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Work-Life Balance Effective Strategies to Enhance Personal and Professional Success

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THE REFRACTIVE THINKER®
THE REFRACTIVE THINKER

AN ANTHOLOGY OF
DOCTORAL WRITERS

VOLUME XXI

Work-Life Balance
Effective Strategies to Enhance
Personal and Professional Success

Edited by Dr. Cheryl A. Lentz



THE REFRACTIVE THINKER® PRESS

*The Refractive Thinker®: An Anthology of Higher Learning
Vol. XXI: Work-Life Balance: Effective Strategies to Enhance
Personal and Professional Success*

The Refractive Thinker® Press

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Testimonials

Brian Jud



Executive Director of the Association of Publishers for Special Sales, author of 14 books including *How to Make Real Money Selling Books* (2nd Edition)

<http://www.bookmarketingworks.com/>

Authors always want to know the latest out-of-the-box strategy to sell more of their books. *The Refractive Thinker*[®] series adopts this innovative-thinking approach, so you can get your doctoral research out of academia and into the hands of those who need it. This volume, specific to the field of work-life balance is a particularly good example of how to make that happen regarding strategies to enhance workflow and productivity. There is no need to go it alone. Join your colleagues on a journey in search of innovative solutions as you navigate the landscape of business.

Clarissa Burt



CEO/Founder of *In the Limelight*

<https://clarissaburt.com/>

<https://clarissaburt.com/magazine/>

Learning doesn't always happen in a formal classroom; sometimes one learns from the school of hard knocks and experience. *The Refractive Thinker*[®] series looks to connecting these two worlds of business

and learning in this volume regarding work-life balance—the ability to focus on strategies for effective personal and professional outcomes. A refractive thinker® is one who never settles for anything less than everything, daring to question what is, in favor of what might be. Dr. Cheryl Lentz dared to change the model of academic publishing by understanding the power of connection between education and business—to make research more accessible to business owners and entrepreneurs. No one benefits from playing small, particularly with one’s personal passion in the world of knowledge. Refractive thinkers play on a big stage, truly desiring to change their world and ours. Join them.

Mark James



Business speaker. President/Founder, Performance Advisors Group, Inc. Delivering results that count, that can be counted for B2B companies.

<https://www.linkedin.com/in/performadvisors>

The journey to success, personally and professionally, is rarely without barriers or twists in the road. As the name implies, *The Refractive Thinker®* series is an excellent source of knowledge to help you change direction through barriers to overcome them and proceed onward to your goals. And this book will be an invaluable companion to your work-life journey.

Abby E. Gooch, C.E.O., Life Force Connection



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Dr. Cheryl Lentz is a beautiful soul full of integrity and love. I feel so blessed to have had her guest as a guest on *Oneness Talk* radio and I know anyone who comes across her path will be blessed! Be sure to review the wisdom offered by her and these scholars regarding the importance of work-life balance for your life.

Philippa Bagley



CEO/Founder of The Business Accelerator Academy and Coaching

Business Judge and Board member

<https://businessacceleratoracademy.com/>

<https://businessacceleratorcoaching.com/>

Over the last decade the world has seen at least three “black swan” events causing unpredictable and major impact on our societies. Throughout all the uncertainty, the workplace has been forced to evolve time and again. This latest volume of the *Refractive Thinker*[®] helps you to continue the evolution of your businesses and your teams with practical, tangible advice to help find balance in an ever-changing world, and help those around you find stability where sometimes there seems to be none.

Elmer Hall, DIBA, MBA



Doctoral Facilitation, including
Dissertation Mentoring, for the University
of Phoenix

Co-author in multiple volumes of the
Refractive Thinker® series

<http://ScenarioPlans.com>

<http://DelphiPlan.com>

“There’s got to be a better way!” The idea for the Refractive Thinker was born on the graduation of Dr Cheryl Lentz as she finished her dissertation and contemplated the best way to publish her first article from her dissertation. The *Refractive Thinker*® lets newly minted doctors publish their findings quickly and efficiently in an anthology that is edited and reviewed. Plus, the royalties accrue to the authors. Now, with more than twenty editions of the RT, it turns out there really *is* a better way!

