

# *What If? Just A.S.K.*

The Magazine

- The Philosophy- PAGE 3
- Skills- PAGE 6
- Occupation Spotlight- PAGE 8

• Summer 2020

# What If? Just A.S.K.

Fall [2020]

## Our Staff

### Editor In Chief

Rodney Brooks

### Editor

Breanne Brooks

### Creative Director

Rhonda D. Brooks

1

### *The Philosophy*

An understanding of the principles behind What If? Just A.S.K

Just A.S.K

2

### *Key Skills*

Effective Communication

3

### *Occupational Spotlight*

New section that will spotlight different occupations. This issue spotlights the occupation of

**Dentist.**

Published and Produced by BBV2M LLC©  
BBV2M LLC Media

# 1 The Philosophy

Rodney D. Brooks  
and Breanne Brooks



We believe the A.S.K. tool is essential in helping individuals to think of and look at alternatives. We believe that forward thinking drives ultimate success. We also believe that without a fundamental methodology that it is possible to stay focused.

What If?

What if you could change, improve, or become an influence in those things you desired to embark on? Would you do it? If someone asked you how would you do it, could you tell them how?

**Ask the Question**

We dare you to ask yourself the question: “What if I could be or do whatever I dreamed of or felt inspired to do?” Everything starts with a question. The question is what challenges, motivates, and inspires you to take action. If you are not inspired to action, then action will not be taken. Since the question is “What if?,” then you are automatically challenged to see other alternatives or a better way of doing or envisioning things. So ask yourself...

“What If I...?”

## **Seek the Answer within Yourself First, and Then Use Your Resources**

Challenge yourself to answer the question. The question is going to drive your passions and your beliefs, which mean the answer is going to come from within you. Seeking the answer from within also drives the “how.” The how is what stimulates your mind. This is what helps you to understand yourself and your passion for wanting to be the best, improving the situations that you want to see improved, and inspiring others around you to do the same. Your resources become a validation of what you may already have discovered within yourself. Your resources may also challenge you to think of other questions and to dig deeper into your question and its solution.

## **Know and Believe In Your Abilities**

If you do not know and understand your abilities, then no one else will. No one knows you better than you. No one knows what you are passionate about and your dreams better than you. You can ask the question and answer the question. However, if you don’t believe that you can fulfill your dreams and do those things that you are passionate about or change those things that you would like to see changed, then it is time to start over and re-evaluate the question. Knowing and

believing in your abilities also helps you to improve on those abilities. It pushes you to be the best that you can be and it drives honesty within yourself. No one automatically has all the skills to reach their dreams or make the changes that they desire. It takes work, hard work. That work starts with learning and then constantly improving on those things that you need to improve on or make better and stronger. A better you means a better person for society! Now that you know the recipe for your success, your change, and your dreams; just A.S.K. and dare to make a difference!

