

INTEGRATING IN-CLASS LEARNING WITH OUT-OF-CLASSROOM EXPERIENCES THROUGH A MANAGERIAL COMPETENCY DEVELOPMENT FRAMEWORK

Pittenger, Khushwant K. S.
Ashland University
kpitten@ashland.edu

Sears, Paul A.
Ashland University
psears@ashland.edu

ABSTRACT

This paper provides a framework for meaningfully combining in-class learning with structured out-of-classroom experiences. The proposed integration can easily be achieved by grounding business curricula in the development of managerial competencies. Managerial competencies, behavioral in nature, lend themselves naturally to out-of-classroom activities. Chronicled in this paper is the creation of a managerial competency development model and its implementation, which required the coordination of student activities both inside and outside the classroom.

INTRODUCTION

Promoting innovative active learning is the theme of ABSEL 2002. The need for innovation and action-oriented learning in undergraduate business curricula can be found elsewhere as well (Boyer Commission Report, 1998). Popular literature and many trade publications are calling for business education which better serves the needs of today's business world (Byrne, 2000; McGee, 1989). Today, employers are demanding that business college graduates be endowed with specific skills that will help them be more competitive in the world market place (McGee, 1989). The mere knowledge of business theory is no longer sufficient. In response to such criticism mounted against management and business education, some are proposing the development of competency-based curricula (Whatley & Hoffman, 1984; Sims & Sauser, 1985). Interestingly, the literature on critical managerial competencies needed in the workplace renders very identifiable patterns (Whatley & Hoffman, 1984). The challenge is not as much in selecting the essential managerial competencies as in the integration and implementation of those competencies systematically through an institution's curricula. At least that was our experience in the college of business and economics in a

comprehensive liberal arts university located in the mid-west.

This paper succinctly chronicles the efforts of this one mid-western institution to make its business curricula more innovative and action oriented. It is not a detailed account of any one class or one technique but a bird's eye view of the comprehensive effort of an entire school put forth over the last five years. Comprehensive curricula redesign efforts are seldom linear or simplistic. Hence, accounting for each detail can be cumbersome and overwhelming. To make the task manageable, the focus of the paper has been narrowed to the aspects that link our formal business curricula objectives with out-of-class experiences. However, presenting just that aspect of the model without the "big picture" is likely to leave the reader confused. Hence, the narrow focus of the paper is framed in a general description of our comprehensive efforts.

DEVELOPMENT OF THE MANAGERIAL COMPETENCY MODEL

The development of our managerial competency model resulted from the university's efforts to manage slowing enrollment in the mid-1990s. The business college's goal was to find a way to distinguish its programs from those of its competitors, particularly in the MBA program. A competency-based business curriculum was an early favorite because of its intuitive appeal to our key constituents such as the Business Advisory Council. In addition, the American Management Association and accrediting bodies such as the American Assembly of Collegiate Schools of Business (AACSB) seem to favor such an approach (Whatley & Hoffman, 1984). In order to identify appropriate managerial competencies for our students, we reviewed surveys highlighting the basic skills, competencies and characteristics sought by employers in job candidates. Surveys by American Training and Development, Competency Journal and the National Association of Colleges and Employers provided common

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themes. Professional organizations' (e.g., the Financial Management Association) recommendations for skills needed in their professionals were reviewed as well. Major employers of our MBA students were surveyed; focus groups of faculty, recent graduates and their employers were conducted; and research literature on managerial effectiveness and success was reviewed. On the basis of this two-year research, we decided on twenty managerial competencies. The model (Figure 1) categorized the competencies according to their applicability to our undergraduate students (entry level competencies) and our graduate students (mid-career competencies). To enhance the manageability of the model, competencies were organized into clusters such as organizational and personnel management, specialized knowledge/resource management, effective communication, personal growth and structured networking. In 1997, the faculty of the college formally adopted the working model of these competencies at the conclusion of the first phase of the competency development implementation process.