Congratulations, Dr. Cheryl, for truly taking a refractive view and creating a better way to publish.

*Everything you want is downstream . . .
just let go of the oars and the current will carry you.*

—ABRAHAM HICKS

Foreword

Amberly Lago

My life was forever altered by a horrific motorcycle accident that shattered my right leg and severed my femoral artery. In an instant, my life changed from being a professional dancer and a nationally recognized health coach, to a person confined to a hospital bed fighting to stay alive.

I was given a one percent chance of saving my leg from amputation and at times, felt like giving up. I mean, have you ever felt that way? Like it was all just too hard?

When life gets turned upside down, it's important to hold on to faith, dig deep to find your grit, stay connected to those around you and give yourself some grace. Know that you're human. Know that sometimes life hurts. Know that sometimes life changes in an instant. The secret is to keep showing up.

Another secret is when the going gets tough, the tough know when to reach out to others and ask for help. Knowing you don't have to do this thing called life alone is such a gift that I remind myself often.

I eventually overcame 34 surgeries to repair my leg and spent thousands of hours in excruciating physical therapy learning to walk again. This took endless prayers, a lot of resilience, and the support of my family and friends.

It took a catastrophic, life-changing accident for me to take a hard, careful look at my life—where I'd been, where I was going, what I valued most, and what I wanted my life to look like. So,

while it was an authentic catastrophe, it turned out to be anything but catastrophic. Through it, I developed a perspective on my life, the kind of perspective you can't get except by looking from the outside in, it has helped me think more clearly. I have learned just how powerful the human spirit is and you have the power to create the kind of life you want even when external circumstances narrow your possibilities.

This book by Dr. Cheryl and her Refractive Thinker® scholars offers resources that will keep you move forward. It is filled with the research and wisdom you need to find alignment and create harmony in your work and life. Pay close attention to these strategies and pearls of wisdom and use them to keep going step-by-step, day-by-day to find your *True Grit and Grace*.

Be sure to share your story. When share your story, it offers hope for those who might just need a hand as they move through their journey.

Amberly Lago

2x Bestselling Author, TEDx Speaker, Podcast Host of *True Grit and Grace*, Founder of UNSTOPPABLE Life Mastermind
Visit www.amberlylago.com

Preface

Welcome to the award winning Refractive Thinker® doctoral anthology series. We are thrilled to have you join us for the 21st volume in the series, *The Refractive Thinker® Vol XXI: Work-life Balance*. Join us as we continue to celebrate the accomplishments of doctoral scholars from around the globe.

Our mission continues to be to get research off the coffee table, out of the Ivory Tower of academia, and into the hands of people who cannot only use but benefit from the many insights and wisdom found from doctoral research results and findings. Our intention is to continue to bridge the gap from the halls of academia into the halls of the business world. *The Refractive Thinker®* series continues to offer a resource from contributing doctoral scholars as they offer their chapter summaries of doctoral research well beyond the boundaries of a traditional textbook. Instead, the goal for this series is to use refractive thinking strategies to push the boundaries beyond conventional wisdom and to explore the paths not yet traveled, particularly in this evolving digital age.

As we move into the summer of 2022, this peer-reviewed publication offers readers insights and solutions to various challenges within work-life balance. Our hope is for you to find answers regarding these unique challenges managers and leaders face in finding effective strategies to enhance work-life balance. Within these pages, scholars offer insights regarding new and emerging trends within work-life balance to include topics such as employee engagement, effective strategies to enhance work

productivity, managing conflicts, balancing paid and unpaid work, reconciliation through organizational culture, regaining vivostasis after a crisis, balancing personal, social, and professional capital, addressing generational challenges, and how the global pandemic caused an educational one. Let these scholars help you find more effective ways forward.

This volume will continue to shape the conversation of future success in business to examine proven strategies for continued excellence and profitability that have come from the research and pens of professional academicians and scholars around the world. The premise is to think not only *outside the box*, but also *beyond the box*, to create new solutions, to ask new questions, to proceed forward on new roads not yet explored or traveled. Our premise is to review academic research in a simple to digest executive summary format to offer new ways for business leaders to think about effective practices for strategies in their business based on what new research has to offer specifically growing the future of business.