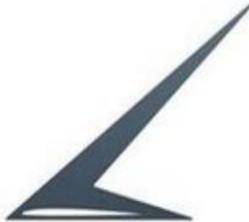


Founders Rodney D. Brooks and Breanne E. Brooks



*I Create  
real  
Value!!!  
Why?*

*Because I  
am a Value  
Creator!!!*

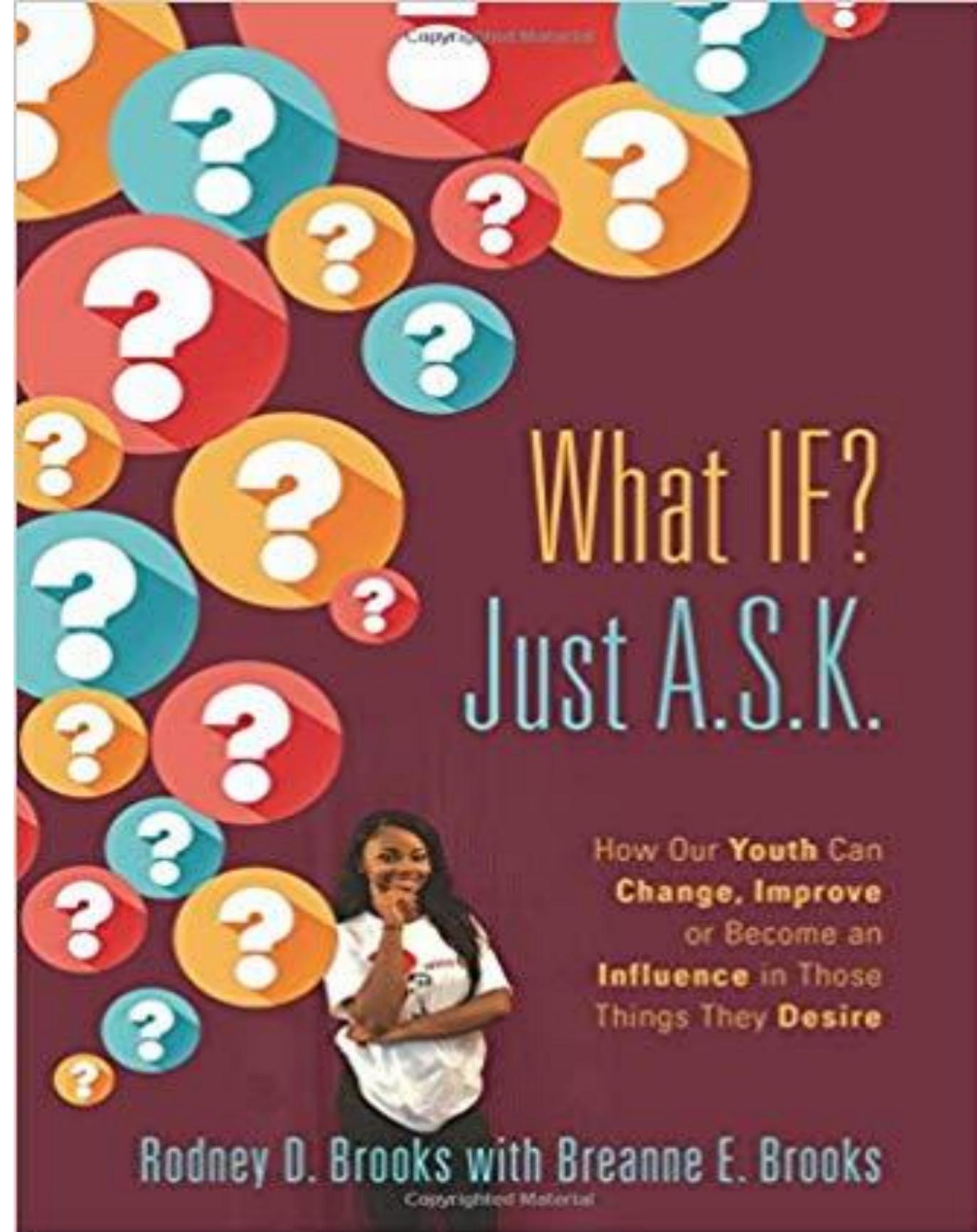


# W.I.?..J.A.-nnect

## Career Center



One Stop Connection

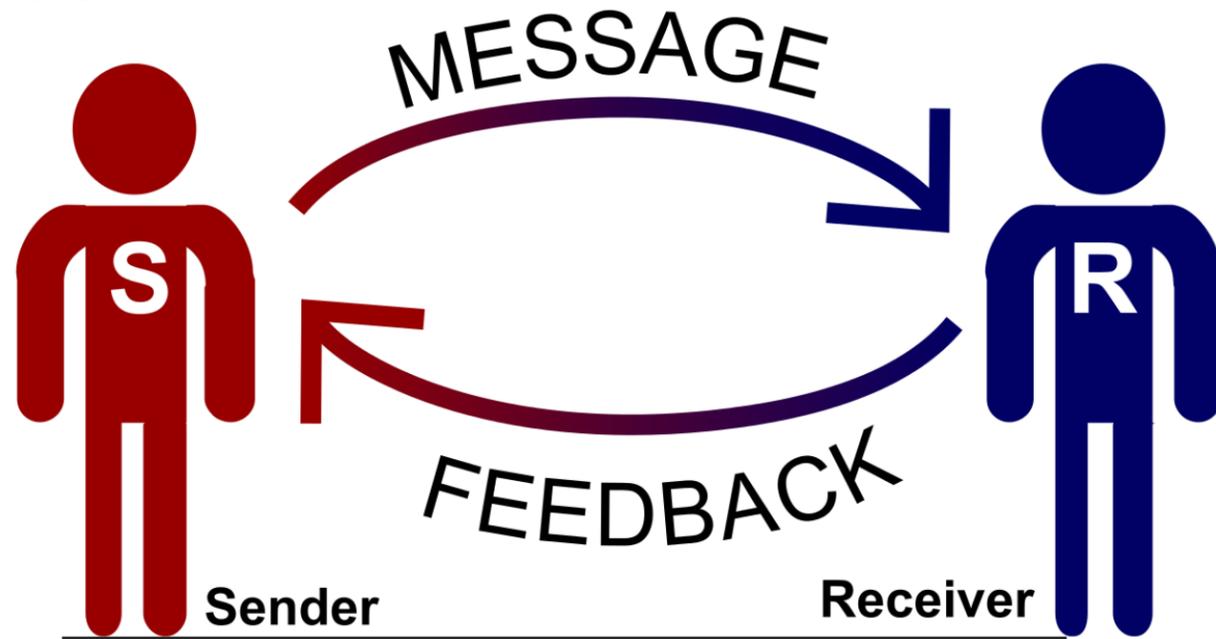


<https://www.whatifjustask.com/wija-nnect-career-center-1.html>

Available online at Amazon, Barnes & Noble and other retailers

# 2 Effective Communication

Lawrence Robinson,  
Jeanne Segal, Ph. D.,  
and Melinda Smith,  
M.A.



Effective communication is about more than just exchanging information. It's about understanding the emotion and intentions behind the information. As well as being able to clearly convey a message, you need to also listen in a way that gains the full meaning of what's being said and makes the other person feel heard and understood.

