

**PROPOSAL TO ESTABLISH LCB BUSINESS  
PROFESSIONAL SUMMER CAMP**

**Presented By  
Quack Pack Group**

**To:**

**Cornelis de Kluyver, Dean, Lundquist College of Business  
November 17, 2013**

## 1. INTRODUCTION

The Lundquist College of Business measures its success through the success of its students, if that success is not being maximized, then the LCB is wasting student potential. We have found that LCB students are not fully prepared to enter the job market and are lacking both marketable and professional skills that devalue their current education. To increase the success of both individual students as well as the entire LCB, we are proposing an intensive summer program that will maximize the professional potential of every student participant.

## 2. SITUATION ANALYSIS

In today's business related job market, finding a career requires more than just a college degree. LCB students are not exempt from this fact. In the summer of 2012, three months after graduation, 30% of the Lundquist College of Business' graduating class were still looking for employment (Appendix A).

Our goal was to figure out what employers were looking for and what LCB students felt that they were lacking. To do this we interviewed multiple current LCB students and Jessica Best from the LCB's career center. After conducting these interviews and researching, we found three major aspects of importance for gaining an advantage in the job market. Beyond having their degree, students would benefit from:

- Relatable work experience
- Proof of developed practical and technical skills
- A strong professional network

### Relatable work experience:

The first asset we found that would give students an edge is meaningful work experience. Jessica Best a consultant at the LCB's career center emphasized this point when asked, 'In what ways can students differentiate themselves in the job search?' She replied, "So the things that employers look for, number one, is going to be relevant work experience." She went on to mention that from the most recent statistic she heard, 83% of employers will not hire college grads without meaningful professional experience. More from Jessica on the importance of relatable work experience can be found in bold font on Appendix B, the transcription of her interview.

The advantages that come from having relatable job experience were also explicitly laid out through a testimony from we had from Colin Bourdin. He said, "Because of my internship with Morgan Stanley this summer, I was able to beat out other applicants when applying for a job after school and I already have a job lined up for when I graduate, which takes so much stress off of senior year."

The best way for students to gain this work experience would obviously be through an internship or a part-time job. The LCB does a great job connecting students with potential job and internship opportunities. However, many students do not have time for these things when completing a degree.

### Proof of developed practical and technical skills:

The second thing we found that would be beneficial to students goes hand in hand with relatable work experience. It is having physical proof of skills that students can show to potential

employers. The concepts learned in class are obviously the most important part of going to school at the LCB. However, students often leave college without chances to apply concepts to real world situations and often times are not familiar with current software programs used in the business world. The skills necessary to impress employers vary according to concentration, but having a portfolio of some kind that demonstrates competency is beneficial for all. After speaking on the importance of work experience Jessica Best goes on to say, “If students haven't had actual employment experience, what they (employers) prefer is experience outside of the classroom that is not required... Especially things where they can show professional skills that they are hiring them to do. For example, the UO investment group, if I am hiring someone to do stock analysis and you can show me an example of your stock analysis, that's really impressive”. Colin Bourdin again reiterated Jessica's point when speaking about his successful interview experience with Morgan Stanley this past summer. He said, “I was far more confident in my interview knowing that I have already done professional level stock valuations and I had proof of that. Having a physical report that I could show to the interviewers and walk through with them really set me apart from the other candidates.”

Another student we interviewed in class had mentioned when she was applying for a marketing internship over the summer, she was asked if she knew how to use the software program InDesign. She admitted that not knowing the program definitely hurt her in the interview.

In addition to these specific technical skills, there other practical skills that businesses are looking for in potential employees. These include management skills, the ability to work in teams, etc. A full list of skills most important to employers according to Randall S. Hansen, Ph.D., and Katharine Hansen, Ph.D. can be found in Appendix C.

#### A strong professional network:

The next asset we found to be extremely beneficial was a strong professional network. Having a strong professional network is extremely beneficial for finding a job and networking is the best way to land a career. According to a survey from Right Management, the leading source for people obtaining a new job is through networking (Appendix D). In 2010, 41% of jobs came from networking.

Our interviewees also demonstrated the importance of networking. Michael Kim mentioned that his fall back plan was to work at his father's accounting firm, if he couldn't manage to accomplish his goal of working for a successful start-up. Also, we asked Lawrence to tell us about his application and interview process for his internship at the law firm and stated that without his connection with a current employee, he would not have gotten the job. These sections of our interviews can be found in Appendix E and F respectively.