With this volume, we continue to include a section to the series where Dr. Cheryl Lentz, *The Academic Entrepreneur* concludes each chapter from a business point of view to link this doctoral research to applications for your business.

Remember, not only does *The Refractive Thinker®* series offer a physical book, we offer eBooks (Kindle, Nook, and Adobe eReader), and eChapters (individual chapters by author) that highlight the writings of your favorite Refractive Thinker® scholars, available through our website: <http://www.RefractiveThinker.com>, as well as www.Amazon.com. Be sure to visit our social media including Facebook, Twitter, our YouTube Channel, and our profile and groups on LinkedIn® for further discussions regarding the ideas presented here.

We look forward to your continued support and interest of the more than 180 scholars within *The Refractive Thinker®*

doctoral community who contributed to this multi award winning anthology series from around the globe. Our mission that began with Volume 1 many years ago is to bring research out of academia for application in the world of business to provide answers to the many questions asked.

Acknowledgments

The foundation of scholarly research embraces the art of asking questions—to validate and affirm, what we do, and why. Through asking the right questions, the right answers are found. Leaders often challenge the status quo, to offer alternatives and new directions, to dare to try something bold and audacious, to try something that has never been tried before. This 23rd publication of our beloved multiple award winning *Refractive Thinker*[®] series required the continued belief in this new publishing model, of a peer-reviewed doctoral anthology, by those willing to continue forward on this voyage. (This is Vol. XXI, however, we published Vol. II three times!)

We are grateful for the help of many who made this collaboration possible. First, let me offer a special thank you to our **Peer Review Board**, to include Dr. Judy Blando, Dr. Karen Balcanoff, Dr. Tom Woodruff, and myself; and our **Board of Advisors** to include Brian Jud and Dr. Jody Sandwisch; and media consultant and partner, Rebecca Hall-Gruyter and her amazing team.

My gratitude extends with a well-deserved thank you to our production team: Gary Rosenberg (production specialist) and Joey Root, designer of the original *Refractive Thinker*[®] logo.

Thank you. We appreciate everyone's contributions to this scholarly collaboration.

Job well done! My best to our continued success!

Dr. Cheryl Lentz

Managing Editor and Chief *Refractive Thinker*[®]

CHAPTER 9

A Global Pandemic Caused an Education Pandemic

*Dr. Teresa Sanders, Dr. Loise Gichuhi,
Dr. Judy Blando, and Dr. Cheryl Lentz*

Two components of academic excellence are continuity and predictability (Noddings, 1991; Pierantoni, 2017). Students need academic consistency, especially at the early elementary levels, for optimal learning (Hemmeter et al., 2006; Pierantoni, 2017). Continuity and predictability are interrupted by internal and external factors that are sometimes beyond the control of education stakeholders (Coleman & Collinge, 2006). The unpredictability of crises can negatively affect people and disrupt the education sector and peoples' livelihoods. Education systems, families, students, and educators struggle to maintain optimal learning environments because of the 2020 pandemic (Coleman & Collinge, 2006). *Learning poverty* means children are unable to read and understand simple text by age 10 (The World Bank, 2021a), and the situation is likely to continue with ramifications on educators who strive to maintain work-life balance while focusing on the national and international goals of education.

The 2020 pandemic caused unprecedented and unexpected confusion about the origin of the contagion, what to do about the spread, and the timelines of the infection rates. More than 1.5 billion children from 195 countries were affected by school closures (UNESCO, 2020a; UNESCO, 2020b; The World Bank,

2020b). Globally, educators, children, and parents dealt with the effects differently and for some learners, it worsened and exacerbated educational poverty (Save the Children, 2016) and learning poverty (The World Bank, 2019). The scholars of this chapter contend the 2020 pandemic created an educational pandemic that may take years to fully understand and appreciate.

Approximately 258 million children were not in school in 2020 (UNESCO, 2020b). Many of these children were in low- and middle-income countries (LMICs) that frequently have natural and manufactured disasters that present unique challenges for their respective educational systems (UNESCO, 2020a). Despite the disruption of the pandemic, educators remained responsible for ensuring children achieved academically. The widening learning gaps resulting from the pandemic can interfere with work-life balance for educators (Noufal & Naseema , 2021; Texas Association of School Business Officials, 2021).

