

AN EXPERIENTIAL EXERCISE IN PERSONNEL SELECTION

“Be careful what you wish for.” An experiential exercise in personnel selection

Submitted to the Experiential Learning Association

Eastern Academy of Management

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Abstract

Personnel selection is a key topic in Human Resource Management (HRM) courses. This exercise intends to help students in HRM courses understand fundamental tasks in the selection process. Groups of students act as management teams to determine the suitability of applicants for a job posting for the position of instructor for a future offering of an HRM course. At the start of the exercise, the tasks include determining desirable qualifications and developing and ranking selection criteria based on the job posting and discussions among team members. Subsequently, each group reviews three resumes of fictitious candidates and ranks them based on the selection criteria. A group reflection and plenary discussion follow. Teaching notes, examples of classroom use and student responses are provided.

Keywords: Personnel selection, HRM, experiential exercise

“Be careful what you wish for.” An experiential exercise in personnel selection

Selection is a key topic in Human Resource Management (HRM) courses and yet, selection exercises that can engage students in learning about the selection process are not abundant. Part of the challenge lies in providing students with a context to which they can relate. Many selection exercises focus on management situations that are unfamiliar for students in introductory HRM courses. Consequently, this exercise uses a context in which students have some knowledge – what they consider a good candidate for the position of sessional instructor for a future HRM course. Relating to the context of the job can help increase student engagement and comprehension of key tasks in the selection process. Students work in groups to determine the desirable qualifications based on the job posting. Subsequently, they develop and rank selection criteria based on these qualifications. Each group then reviews three resumes of fictitious candidates and ranks them based on the selection criteria and the information in the resumes. Although the resumes provided are fictitious, they are inspired from those submitted by actual applicants for similar positions, which increases the relevance of the activity. A group reflection and plenary discussion follow. Teaching notes, examples of classroom use and student responses are provided.

Pedagogical theory or evidence

HRM is an applied science and thus, courses in this discipline emphasize managerial actions and the use of various procedures and tools. Although organizational behaviour theories lay the foundation for much of what we study in HRM courses, the focus in HRM is application. This exercise focuses on the personnel selection process, which tries to identify applicants with

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the necessary knowledge, skills, abilities, and other characteristics that will best fit the job and help the organization realize its objectives (Noe, Hollenbeck, Gerhart, Wright, & English, 2016). The objective of effective selection is to choose the best candidate. However, choosing the most desirable attributes is not always as simple as it seems.

Depending on the way programs of study are structured, HRM courses may or may not follow an introductory course in organizational behaviour (OB). When teaching selection in HRM, instructors will thus want to introduce or review certain OB concepts that influence the selection process. The present exercise focuses on the early part of the selection process, where rater bias might come into play. Biases play a more significant role in the interviewing phase of the selection process (Noe et al, 2016). However, it is still important at the earlier parts of the selection process, such as when evaluating the fit of a candidate based on information contained in the resume. For example, Zysberg and Nevo (2004) found that the fit of candidates for a managerial position tended to emphasize cognitive skills, suggesting that the appearance of intelligence, as signalled by the information on the resume, could create a halo effect. In this case, where limited information about an applicant has a disproportionate effect on the evaluation of the candidates' application.

Stereotypes can also come into play at this stage of the selection process if students indicate that they are discriminating against a candidate belonging to a particular group. Contrast effect could also be relevant at this point in the selection process since students may tend to compare the resumes of the applicants against each other rather than against an objective standard. Although the purpose of the present exercise is not a focus on rater biases, these are important to include in the plenary discussion that follows the exercise.

Teaching selection in HRM

Selection is a key function of Human Resource Management (HRM). It is a fundamental topic in introductory courses and the focus of in-depth courses in HRM. However, few exercises are available to engage students in understanding the selection process. Many students have the impression that selecting employees is a process that should be obvious. It can be difficult to convince them that selection requires attention and careful consideration of many aspects, such as the organizations' needs, fit of new employees within the organization's culture, and restrictions that set boundaries on choices, such as budgetary restrictions, location and the nature of the job. Rather than lecturing on the steps in the selection process and the challenges it involves, exercises provide an opportunity for students to learn through engagement in an activity. This enables students to become more conscious of what they already know and what they need to consider further.