IMPLEMENTATION OF THE COMPETENCY MODEL

As stated in the introductory paragraph, despite all the hard work development of the model was not the most challenging aspect of the redesign efforts. Implementation of the model proved to be more tedious, time consuming and expensive. A planning taskforce was instituted to provide direction. The authors of this paper are part of this taskforce. In line with the recommendations of the training literature (e.g. Ricks, 1997), we considered it critical to provide students opportunities for experiential performance plus feedback and repeat performance plus feedback on specific competencies.

Traditionally, formal teaching/learning have been associated with the activities of a classroom. The technologic advances in the distance-learning arena have expanded the notion of a traditional classroom, but implementation of competency-based curricula requires more than that. Many of our managerial competencies (e.g., writing, oral presentation) were intended to be action oriented. In addition to the knowledge of theory, we wanted our students to practice these competencies. Our efforts in this regard that were directed specifically towards the classroom are not described in this paper. However, we believed that practice of these competencies in a real life setting should reinforce our classroom efforts and strengthen our results more than the limited practice afforded in a classroom—innovative or not. Hence, one of our challenges and the focus of this paper was how to link out-of-class learning with the objectives of our competency-based curricula.

INTERNSHIPS AND COMPETENCIES

As part of our enhanced action-oriented bent, we started to emphasize the role of internships to business students. Unlike some other institutions, internships were not previously a coordinated effort or normal part of our curricula. For the first time, we made internships an elective in most majors or minors and listed them as such in our catalogue. Just doing this is neither very innovative nor necessarily noteworthy for this paper. Worth noting is our effort to link the evaluation of the internship experience in terms of our competency model. As is the case with many institutions, our students in the past submitted a log/journal of their internship activities to receive academic credit for the experience. As we formalized the inclusion of internships into our redesigned curricula, we felt the need to assess their experience in terms of our managerial competencies. To achieve this goal, we designed a form (Figure 2) that requires the employers and students to evaluate their performance on the dimensions that are grounded in our competency framework. Both students and employers return this form to the internship advisor in the middle and at the conclusion of the internship. The potential for growth and development from such feedback to the student is enormous. While we may not have currently fully tapped into this potential or quantitatively documented it, we have noticed some of its benefits. In their internship portfolios, students not only describe the technical aspects of their assignments but behavioral aspects as well. Formal exposure to these elements in a real-life job situation seemed to have heightened students' awareness of these skills. The very first year we implemented the form, three years ago, the employers' comments on our students were impressive (see Figure 3). Could it be because of their heightened awareness of these elements, students monitored their performance on these dimensions impressing their evaluators? If such is the case, we are succeeding in having our students practice in real life what we want them to learn through business curricula. Another unintended benefit has been the salvaging of negative internship experiences. When students feel disillusioned by the quality of their technical assignments, they are still able to focus on behavioral competency development and feel a sense of some accomplishment. In addition, it has been a good marketing tool for the business program. In light of the technological advances, "competency development" is the focus of some business and training development programs. The terminology on the form seems to catch the attention of those employers who consider themselves to be on the cutting edge in this regard. One of those employers started primarily recruiting from our campus partially due to his belief in the compatibility of our philosophies on competency development.

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INVESTMENT MANAGEMENT CLUB AND COMPETENCIES

In pursuing action-oriented learning opportunities outside the classroom, we went beyond existing and traditional strategies. Two years ago our finance majors started an investment management club with \$250,000 of the university's endowment. Investment management clubs with such large capital are rather uncommon, particularly at smaller universities such as ours. What is truly innovative about our program is the way we have linked it with our finance coursework. The investment club is interwoven into a finance elective course that not only teaches the theory of investing but also emphasizes the managerial competency of oral presentation and teamwork. As a result, these students are required to make quarterly presentations to our business advisory council and the endowment management committee of the university's board of trustees. These presentations and the club's performance are evaluated by the board of trustees in the way they evaluate other investment managers of our endowment. The role of the advisory council is purely advisory in nature. According to the board, the financial performance and student presentations have been thus far comparable to or better than the professionals in the field. After its first year, a board member helped secure an additional \$50,000 for the club to manage from an external source.