As the global population strives to find better methods to respond to the 2020 pandemic and strengthen its capacities to respond to future crises, understanding how the 2020 pandemic affected and continues to affect the educational systems is important. The goal of the current analysis is to contribute to this deeper understanding using a refractive thinking approach by identifying facets important to educational continuity and sustainability. The authors will examine how the 2020 pandemic affected and continues to affect a profession with a long history of poor work-life balance and offer discussion regarding the impact on students, educators, and parents. One suggestion is to help education administrators formulate a plan to minimize class disruptions without spending time and resources recreating teaching methods already available. Research includes refractive thinking approaches for solutions in a post-pandemic society with the inclusion of existing online modalities regarding work and educational balance, priorities, and focus.

Influence of the Pandemic on Educators

Educators found maintaining a healthy work-life balance was difficult during the 2020 pandemic when the mandated quarantine forced them to work from home (Jakubowski et al., 2021; Mactal, 2020). Teachers were not prepared for the challenges that accompanied the unplanned transition to virtual learning and were overwhelmed (Casale & Lentz, 2020). As the 2020 pandemic persisted, the challenge of meeting students' needs effectively online became so significant that many educators left the profession (Zamarro et al., 2021). For educators, the goals of education were once thought to be simple and steeped in tradition, to educate the next generations to join the workforce as productive members of society (Brookfield, 1987). These goals changed with the 2020 pandemic, shifting the educational environment in a different direction for some educators and creating an educator crisis, an educational pandemic.

A 2021 RAND Corporation survey results indicated nearly 25% of teachers nationally have a desire to leave their jobs at the end of the school year, compared to a pre-pandemic average turnover rate of 16% (Steiner & Woo, 2021). If one-fourth of educators leave the profession, the effect could paralyze teachers who remain by increasing their workloads. In regions with developing economies and perennial teacher scarcity, this will worsen the supply and demand for teachers hindering their work-life balance, which is already in jeopardy.

With the abrupt transition to remote teaching and learning, educators were not prepared for the transition and found adapting to the changes difficult (Gichuhi, 2021). Redesigning online content and rebuilding the capacity of educators was a concern for school districts nationwide and continues to challenge Ministries of Education outside the United States (Barrot et al., 2021). Educators could have played a significant role in the early days of

the transition to online or hybrid delivery, but they did not have the skills or the experience to lead blended learning. In Kenya, teachers stayed home for 9 months when children and parents needed them most (UNESCO, 2020c). Teacher morale declined, teachers were exhausted and overwhelmed while implementing remote teaching, socially distanced classrooms, or a combination of the two (Khanal et al., 2021; Kurtz, 2020; The Guardian, 2020). The 2020 pandemic forced education administrators to review academic delivery options such as online learning and in-person or virtual hybrid approaches as institutions from all levels sought to find an effective way forward to deliver education during the pandemic.

Online Education

Online education has been in existence since the early 1990s (Sarkar, 2020). The University of Phoenix brought higher education to the forefront in 1976, testing the resolve of many institutions of higher learning to include the Ivy Leagues. The University of Pennsylvania offered its first fully online bachelor's degree in 2019 (The Best Online, 2021). Online modality is an effective method for academic service provision for those not able to participate in traditional, in-person or in-residence education.

Virtual learning is a convenient and robust style of education (Miller, 2019). Hybrid models such as Embry Riddle's Eagle Vision program (synchronous and asynchronous) are a combination of online and in-residence options to offer a fit between student learning style and lifestyle with a proven academic model to achieve optimal educational outcomes (Miller, 2019). No longer confined to higher education, online and hybrid modalities offer options like competency-based learning and independent study as viable alternatives within the K-12 setting. New technologies offer alternatives for marginalized at-risk groups of students like those with

behavioral challenges, juvenile delinquency, students with disabilities receiving special education services, and pregnant students.

