of PLD's communication infrastructure, which employs the three-dimensional pedagogy model. This enhanced communication structure desires to make communicating information effortless and understandable for incoming as well as current students.

Three-Dimensional Pedagogy

Today's pedagogical methods have changed as technology has moved into the center stage. Concepts like distance-learning, social networks, Wikis, and other emerging collaboration technologies have helped meet the challenges of an ever-growing reliance on IT although many of these methods have brought mixed results while being utilized both in academia and business environments. As technology continues to develop at a blazing pace, the pedagogical methods used to teach it are evolving as well.

Shabazz and Suarez (2004) have introduced an approach entitled "three-dimensional pedagogy" which has been used to teach IT to graduate business students at Florida A&M University's School of Business and Industry (SBI). The authors claim that this method of teaching have helped the advanced student enhance a broader set of critical competencies. The pedagogical model consists of three integrated silos: technical, applied and policy as displayed in Figure 1. These three silos combine a variety of interactive techniques to create a "value-added" student with enhanced metaskills for business management.
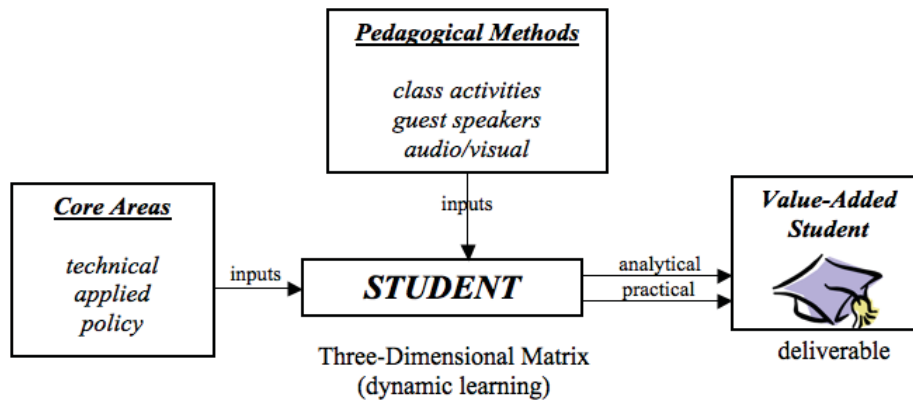
Figure 1. Three Dimensional Pedagogical Model

The matrix intended use is to accommodate the various learning styles of the students to ultimately provide a zestful learning environment to meet the dynamism of the technology industry. The student would be the product going through the process of "production." The deliverables are analytical and practical knowledge attainment in the three core areas.

This three-dimensional pedagogy has also been utilized within the Professional Leadership Development Program (PLD) at SBI. The PLD program is designed to serve as a "Bridge to Business" and consists of a series of planned activities, which stress confidence-building, oral and written communications, goal-setting, results orientation and time management. In addition, students use the skill sets learned in academic courses and apply them to courses organized around a series of modules or components primarily for behavioral competency development. Furthermore, students enhance their business knowledge base through a continuous array of challenging projects and functions carried out through team activities in "company" and "club" settings.

In this age of emerging technologies, flexible methods are needed for the deliverance of course content. Electronic tools such as SNS can assist with this need as the three-dimensional pedagogy is applied to both academic and professional development leadership courses within SBI. The PLD program specifically expressed a desire to explore how these technologies can assist with its communication infrastructure.

Understanding the Professional Leadership Development Implementation Exemplar using the Three-Dimensional Pedagogy

Project Overview

The Professional Leadership Development (PLD) program within the School of Business and Industry (SBI) has worked to train students in the soft skills needed to be successful within the corporate business world. An essential element to this program has been the organization's ability to disseminate the proper information to the correct body of students. Prior to this study, the communication infrastructure has been managed and facilitated through the Blackboard Academic Suite version 7 (Blackboard, 2012). Faculty and student leaders have utilized Blackboard as a communication tool to collect students information to develop teams, post and collect assignments, set schedules, and send event notification emails. Unfortunately, this communication process has become convoluted and proved increasingly inadequate. The key factors limiting this infrastructure include a lack of user friendliness and training materials, an inability to alert students of last minute changes by mobile means, and a lack of understanding for the culture of SBI and the PLD program by new students.