This exercise is designed for introductory HRM courses, where selection is a topic that is typically featured as a unique chapter, or combined with recruitment in introductory HRM textbooks. The exercise would also be appropriate in the introductory phase of an advanced course in personnel selection.

Introductory HRM courses typically include the following steps in the selection process. The present exercise fits in well with the earlier steps in the process and thus, we introduce #1 and #2 before conducting the exercise, which focuses on applicant screening prior to inviting them for an interview. Once students have completed the preliminary ranking of the applicants, a plenary discussion takes place. Steps #3 to #5 would be covered after the exercise and plenary discussion is completed.

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- 1. Strategic significance of the selection function** – This involves underscoring the importance of aligning selection with the needs of the organization. To this end, it is important to recognize that selection decisions must reflect job requirements and integrate well with organizational priorities. At the same time, it is essential to recognize organizational constraints, such as limited resources, realities of the labor market.
- 2. Steps in the selection process** – The present exercise focuses on the early steps in the selection process. Depending on the content of the course, this can include a discussion on five to eight steps, beginning with screening applicants and ending with the hiring decision (Schwind, Uggerslev, Wagar, Fassina, & Bulmash, 2016). Each step comprises specific actions that enhance the quality of the selection process. Organizations typically go through a screening process of the applications, which is the focus of this exercise. This is followed by the actions described in # 3-7 below. They include interviews, employment tests, verification of references, pre-offer and the hiring decision. Since this exercise focuses on applicant screening, we mention the later steps, in the introduction to the selection process, but emphasize the initial screening at this point.
- 3. Outlining various steps in conducting an employment interview** – Employment interviews are the most widely used selection technique since they allow a personal exchange. Consequently, a discussion of selection often requires that some time be spent on introducing the various types of interviews and the types of questions used during the interview process.

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- 4. Employment tests** – Using the examples from the exercise, we introduce the administration of employment tests. The exercise provides students with reference points in relation to the information regarding employment tests. This enables them to become more engaged in a discussion regarding which tests are appropriate. A discussion of the reliability and validity of employment tests is usually included in teaching this part of the lesson. At this point, misconceptions about the effectiveness of employment tests can be discussed. For example, many people believe that integrity tests have adverse effects on some ethnic groups, although research shows that ethnic differences on integrity tests scores are typically non-significant (Rynes, Brown, & Colbert, 2002).
- 5. Verification of references** – This step includes the evaluation of the candidate's past work performance and other information provided by past employers.
- 6. Pre-offer** – Here we focus on the later steps in the selection process, which could include giving short-listed candidates realistic job previews and completing contingent assessments, such as medical evaluations or verifying a driving record, depending on the type of job.
- 7. Hiring decision** – We also discuss the challenges managers face when making the final selection, including weighing the consequences of making an offer to a marginally acceptable candidate versus not making any offer.

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Past experiences with this activity

The exercise described in this paper was developed in the context of a course on HRM to help students learn about the process of personnel selection. The discussion questions were designed to help students reflect on the process and their decisions. Consequently, the exercise serves two major purposes. First, it provides students with the opportunity to experience the challenges of the early steps in the selection process by engaging in discussions leading to the identification of relevant selection criteria. Secondly, it demonstrates how other concepts presented within the course relate to the process of selection. Although the resumes used are fictitious, they were largely inspired from actual resumes received for similar jobs, which increased the realism of the activity.

This experiential exercise was used on four occasions in undergraduate business courses taught by the author. Students generally engaged well with this activity and the discussion portion tended to be quite animated. These in-class trials provided information to help refine the suggested discussion questions for the activity.

Overview of the Activity

The following sections present an overview of the activity, the learning goals, target audience, materials required, the procedure and time required to run the exercise. Next, I suggest several discussion questions as well as possible discussion points and follow-up questions that instructors can use while running the activity. Finally, I summarize the exercise in a brief conclusion to the paper and present student reactions to the activity.