The 2020 pandemic created a crisis that was a challenge even with digitally advanced options that were already mainstays of higher education, which became a necessity for primary grades when the 2020 pandemic forced the closing of schools as a method to restrict the spread of the virus (Adnan & Anwar, 2020). With new rules of wearing masks, social distancing, and no in-person contact, online education became a viable and already tested solution.

No Need to Create New Methods

Higher education transitioned to methods that already existed. Online education was not a new service, but different methods of delivering already in existing models and hybrids (Casale & Lentz, 2020). Other institutions not prepared to deliver instruction in other formats or did not know or believe in the power of online education, were behind in the transition. Educators had to learn on the job during the 2020 pandemic crisis because of failure to plan and to learn new tools that existed for more than 20 years (Porter, 2020).

Another paradigm shift occurred in education. Institutions that applied a refractive thinking approach were prepared. They transitioned to online learning with ease with infrastructures and systems already implemented (Lentz, 2021). Refractive thinking encourages a redesign of the mission of an educator in their ability to successfully navigate the pandemic while trying to try to maintain work-life balance and concurrently adapting to the 2020 pandemic. Balancing the emotional and academic needs of students challenged educators to explore new methods to find work-life balance for students and parents, and themselves as educators (Lentz, 2021).

Education and Families

The 2020 pandemic affected nearly 70% of children and teenagers worldwide from school closures to prevent viral transmission (Mayurasakorn et al., 2020). The risk of mothers leaving the labor force and reducing work hours to assume caretaking responsibilities amounted to \$64.5 billion per year in lost wages and economic activity (Kashen et al., 2020). The United States could not achieve continued economic growth without action to support the childcare infrastructure and implement progressive work-life policies (Kashen et al., 2020). Children and adolescents lost access to school-based health care services, special services for children with disabilities, and nutrition programs (Chaabane et al., 2021), further exacerbating a stressed educational system.

Family and social relationships can have short- and long-term effects on a person's mental health. Depending on the nature of these relationships, mental health can be enhanced or negatively affected. Companionship, emotional support, and economic support can have a positive effect on someone coping with a mental health problem (Umberson & Karas Montez, 2010).

In households where parents were employed or self-employed, the families had to balance between their busy schedules and keeping and monitoring children at home because of the lockdown in their region. In Kenya, children were left on their own or under the care of older siblings. This situation prevented the parents from monitoring the children and the older sibling would not be able to concentrate on their studies (Gichuhi et al., 2020).

Disabilities

Students who received special education services for learning and other disabilities were at higher risk of academic failure than their non-disabled peers (Diament, 2020). In the United States, students on Individual Education Plans (IEPs) have federally

protected rights to receive the social, emotional, or academic support outlined in their plans (U.S. Department of Education, 2021).

The 2020 pandemic was a formidable obstacle to special education service provisions. While remote learning provided opportunities for special education services, not all students' needs could be met virtually. Services related to social skills and behavior were difficult, if not impossible, to provide remotely (Cantiani et al., 2021). Behavior Intervention Plans (BIPs) are created in alignment with functional behavior assessments to improve student behaviors (Michigan Department of Education, 2020). These plans were postponed indefinitely or were nonexistent during the 2020 pandemic because the technology could not provide solutions to meet the students' needs.

Behavior plans required educators to teach and model alternate behaviors and resulted in changes to how and where students received instruction, classroom seating arrangements, social and academic support, and teacher intervention into a student's behaviors (Michigan Department of Education, 2020). A student's BIP is written for the classroom environment. When school is canceled or switched to virtual delivery, services delivered to students on behavior plans (and other plans) were interrupted. Although districts were not responsible for closures and changes to academic delivery related to the 2020 pandemic, districts remained responsible to ensure children who needed special education services received them as required. Special education service provisions are a time-consuming task for educators, requiring significant work off the clock to meet professional responsibilities. Work-life balance was negatively affected by the 2020 pandemic.

To reduce the negative effect of the 2020 pandemic on students, a need exists to be a holistic approach to education that addresses students' learning, social, and emotional needs. School closures and continued uncertainties related to the 2020 pandemic

reduce the children's support and services, especially those from diverse backgrounds who are at risk of increased vulnerability. School leaders faced unpredictable challenges when schools were closed, which affected students' sense of belonging and self-worth (UNESCO, 2020c).