This framework has provided the school with many benefits. The students have taken the responsibility seriously because their grade is negatively affected if their effort, cooperation with other classmates or preparation for presentation is lacking. It has fused real-life experience and the classroom together in such a way that students learn and grow from the synergies of the two. It has become a very popular elective and is actually enhancing the demand for the finance major. It has enhanced the profile and prestige of finance majors both on and off campus.

REAL JOB INTERVIEWS AND COMPETENCY ASSESSMENT

The university's career development center (CDC) is becoming an active partner to the business school in its efforts to link classroom learning with out-of-class experiences. Their role is still very traditional in nature—helping students prepare resumes, research potential employers, prepare for employment interviews and recruiting employers for campus visits and such. They, however, are also helping us assess the competency of business students in dimensions that are part of our competency model. The mutual cooperation has resulted in an evaluation form (see Figure 4) for employers, which directly corresponds with our competency framework. As a result, following an interview with a real-life employer at the career development center, students receive feedback on their performance in competencies such as communication, self-confidence, presence, spontaneity and specialized

knowledge. This practice accomplishes three objectives for us. First, it externally reinforces what is being emphasized in all business classes. Second, it provides objective feedback to the students from unbiased evaluators. Third, it demonstrates the application of managerial competencies in real-life situations, establishing a greater importance of them in students' minds. The employers have found the form to be useful as well. This practice was started last year.

MOCK EMPLOYMENT INTERVIEWS AS PART OF THE BUSINESS CURRICULA

The business school's latest joint venture with the career development center (CDC) has been a project related to mock employment interviews. The planning taskforce in its very early deliberations three years ago decided that the competencies at the college level will be rolled out in a very controlled fashion to ensure their successful implementation. We decided to focus on only four competencies, one of which was "presence." Presence, like pornography, is an elusive concept and considered hard to define but easy to recognize. The dean has defined it as an effective and powerful combination of knowledge, communication skill, and self confidence. One of the techniques we decided to use to teach and evaluate student progress on presence is a mock employment interview.

Three required classes from the business curricula—Micro/Macro Economics (a 200-level class), Business Communication (a 300-level class) and Business Strategy and Policy (a 400-level class)—have been selected for the implementation of mock interviews. Instructors in these classes have developed specific assignments related to the respective class content that result in a mock employment interview conducted, video-taped and evaluated either by personnel in the career development center or a practicing manager hired by the CDC for this purpose. For example, in the economics classes, each student is expected to research the labor market in an industry of their choice examining concepts such as labor market demand and supply, related wages, and the impact of economic growth. They will use this information to prepare for their mock interview with CDC personnel who on a standard form (see Figure 5) will provide feedback on their managerial competencies such as presence. In the economics and business communication classes, the interviews are grounded in class content but interviews are conducted and reviewed outside the class in the CDC by CDC personnel, with the results provided to the instructors. The assignment has specific points assigned in the two lower level classes and it is only an out-of-class requirement for seniors in the strategic planning class. This is our latest intervention, being implemented this academic year, in our attempt to fuse the classroom with the real-life world in a formal and structured fashion.

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LAB DAY WITH VISITING EXECUTIVES

Another technique we are using to teach and assess presence is the institution of “lab day” on days we have a visiting executive on campus. The concept of lab day is described to the faculty by the dean in a letter (see Figure 6). The visiting executive makes presentations to students one class at a time rather than as a large body, as is customary for such occasions. The classes are held in conference rooms or the boardroom with refreshments. The students are provided with personalized business cards and required to dress in business casual attire. Students are encouraged to practice “business-like” behaviors by exchanging cards with the visitor either before or after the executive’s remarks.