The infrastructure that is designed must have the ability to effectively communicate via a variety of mediums, such as voice, email, texting and posts. It must be attractive and easy for students to use within the program core areas via the pedagogical methods as advocated by the three-dimensional pedagogy model. In addition, the administrative access controlling the communication infrastructure should create a process to provide a faster and more consistent flow of information. Finley-Hervey, Suarez-Brown, and Thompson (2009) state that the overwhelming majority of current students keep in touch, network, and supply information for business purposes using SNS. With this in mind and through analysis of the current infrastructure as well as interviews with professors and student leaders the following objectives were selected and implemented:

Objective #1: Establish an online dynamic infrastructure that will provide instruction to new students and faculty as well as provide an online calendar to keep abreast of current SBI and PLD events

Objective #2: Explore additional technological advantages to digitally store and disseminate materials and resources needed for SBI's PLD, its student ran companies, communication and culture

Objective #3: Create a set of procedures, policies, and training materials needed to maintain the aforementioned objectives

Due to the additional insight provided by the project client, the following objectives were included:

Objective #4: Developing a master calendar for more efficient communication about activities/events

Objective #5: Incorporating mobile alerts and reminders into the communication processes of PLD

Objectives #6: Providing PLD Previews of TV-Tapings, Close Ups, etc. to prospective students, as well as student access to a repository of historical and developmental documents such as mock interviews, resume writing, etc.

Objective #7: Wiki pages for each SBI PLD company

Current State of PLD communication infrastructure

The current process of communication within the PLD department in the School of Business and Industry is antiquated. At the time of this study there were no set processes to follow regarding how different types of information are distributed. The main methods of disseminating information within SBI were via email, posts on Blackboard, and word of mouth. Electronic delivery of information was often delivered via the following steps. First, at the beginning of each semester all students were instructed to input their personal information (e.g. email address, phone number, class scheduling information, etc.) in Blackboard so that it can be used for communication purposes. This information was populated on Blackboard and then exported into a spreadsheet for the professors and student-run company leaders to utilize. Each student leader was partnered with various faculty and staff throughout SBI who provided them with information concerning details of events and other information that must be passed along to students. Once the student leaders received the information and details on events, they utilized Blackboard to send out email notifications to inform students about important events going on throughout SBI. In addition to emails, the student leaders also used Blackboard as a place to post any information that may be of use to students. There was also a calendar feature on Blackboard, which some events are placed although it was rarely used. Figure 2 displays a data flow diagram (DFD) of this process and includes three sources/sinks: STUDENTS, ROUNDTABLE (Student-run company leaders), and PLD TEACHERS.

Though the current system was to some extent effective, its main shortcoming was the amount of time that it took to get information disseminated. The current infrastructure did not utilize the latest technology

to allow students, faculty, and staff to receive the most accurate information in a timely manner. Most SBI students seldom visited the Blackboard site, many didn't check their email on a regular basis, and most received information via word of mouth at the last minute. Thus, whenever there was time sensitive information, the likelihood that this information reached the target audience in enough time to be useful was very small. Thus, there was a large need to create a better communication infrastructure that will deliver information in a more time efficient manner.

The current SBI PLD communication infrastructure desires to become a streamlined communication process that must adapt to the changing environment. It is vital that the all SBI stakeholders receive consistent event and notification information instantaneously. Students have the capability to utilize updated technologies which can reduce error and increase the speed of messages being delivered whether it is basic information, event notifications and changes, or obtaining access to the PLD calendar. The current system is not capitalizing on the various technological applications available for SBI to remain competitive.

Proposed Infrastructure

The proposed recommendations aspire to revise the current communication processes within PLD and utilize a more streamlined infrastructure to accommodate faster and more relevant communication between all levels of the process. Based on the project objectives, the new infrastructure can contribute to: faster dissemination of information from faculty, student company leaders, as well as from peers, to the students; an increase in student participation in the PLD learning component through the sharing of information and experiences with peers; and the broadening of student learning activities by faculty users. Also, it can utilize a more reliable and widely used master calendar (including automated event reminders) and mobile alerts to keep students abreast of upcoming events and activities, the efficient management of files and improved processes for incorporating new files into the system, as well as the use of social media for certain classroom activities and for sharing information. To accomplish this goal, users (faculty and student leaders) will be properly trained to service the infrastructure's needs. This will help to prevent any unforeseen problems or delays fulfilling its purpose to its end users, SBI students.