The 2020 pandemic brought into focus the mental health needs of affected populations including students, teachers, and administration. The prevalence of epidemics accentuates or creates new stressors including (a) fear and worry for oneself or loved ones, (b) constraints on physical movement and social activities from quarantine, and (c) sudden and radical lifestyle changes (Son et al., 2020). The 2020 pandemic caused children to feel anxious, stressed, and uncertain (UNICEF, 2020a). These feelings affected their classwork concentration, and the student mental health status continues to be a concern, despite more than 18 months into the pandemic (UNICEF, 2020a). There should be a renewed focus to understand the vulnerabilities and how governments and stakeholders can create mitigation strategies as the pandemic heads into 24 months in March 2022. Gichuhi (2021) indicated that 10% of parents reported feeling confident that their children can safely use digital gadgets securely without monitoring. Baltacı (2019) found that learners, particularly of younger age, spent most of their time on social media, updating their contacts and status. Cao et al. (2020) noted that social media users spent many hours communicating with an acquaintance and reading new posts while ignoring the negative consequences of social media on mental health. To some extent, the use of social media becomes problematic when it is used to isolate the person from family and friends (Ilakkuvan et al., 2019). Too much social media usage makes it difficult to balance teachers' expectations and that of the student, and leaves the parents worried and frustrated about how the best technology-based gadgets can be optimally utilized for learning purposes (Gichuhi, 2021).

Achieving Work-life Balance

Respecting and acknowledging the importance of work-life balance for teachers is important especially during the 2020 pandemic. Teachers must prioritize their health, be wary of burnout, collaborate with others, take time away from news and technology, and realize every day is a new day to look for what brings each person joy.

During the 2020 pandemic, school closures affected more than 1.5 billion students in 195 countries (UNESCO, 2020a; UNESCO, 2020b; The World Bank, 2020b), leading to an increase in online learning; however, online education had already been increasing in popularity (School of Education Online Programs, 2021). In 2019, 30 states in the United States offered online learning to K-12 students (School of Education Online Programs, 2021), such as K-12.org, and Kahn Academy. The University of Phoenix has been a successful online learning institution since 1976. There was a demand for The University of Phoenix' services. A decade after opening, The University of Phoenix had more students than many colleges in the United States (Hanford, 2020), challenging the status quo of education with new delivery methods with proven success. These new systems came with new skill sets and technology requirements in the application and delivery requiring new training and skill development in innovation and academic triage—matching the appropriate modality to the appropriate student learning style (The World Bank, 2021a).

Teachers must implement refractive thinking skills, which include the ability to think beyond the traditional boundaries of critical thinking. Instead of reflection and evaluation, educators must challenge the boundaries of the constructs themselves. If normal thinking is inside the box, and critical thinking is outside the box, the next step of refractive thinking is beyond the box or removing the box of limitations, suited for the challenges created

by the 2020 pandemic in the application of new adaptation of technology to learning during forced compliance of working at home.

The 2020 pandemic prompted rethinking and refractive thinking about access to technology for households and learners. To create an inclusive and equitable education, stakeholders need to facilitate affordable internet connectivity for all students, especially for students in marginalized areas to allow them access to learning and resources (Gichuhi, 202). This result can be accomplished by supplying different internet options periodically to ensure that every student has access to educational resources regardless of their location. Capital and operational ownership costs can be factored into institutions' budgets to enable stakeholders to plan for short- and long-term accessibility for continuity and sustainability.

Parents need to learn how to engage with their children and help with their education especially with the challenges of technology in a post-pandemic environment. There needs to be a proactive framework on the preparedness and sensitization process for parents to understand their role in enhancing learning at home and school (Malaka & Pablo, 2021). Internet connectivity, cost-effective tools, and affordable bundles are needed to provide virtual learning to all students. As the unprecedented 2020 pandemic continues to create ad-hoc challenges and school closures that affect teaching and learning, there is a need to design working strategies to mitigate the negative effects on students to ensure equity and access (Gichuhi, 2021). With children at home for a prolonged period, parents realized their unpreparedness to manage their children's learning in the absence of traditional school and teacher guidance. This situation remains frustrating and may cause traumatic behaviors among children and some adults.