Effective communication sounds like it should be instinctive. But all too often, when we try to communicate with others something goes astray. We say one thing, the other person hears something else, and misunderstandings, frustration, and conflicts ensue. This can cause problems in your home, school, and work relationships.

For many of us, communicating more clearly and effectively requires learning some important skills. Whether you're trying to improve communication with your friends, teachers/professors, boss, team members or coworkers, learning these skills can deepen your connections to others, build greater trust and respect, and improve teamwork, problem solving, and your overall social and emotional health.

## What's stopping you from communicating effectively?

**Stress and out-of-control emotion.** When you're stressed or emotionally overwhelmed, you're more likely to misread other people, send confusing or off-putting nonverbal signals, and lapse into unhealthy knee-jerk patterns of behavior. To avoid conflict and misunderstandings, you can learn how to quickly calm down before continuing a conversation.

**Lack of focus.** You can't communicate effectively when you're multitasking. If you're checking your phone, planning what you're going to say next, or daydreaming, you're almost certain to miss nonverbal cues in the conversation. To communicate effectively, you need to avoid distractions and stay focused.

**Inconsistent body language.** Nonverbal communication should reinforce what is being said, not contradict it. If you say one thing, but your body language says something else, your listener will likely feel that you're being dishonest. For example, you can't say "yes" while shaking your head no.

**Negative body language.** If you disagree with or dislike what's being said, you might use negative body language to rebuff the other person's message, such as crossing your arms, avoiding eye contact, or tapping your feet. You don't have to agree with, or even like what's being said, but to communicate effectively and not put the other person on the defensive, it's important to avoid sending negative signals.

### Effective communication skill 1: Become an engaged listener

When communicating with others, we often focus on what we should say. However, effective communication is less about talking and more about listening. Listening well means not just understanding the words or the information being communicated, but also understanding the emotions the speaker is trying to convey. There's a big difference between engaged listening and simply hearing. When you really listen—when

you're engaged with what's being said—you'll hear the subtle intonations in someone's voice that tell you how that person is feeling and the emotions they're trying to communicate. When you're an engaged listener, not only will you better understand the other person, you'll also make that person feel heard and understood, which can help build a stronger, deeper connection between you

By communicating in this way, you'll also experience a process that lowers stress and supports physical and emotional well-being. If the person you're talking to is calm, for example, listening in an engaged way will help to calm you, too. Similarly, if the person is agitated, you can help calm them by listening in an attentive way and making the person feel understood.

If your goal is to fully understand and connect with the other person, listening in an engaged way will often come naturally. If it doesn't, try the following tips. The more you practice them, the more satisfying and rewarding your interactions with others will become.

### Tips for becoming an engaged listener

**Focus fully on the speaker.** You can't listen in an engaged way if you're constantly checking your phone or thinking about something else. You need to stay focused on the moment-to-moment experience in order to pick up the subtle nuances and important nonverbal cues in a conversation. If you find it hard to concentrate on some speakers, try repeating their words over in your head—it'll reinforce their message and help you stay focused.

**Favor your right ear.** As strange as it sounds, the left side of the brain contains the primary processing centers for both speech comprehension and emotions. Since the left side of the brain is connected to the right side of the body, favoring your right ear can help you better detect the emotional nuances of what someone is saying.

Continued on page 8

**Frame Your  
Goals in Ways  
That Empowers  
Your Success!!!**

<https://www.whatifjustask.com>

## Effective Communication continued

Avoid interrupting or trying to redirect the conversation to your concerns. By saying something like, “If you think that’s bad, let me tell you what happened to me.” Listening is not the same as waiting for your turn to talk. You can’t concentrate on what someone’s saying if you’re forming what you’re going to say next. Often, the speaker can read your facial expressions and know that your mind’s elsewhere.

Show your interest in what’s being said. Nod occasionally, smile at the person, and make sure your posture is open and inviting. Encourage the speaker to continue with small verbal comments like “yes” or “uh huh.”

Try to set aside judgment. In order to communicate effectively with someone, you don’t have to like them or agree with their ideas, values, or opinions. However, you do need to set aside your judgment and withhold blame and criticism in order to fully understand them. The most difficult communication, when successfully executed, can often lead to an unlikely connection with someone.

---

Provide feedback. If there seems to be a disconnect, reflect what has been said by paraphrasing. “What I’m hearing is,” or “Sounds like you are saying,” are great ways to reflect back. Don’t simply repeat what the speaker has said verbatim, though—you’ll sound insincere or unintelligent. Instead, express what the speaker’s words mean to you. Ask questions to clarify certain points: “What do you mean when you say…” or “Is this what you mean?”

We will cover Skill 2: Pay attention to nonverbal signals, Skill 3: Keep stress in check, Skill 4: Assert yourself in our next issue.



# 3

## Occupational Spotlight What is a Dentist?

Dentists diagnose and treat problems with patients’ teeth, gums, and related parts of the mouth. They provide advice and instruction on taking care of the teeth and gums and on diet choices that affect oral health.

