ABSTRACT

Student Self-Development Planning
From Simulation Experience Inputs

by L.E. Baldwin – University of West Florida

An overlooked area in formal education programs is the area of student self-development planning on continuing basis. While university degree programs are in themselves a self-development activity, these programs usually leave the student's long-range development in the hands of his future employers. Most firms encourage employee self-development by various programs and methods. The more progressive firms tie career planning for employees with their appraisal system. However, ultimate responsibility for development of management skills must rest
with the individual.

One goal of complex simulations is to provide a realistic learning environment in which students can integrate functional knowledge and behavioral decisions in a group situation. Self appraisals and peer appraisals on the simulated situation can provide the student with real data about his managerial skills and with the opportunity to develop a continuing and long-range plan for self development.

Self-appraisal and peer-appraisal instruments are used from Vaughan and Deep, Program of Exercises for Management and Organizational Behavior. Three areas of managerial performance are rated; relations to others, learning, and managerial style.

The student rates his own behavior in 30 different attributes and then indicates the desired level of behavior for these attributes, the differences being by direction and degree the student's perceived deficiencies.

Then his peers, who have been his teammates in the simulation, appraise him for the same 30 attributes. An average of the peer ratings (usually 3) is compared to the student's des~ red level of behavior. The difference represents by degree and direction his peer's perception of his behavioral weaknesses.

Based on the two sets of appraisals and the standards set by the student the attributes with the larger degrees of variation can be analyzed. After the analysis the student can prepare a definitive long-range plan for self development in the areas in which he feels deficient.

The first set of 45 responses indicated that the student can identify and analyze behavioral deficiencies (a summary of results will be presented). However, students in this sample were extremely weak in formulating specific plans to overcome these deficiencies. (Examples and summary will be presented.)

Abstract
Student Self-Development Planning
From Simulation Experience Inputs
Page Two

A second set of appraisals will be given at the end of the fall quarter, 1975, to a new class of students. Self-appraisal and peer-appraisal results will be tabulated and self-development plans evaluated. This group will be given structured guidelines for developing plans. Conclusions will be drawn and recommendations suggested for using the complex business simulation to further enhance the student's planning for managerial development.

L.E. Baldwin
University of West Florida
Pensacola, FL 32504