These are two examples of people utilizing their personal network as a professional tools. Friendship is a completely underrated aspect of the business world and isn't touched on enough at the LCB. When listening to one of the other proposals we heard a student mention how all of us LCB students take all the same classes but don't really take the time to get to know each other. Lawrence also mimicked this concern when we asked him what he would like the business to provide to their students. He replied, “Well they don't teach us social skills like how to interact with people on a not professional level. I'm not sure if I expect that from school but it would be nice if it were more personal.”

It is clear from these testimonies that the LCB should focus more on promoting students to start networking and utilize all the people we have in our community at the LCB.

#### Inadequate Opportunities within the LCB:

There are opportunities currently in LCB that allow students to acquire the three needs stated above. According to Jessica Best, the best way for students to gain meaningful experience would be through the LCB's various clubs. While participating in the LCB's clubs is a good alternative for students who can't hold internships or part-time jobs, actually gaining meaningful experience from these clubs is difficult for the average LCB experience. First of all, some of the clubs are limited by size. Secondly, it has been expressed to us that only those who hold positions in the open clubs in get a chance to do something that could translate to meaningful work experience. In Appendix E Lawrence Hastings expresses his frustrations with the Warsaw Sports Business Club and demonstrates this point. However, it is not our goal to negate the advantages of these clubs as they do provide great experiences for the students who take advantage of them. We simply want to point out that there is indeed limited accessibility to them and the LCB would be benefiting students if they provided even more opportunities for them to gain relatable work experience.

In addition to the clubs, the LCB also provides other resources for students to gain the needs laid out above. The LCB also offers networking events such as career fairs and a few seminars throughout each term. However, there is no emphasis or events that revolve around peer networking outside of class.

There are also other seminars in place for students in other areas of emphasis such as software workshops. But, many students are unable to attend the limited workshops that are offered because of scheduling conflicts during the school year. The problem with the majority of these LCB resources is simply accessibility. Furthermore, being able to serve more students and provide them with multiple avenues to gain this experience would undoubtedly be beneficial.

### **3. OBJECTIVES**

To remedy the current issues that students face when entering the job market it we wanted to design a program that could provide students with help in the three aspects laid out in the situation analysis. More specifically we wanted the program to meet the following objectives:

- Increase employment rate of student participants from to be at a level above the LCB average
- Ensure an intensive enough environment to be considered meaningful experience
- Teach students how to use applicable software in their field of interest
- Provide students with a chance to build some kind of professional portfolio
- Provide opportunities to network with professionals
- Encourage students to network with peers
- Provide an experience that is accessible to busy college students

### **4. SOLUTION**

We are proposing an accessible summer program that will solve the issues defined in our situation analysis and meet all of our objectives. This program will be a two week-long, intensive

training program that will provide students with a professional learning environment, an understanding of networking and a physical representation of the practical application skills that the student has learned throughout the camp. Our solution will help students understand what is expected of them in a professional setting as well as provide them with the skills to maximize their capabilities via valued traits that employers are seeking. The components of our solution will be address through three different environments, a classroom setting, Professional seminars, and experiential opportunities. The full schedule can be found in Appendix G.

#### Classroom Setting:

Classroom settings will be divided into three main categories of marketing, finance and entrepreneurship each program having two different LCB professor teaching one two hour class each day. Students will learn and develop technical skills not currently emphasized at the LCB. Finance classes will train students to use applicable software such as SPSS. Marketing students will learn Adobe InDesign, Photoshop, and information processing. Entrepreneurship classes will train students how to develop a business plan through the business canvas, eventually creating a business pitch using LivePlan.com.

#### Seminars and Lectures:

Professional seminars and lectures will demonstrate and teach professional skills such as pitching, networking, negotiation, and leadership via expert professionals. Seminars will be designed to help students learn these skills through interactive activities that will correlate to both the classes students will be taking as well as the experiential events that will be occurring during the program. Lectures will be held in order to teach students the current climate of the business world through the eyes of an expert professional. Lectures also offer a possible networking opportunity for students to meet and ask questions of successful business people from a range of fields.

#### Experiential Learning:

Experiential learning events will be held throughout the week through networking events, career fairs and competitions meant to incentivize and create a professional learning environment while students produce physical documents and proof of skills learned in the program. Physical documents will act as a portfolio providing credible information what relatable skills students know and do efficiently and well.

The program will provide two options for students to create their portfolio; either individual projects of finance reports, business plans, or marketing strategies, or group projects that will allow students to combine their efforts and skills creating a business development plan that they will pitch at the end of the program in a competition setting. Students will be provided with the opportunity to form groups and collaborate at the end of week one, thus using their peer networking skills to create teams from the three concentrations. The group project will open up opportunities such as networking and team building skills with members through collaboration, cooperation, respect, commitment during the projects. As incentive, the best project from each concentration will receive a \$100 cash prize while the group project that wins the pitching competition will receive a \$500 dollar cash prize to be split with members.