Dentists typically do the following:

- Remove decay from teeth and fill cavities
- Repair or remove damaged teeth
- Place sealants or whitening agents on teeth
- Administer anesthetics to keep patients from feeling pain during procedures
- Prescribe antibiotics or other medications
- Examine x rays of teeth, gums, the jaw, and nearby areas in order to diagnose problems
- Make models and measurements for dental appliances, such as dentures
- Teach patients about diets, flossing, the use of fluoride, and other aspects of dental care



## Occupational Spotlight continued

Dentists use a variety of equipment, including x-ray machines, drills, mouth mirrors, probes, forceps, brushes, and scalpels. They also use lasers, digital scanners, and other technologies.

In addition, dentists in private practice oversee a variety of administrative tasks, including bookkeeping and buying equipment and supplies. They employ and supervise dental hygienists, dental assistants, dental laboratory technicians, and receptionists.

Most dentists are general practitioners and handle a variety of dental needs. Other dentists practice in a specialty area, such as one of the following:

**Dental anesthesiologists** administer drugs (anesthetics) to reduce or eliminate pain during a dental procedure, monitor sedated patients to keep them safe, and help patients manage pain afterward.

**Dental public health specialists** promote good dental health and the prevention of dental diseases in specific communities.

**Endodontists** perform root canal therapy, removing the nerves and blood supply from injured or infected teeth.

**Oral and maxillofacial radiologists** diagnose diseases in the head and neck through the use of imaging technologies.

**Oral and maxillofacial surgeons** operate on the mouth, jaws, teeth, gums, neck, and head, performing procedures such as surgically repairing a cleft lip and palate or removing impacted teeth.

**Oral pathologists** diagnose conditions in the mouth, such as bumps or ulcers, and oral diseases, such as cancer.

**Orthodontists** straighten teeth by applying pressure to the teeth with braces or other appliances.

**Pediatric dentists** focus on dentistry for children and special-needs patients.

**Periodontists** treat the gums and bones supporting the teeth.

Dentists also may do research. Or, they may teach part time, including supervising students in dental school clinics. For more information, see the profiles on medical scientists and postsecondary teachers



### Education

Dentists typically need a DDS or DMD degree from a dental program that has been accredited by the Commission on Dental Accreditation (CODA). Most programs require that applicants have at least a bachelor's degree and have completed certain science courses, such as biology or chemistry. Although no specific undergraduate major is required, programs may prefer applicants who major in a science, such as biology.

Applicants to dental schools usually take the Dental Admission Test (DAT). Dental schools use this test along with other factors, such as grade point average, interviews, and recommendations, to admit students into their programs.

Dental school programs typically include coursework in subjects such as local anesthesia, anatomy, periodontics (the study of oral disease and health), and radiology. All programs at dental schools include clinical experience in which students work directly with patients under the supervision of a licensed dentist.

As early as high school, students interested in becoming dentists can take courses in subjects such as biology, chemistry, and math.

### Job Outlook

Overall employment of dentists is projected to grow 3 percent from 2019 to 2029, about as fast as the average for all occupations.

Demand for dental services will increase as the population ages. Many members of the aging baby-boom generation will need dental work. Because those in each generation are more likely to keep their teeth than those in past generations, more dental care will be needed in the years to come. In addition, there will be increased demand for complicated dental work, including dental implants and bridges. The risk of oral cancer increases significantly with age, and complications can require both cosmetic and functional dental reconstruction.

Demand for dentists' services will increase as studies continue to link oral health to overall health. They will need to provide care and instruction aimed at promoting good oral hygiene, rather than just providing treatments such as fillings.

The median annual wage for dentists was \$159,200 in May 2019. The median wage is the wage at which half the workers in an occupation earned more than that amount and half earned less. The lowest 10 percent earned less than \$79,670, and the highest 10 percent earned more than \$208,000.



# 4 What is the difference?



A person usually holds several jobs in their career. It is usually easier to change jobs in the same field of work that define ones career. However, switching careers is more difficult and may require the person to start at the bottom of the ladder in the new career.

## Definitions of Job and Career

### "Job" is defined as

a piece of work, esp. a specific task done as part of the routine of one's occupation or for an agreed price.

a post of employment; full-time or part-time position.

anything a person is expected or obliged to do; duty; responsibility. It usually is considered to pertain to remunerative work (and sometimes also formal education).