From a system flow perspective, the ideal processing of data and information may start at either of the inputs (e.g. students, faculty, student company leaders, administration, etc.) to generate the needed information (for example identifying personal information from a student that will assist in grouping of students for alert groups). From there, information can be

adequately stored (in regards to documents that will remain within the infrastructure for an extended amount of time) or passed on to the appropriate group/entity (i.e. various dates of PLD events will be posted on the master calendar with the proper reminders set). The information can then be processed into a new form of information (e.g. a mobile alert and/or reminder) and appropriately disseminated. Most of this processing may be managed by faculty, student leaders and Information Computing Services (ICS) which is a technology student-run company, so proper training is needed to ensure the process is as efficient as possible. The updated data flow diagram (DFD) and Structured English are displayed in Figures 3 and 4. Figure 3 displays the following sources/sinks: STUDENTS, PLD TEACHERS, ROUNDTABLE (Student-run company leaders), ICS, and EXTERNAL USERS.

Therefore, short- and long-term recommendations have been established to assist with reaching the goal of greater ease and efficiency within the PLD communication process. With proper implementation and training, the new infrastructure will certainly make life easier for the entire PLD department.

Short-Term Recommendations:

1. <u>**Use a Wiki site**</u> to make it easier for documentation and collaboration among SBI PLD professors, the student run companies, and the entire SBI student body. The Wiki site will support objectives 1, 2, 4, 6, and 7.

   The process begins by:
   a.   Creating the PLD Wiki and Wiggio sites
         It was decided that the most effective Wiki page that should be used is Google Sites in combination with Wiggio. A Google site is a free and easy way to create and share webpages (Google Sites, 2011). Wiggio is a completely free online toolkit that makes it easy to work in groups (Polivy and Lampert, 2009). The PLD Wiki and Wiggio sites will help to give the PLD office the boost of productivity that they need for continuous innovation, smoother information sharing, mobility, information access control and most importantly a secure infrastructure. Other benefits of these sites includes access to group email: where the PLD office can continue to send emails to students or student ran companies if required, keep a shared calendar: which would make providing an online calendar of events much easier, Store and edit documents in one common folder: which allows for real time

multi-person document editing and the ability to host web meetings, conference calls, chartrooms, text and voice messages: which would allow the PLD office to communicate via free voice calls and text messaging. (Wiggo.com)

b. Professional Leadership Development Courses can require all SBI students to join the PLD Wiki and Wiggio sites. Once a student is enrolled in PLD they will receive an electronic invitation that will allow them to enroll in both sites.

c. Train students and faculty on the PLD Wiki and Wiggio sites capabilities

   i. Training for the sites can consist of reference guides that will be created to include all policies and procedures for every aspect within SBI. This will allow for communication to flow while maintaining an overall understanding of how things are supposed to be and not what one thinks. This document will also serve as a training manual for all upcoming leadership. Lastly a training program will be created for all new leaders within SBI.

   ii. Job Preparation Videos (interviewing, writing resume, and . The PLD Wiki site allows videos to be shared on the website. Hence, it will assist with the objective of digitally disseminating materials and resources. Providing the capability for students to review videos and documents geared to career development will help students be more prepared when seeking job. Students learn in various

   ways and the facilitation of visual tools will only enhance their success when pursuing a full time or internship position.

d. PLD historical records – PLD in Action

   i. Since the PLD Wiki site allows videos to be shared on the website to external users, this advertisement can help expand the SBI brand because it will demonstrate and further promote SBI student's business knowledge and professionalism. SBI will be able to utilize this tool to for recruiting purposes and these tools will help enhance the SBI culture.

e. Master Calendar and announcement for events such as Forums, PLD Receptions, etc.

   i. The Master Calendar will also provide a means to display all dates of important events, such as the scheduling of PLD Receptions, forums and visits of corporate guests.