Other opportunities offered such as a career fair, networking brunch, and leadership activities allow students to use the skills learned in seminars and lecture in a real world setting. Networking connections made with both potential employers as well as fellow students can be used for professional advancement after completing the program.

The components of our solution are designed to be integrative and complement the information being taught in each aspect. Students will gain professional experience through participating in intensive competitions and learning applicable technical skills in the classroom while building professional relationships with both their peers and professional contacts. This solution provides students with all the resources necessary to becoming the most successful professionals they can be. By the end of the program students will have more applicable skills that employers are seeking and be able to communicate with potential employers more clearly the skills they have. Our solution is also accessible to students because it takes place for a relatively short period of time over the summer where students can be fully dedicated to the program without distractions.

## 5. TECHNICAL PLAN

For the success of our summer camp a strict timetable must be followed to ensure students are informed of the opportunity and have the best experience possible. A tentative time table is provided below.

<b>tasks</b>	<b>completion date</b>
part-time management staff hired	24-Mar
three professors hired	24-Mar
marketing plan	31-Mar
marketing plan implemented	7-Apr
student intent to participate developed	7-Apr
student intent deadline	21-Apr
three student interns hired	1-May
student fee deadline	1-May
seminar and lecture speakers confirmed	19-May
all classrooms and labs requested	19-May
all catering services requested	25-May
professors finalize teaching plan	15-Jun
program begins	23-Jun

program ends	6-Jul
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## 6. COST ANALYSIS

Excluding the daily food and housing costs that we students will individually pay for. We expect the summer camp to cost just under \$20,000 dollars per year. If we have students each pay a \$100 fee for the camp and at least one-hundred students come the total cost can be subsidized to under \$10,000. This would allow us to run the camp for three years and re-evaluate the finances then. A full breakdown of the costs for the LCB can be found in fixed costs section of Appendix H. Our estimates for salaries are what seemed reasonable to us based on LCB professor's current pay. For brunches and the career fair our estimates are based on University of Oregon catering prices and we made the cash prizes just big enough to cover the cost for students to come to the camp. The required staff for the summer program would include six teachers for the concentration content classes who would also judge the competition, one administrator to oversee the camp, and three student interns behind the scenes. The administrator's salary is higher than the other faculty because of the preparation that would need to be put in before the start of the camp.

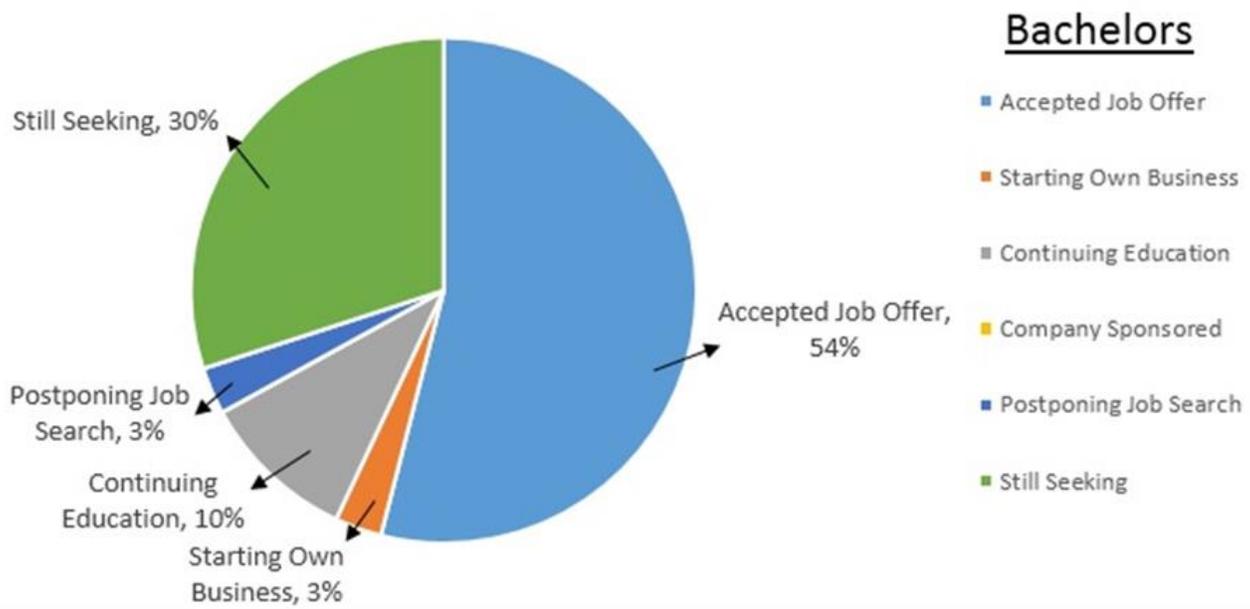
The non-financial costs include preparation time and labor especially in the weeks before the camp starts. Also, we would need to occupy the classroom space, lab space and residence hall space for two weeks making them unavailable for other programs and classes. Finally we would need to get guest speakers and other volunteers to run the seminars and workshops included in the camp.