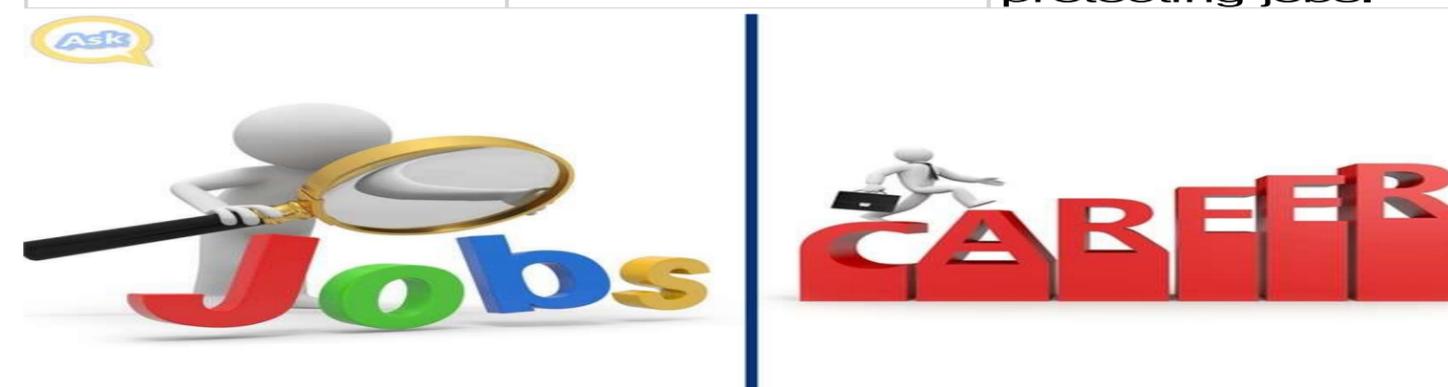
A job is defined as anything a person is expected or obliged to do; a piece of work, especially a specific activity done as part of the routine of one's occupation or for an agreed price. Through a job a person can earn to support her basic needs and family or friends. A job can also be viewed as a contract between the employer and the employee. In commercial enterprises, the basic purpose of a job is to create profits for the employer, and the employee contributes labor to the enterprise, in return for payment of wages, or stock options etc.

### "Career" is defined as

an occupation or profession, esp. one requiring special training, followed as one's lifework.

a person's progress or general course of action through life or through a phase of life, as in some profession or undertaking

Comparison chart		
	Career	Job
<b>What is it?</b>	A career is the pursuit of a lifelong ambition or the general course of progression towards lifelong goals.	Job is an activity through which an individual can earn money. It is a regular activity in exchange of payment.
<b>Requirements</b>	Usually requires special learning that includes individualized components that develop abilities beyond that which training is capable of.	Education or Special training may or may not be required
<b>Risk taking</b>	A career may not mean stability of work as it encourages one to take risks. The risks are often internal and therefore planned.	A job is "safe", as stability of work and income is there. However shifting priorities, especially in resource jobs, can abruptly change the demand and require relocation which is an unstable factor. Risks may be completely external.
<b>Time</b>	Long term	Short term
<b>Income</b>	Varies depending on value to society or to some other entity. Non-monetary benefits may be higher. Salary is more common.	Varies by demand. More likely to be wage.
<b>Contribution to society</b>	May have high value as social change/progress may be possible.	May actually have a negative impact when counterproductive social practices are continued in the name of protecting jobs.



# 5 Character – What Is It and Why Is It important? by Michael Josephson

## What is character?

On its face, “character” is a morally neutral term. Every person, from iconic scoundrels like Hitler and saints like Mother Teresa, have a character. We use the term character to describe a person’s most prominent attributes, it is the the sum total of the features and traits that form an individuals' nature.

A person with “good character” when To say a person has a good character or even to admire a person’s character does not require that they are perfect, but it does mean we think this is a good person worthy of trust and admiration.

So when we say someone has good character, we are expressing the opinion that his or her nature is defined by worthy traits like integrity, courage, and compassion. People of good character are guided by ethical principles even when it’s physically dangerous or detrimental to their careers, social standing, or economic well-being. They do the right thing even when it costs more than they want to pay.

No one is born with good character; it’s not a hereditary trait. And it isn’t determined by a single noble act.

Character is established by conscientious adherence to moral values, not by lofty rhetoric or good intentions. Another way of saying that is, character is ethics in action.

## Difference between character and reputation.

Of course, our assessment of a person’s character is an opinion, and it isn’t always right. Abraham Lincoln recognized an important difference between character and reputation. “Character,” he said “is like a tree and reputation like its shadow. The shadow is what we think of it; the tree is the real thing.”

Because the shape of a shadow is determined by the angle of light and the perspective of the observer, it’s not a perfect image of the tree. In the same way, reputation is not always an accurate reflection of character. Oscar Wilde once said, Sincerity is one of the most important qualities in a person. And once you can fake that you have it made.” This cynical quip explains why some people are able to create a much better reputation than they deserve.

By the same token, there are others who deserve better reputations than they have.

Though reputation is merely a perception it still has very significant real impact. Reputation is not only the result of what people think of us it often determines what people who don’t know us think about us, treat us and whether we are held in high or low esteem.

A good reputation for integrity, for instance, is a primary determinant of credibility and trust, two very marketable assets. Think of how the Tiger Woods “brand” crashed and his endorsement value disappeared after it was discovered that he constantly cheated on his wife. Similarly, the once highly respected accounting firm Arthur Anderson had to change its name (to Accenture) to try to recapture trust after its involvement in the Enron scandal.

Whether fair or not, the indisputable truth is that people, companies and institutions are likely to be judged by their last worst act. Thus, some unwisely became so preoccupied with protecting their image that they actually made things worse, undermining their character and destroying their reputations, by concealing or creating facts to make them look better.