   ii. Utilizing a Master Calendar where various individuals are able to make changes will improve communication in real-time. The Wiggio site will allow every authorized stakeholder from

the PLD professors to the PLD company leaders to update the calendar and instant notification will be sent out to the students. Allowing the PLD company leaders to have the ability to update the calendar will reduce the tasks of the PLD professors and wrong information being distributed.

f. Wiki pages for PLD student-run companies

   i. Currently, there is no one place for students to review information about the student run-companies. Also there is no place for the student-run companies to display what their mission, values, and responsibilities are. Over the years, the PLD advisors have been responsible for maintaining the information, however the previous year's leadership (President and CEO of each student-run company) would have information for the company in their respective emails or in a yahoo group. Thus, each year the new leadership would have to re-create everything.

   ii. The PLD Wiki site can have tabs for each of the PLD student-run companies. And, the new leaders will be able to access the information from the previous year easily. The Wiki page can provide a central location and a repository of information.

   iii. Information Computing Services (ICS), Inc. is a student-run company that can be responsible for maintaining information and providing updates of PLD events and announcements on the PLD Wiki site

2. **Utilize a Mobile Alert System**

   a. The mobile alert and reminder technology will allow the PLD department to rapidly and easily transmit messages via e-mail, Short Message Service (SMS), Instant Messaging (IM) and voice notification via text-to-voice translation for any phone number in the United States and have around-the-clock access to contacts and communication. The recommended Wiggio site will enable the access to free text messaging and voice calls.

   b. The PLD department will notify the students of the new mobile alerts and reminder technology and require the students to sign up to receive urgent text messages. The text messages being sent out should be urgent last minute changes to an event location, time, etc. Once the students sign up for the text messages, the SBI PLD department will be able to

send a message that goes to all the students who signed up instantly. The students will sign up for the text messages by their respective teams or PLD classes. Hence, text messages will only go to the students that need the information. The cost to receive the text messages would vary based on each student's cell phone plan. Students who do not have text message in their cell phone plan or who do not have unlimited text messaging, will need to utilize the traditional method of communication, email. It is already an expectation for SBI students to check their emails daily.

3. **Create procedures, policies, and training materials**

The manual proposed is a guide that will give SBI professional leadership development department step-by step instructions on how to utilize the technology to increase the communication capabilities. The Wiki site will allow students to easily retrieve information and reduce contacting the PLD professors or SBI company leaders. Training materials and sessions will be initiated to answer questions from all the stakeholders (faculty and students). Successions plans need to be in place so that successors are identified and trained before individuals who currently possess the technical knowledge of the specific system leave the organization. Training is essential for the success of any dynamic infrastructure. Monthly, and as needed, training should be done to keep professors as well as students up to date with system changes.

Long-Term Recommendations

At the time of this study, the communication infrastructure used was Blackboard 7. The aforementioned short-term recommendations along with their functionalities were not present in Blackboard 7 and thus provided a transition to move forward with updated technologies. The long-term recommendation for the Professional Leadership Development (PLD) Department includes transitioning to Blackboard 9.1 and to continue to employ any short-term recommendations should the version of Blackboard not provide these features (Blackboard, 2012). Though Blackboard 7 has many shortcomings, Blackboard 9.1 seems to have much more versatility. Also, Blackboard 9.1 supports objectives 1, 2, 4, and 6 and provides a familiar frame of reference for our client. Furthermore, at the time of this study Blackboard 9.1 stated it will also provide alert notifications, however,

this feature is only functional via another package entitled Blackboard Connect (Blackboard Connect, 2012).

Blackboard 9.1 has the means of meeting the communication and organization objectives of the PLD department. The website will be come a repository for information and reduce information redundancy that is a critical issue for the department. Blackboard 9.l is a social learning and teaching tool that fosters more logical, visually impactful, and active learning opportunities for students, helping them stay connected to their educational experience 24 hours a day (Blackboard, 2012). Blackboard 9.1 incorporates Wikis and enables active collaboration around course content and group projects. Users can collaborate on a document using only a web browser. The PLD professors can see the process and evolution of the work and even participate. Furthermore, the PLD professors can see each participant's contributions and grade accordingly.