## 7. CONCLUSION

LCB students are failing to maximize their capabilities in the professional world, devaluing the education provided by the LCB. The resources currently offered by the LCB fail to make participation accessible for conflicting scheduling and do not address all the skills needed in today's professional climate. To better prepare students for the career hunt, the LCB needs to provide more developmental resources that make students successful. Our summer program will provide students with a holistic experience that will increase both the odds of a student getting hired as well as obtaining a better job through networking capabilities and a portfolio of relevant experience that employers are actively seeking. The benefits of an intensive professional program will benefit both students and the LCB for years to come as students maximize their potential.

**Appendix A: Graduation Statistics for LCB Class of 2012**

Bachelor Class  
(463 of 582 responding)



## Appendix B: Interview transcription with Jessica Best

(Gideon): After the advising, does student seem to feel more confident/relieved? Why/Why not?

(Jessica): Most people come in for help with a specific application. But, students also come in for career search help. How to look for a job and how to navigate that process. Also we get a lot of people that come in for interview help whether that means asking questions about interview or actually doing interviews.

(Gideon): What are the most common concerns that you receive from students about their entrance to the job market?

(Jessica): A lot of students are concerned about the decision they make now may affect the rest of their life. They want to get it right. Also they feel pressure that there aren't a lot of opportunities and they need to take whatever they can get, so they feel conflicting pressure between what they actually want to do and the reality for making money. The earlier the students come talk with us, the more we can help them be smart about their career search, so that they are building good experience and networks in order to be much more likely to get the job.

(Gideon): What are the misunderstandings that students have about the job market?

(Jessica): They think online application is just enough. They think the way to get a job is to apply online, that is not the way employers prefer to find employees. **I have seen various stats the most recent one is that one in one hundred general applicants gets a job through online application process. If you look at the people who are referred by a current employee, one out of eight gets hired**, so it's a much better chance. **The way to get a referral from a current employee is to meet them, network with them, which you don't do online.**

(Gideon): What are some comments from recruiters about the LCB students?

(Jessica): We get very good feedback from recruiters about LCB students in terms of their preparation for the job search process they think their resumes and cover letter better than other students on campus as well as other campuses, they seem well-prepared. Those are the students that are typically involved with clubs and internship experience.

(Gideon): What does the recruiters want to see more from the LCB students?

(Jessica): The conversations we have are more around what programs would help you connect with students, or how can we raise the visibility of the jobs they are available. We focus more on communication and how to connect employers with students. You can certainly find different surveys, surveys of recruiters widely who share their experience with recruiting on college campuses what they want from college grads and what they are seeing and what that gap is (pauses to find paper). If you look on The National Association for Colleges and Employers, they are the professional association for most of what we do. Also CERI, not sure what it means, but look that up because I have in my notes it says through that survey that **83% of employers will not hire college grads without meaningful professional experience.**

(Gideon): What are some ways students can differentiate themselves from other competition through the LCB?

**(Jessica): So the things that employers look for, number one, is going to be relevant work experience and that would be part the part time jobs or internships or something like that. If students haven't had actual employment experience, what they prefer is experience outside of the classroom that is not required. Everybody who graduates with a business degree is going to have done the same requirements; they want to see what people have done in addition to that. Especially things where they can show professional skills that they are hiring them to do. For example, the UO investment group, if I am hiring someone to do stock analysis and you can show me an example of your stock analysis, that's really impressive. UOIG is a great example of an organization that provides those opportunities; other students clubs do that as well. So, the Warsaw business club they put on various events where students get experience doing sponsorship marketing, operations, etc. Beta Alpha Psi does the volunteer income tax assistance program, where students can help people with their taxes. So students actually get to practice and learn the things they want to be doing and also create things for their resumes and stories to tell in their interviews. For the college of business, the primary conduit for professional development activities that are outside of class are going to be those students clubs. I can't think of anymore right now but there are other various things such as case competitions and the accounting major competition, those are the things that make students stand out.**

(Gideon): What is your personal opinion about the LCB programs (curriculum) that are offered currently? What do you see the difference between other programs (other business colleges) as a professional?

(Jessica):

I do know that the focus of the LCB on leadership and teamwork, and experiential learning are real advantages that the students have if they use those. I certainly know that it's not something that people in other majors are getting. And especially as you go into the business world, so much of the work is working across cultures and across time-zones. I think what the LCB does to prepare those students are very strong in that area, but there's always a room for improvement.