Following their visit, each visiting executive is asked to consider their experiences with our students and, utilizing the executive judgment they have so successfully developed over their career, to assess what percentage of the students they interacted with exhibited presence. This practice provides an external assessment of an elusive skill, which the school would like all its students to develop. Also, it provides successful modeling of behavior by the executives. In the last three years, the results have been encouraging. The aggregate student ratings, the percentage of students who exhibit presence, have increased from 22.5% to 49.6%.

PUBLICATION GRANT AND WRITING

Written communication is also one of the four competencies targeted for development from the beginning of the implementation process. Again, a two-pronged approach was used. One was to work with the students in the classroom through the English faculty and “writing fellows.” The multi-layered process of external examination and feedback of student writing implemented through various classes is not the focus of this paper. However, we would like to mention the incentive put in place to encourage writing by business students regardless if they are in a targeted writing class or not. The dean has offered a financial scholarship to any student who publishes his work in an outlet where an outsider determines whether the piece is worth publishing or not. The goal is to have each student graduate with at least two publications. Details of this incentive are provided in Figure 7. The objective is to encourage students to write well not only for good grades in the classroom but also for publication which earns them money to be applied toward educational expenses. This practice is expected to get them external recognition and exposure. In addition, grants for students who present papers at conferences are also available. Last year only one undergraduate business student had an article published in a conference proceeding but eighteen students participated in conferences. This technique is not new at doctoral levels or perhaps in research universities, particularly in natural science areas. Their goal tends to be to teach students about

research, but our goal is to teach students the value of effective communication and writing outside the classroom. We are not aware of any other undergraduate business school with a teaching focus which provides such an institutionalized opportunity for its students.

SUMMARY

This paper has described the key techniques a business school with a teaching focus has used to make learning more action-oriented throughout its business curricula. The focus of the paper has been only on those techniques that link the classroom with the outside world. Some of the techniques are bold while others are just re-engineered. It is, however, our hope that the paper and our presentation provides two benefits: First, it offers others ideas about the kinds of techniques which may be adopted in a variety of settings to make learning action oriented; second, it fosters the concept of integration between in-class and out-of-class learning through the development of common, measurable objectives for both settings. One may wonder about the importance of such integrative practices. In our minds, it is an issue of conscious practice of desired competencies, reinforcement of feedback and consistency of the message about the importance of these competencies from varied sources. The practice could be compared to a 360-degree feedback. In other words, the students get to practice what is taught in the classroom and receive feedback on their performance from multiple sources. We think the paper will be of interest to those looking for ideas to make their curricula/teaching more experiential or action oriented.

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FIGURE 1

COMPETENCY FRAMEWORK

	Organizational and Personnel Management	Resource Management	Effective Communication	Personal Growth	Structured Networking
Undergraduate Competencies	Use of socialized power <i>Teamwork</i> Concern with close relationships (-) <i>Putting the task ahead of relationships</i>	Specialized Knowledge <i>Course Content</i>	Diagnostic use of concepts <i>Applies theories</i>	Efficiency orientation <i>Standards</i> Proactivity <i>Timely, initiator</i> Accurate self-assessment <i>Know strengths and weaknesses</i> Spontaneity <i>Enthusiasm</i> Self control <i>Puts work before play</i> Stamina and adaptability <i>Works hard</i>	Concern with close relationships (+) <i>Works well with others</i>
Graduate Competencies	Managing Group Process <i>Leadership</i> Developing others <i>Helpful to others</i>	Specialized Knowledge <i>Course Content</i>	Communication Skills <i>Written and verbal</i>	Self-confidence <i>Impression management</i> Logical thought <i>Able to use cause-and-effect</i> Conceptualization <i>Able to see big picture</i>	Concern with Impact <i>Presence</i> Positive regard <i>Likes others</i> Perceptual Objectivity <i>Sees both sides</i>

FIGURE 2

----- University
 College of Business and Economics
 Business Career Management Program

Employer Evaluation of Business Internship Experience

Student's Name _____ Date _____

Business Internship Site _____ Site Supervisor _____

The employer submits this evaluation to the Chair of the Undergraduate Business Program at the mid-point and the end of the internship experience. Please feel free to contact -----, the Chair of the Undergraduate Business Program at ----- any time during the internship with questions or concerns you may have regarding the internship.