As noted above, this exercise was developed to help students learn about the steps in the personnel selection process by engaging experientially in the earlier part of this process. This

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exercise thus provides a frame of reference, through which students can better understand the following steps in the selection process. In the first step of the exercise, students individually read the job posting and draw up a list of relevant selection criteria. Subsequently, they form groups of about 4 people to discuss and rate the selection criteria in order of importance. The members of each group then read and discuss the applicants' resumes. Finally, the groups rank the three applicants in order of preference, based on the selection criteria they have selected. During the plenary discussions that follow, participants are asked to reveal their results and justify their choices. Selection criteria are compared and the reasons for differences are discussed. Here, students are reminded that certain rater biases that might have influenced their ratings of the applicants. This exercise provides some context around which the remaining steps in the selection process (interviewing to hiring decision) can be presented.

Learning goals

This activity has four main learning objectives for students as they experience some of the actions typically completed during the early phases of the personnel selection process:

- Identifying job-relevant qualifications
- Defining and rating selection criteria for a job.
- Evaluating, comparing and contrasting the information contained in the resumes of applicants for a specific job.
- Discussing how certain rater biases can affect the selection process.

Target audience

This activity works well with undergraduate and MBA students enrolled in introductory HRM courses or in a course focused on the topic of selection.

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Material and preparation required

Instructors will have to make copies of the job posting (Appendix 1), the selection criteria worksheet (Appendix 2) and the resumes (Appendix 3) prior to the start of the activity.

Individual copies of the job posting are required. Group members may share the selection criteria worksheet and resumes.

Procedure and time required

Table 1 outlines the actions needed to run this activity, which requires approximately 90 minutes. The amount of time will vary depending on the level of discussion and the size of the class. Larger classes will require more time for discussion. Suggested discussion questions are included in the next section, which follows Table 1.

TABLE 1

Overview of procedure and estimated time required

Actions	Approximate time required
Instructor explains the core concepts that will be applied to the discussion of the exercise: Strategic significance of the selection function and steps in the selection process.	15 minutes
Instructor introduces the experiential exercise to the students and distributes the job posting (Appendix 1) and selection criteria worksheet (Appendix 2).	5 minutes

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Working individually, students read the job posting and identify, on page 2 of the document, the qualifications they think are required for the position.	10 minutes
Students get into groups of around 4 people and compare their lists of qualifications. Within their groups, they discuss the relative importance of the different qualifications relative to the requirements of the position. Together, they create an ordered list of selection criteria.	15 minutes
As groups near the completion of their lists of selection criteria, the instructor distributes the resumes (Appendix 3) to each group.	
In groups, students read the resumes of three applicants and rate their qualifications against their list of selection criteria.	25 minutes
Plenary discussion, during which groups reveal their choices and reasons for the choices are explored. Instructors introduce rater bias to the class and ask discussion questions on this concept.	20 minutes

Discussion questions

1. *Which selection criteria did you find most important and why?*

The following list outlines the qualifications that students typically identified:

- Holds a Master's degree (or higher) in Business, HR, Labour Studies or related subject.
- Professional designation in HRM
- Professional experience that relates directly to the topic being taught;

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- Prior formal teaching experience (including needs assessment, course development, facilitation and student evaluation), at the university level.
- Superior skills in the areas of verbal and written communication, interpersonal skills, critical thinking and problem solving;
- Excellent organizational and time management skills;
- Track record in meeting deadlines;
- Experienced in the use of technology to support student learning and manage grades.
- Self-motivated and independent worker;
- Prior online teaching experience.

In the discussion, students share the results of their discussion on the selection criteria. For the job posting used for this exercise, educational level and previous experience teaching online are typically the top choices. However, responses will vary on the remaining criteria, depending on how students imagine the job responsibilities. Instructors will want to prompt students to discuss how they came to a consensus on the importance of the criteria for selection. Some students will prefer candidates who seem to have more knowledge of technology, while others will argue that this can be learned and that teaching experience is more important. However, it is not always easy to agree on which criteria should have the most weight. Students should be encouraged to articulate their choices in relation to the nature of the job described in the job posting.