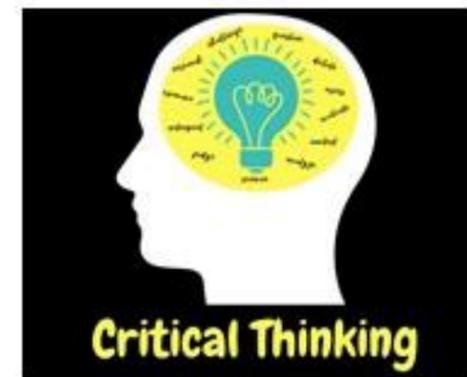
The importance of character is captured in the mantra: “hire for character, train for skills.”

But whether it’s in the workplace or at home, character counts — everywhere, all the time.

Respect  
Compassion  
**Character**  
Responsibility  
Honesty



Community Service



<https://www.whatifjustask.com>

# 6 Teen Talk About Voting

For the average teen, the right to vote might not be the most exciting part of turning 18. You're probably thinking about things like heading off to college or getting a job. Or you might just check out because they can't relate to politics, political figures, or the complicated (and sometimes boring) political system.

If you want your to get even a little bit excited about participating in the political process, it's a good idea to start thinking about it long before you turn 18. If you are 18 or older and can vote that same process applies. This prepares you for being citizens and for taking up the responsibilities, rights, and freedoms that we have in a democracy,

Having said that, it's never too late. You are exposed to so much politics. Political issues in the news may seem far removed from your lives, but you can make it relevant by talking about what happens in your classroom or workplace. Who decides the rules? Are they good rules? Do they work? What environment do they foster? What happens when someone doesn't follow the rules?

Ask yourself - Why is it important to vote? You might not have a definite answer than others, but it encourages you to think independently. If you have these kinds of conversations with others, then politics in general — how we should live together and why — becomes a subject with which you have personal experience with, and it develops a health dialogue for you.

You might not agree with others on political issues, and it's not your role to change their mind. “Everyone has to have their own sense of what they care about for a political community that they are a part of before they can develop their opinion — or adopt or reject others opinion.

Instead of focusing on what your t views are on particular political issues, consider why you feel the way you feel. Sure, you want them to trust others' opinion, but you are getting your information from a huge range of sources, from network news and podcasts to Facebook and Instagram. You want them to be able to think for yourself. Ask yourself the following: "Why do others trust a particular media source? Do they trust it because they like the person? Because their friends do? Because they agree with what they say?"

In 2016, 46.1 percent of 18 to 29 year olds voted, per data from the U.S. Census Bureau. But it wasn't only a lack of interest that kept the remaining 53.9 percent away from the ballot box. It's no secret that the American electoral system is particularly confusing, and young people have less experience with the process. A recent survey by the Center for Information & Research on Civic Learning and Engagement found that although the majority of young people (ages 18-24) are paying attention to the 2020 election, a third of them didn't even know whether they could register to vote online in their state. And less than half of them (47 percent) said they had been contacted by a political campaign this year.

Plus, of course, there's the pandemic problem. In the run-up to previous elections, volunteer registrars would be providing in-person help to students on campuses across the country. But as many schools move classes online to help reduce the spread of COVID-19, that level of assistance is absent. In states where there's no online voter registration, like Arkansas, Maine, and Texas, the impact on voter registration is huge.





YOUTH LEARNING & ADVENTURES

**Taking Your Our Youth's Imagination and Creativity to new heights. Get ready for a Funventurous Time!!!  
Visit the website at <https://www.thewallaroosla.com>**



# Graduation Is Your Ticket To Another Game

<https://www.whatifjustask.com>



**CAREER PATHWAYS**  
CONSULTING

# The HR Insider

always has "inside" resources, tips, and offers!

Get on the "INSIDE"!