Conclusion

Leaders of educational systems were not prepared for the challenges that forced compliance in a post-pandemic world. Educators' tools are not new but could be new to educators whose districts did not find value in training online technologies. An assumption included that education would remain in the traditional delivery method of in-person classroom settings. When the 2020 pandemic forced schools to find alternative teaching methods, despite existing technologies and models already in existence in higher education, the challenge of the 2020 pandemic may continue for some time. Training educators in pedagogy (the teaching of children) and andragogy (the teaching of adults) cannot occur quickly. Training of educators takes an investment of time and money that should have been part of the strategic planning and budgets (The World Bank, 2020a). The lessons from the 2020 pandemic will continue to shape future planning to provide access and experience at all levels within educational systems around the globe.

Educational leaders can find improved methods to respond to the 2020 pandemic and strengthen their capacity to respond to future crises. This analysis contributed to a deeper understanding using a refractive thinking approach by identifying facets important to educational continuity and sustainability and how these strategies continue to shape the future conversation of preparation and execution of innovation and technology. Education administrators and stakeholders should formulate a plan to minimize education, class disruptions, and use online teaching methods already available. Discovery in this chapter includes refractive thinking approaches for solutions in a post-pandemic society by implementing online modalities for work and educational balance, priorities, and focus.

THOUGHTS FROM THE ACADEMIC ENTREPRENEUR

The problem to be solved:

- Preparing for and managing crises in education.

The goals:

- Understanding how to prepare for crises by selecting and training educators.

The questions to ask:

- How can leaders effectively prepare to maintain continuity and predictability in education service provision during a pandemic or other large-scale interruption?
- How might work-life balance be reconfigured to reduce task overload, faculty burnout, and higher than normal faculty attrition related to a large-scale interruption?
- How should leaders encourage and facilitate work-life balance among educators during a large-scale crisis?

Today's Business Application:

- Education administrators and policymakers who effectively prepare for widescale crises with contingency plans that enable continuity and predictability of education service providers are better equipped to maintain student achievement and support educators' work-life balance.
- Adequate preparation for crises that could interfere with education service provision is critical to reducing the feelings of exhaustion and burnout that has led to excessive teacher callouts and attrition during the pandemic.
- The goals of maintaining increased student achievement and teacher retention during a crisis may require innovation and costs not already factored into current budgets. Input from a variety of education stakeholders (such as parents, business owners and community leaders) should be a part of any discussions related to moving forward.

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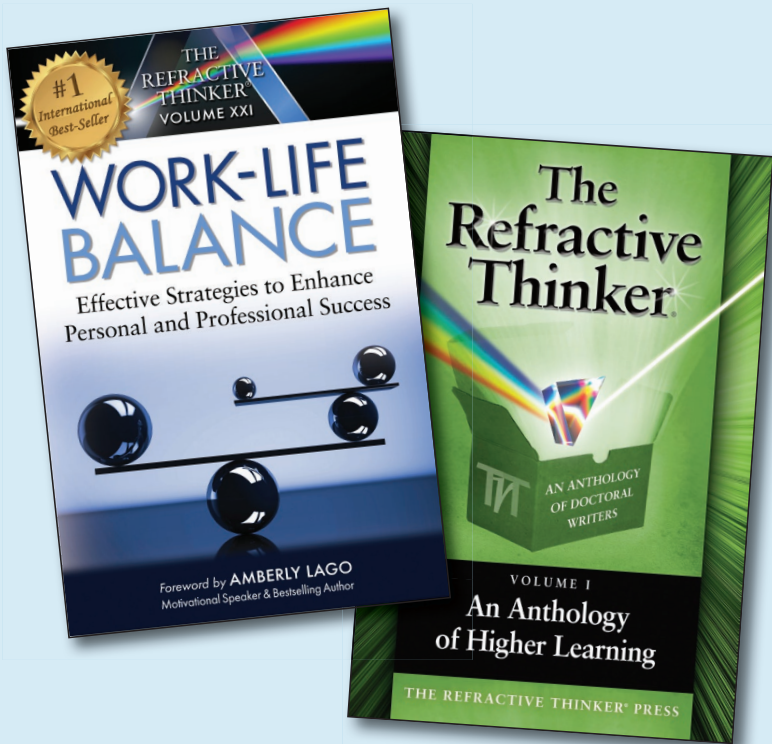
Awards include Walden Faculty of the Year, DBA Program, 2016, UOP community service award, and 26 writing awards.