Evaluation of Student's Competency Development

Please evaluate the student's internship by placing a "check" (√) in the box that most closely matches the student's performance.

	<i>Excellent</i> 1	2	<i>Good</i> 3	4	<i>Need Improvement</i> 5	<i>Not Applicable</i>
<i>Organizational and Personnel Management Competencies</i>						
Use of Socialized Power						
Ability to work as member of team						
Open-minded/Willing to learn						
Conflict resolution skills						
Customer service skills						
<i>Structured Networking Competencies</i>						
Concern with impact						
Appropriate Personal Appearance/Attire						
Concern with close relationships (+)						
Ability to work with staff						
Ability to work with clients						
<i>Personal Growth Competencies</i>						
Efficiency Orientation						
Punctual						
Dependable and Trustworthy						
Organizing skills						
Planning skills						
Accurate Self Assessment						
Ability to accept instruction						
Ability to seek assistance						
Self-Control						
Ability to work independently						
Adherence to agency rules/norms						
Spontaneity						
Works enthusiastically						
Motivated						
Stamina and Adaptability						
Adaptable/Flexible						
Maintains high performance and focus						
<i>Effective Communication Competencies</i>						
Interpersonal Communication						
Written communication skills						
Verbal communication skills						

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Application of theory						
Diagnostic use of concepts						
Problem-solving skills						

Specialized Knowledge

Resource Management						
Computing skills						
Financial analysis skills						
Research skills						

Entrepreneurial Abilities

Pro-activity						
Creative/innovative						
Ability to make decisions						
Ability to take calculated risks						
Accepts responsibility for actions						
Takes initiative						

Overall performance at internship						
--	--	--	--	--	--	--

Evaluation of Business Internship Site

Please evaluate your participation (supervisor's) by placing a "check" in the box that most closely matches.

	<i>Excellent</i> 1	2	<i>Good</i> 3	4	<i>Need Improvement</i> 5	<i>Not Applicable</i>
Provided adequate and clear direction						
Provided variety of learning opportunities						
Maintained professional work environment						
Had realistic expectations of intern						
Provided sufficient support and guidance						
Overall evaluation of supervision						

General Evaluation of Business Internship

Internship site was safe work environment						
Internship experience was challenging						
Adequate academic preparation						
Had realistic expectations of intern						
Provided sufficient support and guidance						
Overall satisfaction with experience						
Overall evaluation of supervision						

Please write a brief summary of this internship experience including the intern's development of specific skills or knowledge, areas needing improvement, and any helpful suggestions or advice for this student regarding further study or skill development. Attach additional sheet for further comments.

Circle one:

Midpoint of Internship

End of Internship

Please return to: -----, Chair, Undergraduate Business Program,----- University.

FIGURE 3

What Employers Say About Our Students

Sarah was a great asset for our office. We placed her in a real world environment and she came through for us with a signed contract from cold calling (an extremely difficult task!). We have enjoyed the program, and we hope Sarah stays in this industry.

Stephanie has had the unique opportunity to see a business start from the ground up. During this process, I learned very quickly to trust Stephanie's recommendations as she has good observational skills and is a good judge of character. It is a pleasure to have Stephanie with us during this exciting time.

This is my first intern in 30 years in business. I cannot say enough on how much I am pleased to have Rachelle as our first summer intern. I am afraid that she has raised the base of expectation so high that others will not be able to reach it.

Abbey has done an excellent job of stepping right in to our sales team. Abbey shows very good poise for her age and experience, and I'm confident she will meet all of her potential. We would look forward to continue our relationship with Abbey as she completes her degree.

Bethany has done an excellent job for us. She has been a great asset to our project.