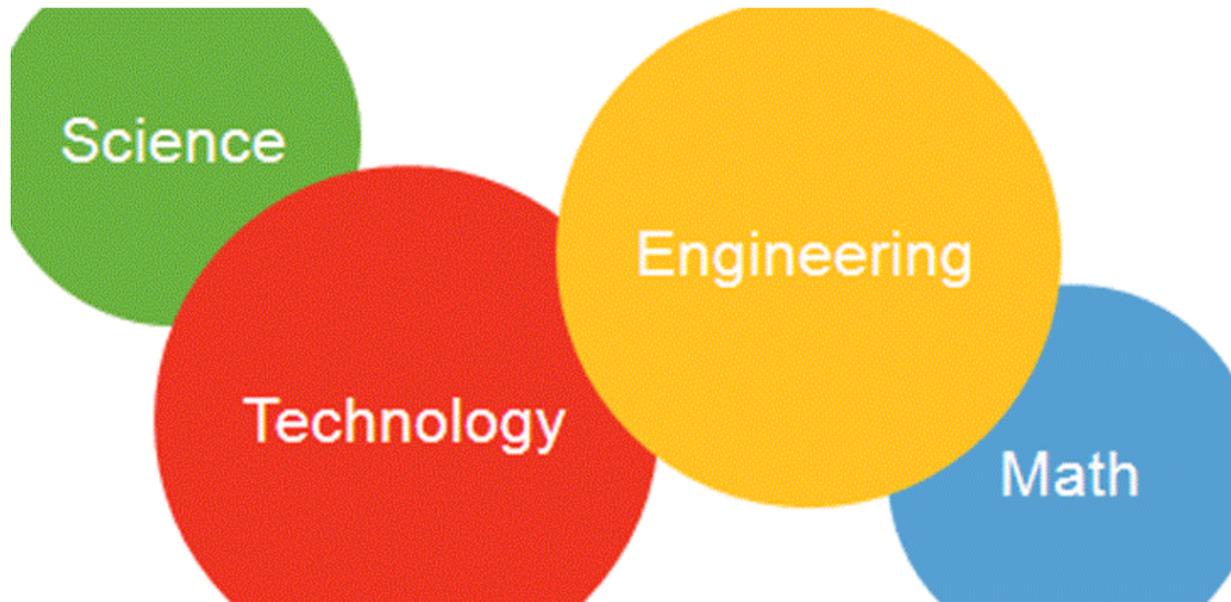




The Greatness of Your  
Determination Can Turn  
The Dull And  
Uninteresting Into  
Something The World Has  
never Seen

# 7 | What is STEM Education?

Elaine J. Hom, LiveScience Contributor



STEM is a curriculum based on the idea of educating students in four specific disciplines — science, technology, engineering and mathematics — in an interdisciplinary and applied approach. Rather than teach the four disciplines as separate and discrete subjects, STEM integrates them into a cohesive learning paradigm based on real-world applications.

Though the United States has historically been a leader in these fields, fewer students have been focusing on these topics recently. According to the U.S. Department of Education, only 16 percent of high school students are interested in a STEM career and have proven a proficiency in mathematics. Currently, nearly 28 percent of high school freshmen declare an interest in a STEM-related field, a department website says, but 57 percent of these students will lose interest by the time they graduate from high school.

As a result, the Obama administration announced the 2009 "Educate to Innovate" campaign to motivate and inspire students to excel in STEM subjects.

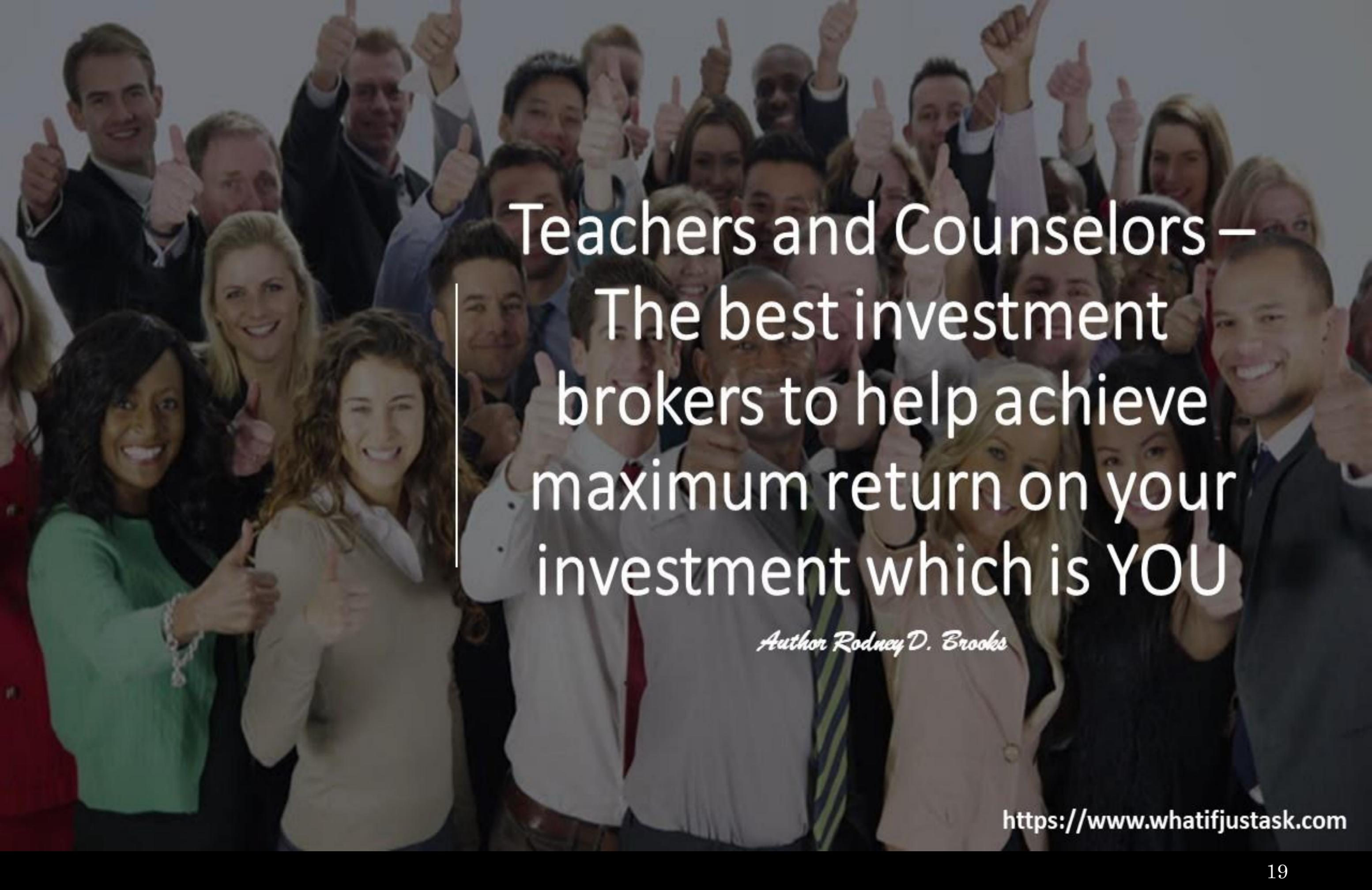
This campaign also addresses the inadequate number of teachers skilled to educate in these subjects. The goal is to get American students from the middle of the pack in science and math to the top of the pack in the international arena.