Blackboard 9.1 also easily integrates rich media learning content using Web 2.0 resources from YouTube, SlideShare, and Flickr (Flickr, 2012; SlideShare, 2012; YouTube Explained – an Overview of Google Video Sharing Tool, 2012). The PLD professors can deliver more engaging course content in a convenient and powerful way by searching, finding, and inserting in a few clicks. Blackboard has added an accessible wrap around the YouTube player to make it accessible to everyone. The media learning tools using Web 2.0 resources will assist with posting PLD historical records (PLD Preview, TV-tapings, close-ups, etc.) and job preparation videos (interviewing, writing resume and cover letter), etc. Lastly, the integration of the Blackboard Connect platform, which must be purchased separately, can provide students the alerts and notifications they need to better manage academic priorities and course deadlines. Students can stay informed of vital course-specific updates and deadlines through the familiar Blackboard Learn interface (Blackboard Learn, 2012). At the time of this study, the OIT (Office of Instructional Technology) at Florida A&M University stated that Blackboard 9.1 would be available in 2011.

Discussion

If the aforementioned recommendations are made, the communication infrastructure of SBI's PLD program will create a platform where emerging technologies are utilized to deliver consistent and up-to-date information to both faculty and students. The business benefits of the implementation of this new infrastructure include:

- Increase awareness about SBI culture for perspective students, possibly increasing enrollment
- Improve communication within PLD for current students and faculty by reducing error and increasing the speed of messages being delivered
- Enhance classroom activities by using blogs to communicate
- Easy integration into SBI to increase retention rate
- More pleasurable student experience as confusion is drastically decreased
- Increase professor capabilities (SBI does not allow PhD students to teach classes, which will allow additional time for professors to conduct research. With this system professors should have more time to conduct research although still not as much as professors at universities where graduate students do teach classes)

The purpose of the enhanced infrastructure is to improve the learning experience of students, streamline the communication process between faculty and students, and provide greater efficiency in the management and dissemination of information. The process involves gaining a comprehensive understanding on how information is collected, stored, updated, accessed and distributed updated. The study's objective was to create an infrastructure that will produce efficient management of information for the PLD faculty and students. Moreover, the new infrastructure will provide instruction to new and existing students as well as faculty to the SBI PLD culture and training for individuals who will be responsible for facilitating this process. Lastly, the improved online infrastructure will put in place procedures and processes that ensure the fulfillment of SBI and PLD's mission.

By enhancing the current system, the PLD department will operate more efficiently. Incorporating the new technologies will allow for a better flow of information throughout the whole infrastructure. The ability for updates to be immediately communicated to those affected, the culture of SBI to be at the fingertips of all who are interested and to incorporate new technologies in the classroom are all aspects that will not only enhance the system but SBI entirely.

Conclusion

The implemented infrastructure will be tremendous value added asset to the PLD program within the School of Business and Industry at Florida A&M University as it can be implemented with immaterial monetary cost. The cost-benefit analysis of the project, along with the rest of the feasibility

assessment indicates that the infrastructure that is being proposed will prove to be cost effective; being that the use of social networks, in this instance Wiki pages and Wiggio, are mainly offered as free web sites/toolkits to the public. The new infrastructure calls for the utilization of technology and equipment that SBI already possess and students already have access to. These technologies include, computers, Internet access, mobile alerts, Blackboard 9.1 and much more.

As the Professional Leadership Development (PLD) Program continues to utilize the three-dimensional pedagogy and as students continue to employ electronic tools such as SNS, the PLD communication infrastructure will be enhanced considerably and the objectives will be achieved. The Wiggio and Wiki sites are primary tools, which can be used immediately to implement these enhancements. These sites will enable students to stay up-to-date with current events that are taking place within PLD, and have access to tools, which can enhance their job preparation. The transition of moving to the Blackboard 9.1 long-term recommendation should not be difficult as its capabilities become better incorporated into the campus wide technology system. It is important that SBI proactively integrates its use into the proposed communication infrastructure to ensure the latest technology efficiently disseminates information in a timely manner.