Chris has done an outstanding job with his internship thus far. His understanding of business and of our business goals make him an excellent employee. As a result of his hard work and focus, he was awarded our Intern of the Year award. It was well deserved!

Outstanding! Excellent and wise leader. Knows when and when not to speak. Not easily discouraged. Very reliable and hard working. Would love to keep him here!

Lindsey has been a wonderful employee. She conducts herself in a very professional manner. She also does a great job conducting interviews as part of our market research program.

It has been a pleasure having Julie as a part of our Wal-Mart team. She has a great attitude, plans her work load, is most efficient, and works well with associates.

Todd's level of knowledge and professionalism has made him a primary resource in our environment. I've worked with many interns and internship programs over the past 21 years, and in that time there have been two interns that I would endorse/recommend without hesitation or reservation. Todd is one of these two. His abilities, work ethic and open-minded attitude are exceptional.

FIGURE 4

----- UNIVERSITY
CAREER DEVELOPMENT CENTER

Candidate's Name _____

This information is for career counseling only. Please do not identify yourself or your organization.

CAREER GOALS

- Could articulate job interests
- Able to relate academics to job need
- Career goals were focused
- Needs to work on career goals
- Wishy-washy/will be anything to anyone

COMMUNICATION

- Articulated thoughts well, answers were well defended
- Talked too much/told me more than I wanted to know
- Did not elaborate enough; I had to ask how or why questions
- Used "uh" or "um," "you know," "yeah" or other pet phrases
- Used correct grammar
- Poor grammar, needs work

SELF-CONFIDENCE

- At ease
- Possessed confidence
- Not confident enough of self and/or answers
- Overconfident
- Aggressive

OVERALL COMMENTS:

PRESENCE

- Smiled, was pleasant
- Too serious
- Too quiet
- Good eye contact
- Needs work on eye contact
- Fidgety/nervous habits
- Neat, clean
- Looked professional, appropriately dressed
- Too faddish/flashy
- Too much jewelry or make-up

SPECIALIZED KNOWLEDGE

- Sound academic preparation
- Possessed knowledge of company/school system
- Asked relevant questions

SPONTANEITY

- Seemed enthusiastic, energetic
- Answers sounded canned or rehearsed, not spontaneous

PROBABLE ACTION

- | | | |
|--|---|---|
| 1. <input type="checkbox"/> Invitation | <input type="checkbox"/> No job match | <input type="checkbox"/> Uncertain at this time |
| 2. <input type="checkbox"/> Offer | <input type="checkbox"/> No mutual interest | <input type="checkbox"/> Will refer to _____ |

Please return to the career Development Center at the end of your day or mail to ----- University.
Many thanks for taking the time to complete this form.

3/20/00

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FIGURE 5

----- UNIVERSITY
 CAREER DEVELOPMENT CENTER
 Your Success is Our Business

Name _____ Major _____
 Date _____ Course _____
 Position _____ Organization _____

Career Goals	4	3	2	1	Comments
	Very Good	Competent	Fair	Poor	
Articulated interest in position					
Related academics to job need					
Career goals were focused					

Communication

Articulated thoughts well					
Used examples to market skills					
Answers were appropriate in length					
Responses were free of slang					
Used correct grammar					

Self-Confidence

Appeared at ease					
Possessed appropriate level of confidence					
Responded assertively to questions					
Responded tactfully to negative questions					

Presence

Pleasant disposition					
Firm handshake					
Good eye contact					
Appropriate voice tone					
Free from fidgeting/nervous habits					
Professional appearance/attire					
Appropriate accessories					
Positive impression					

Spontaneity

Seemed enthusiastic/energetic					
Possessed spontaneity in answering questions					

Total Score _____

Interviewer _____

White Copy: Faculty

Yellow Copy: Career Development Center

Pink Copy: Student

FIGURE 6

VISITING EXECUTIVE
“Dr. John Smith”

Monday, October 1, 2001

“LAB DAY”

I would like to encourage you again to experiment with the “lab day” concept when we have a visiting executive scheduled to meet your students, as we do this April 9.