(Gideon):

Do you think we have enough opportunity for students to participate in? For example, UOIG has limited space.

(Jessica):

They can be, the question is "are they?" We can always help the students understand the value of those experiences. The question is, "are the students willing to give up their evenings or get up at 6 o'clock?" There is a barrier there. Though it's important for us to communicate those values of the opportunity. Now, enough is subjective word. There's always opportunity for growth, there are case competition that happens all over the country and all over the world, currently, we don't really send students to those, and we don't help prepare for those engagement. So those are some things that will really give students a valuable experience. And that would be really cool to put

on a resume, and that could raise the visibility of the college as a whole. **We could host some kind of case competition at the undergraduate level as well as the graduate level**, the university host one competition called the “new venture” competition for the MBAs in Portland, it’s one of the premier New Venture competition in the world, and they bring teams of MBAs from all over the country and the world with their business ideas. This is the kind of thing the undergrad could be doing. It takes investment, it takes a lot of people, it takes work, but it could give students a great experience but also the more the people recognize and respects the Lundquist College of Business the more it is worth. So the more popular and the more famous we are as a college, the more people are going to be impressed by your degree. We’re in the position where we look at all of these things, it’s not just the experience we give our students, but it is how do we leverage that and how can we raise the visibility and let everybody know how great you are and the college is.

(Gideon): What aspects would you recommend students to have before they graduate other than the internship experience?

(Jessica): I think there is a value actually working at a job where you can get fired. Just having that work experience can bring some real value there. Even if it’s working as a barista at a coffee shop or working at a front desk. I think there is a value there. Not just being a member of the club but taking a leadership role, again just showing up to meetings doesn’t mean anything, just because you engage with it, you don’t have anything to show for it. Not only taking a leadership role within a club but also leading a smaller committee, you don’t have to be the president of the club. You want to build that experience and engage in that experience, instead of being passive. I would want students to get involved.

## **Appendix C: List of Skills Most Important to Employers According to Randall S. Hansen, Ph.D., and Katharine Hansen, Ph.D**

**Communications Skills (listening, verbal, written).** By far, the one skill mentioned most often by employers is the ability to listen, write, and speak effectively. Successful communication is critical in business.

*Sample bullet point describing this skill:*

- Exceptional listener and communicator who effectively conveys information verbally and in writing.

**Analytical/Research Skills.** Deals with your ability to assess a situation, seek multiple perspectives, gather more information if necessary, and identify key issues that need to be addressed.

*Sample bullet point describing this skill:*

- Highly analytical thinking with demonstrated talent for identifying, scrutinizing, improving, and streamlining complex work processes.

**Computer/Technical Literacy.** Almost all jobs now require some basic understanding of computer hardware and software, especially word processing, spreadsheets, and email.

*Sample bullet point describing this skill:*

- Computer-literate performer with extensive software proficiency covering wide variety of applications.

**Flexibility/Adaptability/Managing Multiple Priorities.** Deals with your ability to manage multiple assignments and tasks, set priorities, and adapt to changing conditions and work assignments.

*Sample bullet point describing this skill:*

- Flexible team player who thrives in environments requiring ability to effectively prioritize and juggle multiple concurrent projects.

**Interpersonal Abilities.** The ability to relate to your co-workers, inspire others to participate, and mitigate conflict with co-workers is essential given the amount of time spent at work each day.

*Sample bullet point describing this skill:*

- Proven relationship-builder with unsurpassed interpersonal skills.

**Leadership/Management Skills.** While there is some debate about whether leadership is something people are born with, these skills deal with your ability to take charge and manage your co-workers.

*Sample bullet point describing this skill:*

- Goal-driven leader who maintains a productive climate and confidently motivates, mobilizes, and coaches employees to meet high performance standards.

**Multicultural Sensitivity/Awareness.** There is possibly no bigger issue in the workplace than diversity, and job-seekers must demonstrate a sensitivity and awareness to other people and cultures.

*Sample bullet point describing this skill:*

- Personable professional whose strengths include cultural sensitivity and an ability to build rapport with a diverse workforce in multicultural settings.

**Planning/Organizing.** Deals with your ability to design, plan, organize, and implement projects and tasks within an allotted timeframe. Also involves goal-setting.

*Sample bullet point describing this skill:*

- Results-driven achiever with exemplary planning and organizational skills, along with a high degree of detail orientation.

**Problem-Solving/Reasoning/Creativity.** Involves the ability to find solutions to problems using your creativity, reasoning, and past experiences along with the available information and resources.