2. Provide your ranking of each applicant. Why do you feel your top choice is the better one, relative to the other two candidates?

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Responses will vary. However, most groups of students have tended to rank the candidate with the doctoral degree, Margaret Lucas highest, followed by Pamela Hott, who has the greatest amount of practical HRM experience. Generally, students did not recommend interviewing George Morehead. The discussion around the preferred choices opens the door to reminding students about rater biases. Here, there is the possibility that contrast effect might play a role.

3. What are the consequences of the rating of applicants in a context where qualified personnel might be limited?

This question engages students in a discussion about limited choices in personnel selection. Would they consider the third candidate, if the two preferred choices were not available? Would they cancel the course? What would be the repercussions of limited applicants in this context? Should the university cancel the course rather than offer the job to a less qualified candidate? What would happen if students needed the course to graduate?

In past discussions, students tended to prefer the option of not offering the course rather than hiring a less qualified applicant. They generally argued that students who needed the course to graduate could find another online option and hiring a less desirable candidate would risk damaging the university's reputation. These are examples of important overarching considerations that guide selection decisions.

Discussion summary

The present exercise was developed to help students gain knowledge and experience the challenges of the early phases of the personnel selection process. The exercise provided an opportunity to give students practice in identifying relevant job qualifications in relation to a job posting and then ranking these as selection criteria through group discussions. Subsequently,

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students reviewed fictitious resumes inspired from actual applications received for similar job postings. They compared the content of the resumes with the selection criteria they had identified and ranked the three fictitious applicants in terms of their qualifications for the job.

This activity uses an experiential learning approach to provide participants with a concrete experience in which they evaluate applicants for a job. Participants are also encouraged to reflect upon rater biases that might have affected their evaluations of the applicants. As such, the activity incorporates three of the four learning skills related to experiential learning identified by Kolb in his learning cycle –concrete experience, reflective observation, and abstract conceptualization (Kolb, 2015).

Student Reactions

The exercise was used in the context of an introductory course in Human Resource Management on four occasions. Overall, the activity appeared to elicit participation and interest related to the topics discussed. Students generally took the exercise seriously, which might have been influenced by knowing that the resumes were based on some that had been submitted by actual applicants. Although students generally engaged well in the exercise, some groups tended to rush through the ranking of the candidates based on their resumes. Although this was not the norm, some students needed to be encouraged to reflect more diligently on their choices. It is possible that once students have decided on the relevant criteria, they might have a tendency to look for those and discard information that might be useful in the resumes, and which might not obviously mesh with the selection criteria they have selected.

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For the Experiential Learning Association exercise

This exercise can be demonstrated at the Experiential Learning Association Meeting in 30 minutes. The presenter will provide ELA attendees with the job posting and a list of desirable qualifications. They will participate in a leaderless group discussion to identify and rank the criteria for the job (10 minutes). Sample resumes will be distributed and the groups will be given time to discuss how they would rank the applicants (10 minutes). This will be followed by a discussion on how the exercise might be integrated into both undergraduate and graduate courses in HRM and the presenter will encourage suggestions for improving or modifying the exercise (10 minutes).

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References

- Kolb, D. A. (2015). *Experiential learning: Experience as the source of learning and development* (2nd edition). Upper Saddle River, NJ: Pearson.
- Noe, R. A., Hollenbeck, J. R., Gerhart, B., Wright, P. M., & Eligh, L. (2016). *Strategic Human Resource Management*, 2nd edition. Whitby, ON: McGraw Hill-Ryerson.
- Rynes, S. L., Brown, K. G., & Colbert, A. E. (2002). Seven common misconceptions about human resource practices: Research findings versus practitioner beliefs. *Academy of Management Executive*, 16(3): 92-103. <https://doi.org/10.5465/ame.2002.8540341>
- Schwind, H., Uggerslev, K., Wagar, T., Fassina, N., & Bulmash, J. (2016). *Canadian Human Resource Management*, 11th Edition. Whitby, ON: McGraw-Hill Ryerson.
- Zysberg, L. & Nevo, B. (2004). "The Smarts that counts?": Psychologists decision-making in personnel selection. *Journal of Business and Psychology*, 19(1): 117-124. <https://doi.org/10.1023B:JOB.0000040275.16133.15>