As I envision it, lab day is an opportunity for students to practice being “business like.” We are also working to make the setting and our visitor as productive as possible. Some of the ideas I have for this day (I would love to hear others from you) are as follows:

- Have a *management seminar* instead of *class*
- Seminar includes coffee, soda and cookie set-up (I will make these arrangements.)
- Dress “business casual” or better (You might need to explain that business casual usually implies collars on shirts, socks, and no baseball caps)
- Students are identified with “table tents” for the benefit of the speaker (I will provide these. Please ask your students to fill them out.)
- Students practice being attentive, verbally and non-verbally responsive, and asking thoughtful questions (You should probably make this expectation explicit.)
- Students have business cards to exchange with the speaker if they wish (see attached form; if you get the requested information to the dean’s secretary by Monday, April 9, we will make up these cards for your students)
- If appropriate, students individually welcome speaker before the session begins or thank speaker after it is over (again, you may need to suggest this to your students)

Remember, if you would like me to provide your students with a small number of business cards, please have them fill out the info sheet that is attached and return it to the secretary by Wednesday, September 26, 2001.

For our students to more effectively practice being business like, they need our help. Please try to “prep” the students as to who the visitor is, what they have done that might be of interest to explore, and what the students might try to learn from the visiting executive that would relate to your course content or competencies. Encourage them to think about networking with our graduates and executives as a career development tool.

I hope you will consider trying this experiment. I believe we can help our students develop more “presence” if we focus some explicit attention on it and begin the task of emphasizing “business socialization” skills as suggested by a faculty group this year.

FIGURE 7

DEAN'S SCHOLARSHIP/GRANT FOR STUDENT AND FACULTY PUBLICATION AND GRANT WRITING

The faculty of the College of Business and Economics has chosen the fostering of better *communication skills* as a major focus of our efforts to enhance student competency. This scholarship/grant is primarily intended to help motivate students of business and economics to write something for publication in collaboration with a College faculty member, and to create a mechanism whereby the College can track the number of student publications as a relevant student academic outcomes measure. However, since faculty will in most cases be intimately involved in the writing process with their students, it is appropriate to motivate faculty to engage in these efforts, also. Faculty impact students' appreciation for effective writing not only through their explicit encouragement of students to publish, but also by the example they set for students through their own efforts at publication. Therefore, in light of both of these important factors, a new scholarship/grant to recognize publication and the utilization of effective written communications skills by both students and faculty in the College will be put into effect. Students will typically be awarded a one-time scholarship in the amounts enumerated below for successful publication. Faculty members who participate in these efforts will receive a grant that may be used for whatever professionally-relevant purpose they deem appropriate. When these rewards are not suitable, for some reason, alternative reward arrangements may be utilized.

This scholarship/grant is designed to foster teaching/mentoring relationships between faculty and students working on a joint publication. It is also intended to provide a tangible reward for students who successfully employ their written communication skills under the direction and support of a faculty member and express themselves through publication. However, a student or team of students who elect to engage in publishing a work without direct faculty involvement and collaboration will also be eligible to receive a scholarship/grant equal to one half of the amounts enumerated below. Similarly, a faculty member or group of faculty members who choose to publish without the collaboration of a student will be eligible for a grant equal to one half of the amounts enumerated below. Faculty publications may be of either a scholarly or nonacademic nature. The maximum amount that can be awarded to any one individual during a given fiscal year (July through June) is \$2000. To be eligible for a scholarship or grant, the authors must be identified in the publication as associated with ----- University.

Scholarships or grants will be awarded by the Dean upon approval of the Chairs of the College of Business and Economics based upon a written application, accompanied by a copy of the publication. In cases where the publication does not fit our predesignated categories or examples, a judgement will be made by the Chairs as to the magnitude of the grant.

Applications are available from the Dean's Office, College of Business and Economics, or by contacting the Dean's secretary.