*Sample bullet point describing this skill:*

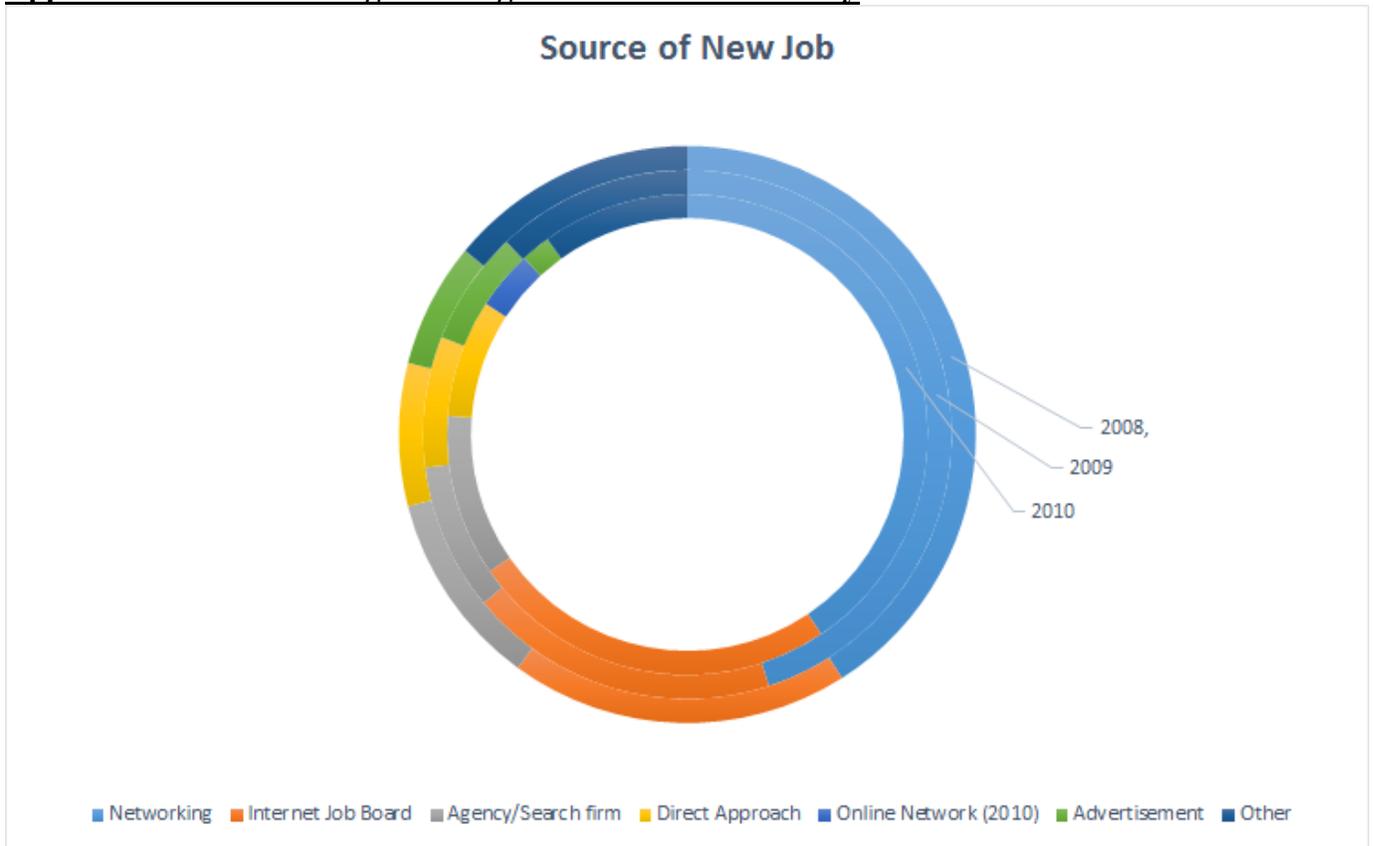
- Innovative problem-solver who can generate workable solutions and resolve complaints.

**Teamwork.** Because so many jobs involve working in one or more work-groups, you must have the ability to work with others in a professional manner while attempting to achieve a common goal.

*Sample bullet point describing this skill:*

- Resourceful team player who excels at building trusting relationships with customers and colleagues.

**Appendix D: 2008-2011 Right Management Job Source Survey**



Source of New Job	2010	2009	2008
Networking	41%	45%	41%
Internet Job Board	25%	19%	19%
Agency/Search firm	11%	9%	11%
Direct Approach	8%	8%	8%
Online Network (2010)	4%	na	na
Advertisement	2%	7%	7%
Other	10%	12%	14%

## **Appendix E: Interview transcription with Michael Kim**

(John-Henry): What's your name? Major and year?