APPENDIX 1

UNIVERSITY OF BETTER LEARNING

Center for Distance Learning

JOB POSTING

SESSIONAL INSTRUCTOR OF HUMAN RESOURCES MANAGEMENT (ONLINE)

Center for Distance Learning

The Centre for Distance Learning (CDL) serves diverse learners by providing relevant academic and professional programs rooted in the principles of excellence in distance education. The CDL's mission is "to provide high quality education through accessible distance programs".

Position Description

CDL is currently accepting applications for a part-time course instructor for Human Resources Management for the 20XX-20XX [insert years] academic year. The successful candidate will provide online instruction using a combination of pedagogical approaches, such as presentations, class discussion, case study, and group activities. Courses are scheduled for a full term (12 or 13 weeks). Depending on demand, the instructor might be offered more than one section of the course, depending on availability, preferences and schedule of offered courses (Fall, Winter or Spring/Summer). Acceptable candidates can also be added to a pool of instructors for future course offerings.

Course Development and Delivery

Course outlines, learning outcomes, suggested readings and assessments are developed as part of the university's academic approval process and do not need to be developed by the instructor.

Courses are delivered using the university's Learning Management System (Moodle) and web

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conferencing system (Big Blue Button). Students work through the course content online with the Instructor facilitating their learning process. At the end of the term, students write a closed-book exam at a designated exam center.

Instructor's Responsibilities

- Facilitate delivery of curriculum according to course learning plan, using best practices in online learning
- Provide formal and informal feedback/evaluation to students including the grading of assignments/exams
- Completes all required preparation prior to course delivery
- Corresponds with students as required during the course offering
- Contribute to ongoing design and development of course materials and content in a way that complements other course offerings in the program
- Revise assessments and evaluation rubrics as required (including but not limited to quizzes/tests, group projects, case studies, etc.)
- Complete all required documentation for the program administration
- Work with program staff to ensure that all required materials and resources are available to participants/students in a timely fashion, and to support program administration
- Effectively utilize the learning management system (Moodle) and web conferencing system (Big Blue Button)

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Qualifications

The ideal candidate will meet the following requirements:

Interested Candidates please send resume and cover letter to Program Manager,

cdlhrm@ublcdl.edu with “HRM Instructor candidate” as the subject line. Applications will be continuously reviewed until [Date].

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APPENDIX 2

In the following table, list the selection criteria your team agreed upon, in order of importance. Start with the most important criterion. Assign a percentage score to each criterion to reflect its relative importance in the overall rating of the applicants. The total of the relative percentages should add up to 100%.

Selection Criteria

Description	Relative weight in %
	Total = 100%

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APPENDIX 3: Resumes

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DR. MARGARET LUCAS

420 Happy Place
MARVEL, GREAT STATE
(999)555-1212

EXPERIENCE

2010- Present Ambiance University

Aboriginal Education Program Manager

- Writes educational policy for the University.
- Works as an Academic Advisor for the Indigenous Program.
- Conducts and publishes research related to Indigenous issues.
- Writes policy related to education and training, Indigenous Issues.

Director Special Undergraduate Programmes

- Provided academic direction for Indigenous Program.
- Liaised with Aboriginal and community groups and stakeholders in the development of the programme and continued support of the students.

Instructor for the Department of Business Administration

- Taught Human Resources Management online.
- Taught Strategic Human Resources Management at the MBA level, both through face to face and online formats.
- Developed and taught Industrial Relations Course for the MBA Program.

2006 – 2010 Panda Bear College

Research Officer for the Department of Continuing Studies

- Researched and presented specific projects as assigned by the Dean of Continuing Studies.

Instructor for the Department of Business Studies

- Taught Strategic Human Resources Management

2005 - Present Lion's Share University Faculty of Education

Adjunct Instructor

- Teaches in pre-service teacher education programme. Professional Practice PROF 191.
- Designs curriculum.