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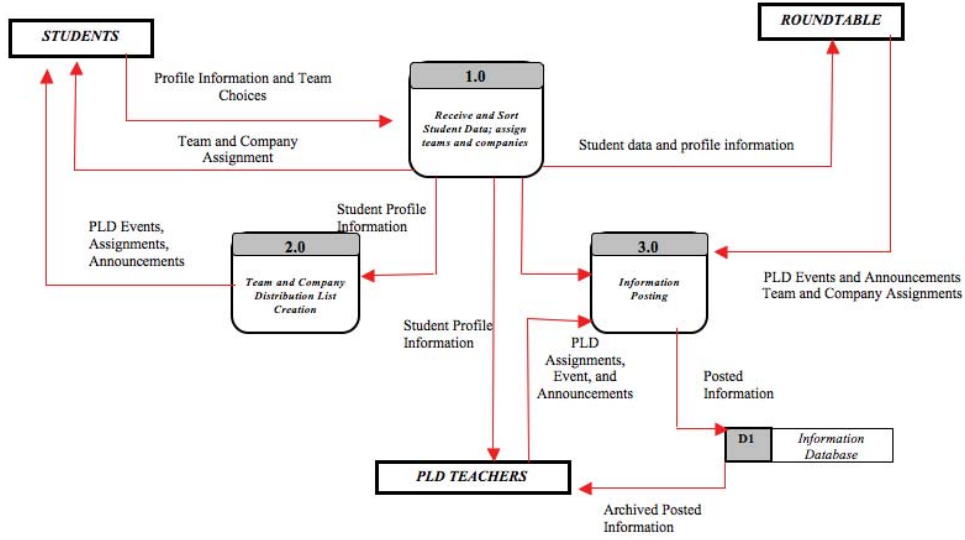YouTube Explained – an Overview of Google Video Sharing Tool. (2012). Retrieved from http://google.about.com/od/moreaboutgoogleaps/p/youtubeprofile.htm.

Figure 2: Level-0 Data Flow Diagram for Current PLD Communications Infrastructure

Figure 3: Level-0 Data Flow Diagram for Proposed PLD Communications Infrastructure

Figure 4: Structured English for Proposed PLD Communication Infrastructure

Process 1.0: Receive and Sort Student Data: Assign Teams and Companies
DO
      DOWNLOAD student profile data
      ORGANIZE raw data into clear information
      SORT information to assign students into first choice teams and companies
      BEGIN IF
          IF first choice for teams and companies are full
          THEN ASSIGN students to secondary teams and companies
          ELSE DO nothing
      END IF
      EMAIL the Team and Company list to the Roundtable
END DO

Process 2.0: Post relevant PLD information
DO
      PUBLISH the Team and Company list excluding student identification numbers, phone numbers, and professor's name for each student on Blackboard
      PUBLISH events on Blackboard
      PUBLISH announcements on Blackboard
      PUBLISH assignments on Blackboard
END DO

Process 3.0: Student Retrieval
DO
      DOWNLOAD the Team and Company list from Blackboard
      BROWSE calendar for events on Blackboard
      REVIEW announcements on Blackboard
END DO

Process 4.0: PLD Preview Posting
DO
      ATTAIN recordings of TV Tapings, Forums, student-run company introductions
      PUBLISH attained records on the wiki
END DO

Process 5.0: Calendar Event Posting
DO
      ATTAIN events from Blackboard
      PUBLISH events on the Wiki
END DO

Process 6.0: Blog Comments Postings
DO
       PUBLISH trending PLD topics on wiki
       REVIEW comments made by Alumni, Firms, and Incoming Students
       BEGIN IF
           IF comments require an answer from students
           THEN RESPOND to the Alumni, Firms, and/or Incoming Students questions
       END IF
       BEGIN IF
           IF comments deemed inappropriate according to University guidelines
           THEN REMOVE comments from the wiki
           ELSE DO nothing
       END IF
END DO

Process 7.0: Wiggio Processing
DO
       ATTACH budget and time chart to assignments folder in wiki
       THEN MOVE to E-Nothing book file
       THEN POST to specific professor file
END DO

Process 8.0: Sending Mobile Alerts
DO
       SELECT message tab from home screen
       SELECT type of message you want to send
       TYPE announcement/messages
       CLICK send button
END DO

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