(Michael): Michael Kim, accounting, senior.

(John-Henry): What is your ideal job post-graduation? Does this position relate to your chosen major/concentration?

(Michael): I want to work at a start-up. Most likely doing accounting for them, so yes.

(John-Henry): Do you think you are qualified for this position now, or will you be after graduation?

(Michael): **I mean I will technically be qualified but I don't think I could jump straight into it. It sucks because I need to learn by experience, but I can't get a job without experience.**

(John-Henry): Are you nervous for the job search? Why or why not?

(Michael): **Well yes because I want to do my own thing but my fallback is just to work at my dad's accounting firm.**

(John-Henry): What has been the most helpful experience or skill you have learned to prepare you for the job market?

(Michael): **I would say my internship.**

(John-Henry): Could you tell me more about that?

(Michael): It was a marketing internship at a computer science firm. So it doesn't really apply to what I want to do **but I learned how to function in a professional environment.**

(John-Henry): Does it matter that your last internship wasn't in your field of concentration?

(Michael): Yes and no. It would be better to have it in accounting but not necessary, just having the experience was cool. I got decent pay and more importantly just something to put on my resume.

(John-Henry): How did you find and get that internship? What was the interview process like?

(Michael): **My dad got it for me (laughs). So all I had to do was meet my boss it wasn't even hardly an interview**

(John-Henry): Would you have been able to get the internship on your own?

(Michael): **Nope**

(John-Henry): Have you applied for a job since getting into the LCB?

(Michael): Yes, I've applied to a few accounting firms and a bunch of campus jobs recently but I didn't even get response back. Well, I got an interview from amazon, but I realized the time commitment would interfere with my schooling.

(John-Henry): Why do you think you didn't get the responses you would've liked?

(Michael): Because I'm kind of behind in my accounting classes. If I were closer to graduation it would've given me a better chance.

(John-Henry): Did you feel confident the last time you applied for a job or internship?

(Michael): Kind of, not really. I just felt like putting myself out there was a good idea.

(John-Henry): Do you know to network professionally?

(Michael): Yea I'd say so but not as well as I could be. I've met people in the business school but I don't know if they can help me get a career. I think you just have to individually try harder to create a network.

(John-Henry): Has the business school specifically helped you build your professional network?

(Michael): Other than meeting my professors, not really. But again I just haven't tried hard enough.

(John-Henry): What would be the most valuable skill you could learn in order to get your ideal position?

(Michael): Well in accounting just having your certification and degree is super important.

(John-Henry): Alright, thanks for your time Michael.

## **Appendix F: Interview transcription with Lawrence Hastings**

(John-Henry): Hi so what's your name? Major and year?

(Lawrence): Law Hastings, Sports business, senior.

(John-Henry): What is your ideal job post-graduation? Does this position relate to your chosen major/concentration?

(Lawrence): Yea, I want to do anything sports related.

(John-Henry): Are you nervous for the job search? Why or why not?

(Lawrence): Yea, because we hear so much about how hard it is to get a job. I don't know how my degree differentiates me from the group.

(John-Henry): So other than your degree, what would you want to have under belt?

(Lawrence): **References and connections would be nice, I don't really know anyone in the field of work that I want to go into.**

(John-Henry): Are there opportunities for you to gain the network you seek?

(Lawrence): **I mean yea, there's the sports business club but I don't attend and the career center is not helpful. I feel like they just want to get you out of there as soon as possible.**

(John-Henry): Why don't you attend the sports business club?

(Lawrence): **There are too many people in club. There are like 150 people in the club and unless you're the president or something you don't get a chance to talk to any of speakers, so the club doesn't give you the chance to meet people that could provide help in the job market**

(John-Henry): What has been the most helpful experience or skill you have learned to prepare you for the job market?

(Lawrence): Well I think my studying skills will help me the most. I learned how to pay more attention to details.

(John-Henry): Outside of academia though, has there been anything that you think gives you a significant edge in the job market?

(Lawrence): **Yah my Internship in this summer in law office.**

(John-Henry): How was that helpful?

(Lawrence): **Even though it doesn't even relate to my sports business major, just being able to put the internship on my resume is nice.**

(John-Henry): Did you have to apply?

(Lawrence): Yah I had to go through the application process but I got the internship through my Grandpa.

(John-Henry): **Were you confident when applying for your internship?**

(Lawrence): **Yes, but only because someone hooked me up with the job. I had to go through the interview process anyway but I got the job because I knew someone in the firm.**

(John-Henry): **Do you think you would've been able to get the job without that connection?**

(Lawrence): **Well I mean, I wouldn't have even heard about it. But even if I did, Probably wouldn't have gotten it (laughs). Who would want to hire me?**

(John-Henry): Have you applied for a job since getting into the LCB?