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- Teaches on the subject of professional practices of teaching and teacher professional development to teacher candidates.
- Supervises the teacher candidate in practicum activities.
- Counsels and evaluates teacher candidates.

1998 – 2004 Land and Sea District School Board

Special Assignment Principal

- Performed research as assigned by the Director of Education in support of board wide initiatives.

Principal Trombolola Community Learning Centre and Principal of Continuing and Extended Education

- Administered adult education programmes in five difference communities across the state.

1994-1998 Land and Sea District School Board

Vice Principal

- Duties as assigned by principal of secondary schools in which I performed the role of vice principal.

1987-1994 Skylar County School Board

High School Teacher

1976-1981 Landmark School Board

Elementary Teacher

EDUCATION AND PROFESSIONAL AFFILIATIONS

1997- 2010	Member of the State College of Teachers	
1975 - 1997	Qualified State Teacher	
1999 – 2006	O.I.S.E./University of Alabama Ed. D., specializing in Curriculum, Teaching and Learning, Focus on Adult Education	Joyousville, State
1985 – 1986	Bullock University M. Ed., specializing in Curriculum Studies	Mindful Place, State
1974 – 1975	State Teachers' Education College B. Ed.	Hammy, State
1970 – 1974	Miasma University B.A. Fine Arts	Hammy, State

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PROFESSIONAL DEVELOPMENT

1996–1999	State Staff Development Association Supervisory Officers Qualification Programme	Marvel, Great State
1995	Lion's Share University A.B.Q. Senior Qualifications, Art	Marvel, Great State
1994–1995	Ministry of Education Religion Course Part II	Marvel, Great State
1990–1991	Ministry of Education Religion Course Part I	Marvel, Great State
1990	Bullock University Principal's Course Part II	Mindful Place, State
1989	Lion's Share University Principal's Course Part I	Marvel, Great State

PUBLICATIONS

Papers Published in Refereed Journals

Samuels, L., Hamilton, S., & Lucas, M., "An Analysis of Male/Female Academic Performance", Journal of Academic Education, April 1998, Vol. 102, No. 10.

Samuels, L., Hamilton, S., & Lucas, M., "A Study of Barriers to Engineering Education ", Journal of Women's Studies, Vol XX, No. 22, 2000.

Chapters in Books

Lamia, J., Lucas, M., Moreover, X, & Mac Holly, S. Who Will Teach? A Case Study of Teacher Retirement Options, Hippy Press, San Francisco California, 2005.

Kingston L. & Lucas, M., "Selection and Preparation of Team Members", Choice of Orientation: Special Occasions for Preparation, Free Press, New York, 2004.

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Education

- Edd Doctorate of Distance Education Student
Alexandria University (2014 – 2018)
- M.A. Master of Arts in International and Intercultural Communication
Many Roads University (Graduated in 2009)
- B.A. Psychology
Alexandria University (incomplete by 3 courses)
Social Sciences Diploma
Mexican Hat College (Graduated in 1994)

Work Experience

- 2013-present: *Individualized and Grouped Study Tutor; Alexandria University*

Teach online and blended courses to undergraduate students at Alexandria University and Heathridge College in Governance and Leadership, Communications, Media Relations and Political Science
- 2007-2014: *Manager, Communications/Workplace Health; Southwest Alibaba Child and Family Services*

Managing strategic communications and occupational health, safety and wellness; business, operational and strategic planning; facilitating community consultations and developing communication tools and policies
- 1997-2007: *Manager/Career Consultant; Great Liberty Human Resources and Employment*

Managed Strategic Consultations including developing communication and social media tools and policy papers

Managed professional and administrative staff including recruitment, orientation, training and evaluation of staff

Provided career services to resident and immigrant youth and adult learners
- 1988-1991: *Program Coordinator, Job Development Program; Mexican Hat College*

Assisted Program Director to coordinate a job development program, establishing screening criteria; program development; student and instructor recruitment, orientation, supervision, and student evaluation