STEM jobs do not all require higher education or even a college degree. Less than half of entry-level STEM jobs require a bachelor's degree or higher. However, a four-year degree is incredibly helpful with salary — the average advertised starting salary for entry-level STEM jobs with a bachelor's requirement was 26 percent higher than jobs in the non-STEM fields, according to the STEMconnect report. For every job posting for a bachelor's degree recipient in a non-STEM field, there were 2.5 entry-level job postings for a bachelor's degree recipient in a STEM field.

Much of the STEM curriculum is aimed toward

attracting underrepresented populations. Female students, for example, are significantly less likely to pursue a college major or career. Though this is nothing new, the gap is increasing at a significant rate. Male students are also more likely to pursue engineering and technology fields, while female students prefer science fields, like biology, chemistry, and marine biology. Overall, male students are three times more likely to be interested in pursuing a STEM career, the STEMconnect report said.



A large, diverse group of smiling people in business attire giving thumbs up. The image is overlaid with a semi-transparent dark grey filter. The text is centered over the image.

Teachers and Counselors –  
The best investment  
brokers to help achieve  
maximum return on your  
investment which is YOU

*Author Rodney D. Brooks*

<https://www.whatifjustask.com>

# Bullying



Bullying is the use of force, coercion, or threat, to abuse, aggressively dominate or intimidate. The behavior is often repeated and habitual. One essential prerequisite is the perception of an imbalance of physical or social power. This imbalance distinguishes bullying from conflict. Bullying is a subcategory of aggressive behavior characterized by the following three minimum criteria: hostile intent, imbalance of power, and repetition over a period of time. Bullying is the activity of repeated, aggressive behavior intended to hurt another individual, physically, mentally, or emotionally.

## What are the different types of bullying?

There are at least five types of bullying.

1. Physical bullying can involve hitting, kicking, pinching, pushing, or otherwise attacking others.
2. Verbal bullying refers to the use of words to harm others with name-calling, insults, making sexual or bigoted comments, harsh teasing, taunting, mimicking, or verbal threats.

3. Relational bullying focuses on excluding someone from a peer group, usually through verbal threats, spreading rumors, and other forms of intimidation.

4. Reactive bullying involves the bully responding to being a former victim by picking on others.

5. Bullying can also involve assault on a person's property, when the victim has his or her personal property taken or damaged.

## What are the different types of hazing?

1. Cursing or yelling at victims
2. Compelling victims to eat disgusting things
3. Beating, whipping, branding, tying up, or gagging victims
4. Requiring victims to perform sexual acts
5. Forced binge drinking

## How common is bullying? How common is hazing?

Some statistics on bullying suggest that 28% of students from grades six through 12 have a history of being the victim of bullying, while 30% of high school students acknowledge having bullied other students. About 10%-14% of children have been the victim of bullying for more than six months. Most victims of cyberbullying have also been victims of school bullying.

Boys tend to engage in bullying more often than girls, especially at high school age and beyond, and are more likely to engage in

physical or verbal bullying, physically or verbally, while girls more often engage in relational bullying.

Studies show that teachers often underestimate how much bullying is occurring at their school since they only see about 4% of bullying incidents that occur. Further, victims of bullying only report it to school adults one-third of the time, usually when the bullying occurs repeatedly or has caused injury. Parents tend to be aware their child is being bullied only about half the time. More than 40% of workers in the United States experienced bullying in the workplace. More than 90% of working women are estimated to believe they have been undermined by another woman at some time in their careers. However, due to the stereotype that women should be more nurturing, a woman may perceive normal supervision from another woman as undermining.

Nearly half of high school students and more than half of college students who have been part of a club, team, fraternity, sorority, or other organization have been hazed at some time.

If you or someone that you know are being bullied or hazed then let someone in authority know immediately. No one is or needs to be alone in these situations. If we all speak up and let someone know then we can prevent the bullying or hazing from continuing. If we fail to act it could lead to self-esteem problems, physical harm by the person doing the bullying or in some cases suicide



## What If? Just A.S.K. The Magazine

**It is a division of Brothers Brooks Vision 2 Mission LLC Media whose vision is to be the best in helping all people excel in all aspects of life.**

<https://www.bbv2m-brothersbrooksvision2missionllc.com>