(Lawrence): Yea I got a job at Looking Glass youth help program in Eugene.

(John-Henry): Did you feel confident the last time you applied for a job or internship?

(Lawrence): Yes, but the job isn't really business related.

(John-Henry): Yea we are looking for more career oriented experiences, do you know to network professionally?

(Lawrence): **Uh not really, I mean I'm linked in, that's about it.**

(John-Henry): Ok, last question what do you think the business school lacks in terms of preparing students for the professional job hunt?

(Lawrence): **It doesn't teach us social skills or how to interact with people on a not professional level. Not sure if I expect that from school, but it would be cool if the business was more personal.**

## Appendix G: Summer Camp Schedule

Week 1:

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday			
7:00:00		breakfast	breakfast	breakfast	breakfast					
7:30:00										
8:00 AM		Entrepreneurship Class	Finance Class	Marketing Class	Entrepreneurship Class	breakfast				
8:30 AM										
9:00 AM									Project Development Work Time / Help Session	
9:30 AM										
10:00 AM		Finance Class	Marketing Class	Entrepreneurship Class	Finance Class	Networking Brunch				
10:30 AM										
11:00 AM	program check-in									
11:30 AM										
12:00 PM	Orientation lunch	lunch	lunch	lunch	lunch	lunch				
12:30 PM										
1:00 PM		Marketing Class	Entrepreneurship Class	Finance Class	Marketing Class		Career Faire			
1:30 PM										Leadership Activity
2:00 PM	Icebreakers									
2:30 PM										
3:00 PM										
3:30 PM			Networking Seminar	Concentration Lecture	Pitching Seminar	Project Development Pitches / Feedback				
4:00 PM		Guest Lecture								
4:30 PM	Class orientation									
5:00 PM				Resume Workshop	Cover Letter Workshop		Group Find Session			
5:30 PM										
6:00 PM	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner			
6:30 PM										

## Week 2:

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
7:00:00	<b>breakfast</b>	<b>breakfast</b>	<b>breakfast</b>	<b>breakfast</b>	<b>breakfast</b>		
7:30:00							
8:00 AM	<b>Finance Class</b>	<b>Marketing Class</b>					
8:30 AM							
9:00 AM							
9:30 AM	<b>Marketing Class</b>	<b>Entrepreneurship Class</b>	<b>Project Work Time</b>	<b>Project Work Time</b>	<b>Project Work Time</b>	<b>breakfast</b>	<b>Final Brunch</b>
10:00 AM						<b>Individual Projects Due</b>	
10:30 AM						<b>Presentation Class</b>	
11:00 AM							
11:30 AM							
12:00 PM	<b>lunch</b>	<b>lunch</b>	<b>lunch</b>	<b>lunch</b>	<b>lunch</b>	<b>lunch</b>	
12:30 PM							
1:00 PM	<b>Entrepreneurship Class</b>	<b>Finance Class</b>	<b>Project Work Time / Feedback Sesssions</b>	<b>Project Work Time / Feedback Sesssions</b>	<b>Project Work Time</b>	<b>Group-Project Presentation Work-Time (individual project evaluations for professors)</b>	<b>Group presentations / Dileberation</b>
1:30 PM							
2:00 PM							
2:30 PM							
3:00 PM							
3:30 PM	<b>Guest lecture</b>	<b>Guest Lecture</b>	<b>Leadership Activity</b>	<b>Leadership Activity</b>			
4:00 PM							
4:30 PM							
5:00 PM	<b>Dinner</b>	<b>Dinner</b>	<b>Dinner</b>	<b>Dinner</b>	<b>Dinner</b>	<b>Dinner</b>	<b>Awards Dinner / Closing Ceremony</b>
5:30 PM							
6:00 PM							
6:30 PM							

**Appendix H: Cost Breakdown****Fixed Costs**

Faculty salaries	\$2000 X 6 employees	12,000
Intern Stipends	\$200 X 3 interns	600
Administrator Salary		3000
Career Fair and Brunches	Based on UO catering prices	3000
Individual Contest Cash Prize	\$100 X 3 winners	300
Group Contest Cash Prize		500
Supplies		500
<b>Total</b>		<b>19,900</b>

**Variable costs**

Student Housing	\$45 X 13 nights	585
Carson Dorm Food		
Breakfast	\$7.95 X 11 meals	87.45
Lunch	\$8.25 X 11 meals	90.75
Dinners	\$9.95 X 12 meals	109.45
<b>Total</b>		<b>872.65</b>

\*Students will be expected to pay for their own variable costs in addition to a \$90 fee to subsidize costs for the LCB