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Publications/Presentations

2014, *Off the Wall: How Does Mood Affect Customer Service and Collaboration in the Retail Industry?*

2013, *Building a Strategic Workforce* - Article for Human Resource Institute magazine

2012, *Networking for beginners* (co-writer Able Ready) - Article for Human Resource Institute

2004, *Take This Job and Fix It – Building a Proactive Culture*; Building Tomorrow Today Conference – Los Angeles

2004, *Creating Policy that Connects People, Skills and the Workplace* - Boston

Research Experience

2009: Master's Thesis – Helping Aboriginal Teens Develop a Healthy Identity

2008: Research Practicum – Inter-Cultural Association (ICA) of Greater Seattle

Photovoice Project with senior immigrants of ICA provide insight into health and wellness

Teaching Experience

2013-present: Alexandria University Governance, Leadership, Communications, Media Relations, and Political Science

2009: Basic Ergonomics: Peer Assessment Training

2001-2004: Mentored University of Heathridge co-op students and interns to support strategic government consultations

Professional Development

1995-Present: Certified Human Resource Professional; Human Resource Institute

2004-2006: Leadership Program; Alibaba Human Resources

2002-2004: Management Development Program; University of Dirigo School of Business

Affiliations/Memberships

1995-Present: Certified Human Resource Professional; Human Resource Institute

2010-Present: Cherokee Nation – Honorary Cherokee (My husband and children are Cherokee)

Interests/Volunteer Activities

2012: Leadership Mentoring – formal mentoring of leadership program students

2011-Present: Informal mentoring/learning with staff in practicing Cherokee culture and language

2012: Social in the South Conference (Heathridge College Advisory Committee)

2010-Present: Editorial Team Lead – E-Source Human Resource Institute

2010-Present: Communications Coordinator – Cherokee Association

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Wanderville, State
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I. **Education**

Ph.D. (Management) 2010
The University of Higher Learning,
Cranium, State
Thesis Title: *"Exploring the Relationships between Kindred Spirits in the European Airline Industry"*

MBA (International Business), Pawsome University, 1981
Grandville, State

Bachelor of Commerce (Marketing), Upper Hand University, 1977
Harricana, State

II. **Industry Experiences**

XYZ Financial Group (1984 - 1999)
New York, Boston, Houston
Involved in the areas of Corporate and Commercial Lending, Investment Banking, Loan Syndications & Asset Sales and Trade Finance. Responsibilities included the management of client relationships and servicing, building and managing multi-million dollar loan portfolios, complex credit analysis, portfolio monitoring, interface with the bank's most senior executives, working with legal teams in loan negotiations, transaction origination, Health Care industry specialization and business development.

Export Development Corporation
(1981 - 1984)
San Diego
Was involved in sourcing, analyzing, structuring and negotiating large export credits for government and private borrowers located in South America and South East Asia. Travelled to foreign countries representing EDC and provided advice to exporters from across the US.

III. **Teaching Experiences**

Higher Colleges of Technology - HCT (1999 - 2010)
Professor of Management Services
Abu Dhabi, United Arab Emirates
Teaching General Business courses.
Courses taught include Business Tactics Simulation, Management Policy and Strategy, International Business, Leadership and Teambuilding. Additional duties also included course development, design and implementation of teaching strategies and assessment, work

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experience mentoring, organizing field trips, developing college-wide educational initiatives, and course team leadership.

Quest University, School of Business Administration
(Autumn Term 1995)

Manhours, State

Part-time Adjunct Faculty - Taught "Introduction to Business Administration"

IV. Industry-Related Professional Designation, Education and Training

Several Management Courses provided in Boston and New York, with faculty members of Harvard Business School and Yale University

V. Other Activities

Elected Member, Quest University Alumni Association Board of Directors (1995 - 1996)

North Carolina Outward Bound School (Participant - 1994)

Quest University International MBA Internship Program (Summer 1980)

Academic Service: Volunteer Member Reviewer of academic paper submissions for the Academy of Management (AOM) Conferences of 2007, 2008, 2009 and 2010 and The Academy of International Business (AIB) Conferences 2007, 2008 and 2009.