Known globally for her writings on leadership and failure, as well as critical and refractive thinking, she has been published more than 52 times to include her favorite, Best Seller: *Failure Has No Alibi*. Additional published works include her dissertation: *Strategic Decision Making in Organizational Performance*, her first children's book: *Two Babies in a Manager*, as well as *Journey Outside the Golden Palace*, *The Consumer Learner*, *Technology That Tutors*, *Effective Study Skills*, *The Dissertation Toolbox*, International Best Seller: *The Expert Success Solution*, and contributions to the award winning series: *The Refractive Thinker®: Anthology of Doctoral Learners, Volumes I-XX*.

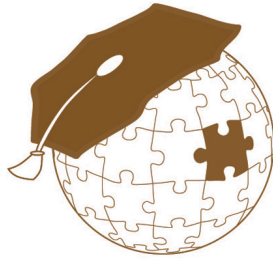
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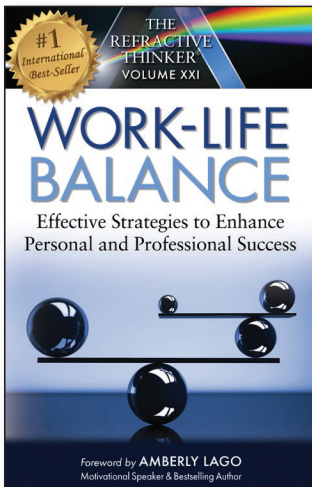
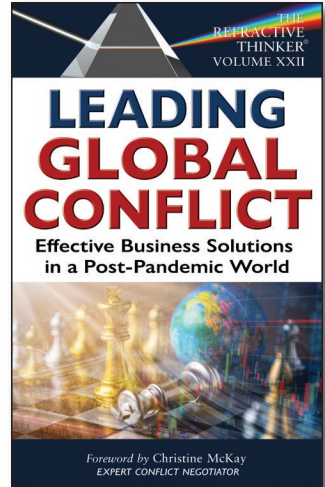
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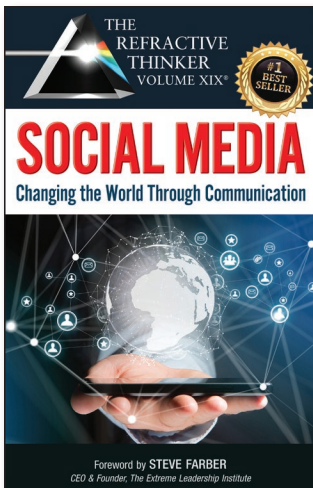
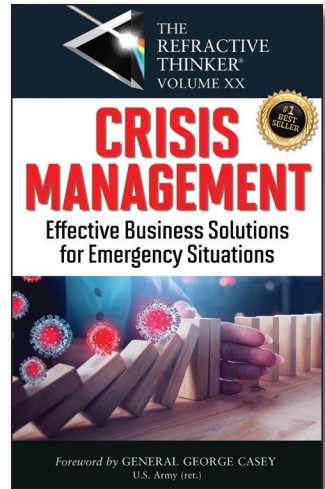
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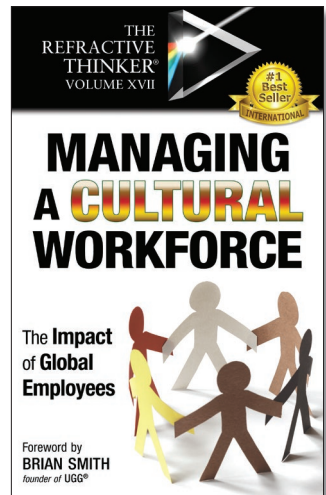
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